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Education for Working Class Children
in Barnsley during the Nineteenth Century,
with particular reference to the
Barnsley School Board.

by

Anne M. Davies.

A thesis presented for the degree of Master of Education
of the University of Durham. 1969.

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ABSTRACT

The opportunities and limitations of Barnsley's educational provision for working-class children during the nineteenth century, were necessarily determined by the economic, social and religious changes which took place as a result of industrialisation.

Prior to 1870, education for the masses was largely a matter for local charity, supplemented after 1833, by government grants. Children, if they went to school at all, attended Sunday schools and denominational day and evening schools where the concern was less with learning than with social and religious objectives. Destitute children could attend Ragged schools or the Workhouse school. For the exceptionally clever working-class child there was, in theory, the endowed grammar school. Private schools of various types were available for those who could pay.

In 1870, Forster's Act extended the education of working-class children by putting it under the jurisdiction of the Barnsley School Board, a locally elected, ad hoc body, with powers to build and maintain schools out of the rates and to enforce compulsion on all children between the ages of 5 and 13. Despite numerous difficulties, this Board effected sweeping changes in the borough's educational outlook and administration. By the end of the century, new schools had been built, old ones extended, attendance increased and the scope of education considerably widened.

When, in 1903, the Barnsley School Board was superseded by the Education Committee of the Town Council, a link with the past was retained when Board members were co-opted on to the new authority. These men, experienced in educational administration and alive to the needs of the working-class, were vital to the work of shaping the future educational policy of the borough.

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INTRODUCTION

1969 marks the centenary of the granting of a charter which made Barnsley a municipal borough. Prominent among those about to celebrate the event are the town's primary schools whose origin dates back either to the period before incorporation or to that immediately following. This work is an attempt to focus attention on the important trends and decisions which affected education for working-class children in Barnsley throughout the century, and which were to exercise a profound influence over all subsequent developments. In order to explain their significance and to try to fit them into the national background, reference is made not only to local issues but also to wider aspects of educational reform. Wherever possible, statements are supported by statistical evidence which, though not completely reliable, furnishes a reasonably accurate assessment of the situation at the time.

A fire in the Town Hall in 1927, destroyed all School Board records. My chief source of information for this section of the work has therefore, been the reports published by the Barnsley Chronicle and school log books.

CHAPTER I

B A R N S L E Y: its economic, social and religious background.

Since education for working-class children in Barnsley during the nineteenth century was affected by economic, social and religious changes, some knowledge of these developments is essential to a complete understanding of the subject of this study.

(1)

Barnsley, now an important industrial town in the north of England, was once a small manor in the Soke of Tatshalla. During the Norman Conquest it was given to the de Laci family¹ who subsequently bestowed it on the monks of Pontefract,²

"in pure and perpetual alms for the salvation of our souls".³ Under four hundred years of monastic rule, Barnsley developed into a small marketing town⁴ serving the needs of an agricultural neighbourhood.

Industrialisation began with the introduction of the wire industry during the seventeenth century when the excellence of its workmen did much to bring Barnsley into prominence. The wire industry declined, however, after 1744, when William Wilson, a Quaker from Cheshire⁵ introduced the manufacture of linen into the town.

-
1. Ilbert de Laci received vast estates in Yorkshire in recognition of his services to the king. At the time of his death he was overlord of more than 200 manors. (Hird p10)
 2. The chief seat of the de Laci family.
 3. Jackson p35.
 4. The charter for the market was granted by Henry III in 1249.
 5. And, it seems, a man of eccentric habits. When he built "Copper Hall",^{*} (later St. Mary's Rectory) he paid his masons entirely in copper. Wilson's name is perpetuated in Barnsley to this day by a plot of land called "Wilson's Piece". (C.H.B.C.S. p16)

^{*} See Plate A.

The linen industry, with the bleaching industry¹ as its complement, flourished. By the end of the century five firms² had 500 looms producing coarse goods such as ticks, ducks, sheeting and towelling. By the 1820's Barnsley was noted for its 'fancy' goods³ and for drabbett, a cheap fabric peculiar to Barnsley. When trade boomed, 4,000 hand-looms and 1,000 power looms in the town's twenty-five leading firms were producing annually over £2 million pounds' worth of goods for export to Spain, Italy and America. Barnsley weavers were hit badly, however, during the slump of the early 1840's⁴ and though conditions improved slightly before the end of the decade when a new loom was introduced into Pigott and Newton's factory⁵ and when a new mill was opened in Borespring by Richard, Tee and Ryecroft, frequent strikes⁶ and competition from Scottish and Lancashire firms during the 1860's caused a second slump from which the trade failed to recover though the quality of its goods was acknowledged by a Royal Appointment and by the inclusion of shuttles into the borough's⁶ coat-of-arms.

Barnsley was not, at any time, prominent in Yorkshire's great woollen industry, though it held its own for some time. Wakefield's growing importance as a wool town during the fifteenth century prompted Barnsley's "best men of note and quality" to petition Parliament, "to put a stop to.....a weekly cloth fair in Wakefield, and to sanction in Yorkshire, "only the fifteen cloth fairs as are allowed by Charter, as

-
1. Bleaching was done at Beckett's Croft, Redbrook, Old Mill Lane and on the nearby moors.
 2. Of John Wilson, Edward Taylor, John Greenwood, Joseph Beckett and Pickering and Jenkinson.
 3. such as broadsheets, damasks and huckabacks.
 4. See page 6.
 5. Wilkinson p40.
 6. See page 6.

at Barnsley and elsewhere."¹ But it was Wakefield² which achieved fame in wool textiles.

Names such as Pot House, Potter's Hill and Pot House Bridge, give evidence today of two important glasshouses at Silkstone where flint, green and ordinary glass were manufactured.³ Another glasshouse at Gawber, though producing glass bottles "superior to any kind",⁴ became defunct in 1820,⁵ the year in which the firm of Wood Bros. opened a flint glassworks in Worsbro Dale.⁶ Here, the quality of glassware was such as to merit a gold medal at the Great Exhibition of 1851.⁷ A display of engraved⁸ goblets at the National Exhibition of 1862, brought further fame.⁹ By the end of the century, Wood Bros. had an important trade in cut, moulded and pressed glass with London and with the Sheffield Silversmiths.

Barnsley's greatest industrial advance was in the iron and coal trade. Though Barnsley's iron bloomeries¹⁰ date back to the Middle Ages,¹¹ the iron industry was not accelerated until the sixteenth century discovery that charcoal could be used for smelting was followed

-
1. V.C.H. Vol. II p416.
 2. Along with Leeds, Bradford, Halifax and Huddersfield. (Brook p46)
 3. Barker pp.322 - 330.
 4. U.B.D. 1790.
 5. Nevertheless, a triangular plot of land in Gawber continues to bear its name. Moreover, initialled wine bottles, pale green phials and dark green crucibles made from Gawber and Silkstone glass can still be seen in the museum of the Barnsley Naturalists' and Scientific Society.
 6. This firm, now situated in the Pontefract Road, continues to be a flourishing concern.
 7. Wilkinson. Worsbro p222.
 8. The process of etching on glass using hydrofluoric acid. (ibid)
 9. At the time, these goblets belonged to Captain F.W.T.V. Wentworth of Wentworth **Castle**, Stainborough.
 10. From "bloom", a lump of iron ore. The bloomery itself consisted of a forge-house, buildings for workers and stables for packhorses.
 11. When iron was produced for nails, horseshoes, wedges, spades, pickaxes and bolts for crossbows.
(Cockshutt. Britannicus. London Magazine Vol.XXI.)

during the seventeenth century by the discovery that coke was equally effective. This led to the erection of coke fired furnaces at Stainborough, Wortley, Rockley and Cawthorne. By 1818, Barnsley had nine ironworks with seventy-two furnaces¹ producing 10,000 tons of pig iron annually.²

Extracts from Court Rolls show that coal, Barnsley's greatest asset, was used for domestic purposes long before the arrival of steam. For instance, in 1303,

"certain persons were brought before a court held by Thomas de Stainton, overlord of Woolley, for digging coal in the highway".³ In 1313, Michael Wentworth was fined 39/11 for

"failing to cover the old coal pits by him dug on the Common of Darton.....to the great danger of passers-by".⁴ and "Le Grove of Bellagh lost his life when a lump of coal fell on his head"⁵ whilst digging for coal at Silkstone.

By mid-seventeenth century, coal from the Barnsley Bed and the Silkstone Thick, was in general use throughout the Barnsley district. The first pit was sunk by Abraham Rock in 1650, when he paid £17 for a year's lease of land under Coalpit Close, part of Keresforth Farm. John Shippen sank another in 1716, on part of the Shaw Lands,⁶ leased for four years at a cost of £100. Early in the nineteenth century, many more mines were sunk and over 100 collieries opened. Between

1. Where, on the evidence of Edward Newman, solicitor, to the Children's Employment Commission 1842, the employment of girls was as common as at the coal pits. (See page 79, footnote 6)
2. Baines p61.
3. V.C.H. Vol.II p339.
4. *ibid.*
5. *ibid.*
6. This was a large estate vested in the Shaw Lands Trustees in 1588 by Rodolph Bosville of London. The rents were used for the general benefit of Barnsley folk, for the upkeep of St. Mary's church and for the maintenance of a sexton and organist. (R.C.C. 1897. p38)

1868 and 1872, the rate of Barnsley's coal production exceeded that of the whole of the West Riding.¹

Transport to and from Barnsley was first speeded up in 1741, when the Saltersbrook turnpike gave access across the Pennines. In 1751, another turnpike connected Barnsley with Sheffield and Leeds and the Dodworth road, opened in 1824, shortened the distance to Manchester by bypassing Keresforth Hill. Several inns in the town served as stages and termini for waggons and stage-coaches.² The opening of the Dearne and Doncaster canal in 1792 and the Barnsley canal in 1793, boosted Barnsley's economy by opening up markets much farther afield and providing an easier and cheaper means of transporting coal and heavy linen goods. Within half a century, the monopoly of inland goods traffic had been taken over by railways which now ran from Barnsley to Doncaster, Sheffield and Manchester.³ By 1870, Barnsley had rail communication to all parts of the kingdom,⁴ a fact which helped to make it the centre of England's largest coalfield.

Hand in hand with economic progress went local enterprise in the provision of public amenities. In 1821, an Act was secured to light the town by gas. The following year, an Act for 'lighting, paving and cleansing', provided the first step towards local government by the appointment of a Board of Commissioners to improve the town. Despite local opposition,⁵ new streets were built, transport improved and water-

1. Baines p38.

2. See Appendix I, p368

3. Via the Woodhead Tunnel, (1857) engineered by Joseph Locke, a native of Barnsley.

4. B.C. 16th May, 1868.

5. Presumably because the Commissioners were not locally elected.

supply increased. In 1854, local government became more intimate and democratic when the powers of the Commissioners were vested in a locally elected Board of Health.¹ By 1870, streets were named, houses numbered, reservoirs built and a system of sewerage constructed. Public interests were also served by a new cemetery, Locke Park and the Beckett Hospital.

Barnsley was made a municipal borough in 1869. The town was now divided into six wards, each having three councillors and an alderman.² By the end of the year, schemes were ~~afford~~^{of foot} to provide the town with a new Public Hall, a Workhouse Infirmary and a public swimming bath.

(2)

Although the passage of time had increased Barnsley's wealth and prestige, rapid industrialisation made life for the majority of its workers unbelievably wretched, particularly in times of depression, strikes and mining disasters, when, thrown upon their own resources by the bleak provisions of the new Poor Law³ their choice was either starvation or the Workhouse. Such a situation obtained in 1840, when a severe slump in the linen trade threw two-thirds of the weavers out of work. The benevolent did what they could to provide temporary relief⁴ but this bore little relation to the need. Many, having been denied accommodation in the Workhouse, became street beggars.⁵

The mines⁶ fared little better since there were no fixed wages,⁶

1. See Appendix II. # p 369

2. *ibid.*

3. See Chapter 4. p 80 footnote 2.

4. For instance, a fund of £300 provided bread and potatoes for 500 starving families during February. (B.C. 22nd March, 1860)

5. *ibid* 22nd February, 1860.

6. Until the Mines Regulations Act of 1850.

no fixed hours of work¹ and no compensation for injury or loss of life. It was for this reason that the South Yorkshire Miners' Association² established a Widows and Orphans Fund in 1865. The full impact of the wisdom of this was made obvious the following year when the sum of £3,000 was drawn from Union funds to meet the funeral expenses of 334 men who lost their lives in the Oaks Colliery disaster.

Perhaps those who suffered most from Barnsley's rapid industrialisation were the child workers in mine and mill. The employment of eight year olds in the Barnsley pits was common and of five year olds, frequent.³ These children toiled as "trappers"⁴ for twelve hours a day, in solitude and darkness, with nothing to eat and drink but dry bread and pit water.⁵ Children from the age of 10 onwards "hurried",⁶ naked to the waist and ankle deep in water, pushing and pulling corves along passages too small for horse and man. Some, like Elizabeth Day, were "lamed in the ankle and strained in the back".⁷ Others suffered from swollen legs, nausea, vomiting and liver trouble.⁸ Those whom "getters"⁹ forced to "riddle and fill"¹⁰ laboured till they dropped.¹¹ To add to their wretchedness, there was the constant dread of sudden disaster. This is made painfully clear by the following inscription

-
1. See page 8.
 2. Which originated in Barnsley and had its headquarters at the White Bear Inn. (B.C. 18th October, 1858)
 3. R.C.E.C., 1842, (Mines) p166.
 4. Operating the ventilating ports or opening trap doors for approach-corves. (Small square waggons full of coal, weighing approximately 3 hundredweights) (ibid p174)
 5. ibid pp.244 and 250.
 6. Getting the hewn coal to the bottom of the pit shaft. The corves were fastened to a girdle round the waist then passed through the legs. In all Barnsley pits, "hurrying" was done almost entirely by girls. (ibid p243)
 7. ibid p244.
 8. ibid p187.
 9. Adult miners who employed the children - very often their parents. (ibid p243)
 10. Officially the work of men.
 11. R.C.E.C., 1842, (Mines) pp.244 and 252.

on a tombstone in Silkstone churchyard:

"There is but a step between me and death."

"This monument is erected to perpetuate the remembrance of an awful visitation of the Almighty... On 4th July, 1838...the Lord sent forth his Thunder, Lightening, Hail and Rain... By a sudden irruption of water into the coalpits of R.C. Clarke, Esq., twenty-six human beings¹ were suddenly summoned to appear before their Maker."

Under the pressures of such a tragic existence, it is not surprising that, "as a body...the child miners are in a state of absolute and appalling ignorance,"² a fact substantiated by the children themselves. For instance, seventeen year old Elizabeth Day and eighteen year old Ann Egley "never learned nowt".³ Those who had been to school⁴ before they started work, had benefited little. Only one boy could write his name and fewer than half the total number of children could read.⁴⁵

In an attempt to alleviate the condition of working class children, the Mines Regulations Act (1842) forbade the employment in pits of children under the age of ten, but the law was little observed due to inadequate inspection.⁶ Thus, even as late as 1870, fifty ten year old children were reported to be working in pits in the Barnsley district.⁷

Since the Report of the Children's Employment Commission on Trades

-
1. Eleven boys and fifteen girls. ~~Ten were~~ ^{Ten} under the age of eleven and one as young as seven.
 2. R.C.E.C. (Mines) p154.
 3. ibid p252.
 4. There were at the time, only two day schools in Barnsley. (See Chapter 3)
 5. R.C.E.C. (Mines) p250.
 6. R.N.C. Vol VI p378. (Shuttleworth's comments on the difficulty of inspecting mines)
 7. B.C. 21st January, 1871.

makes no specific reference to child weavers in Barnsley, it is not possible to give a detailed account of their condition. It seems safe to state, however, that they were not as badly off as their counterparts in the mines, for the Factory Act of 1833 forbade the employment of children between the ages of nine and twelve in all textile mills¹ for more than nine hours a day and of children between thirteen and eighteen for more than twelve hours a day. Moreover, the law was enforced by Factory Inspectors. This Act also provided for a modicum of instruction for children under thirteen, either in factory schools or in schools chosen by their employers. But this, "only designed to be partial in its operation,"² was frequently evaded, as in Barnsley, where only one linen firm set up a school for its child employees. Whether other child-weavers were sent to schools in the town is doubtful, for, apart from private schools, there was only one public elementary school in Barnsley before 1840.⁴

In 1843⁵ Sir James Grahame introduced a Bill into Parliament which provided for a reduction of the legal age of employment from nine to eight, for a reduction of child labour in mills from eight hours to six and a half hours and for the provision of "properly conducted" schools instead of the makeshift arrangement of factory schools. But the bill was shelved because of the furore amongst Dissenters.⁶ In 1844, however, an Act was passed which limited the hours worked by children on the same lines as those laid down in Grahame's Bill and introduced the

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1. Except those engaged in silk.
 2. M.C.C. 1851 - 1852 Vol II p619.
 3. T. Taylor & sons. (Burland Vol III p317)
 4. See Chapter III.
 5. This date is significant in view of the Report of the Children's Employment Commission-which was given the fullest publicity.
 6. See Chapter III. p41

"half-time" system under which the employment of children between the ages of eight and thirteen was conditional upon part-time attendance at school. Many industrialists strongly opposed an extension of education since it restricted their right to employ children as and when they liked, a matter of extreme importance to them when trade was good, as in the late 1840's when the demand from the East for cheap cotton was virtually insatiable. And parents objected because they were deprived of their children's wages. For working-class children, however, factory legislation, sporadic and tardy though it was, was of key significance, for without such legislation, they could not be withdrawn from mine and mill in order to be educated.

(3)

Industrial and social changes in Barnsley were accompanied by religious enterprises, particularly in the building of new churches, an essential prerequisite to the improvement of the moral and spiritual welfare of the expanding community.¹ Between 1820 and 1860, three new Anglican churches increased Church accommodation by 1,650 sittings² at a cost of £12,000, nearly a third of which came from government funds under the Million Pounds Scheme.³ The provision of Nonconformist chapels was, of course, almost entirely a matter of local initiative and benevolence. As in most northern industrial towns, Nonconformity in

1. See Table I. p 413

2. See Table II. p 414

3. Created by Act of Parliament in 1818. The money was obtained from a war indemnity paid by Austria after the Battle of Waterloo. (Hence the names Blucher Street, Wellington Street, Pitt Street etc. in Barnsley.)

Barnsley was strongly supported by prosperous middle-class industrialists who poured their wealth into the building of large chapels¹ in various parts of the town, a fact which was to have direct bearing on the education of working-class children.²

The spiritual needs of a small but growing body of Roman Catholics in Barnsley were met by the converting of two cottages in Nelson Street into the first Holyrood church. This had seating accommodation for 600 worshippers.

The increase in the number of church sittings provided by the various denominations is, however, no indication of the religious proclivity of Barnsley's inhabitants. Reference to the Census of Religious Worship, 1851, makes clear that the people of Barnsley, as indeed was true of the country as a whole³ were "as utter strangers to religious ordinances as people of a heathen country".⁴ This is confirmed by child witnesses to the Children's Employment Commission,⁵ when several of them stated that they knew "nothing about such things". Lack of religious influence had, inevitably, an effect on the moral condition of these children. Jelinger Symons, one of the Commissioners, heard girls swearing like men.⁶ C. Havercroft, steward of Mount Osborne Pit,

1.* One of the most benevolent was John Shaw, quarry owner, who provided the stone for and defrayed half the cost of building the Regent Street Congregational Chapel. (See Table II). According to the Congregational Union, it was "excelled by none other in the West Riding".* (C.U.Y.B., 1857, p.246.)

As local records are so incomplete, it is not possible to estimate the increase in the number of sittings provided by Nonconformists, but the fact that three chapels out of a total of thirteen, provided enough accommodation for nearly 3,000 people, seems adequate proof of vigorous Nonconformist activity in this direction.

2. See subsequent chapters on schools.

3. See Tables IIIa and b. pp. 416-418

4. Harrison p.157.

5. See R.C.E.C. (Mines) p.244.

6. *ibid* p.155.

* See Plate B. ~~mines~~ and M.

spoke of "scenes...as bad as at any house of ill fame".¹ and John Oastcliffe, the Barnsley Registrar, reported that most girls left the pit to become prostitutes.²

In an effort to improve church attendance, steps were taken to abolish pew rents in all Anglican churches in Barnsley. This was achieved by the 1860's. Nonconformist bodies, however, were forced to retain the majority of pew rents in their churches since they were the main source of finance but no doubt, many, like the Baptists, changed from a monthly to a weekly system of payment to suit the convenience of working-class people.³ The steady increase in church attendance in subsequent years⁴ suggests that the clergy and their middle-class supporters were right in their assumption that it was poverty rather than indifference which had kept the more respectable sections of the working-class community away from church.

The concern of the Christian churches for the welfare of the working-class is also seen in the provision of day and Sunday schools. For most children day school attendance was, however, out of the question as long as working hours remained incredibly long and working conditions lamentably hard. In addition to this, there was the inhibiting factor of acute parental poverty.⁵ Thus, though many working-class parents

1. See R.C.E.C. (Mines) p248.

2. *ibid* p251.

3. B.R. 28th November, 1864.

4. Reported in the Baptist Records, 30th December, 1865, and in the Records of the National Society, 28th November, 1869.

5. Of which officialdom was well aware, as is seen in the following quotation from the Minutes of the Committee of Council (1852 p619): "The intense poverty of the majority leaves them without defence when tempted by the prospect of the smallest conceivable gain. The inducement of sixpence a week earned...will entirely quench the faint desire for instruction...everybody must see the unreasonableness of discontinuing this vagabond craft...if it does but add a few loaves to the attenuated store of the starving family at home."

in Barnsley publicly expressed their desire for better education for their children,¹ they had to be content with what the Sunday schools could offer.

1. This was done at a meeting of 350 miners in the Court House in Barnsley on 25th March, 1841. (R.C.E.C. (Mines) p262)

CHAPTER II

SUNDAY SCHOOLS

For the greater part of the nineteenth century, the Sunday School Movement provided the most widespread means of educating working-class children. This Movement¹ began in 1780, when Robert Raikes and the Reverend Stock, both Anglicans, opened Sunday schools in Gloucester to civilise the hordes of ignorant, profane and filthy children who ran riot through the streets of the city on the only day in the week when they were not working. The success of these schools² led to the establishment of Sunday schools all over the country, particularly in northern industrial towns such as Barnsley. Support came from all quarters, though motives differed. The impelling force for some was a desire to forestall social disorder³. A more powerful influence with others was the wish to prevent poverty and crime by removing ignorance, the cause of both. But what really gave impetus to the Movement was

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1. A conventional term denoting a concerted effort to establish Sunday schools. Isolated schools had, of course, existed long before the Movement itself. These had been set up by private individuals among whom were
 - a) The Reverend Theophilus Lindsey, who opened a Sunday school in his vicarage in Catterick in 1765.
 - b) Hannah Ball, who had a Sunday school in High Wycombe in 1768.
 2. Widely publicised in Raikes' paper, the Gloucester Journal and in the Gentleman's Magazine, a London journal which found its way into country homes and parsonages all over the country. (Platts and Hainton p40)
 3. There was never any Luddism in Barnsley, but it was one of the main centres of Chartism. The meeting of Barnsley weavers at Grange Moor in 1820 (See Thompson p776), and the transportation of William Ashton, a Barnsley weaver, to Australia in 1830, for alleged complicity in strike riots, give clear evidence of this. When Ashton was liberated in 1838 and brought back from Australia by the subscription of his fellow weavers, he continued to play a leading part in the Chartist movement. (Thompson p325)

the largely inarticulate demand for schooling that was working like a yeast in ordinary people¹.

I UNDENOMINATIONAL SUNDAY SCHOOLS

The early undemoninational Sunday schools varied considerably in size, ranging from schools of several hundred conducted in any large building available, to small groups of children sitting in the corner of a chapel or on the chancel steps of a church. Barnsley's first Sunday school, opened in 1784, is a typical example. It was sponsored by the Established Church, the Methodists² and the Independents, and was attended by over 200 children who met in an upper room of the grammar school, the boys assembling on the street side and the girls on the side nearest the garden.³ First, they had to be disciplined, a task successfully performed by Richard Woodcock, deputy constable, bailiff and "dog-~~man~~^{nauper}"⁴ of St. Mary's church and Tom Cockshaw, "an imposing personage in cocked hat and wig".⁵ Unfortunately, there is no record of the nature of their methods, though it is more than likely that caning was frequent as the cane was in regular use in the Methodist Sunday schools in Barnsley at least up to the 1830's.⁶ Those who taught the children were, for the most part, private school teachers⁷ but, to provide that element of respectability considered by Sarah Trimmer to be essential

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1. Much of this stemmed from the growth of radical thought and the spread of Methodism, both powerful forces at the time.
 2. who had been active in Barnsley since 1742, when John Wesley preached at the White Bear Inn. (B.C. 24th July, 1880)
 3. Burland Vol I p166.
 4. Impounder of stray dogs.
 5. Burland Vol I p166.
 6. S.S.U.J. Vol II 1892 p18.
 7. According to M. G. Jones, (p150) this was general throughout the country.

in all Sunday schools,¹ John Whitworth, architect,² and John Bent, clerk to the Trustees of the Saltersbrook Turnpike, presided as "Visitors".

Curriculum and methods followed the approved pattern with emphasis always on religion, morals, manners and, of course, subordination. All children were taught to read the Bible but, as in the Brentwood Sunday School,³ only those with good voices learned "to sing the praises of that Great Being whose name they once profaned".⁴ Those who made progress in reading were presented with a New Testament and those with good memories, like Margaret Parrington, who recited five Collects on the Easter Sunday following the opening of the school, were highly commended and given sixpence. The attention thus drawn to the children was deplored by Cockshaw, who, in accordance with the spirit of the age, was afraid to "make the girl proud".⁵

II DENOMINATIONAL SUNDAY SCHOOLS

The co-operation between Church and Dissenters which marked the early years of the Sunday School Movement was checked by the advent of revolutionary and atheistic thought from France, and when Dissenting Sunday Schools⁶ were suspected of disseminating Jacobinical principles, the leaders of the Established Church ordered all parochial clergy to dissociate themselves from Dissenters and to set up Sunday schools of their own. Dissenting bodies did likewise.

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1. In her widely read book, "The Oeconomy of Charity", Trimmer emphasised that the work of the schoolmaster and schoolmistress was not enough, for unless Sunday schools were graced by the presence of persons of superior rank, they seldom achieved the proposed ends, namely, the strict preservation of class distinction. (Trimmer p166)
 2. And a staunch Methodist. (Wilkinson p127)
 3. See Appendix IIIa ~~1~~(14) p. 370
 4. Wilkinson p127
 5. B.C. 24th July, 1880.
 6. Excluding Methodists, who were strongly anti-Revolutionary. (Trimmer p145)

a) Nonconformist Sunday Schools

Serving simultaneously as the religion of the industrial bourgeoisie and of wide sections of the proletariat, Nonconformity had a profound influence on the provision of Sunday schools in towns like Barnsley where self-made industrialists of all denominations could give expression to their philanthropy by founding Sunday schools attached to their chapels. Here, the labouring classes, from an early age, were taught discipline, diligence, thrift and sobriety,¹ the essential virtues of self-help. The enthusiasm of industrialists for Sunday schools was reinforced by the zeal of Nonconformist ministers in the pious hope that their schools would prove "The doors of entrance into the Church of God".²

Apart from the general method of inculcating a knowledge of the Bible and of teaching the three R's,³ regrettably few details of specific Sunday schools in Barnsley exist. As records are few, it is rarely possible to do more than mention the date of their establishment by the various denominations.

The first Wesleyan Sunday school was opened on Advent Sunday, 1803,

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1. All denominations in Barnsley inveighed heavily against the evils of drink, (one of the greatest curses of the nineteenth century when a man could get drunk for 1d. and dead drunk for 2d.) "Drink which had been the besetting sin of the gentry in the eighteenth century was now the besetting sin of the poor.") (Moorman p382), and joined in the cause of "Temperance", by forming the Barnsley Temperance Society and supporting the Band of Hope. The Barnsley Temperance Society held weekly meetings in the Baptist Schoolroom. (B.R. 2nd February, 1870) Any member found guilty "of the sin of intoxication" was suspended from church fellowship for a period of twelve months. (B.R. 20th September, 1870)
 2. R.N.E.C. Historical Document, 1837 p3.
 3. That is, by rote learning of texts, Catechism and hymns.

* See Table γ o) p. 420

by William Cook Mence, solicitor, who, like Raikes,¹ had been "moved to pity by seeing so many children in the streets and lanes of his native city, rambling about uncared for on the Sabbath".² For two years, 600 children assembled each Sunday in the Westgate Street chapel. Then they were transferred to a new building in a street³ in Church Fields, where they remained until a new vestry was built under the massive Pitt Street Methodist chapel. During the 1830's, three more Wesleyan Sunday schools were established, one in Pogmoor, one in Gawber and one in Doncaster Road.⁴ Initially, the Doncaster Road Sunday school was "large and well conducted",⁵ but presumably through lack of support, it was discontinued until the Wesleyan day school was established in 1843,⁶ when James ^{Lupton}~~Leyton~~, the headmaster, also took up Sunday teaching.

Sunday schools were opened by various splinter Methodist groups⁷ too, some of whom used various premises before finding permanent accommodation. For instance, the New Connectionists used two rooms in

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1. An interesting character. At worst, he wanted peace outside his newspaper office on Sundays so that his workmen could get on with the setting up of Monday's newspaper. At best, he was a philanthropist and publicist, genuinely interested in the social condition of young people in Gloucester. His colleague, the Reverend Stock, gave the Sunday schools a religious significance.
 2. Wilkinson p232.
 3. "School Street", acquired its name from this Sunday school and not from St. Mary's school as is commonly thought today.
 4. On the site of the present Alhambra Cinema.
 5. Centenary p30.
 6. See Chapter III. p 63 See Plate D.
 7. a) The New Connexionists (1797) and the Primitive Methodists (1810) seceded from the parent body on matters of discipline and polity.
 b) The Wesleyan Methodist Association (1827) broke away over the installation of an organ in a chapel at Leeds and the founding of a theological college for the training of ministers.
 c) A more serious controversy over the expulsion of three ministers in 1849, led to the formation of the Wesleyan Reformers.
 d). In 1857, the Wesleyan Methodist Association and the Wesleyan Reformers united as the United Free Methodist Churches. (O.D.C.C. p893)

Stringer's Yard, a large single room in Peashills, a room over Joshua Wragg's bakehouse, rooms near the old quarry¹ and finally, a purpose-built school in Market Hill. On the other hand, the Primitive Methodist Sunday school remained in John Street from the time of its establishment in 1822. The United Free Methodists were indebted to the architect of Blucher Street chapel for their Sunday school as he had planned its erection on large stone pillars "deep down into the ground, with four strong walls to the same depth".² Thus, when the United Free Methodists "worked with spade and barrow to scoop out the earth, they found a really good schoolroom".³ Four classrooms were added later when numbers increased. In 1854, the Wesleyan Education Committee⁴ concerned for thousands of children untouched by their schools and in danger "of becoming as their fathers...a stubborn and rebellious generation",⁵ launched a special appeal for increased support of Methodist Sunday schools.⁶ Prompted by this, "Daddy Rymer"⁷ canvassed Barnsley for subscriptions towards building a Sunday school for the Wesleyan Reformers. By 1857, this school had 150 children on roll.⁸

Although it was tacitly assumed that the ultimate object of all Sunday schools was to teach the masses to read the Bible for themselves, all Methodist Sunday schools regarded secular instruction as an

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1. Provided rent free by James Lister, linen manufacturer.
 2. S.S.U.J. Vol II November, 1892 p18.
 3. *ibid.*
 4. Formed in 1837 and charged with the supervision of all matters relating to Wesleyan education. It consisted of fifteen ministers and seventeen laymen. (R.M.E.C. 1854, Appendix II p116.)
 5. *ibid.* p419
 6. See Table IV, showing when Wesleyan Methodist Schools were established and the progress achieved up to 1870.
 7. Probably a lay-reader at the time. From 1866, he was headmaster of the Wesleyan day school.
 8. S.S.U.J. Vol III June, 1892 p73.

important part of their work,¹ a fact which perhaps partly accounts for the comparatively high standard of attainment of the boys attending the Primitive Methodist Sunday school in Silkstone in 1840.²

It is significant that in 1831, when ~~members~~^{numbers} at the Barnsley Congregational Sunday school in William Shaw's iron warehouse, Speddings Fold, were low,³ the Congregational Union⁴ was set up "with the express purpose of calling upon members to direct their attention increasingly to the religious education of the young on the Sabbath".⁵ The response in Barnsley was such that by 1856, numbers had risen to over 400. To house them more adequately, John Shaw⁶ met the cost of building two large schoolrooms at the back of the Regent Street chapel.⁷ Later, a gallery was added⁸ to one schoolroom to accommodate 150 infants⁹ and three classrooms "with entirely separate and distinct entrances"¹⁰ to the other - again at the entire expense of John Shaw.

In addition to the Methodists and Congregationalists in Barnsley

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1. Mathews p50. See also p19.
 2. R.C.E.C. 1842, (Mines) p192. Unfortunately, when sixteen year old Mary Day of Barnsley was interrogated by the Children's Employment Commission, she said nothing beyond the fact that she went regularly to one of the Methodist Sunday schools in Barnsley. (ibid p245)
 3. With only 30 children on roll.
 4. An association of 158 affiliated chapels. (C.U.Y.B., 1857 p32)
 5. ibid, 1856 p52.
 6. Who was connected with this Sunday school from a very early age and was Superintendent for nearly 50 years. (S.S.U.J. Vol III December, 1891 p31.
 7. ibid.
 8. This was the result of a request from the Congregational Union to all Congregational Sunday schools, in the interests of thousands of children between the ages of 3 and 6, known to be "living in homes where the name of Jesus is never mentioned...where drunkenness, licentiousness and blasphemy is common". By adding a gallery to existing schoolrooms or by building a separate ^{room} away from the main schoolroom, the Congregational Union estimated that at least 100,000 children could be added to the total number of Sunday school children in the country. (C.U.Y.B. 1856 p84)
 9. C.U.Y.B. 1857 p246.
 10. ibid.

was an active Baptist community which made praiseworthy efforts to establish and maintain a Sunday school in one of Barnsley's poorest quarters.¹ Originally, a corner of the chapel was used, but when numbers increased, the Baptists were urged by their "indefatigable pastor",² the Reverend Cathcart, to make vigorous efforts to acquire sufficient money to build two schoolrooms. A gift of £200 from John Wood³ and the proceeds of teas, bazaars and collections⁴ made this possible in 1865. By 1870, the Baptists announced, "with special gratitude and joy",⁵ that their Sunday school was large and flourishing.⁶

b) Anglican Sunday Schools

The progress of Anglican Sunday schools throughout the country owed much to the work of Evangelicals⁷ like Hannah More, who launched her "rescue" campaign in the Mendips⁸ in 1789. More's reputation as a writer,⁹ her social connections¹⁰ and her strong Evangelistic sympathies, made her Sunday schools a matter of public interest. Public attention was also centred on Sarah Trimmer, a tireless pioneer of Anglican Sunday schools in Old Brentwood and Ealing, "where the proportion of poor inhabitants

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1. In the area of Britannia Street and Sheffield Road.
 2. B.C. 30th December, 1865.
 3. Part owner of the glass factory.
 4. From Sunday school sermons and collecting cards. (B.R. 1st June, 1865)
 5. S.S.U.J. Vol III February, 1892 p31.
 6. See Table Va) ^{Wood} (VI a) pp 420 and 421
 7. A Movement within the Established Church which tried to re-awaken in clergy and lay men an interest in Christian effort, the care of the young on the Sabbath included.
 8. Where spiritual destitution amounted almost to paganism. (Overton and Relton p247)
 9. Her Cheap Repository Tracts, written as an antidote to Tom Paine's Rights of Man, had a prodigious sale.
 10. In "Thoughts on the Importance of the Manners of the Great to General Society", (1788) Hannah More urged her rich and influential acquaintances to a proper sense of responsibility towards the poor. (Moorman p318)

is very great...(where) poor children...were suffered to run about the streets ragged and dirty from morning till night to the great disturbance of the regular part of the inhabitants".¹ Trimmer's fame as a writer,² her connection with Royalty³ and the addition of a School of Industry to one of her Sunday schools⁴ to "inure the children early to industry"⁵ contributed much to the success of the Sunday School Movement in the London area. Yet another interesting example of Anglican middle-class interest in Sunday instruction is seen in the York Sunday School established in 1786 by "the most respectable citizens"⁶ of the city. In this instance, prestige was added to respectability when the Archbishop himself was made patron.

In general, Anglicans in Barnsley delayed the establishment of Sunday schools until day schools were built.⁷ But the Reverend E. Maxwell, vicar of St. John's, was so concerned about the ignorance and immorality of the district of Barebones⁸ that he opened a Sunday school in the Oddfellows Hall⁹ several years before St. John's day school was built.

c) Roman Catholic Sunday Schools

The expansion of Catholic Sunday schools was most rapid after 1845,

1. Trimmer p297.
2. In many Sunday schools, Trimmer's abridgements of the Old and New Testament were used instead of the Bible. Her Spelling Book which included "Lessons with Scripture Names...intended to prepare children for reading of the Bible with fluency", was also in wide demand. (Trimmer p55)
3. Her Sunday school received Royal patronage (Trimmer p305) and her advice was sought by Queen Charlotte on the question of setting up Sunday schools in Windsor.
4. Trimmer p305.
5. ibid p99.
6. Howard p11.
7. See Chapter III. p49
8. N.S.R. 24th June, 1847.
9. Now the Temperance Hall, Pitt Street. See Plate C

when it became necessary to provide for the children of Irish Catholics.¹ By 1851, accommodation had been provided for 33,252 children in Catholic Sunday schools all over the country.² The Holyrood Sunday school in Barnsley was attended at the time by 200 children who received their instruction in cellars underneath Holyrood Church, Nelson Street.³ Since there is no reference to Sunday schools in the Annual Reports of the Catholic Poor Schools Committee,⁴ presumably the sole responsibility for their maintenance rested upon local churches, a fact which must have placed a heavy burden on Catholic communities, as for instance in Barnsley where the Catholic population consisted for the most part of the Irish poor.⁵

III UNSECTARIAN SUNDAY SCHOOLS

Active though religious bodies were,⁶ they did not have the monopoly of Sunday teaching, for secular bodies, such as the Oddfellows in Barnsley, set up unsectarian Sunday schools to provide for working-class children "a sound and secular education on perfectly rational lines".⁷ This reflects the suspicion felt by many working-class men of the sectarian bias of denominational Sunday schools.⁸ In most cases, this was not groundless. The Methodists, for instance, insisted that

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1. Who, driven by near famine, sought work in the mills and mines of industrial areas in the north of England.
 2. Census, 1851, pCXVIII.
 3. Souvenir p41.
 4. Established in 1847, to dispense the government grant to Catholic day schools. (See Chapter III) p ~~60~~ and 47
 5. According to Matthew Arnold (G.R.E.S. p151) the poverty of the Irish was such as to place them in a class of their own. The Locke family were the only Catholics of substantial means in Barnsley. (Souvenir p31)
 6. See Tables VIIa and VIIb, ^{pp. 422-423} showing the progress achieved up to 1851.
 7. Wilkinson p209.
 8. A feature denounced as "dangerous" by political thinkers such as Malthus.

all children attending Methodist Sunday schools should be taken to Methodist chapels on Sundays unless prevented by illness, and that only the Methodist Catechism and Methodist hymn books were to be used in their schools.¹ The Congregational Union, on the other hand, forbade indoctrination.² Little is discoverable about the workings of Barnsley's Unsectarian Sunday school³ beyond the fact that ^{the} progress of children was measured on Christmas Day, as in 1842, when scholars were examined in public.⁴

IV GENERAL FEATURES OF SUNDAY SCHOOLS

a) School Attendance

Sunday schools were firmly controlled by "Management Committees"⁵ who issued detailed regulations for the conduct of parents, teachers and children.⁶ In the early years, Management Committees were much troubled by the irregular attendance of scholars,⁷ and often employed

1. These were specific instructions issued by the Methodist Education Committee R.M.E.C. 1838 - 1844 p7. footnote 1.
2. Unfortunately, the Writing Controversy (see page 28), which was another reason for the suspicion of secular bodies, is not referred to in the Year Books of the Congregational Union.
3. Among those who took an active part in its management was Joseph Wilkinson, local historians, the Relieving Officer to the Barnsley Board of Guardians (see Chapter IV p 88) and the Barnsley Correspondent to the Northern Star.
4. Burland Vol II p203.
5. For instance, St. George's Sunday school, Barnsley, had a body of seven Managers, with the Reverend Cobb, the incumbent as chairman. (N.S.R. 31st December, 1864)
6. See Appendix IIIa and b and c. pp 370-373
7. Probably because they were determined that neither cash nor time should be wasted on pupils who were not prepared to attend regularly.

people to drive children into school by force.¹ In Barnsley, for instance, "several immense wardens...took a look around the streets during service time and marched stray juveniles into school if they could catch them".² Subsequently, Sunday school teachers themselves acted as "whippers in". Fred Brown, for instance, turned out every Sunday morning at 8 a.m.³ "to hunt up the scholars, often having to get them out of bed, wash them and dress them and see them safe to school".⁴ Once inside the school, bribes of food, clothing and money helped to keep them there. With these and other inducements such as regaling the children with beer,⁵ enthusiasm for Sunday schools increased so much that in Barnsley "it was a common sight to see lads and lasses plodding off to Sunday school in clogs, the lads with great patches on the knees of their tugs and woollen scarves, the girls with mended frocks, a bit of old black on an old brown...those in better circumstances wore a neat bit of coloured ribbon, adorned sometimes with a twopenny brooch and a penny link of beads and a nice clean apron and stockings and polished clogs, as happy as queens as they trotted off to Sunday school".⁶ This change of heart obtained throughout the country for by the mid-nineteenth century, over two and a quarter million Sunday school children "gathered with alacrity and even with affection round their teachers",⁷ *

* 7. Census, 1851 p15.

1. Finance could, of course, set limits on the numbers who could be admitted. Managers' rules, insisting on regularity of attendance, suggests that many Sunday schools were aware that more children than could be admitted were anxious to attend. This insistence, however, could only be effective if parents wanted their children to obtain whatever education the Sunday schools could give.
2. "After which they went into the public house for a reviver."
3. This gave him two hours and a half before school started at 10.30 a.m. It is interesting to note that whilst most of the early Sunday schools kept almost factory hours, Sunday schools in Barnsley held two sessions - from 10.30 a.m. to 12 noon and from 2 p.m. till 4 p.m. (Burland Vol.II p166)
4. Wilkinson p216.
5. As at Bradford. (S.S.U.J. Vol.III January, 1892 p7)
6. B.C. 24th July, 1880. Article headed "Fifty Years Ago".
- 7.

presenting to their benefactors, "a beautiful picture of the cohesive influence of Christian charity".¹ But early leaving, as much a problem in Sunday schools as in day schools,² defied solution. The Congregational Union tried to solve the problem by the formation of senior classes³ "for those scholars entering the most critical part of their lives"⁴ but failed, probably through lack of parental support⁵ or, as in Barnsley, through the inadequacy of Sunday school teachers.⁶ The quality of the teachers in the Wesleyan Sunday school can be taken as representative of most. There was Joseph Methley, "a man both respected and feared...strict without being unkind", Joshua Simmons, a weaver, "who gave every encouragement for the good", William Domley, a dyer, "mild in his manners and with much interest in Sunday teaching", William Hurst, "who explained the meaning of many words", Tom Bailey, "a promising young man who always kept a dictionary in his pocket", John MacLintock, son of a poet weaver, and the three brothers Sedgewick, "efficient and industrious teachers".⁷ Keeness however, could not compensate for inadequacy, a fact fully recognised by the promoters of Sunday

1. C.U.Y.B. 1855 p80

2. See Chapter III. p 71 footnote 2

3. Which, in the opinion of the Newcastle Commission, 1861, were "the grand desideratum of the perfect working of the Sunday school system". (Vol. I p53) as they would continue instruction and maintain their influence over young adults.

4. *ibid.*

5. C.U.Y.B. 1856 p23.

6. Who were, by this time, voluntary. The first appeal for voluntary service came from the Wesleyan Education Committee on the "do it yourself" principle, when funds were short, (Census 1851, pLXVIII), which was, probably, often when Methodists were supporting several Sunday schools in the same area, as in Barnsley. The response of voluntary teachers was such that by 1851, the pupil-teacher ratio in Methodist Sunday schools was 1 to 5 (R.M.E.C. 1854 p55) as against the national average of 1 to 8. (Census LXXVII) The tradition of voluntary service was very quickly established in all Nonconformist Sunday schools, but the teachers in Anglican schools continued well into the nineteenth century. Usually, these teachers were the schoolmasters and schoolmistresses of the National Schools. (Census 1851, pLXXVII) 7. *Burland Vol. I p289.*

schools in Barnsley when they announced that children were backward because, "like bees they could not suck honey from a flower where there was none"¹ and bored because, "all they did was to read chapter after chapter of the Bible, each lad taking a verse in double quick time".² Many took steps to try to improve the quality of Sunday school teachers. The Reverend Cathcart, for instance, ran Saturday evening classes and provided his teachers with notes on Scripture lessons³ but his need for "a greater number of competent teachers"⁴ continued. The teachers of the Oddfellows Sunday School formed a Mutual Improvement Society during the 1840's "in order to fit themselves better for their work",⁵ but records do not reveal with what success. The Congregationalists, too, ran evening classes, but abandoned them when they found that their teachers were "so over-pressed with weekly toil that preparation for their work was well nigh impossible".⁶ The shortcomings of the vast majority of those who taught in Sunday schools were officially condemned by the Census of 1851⁷ and the Newcastle Commission⁸ though the former paid tribute to their earnestness and religious conviction which, they claimed, was largely responsible for the "miraculous" improvement in the manners and morals of the working-class population.⁹

b) Secular Instruction in Sunday Schools

An interesting fact which emerges from the scanty records of

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1. Burland Vol. III p130.
 2. *ibid.*
 3. B.R. 1st February, 1866.
 4. *ibid* 2nd May, 1870.
 5. Burland Vol. III p436.
 6. C.U.Y.B. 1856 p85.
 7. Census, 1851 pLXXIII.
 8. R.N.C. 1851 Vol. I p53.
 9. Census, 1851 pLXXIII.

Barnsley Sunday schools is the effect of the Writing Controversy¹ on the Sunday school curriculum. In many of the early Sunday schools, writing and arithmetic were taught regularly, as in the first Wesleyan Sunday School in Barnsley where these subjects were taught by Godfrey and David Mason² and again in the United Free Methodist Sunday School where "part of the time was devoted to writing in copybooks, desks and inkwells being provided".³ Then, troubled by the Writing Controversy, the Methodist Conference forbade the teaching of writing in all Methodist Sunday schools, though this rule seems to have been more often broken than kept.⁴ Whether this was the case in Barnsley is not known, but presumably the establishment of the Wesleyan day school in 1843 made less the need for the teaching of writing on Sundays to those who could attend the day school. Writing was never permitted in Barnsley's Anglican Sunday schools, but during the winter months Sunday scholars "received instruction in writing, gratuitously, on Thursday evenings".⁵ Eventually all Barnsley Sunday schools, in common with Sunday schools everywhere, handed secular instruction over to the day schools and became "merely seminaries for the particular sect to which they belonged!"⁶

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1. Sparked off by those whose consciences were troubled by the teaching of secular subjects on Sunday. Sarah Trimmer, for instance, proclaimed that the teaching of Arithmetic in Sunday schools should be strictly forbidden. (Trimmer p183) Those who objected to the teaching of writing did so on the grounds that this was a secular art from which temporal advantages might accrue, "such as enabling boys to scribble on walls and girls to read their mistresses' letters." (Smith p162) The teaching of reading, however, could be defended since the aim was to teach the labouring class to read the Bible.
 2. Who kept a private school over David Duncan's ten-loom shop in Rook's Field. (Wilkinson p127)
 3. S.S.U.J. Vol. II November, 1892 p18.
 4. Mathews p50.
 5. N.S.R. 31st December, 1864.
 6. R.N.C. 1861 Vol. I p53.

c) The Sunday School Attractions

The Sunday School Feast was an annual event of great importance in Barnsley even during the 1830's when "it consisted of dry currant bread and a small quantity of milk with a little water to take off the chill".¹ That such fare was sufficient to entice into Sunday schools children who for six days of the week "had been beaten and covered with sludge"² and "been confined bad enough",³ speaks for itself. By mid-nineteenth century, the Sunday School Feast had developed into a massive public demonstration, complete with bands and banners,⁴ as on one grand occasion when 30,000 teachers and pupils of the Sunday School Union⁵ assembled at the Halifax Place Hall, before processing through the town.⁶ There were other Sunday school attractions too, such as "monster trips" to Great Grimsby⁷ and picnics at Wentworth Castle.⁸ But frivolity on Sundays was condemned. This is seen in the action taken by the Reverend Cathcart when, on two occasions⁹, he publicly denounced the Directors of the L.M.S. Railway for "offering temptation to the young to violate the Lord's Day"¹⁰ by advertising cheap excursions on Sunday to Penistone Feast.

d) Ancillary Services provided by Sunday Schools

The libraries established by Barnsley Sunday Schools were probably

1. B.C. 24th July, 1880.
2. C.E.C. (Mines) p173.
3. ibid (Trades) p150.
4. For this reason entries such as "Whitsuntide Hymns and Band 8/1st" appear at regular intervals in the Baptist Records.
5. Established in 1841. Alderman Eugene Wood, son of John Wood, the Baptist benefactor, was President during the 1860's. (B.R. 1st February, 1866)
6. S.S.U.J. Vol. III January, 1892 p7.
7. Hoyle CXXXIX.
8. B.R. 2nd May, 1870
9. 21st June, 1863 and 28th June, 1866 (B.R.)
10. ibid.

for adults, yet they are worth mentioning as it is possible that, like the Mechanics' Institute¹, the churches made provision for the young in St. George's library, York Street,² in the "extensive library"³ of the Pitt Street Methodist Church, in the Regent Street Congregational chapel which had a library of over 600 books⁴ and in the Baptist Sunday school library, which was almost as large.⁵ It is possible, too, that the Barnsley Sunday schools, in common with most, had their clothing clubs, sick clubs and Penny Banks.⁶ Though it is true that these are not directly connected with education, they may well have influenced Sunday school attendance since their benefits would be available only to those whose names were on the Sunday school roll.

e) Finance

The Sunday School Movement was, without doubt, an expression of Christian charity which demanded constant effort and self-sacrifice on the part of all concerned, particularly in towns such as Barnsley where most of the population were working-class.⁷ Therefore, even with the support of national organizations such as the Sunday School Union, (1803) and the Church of England Sunday School Institute, (1844) funds were a constant worry for, in addition to running Sunday schools for large

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1. Hoyle CL paragraph 5.
 2. N.S.R. 31st December, 1864.
 3. R.M.E.C. 1844 Appendix II p26.
 4. S.S.U.J. Vol. III February, 1892 p31.
 5. *ibid*.
 6. A pamphlet dated 6th February, 1866, which I discovered in a book of old newspaper cuttings, records the existence of the Barnsley Sunday School Union funeral club. According to Thompson (p290) a child paid a penny a week towards his own or another's funeral.
 7. Out of a population of just over 23,000, nearly 20,000 belonged to the working-class (Census, 1871). Quoted in the Barnsley Chronicle, 2nd February, 1872.
 8. ~~Such as maintenance of church fabric, support of ministers and of central, local and overseas societies.~~

numbers of children, denominational bodies had other heavy commitments.¹ In addition to donations from the wealthy, large sums of money were raised for the support of Sunday schools, as in 1865, when over £500 was collected for the extension of the Baptist Sunday school.² To offer visible proof that Sunday schools were, "mighty engines ~~for~~ for good in our midst",³ the children were constantly kept in the public eye. In Barnsley, they marched through the town at regular intervals, when their neat appearance and orderly behaviour were made obvious. Records provide one example of how local resistance to Sunday schools⁴ was broken down on one occasion when Ridsdale, landlord of the White Hart inn, having refused to subscribe to the Wesleyan Sunday school,^{*} was "so completely won over by the children...that he gave them a guinea and told them to call again".⁵

Table VIIa shows clearly that Nonconformists possessed considerably more Sunday schools than the Established Church.⁶ What obtained nationally applied also to Barnsley.⁷ Yet there was none of that

1. Such as maintenance of church fabric, support of ministers and of central, local and overseas societies.
 2. B.C. 30th December, 1865.
 3. C.U.Y.B. 1868 p79.
 4. Popular though Sunday schools were, there was no consensus of opinion as to their value to society. Some Anglicans attacked them as "hotbeds of Methodism", like Bere, the curate of Blaydon, who was responsible for the closure of many of Hannah More's schools. Others fiercely opposed the very idea of education for the working-classes in case it would cause them to covet the ranks of their superiors. There was, too, the question of "Sabbath-breaking". * Unfortunately, records do not state the reason for Ridsdale's opposition.
 5. Wilkinson p206.
 6. One of the reasons for this was that Anglican clergy, having religious scruples about the employment of lay men for religious teaching, put forth greater efforts than Nonconformists in the more expensive task of establishing day schools.^N (Census, 1851, pLXXXI)*
 7. See Table V¹²⁰ for the Barnsley district (1851) and Table VI⁶⁴ for Barnsley itself (1871)
- *See Table VIII. p 424

sectarian bitterness which was so strong where day school education was concerned.¹ In fact, there were many occasions when denominations lent support to Sunday schools other than their own² as, for instance, when the whole town responded generously to the Baptists' appeal for funds for their Sunday school³ and to that of Canon Cooke, the Roman Catholic priest, for funds to build the Holyrood day and Sunday school.⁴ Nevertheless, the situation was one of denominational rivalry and independent action, as the Reverend E. Maxwell, the vicar of St. John's, makes clear in his letter of appeal to the National Society for a grant to extend St. John's day school. In this he states:

"I shall use my best endeavours to get the day scholars to attend on Sundays as well"⁵

Here he expresses the general policy of Anglican day school managers, but in this instance he was also concerned for the spiritual welfare of Anglican children who were known to be attending Nonconformist Sunday schools simply because the day school was not large enough to accommodate them.⁶

V THE IMPORTANCE OF SUNDAY SCHOOLS TO WORKING-CLASS CHILDREN

In any comment on the contribution of Sunday schools to the education of working-class children during the nineteenth century, allowances must be made for the economic, social and religious forces at work at the time.

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1. See Chapter III. p 61
 2. This was, of course, one of the reasons for the success of the Sunday School Movement.
 3. B.C. 30th December, 1865.
 4. See Chapter III. p 60
 5. N.S.R. 20th June, 1846.
 6. According to Sarah Trimmer, this was general in many areas during the early years of the Sunday School Movement.
(Oeconomy of Charity p166)

Of the inadequacy of Sunday schools as educational agencies, there can be no question¹ since the education offered was limited and the time available, short. This, however, was inevitable for, to exist at all, Sunday schools had to satisfy their supporters that their purpose was not to educate the working-class but simply to lift them out of their misery by the inculcation of piety, morality and discipline through a knowledge of the Scriptures. The constant emphasis placed on such virtues was, moreover, very necessary at a time when the need to combat irreligion, intemperance, immorality and social disorder, was a pressing one. The indifference and apathy of the majority of parents to the education of their children is also understandable and even excusable when their poverty made the economic value of their children too high to sacrifice to education the few pence their children could earn. This sums up the situation in Barnsley, for here was a rapidly expanding² industrial town where the labouring class must have been crowded into long streets of back to back houses which were black with smoke and as dark by day as by night.³ And their working conditions were equally stark and primitive. In spite of such conditions, however, the Sunday schools were able to reach, and in part, educate an increasing number of working-class children.⁴ Whilst it is true that these

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1. A fact made obvious in the Report of the Children's Employment Commission. Wood, the Commissioner for Yorkshire, reported that, despite very unusual pains taken to instruct the children, boys who had attended Sunday School for years never advanced further than a knowledge of the alphabet. Out of 80 boys examined by him, less than half could read, not a quarter understood what they read and five only could write their names. (Trades p154)
 2. Within half a century, the population of Barnsley had increased fourfold. (See Table I)
 3. Evidence of this is clearly visible in Barnsley today and, no doubt, is largely responsible for the common reference to "Black Barnsley".
 4. See Table V showing the number of children attending the Sunday schools in Barnsley on 30th March, 1851.

children did not attend all the time, it seems safe to say that most of them did much of the time. Moreover, the education they received was free and obtained without loss of income. But perhaps even more important than the effect of Sunday schools on individual children, is the fact that they were in the mainstream of progress towards universal elementary education, for they showed that it was possible to set up and maintain a system of schools from voluntary sources. This must have made the situation in Barnsley more favourable for the extension of day schools to provide a more adequate solution to the problem of educating the masses.

CHAPTER IIIPUBLIC ELEMENTARY SCHOOLS

The continuous history of day schools for the poor begins with the Charity School Movement of the eighteenth century when, under the auspices of the S.P.C.K. (1699), endowed and subscription Charity Schools were established in various parts of the country, Barnsley included.¹ Within fifteen years, more than 20,000 Charity School children were receiving instruction in religion and the 3r's and 10,000 more had been apprenticed.² For political, social and economic reasons, the Movement lost impetus as the century wore on. By the mid sixties, the schools formed a dwindling proportion of the whole.³

Early in the nineteenth century, public opinion once again became conscious of the need for greater educational facilities for the masses. Some advocates, such as W. Harvey, a Barnsley linen-manufacturer, argued⁴ that education would obviate "the necessity of resorting to military aid for the protection of property."⁵ If the people of Barnsley had been given knowledge, they would have rejected...the advice of those who wished them to resort to physical force."⁶ Some demanded education to ensure the competitive adequacy of Britain's industrial labour. This was the opinion of T. Winmore, another Barnsley linen manufacturer who

1. See page 49.
2. Armytage p45.
3. Generally speaking, it was only those which were fortunate enough to receive endowment, as in the case of the Ellis Charity School, Barnsley, that had a continuous history.
4. At a public meeting in 1834, for the establishment of a British School in Barnsley. (See page 37)
5. Harvey was referring to the extensive damage caused by Barnsley handloom weavers during riots over wage disputes and unemployment after the Napoleonic wars.
6. Burland Vol. II p121.

said, "I have lived in Barnsley for thirty years. I know the condition of the working-classes and I know the extent of education amongst them and I say it is awfully deficient, When you talk of the commercial interests of Barnsley, where have you the men sufficiently educated to render the fancy trade what it ought to be?"¹

Others, perhaps the majority, were inspired by religious feelings.

Mr. T. Flint² maintained that,

"We are bound to give education to the working man to show him that he has high and solemn duties to his Creator."³

Earl Fitzwilliam, Lord Lieutenant of the West Riding, was among the growing minority who had a genuine desire for popular enlightenment,

"...to dispel ignorance and render them better and happier members of society".⁴

The quickest and most economical way of providing education for the poor was seen to lie in the monitorial systems of Andrew Bell and Joseph Lancaster for, by teaching carefully prescribed rudiments to children by children, together with the imposition of a vigorous discipline, one adult could cope with vast numbers of children.

Educationally, the differences between Bell's system and that of Lancaster⁵ were insignificant, but in the sphere of religion, Bell, with his insistence on instruction in the Liturgy and Catechism, stood for the principles of the Established Church against the undenominational, "Bible without note or comment"⁶ approach of the Quaker, Lancaster. The rivalry between the supporters of these two men⁷ led to spectacular progress in the building of schools and to a wider spread of education among working-

1. Burland Vol. II p121.

2. Visiting speaker from Leeds, on behalf of the British and Foreign School Society.

3. Burland Vol. II p121.

4. *ibid.*

5. In actual fact, each had his own version of what was really one system.

6. Census, 1851 pXVI.

7. Bell was supported by the National Society (1811) and Lancaster by the British and Foreign School Society (1814).

class children. The extent of this is seen in the following figures provided by the educational surveys of 1818 and 1833.¹

Date	Schools	Scholars	Proportion of Scholars to Population
1818	19,230	674,883	1 in 17.25
1833	38,971	1,276,947	1 in 11.27

The vast majority of these schools were built in the manufacturing towns of the north of England.² Barnsley, however, was an exception, though in 1839, at a public meeting³ held in the Oddfellows Hall on 5th November, an attempt was made to rally support for the building of a British school in the town. Several of the local aristocracy, including the Earl Fitzwilliam, chairman of the meeting, spoke in favour of the scheme on the grounds that additional school accommodation⁴ was urgently needed since there were 1,849 children between the ages of 3 and 15 who received no schooling whatsoever. Barnsley's educational deficiency was, however, flatly denied by the Anglican clergy. The Reverend R. Roberts⁵, for instance, referred to "the ample facilities"⁶ provided by the Sunday schools, the Pitt Street School⁷; the innumerable private schools and the endowed grammar school,⁸ "to which can be admitted any child in the town".⁹ Then came the real reason for his objections:

"As a clergyman of the Church of England, and in that capacity, one

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1. Taken from the Census of 1851. pCXVIII.
 2. In 1844, the National Society set up a special fund for the building of schools in Manufacturing and Mining Districts. (N.S.R. 29th October, 1824.)
 3. Described as "one of the most numerous and influential ever held in Barnsley for the promotion of any public object". (B.C. 24th July, 1880)
 4. At the time, the Pitt Street school was the only public elementary school in the town.
 5. Vicar of St. George's Church.
 6. B.C. 24th July, 1880.
 7. With accommodation for 400.
 8. See Chapter V.
 9. B.C. 24th July, 1880.

of the accredited guardians of the education of the poor, I enter my protest against the school".¹

Roberts was strongly supported by his colleague, the Reverend R. Willan,² who "cautioned" all Churchmen against contributing to the British system,

"which makes common cause with, and receives into its embrace, Socinians, Infidels and Papists, all of whom are in decided opposition against the Church of England".³

Both clergymen then declared their intention to use all their influence to persuade the people of Barnsley to refuse to subscribe to the building of the school. The meeting, however, was not to be intimidated by threats. Moreover, the Barnsley Education Society was formed on the spot, membership being open to those who donated £10 or to subscribers of £1 per annum. For reasons unknown, the scheme came to naught. Significantly, ~~however~~, two National schools⁴ were built in Barnsley within a matter of three years.

The predominant position of the Established Church in the field of elementary education remained unchallenged in Barnsley, as in the country as a whole, for over three quarters of a century, for the National Society had considerable advantages over its rival, not least of which was the wealth and support of the Established Church.⁵ In addition to this, it was able to take over many of the existing

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1. B.C. 24th July, 1880.
 2. Curate of St. Mary's, acting on behalf of the incumbent who was non-resident, "in consequence of mental incapacity". (N.S.R. 1st April, 1842)
 3. B.C. 24th July, 1880.
 4. The York Street National School (1840) and St. Mary's National School (1843). See pages 52 & 55.
 5. The British and Foreign Society was, of course, strongly supported by Nonconformists. In 1843, however, many withdrew their support as a result of Sir James Grahame's Bill. See p 41.

Charity schools¹ and to use the diocesan and parish organizations already set up by the S.P.C.K.² And where no local boards existed, steps were taken to establish them. For these reasons, the National Society was able to provide school accommodation for over 900,000 children by 1831.³ The British and Foreign School Society, on the other hand, formed many of their day schools in existing Sunday schools.

Despite the remarkable progress made in the provision of schools, it was clear that the formidable task of providing sufficient school places for the nation's children could not be accomplished by voluntary effort alone. The Manchester Statistical Society provided evidence of this when it showed in 1833, that a third of Manchester's children were without school places.⁴ The uneven distribution of schools presented another problem. For instance, Barnsley, with a population of approximately 11,000 in 1833, was served by one elementary school only.⁵

There was no provision for girls.

The overwhelming case for regarding education as a primary need,⁶ led to several attempts to promote legislation for some kind of state system, but all were defeated by religious antagonism. Lord Brougham's

1. Birchenough (p15) erroneously cites the Ellis foundation in Barnsley as an example of a Charity School which was merged into the new National Schools of the nineteenth century. National Society records (5th December, 1870) show quite clearly that the Ellis Charity school, later known as the Pitt Street School, was not affiliated to the National Society until 1866.
2. Armytage p91.
3. Report of the Select Committee 1834, p138.
4. B.J.E.S. October, 1867 Vol. XV No. 3.
5. Pitt Street School.
6. A fact emphasised by W.B. Morton, a linen manufacturer, at the meeting for the support of a British school, when he opened his speech with, "I express my most firm belief...that a general system of education is the best means calculated to create a respect for the law and veneration for religion".
(B.C. 24th July, 1880)

Bill of 1820, providing for the maintenance of schools from parish rates and the approval by the incumbent of both teacher and taught, was withdrawn, because both Nonconformists and Catholics objected to the power this would give to the Established Church. But by the early 1830's, the whole nation was almost unanimous in calling for State intervention in education.¹ With the passing of the Reform Bill of 1832, Radical politicians were able to bring pressure to bear on the government. In

1833, J. A. Roebuck moved,

"that the House would, with the smallest possible delay, consider the means of establishing a system of National Education."²

and outlined an ambitious scheme for a State system of education.

Though his Bill got nowhere, an annual grant of £20,000 was voted to assist the two societies in the building of schools on condition that 50% of the cost could be met from local resources, the intention being to encourage local effort and responsibility for the establishment and maintenance of schools. The outcome was a gradual expansion in the number of school places. It soon became clear, however, that the proviso that pound must be met by pound, fell heavily on poor districts such as Barnsley, where the population consisted chiefly of miners and weavers. Nor was justice done to the British and Foreign School Society, for the lion's share of the government grant was claimed by the National Society.³

By 1839, the government grant to education had risen to £30,000 and the complexities of administration were such that the Committee of Council in Education was set up to take over the application of grants to Voluntary schools. From 1839, grants were not limited to applications

1. Census, 1851, pXVII.

2. Hansard 111rd. Series XX p160.

3. Burgess and Welsby p11. See also Table IX. p425

through the two societies, though all grant-aided schools were required to be connected with some religious denomination¹; they were extended to poor and populous districts² and they carried rights of inspection - an issue fiercely opposed by the Established Church-- but a compromise was found in the Concordat of 1840, by which the Church was allowed to veto the appointment of inspectors for Church schools.³ A similar concession was granted to Nonconformists in 1843 and to Catholics in 1847.

In 1843, Sir James Grahame attempted to increase educational facilities by introducing a Bill into Parliament for the compulsory attendance of factory children in Church controlled, rate maintained District Schools. Nonconformists, already alarmed by the continued expansion of Church schools⁴ and now also convinced that the State meant to undermine their influence in manufacturing districts, objected so violently that the Bill was withdrawn.⁵ Nonconformists felt impelled, nevertheless, to withdraw their support from the British and Foreign School Society, to form central societies of their own⁶ and to establish and support separate denominational schools on the Voluntaryist principle,⁷ "as a sort of bulwark to secure religious liberty".⁸ The Congregationalists, led by

1. Arnold. G.R.E.S. 1852, p1.
2. The parish of St. John's, Barnsley, being a typical example. Here, most of the parishioners were, "weavers with a few miners". (N.S.R. 24th June, 1847) St. John's National school, (see page 58) was the first Anglican school in Barnsley to receive government aid.
3. Thus one reads that the Reverend R. Willan, vicar of St. Mary's "was willing to admit from time to time an inspector...appointed by the Bishop of the Diocese". (N.S.R. 29th October, 1844) See also Appendix IVb for reference to state inspection in the Trust Deeds of St. Augustine's School, Barnsley.
4. See Table X. p. 426
5. Though, as already stated in the previous chapter, the clauses relating to the establishment of half-time schooling, came into force the following year.
6. The Congregational Board of Education and the Voluntary Schools Association (Baptists) Both founded in 1843.
7. That is, depending entirely on donations, subscriptions and school pence.
8. Census, 1851 pLIV.

Edward Baines,¹ raised £70,000² for the building of Congregational schools.³ By 1851, these numbered 431.⁴ As the Methodist Conference had, prior to 1843, merely recommended that Wesleyan schools be established whenever practicable, Wesleyan Methodists had tended to support British schools in areas where they themselves were not sufficiently numerous or wealthy to have schools exclusively their own⁵ and thus had made little contribution to day school provision during the early part of the century.⁶ It was only when whispers of government moves to establish the Committee of Council were heard, that Conference urged all Methodists, "to promote new schools wherever possible".⁷ By the end of 1839, returns of all Wesleyan day schools showed a substantial increase, the number standing at 101.⁸ Stung by Grahame's Bill, Conference now declared,

"the establishment of Wesleyan Day Schools in every parish is an absolute necessity",⁹

and a scheme was launched to raise £20,000 for education, to which every circuit in the country was expected to send an annual contribution.¹⁰

The response from Barnsley,¹¹ as indeed from most circuits, was immediate

1. Radical M.P. for Leeds and editor of the Leeds Mercury.
2. Within less than three years this was increased by £100,000. (C.U.Y.O., 1846 p48.)
3. Smith p157.
4. Census, 1851 pLV.
5. In Barnsley, however, where there was no British school, the Methodists established their own, though not on the Voluntaryist principle. (See page 63)✓
6. There were in 1837 only 22 Wesleyan day schools. (Historical Document of the Wesleyan Education Committee p3)
7. Minutes of Conference 1841 p128.
8. R.M.E.C. 1841 p128.
9. *ibid* 1843 p7.
10. This was, of course, in addition to the much larger sum which had to be raised annually for the support of existing local schools. (R.M.E.C. 1843 p7)
11. The sum of £130 13s. 8d. This was made up from a collection amounting to £12 3s. 8d. and 33 donations ranging from a guinea to £20. (R.M.E.C. 1845 p54) See also Tables XI and XII. ^{pp437-8} From these, it appears that the initial sum contributed to the Education Fund was immediately ploughed back into local funds. (See page 63)✓

and constant. By 1851, the Wesleyans could boast the possession of 363 day schools,¹ 246 of which had received building grants from the Wesleyan Education Fund, totalling £5,592. In addition to this, another £6,540 had been granted towards fitting up these schools.² Other Methodist denominations, ~~however~~, appear to have had little enthusiasm for establishing day schools of their own, perhaps because they lacked men of substance to support such a costly undertaking. No doubt they preferred, therefore, to pool their resources in support of schools belonging to the parent body. The Baptists, though strong in their support of the Voluntaryist party, were on the whole, averse to denominational action in matters of day school education.³ Consequently, by 1851, the Baptists possessed only 131 day schools.⁴

Despite creditable efforts on the part of Voluntaryists to build and maintain day schools, they had little chance of success against a rival system subsidised by public money in part contributed by Voluntaryists themselves. It was for this reason that, by 1866, the numbers of Voluntaryist schools had diminished considerably,⁵ there being only four in the whole of the West Riding.⁶ The small Congregational school⁷ set up in the Blucher Street chapel in Barnsley, some time prior to 1846, was one of many in the West Riding which ceased to function

1. See Table X. p 426

2. There is, curiously enough, no record to show that the Wesleyan school in Barnsley received any benefit from the Education Fund after 1843.

R.M.E.C. 1854 p117.

3. Census, 1851 pLV.

4. *ibid.*

5. As early as 1847, the Methodist Education Committee announced regretfully that, "After a fruitless trial, some girls' schools were abandoned...mainly from...deficiency of means". (R.M.E.C. 1847 p15)

6. C.U.Y.B. 1866 p59.

7. With accommodation for only 32 children.
(N.S.R. 29th June, 1846) See also p58.

through lack of funds. It is significant, too, that when the Wesleyans in Barnsley decided to establish a day school, they found it necessary to apply for government aid.¹

In the face of constant denominational bickering over the question of popular education, the government could do no more than compromise by trying to make the existing system more efficient. To this end, a series of Minutes was issued. In 1843, grants were offered for school furniture and equipment and for the building of training colleges. This was followed in 1846 by another Minute providing for regular financial aid for the maintenance of schools² and for the institution of the pupil-teacher system.³ The Minute of 1846 was loudly condemned by the Congregational Union for "its most mischievous tendency"⁴ in violating one of the most cardinal principles of Voluntaryism

"...that education, in order to effect its highest ends, should be religious...(that) if parents were unable or unwilling to defray costs, it was not the province of the government but the function of Christian benevolence to assist and induce them to do so".⁵ Moreover, "the civil government ought not to appropriate the revenues of the State, derived from the whole community, to the religious purpose of any".⁶

Congress also drew attention to the fact that the progress already achieved in the establishment of schools⁷ was ample proof that, given time, voluntary effort could and would meet the educational needs of the country.⁸

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1. Thus anticipating subsequent events as, after four years, the Wesleyan Education Committee itself decided to cease from depending entirely on its own resources, (See page 45)
 2. See Appendix V. p 376
 3. Maclure pages 53 and 54 quotes the regulations governing the education of pupil-teachers.
 4. C.U.Y.B. 1847 p63.
 5. ibid p175.
 6. ibid p63.
 7. See Table X. p 424
 8. C.U.Y.B. 1866 p51.

Unlike the Congregationalists, the Methodists had never at any time objected to the principle of state support for religious teaching¹ and, having been assured by the Committee of Council² that the government had no intention of taking education out of the hands of religious bodies and that religion would always remain an essential element in education, Conference broke with the Voluntaryists and accepted government aid. This led to increased progress in the provision of Wesleyan schools which by 1870, numbered 743.³

The predominant position of the Established Church in elementary education became even more secure after the Minute of 1846⁴ for the National Society took full advantage of the benefits offered, but government aid carried conditions and in 1847, trouble arose over ^{the} government's demand for the insertion of a Management Clause⁵ in the trust deeds of all grant-aided schools.⁶ Relationship between the National Society and the Committee of Council was strained even further when, in the 1850's, the Committee of Council insisted on a Conscience Clause for all grant-aided schools in the interests of Nonconformist children attending

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1. R.M.E.C. 1843 p115.
 2. According to Matthew Arnold, the relationship between the Wesleyan Education Committee and the Committee of Council had always been "free from jealousy and hostile mistrust". (G.R.E.S. 1856 p237)
 3. Mathews p127. See also Table XIII. p429
 4. In 1851, National Schools formed 80% of the total provision. (Census, 1851 pLIII) Out of £500,000 granted to schools between 1839 and 1850, £405,000 went to Anglican schools, and £1,049 to Catholic schools. *£56,000 to British schools, £8,000 to Wesleyan schools. (Census, 1851 pXVIIII)
 5. Designed to increase lay influence.
 6. This question of the Management Clause was never one of dispute with the Wesleyans and was settled without much difficulty by the Catholic Poor Schools Committee (R.C.P.S.C. 1850. Appendix K)

Church schools.¹ Before 1838, the National Society had not always enforced its requirement that all children, without exception, should be instructed in the Liturgy and Catechism of the Established Church² but, influenced by the Oxford Movement, it now began to encourage school managers to demand Catechism teaching to all children.³ School managers were not, however, unanimous in their support. The Committee of Council, therefore, began to take a hand by quietly suggesting Conscience Clauses in the proposed deeds of some applicants for grants⁴ and, subsequently, suggesting to the National Society that,

"if there be any difference of opinion between the parochial clergy and the managers of a school respecting the exemption of Dissenters from instruction in the Church Catechism",⁵

the matter should be referred to the final decision of the bishop.

