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THE SOUTH SHIELDS SCHOOL BOARD
1871-1903

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THESIS SUBMITTED FOR THE DEGREE OF
MASTER OF EDUCATION IN THE
UNIVERSITY OF DURHAM

BY

J.A.GRAHAM, B.A.

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OCTOBER, 1961.

**'Take fast hold of instruction; let her not go:
keep her; for she is thy life.'**

PREFACE.

The work of the South Shields School Board, which covered the period between the two great Education Acts, the Elementary Education Act, 1870 and the Education Act, 1902, forms the focal point in the development of elementary education in the borough. During these three decades a truly public system of compulsory elementary education was established and the foundations were laid for secondary education. In this inquiry answers have been sought to certain interesting questions which arose during this period. For example, how did the Board work under the Education and the Science and Art Departments in carrying out its functions under the Elementary Education Acts? To what extent did the religious question feature in the working of the Board? How did the Board stretch the Act of 1870 so as to make provision for higher education for its more able pupils? In answer to this last question it will be seen that the Board was able to create a higher grade and science school which Morant thought important enough to mention in his memorandum on the higher grade schools in England as having no standards below the seventh standard. The educational development in the borough at the turn of the century is particularly interesting in the light of the decision in the Cockerton case and its effects on the higher grade and evening schools.

The Board carried out its work in an efficient and business-like way and in many ways closely resembled a local business enterprise of the time; the provision of public elementary education was on the basis of making the schools pay their way so as to avoid dipping into the rate-payers' pockets. Although fault can be found with the work of the Board, there is a strong case for the conviction that, if the ad hoc principle had been further systematically and extensively developed, a sounder system of local educational administration might have been provided than that which was established by the Education Act of 1902. Local feeling in the matter was strongly in favour of the continuance of the Board as the authority for all public education in the borough.

This work is primarily based upon material discovered in the files of the South Shields School Board, held by the South Shields Local Education Authority, the Education Department, the Science and Art Department and the Local Government Board, available at the

Ministry of Education and the Public Record Office. A bibliography has been included to show the sources which have been investigated to help in the construction of the Board's background and historical significance. I am very grateful to the South Shields Local Education Authority and the Ministry of Education for allowing me to have access to their files and for the help given to me by Miss Downie and Mr. Worcester of the Ministry of Education. I should like to thank Professor E.J.R. Eaglesham, Professor of Education in the Durham Colleges, University of Durham, for his kind consideration, guidance and inspiration during the whole time it has taken to investigate and write this work. I am also greatly indebted to Mr. P.R. May of the Department of Education in the University of Durham, who helped me considerably by his suggestions on the style and layout in the final writing of this thesis.

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REFERENCES.

- I References to the archives of the South Shields Local Education Authority are shown as S.S.S.B.....followed by the description of the document.
- II References to the archives of the Ministry of Education are shown as M.E.....followed by the registered number of the file.
- III Records of the Ministry of Education which have been transferred to the Public Record Office are shown as P.R.O.....followed by the class and piece number of the document.
- IV The dates quoted in the footnotes often refer to letters giving final decisions in the cases in question, or to the sources of quotations, or to papers in files which have a special significance.
- V The Elementary Education Acts are referred to in the footnotes as E.E.Act.....followed by the year and relevant sections of the Act.

ABSTRACT.

- I. Prior to 1871 public elementary education in the borough of South Shields was carried on by various bodies. These included the National Society, the British and Foreign Society, the Roman Catholic and the Presbyterian Church authorities and local industrial companies. There were eleven voluntary schools providing 5,092 places for about 8,000 children of school age. The curriculum in these schools was almost exclusively confined to the three R's as laid down by the Revised Code of 1862.
- II. The School Board was an ad hoc body set up under the Elementary Education Act, 1870, to provide the elementary school places which were urgently needed in the borough. Eleven school boards functioned successively between 1871 and 1903 providing the necessary school places. The Board built fifteen schools and took over the management of six voluntary schools providing accommodation for 14,865 children. Nine voluntary schools also functioned in 1903 with 4,918 places. Attendance was made compulsory from the inception of the Board and the school fees were high compared with other school boards. The Board's administration under the Elementary Education Acts and the regulations of the central authority was typical of the kind to be found in 'a poor and populous' district. It met the challenge of providing sufficient elementary school places when the population of the borough was rising rapidly and in spite of the opposition from the rate-payers. The struggle to gain control of the Board continued throughout its existence between the two opposing factions, the Sectarians and the Unsectarians. The Sectarians promoted the interests of the voluntary schools whilst the Unsectarians, who controlled nine of the eleven Boards, endeavoured to gain exclusive control of public elementary education in the borough. Despite this struggle the 'dual' system was firmly established when the new local authority took over the responsibility for public education under the Education Act of 1902.
- III. By a generous interpretation of the Elementary Education Acts, together with the acquiescence of the Education Department, the Board provided higher elementary and technical education in its day and evening schools. Beginning with the Science and Art classes at the Ocean Road Board School in 1887, the Board next built a higher grade department as part of the Westoe Road Board School in 1890; it was re-organised in 1895 as a higher grade and organised science school. The Board finally built a new higher grade school at Westoe for 680 pupils whilst the Cockerton case was proceeding.

CHAPTER 1.

ELEMENTARY EDUCATION IN SOUTH SHIELDS

PRIOR TO 1871.

Along with the material prosperity of the Industrial Revolution came improvements in medical science, which meant an increase in the population (1). For example in 1801 the population of England and Wales was, in round numbers, 8,000,000; in 1811 it was 10,000,000; in 1821 it was 12,000,000 and in 1831 it was 13,000,000 (2). The population of an industrial town like South Shields increased four-fold within seventy years (3). Amongst the worst features of the Industrial Revolution were the exploitation of child-labour and the lack of any form of education for great numbers of children. Up to the year 1832 the State recognised no national responsibility and incurred no expense for elementary education of the people of England; nor did it impose upon parents any legal obligation to provide any form of education for their children (4). Prior to this time popular education had to rely upon philanthropy for its

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- (1). Talbot-Griffith - Population Problems of the Age of Malthus; C.U.P. 1926.
 - (2). Statesman's Year-Book, 1904, p.16.
 - (3). Census of England and Wales, 1871-2, p. 484.
 - (4). Balfour, Education Systems of Great Britain and Ireland. (2nd Ed.)

resources. The pioneers of popular education were the S.P.C.K.(1) who promoted charity schools and the philanthropist Robert Raikes, who began the Sunday School movement in the eighteenth century. The small amount of money available, the enormous number of children to be educated and scarcity of trained teachers caused the monitorial or mutual system to receive wide support in England. This system was introduced by Andrew Bell, an Anglican clergyman, in 1789 into the Military Male Orphan Asylum in Madras and on his return to England in 1797 he published a small pamphlet called an Experiment in Education, explaining his views on the subject. At about this time the system was taken up by Joseph Lancaster, a Quaker, at his school in Borough Road, London, where the number of children rose from 100 to 500 in a very short time. In order to manage these large numbers, Lancaster decided to teach some of the older boys, and then set them to teach other children. He said, of the system, 'a very large number of children may be superintended by one master; and they can be self-educated by their exertions under his care'(2).

In the controversy which arose between Bell and Lancaster about their respective claims to the invention of the system and the undenominational religious instruction given in Lancaster's school,

(1). The Society for Promoting Christian Knowledge.

(2). Lancaster J. - Improvements in Education, 1806, p.37.

the Church supported Bell and the Non-conformists Lancaster. This was the beginning of the bitter struggle between the religious bodies which was disastrous to the cause of national elementary education. In 1808 the Royal Lancastrian Society was formed to promote the work of Lancaster; shortly afterwards it changed its name to the British and Foreign School Society. The Church of England, in 1811, formed the National Society for 'Promoting the Education of the Poor in the Principles of the Established Church' and took over most of the work previously carried out by the S.P.C.K. The establishment of schools in all parts of the Kingdom by both societies developed rapidly.(1) By 1832, however, it became evident that the problem of elementary education could not be solved by organised philanthropy alone and on the 17th August, 1833, the Whig Government took the decisive step of placing £20,000 on the estimates for public education. The fund was to be administered only through the two societies and solely for the purpose of 'the erection of school houses'(2). In 1839 the education grant was raised to £30,000 and a Select Committee of the Privy Council was established 'to superintend the application of any sums voted by Parliament for the purpose of promoting public education'(3). The success with which the grant was administered must be attributed to Dr. Kay, a great educationist and afterwards Sir James Kay-

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- (1). In 1851 the National Society had 17,015 schools with 955,865 children attending them, whilst the British Society had 1,500 schools with an estimated number of 225,000 children attending them. S.J. Curtis: History of Education in Great Britain; p.208, U.T.P. 1908.
 - (2). Hansard, 1833, Vol. XX, col. 153.
 - (3). The Committee was raised to the status of an Education Department in 1856. The Lord President was the chief of the Department and he was represented in the House of Commons by a Vice-President who was responsible to the House for the expenditure and administration of the Department. He was selected by the Prime Minister.

Shuttleworth, who was appointed as Secretary to the Committee and remained until 1848(1). The first act of the Committee was to lay down that 'the right of inspection will be required by the Committee in all cases; inspectors, authorised by Her Majesty in Council, will be appointed from time to time to visit schools to be henceforth aided by public money: the inspectors will not interfere with religious instruction, or discipline, or management of the school, it being their object to collect facts and information and to report the result of their inspection to the Committee of Council'(2). One of Her Majesty's Inspectors of schools, after inspecting the schools in the South Shields district in 1852, said, 'the juvenile population of South Shields is beset by much ignorance and many moral evils through the lack of school accommodation' (3). Four years later, Thomas Salmon, a notable Shieldsman and Town Clerk of the borough since its Charter of Incorporation was granted on the 3rd September, 1850,(4) records in his essays (5) that there were seven voluntary schools providing elementary education in the borough. For some unknown reason he does not mention the largest and best school, the Union British School, which would thus give a total of eight voluntary schools.

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- (1). Frank Smith, The Life and Work of Sir James Kay-Shuttleworth, pp. 81-82, John Murray, 1923.
 - (2). Minutes of the Committee of Council, 24th September, 1839.
 - (3). Ernest Greenwell, A History of Education in South Shields from Earliest Times to 1930. p.23.
 - (4). G.B. Hodgson, The History of South Shields, P.255, Andrew Reid, 1924.
 - (5). T. Salmon, South Shields: Its Past, Present and Future, p. 59, Andrew Reid, 1856.

Four of these schools were established upon the principles of the National Society (1). Of the four other schools one was established on the principles of the British and Foreign School Society (1); two schools were provided by the Roman Catholic Church and Presbyterian Church authorities respectively, and finally a works day school had been opened by a chemical company for the children of its employees.

One of the National Schools, St. Hilda's Old Charity School, was the oldest school in the town and was founded in 1769 by means of endowments and donations given by local benefactors. At first a private building was rented at £5 per annum for the sixteen scholars but in 1771 the school was transferred to the Old Town Hall in the Market Place. In 1783 on land leased from the Dean and Chapter of Durham, in Alum House Ham, close to the Penny Ferry Landing Stage, at a cost of £130 a building was erected consisting of two storeys to accommodate forty boys and ten girls, aged from seven to twelve years. The trustees of the school were John Wallis of Simonside, J. Thompson, Robert Readhead and Jasper Dixon; the management was under the incumbent of the chapelry of St. Hild's and four persons appointed by the subscribers (2). William Wouldhave, the inventor of the life-boat, held the post of singing master at the school from 1795 to 1808. Early in the nineteenth century the school was re-organised on the lines of Andrew Bell's monitorial system which meant

(1). Post pp. 5 - 12.

(2). G.B. Hodgson. The History of South Shields, p.411, Andrew Reid, 1924.

that as the school increased in numbers later in the century there was one master for 150 children aided by three monitors. In 1848 the buildings of the school were inadequate and new buildings were erected in Coronation Street, at the south entrance to St. Hild's churchyard, with the aid of a grant of £182. 18s. from the Privy Council.

By 1856 the school had 180 boys and 209 girls, making a total of 389 scholars, in attendance (1). The school was under government inspection, which meant that it received a capitation grant. A system of capitation grants had been introduced by a Minute of the Committee of Council on 2nd April, 1853 and was extended to urban areas in 1856. These grants were fixed at a scale varying from 3s. to 6s. perhead, payable upon certain conditions, of which the most important were that the school must be under a certificated teacher(2), and that three-fourths of the children must pass a prescribed examination. The regulations governing the distribution of the capitation grants were framed upon the principle that subventions of public money must be met by local funds derived from voluntary contributions, endowments and school fees. Thus the school derived its income from capitation grants, voluntary contributions and school fees. The school fees were 1d. per week, whilst orphans were admitted free. Included in the voluntary

(1). T. Salmon, South Shields, Its Past, Present and Future, p.59, Andrew Reid, 1856.

(2). Post Ch. IX.

contributions was the money collected after the annual sermon, dating from 1786, which was preached in St. Hild's Church for that purpose.

Another National School was the Westoe National School in Fowler Street (now occupied by St. Thomas' Church) which was founded in 1817 when the Reverend William Maughan sold to the trustees for £200 'a parcel of ground (part of Fowler's Close) in the township of Westoe, containing about 39 yards square, with buildings thereon erected, upon trust, to permit that said building to be used as a School-house for the religious and virtuous education of children within the chapelry of St. Hild, according to the doctrines of the Church of England, and in Reading, Writing and Arithmetic, and for training them up in habits of industry to qualify them for useful occupations in life; and also to permit the same, when it shall be duly consecrated, to be used as a chapel for divine service, according to the liturgy of the Church of England'(1). In 1856 there were 211 scholars in attendance, but it was not under government inspection. Its funds therefore, came from voluntary contributions, endowments and fees which were fixed at 1d. and 2d. according to age.

A third National School was the Holy Trinity National School which was erected in Commercial Road in 1836 with the aid of a grant of £200 from the Privy Council and £100 from Bishop Barrington's

(1). G.B. Hodgson, The History of South Shields, p.413, Andrew Reid. 1924.

Charity. The school was likewise established on the principles of Bell's monitorial system and of the National Society. In 1856 there were 188 boys and 147 girls, making a total of 335 scholars in attendance but only the boy's department of the school was at this time under Government inspection.(1). The fees were fixed at 1d. 2d. and 3d. per week according to age and for these the scholars were given 'weekday and Sabbath instruction'(2).

St. Stephen's National School, the fourth of the National Schools, was erected in Mile End Road in 1853 on a site of half an acre conveyed to the trustees by the Dean and Chapter of Durham who also gave £150 towards the building fund. Other grants for the building were made by the Privy Council, £568. 5s.0d, the National Society, £160, Newcastle Trinity House, 50 guineas, and £50 each from the University of Durham, London Trinity House and Bishop Barrington's trustees. The remainder of the cost of the building, which was £1,500, was raised by voluntary contributions.(3). The trustees were the minister and chapel-wardens of the chapelry district of St. Stephens, who held the school under trusts as a poor school on the principles of the National Society. The management of the school was under the minister, the curate and the chapel-wardens and six others selected by the trustees. In 1856

(1). T. Salmon, South Shields: Its Past, Present and Future, p. 59. Andrew Reid, 1856.

(2). G.B. Hodgson, The History of South Shields, p.413, Andrew Reid. 1924.

(3). *ibid.* p.414.

there were 175 boys, 130 girls and 133 infants, making a total of 438 scholars, in attendance. The school was under government inspection and the fees were fixed on a diminishing scale thus: for scholars in the 1st and 2nd classes 4d. per week, for those in the 3rd and 4th classes 3d. per week, and for those in the 5th and 6th classes 2d. per week. Children of widows were admitted free(1).

The first undenominational school was the Union British School which was established as a result of a public meeting in December, 1833, when it was stated that there were between 1,200 and 1,400 children in the town 'absolutely without education'(2). The school was opened in 1834 in temporary premises and then transferred to a newly erected building in Waterloo Vale, where the Gas Works now stand. The Privy Council made a grant of £225 towards the cost of the building and it was established on the principles of Joseph Lancaster's monitorial system under the British and Foreign School Society(3). The trustees included both churchmen and dissenters, amongst whom were notable Shieldsmen like Robert Ingham, Q.C., M.P., who was for many years Attorney-General of the County Palatine of Durham, a Bencher of the Inner Temple and founder of the Ingham Infirmary. He was also the Member of Parliament for the town for most of the years between 1832 and 1868(4). Another trustee was

(1). T. Salmon, *South Shields: Its Past, Present and Future*, p. 59, Andrew Reid, 1856.

(2). G.B. Hodgson, *The History of South Shields*, p.414, Andrew Reid, 1924.

(4). *Ibid.* p. 136.

(3). *Ibid.* pp 10 - 12.

Dr. Thomas Masterman Winterbottom who, amongst his many charitable works, founded the Marine School in 1860(1). The school was held on trusts 'on such principles of a religious nature that all persons holding the divine authority of the Scriptures can conscientiously unite in' and the management was under eighteen subscribers who were elected by the trustees annually.

From 1834 to 1856 the school was carried on with varying fortunes under a number of different teachers. It encountered financial difficulties early in its life and the Committee constantly made appeals for donations or subscriptions; shortly before the incorporation of the borough in 1850 it was saved from closure by the generosity of two gentlemen who advanced the money necessary to clear the school from debt on the security of the building. In 1851 the fees were raised from 3d. to 4d. and the number increased at this time to 350 pupils which included 190 boys and 160 girls in two separate departments. The question of accommodation became so acute that the managers complained of 'the great difficulty of instructing such numbers, in various stages of progress in a single room, and is much felt by the teacher'.(2). An additional class-room with a gallery for 80 boys at a cost of £45 was decided upon by the Committee because it was clearly necessary as 'some of the children must have been dismissed had it not been built'.(3). An application was made

(1). Post pp.235-6.

(2). Union British School Annual Report, 19th September 1851.

(3). Ibid.

to the Privy Council for a grant towards the cost but was refused on account of the tenure of the land which was held on lease at a rent of £31. 6s. Od. every seven years. The committee then sent a deputation to the Dean and Chapter of Durham, who was the lessor of the land, to obtain a grant of the land. This was also unsuccessful so that the cost of the class-room had to be met by voluntary subscriptions. The children themselves collected £10. towards the cost. The school, however, was still £105 in debt at the end of 1851 and various means were adopted to try and raise the amount which included an appeal to the ladies, who were interested in the welfare of the school, to hold a bazaar for that purpose.

With the appointment of Mr. John Thomas, on the recommendation of the college authorities of Borough Road (1), London, as master in 1854, the school soon became one of the best in the district. He remained as its master for twenty eight years. In 1856 there were 170 pupils in the boys' department with four pupil teachers under the master, in the girls' department there were 95 pupils with three pupil teachers being taught by a mistress, Miss Hunter. This made a total of 265 pupils. The numbers steadily increased until in 1860 the building of St. John's Sessional School in Saville Street had to be leased to accommodate some of the girls. Up to this time the school was not under government inspection but thereafter became

(1). Post Ch. IX.

so and the school acquired a reputation for earning the government grants and for giving its scholars a sound grounding in the three R's and in Religious Knowledge. In 1857 the school premises were 'freely and voluntarily' conveyed by Robert Ingham and Richard Shortridge, who had taken a mortgage of the building in 1850 to save the school from closure, to the Corporation on trust to carry out the intentions of the founders.

The first of the two denominational schools, St. John's Presbyterian Sessional School was attached to the oldest Presbyterian Church in the North of England, St. John's Presbyterian Church, Mile End Road, and was opened in the Seaman's Hall in Fowler Street in 1846 with eight scholars (1). A year later it moved into new buildings in Winchester Street. By 1856 there were 140 children on the school's register and it was under government inspection. Here a rising scale of fees existed thus: for scholars under six years, 1s. 4d. per month, under nine years, 2s. per month and over nine years, 2s. 6d. per month. As the attendance began to decline seriously the school was closed in 1860 and the buildings were leased to the managers of the Union British School. The other denominational school, St. Bede's Roman Catholic School, was opened by the Roman Catholic Church authorities in 1848 in Cuthbert Street. By 1856 the school had 120 scholars in attendance and was not, at that time, under government inspection. The fees were fixed at 1d. and

(1). G.B. Hodgson, The History of South Shields, p.136, Andrew Reid, 1924.

2d. per week according to age (1).

A voluntary school which was not connected with any place of worship was the Jarrow Chemical Company's Works Day School. The school was opened in 1844 by Mr. James Stevenson, the managing director, who obtained the services of Mr. Fraser of Glasgow as its master. The school was first of all accommodated in the Old Railway Station, now part of the North-Eastern Foundry, with 200 pupils in attendance. In 1850 a new building, to accommodate 600 pupils in three departments, boys', girls' and infants', was opened at the Barnes from which the school subsequently took its name. Mr. John Johnson succeeded Mr. Fraser in 1856 as the master and remained until his death in 1883. Under Mr. Johnson the school became one of the most efficient in the district and shared with the Union British School the distinction of turning out many pupils who made their mark in public life. For example there was James Mann Williamson, the famous specialist in pulmonary diseases, who attended the school at that time. There were 200 pupils attending the school in 1856 and it was under government inspection. The children of the workmen of the company paid 2d. per week whilst others paid 5d. per week.

Thus in 1856 there were 2098 children attending the eight voluntary schools which were divided into fourteen departments.(2)

(1). G.B. Hodgson, The History of South Shields, p.415.
Andrew Reid, 1924.

(2). Post Table iii p.26.

Four of the schools and the boys' department of the Holy Trinity National School were under government inspection. Salmon gives the total number of children attending schools connected with some place of worship as 1,633 and 1,834 children attending schools not connected with any religious foundation.(1). The latter figure would include the children in attendance at the Union British School, The Jarrow Chemical Company's Works Day School as well as the Private Adventure Schools. This gives a total of 3,467 children attending some school out of a total population of 32,000 which was about one in nine of the population as compared with one in seven point seven over the whole country (2). It appears that less than half of the children in the borough were attending school.

At this time, 1856, there were 48 Private Adventure Schools in the borough but only 13 of them had more than 40 pupils and only one had more than 100. Some had as few as 8, 13 or 16 children attending them. In 17 of these schools the fees exceeded 9d. per week and were listed as 'private schools for children of the upper class;' only one of these schools had over 40 pupils (3). The following table gives an indication of the numbers attending such schools:

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- (1) T. Salmon, South Shields; Its Past, Present and Future, p. 59, Andrew Reid 1924.
 - (2). Newcastle Commission, Report, 1861, Vol.I.
 - (3). Minutes of the Consultative Committee, 1853-4.
p. 563.

Private Adventure Schools in South Shields: 1856. Table i.

<u>OWNER.</u>	<u>SITUATION.</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL.</u>
William Brockie.	Russell Street	20	14	34
Emily Thompson.	Adelaide Street	4	19	23
William Castles	Green Street	13		13
James Hall	Wreckindyke	100		100
Sarah Lunden	East Street	18	40	58

The curriculum of these schools was limited to the three R's and their standards were very low because of the poor quality of the teachers who ran them and the inferior methods of teaching(1).

The curriculum in the voluntary schools was also limited to the three R's and religious knowledge but in some schools singing was also taught. The normal allocation of time in these schools can be seen from the following time table (2):

Time-Table in the Voluntary Schools in South Shields. 1856. Table ii.

<u>Morning</u>		<u>Afternoon.</u>	
Prayers and R.I.	$\frac{3}{4}$ hour.	Tables	$\frac{1}{4}$ hour.
Tables	$\frac{1}{4}$ "	Ciphering	$\frac{1}{2}$ "
Ciphering	$\frac{1}{2}$ "	Reading	$1\frac{1}{2}$ "
Reading	1 "	Writing	$\frac{1}{2}$ "
Writing	$\frac{1}{2}$ "	Prayers	$\frac{1}{4}$ "
Total:	<u>3</u> "	Total:	<u>3</u> "

(1). Post p.42.

(2). The Practical Manual of the Madras or National System of Education, 1833, p.24.

In some of the church schools more time was given to religious instruction and, from the log-books of St. Hilda's Old Charity School, the clergy appear to have been most anxious for the welfare of the children in this matter. The vicar of St. Hild's, the Rev. T. H. Chester, who played a very important part in the early life of the School Board (1) gave frequent lessons in St. Hild's Old Charity School on the scriptures and the catechism as well as moral instruction. On certain occasions the children were taken to the church for prayers during school hours.

The restriction of the curriculum to the three R's became even more pronounced and the methods of teaching more mechanical with the introduction of the system of payment by results, which was the result of a recommendation of the Newcastle Commission. This royal commission was set up in 1858 to inquire into the state of popular education in England and to consider and report what measures, if any, were required for the extension of sound and cheap elementary instruction to all classes of the people. The Commission was so impressed by the defects of the existing teaching methods that they recommended the following measure with the intention of securing greater efficiency in the expenditure of public funds: 'There is only one way of securing this result, which is to institute a searching examination by competent authority of every child in every

(1). Post p. 60.

school to which grants are paid, with a view of ascertaining whether these indispensable elements of knowledge (Reading, Writing and Arithmetic) are thoroughly acquired, and to make the prospects and position of the teacher dependent to a considerable extent upon the results of this examination'(1). Robert Lowe, who was a thoroughly efficient administrator but lacked the qualities of an educationist, as Vice-President of the Committee of Council (1859 - 64) adopted this recommendation and issued the famous Revised Code in 1862. This Code made two conditions necessary for the grant; these were attendance and the results of an examination in the three R's. A grant of 4s. per scholar according to the average number in attendance throughout the year at the morning and afternoon meetings of the school would be paid; an attendance was reckoned as two hours instruction in the morning or afternoon, and one and a half hours in the evening but the evening attendance for which a grant of 2s. 6d. was paid only applied to pupils over twelve years of age. For children under six, a grant of 6s. 6d. would be made subject to a satisfactory report from an H.M. Inspector. The remainder of the grant, making a total of not more than 8s., was dependent upon the results of the annual examination in the three R's. Thus every scholar who attended more than two hundred morning or afternoon meetings of the school and passed the examination would

(1). Newcastle Commission, Report, 1861, Vol. I, p. 157.

earn a grant of 8s. Every evening scholar who attended not less than twenty-four evening meetings and passed the examination would earn a grant of 5s. (1).

The children over six years were to be grouped into six Standards and no child could be examined in the same Standard a second time. If a scholar failed to pass the examination in reading, writing and arithmetic, the amount of 2s. 8d. was deducted for each subject in which he failed, and in the case of evening scholars 1s. 8d. was similarly deducted. Further, the grant could also be withheld or reduced if the inspector was not satisfied with the condition of the school. For example the school building had to be properly lighted, drained, ventilated and supplied with offices and had to contain eighty cubic feet of internal space/^{for} each child in average attendance; the head ~~teacher~~ must be certificated and various conditions regarding the number of pupil-teachers and assistant teachers had to be followed (2). Documents like the school log-book had to be kept up to date.

In defending this system, in the House of Commons, Lowe declared, ' I cannot promise the House that this system will be an economical one, and I cannot promise that it will be an efficient one, but I can promise that it shall be either ~~the~~ one or the other. If it is not cheap, it shall be efficient; if it is not efficient, it shall be cheap (3).

(1). Curtis S.J. History of Education in Great Britain, p. 258, U.T.P. 1948.

(2). Post pp. 425-9.

(3). Hansard, vol. 165, col. 229 (13 February, 1862).

It was indeed 'cheap' in every sense of the word and the system was assailed by educational experts like Matthew Arnold, the great Victorian poet and an inspector of schools, who condemned the application of it as being too 'mechanical' (1). Sir James Kay-Shuttleworth also justly criticised the system when he argued that a test of reading, writing and arithmetic was not of itself a fair test of the real civilizing work of elementary schools. He said that on the contrary, examples were to be found in the elementary schools in the north and in London itself where children who lived amongst degradation and squalor had been 'netted in shoals - got into schools, have been won, tamed, and in some degree taught' (2). The system lasted, with modifications, for about forty years.

Available records of voluntary schools in the Borough show that methods became more mechanical and much more time was spent upon the teaching of the dull and backward scholars in order to gain the grant. Indeed, the H.M. Inspectors were only concerned with this narrow form of education; even the home-work given to scholars was confined to the three R's. The head teacher was guaranteed a minimum salary but a bonus depended upon the annual grant gained by the school. He was, therefore, most anxious that as many of his scholars as possible should pass the examination and so earn

(1). Board of Education. Reports on Elementary Schools, pp. 112-13. 134-5.

(2). J. Kay-Shuttleworth: Four Periods of Public Education, as reviewed in 1832, 1839, 1846, 1862. pp. 580-7.

the maximum grant. As Adamson says in summing up the system:

'the results procured by this scheme were far too frequently mechanical as valuable as the ponderable associates of spiritual things usually are. Whereas the older order was charged with neglecting the backward and dull, the Revised Code encouraged the neglect of the intelligent and the reduction of all pupils to the level of the lowest capacity given in a school, or class' (1). Although there was a slight change in the curriculum of some schools in 1864 with the introduction of geography, it never seems to have been taken seriously enough for the schools to earn the grants offered by a Minute of 1867, which also included grants for passes in history and English grammar. About this time 'paper work' was introduced in to the upper standards of some schools as a change from the 'slate and pencil', which received favourable comment from the inspector.

During the years from the Revised Code of 1862 to 1870 there were four new voluntary schools opened, and new buildings, with the addition of an infants' department, were erected in Oyston Street for St. Hilda's Old Charity School in 1870. In 1867 St. Bede's Roman Catholic School was accommodated in new buildings in Victoria Road. On the opening of the new buildings for St. Hilda's Old Charity School, the Westoe National School closed and the pupils were

(1). Adamson, A Short History of Education, C.U.P. 1919.
p. 308.

transferred to the former school. Besides the general lack of accommodation, which was in keeping with the shortage over the whole country, there were three main reasons why these schools were opened. In the first place the North-Eastern Railway Company had completed Tyne Dock in 1858 which gave a great impetus to the coal trade; secondly there was a rapid growth of the chemical industry at the west end of the borough and lastly the inclusion of the East Jarrow district within the borough in 1867. This meant that there was a rapid rise in the population (1) in this area which in turn greatly aggravated the lack of school accommodation, since the Jarrow Chemical Works Day School was the only school within the area.

The first of these schools to be opened was the Lake Chemical Works Day School. It was erected by the Lake Chemical Company in Straker Street, East Jarrow, in 1864 and was opened by the directors of the company, Solomon Mease and John Dryden. The school was opened for all children irrespective of their denomination although it was connected with the Westminster Wesleyan Institution. The building consisted of one school-room and one class-room providing accommodation for 200 children. The first master was Stephen Edwards, aged twenty-one, who organised the school on the monitorial system and had four monitors to assist him. The school was under government inspection and the fees were

(1). The population of South Shields rose from 35,239 in 1861 to 45,336 in 1871. Census of England and Wales, 1871 - 2, p. 484.

2d. and 3d. Children of parents not employed by the firm paid the higher fee. The owners of the firm made up any deficiency in the school's accounts (1).

The next two schools were opened through the agency of the North-Eastern Railway Company. The directors of the company, who had no power to grant money for the purpose, appealed to the shareholders to subscribe to the building fund of the two schools. The first of these schools, the Tyne Dock British School, was opened temporarily in the Mechanics' Institute, Tyne Dock, in 1866 with 403 children attending. In 1868 a new building was erected in Hudson Street under a trust of the British and Foreign School Society for the education of children and adults of the labouring, manufacturing and other poor classes in the district of the Jarrow Docks. The North-Eastern Railway Company provided the site and the Education Department made a grant of £653. 8s. 9d. for the building; a sum of £2,421 was also voluntarily subscribed. The workmen of the company themselves subscribed over £200, which was a fine example of self-help in the provision of elementary education(2). The school had accommodation for 550 children in three departments, boys', girls' and infants'. The second school, St. Mary's National School, was opened in Bede Street, Tyne Dock, in 1868 under a trust as a 'poor' school of the National Society. The site was

(1). G.B. Hodgson, The History of South Shields, p.417, Andrew Reid, 1924.

(2). G.B. Hodgson, The History of South Shields, p.417, Andrew Reid, 1924.

given by the Dean and Chapter of Durham. The Education Department gave £486 to the building fund; the Dean and Chapter gave £200 and the share-holders of the North Eastern Railway Company subscribed £1,213. The school provided accommodation for 500 children in three departments. There were 476 pupils attending the school in 1870. Both schools were under government inspection and the fees were 1d. and 2d. according to age.

The fourth school, St. Mark's National School, was opened in Hardwick Street in 1870, under a trust of the National Society and provided accommodation for 225 children in two departments. It was under government inspection and the fees were 1d. and 2d. according to age. In the same year St. Hilda's Infants' School was erected in Oyston Street on a site given by the Dean and Chapter of Durham with accommodation for 200 children, and shortly afterwards boys' and girls' departments were erected on the same site by the Tyne Plate Glass Company. The school had then a total accommodation for 600 children. The Company had carried out the work in consideration of the school premises in Coronation Street being conveyed to them. St. Bede's Roman Catholic School was also transferred to a new building in Victoria Road in 1867, which provided accommodation for 550 children in three departments, boys', girls' and infants. The school was under government inspection and the fees were 1d. and 2d.

according to age.

In 1866 there were nine voluntary schools with nineteen departments providing accommodation for 3,339 children out of an estimated population of 40,000 (1). By 1870 there were eleven voluntary schools divided into twenty five departments with a total of 5,092 children attending them (2). This provision allowed for about one in eight point nine of the population, which at that time was 45,336. Well over 2,000 children were not attending any school because of the lack of adequate accommodation (3). As one of the councillors of the borough said, in his homely way, 'there is a crying want in several parts of the town for good and efficient schools' (4). The situation in the country as a whole and in the industrial north in particular was similar to that of South Shields. Although there were 1,878,000 children attending schools under government inspection (5) about one million places were needed for children between six and ten years old and about half a million for those between ten and twelve years of age. The schools were unevenly distributed, the attendance irregular and the school-leaving age very low (6). It was plain that the voluntary bodies alone could no longer sustain the burden of providing sufficient school places under the existing system of government grants aiding their

(1). Thomas Salmon, *South Shields: Its Past, Present and Future*, p.59, Andrew Reid, 1856.

(2). Table iii, p.26; P.R.O. Ed. 6/15, 3/8/1871.

(3). Post pp.39-43.

(4). *South Shields Gazette*. 1/10/1870.

(5). S.J. Curtis, *History of Education in Great Britain*, p. 275, U.T.P. 1948.

(6). C. Birchenough, *History of Elementary Education in England and Wales from 1800 to the Present Day*, U.T.P. 1938.

efforts. The responsibility lay with the state and public opinion strongly declared itself in favour of Parliament taking some decisive measure to remedy the position (1).

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- (1). A.V. Dicey : Law and Opinion in England During the Nineteenth Century, p. 275, Macmillan, 1905.
(T.L. Jarman : Landmarks in the History of Education, p.264, The Cresset Press, London, 1951.
G.M. Trevelyan, O.M., History of England, pp.679-82, Longmans, Green & Co. third edition, 1945.
S.J. Curtis, History of Education in Great Britain, p.272, U.T.P. 1948.

Voluntary School.	Situation	Date of Found- ation.	No. of Depts.	1856 No. of Child- ren.	No. of Depts.	1866 No. of Child- ren.	No. of Depts.	1870 No. of Child- ren.	Fees per Week.
St. Hilda's Old Charity.	1. Coronation St. 2. Oyston St.	1769	2	389	2	404	2	392	1d. and Free.
Westoe National.	Fowler St.	1817	1	211	1	216	closed(1870)		1d. and 2d.
Union British.	Waterloo Vale	1833	2	265	2	600	2	803	4d.
Holy Trinity National.	Commercial Road.	1836	2	335	2	455	2	338	1d., 2d., 3d.
(Jarrow Chemical Works (Day	1. Old Railway Station (1844) 2. The Barnes. (1850)	1844	2	200	3	500	3	783	2d., 5d.
(St. John's Presbyt- (terian Sessional.	Winchester St.	1846	1	140	closed(1860)				1s. 4d., 2s., 2s. 6d. (per month)
St. Bede's Roman Catholi.	1. Cuthbert St. 2. Victoria Rd.	1848	1	120	2	188	3	552	1d., 2d.
St. Stephen's National.	Mile-End Road.	1853	3	438	3	373	3	566	2., 3d. 4d. Free
Lake Chemical Company.	Straker St. East Jarrow	1864			1	200	1	214	2d., 3d.
Tyne Dock British.	1. Mechanics' Institute, Tyne Dock. (1866) 2. Hudson St. Tyne Dock (1868)	1866			3	403	3	555	1d., 2d.
St. Mary's National	Bede St. Tyne Dock.	1868					3	477	1d., 2d.
St. Mark's National	Hardwick St.	1870					2	225	1d., 2d.
St. Hilda's Infants	Oyston St.	1870					1	187	1d. and Free.

TOTAL: 14 2,098 19 3,339 25 5,092

	<u>1856</u>	<u>1866</u>	<u>1870</u>
Total in Voluntary Schools.	2,098	3,339	5,092
Population of South Shields.	32,000	40,000 (estimate)	45,336
Proportion of school places to population.	1 to 15.2	1 to 11.9	1 to 8.9

Note: All Schools were under government inspection except the following:

1. Westoe National School.
2. Holy Trinity National School (Girls' department until 1866).
3. St. Bede's Roman Catholic School (until 1867).
4. Union British School (until 1860).

CHAPTER II.

THE FORMATION AND EARLY YEARS OF THE SCHOOL BOARD (1871 - 1880).

Amongst the great legislative measures of Gladston's first and greatest ministry was the Elementary Education Act of 1870, which was 'one of the most splendid legislative achievements of the century' (1). In this ministry William Edward Forster was the Vice-President of the Education Department; he was intensely interested in education for the masses and, as a private member, had already backed the Education of the Poor Bill in 1867. Forster introduced his Bill on the 17th February, 1870 with a statement of what it was to accomplish thus: "The first problem then, is, how can we cover the country with good schools? First of all, we must not forget the duty of parents. Then we must not forget our duty to our constituencies, our duty to the taxpayers..... And, thirdly, we must take care not to destroy in building up - not to destroy the existing system in introducing a new one. In

(1). Sir J.A.R. Marriott, England since Waterloo, p.332, Methuen, Thirteenth Ed. 1944.

solving this problem there must be, consistently with the attainment of our object, the least possible expenditure of public money, the utmost endeavouring not to injure existing and efficient schools, and the most careful absence of all encouragement to parents to neglect their children. Our object is to complete the present voluntary system, to fill up gaps, sparing the public money where it can be done without, procuring as much as we can the assistance of parents, and welcoming as much as we rightly can the co-operation and aid of those benevolent men who desire to assist their neighbours"(1)

The Bill was at first received favourably but then followed much controversy in the House over the question of religion between the supporters and opponents of the Bill. Mr. R. Lowe, the Chancellor of the Exchequer, aptly compared the attitude of extremists on both sides to that of 'a fine herd of cattle in a large meadow deserting the grass which is abundant about them, and delighting themselves by fighting over a bed of nettles in one corner of the field'(2). The 'religious difficulty' was indeed mythical outside Parliamentary circles as various other well known personalities, including Dr. William Temple, pointed out. Good sense, however, prevailed and the Bill became law on the 9th of August, 1870. The Elementary Education Act of 1870

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- (1). Verbatim Report of the Debate in Parliament during the Progress of the Elementary Education Bill, pp. 7 - 8, National Education Union, 1870.
 - (2). Verbatim Report of the Debate in Parliament - E.E. Bill, 1870. p. 99.

was a compromise, as Forster stated during the first reading of the Bill, 'We think that it will be supported by both those who wish to protect the present (voluntary) system of education and those who wish to change it'. The Act did not create a national system, nor a compulsory system nor yet a free system of education. It created the Dual system - Voluntary schools and Board schools existing side by side - and marked the acceptance by the nation of a partial responsibility for the provision of elementary education. There was still room for private endowments, school fees and voluntary effort. Education was at last placed amongst the public services and the belief that the education of the masses belonged to the province of semi-private charity was completely undermined.

The Act defined an 'elementary school' as one at which elementary education was the principal part of education given there and the weekly fee charged was less than ninepence (s.3). The word 'elementary' was not defined but from debates in Parliament it was interpreted as meaning 'the education of the labouring poor'(1). The country was to be exhaustively divided into school districts and the Act provided that in every school district there should be sufficient accommodation in public elementary schools (s.5) and the Education Department was charged with the duty of investigating

(1). Education of the Poor Bill, 1867.

the available elementary school accommodation (s.8); (1) it also determined the deficiency of school accommodation (s.9). Wherever the voluntary bodies failed, after the six months period of grace, to supply the requirements of the district a school board, an ad hoc body, had to be set up to supply the necessary accommodation (s.10). The duties of a school board included, besides the supply of a sufficient amount of school accommodation, the duty to maintain and keep efficient every school supplied by them and to provide additional school accommodation which it deemed to be necessary (s.18, s.19). It had also the duty of arranging and accepting from school managers the transfer of any elementary school in the district but it was within the board's power to assent or otherwise to the transfer (s.23). A school board had powers to make bye-laws concerning the compulsory attendance of children (s.74), to make regulations (s.14), to raise loans for the provision of school building (s.57) and to obtain rate aid where there was a deficiency in the school fund (s.54). The Education Department could declare a school board to be in default where it neglected its duties (s.16)

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- (1). In considering the question of 'sufficiency' H.M. Inspectors had to consider all efficient elementary schools in the locality, whether public or not. A distinction was drawn concerning their 'suitability'. The 'public' schools were considered to be appropriate for all children, whereas the others were only considered appropriate for the children of the denomination to which the school belonged, e.g. Roman Catholic. Therefore if there were 500 working-class children in a district, of whom 250 were R.C., and only an R.C. non 'public' school for 250, then a board school for 250 was required; and even if the R.C. school had been large enough to accommodate all of the 500 children in the district these 250 'public' school places were still required.

and in order to obtain the annual parliamentary grant an elementary school had to fulfil the conditions laid down in the Department's minutes (s.97).

The South Shields Town Council was one of the first in the country to apply to the Education Department for the formation of a School Board (1), because of the grave shortage of school accommodation in the borough. Permission was given immediately and the first School Board election took place on the 27th January, 1871. There were sixteen candidates for the eleven places on the School Board. There were two main parties contesting for the seats thus: the Sectarians, who included members of the Established Church and Roman Catholics, and the Unsectarians being composed in the main of Non-conformists. The successful candidates were elected by persons whose names were on the Burgess roll of the Borough and every voter was entitled to a number of votes equal to the number of the members of the School Board to be elected; all such votes could be given to one candidate or distributed amongst the candidates (2). This was known as the 'cumulative vote'. The Unsectarians put forward four candidates and as they knew the exact state of the poll they were able to apportion the votes of their supporters when one of their candidates looked like being defeated. They were successful in having all four of their candidates returned. The Sectarians

(1). There were 61 school boards, including the South Shields School Board, which were formed immediately the Act of 1870 came into operation.

School Board Chronicle, Vol. I, p.6, Feb. 15th, 1871.
E.E. Act, 1870, s.12.

(2). Ibid, s. 29.

were not so successful for out of their eight candidates only four were elected. It appears that they had sufficient votes at their command to secure the return of five of their candidates, but failed to realize the state of the poll and had apportioned their votes inaccurately. The result was that one of their best candidates, the Rev. R.W. Swinburne, failed to secure a seat. From the beginning of the poll there was no doubt about the Roman Catholic candidate, the Rev. G.W. Waterton, who headed the poll in the morning and maintained that position throughout most of the day. The final result showed that of the eleven successful candidates four were Unsectarian, four were of the Established Church, one was a Roman Catholic, one a Presbyterian and one an Independent. The only two in holy orders were the Rev. G.W. Waterton and the Rev. T.H. Chester.

When the result of the election was declared one of the candidates, Alderman John Williamson who headed the poll, moved a vote of thanks to the Mayor. He stated that he had hoped an election would have been avoided to save the money of the ratepayers and to prevent ill-feeling. He was glad, however, that during all the proceedings he had never been aware of any ill-feeling and was satisfied that:--'South Shields did these things in a way peculiar

to itself and did them too, better than its neighbours'. He hoped that 'with fair regard for economy' the School Board would obtain efficiency and that in the near future there would not be so many ragged children running about the streets. His large audience applauded this last statement enthusiastically. Alderman Williamson felt that the number of neglected children, who were living in the borough at that time, reflected badly both upon the parents and Parliament; the latter had now taken the decisive step and the Board's duty was clearly to see that 'the education in the borough was made efficient but at the same time always regarding economy'(1). The third candidate on the poll, Mr. Robert Thubron, an Independent, endorsed Alderman Williamson's remarks and asserted that South Shields had got an excellent Board; he trusted that it would be able to carry out the provisions of the Elementary Education Act with good feeling and be a real benefit to the town. He also hoped that they would soon cease to see neglected children running about the streets, and considered that the Board must use its powers⁽²⁾ to make attendance compulsory. This last remark was warmly received by the audience. He thought that South Shields had more school accommodation than any other town in the north of England and that it would be the duty of the School Board to ensure that every school was

(1). South Shields Gazette, 28th January, 1871.

(2). E.E. Act, 1870, s.74(1).

fully utilised before the ratepayers were asked to spend money on the erection of new buildings. The feelings of another candidate, Alderman Robert Imeary, an Unsectarian, were expressed thus: 'Cheap bread was a great blessing but the giving to every child of an intelligent education was giving it the key to all legitimate and fair prosperity'. Yet another Unsectarian, Dr. George Lunge, was quite convinced that the School Board, despite the diverse outlook of the members, would carry out the provisions of the Act conscientiously. Thus it appears that the members of the first School Board were public spirited men who were anxious for the welfare of the neglected children in the borough.

The first meeting of the Board was held on the 17th February, 1871 at the Town Hall, then in the Market Place, when all the members were present together with the Mayor, Alderman J.M. Moore and the Town Clerk, Mr. Thomas Salmon. The Chairman, Alderman John Williamson, a Sectarian, was elected unanimously, after his proposer assured the members that 'he was a gentleman of great experience and a large general knowledge and was besides possessed of an amicable temper and conciliatory manners, blended with that firmness which was a great asset to the Board'(1). He was a manager of some of the Voluntary schools in the borough and had also been a benefactor to

(1). South Shields Gazette, 18th February, 1871.

the town in many ways, especially with regard to the new infirmary(1). On his acceptance of the Chairmanship Alderman Williamson pointed out to the members that although he had been elected to the Board through the 'cumulative vote' of the Churchmen, he did not accept the office as a Churchman but would act fairly and justly and with the strictest impartiality. He hoped that the Board would carry out its duties in a single-hearted manner and would 'practise efficiency and economy in fulfilling the duties imposed upon it'. Mr. Robert Imeary, an Unsectarian, was proposed by the Rev. T.H. Chester as Vice-Chairman and he was elected unanimously. Where the two main parties were evenly balanced it was a good beginning for the Board to have a Sectarian for its Chairman and an Unsectarian for its Vice-Chairman. At the meeting the appointment of a clerk to the Board was discussed and two members were asked to ascertain the duties and emoluments he should receive. The Board also decided to hold its meetings on the first Thursday of every month and that five members should form a quorum.

At a special meeting of the Board, held at the Police Station, on the 16th March, 1871, for the purpose of electing a Clerk to the Board, the applications and testimonials of twenty-three applicants from various parts of the country were read. Eventually Mr. G.A. Tate was selected and appointed at a salary of £120 on the following

(1) The Ingham Infirmery, Westoe Road.

conditions: that he would devote the whole of his time to his duties which were in the main to take the minutes of meetings, to see that the decisions of the Board were carried out and to make the necessary returns for the Education Department (1). The choice of Mr. Tate as the first Clerk to the Board was a wise one because he gave many years of faithful and efficient service.

The Board then set out to 'fill up gaps' and one of the first tasks which confronted it was to ascertain the number of school places which were needed immediately and in the near future. It was assisted in this by the Education Department who, in accordance with the Act (2), asked for a report on the school accommodation in the borough. The Department wished to know the number of children within the municipal limits for whom accommodation should be provided, the provision to meet these requirements in existing elementary schools and likely to be supplied by them, the precise deficiency of efficient elementary school accommodation by comparing the first two answers and lastly the exact localities in which schools would be needed (3). A Census and Accommodation Committee composed of six members of the Board under Alderman Terrot Glover, was set up to obtain the necessary information. The Clerk was asked to visit every elementary and private school to ascertain the numbers and accommodation in each. After a thorough investigation

(1) School Board Chronicle, vol. I, March 18th, 1871.

(2) E. E. Act, 1870, s. 8.

(3) P.R.O. Ed/6/15, 8/3/1871.

by the Committee a report was forwarded to the Education Department on the 4th May, 1871, when the members of the Board had formally agreed to it. It set out the answers to the questions of the Education Department thus:

1. The numbers of children between 3 and 13 years in the borough on 2nd April, 1871:

3 to 5 years	.....	2,545
5 to 7 "	.....	2,293
7 to 13 "	.....	6,010
Total.	.....	10,848.

From this total the Board proposed to deduct the number of children under 4 years. This number was approximately 1,272. The Board felt that it was unnecessary to provide accommodation for them since it was discouraged by Art. 193 of the New Code, which allowed no grant for them. From the balance the Board also deducted 10% for those children who were expected to pay a fee of more than 9d. per week, and another 15% was deducted for absentees. In view of these deductions it was estimated that elementary education accommodation should be provided for children aged:

4 to 5 years	.....	974
5 to 13 "	.....	6,354
Total.	.....	7,328.

2. The existing efficient voluntary schools which received the government grant provided the following accommodation:
-

The Union British	...	803	places.
St. Hilda's National Infant	...	187	"
" " Old Charity	...	392	"
St. Mark's National	...	225	"
Holy Trinity National	...	338	"
St. Bede's Roman Catholic	...	552	"
Lake Chemical Company	...	214	"
Tyne Dock British	...	555	"
St. Mary's National	...	477	"
Jarrow Chemical Works Day	...	783	"
St. Stephen's National	...	566	"
Total.	...	5,092	"

Provision was also made for the enlargement of St. Mark's National School to accommodate 75 children and also of Holy Trinity National School which would provide a further 300 places. Enlargement for St. Hilda's Old Charity School was also contemplated. The total accommodation in the voluntary schools and contemplated was 5,467 places. To this figure the Board added 392 places provided by private adventure schools. This made a total of 5,859 places.

3. The deficiency to be supplied of efficient elementary school accommodation was thus:

	Infants.	Boys.	Girls.	Child- ren Over.	Total.
The number of children who ought to be attending school:)	4 to 7 years.	7 to 13 years.	7 to 13 years.	13 years.	
Present accommodation:)	2,729	2,763	1,836	200	7,528
	1,680	2,530	1,649	-	5,859
Total deficiency:	1,049	233	187	200	1,669

The Board decided at this early stage to make provision for children likely to stay at school after reaching the age of 13 years. This was a judicious and far-sighted provision.

4. The Board proposed to supply the deficiency in the elementary school accommodation by building three schools to accommodate a total of at least 1,600 children. The districts selected were, Fairless' Ballast Hill, Ocean Road and Holborn (1); the reasons for selecting these localities were shown by an examination of the accommodation situation in them thus:

1. Fairless' Hill district (Thrift, Long Row, Heron, Heugh, Wellington, Wapping and Shadwell Streets):

children 4 to 7 years	=	835
" " 7 to 13 "	=	<u>1,025</u>
Total	=	1,860

The only accommodation)
supplied was ...) = 566 by St. Stephen's
National School.

Total deficiency = 1,294

2. Ocean Road district (Bath, Shields Heugh, Dale, Queen, Catherine, Woodbine and Saville Streets):

children 4 to 7 years	=	578
" " 7 to 13 "	=	<u>774</u>
Total	=	1,352

The only accommodation)
available was ...) = 803 supplied by the Union
British School, which was
Total deficiency = 549 not in the vicinity.

3. Holborn district (Nelson's Hill, Commercial Road and Hill to Pan Bank):

(1). Post Map, Appendix E.

children 4 to 7 years	=	631
" " 7 to 13 "	=	779
Total	=	1,410

The only accommodation) supplied was	)	=	638	by Holy Trinity National School.

Total deficiency = 772

The most pressing need was in the Fairless' Hill district, which was adjacent to Ocean Road, one of the main thoroughfares in the borough. The total deficiency in the three districts was 2,615 school places although the total deficiency in the whole of the borough was 1,669. The voluntary schools could have made up 946 of the deficient school places in these three districts but unfortunately they were situated outside the boundaries of these populous areas.

The H.M. Inspector, Mr. H.E. Oakley, for the district also made a report to the Education Department after considering both the school Board's answers and his own first-hand knowledge of the position in the borough. With regard to the first answer of the board, although he agreed that the provision of accommodation for children under 4 years of age was discouraged by Art. 193 of the New Code, he felt that some accommodation should be provided since, until they were actually prohibited from attending school, there would always be children between 3 and 4 years of age in Infants' schools. He

suggested that some 127 places be provided for this purpose. He also noted that the Board had deducted 15% of the places on account of absentees because it estimated that the number of children on the books would not all be in attendance at the same time, 'except perhaps when there was a school feast'. He thought that this was a large deduction but not too large because 'it might be a great mistake to over-school a place'; the empty benches would cause 'discontent and it would be a long time before the schools were full'.(1). He was quite wrong in this last assumption because the Board's schools were soon filled. Mr. Oakley agreed with the figures of the Board in the second answer that the existing eleven elementary schools with their 25 Departments supplied accommodation for 5,092 children. He discounted, however, the 392 places supplied by the 23 private adventure schools because two were closed and of the 21 others not one was efficient (2). 48% of the children in them had failed in reading, 68% in writing and 79% in arithmetic. On the proposal, in answer three, that 200 places were to be provided for children over 13 years, he commented, 'I think it a judicious idea, as in all good schools there will always be some children above 13 years, the limit of compulsion under the Act'.⁽³⁾ In view of his observations he suggested the following accommodation should be provided:

(1). P.R.O. Ed. 16/69, 3/10/1871.

(2). E. E. Act, 1870, s.5.

(3). P.R.O. Ed. 16/69. 3/10/1871.

Infants under 7 years	=	946 places.
Boys between 7 and 13	=	475 "
Girls " 7 " 13	=	663 "

Total = 2,084 "

The main difference between the H.M. Inspector's and the Board's estimates was the discounting of the 392 places provided by the private adventure schools. He agreed with the Board's proposal in the fourth answer for the provision of three new schools but was inclined to recommend two large ones each with three departments, Boys', Girls' and Infants'. One of these schools should be situated in the Fairless' Hill district, where the deficiency was greatest and the other in the Ocean Road or the Holborn districts (1).

The Education Department, after considering both the reports of the Board and the suggestions of the H.M. Inspector, decided, in accordance with its powers (2) that a total of 2,894 elementary school places should be provided. In arriving at its decision the Department deducted 15% of the total places to allow for absentees and for those children under 4 years who were not likely to attend school. Therefore an allowance was made in the figures of the Department for children between 3 and 4 years of age, as suggested by the H.M. Inspector. The Department also suggested to the Board the building of two large schools each with three departments, Boys', Girls' and Infants', instead of the three smaller schools proposed by the Board. The Board agreed to the recommendations

(1). P.R.O. Ed.16/69, 3/10/1871.

(2). E. E. Act, 1870, s.8, s.9.

of the Education Department but stated that it preferred the proposal of building three smaller schools instead of two large ones. The Board, however, finally decided on and carried out the building of two schools despite the fact that two sites were purchased and arrangements made to contract for a third site.

The Census and Accommodation Committee pursued its task of securing suitable sites for the proposed schools energetically. The members made a great many visits to examine sites in the three localities and carried out searching inquiries concerning the land(1). The Committee recommended the Board, on the 6th July, 1871, to purchase a piece of land in the Ocean Road district and another in the Cone Street district of Holborn from the Ecclesiastical Commissioners. It suggested the purchase of the latter site after fruitless negotiations with the North Eastern Railway Company for a site in Nile Street which had to be abandoned because the price asked by the Company was far too high. The Board agreed to these proposals, and, as it was anxious to begin building the schools as soon as possible, the Chairman of the Board approached Mr. J.C. Stevenson, M.P., the Member of Parliament for the borough, to use his influence with the Commissioners to secure the conveyance of the land without delay. Mr. Stevenson did help to expedite the formalities involved in the conveyancing by contacting Mr. F.J. Smith, the agent of the Ecclesiastical Commissioners, on the Board's behalf. The Board itself

(1). S. S. S. B. Report from January, 1871, to December, 1873, p. 5.

also asked Mr. Smith on the 18th December, 1871, if he could give an undertaking, as the agent of the vendors, to convey the land so that it could commence building operations before the formal conveyance had been completed. But Mr. Smith reminded the Board that it was a public board and as such had to be very 'particular' in these matters; he felt that the conveyance of the land must be completed before the Board commenced building upon it (1). Both parcels of ground were conveyed to the Board in 1872 at a very reasonable price (2), on the part of the Ecclesiastical Commissioners. The Board, on the very strong recommendation of the H.M. Inspector, also secured a site in Wellington Street from the Ecclesiastical Commissioners for an Infants' School; this land was in the Fairless' Hill district. But the Board decided to build the two schools, in Ocean Road and Cone Street, before it took a formal conveyance of this third parcel of ground, which it never did, because a much more suitable site was found later for another large school.

The Board decided to build the Ocean Road School first because it would be in a position to serve both the Ocean Road and also the Fairless Hill districts, where the shortage of school accommodation was greatest. A Building Committee of five members under Mr. Robert Imeary was sent up by the Board to plan and to superintend the building of the school. Mr. Thomas Oliver, an architect, was

(1). S. S. S. B. Minutes, 18th December, 1871.

(2). Post Appendix 'F'.

appointed to draw up the plans which he finally submitted, after first revising them to reduce the cost by £1,000, to the Committee on 4th October, 1872. These were approved by the Board and submitted to the Education Department for its approval (1). The Board was compelled to do this because the power of sanctioning the loan lay with the Department (2). The latter directed the Board to amend the plans so as to make provision for the accommodation of 1,400 children instead of 1,100 as proposed by the Board. The Department suggested that this be done by increasing the width of the class-rooms. The Board re-submitted its plans on the 10th day of December, 1872, and they were approved by Sir J.R. Sandford, the Secretary to the Education Department (3). The Board then advertised in the local press for builders to submit tenders for the building of the school; they were able to see the plans and specifications and also obtain the bills of quantities free of charge from the offices of Mr. Thomas Oliver, the architect. Mr. Robert Allison of Whitburn submitted the lowest tender which was accepted by the Board and work on the building commenced in February 1873. The Board hoped that the school would be opened before its term of office ended in December, 1873, but the contractor experienced difficulty in obtaining the green Westmorland slates for the roof of the buildings. It was, therefore, opened during the second School Board's tenure of office. The plans showed that the school

(1). The Board was bound by the Building Regulations of the Education Department. Jones & Sykes, Law of Public Education, Rivingtons, 1903, p.627.

(2). E. E. Act, 1870, s.57.

" " " 1873, s.10.

(3). M. E. E.113/12, 10/12/1872.

was to be in two separate buildings, one for the Boys' and Girls' departments and the other for the Infants' Department. Both buildings were enclosed within an acre and a half of play-ground. The former was a two storied building with one school room or hall and three class-rooms on each floor; the latter had one storey with one school-room and two class-rooms. The total cost of the buildings and fittings was £10,986 which was obtained under the Board's power (1) from the Public Works Loan Commissioners (2). The cost of the school per child was estimated at £7.16s. 11d, which was considerably below the average cost over the whole country. The architect to the Education Department in a letter to the London School Board on 5th November, 1873, stated that in most towns the cost of schools was considerably more than £10 per child (3).

The first School Board also approved the plans of the Cone Street School submitted to it by the Census and Accommodation Committee; the latter had again appointed Mr. Thomas Oliver to draw up the plans. These, like Ocean Road School showed the school to be accommodated in two separate buildings, one for the Boys' department consisting of a large school-room and two class-rooms and the other for the Girls' and Infants' departments each with the same accommodation as the Boys' department. The school was to provide accommodation for 985 children and the total cost was estimated at

(1). E.E. Act, 1870, s.57.

(2). Post Appendix 'C'.

(3). S.S.S.B. Report from January, 1871 to December 1873.

£6,000 by the Board but actually came to £7,963 which was about £8 per child. This was relatively cheap when compared with neighbouring towns like Gateshead and Newcastle whose cost per head was £9. 5s. 7d. and £10. 16s. 10d. respectively (1). The Education Department approved the plans on the 5th January, 1874 (2), during the term of office of the second School Board, and a loan was raised from the Public Works Loan Commissioners (3).

The Census and Accommodation Committee of the first School Board also made strenuous efforts to provide accommodation to carry on temporary schools until the new Board schools were built. Alderman Terrot Glover reported to the Board on 3rd August, 1871 that the Committee had tried to rent any suitable place in the borough as a temporary measure to carry on 'School operations'. Amongst the many places the members had visited was the Zion Chapel School Rooms and they had made an offer to the trustees for the lease of them for twelve months to accommodate about 170 children. The trustees of the Chapel had declined the offer because the lease would interfere with the purposes for which the rooms had been built. Similarly other attempts to procure suitable accommodation in this way proved to be unsuccessful (4). The Committee did, however, succeed in obtaining the lease of one large room in Victoria Road, one of the congested areas of the borough. This was opened as a temporary

(1). S.S.S.B. Report from January 1874 to December, 1876, p.4.

(2). M.E. E.113/3, 5/1/1874.

(3). See Appendix 'C'

(4). S.S.S.B. Minutes, 3rd August, 1871

school in November, 1871, to accommodate about 200 infants. The teaching staff consisted of a head mistress, Miss K. Wood, three pupil teachers and one monitor. In October 1872 the average attendance at the school was 254. The income of the school came from fees which were 1d. per week and the government grant. The total income for 1873 from both of these sources was £163. and the total expenditure which included salaries of teachers, rent etc., was £157.11s. The school was, therefore, no burden to the ratepayers. This temporary school functioned until July, 1880 when Laygate Lane Infants' School was opened by the Board to provide permanent accommodation for infants in the district of Victoria Road.

In order to gain control of further public elementary school accommodation in the borough the Board, on 16th December, 1871, sent a circular letter, together with a copy of its regulations for the management of the Board's schools, to the managers of all voluntary schools in the borough which stated: "You will perceive from these regulations that the Board is desirous to manage its schools as similarly as possible to the schools at present maintained by voluntary organisations, and to make it easy for the latter class of schools to be transferred to the Board (1) without any material alteration of their present management. The Board has therefore purposely left a great many matters to the

(1). The Board had power to accept transfers of this nature. E.E. Act, 1870, s. 23.

discretion of managers and teachers. In the case of existing public elementary schools being transferred to it, the Board has agreed that the bulk of existing managers should be re-nominated and it will do all in its utmost power to meet the wishes of the present managers with regard to the particular conditions and terms of the transfer. If you desire to transfer the school under your management to the Board, and thereby to participate in the very great advantage (financial and otherwise) consequent upon its connection with the 'National System of Education' please communicate your intention to the Board".⁽¹⁾

The Board thought that such a transference of schools was desirable both in the interests of the schools themselves and of the ratepayers because the latter would thereby control all public elementary schools throughout the borough and 'so gradually introduce a truly national system of education' (2). The Board did not receive any reply to this letter for two years but in December, 1873 the managers of the Union British School offered to transfer the school to the Board. The Board decided, on 15th December, 1873 which was one of its last acts, to accept the offer but to leave the conditions and terms of transfer to its successors. The latter, however, rescinded the decision.(3).

An important function of the Board under the Act (4) was the making of regulations for the transaction and management of its

(1). Letter to Managers of public elementary schools, 16.12.1871. S.S.S.B. Reports 1871 - 1890.

(2). S.S.S.B. Report, From January 1871 to December 1873. p. 12.

(3). Post p.60.

(4). E.E. Act, 1870. Third Schedule.

business during its triennial period of office. These were drawn up by two members assisted by the Clerk to the Board and by the Town Clerk; they were unanimously adopted by the Board on 1st July, 1871⁽¹⁾ and were adopted by subsequent Boards until 1885. The regulations provided for the ordinary monthly meetings of the Board to be held on the first Thursday of each month at 4 p.m., but an extra-ordinary meeting could be called at any time upon the written request of any three members. A quorum was formed by any five members and any proceedings of less than five members, it was firmly pointed out, were null and void. Representatives of the press could be admitted to meetings of the Board but it reserved the power, to be exercised by a majority of votes, to exclude them as and when the occasion demanded it. The Chairman and Vice-Chairman were appointed for the full term of three years of the Board and the former had the casting vote where the voting on a motion was equal. Another very important regulation concerned the appointment and dismissal of teachers, the incurring of any new expense, the making of any payments from the school fund (2) except ordinary periodical payments and any business which, under the Act, required the consent of the Education Department. All such business could not be carried out unless notice had been sent to each member of the Board at least seven full days before the proposed meeting (3). Notices of motions

(1). S.S.S.B. Minutes, 1st July, 1871.

(2). Post ch. X.

(3). E.E. Act, 1870, Third Schedule (g).

were required to be in writing, signed by the member making it and entered by the Clerk in a book which could be inspected by all members. Only members who were actually/^{present} at the Board's meetings could vote upon motions and every motion was approved by a majority of votes. The names of members present and of those voting on each motion had to be recorded by the Clerk. No member could speak more than once on each separate motion except by way of explanation. The order of business for the meetings of the Board was:

1. The report of the Finance Committee and of the cheques signed.
2. The reports and communications from other Committees.
3. " " " " " Officers of the Board.
4. Business appointed by resolution of a previous Board meeting.
5. Motions and questions of which notice had been given.
6. Correspondence with the Education Department.

It was evident that the financial business of the Board took priority over all of its other business and the importance of economy was uppermost in the minds of the members from the beginning of the Board's existence.

The regulations laid down that the Board could resolve itself into a Committee at any time if the majority of members so wished it and then any member could speak as often as he wished upon a question or motion. A great deal of the work of the Board was done through its Committees. The Standing Committees were Finance, School Management and the School Attendance and Fees Remission

Committees; other Committees like the Accommodation and the School Building Committees were appointed as the occasion required. The Chairman and Vice-Chairman were ex-officio members of every Committee. Three members of a Committee formed a quorum and a chairman for each was elected at the first Committee meeting for a period of one year. The reports of Committees had to be open for inspection in the Board room two days before a Board meeting. The report of the decision or action of a Committee was recorded in the minutes of the Board if accepted. Every member of the Board had to be on one or other of the Standing Committees. All orders for the payment of money were deemed duly executed if signed by three members of the Board and countersigned by the Clerk. This measure was in order to safeguard the school fund from misappropriation. The 'precept' which was served on the rating authority to make up any deficit in the school fund (1) had to conform with the Act (2). It had to be signed by the Chairman and Vice-Chairman or any two members authorised by resolution of the Board to sign it and countersigned by the Clerk. It was presumed in any legal proceedings, until the contrary was proved, that members signing a precept had authority to do so. The appointment of officers and servants was authorised by a minute signed by the Chairman and countersigned by the Clerk. Candidates for these appointments had to appear before the Board and after the members had cast their votes the candidate with a majority of votes

(1). E.E. Act, 1870, s. 54) Post Ch. X.
 (2). " " " " Third Schedule.)

was appointed. They were to hold office during the pleasure of the Board and perform the duties assigned to them (1).

Another important function of the Board was that of making bye-laws. The most important were concerned with the attendance of children at school (2) and the remission of school fees (3). The Board's bye-laws were enforced from 1st October, 1871, after being approved by the Education Department (4).

The first bye-law dealt with compulsory attendance, which some of the candidates had indicated was necessary during their election speeches. The sixth bye-law concerning the remission of school fees (5) caused some controversy between members of the Board. This enacted that "where the parent of any child attending a 'Board' school satisfies the School Board that he is unable from poverty to pay the whole or some part of the school fees, the School Board will remit the whole or part of the fees as in its opinion the parent is unable to pay for a renewal period to be fixed by the Board, not exceeding six calendar months, provided that the amount to be remitted shall not exceed the following scale:

For any child under 7 years of age..... 2d. per week.

" " " between 7 and 10 years of age... 3d. " "

" " " over 10 years of age..... 5d. " "

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- (1). E.E. Act, 1870, s. 35
 (2). " " " " S. 74 (1).
 (3). " " " " s. 74 (3), s.25.
 (4). P.R.O. Ed. 16/69, 3/9/1871.
 (5). E.E. Act, 1870, s. 74 (3), s.25.

No extra charge is to be made for books as school requisites whether for school or home use, by children who are paid for by the School Board". During the Board's debate on this bye-law the Rev. T.H. Chester, vicar of St. Hilda's and a manager of St. Hilda's Infant and of St. Hilda's Old Charity Schools, moved an amendment that it should read "attending a Board school or any elementary public school". Therefore a child attending a voluntary school, conducted in accordance with the Elementary Education Act, 1870 (1) and deemed efficient by H.M. Inspector of schools could obtain remission of fees under the bye-law by this amendment. The amendment, however, was defeated but this important matter was reviewed again at the next meeting of the Board when a letter, dated 6th October, 1871, was read from the Education Department. This stated, 'In respect of the sixth bye-law, where only fees owing to the School Board are remitted in case of poverty, but not for payment of those in other schools under similar circumstances, my Lords are prepared to allow it, as it would not be just to deprive a parent of his right to choose a particular elementary school to which to send his children, because while he was compelled by these bye-laws to send his children to school, he was unable from poverty to pay school fees '(2). The Board noted this suggestion but maintained their attitude to

(1). The most important provision in this case was the operation of the 'conscience clause' enabling the parent of a child to withdraw him from any religious instruction or worship. E.E. Act, 1870, s.7.

(2). P.R.O. Ed.6/15, 6/10/1871.

confine the remission of fees to Board schools. The Rev. Chester suggested to the other members that the letter was not merely from an official in the Education Department but was in fact from Mr. Forster himself and that they should take notice of it. He believed that it was a great injustice to compel the poor to send their children to Board schools (1). He raised the question again during the life of the second School Board (2).

It was on this question of the remission of fees by school boards, by the 25th Section of the Act, that Mr. W.E. Forster received a great deal of criticism and opposition both inside and out of Parliament from the Birmingham Education League with George Dixon as its Chairman, Joseph Chamberlain, as Vice-Chairman and Jesse Collings as Secretary. The League had been formed in 1869 to secure free compulsory education on unsectarian lines. Birmingham, where the influence of the League was so strong, like South Shields at this time, refused to apply s.25 of the Act, in respect of voluntary schools but in most other districts where the school boards applied it the voluntary schools benefitted by the remission of fees. In Manchester, for example, the School Board, which did not erect board schools for some years, paid out large sums from the rates under this section (3).

Two members of the Board assisted by the Clerk drew up general regulations for the management of board schools. These were read

(1). South Shields Gazette, 9th October, 1871.

(2). Post p.60.

(3). History of Education in Great Britain, S.J. Curtis, P. 281. U.T.P. 1948.

by the Clerk, Mr. G.A. Tate, and approved by the Board on 7th November, 1871 (1). The regulations laid down that Infants' schools for children under the age of 7 years would be mixed and that in Senior schools for children between 7 and 13 years of age boys and girls would be taught in separate departments. Female teachers only were to be employed in Infants' and Girls' departments. The children were to be under instruction in the schools for not less than five days per week. In all Board schools the following resolution had to be closely followed: "In schools provided by the Board the

Bible will be read and there will be given such explanations and such instructions therefrom in the principles of morality and religion as are suited to the capacities of the children. It must always be provided that:

1. In such explanations and instructions section 14 of the Elementary Education Act, 1870, will be strictly observed in letter and spirit, viz: 'no religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in the school' (2).
2. The times during which any religious abservance is practised or instruction in religious subjects is given at any meeting of the school shall be either at the beginning or at the end or at the beginning and at the end of such meeting; and any scholar may be withdrawn by his parent from such

(1). S.S.S.B. Minutes, 7th November, 1871.

(2). E.E. Act, 1870, s. 14 (2). This was the Cowper-Temple Clause which Gladstone suggested be accepted during the Committee stage of the Bill in deference to the Radical opinion in the House. It was a compromise on the 'religious question' but did not solve the religious difficulty, as subsequent events proved.

observance or instruction without forfeiting any of the other benefits of the school."(1). In the event of a parent withdrawing a child from religious instruction the child had to receive instruction in secular subjects during the period. The Board laid down that religious instruction should be at the beginning of each day and should not exceed three-quarters of an hour. This regulation was passed after the Churchmen proposed an increase from half-an-hour which they thought was far too short. This was opposed by the Nonconformists, like Dr. George Lunge, who asserted that the country was looking to Board schools to give secular instruction alone.

The term of office of the first School Board ended in December, 1873. Its work was principally of a preparatory nature which consisted of establishing the amount of elementary school accommodation, selection of sites and the purchase of land, the planning of schools and the passing of bye-laws and regulations. It had one temporary school for infants in Victoria Road with 254 children in average attendance in operation; one Board school, the Ocean Road Board School, with the provision of accommodation for 1,400 was nearing completion and another, the Cone Street Board school, had been planned for 985 children. A third site in Wellington Street had been secured, but not purchased, for future use of the Board.

(1). E.E. Act, 1870, s. 7(2). This was the 'conscience clause' which applied to all public elementary schools whether they were Board or voluntary schools. S.74(2), also provided that bye-laws should not prevent the withdrawal of a child from religious instruction or observance.

In a leading article in the local press the School Board was described as having done its work 'laboriously and well'(1). The members had worked well together considering the two main parties, the Sectarians and Unsectarians, were fairly evenly balanced; it did appear, however, that the latter were able to influence the majority of members of the Board to pass bye-laws which they proposed

The second School Board was elected on 21st January, 1874. All the members, except one, of the first Board sought re-election. The eleven members who were elected included six of the former Board including Alderman John Williamson, the Chairman and the Rev. Thomas Henry Chester. The latter was elected the Chairman of this Board on which the influence of the Sectarian party predominated. The Rev. Chester told his supporters during the election campaign that he desired to see the Elementary Education Act of 1870 literally and honestly put into operation so as to give every child a sound and useful education. He said, 'I shall do my best to carry out the intention of the legislature, viz: to supplement and not to supersede and destroy the existing voluntary schools in the borough but to utilize these as far as possible. School boards were not established to annihilate the voluntary denominational schools but to reach that large class of outcast children whom the voluntary system had not touched' (2).

(1). South Shields Gazette, 20th December, 1873.

(2). South Shields Gazette, 18th January, 1874.

He also stressed his opinion that the Board should remit fees in all public elementary schools and not merely in the Board's schools, as was the case at the present time, so that parents suffering from poverty would not be forced to send their children to the Board's schools but would be free to send them to any public elementary school.

The first meeting of the new Board on 1st February, 1874 was held in offices in King Street which had been leased by the previous Board to carry out its business. The election of the Chairman was influenced by the question of the remission of school fees. Alderman John Williamson, the Chairman of the first Board, and also the Rev. T.H. Chester were nominated. The former advocated the first Board's decision on the matter of confining the remission to the Board's schools only whereas the latter again advocated the inclusion of the voluntary schools (1). The Rev. Chester was elected by five to four votes; he and Alderman Williamson abstained from voting. The Chairman proposed, at a special meeting of the Board on the 14th February, 1874, a motion to amend the sixth of the Board's bye-laws to enable the Board to remit the fees of poor children in any public elementary school, the motion was carried by six votes to five and thus the remission of fees was extended to voluntary schools. At this special meeting the Board also rescinded the acceptance of the offer for the transfer of the Union

(1). Ante p.55.

