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A history of education in Stockton-on-Tees with particular reference to technical education

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ABSTRACT of M.Ed. Thesis submitted by H. P. Henigan entitled:-

"A History of Education in Stockton-on-Tees
with particular reference to Technical Education".

The early Science and Art classes in Stockton did no practical work other than drawing and the two Mechanics' Institutes were comparatively unimportant. Rapid expansion of the iron industry caused an influx of workers and their children so that the school board was initially fully occupied in providing elementary education. It was not until 1896, after much local controversy, that the Higher Grade School was opened - financed by grants from the Education Department, the Science and Art Department, The County Council, and ^{the} Borough's rates. Illegal financing of the Organised Science School was recognised as a danger but the practice continued.

Aid from the County Council's "Whiskey Money" was also given to the original High Schools in the town and, later, to the Queen Victoria High School for Girls and the Stockton Grammar School for Boys. The Girls' High School flourished but there were many difficulties with the Boys' Grammar School which only just survived.

Stockton Technical Institute began in 1896 in the Higher Grade School building. Grouped Courses of instruction were slowly introduced against much local opposition. The 1902 Act was opposed by both Borough and County Councils. There was for many years a lack of apparatus for truly technical classes - the County gave greater priority to the early establishment of a free system of secondary education.

Local industry established the Stockton Continuation School in the 1920's - this school functioned on a day release basis for several years but soon after the parent firm ceased trading it was closed down by the County authority. Also in the 1920's, came the development of the Chemical industry at Billingham. Much work was then being done in rooms outside the main building - some in I.C.I. itself. The need for day and evening

accommodation became acute. In 1933 a large Hut was given by I.C.I. and fitted out by local firms as the "Stockton Engineering Laboratory" enabling day classes in engineering subjects to be commenced.

The Second World War delayed matters still further and it was not until 1954 that the first phase of the Stockton/Billingham Technical College was opened.

A HISTORY OF EDUCATION IN STOCKTON-ON-TEES WITH
PARTICULAR REFERENCE TO TECHNICAL EDUCATION

A study of the various types of educational institution serving the town during the period 1869 to 1939 including day and evening classes and schools established by the Voluntary Bodies, Stockton School Board, Durham County Council and the Stockton Education Committee, with special reference to the attempts made to establish an efficient system of technical education.

Thesis presented by HOWARD PETER HENIGAN for the degree of Master of Education.

October 1964.

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A full bibliography is given in Appendix A at the end of this work but some of the sources have been so frequently used that the following abbreviations have been incorporated in the footnotes:-

Stockton School Board	S.S.B.
Durham County Council	D.C.C.
Higher Education Sub Committee	H.E.S.C.
Technical Education Committee	T.E.C.
Education Committee	E.C.

INTRODUCTION

The aim of this work is to present a critical review of the educational facilities including those for technical education provided in the town of Stockton-on-Tees between approximately the years 1868 and 1940. For this purpose it will be necessary briefly to mention in this introduction some of the more important general points of history concerning the town, for although it is true that many of the problems of education are sui-generis nevertheless education cannot be studied in isolation from the rest of the social, political and economic scene.

Many complex and subtle influences both external and internal shaped the course of events in Stockton ranging from the more extensive application of the power of steam and the opening of the Stockton to Darlington Railway in 1825, to the chance decision to build an explosives factory at nearby Billingham-on-Tees in 1917. But the most important change of all in the earlier period was initiated by the discovery of the main outcrop of the Cleveland ironstone deposits in 1850. Hitherto the town had served agricultural and maritime rather than industrial interests, but with this discovery and the ready availability of Durham coal for smelting and of the River Tees for transport purposes the banks of the river quickly became the site of many blast-furnaces for iron-making. By 1858 there were forty-six furnaces while in 1862 there were one hundred and the area as a whole became the largest producer of pig-iron in the world.

The large army of workers needed to run the new installations came from far and wide; in 1861 the population of Stockton was some thirteen thousand but with the phenomenal increase in the town's prosperity this figure had been more than doubled ten years later. Thus at the start of the period chosen for study Stockton-on-Tees was undergoing a process of rapid expansion and the problems of educating the children of the Borough presented a challenge to all concerned. Also, by virtue of its recent industrialisation it might reasonably have been expected that a system of technical education more adequate to the needs of the artisans and craftsmen of the town than that given by the dying Mechanics Institutes would have been forthcoming.

It is hoped that this study will provide some of the answers to the many questions which anyone interested in the history of education in the town of Stockton might well ask. What was the position before the School Board came into being and how did its existence affect that position? What was the earliest provision for technical education in the Borough? What were the parts played by evening classes and why was it that a town which had originally supported two Mechanics Institutes did not open its first technical college until 1954 - more than a century after the town had received its initial industrial impetus? What were relations like between those in Stockton and others elsewhere, both in Durham County and in London? How did the administrative machinery set by the various Acts of Parliament work in practice? How did the Voluntary bodies fare once local authorities for education had been established? Finally, what was the effect of

the very variable economic conditions, which in Stockton-on-Tees were too frequently those of prosperity followed by depression, of hasty preparation for war followed by periods of peace with seeming stagnation ?