Since the National Society could not commit itself, the Privy Council took no further action, but, according to the trust deeds of St.

Augustine's School, Barnsley,⁶ the National Society took no firm stand. Anglican refusal to concede rights of conscience bred very deep resentment in Nonconformists and drove many to join those sedulously working for a secular system of education. It also seriously impaired the partnership of Church and State which had, since 1846, promised to be so fruitful.

1. In Barnsley, for instance, many Nonconformist boys attended Pitt Street School which, though not strictly "National" was managed by the Vicar of St. George's and a Committee of seven Anglicans. Moreover, under the terms of the Ellis Trust, the Catechism had to be read daily. (See page 49)
2. See Appendix VI. p 377
3. Burgess and Welsby p26.
4. Particularly for single school areas, but those who conformed forfeited any hope of grants from the National Society. (Burgess and Welsby p27)
5. Burgess and Welsby p27.
6. See Appendix IVa † p 374

The struggle of Catholic communities to provide education for their children was necessarily long and arduous since, initially, Catholics were excluded from participation in the government grant. Though great sacrifices were made, they had failed by 1843 to provide school accommodation for more than half of the Catholic child population.¹ When State aid was made available to Catholic schools in 1848, the Catholic Poor Schools Committee² instructed Catholics everywhere,

"to exert their best endeavours to prepare to take advantage of the government's offer, to secure for their poorer brethren that share of the national bounty to which their numbers and necessities justly entitled them".³

This was, it claimed, the sum ^{of} £10,000, being $\frac{1}{15}$ ⁴ of the £150,000 voted by Parliament for education for the current year. But Catholics had no hope of claiming such a large sum since they lacked the means to raise the balance between the total cost of maintenance and the government grant towards it, which was $\frac{1}{3}$ of the whole.⁵ During 1848, only 26 Catholic Schools were able to accept government aid, one of the chief reasons being the small amount of money obtainable from school pence. In Yorkshire, for instance, Catholic children paid only 1d. a week, as against 2d. to 4d. a week paid by children in other elementary schools, and then only if they could afford it. The rest had their fees paid for them by the Managers,⁶ as in Holyrood School, Barnsley, where, out of a total of 300 children, only 50 could afford to pay school pence.⁷ The Catholic Poor Schools Committee did its utmost to supplement local

1. Beck p372.

2. The official body, formed in 1847, to receive government grants. ^{See Appendix VII p37}

3. Catholics, at the time, forming $\frac{1}{15}$ of the total population. (Beck p52)

4. R.C.P.S.C. 1848, p52.

5. See Table XIV^{p43} showing how meagre were the sums of money collected for Holyrood School, Barnsley.

6. M.C.C. 1851 - 1852 Vol. II p626.

7. R.C.P.S.C. 1849...Appendix C p65. (Unfortunately, the test of poverty in this case is not specified)

funds¹ but, its resources being limited, it could not make full provision for any single need. The Catholic school in Barnsley/however, was one of the first to receive its assistance.^{*} Between 1848 and 1852, this school was given maintenance grants amounting to £145.² This, together with £360 from the Committee of Council,³ helped to clear its debts and to make it the only self-supporting Catholic School in Yorkshire.⁴ Within less than twenty years, it succeeded in claiming £1,124 8s. from public funds.⁵

The service rendered by the State to Catholic schools throughout the country enabled Catholics to provide school-places for 69,207 children by 1870⁶ and when the Education Bill of that year was debated in Parliament, W. E. Forster himself paid tribute to,

"the small Catholic minority (which) had, for years, made itself responsible for an amount of the nation's educational destitution, out of all proportion to its own numbers".⁷

1. Unlike the National Society, the Catholic Poor Schools Committee offered grants for maintenance as well as for building, for obvious reasons. (R.C.P.S.C. 1852 p76)
2. R.C.P.S.C. 1852 p76.
3. *ibid* 1866 Appendix A pXI.
4. *ibid* "The Catholic School" No. I p241.
5. *ibid*.
6. See Table XVI^{p432}. Reference to local records reveals that there were many non-Catholics at the Holyrood School (See page 60) No doubt, this obtained in other areas. Though there is no record of the amount non-Catholics paid in school-pence, it is quite possible that H.M.I. Marshall was referring to Holyrood school when he reported, "In one Catholic School in a manufacturing town in Yorkshire...Protestant children pay 6d. a week." (R.N.C. Vol. I p175) If this is true, then Holyrood could not claim the Capitation grant since this was denied to schools where fees were higher than 4d. a week. (R.N.C. Vol. VI p126)
7. Beck p20.

~~* See Table XIV showing how meagre were the total collections.~~

* See Table XVI p.432

THE PROVISION OF ELEMENTARY DAY SCHOOLS IN BARNSELEY PRIOR TO
THE INTERVENTION OF THE STATE IN 1870.

I SCHOOLS OF THE ESTABLISHED CHURCH

a) Pitt Street School.

Barnsley's first public elementary school was created by the will of George Ellis of Brampton, dated 24th January, 1711, which

"devised to seven Great Trustees, certain lands in Brampton Bierlow, upon trust, for the instruction of twenty of the poorest children in and about the town of Barnsley".¹

In addition to the sum of £20 per annum to be set aside for this purpose, the curate of Barnsley was to receive £1 per annum for ever for instructing the children in the Bible and Catechism, £1 per annum, "to buy them proper books, 10/- per annum to buy them coals...and 50/- per annum for apprenticing one of the boys annually to some trade".² Little is known of the school's early history beyond the fact that the children were taught by a schoolmistress under the direction of the Minor Trustees.³

In 1813, John Whitworth, solicitor, persuaded the Ellis Trustees to give £700 towards the building of a new day school in Barnsley. An appeal to the public brought in another £800. Initially, the new Pitt Street school was managed by the Minor Trustees and the Vicar of St. Mary's, but in 1831, when the new parish of St. George's was formed, it somehow came under the control of the new incumbent, the Reverend

1. R.C.C. 1897 Vol. I p808.

2. *ibid.*

3. A body of five local trustees. (R.C.C. 1897 Vol. I p786)

R. Roberts.¹

Pitt Street School, a typical monitorial school, was a lofty building of considerable size,² standing in a very small yard.³ What went on inside is best described by Hugh Burland, one of its pupils,⁴ who, on the death of Alexis Ross, the first headmaster, wrote:

"Not few are dead, the rest are bald and grey
Who winced beneath this stern preceptor's cane,
For most of us, it grieves me much to say
Unwillingly attended learning's fare,
Unruly swarms of boys at Peashill's School⁵
A little learning, much correction got,
For well he flogged each wayward dunce and fool,
And many lusty strokes befell my lot.
He taught the monitors, they taught the boys
Who slowly learnt to cipher, read and write,

A mode of teaching not without alloys,
Now⁶ much amended, though not perfect quite.
Miss Beckett, once a week, I recollect,
With worthy pains did this same school inspect."⁷

Though severe, Ross seems, nevertheless, to have had more enlightened views on education than many of his contemporaries, a fact deplored by Miss Beckett in 1835, when, typically, she objected to the teaching of geometry to boys who would have no use for it, "in that station of life in which (they) would be placed".⁸

By 1838, the progress achieved by the pupils was such that the Archbishop of York declared the school to be the best he had ever seen.⁹

The eager response of Churchmen to the need for more schools during the early part of the nineteenth century was not apparent in Barnsley,

1. R.C.C. 1897 Vol. I p809.

2. See plate E

3. Burland Vol. I p367.

4. Burland left the school in 1829, at the age of 10.

5. This being the area in which the school was situated.

6. Date unknown.

7. Burland Vol. II p311.

8. *ibid* Vol. I p372.

9. *ibid* Vol. II p121.

for Pitt Street school remained the only elementary school in the town till 1840. But, as new parishes were mapped out and clergy appointed, the deficiency in the town's educational provision became more perceptible and a remedy quickly provided¹, though often for religious rather than educational motives. This is clear from the outcome of the meeting to establish a British School in Barnsley and from the Church's reaction the following year when the Ripon Diocesan Board² held a meeting in the Court House, Barnsley, under the Chairmanship of Lord Wharncliffe, to discuss the extension of popular education in the town. An appeal to, "landed proprietors, merchants and manufacturers...to come forward cheerfully and liberally"³ to support the cause brought the following response:

£35 in annual subscription together with

£150 from Lord Wharncliffe, landowner,

£25 from Mr. Spencer Stanhope, colliery owner,

£25 from the Honourable John Stuart, landowner, and

£25 from Captain F. W. T. Wentworth, landowner.

The money was paid into the Diocesan Fund from which three ^{Church} schools in Barnsley subsequently benefited, ironically enough, to the extent of £60⁴ only.

b) York Street School and St. Augustine's

The National Schools established in Barnsley exemplify clearly the piecemeal development characteristic of so many Church schools during the

1. As in the case of St. John's National school (see Page 58) opened by the Reverend E. Maxwell within a year of the formation of the parish. (N.S.R. 29th June, 1846)
2. Established in 1841, to promote and assist in the building of National Schools.
3. Wilkinson p192.
4. See Table XII. p. 428

nineteenth century. The first school to benefit from "the fostering care and influence"¹ of the National Society was the York Street school for girls and infants built in 1840 in the graveyard of St. George's church, at a cost of £1,050², towards which a special grant of £325 was made by the National Society following the refusal of a government grant because the site was unsuitable. The rest had to be met entirely by local subscriptions and collections, but a united effort by the parishioners of both St. George's and St. Mary's, realised £800.³ The number of children for whom accommodation was originally provided is unknown but the earliest records available⁴ reveal that by 1865, the number on roll was 350, the girls occupying the upper floor of the building and the infants the lower. "Both to contain the growing numbers and to secure quiet instruction",⁵ the Reverend F. Cobb⁶ appealed to the National Society⁷ for a grant to build three new classrooms at a cost of £270 and asked that the following facts be taken into consideration: the continual increase in the population of the parish, over 80 % of whom were colliers and weavers in chronic distress owing to trade depression, the need for every effort for their spiritual welfare since out of 1,071 families, 344 attended no place of worship and the reluctance of those possessed of any means to subscribe to school funds.⁸ The response was niggardly. Only £15 was received, presumably because

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1. N.S.R. 24th March, 1865.
 2. B.C. 10th September, 1870.
 3. N.S.R. Letter from the Reverend Willan, Vicar of St. Mary's, dated 15th December, 1842.
 4. Dating from 23rd March, 1865.
 5. *ibid.*
 6. Vicar of St. George's from 1857.
 7. N.S.R. 23rd March, 1857.
 8. Apparently, many were Dissenters who were, in any case, committed to supporting their own institutions, though in Barnsley itself, there was but one Dissenting school. (See page 63)✗

✗ See Plate N.

the need of areas elsewhere was greater¹ and funds were constantly needed for the support of existing schools.² With the energy characteristic of so many clergymen on behalf of their schools, the Reverend F. Cobb succeeded in raising £164 4s. Od. locally. When £15 was received from the Diocesan Board, he was left with a deficit of £76.

Undaunted, the Reverend Cobb opened a joint subscription list for York Street School and for a new school for infants in the isolated hamlet of Kingstone. This was to cost £860 and was to be built on a site given by Joseph Clarke of Ashfield in Sherbourne.³ The response was as below:

£50.	Captain Wentworth (Landowner)
£20	Messrs. Taylor & Sons (Linen Manufacturers)
£15	The Reverend F. Cobb.
£10	Lord Wharfedale (Landowner)
£10	J. Spencer Stanhope (Landowner)
£10	Mrs. J. Locke (Wife of Joseph Locke)
£10	The Reverend E. Wadsworth.
£10	H.J. and J.S. Spencer (Linen Manufacturers)
£10	George Pitt (Licensee of the Market Inn)
£ 3	Mr. J. Harvey (Linen Manufacturer)
£ 2 2s.	Dr. Jackson.

Others subscribed sums ranging from 2s.6d. to £2, giving a total of

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1. The aim of the National Society was to plant a school in every parish and there were still hundreds of parishes without schools. The Society's enquiry of 1867 revealed the number to be 1,693. (Burgess and Welsby p34.)
 2. Significantly, after 1859, recipients of building grants from the National Society were required to make an annual collection on the Society's behalf. (N.S.R. 2nd February, 1859)
 3. N.S.R. 24th March, 1865.

£623 2s. 8d. This, together with a grant to the Kingstone School (St. Augustine's) of £177 5s. Od. from the Committee of Council, £45 from the National Society and £15 from the Diocesan Board, amounted to £860 17s. 8d.¹ This was sufficient to clear the deficit on St. Augustine's School and to leave a deficit of only £18 on the York St. School. As St. Augustine's was built with the aid of a government grant and a National Society grant, indentures² had to be drawn up to comply with government regulations and the school placed in Union with the National Society.³

"Owing to successive strikes in the building trade",⁴ the building of St. Augustine's School was seriously delayed but, by June 1867, it was ready to admit 57 infants. In October of the same year, a decision was made to admit girls up to the age of ten and boys up to the age of nine, in order to relieve the pressure at the York Street and Pitt Street schools.

At the end of the year, the Reverend Cobb was faced with the need of "some great and greatly needed improvements"⁵ in the Pitt Street school; if these were not made, the government grant would be lost. To satisfy government demands, the Reverend Cobb proposed to erect two classrooms and to provide "warming apparatus, gas, proper drainage and private rooms"⁶. For this, a grant of £140 8s. 2d. was received from the Committee of Council and £45 from the National Society.⁷

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1. Files of the National Society. Form of Affiliation, 13th May, 1868.
~~See Appendix VI.~~
 2. See Appendix IV^a and b) pp 374-5
 3. See Appendix VI.
 4. Letter dated 18th April, 1868, from the Reverend J. Hollywood, curate of St. George's and Hon. Sec. of the Building Fund. (N.S.R.)
 5. Quoted in the Reverend Cobb's letter, 22nd October, 1868, to the National Society (N.S.R.)
 6. *ibid.* * Water-closets.
 7. See Table XII. p 428

There is no record of the total cost of the work nor of the means by which it was ultimately met.

c) St. Mary's School

"After struggling...for nearly twenty years"¹ to provide the parish of St. Mary's with a National school, the Reverend R. Willan, curate of St. Mary's, obtained a site in Eastgate by deed of conveyance dated 7th February, 1842. But acquiring sufficient money, (£800), to build the school proved difficult when the grants offered by the National Society and the Committee of Council, £90 and £118 respectively, were so totally inadequate. So was the sum raised locally.² The reason for this is given by the Reverend Willan in his appeal to the National Society for "further and special consideration" of his application:³

"St. George's being much the more populous and necessitous district, I gave them precedence and joined my efforts in aid of their schools. £800 was raised in this town towards these buildings. Hence, this ...poor town cannot be reasonably expected to do more. Now that I am nearly worn out, I shall acutely feel the disappointment if my eyes are not to behold suitable schoolrooms in connection with my beloved Church, St. Mary's."

This appeal brought an additional sum of £40.

In 1843, a school was erected with accommodation for 180 girls and infants, this being less than half the number needed. Moreover, infants only were eventually admitted owing to lack of funds for maintenance. In 1844, the Reverend Willan tried again. He informed the National Society that, "with some exertion"⁴ he could raise the means for furnishing the girls' school but, because the infants' school was running

1. N.S.R. 28th September, 1844.

2. This amount is not specified in the records of the National Society.

3. N.S.R. 12th November, 1842.

4. N.S.R. 28th September, 1844.

at a loss, due mainly to the inefficiency of the mistress¹ he "dared not" make himself responsible for the salary of a mistress for the girls' school.² If the National Society would guarantee to provide this³ for just two years, it would "add fresh obligations to their already obliged and faithful servant".⁴ He received £25, a sum equivalent to a year's salary for a schoolmistress. This must have been a unique case as, according to Burgess and Welsby,⁵ applications for help towards teachers' salaries were always rejected by the National Society ~~as~~ ^{since} this would have absorbed money sorely needed for building schools. One suspects that the reason for making St. Mary's school an exception lies in the Reverend Willan's reference to "the large Wesleyan day school run by approved teachers...recently opened in my district".⁶

In 1860,⁷ the Reverend Willan tried to enlarge the school⁸ but "the site was so objectionable a nature and the building itself so utterly unadaptable for school purposes"⁹ that the Committee of Council refused to sanction his scheme. Six years later, an inspector declared the building to be "one of the worst and most inconvenient buildings in my district".¹⁰ This prompted the Reverend H. Day (Willan's successor)

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1. This was typical of many schools before 1846, as emphasised frequently by inspectors in their reports to the Committee of Council.
 2. See Table XV. p. 431
 3. A peculiar request since Willan must have known that the National Society grants were for building only.
 4. N.S.R. 28th September, 1844.
 5. See page 38.
 6. N.S.R. 28th September, 1844.
 7. By which time, Willan had reclaimed part of the Ellis Charity for St. Mary's school.
 8. In his letter to the National Society, dated 10th January, 1866, the Reverend H. Day quotes Mr. Gregory, secretary to the National Society as having said on some previous occasion, "I had no idea such a want of educational facilities as yours in Barnsley existed anywhere!" (N.S.R. 10th January, 1866)
 9. N.S.R. Letter dated 10th November, 1866, from the Reverend H. Day.
 10. B.C. 18th August, 1866.

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to launch a joint appeal for funds for a new school for 200 boys,¹ 200 girls and 200 infants and for a separate school "for that class of boys ...for whom...there is no educational provision at all in this town of 20,000 inhabitants".² The National Society granted permission for the sale of the site in Eastgate³ to the Midland Railway Company towards the cost of building new premises. The transaction realised $\frac{1}{3}$ more than the original cost. With a grant of £100 from the National Society, £30 from the Diocesan Board, £354 5s. from the Committee of Council and £2,354 9s. from the proceeds of "an extensive canvass of the town",⁴ Day felt it was safe to proceed with the building of the new school⁵ in Church Fields, on a site purchased from T.S. Newman,⁶ but a prolonged strike of masons delayed the completion of the building⁷ and a request had to be made to the National Society for an extension of time for claiming the grant. This was given. On 2nd November, 1866, the foundation stone of the new school^{*} was laid by Mr. Spencer Stanhope of Canon Hall⁸ who, with others, rejoiced that "the education given here

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1. The parish of St. Mary had, as yet, no school accommodation for boys.
 2. This was not strictly true as Lupton, headmaster of the Wesleyan School (see page 67) had recently relinquished his post to set up a private school "for the children of more respectable parents". (R.M.E.C. 1868 p18) It seems therefore, that Day's motive was to set up in competition, in the interests of Anglican children whose parents did not support themselves by manual labour. (See chapter VI)
 3. As a similar procedure was necessary for the sale of the site of St. John's School (see page 59) in 1932, (N.S.R. 9th March, 1932), it would appear that such permission was necessary in respect of all sites occupied by schools built with grants from the National Society.
 4. N.S.R. letter dated 19th March, 1866.
 5. Records contain no further reference to the second school. Presumably, this was abandoned for financial reasons.
(See Plate
 6. See Appendix VII. p. 378
 7. This was necessary before grants were paid.
 8. B.C. 3rd. November, 1866.

* See Plate F

* See Plate K.

will be based on sound religious principles",¹ a sentiment which, for over half a century, had provided the impetus for the voluntary provision of public elementary schools for the children of the labouring poor.²

d) St. John's School

St. John's School was opened by the Reverend E. Maxwell, in 1845, "in some back premises".³ Within a year, 100 children were receiving instruction in this room, "not fit to hold even 70".⁴ Since the only other educational provision in this parish was a dame school, a small school held in a room adjoining the Independent Chapel, Sheffield Road⁵ and the Primitive Methodist Sunday School, the need for a National School was urgent. The building of a new school was made possible in 1847, when Edward and Mary Newman gave a site, on Warren Common, valued at £55, for the erection of St. John's National School (Joseph Street) for 150 girls and 150 infants. Towards the total cost of £560, a grant of £260 was received from the government,⁶ and £111 was collected locally. An appeal to the National Society brought, curiously enough, £26 over

1. B.C. 3rd November, 1866.
2. In 1860, the Reverend Day increased educational accommodation in his parish by converting an old cowshed into a small school for the children of Old Town, "the poorest part of Barnsley". (N.S.R., the Reverend Cobb's letter, dated 24th September, 1870.) See also page 77.
3. N.S.R. Letter dated 29th June, 1846, from the Reverend Maxwell.
4. *ibid.*
5. As records reveal that the small private school once kept in this chapel by Robert Ellis, the shoemaker-parson, closed in 1813, (See Chapter VI) it would appear that the vestry of this old chapel (established 1778) was let to any private individual wishing to use it for a similar purpose. * See Plate G
6. This school was, therefore, the first voluntary school in Barnsley to benefit from public funds.

and above the required amount.

On 3rd. January, 1848, St. John's School was opened^{*} as an all-age mixed school and not as a school for girls and infants as originally intended and, like all National Schools, its indentures laid down that it was "to be used as and for a school for the education of children and adults or children only of the labouring, manufacturing and other poorer classes...and for no other purpose".¹

A second school with accommodation for 108 children was built in Baker Street in 1857. Although originally planned for boys only,² this too, was a mixed and infants' school from the beginning.

Although the response of the Anglican clergy to the need for popular education in Barnsley during the early years of the nineteenth century appears to have been apathetic, their correspondence with the National Society provides clear evidence that, once the educational needs of the town were made obvious, they showed no lack of zeal. But as progress was largely determined by local circumstances, this was bound to be slow in a town such as Barnsley where ability to raise funds for education was constantly hindered by industrial depression,³ strikes and mining disasters. The clergy, however, remained undaunted and continued to "strain every nerve"⁴ in the interests of working-class children. They were too, prepared to sacrifice part of their meagre stipends to the building and maintenance of their schools, as when the Reverend Cobb opened the subscription list for St. Augustine's school with £15 out of his own pocket. The fact that only two contributions

1. N.S.R. Indenture dated 24th June, 1847.

2. B.C. 10th September, 1870.

3. Distress was so acute in Barnsley during the 1860's that a public soup kitchen was opened. (C.H.B.C.S. p60)

4. R.N.S. 5th December. 1870.

from wealthy inhabitants exceeded this sum by more than £5,¹ lends weight to H.M.I. Watkins' claim that "by far the greatest part of the deficiency (in school funds) was made up by the clergy".²

II HOLYROOD CATHOLIC SCHOOL

Catholics in Barnsley were fortunate in having a succession of priests who, without question, regarded the promotion of popular education an important part of their duties.

Holyrood Catholic School was first opened in 1832, by Father Hill, in cellars underneath the Catholic church in Nelson Street. Admission was not limited to Catholic children,³ a policy largely responsible for religious antagonism in Barnsley, particularly between Catholics and Anglicans. This first showed itself in 1838, when Father Rigby, (Hill's successor) was fined by a Bench composed of Lord Wharncliffe and two Anglican clergymen, the Reverend F. Watkins and the Reverend H.B. Cooke,⁴ for punishing a Protestant boy for disobedience. Catholics denounced the Bench's decision as "unjust and illegal"⁵ since Father Rigby had been given no time to obtain legal advice before being summoned to court. Moreover, they claimed, "Had he been judged by any but a Tory lord and two Anglicans, his case would have been dismissed."⁶ To add weight to their argument, Father Rigby's supporters drew attention to the fact that Lord Wharncliffe had recently supported certain Anglican magistrates who had collected tithes from Rathcormac widows, "at the point of the bayonet".⁷

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1. See page 53.
 2. M.C.C. 1851 - 1852 Vol. II p114.
 3. R.C.P.S.C. 1848 p12.
 4. Since these two clergymen were government inspectors, Burland must be wrong in recording the date as 1838. (Vol. II p20)
 5. Burland Vol. II p20.
 - 6? ibid.
 6. ibid p90.

Sectarian bitterness between Catholics and Anglicans flared up again, some twenty years later, when it was rumoured that H.M.I. Mr. T. W. Marshall had declared the superiority of Holyrood School over other elementary schools in the town.¹ The Reverend R. Roberts, vicar of St. George's,² jealous it seems, not only of Holyrood's reputation³ but also of Canon Cooke⁴ himself, appealed to all Protestant parents to send their children to Protestant schools on the grounds that, though Canon Cooke emphatically denied that Protestant children at Holyrood had been required to subscribe to "Romish tenets", "...the insidious arts of Popery were pushed on every side".⁵ Holyrood School, nevertheless, continued to enjoy the confidence of non-Catholic parents. Proof of this is given in a letter from the Reverend C. F. Cobb, to the National Society, 16th October, 1870, in which he accuses Canon Cooke of providing school accommodation far in excess of the needs of Catholics in Barnsley, "as a decoy to children of Protestant parents".⁶

When Canon Cooke came to Barnsley in 1840, he found that the children at Holyrood were instructed in "a place large enough" but

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1. There was, of course, no truth in this as Marshall was inspector for Catholic schools only. Moreover, it is very unlikely that a government inspector would make such an odious comparison.
 2. And, consequently, Manager of the York Street school which was situated almost next door to Holyrood school.
 3. Which was well known in the town and, it seems, fully justified, for according to official reports, Holyrood School was "an interesting and valuable school...a school of high character and of remarkable success". (Extract from an H.M.I.'s report, quoted in "The Catholic School" No. I August, 1848 p241)
 4. Priest of Holyrood Church at the time and, according to the local press, a general favourite in the town. (B.C. 7th January, 1871) As far as his school was concerned, he was described by H.M.I. Marshall as "a man whose zeal and energy, nothing could surpass". R.C.P.S.C. 1848 p241.
 5. Burland Vol.III.p586.
 6. Holyrood School (Dodworth Road) built to accommodate 600 children was, at the time, attended by only 400 children.

lacking "in light and air and sunshine".¹ To provide a school "which met with his ideas of the way children ought to be brought up"² he converted in 1848, two cottages adjoining his church in Nelson Street towards the cost of which he received £145 from the Catholic Poor Schools Committee.³ When more accommodation was needed he made a general appeal to the whole town for contributions towards the sum of £3,000⁴ for the erection of a school for 600 children in Dodworth Road. This realised £1,000⁵. Joseph Locke and Canon Cooke each added another £1,000 and £120 grant was received from the Catholic Poor Schools Committee. When completed, the new school "was admired as exceedingly handsome (and) a model in many points".⁶ Designed by M.H. Hadfield of Sheffield, "one of the pioneers of the revival of Gothic architecture"⁷ it consisted of three large rooms and two classrooms, the whole interior being "elegant, lofty, light and roomy".⁸ There was too, "a large playground for the amusement of the children in their hours of leisure".⁹ The foundation stone was laid by Joseph Locke on 17th August, 1858 and the school formally opened by the Reverend Cooke on 13th May, 1859. In his speech, Cooke emphasised that the school had been erected, "without sectarian bias whatever, to promote the welfare of the children of the town. I have laid down my £1,000 with this sole end in view, that the school might benefit my fellow townsmen".¹⁰

Having held the incumbency of Holyrood Church for 35 years, Canon Cooke

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1. B.C. 6th May, 1870.
 2. *ibid.*
 3. R.C.P.S.C. 1854 Appendix B. p56.
 4. Wilkinson p230.
 5. Such was the measure of Cooke's popularity.
 6. Souvenir p67.
 7. Wilkinson p230.
 8. B.C. 7th January, 1871.
 9. *ibid.*
 10. *ibid.*

resigned in the early 1870's because "he felt unable to discharge the heavy duties constantly devolving upon him in connection with...his school".¹

III THE WESLEYAN SCHOOL

Barnsley's one and only Wesleyan day school was established in the Sunday school premises, specially adapted for day school purposes in 1843, at a cost of £889. Since only £111² was obtained from the Committee of Council,³ this left a considerable sum of money to be raised locally, a fact which helps to explain why the first contribution from Barnsley to the Wesleyan Education Fund in 1847, was subsequently returned in its entirety. By 1857, as a result of what must have entailed a great deal of effort and sacrifice on the part of all Methodists in the town,⁴ the school was declared solvent.⁵

Like most elementary schools, the building consisted of one large room with a gallery.⁶ This provided accommodation for 150 children, 50 of whom were infants⁷ but for some reason,⁸ the infants department

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1. B.C. 2nd January, 1886.
 2. R.M.E.C. 1850 Appendix IV p88.
 3. Mathews, therefore, is wrong in stating that, up to 1846, the Methodist body refused state aid and maintained a strong Voluntarist position. (p135) Moreover, on the evidence of H. Armstrong, the official inspector of day schools,* the government grant for equipment (1843) had "revived the efficiency... of several Methodist schools". R.M.E.C. 1850 p30.
 4. In June 1854, for instance, a "great bazaar" held in the Corn Exchange, realised £462. (Retrospect p22)
 5. R.M.E.C. 1857 Appendix I p19.
 6. As the pupil-teacher system developed, the Committee of Council encouraged the building of separate classrooms. It was for this reason that Matthew Arnold criticised the Wesleyans for their tendency to use the gallery, "perhaps too much". (G.R.E.S. 1872 p152)
 7. R.M.E.C. 1846 Appendix I p36.
 8. Perhaps due to lack of money to pay a qualified teacher, for the Methodist Education Committee insisted on the employment of only the best teachers in their schools and, right from its inception, took up the superintendence and certification of its teachers. See footnote⁸ p 66.
*Appointed in 1847. (R.M.E.C. 1848 p18)

ceased to function during the late 1840's. In 1857, however, "a commodious room, well fitted with a gallery and other needful apparatus for infants",¹ was built into the basement of the building.²

This school, in common with all Wesleyan day schools, was conducted according to the Model Deeds³ drawn up by the Methodist Education Committee in 1843.⁴

IV THE EFFECT OF THE MINUTE OF 1846 ON ELEMENTARY SCHOOLS IN BARNSELEY

Before 1846, the Pitt Street school was the only elementary school in Barnsley fortunate enough to have a regular income over and above the children's school pence for, since education was not compulsory, the income from school fees could, and did, fluctuate considerably. Moreover, fees varied from school to school and, in some cases, for different children within the same school. For instance, whilst the children of the labouring poor attending Pitt Street school and St. John's school paid a flat rate of 2d. a week, those attending St. Mary's school and York Street school paid 2d. and 3d. a week according to age. In addition to this, the children of parents who did not support themselves by manual labour paid a higher fee as, for instance, at York Street school where, in 1864, the fee was 6d. a week for infants and 8d. a week

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1. R.M.E.C. 1857 Appendix I p19.
 2. According to Matthew Arnold, (G.R.E.S. 1856 p235) the Wesleyans had "sensible views as to the management of infants". This, no doubt, explains why the Wesleyan school, unlike other elementary schools in Barnsley at the time, had "an excellent playground with extensive flower borders and swinging poles". (R.M.E.C. 1846 Appendix I p36)
 3. See Appendix IX. p.380
 4. Unlike the British and Foreign School Society, the Methodist Education Committee insisted on the imparting of denominational instruction in their schools.

for children over the age of 8.¹ The percentage of children paying such fees, though comparatively small, must have been a valuable asset, to the school since their attendance made an appreciable difference to the school's income.

As a rule, the rate of payment fixed by the Managers of Wesleyan schools was higher than that required by Managers of other elementary schools.² This was done not only with a view to the better maintenance of schools but in order to attract the children of "more respectable friends".³ In 1854, however, the Methodist Education Committee announced that,

"there should be one general rate of charge, fixed according to the ability of the labouring poor...for whom these schools are principally designed (and) special provision should always be made for the necessitous poor, for example, admitting them free or at a reduced rate, on the recommendation of subscribers".⁴

The general practice of charging high fees did not, however, obtain in Barnsley, for here the fees were 2d. a week.⁵ Thus, the burden thrown on the promoters of the Wesleyan school in Barnsley was as heavy as that borne by the promoters of other elementary schools in the town for, like the National Society, the Methodist Education Committee did not supplement local funds by maintenance grants from central sources.

Of the various private sources available for the upkeep of schools, income from investments was paid in respect of Pitt Street school only and even after this was reduced by £20 per annum when part of the Ellis Charity was transferred to St. Mary's School, the financial position of the school remained more secure than that of any other school in the town

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1. N.S.R. 31st December, 1864.
 2. Arnold. (G.R.E.S. 1852 p3)
 3. R.M.E.C. 1848 p18.
 4. *ibid* 1854 p22.

since it continued to receive £45 a year from the Ellis Fund.¹

Had it not been for the Minute of 1846, the difficulties facing the ~~promotion~~^{promoters} of popular education in Barnsley, as elsewhere, would have been well nigh insurmountable, as Voluntaryists learned to their cost, but with regular financial assistance from the government,² they were able both to extend education and increase its efficiency.³ The extent to which schools in Barnsley benefited from government aid, up to and including 1870, is seen in the following table:^{4*}

School	Building	Maintenance in 1870
Holyrood	£1,124 8 0	£184 19 4
Pitt Street	140 8 2	100 10 0
York Street	-	115 3 0
St. Augustine's	177 15 0	39 15 6
St. John's, Joseph Street	260 0 0	Unspecified
St. Mary's	472 0 0	173 19 4
Wesleyan	444 0 0	149 2 6

The pupil-teacher system also rendered great service to Barnsley schools by enabling them to depend less and less on the services of monitors. For instance, by the 1860's, Old Town School was the only elementary school in the town run by an uncertificated teacher. In view of the poverty of many schools, the progress of the pupil-teacher system in Barnsley was astonishingly rapid. Holyrood school is a case in point, for, whereas in 1852, this school was run by Hanlon and a team

*4 Taken from the Barnsley Chronicle 27th April, 1872.

1. This, of course, affected salaries. For instance, the headmaster of Pitt Street school received £70 per annum compared with £30 per annum paid to headteachers of other Church schools in Barnsley.
2. By way of Capitation grants after 1853, when the system of government grants to schools was changed. Grants were now paid for every pupil in 75% average attendance, in a school run by a certificated teacher but after 1856, three quarters of the pupils over the age of 8 in schools applying for the Capitation grant, were examined.
3. This fact is confirmed by the Methodist Education Committee in its report of 1850 p30.

of monitors,¹ by 1865, each of the three departments was in the hands of a certificated teacher and several pupil-teachers.² The National schools also played an important part in the supply and training of teachers. For example, the York Street School had, in 1865, three pupil teachers and two pupil-teacher apprentices.² Even as early as 1850, forty pupil-teachers were presented for examination by H.M.I. Reverend Watkins at Pitt Street School,³ though this number suggests that they were not all from schools in the town itself.⁴ Pupil-teachers were also trained at the Wesleyan school. By 1860, many of these were teaching elsewhere.⁵

The effect of the pupil-teacher system on the efficiency of schools in Barnsley is best seen in the reports of government inspectors.

H. Armstrong, reporting on the Wesleyan school in 1857, was lyrical about, "the characteristics which have secured for it, public approbation and patronage".⁶ This he attributed to the quality of the staff.

J. ^{Lupton}~~Hayton~~, the headmaster,⁷ had been trained under David Stow⁸ and was, therefore,

"a man of high capability for his work, having much of the quiet energy so necessary to good order and also that natural adaptation which gives freshness and vigour to his lessons and commends them to the ready attention of his scholars".⁹

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1. R.C.P.S.C. 1852 p47.
 2. N.S.R. 24th March, 1865. According to Burland, (Vol.III p451) one of the pupil-teachers trained at York Street school, won a First Class certificate at the Queen's scholarship examination, 1858.
 3. M.C.C. 1851 Vol.II p114.
 4. The rest would have come from schools in the surrounding district;
 5. R.M.E.C. 1860 Appendix I p29. 6. R.M.E.C. 1857 Appendix I p19.
 7. Also an ardent worker for the Barnsley Temperance Society and an auditor for the Co-operative Society. (C.H.B.C.S. p145)
 8. Prior to the establishment of the Wesleyan Training College at Westminster in 1851, the Methodist Education Committee sent 448 candidates to Stow's Seminary in Glasgow, at a cost of £10,438. (R.M.E.C. 1854 p117)
 9. *ibid* 1848 Appendix I p36.

Eliza, his wife, an "approved teacher",¹ besides being "kind and motherly",² "aimed, with success, to attain to simplicity and point in her lessons",³ whilst Eliza, her daughter, a product of St. Peter's college, Leeds,³ was also commended for her "good control"^{4a} of 70 infants whom she taught, "with animation and point".^{4b} When the school was examined by H.M.I. J. Laurie under the Code of 1862,⁵ the whole staff were again complimented on "its high character and the excellence of its tone and discipline".⁶ Attention was also drawn to the remarkable success of its pupils in the annual examination for the award of Locke Scholarships to Barnsley grammar school.⁷

According to H.M.I. Marshall, the reputation of Holyrood school was due entirely to the influence of "its very capable, trained headmaster,"⁸ J. Hanlon, who, on ^{the} completion of his college course, had been awarded a First Class certificate by government inspectors.⁹

Teachers in Barnsley's Anglican schools also received official recognition. At the York Street school, "the children were well trained and taught"¹⁰ by Elizabeth Todd, the head-teacher, Eliza Todd, her daughter, another who held a First Class certificate and Mrs. Roberts,¹¹ wife of the incumbent of St. George's church¹². Pitt Street school too, was

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1. N.S.R. 28th September, 1844. Described as such by the Reverend Willan, vicar of St. Mary's.	
2. R.M.E.C. 1857 Appendix I p19	3. <i>ibid.</i>
4a. <i>ibid</i> 1860 Appendix I 129.	4b. <i>ibid.</i>
5. See page 71.	
6. R.M.E.C. 1862 p34.	
7. See Chapter IV. <i>Also Plate H.</i>	
8. R.C.P.S.C. 1855 p12.	
9. M.C.C. 1851 - 1852 p646.	
10. N.S.R. 24th March, 1865.	11. Qualifications unknown.
12. This was probably why Mrs. Roberts appears to have had more authority in the school than the headmistress herself. In 1861, for reasons unspecified, she instructed a barber to cut off the hair of every girl in the school. Because of "the revulsion of feeling throughout the town against her", she and her husband were forced to leave. (Retrospect p17)	

classed as "a really good school" and, in 1857, won the distinction of being among the 19 out of 246 Yorkshire schools placed in this category by an Assistant H.M.I.¹

V EVENING SCHOOLS

Since children, if they went to school at all,² stayed only for a brief period, evening schools were established in many elementary schools to make good the deficiency in earlier education by teaching the 3 R's³ after school hours. These were run by elementary school-teachers under the supervision of the clergy.⁴ Young people of both sexes between the ages of 12 and 20,⁵ met for instruction in separate rooms for an hour or two, several nights during the week,

"with a slight difference in the hours of entrance and departure so that no mischievous consequences might arise"⁶

or, on alternate evenings, as at St. Augustine's evening school, Barnsley. Here, the boys were taught by Bedford, the headmaster of Pitt Street School, from 7.0 p.m. to 9.0. p.m. on Thursdays and Fridays during the winter months, and the girls by E. Todd, the headmistress of York Street School, from 7.0 p.m. to 8.30 p.m. on Mondays and Tuesdays.⁷ The charge was 1d. a week, but the girls paid 1d. a week or 9d. a quarter extra⁸ if their parents wished them to occupy all the time given to

1. Barland Vol. III p451.
2. The number in Yorkshire in 1845, was less than 1 in 100. (M.C.C. 1845 Vol. II p177)
3. And needlework for girls.
4. This is confirmed by the following entry in the log-book of Holyrood Girls' School, Barnsley, 5th September, 1864. "The Manager visits the night-school, also".
5. M.C.C. 1846 p456. The age of admission to night schools appears, however, to have been a matter for the decision of individual Managers. (See page 26)
6. M.C.C. 1845 Vol. II p176.
7. R.N.S. 31st December, 1864.
8. This system of quarterly payment was, of course, not only cheaper, but encouraged regular attendance.

sewing work brought from home!"¹

By the 1850's, evening schools of the "remedial" kind² had become a "striking feature"³ of the educational provision of manufacturing districts and were considerable in number⁴ though H.M.I. Watkins warned that, "unless the age of admission is kept rather in advance of that age at which children in general leave the day school, some parents will send their children to work during the day and to school at night".⁵ In 1855, the Committee of Council, prompted by the support these evening school received from government inspectors, decided to offer them a capitation grant and an annual payment to teachers, "not exceeding £10, or less than $\frac{1}{15}$ if not otherwise remunerated from government grant".⁶ Since, under the Minute of 1855, teachers could not be employed for two sessions a day in the day school and also run an evening school,⁷ the government encouraged the appointment of probationary teachers⁸ to assist certificated teachers in day schools so that the latter could be withdrawn from the day school for two afternoons a week, providing they devoted two evenings to night-school instruction.

1. N.S.R. 31st December, 1864.
2. As distinct from evening schools which were not attached to elementary schools and, therefore, not in receipt of government grant. For example, Mechanics' Institutes, Church Institutes and Mutual Improvement Societies.
3. M.C.C. 1851 Vol. II p456.
4. Census, 1851 pLXVII. (Considering their importance, it is surprising therefore that no enquiry was made in 1851 into the number of pupils attending evening schools)
5. M.C.C. 1851 Vol. II p130. (It is interesting to note that, whilst the age of admission to evening schools run by the Established Church in Barnsley, was fixed at 12 in 1870 (B.C. 11th November, 1871) the age of admission to evening schools run by the Roman Catholics, was as low as 7. See page 76.
6. R.N.C. Vol. I p163.
7. *ibid.*
8. For whom Managers could claim £25 per annum towards payment of salaries. (R.N.C. Vol. VI p382.)

In 1861, the Newcastle Commission¹ pleaded for greater government assistance to evening schools to enable them "to take a more prominent place than they do at present",² as, in view of the demand for child labour and the migratory habits of the population,³ they were "a most effective and popular means of education"⁴ for the children of the labouring classes.

VI THE NEWCASTLE COMMISSION AND THE REVISED CODE OF 1862

Increasing government commitment to the cost of elementary education, particularly after 1856,⁵ led to an alarming increase in government expenditure⁶ and in view of the shortness of school life⁷ irregularity of attendance⁸ and the high proportion of children receiving no schooling, doubts arose in official circles as to whether the money spent on education was bringing in a satisfactory return. This, together with concern over the expense of the Crimean War, led to the setting up of the Newcastle Commission in 1858, to enquire into the state of popular education and to report what measures were necessary for the extension of sound and

1. See below.
2. R.N.C. Vol. VI p163.
3. A factor which aggravated irregularity of day school attendance. According to Shuttleworth, 60% of children did not remain in the same school for more than two years, whilst 40% remained less than a year. (R.N.C. Vol. VI p381)
4. R.N.C. Vol I p507.
5. This was largely due to the Capitation grant. (See Appendix X) p 18/ Between 1854 and 1859, this grant rose from £5,957 to £61,183. (R.N.C. Vol I p316) See also Table XVI, ^{p 432} showing the increase in grant to ~~Nonconformist~~ ^{Catholic} schools.
6. See Table XVII. p 433
7. Particularly in teeming centres of population where, according to H.M.I. Marshall, teachers were constantly complaining of "the early age at which scholars quit them." (M.C.C. 1856 p619)
8. In 1852, H.M.I. Watkins found that the attendance in Church of England schools in Yorkshire, was only about 71% of the accommodation provided. (M.C.C. 1856 p347)

cheap elementary education for the masses. Reporting in 1861, the Commissioners expressed satisfaction with the progress already achieved.¹ They admitted that school life was short,² but could offer no solution to the problem³ when parents needed their children's wages and employers, their labour.⁴ They added, moreover, that under the half-time system, children learned more before the age of 10⁵ because their regular attendance enabled them to learn as much in the course of a year as children who attended full time but less regularly.⁶ They declared, however, that the main obstacles to educational efficiency were, irregularity of attendance, insufficient attention to the teaching of the 3R's to younger pupils and the "costly, cumbrous and wasteful"⁷ method of calculating and distributing government grants to schools. They proposed therefore, that "Payment by Results" should form the basis of the grant system.

In 1862, this proposal was embodied in the Revised Code. Schools now received grants on attendance and on the result of an annual examination of individual children in the 3R's⁸ and the Education Department prescribed tests for these examinations in six grades of difficulty known as "Standards".

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1. The proportion of children attending school having risen from 1 in 17.5% of the population in 1803 to 1 in 7.7 in 1858. (R.N.C. Vol.I p225) It was subsequently discovered, however, that this information was based on inaccurate figures and that there were, in fact, almost as many children receiving no schooling as there were children attending school. (Seabourne p53)
 2. In Yorkshire, 26% left school before the age of 11. (R.N.C. Vol.I p151)
 3. In fact, they encouraged early leaving by proposing that working children should attend evening school.
 4. R.N.C. Vol.I p225. 5. ibid Vol. VI p151. 6. ibid Vol. I p161.
 7. ibid Vol.I p157.
 8. Children over the age of 6, received 4/4 for satisfactory attendance and 2/8 for satisfactory performance in each of the 3R's. For each child who failed, there was a deduction of 2/8 per subject. Children under 6 received 6/6 for putting in 200 attendances during the year, provided they were at school on the day of the examination and that the H.M.I. reported that they were being instructed adequately for their age. (R.C.P.S.C. 1862 p34)

VII THE EFFECT OF THE REVISED CODE ON DAY SCHOOLS

The unfortunate practices which developed as a result of the Revised Code, are revealed in the log books of Barnsley schools. In 1862, the children at Pitt Street school were organised into six standards, the three upper standards being taken by the headmaster, the two intermediate by pupil teachers and the lowest standard by an assistant master. The tendency of headmasters to overload the bottom end of their school,¹ to concentrate on the lower standards with a view to earning the maximum amount of grant and to present children of all ages in these Standards at the annual examination, is made clear in the following extract from the H.M.I.'s report for 1870:

"...the passes gained in Standards I, II and III are numerous. But I cannot refrain from observing that 33 out of 48 present for the examination in the Ist. Standard are more than 8 years old and therefore seem to have been placed in a low class considering their ages. The passes gained by those examined in the 3R's above Standard III, do not amount to 61% and out of 10 boys in Standard VI, 8 failed two of the elementary subjects...Looking to the state of the elementary knowledge in the upper classes...My Lords have ordered a deduction of ~~7~~ from the grant.²

This extract also suggests that though the unequal attention given to the different parts of the school affected adversely the work of the upper Standards, it paid dividends as far as the grant was concerned, for though one reads that the school lost a fraction of its total grant, this must be weighed against the probability of a much greater loss³ had the teaching been more evenly distributed.

Another deplorable consequence of the Revised Code was the pressure

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1. Out of a total of 298 on roll, 109 children were in Standard I. Standards II and III were also "strong in numbers". (Log Book, Pitt Street School, 20th September, 1870)
 2. Log Book, Pitt Street School, 20th September, 1870.
 3. In view of the brevity of school life and irregularity of attendance.

brought to bear on children.¹ Log book entries such as the following, are frequent:

Holyrood Infants' School

8th February, 1865 Children in Standard I required to buy books² to learn their home-lessons.

Pitt Street School

28th July, 1865 General examination throughout the school in all subjects required by the Revised Code.

21st. May, 1868 Remained with idle and backward boys till 6 p.m.

St. Augustine's Infants' School.

25th May, 1869 Kept several children in after school to do their sums and learn their home lessons.

Teaching methods, too, were affected as is seen in this entry in the log book of Holyrood Girls' School:³

"By Order of the Committee of Council, all sums are in future to be dictated and the tables heard up and down."

Since a large proportion of a school's grant depended on attendance, absentees were hounded, particularly when the examination became imminent. Another concern was to see that children who qualified by attendance, appeared on the great day. Comments such as,

"Sent after every absentee who will be required for the annual examination"⁴

occur frequently in the log books of Barnsley schools. Failure to co-operate brought punishment - sometimes severe - as at Holyrood school in 1865, when

"The Manager instructed that all those absent the previous week, are to be kept without their dinner."⁵

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1. ~~It~~ The institution of the Locke Scholarships to the grammar school (See Chapter V) would have increased this pressure in the case of children whose parents were ambitious.
 2. Presumably, exercise books.
 3. 1st. March, 1865.
 4. Log book, Pitt Street School, 10th November, 1869.
 5. Log book, Holyrood School, 9th April, 1865.

If the Revised Code had malevolent effects on schools and education, it succeeded in reducing government expenditure for, within three years, the grant fell by 20%.¹ Another positive gain was the increase in school attendance. On the surface, it would appear that the Revised Code promoted efficiency, as at Holyrood, where 97% of the boys and 93% of the girls passed in all subjects at the annual examination in 1866.² But the realities behind such an excellent result are not necessarily indicative of a school's efficiency for there was often a big difference between the number of children present and the number who were examined, as was the case in Holyrood in 1870,^{*} when, out of 190 boys present on the day of the examination, only 119 took the examination. In other words, about 40% of the children must have been so low in attainment that it was useless for them to sit. Or perhaps the Head wished to avoid too high a proportion of failures since, after 1862, Managers no longer observed a recognised proportion between the salary they paid their teachers and the amount they earned from the government³, but themselves decided a teacher's rate of pay.

The Effect of the Revised Code on Evening Schools.

When the Revised Code offered to evening schools a grant of 2s. for attendance and 2/6 for successful results in the 3R's, their popularity increased considerably. Catholic evening schools are a case in point for the number of pupils attending these rose from 8,413 in 1860, to well over 10,000 in 1869.⁴ Holyrood evening school did not benefit

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1. Armytage p125.
 2. B.C. 15th December, 1866.
 3. Under the Revised Code, the whole ^{of the} government grant was paid direct to the Managers.
 4. R.C.P.S.C. 1860, Appendix C. and 1869 p16.

* See also, page 237.

however, for "only a very few scholars attended".¹ In 1864, the number on roll stood at 3² whilst on two occasions,³ there were none. Finally, the Manager, completely daunted, "expressed his determination never to have another night school".⁴ For reasons unspecified, he opened the school again within less than two years, this time "to provide evening instruction for all children between the ages of 7 and 14".⁵ This early age of admission is interesting in that it implies that there were still children in Barnsley for whom the hard struggle of life continued to be an insurmountable obstacle to day school attendance.

The number of children attending evening schools run by the Established Church in Barnsley followed the national trend. Between 1863 and 1866, numbers rose from 43 to 162.⁶ The standard of attainment, however, was low, for only 2 pupils sat for the examination in 1866. These "passed fairly, but were overcome by arithmetic".⁷

IX. THE ELEMENTARY EDUCATION ACT OF 1870; Its immediate effect on school provision in Barnsley.

By the 1860's, it was obvious that neither the resources nor the energies of the churches, great though they were, could make good the deficiency in educational provision. It was also obvious that the need to educate the masses was an urgent necessity for there was an increasing number of children who were now neither at work nor at school.⁸ This

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1. Log book, Holyrood school. 6th July, 1863.
 2. *ibid* 6th May, 1864.
 3. *ibid* 10th July, 1865 and 20th February, 1866.
 4. *ibid* 4th October, 1866.
 5. *ibid* 6th March, 1868.
 6. Retrospect p94.
 7. Log book, Pitt Street School. 4th August, 1866.
 8. A census taken of four industrial towns in the north of England in 1869, showed that, out of 222,513 children, only 127,148 attended school. (R.C.P.S.C. 1869 p13) Moreover, schools were very unevenly distributed.

was due largely to the introduction of new techniques into industry which made less the need for child labour and, ~~moreover~~, increased the demand for skilled labour.¹ Economic factors were further reinforced by political factors when the Second Reform Act of 1867 gave the vote to urban workers.

In 1870, the government took action.² W.E. Forster, Vice-President of the Education Department and well known for his keen interest in education, introduced a new Bill into Parliament for the establishment of a national system of elementary education by "filling the gaps" in the existing voluntary system with State-provided, State-maintained schools. These were to be built and run by School Boards elected locally³ to act as local authorities responsible for their "School District". Their expenses were to be met partly by school fees and partly by grants from the government. To meet any deficit, School Boards would have unlimited recourse to the rates.⁴

Forster's Bill received Royal Assent on 9th August, 1870, but before the Act became operative in January, 1871, the churches had the chance to fill up as many gaps as they could themselves with the aid of a 50% building grant from the government.⁵ Urged and supported by the

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1. In the face of increasing foreign competition, employers now realised that skilled labour was essential. The general public too, were concerned when Britain's industrial supremacy was shaken at the Paris Exhibition, (1867) particularly by Germany, whose showing was largely attributed to her thorough-going system of education.
 2. The general election of 1868 saw the return of the Liberals - voted into power by the urban working-class from whose ranks came the main body of Nonconformists, who had now, therefore, more power to fight the Established Church.
 3. By those whose names were on the burgess roll of boroughs and, in rural areas, by the ratepayers.
 4. Church schools, on the other hand, were to receive a larger Exchequer grant, amounting to 50% of maintenance.
 5. All the building-grants to Voluntary schools were to cease, however, when the six months period was up.

by the National Society, which itself set up a Special Appeal for funds,¹ clergy and lay men up and down the country, redoubled their efforts both to build and enlarge their schools.² By the end of the six months' grace, another 1,411 new Church schools had been erected³ and additional school accommodation provided for 195,000 children.

The Situation in Barnsley.

When the 1870 Elementary Education Bill became law, the Established Church in Barnsley had under its control, 7 elementary schools in receipt of government grant.⁴ On the basis of 8 square feet per child,⁵ these schools had sufficient accommodation for 2,380 children. Two unaided Church schools⁶ had accommodation for another 117 children, thus giving a total of 2,497 school places. The total number of children on roll however, stood at 2,869. This therefore left an educational deficiency of 372 places.

The Reverend H. Day, vicar of St. Mary's, made the first move to tackle the problem. Well aware that the accommodation in Old Town school would not be approved by the Education Department, he applied to the National Society for a grant, "to purchase from the hands of

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1. Within a matter of months, this Fund stood at £130,000.
 2. The parishes themselves raised £85,000. There is no record of the total amount raised by the Established Church in Barnsley, but some indication of the effort made can be judged by the fact that a bazaar held in St. George's parish^{*} realised well over £600. ^{*} on 19th December, 1870. (Retrospect p23)
 3. All but 140 of which were able to claim the government grant. This was made possible by the National Society, which distributed grants to parishes amounting to £18,000. (Burgess and Welsby pages 34 and 37)
 4. See Table XVIIIa. p 434
 5. The minimum area of accommodation laid down in government regulations in order to qualify for grants.
 6. See Table XVIIIb. p 435

Dissenters, a really good building¹...a nice spacious room...capable of accommodating some 250 children² to replace the existing school which, he admitted, was "not fit for a dozen children to assemble in".³ He appealed for special consideration of his case since his refusal to accept a Conscience Clause made him ineligible for a grant from the government. Nor, he added, could he expect much local support, apart from small sums, for his parishioners had already subscribed generously towards the building of St. Mary's school and were, moreover, committed to restoring the Church and Rectory.⁴ But he assured the National Society that,

"no self denial on my part shall be wanting in order to secure this important town from the non-religious schools⁵ of a School Board".⁶

Unfortunately, Central records contain no further information on the matter. One can only assume, therefore, that the National Society must have considered the income of Old Town School too small to allow them to place it on their priority list for grants. That the Reverend Day, was, ~~therefore~~, left to shoulder his financial responsibility alone is a certainty for in 1875, poverty made the closure of Old Town school, his only solution.⁷

The immediate concern of the Reverend C. F. Cobb, Vicar of St. George's, was the provision of a new school in Pogmoor, "a district unsupplied by any school".⁸ His letter to the National Society⁹ states:

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1. Probably an old chapel or schoolroom.
 2. N.S.R. 24th September, 1870.
 3. *ibid.* (Reference to Table XVIIIb shows that there were 69 children on roll in Old Town school at the time)
 4. At a cost of £2,000, of which £500 had yet to be raised. (N.S.R. 25th November, 1870)
 5. See Chapter VII.
 6. N.S.R. 24th September, 1870.
 7. The school was also denied maintenance grants from the government as the building did not meet with government requirements.
 8. N.S.R. 30th November, 1870.
 9. *ibid.*

"Though a very strong effort is being organised to bring in a School Board, the permanence of the school is assured. Substantial gentlemen...leading members of the town...have promised me every support. One of them, a principal landowner of the district¹ has already donated the sum of £50 towards expenses."²

The Reverend Cobb received a promise of £50 from the National Society but Pogmoor school was never built since, when the Barnsley School Board was established, it was "rumoured" that a Board School would be erected in the area. The £50 grant was not lost however, for it was transferred to St. Augustine's school when it was enlarged in 1876.³ The Reverend Cobb, "utterly shocked"⁴ by the result of the School Board election,⁵ left Barnsley in 1872, for a living in Durham.

No further details are available of the Church's struggle to make good its educational deficiency in Barnsley up to 1870, but the returns of the Registrar General⁶ show that before the Board Schools were erected, the borough's elementary schools had sufficient accommodation for 2,9¹/₉ children.⁷ This was, unquestionably, a creditable achievement. Nevertheless, the fact remains that voluntary effort did not succeed in its attempt to "fill up the gaps" in Barnsley.

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1. Probably, Captain Wentworth.*
 2. Estimated at £660. (N.S.R. 30th November, 1870)
 3. N.S.R. 24th April, 1874.
 4. Retrospect p21.
 5. See Chapter VII.
 6. Published in the Barnsley Chronicle 22nd July, 1871.
 7. Reference to Table XIX will show, however, that according to the Minutes of the Committee of Council, the number was 3,055.

* St. Augustine's School was named after
 Lady Augusta, wife of Captain Wentworth of Wentworth Castle.
 (N.S.R. 26th April 1956)

CHAPTER IVSCHOOLS FOR THE DESTITUTE

(1)

Workhouse Schools

Since the education of those whom parental destitution drove into the Workhouse was determined by the administration of the Poor Law, it is necessary to refer to the changes which took place in the treatment of paupers during the early part of the nineteenth century.

a) Poor Law Administration

Under the Elizabethan Poor Law, (43 Elizabeth I c 2) the treatment of paupers was organised independently by each parish¹ whose duty it was to give relief to the poor, find work for "the sturdy beggars" in the Workhouse and direct pauper children to some trade. Though the effectiveness of this system varied from parish to parish according to the vigour with which it was applied, parish relief, together with other parochial charities where they existed,² usually provided the poor with the bare subsistence of living and some means of security. During the early years of the nineteenth century however, when prices were high, wages low and unemployment widespread, the incidence of poverty was so great³ that the parochial system broke down. The Speenhamland system

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1. At the time, there were 15,000 in England and Wales (Midwinter p8)
 2. As at Barnsley, for instance, where there were two, namely, The Shaw Lands; vested in trustees by Rodolph Bosville of London in 1588 and the Cutler's Charity, arising from lands left by Thomas Cutler in 1662. Together, they yielded (in 1862) the sum of £240, out of which the poor received a yearly dole. (R.C.C. 1897 pages 781 and 784)
 3. About 20% of the population were paupers in 1832. (Midwinter p8)

(system)¹ offered some relief but this proved costly² and, in the opinion of right wing critics, dangerous, since it destroyed the spirit of independence and industry, created a condition in which the pauper was better off than the worker and played into the hands of unscrupulous employers failing to pay subsistence wages.

In 1834, a more efficient system of Poor Law Administration was introduced when, under the Poor Law Amendment Act, (4 and 5 William IV c76) parishes were grouped into Unions. Each Union was placed in the hands of a locally elected Board of Guardians who were controlled at the centre by the poor Law Commissioners.³ Payment of doles to paupers ceased, outdoor relief was confined to the aged, the sick and the widowed and the Workhouse Test imposed on all paupers.⁴ Henceforward, poverty, whether accidental or self-inflicted was treated as a crime.

1. Whereby wages were supplemented from the rates, in accordance with the price of bread and the size of the family. This system was introduced in 1795, but was not fully operative until much later and obtained only in the Midlands and the South, for in northern counties, factories and mines tended to keep up rural wages by competition. (Trevelyan pages 448 and 469)
2. In 1832, poor relief cost the nation over £7 million. (Young and Hancock p687)
3. Until 1847, and thereafter, by the Poor Law Board.
4. In times of major industrial distress however, the Workhouse Test was impossible to enforce, as for instance, in Barnsley during the 1840's, when two-thirds of the workers in the linen factories were made redundant during the slump in the linen trade. Since the old Workhouse had accommodation for only 40 paupers (Population Tables Vol.II 1801 - 1851), those who did not emigrate, became street beggars.*

*(The degree of widespread poverty in the north of England during the 1840's and the extent of local anti-Poor Law agitation, forced the Poor Law Commissioners to allow Guardians in Yorkshire and Lancashire to continue the old form of relief. Thus there evolved a dual system. By 1848, there were 300,000 paupers in the workhouses of England and Wales, but nearly two million receiving some kind of relief, remained outside them)

b) The Education of Workhouse Children

Inevitably, the most tragic and vulnerable victims of social misery and pauperism were children. Before 1834, Workhouse children mixed indiscriminately with adult paupers and were often taught by them. Brought up thus in an atmosphere of vice and corruption, they were likely to resort to a life of crime or become paupers themselves.¹ Few Workhouses made any pretence of giving children education² and, in too many cases they were shipped off to mill or mine at a very tender age. Some as young as 5, were bound to mill-owners until they were 21 and many were brutally treated.³

Though many working-class people regarded the New Poor Law as an odious tyranny,⁴ the new system of administration did make some attempt to improve the welfare of children by requiring that they should be accommodated in a separate building under a separate superintendent and that their education should be regulated by the Poor Law Board.

In obedience to the law, the Poor Law Board ordered that

"boys and girls...shall for three working hours at least every day, be instructed in the 3 R's and in the principles of the Christian religion and such other instruction...as may fit them...for service and train them to habits of usefulness, industry and virtue".⁵

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1. In the period 1837 - 1841, crime figures soared to 25,000, compared with 17,000 for the period between 1827 and 1831. Cases of children under the age of 7 being imprisoned for several months, was not unknown. (Midwinter pages 16 and 17)
 2. It was not so much that these children were growing up illiterate that alarmed the nation, but the fact that illiteracy was shown to be directly proportionate to the alarming increase in vagrancy and crime. Sarah Trimmer succeeded in reviving a number of Industrial Schools for the education of pauper children, but by 1803, only 20,336 out of 188,794 children between the ages of 5 and 14, receiving parish relief, had been, or were, pupils in Schools of Industry. (Jones p158)
 3. Blackburn p13.
 4. See page 86.
 5. R.E.C. Vol. I p352.

But, in the majority of cases, little improvement was effected. The fourth Annual Report of the Poor Law Commissioners, 1841, showed that, despite efforts to achieve correct classification in Union Workhouses, the pernicious effects of a pauper nurture and the habit of regarding the Workhouse as a home and pauperism as an inheritance, persisted. Workhouse Schools also varied according to the policy of the Poor Law Guardians. The majority, caring little for education but much for economy, were reluctant to provide materials for industrial training,¹ or to offer adequate salaries to Workhouse teachers. All too often Guardians employed as teachers, those "whose ignorance was of the grossest kind".² There was no common standard of qualification or rate of salary, for though the power to regulate salaries was vested in the Poor Law Board, the selection of teachers and the fixing of salaries was left to the discretion of the Guardians and these were seldom interfered with.³ Matters were further complicated by Workhouse restrictions⁴ and the fact that the Workhouse teacher was in a subordinate position to that of the Workhouse master.⁵

In 1846, the government intervened. In an attempt to improve Workhouse schools, Parliament granted £30,000 per annum to teachers on

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1. Though enlightened Guardians, such as those in the Metropolis, spent money on books, tools for gardening, carpentry, shoemaking and tailoring and on fitting up separate washhouses and laundries for girls. (4th Annual Report pages 247 and 347)
So successful did this training become that only 2% to 3% of pauper children educated in the London Workhouse, returned to the Workhouse later as paupers. (R.N.C. Vol. VI p394)
 2. R.N.C. Vol. I p370.
 3. M.C.C. 1847 - 1848 Vol. I pV (See also page 92)
 4. For example, all Workhouse teachers were required to be resident. (M.C.C. 1847 - 1848 Vol. I pXV)
 5. See page 94 for the effect this regulation had on one of the teachers in the Barnsley Workhouse.

condition that schools were inspected,¹ that teachers were provided with convenient and respectably furnished apartments, supplied with rations the same in kind and quantity as the Master, were subjected to no menial offices and were given proper assistance in the management of children when not in school.²

From 1848, Workhouse teachers were examined annually by government inspectors and classified in grades distinguished by Certificates of Efficiency, Competency, Probation and Permission.³ These were further classified in three grades and grants, varying between £15 and £30 per annum awarded, according to the certificate and grade obtained.⁴ Furthermore, this minimum could be raised by a capitation grant of between 3s. and 12s. per child in full attendance, this scale also relating to the qualifications of the teacher.

In spite of government aid, the quality of pauper education in general did not improve.⁵ This is not surprising since competent teachers were hard to find, one of the reasons being that the Workhouse teacher was considerably worse off than his colleague outside.⁶ For instance,

1. Five inspectors were appointed for Workhouse schools. These were answerable to the Poor Law Board. In 1856, the Committee of Council assumed responsibility for inspection but, due to difficulties in operating the system, inspection was subsequently transferred back to "the parent body". (B.J.E.S. June, 1968 Vol. XVI no. 2)
2. M.C.C. 1847 - 1848 Vol. I pVII.
3. See Appendix XIII. p 387
4. See Table XXa. p 437
5. R.N.C. Vol. I p362. There was however, no consensus of opinion in official circles. For instance, E. C. Tufnell, Assistant Poor Law Commissioner, claimed that education in Workhouse schools made remarkable progress, whilst Lambert, one of the Poor Law Inspectors, went as far as to say that the intellectual education was better than that of the same class out of the Workhouse. (Parliamentary Papers 1864/IX pp.216 - 218)
6. R.N.C. Vol. I p362.

a top grade master in an elementary school in 1852, earned, on average, £133 per annum compared with £65 per annum earned by his equivalent in a Workhouse school.¹ Moreover, there was "the mischief"² of the capitation grant which, in one way, was a payment for inefficiency, for a good Workhouse teacher soon got his pupils placed in work and, consequently, suffered a deduction in salary. The inefficient Workhouse teacher, on the other hand, would have large numbers and a bigger salary. The financial position of the Workhouse teacher would fluctuate also, according to the number of children resident in the Workhouse - a matter which was determined by the prevailing social and economic conditions, whereas an elementary schoolmaster tended to attract children according to his reputation. The Committee of Council tried, in 1852, to persuade the Poor Law Board to increase teachers' salaries and to augment capitation grants to secure emoluments against diminution of the efficiency with which children were trained for service, but they failed.³

c) District Schools

The Assistant Poor Law Commissioners supported the plan of District Schools,⁴ to be run and paid for by groups of Unions and to receive all their children. This, they argued, would secure correct classification, economy in industrial training and the employment of better qualified teachers. Statutory facilities for the establishment of such schools were given by the Poor Law Amendment Act of 1844, (7 & 8 Vict. c101)

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1. Although the Workhouse, because of the provision of accommodation, was an attraction to the newly qualified teacher who, invariably, was young and was prepared to accept such a post as a stepping stone to a more remunerative position outside.
(B.J.E.S. October, 1968 Vol. XVI No. 3)
 2. R.N.C. Vol. I p362.
 3. R.N.C. Vol. I p363.
 4. Put forward by the Committee of Council on Education in 1846.
(M.C.C. 1847 - 1848 Vol. I pX)

but most Guardians¹ were unenthusiastic, partly because they preferred to control the education of their own children in their own Workhouses and partly because of the administrative problem of uniting Unions for education while still maintaining autonomy in other matters relating to the Poor Law. The conditions laid down by law, also presented difficulties. For instance, clause 11 and 12 (cap 12) required the consent in writing of the majority of Guardians for each Union, that no part of the district was more than fifteen miles from any other part and that the expense involved was no more than $\frac{1}{5}$ of the annual expenditure for the relief of the poor on the average of the three years preceding. These limitations were removed by a further Act in 1848, but Workhouse schools remained the rule.²

d) Barnsley and the New Poor Law

Barnsley, like the neighbouring towns of Huddersfield,³ did not take kindly to the new Poor Law. Though there is no evidence of violent demonstration in the town, local literature records the holding of several stormy meetings in the old theatre to petition Parliament against its harshness. But since the formation of a Union in Barnsley was government policy, it had to come. Therefore, on 15th January, 1850,

1. Including the Barnsley Board of Guardians who, at a request from the Rotherham Union, sent a deputation to a meeting in Doncaster "to consider the necessity and propriety of establishing such a school". But they subsequently "agreed unanimously to withdraw from any interference with the proposal to establish a District School for the Union of this neighbourhood". (M.B.U. 24th January, 1854 p72)
2. By 1860, there were only six District Schools. The financial advantages secured by the formation of Districts can be judged by the fact that some District schools were supplied with steam engines for use in training the pauper boys - a luxury which public elementary schools could not afford. (R.N.C. Vol. VI p392)
3. See Brook p107.

the Barnsley Union was created out of sixteen townships¹ and a Board of twenty-two Poor Law Guardians elected,² there being five for Barnsley itself.

"Pursuant to an order of the Poor Law Board, 28th January, 1850,"³ the first Board of Guardians met in the old Workhouse⁴ on 4th February, 1850, to discuss their duties. At another meeting held on 5th March, 1850, they decided that a Union Workhouse should be erected, "for the lodging and classification of the Poor, according to the Rules and Regulations of the Poor Law Commissioners".⁵ Whilst this "commodious and handsome structure"⁶ was being erected⁷ on Jordan Hill, Gawber, the inmates of the old Workhouse were lodged in the town.⁸ On 14th July, 1852, they were admitted to "The House"⁹ and placed under the supervision of the Master and Matron, John and Mary Ann Wright.¹⁰

e) d) The Union Workhouse School.

Pauper education in Barnsley began under the Board of Guardians. The first move was made on 12th May, 1850, when Mr. Lockwood, the architect produced a list of "necessary furniture" for the schoolmaster

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1. Ardsley, Barnsley, Barugh, Billingley, Carlton, Cudworth, Darfield, Darton, Dodworth, Nether Hoyland, Monk Bretton, Notton, Stainborough, Wombwell, Woolley and Worsboro'. (Jackson p137)
 2. On a ratepaying franchise, with plural voting according to the amount of rates paid. Parishes continued to be responsible for the costs of Poor Law Administration, contributing to the Union on the basis of a three years' average of the number of chargeable ~~payers~~ ^{pauers}.
 3. M.B.U. Vol. I p1.
 4. Built in 1736, on the site of the Broo^khouses almshouses.
 5. M.B.U. Vol. I p17.
 6. Jackson p137.
 7. At a cost of £7,000.
 8. This explains why the Census of 1851 (Vol. II p37) records that "In the Workhouse situate in the Township of Barnsley, there were no Poor therein".
 9. The present St. Helen's hospital.
 10. M.B.U. Vol. I p335.

and schoolmistress. The Furnishing Committee was then requested to buy the following items: double iron bedsteads, feather beds and pillows, blankets, sheets, washstands, carpets, glass and table ware, towel rails, chests of drawers and three chairs.¹ By October, the school was in operation. There is no record of the number of children in attendance but advertisements in the press show that there were ⁵⁰~~100~~ children living in the Workhouse at the time.² Local clothiers were invited to submit estimates for the purchase of "50 pairs of shoes for boys and 50 for girls, 50 suits of Fustian cloth, neckerchiefs, shirts, stockings and hats for boys and 50 white cotton chemises and pinafores, woolly petticoats and waists, frocks and stockings for girls!"³*

As in other Union Workhouses, the children were segregated from other inmates⁴ but a great deal of conversation took place over walls and through windows and all congregated for meals. Those who were under school age were frequently placed in the charge of adult paupers.⁵ In obedience to government regulations, those who attended school were given instruction in industrial training, the 3R's⁶ and religion.⁷ The type

1. M.B.U. 4th August, 1852 p341.

2. In 1852, 50% of the children were over school age.
(M.C.C. 1852 - 1853 Vol. I p141)

3. M.B.U. 25th August, 1852 p348.

4. The doors of the workhouse being labelled with the names of the various classes of paupers. (M.B.U. 5th March, 1850 p7)

5. M.B.U. 2nd May, 1854 p102.

6. For which Bibles, Testaments, books published by the Religious Tract Society and the Second Irish Reading Book, were purchased.
(Burland Vol. III p363)

7. It is interesting to note that in 1848, the Catholic Poor Schools Committee (Report 1849 p121) complained that in many Workhouse schools the rights of Roman Catholic children were not being respected despite the fact that under the Poor Law Amendment Act (cap LXXVI) pauper children were not to be instructed "in any Religious Creed other than that professed by the parents". As far as the Barnsley Board of Guardians was concerned, this complaint was fully justified for they refused to sanction the celebration of the Mass in the Workhouse or to appoint a Roman Catholic chaplain. Moreover, all inmates were compelled to attend St. George's church.
(M.B.U. 31st May, 1864 p253)

* Presumably, the children would have been provided with "a doff and a don".

of industrial training given to boys is obscure, the only reference in the Minutes of the Union being a request by H.M.I. T. Browne that the boys should be taught to dig.¹ The girls were merely taught to sew and cut out, though presumably, they were also instructed in household chores. In 1861, permission was granted to "young ladies" of the locality to assist in the teaching of knitting.² For some unknown reason, some children either escaped or were denied industrial training as the following table shows:³

<u>Date</u>	<u>Boys</u>		<u>Girls</u>	
	Number	Number	Number	Number
	in school	trained	in school	trained
June 1860	20	12	28	14
August 1860	22	16	34	16
January 1861	27	23	34	16
April 1861	26	21	37	20
October 1861	31	14	46	16
February 1866†	33	18	51	23
January 1871*	33	10	28	9

But it is to the credit of the Board that, in 1855, they extended educational facilities to all girls over the age of 15, who could neither read nor write.⁴ They also took further steps to protect the children

1. M.C.C. 1853 - 1854 p16.

2. M.B.U. 12th March, 1861 p358.

3. Burland Vol. IV p231.

*Taken from the Barnsley Chronicle, 7th January, 1871. Since the schoolmaster at the Workhouse in 1871, was Eli Hoyle, an Oxford graduate, and former owner of a flourishing Private Classical school in Barnsley, (See Chapter V), it is surprising that there was any industrial training at all. Even more surprising is the fact that Hoyle was employed by the Guardians, since the government grant was withheld when Guardians appointed a teacher who had "not received suitable training for his office".