British School which the first Board had resolved to accept on 15th December, 1873 (1). Mr. Matthew Stainton, a Sectarian and Vice-Chairman, who proposed this motion stated that he was completely opposed to the policy of the Birmingham Education League which was to make education compulsory and to expel all religion from schools. Their first aim was to supply excessive school accommodation at the ratepayers' cost and the second was to bring about the transfer of all public elementary schools and so compel children to attend Board schools which would give a purely secular type of education. He thought that their aims were inconsistent with the letter and spirit of the Elementary Education Act of 1870, and he deplored any attempt on the part of the Board to follow such a policy. For this reason and because the buildings of the Union British School were in a dilapidated state he moved that the acceptance of the transfer be rescinded. He did, however, admit that the school was the most flourishing in the borough. Dr. Joseph Frain, an Unsectarian, opposed the motion because he thought that it was in the interests of the country and the borough to have a national system of education and that all the voluntary schools in the borough should be brought under the management of the Board. He pointed out that the main duty of the Board was to give secular instruction and that the first Board had made provision for Bible reading and a

(1). Ante p.50.



The Boys' and Girls' Departments of the Ocean Road Board School.

daily prayer service in deference to local opinion (1). The motion rescinding the acceptance of the offer of the managers of the Union British School was eventually carried by six votes to five.

The Ocean Road Board School (2) was completed and opened by this Board on 3rd August, 1874, without public ceremony. The Cone Street Board School, which was planned by the first Board (3), was built during the life of this Board after being approved by the Education Department. Mr. Robert Allison's tender was accepted by the Board, on 7th May, 1874 because it was the lowest. There was, however, a great deal of opposition from some members of the Board to the building of the school. Mr. M. Stainton held that a school of this size, for 985 children, was unnecessary and that the Board should build two smaller schools, to accommodate 400 children each, instead; he was able to get the majority of the members to agree with him to postpone the building of the school for six months (4). The Education Department learnt of this decision

- (1). E.E. Act, 1870, s.97 (1) (2), which laid down the conditions for the annual parliamentary grant, stated that no grant would be made for any instruction in religious subjects; nor was the school required to be in connexion with a religious denomination; nor that religious instruction should be given in the school to obtain the annual parliamentary grant.
E.E. Act, 1870, s.7 (3) laid down that it was no part of the duties of H.M. Inspectors to inquire into any instruction in religious subjects given in a public elementary school, or to examine any scholar therein in religious knowledge or in any religious subject or book.
- (2). It was described in the School Board Chronicle (August 15th 1874) thus: 'The playgrounds like the schools are probably the largest in the North of England'.
- (3). Ante p.47.
- (4). S.S.S.B. Minutes, 5th March, 1874.

through the H.M. Inspector and, in a letter dated 2nd April, 1874, the Government Inspector of Schools informed the Board: 'You are aware that we are obliged by the Elementary Education Act (1) to compel every township to provide school accommodation for all children requiring it (2). The Chairman, the Rev. T.H. Chester, told the Board that he thought it advisable to begin building the school at once because he feared 'they would be ordered to do so'. Therefore the Board resolved to commence building immediately and the Education Department was informed accordingly. The school was opened on the 10th May, 1875 (3). Both of the Board's schools amply justified the Board's plan to build large schools as the following table for January 1876 shows:

TABLE iv.Accommodation and Numbers in attendance in the Board's Schools, 1876

	Accommodation.	No. on Registers.
Ocean Road Board School: Boys'	500	473
Girls'	500	334
Infants'	400	355
Cone Street Board School: Boys'	300	271
Girls'	300	309
Infants'	385	411
Total:	2,385	2,153

(1). E.E. Act, 1870, s.6.

(2). M.E. E.113/3, 2/4/1874

(3). S.S.S.B. Report, from January, 1874 to December, 1876, p.4.



The School Board Offices and the Infants' Department
of the Ocean Road Board School.

This second School Board, under the influence of the Sectarian majority, did not plan or build any other schools during its term of office, although they were clearly needed. It did, however, build a set of offices and a caretaker's house on the Ocean Road School site for the Board to conduct its business. These were opened on 10th March, 1875 at a cost of £1,830. It also took over the management of the Tyne Dock British School; on the 28th November, 1874 the Board informed the Education Department of the agreement reached between the managers of the school and the Board. The negotiations had been conducted through the legal representatives of both parties in accordance with the instructions of the Education Department (1). The school was leased to the Board for a period of 14 years at a nominal rent and the Board acquired the buildings free of charge except for a sum of £160 for the existing fittings. This enabled the managers to transfer the school free from debt. Four of the school managers and four members of the Board were nominated as the managers of the school under the Board. The Education Department agreed to the transfer (2) which took place on the 1st July, 1875 (3). The school was re-named the Hudson Street Board School, after the street in which it was situated; the buildings had three school rooms and three classrooms for the accommodation of 569 children, boys, girls, and infants..

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- (1). Education Department Minute, 17/7/1871, and Letter, 3/1/1872 laid down the procedure for the transfer of voluntary schools.
 - (2). E.E. Act, 1870, s.23 (3).
 - (3). S.S.S.B. Report from January, 1874 to December, 1876.

At the end of its term of office the second School Board had three permanent schools and one temporary school, divided into ten departments, under its control. The total accommodation provided by the Board in December, 1876 was as follows:

Ocean Road Board School:	...	1400 places.
Cone Street " " :	...	985 "
Hudson Street" " :	...	569 "
Victoria Road Temporary School:	...	<u>254</u> "
Total :	...	<u>3,208</u> (1).

For these schools it had a teaching staff of 86 teachers (2). Nevertheless the second School Board had done little to increase the public elementary school accommodation; the two large schools which had been built were really the work of the first Board and the taking over of the Tyne Dock British School had not altered the number of school places. The Board had taken over the latter reluctantly because the managers had indicated that they were unable to raise the money necessary to make the school buildings efficient as elementary school accommodation. If the Board had not taken the school over, the managers would have closed it and the Board would then have had to supply a new school for the 569 children. As the Rev. T.H. Chester promised at the beginning of his Chairmanship, this Board fostered the interests of the voluntary schools at

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- (1). The voluntary schools were supplying accommodation for 5,040 children. Thus the total elementary school accommodation was 8,248.
 - (2). These included: 3 headmasters, 7 headmistresses, 4 assistant masters, 4 assistant mistresses, 42 pupil teachers, 26 monitors.

the expense of the public elementary education in the borough by its failure to build and plan more schools. It proudly pointed out that the voluntary schools had increased their government grants from £1,813 to £2,821 during the Board's term of office (1). But this gave little satisfaction to future Boards which had to make great efforts to make up for its lack of enterprise in supplying public elementary school accommodation.

This question of school accommodation received the immediate attention of the third School Board, which was elected on the 21st January, 1877. Amongst the newly elected members were the Rev. T.H. Chester, Dr. J. Frain and Mr. T. Glover, who were all members of the first two School Boards. The last two were elected Chairman and Vice-Chairman respectively; both were Unsectarians. The Unsectarians had six members and the Sectarians four members on the Board. There was also one Independent. The policy of the Board was therefore controlled by the Unsectarians which was the opposite to that of its predecessor. Its object was to increase the school accommodation and also to increase the influence of the Board over public elementary education in the borough. Its first task was to discover how many places were required in school accommodation. The Board estimated that the population of the borough had risen

(1). S.S.S.B. Report from January, 1874 to December, 1876.

by 10,000 since 1871 when the census returned it as 45,336. It also found that whilst there was accommodation for 8,248 children in public elementary schools, 3208 places provided by the board and 5040 places by voluntary bodies (1), there were 9,397 children entered on the registers. The actual attendance of children was 8,629, out of a school population estimated at 10,000 (2). Therefore it was quite clear that further accommodation was urgently required. The Accommodation Committee after a close examination of the situation found that accommodation for infants was the first necessity. The Board approved the suggestion to build two Infants' schools, one in Laygate Lane for 366 children and another in Baring Street for 347 children. Two sites for the schools were purchased from the Ecclesiastical Commissioners (3). The sites were large because the Board intended to build Boys' and Girls' departments on the same sites at a future date. The plans were drawn up by the architect, Mr. Thomas Oliver, who had planned the other two Board schools. These were approved by the Education Department on the 18th July, 1879 (4); the Board had then been in office for over two years but the delay was on account of the time taken over the formalities to convey the land. Again Mr. Robert Allison of Whitburn submitted the lowest tender for building the two schools which was accepted by the Board. The cost of the Laygate Lane

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- (1). S.S.S.B. Fifth General Report, from January 1883, to January 1886. p.1.
 - (2). S.S.S.B. Third General Report, from January 1877 to December 1879. p.9.
 - (3). Ante. p.45. The Board purchased the Baring Street site in place of the Wellington Street site, on which it held an option to purchase.
 - (4). M.E. E.113/1, 18/7/1879.

Infants' School was £4,091 and it had a gallery recess in its school-room. There were also five class-rooms. The total cost of the Baring Street Infants' School was £3,490 and the accommodation consisted of one school-room with a gallery recess and four class-rooms. Both schools were opened on 1st July, 1880. On the opening of the Laygate Lane Infants' School the Victoria Road Temporary School was closed and the children transferred to the former (1).

In July, 1877 the managers of two voluntary schools, the Lake Chemical Company School (2) and St. Mary's National School (3), offered to transfer their schools to the Board. The Board accepted the offer after the Accommodation Committee had agreed upon the conditions of transfer. The Education Department agreed to the schools being transferred to the Board on the 21st January, 1878 (4), but in the case of St. Mary's National School it required the consent of the Dean and Chapter of Durham and of the North Eastern Railway Company, the settlers of the trust which established the school. This was given without delay. The Board agreed to take a lease of the school for fourteen years at a nominal rent of a shilling per annum and to purchase the fittings for £120. The Board was also required to keep the buildings in good repair, to insure them and allow the managers the use of all the rooms on Sundays and on one evening per week. The school had accommodation for 476 children

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- (1). Ante pp.48-9.
 - (2). Ante pp.21-2.
 - (3). Ante pp.22-3.
 - (4). M.E. E.113/17, 21/1/1878.

in three departments, Boys', Girls' and Infants'. After the school had been transferred, the School Management Committee recommended the Board to re-organise it and the Hudson Street Board School; the boys of St. Mary's School were transferred to the Hudson Street School and the girls and infants from the latter to the former. Hudson Street School had then only two Boys' departments, Senior and Infants, and St. Mary's School two departments, Girls' and Infants'. There was thus a saving of two head-teachers' salaries; this was the reason given to the rate-payers for the re-organisation⁽¹⁾ but the Education Department was told "that separately these schools will never be worked efficiently because they are small and close together" (2). The Lake Chemical Company School was conveyed to the Board absolutely free of charge. The school had accommodation for 214 children in one department in which were both boys and girls (3). The Board re-named the school the East Jarrow Mixed Board School. As the school was situated near the boundary between South Shields and Jarrow, children who were not residents of the borough were attending the school. This gave rise to a great deal of controversy between the two Boards (4). Before the Board ended its term of office on 31st December, 1879, the managers of St. Stephen's National School offered to transfer the school to the Board. The Board recommended its successor to accept the offer

(1). S.S.S.B. Report, from January, 1877 to December 1879, p.6.

(2). M.E. E.113/17, 3/2/1878.

(3). P.R.O. Ed. 7/28, 3/2/1878.

(4). Post p.85.

because it could not settle the conditions of transfer within its own life-time.

During its term of office the third School Board had planned and begun the building of two Infants' schools, giving a total of accommodation for 713 children. It had also taken over two voluntary schools with a total of 690 places and had re-organised two of its schools. Thus this Board had worked well for the provision of elementary education in the borough and had increased the influence of the Board. This must be attributed to the energetic Chairmanship of Dr. Joseph Frain who had the highest attendance at the Board's meetings; he attended 43 out of a total of 46 Board meetings. When the two Infants' schools were opened on 1st July, 1880 and the Victoria Road Temporary Infants' School was closed, the Board then had seven schools, divided into thirteen departments, under its administration; of these schools four had been built during the life of the first three Boards and three had been taken over from voluntary school managers. The main reason for these voluntary school transfers was the inability of the managers to meet the cost of extensive repairs which were urgently required in all three schools (1). The total provision of public elementary school accommodation in the borough was 9,068;

(1). S.S.S.B. Report, January 1877 to December, 1879. p.6.

4,357 places were provided by the Board and 4,711 by the voluntary bodies (1). Therefore during the life of the first three Boards, which covered about a third of the total existence of the School Board, many of the 'gaps' were filled. There was, however, no room for complacency especially as the population in the borough was still increasing at the rate of about 10,000 every decade.

(1). Table v. p. 72.

Public Elementary School Accommodation in South Shields on 1st July, 1880.

1. Board Schools:	School:	Departments:	Accommodation:	Date Opened or Transferred:
	Ocean Road.	3	1,400	3. 8. 1874
	Cone Street.	3	985	10. 5. 1875
	Hudson Street.	2	569	1. 7. 1875 (transferred).
	East Jarrow.	1	214	21. 1. 1878 (").
	St. Mary's.	2	476	21. 1. 1878 (").
	Laygate Lane Infants'	1	366	1. 7. 1880
	Baring Street Infants'	1	347	1. 7. 1880
	Total: 7.	13	4,357	
2. Voluntary Schools.	Union British.	3	789	1833
	St. Hilda's National.	3	561	1870
	St. Mark's National	2	475	1870
	Holy Trinity	3	745	1836
	St. Bede's R.C.	4	616	1867
	Jarrow Chemical	3	850	1850
	St. Stephens	3	675	1853
	Total: 7.	21	4,711	

Total in the borough:

14. Schools.

34. departments.

9,068 places.

Population of South Shields) (55,000 (Estimated). The official
 in 1880.) =(
) (census of 1881 showed 56,875.

Proportion of School Places)
 to population.) = 1 to 6.
)

Note: The Victoria Road Temporary Infants' School closed on
 1. 7. 1880 on the opening of the Laygate Lane Infants' Board
 School.

CHAPTER III.

Discord and Delay over the Provision of Elementary Education in the Borough, (1880 - 1886).

At the time of the election of the fourth School Board, on the 19th January, 1880, the voluntary bodies were still supplying the majority of the elementary school places in the borough; however with the opening of the two Infants' schools, Laygate Lane and Baring Street Infants' Schools, on the 1st July, 1880, the Board's provision of elementary school accommodation almost equalled that of the voluntary bodies. About five years later, near the end of the fifth School Board's triennial term of office, the Board was supplying well over twice the amount supplied by the voluntary bodies (1). This increase in the influence of the School Board over elementary education in the borough was the work of the Unsectarians, who pursued a policy to gain control of elementary education in the borough with the object of helping to bring about a national system of education throughout the country. Although credit must be given to the Unsectarians for their diligence and enterprise, it

(1). Post Table vi. p.96.



St. Stephen's National School.

must not be forgotten that the Board had a very great advantage over the voluntary bodies in having recourse to the rates for any deficiency in the School fund (1). It was not surprising therefore that the voluntary bodies, through their members on the Board and on the borough Council, tried to obstruct the growing power of the Board by delaying the building of new schools as long as possible. This policy slowed up the progress of elementary education in the borough, which was evident during the period covered by the fourth and fifth Boards.

The small number of voters in the election of the fourth School Board shows that apathy in educational affairs existed in the borough (2). The Sectarians, four Church of England and two Roman Catholic, held six places on this Board; the other five were held by the Unsectarians. The Rev. James John Corboy was elected its Chairman with Mr. John Bowman, another Sectarian, as Vice-Chairman. The first business of the Board was to consider the offer of the managers of St. Stephen's National School, which had been made to the previous Board. During the discussion which took place over this question, Mr. Thomas Grieves Mabane, a Sectarian, thought such a transfer to the Board was unnecessary because 'it had too many schools already and the salaries of teachers were too high'.

(1). E. E. Act, 1870, s. 54. Post Ch. X.

(2). There were 3,464 votes cast in this election on the 19th January, 1880, as compared with 4,515 which were cast in the third School Board election on 21st January, 1877. During this period the number on the burgess roll of the borough had risen from 10,865 to 11,605.

But the Unsectarian members, the Rev. Walter Hanson and Mr. James Nicholson, pointed out that the present managers had insufficient funds to keep the school in repair. They would therefore be compelled to close it and the Board would be faced with the more costly venture of building the Boys' and Girls' departments on the Baring Street Infants' School site for the 569 children who were attending the school. The Board eventually decided to accept the offer and the terms of transfer were forwarded to the Education Department for its approval.(1).The latter asked the Board to contact the Dean and Chapter of Durham and inform them of the agreement of transfer. The Board questioned this request because the Dean and Chapter were neither trustees nor managers; however the Board asked the Rev. Henry Morton, a trustee of the school and vicar of St. Stephen's, to forward a copy. In a letter dated 14th June, 1880 the Dean and Chapter, informed the Education Department that as the negotiations had progressed so far they reluctantly resolved not to oppose the transfer (2). The memorandum of agreement between the trustees and the Board was signed on the 1st July, 1880; this showed that the buildings were leased to the Board for a term of 21 years at a rent of ten shillings per annum. It was to have exclusive use of them on every day of the week, except on Good Friday and Christmas Day and two evenings a week. The Board was

(1). South Shields Gazette, 3rd March, 1880.

(2). M.E. E.113/19, 14/6/1880.

not allowed to carry out alterations to the premises without the permission of the trustees and half of the managers had to be nominated by the trustees. Sir Francis Sandford, the Secretary of the Education Department, remarked on these conditions, 'that but for this arrangement the Board would be complete managers of the school' (1). The Board were to pay all outgoings including rates, taxes, insurance and repairs; it also received all the income. The Education Department sanctioned the transfer on the 27th July, 1880, and also, allowed the infants of the school to be transferred to the Baring Street Infants' School, which the Board had proposed. With the approval of the Education Department the Board borrowed £900 from the Public Works Loan Commissioners to carry out the extensive repairs and alterations which the buildings required. When the school was re-opened, on the 1st August, 1880, after the work had been completed, there was accommodation for 675 boys and girls provided in two school rooms and six class-rooms.

The Board asked the Education Department's permission for standard II children to be admitted to the newly opened Laygate Lane Infants' School which provided accommodation for standard I children who were normally under seven years of age. The Education Department pointed out that there were enough children under eight years of age i.e. who should be in standards I and II (2), to fill the school and their numbers would increase 'with the advent of the

(1). M.E. E.113/19, 27/7/1880.

(2). The public elementary schools were organised in VII standards at this time.

summer months'. It gave its approval reluctantly and on the understanding that the Board would make provision for older children without delay (1). The Rev. W. Hanson, an Unsectarian, proposed, at a meeting of the Board on the 7th February, 1881, 'that this Board accept the proposal of the Education Department with regard to standard II children being educated at the Laygate Lane Infants'

School and will provide accommodation for older children as soon as possible'. (2). Mr. Joseph Toward Eltringham supported the motion but expressed the hope that the Board would delay building further schools for as long as possible. The Chairman, Mr. J.J. Corboy, gave a word of warning concerning the government grant which, he thought, the Education Department would refuse to grant if it were not satisfied with the Board's conduct in this matter (3). The motion was approved by a majority of the Board but, for some unknown reason, the reply to the Education Department showed that the Board was intent on putting off the building of new departments on the Laygate Lane School site for some time. A sharp reply came back from the Education Department asking the Board to ascertain the approximate accommodation requirements in the Laygate Lane area. It also pointed out that the H.M. Inspector, on the 29th October, 1880, had reported that the actual attendance had exceeded the amount of

(1). P.R.O. Ed. 16/69, 30/11/1880.

(2). S.S.S.B. Minutes, 7th February, 1881.

(3). E.E. Act, 1870, s.7(4), s.97.

accommodation in the Laygate Lane Infants' School. The Education Department was also not satisfied with the Board's reply concerning the provision of accommodation for children over seven years and especially with the words 'provision will be made as soon as convenient'. The Board was advised to build 'without delay'. The tone of the Education Department's letter clearly indicated that it was prepared to declare the Board to be in default if the suggestion of the Department was not carried out (1). This warning was enough to make the Board pass a resolution, which was passed 'nem.con.' to proceed with the building at once. A Building Committee of five members was appointed to carry out the resolution, and the Education Department was informed accordingly.

The Committee recommended the Board, on the 4th April, 1881, to build two departments on the Laygate Lane School site for 400 boys and 350 girls. Again one of the Sectarians, Mr. T.G. Mabane, tried to delay the building by suggesting a postponement of the acceptance of the plans for a month 'so,' as he said, 'that attention may be given to any further particulars which may be forthcoming and before the Board goes to the expense of £4,500 for the erection of the building'. (2). Nevertheless, the Board accepted the proposal, which was carried on by seven votes to three. The plans were approved by the Education Department on 3rd November, 1881. But before the building commenced, a sub-committee of the Building

(1). E.E. Act, 1870, s.11. In the event of the School Board being declared in default, the Education Department could, by an order, appoint not less than five and not more than fifteen persons to be members of the Board. After the date of such an order the previous members of the Board would be deemed to have vacated their offices, although any of them could be appointed again by the Education Dept. s.63

(2). S.S.S.B. Minutes, 4th April, 1881

Committee visited a new school situated on the Durham Road, Gateshead. It reported to the Board that the school had been built at a moderate cost and was substantially built. It was also impressed by the fact that the school was self-supporting and a credit to the Gateshead School Board. The head master received one third of the government grant whereas in South Shields a head master received one half (1). The sub-committee also noted that 'the order was simply marvellous' and that the highest fee was sixpence per week. One member of the Board, Mr. James Nicholson, remarked on this report 'but Gateshead is a model borough, is it not?' which was followed by much laughter. The Board advertised for tenders for the building of these departments and that of Mr. A. Thompson of Gateshead, who had built the Durham Road School, Gateshead, was accepted because his was the lowest. Building commenced immediately and was completed in November, 1882. The Board felt that it had received full value for its outlay of £5,427, the total cost of the building and fittings, which worked out at the rate of £6. 5s. 9d. per head. The ratepayers were assured that the departments were built in a superior style and 'so well finished'(2). The main building was of red brick and was composed of two storeys with two stair-cases, one at either end of the building. There were six class-rooms and a large school room on each floor. The girls were accommodated in the upper

(1). Post pp.436-7.

(2). It was described in the School Board Chronicle (vol.XXIX p. 318, March 31st, 1883), thus: 'Although the foundations, which passed through an old quarry, had to be built up for nearly thirty feet, the cost had hardly reached £6 per seat. The schools are built after the Queen Anne style of architecture - of red Sherburn brick with stone dressings'.

storey and the boys on the ground floor. The Board obtained a loan of £5,427 from the Public Works Loan Commissioners at a rate of 4 per cent repayable over forty years. The total accommodation provided by the Laygate Lane Board School was 1,116 places in the three departments, Boys', Girls' and Infants' (1).

During the building of this school two class-rooms for 80 children were added to the Ocean Road Infants' School at a cost of £400. But the Unsectarians were still not satisfied with the Board's provision of school accommodation and the Rev Walter Hanson, on the 6th June, 1882, felt it his duty to move 'that the Board proceed at once to build Boys' and Girls' departments on the Baring Street Infants' School site'. His reason for doing so was because the two schools in this part of the borough, St. Stephen's mixed School and Baring Street Infants' School, were full so that a number of children were unable to find places. He pointed out that if the Board agreed to his proposal it would be about two years before the building would be completed and by that time the large number of children in the Infants' School would be leaving. The School Attendance Officer of the Board had also informed him that there were 'hundreds of children of school age in the streets, but it was utterly impossible to get them into schools because there were no places for them'. Mr. T.G. Mabane, Sectarian, opposed the

(1). S. S. S. B. Report, from January 1880 to December, 1882.

motion on the grounds that there were schools in the borough which were not full; it was thereupon explained to him that these were for girls and it was for boys that accommodation was the most urgently needed (1). Before agreeing to the proposal of the Rev. W. Hanson, the Board decided to take a census of children living in the east end of the town, which included the Baring Street area. The Committee set up for the purpose reported on the 8th August, 1882 (2), and revealed the following figures:-

The total number of children in the area attending	
school:	= 3,697.
The number of children above five years of age	
not attending school:	= <u>440.</u>
Total:	= <u>4,137.</u>

There were also 800 children between three and five years of age who were not attending school; the Board, however, was not bound to supply accommodation for these children (3). It was, therefore, clear from the figure of the number of children who were not attending any school that further school building was urgently required. The Rev. W. Hanson told the Board that it had no alternative but

'to build and to build at once because it existed for the purpose of providing school accommodation and if it neglected its duty as a Board it had no right to remain in office'.⁽⁴⁾ The Board then decided to build Boys' and Girls' departments on the

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- (1). S.S.S.B. Minutes, 6th June, 1882.
 - (2). S.S.S.B. Minutes, 8th August, 1882.
 - (3). Ante p.38 & p.41.
 - (4). S.S.S.B. Minutes, 8th August, 1882



The Boys' and Girls' Departments of the Baring Street Board School. The Junior Department is on the left.

Baring Street School site and plans were drawn up accordingly. These showed a building of two storeys with one school-room and six classrooms on each floor. It would provide accommodation for 358 boys and 358 girls. The plans were approved by the Education Department early in the life of the fifth School Board (1). The building was again carried out by Mr. Alex. Thompson of Gateshead, because his was the lowest tender and also on account of his good workmanship on the Laygate Lane School. The building was completed and opened on the 31st March, 1884; the Baring Street Board School then provided accommodation for 1,063 children in three departments, Boys', Girls' and Infants'. The total cost of the new building was £4,621 and the Board obtained a loan of this amount from the Public Works Loan Commissioners at the rate of 4 per cent repayable over a period of forty years.

The provision of elementary school accommodation by the fourth School Board included the taking over of St. Stephens' National School, the building of Boys' and Girls' departments on the Laygate Lane School site, the addition of two class-rooms to Ocean Road Infants' School and the planning of Boys' and Girls' departments on the Baring Street School site. These projects were carried out through the agitation of the Unsectarian minority on the Board and the pressure asserted by the Education Department.

(1). M.E. E. 113/1, 4/1/1883.

A problem which confronted the fourth School Board was the election of new members to take the place of those who resigned. There were three such resignations during the life of the Board including that of the Chairman, Rev. J.J. Corboy. The Education Department did not object to the vacancies being filled (1); this was done by nominating unsuccessful candidates at the previous election according to the number of votes which they had received. As the Board delayed the appointment to replace the retiring Chairman, the Local Government Board ordered it to elect a member in accordance with the Elementary Education Act of 1870 (2) at once. This was done immediately and Mr. John Bowman, the Vice-Chairman, was appointed on the 4th April, 1881; Mr. Joseph Toward Eltringham was also appointed Vice-Chairman at the same time. Mr. Bowman was elected on the grounds that he was the highest rate-payer and had held the office of Vice-Chairman. Although the members of the Board were divided on certain major issues the atmosphere on the Board was friendly. In a farewell letter the retiring Chairman, the Rev. J.J. Corboy, said, 'I cannot leave you without saying how much I feel the kindness of the members of the Board during the time I have been Chairman, and it is my duty to acknowledge your courtes~~y~~ and forbearance. I sincerely thank you and I will always remember your kindness '(3).

(1). P.R.O. Ed. 16/69, 30/2/1881. E.E. Act, 1870, Second Schedule (15).

(2). E.E. Act, 1870, Third Schedule (3); E.E. Act, 1873, s.17.

(3). S.S.S.B. Minutes, 6th June, 1881.

Another problem which confronted the Board before its triennial term of office ended in December, 1882, was the use of the Board's East Jarrow Mixed School (1) by the children of the neighbouring borough of Jarrow. The Board was informed on the 4th June, 1882, that 150 children, who were living in Jarrow, and should have been in a school in that borough, were attending the East Jarrow Mixed School. These children were costing the rate-payers of South Shields about £250 per annum (2). The Board strongly objected to providing accommodation for children living outside the borough and a Sub-Committee of four members was appointed to confer with the Jarrow School Board on the matter. The latter made it quite clear to the Sub-Committee thus: 'In as much as the Jarrow School Board has sufficient room in its schools, it does not see its way clear to take any steps in the matter' (3). The Board was then left with the decision of either allowing these children to attend its school or of striking them off the register. It decided in favour of allowing the children to remain at the school because the population on the Jarrow side of the boundary was on the decline and the problem would be solved as the people moved from the district. This was an example of the Board at its best but much of its work especially in the supply of elementary accommodation, was unsatisfactory. The H.M. Inspector summed up the work of the fourth School Board when he reported to the Education Department on

(1). Ante p.69.

(2). S.S.S.B. Minutes, 4th June, 1882.

(3). S.S.S.B. Minutes, 3rd October, 1882:
Jarrow School Board letter 14th September,
1882.

the work of the South Shields School Board generally thus: 'It has done good work in the past, and doubtless will again after a little gentle pressure from your Lordships to supply a present deficiency in school accommodation'(1).

The fifth School Board, which took the place of the fourth Board, was elected on the 18th January, 1883. During the campaign leading up to the election various speakers warned the electors against the danger of failing to vote which was evident at the previous election. Mr. J.C. Stevenson, M.P. spoke of this apathy at a public meeting held, on behalf of the Unsectarians, on the 9th January, 1883. He pointed out that the borough had already suffered from this sloth on the part of a large number of burgesses in the past. He stressed that it was the paramount duty of the electors to use their votes because with the 'cumulative vote' there were cliques, parties and denominations who could win an election with a small proportion of votes. Mr. Stevenson also felt strongly about the policy of the fourth School Board; under the Sectarrians, the majority of members of that Board had begrudged every £100 expended on the building of schools and, by delaying the building of much needed schools, it thought that the rate-payers' money was being saved. He said that he would rather see schools built a little prematurely so that there was always sufficient elementary school accommodation available in the

(1). Report of the Committee of Council on Education, 1880 - 81.

borough. He considered that a liberal policy was the cheapest in the long run for, as he said, 'the real economy is to give the children a thorough and good education'. Mr. Stevenson told his audience that he was very proud of the fact that he had been a member of parliament when the Elementary Education Act of 1870 was passed, and in his view the administration of the Act should be carried out to ensure that 'the schools provided by the money of the people for the children of the people should be managed by the people' (1).

The returns of the election showed that only about five thousand votes had been cast out of a total of twelve thousand; which showed that there was still a great deal of apathy concerning elementary education in the borough. Seven members of the former Board were re-elected but there were six Unsectarians compared with five Sectarian members. The former had received an overwhelming majority of the votes cast, and public opinion on the Unsectarian victory was expressed thus: 'the six candidates selected to

represent the cause of education as against cheese-paring economy, the cause of the people as against the influence of the priests, have been returned to a man' (2). The writer of this leading article in the local press went on to say that the public could now feel confident that the new Board would work with

(1). South Shields Gazette, 10th January, 1883.

(2). South Shields Gazette, 19th January, 1883.

enterprise and pursue a progressive policy. Such a policy would be in complete contrast to that of its predecessors 'who tried to starve the School Board, to reduce the salaries of the teachers and to bring the Board's schools down to the level of the voluntary schools lest it should become a too successful rival' (1). The attitude of the Sectarian party was also criticised in a letter to the South Shields Gazette which was written by a person under the nom de plume of 'a Liberal'. He showed that the schools built by the Board had been absolutely necessary; the Sectarians had thought otherwise and that they were far too large. He believed that the Ocean Road Board School had fully justified the Board's expenditure because the building was not only a credit to the borough but was full to its capacity and was giving 'an education second to none in England'. The Sectarians had also censured the Board on the grounds that the Board's schools endangered the continued existence of the voluntary schools by attracting the latter's pupils. The writer said that this censure had been quite unwarranted because the Board schools had provided places where none had existed. Indeed on this question 'the pillar of the Church in South Shields,' the Rev. David Evans, a Sectarian member who had been a member on the third, fourth and fifth School Boards, and an ardent advocate of voluntary school interests, had been subdued. The Rev. Evans had said that the Cone Street Board School was endangering St. Mark's

(1). South Shields Gazette, 19th January, 1883.

National School but the vicar of St. Mark's Church had in recent months made an appeal for funds, to extend the School Building to provide accommodation for 100 more children, thus: 'many children actually attend the St. Bede's Roman Catholic School, which is quite close to ours, simply because we have no room for them. Kindly help me to put a stop to this at once' (1). 'A Liberal' also noted that the Sectarian candidates had failed to appear before the public prior to the fifth election to place their policy before the rate-payers or to defend the work of the previous Board under a Roman Catholic Chairman. In such circumstances he felt that 'by artful gradations our children might become impregnated with Romanish teachings'. Lastly he deplored the Sectarians' policy of rigid economy in elementary education because 'they were like educationists who had become economists and in some cases economists turned educationists' (2). This attitude in the saving of the rates could be summed up in the old Corn Law rhyme in which the word 'rent' could be taken to mean 'the saving of the rates':

'So down with everything and up with the rent,
 Their good, ill, health, wealth, joy and discontent
 Being end, aim, religion, rent, rent, rent' (3).

At the first meeting of the fifth Board on the 29th January, 1883, there was a sharp controversy over the election of the Chairman.

(1). South Shields Gazette, 20th January, 1883.

(2). Ibid.

(3). Ibid.

The Sectarians nominated Mr. Robert Readhead, a ship-builder and a Sectarian, on the grounds that he had received the most votes at the election. Mr. James Nicholson opposed this nomination saying that "although he had headed the poll it does not follow that, under the 'cumulative vote', he represents the majority of the voters" (1). He nominated the Rev. Walter Hanson who had fought so hard on the previous Board for a progressive policy in the provision of elementary school accommodation. This nomination was naturally opposed by the Rev. David Evans, a Sectarian, who considered the Rev. Hanson to be a bitter Unsectarian partisan and of being quite incapable of dealing impartially with the minority on the Board; he also accused him of being a member and accredited agent of the Liberation Society which hoped to upset the established Church of the country. After further dispute the Rev. W. Hanson was elected the Chairman of the Board for its triennial term of office. Mr. James Nicholson was also elected its Vice-Chairman, so that both the Chairman and Vice-Chairman of the Board were Unsectarians. The Rev. W. Hanson, who had been elected by six votes to four, said, in his first address to the members, that he hoped personal feelings would be laid aside and he would be very pleased to see the work of the Board considerably extended. He thought that the Board's schools, which were the property of the rate-payers, should be fully utilized by having adult classes in

(1). Ante p.32.

the evening during the week and also on Sundays for those young people who had not attended a day public elementary school and were, under the Elementary Education Acts, no longer compellable to do so.

The first business of the Board was to accept the offer of the Jarrow Chemical Company to transfer its day school in Barnes Road to the Board. In a letter of the 5th March, 1883 the Manager of the Company told the Board that it was its intention to discontinue the school as early as possible for, as he said,

'We have long felt that the Elementary Education Act has released the Company from the duty of providing a school and teaching for our work people and the recent death of our valued master, Mr. John Johnson, has removed the last inducement to continue the present system'(1). He, therefore, offered the school to the Board and also any land adjacent to the school which the Board would require for building purposes in the future. A Committee of six members, under Mr. James Nicholson, was appointed to consider the terms of the offer and to carry out a thorough inspection of the school. In its report to the Board, on the 2nd April, 1883, the Committee considered the offer of the Company to be a liberal one because, in taking over the school and carrying out the necessary repairs and alterations, it would be much cheaper and more convenient than building a completely new

(1). S.S.S.B. Minutes, 8th March, 1883. Ante p.13.

school in the Barnes Road district. The Sectarians on the Board, like the Rev. William Marshall, strongly disagreed with the Committee's recommendation and Mr. Robert Readhead, a Sectarian, suggested that the Board should first of all obtain a medical opinion concerning the new Dean's Infections Hospital which had been erected about 200 yards from the school. On this point the Board was re-assured by Dr. A.E. Munro, the borough's Officer of Health, who said, in his letter dated the 10th April, 1883, 'As a

result of internal arrangements and the liberal provision made by the Sanitary Authority for limiting the infectiousness of the diseases in the way of large cubic space etc. the proximity of the infections diseases hospital need give rise to no alarm on the part of the managers of the Barnes Road School or

the general public'. The motion was then proposed to accept the offer of the Company and was eventually carried by six votes to three after being strenuously opposed by three Sectarians. Their opinion was expressed by 'that pillar of the Church', the Rev. David Evans, who thought it was unwise to have a school in such a neighbourhood and it would be better to build a new school at a safe distance from the Dean's Infections Hospital. Mr. James Nicholson refuted this argument by pointing out that the fear of infection to children attending the school had been grossly.

exaggerated whilst the economy of transfer of the school had been underestimated. The Education Department was then asked to agree to the transfer of the school to the Board in accordance with the Elementary Education Act of 1870 (1) and upon the terms agreed between it and the Company. The Department gave its consent on the 20th June, 1884. Under the terms of the agreement the Board purchased the buildings and fittings out-right and the total cost, which also included the repairs and alterations, was £3,700. The Department also gave its consent for the Board to raise this amount by loan which it did from the Public Works Loan Commissioners at the rate of four per cent, repayable over a period of forty years⁽²⁾. By making alterations to the buildings the Board provided a further 33 places and the Barnes Board School, as it was re-named, then provided accommodation for 850 children in its three departments, Boys', Girls, and Infants'.

The Board also secured a site adjacent to the Barnes Board School from the Jarrow Chemical Company for the building of a new Infants' department to accommodate 500 children. Although there were 1,124 children on the register and 984 in actual attendance at the Barnes school, the Board did not take any immediate steps to build the new Infants' department. The Board was no doubt influenced by the attacks made on it by the Sectarian rate-payers

(1). E.E. Act, 1870, s.23.

(2). M.E. E.113/2, 20/6/1884.

through their representatives on the borough Council. These attacks were directed at the expenditure of the Board on the building of its schools; they became particularly intense during the life of the fifth Board and there were deliberate moves in the Council to delay the honouring of the Board's 'precept' (1). This happened in 1884 when the total of the 'precepts' served on the rating authority reached the unprecedented sum of £8,100 (2). There was a great outcry at this amount which the Sectarians thought was the result of extravagance; yet the annual income per child from the rates was one of the lowest in the country (3). The Board, however, were wise in not antagonising the rate-payers at this stage by increasing its expenditure in the building of new schools. Its forbearance and prudence won the confidence of the rate-payers and so ensured the return of the Unsectarian majority on the Board in the future. The advance of elementary education was thereby made certain. Besides taking over and enlarging the Barnes' School by 33 places, the Baring Street Boys' and Girls' departments (4) were opened on 31st March, 1884. The planning of this project had been the work of the fourth School Board but the building had been carried out by the fifth Board which was responsible for the £4,621 expended on the building and fittings. These

(1). South Shields Gazette, 9th May, 1884.

(2). S.S.S.B. Fifth General Report. January 1883 to January 1886, p.11.

(3). Ibid., p.7.

(4). Ante pp.82-3.

new departments provided a total of 716 places; the Board also re-adjusted the accommodation in St. Stephen's School (1), and others to give a further 99 places. In July, 1884 two class-rooms had been added to the Holy Trinity National School to accommodate a further 100 infants; so that the fifth School Board provided a total of 848 new places whilst the voluntary bodies provided 100. This made a total of 948 additional elementary school places in the borough. The following tables show the accommodation and attendance in public elementary schools in the borough on the 30th October, 1885, which was about the half-way mark of the Board's total existence:

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- (1). On the opening of the Baring Street Boys' and Girls' departments all children in standards above standard II were transferred to them from St. Stephen's School. From then onwards St. Stephen's School provided accommodation for 675 Infants, and Junior children.

Accommodation and Attendance in Public Elementary Schools, 30th October, 1885

Name of School	No. of Depart- ments.	Accommo- dation.	Aver- age No. on Register.	Aver- age Attend- ance.	Actual Attendance.
1. <u>Board Schools:</u>					
Ocean Road	3	1,366 +	1,486	1,272	1,364
Cone Street	3	919 +	1,103	944	1,038
Hudson Street	2	569	650	565	621
St. Mary's	2	476	577	455	521
East Jarrow	1	214	263	193	230
St. Stephen's	1	675	771	580	676
Laygate Lane	3	1,128	1,543	1,283	1,390
Baring Street	3	1,063	1,153	930	1,015
Barnes	3	850	1,124	864	984
Total:	21	7,260	8,670	7,086	7,839
2. <u>Voluntary Schools:</u>					
Union British	3	789	892	754	811
St. Hilda's	3	561	661	493	566
St. Mark's	2	475	608	448	492
St. Bede's	4	616	796	623	718
Holy Trinity	3	745	977	798	884
Total:	15	3,186	3,934	3,116	3,471
Total in Public Element- ary Schools:	36	10,446	12,604	10,202	11,310

+ There had been a decrease in the accommodation in these schools because the Education Department's regulations required ten cubic feet per child instead of eight. See Table v. Ante p.72..

Accommodation and Attendance in Departments of Public Elementary Schools

Description of Departments.	No. of Departments.	Accommo- dation.	Average No. on Register.	Average Attendance.	Actual Attendance.
Boys'	10	3,141	3,527	3,084	3,293
Girls'	10	2,716	3,058	2,468	2,789
Mixed	4	1,380	1,655	1,255	1,437
Infants'	12	3,209	4,364	3,395	3,791
Total:	36	10,446	12,604	10,202	11,310

The Board thought that as it and the voluntary bodies were providing elementary school accommodation for about one-sixth (1) of the population, which was estimated in 1885 to be 63,000, further building would appear to be unnecessary; on the other hand it felt that this was too small a provision for a borough like South Shields and that further building must receive the attention of the next Board.

New regulations (2) for the management of the Board's schools were drawn up by the School Management Committee and approved by the Board on the 2nd November, 1885. The most important of these were made with the intention of obtaining the maximum government grant by ensuring satisfactory attendance and instruction in the subjects examined by H.M. Inspector at the annual inspection. The Board's schools were opened, except for holidays, from Monday to Friday at the following times:

Morning: from 9 a.m. to 12 noon.
Afternoon: from 2 p.m. to 4.30 p.m.

The school playgrounds, which were at this time surfaced with ashes and earth, were opened for the children attending the school from 8 a.m. to 6 p.m. during the summer and to 5 p.m. during the winter months. The school caretakers were responsible for ringing the bell, which was normally in a turret on the highest part of the

(1). This was the minimum requirement of the Education Department.

S.S.S.B. Fifth General Report, January, 1883 to January, 1886, p.3.

(2). S.S.S.B. Regulations for Schools, 2nd November, 1885.

school, five minutes before the school opened. The doors of all schools had to remain closed from 9.10 to 9.30 a.m. whilst the religious worship was in progress. Children who arrived at school during this time were deemed late and had to be under the supervision of an assistant or pupil teacher in a class-room or lobby. On no account were the late-comers allowed to remain in the playground for admission. In the afternoon children could not be admitted after 2.15 p.m. The hours of closing the school had to be strictly observed by all teachers; detaining classes beyond the time of dismissal was forbidden. The Clerk of the Board was directed to make an entry in the log-book of any school where this rule was infringed and to report the matter to the School Management Committee for its attention.

The Board was again very particular concerning worship and religious instruction in its schools, which took place during the first three-quarters of an hour of the school-day. The service included a hymn, the Lord's prayer and 'Bible instruction'. The Board laid down that "the Bible shall be read and there shall be given by teachers such explanations and such instruction therefrom, in the principles of morality and religion, as are suited to the capacities of the children. All teachers are enjoined not only to adhere strictly to the terms of the Elementary Education Act of 1870, which provides that 'no

religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in the school' (1) but also to abstain from all denominational

teaching". It was during the life of the sixth School Board that teachers were given some help in this most difficult matter by having a syllabus of Bible instruction laid down for their guidance (2). This was one of the problems investigated by the Royal Commission, under the Chairmanship of Sir R.A. Cross (afterwards Lord Cross), which was appointed in 1886 to inquire into the working of the Elementary Education Actsⁱⁿ England and Wales; it reported in 1888. A member of the Commission, Mr. Molloy, questioned Mr. Patrick Cummin, the Secretary of the Education Department, to try to determine the exact position of teachers thus:

- Q. "The Act says this: 'No religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in school;' it does not say that no views of any particular denomination shall be taught".
- A. "That is an entirely different thing from excluding religion".
- Q. "I understand you cannot have the interpretation of any particular denomination given to the religious instruction?"
- A. "I do not agree with that. What I mean is that you could have an explanation of particular religious views in a school provided that you do not use a religious catechism or a religious formulary distinctive of any particular denomination. You might

(1). E.E. Act, 1870, s.14 (2).

(2). Post pp.330-4.

explain the difference between a different denomination".

Q. "Do I correctly understand that you mean a teacher expounding a passage which he has just read in the Bible in a board school is entitled to explain to the children the interpretation put upon it by any particular denomination or by any number of denominations?"

A. "So I understand..... It is legally possible by statute. You cannot use the actual formulary though substantially you might teach it. The Lord's prayer could be taught because it was in the Bible but the teaching of the Apostles' Creed was doubtful".

When asked by the Chairman to say how this last question was decided, Mr. P. Cumin replied, "It is luckily one of those things that we are not very often called upon to discuss. Mr. Gladstone, when he moved the Cowper-Temple Clause, said, 'I will not go further than this: I do not object to your saying in an Act of Parliament that no religious catechism..... be taught, but I do not mean to say that you are to be precluded from teaching or explaining, as a matter of historical knowledge, any particular view, that may be adopted by any particular body' " (1). It appears that the Education Department was rather vague about the 'religious question'; Mr. Cumin should have stated shortly that

(1). Cross Commission, 1886 - 1888, First Report, p.23

it was the teacher's duty to teach and not to preach.

The time-table of each department of every school had to be signed by the Clerk, on behalf of the Board, and prominently displayed, after being approved by H.M. Inspector in accordance with the regulations (1) of the Education Department. The head teachers were to see that no part of the instruction in the school during the school year was neglected with the object of its being subsequently worked up for the annual examination (2). Their attention was also drawn especially to the following: "Nothing

should be attempted which cannot be taught efficiently during the ordinary school hours, having regard to the proper classification of the scholars, and to the number and qualifications of the teachers. You will report in every case in which you have reason to believe that the scholars are improperly detained beyond the prescribed time, or that it is attempted to make up for neglect or for an injudicious distribution of the work throughout the year by special exertions just before the examinations" (3). The Board also laid down stringent rules for recording the attendances of children at school. Head teachers were held responsible that the attendance registers were kept in accordance with the instructions of the Education Department. These had to be finally marked and closed at not later than 10 a.m. in the morning and 2.30 p.m. in the afternoon. Head teachers were

(1). Education Department, Minute, 7th February 1871.

(2). S.S.S.B. Regulations for the Management of Schools, 2nd November, 1885, p. 55

(3). Revised Instructions to H.M. Inspectors of Schools, 1885.

also required to admit any child of school age who was presented to them and lived within the borough, providing he was not already entered on the register of another public elementary school. Before a head teacher could refuse to admit a child on the grounds that the school was full, he had to make a full report to the school managers showing that in the expired period of the school year the average attendance had been in excess of the school's accommodation. The object of this rule (1) was to prevent head teachers turning away 'dull' children who would be unlikely to pass the annual H.M. Inspector's examination and thereby fail to earn the government grant. A few cases of this kind had previously happened both in the Board's and in the voluntary schools; the matter had been brought to light in the local press when accusations were made against head teachers by irate parents (2). In the event of a parent making an unsuccessful application for his child to be admitted to a school which was full, the head teacher was required to take down the full names of the parent and child and report them to the Board with the next monthly returns of attendance.

Only children under seven years of age were to be admitted into Infants' schools and as soon as convenient after the annual examinations, which were normally held in October, all children in standard I of these schools had to be transferred to the Boys'

(1). S.S.S.B. Regulations for the Management of Schools, 2nd November, 1885 R.60.

(2). South Shields Gazette, 6th March, 1884.

and Girls' departments. Scholars who were not transferred at the commencement of the school year could not be moved during the year without the sanction of the managers. No child's name could be struck off the register on account of absence, except in the case of death of the child, unless the head teacher had ascertained, or an attendance officer had reported, that the child had definitely left the school or the neighbourhood. Head teachers had to produce the attendance officer's reports to support his action in crossing out the names from the school register, when called upon to do so by the Board. A list of all children removed from registers of each school was to be forwarded to the Board monthly, together with a list of those who were admitted. A monthly attendance return had to be completed up to the last Friday of each month and forwarded to the Board. Lists of absentees and irregular attenders, who required the attention of the attendance officers were to be forwarded to the Board's office on Friday of each week. All 'scholars' as any child attending a public elementary school was designated by the Board, who had made less than eight out of a total of ten attendances during the week had to be reported.

School fees had to be paid weekly, in advance, on Monday mornings, or on the first day of the week that the child attended school. Head teachers were not empowered to remit fees and had to take special 'precautions' to prevent the accumulation of arrears

of school fees. The following was the scale of school fees in the Board's schools, except where the Board had authorised a different scale as in the case of voluntary schools transferred to it:

TABLE viiiInfants' Departments.

From 3 to 5 years of age.....	2d per week.
" 5 to 7 " " " or Standard I.....	3d " "

Boys' and Girls' Departments.

Standards I and II.....	4d	"	"
" III " IV.....	5d	"	"
" V " VI.....	6d	"	"
" VII	9d	"	"

When there were four or more children in the same family, who were attending the same or other departments of a school of the Board, each child paid 1d. less than the above scale. The school fees books together with the school fees received during the week were delivered at the office of the Board by the caretakers of each school before 1 p.m. every Friday; the books were signed and returned by an officer of the Board. With regard to the remission of school fees (1) the Board laid down that such applications had to be made through the school attendance officer who was to make inquiries into each case; if there were sufficient grounds for remission the Fees Remission Committee received the report of the officer and also interviewed the applicants. The officer was directed to inform head teachers of the Committee's decision when

(1). E.E. Act, 1870, s. 25. This section enacted that 'the school board may, if they think fit, from time to time, for a renewable period not exceeding six months, pay the whole or any part of the school fees payable at any public elementary school by any child resident in their district whose parent is in their opinion unable from poverty to pay the same....' Ante p.54.

fees were remitted and the period of such remission. Children whose fees were remitted had to make at least eight attendances in each week. At least one week before the period of remission expired the head teacher communicated with the parents informing them of the fact and any further extension of the remission was again considered by the Fees Remission Committee (1).

All books, stationery, apparatus and needlework material which were required either for use in school or for sale to the children could only be obtained by head teachers after they had been sanctioned by the School Management Committee. Two reading books, slates and text books which were required exclusively for use in school were supplied by the Board; children were compelled to buy one reading book, lesson books, slates, copy books, drawing books, exercise books and any materials for home-work. These were sold to the children at cost price but children whose fees were remitted received them free at the discretion of the head teacher. The head teacher had to make a check of all school stationery which he received from the Board Office and make a copy of the invoice in the school stock and store book; any discrepancies were to be reported to the Clerk of the Board and any badly bound books were to be returned to the Board office immediately. Head teachers were required to keep separate accounts of books and apparatus required for school use and those sold to children. In Girls'

(1). S.S.S.B. Regulations for the Management of Schools,
2nd November, 1885, R.70, R.75.

Infants' and Mixed Departments an account was kept in a needlework stock book of all needlework material bought and sold during the year. All money collected for the sale of books and materials had to be paid to the Clerk of the Board on the first Friday after each quarter of the year. An account of the stock of each department in every school was taken twice a year, on the 25th of March and the 29th September. The stocktaker, appointed by the Board, made a thorough check of the stock and made a report on his findings to the Board.

Home lessons or work given to children was left to the discretion of the head teacher. In all departments, where such a system existed he was to supervise carefully assistant and pupil-teachers to ensure that children were not over-worked. The lessons, the Board pointed out, should be graded to suit the capacities of the children and 'the work given must not be more than would take

an average child in the lower standards about half an hour

to complete and not exceeding one hour in higher standards'.

Head teachers were firmly instructed to exempt delicate children from home-work and only a very small amount was to be set for children in standard I of the Infants' departments. Head teachers' attention was drawn to the latest Education Department's instructions to its inspectors, for guidance, thus: 'The best

teachers use such exercises rather to illustrate, and fix in

the memory, lessons which have already been explained in school, than to break new ground or to call for new mental effort. This purpose is served by lessons of a very simple and definite character - a sum, a verse of poetry, a list of names or dates, a letter, an outline map, a short parsing exercise, which may readily be prepared in half an hour, and which admits of very easy testing and correction on the following day. When these conditions are fulfilled, the home task is found to have a very valuable effect, not only in helping the progress of the scholar, and in encouraging the habit of application, but also in awakening, on the part of the parents, an interest in the school work' (1). The Board also proposed to award certificates to all children who successfully passed the annual examination of H.M. Inspector which meant they had to pass in reading, writing and arithmetic in one of the seven standards (2). For children in Infants' schools the Board made an allowance for prizes which were awarded to the children on the following scale: Infants' departments which obtained a 'Fair' merit grant received 1d. per unit of average attendance over the year; similarly one that obtained a 'Good' merit grant received 1½d. and for an 'Excellent' merit grant an Infants' department received 2d. per unit of average attendance (3).

The Board's schools were closed for holidays as follows:

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- (1). S.S.S.B. Regulations for the Management of Schools, 2nd November, 1885, R. 83 to R.86.
Revised Instructions to Inspectors, 1885.
 - (2). 1885 Code, Art. 30.
 - (3). Post p.312.

The afternoon of Shrove Tuesday, during Easter from Good Friday to the end of the following week, the first two afternoons of Whitsuntide, two half-days for the May and November fairs, four weeks for mid-summer from the last Friday in June, the first Monday in August, the afternoon of the borough Swimming Gala, one half-day following the annual inspection and also following the drawing examination and two weeks during Christmas. With regard to the letting of the Board's schools when they were not in use as schools, the Board resolved, 'that the schools and class-rooms

the property of the Board, when not required by the Board, may be let for any purposes which, in the opinion of the School Management Committee, appear desirable' (1). The scales of charges for a single letting were as follows: For a school-room at the Ocean Road, Baring Street Board Schools, 18s. 6d. and the caretakers, 2s. 6d., For a school-room at the St. Stephen's, Cone Street, Hudson Street, St. Mary's, Barnes or East Jarrow Board Schools, 8s. 6d. and 2s. for the caretaker. The charge for a class-room was 4s. and 1s. for the caretaker. No charge was allowed for admission to any of the meetings held in the Board's schools unless the Board gave special permission.

During the last few months of the fifth School Board's existence an unhappy event occurred between two members of the Board. This happened when an action for slander, which was the outcome of

(1). S.S.S.B. Minutes, 7th January, 1884.

a fierce argument in the Board's room, was brought by Mr. James Nicholson, the Vice-Chairman of the Board, against the Rev. David Shaw Ramsay, a Sectarian. The case was heard at the Durham Assizes on the 20th June, 1885. The alleged slander consisted of words used by the defendant about the plaintiff during the monthly meeting of the Board in May of 1885. During this meeting the plaintiff had asked the defendant a question which he refused to answer; the former then asked the defendant's 'less Jesuitical friend', Mr. William Marshall, to answer for him which he did. Thereupon the Rev. Ramsay remarked, 'You call me Jesuitical, but the record of your life is not so remarkable for its honesty that you need throw insolence in my face'. The case, however, was withdrawn by Mr. Nicholson upon an apology being given by the Rev. Ramsay before the court of Mr. Justice Matthew. In offering the apology he said that he had been irritated by a remark made by the plaintiff in the course of discussion and had regretfully used the words complained of in a moment of excitement; he did not mean to impute any dishonesty to the plaintiff or to cast any slur upon his character. In these circumstances the judge allowed the case to be withdrawn because as he said, 'the plaintiff's character has been clearly vindicated' (1).

This was an example of the bitterness which existed between the Sectarians and Unsectarians but it was much more in evidence in the Council chamber than in the Board's meeting-room. This

(1). South Shields Gazette, 21st June, 1885.

antagonism slowed down the progress of elementary education in the borough. Although the Board was supplying well over twice the number of elementary school places in 1885 compared with the voluntary bodies, the supply of elementary school places had only increased by 1,378 during the period covered by the fourth and fifth School Boards. This was well under half the number of places supplied under the first three Boards (1). The progress of elementary education in the borough was, therefore, slow from 1880 to 1886; the blame for this must rest upon the Sectarians, who controlled the fourth School Board, and the rate-payers' representatives on the borough Council whose obstruction hampered the work of the fifth Board. During this period only the minimum number of places were supplied for the immediate needs of the borough and very little attention was given to the future. The population of the borough was still increasing rapidly (2) and it was abundantly clear that the Board in future would have to pursue its work with much more energy and enterprise than it had hitherto shown.

(1). Ante. Table v. p. 72.

(2) According to the Official Census the population of the borough in 1881 was 56,875 and in 1891 it was 78,391.

CHAPTER IV.

The Board's Era of Great Progress (1886 - 1895).

The election of the sixth School Board heralded in a period of great progress in the life of the Board. This period covered the triennial terms of three boards, the sixth, seventh and eighth School Boards, from January 1886 until January 1895. During this time the Board carried out large building projects to cope with the increasing demands in the borough for elementary education and it encouraged higher education by providing higher grade and technical education in both its day and evening schools (1). A higher grade school was also opened by the voluntary bodies (2), and another by the seventh School Board; a third was planned by the eighth School Board. About 6,000 new school places were provided and many new innovations like cookery centres, laboratories, and provision for handicapped children were introduced by the Board. In order to carry out these achievements the Board was fortunately assisted by the Elementary Education Act of 1891 which brought in free education and thereby the attendance at the schools was

(1). Post p.244.

(2). Post p.239.

greatly increased. It also received grants under the Local Taxation (Customs and Excise) Act of 1890 to aid it in its work of higher and technical education. The New Code of 1890, under which the South Shields School Board was the first in the district to be inspected, introduced a new system of grants (1) which greatly stimulated the work of the Board. The grants obtained by the Board under the Science and Art Department's Directory (2) were also a great asset. Alongside these fortunate circumstances the Board was guided by its ablest of Chairmen, Mr. James Nicholson, an Unsectarian and provision Merchant, who had served on the Board since the fourth School Board in 1880 and was the Vice Chairman of the fifth School Board; he was the Chairman of the three Boards from 1886 to 1895. His wisdom and enterprise inspired the Board, which was during this period dominated by the Unsectarians and Independents (3). There was still opposition from the Sectarians and the representatives of the rate-payers on the Council; often there were outbursts of hostile indignation from these at the Board's 'precept' and the cry of 'extravagance' was frequently raised.

During the campaign for the election of the sixth School Board, the Sectarians tried to win over the electorate by attacking the expenditure of the previous Board on which the Unsectarians had predominated. They asserted that the fifth Board by means of its precepts had received the 'enormous sum of £17,450' from the

(1). Post pp.145-6.

(2). Post ch.VI & ch.VII.

(3). These members of the Board, as their name indicates, were associated with neither of the two parties, but the majority seemed to have a liberal outlook and generally aided the Unsectarians to carry out their progressive policy.

rates, which was £3,000 more than that received by the fourth Board under the Sectarians. They also pointed out that their six candidates would earnestly support the Board in carrying out its functions under the Elementary Education Acts and they were entirely in favour of a sound education being given to all of the children in the borough. They were, however, opposed to any increase in the Board's expenditure, which made further demands on the rates, because the voluntary schools cost the rate-payers 'not one penny' and those people who ^{supported} ~~opposed~~ them had to contribute to the Board's schools also (1). The Unsectarians made their reply in the local press by admitting the expenditure of £17,450 but reminded the rate-payers that the Board had opened another school and was educating over 1,000 more of the children of the borough. This was in fact true. They also attacked the expenditure of the fourth School Board which the Sectarians had said only spent £14,500 of the rates. In fact it had spent £17,500. This had been done by spending £15,000 from the rates, leaving £1,000 debt unpaid and by reducing the school fund by £1,500 (2); this was a fact (3). It is uncertain how far these arguments affected the electorate but the electors were warned again 'to come out and vote' because upon the result of this election the educational interests of South Shields would depend 'not for three years only, but for many years to come' (4).

(1). South Shields Gazette, 12th January, 1886.

(2). South Shields Gazette, 15th January, 1886

(3). S.S.S.B. Fifth General Report, January 1883 to January 1886.

(4). South Shields Gazette, 19th January, 1886.

this was indeed a true prophecy.

The election took place on the 20th January, 1886 when four Unsectarian, five Sectarian and two Independent candidates were returned. The two main parties were fairly evenly represented so that the attitude of the two Independents was very important. One of these, Mr. Charles Rennoldson, a ship-owner, said, in his election address, 'I shall endeavour to the best of my ability to carry out the provisions of the Elementary Education Acts in a liberal spirit. I shall always aim at efficiency, which, when all things are considered, is the truest economy. Objecting as I do to the practice of making the School Board a battleground for Sectarian principles, I cannot see my way clear to appeal to you on behalf of either party, but if elected, I will do my best to support the measure of religious teaching now in force, and to further a scheme of examination for the purpose of making such teaching more efficient '(1). At the first meeting of the sixth School Board on the 29th January, 1886 Mr. Charles Rennoldson was elected Vice-Chairman and Mr. James Nicholson, who was one of the five members of the previous Board to be returned, began his first triennial term of office as the Board's Chairman. Both men took their duties very seriously; Mr. Nicholson attended 36 meetings whilst Mr. Rennoldson attended

(1). South Shields Gazette, 19th January, 1886.

40 meetings out of a total of 41 Board meetings which were held during their term of office. The following standing committees were also appointed for one year: The Finance Committee of four members, the School Management Committee of eight members and the School Attendance and Fees Remission Committee of nine members. The Board agreed to appoint other committees, like the Cookery Committee, the Census Committee, the School Site Committee and the School Building Committee, as and when they were required.

The Board turned its attention at once to the problem of providing more school accommodation and decided to enlarge one of its existing schools, the Cone Street School, because the situation in this area was the most serious. It resolved to enlarge the buildings by adding six more class-rooms so as to provide 231 more places in the Boys' and Girls' Departments. The Education Department approved the plans and sanctioned the borrowing of £845 at the rate of $3\frac{1}{2}$ per cent repayable over 30 years from the Public Works Loan Commissioners. The Board then entered into a contract with Mr. W. M. Hudson, a building contractor, on the 10th June, 1886 to carry out the work for the sum of £908. 5s. which was the lowest tender received by the Board. The new class-rooms were opened on the 1st September, 1886. The Board also submitted plans to the Education Department for the building of a new Infants' department on the site adjacent to the Barnes' School, which the

Board had acquired from the Jarrow Chemical Company (1), on the 5th November, 1886. These showed that the building was to contain five class-rooms opening on to one large school room. The Education Department approved the plans and sanctioned the raising of a loan (2). The Board commenced building early in 1887 and the building was opened on 1st November, 1887; it provided accommodation for 494 children. The building contract was carried out by Messrs. Weir and Williams of South Shields for the sum of £1,892. 17s. 9d. from the plans prepared by Mr. T.A. Page, an architect. The total cost of the building including the fittings was £2,500. The Board obtained this sum from the Public Works Loan Commissioners at the rate of $3\frac{1}{2}$ per cent, repayable over a period of 35 years. When the new Infants' department was opened the old Infants' department became part of the Girls' department (3). Besides these two main building projects in 1887 the Board made the following additions to some of its schools: the erection of cookery centres at Ocean Road, Cone Street, Laygate Lane, Barnes and Hudson Street Schools, a new class-room to the Hudson Street Infants' department, extensions of the cloak-room and teachers'-room of the Barnes' Girls' department and lastly the erection of a caretaker's lodge at the Laygate Lane School.

The sixth School Board increased the number of elementary school places in the borough by 725; the voluntary bodies also made

(1). Ante p.93.
 (2). M.E. E.113/2, 5/11/1886.
 (3). M.E. E.113/2, 1/11/1887

strenuous efforts to provide a further 458 places. This they did by re-adjusting the accommodation in the Union British School so as to provide 18 more places on 2nd February, 1886, and the managers of the Holy Trinity National School extended the building to provide for 272 more children on 3rd December, 1887. A completely new school, the St. Peter and St. Paul's R.C. School, Tyne Dock, was opened on 1st July, 1886 and provided accommodation for 168 children. The managers of this school asked the Board if it had any objections to raise before they asked the Education Department's approval and for a building grant. One of the managers was a member of the Board, Father James A. Kirwan, and he, with the other Churchmen, persuaded the Board not to raise any objections to the building of the school. There was a great deal of discussion over the matter because some members thought that the Board would have to build a large school somewhere in or near the Tyne Dock area in the future (1). The Board, however, informed the managers that it did not disapprove of the building of the school (2) and the Education Department gave its approval. How the total of 1183 elementary school places was provided during the life of the sixth School Board can be seen from the following:

(1). South Shields Gazette, 25th February, 1886.

(2). By E.E. Act, 1870, the duties of the Board included the maintenance and keeping efficient of every school provided by the Board and also 'from time to time provide such addition of school accommodation as is, in their opinion, necessary in order to supply a sufficient amount of public school accommodation for their district'. It seems that the Board could have objected on the grounds that the school was unnecessary because there were not a sufficient number of R.C. children in the area, which apparently was not the case here; the Education Department may then have decided against giving a building grant. (18).

New Elementary School Places in the Borough: 1886 - 9.

1. Board.

Cone Street Board School extensions	...	...	231 places.
Barnes' Infants' department.	...	...	494 "
Total:	...	...	725 "

2. Voluntary Bodies.

Union British - re-adjustment of accommodation...	18	"
Holy Trinity National School extensions	...	272 "
St. Peter and Paul's R.C. School, Tyne Dock.	...	168
Total:	...	458

The Board was still not satisfied with the provision of elementary school accommodation in the borough and decided to take a complete census of all children living in the district. In June and July of 1887 the attendance offices of the Board, aided by assistant enumerators, made such a census and provided the Board with the following information (1):

TABLE x

1. The number of children of school age:

Children aged between	5 and 7 years	...	3,423
" " "	7 and 9 "	...	3,480
" " "	9 and 13 "	...	6,968
Total:	...	...	13,871

2. The number of children under school age:

Children under 3 years of age:	...	...	5,952
" between 3 and 5 years	...	...	3,779
Total:	...	...	9,731

Total of all children: ... 23,602

(1). S.S.S.B. Sixth General Report, from January, 1886 to January 1889, p. 7.

3. The number of children of school age not attending any school:

Children aged between 5 and 7 years	...	...	1,045
" " " 7 and 9 "	...	...	203
" " " 9 and 13 "	...	...	278

Total: 1,526

4. The number of children of school age attending private schools:

Total: 567.

5. The number of children aged between 3 and 5 years attending school :(1).

Total: 397

After considering these figures, the rapidly increasing population, which was then estimated to be above 70,000, and the over-crowded state of the existing schools in the borough, the Board resolved to provide further accommodation. It passed a resolution on 31st August, 1887 to take steps without delay to purchase a suitable site to erect a large school, and appointed a Siteg Committee under the Chairmanship of Mr. Charles Rennoldson(2). The Committee selected a site in the Westoe district on the south side of the Marsden Colliery railway line in Westoe Lane measuring about two and a half acres and belonging to the Ecclesiastical Commissioners. Both the Chairman and Vice-Chairman of the Board travelled to London on 31st October, 1887 to interview Messrs. Smith and Gore, the representatives of the owners of the land, about negotiations concerning the sale of the land. These were

(1). The Education Department allowed the usual government grants on average attendance in respect of these children.

(2). S.S.S.B. Minutes, 31st August, 1887.

successful because the Board received a letter on the 12th December, 1887 from the Ecclesiastical Commissioners offering the two and a half acres of land at £500 an acre. The Committee recommended the Board to accept this very reasonable offer which it did unanimously on the 25th January, 1888 (1). The Board then appointed a Building Committee, under Mr. Robert Reah junr., to plan and supervise the building of the new school which was to be called the Westoe Road Board School. The Committee commissioned Mr. J.H. Morton, an architect of South Shields, to draw up the plans and these, when they were finally approved by the Board on the 11th August, 1888, showed that the school was to be divided into four departments as follows:

TABLE xi

Accommodation of the Westoe Road Board School.

The Boys' department	providing	480	places.
The Girls'	"	480	"
The Infants'	"	563	"
The Senior Mixed	"	480	"

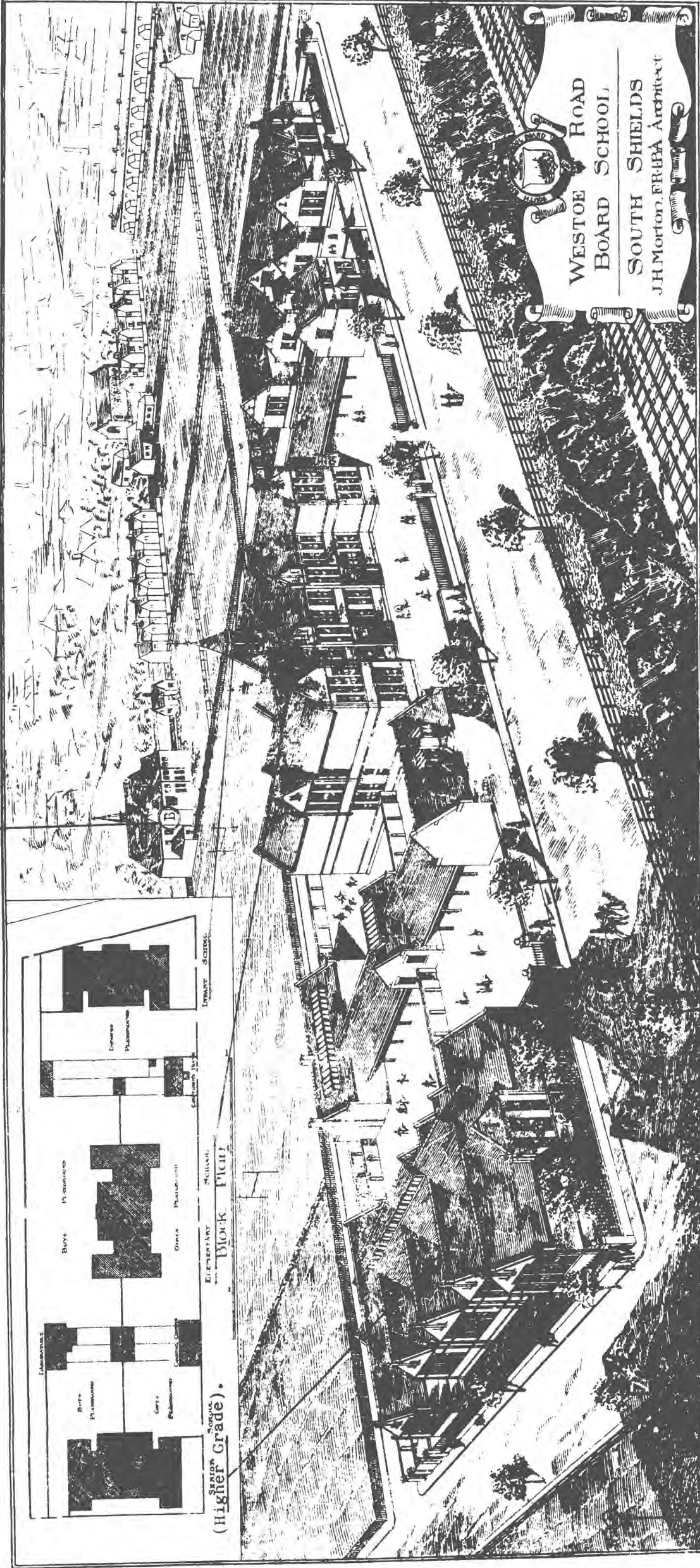
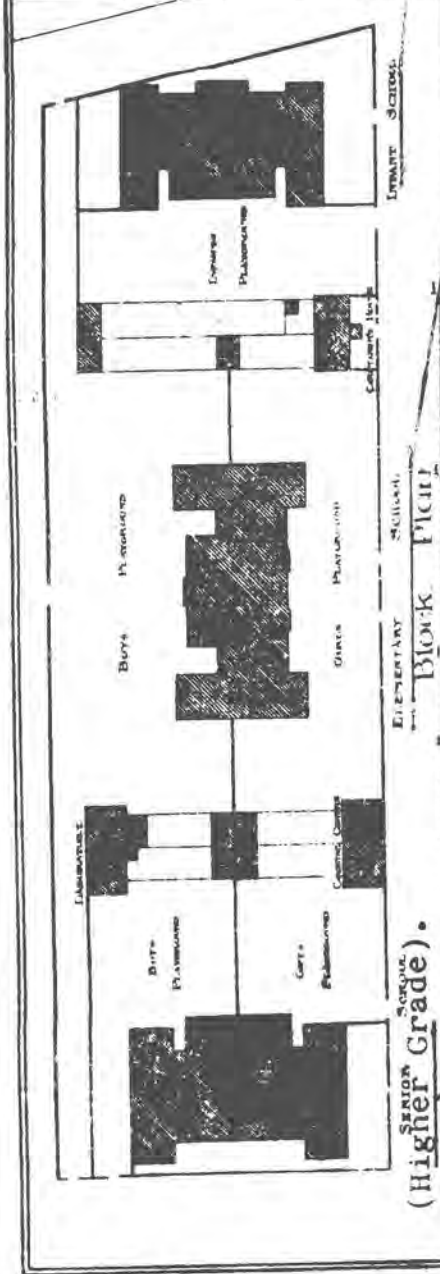
Total: 2,003 "

This was the greatest venture of the Board and the school proved to be one of the largest in England. The Senior Mixed department was to provide higher grade education; this was the first of the Board's higher grade schools (2). The Education Department approved the plans immediately (3) and a contract with Mr. Robert Allison of Whitburn, (who had already gained a high

(1). S. S. S. B. Minutes, 25th January, 1888.

(2). Post p.249.

(3). M.E. E.113/22, 21/8/1888.



WESTOE ROAD
BOARD SCHOOL,
SOUTH SHIELDS
J.H. Morton, F.R.B.A. Architect

reputation for his building of some of the Board's other schools) for the building of the school was sealed on the 31st August, 1888. His was the lowest tender made to the Board in which he offered to build the school for the sum of £12,994. 17s. 4d. For the purpose of carrying out the work the Board negotiated a loan of £15,900 from the Leeds Savings' Bank repayable over a period of fifty years at the rate of $3\frac{1}{2}$ per cent. The Board felt that this was more favourable than the terms of the Public Works Loan Commissioners. The cost of the fittings, which included the laboratory fittings in the Senior Mixed department, was estimated to cost £1,380. The Education Department informed the Board that it would only sanction this expenditure if no grant for that purpose was obtained from the Science and Art Department; (1); if it did the Board would have to pay the remainder out of current expenses (2) and the Board was not empowered to borrow for the purpose of meeting current expenses (3). The seventh Board informed the Education Department on the 25th June, 1889, that it would not do so and the Science and Art Department, South Kensington was informed of this promise so

(1). In 1836 the Normal School of Design had been instituted, a Parliamentary grant voted for its maintenance and it was supervised by a public office later termed the Board of Trade; provincial schools of design were subsequently created by the same means. In 1852 these schools of design were administered by an office made for the express purpose and termed the Department of Practical Art, to which in the following year was added a Department of Science. This off-shoot of the Board of Trade received the name of the Department of Science and Art from 1853. It was transferred to the Education Department in 1856 and from thenceforth 'it played an ill-defined part in primary, secondary and to a smaller extent, technical instruction'. J.W. Adamson: A Short History of Education, (p.302)

(2). M.E. E.113/22, 15/4/1889.

(3). R. V. Reed, L.R. 5. Q.B.D. 483.

that the Board could not reconsider its decision. The school was completed and opened during the life of the seventh School Board (1).

To meet the school accommodation requirements of the Tyne Dock district and to concentrate its teaching staff the Board re-organised two of its schools, St. Mary's and the Hudson Street Schools. In November, 1886 the Board decided to discontinue the Infants' department of St. Mary's School and the two departments of the School were amalgamated for the reception of boys from the Hudson Street School (2). Thereafter St. Mary's School had one department of boys and the Hudson Street School two departments for girls and infants. In the case of the Laygate Lane Board School the Board found that it was being over-crowded by the admission of children from other districts and therefore prescribed the district from which children could be admitted. Even after taking these measures the Board had to ask the Education Department to permit a temporary excess of children attending the school because of the numerous applications for the admission of children resident in the neighbourhood. Several changes were also made by the Board in the internal working of its schools. By a resolution of the Board, made on the 29th December, 1886, a syllabus⁽³⁾ for the Bible instruction

(1). Post p.135.

(2). S.S.S.B. Minutes. 23rd November, 1886.

(3). Post pp.330-4.

given in its schools was laid down and this was to be tested at the end of each year by a voluntary committee composed of the clergy and laymen of the borough. The question of cookery instruction for girls in the upper standards of Girls' departments was also considered and approved by the Board on the 26th July, 1886; these classes were commenced with success early in 1887 when cookery centres had been built in some of the Board's schools (1). The Board's outstanding innovation was the establishment of Science and ^{day} Art classes in the Boys' department of the Ocean Road Board School in September, 1887 for pupils in standards VII and ex-VII (2). Evening classes in connection with the Department of Science and Art were begun in September, 1888 (3). These were primarily for the benefit of the pupil teachers (4) who were serving under the Board and also to provide facilities for pupils of the Board and any other persons who desired to continue their studies at 'night classes' (5).

It was during the life of the sixth School Board that the Royal Commission (6) was appointed, in 1886, to enquire into the working of the Elementary Education Acts over the ~~past~~ fifteen years in England and Wales. It reported in 1888 but on certain controversial subjects the Cross Commission was unable to reach unanimous conclusions; thus fifteen members submitted a majority, and eight members a minority report. The main points for

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- (1). Ante p.117.
 - (2). Post p.244.
 - (3). Post p.337.
 - (4). Post p.416.
 - (5). S.S.S.B. Sixth General Report, from January 1886 to January, 1889, p. 9.
 - (6). It was named after the chairman, Sir R.A. Cross, afterwards Lord Cross.

investigation were as follows:

1. How far the existing system of elementary education was adequate and suitable and how far the machinery provided by the Elementary Education Acts was able to meet further requirements.
2. The composition and qualifications of the Inspectorate, the nature and efficiency of the existing systems of school management, the professional preparation of teachers, and the working of compulsory attendance.
3. The system of moral and religious instruction, the suitability of the curriculum in schools and the possibility of including technical subjects.
4. The relation of elementary to higher education.

On the first point both reports of the Commissioners agreed that school accommodation should be provided for one sixth of the population and in some cases it should be one fifth; on the whole the demand for school accommodation had been fairly well met. They found that on the whole the small school boards had not been competently managed and that greater efficiency would ensue if they formed voluntary associations. There was an influential body of opinion which desired to do away with the voluntary system in favour of universal board schools. The majority of the Commissioners on the other hand recommended that voluntary schools should

be aided from the local rates, that school fees paid by the parents should continue to be paid in both kinds of school and that the limit of seventeen shillings and sixpence per pupil, which was set to the amount of government grant payable, should be removed. Rate-aid was extended to the denominational schools by the Education Act of 1902; but 'free education', or in other words, the abolition of school fees in public elementary schools, became well-nigh universal from the year 1891, when a 'fee grant' in compensation for the surrendered fees was offered by Parliament to all elementary schools (1). On the second point both reports recommended the admission to the inspectorate of elementary school teachers and the majority were in favour of the appointment of women inspectors. Both agreed that there was an urgent need for more and better trained teachers and an extension of the facilities for training, the creation of day training-colleges connected with the universities and university colleges were recommended. The Commissioners recommended a stricter application of the school attendance regulations and the minority were of the opinion that 'No child should be allowed to leave school before fourteen unless he or she is profitably employed either at home or at work'. The Commissioners, in investigating the third point, agreed upon the need for a religious basis in the instruction given in public

(1). Post p.146.

elementary schools but while they were not prepared to advocate the repeal of 'payment by results' they were unanimous in thinking that the system 'is carried too far and is too rigidly applied and that it ought to be modified and relaxed in the interests equally of the scholars, of the teachers and of education itself' (1).

The system was abandoned in favour of block grants and inspection in 1890. The Commissioners recommended that a greater freedom should be given to schools in classifying pupils for different studies ~~which was formerly impossible under the rigid standards.~~ ^{standards.} The essential studies of the elementary schools, ^{should} in the opinion of the Commissioners, be made much more liberal which should include 'lessons on common objects in the lower standards, leading up to elementary science in the higher (2). They also stressed the importance of technical and manual instruction and drawing. Both reports showed that the Commissioners thought the respective spheres of elementary, higher-grade and secondary schools should be defined and they were divided on the question of the higher grade school(3).

In order to acquire some of its information the Commission sent out questionnaires to all school boards and managers of voluntary schools. A meeting of the representatives of the school boards of Durham and Northumberland was held in the board-room of the Gateshead School Board on the 5th November, 1886 for the purpose of discussing and framing a common answer to the first question asked

(1). Cross Commission, 1886 - 88, Final Report, p. 183.

(2). Cross Commission, 1886 - 88, Final Report, p. 146.

(3). Post Ch. VI.

by the Commission. The South Shields School Board was represented at the meeting by its Vice-Chairman, Mr. Charles Rennoldson, which was presided over by Mayor Palmer of Heworth. The Chairman of the meeting read the question to be discussed thus: 'Is there anything in the Education Acts which hinders the satisfactory education of the children in your schools? (1). He recalled that the Gateshead School Board had taken an active part in drawing the attention of the Education Department and the Treasury to the inequality of school boards working under the Elementary Education Acts. To this end in July 1884 a large meeting of school boards was held in London and a deputation headed by twelve members of Parliament went to the Education Department and presented a petition. As the result of the petition the Vice-President addressed a letter to the Treasury which stated, 'the Vice-President is satisfied that nothing causes more discontent, or more effectually retards the work of the school boards, than the large rates now required to meet the annual charge for school building; and this discontent is greatly aggravated by the fact that the rate of interest, which was originally fixed by the Elementary Education Acts of 1870 and 1873 has been materially increased by the Act of 1879, and that the expectations held out in 1870 (2) that

(1). Cross Commission, 1886 - 88, Final Report, p. 426

(2). E.E. Act, 1870, s.57, laid down 'The Public Works Loan Commissioners may, on the recommendation of the Education Department, lend any money required under this section on the security of the school fund and local rate without requiring any further or other security, such loan to be repaid within a period not exceeding fifty years, and to bear interest at the rate of three and a half per centum per annum'.

this rate would never exceed 3d in the pound has been disappointed. ' (1). The Chairman thought that this furnished the school boards with an answer to the question of the Commissioners and if the neighbouring boards could claim to be 'poor and populous places' (2), as the Gateshead School Board was able to do, they would be able to return identical answers to the question.

The result of this meeting was that the Gateshead School Board agreed to forward a petition to the Cross Commission covering its grievances and the other boards similarly placed would forward like petitions to the Education Department. The Gateshead School Board's petition appeared in the final report of the Commission thus:

'The Gateshead School Board represent that in many school districts the school rate is becoming a serious burden to the local ratepayers.

That in most of the heavily rated districts a very large proportion of the sum raised by the rate is absorbed in the repayment and interest of loans.

That throughout England and Wales about one third of the total amount thus raised is required for the payment of these charges. That year by year these sums are constantly increasing.

That in districts where these charges are felt to be oppressive

(1). South Shields Gazette, 6th November, 1886.

(2). E.E. Act, 1870, s.97. See post p.130, note (1).

the cause of education is hindered and rendered unpopular. That section 97 of the Elementary Education Act, 1870, was especially intended to assist poor districts but that such section has been practically inoperative (1).

That in the opinion of the Gateshead School Board these facts prove the urgent necessity of relief being afforded to school board districts generally and especially to districts in which boards have been compelled to provide school accommodation for large portions of the population' (2). The letter of the Vice-President of the Education Department to the Treasury was also quoted in the petition (3).

The answers made by the South Shields Board and the managers of voluntary schools in the borough to the questionnaire also appeared in the final report of the Cross Commission. In answer to question (1) 'Is there anything in the Education Acts which hinders the satisfactory education of the children in your schools?' and to question (5) 'What changes, if any, would you desire, (a) In the Acts?', the Board complained, like the Gateshead School

(1). The South Shields School Board made its first application under s. 97 of E.E. Act, 1870, to the Education Department on 30th September, 1893. Under this section the Education Department made a grant equivalent to the deficit between (a) the product of a 3d. rate on the rateable value of the district, and (b) the sum found by multiplying the annual average attendance in board schools by 7s. 6d. The object of the provision was to give additional aid from Parliamentary grants to districts where the circumstances as regards the rates were exceptional, i.e. 'poor and populous' districts.

(2). Cross Commission, 1886-88, Final Report, p. 426.

(3). Ante p.128.

Board, of the high rate of interest on loans for building, and the limited period for repayment (1). It also objected to the necessity of applying to the Guardians to pay the fees of poor children. It also asked for the penalties for non-attendance to be increased and enforced. In answer to question (5.b) 'What changes, if any, would you desire in the Code?' the Board and most of the voluntary schools replied that the 17s. 6d. limit, the merit grant and 'payment by results' should be abolished and that the grant should be based on average attendance. It also thought that the Code was too rigid and severe and it assumed all children to be alike in ability and circumstances and made no allowance for poverty, different capacities and shifting population. The system of 'payments by results', the Board said, did not encourage a love of learning and produced mere cramming, intelligent children were kept back so that dull ones could pass the annual examination. The Board felt that the Code should be simplified, fewer changes made in it and longer notice of any changes should be given to boards(2).

One of the last acts of the sixth School Board was to approve a resolution of Mr. John Bowman, an Independent, on the 26th September, 1888, 'That subject to the approval of the Education Department, the number of members of the School Board for the borough of South Shields, shall at the next triennial election, to be held in January, 1889, be increased from eleven to thirteen'(3).

(1). Post Appendix 'C'.

(2). Cross Commission, 1886 - 88, Final Report (Statistical), p. 76.

(3). S.S.S.B. Minutes, 26th September, 1888.

The reason for this increase was that the rate-payers were entitled to more representation on the School Board because of the increase in the population of the borough since 1870 (1), the increase in the number of children attending school and the increase in rateable value of the borough. The Board asked the Education Department to approve this increase in accordance with the Elementary Education Act of 1870 (2), which it did (3). The term of office of the sixth School Board came to an end on the 15th January, 1889 and the work of this Board which was of a high order could be summed up in the words of its final report: "The first object of the Elementary Education Act of 1870 was to secure a supply of efficient and suitable schools, sufficient to meet the requirements of the country. With the completion, during the course of the current year, of the new schools, Westoe Road, the Board may fairly claim to have performed this obligation to the full extent of the present demands of its district. It remains that the provision of these means of 'light and learning', - only to be acquired by the expenditure of large sums of public money - shall be made available to their fullest extent"(4) (sic). The Board was therefore giving the rate-payers fair warning that it was still necessary to spend 'large sums of public money' to carry out its work although the greatest care was taken to economise and to guard

(1). By the official Census the population in 1871 was 45,336 and in 1891 it had risen to 78,391.

(2). E.E. Act, 1870, s. 39.

(3). P.R.O. Ed. 16/69, 28/10/1888.

(4). S.S.S.B. Sixth General Report, from January, 1886 to January, 1889.

against extravagance.

The seventh School Board was elected on the 16th January, 1889 and was composed of thirteen members in accordance with the resolution of the previous Board (1). It included three Unsectarians, four Sectarrians, five Independents, and one member calling himself a 'Labour' candidate. This last mentioned member was Mr. George Blakey, a waterman, which showed that the 'working man' was at last participating in local educational affairs. Mr. James Nicholson was amongst the five members of the previous Board to be returned and was again elected its Chairman for the second time in succession. His Vice-Chairman was the Rev. Johnson Baily, a Sectarrian. Mr. Nicholson was again very assiduous in carrying out his duties as Chairman; he attended twenty-seven out of twenty-eight meetings of the Board to which he was summoned. At the first meeting of the Board on the 24th January, 1889 (2), the following standing committees were appointed and included more members than formerly: Finance Committee of ten members, School Management, and School Attendance and Fees Remission Committees which were both composed of thirteen members. The Board was constituted as the local committee under the regulations of the Department of Science and Art with authority to appoint a sub-committee for the management of Science and Art classes. (3). This Science and Art Committee, as

(1). Ante p.131.

(2). S.S.S.B. Minutes, 24th January, 1889.

(3). Until the Cockerton Judgement the School Board was recognised as the Local Committee for the management of Science and Art Classes. c.f. Science and Art Directory, 1889, s. VII b.

it was called, consisted of eight members of the Board and three local persons, who were interested in these Science and Art classes but were not members of the Board. Its Chairman was the Rev. Johnson Bailly. The management of the Board's schools was re-organised into three groups with eight managers each. These groups of schools were as follows:

- Group I. Ocean Road, St. Stephen's and Baring Street Board Schools.
- Group II. Cone Street, Laygate Lane and Westoe Road Board Schools.
- Group III. Barnes, Tyne Dock and East Jarrow Board Schools.

The duties of the school managers were to visit the schools under their supervision once a month or more frequently if necessary. The object of the visits was to ascertain that the regulations and directions of the Board were being observed and that the work of the school was being conducted in accordance with the timetables. They had to make a note of the attendance of children and to see that the schools were not over-crowded at any time during the year. They had to ascertain that the teaching staffs were efficient and satisfactory and make reports on them, as 'occasion may require' (1). Other duties of managers included

(1). S.S.S.B. Seventh General Report, from January, 1889 to January 1892. p. 25. The criterion of 'efficient and satisfactory' was the ability to keep a large class of children in order and to be able to earn the government grant. Therefore even a waterman, a provision merchant or for that matter a ship-owner, with little knowledge of children or methods of teaching, could make a report within these narrow limits.



The Boys' Girls' and Higher Grade Departments of
the Westoe Road Board School.

the supervision of 'school-keepers', as care-takers were then called, the investigation of complaints made by parents of children and by teachers, to examine requisitions for the supply of school books, apparatus and stationery and to report upon repairs required to buildings and school furniture. They also had powers in cases of urgency to appoint teachers for temporary duty for periods not exceeding one month and to authorise the supply of school material or the execution of repairs up to a limit of five pounds in any single instance. Every meeting of school managers had to be reported to the School Management Committee. There were also three District School Attendance Committees covering the same areas and schools as the three management groups. Each of these Committees was composed of four members of the Board and three persons who had had knowledge of the district and the people living therein. Other Committees like the School Accommodation Committee, the Standing Orders Committee, the School Building Committee and Geography Instruction Committee were appointed when they were required.

The Westoe Road Board School, which had been planned and built by the previous Board (1), was opened on the 6th January, 1890, by Mr. J.C. Stevenson, M.P. 'in the presence of a large gathering of ladies and gentlemen' (2). The school was divided into three main buildings the largest of which was the centre one facing north.

(1). Ante p.121.

(2). S.S.S.B. Seventh General Report, January 1889 - 1892 p. 9.

This building accommodated the Boys' and the Girls' departments and was composed of two storeys surmounted by a bell-tower. The ground floor was occupied by the girls and the upper floor by the boys; each floor was intersected by a high corridor measuring 90 feet long by 12 feet wide. On the south side of the corridor were two cloak-rooms, lavatories and teachers' room and on the opposite side were three class-rooms; at either end of the corridor were two large class-rooms which had sliding screens. There were two stair-cases one at each end of the building. The rooms had inlet ventilators and were heated with hot-water coils; the artificial lighting was by means of Clapton gas lights. The desks stood on raised platforms so that all the children were able to see the teacher and black-board easily. The desks were of the dual type and 'constructed on a very ingenious principle and exceedingly convenient for the scholars'(1). The other two buildings were single storey blocks on either side of the Boys' and Girls' departments. The Infants' department, to the west, had one school-room and four class-rooms, whilst the Senior Mixed department, to the east, had one school-room and six class-rooms. There was also a laboratory situated near the last mentioned block (2). This included a room 28 feet long and 22 feet wide, with a gallery to accommodate sixty students. At one end of the room was a platform for demonstration purposes and a

(1). South Shields Gazette, 25th October, 1889

(2). Plan of Westoe Road Board School, Ante opp. p.121.

black-board behind it. Adjoining this lecture and demonstration room was a laboratory with benches arranged in the middle of the room for thirty students. The building was lighted by means of glass-windows in the roof and ventilated by means of 'Sherringham's patent'(1). As was planned the school could accommodate 2,003 children in four departments and was, as the rate-payers were proudly informed, 'one of the ten largest public elementary schools in England' (2). The total cost of the school was £16,640 which included the cost of the site, furniture, building, paving and flagging and the erection of an additional caretaker's house. The cost per head of accommodation was £8. 6s. 2d., which was about the average cost per head of the Board's schools. The Board also provided further accommodation by extending the Boys' department in the Barnes School by adding two class-rooms and another entrance. Thus in August. 1891 there was accommodation for a further 120 boys in the school at a cost of £670. The Board also extended the Baring Street Infants' department in September, 1891 because the admissions to the department were exceeding the existing accommodation. Two further class-rooms were added at a cost of £870 and provided accommodation for 135 infants. In September, 1890 there was a class-room added to Laygate Lane Girls' department and also to the Hudson Street Infants' department providing a further 57

(1). South Shields Gazette, 25th October, 1889.

(2). S.S.S.B. Seventh General Report, from January 1889 to January, 1892, p. 9.

and 50 places respectively. The Board therefore provided a total of 2,365 new school places whilst the voluntary bodies provided 539 new school places during the same period. The provision of new elementary school places which were provided during the term of office of the seventh School Board was as follows:-

TABLE xii.

New Elementary School Accommodation, 1889-1892.

School accommodation provided by:

1. The School Board:

Laygate Lane Girls department - one class-room:.....	57
Hudson Street Infants' :	50
Westoe Road Board School:	
Boys' department:	480
Girls' "	480
Infants' "	563
Senior Mixed department:	480
Barnes Boys' department - two class-rooms:	120
Baring Street Infants' department:	135
Total:	2,365.

2. The Voluntary Bodies:

St. Bede's R.C. School, re-adjustment and extensions:...	301
St. Peter and Paul R.C. School:	49
St. John's Higher Grade School (1) opened 13th Oct. 1890..	189
Total:	539

Total of elementary school places= 2,904

The following table shows the state of the public elementary school accommodation and attendance in the borough on the 30th October, 1891 :-

ACCOMMODATION AND ATTENDANCE RETURN:- 30th October, 1891 (1)

Schools.	No. of Depart- ments.	No. on Regist- ers.	No. in actual attendance.	Aver- age Attend- ance.	Accommo- dation.
1. Board:-					
Boys':	7	3309	3186	3029	3046
Girls':	7	3330	3129	2876	2946
Mixed :	3	1328	1189	1078	1354
Infants':	7	3300	2856	2607	2938
Total:	24	11,267	10,360	9,590	10,284
2. Voluntary:-					
Boys':	4	950	905	851	1161
Girls':	2	502	475	418	437
Mixed :	4	1381	1193	1075	1434
Infants':	4	1252	1162	1051	946
Total:	14	4,085	3,735	3,395	3,978
Total in both Board and Voluntary:-)	38	15,352	14,095	12,985	14,262

(1). S.S.S.B. Seventh General Report, January 1889 to
January, 1892, p.14.

As well as the Board providing further accommodation the School Management Committee was responsible for keeping the Board's existing schools in a thorough state of repair and wherever possible to alter the older ones so as to provide ^{better} facilities for the children and teachers. To this end sliding partitions were provided for all of the departments of the Cone Street Board School, the Ocean Road Infants' departments and the East Jarrow Mixed School. The steam heating system of the Laygate Lane School and the Baring Street School was replaced by hot-water pipes because these were found to be more effective. The feed cisterns to the hot-water boilers of all the Board's schools were supplied from rain-water tanks. The drainage of several of the schools had been overhauled and many of the school playgrounds were re-laid with asphalt over the former covering of ashes and 'ballast' (1).

Amongst the Board's future provision for elementary school accommodation was the extension of the three departments of the Laygate Lane School to provide another 420 places and also of the Boys' and Girls' departments of the Baring Street School with the intention of providing 280 extra places. The Board appointed two architects to draw up plans for these extensions on the 13th October, 1890. A School Building Committee was also set up to negotiate for the purchase of a suitable site upon which to build

(1). This was the 'ballast' dumped near the river Tyne by the innumerable sailing ships which used to anchor in the river.

another large school in the neighbourhood of Tyne Dock because this district was developing rapidly. In the meantime it meant that the Board had to hire the hall of the Methodist Chapel for the accommodation temporarily of 100 girls from the Hudson Street Girls' department. On the 29th January, 1890, the Board resolved to give its consent to the application made by the Rev. J. Morris of Westoe Vicarage, South Shields, for permission to build a public elementary school on the Ballast Hill, situated behind Thames Street, in his parish; the plans of this school had been passed by the Education Department (1) which provided for a mixed school with accommodation for 70 infants and 128 boys and girls making a total of 198 places. At the end of the seventh School Board's term of office, however, the site had not been cleared and building had not commenced (2). It seems that this school was never built because of lack of funds and also because of the adequate elementary school facilities provided by the Board in this area. On the 15th May, 1891 the trustees of the Hudson Street School decided to transfer the school to the Board for 1,000 years at a nominal rent. In 1875 the school had been leased to the Board for a term of fourteen years (3); and this latest agreement with the trustees meant that the Board acquired practically the complete ownership of the school. Another voluntary school, the Union British School,

(1). P.R.O. Ed. 16/69, 4/1/1890.

(2). S.S.S.B. Seventh General Report from January, 1889 to January, 1892.

(3). Ante p.64.

was offered to the Board by Mr. Joseph M. Moore, the corresponding manager, on the 27th May, 1891. The Board, upon the recommendation of the School Management Committee, adopted the following motion on the 29th July, 1891: 'That the South Shields School Board hereby

resolves to accept the offer of the Managers of the Union

British School to transfer unconditionally, their property in

the school to the Board, the transfer to be effected as soon

as possible after the ensuing annual examination(1). This

attempt, however, to transfer the school was again frustrated for

the second time (2) because the managers of the school learnt that

the Board intended to convert the school into a day industrial

school. A letter was read to a meeting of the Board on the 28th

October, 1891 from Mr. Moore stating that the managers of the school

withdrew their offer of the transfer of the school to the Board in

view of the decision of the Board to use the building for purposes

other than a public elementary school (3). Negotiations were

opened in the following year and the transfer was carried through

without any further frustration. The Board took over the actual

management of the school from the 24th June, 1893, but it was for-

mally conveyed under the terms of the indenture dated 30th August,

(1). S.S.S.B. Minutes, 29th July, 1891.

(2). Ante p.60.

(3). S.S.S.B. Seventh School Board General Report, 1889 to 1892.

1893 which stated that 'the Mayor, Aldermen and Burgesses of the county borough of South Shields (acting as trustees under an indenture dated 28th August, 1857)..... convey to the Board the school site in fee simple and the buildings erected thereon ... ,subject to the trusts contained in the indenture'. The Board covenanted that it would perform the trusts unless the Education Department otherwise directed (1). The main provision of the trusts was that the school should be managed 'on such principles of a religious nature that all persons holding the divine authority of the Bible can conscientiously unite in'.

One of the first acts of this board was to reduce the fees charged in its schools (2); a new scale of fees was adopted by the Board on the 26th February, 1890 thus : -

(1). E.E. Act, 1870, s. 23. Education Department Minute, 17/7/1871.

((2)). Table , viii, ante p.105.

SCALE OF FEES IN THE BOARD'S SCHOOLS - 26th February, 1890. (1)

SCHOOL	BOYS' DEPARTMENTS.							GIRLS' DEPARTMENTS.							INFANTS' DEPARTMENTS.		
	I	II	III	IV	V	VI	VII	I	II	III	IV	V	VI	VII	Under 5	5 to 7 yrs.	Stand-ard I.
Ocean Road.	4	4	5	5	6	6	6.	4	4	5	5	6	6	6	2	3	3
Cone Street.	4	4	5	5	5	6	6.	4	4	5	5	5	6	6	1	2	3
Laygate Lane.	4	4	5	5	6	6	6.	4	4	5	5	6	6	6	2	3	3
Baring Street.	-	4	5	5	6	6	6.	4	4	5	5	6	6	6	1	2	3
Barnes	4	4	5	5	6	6	6.	3	4	5	5	6	6	6	2	3	
St. Mary's	3	4	5	5	6	6	6.										
Hudson Street	-							3	4	5	5	6	6	6	2	2	
St. Stephen's	3	4						3	4						1	2	
East Jarrow	3	4	5	5	6	6		3	4	5	5	6	6		2	2	
Westoe Road	4	4	5	5	6	6		4	4	5	5	6	6		2	3	
Westoe Senior						9	9						9	9			

If there were three or more children of the same family attending Board schools, each child paid one penny per week less than the above scale.

But although the Board had made some reductions in its fees, the average fee was still in excess of the average in England and Wales. For example the average income from fees per child in attendance for the year 1889-90 at the Board's schools was 12s. 3d. whereas in England and Wales it was 8s. 11¼d (1). The Board also took advantage of the benefits of the Elementary Education Act of 1891 which made the majority of public elementary schools free in England and Wales and greatly reduced fees in the remainder (2). On the 26th August, 1891 the Board adopted the following resolution in accordance with the Act of 1891:

'That the South Shields School Board hereby accept the Fee Grant of 10s. per head of average attendance, in respect of all schools under its management.

That the Cone Street and St. Stephen's Schools be declared exempt from the payment of fees or any charge for books, apparatus, and stationery.

That the fee of the Westoe Road Senior School be reduced to 4d. per week, books etc. included, and that a suitable number of free places be provided in this school (3).

That in all the other schools a uniform charge of one penny per scholar per week shall be made for the use of books, apparatus, and stationery, and as a contribution towards the cost of education' (4).

(1). S.S.S.B. Reports and Tables. 1890. Table xii.

(2). E.E. Act, 1891, s.2.

(3) Post p.149.

(4). S.S.S.B. Minutes, 26th August, 1891.

The Board also desired its teachers to make a reasonable effort to collect the penny from every child in attendance at school including those children whose name had been formerly entered on the Fees Remission List. The rate-payers were informed that the effect of this measure of 'assisted education' would be a direct saving of £6,000 per annum of the rates (1). This statement was, however, a little over-optimistic. Nevertheless the Elementary Education Act of 1891 was a boon to elementary education in the borough because from then on school attendance increased (2) and parents, in a great many cases, ceased to be reluctant to send their children to school. With the passing of the Act of 1891 the Education Department sought to stress the need for children in public elementary schools to be encouraged in the habits of thrift thus: 'The enactment during the last parliamentary session of a measure, by which the parents of children attending public elementary schools have been largely relieved from the payment of school fees, furnishes a suitable opportunity for inviting the renewed attention of school managers and teachers to the importance of thrift, and to the exceptional facilities possessed by elementary schools for the encouragement of this practice in early life' (3). The Board had already in 1887 encouraged children in its schools to use the South Shields Penny Bank and by 1891 some of the schools, like Ocean Road, had a good number of depositors (4).

(1). S.S.S.B. Seventh General Report, from January, 1889 to January, 1892. p. 20.

(2). Post p. 382.

(3). Education Department Circular, 12th October, 1891.

(4). In 1891 Ocean Road Board School had 903 depositors who deposited a total of £365. 7s. 4d. for the year.

Another change by which the Board greatly benefitted was the new method of the award of the government grant which was introduced by the New Code of 1890. This in effect abolished the grant for the three R's and 'the whole spirit of the Education Codes was changed'. The chief features of the New Code were:

1. "The discontinuance of the system of computing one part of the grant according to the percentage of passes in reading, writing and arithmetic, and to substitute for it a fixed grant of 12s. 6d. or 14s. per unit of average attendance, according to the report of the inspector on the accuracy of knowledge and general intelligence of the scholars examined in these subjects.
 2. To give freedom of classification according to the attainments, abilities and opportunities of the scholars; and to emphasise the importance of conduct and moral training as essential factors of the success and usefulness of a public elementary school. The classification of the schools under the Merit Grant award of Fair, Good or Excellent has now disappeared.
 3. To secure more efficient training for pupil teachers by making success at the Queen's Scholarship Examination a necessary condition of having satisfactorily completed their apprenticeship; and to provide new facilities for instructing teachers in the art of teaching, at Day Training Colleges
-

connected with the Universities, or with Colleges of University rank " (1). Although the Board gained financially by the New Code (2) the freedom from the annual individual examination which it gave, in the obligatory subjects, was of tremendous value to elementary education in the borough. Teachers were given much more scope in their teaching and those more important aspects of education, like spiritual, moral and physical development, were given a much more important place in the Board's schools. Brighter pupils were at last given an opportunity to develop at a much faster pace than under the old system of 'payment by results' (3). The Board was able to say of the new system after some three years in operation: 'The changes introduced by the new Education Code of 1890, have continued to afford the anticipated relief from the rigidity of its predecessors, and it is now possible to allow freer scope to the teachers in the matter and manner of instruction, as well as the classification of their scholars' (4). From 1890 onwards the Board allowed its head teachers complete freedom in the classification of the children in its schools which was an advantage especially to the children themselves. But in 1890 the Board was not satisfied with the proportion of the pupils in the higher standards as compared with those in the lower standards of its schools. The Board attributed this to the anxiety of parents seeking to set their children to work, and,

(1). 1890 Code, Art 101 (a), (b). Post pp.416-23.

(2). Post Appendix 'A'

(3). Ante pp.17-19.

(4). S.S.S.B. Eighth General Report, January, 1892 to January, 1895, p.15.

as the commercial industries of South Shields did not require a special supply of child labour, the Board felt 'that it was high time the parents of scholars attending its schools realized more fully the importance of keeping their children under a systematic course of instruction at that period of their lives, between twelve and fifteen years of age, when they were best fitted to profit thereby'. The following table shows the proportion of children in the upper and lower standards as compared with the rest of the country:

TABLE xv.

<u>Percentage of Scholars in Standards. 31st August, 1890.</u>		
	<u>Standards I to III.</u>	<u>Standards IV to VII.</u>
South Shields School Board.	66.8	33.2
England and Wales.	62.3	37.7
	<u>Children under 10 years in Standards IV to VII.</u>	<u>Children over 10 years in Standard IV to VII.</u>
South Shields School Board.	42.4	57.6
England and Wales.	45.7	54.3

Therefore the proportion of children in the upper standards of the Board's schools was smaller than that over the country as a whole. The Board hoped to remedy this position by revising the bye-laws on attendance. These were amended on the 23rd August, 1883 so that children between ten and thirteen years of age 'shall not be allowed

to leave school until they have passed the fifth standard instead of the fourth standard as heretofore' (1).

Amongst the other innovations of the Board was the awarding of forty-one free scholarships at the Westoe Road Senior department by competitive examination which was first held on the 31st October, 1891. These scholarships were renewable from year to year, for a period of three years, providing that the Board received a satisfactory report in each case from the head teacher of the Senior Mixed department of the Westoe Road Board School. The parents of scholarship holders were also required to enter into an agreement with the Board to keep their children at school until the May examination (2) of each year in which they continued to attend school. This was to enable the Board to claim the Science and Art Department's award in respect of these pupils (3). Also in the same year the Board introduced a scheme of awarding prizes for regular and punctual attendance which encouraged children to attend more regularly; this scheme produced beneficial results (4). The day Science and Art Classes which were begun at the Ocean Road Board School in September, 1887 were transferred to the Westoe Road Senior Mixed School in January, 1890 where they continued very successfully (5). Again in 1891 the Board began a 'Certificate Preparation Class' for students or ex-pupil teacher assistants of the Board who had not been able to obtain a place at one

post. p. 386.

- (1). Post p.374. It was raised to the sixth standard in 1894, /
- (2). The Science and Art Department's examinations were held then.
- (3). Post p.247.
- (4). Post p.383.
- (5). Post p.249.

of the training colleges. The instruction which they received at this class would enable them to qualify as 'certificated' teachers(1). The Board made an application, on the 3rd March, 1891, to the Corporation of South Shields for a portion of the funds received by it under the Technical Instruction and the Local Taxation (Custom and Excise) Act, 1890 but at this stage the Board was not successful(2). As well as dealing with these important measures the Board also dealt with other multifarious matters like corporal punishment in its schools, drill instruction, assistant teachers' salaries, the instruction of blind and deaf-and-dumb children (3), and the closing of schools periodically because of epidemics of measles. Despite all these efforts of the Board parents were reminded/^{that} 'However much may be done by the state and by the local authorities, in providing means of education for the people, the fact still remains that the home life and training of each individual - the pre-eminent importance of the parental guidance and control, when rightly exercised - are still greater factors in the formation and development of those traits of character which make a true and patriotic people' (4).

Just as the term of office of the seventh School Board was drawing to a close Mr. George A. Tate, Clerk to the Board since 1871, died; Mr. Alfred E. Leete, who had been Mr. Tate's assistant since

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- (1). Post p.417.
 - (2). Post p.275..
 - (3). Post p.403.
 - (4). S.S.S.B. Seventh General Report, from January, 1889 to January, 1892.
 - (5). S.S.S.B. Minutes, 3rd December, 1891.

1886, was appointed unanimously by the Board to be the Board's Clerk at a salary of £200 rising by £10 per annum to £250 (1). The seventh Board was replaced by the eighth Board on the 21st January, 1892, when thirteen members were elected out of the seventeen candidates. Six members of the previous Board were elected; amongst them was Mr. James Nicholson who was elected for the fifth time and was again its Chairman for the third time. In some slight recognition of his services to education in the borough he was made a magistrate. During this term of office he had the best record of attendance at the Board's meetings whilst the Vice-Chairman, Mr. John Robert Lawson, Junr., made less than half of the Chairman's attendances. At the first meeting of the eighth School Board, which was composed of eight Unsectarians and five Sectarrians, the proposer, Mr. Robert Reah, of Mr. J. Nicholson said of him, 'He is a tried man and always brings a clear judgement upon all matters discussed by the Board' (2). In proposing the Vice-Chairman, Mr. J.R. Lawson, Junr., Mr. William Arthur Smith, an Unsectarian, said that he hoped there would be no party feeling in carrying out the Board's business and that every question should be considered on its merits. The same Committees as in the previous Board were elected with the exception of the Committees of School Managers which were increased from three to four (3) thus:

- Group I: Baring Street, St. Stephen's and Union British Schools.
- Group II: Ocean Road and Westoe Road Schools.
- Group III: Laygate Lane and Cone Street Schools.
- Group IV : Barnes, Tyne Dock, and East Jarrow Schools.

(1). S.S.S.B. Minutes, 3rd December, 1891

(2). S.S.S.B. Minutes, 28th January, 1892.

(3). Ante, p.134.

In view of the numerous building projects, which the Board contemplated were necessary through the rapid increase in the population, a Works Committee of five members was appointed to deal with all matters of permanent structural alteration or additions to school premises and the provision of new accommodation. This Committee was presided over by Mr. Robert Reah and in carrying out its fine work it held 73 meetings during its existence. The extreme north-east end of the borough claimed the attention of the Committee because the population had increased considerably in this area and more school places were urgently required. The Board had already made plans to enlarge the Boys' and Girls' departments of the Baring Street Board School and to provide a second means of entrance to each department (1). The Education Department, however, did not approve of the plans and recommended the building of a Junior department on a portion of the Boys' playground, instead. Plans for a two-storeyed building, providing accommodation for 464 children, were prepared by Mr. T. E. Davidson, an architect of South Shields, in accordance with the Board's instructions. Supply form No. 7 which contained the detailed plans of the building was forwarded to the Education Department for approval on the 13th October, 1892 (2). These plans showed that the premises were to have three class-rooms opening on to a wide corridor on each floor. When the approval of the plans was

(1). Ante p.139.

(2). M.E. E/113/1, 13/10/1892.

given by the Education Department (1), the Board contracted with Mr. James Young of Tyne Dock for the erection of the building. The Board approved the Plenum system of heating and ventilating for the building; the essential features of this were that each room was connected to a main air flue, which was warmed in the cold weather, through which a volume of fresh air was impelled by means of a large fan driven by a gas engine. The air was thus changed in the building four times an hour. In incorporating this new system of heating and ventilation the Board was no doubt inspired by the Roman system of heating, evidence of which could be seen a few yards from the school in the remains of the Roman fort's hypocaust. This was the means of heating used by the Roman occupants of the fort some eighteen centuries previously to combat the rigours of the weather in this exposed position. The Baring Street Junior department was opened on the 1st November, 1893 at a cost of £5,200. The Board obtained a loan for the purpose from the Public Works Loan Commissioners at the rate of $3\frac{1}{2}$ per cent, repayable over a period of 35 years. The Board's foresight in purchasing a large site for the Baring Street School was amply justified because, apart from the removal and re-construction of the outbuildings connected with the Boys' department, no additional expense was incurred for the purchase of land for the Junior department.

In order to meet the demand for additional places at its Ocean

(1). M.E. E. 113/1, 1/11/1892.

Road School, the Board, on the recommendation of the Works Committee, decided to erect another Junior department on a portion of the Boys' and Infants' playgrounds. On the 10th July, 1893 the Board sent the plans, drawn up by Mr. H. Grieves, an architect of South Shields, to the Education Department for its approval (1). The plans showed that there were to be four class-rooms on the ground floor for 273 girls and three class-rooms on the upper floor for 210 boys in a two-storeyed building. This allowed ten square feet per child which was in accordance with the building regulations of the Education Department, published in 1889, and was one of the recommendations of the Cross Commission (2). The Board was at this time complying with this regulation in all of its schools; formerly the accommodation which was provided allowed eight square feet per child. The building was carried out by Mr. W. Christie for the sum of £3,800 which the Board obtained from the Public Works Loan Commissioners at the rate of $3\frac{1}{2}$ per cent, repayable over a period of 35 years. Although the building was well planned with all of the class rooms facing south, the Board had ordered the architect to reduce the cost which meant that he was unable to provide a system of mechanical ventilation as in the case of the Baring Street Junior department. Nevertheless amongst other features the building was warmed by a hot-water circulating apparatus; all the windows were

(1). M.E. E.113/12, 10/7/1893.

(2). Cross Commission, Final Report, p. 209.

made to open inwards and the ventilation was assisted by upcast flues fitted with gas-jets. The building was completed and opened as the Junior department of the Ocean Road Board School on the 1st December, 1894. Whilst this building was in progress the Board also carried out long overdue alterations to the Boys' and Girls' departments of the same school. As early as October, 1889, the H.M. Inspector, during his annual examination, noted that these alterations were necessary thus: 'The want of a second door and stair-

case causes the dismissal of the children to be a very tedious process, and also increases the danger from a possible panic'(1).

There was only one staircase for the 473 girls on the upper floor, which was the result of poor planning and false economy of the first School Board (2). The alterations, which were completed on the 1st December, 1894, by Mr. M. Hall, junr., from the plans of Mr. J.M. Dingle, included a new staircase and cloak room at the east end of the building, the large school room on the upper floor was divided into four class-rooms with suitable corridors and sliding partitions and a new hot-water system was installed. The cost of this work was £1,050. In 1893 the offices of the Board, which were on the Ocean Road School site, were extended to provide additional accommodation for the Board's office staff. This was done by building a wing on the east side of the Board Room and at the same time providing on the ground floor a dining room for the pupils of Ocean

(1). S.S.S.B. Reports and Tables, October, 1889.

(2). Ante pp.45-6.

Road School and extra store-rooms for the school caretaker and clerk of works. The plans for this work were drawn up by Mr. J. W. Hanson, an architect, and carried out by Mr. W. J. Robertson, a contractor, at a cost of £1,350.

In 1893 the Board also approved plans drawn up by Mr. J.E. Stout, an architect, for the extensions to the Infants' department of the Laygate Lane Board School. These allowed for the erection of two class-rooms and a cloak-room which would provide accommodation for 149 infants and thereby provide a total of 515 places in the Infants' department. The work was completed on the 1st July, 1893 at a cost of £1,400 which was equal to £9. 7s. 11d per school place. Although the Board made reasonable provision, by extending the existing schools and building new ones, to meet the demands of the borough for elementary school accommodation, it still had to provide places in temporary premises. In March, 1892, 100 girls of the Hudson Street Girls' department were found temporary accommodation in a nearby Methodist Chapel school-room; 168 boys of the Laygate Lane School Boys' department were found similar places at St. Jude's Parish hall in October, 1892; 88 boys of St. Mary's School were accommodated in the Congregational Church school-room in July, 1893 and Archibald Stevenson Memorial Hall was opened in November, 1894 as a temporary Junior Girls' School for the

accommodation of 240 girls (1). From time to time the Board also used the Reay Street Mission building and the Laygate Lane Tabernacle between 1892 and 1894 for its over-flow from St. Stephen's School and the Laygate Lane School respectively. The Board realized the short-comings of such arrangements because some of these buildings were far from satisfactory ^{for} ~~for~~ teaching purposes, but because of the rapid rise in the population (2) it was left with no other alternative until its permanent schools were built.

During the life of the eighth School Board the voluntary school places decreased by 520. St. Mark's National School was closed in January, 1892, which meant the loss of 275 school places. The Union British School was transferred to the Board in August, 1893, which provided 410 places and St. Bede's R.C. School reduced its number of places by 19 on the 1st December, 1894. On the other hand the Holy Trinity National School trustees extended the Girls' department in August, 1892 to provide further accommodation for 124 girls; St. Hilda's National School Boys' and Girls' departments were also extended to provide 60 more places in November, 1893. The following table shows the increase and decrease in elementary school places in the borough between 1892 and 1895:

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- (1). S.S.S.B. Eighth General Report, from January, 1892 to January 1895, p. 9.
 - (2). The official census of 1891 showed the population as 78,391 and by 1894 it was estimated to be 87,000.

INCREASE AND DECREASE IN SCHOOL PLACES FROM 1892 to 1895A. BOARD SCHOOLS.

1. Hudson Street Girls department - Temporary accommodation at the Methodist School Room, March, 1892.	.....	100
2. Laygate Lane Boys' department - Temporary accommodation at St. Jude's Parish Hall, October, 1892.	.....	168
3. Laygate Lane Infants' department - Extension, July, 1893	.....	149
4. Union British School - Transferred to the School Board, August, 1893.	.....	410
5. St. Mary's School - Temporary accommodation at the Congregational Church School Room, July, 1893.	.....	88
6. Baring Street Junior department, opened November, 1893	.....	464
7. Archibald Stevenson Memorial Hall - Opened as a temporary Junior Girls' School, November, 1894.	.....	240
8. Ocean Road Junior department - opened December, 1894	.....	483

Because the west of the borough was developing rapidly and its existing schools in the area were over-crowded, the Board decided to build another very large school in the area. Early in 1893 negotiations were successfully concluded with the Ecclesiastical Commissioners for the purchase of a site of 2 acres, 3 roods and 5 perches in Stanhope Road for £1,100. The Board then invited plans of the school on a competitive basis from local architects. There were eleven sets of drawings sent to the Board but the one placed first in order was not approved by the Education Department on the grounds 'of the unnecessary size of the central hall which not only entails needless cost, but also results in a plan unwieldy to work. The corner projections are objectionable. By planning a school with a central hall of more usual relative size, the whole scheme can be improved and lessened in cost. At the same time two of the class-rooms could be arranged for throwing into the hall at will, thus meeting the Board's special point' (1). The Board's 'special point' was the building of the school on the central hall principle which meant all of the class-rooms opening onto a large hall. With these observations in mind the Board instructed Messrs. Davidson and Bendle to draw up a fresh set of plans embodying these features as well as providing for a Plenum system of heating and ventilation, a gymnasium, a laboratory and

(1). P.R.O. Ed. 20/27, 14/4/1893.

a cookery centre. After all the preliminary details were settled by the Works Committee, under the able Chairmanship of Mr. Robert Reah, the Board made a contract with Mr. R. Goodwin, a building contractor of South Shields, on the 8th September, 1894. The premises were to include a separate building for the Infants' department providing accommodation for 572 children, a main central building with accommodation for 600 boys on the ground floor and 600 girls on the first floor. The accommodation was thus for 1,772 children. Provision was also made for a care-taker's house and dining rooms for the children. The school was to be named the Stanhope Road Board School and a portion of its site was reserved for the building, at a future date, of a Higher Grade department, but this project was not carried out.(1). The school with its three departments, Boys', Girls' and Infants', was opened during the life of the next School Board on the 13th April, 1896 (2). The Education Department gave the Board permission to raise a loan of £20,200 at the rate of $3\frac{1}{4}$ per cent, repayable over a period of 35 years from the Yorkshire Penny Bank (3). These terms were more favourable than those offered by the Public Works Loan Commissioners whose rate was $3\frac{1}{2}$ per cent. The Board also purchased another site from the Ecclesiastical Commissioners of 1 acre, 3 roods and 16 poles in Mortimer Road, a developing residential area to the west centre

(1). Post pp.301-3.

(2). Post p.174.

(3). E.E. Act, 1873, s.10.

of the borough, for the building of another large school, at a cost of £1,480, in 1894. But although the eighth Board commissioned Mr. J.W. Donald to draw up plans for the building of an Infants' department to accommodate 616 children, they were not finally approved until the next Board was elected (1).

Amongst the changes which took place during the life of this Board was the responsibility imposed upon the Board for the education of blind and deaf children by the Elementary Education Act (Blind and Deaf) Act, 1893 which came into operation on the 1st of January, 1894 (2). The Board also issued new regulations concerning corporal punishment in its schools. Cases had occurred which caused much discussion in and out of the Board Room. One school master wrote to the local press (3) giving his views after thirty years of experience in various schools. He felt that a great deal depended upon the personal character of the master and his methods of discipline; a master who had a strong individuality about him with a personal influence over his pupils stood the best chance of maintaining good discipline. After a great deal of deliberation the Board came to the conclusion that it was not in the interests of education in the borough to abolish corporal punishment in its schools. It revised its regulations so that such punishment was resorted to only when

(1). Post p. 174.

(2). Post pp. 401-3.

(3). South Shields Gazette, 3rd October, 1894.

absolutely necessary and then it was the direct responsibility of the head teacher thus:

1. 'Head teachers are held directly responsible for all punishment in their schools, and they will make every endeavour to reduce all forms of punishment to the minimum compatible with the welfare of the children and the school. They will not inflict corporal punishment until all other methods have failed'.
2. 'In Mixed and Junior departments head teachers are allowed to delegate their powers of punishment to certificated assistants for class offences. Only the leather tawse issued by the Board can be used but in senior departments the cane can be inflicted'.
3. 'All irregular modes of inflicting corporal punishment are strictly forbidden' (1).

The Board introduced libraries into some of its schools and by the end of its term of office there were some 3,300 books in them. A very important change made by the Board was the concentration of standard VII pupils at the Westoe Road Higher Grade department(2). The Board resolved on the 21st December, 1892, that after the annual examination of 1893 all standards VII be discontinued in all schools except the Westoe Road Higher Grade department. By transferring pupils who had passed through standard VI, the Board considered that they would be induced to prolong their school life.

(1). S.S.S.B. Regulations, 3rd November, 1894.

(2). Post p.255.

This subsequently proved to be true because more pupils began to stay longer at school in standards VII and ex-VII. The last meeting of the eighth School Board was held on the 23rd January, 1895, when the Chairman thanked the members for their devotion and said:"the successful work of education in the district has been carried out as a result of our united and harmonious action. In introducing higher elementary instruction into our schools, which has been carried out by a generous interpretation of the Elementary Education Acts, our aim has been to impart knowledge, to stimulate the intellectual powers of children and to fit ^{alike} them/for work and the enjoyment of life" (1). This meeting concluded the work of the three Boards which had resulted in great progress in elementary education in the borough. Not only had about 6,000 new places been provided (2) by the building of new schools and other schemes, which had been carried out energetically by the Board, but higher elementary education had been introduced and expanded with great success. The Board also enjoyed some of the beneficial reforms brought about by the recommendation of the Cross Commission and it took full advantage of the various changes in education brought about by legislation and by the New Code of 1890. But, as the Chairman, Mr. James Nicholson, pointed out above, the achievements of the Board were the result of the members being united, as they had never been so previously, in carrying out the work of the Board.

(1). S.S.S.B. Minutes, 23rd January, 1895.

(2). Table xvii, p.164.

PUBLIC ELEMENTARY SCHOOL ACCOMMODATION ANDATTENDANCE ON THE 31st DECEMBER, 1894.

SCHOOL.	Depart- ment.	Accommo- dation.	No. of Books.	Average Attendance.
<u>1. BOARD.</u>				
Ocean Road.	Boys'	456	520	509
"	Girls'	473	539	508
"	Junior	483		
"	Infants'	437	619	507
Cone Street	Boys'	403	401	371
"	Girls'	396	331	324
"	Infants'	351	473	317
Hudson St.	Girls'	474	409	358
"	Infants'	245	335	257
St. Mary's	Boys'	564	513	482
East Jarrow	Mixed	214	199	144
St. Stephen's	Mixed	660	769	617
Laygate Lane	Boys'	567	535	503
"	Girls'	420	570	507
"	Infants'	515	724	577
Archibald) Stevenson) Memorial) Hall)	Girls') Junior) Temporary	240		
Baring Street	Boys'	358	266	281
"	Girls'	358	320	305
"	Junior	464	490	386
"	Infants'	482	616	491
Barnes	Boys'	474	466	472
"	Girls'	445	471	438
"	Infants'	494	611	508
Westoe Road	Higher Grade.	480	258	331
"	Boys'	480	612	571
"	Girls'	480	592	521
"	Infants'	563	710	601
Union British	Boys'	410	242	221
<u>TOTAL: 12 Schools.</u>			12,591	11,107

SCHOOL.	Departments.	Accommodation.
2. <u>VOLUNTARY.</u>		
St. Hilda's National.	2.	621
St. Bede's R.C.	4	1141
Holy Trinity National	3	1141
St. Peter's and Paul's R.C.	1	217
St. John's Higher Grade and Infants.	1	543
TOTAL: 5.	11	3,663
TOTAL IN BOROUGH: 17.	39	16,049

CHAPTER V.

THE BOARD'S CONSOLIDATION OF ELEMENTARY AND HIGHER GRADE EDUCATION (1895 - 1903).

During the last eight years of its total existence, from 1895 to 1903, the Board consolidated its work of supplying elementary and higher grade education. This it accomplished by building two more large elementary schools with three departments in each and thus ensuring that there was adequate elementary school accommodation in the borough. It also built a new higher grade school, capable of accommodating 680 pupils, which provided the most up-to-date facilities for higher grade and scientific education. The Board also made strenuous endeavours to make the Senior department of the Stanhope Road Board School a higher grade department but without success. The freedom afforded by the Education Code of 1895 and the Science and Art Directory of 1897, which finally abolished 'payment by results', greatly assisted the Board in its work. The aid given to voluntary schools, which were in a perilous position financially(1), by the Voluntary Schools Act of 1897 was beneficial to education in the borough. This Act was the result of a recommendation of the Bryce Commission, 1894 - 95, which was appointed 'to consider what are the best methods of establishing a well organised system of

(1). Adamson: A Short History of Education, C.U.P. 1919, p. 346.

secondary education in England'. The Commission was also instrumental in bringing about the Board of Education Act of 1899 which merged the Education Department, the Science and Art Department and the Charity Commission, in so far as it dealt with education, in the Board of Education under the President as the central authority to superintend educational affairs in England and Wales. This measure brought an end to the confusion in the central administration (1) by bringing the over-lapping and ill-defined spheres of influence of the three departments to a close. The famous Cockerton judgement at the turn of the century was a severe blow to higher grade education and the Board voiced its dismay and disappointment in a petition to Parliament (2). The Education Act of 1902 virtually brought about a national system of education; in helping to build up such a system the Board paid no little part. This Act did away with school boards, school attendance committees and technical instruction committees and laid the responsibility for elementary, secondary and technical education on county councils and country borough councils as the local education authorities. Naturally the Board strenuously opposed this measure because it felt that by its achievements it had earned a permanent place in the local administration of education.

The work of the ninth School Board, as with the majority of its predecessors, was not lacking in achievement. Mr. J.C. Stevenson, M.P. once again supported the Unsectarian candidates for election to the

(1). Bryce Commission Report, 1895, Vol. I. p. 17.

(2). *Post* pp. 290-4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

ninth School Board. Over a period of fifteen years he had been a constant advocate of Unsectarian principles which he first began to voice in Parliament during the Elementary Education Bill of 1870 thus: 'I regard the Bill as being intended to lay the foundation of a national system of education, and I trust nothing will be done to encourage the multiplication of the voluntary schools'.

At a meeting of electors on the 10th January, 1895, Mr. Stevenson stressed the principles upon which, he believed, a national system of education should be founded. They were in the first place that school boards should represent the parents of each district combined together with a scheme for the education of their children. Next a school board should be free to control and direct the mode of instruction for the children just as a body of parents would do. On the question of religion he felt that there need be no difficulty for just as a parent should have the right to prescribe the type of religious instruction for their children so a school board, acting on behalf of parents, should have the same right. He went on to inform his audience that in the borough of South Shields the School Board had produced a judicious formula of religious instruction, which had been honestly carried out and was the answer to the Sectarian criticism of 'Godless education' in the Board's schools. He felt that the Sectarians really feared the Board's schools becoming so efficient that they would completely oust the voluntary

(1). E.E.Bill, 1870, Debate in Parliament, p.364,
Parliamentary Debates, Third Series ccii, 1637.

schools; their object was to keep down the standard of efficiency of the Board's schools lest the majority of the children in the borough were attracted to them. The tendency of the Sectarians in this respect had been to oppose the purchase by the Board of particular appliances, aids and furniture which they were unable, through lack of funds, to obtain for the voluntary schools. The object of the Unsectarians, on the other hand, was to make the Board's schools more efficient so as to give a really sound education which was in the interests of the children and of the borough. Mr. Stevenson also criticised the mode of voting under the Elementary Education Act (1) i.e. 'the cumulative vote', which, he said, was not adequate for bringing out a clear indication of public opinion as to how the Board should conduct its affairs (2). He did not, however, suggest an alternative mode of voting which would remedy this defect.

The Sectarians, in reply to this attack of Mr. Stevenson and other Unsectarians, pointed out to the electorate that until 1870 the voluntary schools were the only means of providing public elementary education. The Elementary Education Act of 1870 had been passed with the object of supplementing the voluntary system and not of supplanting it. They also stated that in 1895 the voluntary schools were still supplying the majority of school places in the country and in order to destroy the denominational schools an

(1). E.E. Act, 1870, s. 29.

(2). South Shields Gazette, 11th January, 1895.

average rate of 9d. in the pound over the whole country would be required. They proudly stated that since 1870 no less than 6,000 voluntary schools had been built, two-thirds of which had been erected without a government grant; the raising of funds for building purposes by means of voluntary subscription had also been a great achievement. The Church of England authorities alone had raised twelve million pounds since 1870. The electors were also reminded that the voluntary schools were, like the Board's schools, under regular government inspection and they gave religious instruction to children of parents who so desired it (1).

Public opinion, which was shown in the local press, favoured the policy of the Unsectarians. It pointed out that the religious instruction in the Board's schools was much more thorough than that given in the voluntary schools. Experience had shown that in the past, whenever a Sectarian majority controlled the affairs of the Board, a reactionary policy was adopted which meant a general decrease in the efficiency of the schools and a lack of adequate school accommodation. The electorate was reminded that the real issue of the forthcoming election had been plainly shown in a letter to the press by the Rev. S.M. McClelland thus: 'The demand is made and urged that the denominational schools, misnamed voluntary schools, should at the public expense be put on a footing of financial equality with the Board's schools'. The majority of the

(1). South Shields Gazette, 12th January, 1895.

Sectarians had relegated this issue as far as possible to the background and only the Roman Catholics had been bold enough to avow openly rate-aid for voluntary schools as their aim. The press pointed out that to concede such a demand would inflict a grave injustice on the rate-payers. The electorate was informed of the highly successful policy which had^{been} practised by the Unsectarians during the previous twelve years with the result that the Board's schools had always been held in high regard by H.M. Inspectors. A few weeks prior to the election campaign Mr. A.W. Newton, H.M. Inspector for the district, had remarked to his successor, Mr. John Foster, H.M. Inspector, ' You will find the South Shields Board's schools the choicest corner in your vineyard', (1) which was indeed a compliment of the highest order. The Unsectarians did not deny the fact that they had had to spend money in order to obtain the best facilities, adequate buildings and able teachers for the Board's schools. They boasted as the greatest of their achievements the provision of higher grade education at the Westoe Road Board School where children of ability could carry on their education beyond the seventh standard. Thus the struggle between the two main parties for control of the Board was evident in the ninth School Board election as it had been in the past.

Amongst the twenty-three candidates seeking election were, for the first time, two women, Mary Hodgson and Elizabeth Hilton; both

(1). South Shields Gazette, 15th January, 1895.

were Unsectarians and had previously served the Board as teachers. Mr. Stevenson said, in support of them, that there were certain spheres of work on the Board in which lady members of the Board would be of the greatest possible service. As two-thirds of the Board's teachers were women and half of the children were girls their influence would be of immense value. He recalled that his own sister, Miss Flora Stevenson, had been a member of the Edinburgh School Board ever since it was formed in the city and he knew of no one better acquainted with the whole question of education. For her 30 years of service on the School Board Miss Stevenson was awarded on the 23rd February, 1903, the honorary degree of Doctor of Laws by Edinburgh University. Although these two ladies polled about 3,000 votes each, they failed to secure a seat on the Board. At the ninth School Board election some 7,000 of the electorate came forward to register their votes, which was less than half of those entitled to vote and again indicated the lack of interest in education in the borough. Of the thirteen members, who were elected to the Board on the 16th January, 1895, six were Unsectarians, one an Independent, and six Sectarians, who included amongst them one Roman Catholic. As the Independent member supported the Unsectarian policy, the Unsectarians controlled the Board. Ten members of the previous Board were re-elected including Mr. James Nicholson for his sixth time; it was during this period,

his last term on the Board, that Mr. Nicholson resigned on the 3rd June, 1897. He was presented by the other members of the Board, as a token of their esteem, with a silver tea and coffee service, a solid silver waiter, a marble clock and a pair of 'real' marli horses.

At the first meeting of the ninth School Board which was held on the 31st January, 1895, Mr. William Arthur Smith, C.A., an Unsectarian, was elected Chairman of the Board and Councillor William Laidler Robertson, a Sectarian, was elected its Vice-Chairman for the Board's triennial term of office which expired on the 27th January, 1898. There were four changes of members, through resignations, on this Board during its period of office which were more than had taken place on any previous Board. The attendance of members at the Board's meetings fell short of the standards set by previous members of the Board. For example the Chairman only attended 233 out of a total of 402 Board and Committee meetings to which he was summoned during his three years of office and the attendance of the Vice-Chairman was not very much better. But despite this apparent lapse the Board carried out its work successfully. The Board turned its attention to school accommodation, which it considered the most important part of its business. With the opening of its new schools the Board was able to dispense

with the temporary accommodation (1) to which it had hitherto been compelled to resort. The Board appreciated 'the public spirited action of the trustees of these premises in placing them at the disposal of the Board in times of necessity'(2). When the new schools were opened the children from these temporary premises were at once transferred to them. Therefore there was not such a great increase in school accommodation as would appear from the opening of newly built schools. A noteworthy achievement of the Board was the opening of Stanhope Road Board School on the 13th April, 1896; the planning had been carried out and the building begun by the previous Board on 8th September, 1894 (3). The Boys' department of the school provided places for 660 boys, the Girls' department provided accommodation for 540 girls and the Infants' department had 572 places for infants (4). The total capacity of the school was therefore 1,772 places which did a great deal to relieve the shortage of school accommodation in the west end of the borough. The cost per head for the site, building and fittings of the school was put at £11, 10s. by the Board, which was high compared with most of the Board's other schools. The Board began the building of the Infants' department of the Mortimer Road Board School, which had also been planned by the previous Board, on the 28th June, 1895. The building was completed and opened on the 1st September, 1896

(1). Ante pp.156-7.

(2). S.S.S.B. Ninth General Report, January, 1895 to January 1898.

(3). Ante pp.159-60.

(4). The Infants' Department of the Stanhope Road School was opened on 26th August, 1895.

and supplied 612 places for infants at a cost of £7,800. The cost per head for this department was put at £10.11s. 4d by the Board. In obeying the building regulations of the Education Department the Board allowed eight square feet of floor space for infants and ten square feet for older children in its building of these schools. The Board intended to build a main block of buildings on the Mortimer Road School site to accommodate about 1,200 children at a later date.

The next project of the Board was the extension of the Higher Grade department of the Westoe Road Board School in order to provide the necessary facilities for a School of Science⁽³⁾. For this purpose the Board entered into a contract for these extensions on the 10th June, 1895; these were completed on the 1st December, 1895 and although the cost was high, it being £3,370, the Board felt that the further 60 places it provided and the fact that 'the School is now regarded as one of the best arranged and equipped institutions in the district' (1) were adequate reward for the outlay. Amongst the other changes in the Board's supply of accommodation was the closing of the Hudson Street School on the 30th September, 1896 after the opening of the Stanhope Road Board School, because most of the children had been transferred to the new school. The Board intended to carry out extensive alterations to the school before re-opening it as a junior mixed school at some later date. In fact the school was never re-opened (2). Another important change was the re-transfer of St. Mary's School to its former managers

(1). S.S.S.B. Ninth General Report, January 1895 to January 1898, p. 11.

(2). Post p. 217.

(3). Under the regulations of the Department of Science and Art.

by the Board. The school had been leased to the Board for a term of 14 years, at a nominal rent, on the 21st January, 1878 (1); in 1896 it was being used as a Boys' school providing accommodation for 476 boys. Mr. George King, the corresponding manager of the school, on behalf of the trustees made an application to the Board on the 18th February, 1896 for the restoration of the school to the former managers. The Board agreed to the re-transfer and the consent of the Education Department was thereupon requested (2). The Education Department looked upon this as an important case and looked for precedents in similar cases of the re-transfer of voluntary schools. There were not many such cases but one instance was found in a re-transference of a voluntary school by the Great Bentley School Board. Here the voluntary school had reverted to the original trustees and managers upon six months notice being given, as was stipulated in the deed of transfer, and the School Board had given its consent. Another similar case was that of the Wymanthorpe School Board where the Education Department had insisted upon twelve months notice being given to the school board by the trustees. Before the Education Department would give their consent, in the case of St. Mary's School, it wished to know whether the school would become unnecessary by the opening of the Stanhope Road Board School. Sir George Kekewich the Secretary to the Education Department from 1890 to 1903, who had wide and liberal

(1). Ante p.68.

(2). E.E. Act, 1870, s. 24 enacted: 'Where any school ... has been transferred by the managers to the school board ... the school board may, by a resolution ... and with the consent of the Education Department re-transfer such school'.

views on education (1), was then asked to give a decision on the matter. He quoted two precedents of the Great Bentley and the Startforth School Boards in which it was held that when a school board lost possession of a building it was unnecessary for it to convince the Education Department that it was superfluous. He stated that Mr. Patrick Cumin, the Secretary to the Education Department from 1884 to 1890, thought that as soon as a school board lost possession of a building by law i.e. upon the lease being determined, it was bound to supply a new building; however the two administrative precedents quoted by him had over-ruled Mr. Cumin's decision. Sir George ruled that the Education Department should agree to the re-transfer of St. Mary's School in accordance with the Elementary Education Act of 1870 (2) which stated:

'The minutes of the Education Department..... shall not give any preference or advantage to any school on the ground that it is or is not provided by a school board' (3). During these deliberations by the Education Department, Mr. John Foster, the H.M. Inspector for the district, was asked to ascertain whether both St. Mary's School and the Stanhope Road Board School were necessary for the educational requirements of the district. He replied, 'the population of this district is growing very rapidly and, speaking from my present knowledge, I should say that both schools will be necessary' (4). The Education Department

(1). He is reputed to have said, 'My creed was that the children come first before everything and everybody'. There is no question of doubt that he was responsible for the liberalising influence in public elementary education which began in 1890.

(2). E.E. Act, 1870, s. 97.

(3). M.E. E. 113/17, 28/3/1896.

(4). M.E. E. 113/17, 13/3/1896.

then gave its consent and the re-transfer took place on the 8th April, 1896; the furniture, books and apparatus were sold to the managers under an agreement with the Board (1). The school then functioned as a mixed voluntary school for boys, girls and infants with one head-master and three women teachers.

The other changes in the supply of elementary school accommodation in the borough during the life of the ninth School Board is shown in the following summary:

(1). The trustees were undoubtedly influenced in asking for a re-transfer of the school by the aid which was to be given to voluntary schools by the Voluntary Schools Act of 1897. Post p.190.

SUMMARY OF ELEMENTARY ACCOMMODATION JANUARY 1895 to DECEMBER 1897.

1. Board Schools. Number of places provided in January, 1895: 12, 386.

(a). Increase in accommodation:

Stanhope Road Board School, Infants' department - opened
26th August, 1895. 572.

Westoe Road Board School H.G. department extensions - December, 1895. 60.

Ocean Road Board School, Boys' department " - January, 1896. 36.

Stanhope Road Board School, Boys' & Girls' Departments, opened
13th April, 1896. 1200.

Westoe Road Board School, Infants' department, temporary accom-
modation in St. Michael's Church Sunday School, 11th May, 1896. 120.

Mortimer Road Board School, Infants' department, opened 1st Sept.
1896. 612.

Total increase: 2600

(b). Decrease in accommodation:

Ocean Road Board School, Girls department, alterations
1st January 1895. 53.

The termination of the tenancy of temporary premises at:-

(i) The United Methodist Free Church Sunday School, Tyne Dk.
31st May, 1896. 100.

(ii). The Congregational Church Sunday School, Tyne Dock,
31st May, 1896. 88.

(iii). The Archibald Stevenson Memorial Hall, John Williamson
Street. 30th June, 1897. 240.

(iv). The St. Jude's Parish Hall, Alice Street, 30th June, 1897. 168.

St. Mary's School, Tyne Dk., re-transfer on 8th April, 1896. 476.

Hudson Street Board School, on the 30th September 1896. 619.

Union British School, classroom made into cloakroom,
1st Sept. 1896. 46

Total decrease. 1790

Total effective accommodation in Board Schools = 13,196.

2. Voluntary schools. Number of places provided in January, 1895. 3,663.

St. Mark's National School, Infants' department, additions 1st
March, 1895. 50

St. Mary's National School, Tyne Dk. re-opened on 8th Apr. 1896. 476

Total increase. 526

Total effective voluntary school accommodation = 4,189

Total available elementary school accommodation in the borough in Dec.
1897. = 17,385

This showed that the number of places had been increased by 1,336 during the three years of the ninth School Board; 1,286 of these places were provided by the Board, which had also a reserve of 619 places at the Hudson Street School.

Note: The Education Department's regulations laid down that the minimum standard for the supply of elementary school accommodation should be estimated at one-sixth of the population of the district. (Report of the Committee of Council on Education in England and Wales, 1897-8 p. 14). The Board found that this minimum standard was not sufficient for the borough however well it may have worked elsewhere. The Board, therefore, took the mean between one-fifth at its highest point and one-sixth at its lowest point of the population, which was about two-elevenths of the population, as its standard. As the population of the borough was estimated to be 95,000 in 1897, the Board and the voluntary bodies together were meeting the requirements of the borough for elementary school accommodation.

The Code of regulations, issued by the Education Department in 1895, introduced important modifications in the system of inspection carried out by its H.M. Inspectors. It, in effect, abolished the annual examination of children on a fixed date and substituted a plan of inspection whereby each school was visited by the H.M. Inspector two or three times each year.

The Board also took advantage of the Code of 1895 to adopt a uniform educational school year, which meant that the interchange of children between departments and schools took place on a fixed date each year. The managers of the voluntary schools also adopted the measure at the same time as the Board; this was on the 1st July, 1896 so that the educational school year ended on the 1st July, 1897. It meant that schools throughout the borough were more or less in the same state of progress during the year so that the difficulty of classifying children, especially in arithmetic, was lessened if they had to be transferred from one school to another during the course of the year. The Board also felt that the Infants' departments would gain by transferring the older children to provide room for new entrants, at this time of year, who would then be settled in school before the autumn. The standard ex VIth scholars who were transferred to the Higher Grade department (1) would also find this advantageous because it coincided with the commencement of the Science School session and they would therefore have a year's full tuition. The four weeks summer holiday could now be arranged so as to begin in the middle of July and end in the middle of August and upon re-assembly the schools could commence their new year's work. Mr. Turnbull, H.M. Chief Inspector of Schools, noted that 'in the district of South

Shields the School Board has now adopted a distinct school year (viz., from July to July) for educational purposes. Each

(1). Post p.255.

year is divided into three terms. This arrangement will facilitate the promotion of clever children, and it will, I trust, be a great boon to the teachers of the higher grade schools, who will thus be enabled to take in new batches of children at the most convenient part of the year. It will, at the same time, be possible for all schools to start a new year's work after the midsummer vacation, and it will be most convenient for teachers who come in fresh from the training colleges' (1).

During the life of the ninth School Board there was a great deal of agitation over the whole country in support of the impecunious voluntary schools; the Bryce Commission had already drawn attention to the perilous position of these schools through lack of funds and the rising costs of education. When the Conservatives, who were staunch supporters of the denominational schools, were returned to power in 1895 the archbishops of Canterbury and York forwarded a memorial to the Government in which they hoped that in the framing of a new Education Bill the voluntary schools would be retained to preserve the religious character of education. The memorial emphasised the value of variety in the management of schools and it also asked for the abolition of the limits of grants to schools and that grants should be rearranged so as to assist the poorer schools. It requested increased

(1). Schools in the North-Eastern division of England - Education Blue Book, 1896 - 7.

grants, the provision of facilities for separate religious instruction in both the voluntary and board schools, and the power to establish denominational schools, where parents demanded them. The Board was asked to support a similar petition to aid voluntary schools which was forwarded to it by the Manchester School Board. It stated that 'the school board rate which is collected from all citizens without distinction should be shared in by all alike, ^{equally} and that the benefits of the rate should be enjoyed/in all schools, whether board or voluntary, suitable arrangements being made for the inspection of the voluntary schools as to the secular part of the education by the representatives of the ratepayers and that the present law be amended in that direction' (1). This support of the voluntary schools out of the rates was of course the main issue during the campaign for the election of the ninth School Board. It was discussed fully at a meeting of the Board, which was held on the 4th April, 1895. As well as the petition, a letter was also read from a minority of members of the Manchester School Board who had dissented, the voting being eight to seven in favour of the petition. The minority asked for the support of their view that in aiding voluntary schools from the rates the standards of the school boards' work would be disastrously affected and the interests of the denominational schools would be unduly favoured. The

(1). S.S.S.B. Minutes, 4th April, 1895.

Sectarians on the Board naturally supported the petition whilst the Unsectarians supported the minority view. The Rev. Father Taylerson, a Roman Catholic, said that the voluntary schools were labouring under a great injustice in having to pay rates, which they could not in conscience share in; the religious question, he averred, should not enter into the question because the voluntary bodies would undertake to teach Christian religious knowledge themselves. Mr. James Nicholson, Unsectarian, thought that the reason for the agitation of the voluntary bodies was their belief that religion was in danger because of the secular education and undenominational character of board schools. He advised the Sectarians that if they wished to separate religious instruction from secular education, all they had to do was to approach the State and say that they did not wish to give denominational instruction. They would then be placed within the State system. He reminded them that all Christians in public elementary schools were safeguarded by the conscience clause (1). The result of a division, on the motion to support the petition, showed that seven members of the Board opposed it, two supported it whilst the remainder of the members abstained. Mr. J. Nicholson proposed that it would be a logical move to embody the Board's views in a petition to Parliament because it was perfectly clear that petitioning on this vital question was going to be raised by every

(1). E.E. Act, 1870, s.7.(1). In a public elementary school
 'A child shall not be required.... to attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent'

school board in which a majority supported it. He, therefore, in 'self-defence' proposed the motion which was carried by seven votes to five. The petition supporting the minority view of the Manchester School Board opposing any rate aid for voluntary schools(1) was duly forwarded to the Member for the borough.

The object of the Education Bill which the Government introduced in 1896 was to aid the hard-pressed voluntary schools and also to bring about a measure of co-ordination in local education. The Bill had been prepared by the Vice-President of the Education Department, Sir John Gorst, an avowed enemy of school boards, Sir George Kekewich, the Secretary of the Education Department and Mr. Michael Sadler, head of the department of Special Reports and Inquiries. It proposed that the grant limit of 17s. 6d. per head be abolished and a special grant of 4s. per head be paid to the county authority for distribution amongst the voluntary schools in its area. A clause was also inserted to enable separate religious instruction to be given in board schools to those children whose parents desired it; this would amount to a virtual repeal of the Cowper-Temple clause (2). Other important provisions of the Bill were that the county or borough council was to agree with the Education Department upon a scheme for appointing a committee

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- (1). The voluntary or 'non-provided' schools were aided in respect of 'secular' instruction from the rates equally with 'provided' schools, as the boards' schools were subsequently called, by the Education Act, 1902.
 - (2). E.E. Act, 1870, s.14 (2).

to act as the local education authority. This committee was to supplement the work of existing local bodies like school boards. The scheme could also give this local education authority the power of administering in its area both the grants of the Education Department and of the Science and Art Department; it might also take over public elementary schools if school boards defaulted. It was to take over the county or borough council's powers under the Technical Instruction Acts (1), the supplying of other non-elementary education and of inquiring into the education given in any schools within its area. The Education Department could on the application of a school board or local education authority 'make an order transferring to the education authority for any county, any school, or department of a school, within the county maintained by a school board and providing education which, in the opinion of the Education Department, is other than elementary' (2). The Bill was assailed from two sides; the Nonconformists and the Liberal party were opposed to the idea of rate-aid being given to voluntary schools and the school boards were not disposed to bring about their own demise by the setting up of these local education authorities. These would administer the grants and have a duty of inspection which would subordinate the school boards to them. The school boards' advanced work in

(1). Technical Instruction Act, 1889, and Local Taxation (Customs and Excise) Act, 1890.

(2). Education Bill, 1896, s.12 (3).
Parliamentary Debates, 4th Series, XL - 1029-30.
Sir E. Clarke.

higher grade schools would be disastrously affected and their expenditure frozen.

On the other hand the Conservative Government was anxious to prevent any extravagance of school boards, which it presumed, would occur if they were allowed to extend their activities into secondary education. The idea of devolution had been suggested to the Bryce Commission by Sir George Kekewich, who had encouraged school boards to branch out into higher grade education. In answer to a question concerning the constitution of a local authority for secondary education he said, 'a new authority constituted for the purpose would be ideally preferable (1)... the local authority should have the power to levy rates, either directly or through the town council' (2). He proposed to the Commission that 'school boards should be retained for the purposes of elementary education; this will meet with less opposition than if the school boards were made the nucleus of the new authority, and the local taxation money was transferred to them' (3). Naturally Sir John Gorst, in his intense dislike of school boards, seized upon the recommendations of the Bryce Commission of decentralisation. Such recommendations had also been included in the reports of the Newcastle Commission of 1861, the Schools Inquiry Commission of 1868, the Technical Instruction Commission of 1884 and the Sandford Memorandum of 1888 upon which Gorst based his Bill. Upon the

(1). Royal Commission on Secondary Education, vol. VII, Kekewich, Q. 1021-8.

(2). Ibid, Q. 11549-51.

(3). Ibid, Q. 11552-53.

Bill being introduced and after learning of its provisions, the Board considered it expedient for it to give its views on the Government's proposals which it felt 'involved wide and far-reaching consequences'. The Board, therefore, passed the following resolution which was embodied in a petition and forwarded to the Member for the borough:

- (1). 'That, in the opinion of this Board, it is essential to the effective improvement and full extension of education in this country that elementary, secondary and technical education should, in every district, be under the management of one body or authority (so far as such education may receive aid from the local rate), and that this body should be elected solely for educational work'.
 - (2). 'That this Board unite with other school boards in making strong representations against sub-section 3 of section 12 of the Education Bill, 1896, as to the proposed transfer of higher grade schools, and that endeavours be made to obtain its omission from the Bill, and the re-affirmation of the principle of sub-section 3 of section 1 of the Technical Instruction Act, 1889, viz. :- Nothing in this Act shall be construed so as to interfere with any existing powers of school boards with respect to the provision of technical and manual instruction'.
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- (3). 'That in the opinion of this Board the following proviso should be added to clause 27, paragraph 1, of the Education Bill, 1896, as to facilities for religious instruction, viz:- provided that the operation of this clause shall be limited to school districts or educational areas where there is no voluntary school belonging to the parents own special denomination, or no board school within reasonable distance'(1).