(M.C.C. 1847 - 1848 Vol. I pXV)

4. M.B.U. 17th April, 1855 p216.

†Taken from White's Directory, 1866.

from the evil influence of adult paupers by raising the level of the walls in the Vagrants' yard and in the children's ashpits.¹

The Guardians' view of the qualifications necessary for teachers of the Workhouse school is revealed in the following advertisement for the post of schoolmistress:

"The person appointed must be unmarried or a widow without a family and who has had some experience in tuition and sufficient qualifications to obtain a Certificate of Probation from Her Majesty's Inspector of schools."²

Male teachers too, were required to be single and "without incumbrances".³

Throughout their entire existence, the Barnsley Guardians found it difficult to engage teachers at the salary they offered. Initially, this was £30 per annum for men⁴ and £20 for women. It is not surprising therefore that the number of applicants for a post at the Barnsley Workhouse School rarely exceeded six in number and that on several occasions, posts had to be readvertised. Advertisements were always placed in local newspapers and in the monthly paper of the National Society, a fact which suggests that teachers trained at the Church training college at Westminster, were favoured. All appointments were temporary until the Poor Law Board received the assurance of the Guardians that the teacher's conduct and efficiency were satisfactory. The period of probation varied considerably for no apparent reason. Jane Wearmouth, the first schoolmistress waited nearly six months before her appointment was finally sanctioned. On the other hand, J. Pearson seems to have

1. M.B.U. 17th April, 1855 p216.

2. B.T. 26th July, 1856.

3. M.B.U. 14th June, 1852 p325.

4. This was £10 per annum less than the Master's salary. In the interests of economy, the Guardians reduced the schoolmaster's salary to £25 per annum in 1860, (M.B.U. 8th May, 1860 p267) but they were forced to raise it again when they received no applications for the post. (M.B.U. 21st June, 1868 p402)

been the only teacher who failed to satisfy the Guardians during his period of probation, for though his conduct was good, as a teacher he was "declared deficient".¹ Presumably he improved for, subsequently, his appointment was made permanent.

A discussion on the schoolmaster's salary in 1857, is revealing. Isaac Singleton, whose salary had been cut by £5 because the number of boys in the school had dropped, asked the Guardians to make good the deficiency since "attendance was not a matter he could alter".² Under the terms of his appointment, he was entitled to £30 per annum plus "any additional sum his certificate might award him",³ which in this case was £5 5s. Od. The Guardians took the matter up with the Poor Law Board but were told that 19 boys on roll entitled Singleton to £29 15s. per annum only. In the opinion of one of the Guardians, even this was "far too handsome a sum for educating a handful of boys".⁴ Another suggested engaging a schoolmaster of lower attainments.⁵ Ultimately, the matter resolved itself, for Singleton had to be dismissed from office for drunkenness.⁶ His successor, R. Popplewell, was appointed at a salary of £25 per annum. This was queried by the Poor Law Board, but the Guardians' explanation that "this was quite sufficient",⁷ was accepted.

f #) The Barnsley Board of Guardians and Her Majesty's Inspector of Schools.

The bias of the Barnsley Workhouse school was, of necessity, towards industrial training since,

"One of the first things to be done in a Workhouse school is to devise

1. M.U.B. 4th September, 1855 p257.

2. Burland Vol. III p362.

3. *ibid.*

6. M.U.B. 27th March, 1860 p247

4. *ibid.*

7. *ibid* 3rd. July, 1860 p283.

5. Singleton was one of the few who held a Certificate of Competency. (See Table XXb) p 438

proper employment for the scholars suited to develop their strength and to prepare them for a course of honest industry".¹

According to the inspector's reports, this was done at the expense of the basic skills. In March, 1852, H.M.I. Browne found the children "in a very low state indeed".² The following December he requested that "they should be taught to think and to exercise their minds".³ There was little improvement for, several years later, both boys and girls "showed a great want of liveliness and intelligence* and passed a very unsatisfactory examination".⁴ This however, did not cause the Guardians undue concern. Nor were they intimidated by the disapproval of the Poor Law Board. The Chairman, J. Spencer, was convinced that "many of the children were capable of working sums notwithstanding the inspector's report to the contrary".⁵ Another member of the Board, who, apparently, had more sympathy with the children than most, was pleased the children knew as much as they did, whilst the entire Board accused the inspector of "paying too much attention to one part of education...(he) rarely mentions anything about the means of the children earning a livelihood".⁶ This was the Guardians' sole concern. For this reason, they considered that "perseverance and attention to industrial training"⁷ was the only justification for increasing a teacher's salary. However, they did ~~show~~ ^{allow} some awareness of the effect on the children of constant confinement within the Workhouse walls for, in 1862, "certain ladies, two at a time", were asked to supervise the children in their studies so that they would not in future "be so flustered when the educational inspector

1. M.C.C. 1847 - 1848 Vol. I pX. 2. ibid 1853 - 1854 p16.

3. Burland Vol. III p279.

4. ibid p 363.

5. ibid Vol. IV p57.

* It seems very surprising that the inspector should expect anything else of these children, in view of their poor environment.

6. Burland Vol. III p297.

7. M.B.U. 25th February, 1862 p485.

comes his rounds that they have not the power to answer him".¹

g) Teachers in the Barnsley Workhouse

Like most Workhouse teachers, those who taught in the Barnsley Workhouse found their work difficult and their conditions insufferable. This was due chiefly to the Master, Wright. Typically authoritarian, he wielded the stick at every turn. His attitude towards James Sunderland, the first schoolmaster was particularly objectionable. Complaints reached the Guardians that Sunderland received his rations in a raw state and was compelled to eat in solitude. Wright and his wife also monopolised all the moulded candles whilst "the poor dominie had to sit in a corner of his solitary room looking at his dip candle until he was almost driven to suicide".² Jane Wearmouth was also victimised, not only by Wright but by other officers. Her *bête noire* was Ann Pickering, the nurse, whose "passionate abuse of her was such as to render her most uncomfortable".³ She was too, sworn at by the man who cut the bread.⁴ After two years' service, Wearmouth had to resign on grounds of ill-health.⁵

Few teachers remained in the Union Workhouse for long. Reference to Table XXb,} reveals that, during a period of eighteen years, nine schoolmasters and eleven schoolmistresses held office. Six resigned for health reasons, one was dismissed for inefficiency and one for drunkenness. Wright, on the other hand, continued in office until well into the 1870's. Having played his cards well, he received in 1867, an increase of £30 in salary, "in consideration...of the diligent performance of his duties".⁶

1. M.B.U. 12th March, 1861 p369. 2. Burland Vol. III p177.
 3. M.B.U. 19th April, 1853 p430. 4. Burland Vol. III p129.
 5. M.B.U. 5th September, 1854 p140.
 6. *ibid* 20th August, 1867 p345.

The Workhouse school was closed some time during 1885 when, following the resignation of the schoolmistress, the Guardians decided to send the Union girls to the Board schools and to appoint an Industrial Trainer for the boys. The following year, the boys too, were admitted to a local school - the Pitt Street boys' school.¹

h 8) The Education of Outdoor Paupers

The plight of outdoor pauper children was often worse even than that of Workhouse children. In densely populated parts of large cities the Newcastle Commission found many hundreds of these helpless little ones, clothed in rags, verminous, diseased, stunted in growth and emaciated with want, their tempers stubborn, their spirits hopeless and their habits vicious, living in garrets, cellars, wretched alleys and courts.²

Before 1855, the Poor Law Guardians were not permitted to finance the education of these children, but in that year, Denison's Act, (18 and 19 Vict. cap³4) permitted them to do so in any school approved of by them, "provided always that it shall not be lawful...to impose as a condition of outdoor relief, that such education shall be given". The effect of Denison's Act in many parts of the country was, however, limited. The Newcastle Commission discovered that in nine counties³, only 11 outdoor pauper children out of a total of 38,451⁴, were being educated by the Poor Law Guardians. Though the Commission proposed that Guardians should be compelled to educate their outdoor paupers and that school

1. Log book, Pitt Street School, 4th January, 1866.

2. R.N.C. Vol. I p382.

3. Dorset, Durham, Monmouth, Gloucester, Northampton, Rutland, Oxford, Hampshire, Cornwall.

4. R.N.C. Vol. I p381.

attendance should be a condition of outdoor relief, nothing was done.

i) The Education of Outdoor Pauper Children in Barnsley

On 11th December, 1855, seven members of the Barnsley Board of Guardians formed a committee to discuss the best way of implementing Denison's Act in the interests of 100 outdoor pauper children in the borough.¹ The provision of a separate school was mooted, but this scheme was abandoned when the Poor Law Board announced that no financial assistance could be obtained from the Committee of Council. So the Managers of the local denominational schools were approached. The Wesleyan school was full, but the National Schools agreed to admit outdoor paupers for a flat rate of 3d. a week and the Roman Catholic school for 1d., 2d. or 3d. a week, according to age. Eventually, all schools accepted a uniform fee of 3d. a week, supplying copybooks free. When it was discovered that Hanlon, the headmaster of Holyrood school, charged for a full quarter,²

"notwithstanding that some of the children had not been at school for more than 10 or 12 days during each quarter,"³

an attempt was made to regularise the system of payment for outdoor paupers by requesting all headteachers to complete a printed form showing the number of pauper children in the school, their times of attendance and their progress. Hanlon refused to co-operate at first but gave in when the Guardians threatened to remove outdoor paupers from

1. M.B.U. 11th December, 1855 p286.

2. Presumably, the Managers of the schools concerned had agreed to charge the Guardians only when children attended school. As far as the Managers of the Church of England ^{schools} were concerned, this was a concession to paupers only, since, the payment of a full quarter, whether children attended or not, was normally required.
(R.F.S. 31st December, 1864)

3. Burland Vol. III p534.

his school.

In an attempt to improve the attendance of outdoor paupers in ordinary schools, the Guardians decided to ignore the law for, following a visitation of all schools on their pay~~roll~~, their relieving officers were instructed to make school attendance a sine qua non of outdoor relief. But this had little effect. By 1859, the Guardians were paying for only 119 children out of a total of 484, that is, less than half the total number of outdoor paupers in the borough. 41 children however, had their fees paid by local charities,¹ and 59 were paid for by their relatives.

In 1870, the education of pauper children became the responsibility of the Barnsley School Board² until Lord Sandon's Act of 1876, transferred it back to the Poor Law Guardians.

(ii)

a) Ragged Schools

"...it is a bitter day...he has neither shoes nor stockings. His naked feet are red, swollen, cracked, ulcerated with cold; a thin threadbare jacket with its gaping rents is all that protects his breast...he shows a face sharp with want yet sharp also with intelligence beyond his years. That little fellow has learned already to be self-supporting...he is master of imposture, lying, begging, stealing. Small blame to him but much to those who neglected him."³

In towns all over the country, the numbers of children in circumstances similar to those described above, were legion. They were children of drunkards, murderers and thieves, children of parents unknown, orphans, outcasts of society, trying to scratch a miserable and precarious subsistence as the fruits of vagrancy and crime. Not being

1. Such as The Lund Hill Relief Fund, set up in 1859 and The Oaks Relief Fund, set up in 1866, following two major colliery disasters.
2. See Chapter vii
3. Guthrie p8.

convicted criminals, they could not be sent to Reformatory schools. Nor were they reached by any other educational establishment until the founding of the Ragged School Movement during the 1840's.¹ The Movement had its origins in Portsmouth where John Pounds, a poor but benevolent cobbler, gathered into his shop all destitute outcasts who could be enticed by the promise of a meal. They then received instruction in the 3R's, in cooking and in cobbling. In time, others less well known but equally humble, began to follow Pounds' example and Ragged Schools sprang up sporadically, up and down the country. With the support of leading and influential philanthropists such as Lord Shaftesbury, the Ragged School Movement rapidly gained ground. In 1846, Lord Shaftesbury opened his own school in Saffron Hill where instruction was given to 70 adults and children on week days, during the evenings and on Sundays.² The same year, the Bristol Ragged School was opened. Here, instruction was offered in the principles of Christian religion, in the 3R's and in industrial occupations. The boys were taught to repair their shoes and clothes, to knit socks, tease hair and pick oakum. The girls learned to knit and sew. Later, an evening school was established for former scholars and a library for those "who...appreciated such an opportunity for improvement."³

In 1844, a number of Anglicans, Independents, Methodists, Baptists and Scottish Presbyterians formed the Ragged School Union. This body made regular visitations to Ragged Schools and supplied them with grants. The famous Shoe Black Society, founded in 1844, also came under its aegis. This society provided employment as shoe-blacks, brushmakers and tailors for selected boys aged between 13 and 16, from various Ragged

1. The exact date of origin is unknown. (Census, 1851 pLXV)

2. Blackburn p149. 3. Birmingham Conference, 14th Annual Report of the Bristol Ragged School. (Pages unnumbered)

Schools. Girls were given employment as "Steppers". For every door-step they cleaned, they received a penny. Between 1852 and 1853, the Shoe Black Society found situations for no less than 1,021 Ragged children and during the first seven years of its existence, it assisted over 300 Ragged boys to emigrate.¹ In 1856, The Refuge, the society's own Ragged School, was opened in East London. By the end of the decade, no less than 900 of its boys had become self-supporting, responsible members of society.

The unprecedented success of the Ragged School Movement² in civilising the underworld of industrial England did much to reduce crime for ~~whereas~~ ^{while} in 1843, out of a population of 16,300,000, nearly 5,000 criminals were sentenced to transportation, in 1851, the number stood at 2,006, out of a population of 21,900,000.³ For this, philanthropy alone was responsible since Ragged Schools were excluded from government grants. As a result of several memorials, the government, in 1853, offered Ragged Schools a grant for books, maps and workshops but compared with grants to public elementary schools,⁴ this was "the merest dribble".⁵ In 1856, the government decided that Ragged Schools should be classified as Industrial Schools. This meant that they were able to claim half the rent of their premises, a third of the cost of tools and raw

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1. Birmingham Conference. 5th Annual Report of The Shoe Black Society p3.
 2. By 1851, there were 132 Ragged Schools attended by 23,643 children, in addition to 9 schools supported by religious bodies,* catering for 1,306 children. (Census 1851 pLXV) And there were probably many more. According to Blackburn (p160) London alone possessed 226 Sunday schools, 204 day schools and 207 evening schools by 1867.
 3. Census, 1851 pLXV.
 4. See Appendix XIV. p.388
 5. Guthrie p156.

* 5 were Anglican, with 300 children, 3 were Congregational, with 430 children and one was Baptist, with 6 children.
(Census, 1851 pLXV)

materials, a capitation grant of 50s. per annum and 50% of the cost of teachers' salaries, provided the children were fed. This "feeding clause", ~~however~~, led to such large demands on public funds that it was subsequently modified to include only those children legally convicted of crime. Consequently, Ragged Schools were again virtually excluded from government aid. Following a deputation¹ from the Managers of Ragged Schools in various large towns, appealing for adequate financial support, a Minute was established enabling schools run by a certificated teacher or a teacher holding a Workhouse certificate, to claim half the rent of their premises, a third of the cost of tools and a 5s. capitation grant,² but this benefited few. Nevertheless, until 1871, when much of the Movement's work was taken over by School Boards,³ philanthropy, both local⁴ and national, enabled Ragged Schools to continue to play an important part in the educational system of the country.

1. Headed by Lord Shaftesbury and Sir John Pakington.
2. Birmingham Conference pVIII.
3. As for example in Barnsley where the only remaining Ragged school, containing 68 children (B.C. 22nd July, 1871) was disbanded when its headmaster, Benjamin Clegg, began his work as "Whipper-in", under the Barnsley School Board. (See Chapter X)
4. In Barnsley, for instance, from 1866, funds were raised by means of annual concerts. These were organised by Mr. John Wood (Glass manufacturer) and were always "of the classical kind". In 1872, the Barnsley Chronicle reported that "the appearance of Mr. Charles Hallé was a means of gathering a most fashionable audience". (B.C. 23rd March, 1872) Support for the Ragged School also came from the West Riding Constabulary which gave an annual subscription of £6 10s. Od. (B.C. 30th March, 1872) and from local firms which often gave in kind. ~~Mr. Messrs~~ Richardson, Tee and Ryecroft, linen-manufacturers, for instance, provided the material for coats for all the boys in the Ragged School (B.C. 21st January, 1871) and the Butchers' Association gave a sack of potatoes, turnips and parsnips and a quantity of soup and bread. (ibid) In 1871, the Children's New Year treat of spiced cakes, oranges, nuts and a threepenny piece, was the gift of M. E. Lancaster, linen manufacturer. (ibid) See also page 102.

b) Ragged Schools in Barnsley

The Ragged School Movement did not reach Barnsley until 1862, when the first school was opened in Jumble Street in the cottage of an unknown philanthropist. Initially, only 18 pupils were tempted to enter by the promise of apples and pears and a dinner of rice and milk.¹ The motive behind ^{the} ^{of} founding this school was made clear at a meeting of the burgesses on 10th December, 1862, when an appeal was made for the support of "so laudable a venture to prevent crime...this being safer and cheaper than punishing it".² The following sums were received:

Captain F. W. J. Wentworth	£20
T. Taylor and Sons	£20
Harvey Bros.	£10
T. Cope and Sons	£ 5
H. Richardson	£ 5
W. Shepherd	£ 5

Barnsley's second Ragged School was opened in Westgate Street on 10th March, 1863, by Benjamin Clegg, former assistant master at the Leeds Ragged School. Officially designated "The Barnsley Ragged and Industrial School", this venture began as a day and Sunday school. Its success was such that, by the end of the first half year, 21 out of 54 pupils could read the New Testament as compared with 2 out of 48 when the school first opened.³ During the first six months, 106 children were admitted, 52 of whom passed through the school, 12 entered employment, 20 were transferred to other schools in the town, 1 was "objected to" and 16 left for no known reason. School attendance was, of course,

1. Burland Vol. IV p342.

2. *ibid.*

3. *ibid* p342.

extremely sporadic, due, said Clegg, to parents compelling their children "to sell chips and scouring stones, to gather coals and to beg".¹

The children were instructed in the 3R's and in religion by Mr. Clegg whilst Mrs. Clegg helped the children to make their own clothes from material provided by Mr. Lancaster, a local linen manufacturer. These are listed in Burland² as: 7 jackets, 9 pinafores, 18 petticoats and 6 aprons. Weekly religious services were held for parents and children during the winter months in an attempt, presumably, to exercise a civilising influence on the whole neighbourhood.

Clegg's school aroused a considerable amount of local interest. On the occasion of the school's first anniversary, 18th April, 1864, the Mechanics' Hall was filled to capacity by "Ladies and Gentlemen who took a deep interest in Ragged Children".³ The proceedings were opened ~~by~~ ^{with} an examination ^{conducted} by Clegg, followed by a few songs to harmonium accompaniment. Lord Wharncliffe then took the chair and presented the report. Though funds were declared to be in a healthy state, he appealed for continued efforts, "to save Barnsley's abandoned outcasts from their savage and dangerous ignorance."⁴ There were, he stated, 58 children on roll, all of whom were orderly and intelligent. The average daily attendance throughout the year had been 45, the greatest number present on any one day being 62. 12,479 meals of "good bread and soup"⁵ had been provided at a cost of 1d. a head. 164 boys and girls had been admitted to the school during the year.⁶ 106 of these had passed through the school,

1. Burland Vol. IV 409.

2. *ibid* p475.

3. *ibid*.

4. *ibid*.

5. *ibid* p408.

6. "Many of them beggars and rambling pilferers, some homeless and two ex-prisoners". (Burland Vol. V p475)

34 had gone to work, 6 had left the town, 5 had entered the Workhouse and 29 were back in the streets.

On at least one occasion, Clegg's Ragged children attempted to plead their own cause to a "respectable audience" in the Mechanics' Hall in November, 1867,¹ when they gave a concert in aid of funds for the purchase of a school harmonium. Several songs were sung, the *pièce de résistance* being, "God Bless the Prince of Wales", a tribute, apparently, to their leading supporter, Mr. Richardson, a Welshman..

In 1867, local charity provided the children themselves with a treat. Bundled into waggons, they were taken to Wentworth Castle where, grouped outside the dining-room window, they greeted the Captain with a hymn. Delighted with their singing and impressed by their decorum, Captain Wentworth invited them into the picture gallery, after which tea was served at the Strafford Arms. After singing several hymns and national songs, the children were presented with a quantity of nuts, a gift from Mr. Richardson. Others responsible for this unique occasion were, T. Cope, Messrs. E. and J. Sutcliffe and Co. and the Barnsley Flour Society who provided the horses and Messrs. Neatby and Sons who paid for the waggons.²

Records reveal that there was at least one other Ragged School in Barnsley. This was situated in Baker Street and, though small, was well attended. On 4th January, 1864, its supporters made earnest appeals to colliery owners, manufacturers and property owners to place in the hands of its schoolmaster, Mr. Binder, the means for enlarging the

1. B.C. 23rd November, 1867.

2. *ibid* 10th August, 1867.

premises.¹ The school was declared to be only just solvent though it had received a fair amount from local charity in the form of a set-pan with fixtures, one|dozen German silver thimbles, pens, copybooks and lesson-books, clothing, a hamper of oranges and apples|and several supplies of biscuits. A magic-lantern had provided the children with an evening's entertainment.

Of necessity, Barnsley's Ragged children were constantly kept in the public eye. In May, 1866, they marched through the town singing hymns, ending with Locke's anthem ^{sung} beneath his statue in Locke Park. "All who heard them expressed the utmost gratification, while many were surprised at the performance of so well trained a band of choristers".²

The ideals behind the Ragged School Movement in Barnsley, as elsewhere were, without question, noble and worthy and there must have been many among its supporters whose motives extended beyond the desire to provide the community with a cheap insurance against crime. One cannot but wonder however, whether as much would have been done for these unfortunate children, had they not constituted such a serious menace to society.

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1. Unfortunately, the response to this appeal is not recorded in local records.
 2. B.C. 26th May, 1866.

CHAPTER Ve) I THE ENDOWED GRAMMAR SCHOOLS.

Although the existing system of education for the masses was based on the assumption that the working-class was destined to work and little else, there had been for centuries, considerable provision for the education of exceptionally clever working-class boys, in the endowed grammar schools. The earliest of these were of mediaeval origin and, broadly speaking, fell into two main categories - the purely ecclesiastical schools of the cathedrals and collegiate churches and the lay foundations of private individuals, guilds, city companies and boroughs.¹ The purpose of these schools was to train clerks, on whom the Church, the Law and the State depended. Their business was to teach religion and Latin.²

Reformation legislation effected profound changes in the supply of grammar schools³ which were by no means negative, for the Tudor monarchs, anxious to secure the grammar schools as instruments for achieving social stability and religious orthodoxy, actively promoted the founding and re-founding of schools and, moreover, encouraged lay men and lay bodies to place them on a sound financial footing. The Chantries Act of 1547, also founded and re-founded grammar schools out of confiscated Church

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1. These lay foundations were also often connected with the Church, as, for example, the Chantry schools.
 2. The language, not only of the Church and learned professions, but also of trade and administration.
 3. The effect of the Chantries Act of 1547, on the provision of schools, is the subject of much controversy. According to Professor Leach, this Act crippled and destroyed the grammar schools. The more recent research of Professor Jordan, however, reveals that the number of pre-Reformation grammar schools available, had already been weakened or closed by 1480. This view is supported by Joan Simon, for she states, "...the interest of the Church in education had declined...The ecclesiastical schools constituted a negligible proportion of the total provision for education at the Reformation". (B.J.E.S. November 1955, Vol. IV No.I)

lands, placing those re-founded under the control of lay governing bodies. Thus there arose a nucleus of well-organised schools, free from ecclesiastical control, administered by lay men but under the general supervision of the Crown.¹ To these were added a considerable number of schools endowed by the gentry, the clergy² and, above all, by wealthy merchants.

These endowed grammar schools, large and small, urban and rural, helped to meet the growing demand of the newly-made middle-class for education and they flourished on the support of the locality they served. In the main, they were endowed by their benefactors for the free education of a specified number of poor local boys.³ The statutes of Hemsworth grammar school, for instance, specify that free education was to be provided for 6 scholars, "pore mens children, being husbandmen or men of occupacions".⁴ But as the value of money depreciated, many of the larger schools were forced to admit the sons of gentry and wealthy businessmen, as fee-payers. Thus it was that in the seventeenth century grammar schools, "the son of the squire and the merchant sat on the same bench as the sons of artisans and husbandmen".⁵

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1. Hence the numerous "Kings" and "Queen Elizabeth" schools.
 2. The Archbishop Holgate's grammar school at Hemsworth however, was not, as its name implies, endowed out of the private pocket of the Archbishop. This was made clear by Sir Michael Sadler at a meeting in Barnsley over the question of amalgamating the Hemsworth foundation with the Keresforth foundation, Barnsley, when he announced that, "The Hemsworth grammar school received its endowment out of Church lands confiscated at the time of the Reformation". (B.C. 26th March, 1887)
 3. Though the "poor scholars" were, probably, mainly the sons of middle-class townsmen, for the children of the mass of the population would have worked in the fields beside their fathers.
 4. V.C.H. Vol. I p474.
 5. Lawson pl21.
- * See page 120 119.

The endowed grammar schools flourished throughout the sixteenth and for much of the seventeenth century, their headmasters virtually having the monopoly of education above the elementary stage, since any unlicensed person who set up a school in opposition to a local grammar school, risked persécution. Then came the Interregnum (1640 - 1660) during which time many schools were damaged and, more serious still, suffered loss of income due to falling endowments, diversion of rents and rising prices. The provision of schools was also affected by socio-political differences¹ since Royalists suffered sequestration² and fines and Parliamentary patrons, though not subject to the same impediments and demands as their enemies, were, nevertheless, taxed heavily for the upkeep of a large standing army.³ Then too, with the expansion of industry and commerce, came middle-class demand for a useful and practical education in Mathematics, Science and foreign languages. Some grammar schools, such as those situated in the centre of commercial and coastal communities, adapted their curriculum to meet local needs. But these were few.⁴ The majority remained traditional and orthodox, persisting in their linguistic grind as a preparation for the universities.⁵

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1. Some knowledge of the extent to which educational endowments fell, has emerged from Professor Jordan's inquiry into charitable bequests between 1600 and 1660, in Bristol, Lancashire, Yorkshire and other counties. This reveals that whereas there was an unparalled spate of giving to schools during the 1620's and 1630's, the amount was reduced by half during the Interregnum. (B.J.E.S. October, 1967 Vol. XV p253)
 2. Though estates which supported education were often exempt.
 3. B.J.E.S. October, 1967 Vol. XV No. 3.
 4. The lead was taken by Christ's Hospital in 1673, when a Mathematical School was established. Newcastle, Hull and Dartmouth followed suit.
 5. Though endowed grammar schools were bound by their statutes to teach the learned languages, additional subjects could be introduced into the curriculum as "extras" - so that teaching of these subjects was not on the foundation and therefore, free. The majority of schools, however, stood firm in their resistance to modern subjects. And the well-known Leeds Case (See Appendix XLX) strengthened their position.

During the eighteenth century, the endowed grammar schools began to decline rapidly, both in numbers and esteem, for poverty and the successful competition of Private Schools and Academies¹ kept fees and numbers low. Buildings, consequently, fell into decay and teaching and discipline deteriorated. Some grammar schools, like the Hemsworth grammar school,² "ceased to yield to instruction of any higher pretension than that of a National school".³ Others, like the Barnsley grammar school⁴ ceased to exist altogether.

By mid nineteenth century, secondary education in England, compared with that in other countries, was sadly lacking both in quality and quantity, with disquieting economic consequences.⁵ The Taunton Commission was, therefore, set up in 1864, to investigate the condition of all secondary schools⁶ and to report what measures were necessary to effect an improvement. Reporting in 1864, the Commissioners referred to "the general decadence"⁷ of the endowed grammar schools, to the preference of middle-class parents for private schools, to the woefully inadequate provision of secondary schools and to their uneven distribution. In the opinion of the Commissioners, these deficiencies could only be remedied by a complete overhaul of secondary education and the establishment of a well-organised system of secondary schools for the middle-class as a whole. They proposed therefore, that secondary schools should be organised in three grades, each grade having its curriculum, fees and leaving-age strictly defined, but, to allow for upward mobility and to enable clever children from elementary schools to receive a secondary education, a system of exhibitions and scholarships

*Clarendon Commission. 1861 - 1864) 7. R.T.C. Vol. I p109.

1. See Chapter VI and Appendices XIIa and XIIb. pp 383-5
2. R.B.C. Vol. VI p275
3. R.T.C. Vol. I p106.
4. R.B.C. Vol. VI p274
5. See Chapter III p77b (footnote)
6. That is the endowed grammar schools, private schools and *proprietary* schools. (The Public Schools had already been investigated by the*

was to be established. To improve the efficiency of secondary education, the Commissioners offered radical proposals for the institution of examinations and inspection, for the improvement of school administration and for the redistribution of educational endowments.

For various reasons,¹ the response of the government was lukewarm. The sole outcome was the passing of the Endowed Schools Act in 1869, which set up the Endowed Schools Commission.² The function of this body was to redistribute charitable endowments which were not being fully utilized (as at Hemsworth),³ to draw up new schemes of government, to grade individual schools and to establish exhibitions for able boys from elementary schools.

Progress was slow.⁴ But, in time, the endowed grammar schools were rescued from financial insecurity and educational inefficiency - almost exclusively however, for the benefit of the middle-classes.

11 The Endowed Grammar School, Barnsley.

In its origin and history, Barnsley's endowed grammar school illustrates much of the history common to all ancient endowed grammar schools, for it owes its existence to an initial charitable endowment from Thomas Keresforth, a man from a family of some distinction living in Thurgoland.

Keresforth, and, no doubt, most of his family, were Royalists and as such, would have suffered deprivation at the hands of the Parliamentarians.⁵ In addition to this, they had probably spent large sums of

1. One being, the government's preoccupation with plans for "filling up the gaps" in elementary education.
2. Appointed for a period of 3 years, but continued for another year. In 1874, the powers of this body were merged with those of the Charity Commission.
3. See page 140.
4. For instance, the transfer of the endowment from Hemsworth to Barnsley took nine years. (~~See page 149~~)
5. On payment of a heavy fine, Keresforth was pardoned by Parliamentary ordinance, 13th January, 1645. (South Yorkshire p258)
V.C.H.

money in pay and equipment during the Civil War. It appears, however, that Keresforth himself managed to retain some of his wealth for as soon as the Civil War ended, he founded by deed poll, dated 18th June, 1660, a free school,¹

"for the support of a master who should teach and instruct free, all that should be born within the townships of Barnsley and Dodworth, and whose parents should not be accounted to be worth the sum of £200 in lands and debtless goods, not demanding a penny of them or their parents until such children should be made fit for some university".²

Keresforth, aware obviously, of the reason for the social comprehensiveness of many existing grammar schools, did not restrict the foundation to poor children, for it was laid down that:

"Those persons who should be worth more than £200 in lands or debtless goods, should have their children instructed for half the amount paid at other schools in the neighbourhood."³

whilst the children of his own kith and kin were to be "freely taught wherever they reside".⁴ Moreover, the trustees were directed to see to it that "the poorer sort of children should be as well taught as the richer sort",⁵ - a statement which indicates that Keresforth was well aware of the fact that this was not the practice in the majority of endowed grammar schools of the time.

1. That it would have been difficult for him to do so sooner than this, is illustrated in the endowment of a number of Yorkshire schools. Hipperholme school is one case in point, for the endowment of Hipperholme was secured with great difficulty only through the good offices of a Parliamentary sympathiser who interceded with Cromwell on behalf of the school.
(B.J.E.S. October, 1967 Vol. XV No. 3 p255)
2. R.C.C. 1897 p783.
3. *ibid.*
4. *ibid.*
5. *ibid.*

The Keresforth foundation was endowed with a school house¹, a "messuage" known as "St. Mary's"² to be used as a master's house and free farm rents amounting to £18 17s. 7d. per annum³ issuing out of lands and tenements in Barnsley, Dodworth, Silkstone, Hoylandswaine and Cawthorne. In 1726, "St. Mary's" was replaced by "a good dwelling house"⁴ erected by private subscription. The school was transferred to a new two-storeyed building - another expression of local benevolence - in 1769. This building^{*} remained unchanged^{*} until the school was amalgamated with the Hemsworth foundation in 1887.

Prior to the establishment of the Ellis Charity school in 1711, the Keresforth grammar school was Barnsley's only endowed and, therefore, permanent school,⁵ the only orthodox medium of secondary education and the only avenue to the university and the learned professions.

Very little is known of the early history of the Keresforth grammar school. The first record of a schoolmaster appears in Archbishop Herring's Visitation Returns as "James Thomason"⁶, who was licensed as master of the grammar school in the Barnsley chapelry on January 26th, 1720. He was¹succeeded in 1770 by Benjamin Whiteley, during whose tenure, (10years), William Elmhurst, only son of William, apothecary-surgeon, was removed to the Barnsley grammar school from Worsboro'

1. Built by Keresforth himself and, possibly, partly paid for by a bequest of £50 left in the will of Edmund Rogers "for and towards erecting a school in Barnsley". (Worthies of Barnsley Vol. II p415) (Rogers was rent-collector for Queen Henrietta Maria who held the town as part of her dowry. He died in 1546.)
2. Which might have been a relic of an earlier Charity school.
3. White's Directory Vol. I p313. Chantry
4. R.C.C. 1897 p395.
5. As compared with Private Schools (See Chapter VI) which, of necessity, were ephemeral institutions, depending for their very existence, on individual initiative.
6. Vol. I p222. (In all local literature however, the name appears as "Tomlinson")

grammar school in 1772,¹ perhaps because the teaching of Latin at Barnsley was superior to that provided at Worsboro'. For a boy who was later to become an attorney, this would, of course, have been a very important consideration.

Nothing is known of the work of John Pickles, whose name appears as master of the Barnsley grammar school in the Barnsley Directory for 1798. Probably Pickles, like many of his kind, was "able to fall asleep"² as long as he held the freehold. That his successor, the Reverend J. Milner, had, originally, no intention of doing so, is made clear in his announcement in the Leeds Mercury on 11th January, 1812:

"Barnsley Grammar School. The Reverend J. Milner, curate of Whiston, near Rotherham, for many years teacher of Latin, Greek, and French at some of the finest literary institutions in the south and the last five years at the Academy at Attercliffe, near Sheffield, having been duly elected master of the above school, eligibly situate in the most airy and central part of the town, respectfully announces...he hopes to be enabled to accommodate a select, limited number of boarders on such moderate but respectable terms as will secure a polite, liberal and sedulous attention towards the cultivation of the puerile mind, viz:

For board, washing and education, including the Latin, Greek and French languages: 35 guineas per annum.

Admission 1 guinea. No extras.

Day Scholars. English grammar, writing and accounts 15s. per quarter. The Latin and Greek languages £1 5s. Od. per quarter. Entrance to the former 5s. Entrance to the latter 10s. 6d.

Without literary ostentation, Mr. Milner can, with strict justice, affirm that few persons of his years ever came forward as instructors of youth in the literary pursuits of life with greater experience or a more liberal classical education and, notwithstanding the heterogeneous systems of different Academies, he invariably adopts the Eton method...being a precursor admirably adapted to either of the universities...Mr. Milner begs leave only to add that those gentlemen who may please to honour him with the tuition of their children, may rest assured that the most unwearied efforts will be used towards instilling into their tender minds such precepts as, when expended and matured, shall evince to the world, a man of polished sense and confirmed virtue."

1. Wallis p163.

2. R.T.C. Vol. XXI p303.

This lengthy effusion indicates clearly that Milner hoped to enlist the support, not only of the locality, but of those much farther afield, by the promise of a wider and more modern education to suit the needs of the middle class. Even more significant is the fact that the founder's wish with regard to the provision of a free classical education for poor boys, was not to be respected. In view of the Leeds case, this is curious, though it is true that statutes could be changed by private Act of Parliament.¹ But this was expensive² and therefore, extremely unlikely to have been entertained in Barnsley. Within a year however, matters resolved themselves for Milner departed and, on the appointment of the Reverend H. Sutcliffe, Vicar of Darton, in December 1812, the school was restored to its traditional status of a true grammar school.³ Henceforward, the Keresforth endowment was to be used "only for the purpose set forth in the deed of 1660" ⁴

As the nineteenth century progressed, the Barnsley grammar school, like many of its kind, deteriorated steadily under successive masters.⁴ Ironically, it was when the school was at its lowest ebb, that Joseph Locke, its most, and probably only, distinguished scholar⁵ of the nineteenth century, entered the school. This was in 1818, when, at the age

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1. As at Macclesfield, in 1774. (B. Simon p103)
 2. So too, was the practice of teaching modern or commercial subjects as "extras" - a fact which partly explains why the majority of grammar schools did not do so.
 3. Due, obviously, to the power of conservative interests.
 4. The Reverend T. Westmorland M.A. 1817 - 1818.
 The Reverend R. Willan[†] M.A. 1818 - 1821.
 The Reverend W. Gilbanks* 1821 - 1839.
 The Reverend R. Howe B.A. 1839 - 1845.
 The Reverend J. Hargreaves B.A. LL.D. 1845 - 1880; under whose mastership the school began, in due time, to "recapture some of its former glory". (Greenland p47)
 5. Returned as Liberal M.P. for Honiton, Devon, in 1847. (Hayle p306)
- † Curate and, later, Vicar of St. Mary's Church, Barnsley.
- * A shady character who was dismissed and imprisoned in York castle for debts. (B.T. 20th November, 1880)
- Greenland p 42

of 7, he was admitted as a day boy.¹ The following passage gives a clear picture of the ethos of the school at the time and, moreover, exemplifies what was happening in similar schools up and down the country:

"And so, in a couple or so years, he (Locke) transferred his pranks to the classroom in Barnsley grammar school. Its pretensions to the title...were simply ridiculous. Very little was taught...and they who taught that little, conceived that nothing could ever be taught at all without supplementary kicks and cuffs...the accurate rapidity with which he mastered them (his tasks)...did not save him from having to endure...brutal assaults."²

These are the words of Locke's sister who was a pupil at the Barnsley grammar school with Locke, a fact which, in itself, is an indication that the level of instruction was not high. The Report of the Charity Commission, 1827, confirms this. It describes the school as one where upward of 100 children of both sexes were receiving instruction in English, reading, writing and casting accounts, at a quarterly rate of 10s. for reading, 15s. for reading and writing and 20s. for reading, writing and casting accounts. The Report also states that "no scholars have for many years been taught or have applied to be taught gratuitously"³

The Barnsley grammar school was then, offering to the community, a curriculum which approximated to that of an elementary school and this the parents were willing to pay for, but they were not interested in a classical education. This seems to explain why, in the opinion of the Charity Commissioners, the Barnsley grammar school was being conducted "with utility to the inhabitants of the town and neighbourhood".⁴

Judging by the number on roll, the town and neighbourhood thought so too.

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1. He left at the age of 13 to serve his apprenticeship under George Stephenson, who was constructing the Stockton to Darlington railway at the time.
 2. Dewey p24.
 3. R.C.C. 1827 p396.
 4. ibid.

In 1839, when the Reverend B. Howe, B.A., was appointed master, the trustees attempted to raise the academic status of the school and to make it once more available for higher instruction, by restricting the endowment to boys and making certain changes in the fees.¹ This proved disastrous. By the 1860's, the grammar school "had become extinct, (but) it was kept open for a few boys who were taught by one of the assistant masters from Hoyle's school".^{2*}

The root cause of the school's deficiency was, of course, poverty and lack of local support. The gross income amounted to just over £200³ out of which the salary of the master had to be paid and also the cost of repairs, furniture and equipment. In addition to this, there was competition from innumerable Private Academies⁴ and Hoyle's successful Private Classical School, the founding of which was an upper-class indictment of the endowed grammar school.

In 1861, the income of the school was increased considerably and an opportunity was provided for the extension of the curriculum⁵ to meet local needs, when Mrs. Phoebe Locke, "in commemoration of the obligation which her husband had in his youth owed to the school,"^{6†} invested £3,000 in railway stock for the benefit of the school. Most of the money was to be used for the founding of ten Locke Scholarships to be awarded on the result of a competitive examination in reading, writing from dictation and arithmetic, to boys between the ages of 10 and 14 living

1. R.T.C. Vol. XVIII p29.

2. R.B.C. p233.

3. R.T.C. p257.

4. See Chapter VI. and Appendix XII b p385

5. Made legal in 1840.

6. R.C.C. 1897 p797.

* A Private Classical School. (See Appendix XIIb)

† In view of the passage quoted from Dewey, this was, obviously, a gross exaggeration on the part of Mrs. Locke.

in Barnsley and Dodworth. These scholarships, amounting to £63 per annum, entitled the holders to:

"the full and free advantage of the school for three years but not longer unless they shall evince particular aptitude in some particular branch of education¹ in which case they may, on the recommendation of the master and with the approbation of the trustees, hold the same for a term of four years".²

£20 from the endowment was to be paid for the services of a drawing master and a further sum of £10 was to be made available to provide books, prizes and caps for Locke scholars. Each year, an annual competition was to be held in all branches of education. This would determine who should hold the "captaincy", (that is, ^{the position of} ~~the~~ head scholar). He would then be furnished with a college cap with a yellow tassel. The remaining nine would have blue tassels.³

The first examination for the award of Locke Scholarships, held on 15th July, 1861, was conducted by the Reverend F. Watkins.⁴ There were 45 candidates. The social composition of the winners is interesting. It included the son of Lupton, the Wesleyan schoolmaster, the son of a Relieving Officer for the Barnsley Board of Guardians, the son of the manager of the gasworks, and the sons of a woolturner, a miller, an ostler, a wheelwright and of three weavers. This ~~therefore~~ explains why the Taunton Commission reported that over $\frac{1}{3}$ of the total number of boys in the school were the sons of labourers and artisans.⁵ The extent of local interest in the Locke Scholarships can be judged from

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1. Such as mining, colliery engineering and practical surveying, architecture and drawing, or civil engineering.
(R.C.C. 1897 p709)
 2. R.T.C. Vol. IX p161.
 3. *ibid* p162.
 4. H.M.I. for elementary schools in the Sheffield District, of which Barnsley was a part.
 5. R.T.C. Vol. XXI p256.

following figures quoted in Burland¹

Year		Number of Candidates	Number Admitted
July	1861	45	10
February	1863	23	2
December	1863	54	3
June	1864	45	4
June	1865	23	5
June	1866	33	4
June	1867	24	4
June	1868	41	5
June	1869	47	4
June	1870	22	4

Hargreave's return to the Taunton Commission in 1865, indicates the effect these scholarships were supposed to have had on the curriculum of the Barnsley grammar school. According to this, the school now offered Latin and Greek, Algebra and Geometry and, for additional payment, Differential and Integral Calculus, Dynamics, Hydrostatics and Natural Philosophy. It transpired however, that there was a big difference between Hargreave's claims and his practice for when the school was visited by J. G. Fitch², these subjects were not being studied by a single boy in the school.³ Fitch reported, moreover, that the spirit of the school was languid,⁴ the numbers low, and the teaching inefficient.⁵ Out of 29 boys, 5 only were learning Latin, Of these, 3 were able to write simple exercises in grammar and translation but none was sufficiently advanced to read an easy Latin author.⁶ However, Fitch was

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1. Vol. IV p306.
 2. Assistant Commissioner for Yorkshire to the Taunton Commission.
 3. R.T.C. Vol. XXI p162.
 4. R.C.C. 1897 p798.
 5. *ibid.*
 6. R.T.C. Vol. XXI p162.

hopeful that "the double system of competition¹ seen at work in connection with the Locke scholarships would influence the whole work of the school", for although children from other schools were freely invited to compete for a scholarship, it was always assumed that every boy in the grammar school who did not hold one, would sit the examination when the opportunity arose.²

Up to the time of the Taunton Commission, "the successful candidates (had) always presented themselves from other schools".³ This, however, is not surprising for the elementary schools had been under regular government inspection for over twenty years in addition to which, since the Revised Code of 1862, they had been "pressurised" to concentrate on the 3 R's, the very subjects needed for the Locke awards. It is significant too that, after the first examination, the headmaster of Pitt Street school made an entry in his log book stating that "the standard required for the Scholarship examination is exactly equivalent to the 4th Standard of the Revised Code".⁴ This accounts for the fact that "John Wroe, who was in the 5th Standard, stood second on the list in order of merit".⁵ The pupils at the Wesleyan school did even better for they won five out of the six scholarships available at that time, one of them, of course, "heading the list".⁶ The success of the working-class children was also due to the enthusiasm of their parents,⁷ a fact which reveals the change of attitude of many working-class parents in Barnsley, for now

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1. That is, the annual competition for the captaincy and the competitive examination for the award of Locke Scholarships which became available as a vacancy arose.
 2. R.T.C. Vol. IX p161.
 3. R.C.C. 1897 p798.
 4. Log Book, Pitt Street school, 4th April, 1866.
 5. *ibid* 12th June, 1866.
 6. R.M.E.C. 1866 p34.
 7. Log book, Pitt Street school, 5th June, 1866.

it ~~appears~~^{seems}, they saw education not only as a means of obtaining a better income but as an instrument for achieving social mobility.

The endowed grammar school in Barnsley was typical of so many small and poor grammar schools situated in important and populous industrial centres. This school had an annual income of only £118¹ and there were only 29 boys on roll. Only two of these were boarders. Of the remaining 27, the only free scholars were those holding Locke scholarships for and these were not welcomed² in the headmaster's opinion, their presence "prevented the attendance of boys from homes of a superior class".² At the time of the Taunton enquiry, classics and French were not being taught and practical surveying was taken on Saturdays only. The only members of staff were the headmaster and a visiting drawing master.. Small wonder, then, that each year, several boys left the grammar school to attend other schools, about 40% left before they were 14³ and only very rarely was a boy sent to the university.

It is clear, therefore, that, for a town of Barnsley's size and importance, the resources available for a grammar school education were pitifully inadequate. A few miles away, in the mining village of Hemsworth, the reverse situation obtained, for here there was a grammar school with an income of £640⁴ per annum, serving a population of only 975 inhabitants.⁵ There was, moreover, no demand in Hemsworth for a classical education. Parents preferred to pay for their children to attend the parish school⁶ which was doing the same work as the grammar

1. R.T.C.Vol. I p406.

2. ibid Vol. XXI pp256 and 257.

3. ibid p162.

4. The school's income was £340 per annum but in addition to this, it was entitled to £300 per annum from the Hemsworth hospital to which it was attached.

5. R.T.C. Vol. I p404.

6. An elementary school which was part of the Holgate foundation.

school.

Here then, in one small area of Yorkshire, were two typical examples of endowed grammar schools which were failing to realise the purposes for which they were endowed. This gave the Taunton Commissioners ample justification for ^{proposing} the redistribution of endowments in order that they should be fully utilized. With this in view, the Charity Commissioners proposed the amalgamation of the Barnsley and Hemsworth grammar schools on the grounds that, by transferring the Hemsworth endowment to Barnsley, nothing would be lost, for the Hemsworth school, possessing no exhibitions nor the historical character likely to attract a high class of pupil from a distance, would never rank as a grammar school.¹ The Barnsley grammar school, on the other hand, was in dire need of money to enable it to increase the provision of secondary education in the important town of Barnsley.

The Charity Commissioners' scheme was, naturally, vigorously opposed by the trustees of the Hemsworth grammar school. However, in 1887, after a fight which lasted nine years, the whole of the Archbishop Holgate foundation was transferred to Barnsley, a unique move² which ultimately placed the Barnsley grammar school on a sound^{er} financial footing.

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1. R.T.C. Vol. IX p
 2. R.B.C. 1895, Vol. VI p233.

"The Barnsley grammar school...is the only instance I have come across where the Charity Commissioners have completely shifted the endowment meant for a grammar school in one place to a grammar school in another place." (A. Laurie M.A., Assistant Commissioner)

CHAPTER VIP R I V A T E S C H O O L S
A N D P R I V A T E A C A D E M I E S

As there were sections of the working-class population of Barnsley whose skill and income separated them from the mass of the labouring poor, reference must be made to the schools available for those whose parents considered neither the elementary schools nor the grammar school to be suitable. These were the Private Schools and Private Academies. Since these establishments kept no records it is, unfortunately, impossible to provide concrete evidence of the extent to which they catered for the more well-to-do sections of the working -class. One can therefore, only assume that they did.*

I P R I V A T E A C A D E M I E S

Advertisements in the local press¹ give ample evidence that private venture provided the kind of education required for working-class boys intended for shop or factory. George Senior's Academy* in Church Fields,² for instance, offered instruction "in every branch of learning suitable for commercial pursuits".³ Instruction of a similar kind could also be obtained at Academies such as R. Robinson's "Mathematical and Commercial School" and at J. M. Horsley's "Private Training School" in Castlereagh Street. The divorce between the practical utility of these Private

1. See also Appendix XIIb.

2. On the site of the present St. Mary's boys' school. _ _

3. B.T. 6th September, 1856.

4. ~~B.C. 22nd September, 1866.~~

* See page 308 (Comment made by A. Choppell, foundry worker.)

** See Plate J.

Academies¹ and the academic irrelevancy of the endowed grammar school could not be more clearly stated than in the following advertisement² for John Garlick's Old Academy in Church Fields:

	<u>Per Week</u>
Reading, Copying, Orthography	3d.
Reading, Writing, Arithmetic, Geography	4d.
Reading, Writing, Arithmetic, Geography, Drawing	6d.
English grammar and composition, Book-keeping, Geography, Mensuration	8d.
Reading, Writing, Arithmetic, Geography, Drawing, English grammar and composition, Book-keeping, Mensuration, Land-surveying, History and the Elements of French	1/-

This Academy also served working-class interests by providing evening classes on Tuesdays and Thursdays, whilst on Friday evenings, a "Special Class" was held for youths who desired instruction in French only. The charge was 2d. per session.

There were, too, Private Academies for girls.³ At Mrs. Armytage's Academy, "instruction in wax flowers", was "a speciality".⁴ But of more practical value to working-class girls were the Private Academies which, like Edwin Bygate's, had "a female department", where reading, writing and plain needlework were taught.⁵

Since records relating to Private Academies in Barnsley are few, it is not possible to judge how important they were to working-class

1. Private Academies of this kind, were small day Academies, as distinct from the more select boarding Academies patronised by the middle-class. (See Appendix XIIa)
2. B.T. 2nd August, 1856.
3. These were not, of course, in the same category as the more exclusive and fashionable middle-class Academies for Ladies, like Miss Savage's Academy at Mount Osborne or Mrs. Dawes' Academy at Mount Vernon.
4. B.C. 14th July, 1866.
5. B.T. 28th July, 1856.

people.¹ Nor is it possible to discover whether they were as efficient as they professed to be. What is certain, however, is that they attempted to provide, with varying degrees of success, an education far more suited to the needs of socially ambitious working-class parents than the grammar school, a fact which, to a large extent, accounts for the low esteem in which the grammar school was held by the people of Barnsley for many years. They were, moreover, particularly important to girls when, after 1839, they were refused admission to the grammar school.

In time, the redistribution of educational endowments and the increase in the number of local scholarships,² altered the balance of importance between the Private Venture schools and the endowed grammar school. Eli Hoyle's school, one of the most flourishing Private schools³ in Barnsley,⁴ is a case in point. This was crushed out of existence towards the end of the 1860's. Hoyle was employed for a short time by Messrs. Townsend & Son, bookbinders in Sheffield,⁵ before he returned to Barnsley again in 1870, this time as schoolmaster at the Union Workhouse.⁶

II PRIVATE SCHOOLS

The Census of 1851 shows that there also existed in Barnsley, a large number⁷ of small and probably for the most part, inefficient

1. Though the fact that in 1843, there were 542 children attending Private schools in Barnsley (Public Returns 1843) might give some indication.

2. After 1862, working-class boys in the grammar school were given financial assistance by the Barnsley Co-operative Society. (C.H.B.C.S. p14) Perhaps this^{also} explains why in 1865, nearly $\frac{1}{3}$ of the total number of boys were sons of artisans and labourers. (R.T.C. Vol. XXI p256)

3. A private Classical school. 4. R.B.C. Vol. VI p233.

5. White's Directory 1871 p718. 6. B.C. 7th January, 1871.

7. 44. (Census, 1851 p41)

private day schools. The majority of these "owed their existence to the unwillingness of tradesmen and others just above the manual labouring class, to send their sons to the National...Schools",¹ and offered little more than instruction in the 3 R's.

One of the earliest on record, was established by Godfrey and David Mason² in the upper room of Peter Duncan's weaving shop in Rooks Fold in 1784.³ A similar school for girls was kept by Mrs. Glover and Mrs. Rainforth, teachers in Barnsley's first Sunday school. Robert Ellis⁴ the shoemaker-cum-parson, held his school first in his home in Peashills Nook and, later, in the vestry of the old Independent chapel* in Sheffield Road, but this ceased to function very soon after the Pitt Street elementary school was opened in 1813. Another shoemaker, Will Knight, one-time impressed by the Press-Gang, came to Barnsley after his escape from the navy and opened a private school in Joshua Wragg's warehouse. Later, it was moved to the Queen's Head and then to the schoolroom of the Methodist New Connexion, in Market Street. Another private school was kept by Joe Ray, of unknown origin, in the Oddfellows Hall, Pitt Street. This was taken over by Hugh Burland, writer of the manuscript history of Barnsley, in February, 1844.

1. R.T.C. Vol. I p297.

2. Employed also as part-time writing master at the grammar school. (Hoyle p259)

3. Burland Vol. I p166.

4. Obviously a cut above the rest since he was educated at Lady

*Huntingdon's Seminary, Trevecca. (Burland Vol. II p13)

(*Selina, Countess of Huntingdon (1709 - 1791), a prominent leader in the Evangelical Movement, devoted her time and energy to bring about the revival of religion among the upper classes. To this end, she drew together in her drawing room, the elite of the fashionable world, to hear great Evangelical preachers, such as George Whitfield. As the work grew, she raised money to build chapels where they could assemble and, in time, founded the Trevecca college for the training of ministers. (Moorman p306))

Apart from the Pitt Street School, these private schools were the only means of day school education for the mass of working-class children before the 1840's.

The only other private school on record is James Lupton's. But this was "for a more select class of pupils"¹ and, since Lupton was a qualified teacher, with 23 years' experience as headmaster of the Wesleyan day school, presumably, the most efficient school of its kind in the town. The fact that the Reverend H. Day also wished to establish a private school "for a different sort of boy"² is another indication of the educational needs of those for whom the public elementary schools in the town were considered to be not quite good enough. It is interesting to note that between 1851 and 1872, the number of private schools in Barnsley fell from 41.³ to 6.⁴ This was almost certainly due to competition from the more efficient⁵ public elementary schools.

III DAME SCHOOLS

Most Dame Schools catered for children below the age of 5.⁶ In the main, these were merely baby-minding establishments run by ignorant old women,⁷

"widows who are compelled by necessity to seek some employment by which they may eke out their scanty means of subsistence".⁸

1. B.C. 22nd September, 1866.
2. N.S.R. 10th November, 1866.
3. Census, 1851 p41.
4. B.C. 8th April, 1872. (See also Appendix XII (c) p 386
5. R.N.C. Vol. I p294.
6. Census, 1851 pXXXIII.
7. Like Crabbe's "poor patient widow (who) awes some thirty children as she knits". (C. Dickens - Great Expectations. Everyman. p39)
8. M.C.C. 1840 - 1841 p126.

Mrs. Scholey of Barnsley, provides a typical example, for she could just about manage to teach the alphabet and the Reading Made Easy to the eight small boys who attended her school during the 1820's.¹ Unlike the majority of her kind, however, Dame Scholey was "of clean and orderly habits",² since her school, "a low thatched cottage in Jumble Street"³ had an appearance of neatness and order and she herself was always dressed "in stuff black gown, check apron and clean white linen cap".⁴

By 1843, there were 14 Dame Schools in Barnsley, catering for 361 children,⁵ a fact which suggests that despite their inefficiency, they served a practical need by providing shelter for children whose parents were at work during the day and, moreover, prevented many of these from clogging the work of the elementary schools. Until the Wesleyan Infants' school was established in 1843, Dame Schools were the only schools in Barnsley which catered for children of tender age.

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1. Burland Vol. I p367.
 2. M.C.C. 1840 - 1841 p126.
 3. Burland Vol. I p367.
 4. *ibid.*
 5. Public Returns, 1843.

THE SITUATION IN 1870

By 1870, Barnsley was a rapidly expanding borough with civic pride and relatively prosperous industries. Over the years, the means by which its working-class children received their schooling had altered considerably. There were, in 1870, numerous Sunday schools, several day and evening schools, innumerable private schools, a Workhouse and Ragged School and an endowed grammar school. Yet these touched nothing like the majority since far too much depended on individuals and local effort, wholly unco-ordinated and inadequate. What the borough needed for its future prosperity was a more extensive and efficient system of elementary education to secure for all working-class children a foundation for those technical skills which local industries demanded. This was made possible in 1871, with the formation of the Barnsley School Board.

1. See page 138

CHAPTER VIII EDUCATION ACT 1870CONTROVERSIES

The powers which the Elementary Education Act of 1870 gave to School Boards over and above those of establishing and maintaining their schools, sparked off considerable religious and political antagonism throughout the country. The situation was very complicated. There were wide differences of opinion on several issues with supporters of the various sects and parties pulling in different directions and divergencies of opinion even within individual groups.

Controversy centred chiefly on the 25th Clause of the Act, which allowed School Boards to remit the whole or part of the weekly fees of necessitous children attending any public elementary school selected by their parents and the provision of religious instruction in Board schools. Both were permissive, that is, it was necessary for School Boards to adopt byelaws to render them operative. Another bone of contention was the time-table Conscience Clause imposed on all grant-aided schools. This confined religious instruction to the beginning or end of the school day and gave parents the right to withdraw their children provided they made a written application to school Managers.

The battle over the 25th Clause was fierce since, in effect, it meant that in areas where the clause was invoked, the rates would be used to finance sectarian teaching. To most Dissenters, this was a violation of those principles of freedom from all state interference in matters of religion. Moreover, it provided denominational schools with a source of income in addition to the increased government grant.¹

1. Methodists, however, had mixed feelings since, with 700 schools under their control, they stood to gain from the 25th Clause.

Supporters of denominational schools argued, however, that as rate-payers, they were entitled to public money for their schools and that parents had the right to select the religious influences under which their children should be educated.

Strife over the question of religious instruction was prompted not so much by the religious conscience of individuals¹ as by ~~the~~ two active pressure groups - the National Education League² and the National Education Union.³ The solution of the League was that education in Board schools should be wholly secular but advocates of such a policy were too few to stand up against the united hostility of Churchmen and devout Dissenters. Opposition to the timetable Conscience Clause came mainly from extreme Churchmen such as Archdeacon Denison who called it "an invention of the Devil",⁴ because it meant that religion was no longer to be the essence of all education. Moreover, religious instruction was no longer to be examined and rewarded by the State. Extreme Liberals saw no good in it either since parents living in rural areas would be too much in awe of the squire and parson to assert their rights. The written application would^{also} present difficulties to the majority of working-class people. Among teachers were to be found staunch adherents of all sects and parties, but according to the

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1. The situation in Barnsley illustrates this clearly for here, Non-conformist children were to be found in Church schools and Anglican children in the Roman Catholic school.
 2. Formed in Birmingham in 1869, with Joseph Chamberlain as Vice-Chairman. Its platform was free, compulsory, unsectarian education. In politics, it was akin to the Liberal government then in power. It was strongly supported by Radicals and Secularists and an increasing number of Dissenters.
 3. Formed in opposition to the League. Its members were those who supported denominational teaching.
 4. B.C. 18th May, 1872.

press, most of them were too concerned about securing regular attendance to bother about the great hubbub over religious teaching during school hours. An article in the Schoolmaster, 27th June, 1871, stated that teachers "mourned the expenditure of time, money and effort in this direction, which, if applied to rescuing the children from the gutter, would effect more good".

There was, however, no lack of concern over school attendance. A great deal of public attention was focussed on the vexed question of compulsion. Under section 74/1 of the Act, School Boards were permitted to make byelaws requiring the attendance at school of children aged 5 to 13. Compulsion was, therefore, local and optional, a fact deplored by many and by the League in particular.

Controversies raged over all these issues at local level too. The extent to which opinions differed in Barnsley came out clearly in the election speeches of the various candidates for seats on the first School Board and during a meeting of the National Education League in 1872.¹

T H E B A R N S L E Y S C H O O L B O A R D

II P R E L U D E T O C H A N G E

Since the need for a School Board in Barnsley was obvious, the burgesses decided at a meeting held in the Town Hall in November, 1870, that the Town Council should be requested to take the necessary steps for its establishment. In January 1871, the Education Department ordered that a School Board of nine be formed within 28 days. The

1. See page 134.

Mayor then announced that, in the event of a contest, the election would take place on 2nd February. This set the whole town agog. Immediately, a committee of gentlemen representing all Nonconformist bodies, together with several Churchmen, met to decide what steps, if any, should be taken with respect to the election of the School Board. It was agreed that a meeting of representatives of all Protestant denominations should be convened in order to secure on the Board a fair representation of the advocates of non-sectarian compulsory education. At this meeting, held in the Temperance Hall¹ the following Monday, a committee was appointed to confer with other parties in the town with a view to avoiding a contested election by agreeing in advance on the representation of each sect and party. This created an uproar. The "Temperance Party" were accused of trying to monopolise the seats on the Board and of trying to prevent an election under the pretext of avoiding one in the interests of economy. The "Temperance Party" assured the burgesses that no attempt to dictate to the town was ever thought of and that they intended to wait until candidates had expressed their views in public before finally deciding whom to support. They pointed out that the representation of all Protestant denominations at the meeting should indicate to all that the men chosen as likely to merit public confidence had been approached, irrespective of their religious and political sympathies. The fact that the Reverend W. J. Binder, one of the Nonconformist ministers, had nominated Dr. M. D. Sadler, a staunch Anglican, was further proof of no religious bias. The reason for excluding the Roman Catholics needed no explanation. Everyone knew that no true Catholic would vote for a Protestant.

The failure of the "Temperance Party" and the militancy of their antagonists made a contest inevitable. A public meeting was therefore held at the Corn Exchange on 24th January, when representatives of

¹ See Plate C

different religious and political parties were invited to express their views on the subject of popular education.

The dominant theme of the Church candidates was the abounding liberality of the Established Church and the pitiful shortcomings of Dissent in regard to education. Alderman J. Tyas, for instance, pointed out that 75% of the children in schools under government inspection, were indebted to the munificence of the Established Church for the benefits they enjoyed. He and his colleagues had, therefore, every right to appeal for working-class support. He himself had been "an old friend of education in Barnsley".¹ For over thirty years he had subscribed to every denominational school in the district, regardless of sect or party. He was, therefore, a Protestant with catholic views on education. On the question of religious instruction, Tyas was categorical. "It is insufficient," he said, "to give a child merely mental culture. He must be trained to know his duty to himself, to his country and to his God."² He hoped every honest industrious working-man in front of him felt the same. They did, apparently, as the meeting responded with resounding applause.³

Councillor Inns, after referring to "the glorious efforts"⁴ of the Church and to his particular service to education over a period of twenty years, dilated at great length on the subject of compulsion. In his view, compulsion was unreasonable and unjust. As clerk to the Board of Guardians and as a member of the Oaks Committee, he had come across many parents whose circumstances were similar to those of "the poor widow who came to me the other day...whose son, twelve years of

1. B.C. 28th January, 1871

2. *ibid.*

3. *ibid.*

4. *ibid.*

age...was earning very good wages from which he contributed to the support of his mother, brothers and sisters".¹ In such cases, persuasion was what was needed, for "a spoonful of sugar is better than a quart of vinegar".² Inns, unlike Tyas, was not wholeheartedly in favour of denominational teaching, however. So long as children in Board schools endeavoured to obey the precepts of the Bible, he would be content, for then "England would be prosperous and happy".³

Alderman Carter's oration was devoted almost entirely to condemning "Leaguers...those scheming infidels in disguise, for whilst permitting the Bible to be read, just as Robinson Crusoe might be read, they didn't care a fig about it".⁴ Carter's reference to compulsion was brief. His experience on the Board of Guardians had taught him that many working-class parents were unwilling to send their children to school. He would, therefore, give full support to compulsory education in Barnsley.

E. Newman and H. J. Spencer, the other two Church representatives, did not attend the meeting, but both expressed their views in a letter to the Chairman. Newman considered the 25th Clause "wise" since it not only gave parents the option of sending their children to schools "where their own tenets were inculcated", it also enabled them to do so "without incurring the stigma of pauperism".⁵ Spencer's views were not reported in detail. The Chairman merely informed the meeting that they were "in accordance with all the other Church candidates".⁶

1. B.C. 28th January, 1871.

2. *ibid.*

3. *ibid.*

4. *ibid.*

5. *ibid.* (See ~~also~~ page 191)

6. *ibid.*

Dr. M. D. Sadler came out in the anomalous guise of a Churchman who was not accepted by the Church party. Presumably, this was due to his allegiance to the League which he had joined "because it was the only public body in England which undertook to do what it could to secure education for every child in the kingdom".¹ Sadler announced that he cared more for universal compulsory education than for the principle of denominationalism. "Education of the poor," he said, "is a vital necessity...Let us give our outcast children a chance of becoming civilized Christians, not leave them for another generation in practical heathenism while we are quarrelling about whether we shall be Churchmen or Dissenters, Catholics or Protestants."² Sadler's attitude to the 25th Clause was made clear at a very stormy meeting of the League in April 1872,³ when he strongly opposed a proposition that the clause be repealed. The League's agitation for this was, in Sadler's opinion, "turning what was originally an organization to secure education for the people into a fight between Church and Chapel". He stated that the 25th Clause was essential for the working of a national system of compulsory education since it enabled the country to use the existing schools and gave poor parents the power of selecting the schools in which they wished their children to be educated. It was well known that "not one Roman Catholic in a hundred would send his child to a school which did not give a proper orthodox teaching".⁴ If the public therefore tried to carry out the Act by means of fine and imprisonment, it would break down.

1. B.C. 28th January, 1871.

2. B.C. 4th May, 1872.

3. *ibid.*

4. *ibid.*

The supporters of undemominational teaching issued a joint address. This was clear and definite. Compulsion was essential. They advocated the reading of the Scriptures in rate-aided schools, "leaving disputed points of Theology to the Sunday Schools and to the voluntary efforts of religious bodies".¹ John Butcher² and Benjamin Hague, however, felt impelled to refer to the 25th Clause. Both were categorical that "no portion of the rates should be appropriated to the payment of the school fees of children attending Voluntary schools".³

Though three Roman Catholics stood for election, the Roman Catholic church was represented by the Reverend Dean Cooke only. Curiously enough, Cooke did not address the meeting, presumably because all would know that he stood unequivocally for religious indoctrination in schools. P. Casey came forward as a representative of the Miners' Association. Offering it as proof of the need for compulsory education in Barnsley, Casey stated that out of 120 widows "left in consequence of the Oaks explosion, there were not 10 able to sign their names on the receipt for the death allowance".⁴ Then he referred to the indifference of parents to education. Even though his Association offered to pay the school fees of half-timers and were prepared to pay parents 4/- a week in lieu of wages, they "experienced the greatest difficulty in getting half-timers to attend school".⁵ He quoted another instance where a woman had withdrawn her child from the Ragged School "because

1. B.C. 28th January, 1871.

2. President of the Radical Association and a confirmed Secularist. (B.C. 28th December, 1871)

3. B.C. 28th January, 1871.

4. *ibid.*

5. *ibid.*

Mr. Clegg had not chosen her child to be presented with one of the five pinafores made by a kind lady¹ who had told Mr. Clegg to give them to the five most necessitous children".² The child was now going about the streets of Barnsley. (Cries of Shame ! Shame !)³ "In instances such as these," he said, "parents should be punished." Casey assured his audience that his sole object in seeking a seat on the Board was to protect poor little children from their own parents.

John Hanlon, the other Roman Catholic entered the contest "to oust those clergymen who had tried to prevent the Act being adopted in Barnsley".⁴ His address differed in character from the rest. His aim, he said, was to help to carry out the Act. This he was qualified to do "having educated so many of the children of those listening to him".⁵ He had had years of experience in dealing with children and, even more important, in dealing with parents. He would, therefore, go to the poll as a fit and proper person. Then, it seems, as an afterthought, Hanlon tried a little bribery. If elected, he would offer his services as Clerk to the Board, for nothing.

The two Wesleyan candidates remained silent throughout the meeting.

III THE FIRST ELECTION

As a result of the town's desire for a contested election for seats on the School Board, twenty nominations were submitted. When six nominees withdrew in the interests of their co-nominees, the final list was as follows:

-
1. Mrs. H. Richardson, wife of Alderman Richardson, a partner in the linen firm of Messrs. Richardson, Tee and Ryecroft.
 2. B.C. 28th January, 1871.
 3. *ibid.*
 4. *ibid.*
 5. *ibid.*

Name	Denomination	Classification
Councillor E. Brady	Quaker	Undenominational
J. Butcher	Wesleyan	"
Councillor B. Hague	"	"
H. Pigott	"	"
Alderman H. Richardson	"	"
Dr. M. T. Sadler	Anglican	"
P. Casey	Catholic	"
J. Hanlon	"	"
Rev. Dean Cooke	"	Denominational
E. Newman J.P.	Anglican	"
Alderman R. Carter	"	"
Councillor R. Inns	"	"
Alderman J. Tyas	"	"
H. J. Spencer	"	"

During pre-election days, tension was high. The huge placards which covered almost every available inch of dead wall in the town and the number of meetings held, indicated the importance attached to the coming event. On the day of election there were seven booths, one at each of six polling stations hitherto used for municipal elections and an extra one at St. John's church for the south-east Ward. Excitement was high in the vicinity of all polling stations as hourly returns were scanned and all went according to plan until an hour before the close of poll when

"an important and enthusiastic partisan"⁽¹⁾

of the Anglican candidates was found guilty of a breach of electoral etiquette - he used a cab, a procedure which all candidates had agreed should not be employed. Apparently this was done without the knowledge, much less the consent, of the candidates concerned. Unfortunately, the repercussions of this incident are not recorded. When the poll was finally declared, the result was:

(1) B.C. 24th February, 1871.

Name	Number of Votes	Classification
P. Casey	2,788	Undenominational
H. Richardson	2,287	"
H. Pigott	1,837	"
M. T. Sadler	1,784	"
J. Butcher	1,569	"
B. Hague	1,528	"
J. Tyas	1,476	Denominational
H. Cooke	1,473	"
R. Inns	1,280	"

The sectarian composition of the first School Board was then, 3 Anglicans, 4 Wesleyans and 2 Catholics. Since this

"left fewer rankling roots of bitterness than might have been anticipated",⁽¹⁾

the town, presumably, was satisfied. In the opinion of the editor of the Barnsley Chronicle, however, the Wesleyans, by careful planning, got more than their fair share whilst the Church, in grasping too much, all but lost what they were entitled to. But Catholic and working-class representation was satisfactory.

IV. SUBSEQUENT ELECTIONS⁽²⁾

The degree of interest aroused by this first election was not characteristic of subsequent elections.² The public was usually so apathetic that several attempts were made, for reasons of economy, to avoid a poll, though these were not always successful. This was the case in 1874 when the second election was due to take place on 22nd January.

Since all members of the original Board were willing to stand, it

(1) B.C. 4th February, 1871.

(2) Results of which are shown in Table XXI. pp. 439-442

seemed likely that no poll would be necessary. Unfortunately, however, two new candidates, Mr. Hanlon, and Mr. Bustard,¹ standing as an Independent, intended to unseat Mr. Hague and Mr. Butcher. The two attempts made to dissuade the former pair having proved unsuccessful, an election was inevitable. Ironically enough, Hanlon was elected. His unseating of Casey was, however, much regretted since Casey, apart from being the sole representative of the Miners' Association, had proved himself an able and zealous member of the Board.

A similar state of affairs recurred in 1877 when the next triennial election was due to take place on January 25th. Of the nine retiring members eight were willing to stand for re-election but Mr. Hague resigned. Complications arose over Mr. Hanlon who was unpopular because he "let his tongue wag on its own account...without being under the restraint of the understanding and the will".² An article published in the correspondence column of the Barnsley Chronicle pointed out that under the 1875 Code of the Education Department, "if "a teacher is elected upon and joins a School Board, such an act would rank with any other infringement of the Code and disqualify the school to which the teacher belonged, from receiving a government grant..."³ and questioned the validity of Hanlon's membership. Dr. Van Cauwenberghe^{*} therefore wrote to the Department asking if the re-election would cause the forfeiture of the Catholic School grant. The reply being in the affirmative, it was assumed that Mr. Hanlon would resign, but since three new candidates made an election inevitable, he decided to try his strength alongside the others, just for the fun of the thing. When one of the new candidates withdrew so that there remained only one excess name,

1. See page 144

2. B.C. 13th January, 1877

3. ibid

* Roman Catholic priest

it was hoped that for the sake of his school and the town, Hanlon would be public spirited enough to retire; but a handbill appeared stating emphatically that he would fight.

Apart from an attempt by Casey and his friends to wreck a meeting supposedly confined to the supporters of the three und^{no}denominational candidates, the canvassing zeal of the Wesleyans and the efforts of Hanlon on his own account, the third election was characterised by lack of interest.

Once again in 1880, diffidence in the Board election was reported. Yet, owing to the perversity of Butler, who, unlike other potential new members, refused to withdraw his name, an apparently unnecessary election had to be held.

In 1883, warned by previous failures, members made no attempt to avoid an election. Apathy was again conspicuous, the chief interest lying in the nomination of a lady candidate, Miss Isobella Buer, who came fifth on the list of successful candidates.

The striking feature of the 1886 election was the nomination of political representatives; two men stood as Radicals. Neither was elected.

Such was the calm, if not apathy, now associated with School Board elections, resulting from uncontroversial school business, that there might have been no further contests had the Cross Commission Majority Report not been published in 1888. This Commission recommended the subsidising of denominational schools out of the rates. The main issues of the ninth election were:

- (a) The remission of school fees by the School Board.
- (b) Free unsectarian education
- (c) The truth about the properties of alcoholic drink

Since there were three Radicals amongst the successful candidates, this

was the most democratic School Board Barnsley had yet returned.

In 1892, the burgesses were kicked into vitality when the Labour Party joined the struggle and the Radical Association proposed to run five candidates. Though the result was a triumph for the Church Party, one Labour representative was elected.

An interesting feature of a dull election in 1895 was the adoption by "The Trade" of a candidate of its own. It was ambitious enough to make a strong effort to induce men "who were prepared to spend freely for the good of certain houses to come forward in its interests."¹

Almost the only pre-electioneering activity in 1898 was a few meetings called by the Liberal Party pledged to vote for undenomination-
alists and by the Teachers' Association whose support was called for Mr. ^{E.}Alexander (Barrister). As the 1896 Education Bill² threatened the existence of all School Boards, interest in the final election in 1901 was dead. Although the desire of the Free Church Council to try its strength at the poll was the sole reason why this election was held, seven old members were returned.

IV VOTING

Only those whose names appeared on the burgess roll were entitled to vote during School Board elections. An amusing incident arose at the fifth election when, during the final hour, a ratepayer was refused a ballot paper. On being told that his wife could record her vote since her name was on the burgess roll, he declared irately that she was not the head of the house and emerging from the booth in high dudgeon announced to the police officers and others in attendance, that

1. B.C. 12th January, 1895

2. ~~Appendix~~ See page 354

he would soon show them who was "t'maister". Ten minutes before closing time he returned flourishing the rent book to prove that the house was in his name, but he met with no better success.

Although, for election purposes, the town was divided into seven Wards, the School Board was elected for the borough as a whole. Balloting began at 9 a.m. and the results were published on the same day with the exception of those of the seventh election when the poll was so heavy that the Mayor postponed the count until the following day. As was general throughout the country, the system of cumulative voting was adopted. Each elector had as many votes as there were seats on the Board. These he could use in one of two ways. He could either "plump", that is, cast his nine votes for one candidate, or divide his votes among several. By using the cumulative system, any considerable minority of electors (for example, the Catholics) had a chance of returning their candidates, thereby securing a fair representation of the different parties in proportion to their numbers and influence. Much tact and judgment was necessary, however, if the system was to achieve its purpose. It was essential, for instance, to keep a careful watch on the hourly returns to see that no electoral power was thrown away on a candidate once he had gained a sufficient number of votes to secure a seat. It was by careful plumping that placed Butler at the top of the poll in 1889. But its most extreme use was in the 1895 election when the proportion of plumpers was so heavy that the Mayor saw fit to issue a special report showing the figures obtained in this way. Dividing one's votes could also constitute sound voting, as in 1886, when Wesleyans recorded 5 votes for Pigott and 4 for Raley, or vice versa. This possibility had its humours, as in the tenth election when several burgesses divided their

votes between Chapman the innkeeper and Dutton the Temperance missionary.

Barnsley was the only town in England, apart from Chesterfield, where hourly returns of the poll were published. Their influence, shown in an analysis printed in the Barnsley Chronicle, 4th February, 1871¹ reveals that Casey led the poll throughout the day whereas Richardson alternated between second and third place, whilst Dr. Sadler's position improved rapidly during the last hour. Some supporters reserved their votes until Brady withdrew at noon when these concentrated on Butcher and Sadler.

Care was always taken to issue explicit directions to guard against wasting votes by recording with figures and not crosses; bad and doubtful votes, nevertheless, made casting-up a tedious process. At the third election, 96 votes were declared invalid. These could arise, as happened in the fifth election, when some voters crossed twelve candidates whilst others distributed as many as ten, twelve, fourteen and eighteen votes among their favourites.

VI ATTITUDE OF PRESS

Comments ranging from the caustic to the encouraging show that the activities of the School Board were closely followed by the local press. The news of the first election was described by the editor of the Chronicle as "a topic of more engrossing interest than even the capitulation of Paris itself". One largely descriptive report conveys the atmosphere in the town prior to the first election when Barnsley was "infested with a plague of canvassers". Some articles

1. See Appendix XV(a). p.389

warned voters "not to throw away your votes...by spreading them over too large a surface". Others are comments on results, such as the one entitled, "The Lessons of the School Board Election", which records the losses and gains respectively of the Church, Miners, Wesleyans and Catholics. Electioneering apathy was reviled, as on 27th January, 1877, when we are told that "the Churchmen and Nonconformists of Barnsley deserve to be tarred and feathered. The Church has never appeared to advantage on the occasion of any School Board election; the Nonconformists, until the present occasion have given evidence of their strength". Private grievances were aired in letters, such as that from John Bustard, who, defending himself against the charge of being responsible for causing a poll, writes:

Gentlemen,

In your Leading article...you accuse Me of throwing a Responsibility of the Election on other Shoulders and that I had interview with Mr. Butler on Wednesday night on the matter. I beg to tell you that you tell a gross Lie...

Sometimes the Board was praised for its efforts, as in an article of 23rd August, 1884, in which we read that "It is satisfactory to note that our educational progress continues and that every year a larger proportion of children are being brought under scholastic influences". The bitterest objection to School Board behaviour was that all important business was conducted at Managers' meetings held in camera. This characteristic, peculiar to the Barnsley School Board, led to frequent references on the part of the press to the "close corporation of the School Board". Like the general public, the Press was interested in Sectarianism, lamented by Mr. R. Bury in a letter to the editor of the Barnsley Chronicle protesting that "the present School Board Election has drawn forth...narrow-minded sectarian bigotry which

we had fain hoped had been assigned to the grave of kindred absurdities!"¹

1. B.C. 21st January, 1871

CHAPTER VIIIPERSONALITIES
OF THE BARNSELEY SCHOOL BOARD ²⁵

Inevitably tied to local politics, the Barnsley School Board reflected the fine shades of difference between the political and religious outlook of the various sections of the community. There were four main parties: Conservatives, consisting principally of Anglican and Roman Catholic clergy and laymen usually in a profession, who were proud of past achievement rather than interested in future progress. They deplored the increasing burden of taxation in the cause of education.

Secondly, Liberals, consisting mainly of Industrialists, representing the newly emerged middle class and although equally concerned about increasing taxation, had more progressive views. Thirdly, there was the more extreme Radical Wing of lower middle class men supported by the working mens' clubs. These Radicals came from the artisan class or were self employed in small businesses.

Lastly, increasing steadily throughout this period were the gradually developing Trade Unions. As their strength increased in the 1880's and they felt strong enough to constitute their own political party, they came to support the Labour Party. All these political groups were represented at different times on the School Board.

As already indicated, Political views were revealed in educational policy in that the Conservatives advocated denominational schools whereas the Liberal, Radical and Labour members were staunch supporters of un-sectarian schools.

* For analysis of membership see Appendix XV(b). pages 390-393

I CONSERVATIVE REPRESENTATION

The most outstanding Conservative, one of the three Catholic priests who served on the Board, was Dr. Van Cauwenberghe, a member for seventeen years. He contrasts vividly with the usual Board-member pattern of child labour, learning of a trade, self education, success in business. This man was very well educated. There is awe in the voice of his obituarist as he mentions the seven or eight languages spoken by "The Doctor". He was highly appreciated for his administrative ability and for his high sense of impartial justice and diplomacy. Each of the three Conservative Church of England clergy served for three years without making any significant mark. Of the four most important Conservative laymen, Dr. Sadler, typically cautious, was clearly of a different calibre from that of the usual Board member, for not only was he educated at a university and trained at St. Bartholomew's Hospital, but he was also "a man of astute calibre and public spirit, assiduous within the limits of his leisure in foreign travel".¹ In addition to his activities on the Board, he was a governor of the Barnsley Grammar School and was largely instrumental in having that school removed from Hemsworth. Though Mr. Inns served for twelve years he made no spectacular contribution to education. He was esteemed as an admirable chairman but was inclined to await the expression of other people's opinions before giving his own. Another valuable Conservative chairman was the solicitor Maddison whose knowledge of law proved invaluable to the Board. Although the Conservative W. Wood served the Board for eight years, his contribution to education seems far less interesting than his career as a journalist, in connection with which he is reported as having a "smart, vivacious and at times, picturesque style of writing"² and also as being

1. B.C. 20th October, 1923 (Obituary notice) 2. *ibid* 4th December, 1909.

an effective speaker at all elections. Hanlon, one of the teacher members, although standing as an Independent in School Board elections, was a Conservative. As already stated, his membership was declared illegal after his first term of office. The only other teacher member, Clegg, dismissed for inefficiency from his post as Compelling Officer,¹ was also an Independent.

II . THE LIBERAL ELEMENT

A distinguished chairman in the Liberal ranks was Raley, who, like Inns, was better known for his excellent control of meetings than for any concrete achievement. Raley was a solicitor. Pigott, another Liberal, was an Industrialist. Only passing reference is made to his membership of the Education Committee which superseded the Board,² probably because of his self-effacing character. The two Liberal Non-conformist clergymen seem to have made little mark, though today it seems curious that a Congregationalist Minister, the Reverend Clarke, should be appointed Compelling Officer; some surprise about his appointment was expressed even in 1892.

Irving and Marshall who sat as members under the auspices of the Barnsley Radical and Liberal Club, provide further evidence of political colouring. An atheist,³ and a founder member of the Liberal and Radical Club, Irving strove to give effect to Radical principles. His policy aimed at the supporters of the Voluntary schools. During the controversy over the site of the Agnes Road Board Schools,⁴ he

1. See Chapter XIV p.197.

2. See Chapter XVII.

3. Evidence provided by his son, aged 92 years

4. See Chapter IX

accused the Anglican clergy of using their position on the Board to frustrate the charitable intentions of the 1870 Education Act by opposing the erection of a Board School where it was most needed, and vowed "to get an undenominational school stuck right between the Church : schools".¹ In this he succeeded. He was also militant to gain improved conditions for Pupil-Teachers. Condemning the practice of "expecting a child of 13 to do as much work as a man of 35",² he urged that Pupil-Teachers should have more time for private study. He remedied the deplorable state of affairs whereby influence could get a dull child accepted as a Monitor by successfully proposing that "candidates for Monitors shall be selected on the result of a public examination".³ Another Radical, Marshall, concerned himself mainly with the welfare and morals of children, particularly in connection with the sale of intoxicating drink.⁴ Although this was not a matter directly concerning the School Board, Marshall succeeded in moving that, "This Board views with sympathy the measure taken by the Magistrates and police authorities...to prevent the sale or delivery of intoxicating liquor to children under 13 years of age for consumption off the premises and the offering of inducements to them to frequent public houses".⁵ This issue was so serious that few could find valid arguments with which to oppose it. The third significant Radical was Waddington. During his term of office he proved an effective and judicious member in his desire to initiate social reforms. Maintaining that the interests of the public were far more important than the necessity of suiting the convenience of School Board Officers, he moved that, "The time appointed for the Clerk and Compelling Officer to interview those summoned to attend the Board offices should be changed from 4 p.m. to 5.30 p.m."

1. B.C. 26th December, 1891

2. ibid 8th June, 1889

3. ibid 26th December, 1891

4. See Chapter XI. p.234.

5. B.C. 20th November, 1897

to attend the Board offices should be changed from 4 p.m. to 5.30 p.m. to enable the workers to call on their way home from the factories".¹ The Board agreed. After his appointment to the Town Council he championed the cause of School Board work especially in connection with the fight over the Harvey Institute² and the Town Council's repeated protests against School Board expenditure. The number of working class members gradually increased. For most, School Board work provided a means of initiation into public speaking and campaigning. It can be claimed that these men gave a new direction to the local administration of education in Barnsley. The issues they raised concerning the improvement of the social and educational environment of the child, and their achievements, reflect the changes in policy and outlook which took place at the time.

III OUTSTANDING LABOUR MEMBER³

By far the most interesting representative of the Labour Movement was A. Chappell. Returned under the aegis of the local Trades and Labour Club, Chappell was unique in the impact he made on School Board activities. Imbued with a determination to implement current Labour policies, his persistence in agitating for social reforms stands out as evidence of the difference which even one man could make in influencing the thoughts and activities of others. His interest in education began with his membership of the Board at the age of 29. At first he was dogmatic, uncompromising and abusive as when he stood

1. B.C. 18th May, 1889

2. See Chapter XIV.

3. No proper qualification was needed for School Board membership. This made it possible for the working man to be elected.

alone in opposing the Compelling Officer's application for a higher salary. Supporting his claim, the Clerk presented statistics to prove that 17 out of 20 School Boards paid their employees more than was paid by the Barnsley School Board. Denouncing an increase of £50 as "unreasonable, extravagant and unusual",¹ Chappell accused the Clerk of "encompassing land and sea to accomplish his object of giving Howitt an advance in salary",² and of submitting misleading comparisons. The Chairman demanded an apology from Chappell for his ungentlemanly behaviour. This reprimand appears to have had a good effect. Experience taught Chappell to use more discretion in his dealings with his colleagues. As he learned to be more resourceful in debate, his relations with the rest of the Board improved so much that he was claimed by a local editor to be "one of the best members of the Board".³

A champion of the teachers, Chappell was successful in urging an upward revision in the scales of teachers' salaries and objected strongly to the Reverend Dawson's suggestion that the bonus paid to Monitors⁴ should cease. He fought to prevent "the poorest individual on the staff from being deprived of a few shillings...an added injustice to the 1898 Act debarring girls under 15 years of age from the teaching profession",⁵ but he failed by one vote. It is significant that his opponents, considering £8 per annum to be enough, maintained that "Monitors have a chance of entering a lucrative employment with the privilege of little work and a great opportunity for private study. Honour and ambition should be incentive enough".⁶

1. B.C. 19th January, 1884

2. *ibid*

3. *ibid* 12th January, 1884

4. £3 for passing an examination

5. B.C. 11th March, 1899

6. *ibid*

Chappell kept a critical eye on all aspects of School Board work. He spoke on, and questioned almost every issue. One of his chief interests as an ardent Socialist, was to secure the payment of Trade Union rates to those working on School Board contracts. One of the trades most obviously concerned was the building trade. Whenever tenders were discussed, Chappell had a great deal to say about fair and honest wages as in 1892, when he moved that "In future, contracts for building or repairs for the Board shall be let only to contractors who will pay the Barnsley District rate of wages, observe the Barnsley hours, conditions and modes of working, etc., as laid down and observed between the masters and the various Trade Unions of the District".¹ The Board refused to be a party to a policy which banned free competition, the Chairman refusing his support on the grounds that "fair and honest wages are what Tom, Dick and Harry think good, which is nonsense",² whilst the Reverend Van Cauwenberghe claimed that Chappell's resolution, "placed the Barnsley Trade Union on such a high pedestal that it claimed infallibility and was no less than intolerable tyranny".³ After a lengthy discussion the resolution was carried by only one vote. Rideal, a strong Conservative, supported Chappell on this issue stating that, "We as representatives of the working men must see that they get a fair day's wage by adopting Chappell's resolution".⁴ The question of "Fair Contracts" cropped up again in 1896, this time in connection with the printing trade. The Board's policy was to support local firms in turn but as prices quoted by Messrs. Arnolds of Leeds were so much lower

1. B.C. 27th February, 1892

2. *ibid*

3. *ibid*

4. *ibid*

than those submitted by local firms, the Finance Committee of the Board felt compelled to accept "foreign labour" in the interests of economy. This brought a hail of criticism from Chappell but it was brushed aside by the Chairman with the curt comment that "Chappell must decide whether he was on the Board to study the tradesmen or the ratepayers".¹

The Barnsley Chronicle widely publicised Chappell's efforts to persuade the Board to remit school fees to prevent forcing decent hard-working people from appealing to the Poor Law Guardians for help in times of distress. At first, members regarded parents' reluctance to seek poor relief as sentimental pride but they subsequently submitted to Chappell's demands.

Another social aspect of his duties concerned the Rota System of the Attendance Committee. When the Reverend Hill urged the Board to discontinue their custom of summoning members by rota, Chappell successfully appealed to members, on humanitarian principles, to "consider those who have to appear, mostly women, who find it less trying to face two or three men than to face the whole Committee".²

Chappell was particularly outspoken on the subject of the half-time system. He urged the Board to deal more severely, using compulsion if necessary, with those parents who, without sufficient cause, were too prone to regard their children as potential wage earners. He moved that the permission of the Board of Education be sought for the amendment of the Board's byelaws so that a certificate be granted enabling a child of 13 to be employed only when he had made 350 attendances in not more than two schools during each year for 5 years.

1. B.C. 1st August, 1896
2. ibid 16th February, 1901

Keen to demand equality in educational opportunity, he recommended the formation of a separate class for Ex Standard VII children at the Central School so that they might receive suitable instruction in their final year's work. Typically, he said nothing about improving the curriculum except for the purpose of earning grants from the Science and Art Department.

Chappell's next move was to agitate for the establishment of a Day Centre for Pupil Teachers. Encountering a great deal of opposition, he informed his opponents that he would not be satisfied until Barnsley Pupil-Teachers enjoyed the same benefits as those living elsewhere.

Chappell's distinctive Labour policy was also apparent in his attitude to Technical Education which he considered to be the most important type of education for working class children. In 1893, he proposed that a Technical class for teachers should at once be formed in preparation for the introduction of Technical instruction into elementary schools. Disappointed that his resolution was not seconded, he still maintained that, "our aim should be to find out what the children are best suited for and to teach them trades which will make them better apprentices",¹ though other members felt that the Board's job was not to teach children trades.

Chappell doggedly persisted in urging the matter of the letting of Board Schools for public purposes, the necessity to alter the time for Board meetings which was "inconvenient for men in my position", and the supplying of free meals to children during trade disputes.² Although Chappell was considered by many to be a thorn in the flesh, the Board recognised the value of his services. He became the

1. B.C. 29th February, 1893

2. See Chapter XII p.252.

Chairman of the School Management Committee and of the Buildings Committee, a member of the Finance Committee and the Board's representative on the Borough's General Committee for Evening Classes. He was valued too as the Board's representative on the Association of School Boards. When appointed to the Executive Committee of the Association in 1901, he was warmly congratulated by all Board members.

In response to a circular received from the Bradford School Board about the formation of a Federation of the 44 School Boards in the West Riding, Chappell was nominated to represent Barnsley and was subsequently elected a member of a sub-committee set up to draft a constitution. Chappell's driving force and zeal for educational progress were recognised also by the West Riding County Council who appointed him as their representative on the local committee of the Barnsley School of Art and further honours were bestowed on him in 1901, when he became County Councillor. In 1903 he was one of the two members co-opted to the Committee of the new local education authority.

Although the professional and clergy members of the School Board had a much wider outlook on education than the working men and were less prone to air their political views at Board meetings, the Labour members were, undoubtedly, keen and honest educationalists. The following record for 1898 shows that most of the working class members of the Board, of whom Chappell was much the most articulate, were conscientious attenders at Board meetings.

<u>No. of meetings</u>	<u>43</u>	<u>38</u>	<u>33</u>	<u>43</u>	<u>43</u>	<u>Total</u>
R. Chapman	29	27	26	20	17	119
A. Chappell	43	37	32	18	24	154
J. Hatch	14	16	12	6	15	63
J. Hirst	39	31	27	25	19	141
T. Marshall	42	34	31	23	20	150
W. Wood	35	25	11	20	15	106

CHAPTER IXTHE BARNSELEY BOARD SCHOOLSI PARK ROAD SCHOOLS

(a) Site Even before receiving the official notification of the Education Department's approval of the proposed sites for the new schools, the Board authorised the purchase of a plot of land measuring 2,700 square yards at Beechfields for the Park Road Schools at a cost of £367 12s. 6d. and on 4th January, 1872, an agreement for the purchase was drawn up with the owner, Mr. G. Hayes. A plan of the site, drawn to scale, showing its extent, boundaries and appurtenances was sent to the Education Department together with a request for any particular instructions about plans for the building of the school, the Board stating that, if necessary, they themselves were prepared to take the initiative in obtaining plans from local architects. When chosen, these would be forwarded for approval. In reply, the Education Department granted permission to the Board to make the necessary provision, assuming that they would be exercising the legitimate borrowing powers, on condition that:

- (1) The schools of the proposed size and description are required in the proposed localities.
- (2) That the plans of the sites and the plans, specifications and estimates of the proposed buildings are such as my Lords can approve.

Having thus been assured that they could legally engage their own architect, the Board requested the Clerk to advertise in the press for architects to submit plans for two new schools. In the meantime they were engaged in a controversy over the choice of one of two plots of land for the Eldon Street School; as both were comparable in area and

shape with that of Beechfields and as they had received the verbal approval of H.M.I. Mr. Watkins, they could foresee no future difficulty over building^{plans}. 84 architects competed and the designs submitted by Messrs. Wade and Turner of Barnsley were accepted.

(b) Buildings The Board had obviously decided to revise its former intentions of providing school accommodation for 900 children according to its own estimate, since the plans provided for the accommodation of 590 children in each school, 192 boys, 192 girls and 206 infants. The lithographical specifications of the Park Road School show that there were 3 blocks, the centre one being for infants for whom a principal room 60' x 20' and 2 classrooms, each 18' x 12½' were built, whilst 2 large rooms of unequal size were allocated to both boys' and girls'schools along with a smaller one in each case.

On 20th July, 1872, the plans were approved subject to a demand from Whitehall, accepted by the Board, that the height of the walls be reduced to save expense.

By October, 1872, the Board had received the sanction of the Department for an application to the Public Works Loans Commissioners for a loan of £3,770 for the purpose of building the Park Road School and in due course it was agreed to borrow the money at 3½% interest for a period of 50 years, the principal to be repaid yearly by sums equal to 1/50th of the amount borrowed and the interest, the Borough rates providing the security for such repayment. At the November meeting, the Clerk informed the Board that the Commissioners would advance the money as it was wanted. In the meantime, tenders had been considered and the cheapest, giving the total cost of £2,953, was accepted, subject to the approval of the Education Department.

Mr. Richard Lawson was appointed Clerk of Works for both sets of

schools at a salary of £2 5s. Od. a week.

II ELDON STREET

Site For the contemplated new school at Eldon Street, the two sites in question belonged to the Becketts' Trustees and to a Mr. Crookes. The government inspectors, whilst approving of both, were of the opinion that the property of the Becketts' Trustees was preferable but difficulty arose over its purchase as the Trustees were unable to sell any portion of the land without the consent of the Master of Chancery. The Board decided that every endeavour should be made to obtain the land by paying, if necessary, for the opinion of Counsel as to whether the Court of Chancery could make an order for the sale. At a cost of £30 10s. 8d. for legal expenses, they were advised that this was extremely doubtful. However, the Trustees of the Becketts' land informed the Board that the Chief Clerk to the Court of Chancery had given his approval of the proposed sale of a portion of land to the Barnsley School Board and had directed that a contract be entered into and submitted for approval. When the Board was told by Mr. Bury¹ that a valuation would have to be entered into beforehand, the expenses of which would be well over £100, the members, after weighing the merits of this land as against that belonging to Mr. Crookes, decided to settle the matter by voting. The outcome was in favour of the latter. During negotiations for the sale, a meeting was called to discuss the report of the Clerk on the danger of building on Mr. Crookes' land "by reason of the coal being ungot". The Clerk had consulted Mr. Muckle, a local engineer, who had said that "the

1. First Clerk to the School Board.

coal was not "got" but, in his opinion there could be no risk if the building were put up. The coal to be "got" was the "Barnsley Bed" and he (Bury) believed it would not be worked at a less depth than 150 yards. If the coal was "got" in the ordinary way the building might be let down 3 or 4 feet. Mr. Muckle advised them, if they built, to work iron tiles in all the principal walls. The building would not give way all at once. Mr. Richardson stated that it was going to be difficult to convince the Education Department that it was safe to build on land where there was coal "not got" - on the other hand, it would be difficult to get a suitable piece of land where the coal had been "got." Finally, a resolution was passed that the Clerk prepare an agreement with Mr. Day (presumably a mine-owner) to work out the coal in the best possible manner so as to protect the land on which the school was about to be erected.

On 26th September, it was agreed that the necessary steps be taken for completing the purchase of the land for the Eldon Street School and in October, a plot measuring 3,000 square yards was bought at a cost of £525. The following month, tenders for building were considered and the cheapest, giving the total cost at £4,394 15s. 9d. was accepted. At the first meeting of 1873, an application was made to the Public Works Loans Commissioners for the sum of £4,394, on the terms previously accepted for the Park Road Schools.

III TEMPORARY ACCOMMODATION

During 1872, the Board had taken active steps to provide temporary accommodation whilst the new schools were being built, a committee of Pigott, Casey and Sadler having been appointed for this task. It was the Board's intention to enforce compulsory attendance as soon as possible, but owing to the impossibility of immediately providing sufficient

school accommodation for all children between the ages of 5 and 13 years, it was decided to focus attention on the 10 to 13 year age group. According to the 1871 Census, there were in the town 1,441 children over 10 and under 13 years and of these, 617 children were on the books of the existing elementary schools, leaving 824 children to be accounted for, but after deductions were made for those attending private schools, the Board estimated the number at 464. On February 15th 1872, the committee reported that they had arranged for the use of two schoolrooms in the town:

- (a) The Congregational Schoolroom, Regent Street, which would be used for girls, and
- (b) The Baptist Schoolroom, Britannia Street, which would be used for boys.

The Board then agreed with the Trustees of these schools to rent their premises for one year at an annual charge of £20. The Board of Education having sanctioned these arrangements, "the Clerk was instructed to issue a placard and advertisement announcing that Board Schools, one for boys in the Baptist Schoolroom...and the other for girls in the Congregational Schoolroom...will be opened on Monday next, 6th May, 1872, and that the powers vested in the Board by the Act will be put in force in cases of all children between the ages of 10 years and 13 years".¹

The response to the announcement was not very encouraging since only 4 boys and 5 girls presented themselves for instruction on the first morning. However, numbers steadily increased week by week, especially when the Board decided at the end of 1872 to exercise its

1. B.C. 27th April, 1872

compulsory powers in cases of children between the ages of 8 and 10 years. By the beginning of the following year, 452 children were attending the temporary schools. Besides being cramped, the temporary premises presented added difficulties when the owners disregarded the clause in the agreement which required due notice to be given to the School Board when the premises were required for chapel purposes. Teachers were frequently inconvenienced by demands for early dismissal of children so that rooms could be got ready for tea meetings, by removal of furniture and apparatus, by damage done to desks and by loss of books. Rooms were often inadequately heated and dirty. Irritation is vented in the log book of the girls' school on 10th June, 1872, when the head writes, "Obliged to complain to the Board about Rogers the attendant. His conduct materially interferes with the working of the school," and frustration is plain in the entry of 27th February, 1873, when she reviles the Chapel keeper responsible for the fact that "On Monday morning the door was bolted inside so that Mrs. Mitchell could not get in to light the fires or sweep the schools. The teachers and scholars were kept out for 20 minutes until a man came to undo the door with his tools".

During the greater part of 1872 and the whole of 1873, new schools were being built. Eldon Street School was reported to be making satisfactory progress but building at Park Road was at a standstill owing to a dispute between contractors and the Clerk of Works. It appears that the owner of the Mount Osborne Quarry refused to supply any more stone as a protest against the rejection of one delivery on account of its inferior quality. Workmen too were on strike because they objected to being lectured on "teetotalism" and there was a delay of some months in the delivery of bricks from Manchester. To add to the difficulties,

the Clerk of Works left the service of the Board. When the architect undertook to superintend the building he decided to put "a little pressure" on the contractors by refusing to sign cheques for payment until the work was completed.

By 13th August, 1874, sufficient progress had been made at Park Road to allow for the boys to be transferred from their temporary premises and on the following Monday, the second boys' school was opened at Eldon Street. Whilst the girls' and infants' schools were being completed, the Board had to deal with many instances of deliberate vandalism caused by boys breaking windows and doors, stealing books, breaking furniture and sleeping in the schools. Imperfections in drainage also added to the frustration. However, by July, 1875, the girls' and infants' schools were complete and the children duly accommodated.

With a view to ascertaining the existing available school accommodation in the town, the School Warden¹ was requested to visit all schools and to report to the Board meeting in November, 1873. His findings revealed an urgent need for a school to accommodate infants residing in the district of Old Town where there were 216 children between the ages of 3 and 13. Of these there were:

	27 children attending no school
	80 children attending Old Town School
	22 children attending Holyrood School
	2 children attending St. Mary's School
	14 children attending Gawber National School
	1 child attending Regent Street School
	2 children attending Pitt Street School
	3 children attending the Wesleyan School
	2 children attending Miss Lupton's Private School
	3 children attending Miss Glover's Private School
Total	<u>156</u>

1. B. Clegg (See Chapter X)

To this number were added 55 infants and 5 children who were at work, making a total of 216. Parents who sent their children to Old Town School complained that the school was cold and a breeding ground for scarlet fever because of overcrowding. Dr. Sadler, whilst agreeing that the building was unfit, believed that many parents would continue to send their children to Old Town as long as there was room enough.

Some Board members thought that many of the children should be sent to Eldon Street School when it was completed and when one member drew attention to the distance the children would have to travel, another added, "Children will trip over that distance, gathering daisies and feel a pleasure in it".¹ Although it was decided that a school for about 200 children should be erected near the Workhouse Gates to accommodate the children living in Old Town, Pogmoor and Slackhills, no definite steps were taken until September, 1875, when the small Church of England School of Old Town was closed and the matter became urgent. The possibility of renting a chapel was considered, but having decided that a great deal of money would have to be spent in removing the pews and pulpit, making good any damage done by children and paying rent, the Board decided to build a plain bricks and mortar structure without any Gothic ornamentation, to which additions could be built to house any increase in population in the future. The question of a site occupied a good deal of the Board's attention during 1876, Application was first made to Lord Halifax for the purchase of a plot of land measuring 2,000 square yards, either opposite the Workhouse or on Jordan Hill and Wade and Turner were instructed to prepare plans for both sites in the event of Lord Halifax agreeing to sell. The

1. B.C. November 29th 1873

Reverend R. H. Sandford and Mr. Banington-Ward, government school inspectors, subsequently inspected both sites and agreed that either would be suitable. However, when Lord Halifax required 5/- a yard for the land with minerals reserved, the Board considered the price exorbitant and refused to buy. A plot of land at the junction of Summer Lane and Jordan Vale was offered for sale at a reasonable price by the Board of Guardians. The Education Department having approved of this as a site and the Local Government Board having sanctioned the sale, the seal of the Board was placed on the deed of conveyance, detailed plans and estimates were sent to Whitehall for approval and permission was given to borrow the sum of £2,300 at 3½% interest, payable within 50 years, from the Public Works Loans Commissioners. Building operations began in March, 1877, and the school was ready by May, 1878. Erected near the workhouse, on the plans of Wade and Turner, it had a principal room of 50' x 20' capable of holding 175 children, two classrooms of 16' x 12½', a cloakroom and lavatory. At the opening ceremony in May, 1878, Mr. Inns said that the children of Pogmoor, Slackhills and Old Town were to be congratulated in having such a beautiful school which, he hoped, would be well attended.

The first entry in the log book states that 36 children were admitted on the day of the opening, while that of October 22nd, 1880, records an average attendance for the week of 127. During this year a gallery was erected in the main room in order to increase accommodation.

In 1881 complaints were received from the School Warden that all schools in the town were so overcrowded that children "were not hounded so sharply by the teachers when they are absent",¹ and that this was

1. B.C. 22nd October, 1881

increasing his difficulty in trying to improve attendance.

In considering the question of providing further school accommodation, reference was made to the following statistics published in the Blue Books for the educational year 1880-1881.

Schools	Accommodation	On roll	Average Attendance
Board			
Park Road	590	730	564
Eldon Street	590	430	365
Old Town	175	132	91
National School	296	187	166
St.. Mary's	575	747	586
St. George's	599	458	389
St. John's	398	431	336
St. Peter's	139	203	148
Wesleyan	455	428	354
Catholic	570	613	485

It was observed that whilst in several schools the total on roll exceeded the available accommodation, in others there was ample room. As new schools were projected for St. John's parish and many private schools existed in the borough, the Board decided to pause awhile before embarking on another costly building scheme. However, as the child population, estimated to be 5,000, exceeded the number of school places available, it was recognised that the supply of additional accommodation would have to be faced eventually. Consequently the suggestion of enlarging the Park^{Road} Schools was made.

IV NEED FOR FURTHER SCHOOL ACCOMMODATION

In May, 1882, a letter from the Education Department questioned the truth of the Board's statement that, though there was overcrowding in some schools, accommodation was adequate, and estimated that about 1,000 school places were still needed. The opinions of the Board were embodied in an answer written 23rd May, 1882, maintaining that

as attendance rarely averaged 80% and as the population of Barnsley was not increasing, further school accommodation was unnecessary.

Although the Education Department refused to accept the Board's conclusions as altogether satisfactory, they were ready to admit that there was no material deficiency and were content to require the Board "to carefully watch the increase of population as any such increase would undoubtedly render further school provision necessary".¹ Dr. Van Cauwenberghe considered that the matter was "on the shelf for the time. Mr. Bury buttered them up well".²

After receiving the inspectors' annual reports for 1883-1884, the Education Department informed the Board that the deficiency in school accommodation was now such as to demand further building and suggested that this should be done in the area of Park Road. But the Board refused to rush into the matter until they themselves were quite convinced of the necessity for further action.

In May, 1885, the Schoolmistress of Barnsley Workhouse having tendered her resignation, the Board of Guardians decided not to appoint a successor but to send the "Union Girls" to the Board schools and appoint an Industrial Trainer for the boys in "The House". This added to the shortage of accommodation but still the Board refused to act. In January, 1886, the School Warden reported that many children in the Park Road area were being refused admission to the school and the urgency of the matter was really brought home to the Board on the receipt of the school's report with its warning that unless additional accommodation was provided, the whole of the grant would be endangered.

The following October a piece of land adjoining the site of the

1. B.C. 24th June, 1882

2. *ibid*

Park Road Schools, measuring 1,572 yards, was bought for £264 12s. Od. but the Board could not decide whether to build an entirely new structure or to extend the existing premises. So the Clerk was requested to forward the plan of the site and its boundary wall to the Department and to state that the Board had not finally decided on the type of school they would erect. Despite the pressing demands of the Department, the Board succeeded in its delaying tactics for well over a year. At a Board meeting in March 1889, Mr. Parrot pointed out that, "The Board would be placed in an awkward fix if, when the Attendance Officer urges on the children and frightens them off the street, they all attend school together and there is not sufficient room. They owed a duty to parents and children and to the Government...the stern necessity was staring them in the face and they were not men if they did not meet it just because there might be an expenditure of a few thousand pounds connected with it".¹

After a lengthy discussion during which the Department were severely criticised for the inaccuracy of ^{ic}some of the statements in their letter, a resolution was passed, "That the Board erect an elementary school with places for not less than 550 scholars and the whole Board form a committee for the purpose of selecting a site".²

V THE BATTLE OF THE SITE

Now began the only episode in the history of the Board when the sectarian bitterness which coloured the proceedings of most of the School Boards in the country, was to mar the Barnsley members' reputation for tolerance and courtesy.

1. B.C. 23rd March, 1889

2. *ibid*

Negotiations having commenced with the Wakefield and Barnsley Union Banking Company ^{for} mortgages for "Day's Field", Princess Street, for a rectangular piece of land measuring 4,700 yards on which to build a school to accommodate 250 Boys, 250 girls and 150 infants together with a master's house, a controversy arose over the position of the site. The Reverend Dr. Lawson objected to the school's being built in this locality on the grounds that:

- (a) There were already five schools¹ within a distance of 600 yards of the proposed site which amply sufficed the needs of that neighbourhood.
- (b) That it was a serious matter to compel children to walk nearly a mile four times a day, in all weathers, from the locality of Sheffield Road, Doncaster Road and Pontefract Road, to attend the new school.
- (c) That the Board was not acting in the interests of the public purse, as, sooner or later, another school would have to be built to cater for the steadily increasing population in Sheffield Road, Doncaster Road and Pontefract Road.

On the strength of these grounds he proposed that a school should be erected in the Pontefract Road, Sheffield Road and Doncaster Road area.

Mr. Waddington announced that it was his wish and also that of Mr. Irving, the Reverend Young and the Reverend Clarke, that a new Board school should be placed in the centre of the Church schools so that Dissenters who objected to sending their children to the denominational schools could no longer affirm that the Board was shutting its eyes to their religious views. The Reverend Young supported Mr. Waddington, adding that not only was the population very dense near the proposed school but that the church schools were beginning "to pick and choose who should go within their walls and that it was not

1. St. John's, St. George's, St. Peter's, Holyrood and Pitt Street National Schools

good".¹ The Reverend Lawson, objecting to his colleagues' attitude, pointed out that he had returned from a visit to Southport to submit his protest, not for sectarian reasons, but in the interests of elementary education which he had "always had at heart. He might say, apart from any question of denominational schools, that during his 17 years in Barnsley with nearly 1,000 children in his schools every day, he had never had one child withdrawn on account of its religious opinions".²

When his resolution was put to the vote, the only supporter was Mr. Butler; the Reverend Van Cauwenberghe "negatively yielded".

The Clerk then informed the Board that the whole of the field could be purchased for £750, and a discussion ensued as to the desirability of paying this amount for 1½ acres, or £500 for the site originally proposed. When the question of the cost of additional drainage land needing to be levelled and the length of street to be paid for arose, the borough ^{surveyor} was called in. On his advice, a section only of the field was bought and Messrs. Senior and Clegg were requested to make plans for both site and school and forward them to the Education Department for approval.

Confirmation of the Chronicle's assertion that "It is not all sweetness and light under the benign rule of these paragons of educational virtue"³ was given at the Board's meeting in July, 1899, when the Clerk, after stating that the plans had been approved by the Department, read a letter which revealed that the Battle of the Site was by no means over. Dr. Lawson, refusing to succumb to his opponents without a further struggle, had appealed to headquarters for support,

1. B.C. 1st June, 1889
 2. ibid 6th July, 1889
 3. ibid

with the result that the Board was directed to take no further proceedings until they heard from the Department.

In reply to this, the Clerk had written to Whitehall asking that the decision as to the site be made immediately as it was essential that building should begin during the summer so that the school could be opened by the autumn of 1890. Her Majesty's Inspector advised that, on the site adjoining Park Road schools, purchased in 1887, a school for 250 children should be built and that, "when this had been done, a school for 500 might be erected on the site conditionally approved on the present month".¹

After hearing the Clerk's account, the Board launched a whole tirade of criticism at Dr. Lawson for causing Whitehall to halt its efforts. Waddington was furious, realising Lawson had not furnished the Board with a copy of his protest; Parrot inveighed reproachfully against the "childishness of delay" in a project everyone wanted. In self-defence Dr. Lawson stated that as his letter of protest was simply a reiteration of what he had said at the Board meeting and that as he had sent a copy of the letter to the Chronicle he had not considered it necessary to submit another to the Board; that he had a duty to perform to protect his own schools from what he conceived to be an unjust encroachment on their rights; that as a private individual he had every right to take private action. Dr. Lawson was not entirely alone as he was supported in the last assertion both by the Reverend Van Cauwenberghe and the Chairman. The Reverend Young then moved: "That this Board learns with regret that, consequent upon the strong protest of one of its members, the Education Department has qualified

1. B.C. 13th June, 1899

its approval^r of the site of the new schools, and, believing the site to be the right one and that the project will meet the present elementary educational needs of the town, confirms its previous resolution and requests the Education Department to give an unqualified sanction to the site and the project and so enable the Board to proceed with the work the Department has urged upon them".¹ The resolution was seconded by the Reverend Clarke and supported by Messrs. Irving, Parrot and Waddington. The last, however, was not content to let sleeping dogs lie. He broached the subject again at the following meeting by enquiring if the Education Department had been asked for a copy of Dr. Lawson's protest, adding that he believed it contained remarks about certain members of the Board which had been better left out. He then moved that a copy be asked for. But it seems that the rest of the Board, having aired their views, were satisfied to let the matter rest. Van Cauwenberghe ended the whole unpleasantness by reminding the Board that, "As you have got what you wanted you can afford to be generous".²

VI AGNES ROAD SCHOOLS

The building project was then further frustrated by the refusal of the Streets' Committee of the Corporation to approve the plans until a 30 feet road was shown all the way up the front of the school. In order to comply with their request, it was necessary to purchase a triangular piece of land in Princess Street for £26 and it was January, 1890, before the Board's seal could be placed on the deed of conveyance. In the meantime, the Board members had an altercation over the naming of the school. Eventually, by a majority of one vote, it was decided to designate the new School "The Agnes Road Board Schools" and to ask

1. B.C. 6th July, 1889

2. Ibid 13th July, 1889

the Corporation to name the contemplated new street "Agnes Road". This name was deplored in the Chronicle¹ as a further example of Barnsley's tendency to abandon the ancient historical names of the town, in this case, "Far Wells".

In September, the Board, on the request of the Department, had to alter the plan of the school building. As this necessitated the purchase of additional land measuring 3,290 yards, matters were still further delayed. However, by October, the necessary formalities having at last been settled, tenders were invited. Six local tradesmen submitted estimates and that of Messrs. Longden and Sons of Sheffield, for £6,140, was accepted. The Board were severely criticised in the press for not showing more consideration for local industries and for accepting a tender which was not the lowest submitted. A special meeting was called to reconsider the matter. Eventually the slating, plastering, plumbing and painting were given to local firms and the masonry and joinery were left in the hands of the Sheffield firm.

Although a slight setback was experienced during the building of the Agnes Road School owing to a strike of masons caused by Messrs. Longdon producing stone which had been machine dressed, the schools were ready by February, 1891. Her Majesty's Inspector, ^{though} refusing an invitation to the opening ceremony, sums up local pride in this Gothic building of Brighouse stone with its low pressure hot water system and pitchpine woodwork as he notes, "with much satisfaction, that the new rooms are an ornament to the town and are finished and furnished as schools ought to be".²

Had any evidence been needed of the insufficiency of previously

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1. B.C. 3rd August, 1889
 2. ibid 7th February, 1891

existing school accommodation in the town, it was furnished at the unofficial opening of the schools when over 400 children presented themselves for admission.

The same week that the Agnes Road Schools were opened, the Chronicle announced, "Our School Board having got its new schools opened is still not satisfied but is asking for more and not merely asking, but meaning to get it".¹

Having so grudgingly and tardily admitted the need for new schools, the Board now found themselves thrust into an extending and strenuous building programme in their endeavour to keep pace with the sudden rapid growth of population. Owing to serious overcrowding at Park Road schools, the Attendance Officer had refused to prosecute parents for the irregular attendance of their children because he was ashamed to do so and the building of Agnes Road had not noticeably relieved the pressure in Standards I and II at Park Road as it was first hoped. It was reported too, that many of the girls attending Park Road School had applied for admission to the new school, but having no room, the Headmistress had been obliged to refuse. Many had shed tears at being turned away. Added force was given to the seriousness of the position by the census returns of 1891 by which it was estimated that 500 more school places were needed and also by the government's proposal to abolish school fees.

The Board were faced with the problem of either enlarging the existing premises at Park Road, or erecting a new building on the vacant land to the west of the existing schools which the Board had purchased some four years ^{previously.} ago. When the H.M.I. had used some "strong language because there was not a separate room for the baby class",² one Board

1. B.C. 7th February, 1891

2. ibid 14th November, 1891

member had suggested roofing in the space between the girls' and boys' departments with glass to provide an additional room, but ~~another~~ H.M.I. Mr. Blakiston, pointed out the folly of this since another Infants' School would have to be built. Consequently, Mr. R. Dixon, (architect) was asked to inspect the vacant plot and to advise the Board. The outcome was the decision to build a new infants' school for Park Road and divide the existing infants' school between the boys' and girls' departments, giving additional accommodation for 76 boys and 41 girls. The new school would consist of three rooms, the main schoolroom 33' x 24' and two classrooms, each 20' x 13'. The building was to be of local stone in character with the existing schools and provide accommodation for 250 children. The estimated cost would be £1,923 13s. 8d. for both the alteration and the new school. These figures exemplify the current ideas on the question of school space.¹

Whilst the necessary preliminaries were gone through and the building was in process, the Board were already planning for the extension of Eldon Street School, the H.M.I. having condemned some of the classrooms after requesting the Reverend Young to, "Put your nose in there; it's enough to poison anybody."²

VII NEED FOR STILL FURTHER SCHOOL ACCOMMODATION

Attention was also turned to the rapidly developing district of Old Town where the overcrowding of the schools was almost as serious as that of Eldon Street and Park Road. The ventilation at the former school having been improved, it was decided that Old Town was the next on the list for the supply of additional accommodation. In the

Though

1. ^A It is quite possible that these figures are incorrect, as the Department's Regulation demanded ten square feet per child in all Board Schools
2. B.C. 14th November, 1891.

meantime, however, 200 boys from Park Road School were provided with temporary accommodation, first in an old warehouse in Sheffield Road and subsequently in rooms in the Arcade, and 100 girls were transferred to Salem Chapel.

The Board of Guardians were approached with a view to procuring a piece of land measuring 1,671 yards at the bottom of Blackburn Lane for the purpose of enlarging Old Town School. The Board, assuming that there would be no question of a refusal, Messrs. Robinson, architects, were requested to draw up plans and advertise for tenders. It was quite a shock to the Board to be informed that the Guardians required the land for the growing of potatoes. One member of the Board considered that to use the land for the purpose of occupying, at most, two paupers one day a week, was absurdly uneconomical. This decision put the School Board to much inconvenience as, "the plans would have to be altered...and the children would have a cramped and miserable playground in order that two paupers might grow three penny-worth of potatoes a year".¹ The Board could, if they thought fit, apply for a Provisional Order to give them compulsory powers to purchase the land, but this would considerably delay matters, not to mention the expenditure involved. Ultimately it was decided to accept the offer of Sir Theodore Brinckmann of a plot of land measuring 2,500 yards for £250. The plans having been approved, the tender giving the total cost at £2,266 for a school to accommodate 120 children, was accepted.

1. B.C. 30th July, 1892

VIII KEIR STREET SCHOOL

During 1893, the Education Department consented to the Board's request that the average attendance in Agnes Road, Old Town, Park Road and Eldon Street schools should temporarily exceed the number for which the original plans were approved but called attention to the fact that there was still urgent need of further accommodation. Before the Board were able to act on the request they had to deal with a serious setback in connection with the Old Town site which had to be abandoned on account of subsidence. This necessitated negotiations with Lord Halifax for an acre of land at the top corner of a field adjoining Blackburn Lane and Gawber Road. After a great deal of quibbling over the price, the purchase was completed in May, 1894, for the sum of £393 10s. Od. and a tender for £2,726 accepted.¹ A loan of £3,841 was obtained to cover all the expenses of building and furnishing the school and it was decided that, owing to pressure from Whitehall, the school should accommodate the children housed in the temporary premises at Salem Chapel, and the upper standards of the school accommodated in the Arcade, in addition to the excess number in Old Town.

On 10th June, 1895, the Keir Street School was opened with a great deal of ceremony, attended by members of the School Board, Mr. E. Rideal (ex-member), the Clerk, a large number of parents and over 300 children, most of whom had been drafted from the borough's overcrowded schools. After a hymn and the Lord's Prayer, Mr. Maddison (Chairman), having declared the school open, uttered pious platitudes about the influence of the school on future generations. Finally, the children "sang a couple of songs very nicely and gave three ringing cheers to

1. One citizen, judging by the violence of his letter to the Chronicle, (7th July, 1894) strongly objected to the new site owing to its proximity to the railway line with its fog signalling station.

their new school."¹ The architecture, Elizabethan, not Gothic, the size, the modern appointments and especially the "spacious copper for making tea should the school be required for social gatherings"² evoked the admiration of local newspapers.

IX EXTENSIONS ^{TO} IN ELDON STREET AND AGNES ROAD,

By the time Keir Street School was opened and the upper standard ^{school} of Old Town_A transferred, the number of infants in the latter had exceeded the accommodation available so that the school had to be enlarged to provide for 70 additional places. Plans were prepared by Messrs. Senior and Clegg for two new classrooms and forwarded to Whitehall for approval. The new rooms were ready by 1896.

Attention was now turned to the inadequacy of accommodation in Eldon Street and Agnes Road. The former was considered first. In addition to providing additional accommodation for the junior children by extending existing premises to accommodate a further 160 children, plans were set afoot to build an entirely new Infants' School in Beckett Street, nearby, to accommodate 400 children. The total cost of the whole work was £5,870. Turning to the arrears in accommodation at Agnes Road, the Board found that the Infants' Department was completely inadequate for the district's requirements. As there was land available for_A^{the} extension of existing premises, tenders were invited and that for £3,022 accepted. The sanction of the Education Department for the alterations having been obtained, building began. All three departments were enlarged to supply extra room for 240 boys and girls and 120 infants. Messrs. Senior and Clegg were again the

1. Log Book, Keir Street School, 10th June, 1895

2. B.C. 15th June, 1895

architects appointed for the work. As this was slow in progressing and as the Education Department informed the Board that even when the new additions to Park Road, Eldon Street and Old Town were fully occupied there would still be a deficiency of nearly 600 school places, the Board was obliged to continue renting the Arcade premises and to appeal to Whitehall to continue allowing accommodation to be reckoned on the 8' scale for at least another year.

X HIGHER ELEMENTARY SCHOOL

Whilst the School Board were doing their best to provide additional elementary school accommodation, they were also attempting to keep abreast of educational developments in higher elementary education, and with this object in view the Central School was established in 1897.¹ Their attention was almost completely taken up with this project for over a year. Between 1897 and the end of the School Board era, entries in all elementary school log books regret that the deficiency in school accommodation was endangering the government grant.

In 1901, the overloading of schools was so desperate that teachers refused to admit children without "admission" notices from School Board officers. When the 1901 census figures were examined, it was found that the population of Barnsley was 41,083. The total accommodation in Board Schools was 3,332 with 4,022 children in attendance while in the Voluntary schools there was room for 3,300 with 3,617 in attendance. This left over 1,000 children unprovided for in addition to the large number of infants who would soon be of school age. A typical instance of overcrowding was that of Park Road School where,

1. See Chapter XV

even after the old building had been enlarged and the new infant school built, there were 352 children in excess of accommodation.

XI SCHOOL PLACES IN 1901

Throughout its struggle to provide school places the Board had dealt specifically with its own schools. But in 1901, the trustees of Holyrood Catholic School decided to build a new school and offered to sell Holyrood to the Board for £4,500. A special meeting was called to consider the expediency of the purchase. It took considerable time to get the necessary valuation of the premises and the opinion of the H.M.I. as to what alterations would be required. However, the matter was officially ended by the trustees withdrawing their offer in June, 1901.

After pleading with the Central ^y Authorities ~~ies~~ for an extension of their sanction to assess school accommodation on the 8' scale and to continue to use the Arcade Rooms as a temporary school, the Board decided to build a new Central School and ^{to} use the existing school to provide accommodation for junior school children. However, this matter was bound up with the Minute of 6th April, 1900, referring to Higher Elementary Schools¹ and the Board had to await the decision of the Board of Education before their intentions could be put into practice.

In the meantime it was decided to erect a temporary 'iron' school which would be disposed of at some future date when permanent accommodation was supplied. This temporary school was to consist of five classrooms each to accommodate 60 children and Messrs. Spiers of

1. See Chapter XV

Glasgow contracted to erect the building for £593 15s. od. on a site in Pitt Street West. By December, 1901, the premises, substantial though temporary, were complete, with a framework of stout timber and exterior covering of corrugated iron, the whole having cost £1,100. It was sanctioned by the Board of Education for 250 children (mixed) in standards I, II and III.

Gratifying as it must have been for the Barnsley School Board to have six¹ permanent elementary schools under its control in addition to the temporary buildings, the fact remains that at the end of its history it had not succeeded in providing the borough with sufficient accommodation to satisfy its educational requirements. However, the blame did not rest entirely with the Board. Fettered by the delicate negotiations involved in finding sites and by the tedious preliminaries involved in building projects, harassed by the exacting demands for constant improvements to existing buildings and by the legal procedures necessary for renting makeshift accommodation pending the building of new schools, the Board was delayed so much that, by the time projects were completed, hundreds more children were requiring places. In 1901, with a population of 41,086, there should have been 9,737 school places for the borough's children but by 5th September, 1903, (three weeks before the liquidation of the School Board) there was accommodation for only 7,072 children. Having been informed that the Board of Education refused to acknowledge the Central School premises for ^{Elementary} Higher Education purposes after June, 1903, and that it was necessary either to build new premises or lose the status which had been granted to the Central School as the result of the public enquiry of February,

1. Five elementary and The Central School

1901,¹ the Board invited the Finance Committee of the Corporation to meet them on the matter. After several conferences, it was agreed that the Board should write to Whitehall for permission to suspend further building operations so that the work and responsibility might rest with the new régime² which would take over the Board's work on 30th September, 1903. This was given.

~~Though~~ ^{whilst} it is clear that the Barnsley School Board had failed in its duty to provide sufficient school accommodation for the district, they had much to their credit.² So far as school buildings are concerned, the solid well-built structures they provided made universal elementary education secure for years to come. With the exception of Old Town School, all the Board schools still stand today as living records of the Board's sincere and untiring efforts and, moreover, they continue to play a vital part in educating the children of the borough.

1. See page 333.

2. For instance, compare Plates O. and P.

CHAPTER XTHE PROBLEM OF COMPELSIONI CANVASS OF TOWN BY COMPELLING OFFICER

To enable the Board to fulfil its intentions of compelling the Borough's children to attend school, it became necessary to engage an official 'whipper-in' of recalcitrant children. Out of 48 applications, that of Mr. B. Clegg, former headmaster of the Ragged Schools, was considered the most suitable.

Clegg's first assignment was to make a partial canvass of the town and to submit statistics showing the proportion of children between the ages of 3 years and 13 years who were attending school and the proportion who were not. His first report was presented at the Board meeting on 18th April, 1872. Having taken a month to canvass the West Ward of the town, he had found 425 families with 413 boys and 453 girls, giving a total of 866 children. Of this number 530 were attending schools, leaving a total of 336 children out of schools. 123 of these, however, were under 5 years of age. These deductions left 213 children of school age who were receiving no education. Of that number, a few were in bad health, two or three being subject to fits; some children were at home because their parents could not afford the school fees and a few for want of better clothing. Many parents had promised Clegg that they would send their children to school without delay. He stated that he had compared the above figures with those supplied by the Census Department the previous year. The figures varied a little but a great change had taken place in the occupiers of houses. In 1871, families with children occupied 437 houses but by 1872 the number had fallen to 425.

In order to obtain a complete and accurate record of the school

accommodation required for the whole borough, the Board ordered Clegg to canvass the other wards in the same way. Clegg's figures were not published but according to the H.M.I.'s report, there was need for 3,946 places. With sufficient accommodation in the denominational schools for 2,917 children, this left the borough with a deficiency of 1,029.

Since only 9 children presented themselves at the Board's temporary schools on the first day of opening, the Board found it necessary to invoke compulsion and to engage two men on a temporary basis to assist Clegg with the issuing of notices on parents compelling them to send their children to school. A notice was also placed in the local press urging parents to comply with the law so that strong measures would not be necessary.

II METHODS OF DEALING WITH ABSENTEES

The Board's policy was to use persuasion before referring offending cases to the magistrates. On 1st June, 1872, the Board's office in Church Street was crowded with parents on whom notices had been served. Listening to and considering their objections to compulsion took over two hours. A number of parents were ordered under threat of penalty, to send their children without delay. Those cases which referred to children employed at the collieries had to be dealt with under the Mines' Act which allowed the employment of children as 'half-timers' at the age of 8 years and the full-time employment of children of 12 years of age. Cases in which extreme measures had to be resorted to, were comparatively few and when those were referred to the Magistrates' Court, many summonses were withdrawn on parents promising compliance with the law. The stubborn cases were fined a maximum of 5/-.

From 1872 onwards, the Compelling Officer's reports on school attendance became a regular feature of School Board meetings. On 11th May, 1872, Clegg reported that though the increase in the number of children attending Board schools was only 3, his labours had led to a substantial increase at other schools. After the Whitsun holiday, Clegg's hopes for a corresponding increase in Board School attendance were realised. In June, he was able to report an increase of 60 children, together with a further increase of 120 in denominational schools. This improvement was the result of Clegg serving notices on all children he found in the streets during school hours (in addition to that served on parents) and threatening them with a summons if the forms were not completed and taken to school within a month.

When the initial spurt in school attendance was found to be but temporary, the Board issued a circular to the Managers of all denominational schools requesting them to furnish Clegg with a list of all absentees so that he could visit their homes to ascertain the cause of absence from school. Entries in school log books show that any excuse was considered sufficient for keeping children away. Among the most frequent are: helping to clean, whitewashing, washing clothes, running errands, taking father's dinner, going to the fair, circus or market, minding the baby, wet weather, lack of clothing or footwear, and sickness. Jack Wymer, the headmaster of the Wesleyan school declared in a letter to the Barnsley Chronicle, 10th May, 1873, "Many children in Barnsley since the compulsory clause was enforced, have 'not been very well', are 'a little out of sorts' or 'very delicate'".

Clegg's announcement in November, 1872, that the number of children in Board schools was only half what the schools could accommodate and that attendance at other schools was also not up to the

mark, led to the enforcement of compulsion on all children over the age of 8. The Board also decided that inducements in the way of sweets, nuts, oranges and picture cards should be provided, particularly prior to a holiday when attendance was always thin. When further prizes of buns and books were offered, one parent decided to try a little exploitation by inserting the following letter in the press:¹

Sir,

As the School Board is so generous as to give prizes...I thought they might like in other ways to contribute to children's pleasures. As I walk round the town with my hands in my pockets and look now and then into the playgrounds, I see lads are very fond of spinning tops. My little Tommy has been at me a lot of times to buy him one but I am out of work and cannot. Could the School Board kindly spend a few pounds to buy tops for poor children for

'Let folks say whate'er they may

There's nothing like young healthful play'.

Whether this appeal brought any response

(Signed) A Poor Weaver²

is not known. Inducements to attendance did however, bear fruit.

By 1873, both Board schools were almost full, there being no room for more than 10 children in each.

III CRISIS

Teachers' complaints of serious fluctuation in school attendance during the summer term made the Board decide that, except in extreme circumstances, at least 8 attendances per week was to be required of every child. In order that the daily attendance could be recorded, each child was given an Attendance Card which teachers were requested to mark each day. This, the Board thought, would encourage children to take a pride in regular attendance. The introduction of the School Attendance Card was not, however, welcomed by the teachers

1. B.C. 16th March, 1878

2. *ibid*

and strong objections were raised to the extra work involved. In this, they were supported by the Managers of the denominational schools. At the Board's meeting of February, 1873, Dean Cooke moved

"that the masters and mistresses of the public elementary schools of Barnsley be paid for their labour in making extracts from their class-books and copying out information in the School Board Attendance Cards and monthly schedules for the benefit of the Board and their officers." (1)

Dean Cooke then produced the register of the headmaster of Holyrood with its vast number of minute figures, to prove his point, adding that he, as Manager, had forbidden Hanlon to do the work of the School Board during school hours and warning the Board that if his proposition were not seconded, no returns would be submitted in future. This had no effect. The Board refused even to consider the question of extra payment on the grounds that the supplying of statistics was part of a teacher's duty. Dean Cooke therefore bundled up his papers and left the room muttering,

"No pay - no paternosters."

On 24th February, 1873, the denominational school teachers declared a strike. A lengthy leader in the Chronicle took the line that as the School Board had worked so hard in the interests of denominational schools, it was unfair of the teachers to approach the Board for extra money when they ought to appeal to their own Managers for payment for work calculated to increase the attendance at and promote the efficiency of their schools.

(1) B.C. 1st March, 1873.

Moreover, it was the duty of School Board members who were also denominational school Managers, to set their faces against all insidious attempts to benefit a section or sections of the community, at public cost. The Board's reaction was to abolish the School Attendance Card altogether. The outcome was a serious drop in school attendance. When Clegg informed the Board that parents brought before the Magistrates complained that without an Attendance Card, they did not know whether their children were at school or not, the Board promised to review the matter again in three months' time. Records contain no further reference to the subject, however. Presumably, the matter was deferred indefinitely and ultimately dropped. Reference to school log-books show that all teachers continued to submit a fortnightly return of absentees to Clegg, with the exception of those at Holyrood Catholic School.

In 1874, a system of fines was imposed on children attending Board schools. Parents were notified that they would be fined 1d. when their children failed to make 8 attendances during any one week without sufficient reason. This was not a success, as the following entry in the log book of Park Road school indicates:

"I have great difficulty in getting the fine for irregular attendance."⁽¹⁾

(1) B.C. 14th June, 1875.

Teachers submitted to the Board the names of parents who refused to pay, but the Board's method of dealing with offenders is not recorded. Nor are the circumstances which ultimately led to the abandonment of the system.

The Sunday School Feast of 1875, drew the Board's attention to the fact that there were still a very large number of children who were never seen inside the walls of the elementary schools and since, by this time, more school accommodation was available, every child between the ages of 5 and 13 was put under their jurisdiction. An additional Attendance Officer, acting as a kind of plain clothes detective⁽¹⁾ was engaged on a temporary basis, to assist Clegg in hounding the children off the streets. But the children evaded them so successfully that the complaints, of which *is characteristic,* this example from the Park Road boys' school, were numerous:

"The irregular attendance is now much worse than I have ever experienced it anywhere or at any time. On Monday mornings and Friday afternoons it is such as to stop the ordinary work."⁽²⁾

Since Clegg's reports were too often discussed in committee, there is no regular record of his work for 1871 to 1873 but in January, 1877, the Clerk to the Board produced the following evidence of his work for three years:

(1) Clegg was, of course, always in uniform.

(2) 17th July, 1876.

BOARD SCHOOLS

	Numbers on Rolls	Average Attendance
1874	1248	700
1875	1134	799
1876	1220	831

VOLUNTARY SCHOOLS

1874	3214	2022
1875	3309	2092
1876	3373	2224

After five years of School Board effort, the educational picture was shown to be:

	Accommodation available	No. on rolls	Average Attendance
<u>Board</u>	1432	1220	831
<u>Voluntary</u>	2830	3373	2224
<u>Total</u>	<u>4265</u>	<u>4593</u>	<u>3055</u>

IV HALF-TIMERS

Another problem which engaged the Board's attention in connection with school attendance was that of dealing with the conflicting claims of the law with regard to 'half-timers'. Whilst the byelaws of the Board limited exemption from obligation to attend school full time to children over 10 years of age who had passed an examination in the fourth Standard, under the Factory Acts and Workshops' Regulations Act, any child over 8 years of age, although unfit for presentation even in the first Standard might, subject to certain restrictions, begin working half time. The labour laws themselves varied. For instance, the Workshops' Regulations Act required five hours a week less attendance at school than the Factory Act whilst the Mines Act released children from all obligation to attend school after reaching the age of 12 years. The confusion arising from the varying claims of the law caused much perplexity and misunderstanding in the minds of parents and there were many who were only too anxious to take advantage of loopholes, authentic or otherwise, to evade the school-attendance requirements of the Board. Regardless of the fact that, legally, no School Board byelaw could interfere with the labour laws, the Board were consistent in their determination to compel children to attend school as whole-timers until they had passed Standard IV, irrespective of age.

The necessity of preventing children of 10 years of age, going to work in the coalpits before they could either read or write, received the Board's attention towards the end of 1872. Casey, the miners' representative on the Board, reminded the Miners' Association of the stringent regulations against the employment of children under the age of 12 and warned that, since there were 50 boys so employed, the School Board intended to refer the matter to the proper authorities. Strangely enough, three entries in the log book of Park Road boys' school, lamenting the employment by Ardsley Glassworks of boys who should be at school, are the only evidence of teachers' complaints. The Board must have been investigating this matter for on 18th April, 1877, an entry stated that Eli Stott and Philip Hoyland were half-timers by permission of the Board.

V THE SCHOOL BOOK

A by-product of the problem of school-attendance was the introduction of the 'Child's School Book' made necessary by a regulation of the Education Department which laid down that any parent or other person (e.g. a potential employer) interested in the education or employment of a child, might apply to the local authority for a certificate of age, of school-attendance and of proficiency, all of which the School-Book contained. The following reference to its introduction in Barnsley appears in the log-book of Eldon Street Infants' School in a letter from the Clerk, 22nd February, 1878, stating that, 'these books can now be supplied at a cost of 6d.', and urging the head-teacher to point out to parents, 'the necessity of at once procuring this Book'.

In January, 1878, various representations from School Boards were made to the Education Department with reference to the 'Proof of Age'

difficulty, requesting that the enforcement of the rules on this point laid down in the 1877 Code be temporarily suspended. The usefulness of the School Book and the advantages of requiring the insertion in it of a certificate of age were generally admitted, but it was pointed out that, in a large number of cases, it was difficult and sometimes impossible to procure a Registrar's certificate of birth for children born before 1st January, 1875,¹ those who had been deserted by their parents, those of the wastrel classes generally, and those born out of the country. The Department's attention was also drawn to the fact that children unable to present the School Book were being turned away from schools in view of the headmasters' fear of losing the government grant for not observing the rules. The Department therefore issued a circular stating that the absence of a School Book was not to be considered reasonable ground for refusing a child admission to school and that where a Registrar's certificate was not possible, it would be lawful for a local authority, on the production of such evidence as they might consider sufficient, to direct an entry to be made in the School Book under the hand of their Clerk or other persons specially deputed for the purpose, of the age of a child, which could be ascertained by questioning parents, from baptism certificates, church registers, family bibles or from any such evidence as would satisfy them.

After some hesitation as to who should be empowered to make entries in the School Book, the position was clarified by this instruction, recorded in the log-book of Park Road boys' school.

December 23rd, 1880. 'No entries are to be made by any person (except the Clerk of the Board) in the child's School Book for a child over 8 years of age, without the production of a Certificate of Birth, Baptism or Vaccination...with regard to children under 8 years of age, the principal teacher and managers of public elementary

1. When registry of births became compulsory

Schools are authorised to fill in the Child's School Book on the production of the aforesaid certificate or of the family Bible or of the Declaration of Age signed by the parent in the presence of the principal teacher or managers of the school. No child over 8 years of age who has been to any other elementary school in Barnsley is to be admitted to a Board School unless the child produces the Child's School Book, excepting such children as were at the school before January, 1878.

Another difficulty with which the School Board and teachers had to grapple was the capricious removal of children from one school to another. A considerable amount of money was lost by all schools because children failed to make at any one school, the number of attendances necessary to secure the government grant. In February, 1875, school Managers and teachers agreed that, once a child left a school, he would not be re-admitted and that no transfers would be permitted between 30th March and 30th October except in special circumstances.

VI SCHOOL-PENCE AND SCHOOL ATTENDANCE

The question of compulsion was also one of finance. The extreme poverty of working-class parents to whom even a penny a week was an important consideration, proved a great obstacle to school attendance. The plight of many was as desperate as that of the family mentioned in the Barnsley Chronicle, 10th December, 1877, 'There were six in the family and the husband out of work and not a bit of bread in the house.' Sandon's Act of 1876, made matters worse. Wives of respectable working-class men were now compelled to appear before the Poor Law Guardians and to mingle in their waiting-room with paupers, in order to apply for the remission of school fees. An entry in the log book of Park Road boys' school states, 'Parents are, as a rule, reluctant to ask the Guardians for aid. There is irregularity of attendance entirely from this cause'.¹

1. 11th July, 1877

Apart from the natural reluctance of parents to appear pauperised, usually an immense amount of red tape had to be unwound before the Guardians would issue an order for the remission of school fees and even then, it was only for a limited period. Month after month, arrears in school pence figured largely in School Board discussions whilst the delay caused while the Guardians considered the merits of individual cases, played havoc with school attendance. The School Board made every effort to retrieve arrears in school fees but children were not excluded from school unless payment was several months overdue. In 1887, however, the Board were forced to instruct teachers *not* to give credit. Comments such as, 'Received 3/3d. in answer to notes sent to parents...regarding arrears in school pence'¹ suggest that many parents were anxious to honour their debts whenever they could.

In November, 1878, Eldon Street school was seen to be running at a loss of £210. It appears that this was caused not only by irregular attendance but also by a diminution of the population in its vicinity and by its distance from the centre of the town. To secure an improvement, Dr. Sadler proposed that the fees of all children attending Eldon Street school should be reduced by 1d. a week. This gave rise to a brief but animated discussion during which his colleagues vehemently opposed the proposition on the grounds of the injustice to other schools in the town. The motion was lost by one vote. In January, 1879, a further attempt was made to induce parents to use Eldon Street school when Mr. Allen proposed that the cost of books be remitted to all children attending the school. When the motion was carried, one member of the public, signing himself E. S. D. commented

1. Log book. Eldon Street Infants school, 12th April, 1878

'The School Board has decided to saddle us with more rates for the Eldon Street school. Our great educational soup-kitchen costs us in rates and taxes alone £4,000 a year. Now it is books for nothing at Eldon Street and prizes for reading them'.¹

Poor school attendance during the early 1880's was caused by the hard-heartedness of 'that intolerably impossible man, Gradwell',² Relieving Officer to the Board of Guardians, who constantly delayed and in many instances, declined to give financial assistance 'to the most deserving cases'.³ On the 15th October, 1881, the Guardians confronted Gradwell with a letter from Bury, Clerk to the School Board, stating that over 200 children were absent from school because their parents had been refused orders for the remission of school fees. Gradwell flatly denied this, stating that he had received only 482 applications over a period of six months. On receiving a letter from the Guardians suggesting that his figures and those of the School Attendance Officer were inaccurate, Bury demanded an investigation by a sub-committee of both Boards. This was duly held. During the proceedings, Bury suggested that, since the School Board always thoroughly investigated all claims before sending parents to Gradwell and that therefore there would be no possibility of undeserving cases obtaining relief, Gradwell should be authorised to issue provisional tickets for use whilst cases were under consideration. The Guardians replied that this was out of the question as it was against their regulations. After a great deal of discussion, Gradwell was severely censured for not submitting all applications to his Board before pronouncing a final judgment.

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1. B.C. 1st February, 1879
 2. *ibid* 15th October, 1881
 3. Log book. Park Road boys' school

Gradwell and Clegg, the Attendance Officer, having been warned that unless they worked together as officers of their respective Boards, one of them would be dismissed, the matter was allowed to drop.

The conclusion which can be drawn from statements found in log-books, exemplified by the following,¹ suggests that for some reason Clegg had become diffident in his efforts to maintain a regular attendance of children at school:

18th July, 1879. The Attendance Officer has not been for a month.

26th September, 1879. The attendance is lower. Absentee forms sent to all not present - received very few replies. Mr. Clegg has not yet brought the list.

27th June, 1879...Have received several intimations that Mr. Clegg advises children to be kept away from school until they are five years of age.

The only reference to the Board's feelings was found in the Chronicle's report of the September meeting of 1880, when the Chairman stated that, 'There must be some change made with respect to the children attending school. We have before spoken to Mr. Clegg on the subject'.² The discussion resulted in a resolution to give Clegg a month's notice and to advertise for a successor at a salary of £75 Per annum.

The 'Local News' column of 9th October announced that ex P.C. Howitt had been elected School Warden for the borough. Whereas only two full reports on school attendance were published during Clegg's term of office,³ P.C. Howitt's monthly statistics became a regular feature of Chronicle reports. His first report in 1880 gave the following information:

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1. Eldon Street Infants' School
 2. B.C. 18th September, 1880
 3. ~~See Table VIII~~

Week ending October 8th			October 15th	
	On rolls	Average Attendance	On rolls	Average Attendance
Board	1353	965	1358	1005
Voluntary	3034	2194	3025	2224
Week ending November 5th			November 12th	
	On rolls	Average Attendance	On rolls	Average Attendance
Board	1295	11025	1297	1031
Voluntary	2911	2342	2952	2367

VII SCHOOL BOARD AND PRIVATE ADVENTURE SCHOOLS

There existed in Barnsley a considerable number of private schools whose fees were less than 9d. a week. These were little more than a refuge for children whose parents wished to evade the compulsory powers of the School Board. It was ironical that Clegg, after being dismissed by the Board for neglect of duty, should open such a school and refuse to issue attendance returns. On learning from Howitt that there were 520 children¹ attending inefficient private schools, the Board embarked on a crusade against all owners who refused to submit their registers for inspection.² In February, 1881, the Board launched its first attack, choosing to prosecute two boys from Clegg's school found in the streets during school hours. Conducting the prosecution, Bury tried to prove to the magistrates that Clegg's school could not be considered efficient since Clegg's only qualification consisted of

~~teaching Ragged children to chop sticks, and adding, 'But no doubt his~~
 2. From 1879, attendance Officers were empowered to check attendance at Private Adventure schools.

1. There were, no doubt, many more. Howitt himself complained about the want of reliable information ^{on} about children in Private Adventure Schools because teachers were not compelled to keep registers.

pupils could handle the hatchet well.'¹ The manner in which Mr. Bury behaved at court prejudiced a large section of the public against the School Board and evoked the contempt of the Editor of the Chronicle who implied in the issue of 19th February, 1881, that the Clerk's treatment of Clegg amounted to persecution.

The case was adjourned when Mr. Clegg promised to take steps to prove his efficiency by applying to the Education Department for recognition. However, when Clegg subsequently raised his fees to over 9d. a week, Mr. Bury was instructed to withdraw ~~the~~ summons, the Board now having no jurisdiction over his school.

Having divested themselves of responsibility for Clegg's school, the Board offered to defray the costs of any other private adventure school wishing to be recognised as efficient by undergoing government inspection. Of the ten existing schools only three acknowledged the gesture. The Board then posted placards and distributed handbills all over the town stating, 'No child attending a school where payment is not more than 9d. and which is not under government inspection shall be allowed to work either full-time or half-time until it has arrived at the age of 14 years'.² This was taking the law into their own hands. It was a monstrous assumption of authority and an unwarrantable interference with the jealously guarded liberty of the individual to say that a child could not receive instruction anywhere but in a government inspected school. All that the law actually required was that every child of school-age should receive efficient instruction. What that instruction was or how it was given, had nothing to do with the School Board as the measure of a school's efficiency was left for

1. B.C. 12th February, 1881

2. ibid 22nd July, 1882

the magistrates to decide. Nevertheless every sympathy can be felt for the Board whose experience had proved that the presence of so many private schools in Barnsley was a serious ~~impediment~~ ^{obstacle} to the work of education. Moreover, the different standards of individual magistrates in educational matters and their reluctance to convict parents as long as their children were proved to attend school comparatively regularly, must have frustrated the Board's attempts to achieve progress.

Apart from the Chronicle's comment that the School Board had '...shown a disposition to lay down lines which are much too hard and fast and which are inconsistent with the spirit and strict letter of the Education Acts',¹ the only private contribution to the press was made by 'A Believer in Liberty', who, after exhorting the working-man to unite, objected to the 'snuffing out' of private adventure schools as 'infringing on the liberties of our home' and concluded on the dramatic note, 'We used to sing 'Britons never shall be slaves' but now we must unite as one man and say to those in authority 'Thus far shall thou go and no further'.²

The extent to which others agreed with the writer can be judged from Clegg's position at the top of the polling list in 1883.