The Board, therefore, agreed with the provisions of the Bill that the three types of education should be under one management which should in effect be a body like a school board. It was not prepared to surrender its higher grade school by transferring it to any other authority which it thought would be the first step towards its demise. Lastly, the petition showed that the Board was against any repeal of the Cowper-Temple clause. The Bill, however, received short shrift from members of the Liberal opposition; Asquith showed up its financial inconsistencies and the unreality of devolution and Mundella summed up the Bill as 'this revolutionary, reactionary and insidious measure'(2). The Bill was finally withdrawn because of the success of the Opposition in showing up its defects and because there was disagreement over it amongst the Government's own supporters. In the Parliamentary session of 1897 the Government introduced two measures to aid the

(1). S.S.S.B. Minutes, 28th April, 1896.

(2). Parliamentary Debates, 4th Series, xl, 1035.

voluntary schools and school boards situated in 'poor and populous localities'. The Voluntary Schools Act of 1897 by which an annual aid grant of 5s. per child in average attendance in voluntary schools was made available for distribution amongst such schools which were necessitous, with differential rates for town and country schools. The rate prescribed for each child in average attendance in a town school was 5s. 9d. and for one in a country school 3s. 3d. Section 2 of the Act removed the restriction imposed upon the annual parliamentary grant by Section 19 of the Elementary Education Act of 1876, known as the 17s. 6d. limit, which was designed to maintain the balance of cost for the annual maintenance of the schools equally between the parliamentary funds on the one side and local resources on the other. This section applied to both voluntary and board schools. Lastly, section 3 of the Act exempted voluntary schools from the payment of rates, except where managers of such schools derived profit from letting schools. The second measure was the Elementary Education Act of 1897 which allowed an augmented government grant in aid of the expenses of school boards which were regarded as 'poor and populous localities'. The Act amended and extended the principle contained in the Act of 1870(1) and provided a sliding scale for an increased amount of grant in proportion to the amount of the school board rate and its relation

(1). E.E. Act, 1870, s. 97.

amounted to 14 per cent of the children attending board schools (1). The Board still charged the penny fee at its East Jarrow Mixed School. This school was causing some members of the Board to question the right of the Board to use the rates to educate children living in the borough of Jarrow who were attending the school(2). The Board decided to seek a ruling on the issue as to whether the Jarrow School Board could be legally compelled to contribute towards the annual maintenance of the school. It, therefore, asked the Education Department to decide the matter. Sir John Gorst settled the issue by replying 'the general rule of the Committee of Council is to require all children to be admitted to a school so long as there is room for them, whether they belong to the parish in which the school is situated or not. Without such a rule the administration of the Education Department would become exceedingly difficult'(3). This had been the ruling in the case of the Aldingham Parish School, Ulverston. The Jarrow School Board was then asked if it would make a voluntary contribution towards the maintenance of the school but it gave the reply that there was enough room for the children living in Jarrow in its own schools. The whole cost of the school's upkeep had to be borne by the Board notwithstanding the majority of the children attending the school could have lived in Jarrow, which was in fact the case. The Board

(1). Report of the Committee of Council on Education, 1897-8, p. 218.

(2). The Board had already unsuccessfully broached the question of the Jarrow School Board assisting with the up-keep of this school. Ante p.85.

(3). P.R.O. Ed. 16/69, 1/10/1897.

was unable to close the school because it was isolated from the other schools of the Board and there were children belonging to the borough/^{living} in its vicinity.

Although the Board was making splendid progress with the development of elementary and higher grade education (1) in the borough, it was most anxious to gain the co-operation of parents. It stressed the importance of the parents' part in the education of their children thus: 'The work of the teacher too often fails to produce, in the after life of the child, the desired characteristics of good manners and language, of cleanliness and neatness, of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and deed, because school training in these virtues is not properly enforced by parental home discipline'(2). Besides pointing out the great importance of character training in the home, the Board also drew parents' attention to the necessity of allowing their children to take full advantage of the education given in its schools. This they could do by encouraging their children to pass through the higher standards of the schools. The Board was not satisfied with the number of children who were passing through standards VI, VII and ex-VII although the numbers had increased in recent years. Experience had shown that some

(1). Post pp.244-303.

(2). S.S.S.B. Ninth General Report, January 1895 to January 1898, p. 16.

parents were only too anxious to terminate their children's school career prematurely by making plausible excuses like:

'he's a very good scholar, he knows far more than I ever learnt at school' or 'he's tired of school and wants to go to work' or 'I've a large family at home and can't afford to keep him at school any longer'(1). The Board urged parents to allow their children to take advantage of the full value of a school career by not terminating it as soon as they were legally (2) able to do so, and assured them that 'a low standard of moral and mental attainments leads to a low standard of living with its attendant evils'.

The following table shows the attainments of children who were legally entitled to leave school during the year ending 31st August, 1897:

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- (1). S.S.S.B. Ninth General Report, January 1895 to January 1898, p. 16.
(2). Post Ch. viii.

ATTAINMENTS OF CHILDREN WHO LEFT THE BOARD'S SCHOOLS DURING
THE YEAR ENDING 31st AUGUST, 1897.

CLASSIFICATION.	BOYS.	GIRLS.	TOTAL.
1. Aged between 11 and 12 years, passed through standard VI.	4		4
2. Aged between 12 and 13 years, passed through standard VI.	73	23	96
3. Over 13 years, passed through standard VI.	164	104	268
4. Over 13 years, left Higher Grade School - standard VII or Organised Science School.	234	136	370
5. Aged between 13 and 14 years, passed standard V.	227	224	451
6. Aged between 13 and 14 years, passed standard IV.	98	153	251
7. Over 14 years and in standard IV.	53	58	111
8. Over 14 years and in standard III or lower.	52	74	126
9. Aged between 13 and 14 years, who left school on a Duncce's Certificate. (1).		1	1
10. Over 10 years who left school on account of prolonged illness, Removal, Deaths, Industrial School, etc.	187	196	383
11. Under 10 years - ditto.	215	269	484
Total:	1,307	1,238	2,545

(1). Post p.364.

There was indeed adequate proof in these figures that many children who were capable of passing through a higher standard and, in particular, to pass through the higher grade school were not given the opportunity to do so.

Before its term of office ended the ninth School Board reminded the ratepayers of the continued rise in efficiency and growth of public education in the borough and consequently there was a rise in expenditure but it mollified them with the words 'in proportion to the increasing magnitude of the work undertaken and accomplished by the Board, the parliamentary grant continues to rise'(1). The Board defended its expenditure by saying that a large outlay did not necessarily mean that the Board was extravagant; on the contrary an excellent system of public education in the borough was one of the best forms of investment. In commercial and industrial efficiency, in a higher level of civic duty and, above all, in the wider diffusion of moral culture and religious feeling the ratepayers would be amply repaid for what they spent.

The election of the tenth School Board, which succeeded the ninth Board, took place on the 19th January, 1898. Nineteen candidates stood for election and out of the thirteen elected members ten were members of the previous Board. The Unsectarians still held the majority of places and therefore controlled the policy of

(1). Post Ch. X.

the Board. There were six Unsectarians, supported by one member calling himself a Socialist, and six Sectarians, who included two Roman Catholics, on the Board. At the first meeting of the Board held on the 29th January, 1898 Mr. William Arthur Smith C.A., an Unsectarian, was elected the Board's Chairman for the second time. His election was opposed by Mr. Charles Rennoldson on the grounds that three years previously Mr. Smith had organised a conspiracy which prevented Mr. James Nicholson from being elected for the fourth time. Mr. Smith had said then, 'the constant re-election of the same chairman scents of monopoly', 'and yet', Mr. Rennoldson pointed out, 'he was now seeking re-election for himself which was not at all consistent with his former attitude '(1). Nevertheless Mr. Smith was elected Chairman by seven votes; the remaining members abstained from voting. Upon his being elected, his proposer said that he was a Chairman of whom they might be justly proud and who would show the same measure of kindness, courtesy and thoroughness as he had shown in the past. Mr. George Thomas Scott, an Unsectarian, was elected Vice-Chairman of the Board during its triennial term of office. There were four standing committees and committees of managers of schools elected for one year. These were as follows :-

(1). S.S.S.B. Minutes, 29th January 1898.

1. The School Management Committee which was composed of all members of the Board under the Chairmanship of the Rev. Cuthbert Edward Adamson, M.A.
2. The Works Committee composed of ten members with Mr. Samuel Peacock as Chairman.
3. The Finance Committee with nine members under the Chairmanship of Mr. Samuel Peacock.
4. The School Attendance Committee with seven members of the Board assisted by three members of voluntary schools. This was under the Chairmanship of Mr. William Laidler Robertson.

The Committees of Managers of Schools were divided into four groups as under :-

Group I. Baring Street, St. Stephen's and the Union British Schools

There were eight members of the Board and the Rector of St. Stephen's Parish, the Rev. A. McCullagh, responsible for this group.

Group II. Ocean Road and Westoe Road Schools.

There were ten members of the Board and two councillors, Messrs. Hilton and Thomson, who were representatives of the Corporation for the Westoe Road Higher Grade department (1), the managers of this group. The Chairman was the Rev. C.E. Adamson M.A..

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- (1). The Corporation was entitled to representation on the management of the Westoe Higher Grade department because of its control over the Technical Instruction Grants. Post p.275 et seq.

Group III. Mortimer Road, Laygate Lane and Cone Street Schools.

There were eight members of the Board, under the Chairmanship of Mr. W.L. Robertson, the managers of this group.

Group IV. Stanhope Road, Barnes and East Jarrow Schools.

Seven members under the Chairmanship of Mr. George Thomas Scott were the managers of this group.

The Board acted in its corporate capacity as the Local Committee of the Science and Art Classes.

There were two changes of members of the Board during its term of office. The death of Mr. John Brack, an Unsectarian who had been a member of the Board since 1889, and the resignation of Mr. Matthew Taylor, a Socialist, in order to take up a government appointment in Hong Kong, caused two vacancies one of which was filled by Mr. George M. Dryden. The other vacancy was not filled because the resignation took place one month before the Board's term ended. The Chairman and Vice-Chairman of this Board made under half the number of attendances to which they were summoned. The best record of attendance was held by three Unsectarian and two Sectarian members. The member with the most attendances was the diligent Mr. Robert Reah, an Unsectarian, who attended 250 out of a possible 326 meetings. One member, Mr. Victor Grunhut, a Sectarian, made only 41 attendances out of a possible 179.(1) This

(1). Mr. Victor Grunhut, a nonagenarian and still practising as a solicitor in the borough, told the writer, in an interview on the 1st February, 1961, that there was a great deal of time wasted at Board meetings over questions of petty expenditure.

would show that some members of the Board were much more conscientious in attending to the business of the Board than others. In accordance with its policy the Board turned its attention at once to the business of providing school accommodation. The population of the borough was still increasing; in 1891, according to the official census, it was 78,391 and the Board, by making thorough inquiries concerning the population through the Town Clerk, estimated that it would be 105,000 in 1901. Therefore the Board calculated that the total number of places which would be required was 19,090 in 1901. The Board arrived at this total by taking as its requirements two-elevenths (1) of the population in 1901. The Board met these requirements by building two more departments on the Mortimer Road School site, by building a new Higher Grade School and by making various extensions and alterations to its existing schools.

The Works Committee recommended the Board to build a Junior Mixed department and a Senior Mixed department next to the Infants' department on the Mortimer Road School site to provide 600 places in each department. The plans were drawn up by Mr. J.W. Donald, an architect, and showed a two storeyed building with each floor laid out on the 'central hall' principle i.e. the six class-rooms leading on to a central hall. It was intended to use the upper

(1). Table xviii note. Ante p.180.

floor for the Senior Mixed department and the ground floor for the Junior Mixed department. The lay-out and facilities of the building were a great improvement on the Board's other schools. The Education Department approved the plans and sanctioned the borrowing of £18,000 for the building. The Board signed a contract with Mr. J. Elliott, a building contractor, to carry out the building, on the 16th June, 1899 and building commenced immediately. A loan of £18,000 at the rate of $2\frac{3}{4}$ per cent. repayable over a period of 30 years was obtained from the Public Works Loan Commissioners. The last main building of the School Board was the building of the Westoe Road New (Higher Grade) Mixed School on a site next to the Higher Grade department of the Westoe Road Board School to accommodate 680 pupils. Plans were drawn up by Mr. F. Rennoldson, an architect, for a three storeyed building with a central hall and seven class-rooms, some of which were to be fitted out as laboratories, on each of the two upper floors, and a gymnasium, cloak-rooms etc., on the ground floor. The Education Department approved the plans and sanctioned the loan of £17,700, the total cost of the building (1). The Board accepted the tender of Mr. R. Allison, who had built some of its first schools, and a contract was signed on the 18th May, 1900. When building had commenced, shortly after the signing of the contract, the builder found that

(1) M.E. E.113/22. 5/10/1899.

he had made several mistakes in his original estimate and applied for an increase of £675 on the cost of the building. The Board decided not to increase the cost of the building and referred the plans back to the architect for ^{modification} ~~no~~ ~~alteration~~ by substituting radiators for the more costly system of Plenum heating and ventilation and by making other minor alterations. Despite these modifications the essential features of the school were retained; these had been suggested to the Board by Mr. John Foster, H.M. Inspector for the district, who had been most helpful to the Board. The Board obtained the loan of £17,700 at the rate of $2\frac{3}{4}$ per cent. repayable over a period of 30 years from the Public Works Loan Commissioners (1). On the completion of this new building the Board intended to re-organise the departments of its Westoe Road Board School so that the existing Higher Grade department would become a Senior Mixed department giving accommodation for 840 pupils.

The Board made additions to its existing school accommodation by re-arranging the Boys' and Girls' departments of the Laygate Lane School so that the building could be re-organised for a Junior Mixed department and a Senior Mixed department. These alterations provided another 90 places in the school. Plans for these alterations were made by Mr. J.J. Dockwray, an architect and the work was carried out by Mr. J. Moore, a contractor, for the sum of

(1). Ante p .191.

The Public Works Loan Act, 1897.

£1,400. The work was completed on the 1st June, 1900. Temporary extensions were also made to the Boys' department of the Barnes' Board School for 56 boys; in the same year, 1900, temporary extensions were made to the Mortimer Road Infants' department which provided a further 130 places. The Board also intended to provide a further 46 places in the Infants' department of its Baring Street School; this it proposed to do by extending the class-rooms. During its term of office the Board made certain reductions in the provision of school accommodation. The Girls' department of the Cone Street School was re-adjusted so that the accommodation was reduced by 26 in 1898. By dividing up the large school room of the Boys' department of the Ocean Road Board School into class-rooms, in 1900, accommodation was reduced by 61 places. On the 31st October, 1900, the Board closed the Union British School (1) in Waterloo Vale because it was no longer needed for the population of this part of the borough. The Board of Education, which had taken the place of the Education Department (2), gave its consent to the closing of the school and also for the sale of the site and premises at a reserve price of £650 (3), which it confirmed later. This meant that the accommodation supplied by the Board was reduced by a further 364 places. The following is a summary of the changes in elementary school accommodation which was under-taken by the tenth School Board :-

(1). Ante p.157.

(2). Ante p.167.

(3). P.R.O. Ed. 21/64, 14/11/1900. Post p.217.

SUMMARY OF CHANGES AND PROPOSED CHANGES OF EL. SCHOOL ACCOMMODATIONOF BOARD SCHOOLS ON 1st DECEMBER, 1900.

1. Actual changes:

The number of places in Board schools on 1st December, 1897=13,196.

A. Additions:

Laygate Lane Board School - alterations; June, 1900 = 90.

Barnes Road School - Boys' dept. temporary Ext., 1900= 56

Mortimer " " Infants' " " " 1900= 130

Total additions: = 276

B. Reductions:

Cone Street Board School - Girls' dept.
re-adjustment; 1898. = 26

Ocean Road Board School - Boys' department.
re-adjustment; 1900. = 61

Union British School - closed, 31st October, 1900 = 364

Total reductions: = 451

Total places in Board Schools on 1st December,
1900. = 13,021

2. Proposed changes by building in progress and reorganisation:

(a). The Mortimer Road School - (contract signed
16th June, 1899).

Junior Mixed department to accommodate 600

Senior " " " " 600

(b). The Westoe Road New (Higher Grade) Mixed School
to accommodate (contract signed 18th May, 1900) 680

(Cont.)

	600
2. (Cont.)	600
	680
(c). Upon the opening of (b) the Higher Grade department premises providing 540 places would be re-organised as a Senior Mixed department providing 840 places. Increase	300
(d). The Baring Street Board School, Infants' department - extension of class-rooms.	46
Total number of new places being provided on the 1st December, 1900	= 2,226.

On the 1st December, 1900 the voluntary schools were providing 4,146 places. The Board and the voluntary bodies, with the opening of the new buildings, would achieve the aim of the Board by providing enough places for two-elevenths of the population. This number was, in 1901, 19,090 and the total provision of public elementary school accommodation would provide for 19,207 which included the 13021 places provided by the Board, 4,146 places in voluntary schools the 2,226 new places, in the process of being supplied and a deduction of 186 temporary places. The actual provision of school places in the borough on the 21st December, 1900 is shown in the following table : -

THE SUPPLY OF ELEMENTARY SCHOOL ACCOMMODATION IN THE BOROUGH**ON 21st DECEMBER, 1900.**

School Board.	Department.	Accommodation.	No. on Register.	Average Attendance.	Per cent.
1. Board:					
Ocean Road:	Boys'	431	448	418	93
" "	Girls'	420	472	417	88
" "	Junior	483	575	516	91
" "	Infants'	437	524	429	85
Baring Street:	Boys'	358	379	353	94
" "	Girls'	358	390	338	84
" "	Junior	464	462	399	87
" "	Infants' (Senior)	482	483	385	82
St. Stephen's:	Mixed)	214	198	166	85
" "	Junior	446	519	439	85
Westoe Road:	Higher Gr.	540	501	470	93
" "	Boys'	480	567	539	94
" "	Girls'	480	584	521	87
" "	Infants'	683	763	707	83
Laygate Lane:	Sr. Mixed	465	474	430	88
" "	Junior	444	546	483	88
" "	Infants'	515	560	468	76
Cone Street:	Boys'	403	413	373	89
" "	Girls'	370	360	289	73
" "	Infants'	351	382	289	69
Barnes:	Boys'	530	560	501	93
" "	Girls'	445	501	416	87
" "	Infants'	494	590	381	77
Stanhope Road:	Boys'	600	677	603	88
" "	Girls'	600	697	588	78
" "	Infants'	572	610	423	58
Mortimer Road:	Infants'	742	871	735	83
East Jarrow	Mixed & Infants'	214	198	163	84
Total on 21st December, 1900 :-					
10.	28	13,021	14,304	12,239	84½

School	Depart- ment.	Accomm- modation.	No. on Register.	No. in Av.Attend.	% No. in Average Attendance.
2. Voluntary:					
St. John's. H.Grade.		543 Mixed) Infants')	401	373	93
St.Hilda's Nat.	Mixed	434	526	401	76
" " "	Infants'	187	222	159	72
St.Marks(Nat.	Infants'	250	284	249	88
St.Bede's R.C.	Boys'	168	171	141	83
" " "	Mixed	434	580	472	81
" " "	Infants'	296	343	300	87
Holy Trinity Nat.	Boys'	393	367	320	87
" " "	Girls'	374	367	299	81
" " "	Infants'	374	424	331	78
St.Peter & St. Paul's R.C.	Mixed	217	289	243	84
St.Mary's Nat.	Mixed & Infants'	476	499	345	69
Total: 7	13	4,146	4,473	3,633	81.2

Total in Elementary Schools in the borough on the 21st December, 1900.

17	41	17,167	18,777	15,872	83.4

At its monthly meeting on the 25th February, 1899, the Board considered a suggestion that a new building be erected for the Boys' and Girls' departments of the Ocean Road School which was situated on the main thoroughfare in the centre of the borough. The noise from traffic had increased tremendously from the time when the school was first opened in 1874; the main annoyance came from the tramcars which constantly passed to and fro on the iron tracks in the middle of the road. The din interrupted lessons and this, together with the smoky atmosphere, must have been very trying for pupils and teachers alike. The Board thought that a portion of the Fairless estate, situated between Baring Street and Roman Road (1), would be a satisfactory site. This land had already been acquired by the Corporation to house workmen in connection with its scheme for the improvement of Thrift Street, a slum area, about which a Local Government Board held an inquiry on the 12th July, 1900. Although the Board tried to purchase the land, covering an area of 3,633 square yards, at ten shillings per square yard, the Corporation decided to carry out its own scheme. As there were no other suitable sites in the vicinity the Board decided to take no further action (2). The Board also considered the possibility of extending the Boys' and Girls' departments of the Barnes' School but beyond making preliminary plans nothing further was done. The Baring Street Board School was improved by

(1). Post Appendix F.

(2). The building was still being used for the Ocean Road Secondary Modern Boys' School in 1961!

the addition of a manual instruction room and a cookery centre on the 11th October, 1899 at a cost of £700. A portion of the Boys' playshed of the Cone Street School was extended for the provision of a manual instruction room. Other improvements carried out by the Board included, in July, 1898, the installation of electric lighting in its Ocean Road and Cone Street Schools in place of the gas fittings. The electricity was supplied from the Corporation's generating station; the Board made an application to the Corporation to reduce the maximum charge for electric current supplied to the two schools but without success. The cost for the installation of electric lighting in the two schools amounted to £137. 8s. The heating apparatus in several of the Board's schools was also over-hauled and improved by fitting 'Capitol' sectional/^{hot-water} heaters which were very effective, easy to work and were economical in fuel consumption. The Board continued to improve the internal working of its schools by giving head teachers greater freedom in the administration of their departments. This it had been able to do by the greater scope afforded by the regulations of the Education Department, beginning with the Code of 1890. Although the annual inspection of the H.M. Inspector ceased by the Code of 1895, the responsibility for examinations was placed upon head teachers after 1897.

During its term of office the tenth School Board introduced manual instruction in woodwork into the Boys' departments of its schools. It was given to boys in standards V and VI, and was proving to be a very popular subject of the curriculum.

The tenth School Board was succeeded on the 16th January, 1901 by the eleventh and last School Board. The returning officer at this last election of the Board was the Mayor, Councillor John Robert Lawson, Junior, who had been a member of the Board from 1889 to 1895 and was the Vice-chairman of the eighth School Board. There were seventeen candidates for the thirteen places on the Board; the names, occupations and the number of votes gained by each is shown in the following table : -

CANDIDATES AT THE ELEVENTH TRIENNIAL ELECTION OF THE SCHOOL BOARD, 16th JANUARY, 1901.

NAMES OF CANDIDATES	ADDRESS	DESCRIPTION	NO. OF VOTES.
(S. Adamson, Cuthbert Edward.	The Vicarage, Westoe.	Clerk in Holy Orders.	5318 +
(S. Anderson, Thomas Tindle.	12, Logan Terrace.	Shipowner	2967
(Soc. Atkinson, William.	55, Oxford Street.	Miner	5701 +
(S. Bootiman, Junr. John Smith.	3, Thorney Terrace.	Medical Practitioner.	2275
(S. Burton, George.	St. Bede's	Catholic Priest.	4107 +
(S. Carnaby, Hammond Ridley.	10, Argyle Terrace.	Shipbroker.	2582
(U. Dryden, George Michael.	1, Village Terrace.	Glass Merchant.	6284 +
(S. Grunhut, Victor.	Westcote, Westoe Village.	Solicitor.	3149
(S. Holmes, Richard Ellis.	Holy Trinity Vicarage.	Clerk in Holy Orders.	4438 +
(U. Peacock, Samuel Morley.	35, Baring Street.	Agent.	4104 +
(U. Reah, Robert.	8, Thorney Terrace.	Tallow Chandler.	5625 +
(U. Rennoldson, Charles	11, South View Terrace.	Shipbuilder	6336 +
(S. Robertson, William Laidler.	18, Meldon Terrace.	Butcher.	4326 +
(U. Scott, George Thomas.	13, Lord Nelson Street.	Merchant Tailor.	6281 +
(U. Smith, William Arthur.	24, Sea View Terrace.	Chartered Accountant.	7396 +
(U. Whyte, John.	12, Wentworth Terrace.	Surgeon.	5273 +
(I. Wills, James.	55, Saville Street.	Insurance Agent.	5209 +

+ = Elected.

S. = Sectarian. U. = Unsectarian. I. = Independent. Soc. = Socialist.

The wide variety of occupations of the candidates is a typical example of the walks of life from which the members of the Board, throughout its whole existence, were drawn. The eleventh Board was composed of six Unsectarians, two Independents, one Socialist and four Sectarians. The Unsectarians therefore again predominated on the Board^{and} at its first meeting, held on the 28th January, 1901 at the School Board office, both the Chairman and Vice-Chairman, who were elected for the term of office of the Board, were Unsectarians. Mr. Robert Reah who had shown himself intensely enthusiastic in the working of the Board during his four previous terms of office, for he had been a member since 1886, was elected unanimously Chairman of the Board; Mr. Samuel, M. Peacock was elected its Vice-Chairman. Proof that the members, at this time, thought that the Board would carry out its full three-years of office is shown by the resolution:

'That Mr. Robert Reah be and is hereby elected Chairman of the South Shields School Board for the term of three years, during which the Board hold office'(1). Its term of office ended after a little over two years because the Education Act of 1902 did away with school boards. Mr. Reah thanked the members for electing him as their Chairman and remarked upon the advantages of the Board's business being conducted in the same harmonious way as in the previous three years. In his address he made no mention that the Board's

(1). S.S.S.B. Minutes, 28th January, 1901.

term of office was likely to end prematurely but indicated that there were interesting developments afoot in education and especially in the secondary type of education. He reminded them that it had been his constant endeavour to raise the standard of education given in the Board's schools and to elevate the position of teachers in the service of the Board. He said, 'it is gratifying to know that the reports of H.M. Inspectors bear eloquent testimony, year by year, to the efforts of the Board in maintaining a high standard of efficiency in its schools'. He promised that the Board would keep up the supply of efficient teachers in its schools. It would also make further efforts to develop the elementary and higher grade education given in its schools, but he reminded the Board of its precarious position legally in the light of the recent Cockerton Judgement with regard to higher grade education (1).

The two building projects begun by the previous Board were successfully completed during the eleventh Board's term; however no further school building was commenced by the Board. The new Mortimer Road School block was opened on the 19th August, 1901 by Mr. W.S. Robson, K.C., the member for the borough. The building was more elaborate than the other schools built by the Board but it was hoped that by making it conform to the best school building standards, alterations, which had proved costly to the

(1). Post pp.286-7.

Board in the past, would be unnecessary. More important than this was the distinct advantage gained by providing better facilities for the education of the children, which was the prime aim of the Board. Mr. Robson, in his address on opening the school, congratulated the Board upon the erection of such an excellent block of buildings; he remarked, 'I paid a visit a few days ago

to that grand old school of Eton, but I feel that these

buildings are infinitely more excellent than Eton'(1). He also praised the Board on the way it had kept pace with the educational requirements of the borough, and said that the H.M. Inspector for the district, Mr. John Foster, had endorsed this in his latest report on the Board's schools for 'it was praise, and the very highest praise he gave, for every department of every school' (2). The School Management Committee recommended the Board to use the first floor, with accommodation for 600 pupils, for the Senior Mixed department. It was to be composed of the older and brighter children of standard III and also children in standard IV, V and VI. The ground floor with the same number of places was to be used and organised as a Junior Mixed Department composed of standards I, II and some standard III children. This recommendation was adopted by the Board before the building was opened (3) so that it began to function immediately after the opening ceremony. By the end of 1901, after the two departments

(1). South Shields Gazette, 20th August, 1901.

(2). South Shields Gazette, 20th August, 1901.

(3). S.S.S.B. Minutes, 28th March, 1901.

had been open for three months, there were 377 children on the registers of the Senior department and 477 children in the Junior department, which showed that they were being quickly utilised.

The Westoe Road New (Higher Grade) Mixed School was opened on the 1st March, 1902 (1). The Board informed the Board of Education that the Westoe Board School would be completely re-organised upon the opening of the new school thus:

Infants department with accommodation for	563 children
Boys' Junior " (standards prep.I and I, II,III.	480 "
Girls' " " " " " " " " " "	480 "
Senior Mixed " (standards IV, V, VI) for	840 "
New Higher Grade (standard VII and Science Division).	680

Total accommodation in the five departments:	3,043

The Board of Education asked Mr. John Foster, H.M.I. to comment on this re-organisation; he replied, 'I suppose we must treat all of these five departments as part of one school. It will be a monstrous affair, accommodating about 3,000 children, but all of the departments are practically on one site and I think it should be organised as one school'. The Board of Education thought the Senior Mixed department was too large and

(1). Ante p.201.

should be divided up. The H.M. Inspector, however, replied that, as the department was under the supervision of an experienced headmaster, it would be a great mistake to interfere with the organisation at the present time. But a query came back from the Board of Education, "what will happen if the Senior Mixed department has an unsatisfactory headmaster and there are 1,000 children in attendance?" It told the H.M. Inspector to point out to the Board the drawbacks in having such a large department in a large school. Nevertheless the Board of Education gave its consent after further reassurances from Mr. John Foster, H.M.I. (1). The school then began to function with five departments and was one of the ten largest schools in England. It was an interesting example of the development of the Board's educational work; the school encompassed not only the full age range of children attending elementary and higher grade schools, the whole of the standards from the Infants aged 3 years to pupils in Standard ex-VII of the Science Division of the Higher Grade department some of whom were over 16 years of age, but also a wide variety of subjects in its curriculum. This curriculum included the rudimentary three R's as well as the more advanced subjects, taught in the Higher Grade department, like Latin, French, Shorthand, Physics and Chemistry (2). The School covered an area of approximately three and a half acres

(1). M.E. E. 113/22, 2/5/1902. With the re-organisation of the School the Board was able to dispense with the 120 temporary places for the Infant's department in St. Michael's Church Sunday School hall. See p.179.

(2). Post pp.257-8, p.263.

and the capital expenditure on it had been £37,360 which was at the rate of £13. 2s. per school place. At the end of the Board's existence, early in 1903, the school was almost filled to its capacity of 3,043 places with 87 teachers on the staff.

The Board was given permission by the Board of Education (1), under its powers (2), to sell by public auction the site and premises of the Union British School. The sale which was conducted by Mr. John T. Reed, auctioneer, realised a total of £828.17s. on the 26th February, 1901 (3). The Board spent £459. 14s. 10d. of this amount for a new caretaker's house at the Westoe Road New (Higher Grade) School, and £369. 2s. 2d. towards the cost of the extensions to the Westoe Road School's Senior department. The local auditor (4) queried the Board's application of the purchase money on these projects without the permission of the Board of Education. The Board replied that the Board of Education had already given its sanction when it gave its consent to the sale by directing that 'the purchase money be paid to the Board's Treasurer' in its letter dated the 6th February, 1901. This explanation satisfied the local auditor because no further mention was made of the matter. The Board of Education also gave the Board permission to sell the site and premises of the Hudson Street School (5) after the Board showed that agreement had been reached with the trustees of the school to waive the reverter clause, which was contained in the deed transferring the school, dated the 15th May, 1891. Although the Board of Education

(1). P.R.O. Ed.21/64, 6/2/1901.

(2). E.E. Act, 1870's. 22 laid down that the provisions of the Charitable Trusts Acts, 1853 to 1869 which relate to the sale ... of lands belonging to any charity, shall extend to the sale... of any land or school house belonging to a school board... The Education Department shall... be deemed to be substituted in those Acts for the Charity Commissioners.

(3). S.S.S.B. Minutes, 21st March, 1901. (The South Shields Gas Co purchased the property).

(4). Post p.465.

(5). Ante p.175,P.R.O. Ed. 21/65, 7/2/1901.

directed that the purchase money be paid to the treasurer of the School Board, it also ordered later that it should be used for the building of a new school. The reason for the injunction concerning the application of the purchase money by the Board arose from the refusal of the purchaser's (the North Eastern Railway Company) solicitor to carry on with the sale until the question of the trusts concerning the property had been resolved. The Board was informed of this by its solicitors, Messrs. J.M. Moore and Armstrong, on the 24th June, 1901 stating that they had received notice from the purchaser's solicitor that the proposed sale could not be carried out until the trustees of the original settlement or their successors had received the necessary authority to sell it and the application of the purchase money had been decided upon. There was a great deal of correspondence between the Board and the North Eastern Railway Company through their respective solicitors which lasted until December, 1902. The power, however, to convey the property was given by the North Eastern Railway Act, 1902. This enacted that the trustees and the School Board with the consent of the Board of Education were given power to convey the land and premises to the Company and

'the price or compensation agreed upon be paid to the School Board.....be applied by the School Board for the purpose

of providing public elementary school accommodation for the benefit of children resident in the neighbourhood of Tyne Dock' (1). The Board of Education gave its consent, as the Act required, on the 10th October, 1902, and the property was accordingly conveyed to the Company for the sum of £2,268. The Board did not apply the money as directed because it handed over its duties to the borough council shortly after the conclusion of the sale and the money was passed on to the new Local Education Authority.

By the inclusion of part of the adjoining parish of Harton within the boundaries of the borough another two voluntary schools were added to the provision of public elementary school accommodation. As a result of a local inquiry, the Local Government Board approved the South Shields (Extension) Order, 1901 involving addition to the borough of Simonside, West Harton, Harton Colliery and a small portion of Westoe Village formerly included in the parish of Harton. The extension added 355 acres and a population of 3,595 to the borough and took effect from the 1st November, 1901. The Board of Education, in a letter dated the 27th October, 1901, asked the Board to furnish the names of schools under government

(1). North Eastern Railway Company Act, 1902, s.11. The application of the purchase money was in accordance with the original trust, (Ante p.22.), and was carried out under the cy-près doctrine concerning charitable trusts whereby a new scheme is framed where the original terms of the trust can no longer be literally complied with. See: The Law of Trusts . George W.Keeton, Pitman, 1954 p. 175.

inspection within the limits of this additional area. These schools were the Harton National School, founded in 1869, with accommodation for 507 children and the Simonside C.E. School, founded in May 1866, accommodating 250 children. The Board decided to take a census of the children in this area; this showed that of 443 children under five years of age 50 were attending school and of the 747 children between five and fourteen years

730 were attending school thus:	Harton National School.....	361
	Simonside C.E. School.....	180
	Stanhope Rd.Board School...	178
	St.Peter's & Paul's R.C."..	53
	Other schools.....	8

Total:780

The Board directed that copies of its bye-laws be supplied to the corresponding managers of these two schools and the attendance officer was instructed to deal with absentees when the area came within the Board's jurisdiction, on the 1st November, 1901(1).

During the life of this last School Board there was a certain measure of co-operation between the Board and the voluntary schools. Some of the corresponding managers of the voluntary schools requested, in a letter dated 1st January, 1901, which was written by the Rev. Dr. George Burton a voluntary school manager and a member of the Board, that the Board make arrangements for some of the children of the voluntary schools to attend a cookery centre carried on by the Board. The representatives of the voluntary schools,

(1). S.S.S.B. Minutes, 29th October, 1901.

notably St. Bede's R.C., St. Mark's and The Holy Trinity National Schools, met the members of the School Management Committee on the 18th January, 1901, to discuss the matter and as a result the Committee recommended the Board to adopt the following scheme with effect from the 21st January, 1901:

1. 'That the children of standards V and VI in the Girls' department of the Cone Street Board School, and the children of standard IV., V., VI., and VII., from such voluntary schools as may arrange for their attendance at this cookery centre, be received for instruction'.
2. 'That the children attend in sections of 18 each for practice lessons, and in sections of 18, 36 or 54 for demonstration lessons, as the teacher of cookery may from time to time arrange with the head mistress of the respective voluntary schools'.
3. 'That the managers of the voluntary schools undertake to refund to the Board the amount of the grant which they receive under Article 101(g) of the Code, in respect of children qualified to claim the same by attendance at this cookery centre'.

The Board adopted the scheme after the managers of the voluntary schools agreed to give six months' notice, which was to expire on the 31st October or the 30th June of any year, to withdraw

from the scheme(1). As from the 21st January, 1901, the cookery centre was opened on Monday, Tuesday and Wednesday of each week with the following number of pupils in average attendance: Cone Street Board School, 60; St. Bede's R.C. School, 90; Holy Trinity National School, 108; St. Mark's National School, 25; this made a total of 283.

Another example, which shows that the relations between the voluntary schools and the Board were much improved during the last few years of the Board's existence, is seen from a letter of a member, the Rev. Dr. George Burton, on his resignation. Dr. Burton resigned on the 27th May, 1902 to become Lord Bishop of Clifton; he was a Roman Catholic priest and had been a member of the Board from January 1895. He told the Board in his letter of resignation, 'The kindness and consideration which I invariably experienced from each fellow-member, and from each official of the Board, the absence of party feeling, and the generous consideration shown by the Board towards the denominational schools of the town, had quite attached me to the Board and staff; and though I was prevented from taking my full share of work, it was always with pleasure that I made my way to attend the meetings of the Board'(2). It was indeed a pity that the antagonism between the voluntary schools and the Board had not abated earlier which would have been advantageous to

(1). S.S.S.B. Minutes, 24th January, 1901.

(2). S.S.S.B. Minutes, 15th July, 1902. Letter dated 27th May, 1902.

elementary and higher education in the borough.

As well as the disputes between the two main parties during the greater part of the existence of the Board there were occasionally individual members who had grievances to air. One or two went so far as to write direct to the Education Department or, as in the case of the last School Board, to the Board of Education. A member of the Board, Mr. James Wills, an Independent, wrote a letter, on the 31st May, 1901, to the Board of Education complaining of the use of the ballot during the course of the Board's business (1). He stated that at a recent meeting of a committee of managers the business of appointing caretakers for the Board's schools arose. The members unanimously agreed to reduce the number of applicants to fifteen and it was further reduced to three by ballot. Mr. Wills went on to say that he objected to the practice of recording his vote by ballot because it was contrary to the Elementary Education Act of 1873/⁽²⁾ His objection was overruled at this meeting and he was deprived of his vote because he failed to record it by ballot; similarly at a full meeting of the School Board to appoint two head masters he had again objected and was accordingly deprived of his vote. The Board of Education in a reply to him said that it had no authority to determine the

(1). P.R.O. Ed. 6/15, 31/5/1901.

(2). E.E. Act, 1873, schedule III rule (F) enacted that: 'The names of members present, and in the case of a division the names of those voting upon each question shall be recorded'.

question which was one of law and for the courts to decide. It pointed out, however, that the Elementary Education Act of 1873 laid down the rules for recording the names of members in the case of a division and further guidance was given on page 220 of the 18th edition of Owen's Education Acts Manual on this question. It, therefore, considered that 'a vote by ballot is not allowable for any purpose'. (1). The answer of the Board of Education was published and discussed in the local press where it was said that Mr. James Wills had undoubtedly scored against the other members of the Board 'because now it will be seen whether members keep their promises to supporters who hope to gain promotion or employment under the Board'(2). Disappointed aspirants for positions in the service of the Board would hence-forth know which of the members had failed to give his support to them and would presumably reciprocate by withholding their support at the next election. This method of canvassing votes is one of the grave defects of a locally elected body like a school board or a borough council whereby 'placemen' with inferior qualities gain important positions in local education.

There were to be no more elections of school boards in the borough because, as mentioned above, the Education Act of 1902 brought an end to all school boards. The illegal expenditure of

(1). P.R.O. Ed. 6/15, 18/6/1901.

(2). South Shields Gazette, 22nd June, 1901.

the rates by the London School Board, which was decided in the Cockerton case (1) , had finally decided the government that the time was ripe for placing education directly under the representatives of the ratepayers. The Balfour-Morant Act, as it was named after its drafters, was introduced into the House of Commons at the end of March, 1902. The Act carried out the second main proposal of the Bryce Commission, the Central Authority which it had also recommended already existed, and brought education under municipal control. 'The Education Act of 1902... brought administrative order where there had been chaos, and set up an organised system of elementary, secondary, and technical education'(2). The Act replaced school boards and school attendance committees by constituting county and county borough councils as the local education authorities (3). These local education authorities were responsible for elementary, secondary and technical education within their respective areas; in addition to these, councils of non-county boroughs with a population of over 10,000, and urban councils with over 20,000 inhabitants were constituted as authorities for the purposes of Part III of the Act, which dealt with elementary education only. The L.E.A., as a new authority was generally known, was empowered, for the purposes

(1). Post pp.286-7.

(2). F. Smith. A History of English Elementary Education, U.L.P. 1931. p. 347.

(3). This was a great administrative simplification for the 300 new local authorities took the place of over 2,500 school boards and about 800 school attendance committees.

of local administration, to set up a Local Education Committee; the majority of its members were to be appointed by the council from its members. The council were also to appoint to the committee persons with experience in education or those who had intimate knowledge of the needs of the various schools in the district. The L.E.A. could delegate to its Education Committee the exercise of its powers under the Act, with the exception of the power of raising a rate or borrowing money. This ensured that educational responsibility was married to financial responsibility (1). Board schools and those subsequently opened by L.E.A.'s were to be known as 'provided schools'. The voluntary or 'non-provided' schools were to be aided in respect of secular instruction from the rates equally with the provided schools, but no aid was to be given in respect of religious teaching. The management of the non-provided schools was to be vested in managing bodies on which the L.E.A. was represented by two managers; these representatives, although a minority, represented the power of the purse.

The School Board was naturally disturbed by the provisions of the Bill which threatened its existence. On the 24th April, 1902 the Chairman, Mr. Robert Reah, gave a notice of the motions he intended to bring before the Board. He proposed:

(1). Parliamentary Debates, 4th Series, cviii

1163-4,
2/6/02.

- (a). 'That this Board - whilst it would welcome the creation of one educational authority, directly elected for educational purposes only, to control elementary, secondary and technical education in areas of sufficient size - strongly disapproves of the method of constituting the proposed new education authority in the Bill now before the House of Commons, as not complying with the conditions'.
- (b). 'That this Board maintains that the secular instruction given in all public schools receiving financial aid, whether from imperial or local taxation, or both, should be under the direct management of the local authority'.
- (c). 'That this Board also maintains that all further school accommodation required for the country should be provided by the local authorities as public schools, and should be under the direct management of the local authority'(1).

The Chairman brought the motions forward at a meeting of the Board, which was held at the School Board office in Ocean Road, on the 29th April, 1902; there were ten members present. The motion was seconded by the Vice-Chairman, Mr. Samuel M. Peacock. The Chairman reviewed the principles of the Bill and criticised its proposals, especially those concerning the abolition of school

(1). S.S.S.B. Minutes, 25th March, 1902.

boards. He then proposed the first motion (a) which was^{then} debated by two Sectarians, the Rev.C.E. Adamson and the Rev. R.E.Holmes, who opposed it, and by Mr. William Atkinson, a Socialist, who supported it. The result of a division on the motion showed that six Unsectarians supported it, three Sectarians opposed it and Mr. W.A. Smith, an Unsectarian, abstained (1). The Chairman then decided to withdraw his two other motions in deference to the general opinion of the members. The motion was incorporated in a petition and forwarded to Mr. W.S. Robson, Q.C., the Member for the borough. Copies of similar resolutions were received by the Board from other school boards like the Tynemouth School Board, the Leeds and Bristol School Boards, which showed that the opinion of the Board was widely shared by others in the country. The Chairman and Vice-Chairman, as the representatives of the Board attended the annual meeting of the Association of School Boards of England and Wales (2) on the 13th and 14th May, 1902, in London when the Education Bill of 1902 was discussed and the views of the Board were made known. But despite the opposition to the Bill in Parliament by the Liberal Opposition, who made much capital out of the Non-conformist hostility, it became law on the 20th December, 1902 with all of its main proposals intact. The powerful arguments put forward by Mr. A.J. Balfour, advised by Robert Morant (3), were enough to carry the Bill even against

(1). S.S.S.B. Minutes, 29th April, 1902.

(2). The Board had joined the Association on the 28th June, 1893.

(3). Post p.283.

the bitterest invective employed by Mr. Lloyd George to defeat it.

The last meeting of the School Board was held on the 25th February, 1903 ; (1) the Chairman told the members that a deputation of the Board had discussed with the Mayor, the Deputy Mayor, the Town Clerk and other members of the Corporation the most convenient date for the Local Education Authority to take over the work of the School Board in accordance with the Act of 1902. They had come to the conclusion that the best time would be at the end of the Board's financial year, when all of the accounts would be audited, on the 29th September, 1903. They agreed that it would not be possible for the Corporation to complete its scheme for the take-over, the Board of Education to sanction it and the members of the Education Committee appointed before the end of the current half-year which ended on March 25th. The Council, however, finally decided to make the 1st May, 1903 the 'appointed' day when the Education Act of 1902 would come into operation in the borough. The Board handed over, on that date, ten schools with thirty-one departments, which included the Higher Grade department with a large organised Science School and an Organised Science Class at Stanhope Road Board School. There was accommodation for 14,865 pupils in these schools which had an average attendance of 13,144 although there were 15,476 on the registers (2). The

(1). At this meeting the Chairman paid a warm tribute to the teachers, and other staff of the Board for their faithful service.

(2). Table xxiii, post p.232.

Board employed thirty-one head-teachers who were assisted by some 350 assistant teachers of various grades. These became the employees of the new L.E.A. as from the 1st May, 1903. The voluntary schools which came under the L.E.A. numbered nine with sixteen departments, including one Higher Grade department at St. John's School, which provided 4,918 places. They had 4066 in average attendance with a total of 5,243 names on the registers. The total elementary school accommodation taken over by the L.E.A. therefore consisted of 19,783 places, which was well over two-elevenths of the population (1), the Board's standard of public elementary school requirements (2). The Board was also able to say that fifteen years earlier only 14 pupils out of every 100 classified in the standards passed through standard V or a higher standard whereas in 1902 at least 22 in every 100 reached this standard of attainment. The Board attributed this achievement to the growing conviction amongst parents of the need to make the most of the opportunities which the school course offered and to the steady adherence of successive Boards to the principle that 'for the young the best is just good enough! (3). The passing of the School Board was noted with regret in the local press thus:

'The administrative revolution, brought about by the Education Act of the last session, has so far been carried

(1). The School Board estimated the population to be 105,000 in 1901* but Hodgson puts it at 100,858. The History of South Shields, p.6.

(*and, in 1902 as 103,000).

(2). Table xviii, Ante p.180.

(3). S.S.S.B. Tenth General Report, p. 11. Jan. 1898 to Jan. 1901.

through very smoothly in South Shields. We would have much preferred, of course, the retention of the School Board elected upon a simpler and more democratic plan, and endowed with wider powers, as the sole Education Authority for the borough (1). It was, therefore, quite evident that the Board had gained a high place in the estimation of the people of South Shields, who appeared reluctant to change it for the new Local Education Authority. At a special meeting of the South Shields Borough Council on the 2nd May, 1903, the election of the Education Committee took place. It was composed of sixteen members of the Council together with eight other persons elected by the Council. The co-opted members included representatives of Church of England schools, Roman Catholic schools, Higher Education for boys, two having experience in education (2) and two ladies having 'acquaintance with education for girls'. It was gratifying to see that out of the twenty four members eight had been members of the School Board. Mr. Robert Reah, who had been a great champion of public elementary and higher grade education in the borough, was appointed Vice-Chairman of the new Local Education Committee (3). The Local Education Authority was therefore not without wise counsel and experience in the educational affairs of the borough.

(1). South Shields Gazette, 11th April, 1903.

(2). Education Act, 1902, s. 17 (3b).

(3). South Shields Council Minutes, 2nd May, 1903.

THE SUPPLY OF ELEMENTARY ACCOMMODATION AND ATTENDANCE IN SOUTH SHIELDS

ON 1st MAY, 1903.

Name of School.		Accom-m- odation.	No. on Register.	Aver. Attend.	Av. Attendance percentages.
Group I * (p. 233)	Baring St. Board..Boys	358	329	316	95
	" " " Girls	358	403	347	86
	" " " Juniors	464	507	456	90
	" " " Infants	512	510	430	78
	St. Stephen's Bd. Mixed.	496	530	402	75
	" " " Infants	164	211	149	70
	Ocean Rd. Board..Boys	431	422	396	93
	" " " Girls	420	472	405	86
	" " " Junior	483	519	447	86
	" " " Infants	437	500	381	76
Group II	Westoe Rd. Board..H. Grade	680	522	483	93
	" " " Senior	780	779	677	87
	" " " Boys Jnr.	480	518	469	91
	" " " Girls "	480	524	441	84
	" " " Infants	563	654	458	70
	Laygate Lane Bd. Senior	465	483	403	82
	" " " " Junr.	444	520	426	82
	" " " " Infants	515	639	526	89
Group IV	Mortimer Rd. Bd. Senior	600	455	402	84
	" " " Junior	600	520	447	86
	" " " Infants	612	518	399	77
	Cone Street Board Boys	403	414	356	85
	" " " Girls	370	337	252	75
	" " " Infants	351	421	387	81
	Barnes Board.. Boys	474	513	449	87
	" " " Girls	445	514	436	87
	" " " Infants	494	569	473	83
	Stanhope Rd. Bd. Boys	600	656	599	90
	" " " Girls	600	679	575	85
	" " " Infants	572	604	574	90
	E. Jarrow. Mixed & Infants	214	234	183	77
	Total: Board Schools= 10. Depts. = 31.	14,865	15,476	13,144	81.6

Name of School	Accommodation.	No. on Registers.	Aver. Attendance.	Percentage Aver. Att.
St. John's H.G.. Mixed & Infants.	543	375	313	83
St. Hilda's C.E.. Mixed.	434	517	369	71
" " Infants.	187	248	145	60
St. Mark's, C.E.. Mixed & Infants.	250	279	220	80
St. Bede's, R.C.. Boys	168	191	156	81
" " Mixed	434	562	402	75
" " Infants	296	390	323	77
Holy Trinity C.E.. Boys	392	365	312	85
" " Girls	342	352	283	80
" " Infants	414	428	310	71
St. Peter's & St. Paul's R.C.. Mixed	217	267	197	75
Harton Nat. C.E.. Boys	143	142	126	89
" " Girls	143	162	140	85
" " Infants	221	240	181	76
St. Mary's C.E.. Mixed & Inf.	484	520	424	81
Simonside C.E.. Mixed & Inf.	250	205	165	80
Total: Vol. Schools=9. Depts.=16.	4918	5243	4066	77.6
Total in the Boro': 19 " = 47.	19,783	20,719	17,210	79.6

* The Committees of Managers had been re-organised at the same time as the re-organisation of the Westoe Rd. Board School. Ante p. 215

THE SUPPLY OF PUBLIC ELEMENTARY SCHOOL ACCOMMODATION IN THE BOROUGH OF SOUTH SHIELDS, AT EACH TRIENNIAL PERIOD FROM 1871 to 1903.

Year.	Number of Places in Board Schools.		Number of Places in Voluntary Schools.		Total.	Population.
	So.Shields.	Eng.& Wales.	So.Shields.	Eng.& Wales.		
January 1871	-	-	5,709	1231434	5,709	45,336 (1871).
" 1874	-	138,293	5,709	1540466	5,709	"
" 1877	2,954	427,533	5,040	1723150	7,994	"
" 1880	3,836	769,252	4,490	1981644	8,326	56,875 (1881)
" 1883	5,577	1028904	3,921	2098310	9,498	"
" 1886	7,260	1251307	3,186	2187118	10,446	"
" 1889	7,919	1424835	3,644	2257790	11,563	"
" 1892	10,284	1570397	4,183	2300377	14,467	78,391 (1891)
" 1895	12,386	1879218	3,663	2445812	16,049	"
" 1898	13,196	2072911	4,189	2481254	17,385	"
" 1901	13,021	2239375	4,146	2492536	17,167	108,275 (est.,)
" 1903	14,865	2344020	4,918	2546217	19,783	"

CHAPTER VI.

THE DEVELOPMENT OF HIGHER EDUCATION IN THE BOROUGH.

The Marine School, which was founded and endowed by the town's greatest philanthropist, Dr. Thomas Masterman Winterbottom, was the first public school to provide higher education in the borough. The founder laid down that the head master was always to be an M.A. of either Oxford or Cambridge Universities and that the school was open to 'every person who can write a good legible hand, and is acquainted with the first four rules of arithmetic, and has served one year at sea or one year in pilot boats'(1). With a large sea-faring community in the borough the demand for maritime studies had previously been supplied by retired or disabled master mariners in private schools. In the foundation deed Dr. Winterbottom provided that 'the instruction in the school shall consist of every part of mathematical or other learning, which can interest or be useful to a mariner, and fit him for the higher duties of his profession according to the system pursued for the time being in the best marine schools in the Kingdom to further this purpose'. Besides the instruction given during the day, four lectures were given in the evening each week from October to March. The notice of these lectures

(1). G. Ernest Greenwell, M.A., A History of Education in South Shields from earliest times to 1930, (unpublished). p. 42.

showed that 'The laws of mechanics shall be particularly attended to, magnetism, hydrostatics, pneumatics, the principles of optics, electricity, meteorology or the science which treats of the atmosphere and its phenomena'. The Marine School was first opened on the 26th March, 1861 in the Mechanics Institute in Waterloo Vale; On the 12th June, 1869 a fine new building with lecture rooms and laboratories was opened in Ocean Road⁽¹⁾ where it continued to function until the present day. Under the leadership of Mr. A. T. Flagg, M.A. a Junior department was opened as part of the school in 1886. This department was intended for boys who wished to follow a maritime career either as a deck apprentice or an apprentice engineer (2). There were also evening classes held, at this time, in the school for boys who were serving their apprenticeships in marine engineering and ship-building in the ship-yards of the town.

'Middle' class parents in the town felt that a school should be opened to provide a secondary education for their children. Prior to 1885 parents who wished to give their children a secondary education were compelled to send them to schools in other towns and cities, like the Royal Grammar School at Newcastle. After a public meeting in 1883, at which the chief speakers were Mr. J. Mason Moore, Mr. Samuel Malcom and Mr. Alexander Scott B.A., headmaster of the Ocean Road Board School, it was decided to approach

(1). Hodgson, The History of South Shields. p. 147.

(2). The School Board made facilities for boys to pass to the Junior department of the Marine School. Post p. 269.

the Boys Public Day School Company to build a school in South Shields. The board of directors of this company was composed of Mr. W. H. Stone, the Chairman, two of the most experienced of Her Majesty's Inspectors of Schools, like the Rev. D. Campbell M.A., and two or three very successful headmasters; its head offices were in London. After a visit to the town by the Chairman of the Company, it was agreed to build a school to accommodate about 350 pupils on a four acre site on Mowbray Road and the public were invited to subscribe for shares in the project. Many of the shares were taken up by local people who were anxious for such a school to be built in the town.

The foundation stone of the building was laid on the 29th May, 1884 and the building was opened on the 1st August, 1885. It contained class-rooms divided by movable partitions, a large lecture room, a chemical laboratory, a museum and a library (1). The Boys' Public Day School, as it was called, functioned in two divisions; the Lower School for boys aged between 7 and 14 years and the Higher School for boys from 14 to 18 years. The teaching was on a religious basis but free from 'a distinctly denominational purpose'. The curriculum was intended to be 'large and liberal' and to prepare boys to enter a university (2). The first curriculum included scripture, English, history, geography, two ancient and two modern languages, mathematics, drawing and carpentry. The

(1). The Westoe Road Board School was quite near to this building. See Plan of Westoe Board School, Ante p.121.

(2). The Cambridge local examinations were taken by pupils of the school and all of the staff were graduates.

boys were taught Latin, French and German from the age of 12 years. Within a few years the curriculum included more mathematics and natural science and for the last year of a boy's school career a more specialised course of study was provided. As the headmaster, Mr. W.H. Phillips M.A. said, 'If a boy wished to go into a building (ship) yard on the Tyne, it would be an advantage if he could spend the last year of his school life doing mathematics, science, and especially physics, taking up Heat and mechanics; he might drop a good deal of his English subjects to give more time for these specialised studies'. The fees were three pounds per term and the school was run on the traditional 'public' school lines with prefects, houses, a magazine, debating society and a cycling club. The school was so successful that enlargements were made to include art rooms and a physics laboratory; these extensions were opened on the 1st September, 1889 by Mr. Walter Runciman, M.P. an old pupil of the school. The school functioned successfully until taken over by the L.E.A. in 1908.

The third type of school to give higher education in the borough was like that envisaged by the Taunton Commission (1), 1864-1867, which was a school having its roots in and being an offshoot of primary education. This third-grade school, as the Commissioners termed it, was like the 'Sekundarschulen of Zurich and the Burgerschulen of Prussia' (2). This type of school had

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- (1). The Schools Inquiry (or Taunton) Commission was instructed to investigate the condition of schools not falling within the scope of the Newcastle Commission (Elementary education) see ante p.16 or the Clarendon Commission (Public School education).
 - (2). J.W. Adamson: A Short History of Education. C.U.P. 1919. p. 318.

an extremely important influence upon secondary education and as the Spens Report puts it 'there was a tendency for elementary education to throw up experiments in post-primary education' (1). The first school of this description in South Shields was the St. John's Higher Day School which was established in connection with St. John's Presbyterian Church. The St. John's Sessional School, which had closed in 1860 (2), was re-organised and re-opened as a higher grade school on the 24th January, 1886. The object of the Committee of Managers, under the Chairmanship of the Rev. James MacKenzie M.A. in re-opening the school was 'to provide a school which, while maintaining entire efficiency in ordinary subjects, would also furnish for boys a thorough commercial and scientific education and for girls a sound course of education and accomplishment'. The school opened with 180 children on its registers and by the following Easter this number had increased to 500 (3). It earned grants from both the Education and the Science and Art Departments. In 1887 evening classes in the subjects of the Science and Art Department were commenced and were so successful that pupils from neighbouring towns like Wallsend, Tynemouth and Jarrow attended them; 31 subjects of the Science and Art Department and the City and Guilds of London Institute were taken by the pupils in these evening classes. In

(1). Spens Report, 1938. This Report dealt with the forms of secondary education given in the secondary grammar school and the junior technical school.

(2). Ante p.12.

(3). Including Infants and the VII standard.

1888 the managers of the school went a step further and obtained permission from the Science and Art Department to form an Organised Science School for pupils who had passed through standard VI.

A chemical laboratory was fitted up, in accordance with the regulations of the Science and Art Department in the Central Hall, Chapter Row, for this purpose. This part of the school which included standard VII and ex-VII pupils was very successful and the numbers increased so rapidly that further accommodation was clearly necessary.

As, at this time, the managers of the school could not raise sufficient funds to build a new school, the headmaster, Mr. W. T. Hall, asked the Education Department for a decision as to the legality of his building and equipping a new school. He asked specifically in a letter dated the 2nd April, 1887, if he, as headmaster, could be the possessor of the school premises in which the committee managed the school. He proposed either to hold the property himself or convey it to trustees. The Science and Art Department Inspector, he informed the Education Department, had already told him that it could not permit a headmaster to supply money for the purchase of scientific equipment nor yet allow him to be the possessor of^o the school premises (1). After perusing this letter, Mr. Patrick Cumin, the Secretary of the Education

(1). P.R.O. Ed. 7/28, 2/4/1887.

Department, suggested that the local H.M.I., Mr. A.W. Newton, should make further inquiries before a decision was given. The H.M.I. reported that the property, in which the school was held, belonged to the minister and office bearers of St. John's Presbyterian Church and there were two proposals for the building of a new school. These were:

1. That the headmaster build a school at his own expense and the managers would pay rent to him for the use of the school or
2. That he should build the school at his own expense on land belonging to the Presbyterian Church authorities and then make over the buildings to trustees. The headmaster would be repaid, in this case, by an increase of salary and, by an agreement with the managers, receive all the income of the school when all other expenses were paid.

It was proposed to utilise both the old building in Winchester Street and the new premises when they were built. The Education Department, in giving its decision to the headmaster, said that it would not object to a teacher letting a building of his own for school purposes to managers but it would not sanction any arrangement whereby a school would be 'farmed' for the profit of the teacher, which was laid down in Article 92 of the Code (1). The managers, however, eventually raised sufficient funds and with the aid of a building grant erected a fine stone building in

(1). P.R.O. Ed. 7/28, 9/12/1887.



The St. John's Higher Grade School.

St. John's Terrace, on land adjoining the St. John's Presbyterian Church, belonging to the Church authorities. The building had three storeys and, as well as classrooms and lecture rooms, it had a large laboratory and appliances. It was especially equipped as a higher grade school in which Science and Art and technological classes were to be conducted. The building was opened on the 13th October, 1890, by the Rev. James Thompson M.A. of Newcastle-upon-Tyne and Mr. Robert Davison. The old school buildings were used for the Infants whilst the new was conducted as a higher grade school earning the grants both from the Education Department in the lower standards, and from the Science and Art Department in the Organised Science School. Part of the building was leased to the South Shields School of Art which had been founded in 1881 as a private venture school in Albany Chambers, King Street. This School of Art moved to the buildings of the Boys Public Day School in 1889 (1). St. John's Higher Grade School was successful from its beginning because this form of higher education was clearly necessary in order to provide the more advanced pupils in the public elementary schools of the borough and those whose parents desired them to remain at school longer, with a more advanced form of education. There was accommodation for 400 pupils in the Higher Grade School where the fees were 9d. per week. The post

(1). Ante p.237.

primary subjects taught in the school included mathematics, theoretical and practical chemistry, magnetism and electricity, mechanics, machine construction and drawing, practical plane and solid geometry, French and shorthand. How some of these subjects over-lapped in the Education Department's Code and the Science and Art Directory is seen from the inquiry made by the H.M.I., Mr. A.W. Newton, for the district. He reported that eleven pupils of the Organised Science School were presented to the Science and Art Department Inspector at the May, 1887 Examination, to be examined in mathematics; 28 attendances made by each of the pupils were counted as attendances at the Science and Art Classes, and the school had thereby obtained a double grant, from both the Education and the Science and Art Departments, for the same number of attendances. The Education Department replied to the H.M.I. that its grant was not affected because the pupils had earned it by taking one of the 'specific' subjects of the Code(1) but it proposed to inform the Science and Art Department about the matter (2). It was therefore quite clear that both Departments were offering grants for the same subjects which was a typical example of the over-lapping and confusion which existed in English public education at this time.

The South Shields School Board was rather tardy in supplying higher education. It already had the examples of many

(1). Post Ch. VII

(2). P.R.O. Ed.7/28, 12/11/1887. The Education Dept. was also a stickler for the strict observance to the letter of the Code. It refused the grant for five pupils who passed the examination in 'heat' because it was shown as 'Electricity' on the school's time-table!

(1) progressive school boards like Bradford, Birmingham and Sheffield, as well as the neighbouring united district School Board of Jarrow, Heworth and Monkton, which had branched out into this field. It was during the term of office of the progressive sixth School Board (2) that the Board began to provide higher education for pupils who had made rapid progress through the standards or who desired to remain longer at school. The Board also felt that it should provide some form of scientific and technical education in its day schools which would bear some relationship to local industries and be continued afterwards in its evening schools (3). It began Science and Art Day Classes in September, 1887 for pupils of standards VII and ex-VII in the Boys' department of the Ocean Road Board School (4). The school was under the headmastership of the extremely able Mr. Alexander Scott B.A., who had been trained as a pupil teacher at the Union British School and afterwards at the famous Borough Road College; he had been appointed headmaster when the school was first opened and had made it the best of the Board's schools. There were, at this time, 489 boys on the registers of the Boys' department which was organised in the seven standards as prescribed by the Code. There was also a standard ex-VII made up of 13 boys who had passed out of the standards and some were over 14 years

(1). Cross Commission, Second Report, Q. 34, 755-6 and 34,861-2.

(2). Ante p.124.

(3). S.S.S.B. Science and Art Classes Report, 1889-90

(4). School boards were encouraged to take Science and Art examinations by Sir F. Sandford when he was the head of both the Education and the Science and Art Departments from 1874 to 1884.

of age. The boys in standards I to VII obtained the grant from the Education Department by passing in their respective standard the elementary subjects of the three R's. Two 'class subjects', grammar and geography, were taught in standards II to VII and were examined by classes(1). These were also 'specific subjects' in which the teaching and examination were individual; these were taken by selected pupils of the V, VI and VII standards. In the 1887 examination 100 pupils of the Boys' department were presented for the examination in algebra, stages I, II, III, and 45 pupils in Euclid and mensuration, stages I, II, III (2). These 'specific subjects' were decidedly secondary in character, if not in scope.

The Science and Art Department also awarded grants for drawing which was taught throughout the seven standards under its Directory. It also gave a higher award to pupil teachers and standard ex-VII pupils who passed its examination in drawing. The Science and Art Classes which completed the first session in May, 1888 also obtained grants from the Science and Art Department. For this first session of the classes the Board offered six free scholarships to pupils of other public elementary schools in the borough who passed a public competitive examination. During the next session the number of free scholarships was increased to

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- (1). The Code of 1875 prescribed grammar, geography and history as 'class subjects' any two of which could be taught throughout the school above standard I, or lowest standard. The instruction and examination for grants being by classes not individuals. Post Ch.VII.
- (2). S.S.S.B. Reports of H.M. Inspector, September, 1887.

twelve. . An average of 50 pupils attended the classes during the session and 44 of them were presented in May, 1888 for the Science and Art Department's Inspector's examination. The results of this examination is seen from the following Table:

OCEAN ROAD BOARD SCHOOL SCIENCE AND ART DAY CLASSES (FIRST SESSION)

RESULT OF ANNUAL EXAMINATION, MAY, 1888.

(Page 247)

TABLE xxv.

CHAPTER VI.

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(1). Spens Report, 1938. This Report dealt with the forms of secondary education given in the secondary grammar school and the junior technical school.

(2). Ante p.12.

(3). Including Infants and the VII standard.

1888 the managers of the school went a step further and obtained permission from the Science and Art Department to form an Organised Science School for pupils who had passed through standard VI. A chemical laboratory was fitted up, in accordance with the regulations of the Science and Art Department in the Central Hall, Chapter Row, for this purpose. This part of the school which included standard VII and ex-VII pupils was very successful and the numbers increased so rapidly that further accommodation was clearly necessary.

As, at this time, the managers of the school could not raise sufficient funds to build a new school, the headmaster, Mr.W.T. Hall, asked the Education Department for a decision as to the legality of his building and equipping a new school. He asked specifically in a letter dated the 2nd April, 1887, if he, as headmaster, could be the possessor of the school premises in which the committee managed the school. He proposed either to hold the property himself or convey it to trustees. The Science and Art Department Inspector, he informed the Education Department, had already told him that it could not permit a headmaster to supply money for the purchase of scientific equipment nor yet allow him to be the possessor of^o the school premises (1). After perusing this letter, Mr. Patrick Cumin, the Secretary of the Education

(1). P.R.O. Ed. 7/28, 2/4/1887.

Department, suggested that the local H.M.I., Mr. A.W. Newton, should make further inquiries before a decision was given. The H.M.I. reported that the property, in which the school was held, belonged to the minister and office bearers of St. John's Presbyterian Church and there were two proposals for the building of a new school. These were:

1. That the headmaster build a school at his own expense and the managers would pay rent to him for the use of the school or
2. That he should build the school at his own expense on land belonging to the Presbyterian Church authorities and then make over the buildings to trustees. The headmaster would be repaid, in this case, by an increase of salary and, by an agreement with the managers, receive all the income of the school when all other expenses were paid.

It was proposed to utilise both the old building in Winchester Street and the new premises when they were built. The Education Department, in giving its decision to the headmaster, said that it would not object to a teacher letting a building of his own for school purposes to managers but it would not sanction any arrangement whereby a school would be 'farmed' for the profit of the teacher, which was laid down in Article 92 of the Code (1). The managers, however, eventually raised sufficient funds and with the aid of a building grant erected a fine stone building in

(1). P.R.O. Ed. 7/28, 9/12/1887.



The St. John's Higher Grade School.

St. John's Terrace, on land adjoining the St. John's Presbyterian Church, belonging to the Church authorities. The building had three storeys and, as well as classrooms and lecture rooms, it had a large laboratory and appliances. It was especially equipped as a higher grade school in which Science and Art and technological classes were to be conducted. The building was opened on the 13th October, 1890, by the Rev. James Thompson M.A. of Newcastle-upon-Tyne and Mr. Robert Davison. The old school buildings were used for the Infants whilst the new was conducted as a higher grade school earning the grants both from the Education Department in the lower standards, and from the Science and Art Department in the Organised Science School. Part of the building was leased to the South Shields School of Art which had been founded in 1881 as a private venture school in Albany Chambers, King Street. This School of Art moved to the buildings of the Boys Public Day School in 1889 (1). St. John's Higher Grade School was successful from its beginning because this form of higher education was clearly necessary in order to provide the more advanced pupils in the public elementary schools of the borough and those whose parents desired them to remain at school longer, with a more advanced form of education. There was accommodation for 400 pupils in the Higher Grade School where the fees were 9d. per week. The post

(1). Ante p.237.

primary subjects taught in the school included mathematics, theoretical and practical chemistry, magnetism and electricity, mechanics, machine construction and drawing, practical plane and solid geometry, French and shorthand. How some of these subjects over-lapped in the Education Department's Code and the Science and Art Directory is seen from the inquiry made by the H.M.I., Mr. A.W. Newton, for the district. He reported that eleven pupils of the Organised Science School were presented to the Science and Art Department Inspector at the May, 1887 Examination, to be examined in mathematics; 28 attendances made by each of the pupils were counted as attendances at the Science and Art Classes, and the school had thereby obtained a double grant, from both the Education and the Science and Art Departments, for the same number of attendances. The Education Department replied to the H.M.I. that its grant was not affected because the pupils had earned it by taking one of the 'specific' subjects of the Code(1) but it proposed to inform the Science and Art Department about the matter (2). It was therefore quite clear that both Departments were offering grants for the same subjects which was a typical example of the over-lapping and confusion which existed in English public education at this time.

The South Shields School Board was rather tardy in supplying higher education. It already had the examples of many

(1). Post Ch. VII

(2). P.R.O. Ed.7/28, 12/11/1887. The Education Dept. was also a stickler for the strict observance to the letter of the Code. It refused the grant for five pupils who passed the examination in 'heat' because it was shown as 'Electricity' on the school's time-table!

(1) progressive school boards like Bradford, Birmingham and Sheffield, as well as the neighbouring united district School Board of Jarrow, Heworth and Monkton, which had branched out into this field. It was during the term of office of the progressive sixth School Board (2) that the Board began to provide higher education for pupils who had made rapid progress through the standards or who desired to remain longer at school. The Board also felt that it should provide some form of scientific and technical education in its day schools which would bear some relationship to local industries and be continued afterwards in its evening schools (3). It began Science and Art Day Classes in September, 1887 for pupils of standards VII and ex-VII in the Boys' department of the Ocean Road Board School (4). The school was under the headmastership of the extremely able Mr. Alexander Scott B.A., who had been trained as a pupil teacher at the Union British School and afterwards at the famous Borough Road College; he had been appointed headmaster when the school was first opened and had made it the best of the Board's schools. There were, at this time, 489 boys on the registers of the Boys' department which was organised in the seven standards as prescribed by the Code. There was also a standard ex-VII made up of 13 boys who had passed out of the standards and some were over 14 years

(1). Cross Commission, Second Report, Q. 34, 755-6 and 34,861-2.

(2). Ante p.124.

(3). S.S.S.B. Science and Art Classes Report, 1889-90

(4). School boards were encouraged to take Science and Art examinations by Sir F. Sandford when he was the head of both the Education and the Science and Art Departments from 1874 to 1884.

of age. The boys in standards I to VII obtained the grant from the Education Department by passing in their respective standard the elementary subjects of the three R's. Two 'class subjects', grammar and geography, were taught in standards II to VII and were examined by classes(1). These were also 'specific subjects' in which the teaching and examination were individual; these were taken by selected pupils of the V, VI and VII standards. In the 1887 examination 100 pupils of the Boys' department were presented for the examination in algebra, stages I, II, III, and 45 pupils in Euclid and mensuration, stages I, II, III (2). These 'specific subjects' were decidedly secondary in character, if not in scope.

The Science and Art Department also awarded grants for drawing which was taught throughout the seven standards under its Directory. It also gave a higher award to pupil teachers and standard ex-VII pupils who passed its examination in drawing. The Science and Art Classes which completed the first session in May, 1888 also obtained grants from the Science and Art Department. For this first session of the classes the Board offered six free scholarships to pupils of other public elementary schools in the borough who passed a public competitive examination. During the next session the number of free scholarships was increased to

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- (1). The Code of 1875 prescribed grammar, geography and history as 'class subjects' any two of which could be taught throughout the school above standard I, or lowest standard. The instruction and examination for grants being by classes not individuals. Post Ch.VII.
 - (2). S.S.S.B. Reports of H.M. Inspector, September, 1887.

twelve. . An average of 50 pupils attended the classes during the session and 44 of them were presented in May, 1888 for the Science and Art Department's Inspector's examination. The results of this examination is seen from the following Table:

OCEAN ROAD BOARD SCHOOL SCIENCE AND ART DAY CLASSES (FIRST SESSION)

RESULT OF ANNUAL EXAMINATION, MAY, 1888.

(Page 247)

TABLE xxv.

OCEAN ROAD BOARD SCHOOL SCIENCE AND ART DAY CLASSES (FIRST SESSION)

RESULT OF ANNUAL EXAMINATION, MAY, 1888.

Subject	Stage	No. of Pupils present- ed for each paper.	Class of Success.		Grant.	Percentage of Passes.		Average Age of Pupils at Ocean Road.
			1st	2nd		Ocean Road Board School. 1887.	Whole Country 1887.	
Mathematics (V)	1	32	7	20	5	84.4	69.3	13 years 6 months
Inorganic Chemistry, Theo (X)	E	30	3	25	2	93.3	74.5	
Magnetism & Electricity (IX)	E	31	4	25	2	93.5	56.7	
Physiography (XXIII)	E	39	6	28	5	87.2	70.9	
Freehand Drawing	2nd Grade	31	3	20	8	55.3	29.1	
Model Drawing.	" "	25	0	8	17			

Total: 188 23 126 39 £155 82.7 60.1

NOTE: There were 44 individual pupils who sat the examination. The average amount of grant earned per pupil was £3. 9s. 6¹/₂d. The average age of the pupils was 13 years and 6 months. Two boys, A. Keen and P. Robson, succeeded in obtaining a first class pass in each of the four science subjects. On leaving the day school, to take up employment, P. Robson continued his studies at the Evening Science and Art classes held in the Ocean Road Board School and in the May, 1890 examinations obtained first class passes in Mathematics, Stage II, and in Theoretical Mechanics, Elementary stage.

The percentage of passes was well above that over the whole country and this first attempt of the Board to obtain the grant by means of these classes was very successful. The H.M. Inspector, Mr. A.W. Newton, however, remarked in his report on the annual examination of the school in October, 1888: 'It must be pointed out that the work of superintending and organising Science and Art Classes has fallen upon the master of this department: it is perhaps hardly wise to impose this work upon a teacher who is already responsible for the instruction of 450 boys, the supervision of five assistant masters, and the training and instruction of five pupil-teachers. At all events there seems to be need of an assistant master qualified to act as a semi-independent head either of the Elementary School or of the Science School'.(1). It was quite evident that the headmaster, Mr. A. Scott, had been concentrating on the teaching of the pupils in the Science and Art classes which had resulted in a deterioration of the achievements in the elementary subjects in the lower standards. It also appears that the department was being worked in two divisions, the Elementary in which were taught the subjects under the Whitehall Code and the 'Science School' in which the subjects of the Science

(1). S.S.S.B. Reports and Tables, 1888, p. 3.

and Art Directory were taught. The subjects taught in the upper divisions, mathematics, theoretical inorganic chemistry, magnetism and electricity, physiography and advanced drawing, were of a distinctly secondary character although the majority of the children in the department were being instructed in the elementary subjects. During the second session of the Science and Art classes, from September, 1888 to May, 1889, the work of the Department continued with little or no change and the results were similar. The Science and Art classes produced very creditable results but the elementary work was not satisfactory, as the H.M. Inspector remarked: 'The general quality of the elementary work is hardly first rate' (1).

The Board next opened a department of its Westoe Road School for Higher Grade education (2). When the school was opened on the 6th January, 1890, the Science and Art classes were transferred to it from the Ocean Road Board School. Prior to the opening of the school the Board considered the question of concentrating standard VII pupils in the Higher Grade department (3) from its other schools. A special meeting of the Board was held on the 2nd October, 1889 when the Chairman, Mr. James Nicholson, proposed:

'That, for the most efficient education and larger grouping of the higher standards in our schools, after the ensuing annual examination the standard ex-VII, VII and VI children

(1). S.S.S.B. Reports and Tables, 1889, p. 3.

(2). Ante pp. 135-7.

(3). The Board called this the Senior Mixed department.

may be transferred to the Senior Mixed department of the Westoe Road Board School. Vacant places, if any, may be filled up with children of similar attainments outside the Board's schools and, if necessary, with children of lower standards'. He reminded the members to consider the advantages of this concentration of pupils which meant that advanced children would be taught by efficient and specially qualified teachers. The objections against the proposal, which were then raised, pointed out the detrimental effects upon the existing schools. Head teachers would lose their most promising pupils and thereby suffer financial loss because their salaries depended partly upon the amount of grant their school obtained. Similarly the tone of these schools would be lowered by being deprived of their senior boys and girls. There was also the problem of the future of the teachers who were already teaching standards VI and VII. After further discussion Mr. John Robert Lawson, Junr., proposed, as an amendment to the Chairman's proposal, that only pupils in standards VII and ex-VII be transferred. This was eventually carried and accepted as the substantive motion and a sub-committee was set up to carry out the proposal (1).

The sub-committee subsequently recommended the Board to discontinue the standards VII and ex-VII in its schools with the exception of the Girls' department of the Hudson Street Board

(1). S.S.S.B. Minutes, 2nd October, 1889.

School, and the East Jarrow Mixed School. The Westoe School, however, was opened without the concentration taking place because the Board became involved in exchanges with the Education Department over it. The Board began by informing the Department of its intention and for any objections to it. Mr. A.W. Newton, the H.M. Inspector for the district, was asked to give his opinion and he objected strongly to the transfer taking place on the following grounds:

1. 'That the standard fee in the Senior department of the Westoe Road School was 9d., which was far too high for many parents in the district to pay, whilst in the other schools of the Board the standard VII fee was only 6d. per week'.
2. 'That it would be unfair to the teachers in the other schools of the Board, which would become merely feeder schools'.
3. 'It would undoubtedly unsettle the children who were moved in their last few months of schooling'.
4. 'The organisation at Westoe would thereby be made more difficult.'
5. 'It was certainly not true that standard VII would be more efficiently taught if concentrated at Westoe because, as he said, 'the work of standard VII is so like standard VI that the two standards can be taught together without any serious loss to either'(1). These opinions of Mr. Newton

(1). P.R.O. Ed. 16/69, 29/10/1890.

were also shared by the H.M. Inspector for the London district, whose School Board was also slow in providing higher grade education; he thought that such a plan of grouping was excellent in theory but doubted whether it would have any practical success(1).

Upon learning the opinion of Mr. Newton, the Education Department asked him to use his influence to dissuade the Board from carrying out its decision. He replied that the measure had been carried by seven votes to four and the Board would be reluctant to go back on it because the School Management Committee had already published the Board's intentions by sending out a circular to the teachers concerned. Furthermore, he wished to see the Chairman, Mr. James Nicholson, 'who is much the ablest man on the Board', on his return from America about the matter (2). In the meantime he suggested 'that My Lords write to the Board expressing their dissatisfaction at the scheme, or make it lower the fee at Westoe Senior department to 6d'. (3). The Education Department, acting on this advice, informed the Board that it could not sanction the proposal because it appeared to be incompatible with the interests of the teachers and children. It also called upon the Board to reduce its fees in the higher standards of its schools (4). This indicates a reversal of the Education Department's previous policy on the question of fees in the higher

(1). Eaglesham: From School Board to Local Authority, pp. 46-8.

(2). P.R.O. Ed. 16/69, 1/12/1890.

(3). Ibid.

(4). Ibid 19/12/1890.

standards of board schools. In 1879 it informed the Bradford School Board, 'In the Higher Grade Schools the object should be not merely to give a more advanced education but to defray its cost by means of higher fees, so that the contribution of the ratepayers for the education of the well-to-do children may be less than for the children of the poor'(1).

The Board, in reply, acknowledged and agreed with the decision of the Education Department but made no mention of school fees. Nevertheless at a meeting of the Board on the 29th January, 1891, the question was again discussed and it was decided by seven votes to five to re-open the matter with the Education Department. The Board stressed their arguments for carrying out their decision for concentration thus:

1. The Senior Department of the Westoe Road Board School was especially equipped with laboratories to deal with the scholars in standards VII and ex-VII.
2. Only trained certificated teachers were employed in the department who received a special allowance.
3. Three-fifths of the children in standards VII were already in attendance at the school.
4. The curriculum was much more extensive than in other schools of the Board which was decidedly advantageous (2).
5. The H.M. Inspector's argument that standards VI and VII could be taught together was entirely fallacious, a complete

(1). M.E. E 61/26383, 'Bradford, Morton Road, Board School' 23/8/79. Eaglesham: From School Board to Local Authority, p. 34.

(2). The Board intended the curriculum to be on the lines laid down by the Science and Art Department rather than the 'specific subjects' of the Code.

waste of time and decidedly not in the interests of the children.

6. The department would provide better facilities for the selection of pupil-teachers as well as stimulating higher education.
7. A neighbouring School Board (The United districts of Hedworth, Monkton and Jarrow) had already carried out a precisely similar scheme, which had drawn no objection from the Education Department (1).
8. There was no difficulty with regard to the fees as the fee was inclusive of all material required for advanced subjects; fees could also be remitted in cases of hardship.
9. The scheme was in the best interests of the children and teachers. Neither was the Board infringing the conditions of the Code nor the Elementary Education Acts. (2).

On the receipt of the letter containing these arguments of the Board, the Education Department asked Mr. Newton to make inquiries concerning the fees of other School Boards in the neighbourhood. He learnt that the fees of the united districts of Hedworth, Monkton and Jarrow School Board at its Hedworth Senior School were on a descending scale thus:

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- (1). Birmingham School Board had a VII Standard School as early as 1884 and Sheffield School Board had an Organised Science School in 1886. Cross Commission, Second Report, Q. 34, 658-988.
 - (2). This assumption was proved wrong in the Cockerton Case, (post p. 286.) but the Education Department seemed to be equally unaware of the illegality at this time.

For pupils in standards	I to IV	=	1s. per week.
" " " "	V to VII	=	6d. " "
" " " "	ex-VII	=	3d. " "

These fees included the supply of all books and stationery required by the pupils for the various courses of study. The H.M. Inspector told the Education Department that, he felt, so long as the fees at the Westoe Senior department were 9d. the scheme would be unfair but if the Board was to reduce them to 6d., which would be within 'the means of a common labouring man living in the neighbourhood', there would be no objection (1). The Education Department informed the Board that it would probably sanction the scheme, for the concentration of standard VII and ex-VII pupils, provided that the fees of the department were reduced, so that they were within the means of all parents, whose children were likely to attend.(2). Although the Board did in fact reduce the fees of the Westoe Senior department to 4d. per week on the 26th August, 1891 (3) the scheme of concentrating was not carried out immediately. This was finally accomplished on the 23rd September, 1893, without any objection from the Education Department and proved a great success (4).

Although the accommodation provided in the Senior department

(1). P.R.O. Ed. 16/69, 20/2/1891.

(2). Ibid. 26/2/1891. (The Education Department also pointed out that this transference of standard VII pupils would not relieve the existing shortage of school accommodation in the borough). School Board Chronicle, Vol. XLV. April, 1891.

(3). Ante p.144.

(4). Post p.262.

was for 480 boys and girls, the Board employed staff sufficient to teach 270 pupils when it was first opened. The Board believed quite correctly that it would not be filled at once and hence the precaution of not over-staffing the department. The staff was as follows:

The headmaster - Mr. Alexander Scott, B.A., counted for 30 pupils.

Two certificated assistant masters - Mr. Duncan T. Richards)
" Robert Wilson)"120"

Two certificated asst. Mistresses - Miss Adelaide Cawthorn)
" Margaret E. Linden)"120"

A Teacher of Cookery - Miss M.L. Downie, counted for -

Total = 270 "

All of the members of the staff were fully qualified to teach under the Code of the Education Department and the Directory of the Science and Art Department. Mr. A. Scott, B.A. had been appointed unanimously headmaster in recognition of his splendid work at the Board's Ocean Road Boys' department, especially in the higher grade work there. The rest of the staff had also been in the service of the Board and had been promoted on the basis of their successful work. For example Mr. Duncan T. Richards, F.C.S., aged 25 years, had been Mr. Scott's senior assistant at the Ocean Road School and was given a similar post in the Westoe School at a higher salary. The salaries of the staff (1) were approved by the Board as under :-

(1). Post pp.435-44.

1. The headmaster - £120 per annum as fixed salary and one fourth of the total grants obtained. A minimum salary of £300 was guaranteed to him with £350 as the maximum.
2. The 1st asst. master - £120 per annum rising by £10 yearly increments to £150
3. The 2nd asst. master - £80 " " " " " " " " £110
4. The 1st asst. mistress - £100 " " " " " " " " £130.
5. The 2nd asst. mistress - £80 " " " " " " " " £110.

The Board laid down in approving this salary scale for the higher grade staff that 'it is understood that the rise in salary from year to year in each case shall only be paid on the receipt of satisfactory reports from the H.M. Inspector and subject to the School Management Committee'.

The Senior department was opened for all pupils who had passed, or were able to pass, standard V (1), and was organised in four standards VI, VII, Boys' ex-VII and Girls' ex-VII. The curriculum for the lowest standard, VI., included the elementary, class and specific subjects of the Code, viz.,

Reading	Grammar	Drawing	Vocal Music.
Writing	Literature	French	Elementary Science
Composition	Geography	Euclid	Military Drill (Boys)
Arithmetic	History	Algebra	Musical Drill (Girls)
Needlework and Practical Cookery.			

In standard VII, besides including most of the subjects of the standard VI curriculum, subjects of the Science and Art

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- (1). The Board awarded 41 free scholarships by competitive examination in 1891. Ante p.149.

Directory were taught viz.,

Mathematics, Stage I: Theoretical and Practical Chemistry
Magnetism and Electricity.
~~Theoretical~~ Practical Plane and Solid Geometry, and Physiography.

The Boys' standard ex-VII was for boys who had passed standard VII and the Science and Art subjects, which were commenced in standard VII, were continued and extended. Similarly the Girls' standard ex-VII was for girls who had passed through the standards, but the studies were less scientific than those of the boys and greater prominence was given to the literary and art subjects. During the term the department was opened from Mondays to Fridays and the hours were from 9 a.m. to 12 noon and from 2 p.m. to 4.30 p.m. for the morning and afternoon sessions. The department made good progress during its first year. The H.M. Inspector noted in his report of the annual examination in October, 1890:

'The school (the Senior Mixed department) has made a very good beginning. All the subjects are decidedly well taught; The new buildings are cheerful and commodious and will compare well with any in the neighbourhood (1).' There were then 229 pupils in average attendance (2) with 236 names on the registers; included in the figures for average attendance were 40 pupils in the standards ex-VII. For the years 1890 and 1891 the department gained the highest grants awarded by the Education Department as the following table for these two years show:

(1). S.S.S.B. Report and Tables, 1890, p. 9.

(2). Ibid, Table III.

GRANTS OBTAINED BY THE WESTOE ROAD HIGHER GRADE SCHOOL FROM THE EDUCATION DEPARTMENT: 1890 and 1891.

Year.	Average Attendance (Excluding standard Ex. VII).	Principal Grant or 12s. 6d.	Discipline & Organization 1s. or 1s. 6d.	Singing. 1s. or 6d.	Class Subjects 1s. or 2s. each.			Total Grant on Average Attendance.	Specific Subjects 4s. each.		Cookery. No. of Passes 4s.	Gross Total Claim.
					ENGLISH.	GEOG.	NEEDLE-WORK.		ALGEBRA.	EUCLID.		
1890	189	14s.	1s. 6d.	1s.	2s.	2s.	-	20s. 6d	27	24	-	£135. 19. 0 (for eight months only.)
1891	132	14s.	1s. 6d.	1s.	2s.	2s.	2s.	20s. 6d.	65	19	27	£164. 10. 0d.

The department maintained these high standards throughout its existence under the Board and the grant from the Education Department rose year by year. Similarly in its early years it achieved in the examinations conducted by the Science and Art Department, a very high standard which was maintained and improved upon as the grant obtained from the South Kensington Department increased each year. The following table shows how the grant was almost doubled in the first three years and it continued to rise as the number of passes increased until the change in the system of awarding grants: (1).

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- (1). The success of a school was judged by the amount of grant which it obtained. The pupils of the H.G. department were also prepared for the Cambridge University local examinations, the musical examinations of Trinity College, London and in 1894 Shorthand.

WESTOE HIGHER GRADE SCHOOL: EXAMINATIONS CONDUCTED BY THE
DEPARTMENT OF SCIENCE AND ART: MAY 1890 to MAY 1895.

p. 261.

SUBJECT.	STAGE	Class.	NUMBER OF PASSES.					
			1890.	1891.	1892.	1893.	1894	1895
Physiography.	Advanced.	2nd	6	11	11	23	29	17
"	Elem.	1st	29	5	17	9	32	18
"	"	2nd	30	52	77	-	67	19
Mathematics	II	1st	-	1	1	-	1	3
"	"	2nd	3	8	4	12	21	18
"	I	1st	12	9	15	47	32	40
"	"	2nd	34	29	57	-	60	77
Chemistry: Theo- retical Inorganic.	Elem.	1st	3	6	14	7	4	4
" "	"	2nd	28	19	39	47	26	38
Chemistry: Prac- tical Inorganic.	Adv.	1st	-	-	1	1	12	15
" "	"	2nd	-	-	2	-	-	-
" "	Elem.	1st	-	9	14	8	7	8
" "	"	2nd	-	15	26	4	22	36
Magnetism & Electricity.	"	1st		1				
" " "	"	2nd	13	14	10	-	53	23
Practical Plane & Solid Geometry.	"	1st	9	16	18	23	98	50
" " " "	"	2nd	53	44	69	81	10	11
Drawing & Freehand.	II	Exc.	1	2	-	-	-	-
" " "	II	1st	1	6	2	5	9	28
" " "	II	2nd	16	16	31	50	60	46
Drawing - Model.	II	Exc.	-	5	-	-	-	-
" "	II	1st	-	9	4	24	50	54
" "	II	2nd	-	27	43	48	74	60
Drawing - Perspective.	II	1st	-	1	10	2	-	-
" "	II	2nd	-	6	5	3	-	124
Total Number of Passes:			238	311	470	394	667	689
" " " Pupils:			86	88	142	203	184	172
" Grant Awarded :			£220	£255	£542	£634	£719	£803

As the numbers in the Higher Grade department increased (1) and the curriculum expanded so the staff gained further additions. Three certificated assistant teachers, Messrs. John Wonders, John Robertson and George L. Woolner, were appointed to the staff in 1891. Two specialist teachers were also appointed; one, to teach machine construction^{and} drawing, Mr. Thomas Onions, a practical draughtsman with a first class honours certificate of the Science and Art department, and the other, to teach shorthand and book-keeping, Mr. James F. Chapter who held an honours certificate of the National Phonographic Society. There were then a total of eleven members on the staff; by December, 1897 this number had increased to eighteen members and three years later in December, 1900 the number was twenty-two, including four pupil teachers. There was some slight increase in the numbers attending the department when the Board carried out its original intention (2) of concentrating the pupils in standard VII from its other schools at the Westoe Senior department. This it did by resolving, on the 21st December, 1892, to discontinue the standard VII in all schools of the Board except at Westoe. The transfer of pupils took place after the annual examinations held in September, 1893 so that although the Higher Grade department continued to function as before, with four standards, the elementary schools were left with standards I to VI. The Higher Grade department was further

(1). Post Table xxviii, p.266.

(2). Ante p.249.

re-organised after the Board obtained permission from the Education Department (1) to carry out alterations and additions in order to provide facilities for an Organised Science School in accordance with the Science and Art Directory (2). The additions to the building included a physics laboratory, and art, lecture and manual instruction rooms which provided better facilities for higher grade work; another 60 places were also provided, making a total of accommodation of 540 places.

The work was completed on the 1st December, 1895 and the Senior department was then re-organised on the same lines as the two Higher Grade Schools of the Birmingham School Board.⁽⁴⁾ It was organised in two divisions. The lower division was for standard VII pupils who worked under the Code of the Education Department which included elementary, class and specific subjects. They were also taught some subjects, in their first stages, of the Science and Art Directory, viz.,

Mathematics, stages I, II and IV. Theoretical & Practical Chemistry,
Magnetism & Electricity, Mechanics (Theoretical), Machine
Construction & Drawing, Practical Plane & Solid Geometry,
Physiography, Freehand and Model Drawing.

Instruction in Pitman's shorthand, musical theory and manual work was also given. (3). The upper division, now designated as an Organised Science School, was composed of standard ex-VII

(1). M.E. E.113/22, 28/5/1895. Ante p.175.

(2). Science and Art Directory, 1895.

(3). The curriculum was therefore primary, secondary and technical.

(4). Post p.284.

pupils who had passed standard VII and also pupils who had passed out of standard VI of other elementary schools in the borough(1). The number of pupils who were so transferred during three years were: 1895, 361; 1896, 258; 1897, 306; These pupils were all from the Board's schools but there were a few also from the voluntary schools who were registered. The curriculum and time-table of the Organised Science School and the laboratories and premises had to be approved by the Inspector of the Science and Art Department before being designated as such. The curriculum which was mainly composed of the Science and Art subjects taken in the lower division but to a higher level; the time-table included ten hours per week which were devoted to literary subjects. Major General Sir John Donnelly, the executive head of the Science and Art Department from 1884 to the time of the Cockerton judgement in 1900, told the Bryce Commission that under the new regulations for organised science schools the minimum time for scientific subjects was reduced to 13 hours per week, whilst the minimum time for literary subjects was increased to ten hours per week.⁽²⁾ He also stated that the system of payments by results which had hitherto been a marked feature of the Science and Art Departments policy was abolished, in the new regulations, in the elementary stages (3).

The re-organisation of the Higher Grade department coincided

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- (1). The Science and Art Directory, 1895, laid down that pupils must have passed standard VI.
 - (2). Report of the Royal Commission on Secondary Education, vol. VIII, Q. 17, 308-14.
 - (3). Ibid.

with the introduction of the Science and Art Department's new system for the payment of grants. This was based mainly on attendance and the recommendation of the Department's Inspector and only advanced students' grants were based upon their results. The first session of the Higher Grade department under the new system ended on the 31st July, 1896. The grants obtained by the Board were considerably more than in previous years notwithstanding that the numbers in the Department had increased. In 1895 the average attendance in the Science School was 172 whereas in 1896 it increased to 342. The following table shows the amount of grant obtained by the Higher Grade department under the new system:

TABLE xxviii.

(p. 266).

SUMMARY OF GRANTS OBTAINED BY THE ORGANISED SCIENCE SCHOOL:

1896-1900.

In order to safe-guard itself against pupils in standard ex-VII failing to attend for the annual examinations, the Board asked parents to agree to pay two pounds, to indemnify it against any loss of government grant in the event of their child leaving the school during the year. This involved the Board in legal proceedings, for a test case was brought against it by one of the parents who refused to make any such agreement. On the 21st October, 1897, Mr. J.W. Gilroy, brought in action against the Board for breach of contract before Judge Maynell in the South Shields County Court. He contended that his son, John Gilroy, was a scholar at the Westoe Higher Grade School and had passed out of standard VII into standard ex-VII, and had brought him the agreement to sign on the 3rd September, 1897. He had, however, refused to sign the agreement because he felt that the additional fees of 4d. per week which he paid should cover any such losses of the Board. The following day Mr. Alexander Scott, the headmaster, had interviewed the boy and told him that as his parent had not signed the agreement with the Board he would either have to leave the school or go back to standard VII. The boy told Mr. Scott that his father said that he must on no account go back to standard VII, thereupon he was told to leave the school at once. Mr. Gilroy felt that the Board had broken its contract with him because once the Board

had received the fee of 4d. from him they could not compel his son to leave the school for at least a week. The Board averred that as the headmaster had returned the boy's fees for the week it could make the boy leave the school at any time. The judge said to Mr. Gilroy : 'You want to say that having once put a boy in a certain class the Board is bound to keep him there as long as the parent chooses,' and decided that there was no contract of any kind with regard to standard ex-VII. Thus there was no case for the Board to answer! (1).

Both the H.M. Inspector and the Inspector of the Science and Art Department were impressed with the work of the Higher Grade department , as their reports show. Such statements as 'The efficiency of the school is well maintained (2), 'This school is in a high state of efficiency' (3), ' There is ample reason to be well satisfied with the condition of this school' (4) and 'Every-⁽⁵⁾ thing here points to careful preparation, thoroughness and skill,' came from the H.M. Inspector, Mr. John Foster. The reports of the Science and Art Department's Inspector similarly commended the work thus: 'The high efficiency of the school (6) has been well maintained throughout. The instruction in drawing is excellent, and the course is arranged on very good lines. In chemistry,

(1). School Board Chronicle, Vol. LVIII, p. 487, October 30th, 1897.

(2). S.S.S.B. Reports and Returns, 1896.

(3). Ibid, 1897.

(4). Ibid, 1899.

(5). Ibid, 1900.

(6). The Inspectors looked upon this Higher Grade department as a school which in fact it was because it was entirely independent of the other departments in the Westoe Road, Board School.

physics, geometry and mathematics the instruction had been sound and painstaking (1). Pupils of the Higher Grade department, who had passed standard VII or had spent a year in the Organised Science School and who wished to adopt a seafaring life, were given every opportunity to transfer to the junior division of the Marine School where they received an admirable technical training in marine engineering and seamanship under Mr. A.T. Flagg, M.A., the principal. But much of the good work of ^{the} Higher Grade department was in the production of pupil teachers (2). The H.M. Inspector was pleased to note that Ernest McKenzie, a pupil teacher of the school, was placed seventh in the honours list at the 1898 matriculation examination of the University of London.

After the opening of the Stanhope Road Board School (3), the Board decided not to apply the system of transferring the standard VII pupils to the Westoe Higher Grade department from this school. Instead it began, in September, 1897, an 'upper top' in the Senior department of the school. This was carried on on similar lines to the Westoe Road Higher Grade department but on a smaller scale with fewer pupils. The 'upper top' was also divided into two divisions, standard VII and Science and Art classes. The curriculum of the lower division, standard VII, is seen from the time-table in the following table:

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- (1) S.S.S.B. Reports and Returns, 1901. (Science & Art Department Report - No. 9036).
 - (2). Rost Ch. IX, The Board also encouraged this by commencing in 1898, a fund for maintaining six Science and Art scholarships at the school.
 - (3). Ante p.174.

TIME-TABLE OF THE STANHOPE ROAD HIGHER GRADE SECTION.

<u>General Subjects.</u>	Hours.	Mins.
English (Reading, recitation, writing, composition, grammar, spelling, literature.)	3	10
Arithmetic.	3	-
French.	2	
Scripture.	2	
Geography. (commercial).	1	30
History.	1	
Singing and Drill.	1	
Map Drawing.		30.
	Total.	14 10
<u>Science.</u>		
Physics - Theoretical (Boys)	1	
" - Practical.	1	
Physiology and Hygiene (Girls)	ditto.	
Chemistry - Theoretical.	1	
" - Practical.	1	
Mathematics.	4	20
	Total.	8 20

<u>Art.</u>	Hours.	Mins.
Freehand and Model Drawing.	1	
Geometrical Drawing.	1	20
Total.	2	20
Recreation.	1	40
Manual Instruction:		
Manual Work (Boys)		
Needlework (Girls)	1	
Total.	2	40
Total hours per week. 27.30.		

The Science and Art division's curriculum was very similar to that of the Westoe Road Higher Grade department. The work in the school was carried out successfully from the beginning. The Science and Art department's Inspector reported in his report for 1899, that the Higher Grade section was making very satisfactory progress and 'The note-books in human physiology and physiography show that the instruction continues to be both sound and painstaking'.(1). The grants obtained from the Science and Art Department were also very satisfactory (2) viz.,

TABLE xxx.

(P. 272.)

THE STANHOPE ROAD HIGHER GRADE SECTION - SCIENCE AND ART CLASSES:
ATTENDANCE AND GRANTS, 1898 - 1900.

- (1). S.S.S.B. Report and Returns, 1899 (Science and Art Department. Report No. 1125c).
- (2). S.S.S.B. Tenth General Report, 1901, p. 33.

THE STANHOPE ROAD HIGHER GRADE SECTION. - SCIENCE AND ART CLASSES.

Year.	Average Attendance		Annual Grants.									
	Std. VII	Science & Art Classes.	Std.VII	Science & Art Classes.			Total.					
				£.	s.	d.	£.	s.	d.	£.	s.	d.
1898.	45	33		62.	1.	3.	41.	16.	6.	103.	17.	9.
1899.	43	42		59.	6.	1.	50.	4.	8.	109.	10.	9
1900.	78	48		107.	11.	6.	50.	0.	0.	157.	11.	6

The H.M. I. who thought that the Senior school, which was organised from standard III to the VII and ex-VII standards forming the Higher Grade section, was a success thus: 'The master, Mr. J. Ashworth, displays unusual thoroughness and marked ability, the teachers, particularly those in charge of the two upper classes, work with evident zeal and success' (1).

The higher grade work was so successful that the Board decided to build a new (Higher Grade) Mixed School with the most up-to-date facilities (2) for carrying on higher education like that in the existing Higher Grade department of the Westoe Road School. It was also to be organised as a VIIth standard school with an organised Science School division and providing a total accommodation

- (1). S.S.S.B. Tenth General Report, 1901, p. 32. With teachers like Mr. A. Gompertz (later PH.D.), who was an excellent teacher of mathematics, the efficiency and success of the school was assured. Committee
- (2). Members of the School Management visited other Higher Grade schools in the neighbourhood, like those of Jarrow and Gateshead School Boards, which had been recommended by Dr. T. Hoffert, the Science and Art Department's Inspector for the district and incorporated the best and most suitable features into their planning. S.S.S.B. Minutes, May, 1898.



The Westoe Road New (Higher Grade) School.

for 680 pupils.

This work was carried out by the tenth School Board with the permission of the Education Department (1). When the school was opened on the 1st March, 1902, the Westoe Road School was re-organised and it took over the functions of the Higher Grade Department or Senior School, as it was called. Mr. Alexander Scott, B.A., was transferred to the headship of the new school, where he continued his excellent work (2) with an increasing number of pupils. At the end of its first year there were 522 pupils on the registers of the school with 483, or 93 per cent, in average attendance, and the staff were allocated as follows:-

TABLE xxxi.

WESTOE ROAD NEW(HIGHER GRADE) SCHOOL - ALLOCATION OF TEACHING STAFF. (Total accommodation - 680). (p. 274).

(1). Ante p.201.

(2). He reported to the Board on the 1st July, 1902 that three of his old pupils had recently graduated at the University of Durham. They were Mr. Richard Tolliday, B.A. with honours in mathematics and science, Mr. Ernest McKenzie, B.Sc. with honours in mathematics and physics and Miss Isabella Palmer, B. Litt. All had served as pupil teachers under the Board.
Ch. IX. p.423.

WESTOE ROAD NEW (HIGHER GRADE) SCHOOL - ALLOCATION OF TEACHING STAFF. (Total accommodation - 680).

TABLE XXI

NAME	STATUS	DATE OF SERVICE UNDER BOARD.	DUTIES IN SCHOOL	NO. OF PUPILS ALLOCATED.
A. Scott. B.A. (Lond.)	Head Teacher.	1874	Organisation & Supervision.	-
D.T. Richards F.C.S.	Trained Cert. Teacher.	1887	Senior Asst. Science.	40
S.W. Burcham.	" "	1893	Science.	40
R. Sanderson.	" "	1896	"	40
J. Sinclair	" "	1897	"	40
A.N. Wheeldon	" "	1899	"	40
Miss A. Cawthorn.	" "	1887	"	40
W.H. Smith	" "	1901	"	40
H.M. Halloworth	" "	1901	"	40
R. Wilson.	" "	1889	Special Subjects.	-
H. Bailey.	" "	1898	"	-
S. Milsted	" "	1899	"	-
Miss M. Morton	" "	1897	"	-
V. Mauboussin.	" "	1900	"	-
G.L. Woolner.	" "	1892	Standard VII	50
R. Robson.	" "	1900	"	50
Miss M. McDermott.	" "	1900	"	50
Miss M. Blanch	" "	1901	"	50
G.D. Tindle.	Pupil Teacher	2nd year.		20
J.G. Finlayson.	" "	" "		20
Miss J. Coull	" "	1st year.		-
Miss K. Rose.	" "	" "		-
TOTAL:				560

The borough Council began to participate in the provision of higher education in 1892. Its participation was the result of the recommendations of a Royal Commission on Technical Instruction, which was in session from 1880 to 1884; these were embodied in the Technical Instruction Act of 1889 and the Local Taxation (Customs and Excise) Act of 1890. The first Act empowered local authorities (county and borough councils - recently created by the Local Government Act, 1888) to aid technical instruction by a rate, not exceeding one penny in the £, on such terms as they should think expedient (1). The borough council could, on the request of the school board or of any managers of voluntary schools or other schools being aided by the Science and Art Department, make provision in proportion to the nature and amount of efficient technical or manual instruction supplied by these schools. A remarkable impetus was given to the promotion of technical instruction by the Local Taxation (Customs and Excise) Act of 1890, which placed at the disposal of local authorities the residue of certain Customs and Excise duties, commonly called 'the whiskey money'. They were empowered to apply the sum either towards the promotion of objects mentioned in the Act (2) or pay it into their general fund towards the relief of the rates. In South Shields the borough Council received from this source the sum of £1,036. 3s.11d. on the 1st July, 1891 (3), which it promptly paid into the general

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- (1). Technical Instruction Act, 1889, s.1. The Act was permissive.
 - (2). Much of this money was spent on the education of pupils in secondary schools, and aided the teaching of science rather than technical instruction.
 - (3). S.S.S.B. Sixth General Report, January, 1892, p. 23.

fund to relieve the rates. Prior to the receipt of this sum, the School Board decided to ask the Council to appropriate any such sums towards continuing and extending technical education and evening continuation classes in the borough. On the 3rd March, 1891 the Board accordingly despatched a letter to the Council incorporating the actual resolution and explaining that the efforts of the various committees (1), which were working under the regulations of the Science and Art Department and the rules of the City and Guilds Institute, formed a strong basis for the moral and material support of the Council. It was also pointed out that the work of these committees was restricted to a considerable extent by the limited funds at their disposal. The Board hoped that the Council would follow the example of nine-tenths of the local authorities and apply the sums it received for the promotion of technical and manual instruction and the evening continuation schools in the borough (2). The Council, however, replied that it could not meet the wishes of the Board; this was in keeping with its hostile attitude with regard to the 'precepts' of the Board (3).

On the 3rd December, 1891 the Board passed a resolution in order to press its claims thus: 'That the Board communicate with

(1). These were the School Board, the Marine School and St. John's Higher Grade School Committees.

(2). S.S.S.Boards Minutes, 27th March, 1891.

(3). Chapter X.

other Science and Art committees of the borough, and other representative bodies, with a view to the formation of a joint committee to formulate a scheme for advising on the disposal of the funds accruing to the County Borough of South Shields under the Local Taxation (Customs and Excise) Act of 1890 and applicable to technical education¹ (1). At the same time there were members of the Board who were also members of the Council and able to voice their opinions at the Council meetings. At a meeting of the Council on the 4th February, 1892 Mr. John Robert Lawson, Junr., Vice-Chairman of the School Board and a member of the borough Council, proposed that it set up a committee to consider proposals, submitted to it for the disposal of funds received under the Act. The motion was opposed by members like Mr. John Bowman, ^{a Sectarian} and former member of the School Board, on the grounds that the Council could use the money as it wished and 'in its wisdom had already devoted the sum received last year to the relief of the rates'. He also informed the members that the London County Council 'had spent every penny for the relief of taxation' (2). However, a majority, including the Mayor, Mr. Charles Rennoldson, a former Vice-Chairman of the School Board, supported the motion and a committee was formed. The Board, in the meantime, had been busy calling a meeting of the representatives of the various committees to form a joint committee. At a

(1). S.S.S.Board's Minutes, 3rd December, 1891.

(2). South Shields Gazette, 5th February, 1892.

meeting, held in the Board's offices on the 12th February, 1892, a joint committee was formed and Mr. Samuel M. Peacock, a member of the Board, moved that it express its appreciation of the Council's action of appointing a committee 'to consider and report on proposals for the disposal of funds accruing to it under the Act of 1890'. The motion was carried unanimously. The Rev. J. MacKenzie, a Manager of St. John's Higher Grade School, also moved that 'in the judgement of this meeting it is not desirable that any of the funds at the disposal of the County Borough of South Shields should be devoted to promote the instruction of scholars in our elementary schools in the practice of any trade'.(1). This was carried by a narrow majority and was intended to keep the teaching of trade divorced from education in the elementary schools of the borough. It was also in accordance with the provisions of the 1889 Act (2).

The very strong appeal made by the joint committee to the committee of the Council had the desired effect. On the 3rd August, 1892, the Council resolved to set apart sums received under the 1890 Act for the purposes of technical instruction and grants were subsequently made for supplying apparatus required by the various Science and Art classes in the borough. On the 6th September, 1893 the Council adopted the following scale for assisting

(1). South Shields Gazette, 13th February, 1892.

(2). Technical Instruction Act, 1889, s.8.

the various committees by means of capitation grants from the sums received under the Local Taxation Act of 1890, viz.,

- "1. 10/- per head of average attendance in respect of each science evening class (1); any one student is not to be counted in more than three science subjects.
2. 5/- per head of average attendance in each second grade Art evening class; the attendance of any one student is not to be counted in more than three second grade art subjects.
3. 10/- per head of average attendance in respect of each third grade art evening class; the attendance of any one student is not to be counted in more than two third grade Art subjects;
4. £1. in respect of each student of an organised science day school, who takes four science subjects and makes 200 attendances. Where a student takes less than four subjects a payment of 5/- is made in respect of each subject. (2)"

The Board received, under this scheme, £277. 8s. 6d. for 1892-3, £341 for 1893-4 and continued to receive such sums for the remainder of its existence. The Council was able to use 'the whiskey money' for financing technical instruction without the necessity of levying a rate authorised by the 1889 Act. It was through the administration of these sums that the borough council made its first attempts in local educational administration. The

(1). Post pp. 337-55.

(2). S.S.S.B. Eighth General Report, January, 1895, p.20.

experience which it so acquired stood it in good stead when it was required to assume the responsibility for education in the borough by the Education Act of 1902.

Although the School Board was supported by both the Education and the Science and Art Departments (1) in its higher grade educational activities, there was some doubt as to the legality of this extension of its functions. Even before the Cross Commission the Local Government Board's auditor officially challenged the expenditure of the London School Board, which had started a class in carpentry, and surcharged the members with the cost of the wood. Matthew Arnold, and others of H.M. Inspectors, also thought that these extensions of school board functions would hinder the organisation of secondary education which was urgently needed in the country. The Cross Commission, in its Final Report, showed that it was far from satisfied that school boards were legally entitled to carry out these activities, and called upon the Legislature to define the powers of the school boards in this respect thus:

'We cannot fail to point out that the evidence laid before the Commission proves that the meaning and limits of the word elementary have not been defined in the Acts of 1870, 1873, 1876 nor by any judicial or authoritative interpretations,

(1). Patrick Cumin said, 'A school might be an elementary school although it included more than elementary instruction'. Cross Commission, Third Report, Q. 58, 997.

but that the meaning and limits of the word depend only upon the discretion of the Committees of Council, of successive Ministries and upon the various Codes published by them... It would appear therefore of absolute necessity that the instruction to be paid for out of the rates and taxes should be fixed by the Legislature. Until this is done the limits of primary and secondary education cannot be defined!(1).

The conception of elementary education as a public charity was so deeply rooted that the Commissioners were more concerned by what seemed to them to be a misuse of public money rather than the administrative confusion which was a serious consequence of the uncertainty and vagueness of the general public concerning secondary education.

At a conference of school board representatives held in Manchester on the 21st March, 1893 the Board was represented by its Vice-Chairman, Mr. John Robert Lawson, Junr., and Mr. William Arthur Smith. The conference was aware that higher grade schools were being partly supported by the rates and that the legal basis for doing so was equivocal. The South Shields School Board representatives supported a resolution of the conference which advocated the local administration of elementary, secondary and technical education under one local body, viz., 'That in the

(1). Cross Commission, Final Report, p. 145.

opinion of this conference, it is essential to the effective improvement and full extension of education in this country that elementary, secondary, and technical education should, in every district, be under the management of one body or authority, so far as such education may receive aid from the local rate, and that this body should be elected solely for educational work (1). If the legislature was to put this resolution into operation, it would make the legal position of the use of the rates quite clear, and it would also simplify the administration of all forms of education locally. The Bryce Commission (2) called attention to the anomalous aspect of higher grade schools as being under the management of the elementary school boards which were, for all practical purposes, providing secondary instruction. The commissioners recommended the setting up of local education authorities to provide and maintain secondary instruction within their respective areas and to have the power to initiate schemes for their secondary schools. The government tried to put the decentralizing policy of the Bryce Commission⁽³⁾ on the Statute Book through its Education Bill of 1896, which was withdrawn (4).

Although Gorst's Bill of 1896 failed and the framework of county co-ordinating bodies was rejected by the legislature, they

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- (1). Proceedings of the Conference of Representatives of School Boards, Manchester, 21/3/1893, Manchester Market Street Free Press Works, 1893, pp. 26-9.
 - (2). Ante p. 166-7.
 - (3). Report Vol. I. p. 276.
 - (4). Ante pp. 185-9.

were introduced through the Science and Art Department's regulations. By Article VII of the 1897 Directory an organisation for the promotion of secondary or higher education within a county or county borough could signify its willingness to be responsible for all Science and Art classes and Science schools within its area. The rights of managers of existing Science and Art classes and Science schools were preserved and they could even establish new ones. Nevertheless the permissive Article VII introduced the possibility of a co-ordinating county authority (1). The Board was not affected by this clause because no organisation signified its willingness to be responsible for the work of co-ordinating higher education in the borough.

(2)
Robert Morant, the Assistant Director of Special Inquiries and Reports of the Education Department, observed, in his memorandum on 'the Higher Grade Schools in England' of 1897, that there were three different types of so called higher grade board school thus:

1. Those charging a higher fee than any other elementary school in the town and giving an education wholly confined to the standards yet differing very little from the ordinary elementary school, their sole distinctive feature being a social selectness. These schools were mainly under voluntary

(1). Eaglesham: From School Board to Local Authority, p. 108.

(2). Robert Morant was an 'administrative giant' who, in only seven years, rose from the rank of junior civil servant to become head of the Department, when Balfour made him the permanent secretary to the Board of Education after Sir George Kekewich retired in 1903.
Dr. B.M. Allen: Sir Robert Morant, Macmillan, 1934.

management and brought discredit on the term higher grade school as they played no part in the provision of higher or intermediate education by the elementary education authorities.

2. Those schools which while taking children throughout all the standards of the Code from the lowest upwards, both raised the quality of the education given in these standards above that of the average elementary schools in the same town (by adding class and specific subjects throughout, and having highly paid teachers) and also carried on that education beyond the standards by classes under the Science and Art Department or otherwise, usually called ex-standard classes. About one-third of the total number of higher grade board schools in existence in 1897 were of this category. School boards in London, Liverpool, Leeds, Brighton and others had schools like these. In the borough the St. John's Higher Grade School and also the Stanhope Road Board Senior School functioned as schools of this type.
 3. In the third category Morant specifically mentioned the South Shields School Board Higher Grade School in Westoe Road along with the two higher grade schools (at Bridge Street and Wavely Road) of the Birmingham School Board, as having no standards below the seventh. 'Schools of this type', he stated, 'are essentially central schools, to which children are drafted (sometimes compulsorily) from all the elementary schools of the town,
-

(1). if they desire to carry on their education beyond the VI standard'. In this type of school only in one standard was education given under the Education Department Code with Whitehall grants followed by a two or a three year course under the Science and Art Department regulations and aided by its grants. This school caused the greatest difficulty as regards legality, because it could only be sanctioned by a considerable stretch of discretionary powers, under an Act which limited school provision to schools 'at which elementary education is the principal part of the education there given...'(2). Morant made another attack on school boards in his report on Swiss education in 1898 thus: '....in England many school boards have desired to improve their higher elementary education and to extend its scope by providing day schools of a higher grade; but they have been frequently told by the Central Authority that they cannot take any such steps as would involve the school board in any expense for this purpose, so that it would be illegal to spend their rates in such a manner, inasmuch as they were only empowered by the Act of 1870 to use the rates to provide elementary education' (3).

(1). M.E. Private Office Papers (Memorandum written 1897 revised 1901). Reproduced in Eaglesham; From School Board to Local Authority, p. 184.

(2). E.E. Act, 1870, s.3.

(3). Special Reports on Educational Subjects, vol. III, p. 47, H.M.S.O. 1898. He urged that England should create a true and complete organisation of her schools 'not merely of her primary education but also... her middle and higher schools; so that each and every grade of education, and each and every type of school may have a clear presentment before it, both of the function which it is intended to fulfil, of the results which it is framed to produce, and of the area which it is created to supply'.

The question of illegally using the school fund (1) to support the higher grade schools had not, before the issue was decided by the courts, been brought to the notice of the South Shields School Board by either of the Departments. The issue was finally brought before the courts through the machinations of Sir John Gorst, ably furnished with evidence supplied by Morant concerning the illegality of the London School Board in using the rates to support what was secondary instruction given through the higher grade schools. The Local Government auditor, Mr. T.B. Cockerton, in June 1899, surcharged members of the London School Board when various managers of schools, including the Camden School of Art, and representatives of the ratepayers objected to the Board's expenditure on Science and Art schools or classes. The School Board decided to challenge the auditor's decision in the courts and lost. The judgement of the Court of Queen's Bench was delivered on the 20th December, 1900 (2), the main points of which were:

1. The Education Department and the Science and Art Department were in 1870 'separate in name, separate in local habitation, separate in constitution and separately entrusted with public funds to be administered by each department independently of each other'. The schemes of the Directory were of a much more advanced character than those of the Code although there

(1). The 'school fund' was a creation of the E.E. Act, 1870, s. 53. Into it was paid all moneys received by the Board which included fees, grants from both Whitehall and So. Kensington Departments, loans and 'rates'. All expenses were paid out of the school fund. See Ch.X, p. 253.

(2). R. v. Cockerton, L.R. 1901, Q.B. 322.

was some overlap in various subjects.

2. A board school must be a public elementary school¹ and must be conducted in accordance with the Code. The principal part of the education given in the school had to be elementary but it might go beyond elementary instruction provided it was within the Whitehall Code.
3. The education given in a board school must be confined to children (1). This rule applied equally to the evening schools where the majority of students were not children. The Court was emphatic in its decision that school boards could not support, out of the rates, adult classes or Science and Art classes under the Directory. The Judge pointed out that the Evening School regulations and the Education Code (1890) Act, 1890, laid down conditions upon which the Education Department was prepared to make a grant only, and in no way conferred power to educate adults out of the rates.
4. The London School Board had no right to expend rates upon teaching outside the limits of the Code or upon the instruction of adults. Judgement was given for Cockerton.

In the light of this decision a special meeting of the Association of School Boards of England and Wales was held in London on the 15th February, 1901 to present a petition to Parliament with reference to higher grade school education thus: '(a) to extend to

(1). Elementary Education Act, 1876, s. 48, defined a 'child' as being between the ages of 5 and 14 years. 'Children' was not defined in the judgement but the upper age limit was suggested as being between 16 and 17 years.

England and Wales the advantages of the higher primary education enjoyed in Scotland under the Scotch Education Code; (b).to amend the law so that school boards shall not be prevented from taking advantage of the full benefits of the Evening Continuation School Code'. The petition was supported by representatives of the South Shields School Board, the Chairman, Mr. Robert Reah and the Vice-Chairman, Mr. Samuel Peacock, who were present at the meeting.(1). The Board had undoubtedly been acting illegally in the expenditure on the Higher Grade School at Westoe as the annual cost of maintenance of the school showed (2):

TABLE xxxii.

ANNUAL COST OF MAINTENANCE - WESTOE HIGHER GRADE SCHOOL.

1898	Maintenance =	£2,722. 18s.7d.	charge to the Rates	£579.6s.3d.
1899	"	= £2,919.9s.4d.	" " " "	£369. 8s. 1d.
1900	"	= £2,957.4s.6d.	" " " "	£307.5s. 2d.

The Board of Education, in a letter dated the 27th February, 1901, drew the Board's attention to the fact that it was acting illegally. It pointed out that the Board was aiding the Science and Art classes by defraying the cost of warming and heating;

'although the aid given is small, yet in view of the recent decision of the High Court of Justice that the support of Science and Art Classes out of the school fund is illegal, the Board of Education wish to remind the Committee (Science

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- (1). S.S.S.B. Minutes, 26th February, 1901
 (2). S.S.S.B. Tenth General Report, January, 1901, p. 32.

and Art), and through them the School Board, that the auditor may surcharge the members of the latter for the expenses so incurred' (1). The Board understood that as the London School Board was appealing to the Court of Appeal the status quo would be maintained with regard to Science and Art classes (2), and, therefore, decided to await the outcome. On the appeal by the London School Board the Court of Appeal, on the 1st April, 1901, confirmed the findings of the lower court, and the Master of the Rolls emphasised the fact that the Elementary Education Acts only authorised payment out of the rates for the elementary education of children (3). 'A situation', as Adamson says, 'equally embarrassing to the school boards, the Science and Art Department and the Education Department was temporarily relieved by Acts passed in 1901, 1902, which gave power to county councils and county borough councils, the bodies which directly levied rates, to condone such expenditure for the time being' (4).

The School Board was not only embarrassed but bitterly disappointed at the judgement and also at the strict interpretation

(1). S.S.S.B. Minutes, 26th March, 1901.

(2). The Board also received a circular letter, dated the 1st March, 1901 from the Board of Education, Secondary Branch, So. Kensington, saying that, unless the judgement was reversed, on appeal, it would be unable to continue to pay grants to schools of science which were maintained by an illegal application of the school fund. But "the 'status quo' will, however, be maintained pending appeal". The Board was also reminded that schools of science could be converted to higher elementary schools under the Minute of 6th April, 1900 and then be eligible for grants.

(3). R. v. Cockerton, L.R. 1901, 1Q. B. p. 726.

(4). Adamson: A Short History of Education, C.U.P. 1919, p.346.

by the Board of Education of the Minute of 6th April, 1900 (1) with respect to the upper age limit. At the first meeting of the Board, after the decision of the Court of Appeal, on the 30th April, 1901, it was unanimously agreed to affix the common seal of the Board to a petition to the House of Commons, which set out the views of the Board on the higher grade schools and the evening continuation schools. The Chairman, Mr. Robert Reah, proposed the motion, which was seconded by the Vice-Chairman, Mr. Samuel Peacock, to forward the Petition to the House of Commons. The Petition read thus:

"To the Honourable the Commons of the United Kingdom of Great Britain and Ireland, in Parliament Assembled.

The Humble Petition of the School Board for the Borough of South Shields, in the County of Durham,
Respectfully Sheweth -

1. That in view of the judgement of the Court of Queen's Bench in the case of Regina v. Cockerton, There is danger that the work of school boards in establishing and maintaining higher grade schools and in carrying on evening continuation schools and classes, will be seriously interfered with, if not absolutely prevented.
2. The higher grade schools are a natural and economic development of the elementary school system; that their establishment by school boards has been encouraged and fostered by the Government Departments having control of public education; that the buildings have been approved and loans sanctioned for their

erection by the Education Department; and that successive Lord Presidents of the Council and Vice-Presidents have, in their official capacities, expressed their interest in and approval of these schools, and the education given therein.

3. That if the increasing numbers of promising scholars from the elementary schools are to have the opportunity of developing their gifts and powers, it must be by maintaining the higher grade schools in organic connection with the elementary schools, which are their natural and necessary base. Experience has shown that such scholars, on completing their elementary school course, do not and can not profit to the same extent by transfer to secondary schools where there is such a wide divergence in the curriculum, methods, and purposes of instruction.
4. That the Royal Commission on Secondary Education, consisting of representatives of all shades of educational and political opinion, unanimously agreed that the higher grade schools supplied that form of secondary education which is most needed by the industrial classes, and have met a legitimate demand, and do not admit of abolition or repression.
5. That on the 6th April last a Minute (1) was introduced into the House of Commons, avowedly for 'placing these higher grade schools on a legal and legitimate footing'; that this Minute, by restricting the age of pupils to fifteen years,

(1). Post, p. 298.

denies to higher elementary schools in England and Wales the educational advantages enjoyed by similar schools in Scotland, where working class children may be retained at school till 18 years of age. That it is inequitable and unreasonable that working men in England and Wales should not have the same educational facilities for their children as are enjoyed in the northern half of the same Kingdom. The Royal Commission on Elementary Education considered this point and reported in 1888 as follows :-

'In Scotland liberal grants are now made to the managers of elementary schools for advanced instruction to scholars who have passed the highest standard, and we see no reason why English children should not be afforded like assistance for continuing their education'.

6. That school boards were led to expect that it was the intention of the Board of Education to secure to children in public elementary day schools the fullest measure of instruction which managers, whether board or voluntary, were willing to give, but the narrow interpretation of the Minute, and the impossible restrictions imposed, are of such a character as to destroy the hopes raised that the brightest children of the working classes would in future be encouraged to extend their school life.
7. That school boards have opened and maintained evening schools with the full support of their constituents; that there are, at the present time, more than 150,000 pupils over 16 years of

age in such schools; that the development of evening continuation schools is essential to a national system of education in order that full advantage may be derived from the education already acquired in the day schools, and for the continuation of such education for the practical needs of industrial life; and that interference with the work therein carried on would be a national calamity.

8. That school boards and other managers of public elementary schools are the authorities best qualified, as having charge of the day schools, to carry on this work, and it is chiefly to their action that the success already achieved is due.
9. That some of the most useful work in evening continuation schools is the instruction of adults, who have come to recognise the insufficiency of their education for the increasing skill demanded in industrial work, and who from experience feel that what they have attained is in danger of rapid effacement by the strain of daily toil.
10. That twenty-five years ago (New Code, 1876) scholars were aided by grants in evening schools up to 21 years of age, and in recent Evening Continuation Schools' Codes the age limit has altogether disappeared: the school boards have, therefore, naturally assumed that it was the intention of the government to permit continuation evening instruction suited to the capacity of the scholars, irrespective of any age limit.
11. That it is desirable, in the best interests of the people -
(1). 'That school boards should be empowered to continue

to establish and maintain higher grade schools, and that the Minute of the 6th April, 1900, should be so altered as to extend to England and Wales the advantages of higher primary education enjoyed in Scotland under the Scotch Code; and

(2). That the law should be so amended that school boards shall be empowered to carry on evening continuation schools and classes for industrial workers of any age'.

Your Petitioners, therefore, pray that your Honourable House will take such steps as may be deemed desirable to secure an amendment of the law and of the Regulations of the Board of Education in accordance with the prayer of your petitioners.

And your petitioners, as in duty bound, will ever pray"(1)

The petition was forwarded to the member for the borough, Mr. W.S. Robson, K.C., M.P., who promised that it would be duly presented to the House of Commons and stated that he was in complete sympathy with it. The Chairman, the Vice-Chairman and the Clerk of the Board attended the annual meeting of the Association of School Boards of England and Wales, as the representatives of the Board, on the 21st and 22nd May, 1901. The Chairman, at the request of the Executive Committee of the Association, had also joined the deputation from the Association which was received by the Duke of Devonshire on the 13th May, 1901. The position of school boards and the work carried on by them, in the light of the Cockerton

(1). S.S.S.B. Minutes, 30th April, 1901.

judgement, was discussed at both of these meetings; the views of the Association were similar to those embodied in the Board's petition. But however powerful were the arguments of the school boards equally powerful arguments were put forward by the opponents, like Morant, on the higher grade work of the school boards. Morant pointed out that there were two main drawbacks to school boards supplying a sort of quasi-secondary school: (a) that local pressure for the development of true secondary schools (1) had diminished as a consequence of this, and (b) the establishment of local authorities for secondary education had been considerably postponed and had become a most difficult question.

The arguments of the school boards did not prevail; the government, advised by Gorst and Morant, was convinced that the time was ripe for large-scale legislation in educational matters. Its object was to destroy the school boards and set up local education authorities, as the direct representatives of the ratepayers, to be responsible for all education within their area. But until a great measure, like the Education Act of 1902, could be passed, temporary legal authority had to be given to school boards to provide for the continuing of the schools and classes which had been declared illegal. This authority was provided by the 'Cockerton Acts': the Education Act of 1901 and the Education Act 1901 (Renewal) Act, 1902. The Education Act of 1901 appeared

(1). In the Regulations for Secondary Schools, 1904, Morant defined such schools: 'a Day or Boarding school offering to each of its scholars up to and beyond the age of sixteen, a general education, physical, mental and moral, given through a complete graded course of instruction, of wider scope and more advanced degree than that given in an Elementary School'.

to be a straightforward solution of the Board's problem; it dealt with any previous illegalities, in so far as school boards had before 31st July, 1901 spent rates illegally, the sanction of the Local Government Board would be a complete defence in any court(1). For the following year school boards were required to obtain the permission of the rating authority in order to carry on their work as before (2). There were serious disadvantages in the Bill for school boards; it only allowed for the continuation of schools or classes already in existence and so prevented any further development; secondly, the local authorities were given the power to restrict the boards' activities by refusing to agree to the holding of any classes which they thought were legally doubtful; thirdly, school boards had to ask permission to carry on the work which they had been doing for years, from the local authorities; fourthly, and most important of all, it committed Parliament to the constitution of any future local authority for both primary and secondary education and the school boards would not be represented on it. The Board decided to support the Executive of the Association of School Boards in its opposition to the Bill by forwarding a petition to Parliament thus:

'that the Education Bill (No.2) should be so amended as to merely provide for the carrying on by the school boards of the work of higher grade schools and classes and of evening

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- (1). Education Act, 1901, s.1(2).
 - (2). Ibid. s.1(1).
 - (3). Education Act, 1901, s.1.

continuation schools, without the intervention of a second local authority, in order that friction and misunderstanding may not be created, and that Parliament may not at this late period of the session, be committed to the constitution of any local authority for education that may be hereafter established' (1). The government was not to be deterred; Balfour emphasised that the object of the Bill of 1901 was to firmly establish the principle of marrying local educational administration to local educational finance (2). When the Education Act of 1901 became law the Board reluctantly sought to legalise its position. On the 24th September, 1901, the Chairman proposed that the Board make an application to the borough Council for its assent under the Education Act, 1901, for carrying on for the current year, the work of the Westoe Road Higher Grade Organised Science School, the Saturday morning classes in connection with it, and the evening classes. The Board received a reply from the Town Clerk which enclosed a copy of the resolution of the Council thus: 'That the Town Council empower the School Board for the borough to carry on for the period of one year, from the 31st day of July, 1901, the work of the Westoe Road Higher Grade Organised Science School and Saturday morning classes in connection therewith, and the evening classes (being schools and classes to the

(1). S.S.S.B. Minutes, 16th July, 1901.

(2). Parliamentary Debates, 4th Series xcvi 1358-64.

maintenance of which the school fund is not lawfully applicable) to the same extent approximately, and on the same terms as such schools and classes have been carried on by the School Board during the session or year ended July, 1901' (1).

The Board was also informed that a certified copy of the resolution had been sent to the Board of Education on the 12th October, 1901 in accordance with its, the Board of Education, instructions. The second Cockerton Act permitted the continuation of these schools and classes during the session of 1902-3 in the same manner.

The object of the Higher Elementary Schools Minute, of the 6th April, 1900 (2), which was mentioned by the Board in its petition to Parliament on its higher grade work (3), was to fix and define precisely the limit of education to be permitted in schools (or in higher departments attached to schools) maintained out of the rates and aided by grants for elementary education. It proposed, in order to avoid hardship, to allow certain schools, under definite conditions and restrictions in places determined by the central authority, to carry on a certain fixed amount of higher elementary work, but it had always to be within limits and upon lines laid down by the Board of Education. To prevent abuses of the system the following safeguards were felt to be

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- (1). S.S. Borough Council, Minutes, 5th October, 1901.
 - (2). Second Morant Memorandum, M.E. Private Office Papers. Reproduced in Eaglesham. From School Board to Local Authority, pp. 191-6.
 - (3). Ante p.290.

necessary.

1. The schools must be called 'Higher Elementary' and not 'Higher Grade', because such schools would be a definite part of the elementary system under the Elementary Education Acts.
2. Admission to these higher elementary schools must be rigorously restricted to children educated in public elementary schools and so prevent children of a higher social class from obtaining cheap higher education at the expense of poorer children. No child was permitted to enter or stay in these schools who was not sufficiently well grounded and intellectually suited to profit by the instruction given.
3. It was necessary to fix a rigid top limit to these schools. As an educational limit was difficult to define exactly, an age limit of fifteen was precise and could not be avoided. It was up to this age that the State had already sanctioned elementary education grants by the Act of 1891 (1), and it would be difficult to fix the age limit at a lower level. It would suffice to permit scholars to have a sound education in the new type of school in classes corresponding practically to the existing standards and called standards V., VI., new VII., and new higher VII with an improved curricula .
4. In view of the fee grant and other considerations it was best

(1). Elementary Education Act, 1891, s.1(1).

to stop the grant definitely when a child reached the age of 15 years. This point was of particular importance to prevent the then existing practice by which children stayed on in a school, beyond the time which they could earn grants, without any top limit; thus taking up the accommodation required for children below the age limit.

5. In order to restrict the multiplication of these schools, and to see that none were aided by the State except where they were needed by the locality, the central authority was to have absolute power to veto their establishment in every case. This is precisely what it did in the case of the Stanhope Road Board School.

School boards all over the country saw that the narrow interpretation of the Minute by the Board of Education, regarding the age limit of children in these schools, would seriously affect their higher grade work. Dissatisfaction was voiced by representatives of school boards, at the Northumberland and Durham Association of School Boards on the 29th November, 1900;. At this meeting Mr. Robert Reah, representing the South Shields School Board moved, 'That the attention of the members of Parliament for

Northumberland and Durham be called to the present unsatisfactory condition of the law in relation to Science schools

and Science and Art classes, and that they be asked to take the earliest opportunity of pressing upon Parliament the necessity of confirming by statute the usage of the past twenty-five years of aiding from the school fund such schools and classes as are carried on by school boards'(1). This was carried unanimously as was another resolution concerning the narrow interpretation of the Minute especially with regard to the regulations concerning age and calling for similar action. The Board tried to get the Senior Mixed department of the Stanhope Road Board School enrolled as a higher elementary school under the Minute.

On the 26th June, 1900 the Board requested such recognition by the Board of Education and showed that the school would be organised to give a complete four year course, commencing on the 1st August, 1900, thus :-

1st year course	.....	200 pupils in standard V.
2nd " "	.....	230 " " " VI.
3rd " "	.....	120 " " " new VII.
4th " "	.....	50 " " " VII higher.

Total Pupils = 600.

The Board pointed out that the teaching staff would be adequate in number and quality; it also hoped that as the 4th year included a number of candidates to become pupil teachers the limitation of age in paragraph 4. of the Minute would not be

(1). Northumberland and Durham Association of School Boards. Minutes, 29th November, 1900.

applied so as to exclude them. The Board of Education, in its reply, directed the Board's attention to the preliminary conditions laid down in Art. 7(b) and in the last clause of Art. 10 of the Minute, and asked whether the school was equipped with laboratories and appliances to carry out practical scientific work in a school of science (1). The Board replied that the school had been opened in April, 1896 and the first and second floors were to be used for the higher elementary school, but, as there were no laboratories, the gymnasium would be modified and equipped to provide laboratories. It further stated that it did not intend to establish another Science school, like at the Westoe Higher Grade School because the further teaching of science to a high level was unnecessary. What the district needed was a Higher elementary school, like the one proposed, in which a curriculum would be followed to serve the interests of the borough, like commerce, ship-building and the coal industry. The Board of Education then replied that it was unable to sanction the proposal on the grounds that there was already a Science school at Westoe and also at St. John's Voluntary School for higher grade work and that further provision was unnecessary. But the Board persisted and in a letter, dated the 7th September, 1900, it stated that the Westoe Road Science School was now working to its full capacity and that it supplied

(1). P.R.O. Ed. 20/27, 7/7/1900.

(2). Board of Education Minute, 1900, Art. 7A.

the requirements of the north, east and centre of the borough. The borough was becoming densely populated in the Stanhope Road area and therefore such a school was necessary. The Board also stressed that the management of St. John's Higher Grade School was independent of the Board. When Mr. John Foster, H.M. Inspector and his colleague Mr. Gordon of the Science and Art Departments' inspectorate were asked their opinion by the Board of Education, they said that the premises were readily adaptable and the curriculum proposed was sound and practicable. The Board made one last attempt in a letter of the 1st March, 1900, enclosing the curriculum and the proposed time-table of the school, to persuade the central authority to recognise the school under the Minute; this, however, was once again rejected. It was apparently determined to prevent the multiplication of these higher elementary schools.

There is no doubt but that the School Board, like many others, was content to follow the ^{natural} lines of development in establishing the higher grade school and the organised science school which were approved by both the Departments. In doing so the Board was acting in the best interests of the children and education in the borough as it pointed out in its petition to Parliament (1).

(1). Ante pp.298-300.

CHAPTER VII.

THE SECULAR CURRICULUM AND RELIGIOUS INSTRUCTION IN THE BOARD'S DAY SCHOOLS: THE ORGANISATION AND DEVELOPMENT OF THE BOARD'S EVENING CLASSES.

The secular curriculum in the Board's day schools was to a great extent influenced by the Code (1) of the Education Department and the Directory of the Science and Art Department. The Board, like other school boards, was anxious to earn as much as possible by means of government grants to save the ratepayer's pockets, and therefore it had to conform with the regulations of these two Departments. In this respect the Elementary Education Act of 1870 laid down: 'The conditions required to be fulfilled (2)

by an elementary school in order to obtain an annual parliamentary grant shall be those contained in the minutes of the Education Department in force for the time being....'(3).

The Code, as these regulations were called, had to be laid on the table of both Houses of Parliament for not less than one month(4) before coming into force. This was to allow members to exercise a definite control over the policy of the Education Department. If the Code lay unopposed for the statutory period it was deemed to

(1). Prior to 1870 the Codes were merely the codified minutes of the Education Department setting forth the conditions, for the time being, on which the parliamentary grant would be distributed.

(2). Ante pp.31-2.

(3). E.E. Act, 1870, s. 97(1).

(4). E.E. Act, 1870, s.97(2).

have all the force of a new Act of Parliament. On the formation of the School Board the system of payments by results (1) was in force but the Code of 1871 introduced important changes in the conditions of awarding grants thus:

1. Secular schools were for the first time eligible for grants as the condition of making the reading of the scriptures compulsory was withdrawn (2).
2. The six standards of the Revised Code were modified and a higher degree of attainment was required.
3. Provided that the school met at least 400 times, the grant was to be awarded for children over seven years, on the following scale:
 - (a). 6s. Od. per scholar in average attendance.
 - (b). 4s. Od. per scholar for each pass in reading, writing, and arithmetic. These were the obligatory subjects taught and examined individually in the six standards.
 - (c). 3s. Od. per scholar for each individual pass in not more than two specific subjects. These specific subjects were taught to individual pupils in standards IV to VI; ten subjects were mentioned including: mathematics, Latin, French, German, geography, history, natural science, natural philosophy and political economy

(1). Ante pp.17-20.

(2). E.E. Act, 1870, s.97(1) laid down that: 'Such grants shall not be made in respect of any instruction in religious subjects.'

but other subjects could be chosen.

In its first regulations for the management of schools, which were adopted on the 7th November, 1871, the Board provided that the curriculum in its infants' schools should consist of the three R's, object lessons of a simple character "with some such exercise of the hands and eyes as is given in the 'Kinder-Garton' (1) system" (2), music and drill. The Board laid down that in its junior and senior schools certain kinds of instruction 'shall form an essential part of the teaching but others may or may not be added at the discretion of the managers of individual schools or by the special direction of the Board'. The instruction in the discretionary subjects was on no account to interfere with the efficiency of the teaching of the essential subjects. The Board considered the following subjects to be essential: Religious instruction (3), the three R's, English grammar and composition, 'systematised object lessons' illustrating the elements of natural history and physical science, history with special reference to that of England, geography, elementary social economy, drawing, music and drill. Plain needlework and cutting-out were also essential in girls' schools. The subjects which the Board deemed to be discretionary were: domestic economy, algebra, geometry, mensuration, book-keeping and swimming. The Board also declared itself willing to consider any of the specific subjects introduced by the Code

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- (1). The idea of the Kindergarten was introduced into England in 1851 by the Baroness von Marenholtz-Bilow, a great admirer of Froebel's work. See Adamson: A Short History of Education. pp. 259 et seq.
 - (2). S.S.S.B. Minutes, 7th November, 1871.
 - (3). This was given in all of the Board's schools in accordance with s.14(2) of the E.E. Act, 1870. Ante pp. 57-8.

of 1871 as being discretionary subjects. The Code of 1875 introduced class subjects which meant that any two of the three subjects mentioned, grammar, geography and history, could be taught in all classes of the school above standard I. The examination for the award of the grant was by classes and not individually as in the case of the obligatory and specific subjects.

The efficiency of the teaching of the various subjects in the Board's schools was therefore measured, before 1890, by the amount of income which the schools gained by means of government grants. The Board's receipts from this source continually increased as the following table shows :-

TABLE xxxiii.

GRANTS RECEIVED FROM THE COMMITTEE OF COUNCIL ON EDUCATION

From January 21st, 1871 to September 29th, 1880

(Page 308).

GRANTS RECEIVED FROM THE COMMITTEE OF COUNCIL ON EDUCATIONFrom January 21st, 1871 to September 29th, 1880.

<u>Year ending September 29th.</u>	<u>Amount of Grant received.</u>		
	<u>£.</u>	<u>s.</u>	<u>d.</u>
1871	-	-	-
1872	15.	9.	4.
1873	50.	9.	8.
1874	78.	15.	8.
1875	308.	3.	3.
1876	1,071.	4.	4.
1877	1,440.	12.	4.
1878	1,705.	12.	0.
1879	1,995.	3.	4.
1880	2,592.	4.	0.

The results and reports of the annual examinations by H.M. Inspector showed clearly the standard of efficiency reached by the individual schools of the Board. The results of the examination held for the year ending the 30th September, 1880 shows in great detail the passes achieved in the obligatory

and specific subjects by the departments of each of the Board's schools thus:

TABLE xxxivRESULTS OF EXAMINATIONS IN THE BOARD'S SCHOOLS HELD BY H.M.

INSPECTOR FOR THE YEAR ENDING SEPTEMBER 30th, 1880 (and the scope of the examination in the obligatory subjects). (Page 309)

RESULTS OF EXAMINATIONS IN THE BOARD'S SCHOOLS HELD BY H. M. INSPECTOR FOR THE YEAR ENDING 30th SEPTEMBER, 1880.

TABLE XXXIV.

Name of School	Average Attendance	No. Actually Presented	Passes in Standards										Specific Subjects				Total Passes & Percentages.					Average of Passes												
			Under Seven		I		II		III		IV.		V		VI		EX VI.		TOTAL	Reading.			Writing		Arith.									
			Standards		R. W. A.		R. W. A.		R. W. A.		R. W. A.		R. W. A.		R. W. A.		R. W. A.			P.	P.C.		P.	P.C.		P.	P.C.							
			R.	W.	R.	W.	R.	W.	R.	W.	R.	W.	R.	W.	R.	W.	R.	W.										R.	W.	R.	W.			
Ocean Road: Boys.	482		437	76	80	79	97	94	105	86	68	67	48	35	44	62	58	52	22	22	19	13	27	43	70	404	92	370	85	379	87	88.		
" " Girls	400		356	65	62	65	87	78	104	77	60	70	51	52	52	19	15	17	14	14	14	4			104	313	88	281	80	322	90	86		
" " Infants	353	198	124	124	118	118																				124	100	118	95	118	95	97		
Cone Street: Boys	265		236	34	36	35	67	52	66	55	50	44	33	27	35	15	11	17	5	5	3	2	4		4	209	88	181	77	200	85	84		
" " Girls	250		240	22	28	22	56	43	49	50	45	30	33	23	30	23	20	15	9	6	7					193	80	165	69	153	68	72		
" " Infants	271	169	98	96	92	81																				96	98	92	94	81	83	92		
Hudson St.: Boys	304		273	29	29	25	75	62	68	68	44	55	53	47	43	25	23	21	13	12	11		8	23	31	263	96	217	80	223	82	86		
" " Infants	139	66	58	54	53	50																				54	93	53	91	50	86	90		
St. Mary's: Girls	213		203	37	38	37	38	41	42	53	48	37	31	21	21	12	9	11	7	7	7					178	88	164	81	155	76	82		
" " Infants	165	82	40	39	40	35																				39	97	40	100	35	87	95		
East Jarrow: Mixed	171	23	133	30	32	31	21	21	20	27	19	26	15	7	12	11	12	10	9	9	8	1	5	5	10	108	81	93	70	100	75	75		
Laygate Lane: " " Infants	131	53	24	20	21	18																				20	83	21	88	18	75	82		
TOTAL:	3144	591	2222																				104	44	5	66	219	2001	90.4	1795	84.2	1834	82.4	85.7

SCOPE OF THE EXAMINATION IN THE OBLIGATORY SUBJECTS.

Standard 1.R.Narrative in monosyllables.

- W. Form on B/B ~~as~~ slate, from dictation, letters capitals & small manuscript.
 - A. Form ditto ditto ditto figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from B/B.
- " II. R. One of the narratives next in order after monosyllables in an elementary reading book used in the school.
- W. Copy in manuscript characters @ line of print.
 - A. A sum in simple addition or subtraction and the multiplication table.
- " III.R. A short paragraph from an elementary reading book used in the school.
- W. A sentence from the same paragraph, slowly read and then dictated word by word.
 - A. A sum in any simple rule as far as ~~short~~ division.
- " IV. R. A short paragraph from a more advanced reading book used in the school.
- W. A sentence slowly dictated once by a few words at a time from the same book, but not from the paragraph read.
 - A. A sum in compound rules (money).
- " V. R. A few lines of poetry from a reading book used in the first class of the school.
- W. A sentence slowly dictated once by a few words at a time, from the same reading book.
 - A. A sum in compound rules (common weights and measures)

(Cont.).

Standard VI. R. To read with fluency and expression.

W. A short theme or letter, or an easy paraphrase.

A. Proportion and vulgar and decimal fractions.

" VII. (Introduced by the New Code of 1882)
and taken by the Board's schools thereafter.

R. To read a passage from Shakespeare or Milton or from some other standard author or from a history of England.

W. A theme or letter. Composition, in which spelling and handwriting to be considered.

A. Averages, percentages, discount and stocks.

No mention is made of the class subjects taken by the schools in this summary but these were reported on by H.M. Inspector in his reports on the examination of each department. The class subjects taken by most of the schools were grammar and geography. For example in his report on the Board's most efficient department, the Ocean Road Boys' School, he related: 'The teaching has been sound and skilful, and most of the work is of a high order; In grammar and geography the boys have passed in nearly all classes a good, and in the second and fifth standards, a brilliant examination. The papers in the specific subjects, mathematics and physical geography shewed that these subjects:

had been ably taught. The order is good and in drill and singing the School is second to none that I am acquainted with'. (1). In the Girls' department of the Cone Street Board School, one of the less efficient of the Board's schools, H.M. Inspector noted that although the geography had improved, the grammar in the third, fourth and fifth standards was weak and that in the fifth standard only one girl passed. He therefore did not recommend the award of the grant for the class subject of grammar in this department.

The Code of 1882 introduced an additional standard, standard VII, to the existing six standards; it also altered the formula by the introduction of a 'merit' grant, which was payable on the general features of the work in a school (2). It was graded thus: Excellent, Good and Fair, each with a grant of 3s. Od., 2s. Od., and 1s. Od., respectively. (3). Grants were also awarded for passes in music and needlework and, instead of the 4s. Od. awarded for each pass in the three R's., the Code promised 'a grant on examination in the elementary subjects determined by the percentage of passes in the examination at the rate of 1d. for every unit of percentage'. As a result of the examinations for the year ending 30th September, 1883, the first under the Code of 1882, all of the

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- (1). S.S.S. Board. Annual Reports of H.M. Inspector, 30th September, 1880.
 - (2). Organisation and discipline: the intelligence employed in instruction; general quality of work especially in elementary subjects; Art 109 (b).
 - (3). "There is no graver or more difficult task imposed on Her Majesty's Inspectors by the amended Code than that of assessing the merit grant." (Report of Minutes of Council of Education, 1882-83 p.151 - Instructions to H.M. Inspectors under Code 1882).

Board's schools, except the East Jarrow Mixed School, were awarded the highest grant for music, 1s. Od., and most of the Girls' departments gained the highest award for needlework, a class subject. The Ocean Road Boys' department gained the highest percentage, 94 per cent, of passes in the three R's; it was also the only school to gain the Excellent merit award. Most of the other schools gained the Good merit award. The results of the class subjects grammar and geography were very satisfactory. All of the Board schools gained the highest award of 2s., Od. for the grammar whilst nine out of thirteen departments gained the highest award for geography. The progress made by the Board's schools in the specific subjects of the Code is shown by the following summary of results:

TABLE xxxv.

THE PASSES IN THE SPECIFIC SUBJECTS OF THE CODE FROM 1882 to 1885.

Year.	Mathematics	Physical Geography	French.	Literature	Animal Physiology	Botany	Domestic Economy	Algebra.	Euclid & Mensuration	Chemistry	Bookery.	Total.
1882.	62	70	12	231	2	2	150					529
1883.					8		79	158	48			293
1884					47		73	215	45	25	68	473
1885					62		133	245	50	29		519

From 1883 the Board took advantage of the Code of 1882 to make a change in the choice of subjects chosen by its schools. The few passes obtained in 1883, compared with other years, were no

doubt attributable to the initial difficulties in this change over. Most of the passes obtained by the pupils of standards V, VI and VII from 1883 were in algebra, and Euclid and mensuration (1), whereas previously the majority of passes were obtained in literature, and domestic economy. This change of policy of the Board's schools, which placed the emphasis on mathematics and science, was undoubtedly a great advantage when the Science and Art classes were begun in 1887 (2).

(1). The following were the syllabuses in these subjects:

Algebra:

Standard V. - Notation, addition, subtraction, multiplication and division.

VI. - The same with G.C.M., L.C.M., and easy simple equations involving one unknown quantity.

VII.- The same with simple equations involving two unknown quantities and easy quadratic equations.

Euclid:

Standard V. - Book I to proposition 26.

VI. - The whole of Book I.

VII. - Books I and II.

Mensuration:

Standard V. - Triangles and parallelograms.

VI. - The same and the circles.

VII. - The same and the sphere, and cylinder.

(2). Ante p.244.