Even as a member of the School Board, Clegg continued to defy the Board's authority in the matter of school-registers and, contrary to his stated intentions of raising his school fees above the level of 9d., he continued to charge a fee comparable with that paid in the public elementary schools. The Board now appealed to the Education Department for their support and asked for official advice as to what further action should be taken. Whitehall, however, would not commit

1. B.C. 22nd July, 1882

2. *ibid* 6th January, 1883

themselves and threw the onus back on the Board by telling them to decide for themselves. This they did. Clegg was again brought before the magistrates. On finding that his registers were unreliable and that his staff consisted of two girl teachers who had passed Standard IV and one who had failed to pass Standard III, the magistrates pronounced his school inefficient and one which 'greatly tended to defeat the working of the Education Act'.¹

The indefatigable Clegg now decided to appoint a certificated assistant to his staff and to conduct a 'sham' examination in order to convince parents of the efficiency of his school. Apparently the examination was conducted by Mr. T. J. Hall (school-warden of the rural districts) at the request of a Mr. Bedford and others at the Three Cranes Inn. The Clerk was requested to investigate the matter. Accompanied by Mr. Howitt, he visited Clegg who stated that Mr. Hall had been appointed Sub-Inspector by H.E.I. Mr. Blakiston to act as a local inspector for the school. Mr. Hall, however, emphatically denied that he had represented himself as acting in an official capacity and stated that his sole aim was to test the children in order to have a reason for giving them prizes. The Clerk published the facts of the matter in the press in order to inform the public that, 'a gross fraud had been committed - on poor parents who sent their children to his (Clegg's) school in the belief that they got proper instruction'.²

Having thus been publicly denounced, Clegg closed his school and caused the Board no further trouble.

The Board were gratified to hear from Howitt that, after the Clegg affair, all private schools gave him full co-operation so that he had

1. B.C. 5th July, 1882

2. ibid 31st July 1882

no difficulty in tracing the children of parents anxious to evade the compulsory powers of the School Board. His attendance returns for 13th May, 1881, included the figures for the three private schools recognised as efficient by the Education Department:

	On Rolls	Average Attendance
Board	1312	1020
Voluntary	3067	2458
Private	203	162
	4582	3640

The following information was also submitted:

Irregular attenders	481
Found in the streets	809
Not attending any school	247
Notices served on parents	477
Summonses	17

Of those summonsed, one parent was fined 5/-, 11 orders to attend school were issued, 2 cases were adjourned and 3 boys were ordered to be taken to Sheffield Truant School.

The School Board persisted doggedly in its attempt to disclose the practices of profiteering educational establishments. In 1891, they were involved again in a controversy with a Private Adventure school when ten miners, three labourers, a joiner, a horse-keeper, a coach-driver, a glass-worker and a shopkeeper were brought before the magistrates. The first defendant, Mrs. Brittoner, produced a certificate from Eli Hoyle (now owner of a small school) showing that her son had attended school 126 times out of 128, but Bury maintained that this was no evidence when Hoyle refused to have /his registers

inspected. Moreover, Hoyle's school was not considered efficient by the School Board. The boy in question, although 11 years of age, had failed to pass Standard III.¹ In answer to Alderman Marsden's comment that, in denegating private schools, the School Board was taking bread out of people's mouths and making a deliberate attempt to snuff all private schools out of existence, Bury pointed out that the Board complained only of inefficient schools and that it was impossible for a school to be properly equipped when the fees were as low as 4d. or 5d. a week. Reluctantly, the Bench fined all defendants. The Board were now satisfied that, once again, public notice had been drawn to the fact that neither they nor the magistrates recognised the efficiency of Private Adventure schools. Though Hoyle stated his case in a letter to the Chronicle, 24th January, 1891 and appealed self-righteously for public funds to defend him, he got no support.

In 1870, the bogey of compulsion had loomed large in the minds of working-class people in Barnsley. The idea of their being compelled to send children to school was repulsive in the extreme to many and they were, therefore, slow to appreciate the work of the School Board in this respect. However, as the years went by, practical experience gradually proved that compulsion was more dreadful in imagination than in reality and more and more parents became willing to forego their children's premature earnings in the interests of their education.

1. The inefficiency of Barnsley's Private Adventure schools was considered proved when only 24% of the children examined by the H.M.I. in November, 1890, were successful. The percentage for the public elementary schools was as high as 96%.

VIII THE BOARD AND THE MAGISTRATES

It was some time before the Magistrates took the Board's efforts in the matter of school attendance very seriously. They were far too ready to accept trivial excuses from parents, they frequently refused to convict, however clear the evidence, and they limited the number of summonses they would hear. Wilful mis-statements of parents when brought before the Bench, quoted by J. Rhymer in a letter to the press, include that of a mother who, possessed of particulars of her boy's absences, held up the paper in court and shouted, 'I have a certificate from the master that my boy attended school'.¹ Her word was taken.

In 1882, Howitt called the attention of the Board to the prevailing system by which Magistrates were all too prone to issue orders to attend instead of fining parents for neglecting to send children to school. He reported that, during the previous twelve months, 100 summonses had been taken out and of these, 59 had been summonsed the second time. It was obvious that parents looked upon an 'order' as a dismissal of the case and had no compunction whatsoever in flouting the Board's authority. When the Attendance Officer stated in September, 1887, that 104 parents had been summonsed, Mr. Bury's comment was, 'I don't suppose one in fifteen will be proceeded against'.²

Another instance of the Magistrate's attitude to the Board's endeavours is seen in the press account of a court-case on 17th October, 1888, when one of the many cases being tried was that of a miner, W. Mallinson, who, alleged that Mr. Howitt had 'treated him like a dog and used the most disgusting language.' The Mayor remarked that a similar accusation was made by a woman the previous week. Howitt

1. B.C. 1st April, 1882

2. ibid 17th November, 1888

was proved not guilty as, when the woman was brought before the Board, she admitted 'being false'.¹ One can sympathise with the Board's impatience over the injudicious remarks of unreasonable magistrates especially when only persistent defaulters were taken before the Bench. The damaging influence which such cases had upon the general attitude of both parents and children must have made their job a very unenviable one.

During the 1880's, the number on the rolls of all schools steadily increased. By 1884 the average attendance in all schools had risen to 81.4%. The following year, however, this average dropped owing to the irregularity of the attendance of children residing in Monk Bretton, but attending Eldon Street school. A letter was sent to the Monk Bretton School Board complaining that, 'there must be something radically wrong when the percentage of absentees from school in the case of children living in your district is so very much greater than in the case of children of the same class living in Barnsley'.² The wrathful Attendance Officer of the Monk Bretton School Board replied, 'I quite agree with Bury that there is something radically wrong...there is and that something is failure on the part of the Barnsley officer to whip in the street-arabs who may daily be seen running about, not only in the back slums but also in ^{some} of the front streets in the town during school hours. The children of parents who will send their children to school irrespective of compulsion, have been sent when unfit and hence the average is kept up at a sacrifice of life - disease being scattered wholesale in this way, the epidemics propagated and spread. I have made it a point of duty to compel all

1. B.C. 17th November, 1888

2. ibid 23rd May, 1885

children of school age to attend school unless incapacitated by sickness, disease or affliction, hence the difference may be accounted for'.¹ The Barnsley School Board considered Mr. Wright's accusations idle but as the Board had been 'put right' before the public they were well satisfied - the end having justified the means.

With reference to the large number of children declared seen in the streets of Barnsley, it is interesting to note that at this time 5,991 children were attending school with an average attendance of 80% per day. In this case, there must have been 1,120 children romping the streets during school hours. The Clerk, nevertheless, boasted that the percentage of attendance in Barnsley schools was one of the highest ever achieved by a School Board.

IX THE BOARD'S ATTITUDE TO INFECTIOUS DISEASES

Brought up in foul, overcrowded^w houses, working-class children were often victims of infectious diseases such as whooping cough, scarlet fever and measles. Epidemics were so rife during 1886 that the Medical Officer of Health felt that something must be done to prevent the spread of infection in the town's overcrowded schools. Consequently, a circular dated 1st December, 1886, was sent to the School Board and the Managers of Voluntary schools, ordering the closure of all day schools until after the Christmas holidays. The wisdom of this was questioned by the Board and the Managers, who contended that no useful purpose would be served when the Sunday schools were allowed to function and when closure would only result in children congregating in the streets. Moreover, fresh cases of infection would

1. B.C. 23rd May, 1885

not be discovered. The doctors too, had divided opinions. After several meetings of the Sanitary Committee and the School Board, it was resolved that, 'In compliance with the order of the Sanitary Committee, Board schools shall be forthwith closed; at the same time the Board is of the opinion that the step is unnecessary'.¹ The Managers of the Voluntary schools, however, delayed taking a similar action until December 10th, when at a meeting held in the Town Hall, they too concurred with the School Board in declaring the step unnecessary. Dr. Cauwenberghe, announcing that under Article 98 of the Education Code, the school authorities had a right to appeal to the Education Department against an order given by the local sanitary authorities, refused to close the Catholic school until his appeal had received the decision of Whitehall. His action resulted in a letter stating that the grant to the Catholic school would be withheld for non-compliance with the order to close. Being in sympathy with the Doctor's views, the School Board decided that they should 'fortify Dr. Van Cauwenberghe with their expression of their opinion'² and write to the Education Department expressing their agreement with Dr. Cauwenberghe's action. Having been 'publicly branded as a law-breaker...and held up as a rebel in every paper nearly all over England',³ the Doctor vindicated his conduct to his co-members at the Board meeting of July 1887. Having appreciated their support in his fight with the Education Department, he went on to explain his trouble with the Barnsley Urban Sanitary Authority: article 98 of the Education Code required that Managers must close a school or exclude scholars as required, but

1. B.C. 4th December, 1886

2. *ibid*

3. *ibid*

permitted an appeal to the Education Department if Managers considered the notice to be unreasonable. This appeal Van Cauwenberghe had made. His defence concludes with contempt for the fact that infectious diseases were controlled only by the Inspector of Nuisances.

The Medical Officer of Health for Barnsley, Dr. Michael T. Saddler, put his case before the public in the following letter to the press:¹

Sir,

There have been 79 deaths from scarlet fever during the last threequarters of the year, when there must have been close on 800 cases...This is a serious question of public interest.

During the last three years there have been 250 deaths representing about 2,500 cases and the death rate in Barnsley in 1886 was higher than in any of the 28 largest towns in England. Is no effort to be made to improve the state of things? Disease was specially prevalent amongst the elementary school children and teachers. There was a marked diminution when schools closed and a marked increase when they opened.

It is certainly important to keep down rates and keep up the school-pence but is no heed to be paid to the needless suffering and premature death and to the heavy cost that these impose on those often ill able to bear it?

In August, a letter was received by Dr. Van Cauwenberghe from the Education Department reiterating the precise meaning of Article 98 of the Code and revoking the Department's decision of imposing a fine on the Holyrood School. The vexed question having been settled, the controversy ended.

For some time the School Board's attention had been called to the fact that the doctors' certificates which the Clerk received when children were absent from school, were sometimes incorrect and that in many instances doctors had refused to supply medical certificates because they were not paid for them. In 1894, when the Clerk reported

1. B.C. 23rd July, 1887

that great inconvenience was also experienced by having to take children about to be sent away to Truant and Industrial schools to some doctor in the town to be medically examined, the Board decided to appoint a Medical Officer for the service of the Board. Sanction having been obtained from Whitehall, Dr. Halton was appointed. In 1898, the Board's request that the obtaining of medical certificates from Dr. Halton in cases of infectious diseases should apply to all schools in the borough, was granted.

XI BOARD RELIEF FROM SCHOOL-PENCE

In 1836, the Board dealt with the objectionable practice of requiring parents to appear before the Guardians for relief in respect of school-pence. In the February meeting of that year, Mr. A. Chappell stated that children of parents who were out of work continued to stay away from school because they were unable to pay the fees and that parents, rather than go to the Board of Guardians, preferred to be dealt with by the magistrates. At that time there were 222 children whose fees were remitted. Of these, 49 attended Board schools, 11 attended Wesleyan schools, 41 attended Holyrood school and 121 the Church of England schools. After a long discussion, the Board decided to offer the Guardians a room where parents could be interviewed so that they should not be embarrassed by the presence of paupers.

On February 27th, the Clerk read the following letter at the Board meeting:

'Barnsley Union School Fees Committee'

At a meeting of the above committee, 4th February, 1836, it was resolved that the School Board be requested for the future to take the remitting of school fees for their own schools into their

own hands...the fees for denominational schools must come through this committee.

This was a further step towards attaining greater regularity of attendance. By 1890, the average attendance at the Barnsley elementary schools reached 88% and arrears in school-pence were stated to be fewer. The efforts of the Board and the Compelling Officer received the recognition of H.M.I. Mr. Blakiston who publicly commended both on achieving the highest average percentage of school attendance in his district. The following figures are interesting, although they are not a reliable index of the progress made as they relate only to one particular week in the year, the last week in May:

Year	Number on rolls	Average Attendance	Percentage
1880	4150	3099	74.6
1881	4154	2953	71.8
1882	4755	3782	79.5
1883	4885	3761	76.9
1884	5092	4069	79.6
1885	5117	4009	78.3
1886	5212	4149	79.6
1887	5208	4168	80.3
1888	5590	4529	81.1
1889	5502	4488	81.7
1890	5586	4735	84.7
1891	6014	4821	80.1

XII FREE ELEMENTARY EDUCATION

When in 1891, an Act of Parliament gave parents the right to demand free elementary education for their children, the School Board received a circular from Whitehall offering from 1st September, a fee-grant of 10/- per annum for each child in average attendance, in lieu of school fees. The Board therefore had to decide whether all their schools ^{should} be free or whether fees should be retained at particular schools. It was found that the abolition of fees at Eldon Street,

Park Road and Agnes Road schools, would mean to the Board a loss of about 3400 a year since each of these schools earned approximately 14/6 a head. On the other hand, the acceptance of the fee-grant for Old Town school, would mean a gain of approximately 6d. a head.

There was also the question of the Board's expenses for enquiry into the remission of fees for necessitous children and the possibility that if some schools charged fees, these would assume a higher social status and thus encourage the misguided snobbery of parents who would not permit their children to mix with others if they could help it.

Dr. Van Cauwenberghe maintained that parents who could afford to pay should continue to do so since 10/- was insufficient 'to give children a princely education'.¹ Moreover, free education in all Board schools would mean 'robbing the rate-payers...to pay for people who wore silk hats and looked down on the working-classes and who would probably go and spend the money in the dram-shops'.² The Reverend Clarke, on the other hand, felt that the matter was educational rather than social and that therefore 'all children should be put on the same footing and be brought up without social distinction'.³ After a lengthy discussion, it was decided by 5 votes to 4, that irrespective of what action the Managers of the denominational schools would take, that the School Board should free all its schools. The Managers of the Voluntary schools, on the other hand announced that, much as they wished to free their schools,⁴ finances would not permit them to do more than

1. B.C. 5th September, 1891 2. *ibid* 3. *ibid*

4. The direct outcome of free education in Board schools was an attempt to teach thrift. Parents were asked by the Board to deposit in the Yorkshire Penny Bank the pence they formerly paid in school fees so that their children would have money with which to start life when they left school. (Log Book, Agnes Road boys' school 3rd September, 1891) Until the interest accrued was found to be adequate in itself, the covering of any deficiency in the accounts was undertaken by the School Board.

reduce school fees by charging the difference between the 10/- fee grant and the fees previously charged.

Contrary to expectations, free and ^{cheaper} ~~reduced~~ education did not improve school attendance. In 1892, a School Attendance Committee was formed to deal with those whose children were engaged in casual employment on Friday afternoons. An enquiry revealed that 53 children were so employed, 29 in selling papers, the rest in running errands, hawking sticks, cakes, matches, pies or tripe, attending stalls in the market and bringing bundles from the pawnshop. In the opinion of the Reverend Van Cauwenberghe, this was the direct outcome of the Board's resolution to free the schools as, 'contrary to their belief that they were conferring a benefit on parents, all they had done was to raise the borough rates so that landlords tacked on 6d. or 1/- more to the rents'.¹ The Board's threat that these cases would be dealt with very severely, had little effect particularly after the appointment of the Reverend J. Clarke as Attendance Officer in 1892, when it was noised abroad that no summonses would be issued by a Minister of the Gospel. Parents were, however, soon disillusioned, for Clarke's vigour raised the attendance at Eldon Street school to 97% in July, 1894. His report for the week ending 13th July showed the following:

	No. on roll	Attendance
Board Schools	3078	86%
Denominational Schools	3529	81%

The Board must also have been gratified to find that, in the whole of the borough, there were no more than 4 half-timers, an indication that,

1. B.C. 5th September, 1891

at long last, parents were becoming reconciled to the new order of things.

In the hope of achieving in all schools an average attendance of at least 90%, the Board appointed a second School Warden but extreme weather conditions together with widespread unemployment during 1894 and 1895 when, through sheer necessity, parents were forced to place their children in casual employment to save them from starvation or the Workhouse, prevented the Board from reaching its objective. School attendance was further affected by a serious epidemic of measles, sore heads, sore eyes and diarrhoea. 'Children,' the Chronicle reported, 'are going to schools crying and still are on their way home.'¹ In February, 1895, attendance figures in the various schools, reported to be the lowest ever, were as under:

Park Road	58%
Eldon Street	61%
Old Town	49%
Agnes Road	82%
Holyrood	45%
St. Mary's	62%
St. George's	51%
St. John's	70%
Wesleyan School	60%
St. Augustine's	60%

Attendance improved again in 1896, reaching an average of 86% but for the next four years it fluctuated owing to epidemics. In 1899, the Christmas holidays had to be extended because of the alarming increase of measles cases.

In 1900, the Board decided to follow the example of Kingston-on-Thames where the giving of medals for school attendance had produced extraordinary results. Details of 'The Kingston Scheme' were sent for

1. D.C. 16th February, 1895

but letters from the Clerk to the Kingston School Board revealed that their circumstances were rather special and that their system was not one which Barnsley could adopt advantageously. In 1901, however, Maddison, the Chairman of the School Attendance Committee, offered two gold medals for the highest number of attendances during any one year.

Although the question of half-timers had ceased to concern the Barnsley School Board, the Elementary Education (School Attendance) Act of 1899, was hailed by all members, except W. Wood, as a notable victory. Since this Act raised the age for total or partial exemption from 11 years to 12 years, the Board considered the question of amending its byelaws, establishing a pass in Standard VI as the minimum attainment required for total exemption from school attendance and a pass in Standard V for half-timers. Wood objected on the grounds that this would not meet with public approval since 'the age at which a lad should leave school depends very largely on what trade he intends to follow'.¹ Wood then referred to 'a large employer of labour in Barnsley (who)...invariably finds that those children who leave school at 13...all turn out good workmen, while those who start work at 15 or 16, make little or no headway!'.² 'Moreover,' Wood added, 'as Englishmen object to being compelled to do anything, a little more persuasion and less compulsion', would lead to a more satisfactory result. Wood was reminded that the Board had never used compulsion on parents who had sufficient sense to see that the byelaws were beneficial to the moral and physical health of their children and that force had been used only on thriftless parents who exploited their children in their own selfish interests. Fortunately, most parents in Barnsley

1. B.C. 17th March, 1900

2. *ibid* (See also, page 365)

had by now, an enlightened attitude towards education and considered 'that a working-man's child had as much right to a good education as an aristocrat's'.¹ The discussion ended when A. Chappell announced that 'if it was necessary that the intelligence in the slums should be developed by compulsion, then it would be employed'.²

The cumulative effect of the School Board's persistence in the slow and painful process of securing regular school attendance can be seen in Table XXII.* It will be observed that the percentage of attendance remained almost constant, with a slight tendency in the wrong direction during 1902.

XII PUNCTUALITY

A corollary to school attendance was punctuality. The first reference to this was found in the log-book of Eldon Street Girls' School, 18th February, 1876, 'I have endeavoured by various means to uproot the habit of unpunctuality in attendance...but no efforts seem as yet to be effectual'.

When matters did not improve over a period of twelve years, H.M.I. Blakiston wrote to the Board stating that it would be a very great boon if the Managers of all elementary schools would agree to enforce punctual attendance at every meeting of their schools and rigidly close the doors against all latecomers. The Board were dubious about adopting the policy prescribed by Leicester of closing schools at 9.15 and opening the doors to latecomers at 9.45 as, 'more would miss their religious instruction than did now'.³ Dr. Van Cauwenberghe, blaming the children entirely, suggested that parents could

1. B.C. 17th March, 1900

2. *ibid*

3. *ibid* 22nd November, 1884

* Folder.

provide a remedy by 'keeping such children from their own dinner and giving them bread and water at school - that was better punishment than birching'.¹

The following entry in the log books of all Board Schools confirms that after three years, the inspector's suggestions were finally adopted:

'The Board yesterday resolved that in their schools the doors be closed at 9.15 until 9.45 and then opened for 5 minutes only and the registers finally closed. In the afternoons the registers are to be marked at 1.50 and closed before 2.0 o'clock.'

In 1888 the inspector, considering that regularity was much increased by punctuality, wished the Board to rescind its resolution and issue orders to headteachers to close all registers at 9.15, but on hearing that the Attendance Officer had seen as many as sixteen children 'going back in one morning from St. Mary's' (the only school which followed this practice) refused to consider any alteration of their policy as 'the whole attendance would be lost'.²

As a result of the Board's refusal, H.M.I. Mr. Blakiston advised 'that the question of the time of closing the registers should not be discussed in public because children might now be more irregular or parents might send them still later than before, knowing that the registers were not closed until a certain time'.³

A careful watch was also kept on the punctuality of school staff and offenders were immediately censured. Even Heads were reproved for lateness, as in the case of the Head of Keir Street school, 29th October, 1897, who, not in school when Mr. Baldwin⁴ arrived at 8.15, as he had

1. L.C. 22nd November, 1884

3. ibid 2nd August, 1890

4. Clerk to the Board

2. ibid 12th July, 1890

no male Pupil-teacher to instruct, received a curt note from Baldwin requiring him to be punctual. It ~~appears~~^{seems} that the unfortunate headmaster was greatly concerned about this alleged neglect of duty and feeling that 'a base imputation is laid upon my whole work' replied, 'I had sent you a note in explanation of my absence when you called this morning. I am...as anxious as anyone can be as to the welfare of my P.T.'s. and if the time I devote to their tuition morning and evening, as per Time-Book, be examined I do not think it will be found that I merit your strictures'. After this, the matter seems to have been dropped.

The paramount importance attached to the keeping of school-registers was due to the fact that 'The practical working of the Code as far as grants of public money are concerned depends upon the sufficiency and accuracy of the registers'¹ and that in the Sheffield area, of which Barnsley was a part, there had been, 'positive dishonesty in the teachers deliberately tampering with the returns, the altering of figures to a great extent'.²

To guard against the possibility of inaccurate returns, the School Managers visited schools at least once every month for the sole purpose of checking registers but it appears that when Baldwin took over the duties of Clerk, he assumed the responsibility for the accuracy of the returns submitted from all the Board Schools. Any deviation from the normal routine was carefully noted in the log-book, as, for instance:

5th June, 1894. Marked the registers at 9.10 this morning and closed at 11.15. Opened in the afternoon at 2.0 and marked the registers at once. The schools were closed on account of the funeral of Reverend Dr. Van Cauwenberghe.³

1. M.C.C. 1872 p216
3. Park Road Boys' School

2. ibid

A similar entry made in the log-book of Park Road boys' school in 1901 when, owing to the proclamation of King Edward VII, the headmaster 'closed the morning meeting at 11.30, and opened in the afternoon at 2.0 when the registers were marked immediately on assembling' is evidence of the Board's continuing concern to implement the regulations of the Department's Code. As no complaints against the lack of punctuality appear in the log-books after the early 1890's, one assumes that perseverance on the part of both teachers and the Board, led to a gradual improvement.

CHAPTER XIBOARD SCHOOL EDUCATION1. Religious Instruction

The question of religious instruction was broached very tentatively at the School Board meeting of April, 1872. After a short and amicable discussion it was decided that schools should open with a hymn and prayer, followed by instruction in the Holy Scriptures. As far as the School Board was concerned, the matter then lay dormant for years.

That religious education of Board school children was a topic for general discussion in the town, is revealed in a letter from one signed, "P" who, having heard people publicly misrepresenting facts concerning this issue, informs the reader~~s~~ of the Barnsley Chronicle that,

"In the Board schools, the same time is given to religious instruction as is given in denominational schools. The Scriptures are daily read and explained and certain portions are committed to memory by the children. The schools always open and close with prayers."(1)

Whilst school records confirm this, they show also that the extension of

(1) B.C. 5th February, 1876.

the curriculum⁽¹⁾ and the need to concentrate on grant earning subjects led to the gradual neglect of Scripture lessons. Eventually they were omitted entirely except on special occasions such as the Queen's death, when half an hour was devoted to

"suitable prayers and hymns."⁽²⁾

Nothing was done until 1894, when E. Rideal, shocked to find that

"at Eldon Street school there was only one Bible in the place",⁽³⁾

demanding that

"something be done to look after the morals of the future generation."⁽⁴⁾

The Board therefore purchased a supply of books on "The Teaching of Morals".

This accounts for such entries in the log books as,

"Rules for Good Manners Chart"

taken instead of Scripture.⁽⁵⁾ That further action was taken by the Board, emerges from an article by "Democrat", which, in spite of its facetiousness, suggests a move ^{un}palatable to teachers, finishing,

"By dint of much questioning and cross-examining, I ascertained that the School Board . . . had issued a circular . . . to all Heads, demanding copies of the hymns they sang and the prayers they said . . . in school, of course! And I suppose that some Heads, if not all, did not sing enough and pray sufficiently . . . and had very scanty acquaintance with hymnal literature and the language of prayer . . . the matter was troubling them and making them look anything but the pleasant-faced individuals they commonly look . . ."⁽⁶⁾

(1) See page 220 - 233.

(2) Log book. Agnes Road boys' school, 23rd January, 1901.

(3) B.C. 30th April, 1894.

(4) ibid

(5) Park Road boys' school, 20th June, 1894.

(6) B.C. 30th June, 1894.

If "Democrat's" intention was to stir up trouble he was disappointed, for the bait was ignored. Having settled the problem privately and judiciously, the Chairman was able to declare at the final meeting of the School Board:

"Religious instruction has been imparted . . . so entirely in harmony with the Act that no complaints have been made and no withdrawals asked for under the Conscience Clause. The Board have satisfied themselves by an examination of the syllabuses in all schools and by frequent visits during the time such instruction was being given." (1)

(12) Secular Instruction

Secular instruction was rigidly controlled by the Department's Code. Emphasis was, necessarily, on the 3 R's⁽²⁾ but the introduction of "specific" subjects⁽³⁾ in 1867⁽³⁾ and of "class" subjects⁽⁴⁾ in 1875, together with an increase in grants, encouraged the teaching of subjects beyond the elements.

a) Music

Class singing, apparently taken in Infants' schools as a reward for satisfactory attendance and behaviour, appears to deserve special mention in log books, an example of which is,

(1) B.C. 11th September, 1903.

(2) And needlework for girls, the teaching of this subject being a condition which governed the payment of grants on basic subjects.

(3) When the subjects were listed as English literature, mathematics, French, Latin, German, mechanics, animal physiology, physical geography, botany and, for girls, Domestic Science. Specific subjects were limited to pupils in Standards IV to VI, and no pupil was allowed to take more than two.

(4) Available to Standards II to VI. The subjects offered by this Code were grammar, geography, (popular in Barnsley), history and needlework.

"Order and punctuality improving nicely so taught
a new song - Tone up your Muscles and Bones." (1)

In 1879, the Clerk to the School Board received a letter from
J. Hadfield of Sheffield, stating that he had been asked by
J. Spencer Curwen to introduce the tonic solfa system into Barnsley and
that he was prepared to give, free of charge,

"one practical lesson on singing at sight" (2)

once a week in one Board school in return for the use of the school for
evening classes. The Board agreed to let him have Park Road school. The
venture was a success. (3)

Apart from the harmonium and piano, musical instruments were not an
accepted part of school equipment but proof that the children were
occasionally given the opportunity of listening to the performance of
others, is given in an entry in the log book of Keir Street school for
15th February, 1897, which records the visit of a mandolin player, received
with hearty applause. The pleasure, however, was followed by a task, for
Standard IV afterwards were required to write an essay on "Music". When the
Code of 1882 offered 1/- for the teaching of singing "by note" (4), Board
school teachers were instructed

"to begin the teaching of singing by note, immediately." (5)

(1) Eldon Street School, 7th February, 1873.

(2) B.C. 26th April, 1879.

(3) See Appendix XVI. pp 394-5

(4) See page

(5) B.C. 15th May, 1886.

Cookery

In 1878, Dr. Sadler drew the attention of the School Board to the School of Cookery which had been established in Barnsley under the Yorkshire School of Cookery,

"for instructing those of limited income how to make their wages go as far as possible and get the greatest amount of nourishment." (1)

Considering that the most intelligent girls in the Board schools might benefit from such instruction, he moved that the Board should place ten children under a competent teacher for a course of ten lessons at a cost of about 2/- per child each month. The motion received unanimous support but no action was taken. Inevitably, a nettled ratepayer protested that

"The Board is too lavish with public money. Giving prizes, establishing libraries⁽²⁾ and teaching cookery . . . is decidedly objectionable. The sums thus spent may not be large but they are capable of infinite expansion . . . the programme of subjects taught too, may go on increasing." (3)

The Cookery Centre was not discussed again until 1883, when the Clerk was instructed to obtain the opinion of both the Managers of the Voluntary schools in the town and that of the School Boards and the Voluntary schools in the Barnsley Union and to ascertain how many children they were prepared to send to the Centre, the Board having estimated that if 150 children were to attend, six cookery classes could be held on three days a week at a cost of approximately £100 a year.

(1) B.C. 15th May, 1886.

(2) Each school was given £3 per annum for this purpose.

(3) B.C. 11th January, 1879.

Despite the lack of support from the surrounding district, a Centre for Cookery was established at George's Yard⁽¹⁾ and was attended by 20 girls from the Wesleyan school, 51 from the Church schools and 88 from the Board schools.⁽²⁾ Though the Centre proved a liability at first, the Board decided to continue its maintenance, agreeing with Dr. Van Cauwenburghe that

"he would rather have a girl able to cook a dinner than read."⁽³⁾

But all parents cannot have agreed with him since the headmistress of Park Road girls' school wrote in her log book, 17th May, 1886,

"Have been obliged to keep the girls from attending the Cookery classes owing to the decided objections I have received from their mothers to their going in the rain."

3) Drawing and Needlework

Drawing for boys⁽⁴⁾ and needlework for girls having featured early in the routine of the Barnsley Board schools, there was little reference

(1) Of the George Inn.

(2) B.C. 22nd December, 1883.

(3) ibid 20th December, 1884.

(4) Before 1885, drawing was taken under the Directory of the Science and Art Department (see Chapter XIV page 308 footnote), which made grants to teachers and rewarded pupils with prizes. Drawing examinations were conducted in May, prior to which there was a wholesale distribution of compasses and rubbers to intending candidates who were encouraged to practise at home. The number presented at Park Road School in 1878 was 185. According to log books, the subject disappeared from the school programme until the examination was again imminent.

* When drawing appeared in the Code as a "class" subject, following a strong recommendation by the Technical Instruction Commission of 1884. (II Report Vol.I p.517). In 1890, drawing became an obligatory subject.

to these subjects at Board meetings until 1881, when two bills for sewing materials were considered so heavy that Dr. Van Cauwenberghe^h suggested that remnants should be purchased in place of high priced materials and that articles made by the children should be given as prizes for attendance instead of books. At the same meeting, he asked the Board to consider discontinuing instruction in drawing in all Board schools as the game was not worth the candle, no teacher was qualified to teach the subject, Barnsley had a very efficient school of Art⁽¹⁾ and children were being "crammed"⁽²⁾ though most probably, his real reason was that more time should be spent on the 3 R's⁽³⁾. His proposition having failed, Van Cauwenberghe tried an amendment,

"That in future, free-hand and other drawing be not enforced but left as an optional subject to the discretion of the head-teachers in Board schools."⁽⁴⁾

This too, was rejected.

A more enlightened attitude was shown by Dr. B. Horne, in 1886, when he moved,

"That a portion of the money given in prizes to scholars be set apart to provide free instruction to not less than four scholars at the School of Art, such scholars to be selected annually."⁽⁵⁾

(1) See Chapter XIV.

(2) See page 239.

(3) His complaint at the Board meeting of April, 1883, that "many boys who should be working, could not pass Standard IV." (B.C. 21st April, 1883) would confirm this.

(4) B.C. 21st April, 1883.

(5) *ibid* 23rd October, 1886.

Dr. Horne promised to subscribe two guineas out of his own pocket towards expenses. At a Board meeting in 1887, the Clerk announced that the eight boys from the Park Road and Eldon Street schools who were attending the School of Art, were doing well. In July, 1890, however, several Board members complained of the "extravagance" of two bills for rubbers, pencils and paper, amounting to 12/4, received from the School of Art. Deciding that

"the lads would be more careful if they had to find these for themselves,"⁽¹⁾

the Board declared that, in future, only tuition fees would be met.

Further progress was made in 1890, when the Board appointed a specialist⁽²⁾ for the teaching of Art in Board schools.

Physical Education

The Code of 1871, introduced "Military Drill" into the curriculum of elementary schools. One reads in the log book of Park Road school, 15th June, 1876, that

"Sergeant Lennon attended from 10.45 to 11.45, and drilled 120 of the biggest boys - they were all very attentive and seemed to enjoy it."

This innovation was not without its repercussions for an entry dated 5th July, states :

"There is a good deal of alarm amongst parents respecting the drill. Some say that the object is to make boys into soldiers, others rather longer-sighted, declare that war is looming in the distance and that we are preparing for it."

(1) B.C. 12th July, 1890.

(2) Mr. E. Haigh, assistant master at the School of Art.

Parental concern notwithstanding, the militarising of Board school boys continued and moreover, was so successful that the Board received special commendation from H.M.I. Sandford in his report of 1877:

"The Barnsley School Board are to be highly congratulated . . . Military Drill has been taught with excellent results. To have the youth of the country trained in the practice of drill, is a matter of . . . national importance."(1)

At the Board meeting of April 1887, Dr. Horne spoke strongly in favour of introducing swimming into the school curriculum,

"in the interests of health", (2)

and quoted the system adopted by the Sheffield and Birmingham School Boards, whereby $\frac{1}{2}$ d. tickets were issued to children, enabling them to use the Corporation baths on four mornings a week. The Board therefore applied to the Sanitary and Smoke Committee of the Town Council, for permission to send Board school boys to the Corporation baths twice a week at reduced prices. Permission was granted on condition that no more than 60 boys went at a time, that they were sent only on Tuesdays and Fridays, that each boy was supplied with a towel and that the Board paid 2d. for every three boys they sent.

Following the action of the School Board, the Barnsley Swimming Club organized monthly competitions during the summer months. Regardless of the to-do in the town when a boy was drowned because the Baths manager was unable to swim, the Board selected classes to compete for the gold and silver medals offered to winners of the Schoolboy Championship competitions. However, when in 1894, a deputation from the Swimming Club submitted

(1) B.C. 1st September, 1877.

(2) *ibid* 23rd April, 1887.

proposals for the teaching of swimming to all Board School boys, the request was refused on the grounds that Swimming could not be placed on the school timetable.⁽¹⁾

In 1887, Dr. Horne championed the cause of girls. After attending a demonstration of callisthenics given by Miss Hudson of Nottingham at the Corn Exchange, and

"pleased and satisfied that every change and movement gave to each muscle its proper exercise without fatigue."⁽²⁾

Dr. Horne proposed,

"That three morning intervals for play each week be devoted to Musical Drill in the Board schools as soon as the teachers shall have learned to teach it."⁽³⁾

Within less than a week, teachers received the Board's instructions to include callisthenics in the school programme. The success of this venture can not have been great for in 1892,

"an Itinerant Professor"⁽⁴⁾

was engaged "to encourage" both teachers and taught.

e.) Domestic Economy

Dr. Horne was the first to emphasise the need to include Domestic Economy in the schools' programme when he stated that,

(1) Though, under the Code of 1890, Swimming lessons were recognized as "school attendance."

(2) B.C. 23rd April, 1887.

(3) *ibid*

(4) *ibid* 7th December, 1892.

"No-one with the opportunity I have had of going about among the working-class can doubt that in the rising generation of girls something more is wanted to fit them for housewives." (1)

No further details are available apart from an entry in the log book of Park Road school where the headmistress records, 28th January, 1892,

"Have received the Board's instructions to teach Domestic Economy in Standards IV to VII* instead of grammar." (2)

f.) Manual Instruction

The introduction of Manual Instruction into the Code of 1890, was a response to the national need for better-trained workmen, (3) the aim being to lay a foundation for technical training rather than to teach a specific trade.

(1) B.C. 20th March, 1886.

(2) This is strange considering the fact that Domestic Economy was a specific subject, whereas grammar was a class subject. The error seems to lie in the word "grammar" which, as a class subject, would not have been available to the upper standards. Perhaps the entry should read "recitation" since the material chosen for this was often used to teach grammar. (See page 232)

(3) The Code did not however, offer grants for this subject though the time spent on it could be counted in reckoning attendance. But grants were available under the Directory provided the subject was linked to drawing, that the tools used were those in ordinary use in work with wood and that instruction was given in a specially appointed workshop. Tuition was limited to boys over the age of 11 who had passed Standard IV. The Education Department tried to make Manual Instruction compulsory in the lower Standards in 1895, but abandoned the attempt when it became clear that the teachers were not prepared for it.

* Added in the Code of 1882.

The first mention of Manual Instruction in Barnsley appears in a press report of the meeting of the Barnsley and District Trades and Labour Council at which Mr. G. Fowler of the Railway Servants' Society brought forward a resolution recommending that the School Board be

"urged to introduce Manual Instruction in woodwork with plans to scale of simple objects . . . into all Board schools in the town."(1)

The School Board responded by convening a conference of all School Managers to consider the matter. This took place in January, 1893. The visiting speaker, Mr. R. N. Cook, inspector of Technical Classes under the County Council, made it clear to the meeting that the purpose was

"not to make certain articles but to give the boys correct ideas of the use of . . . the plane, the different kinds of saws, the guage and the chisels . . . then making simple objects, flat or requiring the simplest joinings. The boys then went on to dove-tail and got more into carpentering and sometimes wood turning. Many made their own drawings and produced articles in woodwork to scale."(2)

The Chairman proposed

"That Manual Instruction under the direction of the School Board at a common centre . . . be established . . . where the boys from all elementary schools . . . who had passed Standard IV, might have two hours' instruction, during five days of the week, with a class for teachers on Saturday mornings."(3)

(1) B.C. 10th December, 1892.

(2) *ibid* 4th February, 1892.

(3) *ibid*

This was carried unanimously. At a special meeting held in September, Mr. F. Martin was appointed Manual Instructor^{*} and arrangements were made for the fitting up of two rooms in the Arcade where classes could be held. The success of these classes was such that

"The inspector for this subject stated that the work done in Barnsley was unsurpassed and that if the Board decided to send exhibits to the West Riding exhibition, they would stand a good chance of having them sent to Paris."⁽¹⁾

Exhibits were eventually taken to the West Riding exhibition but there is no record of their having been sent farther afield.

In 1893, the School Board received a circular from the Education Department pointing to the educational value of "Varied Occupations"⁽²⁾ which, it was hoped, the Board would introduce into their Infants' schools. With this in view, the School Management Committee attended lectures in Sheffield on the teaching of this subject. No further details are available beyond the fact that the School Management Committee agreed that an afternoon class should be formed with Mr. Martin in charge. Thus one reads in the log book of Agnes Road school, 10th February, 1896,

"Suitable Occupations are optional in Standards I to III.
Taken on Friday afternoons 3.20 to 4.0. in Standard I."

The reason for the exclusion of two Standards is unspecified.

(1) Barnsley Chronicle, 29th July, 1899.

(2) Included in this term were such activities as bead-threading, knitting and clay modelling.

* See also Chapter XIV (Extension of Evening Classes.)

Object Lessons

The Education Department, aware of the gap between "Varied Occupations" in the Infants' School and Manual Instruction in the upper Standards, made Object Lessons compulsory in Standards I to III in the Code of 1895. This partly accounts for the great increase in the teaching of elementary science during the last decade of the nineteenth century. (1)

There is ample evidence in school log books that some effort was made in the Barnsley Board schools to carry out experiments, demonstrating

"that which is a liquid, is transparent, porous and a powerful solvent," (2)

though lack of facilities could have serious consequences, as when

"Mr. Binner was much burned about the face and hands by an explosion of phosphorous with which he was experimenting." (3)

Eventually, an inspector warned the School Board that

"proper apparatus must be supplied if elementary science is to be taught." (4)

During October, 1901, officialdom took a hand in the choice of science

(1) Under a Minute of 1874, the Science and Art Department threw their science examinations open to elementary schools. This provided School Boards with an incentive to extend the curriculum, although no pupil could be presented for examination in science unless he had passed Standard V of the Code. School Boards obtained grants from the Education Department for all children in the Standards and supplemented this with what they could obtain from the Science and Art Department. Under the Code the maximum grant was £1 2s. 6d. per child whereas, under the Science and Art Department, it was £3. 14s. Od.

(2) Log book. Park Road boys' school, 8th March, 1898.

(3) *ibid*

(4) *ibid*

29th November, 1900.

topics, a fact which explains why the headmaster of Park Road school gave a lesson to Standard IV and V on the dangers arising from the careless use of petroleum lamps. As an introduction, he read a paragraph from the Chronicle recording the death of a four year old girl at Royston. The little girl, in blowing out a paraffin lamp, caused it to explode. Her nightdress caught fire and she was burned to death.

Commenting on the purpose of Object Lessons, the headmaster of Keir Street school had this to say:

"These lessons are given more with the idea of strengthening the powers of observation, reason . . . and expression rather than of imparting knowledge." (1)

His colleague at Park Road school, on the other hand, had in mind,

". . . the increasing of knowledge and the improving of attendance on Friday afternoons." (2)

Recitation

Recitation became an essential feature of the curriculum after 1890. (3) According to ~~the~~ log book entries, the work involved the endless memorising of a certain amount of prose or poetry and dreary "grammar-grind", for like the headmaster of Agnes Road school, teachers felt that

"a good grasp of the science of (English) grammar is essential if the children are to obtain a correct conception of the terms and allusions." (4)

(1) Log book. 17th January, 1901.

(2) *ibid* 8th March, 1898.

(3) See page 240.

(4) Log book. 30th June, 1891.

In his report on Agnes Road school for 1899, H.M.I. W. Turnbull wrote:

"What is needed is to arouse in the child the feeling for beauty."⁽¹⁾

Temperance

Though "Temperance" can not be called a part of the curriculum, it is mentioned so frequently in school log books and had so much significance for Board School children⁽²⁾ that an account of Board School education would be incomplete without some reference to the subject.

In 1889, the School Board invited Mr. J. Addison, Lecturer to the United Kingdom Band of Hope Union, to give a course of scientific lectures on

"The Menace of Strong Drink"

to children in the upper standards of all Board schools. This was launched on 6th January, 1890 when the boys at Park Road school were

"shown the effects of alcohol on the human body."⁽³⁾

The Annual Band of Hope Gala Day was one of the highlights of children's lives and played havoc with school attendance. On one occasion⁽⁴⁾ only 6 children turned up at school.⁽⁵⁾ Their enthusiasm for Temperance was, however,

(1) Log book. 16th October, 1899.

(2) As witness the wide publicity given to Miss E. Guest for her "noble deed" in closing the Bull's Head, "one of the stumbling blocks which children were forced to pass on their way to school when they cannot help but hear and see such things as will do them harm." (B.C. 14th September, 1899.)

(3) Log book. 8th March, 1890.

(4) 17th July, 1888.

(5) Log book. Eldon Street girls' school. 20th July, 1888.

a thing of the moment, a fact deplored by those School Board members who came across children

"supping the beer they had been sent for." (1)

) The Penny Bank

Although only very remotely connected with the school programme, the Penny Bank deserves mention as an educational influence.

The direct outcome of the abolition of school fees by the Barnsley School Board, as indeed by most School Boards, was an attempt to teach thrift. On 3rd September, 1891, headmasters received the following notice from the Board:

"There will be no more fees or charge for books in Board schools. Great efforts should now be made to establish branches of the Yorkshire Penny Bank in all our schools." (2)

Parents were expected to deposit in the bank each week, the pence they formerly paid in school fees so that their children would have savings with which to start life after leaving school. (3) A scheme was drafted by the Education Department in conjunction with the Post Office Department and issued to all School Managers and headteachers.

On 2nd July, 1892, the School Board declared itself satisfied with the following information submitted by the Clerk.

(1) B.C. 13th November, 1897.

(2) Log book. Agnes Road boys' school. 3rd September, 1891.

(3) B.C. 17th October, 1891.

	<u>Amount Deposited</u>			<u>Amount Withdrawn</u>			<u>Number of Depositors</u>
	£	s.	d.	£	s.	d.	
Agnes Road	13	19	9	13	12	11	No return
Old Town	18	18	7		-		114
Park Road	32	2	9	3	18	0	200
Eldon Street	236	10	7	165	8	3	257

The School Board took on the responsibility of covering any deficiencies in the accounts until the interest accrued was found to be adequate in itself.

At a time when too much education for working class children was considered undesirable, it comes as no surprise to find letters in the Chronicle pointing out the dangers of an extended curriculum in Board schools. One of the most caustic was written by "Mr. X." Referring to "The Graduates of Eldon Street University", he writes:

"In bills I have seen distributed pretty liberally in shop windows this week, I see that Eldon Street school professes to give more than elementary education. It says, 'Boys who have passed Standard IV are taught Latin, Algebra, Euclid and Mensuration.' If boys really are taught these subjects, I do not hesitate to say that they are more learned than many members of the School Board . . . I fear that they will become more learned than the Corporation . . . The Guardians of the Poor may not like to be outdone by the School Board and we may next hear that clever girls in the Workhouse shall have silk frocks and sealskin jackets." (1)

H.M.I. Blakiston, in his report on Eldon Street school for 1878, also refers to the subject, though for a different reason. He complains

(1) B.C. 1st June, 1878.

"The work is hardly so accurate as it was because too much has been attempted." (1)

These were the same arguments which the opponents of a more advanced elementary education seized upon when, during the 1880's they joined the teachers in their agitation against "over-pressure" in schools. (2)

3. ⁱⁱⁱ Grants

The various subjects of the curriculum earned grants of different amounts under different conditions. At the beginning of the School Board era the tariff was:

s.	d.	
4.	0.	per child in average attendance
1.	0.	for the teaching of class singing
1.	0.	for satisfactory discipline
3.	0.	for a pass in each of the 3 R's provided the child made 250 attendances.
2.	0.	for a pass in each specific subject
2.	0.	for a pass in each class subject, provided 75% of the class answered well.

A close check was kept on all returns, a fact which was brought home to the Barnsley School Board in 1880, when the Clerk received a demand from the Education Department for the return of 30/- paid by the government in respect of three children whom they found incorrectly classified as

"Infants". (3) With the comment that

"The Department is getting very sharp" (4)

(1) Log book. Eldon Street boys' school. 17th January, 1879.

(2) For teachers' grievances, see page 238.

(3) The Department discovered the error when they compared the current register with that of the previous year.

(4) B.C. 15th May, 1880.

the money was duly returned. It sometimes happened that the grant a school earned exceeded the maximum allowed, which was $17/6$ per child in average attendance. This happened in Barnsley in 1882, when the Board were informed that ~~in~~ the grant awarded to Park Road school was £27. 11s. Od. in excess of regulations, the boys' department having exceeded the maximum grant by 6d. per head. This too, was refunded.

Since teachers were assessed by the amount of grant their school earned at the annual examinations, they tended to present only those who stood a reasonable chance of success. The best they placed on the Exemption Schedule to be excused from examination without loss of grant. By 1880, inspectors began to complain that exemption lists were far too long and that far too many children were working in classes too low for their ages. Consequently, in 1882, significant changes were made in the Code. The $4/-$ per capita grant was retained but all children who had been on the register for twenty two weeks were eligible for examination unless there was some good reason for withholding them and all children had to be presented in a higher standard than the one they had previously passed. A change was also made in the method of calculating the grants on obligatory subjects. Grants were now to be paid on the percentage of passes obtained,⁽¹⁾ but a Merit Grant of $1/2$, $2/-$ or $3/-$ was offered according to whether the overall work of the school was considered by the inspector to be "Excellent", "Good" or "Fair".

(1) That is, if 100% passed, each child earned $8/4$. If 50% passed, the per capita grant would be $4/2$.

The effect of the new Code on schools in Barnsley was brought to public notice by J. Rymer, headmaster of the Wesleyan school when he wrote:

" . . . it is to be regretted . . . that no small allowance or deduction is made for the . . . impassables. Under existing compulsory byelaws, most schools have a list . . . of weak kneed, sore-eyed, dull-eared, heavy-headed or shallow-brained youths . . . sometimes called dullards, laggards or slow coaches, who are physically disabled or mentally incapable. Why cannot these whom we know will not pass, be quietly dropped from the list of examinees⁽¹⁾ according to a fixed and sensible rule and thus avoid a cruelty to the afflicted, and a hardship to the teachers whose percentage is marred. As things are, if a teacher sedulously and clandestinely weeds his school of the above a month or two before the examination, he is rewarded with a high percentage of passes which in many cases, adds much to his name and his salary."⁽²⁾

The practice of "weeding-out" was brought home to the School Board when they found that there were 15 children over the age of 10 in Standard I at Eldon Street school because, having room, the headmaster had been obliged to admit these children after they had been dismissed from other schools in the town on account of their backwardness. The matter was reported to the Education Department and an enquiry was held by H.M.I. Blakiston which the Clerk, the School Managers, the teachers and the parents of the children concerned, were requested to attend. The following letter

(1) Regulations did not permit an inspector to examine children on the Exemption Schedule if the list had been approved by the School Managers. The list could, however, affect the Merit grant. Moreover, the inspector could refuse to endorse a teacher's certificate or enter a bad report on the "parchment".

(2) B.C. 1st April, 1882.

was subsequently received by the Clerk to the School Board:

"The inhabitants of Barnsley owe a debt of gratitude to your Board for their public spirit in exposing such a practice. I trust that the investigation will ensure in future due consideration to parents . . . this Department will not award public money to schools from which children are dismissed without reasonable cause."(1)

As no more was heard of "picking and choosing", the last cautionary sentence must have had effect.

Another unfortunate outcome of the 1882 Code, was "over-pressure", a burning question which was discussed on platforms and in newspapers throughout the 1880's. Log books also bear witness to the practice. They record fortnightly examination of children by headteachers, frequent visitations of schools by Managers, the criticising of lessons, discipline and organization and the scrutiny of work books. The Barnsley School Board, like many other School Boards, appointed their own inspector⁽²⁾ who partially duplicated the work of the government inspector, particularly before the annual examination.

The first to draw public attention to the cramming of children in the Barnsley schools, was a ratepayer who wrote in the Chronicle, 5th March, 1884:

"I am informed that . . . the Board schools are striving more to obtain the grant than for the solid advance of the scholars and that previous to the examinations, for a few weeks, the cramming is something fearful."

(1) B.C. 22nd November, 1884.

(2) Mr. Thomas Baldwin,^{formerly} headmaster of High Green school near Sheffield. A private communication from his daughter, Miss R. Baldwin* states, "My father became Clerk and Inspector to the Barnsley School Board in 1891, at a salary of £210 a year . . ."

* who was, for many years, headmistress of the Barnsley High School for girls.

At first, pressure was unproductive for, in 1884, only three schools in Barnsley succeeded in gaining the highest award. At the Board meeting of December, 1884, members expressed their dissatisfaction with the "ordinary character"⁽¹⁾ of school reports, Park Road school being specifically mentioned as having lost the highest pecuniary award for having been

"deficient in word-building"⁽²⁾

As an incentive to increased exertion, the Board offered a bonus to any teacher who won the Excellent merit grant. By 1890, progress was such that the Board feared,

"This Excellent merit grant will cost us more than it brings in return."⁽³⁾

The prolonged outcry against cramming, reinforced in 1888 by the report of the Cross Commission demanding a modification of Payment by Results, compelled the Education Department to produce the Code of 1890. This abolished the merit grant and the percentage system, confined examination in the obligatory subjects to sample groups, gave schools a "fixed grant" varying from 12/6 to 14/- per child, according to the inspector's report, the higher grant being paid only if "Recitation" were taught. Grants for specific and class subjects were retained but were to be paid only if the 14/- grant had been gained at the previous inspection. A grant

(1) B.C. 20th December, 1884.

(2) *ibid.*

(3) *ibid.* 16th January, 1892.

of 1/- or 1/6 was offered for good discipline. In addition, the attendance qualification was withdrawn and all children present were liable to examination, though teachers were given complete freedom of classification, a concession warmly welcomed by headteachers like William Hesketh of Agnes Road boys' school. Some indication of this man's difficulties are provided by the following log-book entries:

28th February, 1890. Admitted George and Walter Jackson, aged 10 and 7 respectively. They have never been to school.

15th July, 1890. Admitted William Fox, aged 14. He has not passed Standard I.

Hesketh complains bitterly of Eli Hoyle's

"so called Model school."⁽¹⁾

24th January, 1889. Charles Horbury has attended Hoyle's school for over two years. He says he has passed Standard IV. He would have the greatest difficulty in passing Standard I.

6th December, 1899. Admitted James Goodall. His mother assures me he has attended Hoyle's school for 5 years. He is illiterate and yet, falsely to please his parents, Hoyle placed him in Standard III.

1st August, 1890. 3 boys from Hoyle's school admit passing Standard I by copying the sums and the spelling. They cannot possibly be prepared to pass Standard II by next November.

Parents too, created problems. For instance,

(1) 8th December, 1899.

16th January, 1890. "Mr. Rhodes complains that his son 'learns nowt'. I find that between November 25th, 1889 and the present date, he has been absent 45 times and present 11 times."

23rd July, 1890. William Ackroyd has left the school . . . the parents state that I teach him too well."

A different problem was presented by the poor condition of the children themselves. On 8th September, 1890, Hesketh wrote,

"70 boys came to school without breakfast. A few are without shirts and a fair number of the whole class are in tatters."

Circumstances such as these made it inevitable that children should be presented in the wrong Standard. When in 1899, 164 children over the age of 8, were presented in Standard I, the Department demanded an explanation. They were told that the children were either backward, of dull intelligence, (one bordering on imbecility) frequently in the Workhouse, epileptic or dumb.(1)

The liberality of the 1890 Code, caused the School Board some concern. In the first place, they objected to examination by sample on the grounds that it would encourage teachers to relax their efforts and enable inefficient schools to conceal their lack of success with individual scholars. To all members nothing was as good as an individual examination.

(1) Log book. 31st January, 1900.

IV Certificates of Proficiency

The Board complained that the establishment of a class examination by sample made it difficult to certify, in ^{the} a majority of cases, that a child had reached a certain standard of efficiency and that this created friction between parents and teachers and parents and Board members when application was made for a certificate of exemption from school-attendance. (1) In order to satisfy those parents who wished to know exactly how their children were doing and to prevent the possibility of children being demoted at a fresh school, the Board passed a resolution in 1891, that all children in Standards IV to VI who applied for a certificate of proficiency for labour purposes, would have to be examined individually and pass in each of the three elementary subjects.

It is to the credit of the Board that they had established their own 'Labour Exchange'. Since 1883 the names of all boys who had passed the necessary 'Standards' and who remained at school until suitable employment could be found for them, had been placed in a register. Local tradesmen, wishing to receive recommendations of boys seeking employment, could apply for particulars to the School Warden who would then contact headteachers about the character and qualifications of the boys likely to be selected. When parents of children attending Private Adventure schools complained that their children had no opportunity of being examined in the Standards, the Board decided to organise a special examination for these children to enable

(1) Owners of Private Schools charging less than 9d. a week could send their pupils to Board School examinations to qualify for the certificate exempting them from school attendance, providing they were "beneficially employed".

them to obtain a certificate which the education authorities would recognise. All headteachers of private schools were asked to submit the names of children of 13 years of age who wished to be examined, so that arrangements could be made with the inspector to hold an examination on 22nd November, 1886, at Park Road school. Of the 391 eligible candidates, 37 were presented, of whom 8 only passed in the three subjects. It was estimated that 65% passed in reading, 38% in writing and 38% in arithmetic. Further enquiry revealed that of the 8 successful candidates, three had attended Board schools until 1886. The Clerk's comment is that

"It seems lamentable that these children should go to private adventure schools when the teaching is so miserably bad and the children are not able to go to work at the time they should be entitled to." (1)

This Special Labour Examination became an annual event in the town but was not popular with the owners of private schools. They refused to co-operate

"because it was unfair to ask children to read from a book they did not read during the year." (2)

Parents who wished their children to be entered for the examination were asked to contact the Attendance Officer. After 1894, the following notice appeared annually in the Chronicle:

"An Examination for granting Labour Certificates will be held by Her Majesty's Inspector at Eldon Street school.

Only those children in Standard V or upwards whose parents are resident in the borough need apply. None can be examined except those who give in their names at the Board office so as to be entered on the schedule.

T. Baldwin." (3)

(1) B.C. 18th December, 1886.

(2) ibid 14th December, 1889.

(3) 13th January, 1894.

In 1895, the new Code replaced the annual examination by inspection. Consequently teachers, no longer restricted by the rigid obligation to prepare children for passing a prescribed test, tried to introduce some freedom and joy into the lives of Board School children. Infants' schools were supplied with sets of dolls at the request of headteachers. One school could even boast the possession of a rocking horse. From 1895, onwards, the Finance Committee of the School Board frequently had occasion to tell teachers that there were certain items which could not be allowed. The rocking-horse having been struck off the list, the headmistress purchased it herself and then sent the bill to the Clerk. Mr. Baldwin, having been a practising teacher himself, was able to convince his Board of its educational value and the account was paid. He was also responsible for the buying of steam-models and diagrams from the Mechanics' Institute for the use of children in the upper Standards.

The enlightened outlook of the Barnsley School Board is further exemplified by the appointment of "special" teachers for backward children.⁽¹⁾ Much to the Board's gratification, the chief inspector for the north of England announced that,

"the teaching in the Barnsley Board schools was
intelligent and skilful and the discipline excellent."⁽²⁾

(1) B.C. 19th December, 1891.

(2) *ibid* 20th January, 1900.

CHAPTER XIIA N C I L L A R Y S E R V I C E SI SPECIAL SCHOOLS

When Clegg's Ragged School closed, 'the children,¹ who were of the lowest grade...very dirty and requiring a good deal of cleaning'² attended the Board schools. Owing to their filthy condition they were deemed unfit to be amongst the other children and consequently were often refused admittance to the temporary schools of the early days. When the matter was brought to the attention of the Board, Dean Cooke suggested that 'if children come to school dirty the teacher should put them under the pump.'³ When told by the Compelling Officer that some people refused to clean and clothe their ^{children,} the Board provided washing materials and teachers were instructed to deal with the problem. The Compelling Officer was requested to hound them out of the streets and market place and march them into schools. It is reported that, on one occasion, he found as many as thirty children surrounding a barrel organ on Market Hill but there is no evidence of his having succeeded in 'marching' them all into school.

To impress the Board with the need to provide special school accommodation for these gutter children, two wretched waifs of boyhood, who had been picked up somewhere by Clegg and who were a fair sample of the most neglected children in the town, were presented before the Board. Dr. Sadler, noticing 'that not only were they badly clothed

1. Approximately 56 in number. (B.C. 23rd March, 1872)

2. B.C. 17th February, 1872

3. ibid 28th September, 1872

but they did not receive sufficient support in the shape of food'¹ suggested that the nucleus of the Ragged School fund should be used to hire a room where these children could be fed and cleaned⁵ and that any deficit in funds might be met by voluntary subscription. Members of the Ragged School committee were invited to discuss the matter but there is no record of the outcome of the meeting.

(a) TRUANT SCHOOLS

According to the Chronicle and the school log-books, young delinquents caused the Board and the Magistrates a great deal of trouble during the 1870's, as for instance when, 'yesterday, at the Barnsley Town Hall, two truants, George Hardcastle, aged 9 and William Asquith aged 8, were charged with stealing three small bottles, value 4d. from a chamber connected with the White Bear Inn...Hardcastle was ordered to be kept in custody for 48 hours and to receive 9 strokes with a birch rod and Asquith was ordered to be locked up for 48 hours and to receive 8 strokes with the birch rod'.² A second case is referred to in June, 1877, when a child who repeatedly played truant, broke a window in Park Road boys' school and climbed on to the roof. On being convicted, offenders were taken by the Compelling Officer either to the Hollow Meadows Truant School, Sheffield, or to the Hull Truant School where they remained until they were 14 years of age. The period of detention was modified according to conduct and home influences. In 1881, J. Gill, on licence from Hollow Meadows, not having fulfilled the condition of his licence, was taken back to the school.

In 1882, the Board received a letter from the Sheffield School Board

1. B.C. 14th June, 1873

2. ibid 17th May, 1873

with regard to their revised charges by which the cost per head was increased by 6d. a week. Concerned with the rising cost of maintenance, but considering that Truant Schools 'had a very good deterrent effect'¹ the Board discussed the expediency of building a day Truant School 'to clear our streets of wastrels who are daily becoming criminals and to relieve other schools of the presence of such of this class who attend them, to the great annoyance of teachers and scholars'.² The Clerk had strong feelings on the necessity of 'preventing truants from filling our gaols, workhouses and brothels'³ but other members considered that the cost of establishing such a school would be too great. The subject was reconsidered in 1883, when Mr. Bury read a paper on his views on Truant Schools. He classified truants into three types:

- (a) the boy with respectable parents who do their best with him but are habitually deceived by him.
- (b) the boy whose parents mean well but are utterly deficient in moral power and cannot control him.
- (c) the much larger class of children in whose education the parents had no interest and who are truants chiefly for that reason'.⁴

Mr. Bury considered that, however salutary the prosecution of parents of the first two classes of truants might be, such prosecution was sometimes unjust and often useless. Yet it was impolitic for the School Board to shut their eyes to the non-attendance of these children at school because when the truants found they could with impunity set

1. On admission to a Truant School, a boy was isolated for a few days and set to pick oakum. Afterwards, he was put upon his good behaviour and allowed to mix with the rest. Punishment for misconduct took the form of solitary confinement for several days and deprivation of not more than two meals in succession. (Sturt p328 - 329)
2. J.C. 23rd December, 1882
3. *ibid.*
4. *ibid.* 21st July, 1883

at nought the law and their parents' authority, they soon joined the ranks of the ne'er-do-wells and criminals, and therefore it was clearly in the interests of the ratepayers to 'catch them when young and so educate them that they may become good citizens...it would pay the town to devote a large annual sum to this object...the regulations of such a school would present somewhat sharp discipline for a truant on a first order to attend and still sharper on a second order. To scholars who behave well, extra indulgence could be permitted as a reward and there can be no reason why such children should not be made thoroughly happy'.¹

It was calculated that the average attendance at such a school in Barnsley would be about 60 and the average cost to the Board per year, about £100.

During a lengthy discussion it was emphatically stated that not a penny should go out of the rates for a Truant School but that the Compelling Officer should go after 'the little blackguards and get them into some school and report the school that refuses to take them'.² The Board continued to send truants to Sheffield but the Truant School at Hull became the more popular for reasons implicit in this statement by the Clerk, 'I have sent some incorrigibles to Hull Truant School. It has done them good as they do not want to go again. One lad who has been there three months has never missed school since...It seems to be better to send them to Hull than to Sheffield'.³

(b) INDUSTRIAL SCHOOLS

The protracted strike of miners during the 1880's added to the

1. D.C. 21st July, 1883

2. *ibid*

3. *ibid* 18th September, 1886

number of habitual truants. Hundreds of families, unable to pay school-fees, sent their children into the streets to beg. In addition to these there was a 'floating' population of nearly 100 children who were being brought up in brothels by professional beggars 'who bring them up anyhow, their parents being in a chronic state of poverty, drunkenness and misery'.¹ A certain Mrs. Senior, when told that yet another of her children would be sent to an Industrial School for begging with her in the streets remarked, 'Oh no, Mr. Bury, don't. It's no use calling on My Ladies without my child'.² Mr. Bury denounced the 'better end of Barnsley' for encouraging this woman to beg by 'relieving her and enabling her to bring up that child in prostitution, lying and thieving'.³ Another parent, taken to gaol for begging with her child said, 'It's no use me leaving the kid at home, he's worth 3/- a night to me'.⁴

The Guardians having refused to help children who were brought up in vice by dissolute parents, the Board considered the expediency of exercising their powers⁵ to send such children to Industrial Schools. As usual the discussion revolved around the cost. On the suggestion of Van Cauwenberghe, six of the worst cases were taken before the magistrates and convicted. Having written to twenty-five schools before they could be accommodated, the Board eventually sent them to Shebdon, Ashmist, Manchester, Macclesfield and Sheffield. In order to ascertain that the children attending Truant and Industrial Schools were receiving proper attention, periodic visits were made to the schools by Board members. In July, 1902, they reported that the seven

1. B.C. 21st July, 1883

2. *ibid* 24th December, 1892

3. *ibid* 24th December, 1892

4. *ibid*

5. Under the 1876 Act

boys (five from one family) who had been sent to the Manchester Industrial School were cared for 'in an excellent way. One lad was a cornet-player in a band and another occupied a distinguished position in connection with the Voluntary Corps'.¹ They saw no reason why parents should resent the Board's practice of placing juvenile criminals in Industrial Reform School 'to be given a better start in life by learning a trade in a wholesome environment'.²

(c) PROVISION FOR HANDICAPPED CHILDREN

Dr. Van Cauwenberghe first drew the attention of the Board to the deaf and dumb children in the borough when, at his suggestion, Wright's warehouse was let free of charge to the Co-operative Society for the holding of religious services for these children. When the Act of 1893 permitted School Boards to maintain deaf and dumb children in special schools, the Board instructed the Clerk to ascertain the number of defective children in Barnsley and to inquire how much their parents would contribute towards their maintenance at the Doncaster Deaf and Dumb Institution. Records reveal that £16 per annum was paid by the Board for Edith Knowles who was sent to Doncaster in 1894. When the cases of two deaf children came under consideration in 1903, Mr. Chappell wished 'to get as many of these children as possible out of these institutions at the earliest opportunity as the expenditure involved was getting serious,' but the Board agreed with the Chairman that 'looking to the benefit of the children is our business and not saving the rates'.³

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1. B.C. 5th July, 1902
 2. *ibid*
 3. *ibid* 12th April, 1902

In 1900, the secretary of the local M.S.P.C.C. wrote a letter to the School Board following Mr. Chappell's denunciation of the Society's treatment of the father of an epileptic boy, reported in the Sheffield Daily Telegraph. Having explained that the boy had fallen on the rails at the Great Central railway station during one of his fits and that his father continually ignored the Society's warnings of the serious consequences of allowing him to, 'run wild', the secretary asked the Board to contribute towards his maintenance at a special school. Enquiries revealed that the Liverpool Home for Epileptics charged from 7/6 to £2 2s. 0d. a week but there were no vacancies at the time for those paying the lower fee. The Board considered the terms prohibitive and decided that all they could do was to have the child examined to see if it were possible for him to attend the Board schools as a part-time scholar. Here the matter ended.

II CARE OF CHILDREN

(a) MEALS

Although the Board had no legal power to feed and clothe poor children, their concern for them during periods of stress was very creditable. In 1893, a special meeting was called to consider the question of supplying free meals to the children of miners who were on strike. Mr. Chappell, having visited all the schools to ascertain the extent of the distress, suggested that, to avoid being surcharged¹ the Clerk's salary should be advanced temporarily and the money used to provide one cooked meal a day for the hundreds of children who were badly in need of food. Refusing to adopt the suggestion, the Board

1. See Chapter XVI p.351.

opened a Relief Fund, each member subscribing £2 2s. 0d. Free breakfasts were provided in schools on condition that attendance was regular. The novelty appealed to children who were not in want. When the exploitation of the Board's generosity was discovered 'free breakfasts' were discontinued.

(b) FOOTWEAR

Money was received from the funds of the old Ragged Schools to buy clogs for necessitous children and for many years they were distributed by the School Warden. When the fund was exhausted Mr. Baldwin appealed for public support to open another fund but there is no record of the response received.

(c) TESTING OF EYES

The Barnsley School Board, like all School Boards, had its attention called to the increasing prevalence of near-sightedness and opthalmia among children of school age. In November, 1901, a circular was received from the Board of Education drawing attention to the conditions which had been found to injure the eye-sight of scholars. On the recommendation of Whitehall 'test-types' were purchased and teachers were instructed to test the eyesight of school entrants and of those suspected of having bad eyesight. Teachers were requested to notify parents if spectacles were necessary and to place all children in a favourable position for seeing the blackboard.

(d) WEIGHING AND MEASURING

The weighing and measuring of school-children was undertaken to find out whether or not town-dwellers were on the physical down-grade

and likely to be the cause of a rickety posterity. That the Board had issued instructions to teachers to adopt the practice in the Barnsley Board schools is confirmed by a Keir Street school log for 1st March, 1900, stating that, 'This week the heights of St. V boys and girls have been taken and as a mental exercise, totalled and averaged. This course has been taken in previous years but, unfortunately, for the purpose of reference and comparison, no record has been kept. This year the average height of the girls is 4' 5 $\frac{1}{2}$ " and that of the boys is 4' 5 $\frac{1}{2}$ ". The entry for 1901 gave the same measurements whilst that of 1902 states that the average height of the boys was 4' 4 $\frac{11}{12}$ " and that of the girls 4' 6 $\frac{1}{7}$ ".'

(e) PREVENTION OF CRUELTY

Although this was not directly their concern, the Board felt that something should be done to punish parents who were guilty of cruelty to children. Instances were quoted of hot poker being used to brand children when parents were fined for their irregular attendance at school and many children 'had to undergo tortures of hunger, cold and the misery of anticipated cruelty when they got home, in order to earn the sum they had to before they dared return to their parental roof'.¹ They took action after receiving a letter from a father in which he describes how, 'Last night it was pitch dark and the rain was coming down in torrents. At 10 o'clock a feeble rap was heard at my door and on opening it I beheld a miserable little object, 8 or 9 years old, drenched to the skin and with a bundle under his arm. He had been sent out by his father to sell newspapers on a night in which it would

1. B.C. 5th July, 1902

2. ~~ibid 17th November, 1888~~

have been cruelty to turn out a dog'.¹

The writer was informed that a meeting was to be called in the Public Hall on 29th November, for the purpose of forming a Society for the Prevention of Cruelty to Children in Barnsley. A petition in favour of a bill before Parliament for the better prevention of cruelty to children was sent to churches, chapels and taverns, for signatures and subsequently sent by the Board to the M.P. for the Division. As the Board were powerless to do more, it was left to Mr. Howitt to pursue the matter in a private capacity.

1. B.C. 17th November, 1888

CHAPTER XIIISCHOOL ADMINISTRATION

Every detail of administration came under the purview of the School Board, including the appointment and payment of school staff and caretakers, the discipline of both teachers and pupils, the regulation of the school day and of holidays and every aspect of school finance.^x

I TEACHERS

The headteachers of the Barnsley Board Schools were necessarily recruited from the denominational schools. The Board had to be content with class-teachers of any sort and when these were absent the assistance of any individual who would volunteer to face a class of children was sought, as when, in the absence of Florence Dale from Eldon St. Infants' school in 1880, her sister came to help in her place. Sarah Clarkson's sister also helped out when her sister was away ill from Park Road Girls' school in the same year.

II SALARIES

At a special meeting on 28th March, 1872, the question of salaries and the dates on which the duties of the first schoolmaster and schoolmistress should commence, were fixed by the Board acting as 'School Managers' en bloc. Mr. W. Whiteley was appointed headmaster of the first boys' school at a salary of £100 a year and Miss J. Morrison

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2. ~~B.C. 30th March, 1872~~

3. ~~Of the Lancasterian School, Scarborough. (B.C. 27th February, 1873)~~

was appointed headmistress under the following terms:-

'£80 a year without the government grant, as there was considerable doubt as to what that grant would be for the first year seeing as the school was not yet opened - subject to fresh arrangements being made at the end of the first year...engagement liable to be terminated on two months' notice from either side.'¹

When Miss Morrison resigned the following year, Miss I. Lyles² was appointed at a salary of £35 a year in addition to half the school-pence and half the Government grant less the amount for the average attendance plus £1 bonus for every pupil-teacher passing in every subject. The total yearly amount was guaranteed to be not less than £90 a year. The Chairman stated that 'This mode of payment would, in time, realise a good deal more than £90 and would give her an interest in the school and these inducements held out would be an incentive to teachers'.³ The Board also agreed that the salary of the Infants' mistress should be £35 a year together with 50% of the government grant, 35% of the school-pence, plus £1 bonus for every pupil-teacher passing in every subject. The total yearly amount ^{was} guaranteed to be not less than £70 a year.⁴

In 1872 the first assistant teachers were appointed viz: Mr. G. Thomas at a salary of £80 a year and Miss Bedford at a salary of £30 a year. There is no record of what Miss Bedford's qualifications were. Reports merely state that she was paid £10 from 1st June, 1872, until Christmas. On 9th July, Mary Ellison began her duties as Monitor. The following November, H.M.I. Watkins visited the school to examine the teachers in reading, this being the main teaching technique.

Evidence that teachers could, by mutual agreement, change their

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1. B.C. 30th March, 1872
 2. Of the Lancasterian School, Scarborough. (B.C. 27th February, 1873)
 3. B.C. 29th November, 1873
 4. *ibid*

places of employment, is given in an agreement between Mrs. Whiteley and Miss Cross whereby, 'they should remain at their respective schools until Christmas',¹ then Mrs. Whiteley was to become Headmistress of Park Road school and Miss Cross that of Eldon Street school. In 1878, Mr. and Mrs. Whiteley's salaries were considered jointly when both applied for increases. It appears that as their net earnings amounted to £330 a year, their applications were not favourably received, the Board deciding that the existing arrangement should not be altered.

According to the monthly reports of Board meetings, applications for increases were made in a haphazard fashion and those of assistants were often accompanied by a letter of recommendation from the headmaster. At a meeting held on 19th July, 1877, it was stated the 'Mr. Whiteley...recommends that an advance of £10 be granted to his assistant, Mrs. Webster, who was a willing worker and a valuable assistant'.² When the Clerk explained that the increase would be deducted from the salary granted to Mr. Whiteley on the result of the annual examination 'the Board agreed to allow the application'.³ Board members kept an eagle eye on the progress of their schools and increased the teachers' remuneration accordingly. Mrs. Harding, headmistress of Eldon Street Infants' school, was granted an increase of £8 a year in 1877 because she had improved the school wonderfully and richly deserved £80 a year. When Mr. Mills, the headmaster of Eldon Street Boys' school applied for an increase in his salary in March, 1877, the Board were reluctant to grant his request as the half-yearly financial statement showed that over £200 had been spent in advancing the salaries of

1. B.C. 20th March, 1875

2. ibid 21st July, 1877

3. ibid

teachers in Park Road school alone. However, he was grudgingly given an increase of £18 to bring his salary up to £115 per annum.