The Board approved a new set of regulations, on the 2nd November, 1885, for the management of its schools; these included directions as to the courses of instruction which had to be given in its schools. There were a few slight changes from those contained in the Board's first set of regulations but the distinction made between essential and discretionary subjects remained the chief feature. These regulations laid down that in boys and girls' departments the following were essential subjects and had to be taught : 'Bible instruction, reading, writing and

arithmetic (with mental practice), object lessons (including natural history), vocal music, and drill, together with one or two of the class subjects - grammar, geography, history - and wherever practicable drawing, and in girls' departments plain-needlework and cutting-out' (1). The Board directed that any of the specific subjects, which were set out in schedule IV of the Code of 1885, could be taken provided that in doing so the teaching of the essential subjects did not suffer. In girls' departments it laid down that domestic economy should, as far as possible, be introduced as a specific subject, and in this respect girls were to be encouraged to bring articles of clothing to school to be mended, patched or darned. There were also some slight changes in the curriculum of the infants' departments in

(1). S.S.S.B. Regulations for the Management of Schools, 2nd November, 1885, Arts. 5 - 10.

which the following were essential subjects: 'Bible instruction, the three R's., recitation, geography for standard I, object lessons of a simple character, the use of the needle and needlework, some exercise of the hands and eyes as is given in the kindergarten system, singing by note and musical drill'.

The efficiency of the Board's schools as compared with those of other school boards can be seen from the comparative statement of results of the annual examinations held in 1885:

TABLE xxxvi.

COMPARATIVE STATEMENT OF RESULTS OF BOARD SCHOOL EXAMINATIONS 1885.

Name of School Board.	Grant earned per scholar in average Attendance.	Percentage of passes in obligatory subjects. (1).			
		Read- ing.	Writ- ing.	Arith- metic.	Net Total.
England & Wales.	£. s. d. 17. 1.	90.7	82.4	77.5	83.5
Gateshead.	18. 3.	94.	90.	89.	91.
Jarrow.	18. 3.	91.	91.	90.	90.7
Sunderland.	19. 3.	96.5	92.3	92.	93.7
Newcastle.on.Tyne.	19.2¾.	95.	93.	91.	93.
South Shields.	19.1½.	93.	91.8	93.	92.6

This summary shows that in grant earning and in the percentage of passes in the three R's the Board's schools were well above the average of the whole country. The results also compared very favourably with the neighbouring school boards, especially in

(1). S.S.S.B. Fifth General Report, January 1886 -- p. 7

arithmetic, but in reading the results were not quite as good as those obtained by the larger school boards of Sunderland and Newcastle-on-Tyne. The general features of the work in the Board's schools also continued to improve; in the examinations of 1885 seven departments gained the Excellent merit award out of a total of fourteen departments whilst the remainder were given the Good merit award (1). In the class subjects of grammar and geography in the boys' and mixed departments all gained the highest awards except the Barnes' Boys' department which gained the lower award in grammar. All of the girls' departments gained the higher award in the class subjects of grammar and needlework. These results showed that the standard of efficiency of the Board's schools was steadily increasing.

When the building of cookery centres on five of the Board's senior school premises, were completed in 1886, cookery classes were begun. In the year 1887 the specific subject of domestic economy was replaced by that of cookery. The following summary of the results of the examinations from 1886 to 1889 show how this subject helped to increase the number of passes in the specific subjects:

(1). Not one department received the lowest, the Fair merit, award.

THE NUMBER OF PASSES IN SPECIFIC SUBJECTS OF THE CODE FROM
1886 - 89.

Year.	Mathematics	Physical Geography	French	Literature	Animal Physiology	Botany	Domestic Economy	Algebra	Euclid & Mensuration	Chemistry	Cookery	Total
1886.					61		138	284	64	51	-	598
1887.					86		10	235	14	13	305	663
1888.					78			320	26		441	865
1889.					181*			348	24		565	1118

* The boys of St. Mary's and Laygate Lane Schools, totalling 156, were presented for examination in this subject but were not examined.

The grant was allowed for these, which counted as passes and were included in the total.

For one year only, 1886, two schools of the Board, Ocean Road Boys' and Hudson Street Boys' departments, took drawing as a class subject under the Code and gained the higher award of 2s. Od. Grants for this subject were offered by the Science and Art department's Directory as well, but these two schools were not permitted to gain both grants. From 1876 the boys' departments had been taught and examined for the grant for drawing under the South Kensington Department's Directory. In the 1884 examinations of this subject there were two grades, first and second. The first

grade was divided into three types of pass, Excellent, Good and Fair having a grant of 2s. 6d., 1s. 6d., and 1s. Od. respectively. The Board's pupils gained 2,240 passes which included 134 Excellent passes. 716 pupils failed to satisfy the examiner. In 1887 the Science and Art Department issued revised regulations, with an illustrated syllabus, for the teaching of drawing. These greatly facilitated the teaching of the subject because a regular standard of progress was required of pupils each year from standards I to VII. Under these regulations the grant for the Excellent merit award was reduced from 2s. 6d. to 2s. Od. In the drawing examinations of 1888, the Board gained grants for 2,328 of its pupils. One department, the Ocean Road Boys' department, gained the Excellent merit award, five departments gained the Good award and the remaining department, Barnes' Boys' department, the Fair award. The Board continued to receive an increased grant from the Science and Art Department (1), as the number and quality of the passes of its pupils improved. In the 1890 examinations grants were awarded for 2987 pupils; two departments gained the Excellent merit award, Laygate Lane Boys' and Westoe Road Senior departments, six departments gained the Good award and two the Fair merit award. A total of thirteen pupil teachers also gained awards for passes in the 2nd Grade paper in the drawing examination. There were two types of pass for this paper; the higher pass with a grant

(1). For the years 1888, 1889, 1890 it received
£177.10s., £181. 10s., and £220. 5s. respectively.

of £1. and the lower with 10s. Od. For the thirteen passes the Board gained a grant of £9. 10s. Other subjects of the curriculum which were examined for the grant under the Department of Science and Art Directory have already been mentioned in the previous chapter in connection with the Science and Art day classes at the Ocean Road Board School, the Westoe Higher Grade School and the Stanhope Road Senior School (1).

The New Code of 1890 (2), which introduced a new method of awarding the government grant, and in effect abolished the system of payment by results, replaced the grant for the percentage of passes in the three R's by substituting a higher and lower award with grants of 14s. and 12s. 6d. respectively. These were the principal grants; other grants included those for discipline and organisation, singing, geography, needlework and English. Grants were also given for specific subjects. The achievements of the Board's senior departments under the new system is revealed in the following summary of the results of the H.M. Inspector's examinations from 1890 to 1894 : -

(1). Ante pp.244-7, pp.257-61.

(2). Ante pp.146-7.

TABLE xxxviii

GRANTS OF THE EDUCATION DEPARTMENT GAINED BY BOYS', GIRLS' AND MIXED DEPARTMENTS. 1890 - 4.

YEAR.	No. of Dep'ts. Exam- ined.	Principal Grant.		Discipline & Organisation.		Singing.		English.		Geography (Boys).		Needlework (Girls).		Total Grants.
		14s.	12s. 6d.	1s. 6d.	1s. 0d.	1s. 0.	6d.	2s. 0d.	1s. 0d.	2s. 0d.	1s. 0d.	2s. 0d.	1s. 0d.	
1890	17	13.	4	16	1	16	1	16	1	8	1	8		13
1891	17	13	4	16	1	16	1	17		8	1	8		12
1892	17	15	2	17		17		17		9		8		15
1893	18	16	2 (1)	16	2	18		18		10		8		15
1894	19	17	2	19		19		18	1	10		9		17
														4
														5
														2
														3
														2

The great majority of the departments which gained the maximum grant of 20s. 6d., shows that the teaching was thorough and the organisation and discipline of the Board's schools were well up to standard. Similar creditable results were also achieved by the Board's schools in the specific subjects for the same years thus:

THE NUMBER OF PASSES IN THE SPECIFIC SUBJECTS: 1890 to 1894.

TABLE xxxix

YEAR.	Animal Physiology.		Algebra.	Euclid & Mensuration.		Cookery.	Total.
1890	79		348	31		504	962
1891	76		463	128		504	1171
1892	91		539	261		462	1353
1893	105		587	240		574	1506
1894	44		721	365		669	2199 (2)

(1). One of the departments to receive the lower award was the Ocean Road Girls' because of a defect in organisation thus: 'The average attendance in standard I has been too great for the teacher who has had charge of it', the H.M. Inspector reported.

(2). This total appears in the Board's Report although the correct total appears to be 1799, which is in fact the true figure. S.S.S.B. Eighth General Report, Jan. 1895. At Table vii, p. 24

Although the Board's schools were relieved from the pressure induced by the system of payments by results and head-teachers were given greater freedom to classify pupils by the New Code of 1890, the only change made by the Board in the curriculum was in the introduction of geography in its girls' departments. The Board resolved, on the 16th June, 1891, 'that geography be taught in girls' departments by means of geographical readers, maps and oral lessons, and that two hours of instruction per week be so devoted to each standard, except standard I which is to be taught by oral lessons only' (1). The Board, however, did not contemplate making this a grant earning subject for girls, as it did in the case of boys, under the New Code of 1890.

A number of changes in the curriculum of the board's schools took place after the Code of 1895 which greatly modified the system of inspection and, in effect, practically abolished the annual examination of pupils on a fixed date; H.M. Inspector visited schools two or three times a year instead (2). This was a boon to educational development in the borough. The Board felt that:

'This change has lessened the burdens of the teaching staff by removing the worrying effects inseparable from the method of ascertaining results by a scale of percentage passes, and it has lightened and brightened the work of the scholars by a relaxation of the pressure to which they were subjected in order to produce the required pitch of examination results' (3).

(1). S.S.S.B. Minutes, 16th June, 1891.

(2). Ante p.180.

(3). Ninth General Report, January, 1898, p. 13.

This mode of inspection, by which the annual grant was awarded, was in vogue before the Revised Code of 1862 (2) and the Education Department now reported that: 'At length it has been found possible, in consequence of the growing efficiency of teachers and the vigilant supervision of the local authorities and voluntary school managers, to revert in some degree to the methods of inspection which were in vogue previous to the introduction of the Revised Code.... The partial substitution of occasional visits of inspection in lieu of the annual examination upon which the government grant was previously paid is, however, being only introduced gradually and with due regard to the merits of each particular school.(1). The new system does not appear to have come into operation in the Board's schools until 1898, because the reports show that pupils were still being presented in the standards for examination in the elementary subjects until that year. The specific subjects were also examined up to that year as the following summary shows:

TABLE xL .

THE NUMBER OF PASSES IN THE SPECIFIC SUBJECTS: 1895 - 1897.

Year.	Animal Physiology.	Algebra.	Euclid & Mensuration.	Cookery.	Total.
1895.	48	683	329	485	1545
1896	108	513	234	694	1549
1897	288	900	286	802	2276

(1). Report of the Committee of Council on Education,
21st July, 1897.

(2). Ante pp.17-20.

Thereafter the Board allowed greater freedom in the detailed working of its schools and teachers were given the opportunity of concentrating on those subjects in which they were best qualified to teach. It laid down that elementary science could take the place of English grammar in the curriculum with the object of

'drawing out the children's powers of observation, reason and deduction as well as awakening an intelligent interest in every day surroundings'. Manual instruction in woodwork was also begun in six of the Board's schools and proved to be a very popular subject. Head teachers, with the approval of the school's managers, were permitted to introduce new subjects and vary the syllabuses of their schools as they thought fit to meet the requirements of the children. For example the head teacher of the Ocean Road Boys' department, Mr. P. Murray reported to the Board: 'The curriculum has been increased by the inclusion of courses of elementary science lessons to all boys, and history lessons to standards III., IV., V., and VI. In addition to the old obligatory subjects there are now taken - geography, grammar, history, elementary science, drawing, singing, algebra, mensuration and manual instruction'. Manual instruction was taught in this department, to standards V., and VI. and the head teacher felt that: 'There is no doubt that the training in exactitude, in the use of the hand and eye,

in the habits of self-reliance, cannot but be of great value to those privileged to take a sufficiently long course'. Physical exercises were also given more time than formerly in the time-table and to make provision for this Mr. Murray said: 'To make room for this I shall have to take the time from that previously allotted to reading (1)'. In the Girls' department of the same school the head teacher, Miss M.D. Lang, reported to the Board that 'The comparatively new subjects - geography and drawing - have during this year been steadily developed. Drawing, especially in the upper standards, showed much progress. Geography continues to be a favourite subject, and the increased intelligence which it brings is a relief in many ways' (2). The head teacher of the Westoe Road Boys' department introduced 'brush-work' in the drawing lessons and co-operated with the Girls' and Infants' departments of the school concerning the syllabuses of elementary science. He also reported that: 'Arithmetic and dictation exercise books have been in use in standard II for several months. The use of writing slates has thus been much lessened, and their exclusion is only a question of time'. He further stated that his standard VI boys made visits to the museum in Ocean Road on Friday

(1). S.S.S.B. Minutes. 29th Oct. 1900. 'Head teachers' Reports 1899 - 1900.

(2). Ibid.

afternoons when it was closed to the public. Some 75 of his boys made a visit to the Roman Wall on July 11th, 1899, under the leadership of the Rev. C.E. Adamson, M.A., a member of the Board, who 'gave a very lucid and interesting account of the Roman invasion of the north'. The head mistress, Miss M. Evans, of the Girls department in the Westoe Road School was also able to report the changes which had been made through the new Code thus : 'The

freedom of the new Code has facilitated the introduction of geography and history throughout the school, so that these, together with elementary science and domestic economy, now form part of the ordinary curriculum. Notwithstanding this apparent strain on the time-table, I am happy to say that I have not found it necessary to lower the standard of attainment in the three R's. In fact the greater scope for intelligence has been attended with the most gratifying results in composition'. With regard to physical training in her department she said that Indian club and ring drills together with freehand exercises and marching was vigorously taken and greatly enjoyed by the children.

The time-tables of the various departments were drawn up by the head-teachers to suit the particular need of their departments. The following summary illustrates the time-tables followed in the Board's schools (1).

(1). S.S.S.B. Tenth General Report, January 1901, p. 21.

WEEKLY SUMMARY OF THE TIME-TABLES IN THE BOARD'S SCHOOLS - 1900.

SUBJECT.	Number of Hours per Week allotted to each Subject.													
	Infants' Dept.		Junior Department Standards I & II				Standards III to VI				Standard VII			
	Sixes.		Boys.		Girls.		Boys' Dept.		Girls' Dept.		Boys		Girls	
	H.	M.	H.	M.	H.	M.	H.	M.	H.	M.	H.	M.	H.	M.
Reading & Recitation.	6	20	6	30	4	45	4	20	2	50	1	0	1	0
Arithmetic.	4	5	4	35	3	50	4	0	4	20	2	45	2	15
Religious Instruct:	2	30	3	20	3	20	2	30	2	55	1	0	1	0
Writing & Dictation.	2	55	3	30	3	10	2	20	1	35	1	0	1	0
(1) Drawing	2	0	1	30	1	30	2	0	1	45	1	30	1	30
Comp. & Grammar.			1	50	1	55	3	0	3	20	1	0	1	0
(2) Needlework	2	0			2	45			3	35			2	0
Geography			1	40	1	10	1	30	1	35	1	45	1	40
Object Less: }	1	45	1	15	1	45	0	50						
Singing. }	1	40	1	10	1	10	.	35		30		40		40
Drill. }				30		30		30		30				
Varied Occup.	1	40												
History.								45		30	1	0	1	0
Cookery									2	0				
Alg. & Mens:							1	30			2	10	1	50
Man. Instr.							2	0	(3)		2	0		
French											2	50	2	55
Geom:											1	50	2	30
Euclid											2	15	2	5
Chemistry											2	30	2	30
Pract. Mech's & Mag. & Elec.											2	30	2	30
Recreation	2	5	1	40	1	40	1	40	2	5	2	5	2	5
Total hours of reg. weekly Attendance.	25	0	27	30	27	30	27	30	27	30	29	50	29	30

(1). For Boys.

(2). For Girls.

(3). Practical woodwork was taught in standards V and VI.

This summary shows the curriculum and the time allotted to each subject which was in vogue in the Board's schools at the end of its existence. Although the three R's still predominated in the lower standards, the curriculum was much wider in the higher standards which showed how much it had developed during the life of the Board.

Although the Code of 1895 brought an end to annual examinations the Board placed the responsibility for examinations upon the head teachers of its schools. The Board was no doubt influenced by the advice given by the Education Department against 'slipshod methods creeping in under altered forms' and 'any neglect of that careful teaching and intellectual discipline of individual scholars, the absence of which nothing will fully compensate'. It further advised that: 'Examinations, if properly conducted, are indispensable, and exact tests on the part of the teacher can alone gauge the actual efficiency of the instruction and the progress of the individual pupil'(1). In the Board's schools, after 1897, it was usual for class teachers to examine and report upon the work of their classes each month. The head teachers conducted at least three examinations for each class during the course of the school year in every subject which was taught. The head teachers of some of the Board's schools instituted a system

(1). Report of the Committee of the Privy Council on Education, 1897-8, pp. x - xvi.

of half-yearly reports on the work, conduct and attendance of pupils. These were sent to parents who in the majority of cases responded by taking a greater interest in the work of their children. The head teacher of the Ocean Road Boys' department remarked after sending out such reports for the first time : 'The result judging from the communications received from practically all parents, has been really encouraging to us. I can now look for improvement in attendance, punctuality and diligence in certain hard cases'(1). It was by these methods of examinations and reports by head teachers that the Board maintained its high standards in its schools under the freedom afforded by the Code of 1895.

During most of its existence the Board was primarily concerned with the winning of government grants by its schools and was looked upon by the rate-payers as 'a local business enterprise'(2). But it was also concerned with those extremely important aspects of true education, the inculcation of spiritual and moral values. As early as 1879 the Board passed a resolution which it embodied in a circular, called 'Directions as to the Training of Children'(3), and distributed it to teachers and to parents and guardians of every child attending its schools. It directed that: 'Reverence for God is to be inculcated, and all children, of whatever age, are to be taught to seek after and to

Minutes,

- (1). S.S.S.B./ 29th October, 1901, p. 424.
- (2). Eaglesham: From School Board to Local Authority, p. 16.
- (3). S.S.S.B. Minutes, 6th November, 1879.

do what is right and good.... and to cultivate feelings of love and duty towards Him and towards their fellow men'.

The Board further admonished that: 'All profanity or coarseness of language, indecency of behaviour, deceit, untruth, speaking evil of others, fighting, cruelty, dishonesty, wilful damage or destruction of property, carelessness, and recklessness, are to be reprov'd, and when necessary, offenders are to be discreetly punished'. The Board wished to encourage its pupils in thrift (1), cleanliness, neatness, order, punctuality, self-respect, honesty, truthfulness, fortitude, unselfishness and gentleness, and to acquire the habits of industry, sobriety, obedience, self reliance, self control, self denial for the good of others, good manners, and gracefulness. Teachers were exhorted to teach and train their pupils in these virtues during scripture lessons, in classes and in the playground. Parents were earnestly requested to assist the work of the teachers in this respect by their influence and example.

The Board, throughout its existence, looked upon religious instruction as an essential subject, but it was not until the 29th December, 1886 that it introduced a syllabus for 'systematising the Bible instruction given each morning during the first half-hour that the schools are open' (2). Schools were examined at the end of each year by a voluntary committee(composed of

(1). An important Victorian virtue.

(2). S.S.S.B. Sixth General Report, January, 1889, p. 9.
School Board Chronicle, vol. XXVII, p.382.

clergy, ministers and laymen of the borough) which was divided into six sub-committees. The syllabus, which was revised every year, included parts of both the Old and New Testaments and the memorising of passages from the text and of certain hymns. For example the Syllabus of Religious Instruction, June, 1889 to June, 1890 (1) was as follows:

Infants:- Learn the Ten Commandments and the Lord's Prayer. A simple text for each day of the week had to be learnt by heart e.g. Wednesday - 'See that ye love one another' I Peter, i., 22. Friday - 'Christ hath loved us, and hath given himself for us' Ephesians V., 2. A brief account of the early lives of Samuel and David, as contained in I Samuel, i to iii., xvi., xvii., and xviii., 1 - 12.

The leading facts in the life of Christ told in simple language.

Standard I : - The same as for Infants but in fuller detail.

Standard II : -Repeat the Ten Commandments and the Lord's Prayer.

Learn St. Matthew, v., 1 to 12; and St. Matthew, xxii, 35-40.

Earlier portion of Genesis, including the life of Abraham. Simple outline of the life of Christ.

Standard III : - Memory work, as in standards I and II.

Learn Psalm xxiii. The life of Joseph. Further outline of the life of Christ, with an account of the following parables :-

(1). S.S.S.B. Report of the Scriptural Instruction Examination Committee, 30th July, 1890, p. 5.

The Two Debtors; the Good Samaritan; the Prodigal Son; the Merciless Servant; the Lost Sheep, and the Pharisee and the Publican.

Standard IV :- Memory work, as in standard III. Learn St. John, xiv., 15 to 31; or St. John, xv, 1 to 17; or x, 1 to 18.

The Life of Christ (1st part) as gathered from the gospels of St. Matthew, xiv. 36; St. Mark, vi. 56; St. Luke, ix. 17; St. John, vii. 1, with an account of the following parables:-

The Sower; the Wheat and the Tares; the Mustard Seed, and
The Pearl of Great Price.

A slight knowledge of the geography of Palestine.

Standard V :- Memory work, as in standard IV.

Learn Ephesians, vi. 1 to 18. The lives of Samuel, Saul, and David.
The life of Christ (2nd part). Acts of the Apostles, first two chapters.

Standard VI :- Memory work, as in standard V.

Learn Isaiah liii and Ephesians iv., 25 to 32.

The lives of Elijah and Daniel. A recapitulation of the life of Christ, together with an account of His discourses as given in the Sermon on the Mount, St. Matthew, v., vi., vii., and St. John, chapter X., Acts of the Apostles to the end of chapter viii.

Standard VII and upwards :- Memory work, as in standard VI.

Learn I Corinthians, xiii. The recapitulation of the lives of

Abraham, Moses, Samuel, Saul, David and Daniel, illustrated by allusions made to them in other parts of scripture. The recapitulation of the life of Christ, as in standard VI.

The Acts of the Apostles, with special reference to the life and missionary journeys of St. Paul.

Hymns chosen by the head teachers had to be learnt on Fridays of each week.

These syllabuses were followed in the Board's schools with singular success as the reports of the examining committees show. One such committee, under the chairmanship of Mr. S.M. McClelland, after reading the reports of the sub-committees, reported: 'The committee, after examining these reports one by one was unanimously of the opinion that the results were very satisfactory; that the children seemed to enjoy the Biblical instruction; and that the intentions of the Board, with regard to this instruction, were being fully and happily carried out'(1).

Another such committee, called 'a Committee of Examination in Bible Knowledge', under the Chairmanship of Mr. A.T. Flagg, M.A., the principal of the Marine School, reported the results of its examination on the 18th June, 1898 thus:

1. ' There was an excellent attendance on the day of examination, with so few withdrawals (2), which shews that the parents are satisfied with the syllabus of instruction.

(1). S.S.S.B. Scriptural Examination Committee Report, 23rd June, 1890, p. 7.

(2). E.E. Act, 1870, s.7(1).

2. The syllabus of religious instruction is being conscientiously adhered to, and the teachers faithfully follow the directions of the Board.
3. The children take a lively interest in religious teaching and are carefully taught.
4. The teachers courteously co-operated with the examiners and the head masters and mistresses made good arrangements for the examination (1)!

The syllabus which the Board approved in June, 1889 was still in force at the end of the Board's existence and, as the report of the last examination shows, it met the requirements of the children very satisfactorily. The Chairman of this last examining Committee, Mr. J. Ridley Barker reported: 'On the whole, the reports were very satisfactory, and the examiners are gratified in finding that the religious instruction continues to be carefully given. It was again a pleasing feature of the examination to find so small a percentage of withdrawals on the day of examination' (2).

The Board, in its first regulations for the conduct of its schools, laid down rules for the organisation and the courses of instruction to be followed in evening schools (3). These stated that evening schools would be conducted separately from the day

(1). S.S.S.B. Tenth General Report, January, 1901, p. 22.

(2). S.S.S.B. Minutes, 15th July, 1902. p. 261.

(3). S.S.S.B. Regulations for the Conduct of Schools, 1871, Art. IV. (18).

schools and the courses of instruction would be of the same general character as that of day schools. But the managers of evening schools were free to adapt the courses of instruction to suit the requirements of their respective schools. Religious instruction could be given in evening schools at the discretion of managers but with the same safe-guards as in the case of the day schools (1). The formation of Science and Art classes in evening schools was to be encouraged and facilitated. Thus the Board envisaged that these schools were to be merely alternatives to the public elementary day schools; it was encouraged in this belief by the Code which laid down: 'Schools may meet three times daily; viz:- in the morning, afternoon and evening' (2). The Code of 1871 excluded pupils of over eighteen years of age but otherwise these schools were to be conducted in the same way as day schools. There were, however, differences in calculating the grant; the grant for the day pupils, under this Code, included 6s. Od. for average attendance and 4s. Od. for the three R's whereas for the evening pupils these were 4s. Od. and 2s. 6d. respectively. That the Education Department regarded these evening schools as elementary schools is also shown by the Code of 1882 which enabled evening school pupils to take additional subjects. This Code laid down that pupils were to be examined in the three R's before they could gain grants in the additional

(1). Ante p.306, and pp.57-8.

(2). 1869 Code, Art. 38.

subjects. Furthermore the Education Department, in its decisions on the Birmingham and Brighton School Board cases, stressed that the three R's were the essential subjects in every elementary school, which meant that they had to form the principal part of the instruction given in evening schools. It also laid down that an elementary school could not be a school of science and had to be quite distinct from such a school (1).

At the same time as the Board's day schools were opened the managers of these schools took the necessary steps to institute evening schools in the same buildings. In the case of the Ocean Road Board School, the managers ordered the first 'night school' for 'young men' to be opened on the 5th October, 1874 (2). The curriculum was confined to the three R's and the teaching was carried out by a teacher of the day school who received a remuneration for this extra work. Other managers of the Board's schools followed the example of the Ocean Road school managers and opened evening schools. But, as with many other school boards in the north, these evening schools were not a success because of the Education Department's insistence upon the teaching of the three R's. This narrow curriculum deterred pupils who were anxious to continue their education to a higher level. Another reason for the lack of interest in the evening schools was the apathy on the part of the 'young men'; this was no doubt the result of the

(1). Eaglesham: From School Board to Local Authority, pp. 95-6.

(2). S.S.S.B. Minutes, 28th October, 1874.

harsh economic conditions which prevailed in the town at this time when the hours of work for young people were long and arduous(1). For example the class for young miners, which was begun in 1883 by the managers of the Laygate Lane Board School, had to be discontinued through lack of support.

It was not until September, 1888, that classes were begun in evening schools in which the instruction and the curriculum were of an advanced nature. The managers of the Ocean Road Board School, who had already begun Science and Art classes in the day school (2) promoted classes under the Science and Art Directory(3) in the evening school; this was the first of the Board's schools to do so. Mr. Alexander Scott, B.A., the headmaster of the Ocean Road Boys' department, was appointed as the organising master for these classes. In promoting these classes the Board stressed the purpose of them by quoting the words of Professor Huxley, F.R.S., with which it prefaced the first report on them thus: 'Everybody

is aware that there is hardly a branch of trade or of commerce which does not depend, more or less directly, upon some department of physical science... You have to look among your workmen and foremen for persons who shall intelligently grasp the

(1). Hodgson: The History of South Shields, pp. 221-5.

(2). Ante p.244.

(3). The South Shields School Board was constituted the Local Committee under the Regulations of the Science and Art Department, South Kensington in 1887. To carry out its work the Board appointed a sub-committee of twelve members made up of eight Board and four co-opted members.

modifications based upon science, which are constantly being introduced into these industrial processes. I do not mean that you want professional chemists, or physicists, or mathematicians, or the like but you want people sufficiently familiar with the broad principles which underlie industrial operations to be able to adapt themselves to new conditions. Such qualifications can only be secured by a sort of scientific instruction, which occupies a midway place between those primary notions given in the elementary schools and those more advanced studies which would be carried out in the technical schools' (1). The classes were intended primarily for three types of students, which were :-

1. To enable pupils who had studied Science and Art subjects in the day schools to continue their studies.
2. To afford facilities for teachers in the service of the Board to study the science and art subjects which were required for their examinations under the Education Department.
3. To enable young people of both sexes to acquire 'such an amount of science and art instruction as is likely to be of use to them in their various trades and professions'.

The Board arranged the fees upon a reasonable scale 'so that the poorest apprentice may avail himself of the advantages offered to him by these classes' (1). The following were the fees : -

(1). S.S.S.B. Report of Science and Art Classes, 1889-90, p. 8.

		s. d.
Art	- 2nd Grade. - One subject...	2. 6d.
	Two or more subjects...	5. 0d.
	3rd Grade. - Pupil teachers...	2. 6d.
	Other students...	5. 0d.
Science	- For a course of three subjects bearing directly upon the student's trade or profession. ...	7. 6d.
	For one subject...	5. 0d.
	" two " ...	7. 6d.
	" three or more subjects.	10. 0d.
Chemistry	- Practical, Elementary...	12. 6d.
	" Advanced...	15. 0d.
	Honours...	17. 6d.

When practical chemistry was taken in a course, no extra fee was charged for the other subjects. Students who were under 16 years of age paid one half of the fees and pupils who paid fees at the day school were charged 1s. 0d. per subject. The fees charged for French and shorthand for six months were 10s. 0d. and 7s. 0d. respectively; for attendance at 'the night school' the fee was 7s. 6d. for six months or 6d. per week. The Board laid down that students could not enter for more than two science classes in addition to mathematics and practical, plane and solid geometry. As a rule, not more than two subjects were to be taken by pupil teachers in their first or second year of training. Students were

enjoined to attend the classes regularly and to sit the Science and Art examinations, which were held in May of the following year. They were also urged not to forget the home exercises which had to be carefully and systemically worked because these were an essential part of the course. Certificates were awarded by the Science and Art Department to all students who passed the examinations and Queen's prizes were awarded to students who passed in the first-class in the advanced stage of any of the sciences or who obtained a first E. in 2nd grade drawing. The Committee of the Science and Art classes also offered prizes to all students who passed in the first-class of the elementary or advanced stage of any of the sciences, or who obtained first-class passes in 2nd grade drawing. The Committee also awarded fee scholarships to students who obtained three passes in science or art, provided that two of the passes were in the first-class.

The curriculum of these evening classes was of a decidedly secondary character and consisted of the following subjects: applied mechanics, steam, physiography, geology and agriculture, shorthand, mathematics, hygiene, theoretical mechanics, perspective drawing, French, naval architecture, machine construction and drawing, practical, plane and solid geometry, animal physiology, inorganic chemistry - theoretical and practical, sound, light and heat, shading from cast, freehand drawing, model drawing, magnetism and electricity. The three R's were taught in a class called the 'night school' which met in the evening along with the other classes at the

Ocean Road School. The instruction in the Science and Art subjects was given at two levels, the elementary and advanced stages. The Board sought to engage teachers with good qualifications and ability to teach in these evening classes. The following time-table shows that the Board was successfull in obtaining the services of teachers with good qualifications.

TABLE viiiL

TIME-TABLE OF THE EVENING CLASSES - OCEAN ROAD,

22nd September, 1890

(Page 342).

TIME TABLE OF THE EVENING CLASSES - OCEAN ROAD BOARD SCHOOL.

(Third Session Commencing - 22nd September, 1880).

Elementary Stage, 7 to 8 p.m.

Advanced Stage, 8 to 9 p.m.

SUBJECT.	DAY.	CLASS-ROOM.	TEACHER.
Applied Mechanics.	Mon.	B.	R. Wallis (Whitworth Scholarship).
Steam	"	C.	R. Traill (1st Honours).
Physiography	"	A.	W.S. Weston (C.T.) & F.W. March (C.T.).
Geology & Agriculture.	"	D.	D. Bain (1st Honours).
Shorthand	"	E.	J.E. Davies.
Mathematics	Thurs.	C & D.	R. Bramley (C.T.) & J. West (C.T.)
Hygiene	"	A.	J. Harrison M.D. (Edin.)
Theoretical Mechanics.	"	C.	R. Bramley (C.T.).
Perspective Drawing.	"	B.	J. Willis (C.T.).
French	"	E.	M. Kuhn, B.A. (Paris).
Naval Architecture.	Wednes.	D.	M.C. James (1st Honours).
Machine Construction & Drawing.	"	A.	R. Traill (1st Honours).
Practical, Plane & Solid Geometry.	"	C.	R. Wallis (Whitworth Scholarship).
Animal Physiology.	"	B.	E.H. Gibbon, M.S., M.B.
Inorganic Chemistry-Theo. & Practical. (At the Westoe Road Laboratory).	"		D.T. Richards, F.C.S. D. Bain, F.C.S.
Sound, Light & Heat.	Thurs.	A.	J. Coulson (C.T.).
Shading from the Cast.	"	B.	R.W. Liddell (Art Teacher).
Freehand Drawing.	"	F.	T. Stephenson (C.T.) & R. Wilson (Art Teacher) ¹ / ₂
Model Drawing.	"	C.	J. Wonders (C.T.).
Magnetism & Electricity (at the Westoe Rd. Laboratory)	Fri.		J. Robertson (C.T.).
Night School	Mon.)		
" "	Wednes.)		
" "	Thurs)	G.	J. Davidson (C.T.).

The high number of passes obtained in the Science and Art examinations show that the quality of the teaching and the industry of the students were of a high order. For example in the May examinations of 1890 the following passes were obtained:-

3	in the	honours	stage.
112	"	"	first class of the elementary and advanced stages.
356	"	"	second " " " " " "

18 Queen's prizes were also gained and the Committee awarded a total of 85 prizes. The Committee awarded seven free scholarships as a result of these examinations. The students of the 'night' school were also examined in standard V by H.M. Inspector. Although there were 54 names registered with an average attendance of 30 for this class, only 21 students sat the examination. 20 students passed in reading, 20 in writing and 16 in arithmetic. These 'night' schools were also being held in the Boys' departments of the Baring Street, Laygate Lane, St. Mary's and Cone Street Board Schools. With the opening of the Westoe Road Board School, in 1890, the Board was able to offer better facilities for some of the Science and Art classes. The classes in theoretical and practical inorganic chemistry, and in magnetism and electricity were taught at the Westoe Road School, where the laboratories and lecture rooms were up-to-date, from 1890. Although the results of the examinations continued to be of a high standard, the Board was far from satisfied with the number of students who took advantage of these evening classes. It stated: "The attendance at the 'evening continuation schools',

under the new Evening Schools Code of 1893, has neither been so large nor regular as could be desired. It is evident that the evening schools do not possess attractions for the youths of the town who are unimbued with the spirit of educational self-culture(1)'. The numbers attending these classes from 1892 to 1900, the grants received, and the expenditure involved is shown in the following table.

TABLE viil.

STATEMENT OF THE SCIENCE, ART AND TECHNICAL
EVENING CLASSES AND NIGHT SCHOOLS: 1892 - 1901.

(Page 345).

(1). S.S.S.B. Eighth General Report, January, 1895, p. 19.

STATEMENT OF THE SCIENCE, ART, AND TECHNICAL EVENING CLASS AND NIGHT SCHOOLS: 1892. - 1901

TABLE VIII

SESSION.	No. of Entries and average attendance.		EXPENDITURE.					INCOME.					TOTAL.		
	SCIENCE.	ART.	TECHNICAL.	NIGHT-SCHOOL.	TOTAL.	SALARIES OF TEACHERS.	PAYMENT of CARETAKER.	BOOKS STATIONERY APPARATUS.	TOTAL.	FROM GRANTS.	FEES and RATES.				
										Science & Art-Dep. Expenditure.	Education Department.	Technical Instruction Committee.	Sales.		
1892-3. Entries. Av. Att.	361 217	156 101	305 158	426 174	1268 (650)	£. s. d. 486. 15. 10.	£. s. d. 56. 18. 3.	£. s. d. 119. 18. 4.	£. s. d. 663. 12. 5.	£. s. d. 145. 5. 0.	£. s. d. 82. 0. 0d.	£. s. d. 179. 12. 9.	£. s. d. 142. 4. 0.	£. s. d. 114. 10. 8.	£. s. d. 663. 12. 5.
1893-4. Entries. Av. Att.	252 168	225 139	374 238	597 134	1448 (679)	£. s. d. 494. 1. 1.	£. s. d. 56. 14. 9.	£. s. d. 189. 10. 2.	£. s. d. 740. 6. 0.	£. s. d. 165. 19. 0.	£. s. d. 128. 13. 0d.	£. s. d. 160. 5. 0.	£. s. d. 117. 3. 3.	£. s. d. 168. 5. 9.	£. s. d. 740. 6. 0.
1894-5. Entries. Av. Att.	325 232	156 104	317 243	167 91	965 (670)	£. s. d. 468. 8. 6.	£. s. d. 212. 17. 10.	£. s. d. 681. 6. 4.	£. s. d. 166. 3. 0.	£. s. d. 129. 18. 1d.	£. s. d. 206. 0. 0.	£. s. d. 150. 15. 9.	£. s. d. - - -	£. s. d. - - -	£. s. d. 652. 16. 10.
1895-6. Entries. Av. Att.	352 260	203 154	366 227	273 108	1194 (749)	£. s. d. 541. 11. 0.	£. s. d. 185. 10. 3.	£. s. d. 727. 1. 3.	£. s. d. 235. 4. 0.	£. s. d. 161. 15. 7.	£. s. d. 221. 10. 0.	£. s. d. 190. 12. 7.	£. s. d. - - -	£. s. d. - - -	£. s. d. 809. 2. 2.
1896-7. Entries. Av. Att.	298 196	151 120	332 225	295 155	1076 (696)	£. s. d. 550. 19. 0.	£. s. d. 186. 0. 10.	£. s. d. 736. 19. 10.	£. s. d. 201. 1. 6.	£. s. d. 185. 14. 6.	£. s. d. 173. 15. 0.	£. s. d. 167. 12. 4.	£. s. d. - - -	£. s. d. - - -	£. s. d. 728. 3. 4.
1897-8. Entries. Av. Att.	292 209	107 91	346 241	301 209	1046 (750)	£. s. d. 546. 2. 4.	£. s. d. 230. 9. 2.	£. s. d. 776. 11. 6.	£. s. d. 185. 19. 2.	£. s. d. 240. 2. 1.	£. s. d. 188. 0. 0.	£. s. d. 174. 3. 6.	£. s. d. - - -	£. s. d. - - -	£. s. d. 788. 4. 9.
1898-9. Entries. Av. Att.	364 247	159 125	480 309	292 198	1295 (879)	£. s. d. 618. 9. 9.	£. s. d. 315. 0. 4.	£. s. d. 933. 10. 1.	£. s. d. 276. 12. 0.	£. s. d. 241. 8. 4.	£. s. d. 232. 10. 0.	£. s. d. 176. 13. 6.	£. s. d. - - -	£. s. d. - - -	£. s. d. 927. 3. 10.
1899-) Entries. Av. Att.	268 177	75 45	366 281	360 204	1069 (707)	£. s. d. 598. 1. 0.	£. s. d. 330. 18. 8.	£. s. d. 928. 19. 8.	£. s. d. 210. 8. 5.	£. s. d. 258. 8. 6.	£. s. d. 194. 15. 0.	£. s. d. 229. 0. 0.	£. s. d. 36. 7. 9.	£. s. d. 928. 19. 8.	£. s. d. 928. 19. 8.
1900-) Entries. Av. Att.	290 227	75 58	655 422	289 184	1309 (891)	£. s. d. 657. 10. 3.	£. s. d. 285. 7. 4.	£. s. d. 942. 17. 7.	£. s. d. 218. 5. 10.	£. s. d. 272. 18. 1.	£. s. d. 209. 10. 0.	£. s. d. 196. 17. 1.	£. s. d. 45. 6. 7.	£. s. d. 942. 17. 4.	£. s. d. 942. 17. 4.

The Board laid some of the blame for the unsatisfactory attendance at its evening schools upon the examinations of the Science and Art Department. On the 8th June, 1893 the Board sent out a circular letter addressed to school boards generally and it was published in the School Board Chronicle (1). The letter set out a copy of the resolutions adopted by the Board thus:

- I. "That this Board shall represent to the Science and Art Department that their evening examinations, though doubtless convenient to adult students, are inconvenient and dangerous to the increasing number of young students from the higher grade and the other schools of/ borough and petitions, therefore, that the Department may arrange for a special series of day examinations in such subjects as are usually taught in higher grade schools.
- II. That other school boards, likely to be interested in this matter, be invited to join in this representation and petition."

As a result of this letter, a joint petition was forwarded to the House of Commons and a deputation composed of members of the larger school boards made representations to the Vice-President of the Committee of Council on Education, Mr. Acland. When he was asked a question on the matter by Mr. H.S. Foster, in the House, he replied, 'the matter is under my careful consideration. The Science and Art Department has every desire to meet the wishes of

(1). School Board Chronicle, vol. xLix p. 707, June 17th, 1893. (This School Board Chronicle, which was published weekly, was an educational review.).

the managers of organised science schools, but there are several difficulties in the way and the proposed duplication of examinations would entail additional expense both upon the Department and the localities concerned' (1). The question of expense no doubt decided the matter because the Board's hope 'that it only needs proper representations to the Department on the subject in order to secure the desired concessions', was not fulfilled. The Science and Art Department, therefore, took no steps to meet the wishes of the Board so as to make its evening class examinations correspond with the subjects taken by students in the organised science school. Indeed, as the Board had pointed out in instituting the evening classes under the Directory, one of its objects was to provide opportunities for its pupils in its day schools to continue their studies at these classes (2). Obviously the failure of the Science and Art Department to provide some form of continuity in its organised science school and evening school syllabuses was defeating the object of the Board, and deterring many students who would otherwise attend the evening classes.

Like many other school boards, the Board was deceived by the highly misleading Education Code (1890) Act of 1890 in promoting these evening classes; it interpreted the Act as giving it unlimited power over all types of higher education in its evening schools. The reason for this misunderstanding arose out of the Code of 1890

(1). School Board Chronicle, Vol. LI, p. 19, January, 1894.

(2). Ante p. 338.

which stated: 'No (evening) scholars may be presented for examination in the special subjects alone or in less than three elementary subjects, unless such scholars at the time of presentation produce a certificate that, having been a scholar in a public elementary school, he has passed standard V in the elementary subjects'. Therefore a student who had passed in standard V could elect to take additional subjects only, and the Education Department was saying, in effect, that it would pay the grant under the Elementary Education Acts for subjects taught in evening schools which were by no means elementary. In order to give statutory authority to the Code of 1890, which was beyond the powers given to the Education Department by the Elementary Education Acts, a Bill was prepared and passed through the Legislature; it became the Education Code (1890) Act, 1890. This enacted that "It shall not be required as a condition of a parliamentary grant to an evening school that elementary education shall be the principal part of the education there given, and so much of the definition of the term 'elementary school' in section three of the Elementary Education Act, 1870, as requires that elementary education shall be the principal part of the education given in an elementary school shall not apply to evening schools"(1)

This badly drafted section was taken by the Board to mean that it was exempted from the duty of giving elementary education in its evening schools and that it was given the power to provide

(1). The Education Code (1890) Act, 1890, s.1.

instruction in subjects which were of a secondary character and outside the Code.

The question of the age of students in its evening schools was another matter of the highest legal importance. Age was disregarded by the Board, for it made no restriction as to the age of students attending the evening schools. Once again the Board was misled by the regulations of the Education Department; the Code from 1871 prescribed twelve to eighteen as the age limits within which attendance at evening school could be counted for the purpose of the grant. By the Code of 1882 the Education Department showed that it was by no means certain of the age limits by stating: 'No attendance is,

as a rule recognised.... in an evening school for any scholar under fourteen and over twenty-one'. Finally by the Code of 1893 it laid down that 'the attendance of persons over twenty-one years of age will henceforth be recognised (1). In accordance with its interpretation of the regulations of the Education Department, the Board provided education of a secondary nature for adults in its evening classes, and it used the rates to help in the upkeep of these classes. For example in the years 1892 and 1893 the Committee received £114. 10s. 8d. and £168. 5s. 9d. respectively from the rates. As the use of the rates towards the upkeep of evening classes was not mentioned in the Code Act of 1890, the Board

(1). Evening Continuation School Code, 1893.

assumed that it was legally entitled to do so. Even Robert Morant(1) in his Swiss Report of 1898 thought that the Code Act had fundamentally altered the position of evening schools; the Act had, in his opinion, removed the duty from the school boards of having to give elementary education as the principal part of the education given in evening schools and they had been given considerable powers in respect of higher education. The expenditure out of rates for the education of adults in evening schools was finally adjudged illegal in the Cockerton case (2) in which Wills J. stated that the Code Act of 1890 in no way altered the powers and duties of ^{boards} school/and that 'it certainly does not confer an entirely new power to teach adults by aid of the rates'.(3).

The expenditure on evening classes for the session which ended in May, 1900 amounted to £928, 19s. 8d. This expenditure was met by income from the following sources, viz. :- the Board of Education, Whitehall, £258. 8s. 6d.; South Kensington, £210. 8s. 5d.; South Shields Borough Council, £194. 15s. Od. ; fees, sales, etc., £229; rates £36. 7s. 9d. (4). The Board of Education pointed out the illegal use of the rates in view of the Cockerton judgement (5). The Committee, however, did feel that as the classes were being carried on at practically no cost to the school fund, because they were aided from the funds of the Technical Instruction Committee of the South Shields Corporation, (6)

(1). Ante p.285.

(2). Ante pp.286-7.

(3). R. v. Cockerton, L.R. 1901, 1 Q.B.

(4). The Board had been able to run the classes from 1894 to 1899 without recourse to the rates. Table viiL, Ante p.345

(5). Ante pp.286-7.

(6). Ante pp.278-9.

the question of illegal expenditure in its case did not arise (1). But the Committee in spite of this urged that in the interests of the evening class students the Board should make representations to the Technical Instruction Committee, so that there would be no need to use the school fund at all, to meet the expenditure of these classes. Nevertheless there was no need for the Board to carry out this recommendation because the Committee was enabled to carry on the evening classes through the Cockerton Acts (2).

In 1893 the Evening School regulations of the Education Department became separate from the Day School Code and the Evening Continuation School Code of that year gave much greater freedom to school boards. It not only dealt with the overlapping of the subjects of the two Departments, recognised attendances of scholars who were over 21 years, and that no student was compelled to take the elementary subjects but most important of all school boards were encouraged to experiment and to make their evening schools more attractive. Managers were encouraged to introduce subjects of a cultural and recreative character into their evening schools. Many of such subjects carried no grant. Managers of evening schools in South Shields began classes in subjects like sketching and wood-carving but were not at first a success because of the lack of support. Subjects like physical culture and drawing, which were

(1). S.S.S.B. Minutes, 26th March, 1901.

(2). Ante pp.295-8.

tried out a few years later, were however very popular. From 1893 to 1902 the number of evening schools increased; besides the evening classes which had been begun at the Ocean Road School and the Westoe Road Higher Grade School the managers of Laygate Lane Boys' School, Stanhope Road Boys' School and St. Stephen's School and Baring Street School began Science and Art evening classes and evening continuation schools (1). The evening continuation schools provided instruction in all standards in the elementary subjects i.e. three R's., composition, algebra, mensuration, and drawing. The Board's objects in promoting these classes were :-

1. To provide the opportunity to remedy the defects in early school life and to continue elementary education, 'with a view to the ordinary pursuits of daily life'.
2. To prolong the general education of pupils who were exempt from attendance at day schools, 'combined with some useful and interesting employment or study, so as to fit them for some business or industrial career'.
3. To prepare students for the special studies directed by the Science and Art Department, the City and Guilds of London Institute, the Society of Arts, and other forms of secondary and higher education. At the end of the existence of the

(1). These schools were formerly known as 'night schools';
Ante p.340.

Board there were five such schools functioning, at Ocean Road, Laygate Lane, Stanhope Road, St. Stephen's, and Baring Street Schools. They were divided into twelve classes. The Science and Art evening classes were in 1902 being conducted at the Board's Ocean Road, Westoe Higher Grade, Stanhope Road and Laygate Lane Schools. There were four types of classes being conducted in the Board's evening schools viz. :-

1. The science classes in which instruction was given in mathematics, geometry, machine construction and drawing, applied mechanics, steam, magnetism and electricity, building construction, and hygiene.
 2. The technical and commercial classes in which mechanical engineering, boiler construction, manual training in woodwork, photography, painter's work, plumber's work (theoretical), wood-carving, dressmaking, typewriting, shorthand, book-keeping, German, Latin, vocal music, and practical cookery were taught.
 3. The art classes where freehand and design drawing, the principles of ornament and advanced design, outline drawing from the cast, light and shade, details from antique figures, and the painting of still life were taught.
 4. The Continuation classes which covered the work of the day school standards in the three R's., composition, algebra, mensuration and drawing.
-

The Science and Art classes were aided by the Corporation through the Technical Instruction Committee (2) but although the Committee, through the Board, tried to obtain similar aid for some of the technical and commercial class subjects, like boiler construction, woodwork, book-keeping, typewriting, Latin and German, it was not successful.

The last of the evening classes committees was composed of seventeen members, thirteen of the Board and four co-opted members, under the Chairmanship of Mr. Robert Reah. In its report for the session 1901 - 1902 it felt that despite the fact that it had taken a great deal of care in providing facilities and in organising the classes, they were not supported as the Committee had hoped. The report concluded with: 'Whilst the numbers for the present session bear favourable comparison with that of any other year, it still seems evident that the facilities offered in this direction are not taken advantage of so fully as might be expected by the young people of the town, with the object of promoting their own self-culture and improvement' (1). For example several of the classes in which the attendance had not been satisfactory had been closed. In this respect the French class at the Ocean Road School had ceased, the classes in physiology and photography at the Westoe School and that in brickwork at the Laygate Lane

(1). S.S.S.B. Minutes, 24th January, 1902.

(2). Ante p.279.

School had been terminated during the session. The art class at the Ocean Road School however was given a period of three weeks in which the attendance had to improve otherwise the Committee intended to close it, which in fact it did. This shows that the Committee was not prepared to allow classes to continue unless there was reasonable support from the young people of the borough. But as it pointed out the evening classes were fairly well supported by 'the more studiously disposed of the inhabitants who undoubtedly gained great benefit from them.'

CHAPTER VIII.

SCHOOL ATTENDANCE : THE EMPLOYMENT OF CHILDREN:

HANDICAPPED CHILDREN.

One of the most important powers of the school board under the Elementary Education Act of 1870 was the power to make bye-laws for the compulsory attendance of children at school (1). Thus the board could require parents of children, not less than five years and not more than thirteen years of age, 'to cause such children (unless

there is some reasonable excuse) to attend school' (2). Any such bye-laws had to make provision so that the withdrawal of any child from any religious observance or instruction in religious subjects was not prevented. The attendance at school of a child on any day set apart for religious observance by the religious body to which his parent belonged could not be enforced (3). The bye-laws also had to provide for the total or partial exemption of any child from the obligation to attend school provided that one of H.M. Inspectors certified that he had reached a standard of education specified in the bye-laws (4). The following were deemed to be reasonable excuses:

1. That the child was under efficient instruction in some other manner.

(1). Prior to 1870 there existed only indirect compulsion by means of the educational clauses in the Mines and Factories Actse.g. the Factory Act of 1833 made the employment of children between the ages of 8 and 13 years conditional on part-time attendance at school. The Mines Act of 1860 laid down that children might be exempted from further schooling if they presented a certificate of proficiency in the three R's.

(2). E.E. Act, 1870, s. 74(1).

(3). Ibid. s.74(2).

(4). Ibid. s.74(5).

2. That the child had been prevented from attending school by sickness or any unavoidable cause.
3. That there was no public elementary school open to which the child could attend within three miles, 'measured according to the nearest road from the residence of the child'. The board could impose penalties for the breach of its bye-laws; the Act of 1870 also laid down that 'any proceeding to enforce any bye-law may be taken, and any penalty for the breach of any bye-law may be recovered, in a summary manner'. (1). The maximum penalty, including costs, was five shillings for each offence. At least one month before the board submitted its bye-laws on attendance for the approval of the Education Department it had to deposit a printed copy of the proposed bye-laws at its office for inspection by any ratepayer. The bye-laws had the same effect as if they had been enacted by the Act of 1870 when they were sanctioned by Order in Council of Her Majesty.

Although the 1870 Act gave powers to school boards to make school attendance compulsory in their districts, it did not inaugurate universal free compulsory elementary education; many school boards did not avail themselves of the powers of compulsion granted under the Act. Even where school boards did make such bye-laws they were still faced with the problem of enforcing them. This problem of securing regular attendance beset school boards for the

(1). E.E. Act, 1870, s. 5.

next twenty-five years. The poor and irregular attendance was due to the parents' lack of faith in the schools, and the fact that they did not realize the necessity for regularity. There was also the custom of setting children to work at an early age which influenced the parents. The South Shields School Board realized the supreme importance of compulsory attendance and the need to secure regular attendance at the public elementary schools of the borough.

The Board felt that it was of little use its building schools unless they were properly utilized by having the children in regular attendance. In order to make its schools pay their way it was essential to have as many children as possible attending them, because the government grant to a great extent depended upon it. The Board, therefore, in its first bye-laws made provision for the compulsory attendance of children of not less than five years of age and not more than thirteen years of age at a public elementary school in the borough. These were sanctioned by Her Majesty by Order in Council on the 3rd September, 1871 (2) and were enforced by the Board from the 1st October, 1871 (3). But in the 4th bye-law, which dealt with attendance, the Education Department had not been satisfied with one of the Board's provisions for exemption, which included, besides those mentioned in the Act of 1870, 'if the Board is satisfied that the parent requires his or her

(2). P.R.O. Ed. 16/69, 3/9/1871.

(3). S.S.S.B. Minutes, 30th October, 1871.

help at home for her work'. The Board, at the suggestion of the Education Department expunged these words from the bye-law. To enforce the bye-laws the Board appointed a School Attendance Committee of nine of its members and an officer. The officer was known locally as 'the School Board Man', as were his colleagues at a later date, and his appearance at the homes of recalcitrant parents was usually the signal for flight or a commotion, especially in the slum areas of the borough. Therefore the Board took great care to engage forceful characters for these appointments.

The Board ordered the attendance officer to bring children, who were liable, under the Industrial Schools Act, 1868, to be sent to a certified industrial school, before two Justices of the Peace. In his spare time he had to make an alphabetical list of all the children of school age in the borough, and to visit every home for that purpose. The result of his work up to the 1st of December, 1873 is seen from the following table:

TABLE viL

REPORT OF THE ATTENDANCE OFFICER - 1st December, 1873.

The number of houses visited.....	3,420.
" " " represented as being at school.....	4,085
" " " " not " " "	<u>2,758</u>
Total children	6,843.
" " " absentees visited.....	1,987
" " " children who had never attended school and were sent through the efforts of the officer	164

The number of notices served to attend school	123
" " " children represented in notices.....	207
" " " children sent to school after notices.....	203
" " " children who left the borough after notices....	4

The officer's visits had therefore the affect of making some children attend school, who had previously not done so, and of improving the attendance at the voluntary schools in the borough. The Board had only the Infants' temporary school in Victoria Road functioning at this time. The attendance at the public elementary schools improved very much between 1870 and 1873 which can be seen from the following table:-

TABLE vL .

THE NUMBER ON REGISTERS AND IN AVERAGE ATTENDANCE

AT PUBLIC ELEMENTARY SCHOOLS FROM DECEMBER, 1870 to DECEMBER, 1873

No1 on Registers, 1870. 5,091.	No. on Registers, 1873. 6,684.	Increase 1,593
Average Attendance, 1870. 3,684	Average Attendance, 1873. 4,992	1,308

The officer reported that there were no cases of ill-attendance serious enough for him to take out summonses before the magistrates. His visits and, in a few cases, the admonitions of the Attendance Committee of the Board had been sufficient to secure the enforcement of the law(1).

(1). S.S.S.B. The First General Report, December, 1873.

By May, 1875 the Board, on the proposal of the Attendance Committee, had divided the borough into three districts, east, west and central, under the supervision of three attendance officers, Roger Kemmell, Edward Barnes, and Charles Palmer. Over a period of two years, from 1874 to 1876, these officers did much to increase school attendance throughout the borough. For example, in the course of their work, they visited 18,580 houses, inquired into 17,750 cases of irregular attendance, and served 719 notices on defaulting parents to appear before members of the Attendance Committee. The Board summoned 415 parents before the magistrates as they had neglected to send their children to school after repeated warnings. Some 289 of these parents were fined a total of £71. 2s. 6d. The effect of the Boards' efforts to improve the attendance from 1874 to 1876 is shown by the figures for the average attendance in October of those years.(1).

TABLE ivL

THE AVERAGE ATTENDANCE IN PUBLIC ELEMENTARY SCHOOLS. 1874 to 1876

Year.	Voluntary Schools.	Board Schools.	Total.
1870	3,684	-	3,684
October, 1874	4,478	908	5,386
" 1875	4,621	1,444	6,065
" 1876	4,677	1,999	6,676

(1). S.S.S.B. The Second General Report, December, 1876.

These figures show that the average attendance was increasing year by year and, although the Board was increasing its provision of school accommodation, the position of the voluntary schools also continued to show improvement. The small increase in attendance in 1876 at the voluntary schools was due to the transfer of the Tyne Dock British School (1). Another indication of the improvement in the attendance at the voluntary schools was the increased amount of government grant they received. In 1870 they received £1,813. 19s. 4d. whereas in 1874 it had risen to £2,821. 15s. 4d.

Despite the great improvement in school attendance the Board was not satisfied with the position. One member, Mr. John Johnson, informed the Board that he had observed about fifteen children of school age playing in the streets near Claypath Lane. He suggested that the attendance officers should concentrate on the district near the Ocean Road Board School for a week 'to get the children into school who were running about the streets (2)'. Teachers in the Board's service were also concerned about the irregular attendance of a large number of pupils. In September, 1875 a letter, signed by the head teachers of the Board's schools, was read at a meeting of the Board (3). It drew the attention of the Board to the extreme irregularity in the attendance of children and suggested that the attendance returns be made out weekly instead of the existing practice of fortnightly. This would enable the attendance officers to follow up cases of bad attendance much more

(1). Ante p. 64.

(2). S.S.S.B. Minutes, 4th March, 1875.

(3). Ibid, 28th September, 1875.

expeditiously. The teachers also suggested that the Board should offer prizes to children who attended regularly and that negligent parents should be brought before the magistrates much more frequently. The Board noted these very sound suggestions and adopted them at a later date.

The Attendance Committee of the third School Board, 1877 to 1879, found that their work was most difficult and arduous. It made strenuous efforts to improve school attendance and held meetings every fortnight, and sometimes more frequently, for the purpose of summoning parents before it to account for the irregular attendance of their children. The Committee reported that both the teachers and visiting officers were making a constant effort to make the children attend regularly and punctually and their efforts had done a great deal to improve the attendance. The following table shows the average attendance for the years 1877 to 1879:

TABLE iiii.

THE AVERAGE ATTENDANCE IN PUBLIC ELEMENTARY SCHOOLS: 1877 to 1879.

School year, ending 29th September.	Voluntary Schools.	Board Schools.	Total.
1870	3,684	-	3,684
1877	4,851	2,149	7,000
1878	4,134	2,957	7,091
1879	4,229	3,244	7,473

The total of average attendance for 1879 shows that it was 7,473 which was out of a school population of about 10,000. This

meant that about 74 per cent of the children were in average attendance. In 1870 the average attendance was 3,684 out of a school population of 8,303 (1), which was about 44 per cent. In view of the figures for average attendance in 1879 the Board proudly informed the ratepayers: 'the average attendance per. cent. of children on the books in our borough is not exceeded by any other town except London' (2). Nevertheless the Board felt that a better attendance could be secured by a rigorous enforcement of the bye-laws, but that this would be impossible without the provision of more school accommodation. During its term of office, the Attendance Committee of the third Board, summoned 1,348 parents before it. Of this number 624 were brought before the magistrates who imposed fines for negligence or for deliberate flouting of the bye-laws totalling £101. 2s. 6d.

The Attendance Committee of the fourth School Board, 1880 to 1882, brought the attendance bye-laws (3) up to date to comply with the Elementary Education Acts of 1870, 1876 (4) and 1880 (5)

(1). Ante p.38.

(2). S.S.S.B. Third General Report, December, 1879

(3). Ante p.358.

(4). Lord Sandon's Act of 1876, s.4, enacted: 'It shall be the duty of the parent of every child to cause such child to receive efficient elementary instruction in reading, writing, and arithmetic, and if such parent fail to perform such duty, he shall be liable to such orders and penalties as are provided by the Act'. Employers were also forbidden to employ children under ten, and children employed between ten and fourteen were compelled to attend school half-time. There were exemptions i.e. if a child passed standard IV or made a certain number of attendances each year during the previous five years, he could be exempted from further attendance. This was known as the Dunces' Pass. Parents who neglected the attendance order were liable to a fine not exceeding 5s. and employers who contravened the Act to a penalty of 40s.

(5). Mr. Mundella's Act of 1880 made the framing of bye-laws compulsory on all school boards and school attendance committees. Universal compulsory elementary education was therefore introduced by this Act.

After being approved by the Board, they were sanctioned by the Queen on the 2nd March, 1881, and enacted that:

1. 'The parent of a child not less than five and not more than thirteen years of age shall cause (1) his child to attend a certified efficient school unless there is some reasonable excuse for non-attendance. The following are reasonable excuses:
 - (a). The child is under efficient instruction in some other manner.
 - (b). It is prevented by sickness or any other unavoidable cause.
 - (c). There is no public elementary school open at which the child can attend within two miles measured from the nearest road from the child's residence.
2. The time of attendance is during the whole time the school is open.
3. The parent of a child may withdraw it from any religious observance or religious instruction.
4. A child may be exempted from attendance if:
 - (a). The child is between ten and thirteen years of age and if it has reached standard IV vide the Code of 1876 (2), and has received a certificate from H.M. Inspector.
 - (b). The child is between ten and thirteen years of age and is shown to the satisfaction of the local authority to be beneficially and necessarily employed; it need not make

(1). This also meant 'with the correct school fee': London School Board v. Wright, 12 Q.B.D. p. 578.
 (2). E.E. Act, 1870, s.74, (5).

more than 150 attendances in the year if it has reached (1).
standard III and has received a certificate from H.M. Inspector

5. The penalty for non-compliance with an attendance order is a fine not exceeding five shillings for each offence'. (2).

In these, its second bye-laws on attendance, the Board made provision for total and partial exemption and a fair number of pupils took advantage of them (3).

The Attendance Committee seemed to be satisfied with the record of attendance during its three years of office. The figures quoted to the ratepayers were: (4)

TABLE iil

THE AVERAGE ATTENDANCE IN PUBLIC ELEMENTARY SCHOOLS: 1880-1882.

School Year, ending 29th September.	Voluntary Schools.	Board Schools.	Total.
1880	3,808	4,012	7,820
1881	3,853	4,284	8,137
1882	3,747	4,718	8,465

It stated that it had then, in 1882, 10,629 pupils on the registers of public elementary schools with about 80 per cent in average attendance 'which is a higher rate than almost any board in England' (5). The teachers of the Board, however, were far from satisfied with the attendance. A deputation from the Tyneside

(1). This was the Duncie's Pass, see Note 2, p.364.

(2). P.R.O. Ed. 6/15, 2/3/1881.

(3). Ante p.195.

(4). S.S.S.B. Fourth General Report, Dec. 1882., p. 6.

(5). The percentage of av. attendance for this year, 1882, which was quoted by the Sixth School Board in January 1889, was 77.7 per cent. It seems that the figures quoted by the fourth Board were those of the best month, September, which did not give a true picture. Post p.382.

Teachers' Association, led by Mr. Alexander Scott, B.A., headmaster of the Boys' department of the Ocean Road Board School, waited on the Board at its monthly meeting held on 25th March, 1881. The deputation expressed its dissatisfaction at the existing state of attendance and laid before the members of the Board some suggestions for 'the better enforcement of the compulsory clauses of the Elementary Education Acts' (1). The deputation suggested:-

1. That the Board should state exactly the minimum number of attendances per week which constituted a 'satisfactory attendance'. Parents would then be fully aware as to their responsibilities in the matter of attendance.
2. That the prosecution of parents for the irregular attendance of their children should be 'steady and systematic, and not fitful and intermittent'. This would show irresponsible parents that their neglect would make them fully liable under the penalties of the bye-laws.
3. That the fines imposed by the magistrates on guilty parents should be as far as possible rigidly enforced (2). By various means some of the worst offenders were avoiding the payment of their fines and thus the prosecutions were having no effect on them.
4. That employers of labour should be informed from time to time of the liabilities which they could incur if they employed

(1). South Shields Gazette, 26th March, 1881.

(2). E.E. Act, 1876, c.f. Hance & Fairhurst, 51 L.S.M.C. 139.
s.12.

children who were not exempt from school attendance (1). The conditions upon which children were exempt from further attendance at school (2) should also be clearly stated so that the public were made fully aware of them. (It was, therefore, evident that some employers were employing children who were not exempt from attendance at school).

5. That the Board should appoint an officer whose duty it would be to enter places of employment to ensure that children not exempt from school attendance were not being employed. This would make employers much more particular regarding the employment of children and a check would then also be kept on employers who frequently contravened the law.
6. That the Board should send a deputation to meet the magistrates to discuss the best means by which the provisions of the Elementary Education Acts with regard to school attendance should be carried out. The enforcement of school attendance could be effectively expedited if the magistrates and the Board worked in harmony. To this end the Board should first of all lay down and define what it meant by 'satisfactory attendance'; the magistrates would then have guidance and give much more accurate decisions than at the present time.

(1). E.E. Act, 1876, s. 6.

(2). Ibid, s.5.

The Board agreed to accept and consider these suggestions of the teachers and most of them were subsequently adopted. The Tynemouth School Board also received a deputation, and accepted similar suggestions, from the Tyneside Teachers' Association.

During the early years of the Board, as indicated by the teachers' deputation, the relations between it and the local Bench, over the prosecutions for irregular attendance (1), were not harmonious. For example, on the 3rd January, 1882, Mr. J. Strachan, J.P. criticized, from the Bench, the unnecessary frequency of the School Board's prosecutions (2). The members of the Board naturally resented what they regarded as completely unjust criticism. But most important of all they felt that it would doubtlessly create misunderstanding in the public mind, because many parents would believe they were being victimized. Mr. John Bowman, the Chairman of the Board, remarked, 'the criticism should not be allowed to pass unnoticed. It is not the wish of the Board to prosecute parents, nor to harass them in any way. Only the worst cases are brought before the magistrates and only then after careful consideration by the Attendance Committee. There are some parents who will neither send their children to school nor pay the fees for them, and it is only from a sense of duty, in the interests of the community, that the Board is compelled to take such cases before the Bench' (3).

(1). E.E. Act, 1873, s.23, s. 24.

(2). South Shields Gazette, 3rd January, 1882.

(3). Ibid, 9th January, 1882.

This statement appeared in the local press and helped to make the position of the Board clear to the public. There is no doubt, however, that the number of prosecutions was increasing; from 1877 to 1879 there were 624, whereas for the next three years the total reached 1,015. It was, therefore, not surprising that the magistrates became alarmed.

A députation from the Board met the local magistrates on the 3rd March, 1882, and the question of prosecutions for irregular attendance was discussed fully. This meeting helped to clarify the position of the Board in the matter. When the Chairman of the Board remarked: 'The Board looks to the assistance of the

magistrates in enforcing the compulsory section of the Elementary Education Act of 1880' (1), the Chairman of the Bench re-assured him that he and his fellow magistrates would co-operate fully with the Board in its most difficult task (2). As a result of this meeting, and the teachers' suggestions regarding the minimum satisfactory attendance, the Board began to serve notices on parents of irregular attenders. Notice A. was served if the attendance officer had visited a parent on two or three separate occasions during the school quarter and the child still failed to attend satisfactorily. If, after a fortnight, the child was still absent without a reasonable excuse, notice B. was served on the

(1). S.S.S.B. Minutes, 28th March, 1882.

(2). School Board Chronicle, Vol. XXIX, p. 640.

parent. Notice C. was only served in cases of long continued negligence on the part of a parent and after due warning had been given. This notice had to be promptly followed by a notice 'inviting' the parent to appear before the Attendance Committee or, in the most serious cases, the Committee would order an immediate prosecution of the case. The notice, which gave the precise information concerning the irregular attendance of children, had the effect of reducing the number of cases of irregular attendance. The following table shows the number of cases considered by the Attendance Committee for the year 1883 to 1885:

TABLE 1L.

CASES CONSIDERED BY THE ATTENDANCE COMMITTEE FOR INSUFFICIENT OR NON-ATTENDANCE AT SCHOOL: 1883 - 1885.

ATTENDANCE ON NON-ATTENDANCE AT SCHOOL. 1885 - 1885.								
Year.	No. of Notices served on Parents.	No. of Child- ren the subject of the Notices.	Decision of the Comm- ittee.				No. in prosec- ution Column who did not appear.	
			Cautioned		Ordered to be Prosecuted			
			Par- ents.	Child- ren.	Par- ents.	Child- ren	Par- ents.	Child- ren.
1883	721	1028	566	782	155	246	53	68
1884	548	760	418	583	130	177	46	58
1885	450	561	374	468	76	93	19	27
Total	1719	2349	1358	1833	361	516	118	153
The attendance officers' records for the year 1885 show that —								

The attendance officers' records for the year 1885 show that 27,868 visits were made during the year and 1,389 A. and B. notices were served. This is evidence of the diligence of the officers and of the arduous nature of their work.

The difficulties over irregular attendance were further

aggravated by the number of waifs in the borough. In 1884, the superintendent of the workhouse described them as 'the street arabs of South Shields'(1); they were the neglected children of foreign fathers, who had either deserted the mother or had lost their lives at sea. It appears that scarcely a week passed by without the police having to take charge of children who were homeless and were begging in the main thoroughfares of the borough. Some of these destitute children were sent to the Wellesley training ship, an industrial school, which was moored in the Tyne at South Shields, near to the Penny Ferry landing stage. The majority of the neglected children who were not attending school lived in the congested slums, which stretched from the market place along the river side to the Lawe. An investigation by the attendance officers of the Board in 1882 revealed that between 300 and 400 such children were not attending school. At that particular time there was a shortage of school accommodation in the area, but by 1884 the Board greatly improved the position by compelling most of these children to attend the Ocean Road Board School and the St. Hilda's National School and also by providing a special department in St. Stephen's School for about 100 children who paid no fees. On the 31st December, 1885 there were 172 children in industrial schools who had been sent there at the instance of the Board.⁽²⁾ The following table shows the industrial schools to which the children were sent:

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- (1). South Shields Gazette, 3rd March, 1884.
 - (2). As the Board's methods of enforcing and encouraging attendance improved, so the number of children sent to industrial schools decreased. For example in 1900 there were only 57 children in such schools.

THE NUMBER OF CHILDREN IN INDUSTRIAL SCHOOLS ON THE 31st DECEMBER 1885, who were sent at the instance of the Board.

Name of School.	Boys.	Girls.	Total
Ashburton House, Newcastle-on-Tyne.		3	3
Chadwick Industrial School " " "	11		11
Earl's House Industrial School, Durham.	25	-	25
Gateshead Industrial School		8	8
Green's Home, South Shields.	22		22
Kirkedge Industrial School, Sheffield.		5	5
Northumberland Village Homes.		3	3
St. Anne's Industrial School, Liverpool.		1	1
Sunderland Boys' Industrial School.	5		5
" Girls' " "		4	4
'Wellesley' Training Ship, South Shields.	79		79
York Girls' Industrial School.		6	6
Total:	142	30	172

The Board contributed an average of 1s. 4d. per week towards the maintenance of these children but those sent to the Earl's House Industrial School, Durham were admitted without charge (1).

In order to meet the requirements of the borough, the Attendance Committee recommended the adoption of new bye-laws on school attendance. These were adopted by the Board on the 7th May, 1883(2).

- (1). S.S.S.B. Fifth General Report, January, 1886, p. 10.
 (2). S.S.S.B. Minutes, 7th May, 1883.

and were sanctioned by Her Majesty on the 23rd August, 1883 (1). The bye-laws, which revoked the previous bye-laws, (2) enacted:

1. Definitions: The term 'district' means the municipal borough of South Shields. The term 'child' means a child residing in the district. The term 'school' means certified efficient school. 'Attendance' means an attendance at a morning or afternoon meeting, as defined by the Code of 1876. The 'Code of 1876' means the Code of Minutes of the Education Department made in the year 1876 with respect to the parliamentary grant to public elementary schools in England. The term 'Local Authority' means the local authority for the district acting for the time being under the Elementary Education Act of 1876.
2. Children to attend school: The parent of every child of not less than five, nor more than 13 years of age, shall cause such child to attend school, unless there be a reasonable excuse for non-attendance.
3. Reasonable excuse: Any of the following reasons shall be a reasonable excuse namely:
 - (a). That the child is under efficient instruction in some other manner.
 - (b). That the child has been prevented from attending school by sickness or any unavoidable cause.
 - (c). That there is no public elementary school open which the

(1). P.R.O. Ed. 6/15, 23/8/1883.

(2). Ante pp. 365-6.

child can attend within one and a half miles (1), measured according to the nearest road from the residence of such child.

3. Time of attendance: The time which every child shall attend school shall be the whole time for which the school selected shall be open for the instruction of children of similar age, including the day fixed by Her Majesty's Inspector for his annual visit.

4. Proviso as to religion and Labour Acts: Provided always that nothing in these bye-laws:

(a). Shall prevent the withdrawal of any child from any religious observance or instruction or religious subjects.

(b). Shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which its parent belongs.

(c). Shall have any force or effect in so far as it may be contrary to anything contained in any Act for regulating the education of children employed in labour.

5. Proviso as to standard for exemption: And provided that:

(a). A child between ten and thirteen years of age shall not be required to attend school if such child has received a certificate from one of Her Majesty's Inspectors of Schools that it has reached the fifth standard (2) prescribed by the Code of 1876.

(b). A child between ten and thirteen years of age shown to the

(1). In the previous bye-laws it was two miles; there were now sufficient schools in the borough to reduce the distance.

(2). In the previous bye-laws it was the fourth standard.

satisfaction of the local authority to be beneficially and necessarily employed shall not be required to attend school for more than five attendances in each week during which the school is opened, if such child has received a certificate from one of Her Majesty's Inspectors of Schools that it has reached the fourth standard (1) prescribed by the Code of 1876.

6. Penalty: Every parent who shall not observe, or shall neglect or violate these bye-laws, or any of them, shall, upon conviction, be liable to a penalty not exceeding, with the costs, five shillings for such offence.

The main changes in the bye-laws were in the standards which were required for exemption. The Board was intent upon keeping the children at school as long as possible and, by raising the standards for exemption, it raised the standard of attainment of children seeking exemption.

In its regulations for the management of its schools, which the Board approved on the 2nd November, 1885, explicit instructions were given to the school attendance officers. The most important of these stated that each officer was to act under the Clerk to the Board, who was instructed by the School Attendance Committee. Each officer was held directly responsible for the efficient working of his own district. On Friday and Saturday of each week he had to examine the head teachers' returns of admissions of children,

(1). In the previous bye-laws it was the third standard.

children who had left school, irregular attenders and the duplicate registers; he then had to prepare street lists ready to commence visiting the homes of irregular attenders at 9. a.m. on Monday. He had to take action by visiting the homes of those children 'who made less than eight out of a possible of ten attendances during the week' (1). Each officer was required to keep a note book in which to enter the particulars of cases requiring extra vigilance and especially the names and addresses of children found wandering about the streets during school hours. He had to satisfy himself, as far as possible, that all the children in his district were attending school and note the real causes of neglect of parents to send their children to school. He had to 'explain' to these parents the requirements of the Elementary Education Acts and urge them to send their children to school regularly (2). But he had 'to most carefully avoid using his influence in favour of any particular school' (3). This was to prevent any undue favouritism on his part and so that the parent would have, as far as possible, a choice of school, either voluntary or one of the Board's schools, to which to send his children. He had to note in writing in all cases the excuses given by parents for non-attendance of their children at the time of each visit. If he was in any doubt as to the genuineness of excuses regarding the sickness of children, parents had to obtain a medical certificate on a form supplied by him. He had to take great care

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- (1). This was the Board's definition of 'unsatisfactory attendance' See pp.367-8.
 - (2). The Board's definition of 'satisfactory attendance' was full and punctual attendance of the child in accordance with the bye-laws. Ibid. Art. 113.
 - (3). S.S.S.B. Regulations for the Management of Schools, 2nd November, 1885, Art. 102.

not to compel children to attend school, who were suffering from infectious diseases, or who were living in a house where such diseases prevailed. The officer had to submit weekly all cases which required the decision of the Attendance Committee and in all cases ordered by the committee to be brought before the magistrates; he had to fill up the information sheet for the guidance of the officer prosecuting on behalf of the Board. All notices requiring parents to attend a meeting of the Committee had to be served on parents two days prior to such a meeting. In preparing cases for the Committee the officer had to see that all the necessary information concerning the child, including the number of attendances made by it during the previous four weeks, was entered in the Committee book. When the Committee gave its decision on a case the officer had to see that it was carried out. When court proceedings were taken against a parent, he had to pursue the case until the child became a regular attender or was sent, by the magistrate, to an industrial school.

At this time, 1885, besides the three attendance officers, the Board employed a special attendance officer whose duty it was to be constantly on the alert for negligent parents, children who did not attend school, and for children who were found working in contravention of the bye-laws or the Factory Acts. He also had to report to the Attendance Committee all cases within his knowledge of

children living in degrading circumstances like 'those living in disreputable houses, amongst thieves or beggars, or amid such surroundings as would be likely to lead them into crime'. He had to investigate all cases of children which were reported to him, who deserved to be sent to an industrial school, to take charge of cases requiring the special attention of the Committee, to analyse census returns and take action on them, and generally carry out the orders of the Attendance Committee. All of the attendance officers were required to prepare a return of their work each month which had to include: The number of absentees reported in their respective districts, the number of visits made, the number of cases summoned before the Committee, the number of cases prosecuted before the magistrates, the number of truants and wandering cases dealt with, the number of A., B., and C. notices served and the general state of school attendance in their district. One important injunction was given to the officers viz: 'Officers must not enter a public-house (unless in discharge of their duty), or smoke during the hours of duty'.

In the matter of school attendance the Board laid great emphasis upon the co-operation of the teachers in its service. It said, 'the great motive power in this matter (school attendance) is in the hands of the teachers, and, as much as they have done in the past, the Committee look to them chiefly for the maintenance of a higher average attendance of its scholars in the future'(1).

(1). S.S.S.B. Minutes, 12th January, 1889

Meanwhile the Attendance Committee took further steps to improve attendance. In order to facilitate the hearing of cases brought before it, meetings were held, as they became necessary, at the various schools of the Board. These meetings were attended by the committees of managers of the respective schools who were assisted in this special work by additional managers. These additional managers held office from year to year by appointment of the Board because they possessed local knowledge of the districts in the neighbourhood of the schools. These meetings at the various schools began in April, 1886, because many parents, who were summoned to appear before the Committee, had complained that they had to travel from the outlying districts of the borough to the School Board offices. The Committee felt that this arrangement would overcome the objection and that the work of the Committee in interviewing parents would be distributed and the delays experienced in the past would be avoided. From 1886 to 1888 the Attendance Committee heard 1529 cases and ordered 411 parents to be prosecuted. The magistrates imposed a total of £105. 3s. 6d. in fines on parents. The fines ranged from 1s. to 5s. Some 72 children were sent to industrial schools by the magistrates during these three years. In order to collect the fines the attendance officers had to take out distress warrants and orders of commitment in a majority of cases but in no case was it necessary to make an actual distraint and there was only one case of a man who went to prison in default of

distress for the non-payment of his fine.

In January, 1887, the three districts of the attendance officers were re-defined. The borough was divided into four districts (1), which were smaller in area than the previous divisions, thus: north-eastern, central, eastern and western districts. But, although the areas of the attendance officers' districts were re-defined, the three districts into which the borough was divided for the hearing of cases by the Attendance Committee remained. The eastern district included Ocean Road, St. Stephen's and Baring Street Board schools, and St. Hilda's National School; the western district included Cone Street, East Jarrow and Tyne Dock Board schools and Holy Trinity National and St. Peter's and Paul's Roman Catholic schools; the central district included Laygate Lane and Barnes' Board schools and St. John's Presbyterian and St. Bede's Roman Catholic schools. The reductions in the size of their districts enabled the attendance officers to exercise a much closer supervision over them than formerly. This wise provision of the Attendance Committee, together with the diligence of the officers and the co-operation of the teachers and magistrates had the effect of increasing and greatly improving the attendance at the public elementary schools of the borough. The following table for the years from 1880 to 1891 shows how the average attendance increased throughout these years:

TABLE Li
(P. 382)

(1). The special attendance officer's duties ceased and he was given one of these districts to supervise. The Committee decided that by reducing the size of the districts they could be supervised much more thoroughly and a special attendance officer was therefore unnecessary.

ATTENDANCE AT THE PUBLIC ELEMENTARY SCHOOLS OF THE BOROUGH

DURING THE YEARS 1880 - 1891. (1)

YEAR.	Voluntary Schools		Board Schools		Total		Percent- age of Average Attend- ance.
	No. on Regis- ters,	No. in Average (Attend- ance.	No. on Regist- ers.	No. in average (attend- ance.	No. on Regist- ers.	No. in average (attend- ance.	
1880	4905	3798	4364	3400	9269	7198	77.7
1881	4670	3510	5208	3893	9878	7403	75.0
1882	4698	3558	5706	4365	10404	7923	76.2
1883	4135	3133	6539	5118	10674	8251	77.3
1884	3742	2807	7795	6099	11537	8906	77.2
1885	3794	2821	8365	6408	12159	9229	75.9
1886	3889	3027	8588	6752	12477	9779	78.4
1887	3954	3121	8739	6831	12693	9952	78.3 %
1888	4052	3238	8934	7218	12986	10456	80.5
1889	4115	3212	9117	7313	13232	10525	79.5
1890	3849	3012	10097	8248	13946	11260	80.7
1891	3991	3104	10735	8729	14726	11833	80.4

% In 1887 the average attendance in England and Wales was 76.3 per cent. which shows that the position in the borough was fair compared with the rest of the country.

In 1889 the Board required school caretakers to perform certain duties as assistant school attendance officers, but after nine months trial of looking after a certain section of the absentees the caretakers were relieved of this duty. Instead of this the Board appointed a clerk to assist the four attendance officers in their clerical work and the Board issued the following revised instructions to the officers (2). They had to devote the first three days of each week to visiting absentees, and the next two or three days were to be employed in following up cases of children who were not at school, truants and others requiring special

(1). These figures were the average for the whole year not for any particular month.

(2). S.S.S.B. Seventh General Report, 1892, p. 37.

attention. Teachers of all public elementary schools were also requested to exercise the strictest care in entering the names of children on the weekly absentee lists. A new form of absentee list was to be prepared which reduced the classification of irregular attenders by the officers to a minimum. The officers were to call for these lists, which contained the previous day's absentees' names, at 9.0 a.m. on the days arranged with head teachers. They were then to visit the cases on the same or on the following day and make a report on them. The Board amended its regulations of 1885 to read: 'all scholars who have made less than eight attendances during the week must be reported, excepting definite and reliable information respecting such absence has already reached the teacher'. (1). These new instructions enabled cases of irregular attendance to be followed up much more quickly and so reduced the number of cases. As well as these measures to enforce attendance the Board encouraged regular and punctual attendance by introducing a system of prizes in 1889. The conditions for the award of these prizes were: 'That every scholar who has attended school during the school year, exactly at the time of opening, morning and afternoon, every time the school has been open, and whose conduct has been satisfactory, shall be entitled to a book or reward of the value of 3s. That every scholar who

(1). Ante p. 377.

has similarly attended not less than 97 per cent. of the number of times the school has been open shall be entitled to a book or reward of the value of 1s. 6d. '(1). The number of children who received these 'good attendance' prizes greatly stimulated the average attendance in the public elementary schools of the borough. Between 1892 and 1902 the number of these prizes awarded also increased viz:

TABLE Lii.

THE NUMBER OF PRIZES AWARDED FOR GOOD ATTENDANCE TO PUPILS
IN BOYS', GIRLS' AND MIXED DEPARTMENTS, 1892 - 1902.

(page 385).

(1). S.S.S.B. Seventh General Report, January, 1892, p. 19.

THE NUMBER OF PRIZES AWARDED FOR GOOD ATTENDANCE TO PUPILS IN BOYS', GIRLS' AND MIXED DEPARTMENTS:

YEAR.	BOYS'		GIRLS'		TOTALS	
	3/-	1/6d.	3/-	1/6d.	3/-	1/6d.
1892	193	728	72	338	265	1,066
1893	165	1,015	78	400	243	1,415
1894	241	1,060	108	501	349	1,561
1895	246	1,136	116	537	362	1,673
1896	340	1,244	140	712	480	1,956
1897	540	1,266	252	747	792	2,013
1898	555	1,643	230	993	780	2,636
1899	560	1,456	231	1,041	791	2,497
1900	552	1,532	269	1,012	821	2,544
1901	549	1,643	261	1,151	810	2,794
1902	521	1,722	233	1,154	754	2,876

In September, 1896, the Board adopted a scheme for giving special prizes for good attendance in successive years thus:

- (a). 'For the second year's highest possible attendance in the same school a book prize of 4s. will be awarded'.
- (b). 'For the third year's highest possible attendance in the same school a book prize of 5s. will be awarded, and an additional shilling will be added for every additional consecutive year's highest possible attendance'.
- (c). 'The award of these prizes will be in all cases conditional upon the head teacher's report of good conduct (1).'

An average of 199 pupils gained these special prizes, which were nicknamed 'Never Absent Never Late' prizes, each year from the time the Board began the scheme. The most remarkable case of good attendance was that of George Hymers who during his nine years as a pupil at the Baring Street Board School, from the 1st July, 1890 to the 30th June, 1899, never missed a single attendance (2).

The Board always endeavoured to keep children at school as long as it was legally possible. Under the School Attendance Act of 1893, which raised the age to eleven years as the minimum for partial exemption from school attendance, the Board amended its bye-laws. The main provisions of these bye-laws regarding the minimum requirements as to school attendance were : -

- 1. A child between 11 and 13 years of age cannot leave school or be legally employed, unless it has passed the sixth standard (3).
- 2. A child over 13 years of age cannot leave school until it has

(1). S.S.S.B. Minutes, 29th September, 1896.

(2). S.S.S.B. Tenth General Report, January, 1901, p.38

(3). This was formerly the fifth standard, see p375.

passed the fourth standard or has reached its fourteenth birthday, or has obtained a certificate of 'previous due attendance' from the H.M. Inspector (1).

On the 2nd November, 1894, 37 children in standard VI and 80 children in standard IV presented themselves for the 'labour certificate' examination by the H.M. Inspector. Of these 35 and 56 pupils passed ~~respectively~~ and so were exempt from further attendance under the bye-laws.

The tenth School Board amended the bye-laws on school attendance for the last time and again raised the minimum age for exemption. These bye-laws were the result of the Elementary Education (School Attendance) Act, (1893) Amendment Act, 1899 (Robson's Act), which had been introduced by Mr. W.S. Robson, Q.C. a Liberal and member for the borough of South Shields. Its object was to raise the age of children engaged in half-time employment from eleven to twelve years, and in rural districts the age for entire exemption was raised to 13 years with the proviso that all children who attained the age of 11 years, and the standard requisite to qualify them for exemption, should only be required to make 250 attendances at school during the following two years. Therefore the rural child was kept at school for a year longer than the town child^{but} for the last two years of attendance was only required to attend for

(1). This meant that the 'Half-time' system did exist under the Board at this time. S.S.S.B. Eighth General Report, January, 1895, p. 30.

twenty-five complete school weeks in each year. This would allow him to be free to help with the hay-making and harvesting when his services on the land were needed the most. The Board formally expressed its appreciation to Mr. Robson for introducing the measure into Parliament (1), and amended its bye-laws, which were approved by the Board of Education (2). The Board first of all informed the Board of Education, in a letter dated the 9th November, 1900, 'As this is neither an agricultural nor a half-time district, the clauses relating to school attendance in such a district are unnecessary, and have been omitted', and asked for the sanction of its bye-laws. The Board of Education replied to this request of the Board thus: 'With regard to the omission of the half-time clause, while the Board of Education cannot express an authoritative opinion as to the effect that such an omission would have, having regard to the provisions of the Elementary Education (School Attendance) Act, 1893, Amendment Act, 1899... it will not decline to approve new bye-laws on the ground that such clause is omitted. Your Board, however, must be prepared to amend its bye-laws should a competent tribunal hereafter decide that partial exemption must in future be granted....' The Board of Education was therefore prepared to allow the Board to omit the half-time clause until a judicial ruling was given to the contrary. The main clauses of the Board's new bye-laws,

(1). S.S.S.B. Minutes, 3rd May, 1899.

(2). P.R.O. Ed. 6/15, 31/12/1900.

which were approved by Her Majesty on the 31st December, 1900, laid down that, 'The parent of every child of not less than five, nor more than fourteen years of age, shall cause such child to attend school, unless there be a reasonable excuse for non-attendance'. Reasonable excuses included the child being under efficient instruction in some other manner, or that it was prevented by sickness from attending or that there was no public elementary school open within one and a half miles, measured according to the nearest road from the child's residence, which it could attend. The proviso as to exemption from attendance laid down:

1. A child between twelve and fourteen years of age shall not be required to attend school if such child has received a certificate from one of Her Majesty's Inspectors of schools that it has reached the sixth standard prescribed by the Code for the time being (1).
2. A child between thirteen and fourteen years of age, shown to the Local Authority to be beneficially employed, shall not be required to attend school if such child has received (i) a certificate from an H.M. Inspector that it has reached the fifth standard (2) prescribed by the Code...; and (ii) a certificate from the Local Authority of previous due attendance at a certified efficient school, such previous due attendance being three hundred and fifty attendances after five years of age in not more than two schools during each year for five preceding years whether consecutive or not.

(1). To reach a standard was to pass in reading, writing and arithmetic in that or a higher standard.

(2). This was formerly the fourth standard, Ante pp.375-6.

It was therefore impossible, according to these bye-laws, for a child to pass out of the regular school course until it had reached the age of twelve years. The Board deplored the fact that parents were all too anxious to take their children from school at the earliest opportunity. It noted that in one of its schools, the Cone Street Board School, 14 boys so qualified were taken away from school to commence work at twelve years of age (1).

As the numbers of children in the borough increased so the work of attendance officers became more arduous. The number of attendance officers was increased from four to five in April, 1895 and the number was further increased to six on the 31st January, 1899. The following officers were then in the service of the Board: R. Kemmet, B. Newham, W. Sewell, W.D. Willits, R.H. Coulthard, and C. Vaughan. In December, 1898, the four districts (2) into which the borough was divided for attendance purposes was sub-divided into five districts; each officer being responsible for the attendance in his own district and one, R.H. Coulthard, was responsible for the office work concerning attendance. When the School Attendance Committee of the tenth School Board was appointed in 1899, it was resolved that each committee of managers of voluntary schools within the borough be invited to nominate one of their number to serve upon it. There were seven members of the Board on the Committee (3) and three members from voluntary schools. The three representatives from the voluntary schools were :

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- (1). S.S.S.B. Tenth General Report, January, 1901, p. 20.
 - (2). Ante p. 381.
 - (3). In 1901 the number was increased to nine.

C.A. Harker, of St. John's H.G. School; James Sedcole, of St. Hilda's National School and W.L. Marshall, of St. Mary's National School. The Attendance Committee divided the borough into four districts instead of three (1) for the purpose of hearing cases of irregular attendance. They (2) were still assisted by the managers and voluntary managers of schools (3). The daily slip system of reporting absentees from school, which the Committee adopted in 1889, was found to be a distinct improvement on the previous system of making a weekly report; attendance officers, from 1897, called each day for the previous day's absentees slip and calls were made upon the parents of absentees without delay. On the 16th July, 1901, the Attendance Committee resolved, on a motion of Mr. G.T. Scott, to reconsider the question of warning notices to parents in respect of non-attendance of their children (4). These notices, A., B., and C. were to be served on parents. Notice A., which was printed on blue paper like a summons, informed the parent that the attendance officer had called with reference to the child's absence and gave details of attendance over the previous four weeks. The parent was asked to give a satisfactory explanation to the Board within two days. Notice B., was for more serious cases and was sent through the post after repeated warnings had been given to a parent. He was requested to attend the Board's office to give a

(1). Ante p.381.

(2). Three members of the Board were summoned in rotation to attend these District School Attendance Committee meetings.

(3). Ante. p.198.

(4). S.S.S.B. Minutes, 16th July, 1901.

satisfactory reason why proceedings before the borough magistrates should not be taken against him. Notice C. was served for the most serious breaches of the bye-laws and was also sent through the post. This notice informed a parent that he had been guilty of a breach of the bye-laws, requested him to attend a district meeting held in a Board school and show cause why he should not be summoned before the magistrates and fined. The parent who received the notice C. was given a last chance to state his case before being summoned. How the work of the attendance officers and the Attendance Committee had increased is seen by comparing the figures for 1890 and 1900 thus: TABLE Liii.

IRREGULAR AND NON-ATTENDANCE CASES BROUGHT BEFORE THE SCHOOL

ATTENDANCE COMMITTEE IN 1890 and 1900.

Year.	No. of Notices served on parents.	No. of parents interviewed by the Committee.	The number of parents summoned before the magistrates.
1890	512	314	198
1900	2,848	739	144

It would appear that the warnings of the Attendance Committee became progressively more effective because although more parents were interviewed in 1900 there were fewer summonses taken out against them.

The borough magistrates continued to co-operate with the

Board in the enforcement of the bye-laws. In 1897 the magistrates, at the request of the Board, granted a 'special court day' once a month for the purpose of dealing with the cases brought by the Board. Previously they had been heard on the same days as other cases on the lists, which meant that in some instances there was a great deal of delay in hearing the Board's cases. The following cases show how the magistrates dealt with irregular attendance; these cases were heard by Alderman J.R. Lawson J.P., a member of the Board from 1889 to 1898, and Councillor H. Hilton J.P., at the borough Police Court on the 11th November, 1902 :

Table Liv

CASES OF IRREGULAR ATTENDANCE - 11th NOVEMBER, 1902.

(Page 394.)

CASES OF IRREGULAR ATTENDANCE - 11th NOVEMBER, 1902.

Parent and Address.	Child.	Date of Birth.	Std.	School	(Attendance.)	(Attendance.)	Decision and Remarks.
					Actual.	Possible.	
(Sleigh, Catherine. (25, Reed Street.	John William.	3. 1. 93.	I	St. Bede's R.C.	7	88	Committed to Shibden Industrial School.
(Jewitt, Matthew. (3, Lower Thames St. (Stewart, John. (40, Orange St.	Greenwell. Elsie.	21. 6. 89. 20. 8. 89	III IV	St. Hilda's Nat. Cone Street.	31 18	78 77	Fined 7s. " 3s.
(Burr, Mary Ann. (8, Edward St.	Lillian	27. 11. 89	IV	" "	46	79	" 4s.
(Keenan, Margaret (10, Victoria Place.	Peter.	7- 12. 94	O	St. Hilda's Nat.	37	78	" 3s.
(Hall, William. (20, Grace Street.	James.	7- 8. 93	I	Ocean Road Jr.	18	74	Adjourned.
(Hall, William. (20 Grace St.	John.	7- 4. 96	O	" "	37	64	Fined 4s. 6d.
(Wilkins, James. (26 Byron St.	Florence.	7- 5. 92	II	Mortimer Rd.	21	49	" 4s.

It appears that some of the parents did not know the exact date upon which their children had been born. Only the very bad cases of neglect were deemed serious enough for the child to be sent to an industrial school, as in the case of John William Sleigh. Another such case was that of Arthur Nicholson who was ordered to be 'committed to an industrial school' on the 23rd April, 1901. The father of the boy, William Nicholson, appeared before the Attendance Committee on the 23rd May, 1901, and explained that as he was the master of a tug-boat belonging to Leith he was seldom at home to give attention to his family. He was desirous of preventing his son's removal to an industrial school because one of his sons had died whilst in the Abbot Memorial Industrial School. He asked that the committal order be withdrawn and promised to make arrangements for the satisfactory attendance of his son, Arthur, who was in standard O of St. Hilda's National School because he was backward. The Committee agreed to recommend that the committal order be suspended because the boy had only missed one attendance in the five weeks since the order was made (1).

Perhaps the most significant event which helped to increase the average attendance in the elementary schools of the borough was the Elementary Education Act of 1891 (2) under which two of the Board's schools, Cone Street and St. Stephens, were made free, and

(1). S.S.S.B. Minutes, 18th June, 1901.

(2). Ante p. 144. Negligent and recalcitrant parents appeared to be more willing to see that their children attended school regularly when the paying of fees in public elementary schools practically ceased under the E.E. Act of 1891.

a nominal fee of one penny, with the exception of the Higher Grade School at Westoe, was charged at its other schools. From 1890 there was a general improvement in the average attendance as the following figures show :

TABLE Lv.

ATTENDANCE IN THE PUBLIC ELEMENTARY SCHOOLS OF THE BOROUGH DURING
THE YEARS 1890 - 1900.

(Page 397).

ATTENDANCE IN THE PUBLIC ELEMENTARY SCHOOLS OF THE BOROUGH DURING THE YEARS 1890 - 1900.

Year.	Voluntary Schools		Board	Schools	TOTAL		Percentage of Average attendance
	No. on Registers.	No. in Average Attendance.	No. on Registers.	No. in Average Attendance.	No. on Registers.	No. in Average Attendance.	
1890.	3,849	3,012	10,097	8,248	13,946	11,260	80.7
1891.	3,991	3,104	10,735	8,729	14,726	11,833	80.4
1892.	3,872	3,111	11,587	9,703	15,459	12,814	82.9
1893.	3,843	3,127	12,352	10,634	16,195	13,761	85.0
1894.	3,722	3,075	12,816	11,091	16,538	14,166	85.7
1895.	3,738	2,988	13,227	11,171	16,965	14,159	83.5
1896.	4,074	3,388	13,465	11,627	17,539	15,015	85.6
1897.	4,436	3,691	13,763	12,001	18,199	15,692	86.2
1898.	4,538	3,690	13,843	11,764	18,381	15,454	84.1
1899.	4,571	3,775	14,086	12,287	18,657	16,062	86.1
1900.	4,513	3,650	14,186	12,151	18,699	15,801	84.5

K. In 1897 the percentage of average attendance in England and Wales was 81.5 .

Report of the Committee of Council on Education (Eng. and Wales) 1897 - 8, p. 14.

The percentage of average attendance in the Board's schools was always higher than that in the voluntary schools. For instance in the Board's schools for 1898, 1899 and 1900 it was 85.0, 87.2, and 85.6 per cent respectively, whereas in the voluntary schools it was 81.3, 82.5 and 80.9.(1). At the same time, attendance at Boys' schools was always better than in other departments. (2). The analysis of attendance in October, 1900 gives an example of this fact: Table Lxvi

(1). The Board's teachers seemed to be much more conscientious in enforcing attendance than those in the voluntary schools.

(2). The frequent epidemics affected the girls and infants more than boys.

ANALYSIS OF ATTENDANCE, OCTOBER, 1900.

School Departments.	Number on Books.		No. in Aver. attendance.		Percentage of Aver. Attendance.		Net Percentage of Attendance.
	Board.	Voluntary	Board	Voluntary	Board	Voluntary.	
Boys'	3,222	551	2,997	472	93.0	85.7	91.9
Girls'	3,034	371	2,638	308	86.9	83.0	86.5
Mixed	4,259	2,628	3,741	2,202	87.8	83.8	86.3
Infants'	3,940	992	3,223	788	81.8	79.4	81.3
<u>TOTAL:</u>	14,455	4,542	12,599	3,770	87.2	83.0	86.2

Despite the improvement made in the attendance at the public elementary schools of the borough, the Board was not satisfied. It stated: 'This question of attendance is the foundation upon which the whole superstructure of school education is built, and it is of vital importance that parents should realize the absolute need of placing attendance in the forefront of their duty towards their children, and then to do everything possible to support the efforts of the teachers to secure the proper progress of the children in their educational career' (1).

In the borough of South Shields there was a great deal of poverty and naturally some parents encouraged their children to obtain part-time employment whilst attending school. In a letter, dated the 2nd of July, 1898 (2), the Education Department felt that such employment was likely to endanger the health of children and to interfere with their education. In order to form an opinion as to the extent of such employment it asked the Board to make a return of the situation in its schools. The return showed that:

TABLE Lvii

(Page 400).

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- (1). S.S.S.B. Tenth General Report, January, 1901,
p. 37
(2). P.R.O. Ed. 7/28, 2/7/1898.

RETURN SHOWING PART-TIME EMPLOYMENT OF CHILDREN: JULY, 1898.

68 children were employed for under 10 hours per week.

141 " " " " 10 and under 20 hours per week.

65 " " " " 20 " " 30 " " "

31 " " " " 30 " " 40 " " "

305. Total number of children employed.

The earnings of these children were:

101 children received 1s. Od. per week.

140 " " between 1s. Od. and 2s. Od. per week.

45 " " " 2s. Od. " 3s. Od. " "

19 " " " 3s. Od. and over.

The ages of 96 children who were working more than 20 hours per week were as follows:

9 years, 7; 10 years, 11; 11 years, 28; 12 years, 35;
13 years, 15.

These were in the following standards: III, 11; IV, 22;
V, 31; VI, 32.

The kind of employment which the pupils of the Board entered when they left school is seen from a return made to the Education Department by the Board in May, 1894 thus:

TABLE Lviii.

(Page 401).

TYPES OF EMPLOYMENT ENTERED BY EX-PUPILS OF THE BOARD. 1894.

Boys: barber 5, blacksmith 8, boilermaker 7, butcher 13, chemist 7, draper 9, engineer 16, grocer 18, joiner 11, mason 6, painter 9, plumber 5, printer 3, seamen 14, cartman 7, ship-yard worker 12, miner 40, mineral water works 6, telegraph messengers 7, newsagents 5, office boys 33, pupil teachers 5, tradesmen's errand boys 180, no occupation 43, removed from the borough, 88.

Girls: dressmaker 16, milliner 11, pupil teacher 28, shops 22, domestic service 48, assisting at home 365, no occupation 26, removed from the borough 67.

The employment as tradesmen's errand boy in which a large number of boys were engaged could only be regarded as a temporary expedient until, as the Board said, 'circumstances such as age, strength, opportunities, influence and personal worth determined their ultimate employment in life'(1). The great number of girls helping at home was adequate proof that their help was needed by harassed mothers, over-burdened by the task of looking after very large families, which were characteristic of the Victorian era.

The Board made adequate provision for the education of handicapped children in the borough. In 1890 it began a class at the Cone Street Board School for five partially blind children. The Elementary Education (Blind and Deaf Children) Act, 1893, which

(1). P.R.O. ED. 7/28, 30/5/1894.

came into force on the 1st January, 1894, imposed duties upon the Board and the parents of blind and deaf children (1). The Board was responsible, under the Act, for the provision of efficient and suitable education for all blind and deaf children in the borough. It was not responsible, however, for handicapped children who were resident in the workhouse nor for idiot and imbecile children (2). The age of compulsory attendance for blind children was from five to sixteen years of age and for deaf children from seven to sixteen years of age. Parents of children so afflicted were obliged to see that their children were provided with suitable elementary education and to contribute towards the maintenance and the expenses of such education (3). Under the Act of 1893 the Board dealt with thirteen cases besides the five partially blind children. The deaf children were sent to the Northern Counties Institution for the Deaf Newcastle-upon-Tyne, or St. John's Institution for the Deaf, Boston Spa, Yorkshire. In 1896 there were sixteen deaf children in the Northern Counties Institution, and two in St. John's Institution who had been sent by the Board on the recommendation of the School Attendance Committee. For the maintenance of each of these children the Board contributed £15. 1s. 8d. Of this amount parents only contributed about 16 per cent. By December, 1900 the number of blind and deaf children under the care of the Board had risen to 24; three of

(1). E.E. (Blind and Deaf Children) Act, 1893, s.1.

(2). Ibid., s.2.

(3). Ibid., s.9. The amount of the contribution was decided upon by agreement between the parents and the Board.

the blind children were in the Royal Victoria School for the Blind, Newcastle-upon-Tyne, one, a girl, was in the Yorkshire School for the Blind, York, and four were attending the class for the blind children at the Board's Cone Street School (1).

The Elementary Education (Defective and Epileptic Children) Act, 1899, empowered the Board, and imposed a duty on parents, to make provision for the education of mentally defective children and children suffering from epileptic fits (2). The Board appointed Dr. W. Sinclair, a local practitioner, as the Board's medical officer to examine children who were afflicted in this way. He had to ascertain the number of children who required special treatment. There were also children in the Board's schools who suffered from fits but not too seriously. For example the headmistress, Miss S. Lincoln, of Laygate Lane Junior department reported to the managers that there was such a child attending the school. She was instructed by the managers to arrange for the child to attend school half-time and 'to use her own discretion in dealing with the case' (3). On the 10th January, 1901, Dr. Sinclair submitted a report to the Board on the results of his examination of some 40 cases of defective and epileptic children. He classified the children as follows:-

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- (1). S.S.S.B. Tenth General Report, January, 1901, p. 43.
 - (2). E.E. (Defective and Epileptic Children) Act, 1899, s.2.
 - (3). S.S.S.B. Minutes, 28th October, 1902.

DEFECTIVE AND EPILEPTIC CHILDREN UNDER THE CARE OF THE BOARD: 1901.

	Boys.	Girls.	Total.
(a) Mentally defective, but capable of receiving benefit from instruction in a special class:	15	7	22.
(b). Mentally defective - imbeciles.	2	3	5.
(c). Epileptics.	5	2	7
(d). Other defective children.	4	2	6
	26	14	40

He recommended the Board to refer the cases of the five imbecil children to the Board of Guardians of the South Shields Union, and to commence one or two special classes at the Cone Street School, for the remainder. The Board agreed to carry out both of these recommendations and left the details of accommodation and staff for the special classes to the School Management Committee.(1). On the 29th October, 1901, the Committee recommended that 'a special class for the reception and instruction of defective and epileptic children of both sexes, between the ages of 7 and 16 years(2)' be formed at the Cone Street Girls' department under the supervision of the headmistress, Miss J. Blakey. Mrs. I. Coxon, a trained certificated assistant mistress, who was on the staff of the school, was to be appointed as mistress in charge of the special

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- (1). Four members, the Rev. R.E. Holmes, R. Reah, W.L. Robertson, and Dr. J. Whyte, were specially appointed for the organisation of the class.
 (2). S.S.S.B. Minutes, 29th October, 1901.

class. The Committee asked the Board to make an application to the Board of Education to certify^{the class}/as a special class for the instruction of defective and epileptic children (1), and to begin the class as soon as possible. On the 26th November, 1901, the Committee further recommended that, subject to the approval of the Board of Education, No. 1 classroom of the Cone Street Girls' department be used for the special class and that, upon the receipt of such approval, the headmistress be permitted to visit some of the centres for the education of defective children which were carried on by the London School Board (2). She would thereby obtain first-hand knowledge of the methods of instruction in use at the centres under the largest School Board. The Board hoped to begin the class in December, 1901 but it was postponed indefinitely because the Board of Education did not approve of the premises at the Cone Street School 'even as a temporary expedient' (3). The Board of Education pointed out that there were no separate facilities for a class of defective children and therefore refused to give its approval. The Board then made arrangements for some of the worst cases to be sent to homes like the Home for Epileptics at Sefton in Liverpool for care and instruction (4). The efforts made by the Board on behalf of the handicapped children of the borough were reasonable and praiseworthy in the circumstances.

(1). E.E. (Defective and Epileptic Children) Act, 1899, s.2. (1a).

(2). S.S.S.B. Minutes, 26th November, 1901.

(3). P.R.O. Ed. 7/28, 21/2/1902.

(4). E.E. (Defective and Epileptic Children) Act, 1899, s.2(1b).

CHAPTER IX.

TEACHERS AND THEIR CONDITIONS OF SERVICE UNDER

THE BOARD: THE TRAINING OF PUPIL TEACHERS.

One of the grave defects of the monitorial system was its failure to produce a competent body of teachers, as the description of the teaching in one of these schools shows: 'The school was necessarily limited to what boys from twelve to fourteen, or at most fifteen, could teach. They, too, received their instruction in a monitorial class in the school hours, and the efficiency of the school therefore depended on the time the master could devote to this class' (1). The two great Societies tried to carry out Lancaster's intention, at the beginning of his career, to train school-masters. The British and Foreign School Society trained teachers in its model school at Borough Road, Southwark. The National Society used its model school in the Sanctuary, Westminster and in smaller establishments elsewhere for the same purpose. The chief drawbacks in this early training of teachers were that the students had to both acquire knowledge of the subjects they were to teach and at the same time the art of communicating it to children. The course was brief, the average duration being three months, and extremely arduous. A much more successful attempt at the training of teachers was made by David Stow, the Glasgow philanthropist and educator, between 1817 and 1827. In 1827 he opened

(1). J. Kay, Shuttleworth, Four Periods of Public Education, 1862. pp. 106-7.

a small school and admitted a few men and women to be trained as teachers. His training was based upon the principle that education should aim at the religious and moral cultivation of character. He also stressed the supreme importance of the mature and cultivated mind of the teacher meeting that of the child's. The students entered the school prepared with a sound general education and it was therefore, in the first place, a school of purely professional training, theoretical and practical. Much of the instruction given was by means of the 'criticism lesson' which enjoyed a great reputation for nearly a century. Philips-Kay in 1838 described Stow's school in Glasgow as 'the most perfect school of this des-

cription with which I am acquainted' and used some of its students as tutors in the normal school founded by himself and his friend, Edward Carleton Tufnell. The Wesleyan body sent students to the school in Glasgow until the establishment of a Wesleyan college in London.

Philips-Kay (1) fully realised that an intelligent educated and trained body of teachers was plainly necessary for English elementary education to be a success. Whilst a Poor Law official (1837-9) he re-organised the workhouse schools of Norfolk after a careful study of the existing monitorial system and of Dutch education. He selected the most promising of the monitors and apprenticed them to the best of the workhouse schoolmasters whose

(1). Ante p. 3.

task it was to train these 'pupil teachers' to become schoolmasters under the Poor Law. After widely extending the plan whilst in charge of the Metropolitan Poor Law district, he and his friend, Edward Tufnell, opened, in February, 1840, 'The Training School at Battersea', which became famous later as 'St. John's College, Battersea'. At first two classes of pupils were admitted, 'pupil teachers' aged from fourteen to twenty-one and 'students' of twenty to thirty. By 1843 only the 'students' remained, the age of admission was fixed at eighteen years and the course normally lasted for two years. It was during this year that the National Society took over the school. The Committee of Council gave a grant in aid and the students were prepared for state service. The course of instruction included religion, mechanics, mathematics, geography, English, music, natural history, drawing and the theory and practice of teaching. The establishment of this 'Normal School' had the effect of stimulating the voluntary bodies which were aided by the Committee of Council and included the building of training colleges to which the annual government grant might be devoted. The grant was increased in 1842 to £40,000. Thereafter training colleges were erected by the National Society, by various diocesan committees, by the British and Foreign Society, the Wesleyan Conference, the Roman Catholic Poor School Committee and similar bodies.

The Committee of Council's Minute of 1846, which was the work

of Philips-Kay, formulated the pupil-teacher system. The object of the system was to create a numerous body of teachers trained for their work, certified by public authority to be competent (1) and recognised as public servants. The Minute provided that boys and girls of not less than thirteen years of age could be 'bound' by an apprenticeship of five years and on completion of this term be qualified to compete for the Queen's Scholarship examination. Those who were selected were awarded an exhibition to the value of £20 to £25 at a training college. Annual grants were paid to the training colleges for each of the three years of training. On the successful completion of the training college course, the Queen's scholar became a certificated teacher, with one-third of his salary being assured to him from public funds. The conception of a three year course at a 'Normal' school or training college was premature and in 1856 the Education Department fixed the course at two years and those students who left at the end of the first year were regarded as uncertificated teachers. Candidates for the Queen's Scholarship were required to pass in practical teaching, reading, recitation, arithmetic, music, English grammar with a little literature, geography and history; boys offered mathematics and girls needlework. Certain additional subjects could also be offered, by which extra marks could be obtained. The syllabus for the first year of training, in a college, was of a similar nature but a

(1). The 'Certificate Examination' was introduced in 1848.

higher standard was required and students were examined in school management. The second year followed a similar course but science, political economy and languages could be substituted for certain subjects. On successfully completing his training the teacher was expected to be a class-teacher ready to teach all the subjects of the curriculum in a public elementary school.

The conditions of apprenticeship of a pupil teacher, which were ; typical of those of pupil teachers in the voluntary schools of the borough when the School Board came into existence, is seen from the indenture of Edward Thompson dated the 12th August, 1869(1). The deed recited that the agreement was made between the managers of the South Shields Union British School, Joseph Mason Moore, William James, William Carr and the surety, William Thomas Thompson the father of Edward Thompson, pupil teacher. The pupil teacher was to serve under a certificated teacher 'in keeping and teaching in the said school' during the usual school hours but he was not obliged to serve more than six hours on any one day nor more than thirty hours per week. The period of service was to commence on the 1st February, 1869 and end on the last day of January, 1874. His wages were to be £14 during the first year and rising to £20 in the fourth year, but any increase could be stopped at the discretion of the managers. For example if he failed to pass the yearly examination of H.M. Inspector, or 'to fulfil the other conditions

(1). S.S. Public Library. Miscellaneous Records.

of a pupil teacher according to the standard of the preceding year as prescribed in the articles of the Code'. He had to receive special instruction from a certificated teacher of the school during five hours of the week, of which not more than two could be given on any one day, in the subjects in which he was to be examined by H.M. Inspector. He was liable to be dismissed without notice for idleness, disobedience, or immoral conduct; each of these had to be of a serious nature to warrant dismissal. The engagement was to terminate by either party giving the other six months' notice or by making a payment of £3 in the first year, £4 in the second and £1 for each successive year in lieu of such notice. The deed also contained an extract from the Code of 1868 and was therefore incorporated in it thus: 'The Committee of Council on Education is not a party to the engagement, and confines itself to ascertaining on the admission of the pupil teacher and at the end of each year of service:

- (a) whether the prescribed examination is passed before the inspector.
- (b) whether the prescribed certificates are produced from managers'(1).

It also stated: 'Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education

(1). Code of 1868, Art. 82.

(provided that all parties agree in writing to be bound by the decision of their Lordships as final), but, otherwise they must be settled like any other matter of hiring or contract'.⁽¹⁾

The pupil teacher system continued to function under the Board and a system of monitors or candidates was also adopted (2). The Board laid down that candidates for engagement as pupil teachers who were thirteen but under fourteen years of age, were to be presented to H.M. Inspector during his annual visit to be recognised for a year's probation if they passed the required examination. At the end of the year's probation they sat the general examination to become pupil teachers. In this way they were especially prepared for the examination and unsuitable candidates could be noted before the Board apprenticed them as pupil teachers. The head teachers were required to give five hours per week, out of school hours, to both pupil teachers and to candidates.⁽³⁾ A special time table showing the hours of the instruction had to be displayed in the school where it was given. Instruction was not to be given during the interval between the morning and afternoon sessions. The instruction was in the following subjects: teaching method, reading, recitation, writing, arithmetic, music, English grammar, composition, geography and history (4). In some cases the boys received tuition in algebra, Euclid and mensuration, whilst the

(1). Code of 1868, Art. 83.

(2). (See separate sheet, 412(a)).

(3). At the time of the Cross Commission (Final Report - statistical, p. 243) there were 9 head teachers giving instruction for seven hours per week to pupil teachers and monitors serving under the Board.

(4). (See separate sheet, 412, (b)).

2. (Note 2 - p.412) - Under the new Code of 1871, Art. 70, pupil teachers were defined as boys and girls employed to serve in a school on the following conditions:

(a) 'That the school is reported by the inspector to be :-

(i). Under a duly certificated teacher (Arts. 43, 57).

(ii). Held in suitable premises.

(iii). Well furnished and well supplied with books and apparatus.

(iv). Properly organised and skilfully instructed.

(v). Under good discipline.

(vi). Likely to be maintained during the period of the engagement'.

(b). 'Must not be less than 13 years of age at the time of the engagement.'

4. (Note 4 - p. 412) - ^{412(b).} The syllabus ^{for} geography under the New Code of 1871 included the British Isles, Palestine, Europe, the Colonies, Asia, Africa, America and the Oceans. The syllabus for history in the third year, when it began, included the succession of sovereigns from Egbert 'with dates to the present time;' in the fourth year it consisted of the outline of English history from early times to the reign of Henry VII.
-

girls were taught needlework. Pupil teachers were examined in these subjects at the end of each year of their service by H.M. Inspector when he visited the school for his annual examination. On the results of the examination pupil teachers were divided into three grades, 'passed well, fairly, or below fair'. The first of these gradings carried a grant of £3, the second £2 and the third carried no grant. A pupil teacher was cautioned if he failed to gain 50 per cent of the full marks in a subject by entering it against his name in the published results and if he failed to gain 35 per cent a further mark was made as a warning. If he failed to make an effort to improve his results the managers of the school could advise the Board to withhold his yearly increment in wages. The following extract from the results of the examination of candidates and pupil teachers gives an indication of standards achieved by those serving under the Board. In 1886 there was a total of 94 pupil teachers and candidates who sat the examination and the results of six of the twenty schools examined were as follows:-

TABLE Lx.

LIST OF PUPIL TEACHERS AND CANDIDATES, WITH THE RESULTS OF
THEIR EXAMINATION, AS RECORDED IN THE REPORTS OF H.M.

INSPECTOR FOR SCHOOLS, 1886.

(page 414).

LIST OF PUPIL TEACHERS AND CANDIDATES, WITH
THE RESULTS OF THEIR EXAMINATIONS, AS
RECORDED IN THE REPORTS OF H.M. INSPECTOR FOR
SCHOOLS, 1886.

Year's papers taken	Name.	School.	Result of Examination.			① Qualified under Article	Candidates		Subjects in which weak & remarks.
			Passed.				50.	52.	
			Well	Fair	Failed	passed.				Faild.
4th	J. Atkinson	Ocean Rd. Boys.	x			x	x		
3rd	W. Errington	" " "	x						
2nd	P. Lawson	" " "	x						
"	W. Glover	" " "	x						
1st	T. Smith	Cone Street Boys.		x					
Candi- date.	G. Errington	" " "						x	
4th	S. M. Gompertz	Hudson Street Boys.	x			x	x		
4th	R. J. Kell			x		x	x		
4th	J. Coulson			x		x	x		
3rd	J. Parker				x				
4th	A. J. Robson	Ocean Rd. Girls.			x	x			(Arith. history (teaching, (music.
3rd	M. Johnson	" "	x						
3rd	A. Dand	" "		x					
2nd	E. Robson	" "		x					
2nd	H. Stokoe	" "		x					
Candi- date	M. A. Glover	" "						x	
4th	B. Sigsworth	Cone St. Girls.			x	x			(Arith. (GRAM, music.
4th	M. R. Smith	" "			x	x			(Arith. GRAM.
2nd	S. Moore	" "			x				(Arith. music
Candi- date.	M. Hepple- white.	" "						x	
4th	A. Hunter	St. Mary's Girls.			x	x			(Arith. Comp. (music & (method.) music.
3rd	A. S. Dickinson.	" "		x					
Candi- date.	A. Wallace.	" "						x	

(1). Qualified under Art. 50 meant that the pupil teacher had completed his term of service successfully. Under Art. 52 showed that he had completed his exams. and had satisfied H. M. Inspector.

Certificates of the physical fitness, character and of general conduct had to be submitted to H.M. Inspector when he examined the pupil teachers. Physical unfitness would definitely disqualify a pupil teacher. For example if they were suffering from:

'scrofula, fits, asthma, deafness, imperfection of sight, the loss of arm or leg, crippled or insanity'(1), they could neither become nor continue as a pupil teacher. Not a few pupil teachers had to withdraw because of ill-health. H.M. Inspector recommended such withdrawals thus: 'My Lords regret that the state of J.A. Glenney's health renders it necessary to remove her name from the register of pupil teachers serving in this school'(2) (Baring Street Board School Infants' department).

Certificates of character and general conduct had to be signed by both the managers and the head teacher of the school in which the pupil teacher was serving, and dealt with 'diligence, punctuality, obedience and attention to duties'. The final examination of the pupil teacher was the Queen's scholarship examination which was taken in the fourth year of apprenticeship. An exception was made in respect of pupil teachers whose engagements terminated between the 21st December and the 30th June of a school year; these could take the next examination following the conclusion of their engagement (3). The Code of 1890 also secured the more efficient training of pupil teachers by making the success at the Queen's

(1). New Code, 1871, Art. 70.

(2). S.S.S.B. Reports and Tables, 13th November, 1889, p. 9.

(3). New Code, 1890, Art. 41 (f).

examination a necessary condition of having scholarship/successfully completed their apprenticeship.

Before 1882 large school boards, like those of London and Liverpool, had already established a central instruction system for the training of pupil teachers. In 1882 the Birmingham School Board was also considering the question of establishing a centre. As a leader writer in the School Board Chronicle pointed out:

'It will be remembered that the central instruction system had its origin in the mind of that able and devoted apostle of public elementary education, the late Rev. John Rodgers, who was for so many years Chairman of the School Management Committee of the London School Board'(1). The South Shields School Board did not adopt the central system of instruction, because it felt that it was too costly, even on a half-time basis. In 1896, however, the Board instituted a system of evening instruction classes for candidates for the Queen's scholarship examination. The results obtained by the Board's pupil teachers in this examination had not been satisfactory up to this time, as the following summary of results shows :-

TABLE Lxi.

THE QUEEN'S SCHOLARSHIP EXAMINATION, 1891.

SUMMARY OF RESULTS IN RESPECT OF CANDIDATES FROM THE SOUTH SHIELDS BOARD SCHOOLS.

Pupil Teachers & Ex-pupil Teachers	No. sat Examination	No. Successful in				Percentage			
		1 st class	2 nd class	3 rd class	No. failed to Pass	1 st class	2 nd class	3 rd class	Failures
Males	21	2	10	1	8	9	48	5	38
Females	23	4	11	1	7	18	48	4	30
Total	44	6	21	2	15	13.6	47.7	4.6	34.1
Total for 1890.	19	5	4	1	9	26.3	21	5.3	47.4

(1). The School Board Chronicle, 16 September, 1882, Vol. XXVIII, p. 256.

The Board was disturbed by the high percentage of failures and was also aware that in February, 1891 there were 3,310 students in residence at training colleges which had accommodation for 3,399 students. About half of the places in training colleges, which provided a two year course, had to be filled each year. In 1890, 6,941 candidates sat the Queen's scholarship examination and 4,718 succeeded in passing in one or other of the classes. It was therefore evident that only one pupil teacher in every three who succeeded in passing the examination could gain admission to a training college. The Board then decided to provide facilities 'for the due advancement of all those intelligent and industrious pupil teachers serving under the Board, who aspire to positions of responsibility and honourable usefulness in the calling to which they have devoted themselves'(1), and began evening instruction classes in August, 1891. These classes met on four evenings per week at the Ocean Road Board School, and for those pupil-teachers who had passed the examination but had failed to gain a place at a training college (2); a class was also begun at the same time to enable them to prepare for the Education Department's certificate examination. By passing this examination externally they could qualify as certificated teachers (3). The following summary shows the remarkable improvement in the results of pupil teachers under the Board, from the institution of these evening classes.

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- (1). S.S.S.B. Seventh General Report, January, 1892, p. 21.
 - (2). Of the 14 pupil teachers who sat the examination in 1890, 4 failed and only 5 were able to gain a place at a training college.
 - (3). New Code, 1871, Arts. 44 and 51.

THE QUEEN'S SCHOLARSHIP EXAMINATIONS, 1890 - 1900.

Year.	No. sat Exam- inations.	No. successful in class.			No. failed to pass.	Percentage.			Fail- ures.
		1st.	2nd.	3rd.		1st	2nd	3rd	
1890.	14	5	4	1	4	36	28	7	29
1891.	44	6	21	2	15	14	48	4	34
1892.	34	11	10	7	6	32	29	21	18
1893.	32	6	16	9	1	19	50	28	3
1894.	26	13	9	3	1	50	35	11	4
1895.	28	11	13	4	-	39	47	14	-
1896.	19	13	3	3	-	68	16	16	-
1897.	28	19	7	2	-	68	25	7	-
1898.	22	20	2	-	-	91	9	-	-
1899.	23	15	8	-	-	65	35	-	-
1900.	20	18	2	-	-	90	10	-	-

The great improvement made was undoubtedly the result of the instruction given in the evening classes. These were re-organised in May, 1899. The classes were then held both in the evenings and on Saturday mornings; first and second year pupil teachers were required to attend for seven hours per week and third year pupil teachers, who were preparing for the Queen's Scholarship examination for eleven hours per week. The subjects taught in these classes, by suitably qualified teachers in the service of the Board, included: arithmetic and mensuration, Euclid and algebra, geography, history, physiography, English and composition, school management, music, French and Latin, domestic economy, and freehand drawing. The following time-table for these classes shows how the time was allocated for these subjects :-

TABLE Lxiii.

SOUTH SHIELDS SCHOOL BOARD - PUPIL TEACHERS' CENTRAL CLASSES,
1901 - 1902.

(See p. 420).

SOUTH SHIELDS SCHOOL BOARD - PUPIL TEACHERS' CENTRAL CLASSES, 1901 - 1902

Time Table of Class Instruction for the Pupil Teachers of Each Year of Apprenticeship.

DAY.	CLASS.	HOUR.	SUBJECT.	HOUR.	SUBJECT.	HOUR.	SUBJECT.	HOUR.	SUBJECT.
YEAR.									
Tues- day.	3rd (1901)	6 to 7.	English	7 to 7.45		P.M.		8 to 9	Scholarship Latin.
	1st & 2nd.	6 to 6.40.	French (Element).	6.40 to 7.20.	French (Intermediate).	7.20 to 8.	French (Advanced).	-	-
Wednes- day.	1st.	6 to 6.45	English & Com-position.	6.45 to 7.45	Geog. & Physio.	7.55 to 8.40	Arith. & Mens.	-	-
	2nd (A).	6.15 to 7.	Arith. & Mens.	7 to 7.45	Eng. & Com-position.	" "	School Man. & Music.	-	-
	2nd (B)	" "	History	" "	Euc. & Alg. (Boys) Dom. Econ. (Girls).	7.55 to 8.55	Geog. & Physio.	-	-
	3rd(1901)	6 to 7	Euclid (Boys)	7 to 7.55	History	8 to 8.45	Composition		
Thurs- day.	3rd(1902)	6.15 to 7	Drawing	7 to 7.45	Arith. & Mens. or School Man. & mus.	7.45 to 8	Hist. or Euclid & Algebra (Boys). Dom. Econ. (Girls).		
	3rd (1901)	6 to 7	Physiography.	7 to 7.55	Geography	8 to 8.45	Latin (Voluntary).		
	1st.	9.20 to 10	School Man. & Music.	10 to 10.45	History	A.M. 10.45 to 11.25	Euc. & Alg. (Boys) Dom. Econ. (Girls).	11.25 to 12.	Freehand Draw:
	2nd(A)	9 to 10	Geog. & Phys.	" "	Euc. & Alg. (Boys) Dom. Econ. (Girls)	" "	History	" "	" "
Satur- day.	2nd(B)	9.20 to 10	Arith. & Mens.	" "	Sch. Man. & music.	" "	Eng. & Comp.	" "	" "
	3rd(1901)	9 to 10	Alg. (Boys) Dom. Econ. (Girls)	10 to 11	Arith. & Mens.	11.10 to 12.	Sch. Man. & Music.	-	-
	3rd(1902)	9.15 to 10	French or Latin.	10 to 10.45.	Eng. or Composition.	11 to 12.	Geog. or Elem. Science.		

South Shields School Board - Pupil Teachers' Central Classes (Cont)

Total Time for Class Instruction:

**First and Second Year Pupil Teachers - 6 hours, exclusive
of Latin.**

Third Year Pupil Teachers - 10½ hours, exclusive of Latin.

" " " " - (1902) works half-time until
December, 1901, and then takes
up in January, 1902, the full
third year time as set out above.

**In 1901 the classes meet in the Girls' department of the Ocean
Road School.**

" 1902 " " " " " Westoe Road Higher Grade School.

The following subjects of instruction were taken in the school in which the pupil teacher was serving his apprenticeship under the personal supervision of the head teacher: reading, repetition, writing, spelling, criticism lessons, practical music and needle-work. Not less than one and a half hours had to be devoted by head teachers in the teaching of these subjects. Pupil teachers were examined in the subjects taught in the central classes at the end of each session (1) and the results showing the number of marks obtained by each pupil teacher in each year were published. They were therefore thoroughly prepared to sit the Queen's scholarship examination. The results of the King's scholarship examination, held in December, 1901, show that the pupil teachers prepared by the Board were well above the average of pupil teachers in England and Wales: -

TABLE Lxiv.

KING'S SCHOLARSHIP EXAMINATION - DECEMBER, 1901.

RESULTS OF THE BOARD'S P.T's.

(Page 422.)

(1). Three tests were also held during the session. If any student obtained less than 50 per cent of the possible marks (Latin excepted) he was interviewed by the Superintendent of the classes and a record was made in the log book; if he obtained less than 50 per cent after such warning his name was reported to the Sub-Committee, which was responsible for pupil-teacher instruction.

KING'S SCHOLARSHIP EXAMINATION - DECEMBER, 1901.RESULTS OF THE BOARD'S P.T's.

Name.	Class	Division.		
Riddle, Annie.	1st	VIII		
Carr, Elizabeth	"	"		
Alexander, Mary.	"	"		
Ford, Margaret.	"	IX.		
Gordon, Lilian.	2nd	I		
Hurrell, Isabella.	"	II		
Short, Meggie.	"	"		
Eddon, Jessie.	"	"		
Newby, Kate.	"	"		
Pentrey, Mary.	"	"		
Lindsay, Margaret.	"	III		
Oliver, Margaret.	"	"		
Ord, Mary.	"	"		
Turner, Lydia.	"	"		
Palmer, Hall T.	1st	V		
Crabb, Wm. E.	"	VI		
Davison, Wm. J.	2nd	I		
Percentage of Passes:	1st.Class.	2nd	3rd	Failed.
(England & Wales:	11	42	37	10
Men. (So. Shields S.B.:	66½	33½	-	-
(England & Wales:	15	39	37	9
Women. (So. Shields S.B.	29	71	-	-

All of these pupil teachers who applied for places at a training college (1) were able to gain a place there, which shows that the situation in this respect had greatly improved (2). Amongst the achievements of the Board's pupil teachers were those of R.E. Tolliday; who obtained a first class honours in Arts 'at the end of his first year's course at Durham University' (3) (sic). Ernest McKenzie gained the highest place in the first year of the B. Sc. examination of Durham University and by doing so gained a scholarship to the value of £20 per year for three years (4). Halmer Glover obtained a third year's course at the Borough Road Training College on the completion of which he entered Oxford University. Walter Craig distinguished himself by gaining the first place in the Queen's scholarship examination in 1899 and obtained a place at the Borough Road Training College. As with most of the pupil teachers in the service of the Board, these students had been pupils at the Board's Westoe Road Higher Grade School. They had served their apprenticeship as pupil teachers in that school or in one of the other departments of the Westoe Road School.

The classes of teachers who were engaged for service under the Board included the following:

(5).

1. Trained/certificated teachers (6)
2. Trained certificated assistant teachers, 2nd and 3rd class (7).
3. Untrained " " " " " "
4. Ex-pupil teachers fulfilling the conditions of Art. 50 of the New Code of 1871 (8).
5. Pupil teachers.
6. Candidates or monitors.

- (1). These included: Borough Road, Darlington, Durham, Homerton, Sheffield, Southampton, Bristol, Reading, Newcastle.
 - (2). Ante p. 417, Note.(2).
 - (3). Tenth General Report, January, 1901, p. 29.
 - (4). Ante p. 273.
 - (5). They had undergone a training college course or 'day training college' course.
 - (6). New Code, 1871, (Art. 41) laid down that in order to obtain a certificate a candidate must be examined (Art. 44) and must undergo actual service in a school (Art. 51).
 - (7). Ibid., (Art. 54). Candidates who were placed by examination in any of the first three divisions (Art. 49) received certificates of the second class which could only be raised to the first class by good service only. Candidates who were placed in fourth division (Art. 49) received certificates of the third class and could not have charge of pupil teachers and could only be raised by re-examination.
 - (8). These were pupil teachers who had completed their engagement with credit who could serve as assistants in schools in place of a pupil teacher without being required to be examined annually. New Code 1871, Art. 79.
-

All teachers appointed by the Board held office during its pleasure and they were required to perform such duties as were assigned to them by the Board(1). The appointments were made by a minute signed by the Chairman and countersigned by the Clerk of the Board. The mode of appointing teachers was by ballot; each member of the Board present was entitled to one vote. Candidates who received no votes or received the smallest number of votes were withdrawn. The voting was repeated in this manner until one of the candidates gained the majority of the votes of the members; the election was then proposed from the chair (2). When the Board desired to engage teachers it advertised in the press, like the South Shields Gazette or the School Board Chronicle: 'A trained certificated assistant mistress is required at a salary of £65; candidates must be thoroughly efficient teachers and disciplinarians; singing by note and drawing are indispensable', was a typical advertisement. Candidates were invited to offer their services on an application form and were warned that the canvassing of members of the Board would disqualify them. The Clerk with members of the School Management Committee sifted the application forms; preference was generally given to candidates who were natives of the borough. The selection of a 'short list'

(1). S.S.S.B. Regulations, 1871, s.56

(2). Ibid., ss. 54, 55.

from the applicants sometimes caused disagreement amongst members of the Board. Such was the case when the Clerk informed the members, on the 3rd September, 1883, that only two ladies had applied for the two posts at the Laygate Lane Board School and recommended the Board to accept their services. Mr. James Nicholson informed the members that he understood that a third lady of good family and ability had applied for one of the posts but the Clerk had not mentioned her application. The Clerk replied that he had learned she was an unsuitable candidate and 'thought it unwise to include her application! ' Mr. Nicholson felt sure that there was undue influence being exercised in this case but as the lady had now withdrawn her application he did not wish to say anything further on the matter. Mr. John Bowman remarked that he was pleased the matter had been mentioned because 'that sort of thing had been going on for some time and ought to cease'(1).

It was one of the duties of the School Management Committee to decide upon the size of the teaching staff in the Board's schools. On the 4th September, 1879, this Committee recommended to the Board that in future the number of teachers employed by the Board should be in accordance with the scale adopted by the London School Board. The scale which it proposed was: 'for the first 30 scholars in average attendance during the quarter, one certificated teacher; for each succeeding 30 scholars, one pupil

(1). South Shields Gazette, 4th September, 1883.

teacher or candidate, provided always that a certificated assistant teacher may be employed for 60 children in place of two pupil teachers or candidates'(1). A further revision was made in 1885 as the result of a petition by the teachers in the Board's service. This was presented on the 5th January, 1885 and showed that the teachers were alarmed concerning the over-crowding in the schools. They recognised the praiseworthy motives of the Board in desiring to manage its schools in the most economical way but they felt that the pressure on teachers was too great which they thought could be relieved by engaging more teaching staff. The following scale was suggested by the teachers, which they felt would remedy the existing situation :-

'The head teacher was not to count as one of the teachers as formerly; certificated assistant teachers were to count for 60 pupils; ex-pupil teachers for 50 pupils; pupil teachers in their fourth year for 40 pupils; those in their third year for 30 pupils; those in their second year for 25 pupils and candidates or monitors were to count for 15 pupils' (2). The teachers felt that a head teacher should not count as one of the teaching staff because if he was confined to one class the remainder of the school suffered from the lack of adequate supervision; pupil teachers and the head teacher's own class of children would also be neglected by his frequent absences to attend to matters of

(1). S.S.S.B. Minutes, 9th September, 1879.

(2). S.S.S.B. Minutes, 5th January, 1885.

administration in the school. The teachers strongly urged the Board to accept their proposals because the pressure of work was undermining the health of some of the teachers in the service of the Board. The School Management Committee recommended the Board to accept the teachers' proposals but there were some objections from the Sectarian members of this fourth School Board. They contended that the increase in the number of teaching staff would greatly increase the cost of managing the Board's schools. On the 2nd November, 1885, however, the Board laid down new regulations, which incorporated the teachers' suggestions, concerning the scale of its teaching staff. The staff of each school was to be revised for the year after the reports of the annual inspection and examinations were received, and fixed upon the basis of the average attendance during the month of, and the month subsequent to, the examinations, or on the average attendance throughout the year, plus five per cent., unless there were reasonable grounds to determine otherwise (1). The number of teachers in each department of the Board's schools was to be in accordance with the following scale : -

TABLE Lxv
(page 428).

(1). In England and Wales out of a total of 53,000 certificated teachers 10.4 were employed for every 1,000 children. Similarly out of 28,000 assistant teachers 7.1 were employed for the same number, and out of 31,400 pupil teachers 5.8 were so employed. Thus giving an average of 47.7 children to every certificated, assistant and pupil teachers. (Report of the Education Department of the Privy Council, 1885, p. xxiii et seq.)

SOUTH SHIELDS SCHOOL BOARD - SCALE OF TEACHERS - 1885.

Average Attendance of Scholars.	Head Teachers (a). Trained Certificated Assistants(b).	Untrained Certificated Assistants(c) or Ex-P.T.'s (d).	Pupil Teachers (e).	Candidates or Monitors.	Total.
150 - 180	1	1	2	1	5
181 - 210	1	1	3	1	6
211 - 240	1	2	2	1	6
241 - 270	1	1	3	1	7
271 - 300	1	1	4	1	8
301 - 330	1	2	3	1	8
331 - 360	1	2	4	1	9
361 - 390	1	2	3	1	9
391 - 420	1	2	4	1	10
421 - 450	1	2	5	1	11
451 - 480	1	3	4	1	11

In this scale the pupil teachers were assumed to be proportionate in seniority and head teachers were expected to organise the junior staff accordingly, i.e. in terms of seniority and ability. Thus the Board did not entirely free head teachers from being responsible for a class (a) in the scale was to count for 30 pupils. Classes (b), (c) and (d) were to count for 60 pupils and classes (e) and (f) 30 and 15 pupils respectively. The proportion of each class of teacher in a school was to be finally decided by the School Management Committee (S.S.S.B. Regs. 1885, s. 24).

According to this scale, which remained in operation until the end of the Board's existence, (1) the minimum number of pupils per unit of staff would be thirty whilst the maximum would be forty-three. In actual practice the minimum number for certificated assistants, whether trained or untrained, was sixty in a class and frequently, for one reason or another, it was considerably in excess of this. The minimum number for ex-pupil teachers was forty-five and for pupil-teachers twenty pupils. Even the specialist teachers in the Westoe Road Higher Grade School had a minimum of forty pupils in a class, whilst in standard VII the classes were at least fifty strong (2). The School Management Committee was ever vigilant to see that a school was never over-staffed. Instructions were often given to head teachers concerning the annual revision of school staff which mentioned the desire of the Board that the estimates should be as accurate as possible and 'that head teachers will refrain from applying for staff in excess of the usual numbers allowed on the annual average attendance'. (3).

This unfortunate characteristic of very large classes in public elementary schools has been part of the system until recent times and has still not yet been overcome. H.M. Inspector, even when it was taken for granted, occasionally drew the Board's attention to over-crowding thus: 'This department, the Laygate Lane

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- (1). With the exception that from 1891, head teachers ceased to be included in the scale.
 (2). S.S.S.B. Minutes, 18th June, 1901.
 (3). Ibid., 23rd May, 1901.

School Infants' department, has been very much over-crowded. Such over-crowding, besides being hurtful to the health of teachers and children, makes school-work needlessly difficult'.⁽¹⁾

With such large classes it could be assumed that teachers were faced with the great problem of discipline or in other words, of keeping the class in order. It seems, however, that, except for a few rare cases, this was not so because H.M. Inspector very seldom had anything to report in this respect except, for example, 'The state of the School, Cone Street Board School Boys' department, gives proof of much satisfactory work and discipline is well maintained'.⁽³⁾ This school was in one of the slum areas of the borough where the environment in which the children lived was a decided handicap in their education. As H.M. Inspector reported in one case, "The circumstances of many of the schools in my district, South Shields, are not cheering; the air is foul with the fumes of chemical works which wither vegetation and render the humanising influence of tree and river a rarity to most of the children. A second standard boy summed it up shortly for me a few days ago. I had asked him what the earth is made of, and referred him to his surroundings in Shields, expecting the usual answer of 'land and water'; but the boy suddenly became inspired and said 'Muck!' " (2). The behaviour of children outside of school was sometimes the cause of complaint. The Chief Constable of South Shields, Mr. W.G. Morant, once reported: 'I am

(1). S.S.S.B. Reports of H.M. Inspectors' 30th September, 1887.

(2). The Report of the Committee of Council on Education, 1880 - 81.

(3). S.S.S.B. Reports of H.M. Inspector's 30th September, 1889.

receiving very serious complaints from all districts of the borough concerning children committing the following offences:

1. Running after tram-cars, buses and carts, hanging on behind and often falling off, risking being run over by passing traffic.
2. Chalking on the walls, doors and railings of houses, buildings and pavements, etc.
3. Rushing out of school and running wildly about the streets' (1).

The Chief Constable felt that teachers should bring these complaints to the notice of all the children ^{for it} ~~where~~ was in the interests of the children themselves as well as of householders and pedestrians. The control of the teachers over the children in school must be attributed to the rigidity of the elementary school system, and to the fact that the majority of the children were under firm control at home.

The Board's regulations on the duties of teachers were clear and definite. The head teacher of each department was held directly responsible for the observance by his staff of the regulations of the Board and of the Education Department. He was also expected to take an active part in the instruction and teaching of the children in addition to the general supervision of the staff and the administration of the school. All teachers had to be in

(1). S.S.S.B. Minutes, 28th October, 1902.

their places at least five minutes before the morning and afternoon opening of the school; the head teacher had to insist upon the regular and punctual attendance of all teachers in his department and it was his duty to make an entry in the school log book in every case of their failure to do so. (1). Teachers were not permitted to absent themselves without the special permission of the school managers or the Clerk, and in the case of absence on account of illness beyond three days a medical certificate or letter of explanation had to be forwarded to the Clerk. In the event of protracted absence the teacher's salary ceased after one month, but the School Management Committee could extend the period of payment. At the end of three months of absence the teacher's engagement with the Board was terminated without formal notice. All teachers were expected to use their influence 'by persuasion and discipline' to ensure the regular and punctual attendance of their pupils. They were also exhorted: 'to bring up children in habits of punctuality,

of good manners, language, cleanliness and neatness', and also to impress upon them the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and deed (2). The actual instruction in secular subjects had to occupy at least two consecutive hours in the morning and also in the afternoon of each school day. In Infants' schools, during the months of December, January and

(1). S.S.S.B. Regulations, 1885, s. 27.

(2). S.S.S.B. Regulations, 1885, s. 27.

February, the actual time of the secular instruction for children under seven years of age was not less than one and a half hours in the morning and afternoon. Teachers were required to take care not to harass unduly any child who was dull or delicate during the preparation for the annual examinations. Head teachers had to enter in the school log book all cases of mentally deficient or delicate children as they came to their notice throughout the year. They also had to give reasons why they proposed to withhold children from the examinations. In the classification of pupils head teachers had to take into consideration their health, age, and mental capacity as well as their aptitude for learning. All children who were qualified by an adequate number of attendances were to be presented to H.M. Inspector for examination on the day of his annual inspection, and a list of the children whom the head teachers proposed to withhold, with their reasons for doing so, was to be forwarded to the Clerk in the third week of August in each year (1).

Teachers were reminded to keep the class rooms well ventilated because it was essential for the health of themselves and the children. It was pointed out that epidemics could be prevented if there was adequate fresh air in school buildings. It was also the duty of head teachers to prevent children from attending school who were suffering from an infectious disease by ensuring that a medical certificate was produced showing that they were free from infection.

(1). S.S.S.B. Regulations, 1885, s. 40.

The attendance in the Board's Infants' and Girls' schools was occasionally very poor, especially in the winter months, because of epidemics like influenza, measles and mumps. The head teacher of each department was also required to prevent damage to the school buildings and furniture. Assistant teachers, pupil teachers and monitors were also responsible for school property under their control and had to make good any damage which resulted through their carelessness. The head teacher had to ensure that on the completion of the school session the premises were securely locked and then given over to the care of the school caretaker (1). If the caretaker failed in any of his duties concerning the care and cleanliness of the school premises, the head teacher had to report the matter to the Clerk for the consideration of the School Management Committee. With these regulations the Board also laid down rules concerning corporal punishment; it was only to be resorted to in special cases like those of moral culpability. The Board was of the opinion 'that the more thoroughly a teacher is qualified for his position, by skill, character and personal influence, the less necessary is it for him to resort to corporal chastisement at all' (2). Teachers were only permitted to use a cane or leather strap and were warned not to strike children over the head or 'on any other vital part' (3). Pupil teachers and monitors

(1). S.S.S.B. Regulations, 1885, s. 43.

(2). S.S.S.B. Regulations, 1885, s. 50. ~~xxxxxx~~

(3). S.S.S.B. Regulations, 1885, s. 51. Ante p.162.

were absolutely forbidden from inflicting any form of corporal punishment. In 1901 the Board ordered that 'a separate book must be kept in every department in which every case of corporal punishment should be entered'. (1). The object of this measure which was taken upon the advice of H.M. Inspector, in accordance with his instructions from the Board of Education (2), was to reduce the amount of corporal punishment inflicted in the Board's schools. In an age of 'spare the rod and spoil the child' there is no reason to believe that children in the Board's schools were more harshly treated than those in other boards' schools. Head teachers also had the power of suspending 'unruly scholars' and, with the permission of the school managers, to expel them or to refuse admission to pupils of bad character (3).

Throughout the existence of the Board there was a great deal of agitation over the question of teachers' salaries. The Board could fix its own scale of salaries and, in its anxiety to keep the cost of running its schools as low as possible, it usually erred on the side of parsimony in respect of teachers' salaries. Yet it was more or less compelled to maintain a level of salaries in keeping with the majority of other school boards in order to attract and keep an efficient body of teachers. Naturally teachers desired their scale of salaries to be as high as was feasible whilst the rate-payers brought pressure on the Board to maintain a low scale;

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- (1). S.S.S.B. Minutes, 24th January, 1901.
 - (2). Instructions to H.M. Inspectors, Appendix, 1900.
 - (3). S.S.S.B. Regulations, 1885, s. 53.

for
/ by doing so they hoped to save the rates. A proposal was laid before the Board by the Finance Committee on the 25th June, 1880, to reduce the salaries of teachers by twelve and a half per cent. This proposal was the result of an agitation which was begun by the Ratepayers' Association of the borough who 'wished to have twenty shillings worth of work for every twenty shillings spent by the Board' (1). The Board set up a sub-committee to investigate the question and to make recommendations upon completion. At this time the following scale was in operation :

TABLE Lxvi.

SCALE OF TEACHERS' SALARIES: JANUARY, 1880.

Head teachers, male:	Fixed salary £150 per annum plus one half of the Education grant.
" " ,female:	" " " " £70 " " " "
" " , East Jarrow School:"	" " £100 " " " "
Certificated assistant teachers, male:	Fixed salary: £80 to £100 rising by £5 per annum on continuous satisfactory behaviour.
" " " " female:	Fixed salary £65 to £75 " " "
Ex-pupil teachers, male:	" " " £60 to £80 " " "
" " " , female:	" " " £45 to £60 " " "
Pupil teachers, male:	" " " £17.10.0d to £24. rising by £2.10.0 per annum.
" " " female:	£10 to £17.10s. per annum.

(1). South Shields Gazette, 26th June, 1880.

Under this scale the head teacher's salary varied according to how much the school earned by the government grant. The head teacher was entitled to one half of the grant. Thus Mr. Alexander Scott, the head teacher of Ocean Road Boys' department which gained a high grant, received a total salary of £328. 8s. 2d., £178.8s. 2d of which was on account of the government grant. Similarly Miss Elizabeth Brockbanks, the head mistress of the Girls' department of the Ocean Road School, whose basic salary was £70, received in the same year, 1880, a total salary of £229. 10s. 1d; the head mistress of the Infants' department, Miss Isabella Laws, received a total salary of £159. 6s. 0d. The sub-committee after consulting the scales of teachers' salaries of nineteen other school boards recommended that the Board's scale should be modified by reducing the amount received by head teachers from the government grant by one half. Head teachers were only to receive one quarter of the grant. The salaries of ex-pupil teachers were also reduced by £10. These recommendations were proposed by the Rev. Father David Ramsay and the new scale was adopted by the Board on the 5th March, 1882 (1). This new scale appeared in the School Board Chronicle under the title of 'Reduction of Teachers' Salaries' (2), but no comment was made upon it. At the next meeting of the Board the teachers' cause was voiced by Mr. Thomas Grieves Mabane who moved a resolution to rescind the resolution to reduce teachers' salaries.

(1). S.S.S.B. Minutes, 5th March, 1882.

(2). The School Board Chronicle, March 18th, 1882.
Vol. XXVII, p. 263.

Mr. W.J. Wheatley supported him to some extent by saying that he still thought head teachers were over-paid whilst ex-pupil teachers 'who did the monotonous drudgery were very much underpaid (1).

The Chairman, Mr. J.J. Corboy, who opposed the motion, thought that he had been right in giving his deciding vote to reduce the teachers' salaries because he believed that he had expressed the feelings of the whole Board and of public opinion. He said,

'£265. for Mr. A. Scott and £180 for Miss E. Brockbanks are handsome salaries and the salaries of other teachers are much too high ' (2). Nevertheless Mr. Mabane's motion was carried and teachers' salaries continued to be paid on the former scale which meant head teachers received one half of the government grant (3).

In its regulations of 1885 the Board laid down a new scale of salaries for teachers: (4)

TABLE Lxvii.

SALARIES OF TEACHERS: 2nd November, 1885.

(a). Head masters: £120 per annum, with one fourth of the grants on average attendance and for specific subjects, one-half of the drawing grant, and one-half of the grant under Article 110 of the Code (1884) in respect of pupil teachers.

Head mistresses:(Girls' schools), £70 per annum, with the same proportion as above.

Head mistresses, (Infants' schools), £70 per annum, with one-fourth of the grants on average attendance, and one-half of pupil teachers' grants.

(1). The School Board Chronicle, April 22nd, 1882, Vol. XXVII, p. 382.

(2). Ibid.

(3). S.S.S.B. Minutes, 15th April, 1882.

(4). S.S.S.B. Regulations for the Management of Schools, 2nd Nov. 1885, s.12.

Salaries of Teachers (Cont)

- (b). Trained certificated assistant teachers, holding second-class certificates, :-
 males: £80, rising £5 per annum to £100.
 females: £65 " " " " to £75.

Trained certificated assistant teachers, holding third-class certificates, :-
 males: £70, rising £5 per annum to £90;
 females: £55 " " " " to £65.

- (c). Untrained certificated assistant teachers, holding second-class certificates :-
 males: £70, rising £5 per annum to £90.
 females: £55 " " " " to £65.

Untrained certificated assistant teachers, holding third-class certificates :-
 males: £65, rising £5 per annum to £80.
 females: £50 " " " " to £60

- (d). Ex-pupil teachers; males: £50, rising £5 per annum to £60.
 females: £35 " " " " to £45.

- (e). Pupil teachers; males, first year (14 years of age), £15
 rising £3 per annum to £24.
 females, " " " " " £12.10s.
 rising £2.10s. per annum to £20.
 With one-half of the grant under Article
 110 of the Code.