The frequent granting of increases did not go unobserved by the public and many objections were raised by the ratepayers, one of whom, signing himself Economist, wrote 'There are elementary schoolmasters in this town who are getting £1 a day every day they teach: £5 a week every week their schools are opened. Much of this is public money, taken from the pockets of tax-payers. Many of them are getting above £10 a week and an army of clerks in London like a cloud of locusts, feed on the same golden harvest...The nation for the last seven years has been dancing a merry jig to the educational whistle but some people think that we are paying too much for that whistle'.¹

When teachers applied for posts under the Barnsley School Board, applicants were short-listed, interviewed by the Board and appointed by ballot. In 1889, however, for some reason best known to the Board, and ^{to} the headmistress of Park Road girls' school, the latter was asked to look over the applications received for the post of assistant teacher at her school. Given this opportunity, 'Miss Fife selected the two most likely applicants...went to Leeds on Saturday to interview them...One proved to be quite worthless and the other a very promising candidate. The managers...appointed her at a salary of £40 per annum'.²

It became the Board's policy to promote from within the ranks; a case in point is that of Miss Bostwick, assistant at Old Town, who was promoted mistress in place of Miss Gillot who ^{had} resigned and a second, that of Mr. Price to whom the promise was made that, as the school had

1. D.C. 6th April, 1878
2. ibid 23rd March, 1899

done very well under him and he had given every satisfaction, the Board would consider him for a headship when a vacancy arose. Very often the Board would remember their old servants and move them from smaller schools to larger schools, letting the last-comers take the smaller schools. Thus Mr. J. M. England, ~~who was~~ one-time an apprentice at Park Road school, was promoted first to the headship of Eldon Street school and finally to the headship of the Board's Higher Elementary school.¹ Mr. J. Foundhere, who began his career as a monitor at Park Road, eventually became the headmaster of Eldon Street school.²

Some failed to make the grade, at least according to the inspectors' reports, but there must have been many instances of injustice since there was little uniformity in the standard of assessment adopted by inspectors. One entry in the log-book of Eldon Street Girls' school shows that H. M. I. Mr. Whitwell did not consider one of the assistant teachers worthy of recognition and so, 'Miss M. Pollard's Certificate is deferred for better results'.³ It appears that Miss Pollard was appointed head teacher of the school in September, 1880, after having served for three years as an assistant at the school. Of the circumstances which led to her resignation the following year, there is no record.

Whatever charges of extravagance were brought against the Barnsley School Board they were certainly not over-generous in their payment of teachers. No ^{are available} details _^ of the basis on which basic payments were made⁴ until 1891, when it was realised that, owing to the increase ⁱⁿ of the

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1. See Chapter XV
 2. It is interesting to note that Mr. Foundhere's daughter is today headmistress of St. Helen's Infants' School, Barnsley.
 3. B.C. 1st December, 1881
 4. Though, apparently, each appointment was the subject of a separate bargain.

numbers on rolls, there was a large discrepancy between the salaries received by headmasters and by assistant teachers. Many of the former were earning between £150 and £180 a year whilst assistant masters often received no more than £60 to £65 a year. Consequently in May, 1891, the salaries of head-teachers were reconsidered and fixed. Headmasters of boys' schools were to receive a fixed salary of £155 a year plus 6d. a head for the grant awarded on discipline and two-thirds of all other grants above 12/6 except for the pupil-teachers' grant which was to be shared between the pupil-teacher and the headmaster. The head-teachers of girls' schools were to receive a fixed salary of £80 a year and a similar proportion of the grants awarded to schools. The head-teachers of infants' schools were to receive £70 a year plus half the government grant above 12/6.

In 1892, there appears to have been some difficulty in obtaining enough teachers for the schools. Frequent protests appear in the log-books that teachers were having to cope with classes of over sixty children whilst head-teachers were expected to teach up to four standards in one class, instruct and supervise pupil-teachers and deal with the general routine administration. The editor of the Barnsley Chronicle sympathised with the underpaid teacher, the result being that 'Even at Barnsley where what may be termed "good salaries" are paid, if not upon the highest scale, it is stated that month after month they are advertising for teachers without result. The reason for this dearth is not far to seek...male assistants in many cases have to be content with the miserable pittance of from £50 to £60 a year, less than a day-labourer's wage and that with scant prospects of improvement. While that is so, it is no wonder that teachers are difficult to be got: they are leaving the profession for, it may be, less

dignified but better paid callings'.³

In 1893, the Board reviewed the salaries of assistant teachers and fixed the following scale:

Male certificated teacher	£70 to £90 a year
Female certificated teacher	£60 to £80 a year
Male ex-pupil teacher	£45 to £60 a year
Female ex-pupil teacher	£36 to £50 a year

At the same time it was decided that the 'drawing grant' should be treated as an ordinary grant and that head-teachers would be paid two-thirds of such grants over 1/- per scholar while a bonus not exceeding 5% might be given to any assistant teacher whose class should be specially commended in the report of Her Majesty's Inspector. This was 'payment by results' with a vengeance. The 5% sop did not however satisfy assistant teachers who, accusing the Board of sweated labour, published the following particulars in the Chronicle² to justify their grievances:

<u>Barnsley School Board pays:</u>	<u>Their present market-value</u>
1. Male Ex P.T's. a commencing salary of £45 a year	£60 - £70 a year
2. Female Ex P.T's. a commencing salary of £36 a year	£45 - £50 a year
3. Certificated Male assistants £70 a year	£75 - £80 a year
4. Certificated Female assistants £60 a year	£65 - £75 a year

On 2nd February, 1895, a small concession was granted to Ex Pupil Teachers when their scale of remuneration was raised to £10 a year

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1. Uncertificated teachers, i.e. pupil teachers who had completed their five-year apprenticeship and just stayed on at school because, for some reason, they could not go to a training college or obtain a certificate by some other means.
 2. B.C. 17th November, 1894
 3. 24th September, 1892

above the existing maximum where any such teacher had served the Board for five years, such increase to be at the discretion of the Board. At the same meeting the Board received a deputation from the Barnsley and District Assistant Teachers' Association urging an improvement in salaries and recommending that: 'The salaries of Male Ex Pupil-Teachers should commence at £50 and advance to £65; those of Female Ex Pupil-Teachers should commence at £40 and advance to £55; that of a male teacher holding a provisional certificate should commence at £50 and advance to £80, with a bonus for an "excellent" report'.

The request of the deputation was considered with 'regard to the legitimate desires of teachers and to the pockets of the ratepayers and to what was fair and reasonable from each viewpoint'.¹ Mr. A. Chappell, championing the teachers' cause, stated that the Board had treated the teachers very unfairly and had been behindhand in this matter for many years whilst other School Boards in the surrounding districts were getting the best teaching staff because their rates of pay were higher. He also drew attention to the fact that increases were not automatic and that teachers who applied most often for ~~incre~~ creases got the best salaries. Some teachers, the bashful ones, were getting £20 a year less than others who were doing the same work and who held the same qualifications. It seemed too that the Clerk had been accused 'in very strong words' of omitting to submit applications for increases to the Board.

After a very lengthy discussion the Board ultimately resolved to adopt the following revised salary scales:

1. B.C. 13th April, 1895

Male Ex Pupil Teachers

To commence at £50. Increase by £2 10s. per annum to £60 a year. If they obtained a provisional certificate they should rise to £65 and if they were successful in the second year's certificate examination they should rise to £70 per annum with an increase of £5 per annum until they reached a maximum of £100 per annum.

Female Ex Pupil Teachers

To commence at £40, increase by £2 10s. per annum to £50. If the provisional certificate were gained then they would rise to £55 per annum and if they were successful in the second year's examination then the salary would be raised to £60 per annum with an annual increase of £5 up to a maximum of £85.

The new scales were to be automatic and operative from 1st November, 1895. No mention was made of an increase for college-trained certificated assistant teachers. The Board considered that their scale of salaries compared favourably with those of other towns and that, as the expenditure on school maintenance was so great, they were not justified in granting increases in teachers' salaries for the time being.

The president of the Barnsley Teachers' Association publicly accused the Board of taking 'a far-back place in its treatment of assistant teachers...and that it searched diligently for by-paths to find a way of over-riding the payment of bonuses'¹ and complained 'that the scale is below the scale adopted by neighbouring and smaller boards...The second charge I make against them is, the employment of

1. B.C. 15th February, 1896

female labour in boys' schools, paid at the female rate...The Rev. Young says that assistants will gladly work for the Barnsley Board for £5 a year less, rather than go to other towns. This may be so because a young teacher will sacrifice £5 so that he may stay in his native town. This, however, is no reason why the Board should take advantage of those circumstances...It is mean to do so. Why should the Barnsley School Board be content to take a second place in the pay and treatment of assistants? It deals fairly with its headteachers in the spirit of generosity which becomes it well...why not then extend more of that spirit to the hardworking and underpaid assistants'.¹

In 1897 the scale of salaries for head-teachers was again altered. The bonus system was abolished and head-teachers were no longer required to wait for their share of the grant until the amount earned by their schools had been ascertained by the Board. By the new system, a uniform standard rate of pay based on the number of average attendances, was adopted:

Headmasters

Average Attendance

From 100 to 200	From £120 rising by £10 per annum to £150
From 201 to 250	From £140 rising by £10 per annum to £200
From 251 to 300	From £150 rising by £10 per annum to £210
From 301 to 400	From £150 rising by £10 per annum to £220

All Headmasters were expected to take a class.

Headmistresses

Average Attendances

From 100 to 200	From £90 rising by £5 per annum to £115
From 201 to 250	From £100 rising by £5 per annum to £120
From 251 to 300	From £100 rising by £5 per annum to £125
From 301 to 400	From £105 rising by £5 per annum to £135

All Headmistresses were expected to take a class.

1. B.C. 14th March, 1896

No average attendance in excess of the number for which the school accommodation was sanctioned, was recognised and in cases of exceptional merit or after 15 years' service, an extra sum, not exceeding £10 per annum, was to be granted at the discretion of the Board.

During 1896, the increases granted in teachers' salaries amounted to £5,670 11s. 5d. and certain Board members considered that all head-teachers were now doing very well.

Assistant teachers continued to apply regularly for increases in their salaries over and above the Board's scale and 'bonuses' were granted to teachers who remained long in the service of the Board, if their services appeared to make it desirable. It would seem by this, that any teacher who was refused an application for an increase could assume the Board's dissatisfaction with her teaching or her conduct.

In 1901, a further effort was made by assistant teachers to secure an improved scale of salaries by memorialising the Board. On 21st December, the following scale was published:

Certificated Assistant Masters

Trained	1st class Certificate	£80 rising by £5 to £105
Trained	2nd class Certificate	£75 rising by £5 to £105
Trained	3rd class Certificate	£70 rising by £5 to £100
Untrained	1st class Certificate	£75 rising by £5 to £105
Untrained	2nd class Certificate	£70 rising by £5 to £105
Untrained	3rd class Certificate	£65 rising by £5 to £100

Certificated Assistant Mistresses

Trained	1st class Certificate	£70 rising by £5 to £85
Trained	2nd class Certificate	£65 rising by £5 to £85
Trained	3rd class Certificate	£60 rising by £5 to £80
Untrained	1st class Certificate	£65 rising by £5 to £85
Untrained	2nd class Certificate	£60 rising by £5 to £85
Untrained	3rd class Certificate	£60 rising by £5 to £80

All senior mistresses were to receive £5 per annum above the scale, and all certificated assistants having arrived at the maximum of the old scale, were to advance, if eligible, by the new scale which

operated as from January, 1902. A slight alteration was also made in the salary scale of headmistresses viz: Schools with an average attendance of not more than 200; Salary to commence at £100 instead of £90 and schools with an average attendance of over 200; the maximum to be raised by £5. The £15 bonus was discontinued; all head-teachers were expected to give three months' notice and all assistants one month's notice of termination of appointment. All notices were to be given on the 25th day of the month and were not to be given so as to include any portion of the Summer or Christmas vacation.

During the school year November 1901 - 1902 the increases in teachers' salaries added a further £3,581 12s. 1d. to the Board's expenses.

In November, 1902,^{as} an inducement to assistant teachers to remain longer in the service of the Board and because, owing to large increases in staff, the chances of promotion to headships were very remote, the Board agreed that all grades of assistant teachers were to receive an increase of £5 to the minimum and £10 to the maximum salary and every department of a school was to be served by a senior assistant with a salary of £5 per annum over and above the maximum scale.

On every occasion when scales of salaries had been revised, the Board had obtained returns of scales of salaries from School Boards similarly situated and by 1902, the scale of salaries for the Barnsley School Board was declared to be higher than that of the average for the country. Nevertheless, the Board's scale was still below that recommended by the N.U.T. for provincial class teachers viz:

Men £80 to £100 by annual automatic increments of £5, then from £100 to £150 by automatic increments of £10.

Women £70 to £120 by annual automatic increments of £5.

According to the Code of the Education Department, there was only one class of certificate - that of the full certificate with the right to superintend pupil-teachers, but the Barnsley Board overrode the Code by making three classes of certificate for the sake of offering £5 a year less to some teachers for doing the same work as others. It is difficult to see why these distinctions were made because, by this time, there were seven divisions of the certificate list, according to the passes in each of the two parts of the certificate syllabus. One can also sympathise with untrained teachers who, having failed to enter a training college on financial or sectarian grounds, were receiving a lower salary than a trained teacher, though the former had served four years' apprenticeship, probably passed the Queen's Scholarship, served at least two years as assistant teacher, passed the same examinations in the theory of education and all other subjects of the syllabus and served a further two years' probation before receiving the 'parchment'.

The passing of the Teachers' Superannuation Act in 1898, compelling all certificated teachers to contribute annually to a fund in order to receive a pension at 65 years of age, gave ^{cause} ~~reason~~ for further grievance until the advantages offered by the scheme were realised from cases such as that of Mr. E. Rymmer. After 30 years service in the Wesleyan School in Barnsley, because of blindness and other infirmities, his financial position was so desperate that the editor of the Barnsley Chronicle published the following appeal on his behalf on 12th March, 1898:

'Mr. E. A. Rymmer is now past work and in a condition bordering on destitution...We hope that those for whom he laboured so assiduously will not leave him to starve in his old age or end his days in that last refuge of the destitute - the Union Workhouse.'

III ABSENTEEISM

During the early years of the Board Schools, headteachers were frequently inconvenienced by the absences of young teachers for paltry reasons such as visiting the fair or being wanted at home. After head-teachers had complained to the Board a 'Teachers' Attendance Book' was issued to each school in 1875. Head-teachers were thereafter given authority to grant occasional leave of absence to young teachers for special occasions such as confirmations, choir-picnics and chapel outings.

It was not until 1901, that the Board drew up the following regulations¹ in respect of the temporary absences of teachers:

'The question of absences of teachers was brought before the Board by the School Staffing Committee. Because there were teachers who went on with their work when hardly fit to be at school whilst others took advantage of any slight excuse to be absent from duty, regulations were adopted to check the prevalence of absence without sufficient proof of necessity:

1. Leave of absence can only be granted by the School Management Committee, except in cases of extraordinary emergencies such as sudden illness or death of a relative, when application must be made to the Clerk of the Board. All applications must be made through the Head-teacher.
2. Notice of a teacher's absence must be sent the same morning, or afternoon, by the Head-teacher (or the teacher in charge) to the Clerk. Resumption of duty must in all cases be notified to the office by the Head.
3. After three days' absence, on account of illness, a teacher must submit a medical certificate and in the case of further absence, at the end of every fortnight, a medical certificate must be forwarded to the Clerk. After four weeks' absence from duty, salary may cease until the teacher resumes work and after two months' absence from duty, salary shall cease and the engagement with the Board may terminate without notice on either side.
4. Teachers absenting themselves, except on account of illness, without having obtained permission, will forfeit their salary during such period of absence and be liable to dismissal from

1. B.C. 23rd November, 1901

the service of the Board. In case of illness the Head-teacher must be notified as soon as possible.

5. Leave of absence is allowed in order to attend Scholarship, Certificate and University Examinations, on satisfactory arrangements being made by the Board's Inspector and the Head-teacher'.

IV MARRIED WOMEN TEACHERS

The Board also drew up regulations for the employment of married teachers when, twenty years after the passing of the 1870 Education Act, the rapid rate at which teachers were turned out, led to a glut on the market. In 1895, the Board passed a resolution:

1. 'that every married female teacher at present serving the Board, expecting to be absent from school duties for domestic causes, shall give six months' notice of such expected absence and such notice shall be deemed equivalent to notice of resignation of appointment.
2. that when any female teacher hereafter marries, she shall send in a notice to terminate her engagement under the School Board.
3. Married teachers at present employed under the Board shall retain their position, but in future no married female teacher shall be employed by the Board'.¹

Many elementary school teachers were employed by the School Board in the Evening Continuation and Science Schools² and were paid either by the hour, the evening, or the session. No doubt payments increased according to the strength of individual applications. There is no record of the adoption of a scale until that for the session 1894 - 1895 was published in the Barnsley Chronicle on 22nd September, 1894.³

V THE PUPIL TEACHER SYSTEM UNDER THE BOARD

The passing of the 1870 Act and of various other subsequent

1. B.C. 17th November, 1895. (Similar regulations were adopted by Sheffield, Leeds and Manchester)
2. See Chapter XIV
3. See Appendix XXV. p 412

educational measures, led to a vast increase in the number of teachers and drew ^{the} attention of parents to teaching as a career for their boys and girls.

In order to assess suitability for appointment as a pupil-teacher under the School Board, a child of about 12 years old became a Monitor receiving a few shillings a month for acting as 'general help' in the classes and for undertaking the responsibility for teaching certain divisions of large classes, particularly when assistants and pupil-teachers were absent. Mary Ellison, one of the first monitors under the Barnsley School Board proved to be an unsatisfactory candidate. She was frequently absent from school, one log-book entry¹ stating '11th January, 1875. M. Ellison returned to her duties. She has only been present three weeks during the last few months'. One of the reasons for her absences during 1874 is given in an entry on 14th March: Mary Ellison's father sent word to say that as her sisters were from home she could not be spared'. The next sentence is most revealing. 'Her class has consequently been all the week without a proper teacher and has caused much confusion in the other classes'. The staffing problem must have been very acute, for, a fortnight later, the headmistress recorded 'Mary Ellison has been unable to come back yet. Emma Horbury received 5/- and Annie Mack 3/- from Mr. Bury in part payment of fees paid ^{to} by them while acting as monitors'. By 1876, Annie Mack was a pupil-teacher in full charge of the first Standard with Elizabeth Mallinson teaching the first division of the same class 'with a view to being made a monitor if she continues to conduct her class properly'.²

1. Eldon Street girls' School

2. Log-book Eldon Street girls' School. 3rd May, 1876

At the age of 13, pupil-teachers were expected to receive one hour's instruction before school opened, teach five hours a day and study in the evening for the 'Candidates' Examination' which, for the Barnsley pupil-teachers, was held at one of the schools or, occasionally, in Sheffield and was conducted by Her Majesty's Inspector. The following, taken from the Log-Book of Eldon Street boys' School, 11th November, 1882, is typical of entries giving results of candidates' examinations:

Thorpe's Marks (Examination)

	<u>Possible</u>	<u>Gained</u>
Handwriting	40	28
Spelling	100	40
Arithmetic	100	78
Grammar	80	47
Composition	40	25
Geography	80	20
History	80	22
Euclid	50	18
Algebra	50	20
Mensuration	20	10
Music	40	1

Apart from the official yearly examinations conducted by her Majesty's Inspectors, many Teachers' Associations instituted a local examination scheme. The Barnsley Teachers' Association¹ was very early in this field having instituted its Pupil-Teachers' Prize Scheme as early as 1874, with the object of 'stimulating the young people to diligent private study'.² Attendance at preliminary lectures and discussions was voluntary and pupils were instructed free of charge by local head-teachers. Mr. J. W. Frankland, Honorary Secretary to the Association, when interviewed by the press, remarked that 'The

1. President, John Hanlon, headmaster of Holyrood School.

2. B.C. 23rd September, 1876

3. ~~ibid~~

Pupil-Teachers' examination schemes in force throughout the country are very highly praised by Her Majesty's Inspectors as the standard of attainment of pupil-teachers attending them has been altogether raised'.¹

Mr. Rhymer, the Wesleyan schoolmaster and a teacher of long experience, was doubtful of its necessity or value on the ground that the meetings of pupil-teachers were a waste of time; 'whilst my pupil-teachers have not yet attended the local examinations, I may just state that they are regularly examined by H.M. Inspector and in a recent classification of four divisions by Rev. H. Sandford, in which about 350 could not be placed, one of mine was put in the first division and the other two in the second division'.² Even when he modified his views he still considered that, 'the Leeds Quarterly Examinations under an Inspector is to be preferred'.³

Regardless of what Mr. Rhymer thought, the Barnsley and District Teachers' Association continued with its original plan of conducting the prize-winning examination and, year by year, numbers gradually increased and competition became keener. In view of the effort and time involved in undertaking these additional commitments, one assumes that pupils thought them worthwhile, especially if the School Board took them into consideration when appointing candidates for posts, and if the pupil-teachers themselves found them beneficial as a preparation for the annual official examination.

The excessive number of hours of work and study combined, which fell to the lot of prospective teachers, was deplored by Her Majesty's Inspectors and by the Cross Commission and efforts were made to improve

1. B.C. 23rd September, 1876
 2. ibid 16th September, 1876
 3. ibid 23rd September, 1876

matters. Schemes for instructing pupil-teachers collectively in evening classes and on Saturday mornings, were introduced by many School Boards and further progress was made in 1884, when pupil-teachers were required to teach only half-time, in order to enable them to attend the teaching centre¹ during the remainder of the day.

The Barnsley School Board first attempted to ease the burden of the pupil-teacher in 1892, when the Chairman suggested that '...pupil-teachers should have a half-day a week free from teaching for the purposes of studying for examinations...for giving them every facility for pursuing studies and equipping themselves for the profession. In Huddersfield and other towns...School Boards have special instructors for them'.² Other members, however, were doubtful of the expediency of such a scheme in view of the consequent inconvenience to other members of the teaching staff, while Mr. Rideal 'considered that pupil-teachers had no real grievance, having to teach only five or six hours a day for only five days a week...it was mere sentiment...pupil-teachers should do their studying before and after school hours'.³ Two years later, the Chairman again drew the attention of the Board to 'the serious matter of giving pupil-teachers a holiday and providing special teachers for their instruction...The examination lists show that the highest passes are those from towns where they have adopted this system ...Ten years ago, pupil-teachers in Barnsley were doing as well as the average of pupil-teachers throughout the country but now they are getting behind'.⁴ Again all the other members of the Board considered

1. The setting up of centres was made possible by the Code of 1880, which allowed pupil-teachers to be taught by any certificated teacher - not necessarily the head of his school.

2. B.C. 9th April, 1892

3. *ibid*

4. *ibid* 15th June, 1894

the matter not of pressing importance.

By 1895, as the supply of female monitors and pupil-teachers in Barnsley was in excess of demand, it was decided not to appoint others until there was a cry for more teachers. The system of appointing monitors 'on approval' was now discarded and selection ~~was~~ to be made on the result of an examination. The following is an example of the method of notifying prospective candidates:

'Notice is hereby given that an Examination of Boy Candidates for Pupil-Teachership under the Barnsley School Board will be held at the School Board office, Pitt Street, on Monday, 23rd December, 1895, at 9.30 a.m.

Boys are eligible for appointment who will not be less than 14 years of age at the next examination by Her Majesty's Inspector.

The ^aexamination will be held in Standards V, VI or VII and any two 'class' subjects. The names of intending candidates must be given at the School Board Office.

T. Baldwin'¹

In February, 1897, the Lord President of the Committee of Council on Education, appointed a committee to enquire into the working of the Pupil-Teacher system and the Barnsley head-teachers were asked to furnish information of the total number of hours pupil-teachers spent at school, the time devoted by them to their instruction, the number of hours spent in private study, the time spent in attending evening-schools or Saturday classes for instruction, the time occupied in receiving instruction in practical teaching and the time devoted to recreation. During the same month the Barnsley Teachers' Association urged the Board to establish a Pupil-Teacher Centre for Barnsley and District. In April, a sub-committee of the Board was appointed to consider the matter but again it was deferred pending the outcome of

1. B.C. 14th December, 1895

the enquiries of the Departmental Committee. In the meantime, the Clerk was instructed to make enquiries of other School Boards where centres were in operation.

During the early part of 1898, the sub-committee held several meetings and eventually the following recommendations were laid before the Board for consideration:

'That a Pupil-Teachers' Centre be established at the Central School on 29th October next...classes to be held Monday and Wednesday evenings and on Saturday mornings. Evening Classes to be held from 6 p.m. to 7.30 p.m. for instruction in Arithmetic, Grammar, Composition and Mathematics and the time-table to be so arranged that pupil-teachers could avail themselves of the classes in physiography under the General Committee for Evening-Classes. On Saturday mornings Geography, History and Method should be taught for one hour each, from 9 a.m. to 12. The following subjects to be left for head-teachers to teach their own pupil-teachers viz: penmanship, reading and recitation, needlework and music.

No pupil-teacher to be required to assist in teaching before 10 a.m. and on Mondays and Wednesdays, all pupil-teachers ^{are} ~~were~~ to be exempt from attending school before 9 a.m. and to have from 9 a.m. ^{to 10 a.m.} ~~for private study.~~ The regulations with regard to the hour for instruction (from 8 a.m. to 9 a.m.) on the other three mornings to remain at present. ~~*to 10 a.m.~~

The remuneration given to the teachers of the pupil-teacher classes to be 3/6 per hour and the following teachers to be appointed to give instruction:

Mr. J. M. England, M.A.	for Method of Teaching
Mr. J. Blackburn	for History
Mr. E. Tarbatt	for Geography
Mr. J. Price	for English Grammar and Composition
Mr. J. Holling	for Arithmetic and Mathematics ¹

The sub-committee pointed out that all the instructors were employees of the School Board and that the subjects chosen were those which required particular attention as the subjects in which pupils most frequently failed in the annual examinations. Mr. England, as head of the Central School, was considered to be the most suitable

person to act as 'superintendent' of the centre 'to communicate with inspectors and to whom the recommendations of inspectors should be made...'¹ The other teachers quite understood the position. They were not placed under Mr. England but he was to be looked upon as the representative of the Board for the purposes indicated for the pupil-teacher Centre'.

The Board were prepared to accept the sub-committee's suggestions but ~~the~~ ^{those} members who were Managers of Voluntary Schools raised objections to the conditions under which their pupil-teachers were to be admitted. The Rev. Dawson moved that 'Two-thirds of the grants earned by the Voluntary school pupil-teachers under Article 102, should be given to the Board'.²

In moving this, he was careful to state that he had in mind the interests of the Board Schools as well as the Voluntary Schools. He felt that it was essential that all pupil-teachers should receive part of the grant as an incentive to work harder...To keep alive their interests in the grant by putting a few shillings in their pockets'.³

After a great deal of discussion it was decided that the Board should claim the whole of the grant.

The Barnsley Teachers' Association protested against the Board's encroachment on the already limited amount of time pupil-teachers had for private study and also against the whole of the grants being swallowed up by the Board, thus leaving nothing to compensate head-teachers for the part they played in the training and instructing of their own pupil-teachers. They considered that, although the amount was comparatively small, the lack of principle involved in this

1. D.C. 30th July, 1898

2. *ibid*

3. *ibid*

arrangement was open to the most serious objection. Confirmation that the Board paid no regard to these protests is given in the report of the October meeting which stated that, 'The five instructors for the pupil-teacher Centre met at the office of the Board to prepare the timetable for the classes. Thursday evenings were added but the times of the classes were changed to allow fourth-year pupil-teachers to receive three hours' instruction on Saturday morning'.¹

In 1900, the facilities offered at the pupil-teacher Centre were extended to pupil-teachers of outlying districts on the same terms as those laid down for pupil-teachers of the borough, provided that the expense of carrying on the centre would not thereby be increased. The ratepayers were assured that these classes, which had caused considerable expenditure, would not be allowed to become more expensive by admitting teachers from outside the borough. Mr. Chappell considered that the Board were not obtaining the best results from the pupil-teacher centre and that it was necessary to establish a day-centre, especially as there was a possibility of increased attendance when pupil-teachers from surrounding ~~School Boards~~ ^{Board schools} were admitted. He was emphatic that, 'It will not cost us any more to have a day-centre in preference to the present system. Teachers will be able to teach better and we should not have so many off sick through over study'.² There was general agreement with Mr. Chappell's views, but the Board's policy was to make sure of adequate co-operation from outlying School Boards.

As instructed, the Clerk sent letters to the various School Boards in the district inviting them to send their pupil-teachers to the

1. B.C. 8th October, 1898

2. *ibid* 29th September, 1900

Barnsley Centre as it then existed, but replies were received stating that they were not interested in the existing scheme but thought the time was ripe for the establishment of a day-centre to which every support would be given. The West Riding County Council¹ was also anxious to see the Board launch out on such a scheme and promised to do all in its power to assist ^{with} ~~in~~ the expense involved.

On 15th December, 1890, deputations from outlying Boards and the Managers of Voluntary Schools (Wombwell, Hoyland Nether, Monk Bretton, Worsboro', Darton, Ardsley, Carlton and Royston), H.M.I. Mr. Turnbull, Alderman Brigg (member of W.R.C.C.) and Mr. Cook (organising inspector of the West Riding Technical Committee) attended a conference in Barnsley to consider what measures were to be taken. The School Board agreed to establish a centre provided that:

1. The Technical Instruction Committee ^{of} for the West Riding County Council would be prepared to make an annual grant of £120 in addition to any grant earned under the Science and Art Department.

2. The School Boards of outlying districts and the managers of Voluntary Schools would undertake to send their pupil-teachers to the centre and agree to pay their proportionate part according to the number of students, in the event of there being a deficit on the working of the scheme.

Having had the assurance of Mr. Brigg and Mr. Cook that the sum of £120 would be granted and that other School Boards were prepared to send all their pupil-teachers to the Centre and pay a fixed fee for their instruction, the Barnsley School Board consented to formulate a scheme and draw up a timetable both of which would be sent to all School Boards and Voluntary School Managers in the district for their inspection, pending a further conference.

This was held on 12th June, 1901, when the following Draft-Scheme

1. See Chapter XIV

was presented:

1. That the Day-Centre shall be carried on at Barnsley in premises to be approved by His Majesty's Inspector and the West Riding Technical Instructions Committee.
2. The Centre to be open to Pupil-Teachers and Candidates¹ of all contributing Boards on payment of two guineas per annum per student sent, such payment to be made in the first quarter of each year's work.
3. The Barnsley School Board to have the entire management of the Centre, the full statement of income and expenditure to be rendered annually to all contributing authorities agreeing to make good their share of the deficit on the annual working (if any) in proportion to the number of pupils sent.
4. Pupil-Teachers and Candidates to receive instruction on five half-days per week in addition to Saturday mornings.
5. The teaching-staff to consist of a headmaster or headmistress and an assistant, with special teachers for Saturday morning work in Art and Science instruction, if necessary.
6. All candidates be required to pass an entrance examination to be conducted by the Principal of the centre and the headmaster of the school from which the child comes.
7. The curriculum to include all subjects required by the Pupil-Teacher Schedule, drawing, two or more science subjects and one modern language, with special preparation in the final year of apprenticeship for the King's Scholarship examination.
8. Pupil-Teachers be not allowed to attend any other classes without the consent of the Principal, but this rule not to apply to the special classes for Scripture examinations for pupil-teachers and the King's Scholarship Examination.
9. Pupil-Teachers' railway fares (if any) to be paid by their own Boards or Managers, assisted by the allowance from the West Riding Technical Instruction Committee.
10. Books, etc., required by the students to be loaned from the Centre.
11. Not less than six months' notice in writing to be given by the Managers of Schools to the Barnsley School Board to terminate the agreement for sending Pupil-Teachers to the Centre.
12. Each contributing authority to be supplied with a report as to the progress of students sent, along with copies of the timetables and regulations in force for the current year.

Representatives of the School Boards were asked to request their Boards to pass a resolution approving of the Scheme and Mr. Vibart Dixon¹ was asked whether the County Council would allow money other than that available from the Whiskey Money² for the establishment of the Centre. A letter was received stating that a provisional grant of between 12/6 and 18/-a head would be allowed and that to assist pupil-teachers of outlying Boards to attend the Centre, the County Council would pay half the excess of the aggregate payment for fees and fares above £2. The Board, having made arrangements for the establishment of the Centre by appointing a sub-committee to secure temporary premises and advertising for a headmaster holding a university degree, the alarming news was broken to it by Father Hill^{*} that the support of some of the outlying Boards was going to be withdrawn and the ratepayers landed with considerable expense. Eventually, reassured by the support of the County Council, convinced that ~~the an~~ approach to the Education Department for support would prove fruitful and knowing that before long there would be compulsory legislation, the Board members proceeded with their arrangements 'both for the benefit of the teachers and the general public...and to prove to the country School Boards that a Pupil-Teacher Centre was the right thing'.³

On 17th September, Mr. A. Willing⁷, B.A., 'a very capable and efficient master', was appointed Principal at a salary of £160 a year and the Board agreed to take over the premises of Mrs. Bickett and the ante-room adjoining it, both the property of the Arcade Company, for £35 per annum, clear of rates. Miss E. Weaver was appointed

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1. Secretary to the West Riding County Council
 2. Surplus Government funds originally collected to compensate dispossessed publicans. (See page 296, footnote 1.)
 3. B.C. 31st August, 1901

* Roman Catholic priest

assistant mistress at a salary of £85 a year and the Science ~~Master~~ at the Central School, Mr. Gardner, was appointed to give three hours' instruction on Saturday mornings for 10/6.

Although the Education Department ^{was} ~~were~~ dissatisfied with the Arcade premises, the opening of the Centre in the Autumn term, 1901, was sanctioned, on condition that more satisfactory accommodation would be found. At this time, the Board, contemplating the building of their new Higher Elementary School, had purchased enough land for the building of a new Pupil-Teacher Centre and so were not disturbed by the Department's demands. They were, however, obliged to transfer the centre to the Harvey premises¹ after a visit from H.M.I. Cornish, who arrived at the Centre when preparations were in progress for a Butchers' Ball in the adjoining rooms.

Owing to the impending dissolution of School Boards and the difficulties in which the Barnsley School Board was involved with regard to the Higher Elementary School,^{*} the scheme for building a new Pupil-Teacher Centre did not materialise but, according to the inspector's reports, the work at the temporary premises in the Central School was conducted in a satisfactory manner.

VI DISCIPLINE

School Board Managers kept an eagle eye on the behaviour of Board School children. The first complaint recorded is that made by Dr. Van Cauwenberghe. When his carriage passed Eldon Street School one day, 'children in the yard commenced to pelt the horses, spirited ones, with snowballs and stones'.² Managers were requested to take the

1. Central School
2. B.C. 18th February, 1881

* See chapter XV

necessary steps to see that a teacher was always placed in charge of the playground so that 'the children would behave differently - not only not snowballing him but saluting him with honour'¹ as he rode by.

Consequent upon the reports of Mr. Baldwin, a circular was issued to headmasters in 1900, with a view to securing a more orderly and decent dismissal at boys' schools as the Board were determined that the tone and general efficiency of their schools should be improved.

When repeated warnings failed to prevent the persistent menace of stone-throwing after school-hours, the Board enlisted the help of Barnsley's Chief Constable. Many offenders were brought before the Magistrates but, on most occasions, leniency was shown to those who apologised and promised not to offend again. The Board's attention was drawn to the morals and manners of the rising generation by Mr. Butler, who reported having heard boys 'down to 7 years old swearing filthily in the streets'² and seeing four boys from 8 to 10 years of age with cigars in their mouths'.³ After requesting teachers to 'order the children to give up smoking as it was very bad for the frame'⁴ the Board sent the following statement to the press: 'Swearing and smoking are vices. As regards the former it is a vice for which no excuse can be offered and in connection with which there are no extenuating circumstances. Teachers can do very much here by precept but precept will not have much effect so long as it is unaccompanied by example'.⁵

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1. B.C. 19th February, 1881
 2. *ibid* 2nd September, 1899
 3. *ibid*
 4. *ibid*
 5. *ibid* 18th April, 1891

VII CORPORAL PUNISHMENT

Several complaints appear in school log books of children receiving corporal punishment from assistant teachers and pupil-teachers.

H.M.I. Blakiston recorded in 1886, that 'Miss Foster, Ex Pupil-Teacher, administered three sharp slaps to a girl's back in Standard IV, although the mistress was present in the room at the time'.¹ He made a similar complaint in 1893, when he wrote in the log book of Agnes Road boys' school, 20th November, "Mr. Davies caned a Standard III boy in the presence of the headmaster who was so absorbed in examining the registers that when I asked him if he deputed power of corporal punishment to an Assistant, he replied 'no' and that he had not observed the punishment".

Incidents such as these were not discussed at Board meetings but when the practice became too regular to ignore, action was taken. A circular was issued to schools prohibiting the ~~administration~~^{administering} of corporal punishment by anyone except headteachers and warning that 'The School Management Committee may withhold the increase of salary by scale or, indeed, summarily suspend any teacher violating this rule'.² This was effective until a breach of regulations was made by H. Foundhere, a IIIrd. Year pupil-teacher at the time, who, according to 'Mrs. Jordan'...struck her boy on the back and legs with a stick'.³

The Board's reaction cannot have been too drastic as the teacher subsequently concerned, became headmaster of Eldon Street School.

In 1901, an article headed 'Outrage by Schoolboys on Sisters of Mercy'⁴ appeared in the local press. Board School boys who had

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1. Log book, Park Road girls' school, 12th November, 1886
 2. ibid Agnes Road boys' school, 14th July, 1899
 3. ibid Park Road boys' school, 22nd January, 1890
 4. B.C. 28th September, 1901

participated in the affair were punished by their Headmaster in proportion to the degree of their complicity.

A letter to the press raised the question of a teacher's right to punish offences committed after school hours. The Board informed the public that, in their opinion, the schoolmaster was perfectly justified if the offence was sufficiently grave and the punishment not excessive.

The fact that no objections were raised by the parents of the boys concerned was sufficient proof to the Board that the punishment ^{meted} _^ was reasonable and well deserved.

VIII SCHOOL CARETAKERS

'To try to protect valuable property which was being left to the mercy of boys'¹ guilty of window-breaking, the building of a caretaker's house in school playgrounds became a feature of the School Board's building commitments after 1892, when the first was added to Old Town school after eleven panes of glass were broken in one evening. Another was erected in Park Road school soon afterwards. Eldon Street was the last on the list, its caretaker having to wait until 1900, for his 'Board House.'

Caretakers' wages were first mentioned in the press in 1891 when Mr. Kaye, appointed caretaker for Agnes Road school, was offered 13/- a week plus rent and gas. In 1897, the Board fixed the remuneration scale at:

	£ s. d.			
Park Road school	1	15	0	per week
Agnes Road school	1	2	6	" "
Old Town school		13	0	" "
Keir Street school		15	0	" 2'
Eldon Street school	1	7	6	" "

These wages were evidently highly prized since 132 applications

1. B.C. 16th April, 1892.

were received for the position of caretaker at the new Central school in 1897. Mr. and Mrs. Hague were appointed at £2 0s. Od. a week.

In 1902, all caretakers were given an extra allowance, varying from 1/4d. to 2/6d. a week, for cleaning materials.

IX SCHOOL HOLIDAYS

To secure a uniform system in the borough, the Board passed a resolution that Board schools were to have the ordinary holidays allowed by other elementary schools in the town. No occasional holidays were allowed, but when school attendance was severely affected on occasions such as Circus Visits, Fair Days, Miners' Demonstrations and May Days, two Board members and the Clerk were authorised to grant half-holidays when occasion justified them. Soon afterwards it was considered desirable that all schools should work in unison in this matter also. The Chairman and one manager from each of the Voluntary Schools formed a committee for the purpose of granting occasional holidays to all schools in the town if any emergency arose. At the same meeting the Board amended their regulations with regard to the official annual school holidays.

At a joint meeting of the Board and the Voluntary School Managers in 1896, certain schools reserved the right to liberty of action with regard to holidays granted for special occasions. This did not upset the cordial relationship which seems always to have existed between the two authorities. The dates for general holidays were then altered.

The joint committee received a request from the Headteachers of the town in 1896 to extend the summer holiday to four weeks for these reasons:

1. The climatic conditions of this period of the year are of

such character as to impose a severe physical strain on children and teachers.

2. The occurrence of several local feasts and the Bank-holiday during the first week of August, militates against the attendances producing a sensible effect on the average.

3. The prevention of the reduction of the average attendance would compensate for the slight loss of fees which might be incurred in some schools.¹

4. In many towns eight weeks' holiday are allowed. This year, this was adopted by Leeds and York.

Some members opposed the request so strongly that a special meeting was called to discuss the matter. The teachers' request was refused.

X SPECIAL HOLIDAYS

A day's holiday was granted on the occasion of the marriage of the Duke of York and to celebrate the relief of Ladysmith and Mafeking. When the Mayor granted a holiday to the whole town on the Queen's birthday on 24th May, 1900, objections were raised by certain members of the Board because they had not been consulted. The Chairman ruled a discussion out of order as 'it was an exceptional instance which would not occur often in the future'.²

Their forecast was correct. When Edward VII was proclaimed King, schools were closed for three hours to allow the children to attend a short and simple yet popular and dignified ceremony attended by thousands assembling outside the Town Hall to hear the Mayor read the proclamation.

1. Voluntary Schools - Board schools being 'free'.
2. B.C. 2nd June, 1900

x1 GOVERNMENT INSPECTORS

There is no evidence of any serious clash between the Board and H.M. Inspectors. When H.M.I. Mr. Blakiston first visited Barnsley he appears to have been unpopular for causing 'a great flutter in the dovecotes and a tremendous searching of hearts among the School Managers, for he put his foot down saying he would have this, that and the other'.¹ But the School Board met nothing but courtesy and consideration from him, and there appears to have been genuine regret when he was forced to retire at the age limit. A letter of appreciation was sent to the Education Department.

A similar procedure was adopted in respect of H.M.I. Mr. Lyons, Inspector of Drawing under the Science and Art Department, on his retirement in 1896.

1. B.C. 16th December, 1893

CHAPTER XIVHIGHER EDUCATION FOR THE WORKING CLASS: EVENING SCHOOLS(i) Evening Science Classes

Prompted by a statement in the report of the Cross Commission referring to the inadequate academic attainment of pupil-teachers,⁽¹⁾ the School Board passed a resolution,

"That a Committee be appointed to prepare a scheme for the establishment of evening classes under the Science and Art Department⁽²⁾ and submit such a scheme at an early meeting of the Board"⁽³⁾

Dr. Lawson, the Reverend Clarke and Messrs. Irving and Waddington were subsequently appointed and arrangements were made to rent Wainwright's Warehouse in Sheffield Road at £30 a year. Classes were started the following October, the subjects offered being, Mathematics, Mechanics, Inorganic Chemistry, Geology, Physiography and the Principles of Mining. To afford facilities for the teaching of Chemistry, partitions were erected and suitable apparatus was provided for all subjects.

(1) Part III Chapter V pages 87-8.

(2) Established in South Kensington in 1853, to promote scientific and artistic instruction to the industrial classes. It was thought that this would enable Britain to regain the ground she had lost to her Continental competitors in the industrial field.

(3) Barnsley Chronicle, 8th June, 1889.

The first session attracted just under 100 students who were prepared for the South Kensington examinations. These were the results:

Subject	Teacher	No.	Stage	Standard of success achieved		
				Ist	IIInd	Final
Maths. I	Mr. Rymer	1	I Elem.	1		
Maths. II	" "	8	II Adv.		7	1
Mechanics	Mr. Whitelock	10	Elem.	5	5	
Sound, Light, Heat	Mr. Blackburn	9	"	7	2	
Chemistry (Theory)	Mr. Binner	12	"	1	7	4
Chemistry (Practical)	" "	14	"	2	6	6
Geology	Mr. Holden	3	"	1	2	
Animal						
Physiology I ..	Mr. Frankland	1	Adv.		1	
Physiology II ..	" "	9	Elem.	1	5	3
Mining I	Mr. Holden	1	Adv.		1	
Mining II	" "	9	Elem.		6	3
Physiography I ..	Mr. Blackburn	3	Adv.			3
Physiography II ..	" "	15	Elem.	8	5	2

The grant received from South Kensington amounted to £92, leaving the Board with a deficit of £120.⁽¹⁾ This was considered satisfactory for the first year.

Wishing to acquire some central and suitable accommodation for their science classes, the Chairman of the Board sent a letter to the Town Clerk stating

(1) Strictly speaking the School Board had no legal authority to spend a penny of the rates for classes which were not run under the auspices of the Education Department since, under the terms of the 1870, Education Act, public money was to be used to provide elementary education.

~~"I am directed to state that~~ my Board considers it would be a great advantage to the cause of education if the Town Council would, with regard to the hired school and the seven departments of learning, put in force the provisions of the Technical Instructions Act⁽¹⁾ (1889) and appoint a committee⁽²⁾ to act with my Board in carrying out the same. After the experience of the present session of Evening Schools, my Board think that these classes should become permanent for eight or nine months in the year and that a connection with the Public Hall⁽³⁾ and Corporation would add greatly to their prestige and efficiency and therefore to their benefit. I take the liberty of suggesting that some of the offices on the first floor would make an admirable permanent home for the chemistry class or any other class requiring apparatus."⁽⁴⁾

The discussion resulting from this letter showed that many members of the Council were keen to accede to the Board's request but there was a strong feeling among other influential members that,

~~'What~~ must be done must be done by the School Board'.⁽⁵⁾

A reply was subsequently sent to the Board refusing permission to use the rooms on the grounds that certain members of the Harvey Institute Committee had been advised by two local doctors that the smell resulting from the scientific experiments would deter the public from renting adjacent rooms for other purposes.

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- (1) This Act gave local authorities (these being the County and County Borough Councils), the power to levy a penny rate in order to supply or aid in supplying, technical or manual instruction. Thus, for the first time, non-elementary education was given rate aid. Moreover, a branch of education was now put under the control of a democratically elected body for the purpose of local government.
 - (2) These local authorities could appoint a Technical Instruction Committee which was to be represented on the governing body of any educational institution providing such instruction.
 - (3) Also known as the Harvey Institute.
 - (4) Barnsley Chronicle, 15th February, 1890.
 - (5) *ibid* 16th August, 1890.

Letters of protest were sent from the School Board to each member of the Council with a plea that the matter be reconsidered at the next Council meeting. This was done, but relationships between the Council and the Board were still further strained, one member of the former accusing the Board of wanting to acquire the rooms in order to avoid the obligation of providing their own, saddling the Corporation with the expense and then posing before the ratepayers as the more economical body.

The unsympathetic attitude of the Town Council was criticised by the Chronicle.⁽¹⁾

"The Harvey Institute was given to the town for the purpose of education . . . it is upon the ratepayers that the burden will, in the long run, fall. The work of education must go on and the inevitable result will be the erection of new premises at the cost of the ratepayers . . . Technical education . . . must go forward if our workmen are not to be beaten by those of Germany and other countries, and those who treat it with indifference . . . as of only secondary importance, are barriers in the way of our industrial progress."

The School Board, ~~however~~, refused to be barred in its efforts to promote technical education. In order to attract more pupils it was decided to extend the classes by introducing extra subjects, including drawing, botany, book-keeping, shorthand, French and woodwork. More suitable premises were rented in the Arcade to which the classes were

(1) Barnsley Chronicle, 25th April, 1891.

transferred in 1890. Financially, this session proved more encouraging and there was room for congratulations on the result of the examination at the end of the session when a prize-giving was held. Publicity was given to the Board's efforts in the Barnsley Chronicle, as revealed in an article published 10th September, 1891, which, beginning with an appreciation of the Board's work,

"We are pleased to note that the programme of work . . . is an extended and varied one and we can only hope that full advantage may be taken of the facilities that are provided. Subjects are no fewer than 10 in number thus affording an ample choice to suit varying tastes and needs and it only requires earnest and enthusiastic students, eager for knowledge, to ensure success. In a town like Barnsley there ought to be no lack of such",

goes on to comment on successful classes in Principles of Mining, French at three levels, Theoretical Mechanics, Chemistry, Physiography and Shorthand.

(ii) Evening Continuation Schools

When the instructors at the Evening Science classes complained that their work was impeded by pupils' lack of knowledge of the rudiments of learning, the School Board set up Evening Continuation classes⁽¹⁾ at the Park Road and Agnes Road schools, both under the direction of day school headmasters assisted by certificated teachers.

(1) These were evening schools of the traditional type. That is, schools where the instruction was mainly in the 3 R's. Under the Code of 1882, pupils were permitted to take specific subjects but regulations required that they be examined in the 3 R's before they could earn grants in such subjects. In 1890, this regulation was abolished.

The Chronicle, 10th September, 1891, drew the attention of the public to these classes and hoped

"that large numbers of youths who had just left school may be induced to attend the Evening Continuation classes in order that they may secure a better and more durable grounding in the first principles of all book learning."

Particular mention was made of

"the social advantages to be gained from music once one has learned the tonic solfa."

The means of acquiring knowledge having been provided by the School Board, it remained to be seen whether or not the working class wished to take advantage of the opportunities offered.

Despite the Board's efforts, attendances at the Evening Continuation classes dropped considerably during the first two sessions but hope was renewed when, in 1893, the Education Department changed its attitude towards Evening Continuation classes. Attendances of pupils over the age of 21 were now recognised, the 3 R's ceased to be compulsory, grants were to be paid to the schools and were no longer to be based on the attainments of individual scholars.⁽¹⁾ Education in these schools was, therefore, to be general continuation~~ing~~ education, providing a crown to elementary schooling, and a sound preparation for Science and Art classes.⁽²⁾

Hoping to attract older students, the Board established an

(1) From 1893, Evening School Regulations became separate from the Day School Code.

(2) Eaglesham. p.59.

additional class in the Arcade for instruction in "The Duties of Citizenship" and added a new feature in the programme of all classes by including recreative activities.⁽¹⁾ Commenting on these innovations, the Chronicle announced,

"Jack is to have play as well as work"⁽²⁾

Contrary to the general expectation that the Recreative Evenings would be extremely popular"⁽³⁾ the attendance during the first term of the session was extremely disappointing. The attendance at the classes in Citizenship were also discouraging since only 6 enrolled out of a population of over 38,000.

(iii) Technical Education in Barnsley: Impetus of the Technical Instruction Act and the Whiskey Money.

(a) The Town Council

During 1891, the Town Council discussed the Report of the Technical Instruction Committee of the West Riding County Council on the requirements for the provision of technical education. It stated that:

(1) The children, after passing the "Standards", should have an opportunity of continuing their studies in Evening Continuation Schools and Science Schools.

(2) Extended provision should be made for older scholars who had left school and were at work but who desired to carry out some course of scientific or technical training.

(1) These new features, though not grant earning, were introduced to render the classes more attractive.

(2) 16th September, 1893.

(3) Barnsley Chronicle, 16th September, 1893.

(3) That facilities should be made available for students, particularly pupil-teachers, to obtain a complete course of technical instruction at central colleges and universities.

Suggestions were made for the establishment of centres ^{for} of technical instruction, the making of grants to schools and classes organizing such work and for the provision of exhibitions and scholarships.

The Barnsley Town Council, after much deliberation, decided that

"as the School Board was already doing something in that direction"

they needed

"to do no more than apply to the County Council for the funds available⁽¹⁾ for the purpose of Technical Education.*"⁽²⁾

(b) The Grammar School

The demand for and the extent to which pupils from the public

(1) That is, the "Whiskey Money" which stimulated further progress in the provision of technical education. This was a duty of 6d. on spirits and 2d. on beer, originally intended to be credited to the County and County Borough Councils for the purpose of adopting a scheme of police superannuation and for the purchasing of publicans' licenses. Opposition to the latter was so great that the government handed the money over to the County Councils to be spent as they thought fit. The Science and Art Department was left to administer the spending of this windfall.

(2) Barnsley Chronicle, 16th August, 1891.

* In 1894 Barnsley working-class children benefited to the extent of 10 free places at the School of Art, 60 free places at the Arcade, Wesleyan and Doncaster Road Evening Continuation Schools and 6 free places at the grammar school. A further sum of £53. 17s. Od. was placed at the disposal of the Barnsley District Technical Instruction Committee to provide Exhibitions at other schools or classes such as the Mining Classes (Barnsley Chronicle, 14th April, 1894).

elementary schools in Barnsley would benefit from the liberal and classical education, provided in the grammar school, can be judged from the following figures:

<u>Year</u>	<u>Applicants</u>	<u>Admissions</u>
1870	22	4
1871	29	4
1872	36	3
1873	32	4
1874	19	4
1875	26	4
1876	31	3
1877	17	3
1878	26	8
1880	34	10
1883	53	10
1886	77	10

The grammar school came under the impact of the drive for technical education when, early in the 1890's, grants were received from the West Riding County for the provision of such education. These took the form of County Major Scholarships and Free Studentships to the value of between £10 and £60 per annum and Exhibitions of up to £200 a year, tenable at the universities. County Minor Scholarships were established for pupils from public elementary schools.

Despite increased opportunities, the grammar school failed to acquire the esteem and popularity it expected. In his Speech Day address of 1895, Dr. M. D. Sadler, one of the governors, repines,

"that so few parents see the advantages of an education such as is given here . . . a liberal education with special attention to modern subjects, including chemistry, book-keeping and shorthand . . . There is now in Barnsley a school by which boys might take the first steps towards obtaining the best instruction of all kinds that can be had in England. Any collier's son . . . that has the necessary ability and industry can, through the Locke and Keresforth

Scholarships and the Leaving Exhibitions⁽¹⁾ to the other places of education, obtain for himself any place for which his talents and his character might fit him."⁽²⁾

Referring to the Technical Scholarships provided by the County Council, he was satisfied that the education given at the school was as good and as solid as anyone could desire, "Although he hoped that the advantages offered by the "Beer-Money" would soon be extended to encourage the literary side of education, there being a danger that the education of the country was becoming too one-sided.

Public indifference continued. In 1898, the Clerk to the School Board announced that,

"Although the County Council paid to the school for 12 Scholarships, half are at present vacant."⁽³⁾

Further evidence of the grammar school's lack of public esteem is provided by the report of the Reverend C. Maude, M.A., after an official inspection of the school in 1899.⁽⁴⁾

"The work of the school is undoubtedly excellent. The only thing wanted to make it a success is a large number of boys. The present small number ⁽⁴⁴⁾ with a wide range of ages, makes the work unnecessarily difficult and laborious. The present school buildings would accommodate . . . 100 boys and if it could be generally realised how great^a benefit is conferred on the neighbourhood by the existence of a school like this, which gives an education of the highest kind to its pupils at a trifling expense⁽⁵⁾ to their parents, the number would soon be made up."⁽⁶⁾

(1) Available under the terms of the Locke Charity.

(2) Barnsley Chronicle, 3rd August, 1895.

(3) *ibid* 22nd October, 1898.

(4) *A* propos of the 1902 Act (See Chapter XVII) under which the school was to become a recognised part of the borough's system of secondary education.

(5) Fees from 1899 onwards were, five guineas per annum for boys under the age of 13, and six guineas for those above. (B.C. 7th January, 1899.)

(6) Barnsley Chronicle, 5th August, 1899.

In 1901, Mr. Vibart Dixon, Secretary to the West Riding County Council, intervened, sending the following letter to the Barnsley School Board:

"The Headmaster of the Barnsley Grammar School seems to think that it is not understood how many scholarships are available for the district and that the absence of entries is due to an idea that the number on offer is so few that there is no chance of obtaining any. I certainly gathered from the remarks made . . . that the School Board were not at the present time entering scholars for the County Minor Scholarships to any extent and that it would seem desirable that something should be done to ensure that sufficient boys . . . enter for the competition." (1)

Considering the School Board's concern to provide facilities for promising children, (2) there seems little reason for believing that the accusations behind this letter were justified. In fact, on several occasions, the Board had considered establishing some scheme whereby the Central School (3) and the Grammar School could work in closer relationship. For instance, raising money from the rates to found School Board Scholarships from one school to the other. Had this been possible, working-class response might have been greater.

(1) Barnsley Chronicle, 16th March, 1901.

(2) See Chapter XV.

(3) See ~~page~~ Chapter XV

(c) The School of Art (1)

The Barnsley School of Art came directly under the jurisdiction of the Science and Art Department. It was supervised by a committee⁽²⁾ under the chairmanship of Dr. Sadler and directed by a qualified master. There were day and evening classes.

In 1891, the committee of the school made provision for 20 Scholarships tenable at the school out of money received from the West Riding County Council and the Barnsley Town Council. The following is a list of successful candidates from the town's elementary schools that year:

County Council Scholarships

L. Atkinson	)	
J. Norton	)	
E. Whiteley	)	St. Mary's School
A. Dancer	)	
A. Hooper	)	
A. Moody	)	Wesleyan School
J. Smith	)	Wesleyan School

Town Council Scholarships

R. Hepworth	)	
F. Taylor	)	St. Mary's School
H. Walton		Holyrood Catholic School
H. Giles		St. George's School
W. Finmark		Wesleyan School
G. Witham		Eldon Street School)
H. Pattinson		" " ") Board
A. Marshall		" " ") Schools
A. Stringer		Park Road School)
W. Chappell		" " ")

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- (1) Founded early in 1870. Under the will of William Harvey, linen manufacturer, the sum of £1,000 was left in trust to the Mechanics' Institute, the interest on which was to be devoted to the establishment of a School of Art in the Institute. These early "drawing classes" were later transferred to the Harvey Institute. The extent to which the School of Art was used in the early days, is unknown.
- (2) The Borough Technical Instruction Committee.

In 1892, the number of Scholarships was increased to 26. At the annual prize-giving in 1895, the following information was submitted:

	Numbers Attending	
	1893-1894	1894-1895
Science Classes	55	124
Art Classes	124	168
Total Grant received from Town Council, County Council and Science and Art Dept.	£283 4s. 6d.	£294 9s. 6d.

These figures reveal that classes were well supported. They also suggest that artistic aspirations in Barnsley outweighed the desire for technical knowledge.

In 1899, the School Board received a communication from the School of Art stating that 16 boys from the Central School had been awarded Town Council Scholarships. By this time, the school was in a flourishing condition.⁽¹⁾ A eulogy that appeared in the Chronicle, 7th September, 1901, refers to

"the admirable opportunities the school affords to self-culture, the scope and number of classes, the variety and range of the scientific and art subjects."

After the modernity of the apparatus and appliances has been admired, the value of the practical plumbing class is extolled along with the merits of its teachers.

(1) "At the April examination, 175 papers were worked. 130 of these were passed. This gives a percentage of 74 compared with the national average of 50%."

(Dr. Sadler. Barnsley Chronicle 16th September, 1899.)
Dr. Sadler was also proud to announce that

"the government prize in the national competition has been awarded to H. Cotterill for a set of designs for a suburban residence."

(d) Amalgamation

The School Board, finding it increasingly difficult to supervise evening classes adequately, decided in 1894, to call a conference of all educational bodies with a view to forming a General Committee to supervise the work of all the evening classes in the borough. This conference was attended by representatives of the Mechanics' Institute⁽¹⁾ the School of Art, the Cooperative Society,⁽²⁾ the various Sunday Schools⁽³⁾, the Temperance Society, the Band of Hope, the Town Council and the Managers of the denominational schools. The School Board's proposals were supported unanimously and the Barnsley General Committee was formed under the Chairmanship of Mr. J. Maddison⁽⁴⁾ with Mr. Baldwin, the School Board Clerk, as general secretary.

By March, 1894, all the Evening classes in the borough were virtually in the hands of the School Board. The Cooperative Society, when handing over its classes in Doncaster Road to the newly-formed General Committee, promised

(1) The pioneer of evening classes in Barnsley.

(2) The evening classes of the Cooperative Society were very popular with those in sympathy with the Cooperative Movement. Close contact was kept with parents and children by peripatetic lecturers who organized meetings in the borough and district to advertise the advantages of the instruction provided. The expenses of pupils were paid from the large dividends which accrued from the Society's business activities and an added attraction was provided by lantern lectures and entertainments both of which played a large part in Evening School programmes.

(An interesting fact which emerges from day school records is the generosity of the Cooperative Society in sending an annual subscription to Board schools towards the maintenance of a school library. Log book Agnes Road Boys' school, 23rd June, 1892.)

(3) Which ran Mutual Improvement Societies.

(4) Then Chairman of the School Board.

"willing personal aid . . . and financial help
in the way of prizes and scholarships,"⁽¹⁾

and members of the General Committee, together with other benevolent townsfolk, offered to provide prizes and medals with which to award students for attendance and attainment.

In April, 1894, the following notice appeared in the Chronicle⁽²⁾

"New Arrangements respecting Technical Exhibitions"

The Technical Instruction Committee of the West Riding County Council have now made an allocation of the sum available for these Exhibitions to be held during the session 1894 to 1895 . . . they have now placed at the disposal of the Barnsley District Committee, 10 free places at the Barnsley School of Art, 60 free places at the Arcade School (Evening Classes under the School Board) and a further sum of £53 17s. Od. which is available for Exhibitions at other schools or classes (approved by the Technical Instructions Committee) such as Mining Classes. But candidates need not restrict themselves to subjects already being taught at the Board's classes. They may apply for an Exhibition in any subject . . . and if sufficient number of applicants in that particular subject is received, a new class will be formed.

T. Baldwin.

^{B.C.}
(1) 10th March, 1894.

(2) Barnsley Chronicle, 14th April, 1894.

(e) Extension of Evening Classes

(i) Manual Instruction

The Barnsley General Committee proved a progressive and obliging body. To promote the teaching of Manual Instruction in all elementary schools in the town, they organised a teachers' class in addition to classes in this subject for the general public.

Mr. C. Harvey, J.P., came forward with a donation of £25 towards the expenses of setting up the woodwork classes and the Cooperative Society promised to pay the fees of 24 pupils in attendance.

The appointment of Mr. F. Martin as instructor, annoyed many of the Barnsley joiners but the Committee was quick to point out that the classes would not be recognised for government grant unless the instructor held the certificate of the City and Guilds Institute and intimated too that attendance at evening classes would be the first step in that direction.

(ii) Varied Occupations

The Committee also gave its attention to "Varied Occupations" - a further contemplated addition to the day-school timetable. Mr. Baldwin was instructed to enquire of the County Council what help could be obtained in equipping and maintaining a class for teachers in this subject and to collect information from School Boards which had already established such classes.

"Varied Occupations" appeared in the programme for evening classes in the autumn of 1895, when 96 teachers enrolled. They were instructed by Mr. J. Harrison from York.⁽¹⁾

(iii) Domestic Economy

In 1896, the General Committee considered providing instruction for women and girls, "to give them something better to do than walk about the streets"⁽²⁾ The Yorkshire Ladies' Council of Education was approached with a view to establishing evening classes in subjects of domestic utility such as cookery, laundry, health, home nursing, dressmaking and millinery. Miss A. Harbottle advised the Committee on the working of such classes, giving particulars of costs, fees and equipment. Classes in dressmaking and cookery were first started in September, 1896. The other subjects were added later.

(iv) Commerce

The School of Commerce was established in 1899. Public attention was called to its existence by the issuing of handbills stating that the instruction given ^wshould

"be of the very highest class and sufficient to fit any young man for almost any position in a commercial career."⁽³⁾

20 free Exhibitions to the school were established by the Cooperative Society and it was hoped that the Chamber of Commerce and private

(1) Barnsley Chronicle, 24th August, 1895.

(2) Barnsley Chronicle, 4th July, 1896.

(3) ibid 6th September, 1899.

donors would take similar action. The Mayor set a good example by offering a gold medal to each of the two students showing the highest proficiency in the Commercial School and Mr. J. Walton, M.P. for the district, sent a generous donation to the Committee towards expenses. (1)

The School of Commerce, held in the Central School, provided instruction in Commercial Arithmetic, History, Geography, Advanced book-keeping, French, German and Business Methods, both English and foreign. Preparatory classes were also conducted in the Agnes Road Board school.

The earnestness and enthusiasm with which both the Barnsley General Committee and the Barnsley School Board tackled the problem of providing educational facilities for the working class, was publicly acknowledged by the editor of the Chronicle in 1899 when he remarked that, due to their combined efforts,

"no one has any longer any excuse for remaining ignorant." (2)

(1) Barnsley Chronicle, 9th March, 1898.

(2) *ibid* 30th September, 1899.

CHAPTER XVHIGHER EDUCATION FOR THE WORKING CLASS: THE CENTRAL HIGHER GRADE SCHOOL1. (a) Preliminary Procedure

The Barnsley School Board, in common with other School Boards in the industrial north, were eventually faced with the task of catering more adequately for the educational needs of the increasing number of children in the upper standards of the borough's elementary schools.⁽¹⁾

At the Board meeting of March, 1892, members discussed the possibility of grouping these children in one Central School where they could be given,

"a thoroughly good education of an advanced character⁽²⁾
and of a strictly practical nature."⁽³⁾

The project appealed to most members. Rideal thought that a school of this nature would benefit not only the working-class but also

-
- (1) These were the children of parents who were beginning to appreciate the value of education and who were, therefore, prepared to keep them at school beyond the statutory age, and intelligent working-class children who got beyond the standards at a very early age.
 - (2) This was made possibly^e by the vagueness of the 1870, Act with regard to the upper limit of elementary education^{and}, by the growing number of specific and class subjects in the Code.
 - (3) Prospectus of the Central Higher Grade School, 1898.
(Pages unnumbered.)

"the middle-class who are unable to pay the prohibitive fees of the grammar school." (1)

He quoted the example set by Jarrow, where a Higher Grade school had been in existence since 1876, to similar schools in Leeds and Halifax and to the popularity of the Sheffield Central School. (2) The establishment of a Higher Grade school in Barnsley was, to Abraham Chappell, a matter of personal consequence. He declared

"My child will pass Standard V in October. I do not know what I am going to do with her afterwards. I shall not send her to a private school because I am not satisfied with their class of education and to send her to Sheffield High School will cost about £80 a year." (3)

Added force was given to the discussion by the Rev. J. Clarke's claim that

"A Higher Grade School is sorely needed as, after Standard IV, the children make little progress. My own child passed this Standard before she was 10 years old." (4)

Eventually Mr. Rideal moved,

(1) Barnsley Chronicle, 30th July, 1892.

(2) Higher Grade Schools varied much in scope and quality. Those Rideal referred to had established an Organised Science school under the Science and Art Department for children in Ex Standard VII. They followed the prescribed science course of the Directory. Obviously, the type of Higher Grade School which the Barnsley School Board envisaged was one which provided instruction in the Standards at a higher level than that given in the elementary schools with the addition of an Ex Standard class doing advanced work under the Directory. Such a school would be elementary in theory, but, in practice, distinctly secondary in character. The Board was, therefore, intending to run a secondary school, partly financed by the rates and staffed mainly by elementary teachers. (See Appendix XVII c) Pupils in the Standards would work for the examinations of the Science and Art Department whilst Ex Standard VII pupils would be partly supported by the rates. The legality of such a situation had long been highly suspect, and, later, was to be declared illegal. (See Chapter XVII).

(3) Barnsley Chronicle, 30th July, 1892.

(4) *ibid.*

"That this Board is of the opinion that a Higher Grade School for boys and girls should be established in this borough as soon as is practicable and that with that object, the matter be referred to a committee to report as to the necessary arrangements to be made."

This was seconded by Mr. E. Brereton. The Chairman, however, although agreeing in principle, reminded members that their first duty was to meet the crying need for more elementary school accommodation but he was willing to support the resolution provided that a scheme could be devised by which temporary premises could be hired to accommodate Standards, V, VI and VII. As the Education Department paid no grant above Standard VII, fees would have to be charged.

Four months elapsed before the matter was referred to again but in the meantime the Clerk had communicated with the Education Department on the subject of fees and was, in the first instance, informed that the upper limit allowable was 9d. per week.⁽¹⁾ This was considered by Mr. Rushforth and Mr. Hatch to be too moderate and they expressed their desire to defer the matter in view of the Board's reputation for extravagance. Mr. Hatch maintained that people were far more concerned about the rates than about the lack of a Higher Grade School. The Chairman, too, remarked that the ratepayers were hoping the Board would forget

"this expensive fad."⁽²⁾

(1) The Board had agreed that fees should be 1/- per week.
(Barnsley Chronicle, 12th March, 1893.)

(2) *ibid* 30th July, 1892.

Undaunted, Mr. Rideal moved, that a sub-committee be formed consisting of the Chairman, Vice-Chairman, Mr. Hatch and Mr. Chappell to purchase a site for a Higher Grade School and to prepare plans to submit to the Board. The Clerk suggested a site in Peel Square belonging to a Mr. Taylor which was available for purchase at a reasonable price. On this a building could be erected which would not only provide a 'central' school but permanent and central accommodation also for the evening classes, the Manual Instruction and Cookery Classes and the School Board Offices, for all of which the Board was, at the time, paying a high rent. The resolution was passed, the Chairman having given his casting vote in favour of the proposition.

No further reference to the subject was made until 2nd September, 1893. This time the main bone of contention was a communication from the Education Department stating that, in respect of pupils attending the proposed 'Central Higher Grade School', the Department would not, under any circumstances, approve a higher fee than 1d., and that, as all the other elementary schools of the Board were free, it would be wiser to admit children to the school free of charge and accept the Department's normal 'fee grant'.

After a great deal of correspondence between the Board and the Department, the Vice-President, Mr. A. H. D. Acland, invited Mr. Bury

to discuss the matter with him in person. Mr. Bury was instructed to state quite clearly that, unless sanction to charge a reasonable fee was obtained, the Central School could not be built despite the borough's urgent need and that the Board deprecated the Department's policy to force people to accept charity when they did not want it and that to force the ratepayers to contribute to the education of children whose parents could afford to pay for it themselves⁽¹⁾ would defeat the purpose of better education in Barnsley.⁽²⁾

During his interview with Mr. Acland the Clerk presented the Board's scheme by which, in the event of obtaining sanction to charge fees, the Board would provide free exhibitions to the Central Higher Grade School for promising children of poor parents, but it was rejected on the grounds of its being contrary to the Act of 1891.

On 7th January, 1894, the following submissions signed by Mr. Bury, were made to Whitehall:

1. That, taking into account the elementary school-accommodation now being built, sufficient and efficient school-accommodation without the payment of fees has been provided for the school-district of the Borough of Barnsley.

(1) The Act of 1870, did not restrict School Board work to the working-classes.

(2) See page 233 (Public Inquiry in Barnsley).

2. That the proposed school would be of great educational benefit for this and the adjoining school districts which are unprovided with any such school.
3. That the charge of fees or the absence of fees does not affect the scholars - as scholars - except so far as the charging of fees, by providing additional funds, will enable the managers to provide more efficient instruction than if no fees are charged.
4. That section 4 of 1891 Education Act does not say that permission to charge fees may not be given by the Department if the charge of the fees is more beneficial to a district than not charging fees - such an enactment would have been absurd, being incapable of proof under any circumstances. The section prescribes that the Department must be satisfied that the charge of fees is an educational benefit to the district - not to the scholars or to anyone in the district. If therefore the permission to charge fees will enable the Board to build a much-needed school which otherwise will remain unbuilt, it appears obvious that the district will receive an educational benefit by such permission, although it is possible that a free school would be more beneficial were it possible to establish it. For the foregoing reasons and those set out in previous correspondence, the School Board for the Borough of Barnsley most respectfully and earnestly beg for the permission to charge fees, if it is only for a period of ten years, ~~and~~ with free scholarships as previously suggested. If in ten years it is found

advantageous to abolish fees, let them be abolished, but during such ten years many thousand children will have had the advantage of a sound intermediate education which they will otherwise be without for the remainder of their lives.(1)

No record is available of what occurred between the date of this letter and the Board meeting held 6th January, 1895, but the matter must have been considered many times, since, if the proposed plan for the building of the school was at all likely to materialise, modification of the Board's attempts to provide additional accommodation in the existing elementary schools would have been necessary. It is disappointing to find that at the January meeting, with great reluctance, the scheme was finally abandoned.

All efforts were then made to keep pace with the increase in child-population. Temporary schools in the Arcade and in Salem Chapel were established, and extra accommodation was provided by the enlargement of ~~the~~ Old Town School and the building of the new Park Road Infants' School and the Keir Street school, but the cry was still 'more room'. It appeared almost certain that, to meet the repeated demands of the Department and to safeguard the annual grant, another large school would have to be built very soon. For two years the Board had received sanction for computing the accommodation of their schools on the 8 foot scale(2)

(1) Barnsley Chronicle, 13th January, 1894.

(2) As from 1889, the general rule for the country, was to calculate accommodation on a basis of 10 sq. ft. minimum for Board schools and 8 sq. ft. for Voluntary schools. (Eaglesham p. 111)

and threats to withdraw this sanction were frequently received. This would mean that at least 400 children would be turned adrift from the existing schools. There was, too, a pressing need for more suitable accommodation for the Manual Instruction at present carried on in the Arcade Premises.

On 18th November, 1895, a reminder from Whitehall said,

"I am directed to enquire what steps your Board are taking to provide further school accommodation . . . to take the place of the temporary schools and generally to supply the deficiency in the district." (1)

The position was so desperate that further action had to be taken. The Clerk was instructed to engage enumerators at the cost of 4/- per day to make an educational census of the town. Statistics were necessary to ascertain the approximate number of children of school-age residing in the borough, the existing school accommodation still required, as well as evidence of the most suitable locality in which to erect any new schools that might be found necessary.

2. (b) Premises: Harvey's Warehouse

The result of the census revealed that school places were required for nearly 1,000 children, especially in the vicinity of Agnes Road. (2) Discussion of ways and means revived the question of accommodation for the upper standards of the elementary schools, particularly Standards VI

(1) Barnsley Chronicle, 21st December, 1895.

(2) ibid 18th April, 1896.

and VII. A sub-committee's enquiries into the possibility of acquiring premises in the town for this purpose revealed that Harvey's Warehouse in Mark Street might be adapted to suit the Board's requirements. The owner was approached and he agreed to sell the property at a reasonable price provided that his tenant could be persuaded to relinquish possession. On this verbal agreement a further sub-committee was formed to visit Grimsby Higher Grade School with a view to submitting suggestions for alterations to the premises which would satisfy the requirements of a higher education and secure the sanction of the Education Department. After receiving the report of this sub-committee, the advice of Mr. Dixon, one of the Board's architects, was sought and having the assurance that the project could be carried out at moderate expense, the Board made its intentions known to Whitehall. In the meantime the Board was destined to receive another set-back. On 6th June, Mr. Harvey's solicitors wrote that,

"Accompanied by Mr. Harvey we have seen the tenant but regret to say that his terms for giving up possession are so excessive that our client refuses to pay them."⁽¹⁾

But the difficulty was evidently overcome for at a meeting held at the end of June, the following agreement for purchase was presented:

"Agreed to purchase from the vendor, Mr. Charles Pigott Harvey, for £3,000, the warehouse, stables, etc., situated near St. George's Church and occupying a total area of between 1,900 and 2,000 yards. The tenant to give up possession on

(1) Barnsley Chronicle, 6th June, 1896.

10th August. The Board agrees to lease to Mr. Charles Harvey, father of the vendor, the office he now occupies and the cottage, stables and coach-house, for his life (unless he desires to terminate the lease) at a rental of £40 a year: The sum of £64 17s. 6d. to be paid by the Board for the fixtures and furniture." (1)

The Chairman informed the Board that the room at present occupied by Mr. C. Harvey had separate access. As it was away from the main building, no inconvenience would be experienced by the Board in their use and occupation of the rest of the property and the purchase of the furniture mentioned would obviate the necessity of buying new furniture for the proposed new Board-room.

When the plans and specifications for the alterations to the premises had been approved by the Department, the work began and every hope was felt that before the beginning of the school-year, (November 1st), the boys at present accommodated in the Arcade, the Evening Classes and the Manual Instruction Centre would be housed in the new Central School. Unfortunately, slow progress was made owing to a strike of plasterers. Continued delay necessitated appealing to Whitehall for an extension of their sanction of the use of the Arcade to accommodate the boys of the upper classes while, with the help and advice of H.M.I. Mr. Turnbull, the girls were placed in two rooms at the Eldon Street School. By making these arrangements all children in Standards above the fifth were grouped together, their work organised, and the possibility of receiving the government grant for the whole year, ~~was~~ fairly certain.

(1) Barnsley Chronicle, 4th July, 1896.

(2) Description

The original building had five floors, including the basement. As the rooms were not high enough for school purposes, the third and ground floors were removed and the basement raised to nearly the level of George Street. The ground floor space now provided four classrooms for a mixed school. Each was separated by sliding glazed partitions which facilitated the use of the whole floor as one room for examinations, lectures and other purposes. The boys' entrance was in George Street, a new staircase having been built to all the floors. A corresponding entrance for girls was placed in Mark Street, at the opposite end of the building. There was ample lavatory and cloakroom accommodation. A separate entrance and staircase from Mark Street led to the Board Offices on the first floor. These comprised a Board room, a Clerk's office, an Attendance Officer's room, a lavatory and cloakroom and a waiting hall. The Headmaster's room and Mr. Harvey's living accommodation were also on this floor. Above were chemical and physical laboratories, a lecture room, a balance-room, a cookery classroom and other rooms for various purposes. Day and evening classes were held on this floor. A separate new building abutting on to Castlereagh Street was fitted up on an upper floor as a Manual Instruction room for relays of scholars brought from the various schools in the town for instruction in woodwork. Under this building were covered playgrounds. A considerable frontage of surplus land on Mark Street

^{allowed}
permitted for further extension. All rooms were well lighted, heated and ventilated and fitted with up-to-date fittings and appliances. The alterations were satisfactorily executed by Barnsley contractors.

4. (d) Admissions

It was decided that admission to the Higher Grade School should not be limited to Board School scholars but in order to ascertain that only those who were able to benefit from a higher education should be admitted and to guard against the capricious removal of scholars, all children wishing to be admitted should sit for an entrance examination. The requirement that parents should sign an agreement not to withdraw their children for at least 12 months, presented no difficulty. All schools were requested to submit the names of children wishing to apply for admission and the following advertisement was placed in the local newspapers:

"An examination not exceeding Standard V in difficulty will be held . . . All candidates desirous of entering the Central School must sent their names to the School Board Offices." (1)

Applications were so numerous (2) that residents outside the town could not be considered. The examinations were conducted by Mr. J. England, M.A., the newly appointed Headmaster from St. George's School, Macclesfield. On 12th January, 1898,

"the substantial and commodious premised in Mark Street" (3)

(1) Barnsley Chronicle, 20th November, 1897.

(2) According to the school prospectus, admission was free.

(3) ibid 22nd January, 1898.

although in an unfinished state, admitted its first scholars.,

(6) Formal Opening

The ceremony was performed by Mr. Walton, M.P. for the Division, in the presence of a large company including representatives of the School Board, the Town Council and various other local bodies interested in education. Before the opening ceremony, the public was given an opportunity to inspect all the departments of the school at work. Then the Chairman and members of the School Board officially received Mr. and Mrs. Walton and the Mayor and Mayoress and led them to the George Street entrance where a silver key, suitably inscribed, was handed by Mr. Chappell (Chairman of the Board's Building Committee) to Mr. Walton. Unlocking the door, Mr. Walton formally declared the school open. As the visitors took their places, a number of scholars performed a drill using dumb-bells, under the direction of the headmaster.

The more significant of the Chairman's opening remarks were:-

"The work done here is entirely under the Education Department except with regard to the classes carried on under the County Council Technical Instruction Committee, and will be strictly of an elementary character and will not interfere with secondary education in any way, although it will be an excellent training ground for students to pass from to secondary schools. Comments have been made on the provision of the chemical laboratory. Chemistry is one of the 'specific' subjects prescribed by the Code of the Education Department which may be taught in the upper Standards of elementary schools. This school is

intended to afford a preparatory training to scholars who intend to continue their education and to many of whom chemistry will be extremely useful and even necessary . . . At present it will accommodate 300 pupils and some extra day accommodation will be added for laundry classes."(1)

After congratulating the School Board on this practical proof of the importance they attached to the education of children in VIth and VIIth Standards and beyond, Mr. Walton urged them to give attention to the inclusion of Modern History, Commercial Arithmetic and Geography in the school curriculum, stressing the necessity to promote the commercial interests of the country in competition with highly trained foreign countries.

(6) Difficulties

Originally, the Harvey premises had been recognised as suitable to accommodate 204 children but by the time the school opened it was overcrowded to the extent of 84 places. The Board appealed to the Department to exercise leniency until further alterations were made and was relieved to obtain sanction eventually to accommodate 300 pupils. Many complaints were made by the parents of children who, having failed to pass the Board's entrance examination, remained at the elementary schools; one, J. C. Warbrook, complained to Whitehall that the Barnsley Board was making parents sign a form guaranteeing to send their children to the school for 12 months or indemnifying the Board for loss of grant incurred by the children's absence; that a special examination must be passed and that no child could be taught in Standards VI or VII in any other Board school. He wished, as a ratepayer to know if this was in accordance with regulations. The reply from Whitehall

(1) Barnsley Chronicle, 31st July, 1897.

(22nd January, 1898) stated that, according to Article 78 of the New Code, the Board would not receive the support of the Education Department in enforcing the parents' undertaking.

The answer of the Clerk of the Board to Whitehall read:-

Sir,

I am directed by the School Management Committee of my Board to say that Mr. Warbrook's statements are inaccurate and misleading. The gravamen of Mr. Warbrook's charge appears to lie in the allegation that since the opening of the new school, no child can be taught in any other Barnsley Board School in Standards VI or VII. No statement has been made by, or on behalf of the Board, on which such an allegation could be justly founded. The only foundation for such a statement is, that all the children in Standards VI and VII in the Board schools have been drafted to the Central School. As the need and occasion arises, children in these Standards who cannot be admitted into the school will be formed into the necessary standards in the Board's other schools at convenient centres.

With regard to the requirements made, that before children are admitted to Standards VI and VII at the Central School they must pass an examination, which shall not exceed Standard V in difficulty, it appeared to be not only a reasonable but a necessary regulation as it by no means follows that scholars who have been advanced into Standard VI in the ordinary course in any school are fully prepared for the course of instruction to be given in the Higher Grade School, and the accommodation originally sanctioned (204 places) was too small to allow of any below Standard VI.

In reference to the undertaking by the parent in the form of application for admission to the school I am to point out that the object of the Board in providing a Central School would be to a great extent frustrated if any considerable proportion of the scholars were withdrawn from the school during the session and on this ground my Board considered that it was not unreasonable to invite the parents to sign an application in the form adopted. The undertaking has been given without hesitation by nearly all the parents making an application and in the very few

cases in which any demur has at first been made, the parent has been satisfied on receiving the assurance that no objection would be made to the withdrawal of a scholar during the session if any good ground could be given for such removal.

The Board very respectfully submit that they are quite justified in giving the preference to scholars whose parents will guarantee that the exceptional opportunities afforded, shall be taken advantage of to the fullest extent . . . and up to the present time there has been no refusal of admission in contravention of Article 78, even if it should appear to my Lords that the Board may reasonably give the preference on filling up vacancies, to children resident in their own district. It appears to my Board that unless their Lordships can support them in the endeavour to secure that children, if sent to the Central School at all, shall not be unreasonably and capriciously removed again almost directly, the special advantages provided them will, to a large extent be thrown away; and if that support be not forthcoming the Board will be greatly discouraged in the important work they have undertaken. Mr. Warbrook, besides being a 'ratepayer' is also the headmaster of an elementary school!

I have the honour to be, sir,

Your obedient Servant,

T. Baldwin (Clerk to the Board)

(1)

Nothing more was heard from the Education Department until the following May when this statement was received:-

(1) Barnsley Chronicle, 12th February, 1898.

The Central Higher Grade School, Barnsley.

Sir,

Adverting to your letter . . . I am directed to state that the Education Department offers no objection to the first of the two conditions for admission to the advanced school which your Board proposes but cannot sanction the exaction of any penalty as proposed in the second condition.⁽¹⁾

There is no record of whether the Board withdrew the second condition but one assumes that they found some way of safeguarding their interests with regard to school attendance.

7. (g) Transfer of Park Road children to the Central School

By June, 1899, the elementary schools of the town were so overcrowded that many children were being refused admission. As the position was specially serious in the Park Road district, the Education Department gave permission for all the children in the fifth standards at Park Road school to be removed to the Central School when the necessary alterations had been made in the rooms recently vacated by Mr. Harvey. What happened to those who failed to reach the necessary standard of attainment is not recorded. The school log-book entry shows that, on

"June 20th, Standard V Boys (28) transferred from Park Road Boys to the Central. Mr. A. Harris 4th year P.T. transferred with the class."

The following morning they were subjected to an examination with the following results:-

(1) Barnsley Chronicle, 7th May, 1898.

Arithmetic 32%	Results poor. Work carelessly put down - will need a lot of attention.
Dictation 81%	On the whole neatly put down. Six failures.
Reading	Moderate.
Geography	Fair.
Grammar	Very poor.

In July, these boys were a matter for concern both to the School Board and to the headmaster⁽¹⁾ as, when examined by Her Majesty's Inspector for Manual Instruction, their work was likely to affect the grant adversely. The entry in the log-book for 31st July, 1899, records:

"Re. boys entering Woodwork Class late in session"; Mr. Turnbull opines that, if the only objection to sending these boys to woodwork is their effect not on the attainment of the rest of the woodwork class but on the average quality of the whole class, this objection should not be considered as of any moment, but Mr. Bramwell should be told when he visits . . . about these boys and it would be as well . . . they were so placed that Mr. Bramwell can easily judge them apart from the rest of the class and so allow for them according to their circumstances."

Whether or not these fears were justified cannot be known as the record of the grant for this subject does not state how many of the boys were examined that year.

Complications also arose when the girls from Park Road school were admitted (25th August) in the same year, as evidenced in the report of Her Majesty's Inspector received on 28th February, 1900, which maintained

(1) Mr. J. M. England, M.A.

that

"The discipline is good and a good deal of satisfactory work appears to be done. No grant is paid for the first class subject as it appears that the girls transferred from Park Road Board School took Needle-work, the other girls taking English (Art. 101e V Code). My lords will be glad to receive an explanation with a view to the remission of this forfeiture."

(Signed) W. P. Turnbull.

Apparently some satisfactory explanation was given as the grant for English was paid.

(8) Curriculum

The curriculum of the school* was carefully worked out by the School Management Committee under the guidance of the headmaster and this, with detailed schemes of work and class timetables were forwarded annually to Whitehall where they were carefully scrutinised. The suggestion of Mr. Walton, M.P. about the inclusion of history in the curriculum was disregarded at first but this omission received the attention of H.M. Inspector in his report of 1903, which suggests that provision should be made for the teaching of History in at least the first and second years. Much importance was evidently attached to the teaching of Mathematics and Chemistry.

One great feature of the school work was the 'Object Lesson' to which frequent reference is made in the log-books. Its purpose seems to have been

"to increase habits of observation and intelligence and assist the work of the classes in general." (1)

The 'objects' included 'The Egg', 'The Don', 'The Eye', and 'Moods'.

(1) Log-book, 19th April, 1899.

* See Appendix XVII(b). pp 398-399

Some relief from routine classroom work was obtained by visits by boys only, to the Corporation Swimming Baths. Occasionally lectures were given on 'Temperance' by Mr. J. Addison. On 17th February, 1902, the log-book announced that

"Mr. E. Haigh, Art master from the Art School has commenced to teach 'Brushwork' this morning. Time allowed - 1 hour:- for 1st, 2nd, 3rd and 4th year boys and girls. The Board have sanctioned the arrangement for 3 months."

The result was that

"there has been a considerable improvement in the nature and quality of the work in Art."(1)

After 1st February, 1900, 'Firedrill' became a periodic feature of school procedure, the School Board having requested the headmaster to report on the means of exit in case of fire. Mr. England's reply can be seen in Appendix XVIII.⁽²⁾

The physical development of the children was not entirely neglected but exercise seems to have been restricted to the wielding of dumb-bells and an occasional game of cricket and football.

(9) The School Journey

An innovation which brought fame to the Central School was the School Journey. At the Board meeting on 5th March, 1899, the following letter from Mr. Cornish, H.M.I., was read:

(1) School log-book. Report for January, 1903.

(2) p. 400

The School Journey

Dear Sir,

Is there any chance that your Board will take up the matter of the school journey and set an example to the educational public? Please read the enclosed carefully and return it. The Sheffield School Board has declined to try it.

(Signed) B. S. Cornish. (1)

The Chairman thought the idea~~s~~ was worth trying in view of the fact that

"if boys and girls are taken on journeys they will get certain geographical, historical and commercial information which they cannot get in the schoolroom from books."
(2)

The headmaster of the Central School was consulted and ^{then} requested to draw up a programme for the first journey. This was then sent to the Department for approval ^{together} with a letter giving particulars and details to Mr. Cornish. A reply was received from the Department stating that the School Journey could count as an attendance but that the question whether transport could be charged to the school account was under "their Lordships'" consideration and that probably some time would elapse before any decision was made but the cost must not be defrayed by parents. It would be more satisfactory if some private individual could be approached to bear the expense~~s~~. The children were told that the School Board were not prepared to bear any expenses of a school journey but that if the scheme appealed to them, Mr. England would be pleased to conduct 'a ramble' provided their parents agreed to let them save their own pocket-money for the purpose. The children were keen and the saving began. The above letter from the Department however,

(1) Barnsley Chronicle, 11th March, 1898.

(2) *ibid*

delayed matters for a while. Board members were indignant at the Department's attitude towards this progressive gesture on their part and Mr. Wood voiced his indignation energetically in the Chronicle, 29th July, 1899,

"I hoped that the Education Department . . . would show some common-sense for once and try to encourage education, not impede it. Here is a case where parents are perfectly willing to pay in order that their children might be educated and here is the Department, who is supposed to exist to promote education, telling parents that education must not be continued. Anything more ridiculous in the way the Education Department manages its business in connection with certain matters I cannot conceive. If it does not show more common-sense in future than it has shown in the past . . . it ought to go to the wall and let something else take its place."

A letter of protest was sent to Whitehall but Mr. England, not wishing to disappoint the children, organised the first two school journeys to take place whilst the rest of the school had two days' holiday for the annual Temperance Gala. A record of these was made in the log-books:-

20th July. A party of 20 children . . . visited Wharnccliffe Craggs accompanied by Miss Hopton, Mr. Baldwin and Mr. England. Weather dull but fine - a most enjoyable day. Left school by charabanc at 10.20 a.m. Arrived Peel Square 7.25 p.m.

21st July. A party of 44 scholars visited Woolley Edge. The day's programme included a visit to the beautiful gardens and conservatories at Woolley Hall. Though the weather was dull, rain kept off. Left Barnsley 10.13 a.m. for Haigh and reached home by 6.30 p.m. Miss Bullock, Miss Kitching and Mr. England accompanied the children.

According to Mr. Wood, the children had paid their own expenses.

On 22nd August, the Department informed the Board that:-

"It is not intended that parents should not be allowed to contribute voluntarily to the expense of a school journey, provided that no scholar is excluded from such a journey because the parents cannot pay." (1)

Sanction having now been received, the official school journey was organised and the original programme followed. An account of the day was written by one of the pupils (2) and forwarded to Mr. M. E. Sadler, son of the Medical Officer of Health for Barnsley, and Director of Special Inquiries and Reports under the Department of Education. The Chronicle gave its encouragement in the issue of 28th October, 1899, headed

At School in the Woods: An Interesting Experiment
in imitation of Continental Methods.

From Barnsley comes the interesting announcement that the school authorities have decided to inaugurate a series of journeys up and down the country in order to improve the education of the schoolchildren. Of course the idea is not a new one although we believe it is the first occasion that it has been put into practice in this country.

At Barnsley, however, the school journeys have not arrived at that Continental state of perfection, although the enterprising School Board is not likely to leave any stone unturned to make the experiment a complete success. The scheme . . . has received the sanction of the Education Department, and with its consent the school journeys will take place during school hours. It seems particularly appropriate that Barnsley should be in the forefront of school journeys as the movement is the outcome of the 'Special Inquiries and Reports' of Mr. Sadler, who is a Barnsley man and son of the Chairman of the Technical Instructions Committee of the Corporation." (3)

(1) B.C. 2nd September, 1899.

(2) See Appendix XIX. pp 401-3

(3) B.C. 28th October, 1899.

This programme of the journey concludes the article:

'Tracing the Course of the Don'

Visit	I	Source of the Don. Dunford Bridge to Penistone.
"	II	Penistone to Wharncliffe Crags.
"	III	Sheffield, its Industries, Ruskin Museum, Mappin Gallery.
"	IV	Broomhill, Swinton, Conisbro' Castle ('Ivanhoe').
"	V	Doncaster.
"	VI	Port of Goole.

From the time of its institution the school journey became one of the most distinctive and successful features of the school. An exciting log-book entry for 14th April, 1902 reads:

"Received from the Board of Education a copy of Volume 8 of Mr. Sadler's Special Reports including the Central School's description of their journey by Mr. England."

The Central school was kept well under the eye of the inspectors, whose visits were frequent⁽¹⁾ and whose reports became more critical as time went on.⁽²⁾ The visits of numerous Board members suggest that the Board were anxious that the school's good academic reputation should be constantly maintained and the premises kept in good order. The children were also subjected to monthly examinations conducted by the Headmaster, whose detailed reports in the school log-book are evidence of his keen supervision of all classes.

Pupils were prepared for the Town Scholarship examinations to the Barnsley Grammar School and the School of Art. The extent of their success can be judged from the following log-book entries:-

1890	4 boys obtained Scholarships to the School of Art.
1899	36 boys competed for the Town Council Scholarships to the School of Art. 9 were successful.

(1) See Appendix XX. pp 404-5

(2) See Appendix XXI. pp 406-7

There were opportunities too for competing for the County Council Scholarships to the School of Art, the log-book entry for 16th May, 1901, stating that 3 had been successful that year.

Boys were entered for the 'Locke' and 'Keresforth' Scholarship Examinations to the Grammar School but that their chances of obtaining these were small can be seen from these figures of 26th July, 1901,

"44 candidates sat: 2 winners of Locke Scholarships,
2 winners of Keresforth Scholarships."

Success is appreciated in the following entry of 16th May, 1899 when we learn that,

"2 boys have passed a Civil Service Examination one of whom is now able to become a Clerk in the London and Yorkshire Bank,"

and the first evidence of the school's contribution to the teaching profession is recorded on 31st October, 1902, when

"1 boy and 6 girls . . . obtained the highest marks in the Examination Test for P.T. Candidates. They are now in the service of the Board."

10.(vii) Struggle for recognition as a Higher Elementary School

Under the Minute of 6th April, 1900,⁽¹⁾ the Central School could obtain legal status as a Higher Elementary School provided the following conditions⁽²⁾ were met:

(1) This was an administrative measure designed to set a limit to the advanced work of School Boards in Higher Grade Schools.

(2) Eaglesham. p.50.

- (1) That the School gave an approved four year course⁽¹⁾ in predominantly scientific subjects.
 - (2) That pupils, before admission, were certified by an H.M.I. as likely to profit by the instruction given and that their fitness to continue in school or to be promoted to another class was similarly certified each year.
 - (3) That the school received grants from no other source than the Education Department.
 - (4) That pupils did not remain at school beyond the age of 15.⁽²⁾
- These conditions seemed to place the Central School in a very favourable position since, apart from the upper age limit, the school satisfied the requirements of the Education Department. In other words, it was primarily an elementary school but with provision for the adequate teaching of older children.

The cost of maintaining the school, providing equipment, employing a sufficient number of higher-salaried teachers and meeting the continued demands of the Education Department with regard to suitable premises for advanced instruction, had been a matter of concern ever since the school opened and the Board had been obliged to look for every possible means of increasing their income.⁽³⁾ The Code of 1890, which replaced grants on specific subjects by a block grant of 22/-⁽⁴⁾ seemed a solution to the

-
- (1) The fact that comparatively few working-class children were able to stay on at school to the age of 15 would, in itself, restrict the number of pupils.
 - (2) This strictly defined age limit was a means of restricting the scope of the education provided. In effect, a Higher Elementary School was to be a limited extension of the elementary system.
 - (3) As for instance, preparing pupils for the examinations of the Science and Art Department and claiming grants for technical instruction from the West Riding County Council under the Local Taxation Act of 1890.
 - (4) In lieu of grants on individual subjects.

Board's financial problems⁽¹⁾ if only the position of the school could be regularised.⁽²⁾ Stung into activity by the prospect, the Board drafted a four year course of instruction, making the necessary modifications in its woodwork scheme, and forwarded it to the Board of Education in July, 1900.

After a long delay, during which much anxiety was felt in case the school should become a burden on the rates, a significant communication was received stating that

"the Board of Education have thought it well to defer sanction of your Higher Elementary School until some further local enquiry shall have been made by them into the position which such a school would occupy in the general system of higher education for Barnsley. Such enquiry will be held with the least possible delay."⁽³⁾

On 22nd February, 1901, the enquiry was held at the school, conducted by the Assistant Secretaries for the Secondary and Technical branches of the Board of Education, Messrs. Bruce and Gilbert Redgrave. Seven members of the School Board attended together with representatives of the Town Council, the County Council, the School of Art, the Grammar School and the

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- (1) A fact which suggests that the grants earned under the old dispensation were less than the basic 22/- now offered. The block grant was however, a blessing in disguise since it dealt a blow to the advanced work of the Board by depriving the school of Department grants for advanced work.
- (2) The doubtful legality of Higher Grade Schools was no secret. It was pointed out by the Cross Commission in 1888 and by the Bryce Commission in 1896. School Boards themselves, aware of the shaky legal position of their Higher Grade schools, had appealed to the Education Department to legalise their position by modifying the Code on lines laid down by the Directory, but were unsuccessful. They were, therefore, forced to earn grants from South Kensington in order to supplement their income. The Education Department had no objection to this, but children beyond the Standards were not recognised for grant purposes. Further encouragement to School Boards to invade the field of secondary education had been provided by the Codes of the Education Department, particularly after 1876. These were some of the arguments which the London School Board used in the notorious Cockerton Case. (See Chapter XVII. p.360)
- (3) B.C. 16th February, 1901.

Association of School Boards. Opinions of all parties were heard. At the outset, the Chairman of the School Board, Mr. Maddison, made out a strong case in support of the Board's application. He stated that the question of establishing a Higher Grade School had been considered by the School Board since the early 1890's, but owing to the Department's refusal to sanction the paying of fees of over 9d. a week, the matter had been dropped on the grounds that it would be unfair to saddle the ratepayers with the expense of maintaining a school to cater for the children of parents who were able to pay higher fees. In 1892, a resolution had been passed urging the desirability of establishing such a school in the following year but again the Department objected to the charging of fees. However, in 1895, the overcrowding in the elementary schools, together with the waste of teaching-power in the upper standards, had forced the Board to take steps to build a Central School for the older children. After much difficulty over the choice of a suitable site, the existing premises were purchased and plans, specifications and alterations approved by the Department. A communication was subsequently received stating that the School should be designated 'The Barnsley Central Higher Grade School'. This, as Mr. Maddison pointed out, was entirely on the initiative of the Education Department.⁽¹⁾ Furthermore, in accordance with the fiat of the Department, the school was made free. The School had also been sanctioned by the Science and Art Department which, on several occasions, had invited the Board to apply for the school's recognition as an Organised

(1) Implying that the Education Department had given official blessing to the Board's adventure into the field of secondary education - an area of doubtful legality since the rates could be spent only on elementary education.

Science School. Although certain individuals in the locality had expressed a wish that the Board should accept this suggestion, it was declined, as they wished the school to continue to serve the purpose for which it had been established - that of accommodating the higher elementary standards and not that of acting as a secondary school of any kind. In connection with its prime object, the school had been provided with a Manual Instruction department and a Cookery department. It was true that the school was used for evening classes where commercial, mathematical, science and technical subjects were taught, but these were carried on under the auspices of the Technical Instruction Committee of the County Council and not those of the School Board.⁽¹⁾ Mr. Maddison emphasised the fact that the school was necessary as a preliminary stage to the more advanced Technical classes and that the curriculum had been designed to meet the needs of children intending to pursue the industrial occupations of the district, and that in all particulars, the school satisfied the requirements of the Education Department.

Confirming Mr. Maddison's statement that the school provided a necessary link in the borough's educational facilities, the headmaster stated that there were now 386 children on the roll, the bulk of whom came from the industrial and trade classes most of whom could not afford to send their children to the Grammar School or any other private establishment even if

(1) The School Board, by permitting the use of a rate-aided school for the education of adults was, nevertheless, on uncertain legal footing.

the children showed special intellectual promise. Also, it was the only public institution in Barnsley at which girls could obtain a higher education than was available in the elementary schools.

Dr. Sadler, vice-chairman of the governors of the Grammar School, first pointed out that the governors had not come forward as a body in opposition to the School Board. Their sole desire was to make the Grammar School of real use to the town and to work in harmony with the other educational bodies. Many thousands of pounds had been contributed by private individuals for Grammar School purposes and thousands more were available if only the school could be made a substantial success, but this was not possible under the present circumstances.⁽¹⁾ On behalf of the governors and in the interests of secondary education, he objected to the establishment of a Higher Elementary School for boys on the grounds that there existed in the Grammar School an institution which was capable of doing all that, and more, than a Higher Elementary school could do. The former had already been injured by the establishment of the Central School, its numbers having fallen from 74 in 1897 to 40 in 1900 and it was likely to be still further crippled by that school's receiving the status of a Higher Elementary school. Furthermore, the Governors believed that by a system of scholarships from the elementary schools to the Grammar School, much more could be done and

(1) The extension of the curriculum had had a marked effect on school life and on the popularity of Higher Grade Schools. So too, had the extension of the leaving age to 11 in 1893 and to 12 in 1899. Frequent memorials had been sent to the Education Department by those who considered that the Higher Grade Schools were robbing the grammar schools of clever working-class children and of fee-paying middle class children. This was certainly true in Barnsley where little interest was shown in the County Minor Scholarships of the West Riding County Council.

at less cost than by the proposed Higher Elementary school; boys would remain longer at school, the pupil-teacher ratio would more thoroughly prepare them for higher education and greater numbers would have better opportunities for college and university education.

It seems inconceivable that Dr. Badler should infer that the startling reduction in the numbers attending the Grammar School was attributed solely to the existence of the Central School. Factors such as social status and the type of curriculum were also involved. It was possible too that some parents could see no reason why they should pay for a higher education for their children when the School Board provided it free of charge. It was certainly questionable whether or not the Grammar School as then constituted could meet the needs of an industrial population and even of many of the professional classes. Moreover, as there was no provision for girls, the disestablishment of the Central School would mean that those ambitious parents who desired further education for their children would have to be prepared to send them either to the Sheffield or to the Wakefield High School. There was, obviously, ample scope in Barnsley for both a grammar school and a Higher Grade school. The issue however, went far deeper than this. What the supporters of grammar schools feared was the possibility that Higher Grade schools, if they were not checked, would beat the grammar schools on their own ground, that is, they would assume the functions of a secondary school system of education, administered by School Boards and fed by the local elementary schools.

The School Board realised that they could not expect the directors of the enquiry to offer any opinion, but it was more than obvious that the latter were in sympathy with the Board's sentiments. It was obvious too, that some co-operation and co-ordination were needed among the several educational bodies of the town and that no progress would be made in providing a sufficient and efficient educational system in the borough until they all ^{combined} ~~consolidated~~ their ^{efforts} ~~energies~~ and worked for the good of the whole community.

//. ~~(viii)~~ Conditions of Recognition - Board requires new premises

As a result of the enquiry the Board received the following communication on 23rd April, 1901.

Board of Education,
Whitehall.
22.4.1901.

Sir,

. . . I am directed to inform you that the school is recognised as a Higher Elementary School from the — day of — 19 —. Whatever grants are made to this school will be issued only once per annum as soon as possible after 31st July and after receipt of the Inspector's report showing that conditions have been fulfilled . . . The school will be recognised as providing accommodation for 300 scholars.

Your obedient Servant,

G. W. Kekewick.

P.S. The Board of Education will be ready to recognise the school as a Higher Elementary school from 1st August, 1900, if your Board can certify that the school has been conducted as a Higher Elementary school under the Minute of 6th April from that date.

I am to request that the Schedule to Form 7 (HE) may be filled up and returned to this office as soon as possible.

This approval is conditional on the appointment of two additional teachers, one of whom must be a Science teacher; and, further, is given on condition that the present premises which are accepted as temporary, will be replaced by a new building for the same number (300) within two years, such building to be erected in accordance with plans approved by this Board.

I am to enquire whether your Board will undertake to comply with these conditions.(1)

It is understood that the number of scholars is only sanctioned on condition that there are sufficient scholars available whose parents intend them to go through and who are, in the opinion of the Inspector, qualified to go through the Four Years' Course; and a proper proportion between the number of scholars in each of the four years will have to be maintained.

I am to enquire whether your Board propose to claim the Fee Grant.

12.(ix) Departmental Inconsistencies

The postscript was obviously the most important part of the communication, and was as perplexing as it was annoying. The authorities were demanding that the very premises which, only three years previously, were altered in express accordance with their designs and plans and officially approved, should be discarded. It was virtually asking the School Board to waste the ratepayers' money. It seemed that all their efforts to exercise economy had been in vain. Although the sanction, back-dated, enable^d them to consider themselves as earning the grant at the very much higher rate

(1) See Appendix XXII. p. 408

payable under the Minute, to be called upon to build entirely new premises with all the latest building improvements and equipment, seemed grossly extravagant. Moreover, it seemed, the type of school envisaged would be far more likely to compete with the Grammar school than the existing Central school. The reference to the proportion of children was vague and likely to present serious difficulties. There was an implication too, that the Board of Education was now demanding that parents sign an undertaking to keep their children at school for four years - a condition which the Education Department had refused to allow the School Board to lay down when the Central School was first established.

The Board's reply, 5th May, 1901, expressed pleasure at the recognition of the Central School, and agreed to appoint two additional teachers. The Board then asked that the demand for a new building be reconsidered, giving as their reasons that, the school cost £7,685 only 3 years ago, that suggested alterations had been made and that no other site as central could be found. Finally the hope was expressed that the Board of Education would not interpret too rigidly the requirement that children must go through the 4 year course and an enquiry was made about the possibility of charging a fee at the Higher Elementary school if they did not claim the Fee Grant.

As a result of the Board's appeal, the school was visited on 7th and 20th May by His Majesty's Inspectors. Then came the thunderbolt. The school was given an extremely adverse report.⁽¹⁾ Considering that within less than a month after the school received recognition, the Board had been

(1) See Appendix XXIII. p. 409

expected to have it thoroughly staffed and equipped as a Higher Elementary school, the criticism was grossly unfair. To have this, their principal school, so severely attacked, must have been a severe shock to all Board members. They had planned and were actually in the process of arranging for the division of the classes for science work and the supply of the required apparatus was on order. The Board had gathered that the need for additional accommodation was the chief ground for ~~the~~ Whitehall's objections to the premises and to supply this, they proposed to erect six new classrooms and to give up the rooms now occupied as their offices. These suggestions having been sent to Whitehall, the Board anticipated a satisfactory reply. But they were doomed to further disappointment for, on 2nd August, they received Whitehall's refusal on the argument that,

"Under the circumstances it does not appear expedient that any outlay should be incurred on the existing premises beyond what is necessary for adapting them to their temporary use." (1)

This then was final. But having gone so far there was no turning back. The policy of the Board had now become a settled thing. They were looked to by the townspeople to provide a higher elementary education of a nature that, and in such premises as would be a credit to the town and the School Board were not going to fail them. Barnsley was to have a new Higher Elementary School of the best possible kind but whilst this was under consideration attention had to be given to the existing establishment.

(1) B. C. 31st August, 1901.

In consequence of the numbers being limited to 300 places and in view of the increasing number wishing to be admitted, the Board had no alternative but to give instructions for a sixth standard to be restarted in all their other elementary schools to cater for those children who had failed to gain admission to the Central School. From now on, the admission examination was conducted by both the H.M.I. for Higher Elementary education and the ordinary government inspector. Prior to the first examination under the new system, the headmaster received a letter from H.M. Inspectors Pullinger and Cornish asking him to arrange to examine every child in the school at the end of ~~the~~ year in every subject on the curriculum except Singing, Physical Exercise, Woodwork and Cookery and to forward the marks obtained to H.M.I. Mr. B. Cornish, underlining the names of any scholars whom he considered not fit to continue in the school or to be promoted to a higher class. This was done. The result can be seen in Appendix XXIV. 210 candidates sat for the 80 places available at the

'Admission Examination' at the end of October, the School Board giving parents every assurance that adequate and suitable provision would be made at the elementary schools for those who failed to pass, at the same time making publicly known what was being done in connection with the new school.

Pressed to find additional accommodation in all their schools, the Board decided that the wisest course to follow was to purchase a site in Pitt Street West. ~~and~~ ^{As} soon as the new school was ready, the Central school would be used

to accommodate children from the elementary schools. £973 was borrowed from the Public^{WORKS} Loans Commissioners as part payment for the site, and, in order to obtain the best possible professional services and to comply with all the exacting conditions of the Board of Education, an 'Architectural Competition' was organised. All ~~the~~ architects in the town were invited to send in designs, each of which was numbered. Attached to each was to be an envelope containing the name of the competitor. These were to be sent to an architect in Leeds who was to proclaim the winner and submit a report on each design.

Mr. E. Dyson was subsequently chosen as the successful competitor and duly rewarded.

At this time, the Government's decision to organise and co-ordinate the educational system of the country complicated matters. (1)

The ~~new re-arrangement~~^{reorganisation} of the educational machinery in Barnsley directly affected the building of the new Higher Elementary School. Now that the Grammar School was to be recognised as the secondary school ^{for} in the district, entrance to which was to be made possible by a system of scholarships for which all children would be eligible to compete, it was pertinently asked why it was necessary to embark on the costly project of building a new school at the expense of the ratepayers when it was likely to prove superfluous. The Town Council as heirs to all outstanding debts of the Barnsley School Board and well aware that the estimated cost of the new school was

(1) See Chapter XVII.

£16,000, intervened at this stage and requested the Board to delay proceedings until they, as the new authority, were ready to take over. At first the Board was reluctant to accede to this request contending that the school was urgently needed, that they were acting under pressure from Whitehall and that to defer the matter until the Town Council were in a position to take over, might mean a delay of 12 months. During that time the period of grace granted for the building of the new school would have expired and recognition of the Higher Elementary School would have been withdrawn. However, after several amicable conferences between the School Board and the Finance Committee of the Corporation, it was decided that the only solution was to ask the Board of Education to allow them to suspend further building operations so that the work and responsibility in connection with the new school might rest with the new authority. When, after a brief interval, the School Board received a communication from Whitehall giving effect to the wishes of the Town Council that the ^{matter} ~~question~~ of the Higher Grade school be left in abeyance, members decided that, since their official life was soon to end, they should hand over the work and responsibility for the borough's educational facilities to their successors.

CHAPTER XVIF I N A N C E

Immediately the Barnsley School Board was formed, the Clerk received 'voluminous instructions'¹ from the Education Department with regard to the manner in which accounts were to be kept. As the Board decided that it was unnecessary to read them 'at this early stage'² there is no evidence to confirm the Clerk's suggestion of the Department's concern to secure financial efficiency. Three months later a Finance Committee was formed and the first half-yearly statement was discussed in committee at the November meeting. Since this became the usual procedure, no complete financial statement was ever published in the press. The amount and sources of income and details of expenditure, published in the Reports of the Committee of Council on Education, 1872 - 1895. can be seen in Table XXIII (Folder).

I INCOME(a) PRECEPT

At the beginning of each financial year, the Finance Committee assessed the Board's needs for the ensuing year and issued a precept accordingly. The subsequent yearly increase in the demand³ provoked severe criticism from many members of the Town Council. This reached a climax in 1893, when the Board's demand for £3,800 was considered unreasonable and extravagant. Intending to curb the Board's expenditure and exonerate themselves in the eyes of the ratepayers, the

1. B.C. 22nd July, 1871

2. *ibid*

3. It was commonly hoped that the education rate would never exceed 3d. in the £.

Town Council passed a resolution recommending that 'the School Board themselves levy and collect the rate required by them in the exercise of the powers they have conferred on them'.¹ The Board declined the recommendation preferring, for the sake of economy, that the Council should levy the rate as usual.

A comparison with the rates levied in other School Board districts of the West Riding appears to justify this attitude:

Batley	11d.
Dewsbury	10d.
Halifax	1/1 $\frac{1}{2}$ d.
Huddersfield	1/8 $\frac{1}{2}$ d.
Keighley	9 $\frac{1}{2}$ d.
Leeds	1/0 $\frac{1}{2}$ d.
Goole	10d.
Barnsley	9 $\frac{1}{2}$ d.

A further demand for £1,000 before the end of the year caused the public to require an explanation through the press. This time the Chairman thought it wise 'to let them into the secret'² that a clerical error had been made whereby an outstanding liability incurred by the previous Board had been omitted from the debit account when the Clerkship changed hands.

To guard against subsequent errors, new regulations based on those of the Leeds and Wakefield School Boards were drawn up and published for the first time. They were

(1) To check the accounts of the Board which are laid before them monthly and to recommend such as they think proper to be paid.

(2) To examine the books and accounts of the Board when requisite and to see that proper accounts are kept and to check and balance all items.

(3) At each meeting the Clerk is to present a requisition book of all stationery and materials required in the office or schools of the Board which shall be read and signed by the Chairman and then considered.

1. B.C. 25th February, 1893

2. *ibid* 17th December, 1893

(4) Order books shall be kept for each school and for the office, the same shall be laid on the table at each meeting and the orders given since the last meeting, checked.

(5) As far as possible, orders shall be given for any liability incurred on behalf of the Board and the Clerk shall have the power to order what he may consider necessary in case of urgency and report the same at the next meeting.

(6) Four days before the payment of any new expense a notice must be sent to every member. If any order incurring such new expense is objected to by any member it shall not be issued until the same has been duly confirmed.

An exhaustive financial estimate was subsequently issued annually by the Chairman.

(b) LOANS

To meet the cost of building and alterations to school premises, applications for loans were made to the Public Works Loans Commission. The principal was repaid annually by sums equal to one-fiftieth of the amount borrowed plus $3\frac{1}{2}\%$ interest on the loan. The borough rates provided the security.

When the rate of interest was increased in 1881, the Board passed a resolution to accept an offer for the conversion of the greater part of their loans from the Public Works Loans Commission into a private loan of $3\frac{1}{16}\%$. This step was estimated to save £55 10s. Od. per annum. The Chairman refused to name the source of the offer but vouched for its reliability.

A further attempt at economy was made in 1895 when delegates to the conference of the Association of School Boards announced that School Boards in other parts of the country were saving a considerable amount of money by borrowing through the Corporation. The Town Clerk was approached but he considered that it was not worthwhile getting a provisional order for the purpose of converting the remaining loans

from the Public Works Loans Commission. Had the Board's request been granted there would have been a saving of over £100 a year in interest alone.

Towards the end of the year, a circular was received from the Treasury stating the new terms under which loans were to be repaid in advance of the time for which the money had been borrowed.¹ A consideration of these revealed that they were such 'as will permit them (the Loans Commission) to scoop into their coffers the profit of the transaction instead of into our own'.² When money was required for completing alterations to the Central School in 1897, a loan of £300 at 3% was secured from Mr. Henry Horsfield and £3,500 at the same rate of interest from the Yorkshire Penny Bank at Leeds.

Despite all efforts to economise, the Board's liabilities at the final government audit in March 1903, amounted to well over £33,000.³ But assets of far greater value in the shape of school buildings, were handed over to the town.

(c) LETTING OF SCHOOLS

Board Schools were not let for any purpose⁴ until 1894, when the Board reluctantly agreed to let Miss F. Goodyear use 'one of the classrooms for the teaching of theoretical and practical music to prepare candidates for the scholarship and certificate examinations'.⁵ No record exists of the terms of the letting. Mr. Chappell made several abortive attempts to secure the schools for election purposes but the Board

1. 50 years.

2. B.C. 22nd November, 1895

3. This sum would have been even greater had the School Board not received financial relief under the Necessitous School Boards Act of 1897. (See p. 360)

4. Apart from the quarterly meetings of the Barnsley and District Teachers' Association, when no fee was charged.

5. B.C. 22nd September, 1894

considered that the damage likely to be done on such occasions would far outweigh any advantage received from the rents charged. However, in 1896, it was decided that Board schools should be let for the use of candidates at School Board, Parliamentary, Municipal, County Council and Guardian elections, under the following terms:

- (1) 7/6 a night for use from 7.30 to 10 p.m.
- (2) £1 deposit to be paid to cover possible damage.
- (3) No smoking allowed. No pictures or posters to be affixed to walls with nails.
- (4) Rooms not to be let for two nights in succession for meetings in support of the same candidate.

II EXPENDITURE

(a) SCHOOL BOARD ELECTIONS

Election costs involved payments to the Town Clerk for conducting elections, to the Returning Officer, presiding officers and poll-clerks, the cost of printing, bill-posting and refreshments and for use of the Voluntary Schools.

In 1887, the Board questioned the account submitted by the Town Clerk. His attention was called to circular 105 of the Education Department (1875) by which the number of polling-stations was not to exceed one for each ward. As three booths were set up in one ward the Board refused to pay the excess cost incurred and the Town Clerk was out of pocket to the sum of £11 11s. Od.

(b) SCHOOL MAINTENANCE

(1) INSURANCE

All school-buildings were insured with the Norwich Union Assurance Company. In 1902, steps were taken to amalgamate the insurances of all schools. The amount ^{was} increased from £3,000 to £5,000 and the furniture and effects of the School Board offices were insured for £100.

(M) RATES

In 1884, the Overseers informed the Board that they were no longer exempt from paying rates on school-buildings. Although members were unanimous in declaring this unjust, no protest was made. The expenditure involved is not on record.

III SCHOOL-FEES

Although the Board's by-laws sanctioned the payment of school-fees for necessitous children, Clause 25 of the Education Act, 1870, was the only item which caused any controversy among Board members when finances were discussed. In July 1872, Mr. Butcher proposed 'That no portion of the rates collected on behalf of the Barnsley School Board be appropriated for the payment of fees of children attending Voluntary Schools'¹ but Dr. Sadler's amendment 'that the ninth by-law be maintained in its entirety' was carried against two dissentients only. A report submitted by the Compelling Officer the following year showed that the Board remitted the fees of

16 children attending Board Schools
13 children attending Voluntary Schools

Members agreed that 'There was nothing much to complain of there. We must maintain our friendly feelings with the Voluntary Schools then we shall be able to assist one another in getting the children into schools and educating them'.²

IV SCHOOL ACCOUNTS

All accounts for water and gas received from headteachers were

1. B.C. 20th July, 1872
2. ibid 25th September, 1873

carefully scrutinised. Inequality in consumption elicited enquiry. Eldon Street School was frequently up for censure; on one occasion, for allowing 'gas to flare away in the daytime'¹ and on another, for using '97,000 gallons of water which was three times as much as that used by the largest Board School'.² Caretakers were frequently cautioned to exercise economy in the use of coal, coke and cleaning materials and teachers were requested to reduce the expenditure on books and stationery 'so as to reduce expenditure to the lowest possible point compatible with real efficiency'.³

V AUDIT OF ACCOUNTS

The Board's accounts were subjected to constant check by the District ^{*}Auditor Mr. S. Brewin. For illegal and unnecessary spending of public money, Board members were liable to surcharge. On one occasion Mr. Bury settled the Mayor's account for £54 10s. Od. by signing a cheque for £42 on behalf of the Board and paying the difference himself. Board members insisted on reimbursing him out of the General Fund at the risk of being surcharged and when the auditor disallowed the additional item, an appeal was made to the Local Government Board. The money was remitted on condition that the 'very irregular proceeding of the clerk would not occur again'.⁴

In 1892, surcharge was avoided by increasing the Clerk's salary to £12 for one month in order to pay his expenses for attending a conference in Aberdeen⁵ and to pay for a tea given to scholars attending the Board's Evening-Classes.

1. B.C. 17th January, 1880

3. *ibid* 16th March, 1895

5. No details published

2. *ibid* 7th May, 1892

4. *ibid* 17th April, 1878

* See Bibliography p. 450 *

On more than one occasion Mr. Bury was complimented on having the most complete set of books the District Auditor had ever inspected. His successor, Mr. Baldwin, had the same reputation. The Chairman in his final report of 1903 paid tribute to 'our able and painstaking Clerk who has contributed in no small degree ^x to the Board's financial efficiency and to the Finance Committee which had always endeavoured to do its work thoroughly. Not a single surcharge had been made by the auditor of the Local Government Board... I venture to say that no town in the country has been served with greater carefulness in respect of public expenditure...the educational work of Barnsley has been ably and economically managed'.²

1. B.C. 5th September, 1903

2. ~~ibid~~

Chapter XVII

The Final Stage

(a) Administrative Muddle

The unco-ordinated development of education during the final decades of the nineteenth century, led to a state of complete administrative chaos. The situation in Barnsley by the 1890's is an example of the confusion obtaining at local level. The administration of elementary education was divided between the School Board and the Voluntary School Managers, the schools of the former being financed by the rates and by grants from the Education Department and the Science and Art Department and the Voluntary Schools receiving government grants but no rate aid. Day and evening classes in Science, Art and technical subjects were in the hands of the Barnsley General Committee and the Technical Instruction Committee of the West Riding County Council. These were maintained by fees and by grants from the County Council and South Kensington and many of the classes were conducted in rate-aided schools. Secondary education of a more orthodox kind was obtainable at the grammar school. This institution was governed by an independent body, controlled by the Charity Commissioners and financed by endowments, fees and grants from the Technical Instruction Committee and the Science and Art Department. Finally, there were the private schools which existed mainly on fees and were the responsibility of no one but their owners.

A corresponding confusion existed at central level. The Charity Commissioners controlled the schemes and endowments of grammar schools whilst the Education Department not only administered public elementary schools but also controlled the expenditure on secondary education⁽¹⁾ of money granted for elementary purposes. The Science and Art Department, solely an examining body, issued grants to a variety of institutions. Lack of co-ordination at the centre resulted in overlapping in some fields, neglect in others, needless extravagance and inter-departmental jealousies.

(b) The Education Bill of 1896

The Education Bill introduced by Sir John Gorst on behalf of the Conservative government in 1896, was an attempt to implement some of the recommendations of the Bryce Commission⁽²⁾ (1895) and to meet the demands of the churches for increased government aid for their schools.⁽³⁾ The Bill proposed making County Councils and County Borough Councils responsible for all secondary education in their areas. Each authority was to set up an Education Committee consisting of a majority of councillors. The rest were to be co-opted. Elementary Education was to remain in the hands of School Boards but small School Boards were to be abolished. The proposals

-
- (1) In Higher Grade schools, Evening Continuation classes and pupil-teacher centres.
 - (2) One being, that County Councils and County Borough Councils should form the local authorities for secondary education.
 - (3) A demand intensified by the publication of Circular 321, which laid down certain sanitary and building conditions which schools had to meet in order to qualify for government grants.

specially designed to relieve Voluntary Schools included the abolition of the 17/6 limit,⁽¹⁾ exemption from rates and an additional grant of 4/- per head per annum. The Cowper Temple clause was also to be modified to allow denominational teaching in Board schools where required.

Gorst's Bill aroused such a storm of opposition from Liberals and Non-conformists that the government was forced to accept several amendments, the most significant of which gave to boroughs of over 20,000 inhabitants, such as Barnsley, the power to administer education above the elementary level.⁽²⁾

c) (b) Reaction to the Bill in Barnsley

The main issues round which controversy raged in Barnsley, as elsewhere, were the Voluntary schools, the threat to the existence of the School Board and the introduction of denominational teaching in rate-aided schools. "The entire scheme", claims one writer to the press,

"has been framed solely in the interests of sectarianism . . . it is a direct encouragement to the multiplication of sectarian schools maintained at public cost. Its adoption will practically mean the undoing of the best part of the work of the last twenty five years." (3)

Another said,

"Whilst those who favour unsectarian teaching at public expense are willing to allow the compromise of 1870 to stand, they have strong objections to seeing the principle extended and made permanent." (4)

(1) That is, the limit on the grant which might be paid without any accompanying local voluntary contribution.

(2) A concession which would, in effect, destroy the real point of the Bill, since it meant an increase in the number of projected authorities - from 126 to 222.

(3) B.C. 4th April, 1896.

(4) *ibid.* 18th January, 1896.

The editor also remarked,

"No public funds ought to be given, either from the rates or from the imperial exchequer, towards the cost of propagating any creed." To, "those clerical managers who tell us that their schools will cease to exist if they do not get increased aid", he would say, "Your schools are weak and inefficient owing to lack of necessary support from the voluntary contributions of those who profess to be enthusiastic supporters of sectarian education." (1)

Speaking in defence of Voluntary schools, Father J. Hill (2)

wrote,

"What we want is just treatment. For a quarter of a century we have been burdened with a religious disability, we have been punished, even fined, because we are what we are . . . Catholics and non-Catholics.....For twenty five years the Board schools have supplied Nonconformists with an education agreeable to their conscience at the entire expense of the entire body of ratepayers, no matter whether Nonconformists or not. Catholics, Anglicans and many Wesleyans also, in order to obtain a suitable education for their children have had to build schools at their own expense, equip and manage them at their own expense and make structural changes and additions at their own expense." "What", he enquired, "are the imaginary privileges which you say we enjoy and which are inconsistent with the true principle of religious freedom? The exceptional hardships which we endure are inconsistent with religious liberty and the manner in which our claim for equity and fair play is met, seems not far removed from religious intolerance." (3)

'Maudsley', too, pointed out that,

"In twenty four years, Church people have given £22 million to their schools besides paying their share of the rates to School Boards. All this has not gone to teach their Catechism. Millions of children, now men and women, have

(1) *ibid.* 21st December, 1895.

(2) Roman Catholic priest.

(3) B.C. 21st December, 1895.

(4)

received all their education in these schools. Moreover, before 1870, the Church kept the lamp of knowledge alight in those dark days." "This," he argued, "is the reason why they should receive consideration." (1)

In reply to people like Lord Compton (2) who advocated leaving religious instruction to the Sunday schools, 'Maudsley', had this to say,

"Surely if it is a good thing, if it is worthy, then why leave it to one day in the week? If parents fail in their duty, all the more reason why schools should not." (3)

Commenting on Gorst's proposal for the repeal of the Cowper Temple clause, a Liberal supporter pointed out that,

"The schoolmaster is not a religious teacher . . . and having under his care children of parents who hold widely different views on theological questions, he ought not to try to make them either Churchmen, Wesleyans, Catholics, Independents, or Baptists." (4)

As for the Conscience Clause,

"This", he maintained "is a dead letter Its privileges are hardly sought because children of parents who claim protection run the risk of being treated as social pariahs and excluded from all privileges which other children in the parish enjoy." (5)

'Maudsley', on the other hand thought that

"the very rareity of the Conscience Clause shows that the system works well. Too great a hubbub is made out of this small matter." (6)

(1) *ibid.* 18th January, 1896.

(2) Liberal M.P. for the Barnsley Division.

(3) B.C. 18th January, 1896.

(4) B.C. 18th January, 1896.

(5) *ibid.*

(6) *ibid.* 23rd January, 1896.

Though the School Board were curiously silent for some time, they did not lack local support. Denouncing the Bill as

"A measure for crippling, harassing and ultimately extinguishing the School Board system,"⁽¹⁾

a member of the Barnsley Liberal Association deplored the fact that the School Board

"would be reduced to the position of a merely administrative body deprived of all real authority in matters of expenditure in educational work."⁽²⁾

In effect,

"they would have less power than that exercised by the humblest and least important committee of the Town Council. Moreover, the controlling body will be composed of men who owe their position to their ability for dealing with matters sanitary. It is true that there is to be a body of co-opted members . . . but when questions have to be put to the vote, the majority will have the power."⁽³⁾

He felt that, "the grossest outrage" was, however,

"the Bill's intention to render powerless for any real educational work, the 1870 Act, which has worked well."⁽⁴⁾

For this reason, he called upon

"all sections of the Liberal party to unite in one solid phalanx to fight the Bill, line by line and word by word."⁽⁵⁾

The following month Lord Compton announced that

"Although the country has chosen a Tory government, the Barnsley Division will continue to be the strongest and most violent opponent of this Tory reactionary measure."⁽⁶⁾

(1) *ibid.* 23rd May, 1896.

(2) *B.C.* 23rd April, 1896.

(3) *ibid.*

(4) *ibid.*

(5) *ibid.* 28th May, 1896.

(6) *ibid.* 13th June, 1896.

The news that municipal boroughs would be their own education authorities came to the Barnsley School Board by telegram.⁽¹⁾ This gave rise to an animated discussion during which members declared that

"to have the Barnsley Corporation as the supreme education authority in the borough was, after all, preferable to being subject to a committee appointed by the County Council, not numbering among its members perhaps one single local representative who knows anything about the special requirements of Barnsley."⁽²⁾

They regretted however that they,

"as a body appointed exclusively to do educational work, will be controlled by one which is elected for other purposes, one of which is to keep down expenditure . . . in other words . . . while continuing to be elected by the burgesses, we will possess even less power than the Watch Committee."⁽³⁾

When, eventually, Gorst's Bill was withdrawn, the public were warned by the press that

"though Gorst's Bill is dead and buried, the spirit by which it was inspired still lives . . . another Bill of even more objectionable character may be introduced next year."⁽⁴⁾

The force of opposition to the 1896, Bill, made quite clear however, that the time was not yet ripe for large-scale legislation, but the government did what it could for the Voluntary schools. The following year, the

(1) B.C. 13th June, 1896.

(2) ibid

(3) ibid

(4) ibid 15th August, 1896.

Voluntary Schools Act gave them a special grant-in-aid of 5/- per child, abolished the 17/6 limit and relieved them from payment of rates. As a sop to the opposition, a further Act gave a similar grant to necessitous School Boards.

(d) Clause VII

His Bill having failed, Gorst turned to administrative measures as a preparation for the next attempt at large-scale legislation. The first necessity was to destroy the power of the large School Boards since they would resist any scheme to achieve true organization of education. With this in mind, Gorst persuaded the Science and Art Department to insert Clause VII in the Directory, inviting County and County Borough Councils to apply for recognition as the authorities for secondary and technical education.⁽¹⁾ This would place all further development of Higher Grade schools and Evening Continuation classes under their control.

(e) (a) The Cockerton Case

When, in 1898, the London County Council applied for recognition under Clause VII, the London School Board appealed against the application on the grounds that under the 1890 (Code) Act, they had the right to give education at any level to adults in evening schools and also to children in the upper standards of Higher Grade schools, since, under the terms of the 1870, Act, as long as the majority of pupils in these schools were receiving elementary education, they were within their legal rights to provide secondary education

(1) Before 1897, Evening Continuation classes were organized by any body willing to do it. In Barnsley, this was undertaken by the General Committee. There was, therefore, some measure of local organization of grant-earning evening classes in this borough.

for the rest.⁽¹⁾ South Kensington, nevertheless, decided in favour of the London County Council. Although not completely content, Gorst now turned his attention to the organization of a central authority, for without a central body to exercise general supervision over the whole field of education, it was impossible to organize secondary education under local education authorities. In 1899, the Board of Education Act improved administration at central level by the union of the Education Department^{and} the Science and Art Department under a President who would be responsible for the supervision of all educational matters and absorb the educational function of the Charity Commissioners. In the meantime, Gorst resumed his attack on School Boards. Alarmed by the extravagant claims of the London School Board, he arranged to have the Board's expenditure on advanced education challenged at the next audit. This led to the notorious Cockerton judgement which pronounced as illegal, the Board's expenditure on Science and Art classes under the Directory. Cockerton's decision was upheld by the Court of Appeal. Furthermore, School Board work in Evening Continuation schools was declared illegal since rates could not be used to educate adults. The whole of the advanced work of the London School Board and therefore of every other School Board in the kingdom having thus been pronounced illegal, the Cockerton Acts were passed to provide temporary legal cover for their work pending large-scale legislation for educational reform. These Acts enabled County Councils and County Borough Councils to empower School Boards to continue their work in

(1) Moreover, as Abraham Chappell, a member of the Barnsley School Board, pointed out, School Boards

"had been encouraged to proceed with teaching science in schools . . . This had been undertaken at the instigation and almost direct pressure from the Education Department." (B.C. 5th August, 1899)

Higher Grade schools and Evening Continuation classes and to sanction other School Board expenditure the legality of which had been challenged. The defeat of School Boards was now complete and the principle of an over-riding local authority for education, established .

(f) Clause VII and the Barnsley School Board

When the West Riding County Council applied for recognition under Clause VII, several representatives of the Barnsley School Board attended a meeting at Wakefield to discuss the matter. The announcement of H.M.I. Redgrave⁽¹⁾ that, in future, South Kensington grants would be administered by the County Council, was very casually received by them because

"they knew that they would be fairly treated."⁽²⁾

But before the end of the year, there was a change of attitude for it was announced in the press that

"The Barnsley School Board had decided not to come within the organization of the Technical Instruction Committee of the West Riding County Council under Clause VII."⁽³⁾

The reasons given were:

(1) That inasmuch as a very great part of secondary education is already in the hands of Schools Boards . . . this Board is of the opinion that in any scheme for the constitution of local authorities for secondary education, provision should be made for the adequate representation of School Boards.

(1) Chief H.M.I. under South Kensington.

(2) B.C. 7th May, 1898.

(3) B.C. 17th December, 1898.

(2) Though this Board appreciates the motives which led to the insertion of Clause VII and shares in the desire to bring about the coordination of educational authorities, it protests against the methods in which the Clause has been acted upon by South Kensington.

And there, it seems, the matter rested.

(g) The Education Bill of 1902

This Bill aimed at unifying educational administration at local level by making County Council and County Borough Councils all-purpose authorities responsible for all forms of education. Part III of the Bill made boroughs of over 10,000 and Urban districts of over 20,000 inhabitants, responsible for elementary education only, but with power to supply higher education to the extent of 1d. rate. Each local authority was to appoint an Education Committee consisting of a majority of members appointed by them plus a number of co-opted members. In return for rate-aid, Voluntary schools would have to accept a third of their managers on the nomination of the local education authority and submit to the authority's control of the appointment and dismissal of teachers, except on religious grounds. These measures, it was claimed, would abolish some of the disadvantages of the old system, namely, the unlimited rating powers of an ad hoc body and the inferior staffing and equipment of Voluntary schools.

The opposite point of view is seen in the following resolutions presented to the Barnsley School Board by Abraham Chappell:

- (1) That the local authority is not to be popularly elected.
 - (2) That in many counties, even after the boroughs of 10,000 inhabitants and the urban districts of 20,000, have been eliminated, the areas proposed . . . would be frequently found to be too large for the efficient control of elementary education.
 - (3) That the Board, as persons accustomed to the management of a large number of schools, are of the opinion that the Bill does not give the local authority sufficient control over all elementary schools in their area. That, inasmuch as the local authority have to pay the cost of school maintenance, they should have control over the staffing of the schools and the salaries of the teachers.
 - (4) That the Board protests against the severance of evening schools from elementary day schools with which they are connected and against the restrictions placed on elementary day schools by the age-limit of 15 years, contained in Clause 18 of the Bill₍₁₎. . . (this) will cause irreparable damage to both classes of schools.
 - (5) That the Town Council would have the privilege of electing only two Managers for each of the Voluntary schools in the borough as against four elected by Voluntary school Managers.
-
- (1) There appears to be some confusion here. Presumably this resolution refers (a) to the Evening Schools Minute, 1901, which declared instruction in evening schools to be secondary in character and (b) to the Higher Elementary Minute of 1900.

A discussion of Chappell's resolutions revealed that School Board opinion was not unanimous. The Chairman, ^{and three other members} refused to vote. With regard to the restricting of the age-limit in Higher Grade schools, he thought

"We have gone too far and too fast in this country in connection with elementary education. Instead of trying to teach the 3 R's, we have tried to teach a great deal more and have made a bad job of it. Long before the age of 15, a lad ought to have left elementary education behind." (1)

In the opinion of another member,

"it was quite out of place to discuss the Bill at a School Board meeting . . . it looked too much like grovelling in the dust and craving to be allowed to live. It was up to them as worthy citizens to accede to the Bill. If the people, through the Houses of Parliament, thought the Town Council or the County Council could conduct the work of education better than the School Board, then they ought to let them try." (2)

When put to the vote, Chappell's resolutions carried by 3 votes to 2.

(h) (g) The New Education Committee

The Education Bill received Royal Assent on 18th December, 1902.

In the ordinary course of events, the Barnsley School Board would have finished its triennial term of office in 1904, but under the new Act it was to cease functioning on 30th September, 1903, when its duties and schools were to be handed over to the Town Council, the new authority for

(1) B.C. 31st May, 1902.

(2) B.C. 31st May, 1903.

education.⁽¹⁾ The scheme prepared by the Council for the constitution of its Education Committee was adopted at the meeting of July, 1903. The following September, five members were nominated for selection by the Town Council as co-opted members. A. Chappell and W. Wood, two School Board members, were appointed.⁽²⁾ The Town Council, considering the services of T. Baldwin⁽³⁾ too valuable to lose, also appointed Baldwin, Clerk to the new Education Committee.

(i) ~~(h)~~ Final Meeting of the Barnsley School Board

The new authority having been constituted, the School Board held its final meeting on 26th September, 1903. The Chairman ended his "winding-up" speech by declaring his conviction that

"The School Board had done its level best in the interests of the education of the working-class children of Barnsley."⁽⁴⁾⁽³⁾

Speaking on behalf of the Town Council, Councillor P. Bloomhall expressed his appreciation of

"the able way in which the business of the Board had been conducted. The Board deserved the appreciation and gratitude of the burgesses . . . the work done and the men who had been associated with it, would bear comparison with any School Board in the country."⁽⁵⁾⁽⁴⁾

(j) The Last School Visit

On 29th September, 1903, all School Board members paid a farewell

(1) Barnsley, as a municipal borough, was designated a Part III Authority.

(2) According to an ancient inhabitant (who refused to reveal his identity) Abraham Chappell, "got in on the working-man's ticket." (*Conversation held in the Barnsley Library, 20th June, 1968*)

(3)⁽⁴⁾ B.C. 16th September, 1903.

(4)⁽⁵⁾ *ibid*

visit to their schools. They

"expressed their satisfaction at the amicable relationship which had always existed between the Board and the various staffs . . . (and) assured all of the high appreciation^{ion} in which the Board had held their services." (1)

Conclusion

Looking back at the achievement of the Barnsley School Board from the vantage point of a much later date, makes it clear that thirty years of School Board administration wrought remarkable changes in both the provision and scope of working-class education in Barnsley. The work of the churches too must be acknowledged. The advantages available at the end of the era not only enabled working-class children to play an increasingly important part in the economic, social and religious life of Barnsley, but also paved the way for future educational progress. If those early pioneers could but see the structure subsequently built on the results of their efforts, they might well say,

"Non frustra viximus."

(1) Log book, Keir Street School, 29th September, 1903.

APPENDICES.

APPENDIX IRoad Transport from Barnsley (Baines p139)

<u>Coaches</u>	From	To	Day and Hour
The Express	King's Arms	London	Daily 9. a.m.
"	Bear Hotel	Leeds	" 4.15 p.m.
Royal Mail	Broadbent's	London	" 10.30 a.m.
"	Hotel	Leeds	" 8.30 p.m.
The Union		Leeds	" 9.30 a.m.
"		Sheffield	" 5.30 p.m.
Waterloo Bar	Coach and Horses	Doncaster	Sat. only (12 hours)
<u>Carriers</u>			
Edward Ridsdale's Waggon	White Hart	Sheffield	Daily)
		Leeds & all	)
		Yorkshire	)
		Manchester	)
Kenworthy's Waggon	"	London	Daily 5. p.m.
T. & M. Pickford's Caravans		Leeds	(32 hours) 8. a.m.
Edward Wilkinson's Waggon	White Hart	Rotherham	Tuesday 3. p.m.
Deacon Harrison & Co's Waggon	Royal Oak	Wakefield	Mon. Wed. 1. p.m.
"	"	Sheffield	Fri.
Ryecroft & Sons	Slough Bridge	Sheffield	Tues. Th. Sat 3. a.m.
		Manchester	
		Leeds	
James Patrick		Doncaster	Tues.Th.Sat. 5. a.m.
"		Pontefract	Sunday only 8. a.m.

APPENDIX IIa) Members of Barnsley's first Borough Council

b) * Members of the Board of Health

<u>Designation</u>	<u>Name</u>	<u>Occupation</u>
Alderman and Mayor	H. Richardson*	Linen Manufacturer
Alderman	R. Carter *	Linen Manufacturer
Alderman	J. Parkinson *	Linen Manufacturer
Alderman	C. Newman *	Solicitor
Alderman	W. Tune *	Brewer
Alderman	J. Tyas	Solicitor
Councillor	R. Inns *	Gentleman - said to be "politeness itself"
Councillor	T. Allen *	Watchmaker
Councillor	A. Badger *	Chemist
Councillor	A. Taylor *	Bricklayer and architect
Councillor	E. Brady	Draper. (Supporter of Adult School, Wellington Street)
Councillor	B. Hague	Money-Lender
Councillor	J. Battison	Publican (Turf Tavern)
Councillor	J. B. Goodrich	Painter
Councillor	J. Carter	Linen Manufacturer
Councillor	J. Blackburn	Surgeon
Councillor	J. Clarkson	Brewer
Councillor	S. Merryweather	Outfitter.
Councillor	G. Senior	Director of Gas Works - reputed to be as sly as a fox.
Councillor	T. Mallinson	Malster
Councillor	J. Shaw	Timber merchant and iron founder

APPENDIX IIIa)Rules for the Sunday School conducted by Sarah Trimmer at Old Brentford

(Taken from "Oeconomy of Charity" pp.314 to 317)

"The following rules are printed in a little book, to be given to each child ^{on} at admission into the Sunday School.

a) All the children admitted into this school will be required:

- 1) To attend school every Sunday, both morning and afternoon.
- 2) To be in school by nine o'clock in the morning and at two in the afternoon, both summer and winter.
- 3) To come with their faces and hands washed, their hair combed, their shoes clean and their other apparel as neat and tidy as their parents can make them.
- 4) Those who can read in the Prayer-book, to learn the collect every Sunday and take care to remember what text the Clergyman preaches upon.
- 5) To use no bad words either in school or out of it.
- 6) To be good-natured to their school-fellows.
- 7) To hurt no dumb creatures.
- 8) To take no books or anything else out of school.
- 9) To walk to and from school in an orderly manner, as the teacher shall direct.
- 10) To go very quietly into church and take their places without scrambling or pushing one another.
- 11) To keep from speaking anything in church excepting their prayers.
- 12) To read or repeat all they have learnt of the church service.
- 13) To stand up, or kneel, when the rest of the congregation do so.
- 14) To stand up when the Psalms are sung but not to sing unless they are in the singers' class.
- 15) To speak loud when they say the Catechism but not louder than other people in the prayers.
- 16) Never to keep company with those who have been turned out of the school for ill-behaviour or with any other wicked boys or girls.

To carry their Sunday gowns* to the Mistress every Monday morning, well brushed, and fuller's earth upon the spots, if there are any: to fetch them on Saturday and mend them if necessary.

*"Bestowed by subsidies...(together with) caps and...tippets, which though made of cloth, greatly improved the appearance of the children."
(Oeconomy of Charity p304)

~~1~~

APPENDIX IIIa) continuedb) To Parents

As nothing is intended by these Rules but the good of the children, it is expected that parents will do all in their power to have them observed for the following reasons:

- 1) If the children do not attend every Sunday, they will not get the habit of keeping the Sabbath day holy; and if they break God's commandments they cannot expect his blessing.
- 2) If they are not in school as soon as the rest, they cannot be taught as much.
- 3) If they go to school dirty and untidy, they will disgrace their parents as well as be unfit to go into the house of God.
- 4) If they use bad words they will break God's commandments and will not be looked upon by good people.
- 5) If they are not good-natured to their school-fellows, they will not be good Christians; for our Saviour Jesus Christ commanded that all Christians should do unto others as they would others should do unto them; therefore parents should teach their children to be good-natured at all times to everybody.
- 6) It is a very great cruelty to hurt dumb creatures, therefore parents should take care that their children do not make playthings of birds, kittens etc. or use cattle ill.

Many a well-disposed child is spoiled by wicked companions; if parents have any regard for the happiness of their children, they will keep them from all sorts of bad company and will admonish them to comply with all the other rules of the school.

It is also expected that parents hear their children say their prayers night and morning and make them learn their tasks; also that they will make a point of setting their children an example of sobriety and good behaviour and that they go constantly to church on the Sabbath day.

If parents thus do their part, they may reasonably hope that, through the blessing of God, and the pains which will be taken in the schools, their children will prove comforts and blessings to them when they grow up. It is further expected that, if any parents choose to take their children away from school, they go and inform the managers of their intention in a civil manner and that they do not go to the school at any time to make a disturbance.

APPENDIX IIIa) continuedc.) Rewards and Forfeits

"Those boys and girls belonging to the Sunday Schools, who are in school before nine o'clock in the morning and bring a halfpenny with them, will have a penny ticket given them, provided they have kept constantly to the schools for a month before and attended the last Sunday afternoon. Those girls or boys who do not attend School at the appointed hours or who stay away either morning or afternoon, to forfeit three-halfpence instead of having the penny ticket.

The same forfeit for ill-behaviour at church or at school.

If any scholar leave off coming to school, without a good reason, he or she will forfeit their tickets and have only their halfpence back again which they brought.

Tickets, the value of twopence a dozen, will be given for learning the Collects and other tasks by heart. A ticket to be paid as a forfeit for not learning the task.

The amount of the penny and other reward-tickets in the children's possession at the end of the year, to be given in necessary clothing. The last year's gown to be given to each girl for every day wear, and a new one to be provided for her in case she has not worn the other contrary to rule.

Sixpence per Sunday to be forfeited for wearing the Sunday gown in the week, till the cost of it shall be paid.

Rewards of Books to three scholars in each class who shall have, in the course of the year Number 1, 2, 3, marked the oftenest against their name.

APPENDIX IIIb)Rules of the York Sunday School Committee 1786 (Howard p11)

- 1) The objects of this Charity shall be poor persons of each sex and any age, who shall be taught to read, at such times and in such places as the Committee, by themselves or their correspondents, shall appoint.
- 2) The teachers, by direction of the Committee, or their correspondents, shall take care that all who are committed to their charge, attend public worship every Sunday, unless prevented by illness or any other sufficient cause.
- 3) The teachers shall take care that the scholars come clean to their respective schools, and if any scholars be guilty of lying, swearing, pilfering, talking in an indecent manner, or otherwise misbehaving themselves, the teacher shall point out the evil of such conduct, and, if after repeated reproof, the scholar shall not be reformed, he or she shall be excluded from the school.
- 4) The religious observation of the Christian Sabbath being an essential object with the Society for the support and encouragement of Sunday Schools, the exercises of the scholars on that day shall be restricted to reading in the Old Testament and New Testament and to spelling as a preparation for it.
- 5) A printed copy of the above Rules shall be put up in the Schoolroom and read by the teacher to the scholars the first Sunday in every month.

APPENDIX IIIc)Extract from The Rules and Regulations of the Wesleyan Methodist Sunday School, Grimsby 1820 (See Russell pp. 61 & 62)

If a teacher be 5 minutes late, such teacher shall be fined 1d., if half an hour, 2d., if absent the whole morning or afternoon 3d., if absent the whole day without providing a proper substitute, 6d.

If a scholar be guilty of either cursing, swearing, quarrelling, wilful lying, calling names, despising another...he shall be admonished for the first offence, punished for the second and excluded for the third. He will be fined also if seen playing games on the way from Sunday School.

APPENDIX IVa)Particulars of Trust Deed of St. Augustine's School

<u>Tenure</u>	Freehold. School Sites Act. About 1,292 square yards. Mines and minerals and right of winning or working the same, reserved. mining
<u>Donor</u>	Joseph Clarke, Esq.
<u>Trustees</u>	Incumbent and Church Wardens of the Ecclesiastical District of St. George's.
<u>Managers</u>	P.O.M.* is to have the superintendence of religious and moral instruction. For other purposes, control is vested in a Committee to consist of P.O.M. for the time being, the Curates, such of the Church Wardens as shall be members of the said Church and of four other persons, subscribers of 20/- per annum at least and members of the Church of England as by law established, qualified by estate or residence. Vacancies to be filled by election. Electors' contribution of 10/- in the year current, otherwise qualified as persons to be elected. One vote for each 10/- with six votes the limit. Declaration of Church membership. P.O.M., ex officio Chairman if present. Casting Vote. <u>Appeal to the Bishop.</u> Arbitration Clause.
<u>Inspection Clause</u>	10th August 1840.
<u>Date of Deed</u>	23rd June 1866.
<u>Date of enrolment</u>	10th December 1866.