- (f). Candidates or Monitors, males: £7.10s. per annum.
 females: £5 " "

'When the Education Department make a deduction from the whole grant on account of faults of discipline, instruction, or registration, the same proportionate reduction will be made from the grant payable to head teachers; but when a deduction is made on account of some cause ^{over} which the teacher has no control, then

no part of the sum so deducted will be taken from the teacher'(1).

How this scale operated is seen from the salaries paid to the teaching staff in 1888 and shows that head teachers' salaries were variable according to the amount of grant received:

TABLE Lxviii.

SALARIES PAID TO THE TEACHING STAFF, 1888.

Salaries, per Scale:											
£5.	£7.10s.	£35.	£50.	£65.	£85.	£110.	£120.	£160.	£200.	£255.	£305.
ranging from:											
£15.	£24.	£45.	£60.	£80.	£100.	£120.	£160.	£200.	£255.	£305.	£325.
Number of teachers:											
59	32	26	17	22	13	3	5	5	5	2	1

The salaries received by head teachers therefore varied from £110 to £325 (2).

In October, 1892 the Board implemented a scheme of increments in assistant teachers' salaries for good service. After eight years of service, as an assistant teacher, a teacher was eligible to apply to the Board for 'good service pay'. He had to produce satisfactory evidence 'of thoroughly sound and efficient work,

deserving of special recognition consistent with the teacher's qualifications, and also of satisfactory personal conduct'(3).

The increments were made upon the following scale :

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- S.1.
- (1). S.S.S.B. Regulations for the Management of Schools, 1885,
 - (2). S.S.S.B. Sixth General Report, January, 1889. p. 16.
Ante p.²⁵⁷ (for the salary scale of the teachers at the
Westoe Road Higher Grade School)
 - (3). S.S.S.B. Eighth General Report, January, 1895, p. 18.

1. Trained certificated assistant teachers:

Men:- an increase of £5 yearly for four years, thus raising the maximum salary during the twelfth year to £120.

Women:- an increase of £2.10.0 yearly for four years, thus raising the maximum salary during the twelfth year to £85.

2. Untrained certificated assistant teachers, and Ex-P.T. assistant teachers,

Men and Women:- an increase of £2.10.0 per year for four years, thus raising their salaries by £10.

The question of adopting a fixed scale of salaries for head teachers was investigated by the School Management Committee. The Board, upon the Committee's recommendation, introduced the scheme of fixed salaries gradually by making the salaries of newly appointed head teachers on a fixed basis. Finally on the 4th June, 1894, after seeking the agreement of head teachers, the Board introduced the following fixed scale of salaries for head teachers:

1. Head masters of schools, accommodating from 410 to 500 pupils, £210, rising per annum to £240, plus a bonus of £10 to £20 per year, 'according to the terms of H.M. Inspector's annual report' - maximum salary £260.
 2. Head mistresses of girls' schools, accommodating from 370 to 500 pupils, £130 per annum, plus a bonus of £10 to £20 per year, 'according to the terms of H.M. Inspector's annual report'. - maximum salary £150.
 3. Head mistresses of junior or infants' schools, accommodating
-

from 430 to 520 pupils, £130 per annum, plus a bonus of £10 to £20 per year, as above - maximum salary £150.

Where the numbers of pupils were greater or smaller than those quoted in the scale the Board made special arrangements with the head teacher concerned and his maximum salary was raised or lowered accordingly (1).

In 1899 the Board revised the scale of salaries for assistant teachers after representations had been made to it by untrained certificated assistant teachers for an increase in their salary. The scale for teachers in the service of the Board was(2) thus:

TABLE Lxix.

SCALE OF SALARIES FOR TEACHERS - 1899.

	<u>Masters.</u>	<u>Mistresses.</u>
1. Head teacher:	£260.	£150
2. Trained certificated assistant.	£80 to £125.	£65 to £85.
3. Certificated (untrained) "	£70 to £110	£55 to £75
4. " " "	(£65 to £100 (below 2nd class(	£50 to £70
5. Ex P.T. assistant.	£50 to £70	£35 to £55
6. Pupil teacher	£18 to £30	£15 to £24

(1). S.S.S.B. Eighth General Report, January, 1895, p. 19.

In 1895 the average salaries over the whole country were:-
Certificated ~~asst. master~~ = £122. 6s. 7d. per annum.

" "mistresses = £ 81. 3s. 3d. " "

Only 400 head masters, and no head mistresses, received over £300.
Report of the Education Department of the Privy Council, 1895,
p. xxiii et seq.

(2). S.S.S.B. Tenth General Report, January, 1901, p. 25.

The numbers of teachers employed by the Board and the salaries they received under this new scale is seen from the following summary :

SALARIES OF THE TEACHING STAFF OF THE BOARD, DECEMBER, 1900.

STAFF.	Number of Teachers employed in Day Schools at salaries ranging from:											Total.
	£12 - £15	£16 - £30	£35 - £45	£46 - £60	£61 - £80	£81 - £100	£105 - £130	£135 - £160	£170 - £230	£235 - £280	£290 and over.	
Masters.	5	11	1	2	13	20	28	6	1	4	4	95
Mistresses.	47	51	21	60	55	21	1	12	6	..	..	274
Total, 1900.	52	62	22	62	68	41	29	18	7	4	4	369
Total, 1897	52	60	30	59	74	17	25	14	7	5	3	346

The head masters who received over £290, which was above the maximum salary, were those of the Higher Grade School and the large Boys' departments of the Westoe Road, Stanhope Road and Ocean Road Schools.

Teachers' salaries were also affected by the Teachers' Superannuation Act, 1898, which came into operation on the 1st April, 1899. The teachers in the service of the Board on that date had the option of either accepting or declining the provisions of the Act, but all teachers who became certificated thereafter came within its provisions. From the 177 teachers in the service of the Board, who were eligible to exercise an option, 127 decided to accept the terms of the Act and 50 declined to do so (1). The Act provided for an annual contribution by certificated teachers of £2 in the case of mistresses and £3 in the case of masters. This contribution was deducted from the annual government grant of the school in which the teacher was serving, and the Board recovered the payment by making monthly deductions from the teacher's salary. The benefits arising under the Act were (1) a disablement allowance in the event of a teacher's mental or physical incapacity to serve efficiently in a public elementary school, and (2) 'a superannuation allowance' on reaching the age of sixty-five years. The annuity purchased by a teacher's own contributions added to the state pension,

(1). S.S.S.B. Tenth General Report, January, 1901, p. 25.

which was calculated at the rate of ten shillings for each year of service, formed the superannuation allowance. The allowance for a teacher of sixty-five years of age when the Act came into force was £46. 4s. 0d. for a master and £38. 2s. 6d. for a mistress. A master, who commenced his contributions at the age of 21 years and continued them until he reached the age of 65 years, received an annuity of £44. 8s. 9d. plus a state pension of £22, thus making the maximum superannuation allowance £66. 8s. 9d. A mistress making contributions for the same length of time received £22.7s.2d plus the £22 state pension giving a maximum allowance of £44.7s.2d. The scale of superannuation allowances were graded according to the age when a teacher commenced his contributions and the age at which he began service as a certificated teacher. The certificate of a teacher expired upon his reaching the age of 65 years but the Board of Education could, on account of his fitness, allow him to serve for a further limited period of time.

In December 1900, out of a total of 369 teaching staff there were 195 certificated teachers. Of this number only 28 were head teachers, which shows that the opportunities for promotion were few and naturally promotion was eagerly sought after. When vacancies for headships arose the Board's policy was to give preference to trained certificated teachers in the service of the Board. These vacancies seldom arose because once a head teacher was appointed he, or she, remained until the end of his teaching career, unless death intervened. In the case of a mistress, marriage

automatically terminated her career. For example Mr. Alexander Scott, B.A., served the Board from 1874 until the end of its existence as a head master which was almost the whole of his teaching career under the Board. There was a great deal of competition for headships in the Board's schools and, as well as qualifications and service, patronage undoubtedly played a part in these appointments (1). In the appointments of head teachers for the new Mortimer Road School Senior and Junior departments, however, qualifications and service played the predominant part in the final selection of candidates. On the 18th April, 1901, the School Management decided to submit 'a short list' of the names of five candidates for these two appointments (2). The names and particulars of the five candidates were :

1. John Robertson, aged 38 years, T.C.A., Westoe Road Higher Grade School. Pupil teacher, Barnes Boys' School, February 1877 to January, 1882; scholarship examination, 1881, 1st class No.80; Borough Road Training College, 1st div., 1882; 1st div., 1883. Third place on College Senior list. Certificate issued 1887. Teachers' D, 1st class; advanced science certificates, 1st class - mathematics, stages i., ii., iii., iv.; magnetism and electricity; heat, light, sound, physiography, physiology, biology, practical inorganic chemistry; 2nd class - theoretical inorganic chemistry, mechanics, descriptive geometry, hygiene. London

(1). Ante p.224.

(2). S.S.S.B. Minutes, 30th April, 1901, p. 148.

Matriculate honours, 1895. Drill certificate; woodwork certificate, 1st year, 1st class. Saturday courses of science lecturer, College of Science, Newcastle. Teacher of evening classes. Assistant teacher - Gateshead, Oakwellgate School, March 1884 to June 1886; Gateshead, Higher Grade School, June 1886 to April, 1890; South Shields, Westoe Road Higher Grade School, April, 1890, to present date.

2. Charles W. Smith, aged 36 years, T.C.A., Ocean Road Boys' School. Pupil teacher, Ocean Road Boys' School, 1880 - 1884; scholarship examination, 1884, 1st class, No. 277; Cheltenham Training College, 2nd div., 1885; 2nd div., 1886; certificate issued October, 1888. Third on College list for teaching. Teachers' D. certificate. Advanced science certificate, 2nd class - physiology, physiography, sound, light, heat, magnetism, electricity, Archbishop's certificate for scripture; drill certificate. Seven years as a responsible teacher, evening continuation school, Ocean Road. Assistant teacher - Ocean Road School, Boys' department, January, 1887, to present date.

3. Walton Smith, aged 35 years, T.C.A., Stanhope Road Senior School. Pupil teacher, Union British School, 1879 to 1883; scholarship examination, 1883, 1st class, No. 183; Borough Road Training College, 1st div., 1884; 1st div. 1885; certificate issued 1888. Science certificates, honours, 2nd class hygiene; advanced, 1st class - physiology, agriculture; 2nd class - physiography; 'intermediate' tonic solfa; full D. and three advanced drawing certificates; drill certificate. Matriculation, London, 1894.

Last endorsement on parchment certificate while at Laygate Lane School 'As a teacher of standard V., Mr. Smith has done very good work'. Assistant teacher - Laygate Lane Boys' School, January, 1886 to April, 1896; Stanhope Road Senior School, April, 1896, to present date; teacher of the Science and Art class in the School.

4. John West, aged 35 years, T.C.A. Laygate Lane Boys' School. Pupil teacher, Barnes Boys' School, 1879 to 1883; scholarship examination 1883, 1st class, No. 189; Borough Road Training College, 2nd div., 1884; 2nd div., 1885. Certificate issued October, 1887.

Advanced science certificates, Training college - mathematics, 4th stage; inorganic chemistry; 2nd class - physiology, hygiene; associate, Tonic solfa college, 2nd grade certificate; drill certificate.

Parchment report by Mr. A.W. Newton, H.M.I., October, 1888, 'A large standard V has been very successfully taught by Mr. West'. Assistant teacher - St. Mary's Board School - January, 1886 to October, 1890; Laygate Lane Boys' School, October 1890 to present date.

5. John Wonders, aged 38 years, T.C.A., Westoe Road Higher Grade/Pupil School. teacher, Barnes Boys' School, 1877 to 1881; scholarship examination, 1881, 1st class, No. 225. Borough Road Training College, 1st div., 1882; 2nd div., 1883. Certificate issued December, 1885. Advanced science certificates, 1st class - mathematics (stage ii), practical chemistry; 2nd class - theoretical chemistry, physiology,
-

hygiene, physiography, Saturday courses of science lecturer, College of Science, Newcastle, 1894 - 1895. Teachers' D. certificate, drill certificate, woodwork certificate (1st year's). His present work brings him directly into touch, during the week, with over 200 boys and girls. Most of the girls' pupil teachers have passed through his class and been prepared by him for the Candidates' examination. A teacher of evening classes since 1893. Assistant teacher - Barnes Boys' School, January, 1884 to March, 1890; Westoe Road Higher Grade School, March, 1890 to present date.

Before the members of the Board voted for these candidates, on the 23rd May, 1901, a memorial (1) signed by thirty-five mistresses in the service of the Board was read asking that the appointment of head teacher to the Mortimer Road Junior School be thrown open to assistant mistresses in the service of the Board. This was on the grounds that the chances of promotion for girls' mistresses to girls' schools were fewer owing to the conversion of girls' departments into junior mixed departments; if masters were placed over junior departments all promotion of mistresses would cease and as promotion could only be found in infants' schools a difficulty would arise of 'procuring and retaining the services of efficient assistant mistresses for the upper standard girls'.

(1). S.S.S.B. Minutes, 23rd May, 1901, p. 190.

Despite this memorial no mistresses' names were added to the 'short list' and the final ballot for the headship of the Senior Mixed School was as follows: for J. Wonders, - Six votes; for J. Robertson, - four votes; and for J. West, - one vote. The Chairman, Mr. Robert Reah, then moved and the Revd. C.E. Adamson seconded -

'That John Wonders be hereby appointed as from the 1st August next, to the position of Head Master of the Mortimer Road Senior Mixed School, at the commencing salary of £220, rising £10 per annum to £250, plus £10 per annum if the higher principal grant under Article 101(a) of the Day School Code of 1901 be earned, maximum salary, £260 - and otherwise subject in all respects to the rules and regulations of the Board' (1). The motion was carried and John Wonders was duly appointed. A ballot was then taken on the remaining candidates for the headship of the Junior department with the following result: for J. Robertson, - six votes; for J. West, - five votes. John Robertson was therefore duly appointed under the same conditions as John Wonders.

Besides Mr. Alexander Scott, B.A., who gave outstanding service to the Board as a head master of the Ocean Road Boys' School and of the Westoe Road Higher Grade School, two other head masters were mentioned in the Board's Minutes. On the death of Mr. James Ashworth, head master of Stanhope Road Senior School, on the 29th January, 1902, the Board expressed its high appreciation of 'the

(1). S.S.S.B. Minutes, 23rd May, 1901, p. 190.

services rendered by him to the cause of elementary education, during the twenty three years he held office under the South Shields School Board - the last eighteen years as head master' (1).

On the resignation of Mr. William Brockbanks, the head master of Laygate Lane Senior School, on the 20th November, 1902 the Board placed on record its appreciation 'of the long and faithful services rendered by Mr. Brockbanks in the cause of the education of the youth of the borough of South Shields, where he has worked with marked success and sympathetic zeal during a period extending over forty years' (2). Mr. Brockbanks completed his course at the Durham Training College in the year 1858; he entered upon his duties as head master of St. Stephen's Parochial School, Mile End Road, on the 30th July, 1860, and served there until August, 1874. He continued as head master when the school was transferred to the Board from the 6th September, 1880, to the 31st March, 1884. He was then appointed head master of the Baring Street Boys' School from the time of its opening on the 1st April, 1884 and remained there until the 13th April, 1896 when he was transferred to Laygate Lane Senior School. The Board was happy to believe that during all these years, "the aim of his life's work has been to help the thousands of school children, who have been brought within the sphere of his scholastic duties, to realize

(1). S.S.S.B. Minutes, 25 March, 1902, p. 91.

(2). Ibid., 16th December, 1902, p. 459.

the fulness of the transcription which appears over the porch of the school of which he first had charge - 'Take fast hold of instruction; let her not go: keep her; for she is thy life' " (1).

The Board also appreciated the services of its teachers generally and from time to time made mention of this in its annual reports thus: 'The Board takes this opportunity of expressing its high appreciation of the services rendered by the respective teaching staffs. Their work, at all times difficult, has been undertaken with much earnestness and enthusiasm, and, without doubt, has been productive of much good to the rising generation' (2). H.M. Inspectors frequently praised the work of the Board's teachers as did Mr. J. Radford, the District Auditor, in his half-yearly report on the School Board accounts on the 25th March, 1879 thus: 'The grant is especially good. Your staff of teachers is a great institution, and the public ought to appreciate the pains and trouble you take to provide a good education on the most moderate terms' (3).

(1). S.S.S.B. Minutes, 16th December, 1902, p. 459.

(2). S.S.S.B. Eighth General Report, January, 1895, p. 15.

(3). S.S.S.B. Minutes, 21st April, 1879.

CHAPTER X.

THE FINANCES OF THE BOARD:

CONCLUSION.

The expenses of the Board were paid out of a fund which was called the school fund. All moneys received by the Board had to be carried to the school fund; these included 'fees from scholars,

or out of moneys provided by Parliament, or raised by way of loan, or in any manner whatever received by the school

board' (1). The amount received by the Board from school fees rose from £4.10s.0d in 1872 to £5,147. 10s. 7d. in 1891. There was a sharp fall in the amount received thereafter because of the reduction of fees brought about by the Elementary Education Act, 1891 (2). For example in 1892 the school fees amounted to only £728. 19s. 7d. but in that same year the Board was compensated for the loss by the introduction of the fee grant which amounted to £3,372. 17s. 6d. In 1900 the Board received £1,464. 6s. 0d. and £5,805. 5s. 1d. fee grant (3). The amount received by the Board from fees would have been greater if it had not used its powers to remit fees in cases of poverty (4). The following table shows the amounts of fees remitted by the Board:

TABLE Lxxi.

(See page 454

(1). E.E. Act, 1870, s. 53.

(2). Ante p.144.

(3). See Appendix 'A', for the full details of amounts received from school fees and the fee grant.

(4). E.E. Act, 1870, s. 25. Ante pp.54-5, and pp.59-60.

AMOUNTS OF FEES REMITTED BY THE BOARD: 1876-1891.

Year.	No. of Children.	Amount. £. s. d.
1871 - 1873	20	4. 2. 8d.
1874 - 1876	202	120. 8. 0d.
1877 - 1879	520	350. 0. 0d.
1880 - 1882	470	266. 1. 7d.
1883 - 1885	2743 (1885) ⁽¹⁾	1474.15. 1d.
1886 - 1888	13,494	3042. 8. 6d.
1889 - 1891	6,601	3356. 8. 5d (2)

The Elementary Education Act of 1891, relieved the Board from the necessity of using its powers of remitting fees in cases of poverty because the fee grant covered such losses.

'The moneys provided by Parliament' which were paid into the school fund included the grants from the Education and the Science and Art Departments. The Board began by receiving, for its first three years, the modest sum of £50. 9s. 8d., in respect of its Victoria Road Infants' School, from the Education Department. By December 1900 the grants from both Departments had risen to £17,642. 6s. 4d., (3), which shows how much the Board's capacity to gain the government grants had increased. (4). In 1885 the Board received

(1). This total of children is for 1885 only; records were not kept of the other two years.

(2). The total amount of school fees remitted also included fees written off as being irrecoverable arrears.

(3). This also included additional grant as a 'poor and populous district under E.E. Act, 1870, s.97. (See Ante p.130. and E.E. Act, 1897. The Board first received it 1892 and p.190.)

(4). See Appendix 'A' for full details of the income from this source.

£5,685. 18s. 11d. from this source and its income from school fees was £3,839. 14s. 11d. The following table shows the income per pupil from these two sources as compared with other school boards:

TABLE Lxxii
(1).

COMPARATIVE STATEMENT OF INCOME FROM SCHOOL FEES AND GOVT. GRANT

Name of School Board.	Income per pupil from school fees.	Grant earned per pupil in average attendance.	1885.
			Total.
England & Wales.	£. s. d. 9. 5¾	£. s. d. 17. 1.	£. s. d. 1. 6. 6¾
Gateshead.	10. 8½	18. 3.	1. 8. 11½
Jarrow.	11. 6¼	18. 3.	1. 9. 9¼
Sunderland.	9. 9	19. 3.	1. 9. 0
Newcastle-on-Tyne.	12. 2	19. 2¾	1. 11. 4¾
South Shields	11. 10¾	19. 1½	1. 11. 0¼

This statement shows that the Board was above the average in England and Wales and was almost equal to the larger school boards of Sunderland and Newcastle-upon-Tyne in its capacity to earn the government grants. All moneys raised by way of loan had to be paid into the school fund (2). The first loan raised by the Board from the Public Works Loan Commissioners for the building of Ocean Road Board School on the 17th April, 1873 amounted to £10,986. 0s. 0d. and its last loan, from the same source for the building of the

(1). S.S.S.B. Fifth General Report, January, 1886, p. 7.

(2). E.E. Act, 1870, s. 53.

New Higher Grade Department, Westoe Road Board School, on the 28th August, 1900, amounted to £17,700. 0s. 0d. The Board obtained loans for building purposes amounting to a total of £148,567. 0s. 0d. during its existence all of which was paid into the school fund (1). Other sources of income included the proceeds from the sale of books and needlework to pupils in the Board's schools and grants received from the Science and Art Department in respect of its evening classes (2).

Where there were insufficient funds in the school fund to enable the Board to meet its liabilities, the deficiency could be raised out of the local rates (3). The Elementary Education Act of 1870 made a most important provision in this respect thus:

'Any sum required to meet any deficiency in the school fund, whether for satisfying past or future liabilities, shall be paid by the rating authority out of the local rate. The school board may serve their precept on the rating authority, requiring such authority to pay the amount specified therein to the treasurer of the school board out of the local rate, and such rating authority shall pay the same accordingly....'(4). From January, 1871 to September, 1873 the Board's demand from the rates amounted to £1700. Thereafter the demand upon the rates gradually increased year by year as the work of the Board expanded until in

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- (1). Post Appendix 'C' for full details of the loans raised by the Board.
 - (2). Post Appendix 'A' for full " of the amounts received from these sources.
 - (3). The Board had a great advantage over the voluntary bodies in this respect.
 - (4). E.E. Act, 1870, s. 54.

December, 1900, it had reached a total of £15,700 (1). This was almost twenty times the amount of the Board's precepts in its early years! There was naturally much opposition from the representatives of the rate-payers on the borough Council to the Board's precepts because the Board was not directly responsible to the rate-payers for its expenditure, and the elected members of the rate-payers had no control over it. The Council tried on a number of occasions to avoid meeting the Board's precepts by delaying the payments as long as possible. The Council began to oppose the payment of the precepts during the life of the second Board when the Board issued precepts totalling £4,500, which was the equivalent to the rate three pence in the pound. Although a few of the Council members, who were also members of the School Board, tried in vain to show that the Board's expenditure was necessary and far from extravagant, there was an unjustifiable tardiness in meeting the demands of the Board. This prevented the Board from meeting its liabilities for some months and it was advised by the District Auditor (2) to use its common law remedy of issuing the writ of Mandamus to make the Council comply with its legal demands (3). This extreme measure was not resorted to nor did the Board find it necessary to use its remedy under the Elementary Education Act

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- (1). Post Appendix 'A' for details of income from this source.
 - (2). Post pp.458-9.
 - (3). S.S.S.B. Minutes. 25th October, 1876.

of 1870 which made provision in cases of default by the rating authority. The Act laid down: 'if the rating authority of any place make default in paying the amount specified in any precept of the school board then, without prejudice to any other remedy the school board may appoint an officer or officers to act within such place, and have all the powers of a rating authority of levying a local rate' (1).

In 1879 the Board's precepts amounted to £6,025, which was equal to an average rate of five pence half-penny in the pound. The Board pointed out that the amount demanded from the rates was considerable but that it was absolutely necessary to provide adequate school accommodation. It told the rate-payers that 'the

rate per head contributed by the rates does not nearly amount to that paid by many other boards; the average rate throughout England and Wales is 20s. 4¾d per head whereas in South Shields it is only 15s. 7½d'(2). Nevertheless there continued to be much criticism of the Board's precepts, and also delay in meeting them. On one occasion the District Auditor surcharged three members of the Board on account of a small sum which they had paid out as interest on a loan raised to pay outstanding debts which had not been settled because of the delay in receiving aid from the rates (4). The Auditor stated that the Board had failed to use its powers under the 1870 Act to enforce payment of the

(1). E.E. Act, 1870, S. 56(1).

(2). S.S.S.B. Third General Report, December, 1879, p. 12.

(3). Post p. 459.

(4). S.S.S.B. Minutes, 3rd September, 1879.

precept, and that it had no power, express or implied to borrow money for the purpose of meeting its current expenses (1). He, therefore, placed the onus upon the Board to enforce payment and any expense incurred through delay in this respect was not to fall upon the rate-payers but upon the members who signed the cheque. It seems that the Chairman and the two other members of the Board, who were surcharged in this case (2), did not use their power of appeal to the Local Government Board (3). This was probably because the amount for which they were surcharged was small, being only a few shillings, and they no doubt realized that they had been at fault in not carrying out the instructions of the auditor in this matter.

In 1885 the annual income from the rates per pupil in the Board's schools amounted to 9s. 4½d, (4) which was well below the average over the whole country, and about the same as the neighbouring school boards, as the following table shows:-

TABLE Lxxiii

INCOME PER PUPIL FROM THE RATES - 1885.

(page 480)

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- (1). R. v Reed, L.R. 5. Q.B.D. p. 483.
 - (2). They had resorted to this measure of borrowing to meet current expenses in order to negative the effect of the delay on the part of the Council.
 - (3). Post p. 469.
 - (4). S.S.S.B. Fifth General Report, January, 1886, p. 7.

INCOME PER PUPIL FROM THE RATES - 1885.

Name of School Board.	Annual Income per pupil from rates. £. s. d.
England & Wales.	16. 3.
Gateshead.	6. 11.
Jarrow.	9. 5.
Sunderland	8. 4.
Newcastle-upon-Tyne.	11. 10½.
South Shields.	9. 4½.

The following table shows the annual income per pupil in the Boards' schools from government grants, fees and sales, and from the local rates :

TABLE Lxxiv.INCOME PER PUPIL IN THE BOARD'S SCHOOLSFROM 1887 to 1900.

(see page 481)

INCOME PER PUPIL IN THE BOARD'S SCHOOLS FROM 1887 to 1900.

Year.	Grants from Ed. & S. & A. Departments.	School fees & sales.	Local Rates.		Total.
	£. s. d.	£. s. d.	in £l.	s. d.	£. s. d.
1887.	18. 4¼	12. 1½	(1) 5½d	7. 8½	1.18. 2¼
1888.	18. 9¼	12. 8¾	(2) 6½d	7. 8½	1.19. 2½
1889.	18. 7¼	13. 0¼		6. 4¼	1.17.11¾
1890.	18. 1¼	13. 2)		10. 0	2. 1. 3¼
1891.	18. 6	12. 7½	6¾d	10.10	2. 1.11½
1892.	19. 3	11. 0	8¼d	11. 2¾	2. 1. 5¾
1893.	19. 1¾	13. 7	7¼d	8. 1	2. 0. 9¾
1894.	1. 0. 1	13. 8¼	8½d	9. 8	2. 3. 5¼
1895.	1. 1. 3½	13. 9½	8½d	9. 2¼	2. 4. 3¼
1896.	1. 0.11¼	13. 1	9d	12.11¾	2. 7. 0
1897.	1. 0. 4¾	12. 5½	11½d	15. 6½	2. 8. 4¾
1898.	1. 2.10¾	12. 3	9¼d	12. 3	2. 7. 4¾
1899.	1. 3. 7	12. 9¼	10d.	13. 6¼	2. 9.10½
1900.	1. 3. 6¾	12. 5½	10½d	13. 1½	2. 9. 1¾

(1). 7.2d Av. Eng. and Wales.

(2). 1889. Fees= 12s. 3d. England = 8s. 11¼

The Board maintained that the total amount drawn from the rates per pupil in average attendance in its schools was lower than that of most of the larger school board districts. It attributed this to the fact that it engaged the minimum staff of teachers in its schools, that it charged higher fees than many other school boards and that a considerable proportion of the Board's work had been carried on in premises, which had originally been built and managed as voluntary schools (1), and lastly its high income from government grants. The following table shows the percentage of income yearly and expenditure of the Board compared with the rest of England : -

TABLE Lxxv.

COMPARATIVE PERCENTAGE OF INCOME AND EXPENDITURE, 1888.

Income.			Expenditure.				
Rates.		Grants Fees Books.	Admin- istral- ion.	Maint. & Salar- ies.	Repay- ment loan	Int- erest loan.	Miscellan- eous.
So. Shields.	38	62	4.9	78	6.2	7.9	3
England.	57.6	42.4	6.7	7 2.4	6.9	13.8	.2

The bulk of the Board's yearly expenditure was obviously in respect of salaries for its teaching staff and other officers of the Board. It began by paying out £146. 6. 7d. in teachers' salaries for the period from January, 1871 to September, 1873. In December, 1900, the total amount for the year for teachers' salaries was £23,469. 17s. 9d.(2). Other expenditure of the Board included

(1). S.S.S.B., Ninth General Report, January, 1898, p. 41.

(2). See Appendix 'B' for details of expenditure on salaries. In 1888 the expenditure per pupil for salaries was £1. 8s. 8½d. by the S.S.S.B. and the average expenditure in England was £1. 15s. 1d.

the repayment of the principal of loans and the interest on loans, the purchase of land and the erection of buildings, the maintenance of its schools, the purchase of books and stationery, contributions to industrial schools and election and legal expenses (1).

How much the Board's expenditure increased is seen from the following statements:

TABLE Lxxvi.

COMPARATIVE STATEMENT OF EXPENDITURE OF THE SO. SHIELDS SCHOOL

BOARD.

Item.	28th January, 1871 to 29th Sept. 1873.	29th Sept. 1899 to 29th Sept. 1900
	£. s. d.	£. s. d.
Salaries of Officers.	492. 10. 0.	1,391. 6. 4.
" " Teachers.	146. 6. 7.	23,469. 17. 9.
Books & Stationery.	18. 6. 6.	1,758. 9. 0.
Legal and Administration.	182. 14. 4.	468. 3. 5.
Rents, Rates and Taxes.	96. 2. 10	379. 17. 10.
Fuel, light, cleaning, Repairs.	179. 15. 3.	4,459. 13. 3.
Purchase of land.	750. 0. 0)	9,501. 12. 10.
Erection of School buildings.	3,180. 0. 0)	
	89. 0. 6.	
Contribution to Industrial Schools	8. 6. 0.	285. 14. 7.
Election Expenses.	224. 12. 10.	- - -
Repayment of Principal of loans.		4,030. 7. 6.
Interest on loans.		3,065. 14. 6.
Miscellaneous.		2,152. 10. 3.
Total:	£5,367. 14. 10d.	£50,963. 7s 3d.

The expenditure of the Board per pupil in average attendance compared with other school boards is shown by the following statement : -

TABLE Lxxvii.
(See Page 484)

(1). Post Appendix 'B' for the details of these expenses, year by year.

EXPENDITURE OF THE SCHOOL BOARD PER PUPIL, IN AVERAGE ATTENDANCE COMPARED WITH OTHER SCHOOL BOARDS. 1888 - 1900.

Year.	Salaries of Teachers.	Books, Apparatus and Stationery.	Fuel, light and Cleaning.	Furniture and Repairs.	Later, Taxes and Insurance.	Total.	Totals. ① England, Wales ② London.
1888	£. s. d. 1. 8. 8 $\frac{3}{4}$	£. s. d. 3. 2.	£. s. d. 3. 0 $\frac{1}{2}$	£. s. d. 4. 1.	£. s. d. 2 $\frac{1}{4}$	£. s. d. 1. 19. 2 $\frac{1}{2}$	£. s. d.
1889	1. 9. 2 $\frac{3}{4}$	3. 3 $\frac{1}{2}$	3. 0 $\frac{1}{2}$	2. 1.	4.	1. 17. 11 $\frac{3}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1890	1. 10. 7 $\frac{1}{4}$	3. 2 $\frac{1}{2}$	3. 7.	2. 10 $\frac{1}{2}$	1. 0.	2. 1. 3 $\frac{1}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1891	1. 11. 0 $\frac{3}{4}$	4. 0 $\frac{3}{4}$	3. 9 $\frac{3}{4}$	2. 8 $\frac{1}{4}$	4.	2. 1. 11 $\frac{1}{2}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1892	1. 10. 8 $\frac{1}{2}$	3. 4 $\frac{3}{4}$	3. 8 $\frac{1}{4}$	2. 11 $\frac{1}{4}$	9	2. 1. 5 $\frac{3}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1893	1. 10. 6 $\frac{3}{4}$	3. 5 $\frac{1}{2}$	3. 5 $\frac{1}{2}$	2. 6 $\frac{3}{4}$	9 $\frac{1}{4}$	2. 0. 9 $\frac{3}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1894	1. 11. 11 $\frac{1}{4}$	3. 7 $\frac{1}{2}$	3. 3	3. 6 $\frac{3}{4}$	1. 0 $\frac{3}{4}$	2. 3. 5 $\frac{1}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1895	1. 14. 1 $\frac{3}{4}$	3. 4 $\frac{1}{4}$	3. 6 $\frac{3}{4}$	2. 1 $\frac{3}{4}$	1. 0 $\frac{3}{4}$	2. 4. 3 $\frac{1}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1896	1. 14. 11	4. 4 $\frac{1}{2}$	3. 7 $\frac{3}{4}$	2. 8.	1. 4 $\frac{3}{4}$	2. 7. 0	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1897	1. 16. 3 $\frac{3}{4}$	4. 1.	3. 8 $\frac{1}{4}$	2. 8 $\frac{1}{4}$	1. 7 $\frac{1}{2}$	2. 8. 4 $\frac{3}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1898	1. 17. 4 $\frac{1}{4}$	2. 8 $\frac{1}{2}$	3. 5 $\frac{1}{2}$	3. 0.	10 $\frac{1}{2}$	2. 7. 4 $\frac{3}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1899	1. 19. 1 $\frac{1}{4}$	3. 5 $\frac{1}{2}$	3. 9 $\frac{1}{4}$	2. 7 $\frac{3}{4}$	10 $\frac{3}{4}$	2. 9. 10 $\frac{1}{2}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$
1900	1. 19. 5 $\frac{1}{4}$	2. 11 $\frac{1}{2}$	3. 8 $\frac{1}{4}$	1. 10	1. 2 $\frac{3}{4}$	2. 9. 1 $\frac{3}{4}$	① 5. 11 $\frac{1}{4}$ ② 2. 2. 7 $\frac{1}{2}$

(3). The neighbouring school boards of Newcastle-upon-Tyne and Sunderland spent £2. 7. 9 $\frac{1}{2}$ d and £2. 1s. 10 $\frac{1}{2}$ d per pupil in the year 1896-97. Report of the Education Department of the Privy Council, 1896-7.

The Board's expenditure per pupil was lower than that of the school boards over the country as a whole and of the great London School Board. Its expenditure, however, was generally higher than that of the neighbouring school boards.

It has already been noted that the representatives of the rate-payers had no control over the expenditure of the School Board (1). There were, however, those important and effective safeguards against excessive and illegal expenditure. The first of these was local public opinion which could make itself felt to a certain degree during the elections of the members of the Board - and had the effect, therefore, of checking excessive and unnecessary expenditure. Secondly, the Education Department gave its grants upon conditions (2) which ensured that the main purposes of the Elementary Education Act of 1870 were complied with, if only nominally. Thirdly, a most effective check upon illegal expenditure was afforded by the District Auditor. In this respect the Act of 1870 made the following provisions:-

'The accounts of the school board shall be made up and balanced to the twenty-fifth of March and to the twenty-ninth of September in every year. The accounts shall be examined by the school board and signed by the Chairman.... As soon as practicable after the accounts are so signed they shall be

(1). Ante p.457.

(2). E.E. Act, 1870, s.97.

audited (1). The audit of the school board's accounts were aligned with the existing system of the audit of accounts relating to the relief of the poor, thus:

'1. The auditor shall be the auditor of accounts relating to the relief of the poor for the audit district in which the school district is situate' (2).

'2. The audit shall be held at the office of the school board or at some other place sanctioned by the Poor Law Board within the district' (3).

The instructions of the District Auditor for the audit of the school board's accounts were explicit. The Clerk or another person nominated by the Board had to attend the audit and produce all books, bills, vouchers and documents relating to the board's accounts (4). If an item in an account was not sanctioned directly or by necessary implication, by an Act of Parliament it had to be 'disallowed'. Where money for the disallowed item had already been paid away, whoever authorized the payment had to be 'sur-charged' i.e. he was made personally liable for the amount. The Act of 1870 laid down in this respect:

'The Auditor shall ... have the like powers and be under the like obligation to allow and disallow items in the account, and to charge the school board, or any member or any officer

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- (1). E.E. Act, 1870, s. 59.
 - (2). E.E. Act, 1870, s. 60(1)
 - (3). E.E. Act, 1870, s. 60(2)
 - (4). E.E. Act, 1870, s. 60(3).

thereof ... with any sum for which they or he may be accountable....'(1). Before surcharging a person the District Auditor had to give him notice in writing, hear him if he was present, and determine the matter according to the law and justice of the case (2). There were, however, certain safeguards against undue strict interpretation on the law which was bound to be unjust in certain cases thus : 'any person aggrieved by the decision of the auditor shall have rights and remedies as in accounts relating to the relief of the poor' (3). These safeguards were :

1. The person who was surcharged could appeal to the Local Government Board, who would reconsider the auditor's decision on points of law and allow the appeal if there were sufficient grounds.
2. Even if the Local Government Board confirmed the auditor's decision in law it had the power 'to remit the surcharge', which meant that the person who was responsible for the wrongful spending need not pay it. In such cases the rates had to bear the loss and in effect meant that the person was given a second chance but there would be no remission the next time.
3. Instead of appealing to the Local Government Board the person who was surcharged could bring the case before the Court of

(1). E.E. Act, 1870, s. 60 (6).

(2). Parochial Debt and Audit Act, 1848, s. 8.

(3). Ibid.

Queen's Bench. This was, however, a very costly process and was only resorted to in the most important cases.

Such was the machinery for safeguarding the Board's expenditure from the school fund. The Board always kept its accounts with meticulous care and appeared to be on the best of terms with the District Auditor, Mr. J. Radford. He frequently praised the Board for taking pains with its books and accounts, and only on one occasion did he surcharge members of the Board for illegal expenditure (1). The Board often told the rate-payers:

'Your Board would again refer you to the audited accounts of the District Auditor, which have always been of a most favourable character' (2).

(1). Ante p.459.

(2). S.S.S.B. Fourth General Report, December, 1882, p. 8.

CONCLUSION.

When the Board was formed in 1871, it was faced with the formidable task of providing for the elementary education of over 2,000 neglected children (1). At the end of its existence, covering a period of thirty-one years, the Board was providing 14,865 out of a total of 19,783 elementary school places in the borough; the voluntary bodies were providing 4,918 places. The Board built fifteen new schools and took over six voluntary schools (2). Although the first schools which it built were large compared with those of other school boards (3), they had to be altered later to provide more places. The reasons for these alterations were the poor planning of these early schools and the fact that the population of the borough rose rapidly during the life of the Board. The school buildings, all of which, except Cone Street Board School, can still be seen in the borough, were typical examples of solid, and, in some cases, ornate architecture of the Victorian era. The cost of building was always uppermost in the minds of the members of the Board when considering the provision of school places. Therefore the lowest tenders were always accepted and naturally only the bare essentials could be incorporated into the school buildings. In the selection of sites for its schools, the Board used its opportunities for the purchase of suitable sites to the

(1). Ante p.43.

(2). Post Appendix 'D'

(3). Ante p.62, Note (2).

best advantage. In this respect it was of course hampered by the fact that it had to negotiate for the purchase of land, which was either in private hands or owned by the ecclesiastical commissioners. There was no power of compulsory purchase in those days, as there is now (1); land had to be purchased and schools built on the same basis as any other commercial enterprise of the day. The Board's supply of elementary school accommodation did not, in the early years, keep pace with the demand; the blame for this must be laid upon the Sectarian members of the Board who for one reason or another held up school building for as long as possible. However, beginning with the progressive sixth School Board, the provision of adequate elementary school accommodation was well maintained throughout the remainder of the Board's life.

The Board realized that there were many parents in the borough who would not send their children to school even if there were places for them within a reasonable distance from their homes. Some parents were either hostile or indifferent to education, others were deterred from sending their children to school by the school fees. It was on this account that the Board used its powers of compulsion under the Act of 1870 to enforce school attendance from its inception. The task of enforcing the bye-laws on attendance was not an easy one, and great credit must be given to the Attendance Committees and its officers for their patience and perseverance which gradually improved attendance. The Board

(1). The Acquisition of Land (Authorisation Procedure) Act, 1946.

The Town and Country Planning Act, 1947.

did its utmost to keep children at school for as long as it was legally possible by means of its bye-laws. Thus the standard for exemption was raised whenever it was legally feasible. It also encouraged parents to keep their children at school beyond the period of compulsion by providing opportunities and scholarships for higher education. But the Elementary Education Act, 1891, which to all intents and purposes brought in 'free' education, stimulated greatly the attendance at the elementary schools in the borough. The attendance at the Board's schools was always better than that of the voluntary schools. The Board's head teachers always gave this their most careful attention because their salaries were to a certain measure dependent upon good attendance.

The Board was to a great extent restricted by the Code and the Directory in its provision of secular instruction. The Elementary Education Act, 1870, made it quite clear that the only way in which the parliamentary grant could be awarded was by observing the regulations of the Education Department. Hence the Board's insistence upon the teaching of the subjects which would earn the highest government grants. However, it made the most of its opportunities, when the regulations so allowed, to increase the number and scope of the subjects taught in its schools. The progress made in widening the curriculum and syllabuses in the Board's schools after the new Codes of 1890 and 1895 bare adequate

proof of the Board's efforts in this respect. The Board's provision for religious and moral instruction was a success; the syllabus of religious instruction, a splendid compromise, was brought about by the co-operation and good sense of the leaders of the reformed Churches in the borough. Indeed the Board throughout its existence was always concerned that the children in its schools should be inculcated with the highest moral values.

Although the Board was rather slow, compared with other school boards, in the provision of higher education, its achievements in this respect were noteworthy. The tardiness in providing higher education was because of its initial difficulties over the supply of adequate elementary school accommodation. It also had to overcome the opposition from a large section of the rate-payers, by showing them that it could run its schools economically, before branching out into higher education. It was in the interests of children who desired to stay on at school after they had passed out of the standards which stimulated the Board to make some provision in the nature of higher education for them. The success which attended its first ventures in this respect, at the Science and Art classes at the Ocean Road Board School, confirmed the Board in its conviction that it could run a complete school on the lines of a higher grade school. This it did at its Westoe Road School, which had a separate department, and at the end of its

existence at the new Higher Grade School at Westoe; this well staffed school with its most up-to-date facilities was a credit to the borough and was worthy of the Board's high endeavours in the cause of higher grade education. The Board thus laid the firm foundations of secondary education in the borough, as the scope of the curriculum and the advanced nature of the subjects taken in the school show. The Board was also encouraged in its provision of higher grade education by both the Education and the Science and Art Departments because not only was it advised constantly by H.M. Inspectors but it obtained grants and loans expressly for the purpose. Naturally the Cockerton Judgement, which declared that the use of the rates for this purpose was not within the terms of the Elementary Education Act, of 1870 and therefore illegal, was a severe blow to the Board. In view of the encouragement which it had received from official quarters, the Board was led to believe that any difficulties, which arose over the question of the legality of supporting higher grade education out of the rates, would be over-come by legislation. However, it was disappointed for the Cockerton Judgement, which was followed by the Cockerton Acts, was the beginning of the end of the Board's existence. The Conservative government under Balfour decided that the time had arrived to dispense with the ad hoc bodies, the school boards, for education and to place local education under an authority directly responsible to the ratepayers

In carrying out the provisions of the Elementary Education Acts, the Board encountered many difficulties. In its early years there was much dissension amongst members, ostensibly over the 'religious' question. On the one hand there were the Unsectarians whose object it was to gain control of the whole of the public elementary education in the borough and to oust voluntary and individual efforts. The question of the remission of school fees (1) was a typical and striking example of their attitude.

On the other hand the Sectarians were determined to carry out the intentions of the framers of the 1870 Act which was to promote the compromise of the 'dual system'. Their foremost thoughts were for the preservation of the voluntary system, which had done so much for education in the borough before the intervention of the State. In trying to uphold the voluntary schools the Sectarians hampered the progress of elementary education by making the Board procrastinate over the building of urgently needed schools. However, the Board's superiority over the voluntary bodies was inevitable because of its power to draw on the rates to meet its deficiencies in expenditure. This was a tremendous advantage which the Board had over the voluntary bodies who could not keep pace with the Board's provision of school places. Nevertheless, the compromise of the 'dual system' was successfully accomplished in the borough for there were still nine voluntary schools functioning in 1903 as compared with the ten under the

(1). Ante pp.54-6.

Board. But, of course, the numbers in the Board's schools were far greater than those in the voluntary schools(1). The other difficulties of opposition from the rate-payers over the question of the Board's expenditure and of the large numbers of recalcitrant parents have already been mentioned.

Despite all these difficulties the Board carried out its duties under the provisions of the Elementary Education Acts successfully and placed elementary and higher education on a sound basis. To what then must this success of the Board be attributed? The answer is to be found in the calibre of the members who constituted the eleven School Boards and who were loyally supported by a fine body of teachers and officers. Another important factor which helped towards the success of the Board was that the members were able to devote their energies to the progress of education without being distracted by the multifarious matters with which the borough Council was encumbered. The public spirited gentlemen who served the cause of education on the Board were anxious for the welfare of the children of the borough, and that the best form of education, within the narrow limits imposed by the legislature, should be provided for them. In carrying out its task the Board was fortunate in having members with outstanding qualities like James Nicholson and Robert Reah. As has been well said, 'What is more important than the machinery is the quality of the men who control it'(2); this could equally be applied to the members of the South Shields School Board who devoted their time and energies to the promotion of public education in the borough under the Elementary Education Acts.

(1) Ante, Table xxiii, p. 232-3.

(2) (See other side of page).

- (2). Paton, quoting Isaacs J. in *Australian Agric. Co. v. Federated Engine-Drivers Assoc.* (1913), 17 C.L.R. 261, at p. 78 (Paton - Jurisprudence, 2nd ed. p. 164).

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APPENDIX "A".

SOUTH SHIELDS SCHOOL BOARD.

-STATEMENT OF INCOME, FROM JANUARY 27TH, 1871, TO SEPTEMBER 29TH, 1900.

Year ending Sept. 29th.	Grants from Education Department and Science and Art Department.	Rating Authority.	School Fees.	Fee Grant from the Education Department.	Books and Needlework Sold.	Miscellaneous, including T. I. and S. A. Evening Classes.	Loans Raised.	Total Receipts.	Average Attendance of Scholars in Board Schools.
1871 to 1885	£ s. d. 28,716 6 0	£ s. d. 50,900 0 0	£ s. d. 22,993 12 9	£ s. d. ...	£ s. d. 1,151 12 8	£ s. d. 422 13 0	£ s. d. 44,325 0 0	£ s. d. 148,509 4 5	...
1886.....	6,221 10 9	6,650 0 0	3,900 14 6	...	196 9 10	21 6 9	845 0 0	17,835 1 10	6,767
1887.....	6,762 1 2	6,500 0 0	4,001 13 5	...	220 12 6	25 19 6	2,500 0 0	20,010 6 7	6,773
1888.....	6,710 10 3	6,900 0 0	4,336 3 7	...	214 6 1	13 0 9	...	18,174 0 8	7,147
1889.....	6,886 1 2	6,500 0 0	4,490 17 9	...	264 12 5	105 15 11	15,900 0 0	34,147 7 3	7,312
1890.....	7,107 15 9	7,368 9 6	4,981 6 0	...	323 5 9	17 16 1	297 0 0	20,095 13 1	8,205
1891.....	7,962 18 2	8,400 0 0	5,147 10 7	...	280 4 5	71 19 1	2,060 0 0	23,922 12 3	8,666
1892.....	9,173 13 3	9,500 0 0	728 19 7	3,372 17 6	1,051 13 3	185 13 3	380 0 0	24,402 16 10	9,402
1893.....	10,082 11 0	9,200 0 0	814 14 3	5,005 18 4	1,189 17 1	257 18 10	7,640 0 0	34,190 19 6	10,374
1894.....	11,801 18 1	10,200 0 0	855 16 6	5,460 15 0	1,250 3 6	620 10	3,800 0 0	33,889 3 1	11,107
1895.....	13,066 16 7	10,400 0 0	854 15 5	5,508 11 8	1,278 5 4	955 5 2	14,995 5 11	47,059 0 1	11,174
1896.....	13,191 14 9	11,200 0 0	1,359 13 0	5,152 15 3	792 14 7	489 7 2	17,024 14 1	49,210 18 10	11,599
1897.....	14,135 0 11	14,600 0 0	1,474 17 4	5,463 16 7	257 1 11	1,035 7 6	1,000 0 0	38,026 4 3	12,343
1898.....	17,243 9 5	14,200 0 0	1,388 17 2	5,563 3 6	179 13 4	822 18 1	...	39,418 1 6	12,160
1899.....	17,204 18 2	14,950 0 0	1,351 19 4	5,939 6 8	188 2 4	1,026 6 3	3,739 14 6	44,350 7 3	12,259
1900.....	17,642 6 4	15,700 0 0	1,464 6 0	5,805 5 1	185 6 10	1,448 0 3	8,100 0 0	50,345 4 6	(?) ...
TOTAL...	193,909 11 9	203,168 9 6	60,145 17 2	47,322 9 7	9,004 1 10	7,529 17 7	122,606 14 6	643,687 1 11	...

APPENDIX "B"

SOUTH SHIELDS SCHOOL BOARD.

—STATEMENT OF EXPENDITURE FROM JANUARY 27TH, 1871, TO SEPTEMBER 29TH, 1900.

Year.	Election Expenses.	Salaries of Officers of Board.	Legal and other Expenses of Administration.	Salaries of Teachers.	Books, Apparatus and Stationery.	Fuel, Light, and Cleaning, Furniture and Repairs to Buildings.	Rents, Rates, Taxes, and Insurance.	Other Expenses of Maintenance, including T. I. and S. A. Evening Classes.	Repayment of Principal of Loans.	Interest on Loans.	Industrial Schools.	Purchase of Land and Erection of Buildings (Loans).	Total Expenses.
1871 to 1885	£ s. d. 878 1 10	£ s. d. 6,304 1 11	£ s. d. 1,629 6 1	£ s. d. 55,208 2 0	£ s. d. 5,325 17 4	£ s. d. 10,028 18 3	£ s. d. 1,277 8 11	£ s. d. 3,916 15 1	£ s. d. 6,468 10 6	£ s. d. 9,534 15 10	£ s. d. 2,038 8 5	£ s. d. 44,284 3 5	£ s. d. 5146,894 9 7
1886	155 0 0	653 0 0	163 1 10	9,689 11 3	956 12 11	2,584 5 8	71 6 7	106 17 7	1,018 5 8	1,378 7 3	582 3 8	882 8 2	18,241 0 7
1887	...	667 11 8	195 8 8	10,099 2 10	1,028 3 7	2,351 2 4	69 18 10	408 8 0	1,083 0 6	1,379 3 10	595 0 9	2,014 10 10	19,891 11 10
1888	...	639 8 4	244 7 11	10,241 3 8	1,138 10 3	2,255 3 8	67 5 2	317 2 11	1,118 9 0	1,417 5 10	534 7 3	381 17 11	18,355 1 11
1889	218 9 6	683 1 8	141 15 3	10,652 12 10	1,208 7 0	1,889 8 10	77 16 8	126 11 8	1,155 18 9	1,585 6 6	467 14 0	10,883 11 0	29,090 13 8
1890	...	700 9 8	144 8 7	11,964 8 8	1,363 15 6	2,437 12 8	358 10 5	228 13 2	1,178 11 10	1,622 3 7	266 17 1	5,337 16 7	25,603 7 9
1891	...	720 10 0	321 17 10	13,356 15 6	1,795 6 0	2,740 15 1	105 2 0	97 5 1	947 19 5	1,897 7 8	155 18 9	1,360 0 10	23,498 18 2
1892	209 17 0	711 11 4	292 5 9	14,415 15 8	1,722 16 0	3,058 9 5	161 3 7	594 16 11	1,122 18 8	1,821 9 11	77 18 9	1,524 1 10	25,713 4 10
1893	...	757 18 10	465 2 2	15,750 0 11	1,665 10 7	3,208 10 9	268 11 6	1,028 8 9	1,265 3 10	1,852 10 11	42 1 11	5,829 9 4	32,133 9 6
1894	...	909 13 5	423 6 5	17,599 10 3	2,016 16 10	3,785 12 4	319 15 8	833 10 5	1,453 9 4	2,029 3 1	18 9 4	6,053 11 9	35,442 18 10
1895	287 15 3	951 10 3	380 7 0	19,022 1 3	1,841 3 11	3,332 10 6	409 17 1	1,043 12 6	1,836 4 10	2,339 12 9	27 13 9	16,438 8 7	47,910 17 8
1896	...	1,054 1 1	332 1 5	20,364 10 3	2,585 10 1	3,872 15 1	498 19 2	1,185 0 2	2,122 8 7	2,503 7 8	97 1 5	14,927 15 11	49,543 10 10
1897	...	1,161 10 11	373 6 2	21,641 12 1	2,119 15 10	3,755 11 1	938 17 0	1,281 2 8	2,482 2 1	3,055 1 11	123 18 8	2,475 6 1	39,408 4 6
1898	226 6 7	1,266 18 1	362 7 1	22,650 7 7	1,641 2 6	3,965 15 2	370 10 7	1,476 9 4	2,469 14 6	2,963 19 7	242 16 11	359 5 10	37,986 13 9
1899	...	1,307 19 9	480 8 10	23,952 2 2	2,153 12 9	4,058 2 7	371 9 6	1,682 9 10	2,404 19 1	2,645 10 9	230 11 4	1,135 17 2	40,423 3 9
1900	...	1,391 6 4	468 3 5	23,469 17 9	1,758 9 0	4,459 13 3	379 17 10	2,152 10 3	4,030 7 6	3,065 14 6	285 14 7	9,501 12 10	50,963 7 3
TOTAL	1,975 10 2	19,880 13 3	6,417 14 5	300,077 14 8	30,321 10 15	57,775 6 8	5,746 10 6	16,479 14 4	32,158 4 1	41,091 1 7	5,786 16 7	7123,389 18 1	641,100 14 5

APPENDIX "C".

SOUTH SHIELDS SCHOOL BOARD.

—STATEMENT OF THE LOANS contracted by the Board, and the Outstanding Balances thereof, 1 December, 1900.

No.	Loan. Date.	From whom obtained.	For what purpose required.	Amount of Loan.		Period of Repayment.	Rate of Interest.	Total Amount Loans Repaid.	Balance of Loans Outstanding, 1890.
				£ s. d.	£ s. d.	Years.	Per Cent.	£ s. d.	£ s. d.
1.—17th April, 1873.		Public Works Loan Commissioners	Erection of the Ocean Road School.	10,885 0 0		45	3½	11,051 0 0	9,715 0 0
2.—10th Oct., 1874.		Do.	Erection of Cone Street School.	7,463 0 0		30	3½	7,463 0 0	2,200 0 0
3.—10th Mar., 1875.		Do.	Extension of Ocean Road School, House and Office.	1,830 0 0		30	3½	1,830 0 0	2,038 2 0
4.—15th July, 1879.		Do.	These Loans were amalgamated in 1875, £19,431 3s.						
5.—10th Nov., 1879.		Do.	Erection of Laygate Lane Infants' School.	20,779 0 0		20	3½	20,779 0 0	7 0 0
6.—20th Oct., 1880.		Do.	Erection of Laygate Lane Infants' School.	4,088 0 0		20	3½	4,088 0 0	
7.—22nd Feb., 1882.		Do.	Alterations to St. Stephen's School.	3,480 0 0		20	3½	3,480 0 0	
8.—10th May, 1882.		Do.	Alterations to Ocean Road Infants' School.	400 0 0		20	3½	400 0 0	
9.—13th April, 1883.		Do.	Erection of Laygate Lane Boys' and Girls' School.	5,427 0 0		32	3½	5,427 0 0	
10.—5th June, 1883.		Do.	Erection of Laygate Lane Boys' and Girls' School.	4,621 0 0		32	3½	4,621 0 0	
11.—9th Mar., 1885.		Do.	Purchase and Alterations to Barnes School.	3,700 0 0		32	3½	3,700 0 0	
12.—5th July, 1885.		Do.	Completion of Alterations and Additions to Barnes School.	550 0 0		32	3½	550 0 0	
13.—28th July, 1886.		Public Works Loan Commissioners	Additions to Cone Street Boys' and Girls' School.	515 0 0		32	3½	5,135 7 11	9,632 12 1
14.—29th Dec., 1886.		Do.	Enlargement of Laygate Lane Girls' School.	257 0 0		30	3½		
15.—21st Jan., 1889 (A).		Do.	These two Loans were Consolidated 3rd July, 1890, £1,099 8s. 8d.						
16.—28th Aug., 1889.		Do.	Erection of additional Carpenters' House, Westoe Road School.	2,500 0 0		30	3½	543 0 0	600 0 0
17.—27th Jan., 1890.		Do.	These Loans were Consolidated, 3rd January, 1892, £4,530.						
18.—21st Oct., 1891.		The Leeds Savings Bank	Erection of the Westoe Road School.	10,000 0 0		50	3	1,116 0 0	1,764 0 0
19.—21st Oct., 1891.		Royal London Friendly Society	Erection of the Westoe Road School.	5,300 0 0		50	3	1,676 0 7	14,223 19 5
20.—25th Jan., 1893.		Do.	Extension of Barnes Boys' School.	870 0 0		40	3½	259 4 10	1,800 15 2
21.—17th Dec., 1893 (1).		Do.	Extension of Barnes Boys' School.	670 0 0		30	3½		
22.—31st Oct., 1894.		Do.	Completion of Westoe Road School.	300 0 0		30	3½		
23.—25th Jan., 1894.		Do.	Repairs to Cone Street School.	160 0 0		30	3½		
24.—25th Jan., 1894.		Public Works Loan Commissioners	Extension of School Board Office and other Premises.	1,350 0 0		30	3½		
25.—15th Nov., 1894 (1).		Do.	Enlargement of Laygate Lane Girls' School.	1,400 0 0		30	3½		
26.—27th Dec., 1894 (1).		Do.	Enlargement of Ocean Road Girls' School.	1,050 0 0		35	3½		
27.—17th Dec., 1895 (1).		The Yorkshire Penny Bank	Erection of Baring Street Junior School.	3,800 0 0		35	3½	979 0 0	2,821 0 0
28.—27th Dec., 1895.		Do.	Erection of Ocean Road Junior School.	4,890 0 0		35	3½	1,120 0 0	3,770 0 0
29.—30th Jan., 1900.		The North-Eastern Banking Co., Ltd.	Erection of Sandhope Road School.	3,800 0 0		35	3½	770 0 0	3,030 0 0
30.—30th Jan., 1900.		Do.	Alterations and Additions to the Westoe Road Higher	20,200 0 0		35	3½	3,174 6 6	17,025 13 6
31.—30th Jan., 1900.		Do.	Alterations and Additions to the Westoe Road Higher	3,400 0 0		35	3½	485 10 0	2,914 10 0
32.—30th Jan., 1900.		Do.	North Road School Site and Erection of Infants' School.	7,800 0 0		45	3½	865 10 0	6,933 10 0
33.—30th Jan., 1900.		Do.	Additional Staircase etc., Baring Street Girls' School.	570 0 0		30	3½	55 0 0	475 0 0
34.—30th Jan., 1900.		Do.	Erection of Boys' and Girls' Mixed Departments, Mortimer	16,400 0 0		30	2½	000 0 0	17,400 0 0
35.—30th Jan., 1900.		Do.	Additional Staircase etc., Laygate Lane Girls' School.	1,400 0 0		30	2½		
36.—30th Jan., 1900.		Do.	Cookery Centre and Manual Instruction Room, Baring	700 0 0		30	2½	70 0 0	2,030 0 0
37.—30th Jan., 1900.		Do.	Street School.	2,100 0 0		30	2½		
38.—28th Aug., 1900 (E).		Do.	Erection of New Mixed Department, Westoe Road	17,700 0 0		30	3½		17,700 0 0
39.—28th Aug., 1900 (E).		Do.	Board School.	£148,567 0 0		..	..	32,584 17 10	115,982 2 2

(A).—The rate of interest on the Loans from the Leeds Savings Bank was reduced from 3½ per cent. to 3 per cent., as from the 21st January, 1890, and it is agreed that the option to pay off or call in the Outstanding Balances may be exercised on or after 21st January, 1890, on giving six months previous notice.

(B).—It is agreed that the Bank may at its option require the School Board to repay, and the School Board may at its option require the Bank to accept the repayment of the proportion of the principal sum outstanding at the expiration of fifteen years from the date of the Mortgage Deed—either party giving to the other six months previous notice thereof.

(C).—The Banking Company agrees that they will accept repayment of the outstanding Balance of Principal at ANY TIME upon the expiration of three months notice to that effect from the School Board.

(D).—Only £9,000 has been advanced up to December, 1900.

(E).—Only £3,000 has been advanced up to December, 1900.

SCHOOLS BUILT AND VOLUNTARY SCHOOLS TAKEN OVER BY THE BOARD.

A. Schools Built by the Board.					
School.	Date Opened.	Departments.	Cost per head	Site, Buildings, Fittings. Total Cost.	Number of Places.
Ocean Road Board School.	3rd August, 1874.	Boys. } Girls. } Infants. }	£ 8. 7s. 6d.	£10,986.	1400
" " "	1st Dec., 1894.	Junior. } Boys. } Girls. }	£ 7. 17s. 4d.	£3, 800.	483
Cone Street "	10th May, 1875.	Boys. } Girls. } Infants. }	£7. 15s. 7d.	£7, 963.	985
Laygate Lane "	1st July, 1880.	Infants. } Boys. } Girls }	£ 9. 18s. 0d.	£4, 091.	366
" " "	1st Nov., 1882.	Boys. } Girls }	£6. 5s. 9d.	£5, 427.	750
Baring Street"	1st July, 1880	Infants. } Boys. }	£8. 14s. 4d.	£3, 490.	347
" " "	31st March, 1884	Boys. } Girls. }	£7. 2s. 9d.	£4, 621.	716
" " "	1st Nov. 1893.	Junior.	£10. 10s. 9d.	£5, 200.	464
Barnes Road "	3rd Nov. 1887	Infants. } Boys. }	£5. 1s. 3d.	£2, 500.	494
Westoe Road "	6th Jan., 1890.	Girls. } Infants. } Senior. }	£8. 6s. 2d.	£16,640.	2,003
" " New Higher Grade.	1st March, 1902.	H. G. Mixed.	£13. 2s. 0d.	£17,700.	680
Stanhope Rd. Board School.	26th August, 1895.	Infants. } Boys. }	£11. 10s. 0d.	£20,200.	572
" " "	13th April, 1896.	Girls. } }			1,772
Mortimer Road. "	1st Sept., 1896.	Infants. } Senior } Mixed }	£10. 11s. 4d.	£7. 800.	612
" " "	19th Aug., 1901.	Junior }		£18,000.	1,200

B. Voluntary Schools taken over by the Board.

School.	Date Taken Over.	Departments.	Date closed of Retransferred.	Cost to Board.	No. of Places.
Tyne Dock British. (Hudson Street).	1st July, 1875.	Boys. } Girls. } Infants. }	30th Sept., 1896 (closed).	£160.	569.
Lake Chemical Day. (East Jarrow Mixed).	21st January, 1878	Mixed.	-	Free	214
St. Mary's National.	21st January, 1878.	Boys. } Girls. } Infants. }	8th April, 1896. (retransferred).	£120.	476
St. Stephen's National.	27th July, 1880.	Mixed.		£900.	675
Barnes'	20th June, 1884.	Boys. } Girls. } Infants. }		£3,700	850
Union British.	24th August 1893.	Boys. } Girls. }	31st Oct. 1900. (closed).	Free.	410

NINTH ELECTION, 16th JANUARY, 1895.

WILLIAM ARTHUR SMITH(CHAIRMAN),	CHARLES HENRY REYNOLDS (resigned 25th June, 1896),
WILLIAM LAIDLER ROBERTSON (VICE-CHAIRMAN),	HENRY EDWIN SAVAGE,
HAROLD ERNEST BILBROUGH,	GEORGE THOMAS SCOTT,
JOHN BRACK,	ROBERT TAYLERSON, (Resigned 29th (October, 1895)
GEORGE CROMPTON BURTON,	VICTOR GRUNHUT (Elected 26th (November, 1895),
JOHN ROBERT LAWSON, JUNR.,	ROBERT REAH (Elected 25th (August, 1896),
FRANCIS WILLIAM LEGAT (Resigned 10th March, 1897),	
JAMES NICHOLSON (Resigned 3rd (June, 1897),	CUTHBERT EDWARD ADAMSON, (Elected (25th May, 1897),
SAMUEL MORLEY PEACOCK,	CHARLES RENNOLDSON (Elected (13th July, 1897),

TENTH ELECTION, 19th JANUARY, 1898.

WILLIAM ARTHUR SMITH (CHAIRMAN),	
GEORGE THOMAS SCOTT (VICE-CHAIRMAN)	ROBERT REAH,
CUTHBERT EDWARD ADAMSON,	MATTHEW TAYLOR,
THOMAS TINDLE ANDERSON,	
JOHN BRACK,	
GEORGE CROMPTON BURTON,	
VICTOR GRUNHUT,	
RICHARD ELLIS HOLMES,	
SAMUEL MORLEY PEACOCK,	
CHARLES RENNOLDSON,	
WILLIAM LAIDLER ROBERTSON,	

ELEVENTH ELECTION, 17th JANUARY, 1901.

ROBERT REAH (CHAIRMAN),	CUTHBERT EDWARD. ADAMSON,
SAMUEL MORLEY PEACOCK (VICE- (CHAIRMAN),	JOHN WHYTE,
WILLIAM ARTHUR SMITH,	JAMES WILLS,
CHARLES RENNOLDSON,	RICHARD ELLIS HOLMES,
GEORGE MICHAEL DRYDEN	WILLIAM LAIDLER ROBERTSON,
GEORGE THOMAS SCOTT,	GEORGE BURTON,
WILLIAM ATKINSON,	

- - - - -

FIFTH ELECTION, 18th JANUARY, 1883.

WALTER HANSON (CHAIRMAN),
 JAMES NICHOLSON (VICE-CHAIRMAN),
 JOHN BOWMAN,
 DAVID EVANS (Resigned 26th
 (June, 1885)).

WILLIAM MARSHALL,
 THOMAS LINCOLN,
 DAVID SHAW RAMSAY,
 ROBERT READHEAD,

WILLIAM GLOVER,
 GEORGE HANNAY,

JOHN ROBINSON,

SIXTH ELECTION, 20th JANUARY, 1886.

JAMES NICHOLSON (CHAIRMAN),
 CHARLES RENNOLDSON (VICE-CHAIRMAN),
 JOHNSON BAILY,

JAMES A. KIRWAN,
 SAMUEL MORLEY PEACOCK,
 DAVID S. RAMSAY (Resigned 23rd
 (February, 1887)).

JOHN BOWMAN,
 WILLIAM GLOVER,
 GEORGE HANNAY,

ROBERT REAH, JUNR.,
 WILLIAM L. ROBERTSON,
 THOMAS O'CONNOR (Elected 30th
 (March, 1887)).

SEVENTH ELECTION, 16th JANUARY, 1889.

JAMES NICHOLSON, (CHAIRMAN),
 JOHNSON BAILY (VICE-CHAIRMAN),
 JOHN BARKER,
 GEORGE BLAKEY,
 JOHN BOWMAN,
 JOHN BRACK,
 JOHN ROBERT LAWSON, JUNR.,
 MICHAEL GREENE (Elected 18th
 (December, 1889)).

THOMAS GRIEVES MABANE,
 THOMAS O'CONNOR (Seat Declared
 vacant, 18th December, 1889).
 SAMUEL MORLEY PEACOCK,
 ROBERT REAH,
 CHARLES RENNOLDSON,
 WILLIAM ARTHUR SMITH,

EIGHTH ELECTION, 21st JANUARY, 1892.

JAMES NICHOLSON (CHAIRMAN),
 JOHN ROBERT LAWSON, JUNR.,
 (VICE-CHAIRMAN).
 CUTHBERT EDWARD ADAMSON,
 JOHN BRACK,
 MICHAEL GREENE (Resigned 25th
 (April, 1894)).
 SAMUEL MORLEY PEACOCK,

HENRY EDWIN SAVAGE,
 GEORGE THOMAS SCOTT,

WILLIAM ARTHUR SMITH,
 ROBERT TAYLERSON,
 JOHN TAYLOR,

GEORGE CROMPTON BURTON,
 (Elected 24th May, 1894),

ROBERT REAH,
 WILLIAM LAIDLER ROBERTSON,

APPENDIX 'E'.

THE MEMBERS OF THE SOUTH SHIELDS SCHOOL BOARD: 1871-1903.

FIRST ELECTION, 27th JANUARY, 1871.

JOHN WILLIAMSON (CHAIRMAN,
ROBERT IMEARY (VICE-CHAIRMAN),
WILLIAM ANDERSON,
THOMAS HENRY CHESTER,
JOSEPH FRAIN,
TERROT GLOVER.

WILLIAM JAMES,
JOHN JOHNSON,
GEORGE LUNGE,
ROBERT THUBRON,
GEORGE W. WATERTON.

SECOND ELECTION, 21st JANUARY, 1874.

THOMAS HENRY CHESTER (CHAIRMAN), ARCHIBALD STEVENSON,
MATTHEW STAINTON (VICE-CHAIRMAN), GEORGE SCOTT,
JAMES EDGAR, JOHN WILLIAMSON,
JOSEPH FRAIN, GEORGE W. WATERTON,
TERROT GLOVER, THOMAS YOUNG,
JOHN JOHNSON.

THIRD ELECTION, 21st JANUARY, 1877.

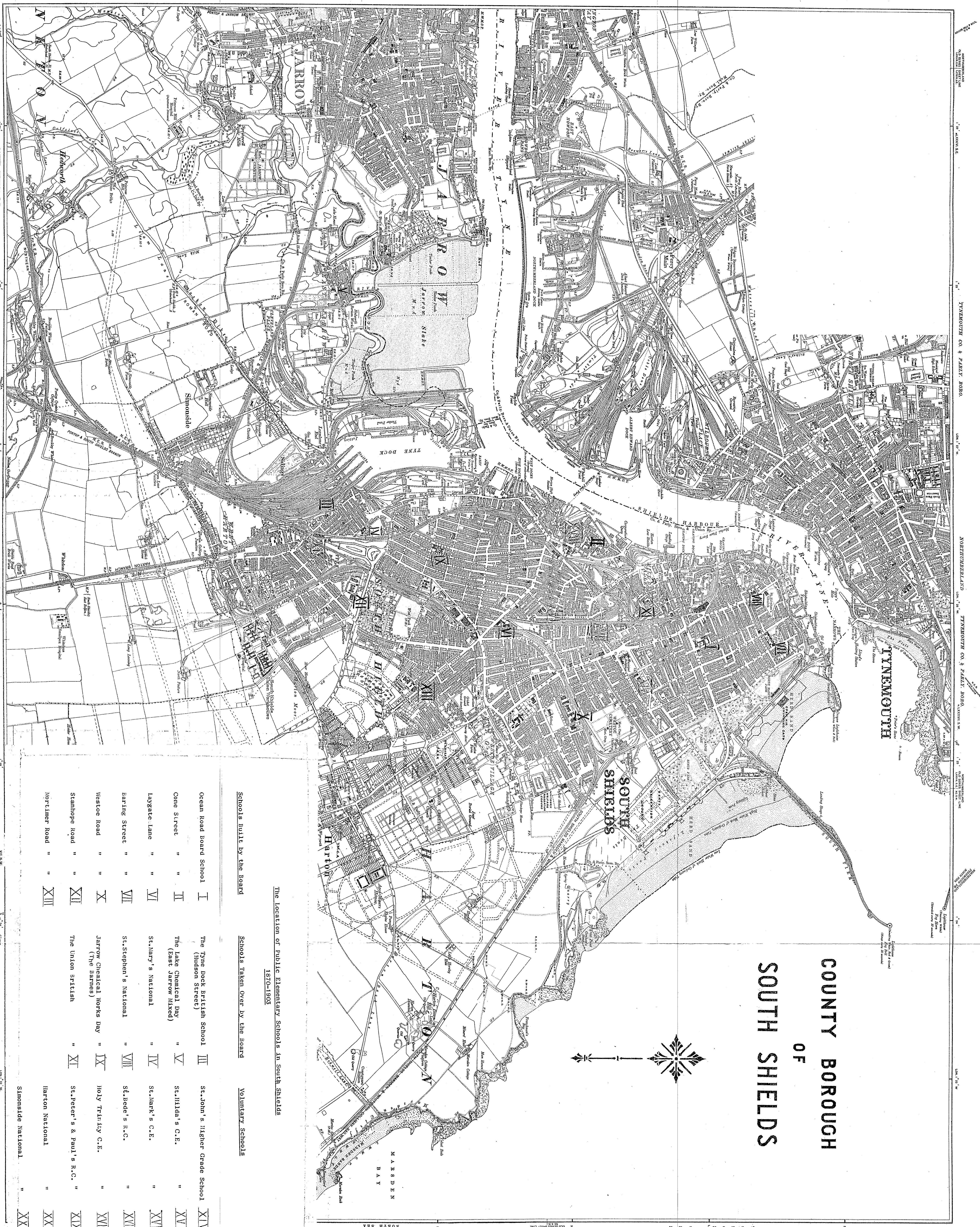
JOSEPH FRAIN, (CHAIRMAN),
TERROT GLOVER (VICE-CHAIRMAN),
JOHN BOWMAN,
THOMAS HENRY CHESTER,
SETH DIXON (Resigned 4th
(September, 1879)
DAVID EVANS.

WALTER HANSON,
WILLIAM JAMES,
PETER McPARLIN,
JOHN ROBINSON,
GEORGE W. WATERTON (Resigned 4th
July, 1878).
JOSEPH LITTLE (Elected 4th
July, 1878).

FOURTH ELECTION, 19th JANUARY, 1880.

JAMES JOHN CORBOY (CHAIRMAN,) (resigned 7th March, 1881.)
JOHN BOWMAN (VICE-CHAIRMAN) Appointed Chairman 4th Apr. 18
JOSEPH TOWARD ELTRINGHAM (Appointed Vice-Chairman 4th Apr.
DAVID EVANS,
WILLIAM MARSHALL (Elected 4th October, 1880),
MICHAEL JACKSON WHEATLEY, (Elected 4th October, 1880),
DAVID SHAW RAMSAY (Elected 4th (April, 1881),

JOHN ROBINSON,
JACQUES GRUNHUT (Resigned 3rd
August, 1880),
WALTER HANSON,
L. JAMES NICHOLSON,
THOMAS GRIEVES MABANE,
ALEXANDER G. REID (Resigned 4th
October, 1880),
CHARLES FENWICK SHOTTON.



The location of Public Elementary Schools in South Shields 1870-1903			
Schools built by the Board	Schools taken over by the Board	Voluntary Schools	
Ocean Road Board School I	The Tyne Dock British School III (Hudson Street)	St. John's Higher Grade School XIV	
Cone Street " II	The Late Chemical Day (East Jarrow Mixed)	St. Hilida's C.E. " XV	
Laygate Lane " VI	St. Mary's National	St. Mark's C.E. " XVI	
Baring Street " VII	St. Stephen's National	St. Bede's R.C. " XVII	
Westoe Road " X	Jarrow Chemical Works Day " IX (The Barnes)	Holy Trinity C.E. " XVIII	
Stanhope Road " XII	The Union British	St. Peter's & Paul's R.C. " XIX	
Mortimer Road " XIII		Harton National " XX	
		Simonside National " XXI	

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