* Principal Minister Officiating.
 † This refers to the suggestion made in 1853, by the Committee of Council to the National Society, that "if there be any difference of opinion between the Parochial Clergy and the Managers of a school respecting the exemption of children of Dissenters from instruction in the Church Catechism" (Burgess and Welsby p27) it could be referred to the final decision of the Bishop.

Indenture 3rd June, 1866

"The said premises and all buildings thereon erected, to be forever hereafter appropriated and used, as and for, a school for the education of children and adults or children only, of the labouring, manufacturing and other poorer classes in the Ecclesiastical District of St. George's...such schools shall at all times be open to the inspection of the Inspector of Schools...in conformity with the Order in Council... 10th August 1840, and shall always be in union with and conducted according to the principles...of the National Society.

The Principal Officiating Minister shall have the superintendence of the religious and moral instruction of all scholars attending the school and may use...the premises...for the purpose of a Sunday School under his exclusive control and management.

The Management is to be vested in a Committee consisting of the Principal Officiating Minister of the Ecclesiastical District, Curate etcetera...no person shall be appointed master or mistress of the school who shall not be a member of the Church of England."

APPENDIX V

Maintenance Grants (Taken from the Report of the Methodist Education Committee 1848. Appendix III p66)

Under the Minute of 1846, maintenance grants were offered in the following way:

- 1) Towards the expenses of galleries, desks and apparatus. Books and maps were to be supplied at nearly 75% less than the ordinary price on condition that they did not exceed 2/- per head of the average number of scholars in attendance or 2/6 per head in schools where pupil-teachers were apprenticed.
- 2) In augmentation of teachers' salaries, the amount varying according to the class of certificate (1st., 2nd., or 3rd) in which the teacher was ranked by the H.M.I.
- 3) In allowance for pupil-teachers, one to every twenty five scholars. £5 and upwards to a master or mistress for extra instruction given, according to the number apprenticed; £10 - £25, according to the year of apprenticeship, paid to pupil-teachers for maintenance. On completion of apprenticeship, a pupil-teacher might compete for a Queen's Scholarship amounting to £20 - £25, tenable at one of the Normal Schools under government inspection.
- 4) Pensions, according to merit, but not exceeding $\frac{2}{3}$ of the previous salary, allowed to a selected number of teachers who had conducted a school satisfactorily for 15 years.

APPENDIX VITerms of Union with the National Society

- 1) Children shall be without exception, instructed in the Holy Scriptures and in the Liturgy and Catechism of the Established Church.
- 2) With respect to such instruction, the Schools are to be subject to the superintendence of the Parochial clergyman.
- 3) Children shall be regularly assembled for the purpose of attending Divine Service in the Parish Church.
- 4) Masters and Mistresses are to be Church of England.
- 5) A report on the state and progress of the School is to be made at Christmas every year to the Diocesan Board...or the National Society...the school is to be periodically inspected by the Diocesan Inspector.

(Form dated 20. 3. 66. Records of the National Society)

APPENDIX VIIRegulations governing a typical National School
(Charity Commissioners 1897 p809)

"By a deed of poll, 2nd July, 1866, made under the authority of the Schools Sites Acts, V and VIII Vict., and enrolled in Chancery, 31st August, 1866, Thomas James Newman, in consideration of £476 8s. Od.... confirmed unto the Rector and Churchwardens of the Parish of St. Mary, Barnsley, a plot of land containing 1,216 square yards abutting northward upon Church Fields, together with the appurtenances...to the use of the Rector and Churchwardens, their successors and assigns, upon trust, to permit the premises and all buildings thereon erected or to be erected, to be forever used as a school for the education of children and adults, or children only, of the labouring poor in the said Parish of St. Mary, the School at all times to be open to government inspection and to be in union with and conducted according to the principles and designs of the National Society; the Principal Officiating Minister of the parish to have the superintendence of the religious and moral education of the scholars...the management to be in the hands of a Committee consisting of the Principal Officiating Minister, the Curate and six other persons, annual contributors of 20/- to the funds of the school, communicants of the Church of England and beneficially entitled to the extent of at least a life estate in real property in the Parish, or resident therein, or in some neighbouring Parish; vacancies in the number to be filled by the majority of votes of contributors of 10/- during the current year to the funds of the school and qualified as the persons to be elected as above...no person to be master or mistress of the school who is not a member of the Church of England. The Committee to appoint annually a Secretary. The Principal Officiating Minister to chair all meetings. Matters of dispute concerning religious instruction to be settled by arbitration of the Bishop of the Diocese. Disputes on all other matters to be referred to the Committee of the Privy Council. In July of each year, the Committee to appoint a committee of not more than five ladies, members of the Church of England, to assist them in visitation and management of the girls' and infants' department.

APPENDIX VIII"Objects of the Poor Schools Committee"

(Taken from Report 1849 pp.56 and 57)

- 1) By means of grants,* to contribute towards the erection, improvement, enlargement and support of Poor Schools.
- 2) By similar means, to assist local efforts in raising the sums of money requisite to obtain grants from the Committee of Council.
- 3) To provide a class of trained and efficient teachers and thus to secure a better education for the children.
- 4) To improve books and general apparatus of schools.
- 5) All applications have to be made through this Committee.

* 10/- per head. (p36)

APPENDIX IXModel Deeds for the Settlement of Wesleyan Methodist School Buildings
(Report of the Wesleyan Education Committee 1838 - 1844 p9)

Schools must be under the care and direction of a local Committee of Management, consisting of the local incumbent, two Trustees and a suitable number of subscribers of not less than 5/- each to the support of the school.

Every school shall be regularly opened and closed with devotional singing and prayer.

The Wesleyan Methodist Catechism, the Wesleyan Methodist Hymn Book and the Authorised Version of the Bible shall be used.

Christian Psalmody shall form part of the daily exercise of the children.

Buildings to be permitted to be used as a Sunday School.

Children of the day and Sunday school must attend the Methodist chapel on Sunday unless prevented by illness or other unavoidable hindrances or unless parents object.

APPENDIX XCapitation Grant

The Capitation grant, offered to schools in rural districts in 1853, and extended to schools in urban districts in 1856, infringed the original stipulation that public grants should be met by double the amount from private sources.

The amount varied according to the size of the schools:

	Boys' schools	Girls' schools
Under 50 scholars	6/-	5/-
50 - 100 scholars	5/-	4/-
Over 100 scholars	4/-	3/-

and was offered on condition that income from other sources amounted to 12/- in girls' schools and 14/- in boys' schools, that attendance reached 192 days a year per scholar, that the school was in charge of a certificated teacher and that 75% of scholars passed an annual "class" examination.

Taken from R.C.P.S.C. 1853 p24.

APPENDIX XIThe Leeds Case 1805

Because the number of boys attending the Leeds grammar school had dropped to 44 by 1795, the governing body, wishing to attract the support of the industrial and commercial classes, attempted to introduce modern subjects into the curriculum. The headmaster objected and the matter was taken to Chancery. The Court sanctioned the governors' petition but their decision was over-ruled by Lord Eldon on the grounds that the school had been endowed by the founder as a free grammar school and since, according to Samuel Johnson, such a school was one in which the learned languages were taught, the introduction of modern subjects, though beneficial to the inhabitants, could not be sanctioned by the Court. He added however, that, because it was also the founder's wish that the school should be useful to the inhabitants of Leeds, permission to extend the curriculum could be granted provided that classical teaching continued to be the main business of the school.

Lord Eldon's ruling thus made it unnecessary for any endowed grammar school to teach subjects other than the classics and, moreover, gave support to the practice of charging extra fees for additional subjects. This left the door wide open for headmasters to exact their own terms for "extras" and gave them the legal right to close a school and retain the stipend when there was no local demand for a classical education. But even more important than this, was the fact that the Leeds case greatly strengthened the resistance of grammar school masters to middle-class attempts to introduce changes into the curricula of endowed grammar schools and discouraged further efforts for curriculum reform.

APPENDIX XIIa)Private Academies and Private Classical Schools

Because of the inadequacy and irrelevancy of the grammar school curriculum, private individuals "cashed in" and set up schools of their own¹ to meet the demands of the middle class for a useful and practical education in modern subjects.

a) Private Academies

Those patronised by the middle and upper classes were boarding institutions offering a liberal education on modern lines. Their main function was to prepare pupils for business but Latin was included in the curriculum for those intended for the universities. The teachers were usually lay men. Some were "visiting" teachers - of subjects such as music and drawing. For instance, Mr. J. W. Asquith, organist at St. Mary's church, Barnsley, was visiting master at several Private Academies². Frequently, the drawing master was Mr. Theaker from the Sheffield School of Art.³

The female equivalent to these Academies were the Seminaries for Young Ladies such as Mrs. Dawes' fashionable Seminary at Mount Vernon, Barnsley.⁴

The smaller day Academies, offering a strictly vocational educational were of the type described in Chapter VI.

1. Particularly after 1780, when Dissenters were free to teach in any school but a grammar school. But there was adequate scope for private teaching long before this as the Bishop's licence was required only for the teaching of grammar.
2. Leeds Mercury 18th July, 1846.
3. B.C. 13th January, 1866.
4. Burland Vol. I p419⁷
5. ~~Leeds Mercury 6th January, 1849.~~

b) Private Classical Schools

These were frequently set up by clergymen as an extension of the education of their own families. They were small boarding schools where boys were prepared for university entrance. Since they were cheaper and more accessible than the distant grammar and public schools they were supported by the poorer local gentry and farmers. As far as can be ascertained, there were only two in Barnsley. One was owned by the Reverend W. Laycock, a product of St. Catherine's Hall, Cambridge,¹ but there is no evidence that he was a graduate. There were 6 to 8 boarders. The other Private Classical school is interesting in that it owed its origin to combined local initiative. At the time of the Taunton Commission, when the Barnsley grammar school was extinct, several leading citizens of the town persuaded Eli Hoyle, an Oxford graduate, to start a Private Classical School and guaranteed half his income.² For some years, this school was the only secondary school in the district.³

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1. Leeds Mercury 6th January, 1849.
 2. R.B.C. Vol. VI p233.
 3. *ibid.*

APPENDIX XIIb)Private Schools and Private Academies in Barnsley

(As listed in White's Directories and advertised
in the local press)

Private Academies

Owner	Name	Location	Date
J. Roome	Mathematical School	School Street	1822
G. James	Commercial School	Pitt Steeet	1852
R. Robinson	St. George's Academy	Pitt Street	1856
J. Lees	The Academy	Blucher Street	1860
B. Stamp	The Academy	Pitt Street	1866

Private Schools (for boys)

Owner	Location	Date
R.. Hodgson	Blucher Street	1837
J. Sperry	Speddings Fold	1837
J. Taylor	Newland Street	1846
G. James	Pitt Street	1852
W. Lawton	Church Street	1852
S. Brook	Blucher Street	1869

Private Schools (for girls)

Owner	Location	Date
Eliza Linley	Shambles Street	1837
M. A. Rich	Shambles Street	1837
Mary Woodcock	Wortley Street	1837
Sarah Breeze	Hill Street	1852
Hannah Hirst	New Street	1852
E. Stevenson	Racecommon Road	1852
The Misses Stevenson	Wesley Street	1862
Eliza Ayres	Victoria Street	1870
S. Brook	Blucher Street	1870
Mary Buer*	Sackville Street	1870
Hannah Frudd	Church Street	1870
F. Young	Sackville Street	1870

* The only woman member of the Barnsley School Board.

APPENDIX XII (c)

Figures showing the number of Private Schools in Barnsley in 1872 [†]

(Taken from the Barnsley Chronicle, 8th April, 1872)

Owner	Boys	Girls	Infants	Over 13 years	Total
Miss Campbell	25				25
Mrs. Owens		16	3		19
Mrs. Gillott	5	15			20
Miss Costair		16		2	18
Mrs. White	26				26
Blucher Street Methodist*	43			5	48
Total	99	47	3	7	156

* Owner not specified. It is quite possible that this was James Lupton's school.

[†] According to the returns submitted to the Town Clerk in 1871.

APPENDIX XLIIStandard of qualification required for
Schoolmasters and Schoolmistresses in Union WorkhousesCertificate of Permission

- 1) Be able to read fluently.
- 2) To write correctly a few simple sentences, read aloud from the Testament.
- 3) To write from dictation, sums in the first four simple rules of arithmetic and to work them correctly.
- 4) To answer verbally a few simple questions respecting the life of our Saviour.

Certificate of Probation

- 1) Be able to read fluently.
- 2) To write from memory an abstract of a simple narrative, in a neat hand and without errors.
- 3) To write from dictation, sums in the first four simple and compound rules of arithmetic and to work them correctly.
- 4) To answer correctly, in writing, a few simple questions on the life of our Saviour and his disciples.
- 5) To examine a class on a reading lesson as to the meaning of words and sentences and as to the remembrance of the matter of the lesson.

Certificate of Competency

- 1) Be able to describe in writing the organisation of his school; explaining the methods of instruction and discipline which he employs and the course of instruction communicated by him.
- 2) Write from dictation and work any sum with correctness in the arithmetic of whole numbers, including simple interest.
- 3) Parse and explain the construction of English prose narrative.
- 4) Answer in writing a few questions in geography, especially in that of the United Kingdom and English colonies.
- 4) Give replies to a series of questions on the Scripture narrative and the geography of Palestine.
- 6) Conduct a class, in the presence of the Inspector, in such lessons as might be required.

Certificate of Efficiency

Give evidence of sound attainments in biblical knowledge, English grammar, composition, etymology, decimal arithmetic, geography (especially of the British Empire and of Palestine), the outlines of English history and in the theory and art of organising and managing a school.

In determining the certificate to be awarded to the master or mistress, skill in some handicraft or other industrial occupation and zeal in the instruction of the scholars should be taken into account, even as a compensation for some deficiency in elementary acquirements.

APPENDIX XIV

Statement showing the proportion in which public aid was granted to Ragged schools as compared with that given to National and British Schools.

(Taken from the Report of the Birmingham Conference 1861 p84)

<u>National and British Schools</u>	<u>Ragged Schools</u>
1) Half the rent of premises.	Half the rent of industrial premises only.
2) Grants for books and maps.	Grants for books and maps.
3) Pensions to teachers and gratuities for Pupil Teachers. Queen's Scholarships. Grants to Normal Schools.	No help for teaching unless school run by a certificated teacher. The P.T. system was not applicable.
4) 5/- capitation grant.	No capitation grant.
5) Grant to evening schools.	No grant to evening schools unless run by a certificated teacher.

APPENDIX XV(a)FINAL RESULT AND ANALYSIS OF THE VOTING

The following table shows the number of votes cast for each candidate in each polling-booth at the School-Board Election, together with the gross totals of the votes, the number who polled etc.

Total for each candid- ate	South West.	South East (2)	South East (1)	South	North	West	East	Wards
2788	258	596	648	413	419	245	209	P. Casey
2287	450	277	238	459	201	500	162	H. Richardson
1837	598	142	143	229	165	465	95	H. Pigott
1784	277	198	264	312	167	346	230	M. T. Sadler
1569	203	182	206	417	127	295	139	J. Butcher
1528	136	331	338	224	110	187	202	B. Hague
1476	167	174	188	246	197	290	214	J. Tyas
1413	78	255	332	403	61	81	203	H. J. Cooke
1280	186	121	187	183	133	353	117	R. Innys
1268	377	124	111	340	44	152	120	J. Hanlon
841	171	52	112	101	63	295	47	H. J. Spencer
795	211	96	71	127	49	186	55	R. Carter
589	80	98	660	97	52	122	80	E. Brady
13	-	-	-	2	3	8	1	E. Newman
19,478	3,192	2,646	2,898	3,553	1,791	3,525	873	Total votes polled in each ward.
2,170	355	296	323	396	200	393	207	Total burgesses polled.
3,154	561	464	431	543	280	615	200	Total burgesses on Roll.

APPENDIX XV(b)BARNESLEY SCHOOL BOARD - Analysis of Membership

	<u>Chairman</u>	<u>Vice-Chairman</u>
1871	Richardson	Tyas
1874	Richardson (1)	Inns
1875	Inns	Sadler
1877	Inns	Sadler
1880	Inns	Raley
1883	Raley	Pigott
1886	Raley	Pigott
1889	Raley	Pigott
1892	Bury	Clarke
1895	Maddison	Marshall
1898	Maddison	Wood
1901	Maddison	Wood
1903	Maddison (2)	Wood
1903	Wood	Councillor Broomhall representing Town Council.

(1) Died

(2) Died

(Continued)

PROFESSIONAL MEMBERS ON SCHOOL BOARD

<u>Name</u>	<u>Profession</u>	<u>Length of Service</u>
Tyas	Solicitor	3 years
Sadler	Doctor	9 years
Raley	Solicitor	15 years
Horne	Doctor	3 years
Rideal	Solicitor	3 years
Bury	Solicitor	3 years
Maddison	Solicitor	8 years
Alexander	Barrister	3 years
Carr	Accountant	2 years

CLERGYMEN ON SCHOOL BOARD

<u>Name</u>	<u>Denomination</u>	<u>Length of Service</u>
Cook	Roman Catholic	4 years
Van Cauwenberghe	" "	17 years
Hill	" "	9 years
Lawson	Church	3 years
Brereton	Church	3 years
Dawson	Church	3 years
Young	Baptist	9 years
Clarke	Congregational	4 years

(Continued)

INDUSTRIALISTS ON THE SCHOOL BOARD

<u>Name</u>	<u>Industry</u>	<u>Length of Service</u>
Shaw	Foundry Owner	7 years
Pigott	Linen Manufacturer	15 years
Richardson	Linen Manufacturer	4 years
E. Wood	Glass Manufacturer	8 years
Inns	Foundry Owner	12 years
S. Chappell	Boot Manufacturer	6 years
Drake	Director	2 years

TEACHERS ON THE SCHOOL BOARD

<u>Name</u>		<u>Length of Service</u>
Hanlon	Roman Catholic School	3 years
Clegg	Private Adventure School	3 years

METEORIC MEMBERS

<u>Name</u>	<u>Occupation</u>	<u>Length of Service</u>
Bustard	Carpenter	6 months
Buer	Shopkeeper	1 year
Ledgar	Tallow Chandler	1 year
Wilkinson	Innkeeper	6 months
Bourne	Businessman	6 months
Birtles	Chairman of Co-operative Education Society	
Dutton	Temperance Agent	1 year

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(Continued)

WORKING-CLASS MEN ON THE BOARD

<u>Name</u>	<u>Occupation</u>	<u>Length of Service</u>
Casey	Miners' Agent	6 years
Hague	Piano dealer	3 years
Butcher	Foundry worker	3 years
Butler	Cabinet-maker	15 years
A. Chappell	Foundry-worker	12 years
Bridge	Brewer's Manager	3 years
Guest	Grocer	3 years
Waddington	Rag-Merchant	3 years
Parrott	Miners' Agent	3 years
Irving	Picture-Framer	3 years
Brown	Outfitter	5 years
Rushforth	Plumber (Master)	3 years
W. Wood	Journalist	8 years
Chapman	Inn-keeper	8 years
Marshall	Draper	3 years
Hirst	Butcher	8 years
Hatch	Publican	6 years
Allen	Clockmaker	6 years

APPENDIX XVI

Tonic Solfa: J. Spencer Curwen in Barnsley.

(Taken from the Barnsley Chronicle, 6th March, 1897.)

A numerous company consisting mainly of schoolteachers, . . . assembled in the Arcade . . . by invitation of J. S. Curwen who visited Barnsley for the purpose of giving a demonstration of the higher developments of the tonic solfa system. More than 50 years ago, his father . . . set to work to evolve a system by which the enjoyment of music could be brought within the reach of children. He aimed at enabling them to read music as well as they could the newspaper . . . Proceeding with his demonstration of the system and its possibilities, Mr. Curwen tested a class of boys and girls from Eldon Street Board schools in sight-singing, first from a modulator, then from manual signs. They followed him very readily, both in unison and two part harmony, notwithstanding the introduction of many awkward intervals and some rapid changes of key. Musical dictation followed. Mr. Curwen played short phrases on the piano and the children echoed what he had played, giving them their solfa names. Afterwards, a few children wrote the passages on the blackboard. After some comments on key relationship, Mr. Curwen took a few of the children and gave them a short lesson (in the presence of the audience) illustrative of the bearing of solfa training upon staff notation. He showed how easily the transition is made from the one to the other and how solfa habits of thought, the syllables and pulse marks, help to a firm understanding of the old notation. In all these experiments, the children acquitted themselves admirably.

(Continued)

. . . To show the further capabilities of the system, Mr. Curwen subjected a boy to a number of severe tests provided by J. Biltcliffe, A.R.C.O., organist of St. George's church. These included the writing on the black-board of a difficult chromatic melody and also the four parts of a single chant (played on the piano by the organist) - the harmonisation of a given melody, then of a bass part, in both tonic solfa and staff notation, the boy himself afterwards playing them on the piano, not in the original key but in several different keys.

APPENDIX XVII(a)CENTRAL HIGHER GRADE SCHOOL, BARNSELY.STAFF

Principal - MR. JNO. MATTHEWS ENGLAND, M.A. (Cantab.).

Mr. England is a Master of Arts of the University of Cambridge. He is a Trained Teacher, fully Certificated by the Education Department (1st Class), and the Science and Art Department.

Mr. England served his apprenticeship at Park Road Board School, as one of the Barnsley School Board's first Pupil Teachers. His experience has been gained at Manchester Technical, Macclesfield, Bedford Grammar School, and Disbury. During the last four years, 10 of Mr. England's scholars at Barnsley Eldon Street School have won Town Council Scholarships.

MR. JAMES TATTERSALL.

Mr. Tattersall is a Trained (Chester Training College) Teacher, fully Certificated by the Education Department, and holds Certificates from the Science and Art Department in Sound, Light and Heat, Physiology, Physiography, Magnetism, and Electricity, and is highly qualified in French. His experience has been obtained in large excellent Schools in ^{the} Manchester district and Bolton. He has been very successful in preparing Boys for Scholarships.

MR. REGINALD BALDWIN, B.A. (London)

Mr. Reginald Baldwin is a Bachelor of Arts of London University. He obtained the Lycett Scholarship at Wesley College, Sheffield, 3 years, value £40 per year, and won a Yorkshire County Scholarship at Firth College, Sheffield, of £60 per year, for 3 years. He holds 20 Certificates, Science and Art, etc., and has had considerable experience in Secondary School Work. He obtained his degree in 1897. He is a good French Scholar, and possesses splendid Testimonials.

MISS ETHEL HOPTON.

Miss E. Hopton is a trained (Ripon Training College) Teacher, fully Certificated by the Education Department. She also holds Certificates from the Science and Art Department, viz: the Full D. (Teachers' Certificate), 1st Class Chemistry, Botany. In addition to these the Tonic Sol-Fa Elementary and Intermediate Certificates, and a 1st Class Certificate in Musical Drill. Miss Hopton had sole charge of the Temporary Girls' School (Salem School-room, Castlereagh Street), and is an experienced teacher.

MISS ETHEL KITCHING.

Miss Ethel Kitching possesses a First-Class Certificate in every one of the following:- London Matriculation, Government Certificate (1st Year's Papers); College of Preceptors; (Science and Art Department), Freehand, Model, and Geometry, Mechanics, Physics, Physiology, and Chemistry. She is highly qualified in French.

MISS MARIAN LOUISA BULLOCK.

Miss Bullock is fully Certificated by the Education Department. She holds the D (Teachers' Drawing) Certificate of the Science and Art Department. Also, 1st Class Certificates for Musical Drill and Kindergarten. Tonic Solfa, Elementary and Intermediate Certificates. Miss Bullock is an experienced teacher.

Leonard Chappell (Candidate)
County Council Exhibitioner.

APPENDIX XVII(b)CENTRAL HIGHER GRADE SCHOOL, BARNESLEY.CURRICULUM (Taken from Prospectus.
1898.)

- I. RELIGIOUS INSTRUCTION is carefully imparted, and, in accordance with the Education Acts, is of a strictly undenominational character.
- II. ELEMENTARY SUBJECTS.
- (1) Reading
 - (2) Writing
 - (3) Arithmetic
 - (4) English Composition and Letter Writing
 - (5) Recitation
 - (6) English History
 - (7) Geography
 - (8) Civil Service Style of Writing.

Great care is taken throughout the School to give the Scholars thorough instruction in Reading, Writing, Arithmetic, and other subjects. Parents using the School for their Children have the guarantee by Government Inspection, which is extended to other branches of the work of the School, that these essentials to a sound education will receive adequate attention.

COMMERCIAL ARITHMETIC is made a strong feature.

ACCURACY OF SPEECH is carefully cultivated, and as a means to this end a special point is made of RECITATION.

- III. CLASS SUBJECTS.
- (1) ENGLISH GRAMMAR
 - (2) ELEMENTARY SCIENCE (Chemistry)

Both these important subjects will be taught throughout the School.

Elementary Science will be taken in a well-equipped Chemical Laboratory and Demonstrating Room, copiously illustrated by experiments, with a good supply of Apparatus, under a special scheme sanctioned by H.M.I., W. P. Turnbull, Esq.

(Continued)

IV. SPECIFIC SUBJECTS.

- (1) FRENCH
- (2) COOKERY.

French will be taught by the Gouin Method, the best and most natural way of acquiring a Language.

Cookery is taught throughout the School to the Girls by Miss E. H. Martin (from the Yorkshire Ladies' Council of Education.) The new Cookery Centre in the upper part of the building is replete with every Fitting, Apparatus, etc., for efficient instruction in Cookery.

V. DRAWING.

- (1) STANDARD DRAWING. Including Freehand, Drawing to Scale, Model, Plain and Solid Geometry.
- (2) FREEHAND DRAWING OF ORNAMENT.
- (3) MODEL DRAWING (Advanced).
- (4) WATER COLOURS (Sepia, etc.), and Crayon Drawing.

Drawing as the basis of Instruction in most of the Industrial Arts and Crafts is taught with particular care.

VI. MANUAL INSTRUCTION.

Manual Instruction is taught with much care to all the Boys. The Board have just erected a new Woodwork Centre adjacent to the Higher Grade School, and it is fully used. The Manual Instruction (Woodwork) is connected with and based on the practical Drawing taught at the Centre. The Centre is under the charge of Mr. F. Martin (Certified by the City and Guilds of London Institute), assisted by Mr. F. Garner.

VII. MATHEMATICS.

- (1) Arithmetic.
- (2) Algebra.
- (3) Mensuration.

VIII. MUSIC. Singing (Tonic Sol-Fa) and Musical Drill.

- IX. PHYSICAL EXERCISES. Including Indian Club, Dumb-bell, and Wand Drills are taken throughout the School.

X. NEEDLEWORK AND CUTTING-OUT FOR GIRLS.

- XI. LANGUAGE. French is taken throughout the School by the Staff, who have made a special study of the Gouin Method.

ADVANCED CLASS. - This Class is formed from Ex-Standard Scholars, who receive instruction in ADVANCED DRAWING, SCIENCE, MATHEMATICS, LITERATURE, etc., in addition to the usual English subjects.

VACATIONS: One week at Easter, one week at Whitsuntide, three weeks in Summer, and two weeks at Christmas.

APPENDIX XVIII

Gentlemen,

FIRE PRECAUTIONS

As requested by the Chairman of the Board . . . I beg to report on the means of exit in case of fire.

- 1st. The doors used by the children should be swing doors, but exit doors open inwards only and constitute a real danger in the event of a panic.
- 2nd. The Cookery Room is the most unsatisfactory place encumbered as it is with desks, large tables and cupboards helping to make progress both tedious and difficult. This might easily be done away with by putting a doorway in the wall of the Chemical Laboratory.
- 3rd. The caretaker reports that the Woodwork stores have no guard.
I would beg to recommend that the fireguards used at the Arcade be adapted for the Woodwork Department which should have another door - it has one door only.
- 4th. In case of fire the majority of the taps in this school would be useless owing to the inability to fill a bucket from them. They are too close to the basin. It is very desirable that a length of garden-hose be purchased.

The children have been drilled to leave rooms quickly . . .

Leaving drill, with your permission, will be taken once every three months.

J. M. ENGLAND.

APPENDIX XIXAN ACCOUNT OF A SCHOOL JOURNEY TAKEN BY THE UPPER CLASSBOYS OF THE CENTRAL SCHOOL

14th September, 1899.

Central School,

September, 1899.

On Thursday last, September 14th, the Top Class of Boys made a School Journey, the objective being the exploration of the upper reaches of the Dove, and the tracing of its course into the Dearne, at Darfield.

Incidentally, we were able to examine Wentworth Castle, locally known as Stainborough Hall, with its wealth of Tapestries, and Cabinets, and a remarkably fine collection of Portraits.

We started off from School as soon as the registers were marked, and proceeded to the Park, where we purposed ascending the Tower, to have a glimpse of the country we were to explore.

We were able to notice, with a little more thought than usual, how prettily the park is laid out, what lovely little nooks there are, with their shady seats, and what a wealth of flowers and plants the parterres held.

From the top of the Locke Park Tower we had a remarkably fine view.

We were able to trace the course of the Dove to its source at Thurgoland, and we saw the Penistone Moorlands beyond. In another direction we saw much of the Valley of the Dearne open to our view. Below us we saw the district we wished to explore, and we were not surprised to learn that

(Continued)

when our Queen, then Princess Victoria, visited Barnsley, she stopped her carriage at Bank Top so that she might admire the fine view. Even to-day, dotted as it is with huge Industries it is grand, but then, the range of richly wooded hill and vale with Wentworth Castle standing out above the Reservoir, it would be infinitely grander.

After our geography lesson we learned the history of our Public Park. We got to know that Locke was a famous engineer, a contemporary of George Stephenson, and that the Park itself was originally a racecourse.

As we descended the hill toward the River Dove, we were interested to learn the French names of the familiar trees, flowers, animals, and objects en route.

On arriving at the river, we were fortunate in coming across an artist who had just completed a painting of the identical rustic bridge by which we were going to cross.

Ascending the hill again, our Headmaster entertained us with a description of the Wentworths, whose castle we were to see. We heard of the famous Strafford who was beheaded, and of the Wentworth who was Governor of Calais.

The approach to the Castle is very pretty, herds of fallow deer and the famous 'Jacobs Flock' of sheep, were grazing in the Park.

By an ornamental bridge we crossed the Serpentine, and then climbed the hill to the Castle itself.

(Continued)

We had another fine view from here. We interviewed the 'concierge' at the House, and were allowed to inspect the Castle under her able guidance.

The boys were interested in her account of the portraits and other objects of interest that were pointed out, and we had a very instructive three-quarters of an hour.

As we entered we saw portraits of the Wentworth who was Queen Anne's Ambassador, and of the three Kings, of Poland, Prussia, and Denmark, who had been entertained there together.

The pictures on the ceiling were very fine, the panelling, showing the 4 seasons. The antique chairs, and cabinets of every sort and nationality, were truly wonderful, a particularly interesting object was a copper chest, formerly owned by Mary Queen of Scots. Cabinets Florentine, Dutch, Indian, and the Tapestries in the three State Rooms were perhaps the most remarkable among others.

Statues of the 4 seasons, after Flaxman, and the Statuary which was given by Queen Anne, of Apollo Belvedere, Bacchus, an Egyptian Priestess, and carving by Grinling Gibbons, were shown to us. The Picture Gallery is 180 ft. long, 34 ft. wide and 30 ft. high. Among the most famous pictures, which include works of Rubens, Van Dyck, Holbein, Lely, etc. may be mentioned Charles I and his Wife, David with Goliath's Head, the famous Earl of Strafford, The Holy Family, Charles II, Peter the Great, Queen Anne, Sir Philip Sidney, Cleopatra's Death, Mary Queen of Scots, Lord Canning known as Clemency Canning, and many others of historical interest.

We left the Castle at four, and reached the school again in time for dismissal, after having spent a most interesting and instructive, and we must not forget to say, enjoyable afternoon.

APPENDIX XXCENTRAL HIGHER GRADE SCHOOLRecords of Visits of Inspectors

(Taken from log-book)

1898. Nov. 3rd & 4th. School examined today by Messrs. Morgan and Smith.
1899. July 17th. Mr. Bramwell commenced examining the classes at the Woodwork Centre.
- Aug. 2nd. W. P. Turnbull, Esq., H.M.I., inspected the scholars.
- Nov. 9th. Mr. Taylor, H.M. Sub.-Inspector.
1900. June 27th. H.M.I. Mr. Turnbull inspected the work of Standards V and VI (Girls) Standard VII (Boys).
- Oct. 3rd. Chief H.M.I. Mr. B. S. Cornish.
- " 11th. Sub-Inspector Mr. Walker (Drawing)
1901. May 7th. B. S. Cornish, Esq., H.M.I. visited the school. Also F. K. Pullinger, Esq., Science and Art Inspector.
- This is the first visit since the school was recognised under the Minute as a Higher Elementary School.
- May 20th. F. K. Pullinger, Esq., accompanied) Inspectors
by G. A. Baxandall, Esq., visited) Science and
the school to inspect the work.) Art Department.
- June 12th. Mr. Neville - Inspector and Examiner of Woodwork Classes, visited the school.
- Sept. 25th. Messrs. Pullinger, Wynn Williams and Chief H.M.I. Mr. Cornish, visited today and also interviewed the School Board.
- Oct. 1st. Messrs. Cornish and Wynn Williams visited.
- Nov. 13th. H.M.I. Mr. B. S. Cornish visited.

(Continued)

- Dec. 18th. H.M.I. Mr. Cornish and Mr. Pullinger visited. Timetable brought back with suggestions re. hours of Science to be allowed viz:
 $\frac{3}{4}$ or 1 hour sufficient on Timetable for French and Needlework.
 2 hours sufficient on Timetable for Science.
 Less time might be taken for English and more time for Mathematics.
1902. March 10th. Messrs. Cornish and Pullinger visited.
- July 9th, 10th and 11th. Visits by Mr. Neville, Woodwork Inspector.
- Sept. 23rd. H.M.I.'s Messrs. Baxandall, Cornish and Capers visited.
- Oct. 28th. School visited by Miss Sproule (Cookery Inspectress) accompanied by Miss Caper.
- Oct. 30th. School visited by H.M.I. Mr. Cornish.
- " 31st. The "Promotion" papers and "admission" papers examined by H.M.I.'s Mr. Cornish and Mr. Baxandall.
- Nov. 14th. H.M.I. Mr. Baxandall visited.
1903. Feb. 2nd. H.M.I.'s Mr. Cornish and Mr. Baxandall visited.
- Mar. 4th. H.M.I. Mr. Baxandall and Mr. A. T. Page, Assistant H.M.I. visited.
- Sept. 11th. H.M.I. Mr. Baxandall.
- " 24th. H.M.I. Mr. Turner)
 " Mr. Baxandall) visited the school.
 " Mr. Cornish)
1904. Feb. 1st. The Barnsley Education Committee visited the school this morning to see the progress of work.
- April 1st. On this date the Education Committee withdrew the school from earning grants under the Higher Elementary Minute. The School is now a Higher Standard School.

APPENDIX XXI.BARNSELEY CENTRAL SCHOOLLog-Book Entries of H.M. Inspectors' Suggestions
for improvements and Changes in Curriculum.

1899 Aug. 2nd. Mr. Turnbull suggested that

- (1) Occasional practice in print characters be taken.
- (2) That occasional tests in Arithmetic be given thus -
10 sums to be worked in 1 hour, working against time.
- (3) Less time to be spent in ruling and red ink.
- (4) When in Reading Lesson difficulty in phrasing
occurs, the teacher must write it out on the
blackboard and gather the children together.
This prevents a slovenly style obtaining hold.

1900 Oct. 3rd. H.M.I. Mr. Cornish suggests

- (1) Books on design for all standards.
- (2) Light and shade for upper classes.
- (3) Disuse of squared paper.

1901 Dec. 18th.

Three-quarters or one hour sufficient on Timetable
for French and Needlework. Two hours sufficient
for Science.

Less time to be taken for English and more time for Mathematics.

First year's Science Work should be mainly Laboratory
Practical work.

Timetable (Science) should record whether
Practical or Theoretical work.

1902 Sept. 23rd.

1. Entrance Examination, Oct. 11th. Have questions printed.
Subjects. Reading, Writing, Arithmetic and either History,
Geography or English paper.

2. In "Promotion of Scholars Examination", Mr. Baxandall
suggested separate exercise in Composition.

The Examination should be held the last week but one in
October, be over by October 25th and the papers revised by
H.M.I.s the last week of the school-year.

The Examination to be conducted in the first instance by the
Principal assisted by the staff.

(Continued)

3. Any deviation in the Timetable to be reported to H.M.I.s at once.
 4. --
 5. N.B. Practice and Bills of parcels - leave out of Mathematics syllabus.
 6. In first year Mathematics introduce Decimals, Percentages, and Mensuration.
 7. Woodwork and Cookery may be dropped in first year. This will ease the load of subjects for beginners and give more time to French and Geography etc.
 8. Drop Euclid and make more of Measurements, Calculations, Experimental Geometry. Use the Metric-System side by side with Lineal dimension.
 9. Reading at home advocated, especially in fourth year.
H.M.I. Cornish advocated (a) Lambs Tales from Shakespeare.
(b) Robinson Crusoe.
(c) Kidnapped - Treasure Island.
(d) Tom Brown's Schooldays.
(e) Westward Hoe.
- School library advocated.
Timetable must signify whether Science is (a) theory or
(b) practical.
11. Simultaneous equations must be taken up to third year but not to fourth year. Introduce Trigonometry in fourth year.
 12. Too much time spent on English which is somewhat beyond the children. More time to be given to French which might be taken in first year.
 13. Overhaul the Geography syllabus. Leave the study of the British Isles until after first year.
 14. Dressmaking to be taken in fourth year instead of Needlework but can be classified as such.

APPENDIX XXIIREGULATIONS FOR HIGHER ELEMENTARY SCHOOLS, 1902. Art. 110 (6)

1. 10 classrooms to accommodate 300 children. Four to have an area of 480 sq. ft.
2. School desks, 2 ft. long to be arranged in pairs with intervals of 2 inches and gangways of 2 feet.
3. Provision to be made for suitable laboratories. Laboratory accommodation must be sufficient to provide at one time for the largest class in the school. There should generally be one laboratory for chemistry and one for physics with 30 ft. of floor space for each scholar:
Laboratories must be fitted with suitable tables and properly supplied with gas and water.
Sinks, cupboards and fume-closets are necessary for chemistry laboratories.
4. There must be
 - (a) at least one lecture-room fitted with a demonstration table and having an area of about 750 sq. ft.
 - (b) a small preparation-room fitted with bench, sink-cupboard and shelves and gas.
5. Provision to be made for a drawing classroom for advanced work, providing an area of 30 sq. ft. per scholar.
6. Provision to be made for special rooms for cookery, laundrywork and manual instruction in accordance with Schedule VII of the Code.
7. The School may be planned with a Central Hall 50' x 25' but no class (other than drawing) may be recognised in such a hall. As an alternative the hall might be adapted for use as a gymnasium when occasion requires. Such a gymnasium should have a floor-space of 1,800 sq. ft. It should not be adjacent to the laboratories.

APPENDIX XXXIIIReport for the year ending October, 1901

The discipline is fair and fairly satisfactory work has been done. The intelligence and quality of the instruction however, regarded from the standpoint of a Higher Elementary School, leave something to be desired and the arrangements for planning and supervising the work, for the correction of written work in Exercise books and for admitting, promoting and testing the children, are not satisfactory. It should be borne in mind that, so far as the work in Science is concerned, the knowledge which each scholar derives should be mainly the result of observation from experiments made by the scholar. We were informed on the occasion of our last visit that only a few scholars had done any experimental work. Further, we are of opinion that the Oral Instruction in Science has been of too advanced a character.

It is essential that the equipment of the laboratories should be improved, the scheme of work in Science so remodelled as to admit of and include more individual work of an experimental nature.

The Average Attendance must not again be allowed to exceed 300.

The Inspectors are unable to report favourably either on the thoroughness and intelligence with which the instruction is given, or on the sufficiency and suitability of the Staff. A marked improvement will be expected next year.

(Continued)

The arrangements for the admission of scholars have not been satisfactory. A proper examination must be held in future and care taken not to admit any scholars who are not clearly qualified to benefit from the instruction. The scholars must take the first year's Course unless under exceptional circumstances. An endeavour should be made to obtain from the parents of scholars, an undertaking to keep their children at the Higher Elementary School at least three years.

APPENDIX XXIV

Results of the Examination taken at the end of the school-year 1901, in order to ascertain the children's fitness to remain in a Higher Elementary School.

'Promotion Examination'

Year	Boys	Girls	Totals	
1st	21	16	37	)
2nd	5	7	12	)
3rd	-	2	2	)
Totals	26	25	51	

Unfit to
remain

126 boys and 151 girls = 277 were examined.

Year	Boys	Girls	Totals	
1st	13	11	24	)
2nd	5	-	5	)
3rd	2	3	5	)
Totals	20	14	34	

To remain in
the same class
another year.

Out of the 51 unfit to remain, 11 were intending to leave school to go to work. Notes of withdrawal were given to the remaining 40 who will attend the ordinary elementary schools.

APPENDIX XXVTERMS OF REMUNERATION FOR TEACHERS OF EVENING CLASSESSESSION 1894-1895

<u>Teacher</u>	<u>Subject</u>	<u>Terms of Remuneration</u>
G. Sturdy	Book-keeping Shorthand	£20 per session
W. Allanack	Physiography	£5 per session, plus half the grant earned by each class on the result of the Science and Art Department's examination.
T. Tate	Botany Physiology Hygiene	£25 per session plus travelling expenses.
H. Hardy	French	A guaranteed salary of £10 per session but if the fees of pupils and the grants from the County Council exceed that amount the difference to be paid until the sum reaches £15. Any excess to go to defray the expenses of maintaining the class. Any remainder after such expenses are met are to be paid to the teacher.
T. Parkes	Chemistry Practical) Chemistry)	7/6 per hour for lectures. 10/6 per evening.
W. Renshaw	Singing Music Drill	10/- per week for three nights.
Miss L. Lodge	3 R's	8/6 per week)
T. Butler	Geography	£25 per session)
Headmaster	3 R's etc.	)
E. Kitching	French (elementary)	2/6 per session)
F. Martin	Woodwork	£20 per session
C. Barham	Lantern Operator	3/- per lecture
P. Barbier	Modern Languages	21/- per night inclusive of travelling expenses.

STATISTICAL TABLES.

TABLE IPOPULATION OF BARNSELEY 1751 - 1871

YEAR	POPULATION
1751	1,765
1761	2,035
1771	2,346
1781	2,704
1791	3,119
1801	3,606
1811	5,014
1821	8,284
1831	10,330
1841	12,310
1851	14,914
1861	17,659
1871	23,021

Statistics recorded for the period
1801 - 1871 are taken from Census
records.

TABLE II

Churches and Chapels erected in Barnsley before 1870

Denomination	Name	Date	Cost	Accommodation	Benefactors
<u>Anglican</u>	Chapel of St. Mary ¹	1400		400	Million Pounds Scheme
	St. Mary's church	1820	£12,000	1,050	
	St. George's church	1821	6,500	600	
	St. John's church	1857	3,300	400	
<u>Nonconformist</u>					
Independent	Sheffield Road	1779			£1,000 Thomas Cope Director of Barnsley Bank Chairman of Gas Company
Wesleyan	Westgate Street	1791			
"	Doncaster Road	1835			
"	Pitt Street	1846	5,000	800	
"	Heelis Street	1870			John Batty, owner of meal mills. Amount unspecified
New Connexion	New Street	1806		700	
Primitive	Westgate Street	1823	500		
"	Buckley Street	1869			
United Free	Blucher Street ²	1858			

1. One of the four chapelries in the Parish of Silkstone.
2. Probably purchased from the Congregationalists.

continued overleaf

TABLE II continued

Denomination	Name	Date	Cost	Accommodation	Benefactors
Congregational	Blucher Street Regent Street	1825 1857	£6,000	800	£3,000 John Shaw, Quarry owner £ 250 William Shaw Dealer in ironware
Baptist	Britannia Street	1850	2,100	600	£1,000 John Wood Owner of a glass factory.
"	Church Street	1865			
Quaker	Cockram Road ¹	1815			
Roman Catholic	Holyrood Church	1832		600	John Locke. Amount unspecified.

1. There is no record of a Quaker Meeting House in Central Records before 1900. (On the authority of the Secretary of the Friends' Educational Council. Private communication dated 15th July, 1968) This means, probably, that Quaker influence in Barnsley was not strong. Of course, the whole area would be overshadowed from 1779, by Ackworth school where Quakers concentrated their efforts, even on a national scale.

TABLE IIIa.Evidence of Irreligion in England and Wales

(Information extracted from the Census of Religious
Worship, 1851.)

Population of England and Wales: 17,927,609.

Estimated number of church attendants on 30th March, 1851. =

7,261,032 (p. clii)

(1) Thus, out of a population of nearly 18 million, only 7 million people went to church.

(2) Figures showing the proportion per cent which the occupied sittings bore to the total number of sittings provided by the various religious bodies.

(Table M. p.ccxcix)

Denomination	Total *
Church of England	33.2
Wesleyan Methodists	35.6
New Connexion	34.0
Primitive Methodist	41.2
Wesleyan Association	31.7
Wesleyan Reform	45.0
Congregational	37.9
Baptist	35.9
Quaker	7.9
Roman Catholic	68.7

P.T.O.

* It is difficult to discover exactly how many people went to church on the day of the Census since the figures only state how many people attended each service. It is also possible that some of these people attended more than one service. Horace Mann has used a method of estimation based on the assumption that half of those who attended service in the afternoon had not been present in the morning and that a third of those who attended service in the evening had not been present at either of the previous services. It is, of course, impossible to verify the validity of this assumption.

- (3) Estimated total number of Church of England worshippers = 3,773,474
which is 52% of the estimated total number of church attendants.
In other words, the proportion of Church of England worshippers
to non Church of England worshippers was 52 to 48.
- (4) The proportion of Worshippers to sittings in the Church of England
was 33.2%.
- (5) The proportion of Worshippers to sittings in the next two largest
groups, namely:
- (a) The Congregationalists, was 37.9%
 - (b) The Wesleyans, was 35.5% (Weighted)
- (6) Thus, in three quarters of the country's places of worship,
two seats out of every three were vacant.

TABLE IIb)Census of Religious Worship 1851 (p103)Barnsley TownshipPopulation 34,980.*number of*Church Accommodation and Attendants

Religious Denominations	Sittings	Attendants on March 30th (Including Sunday Scholars)		
		Morning	Afternoon	Evening
Church of England	9,014	2,621	2,214	58
Independents	377	305	12	183
Baptists	390	235	30	130
Society of Friends	300	31	-	21
Wesleyan Methodists	2,993	815	921	966
New Connexionists	1,408	458	389	560
Primitive Methodists	1,569	376	724	548
Wesleyan Association	870	477	50	333
Wesleyan Reformers	130	19	310	274
Roman Catholics	500	372	-	25
Total	17,551	5,709	4,650	3,098

TABLE IV

WESLEYAN METHODIST SUNDAY SCHOOLS
(Taken from R.M.E.C.)

Date of Establishment	Number of Schools
Before 1801	161
1801 - 1811	415
1811 - 1821	810
1821 - 1831	783
1831 - 1841	903
1841 - 1851	924
Not stated.	130

<u>Figures showing rate of progress</u> *			
Year	Schools	Scholars	Teachers
1843	3,797	401,383	
1844	3,940	417,010	
1849	4,300	456,298	83,482
1854	4,058	395,962	71,663
1857	4,166	437,814	76,517
1858	4,234	446,191	79,887
1859	4,347	456,972	82,713
1860	4,436	474,902	85,531
1861	4,617	494,489	89,418
1862	4,731	506,829	89,909
1863	4,823	527,313	91,922
1864	4,895	532,519	91,278
1865	4,986	537,311	98,401
1866	5,057	543,067	98,147
1867	5,137	556,502	100,001
1868	5,240	582,020	102,718
1869	5,328	601,801	103,441
1870	5,443	662,589	105,592

* Figures for years 1843 - 1854 are necessarily uneven as great difficulty was experienced in collecting returns.
(Report 1841, Appendix II p32)

TABLE V

- a) Showing the number of Sunday schools in the Barnsley District in 1851 and the number of scholars attending them. (Taken from the Census 1851 p182) Population 34,980.

Denomination	Number of Schools	Number of children on roll		
		Male	Female	Total
Church of England	20	841	840	1,681
Congregational	2	237	209	446
Wesleyan Methodist	16	865	859	1,724
New Connexion	6	414	438	852
Primitive Methodist	1	112	124	236
Wesleyan Association	4	352	301	653
<u>Baptist</u>	1	100	100	<u>200</u>
Roman Catholic	1	100	100	200
Total	51	2,971	2,921	5,892

- b) Showing the dominance of Nonconformist Sunday schools over Anglican Sunday schools in the Barnsley area.

Denomination	Number of Schools	Number of Scholars
Nonconformist	30	4,111
Anglican	20	1,681

TABLE VI

a) Figures showing the progress made by the Baptist Sunday Schools in Barnsley. (Taken from the Baptist Records)

Date	Number of Children	Number of Teachers
1856	140	25
1857	200	32
1863	280	40
1864	300	32
1865	320	36
1866	329	54
1869	300	40
1870	340	37

b) Figures relating to Barnsley Sunday Schools 1870
(Taken from the Barnsley Chronicle, 28th December, 1871)

Nonconformist

Chapel	Number of Children	Number of Teachers
Wesleyan (Pitt Street)	230	33
" (Doncaster Road)	212	30
New Connexion	250	51
Primitive (Westgate Street)	250	25
" (Buckley Street)	170	32
United Free Methodist	475	66
Congregational	363	42
Baptist	340	37
Total	2,290	316

Anglican

Church	Number of Children	Number of Teachers
St. Mary's	320	40
St. George's	729	46
St. John's	320	58
Total	1,369	144

~~W~~ Borough

TABLE VIIa)

Showing the number of Sunday Schools in connection with the various denominations.

(Taken from the Census, 1851, pLXXVII)

Denomination	Number of Schools	Number of Scholars
Church of England	10,427	935,892
Congregational	2,590	343,478
Baptist	1,767	186,510
Society of Friends	35	3,212
Wesleyan Methodist	4,216	429,727
New Connexion	227	37,943
Primitive Methodist	1,113	98,294
Bible Christians	221	13,812
Wesleyan Association	311	43,661
Independent Methodist	24	3,902
Wesleyan Reform	141	16,561
Calvinist Methodist	962	112,740
Lady Huntingdon's Connexion	53	7,987
New Church	27	3,484
Brethren	15	638
Undefined Congregation	542	63,334
Roman Catholic	232	33,254
Catholic & Apostolic Church	1	47
Latter Day Saints	23	984
Total	22,927	2,335,460
Church of England Total	10,427	935,892
Nonconformist Total	12,500	1,399,568
Figures for Church of Scotland omitted. 377 Sunday Schools sent in no returns.		

TABLE VIIb)

Showing the progress of Sunday Schools

(Taken from the Census, 1851 pLXXVII)

Denomination	Total No. of schools 1851	Periods during which schools were established						
		Before 1801	1801 1811	1811 1821	1821 1831	1831 1841	1841 1851	Not stated
Church of England	10,427	986	843	1325	1452	2291	2459	1071
Congregational	2,590	273	378	471	403	452	514	99
Baptist	1,767	111	210	329	307	358	396	54
Wesleyan Methodist	4,126	161	415	810	783	903	924	130
New Connexion	227	17	16	39	45	72	38	-
Primitive Methodist	1,113	2	4	14	139	361	542	-
Bible Christians	221	1	1	3	16	85	115	-
Wesleyan Association	311	5	8	13	25	152	86	22
Calvinistic Methodist	962	180	214	173	130	135	121	9
Roman Catholic	232	6	7	21	22	55	106	15
Other Denominations	1,161	92	74	124	125	167	439	140
Total No. of Schools	23,137	1,836	2,170	3,322	3,447	5,031	5,740	1,591

TABLE VIII

(Taken from the Report of the Newcastle Commission 1861,
Vol. I p55)

	Centesimal Proportion of Scholars educated at respective Religious Denominations in:	
	Week Day Schools	Sunday Schools
Church of England	76.2	45.8
British	9.7	-
Roman Catholic	5.52	1.5
Wesleyan Methodist	3.91	19.0
New Connexion	.1	2.2
Primitive Methodist	.09	5.7
United Free Methodist	.08	2.6
Congregational	2.1	11.2
Baptist	.7	6.7
Quaker	.2	-
Total number of weekday scholars and Sunday scholars respectively, on which the above proportions are founded: 1,553,212 and 2,388,397.		

TABLE IX

a) Summary of grants paid by the Committee of Council in aid of the erection and improvement of school buildings.

(Taken from the Annual Reports of the Catholic Poor Schools Committee.)

Denomination	1850	1851	1852
Church of England	£20,224 0 9	£22,144 11 9	£34,700 11 5
British and Wesleyan	£ 1,548 0 0	£ 3,422 11 10	£ 2,979 11 11
Roman Catholic	£ 52 10 6	£ 1,696 0 0	£ 523 15 0

b) Building and Maintenance Grants

Denomination	1839 - 1852
Church of England	£715,135 17 11 $\frac{3}{4}$
British	£ 93,421 2 6
Wesleyan	£ 34,826 13 6 $\frac{3}{4}$
Roman Catholic	£ 14,583 7 1 $\frac{1}{2}$

TABLE X

Figures showing the relative positions of day-school provision of the various denominations 1801 to 1851

(Taken from the Minutes of the Committee of Council in Education 1851)

Schools	C. of E.	British	Congregational	<u>Wesleyan</u>	R. C.
Before 1801	709	16	8	7	10
1801 - 1811	350	28	9	4	10
1811 - 1821	756	77	12	17	14
1821 - 1831	897	45	21	17	28
1831 - 1841	2,002	191	95	62	69
1841 - 1851	3,448	449	269	239	166
Not stated	409	46	17	17	14
Total	8,571	852	431	<u>363*</u>	311

To the above must be added 331 schools of other denominations, 131 of which were Baptist schools. (Census 1851, pLV)

* 46 of these were established in existing Sunday Schools, as at Barnsley. (See page 63)

TABLE XI

Contributions of the Barnsley Circuit towards the sum of £20,000 for the establishment of Wesleyan Day Schools

(Taken from the Annual Reports of the Wesleyan Education Committee 1845 - 1870)

Year	Collections			Subscriptions			Total		
	£	s.	d.	£	s.	d.	£	s.	d.
1845	12	3	8	118	10	0	130	13	8
1850	11	13	7	1	5	0	12	18	7
1853	11	18	9	-			11	18	9
1854	12	4	6	12	6		12	17	0
1855	9	16	8	-			9	16	8
1856	13	12	0	5	0		13	17	0
1857	16	3	0	5	0		16	8	0
1858	11	5	0	5	0		11	10	0
1860	11	18	6	5	0		12	3	6
1861	13	0	8	5	0		13	5	8
1862	13	5	0	5	0		13	10	0
1863	14	13	8	5	0		14	18	8
1864	13	16	0	5	0		14	1	0
1865	14	0	0	5	0		14	5	0
1866	17	11	0	5	0		17	16	0
1867	17	13	0	5	0		17	18	0
1868	15	5	0	5	0		15	10	0
1869	15	17	0	5	0		16	2	0
1870	15	5	0	-			15	5	0
Total	261	2	0	123	12	6	384	14	6

Of the 33 Wesleyans who subscribed in 1845, only T. Cope (Draper) and H. Richardson (Linen-manufacturer) appear to have been men of substantial means. Each gave £20. Between 1856 and 1869, the only subscriber was H. Pigott, a draper in partnership with another.

TABLE XII

Table showing a) how money was raised for the building of elementary schools in Barnsley before 1870

b) that local subscriptions and collections were, by far, the main source of finance

School	Year	Cost of Building	Committee of Council	Local Sources	National Society	Diocesan Board
Pitt Street	1813	£1,500 0 0	£472 5 0	£ 800 0 0	-	-
York Street	1840	1,050 0 0	140 8 2	164 4 0	£325 15 45	£15
St. Augustine's	1867	860 17 8	177 15 0	623 2 8	45	15
St. Mary's	1843	800 0 0	118 0 0	?	155	-
	1866*	2,838 14 6	354 5 0	2,354 9 0	100	30
St. John's						
Joseph Street	1847	560 0 0	260 0 0	111 0 0	160	-
Baker Street	1857	180 0 0	-	?	-	-
Holyrood	1832	2.			C.P.S.C.+	
	1848				145	
	1859	3,500 0 0	360 3 4		120	
Wesleyan	1843	889 0 0	111 0 0	130 13 8†		

* Local philanthropists were responsible for the sites of all National Schools except for St. Mary's.

+ Catholic Poor Schools Committee.

† This was the sum originally donated to the Wesleyan Education Fund.

Above information has been compiled from the records of the Central Societies of the Religious bodies.

TABLE XIII

Figures showing the progress of the Wesleyan Education Committee in the provision of Day and Evening Schools

Year	Day Schools	Boys*	Girls*	Infants*	Evening Scholars	Total
1836	31					
1837	32					
1840	101					8,193
1842	290					20,804
1844	338					25,463*
1851	369					37,972
1854	347*					42,085
1855	417					45,168
1857	434					52,636
1858	450	28,035	16,883	10,767		55,685
1859	466	33,887	23,986		1,150	61,023
1860	517	32,387	20,033	13,830	1,705	68,605
1861	560	33,932	21,658	15,983	1,590	73,163
1862	559	35,808	21,986	16,620	1,638	76,052
1863	556	36,996	22,943	17,935	1,708	79,582
1864	562	38,016	22,920	19,260	2,137	82,333
1865	579	40,697	24,126	21,207	2,495	88,525
1866	606	41,390	25,293	23,626	2,885	93,194
1867	631	42,775	26,605	26,223	3,515	99,128
1868	682	46,041	27,628	31,976	4,435	110,080
1869	698	49,104	30,053	35,199	4,714	119,070
1870	743	53,345	32,365	37,874	5,225	128,809

* To these must be added the children in British Schools.

* In 1847, some schools were abandoned due to the incompetence of teachers and insufficient means to meet required expenditure.
(Report 1847 p15)

TABLE XIVLocal collections for the support of
Holyrood Catholic School, Barnsley

(Taken from the Annual Reports of the
Catholic Poor Schools Committee
1849 - 1870)

<u>Year</u>	<u>Amount Collected</u>
	£ s. d.
1849	1 2 6
1850	1 14 0
1853	2 19 0
1854	3 5 1
1855	3 0 0
1856	2 10 6
1857	4 0 0
1858	4 8 0
1859	4 0 0
1860	3 1 0
1861	2 9 0
1862	1 2 0
1863	1 11 8
1864	2 0 0
1865	1 7 6
1866	2 18 0
1867	2 11 0
1868	2 16 0
1869	2 12 6
<u>1870</u>	<u>2 19 4</u>
<u>Total</u>	<u>52 7 1</u>

TABLE XV

Balance Sheet for St. Mary's School, 1845, showing that salaries were, by far, the biggest item on the school budget*

<u>Receipts</u>				<u>Expenditure</u>			
	£	s.	d.		£	s.	d.
Subscriptions	20	8	6	Salaries	80	0	0
Collections	5	10	6	Stationary	3	4	3
School Pence	15	14	1	Candles Fuel	6	15	8
				Other Expenses	12	5	8
<u>Total</u>	<u>41</u>	<u>13</u>	<u>1</u>	<u>Total</u>	<u>102</u>	<u>5</u>	<u>7</u>

*According to H.M.I. Reverend Watkins, $\frac{1}{9}$ of the whole expenditure of Yorkshire schools consisted of teachers' salaries.

(M.C.C. 1852 Vol. II p117)

TABLE XVI

Summary of Government Grants made to Roman Catholic Schools in Great Britain. (Taken from the Annual Report of the Catholic Poor Schools Committee 1862. p.20)

Year	Building	Schools	Books	Schools	Capitation	Schools	Total
	£ s. d.		£ s. d.		£ s. d.		£ s. d.
1849*			97 10 9 $\frac{1}{4}$	26			97 10 1 $\frac{1}{4}$
1850	52 10 6		137 0 1	44			1,694 10 0
1851	100 0 0	1	172 8 0 $\frac{1}{4}$	33			2,819 9 9
1852	3,048 0 0	5	146 10 0	44			7,559 8 7
1853	534 15 0	1	91 0 0	35			9,789 7 10
1854	348 0 0	3	148 15 6	44	110 7 0	16	10,907 12 9
1855	1,910 14 2	5	180 5 7 $\frac{1}{2}$	48	137 13 0	23	13,272 11 10
1856	4,172 0 0	6	193 15 11 $\frac{1}{2}$	48	719 9 0	66	19,185 1 0
1857	4,378 16 0	8	252 8 9 $\frac{1}{2}$	59	1,743 3 0	133	25,894 7 7 $\frac{1}{2}$
1858	10,369 15 6	13	266 4 7 $\frac{1}{2}$	54	2,576 19 2 $\frac{1}{2}$	158	36,258 7 8 $\frac{1}{2}$
1859	6,986 0 0	8	190 8 8 $\frac{1}{4}$	37	3,319 17 3	180	33,146 1 11 $\frac{1}{4}$
1860	4,100 0 0	7	252 2 5	40	4,172 14 2 $\frac{1}{2}$	198	31,941 17 1
1861	5,065 0 0	11	323 18 7 $\frac{3}{4}$	50	4,316 18 11 $\frac{1}{2}$	223	35,195 8 2
1862	340 10 0	2	Grant abolished (Revised Code)	-	4,501 14 1	227	31,035 8 0

* For the building of Holyrood School, Barnsley, a grant of £145 was received from the Committee of Council in 1847.

TABLE XVII

Showing the increase in the Parliamentary grant assigned to education

1839 - 1853 (Taken from the Census, 1851, pXVIII)
 1854 - 1859 (Taken from Armytage p297)

	£
1839 - 1841	30,000
1842 - 1844	40,000
1845	75,000
1846 - 1847	100,000
1848 - 1850	125,000
1851 - 1852	150,000
1853	260,000
1854	263,000
1855	396,921
1856	451,213
1857	541,233
1858	663,435
1859	836,920

TABLE XVIIIa)

Public Elementary schools in Barnsley in receipt of Government Grants 1870 - 1871
(Barnsley Chronicle 8th April, 1871)

Schools	Scholars between 3 & 13 years		Scholars under 3 years	Scholars over 13 years	Total on roll	Number of scholars allowing 8 sq. ft. per child	Room for	Excess of scholars over space
	Boys	Girls						
St. Mary's								
Boys	103			3	106	177	71	
Girls		183		8	191	152		39
Infants	144	166	27		337	139		198
St. George's								
Pitt St. Boys	266			18	284	305	21	
York St. Girls		150		6	156	197	41	
Infants	110	120			230	227		3
Kingstone Place								
Mixed	54	50			104	101		3
St. John's								
Joseph St.								
Mixed	33	58			91	130	39	
Infants	81	74	76		231	130		161
Holyrood								
Boys	205			12	217	180		37
Girls		134		6	140	180	40	
Infants	110	71	15		196	97		99
Wesleyan								
Mixed	155	80		6	241	198		43
Infants	81	74	9		177	167		10
Total	1732	1143	127	59	2701	2380	212	533

TABLE XVIIIb)

Public Elementary Schools in Barnsley not in receipt of government grants 1870 - 1871

Schools	Scholars between 3 & 13 years		Scholars under 3 years	Scholars over 13 years	Total on roll	Number of scholars allowing 8 sq. ft. per child	Excess of scholars over space
	Boys	Girls					
PARISH OF ST. JOHN'S							
St. John's Baker St.	26	53	20	-	99	78	21
PARISH OF ST. MARY'S							
Old Town	27	37	5	-	69	39	30
Total	53	90	25	-	168	117	51

TABLE XIX

Statistics taken from the Minutes of the Committee on Education 1870 - 1871 (p546)

School	Description	Built	Cost	Govt: grants for building enlargements improvements or fittings.	Accommodation	Average Attendance	Annual grants for year ending 31st Dec. 1869
<u>ST. GEORGE'S PARISH</u>			£ s. d.	£ s. d.			£ s. d.
Pitt Street	Boys	1813	1,500	140 8 2	381	233	98 16 6
York Street	Girls Infants	1840	1,050		580	248	114 19 1
St. Augustine's	Infants	1867	860	177 15 0	150	99	53 9 6
<u>ST. MARY'S PARISH</u>							
St. Mary's	Boys, Girls & Infants	1866	2,838 14 6	472 5 0	460	385	167 7 4
Old Town	Mixed	1860	Unknown	-	80	60	-
<u>ST. JOHN'S PARISH</u>							
Joseph Street	Mixed	1847	560	260 0 0	296	277	87 9 0
Baker Street	Mixed	1857	180	-	108	80	-
<u>Holyrood Dodworth Road Wesleyan</u>	Boys, Girls & Infants M. Infants	1859 1843	3,500 899	1,124 0 0* 444 0 0	600 400 3055	350 293	172 7 4 145 8 10

* There is no indication in the Reports of the Catholic Poor Schools that this sum was received when the school was built.

TABLE XXa)

Scale of increase of salaries by the Poor Law Board after 1846
 (Taken from the Newcastle Commission Vol. I p360)

The basic minimum according to classification

Certificate	Schoolmasters		Schoolmistresses		
Efficiency	£30		£24		
Competency	25		20		
Probation	20		16		
Permission	15		12		
<u>Division of above into grades</u>					
Certificates	Schoolmasters		Schoolmistresses		Capitation Grant
	Minimum	Maximum	Minimum	Maximum	
Efficiency 1	£30	£60	£24	£48	£12
2	30	55	24	44	11
3	30	50	24	40	10
Competency 1	25	45	20	36	7
2	25	40	20	32	6
3	25	35	20	28	3
Probation 1	20	30	16	24	4
2	20	25	16	20	3
3	20	20	16	16	-
Permission	15	15	12	12	-

Certificates of Probation and Competency were granted for one year only. (M.C.C. 1847 - 1848 Vol. I pviii)

TABLE XX (b)Teachers in the Barnsley WorkhouseSchoolmasters

Name	Salary	Length of Service	Qualification
Sunderland	£30	7 months	Probation
Gooch	30	8 months	"
Pearson	30	1 year 9 months	"
Singleton	35	2 years	Competency
Popplewell	25 to)		
	30)	3 years	Probation
Shaw	25	1 year 5 months	Probation
Hirst	25	10 months	"
Battersby *	30 to)	7 months	Efficiency
	46)		
Milner	30	?	Probation

Schoolmistresses

Wearmouth	£20	2 years 2 months	Probation
Bevit	20	1 year 3 months	"
Woodhead	20	5 months	"
Brevitt	Unknown	7 years	"
Longden	20		
Machin	20	2 years 6 months	
Smith	20 to)	11 months	Competency
	28		
Baker	28	7 months	"
Thomas	20	1 year	Probation
Worthington	Unknown	4 months	"

* The only schoolmaster with the top grade.

TABLE XXIRESULTS OF SCHOOL BOARD ELECTIONS

1874

<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
J. Shaw	2920	Undenominational
B. Hague	2864	"
H. Pigott	2709	Wesleyan
R. Inns	2621	Church of England
J. Butcher	2528	Undenominational
H. Richardson	2094	Wesleyan
J. Hanlon	1768	(R.C.) "Educationist"
Rev. D. Cooke	1608	Roman Catholic
Dr. M. T. Sadler	1552	Church of England

1877

<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
Dr. Van Cauwenburghe	2210	Roman Catholic
P. Casey	2128	Miners
E. Raley	1850	Wesleyan
H. Pigott	1706	"
J. Hanlon	1592	Roman Catholic
R. Inns	1552	Church of England
T. Allen	1464	Undenominational
J. Shaw	1401	"
Dr. M. T. Sadler	1367	Church of England

1880

<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
F. Butler	3866	Independent
Dr. Van Cauwenberge	2047	Roman Catholic
E. Wood	1985	Undenominational
J. Shaw	1782	"
J. Bustard	1480	Independent
T. Allen	1391	Undenominational
R. Inns	1366	Church of England
G. Raley	1353	Wesleyan
H. Pigott	1151	"

1883		
<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
B. Glegg	3218	Independent
Dr. Van Cauwenberge ^h	2448	Roman Catholic
H. Pigott	1812	Wesleyan
G. Raley	1630	"
F. Butler	1607	Independent
J. Buer	1553	Church of England
S. Chappell	1241	Undenominational
P. Ledger	1239	"
A. Chappell	1228	"

1886		
<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
Dr. Van Cauwenberge ^h	2074	Roman Catholic
H. Pigott	2060	Wesleyan
Dr. Horne	2016	Church of England
F. Brown	1951	Undenominational
D. Bridge	1841	Church of England
G. Guest	1828	"
J. Butler	1705	"
G. Raley	1632	Wesleyan
S. Chappell	1480	Undenominational

1889		
<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
J. Butler	3538	Church of England
Dr. Van Cauwenberge ^h	2761	Roman Catholic
B. Waddington	2757	Radical
Rev. Lawson	2418	Church of England
Rev. Clarke	2336	Radical
W. Parrott	2321	Undenominational
Washington Irving	1805	Radical
Rev. J. Young	1747	Undenominational
G. Raley	1717	Wesleyan

1892

<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
E. Rideal	3374	Church of England
Rev. Brereton	3259	"
J. Hatch	3107	Undenominational
S. Rushforth	2921	Church of England
Dr. Van Cauwenberge ^h	2890	Roman Catholic
J. Baxter	2794	Church of England
R. Bury	2288	Educationist
Rev. J. Clarke	1894	Undenominational
A. Chappell	1697	Labour and Trade Union

1895

<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
T. Marshall	3958	Liberal
W. Wood	3947	Conservative
A. Chappell	3333	Labour
Rev. Hill	2975	Roman Catholic
R. Maddison	2235	Church of England
J. Hirst	2040	"
Rev. Young	1991	Undenominational
R. Chapman	1944	Independent
J. Hatch	1874	Conservative

1898

<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
A. Chappell	4281	Labour
W. Wood	4212	Conservative
R. Chapman	3158	Independent
Rev. Hill	3143	Roman Catholic
R. Maddison	2957	Church of England
S. Dutton	2413	Undenominational
Rev. Dawson	2185	Church of England
J. Hirst	1986	"
G. Alexander	1734	Undenominational

1901

<u>Candidates</u>	<u>Votes</u>	<u>Classification</u>
A. Chappell	3995	Labour
J. Drake	3984	Independent
Rev. Hill	3230	Roman Catholic
W. Wood	2220	Conservative
W. Carr	2146	Church of England
F. Brown	1870	Undenominational
R. Maddison	1854	Church of England
J. Hirst	1790	"
R. Chapman	1776	Independent

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6. School Log BooksBoard Schools

Agnes Road
 Britannia Street
 Eldon Street
 Keir Street
 Park Road
 Regent Street
 Higher Grade School.

Denominational Schools

Old Town
 Pitt Street
 St. Augustine's
 St. Mary's
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 Holyrood.

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(a) Letter from Miss R. Baldwin, dated October, 1963.
 (Grandaughter of Mr. T. Baldwin, Clerk to the
 Barnsley School Board, 1891 - 1903.)

(b) Letter from Mr. J. E. Brigham, dated July, 1968.)
 Secretary to the Friends' Educational Council.

10. Private Interviews with,

(a) Mr. R. Irving, son of Mr. W. Irving, member of the
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(b) An elderly inhabitant of Barnsley. Unidentified.

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<u>Barnsley Illustrated Almanack</u>	1892.
<u>Centenary of Pitt Street Methodist Church</u>	1836 - 1946.
<u>Coronation History of the Barnsley British Co-operative Society</u>	1862 - 1900.
<u>Souvenir: History of the Church of the Holy Rood</u>	1933.
<u>Sunday School Union Journal</u>	1891 - 1892.

NEWSPAPERS

<u>Barnsley Chronicle</u>	1856 - 1903.
<u>Barnsley Times</u>	1856 - 1872.
<u>Leeds Mercury</u>	1812 1849.
<u>Sheffield Mercury</u>	1863.

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LIST OF PLATES (FOLDER)

A.	<u>Copper Hall</u>	
B.	<u>Regent Street Chapel</u>	1857.
C.	<u>Temperance Hall</u>	1850.
D.	<u>Wesleyan Day and Sunday School</u>	1843.
E.	<u>Ellis Charity School</u>	1813.
F.	<u>Appeal for funds - St. Mary's School</u>	1866.
G.	<u>Old Independent Chapel, Sheffield Road</u>	1779.
H.	<u>Examination for Locke Scholarships</u> (Press Announcements)	1873.
I.	<u>The Endowed Grammar School, Barnsley.</u>	1769.
J.	<u>Church Fields Academy.</u>	1849.
K ₁ .	<u>St. Mary's School.</u>	1843.
K ₂ .	<u>St. Mary's ~~Boys~~ School</u>	1866.
L.	<u>St. John's School (Joseph Street)</u>	1847.
M.	<u>Britannia Street Baptist Chapel</u>	1850.
N.	<u>York Street Girls' School</u>	1840.
O.	<u>Working Class children at the Kendray pump</u> Exact date unknown. (According to Mr. E. G. Tasker, a Barnsley Photographer, probably in the early 1870's.)	
P.	<u>Working Class children in Barnsley</u>	1900

ABBREVIATIONS

C.H.B.C.S.	Coronation History of the Barnsley Co-operative Society.
V.C.H.	Victoria County History.
U.B.D.	Universal British Directory.
B.C.	Barnsley Chronicle.
R.C.E.C.	Report of the Children's Employment Commission.
R.N.C.	Report of the Newcastle Commission.
M.C.C.	Minutes of the Committee of Council.
C.U.Y.B.	Congregational Union Year Book.
B.R.	Baptist Records.
N.S.R.	National Society Records.
S.S.U.J.	Sunday School Union Journal.
R.C.C.	Report of the Charity Commissioners.
R.M.E.C.	Report of the Methodist Education Committee.
O.D.C.C.	Oxford Dictionary of the Christian Churches.
G.R.E.S.	General Reports on Elementary Schools.
R.C.P.S.C.	Reports of the Catholic Poor Schools Committee.
B.J.E.S.	British Journal of Educational Studies.
R.T.C.	Report of the Taunton Commission.
B.T.	Barnsley Times
M.B.U.	Minutes of the Barnsley Union.
R.B.C.	Report of the Bryce Commission.