CHAPTER ONE

The Elementary Education Act of 1870. The Work of Stockton School Board and the Voluntary Bodies during the period before 1890. National Considerations.

The General Election of 1868 returned the Liberals to power with a strong working majority^I and Forster, the member for Bradford, was given the post of Vice President of the Education Department. The more extreme Liberals or Radicals advocated a system of free, compulsory, unsectarian education, the "Birmingham Education League" being founded in 1869 to secure these aims^{II}; their plan was rejected because of expense and also because it was likely to deprive the country of the services of those within the religious bodies who were already supplying education. However the considerable interest^{III} which was shown at the time in respect of the various schemes for a national system of education ensured that something would shortly be achieved and in the event Forster's Elementary Education Act 1870 was a compromise with the existing voluntary bodies, an attempt to secure a middle way between the rival claims of Union and League.

^I The Liberal majority was 119. At Stockton the voting was:- Joseph Dodds (Liberal) 2476, Lord Ernest Vane Tempest - (Tory) 867. Middlesbrough and Stockton Gazette 20 November 1868.

^{II} Meetings were held in various towns by the 'National Education League' as it later became known. cf. "Great Education Meeting in Middlesbrough" The Daily Gazette 24 November 1869 and "National Education League" at Stockton, Middlesbrough and Stockton Gazette 24 June 1870.

^{III} c.f. Editorial The Daily Gazette 14 December 1869 "The question of National Education continues to be the principal social subject now engaging attention there is a unanimous feeling in favour of some early action being taken with a view to secure a thoroughly national system of education." Also speech of Rt. Hon. J. W. Pease M.P. Speaking at the South Durham Liberal Association. He thought the Education Bill very good as far as it went-and the feeling in the country was in favour of compulsory education. Middlesbrough and Stockton Gazette 17 January 1868.

The plan of the Act was to set up small local bodies to be called school boards for supplementation of the existing voluntary scheme where inspection showed proof of educational need. An assessment of local requirements for "public school accommodation" was instituted by the central Education Department and the voluntary societies were given six months in which to supply any deficiency, failing which a school board would be set up (by electors on the burgess roll or the ratepayers in rural districts) charged with the duty of supplying such "public school accommodation" as was "in their opinion necessary"^I. The board schools had to be public elementary schools within the meaning of the Act, that is schools at which "elementary education is the principal part of the education there given," and fees had to be not greater than 9d. per week which aimed at ensuring that the children of poorer people could attend. Religious instruction if given at all, was to be undenominational, with a timetable conscience clause, this being the Cowper-Temple compromise. The school board was empowered by the act to raise money by serving its precept on the local rating authority. The voluntary schools were not rate-aided but instead their grants were increased.

^I Under Clause 12 Stockton Town Council on 12 October 1870 petitioned the Education Department to form a school board since it was clear that there were "no considerable schools in course of erection by the voluntary bodies." This decision was taken in the absence of several members of the Corporation with "well known tory leanings." The Evening Gazette 12 October 1870 and The Middlesbrough and Stockton Gazette 14 October 1870.

The main difficulty threatening the Bill of 1870 (and one which had in past caused withdrawal by Forster of earlier Bills) was that caused by religious bigotry^I - while the Churchmen disliked the idea of rate aid for undenominational schools, the Non-conformists were equally displeased by the continuation and proposed increase of Government Grant to Sectarian Schools. Again the Churches were concerned about the effect of new and possibly more efficient Board schools adjacent or within their catchment area whilst the Non-conformists, on the other hand, were faced with the prospect of having to send their children to a Church school if that happened to be the only one in the area (- theoretically the accommodation had to be "sufficient, efficient and suitable", this last meaning suitable in a religious sense - but this did not solve the problem of the minorities). Further, the act gave the school boards power to supply such public school accommodation as was "in their opinion" necessary, and this the Churchmen naturally regarded as a potential threat.^{II}

As mentioned already any deficit in the school fund was made up from the rates. The check on too visionary or illegal spending by the school boards was the local auditor for poor relief who could surcharge the individual or school board concerned.

^I c.f. Various reports of religious disturbances at Stockton in the papers for September 1868. Also speech by J. Dodde, M.P. for Stockton on New Years Day 1870 "I hope the Govt. bill will include the best of the Union (church) and League (unsectarian) schemes" Middlesbrough and Stockton Gazette 7 January 1870.

^{II} Mr Forster's Bill was debated almost entirely from the religious viewpoint - he complained in the House of the many obstructions put in the way of his Bill which had a stormy passage through the Committee Stage. Middlesbrough and Stockton Gazette 29 July 1870. Ibid. 5 August 1870.

The auditor was, of course, a lawyer and he had to interpret the Act and the Codes (- these latter being Regulations for gaining Grant via the "payment by results" or "Standards" system.) Thus the Act did not itself define elementary education, but rather the inference that it was synonymous with the '3 Rs' was drawn from the Codes.^I

Stockton School Board

The Elementary Education Act of 1870 received the Royal assent on 9 August 1870 and the first election for Stockton School Board took place on 29 November 1870 when a total of seven members were returned. The nine candidates for election were generally agreed as to the necessity for compulsion being employed to secure the attendance of children at school and were also without exception favourable to Bible reading and Bible Instruction in board schools. This general agreement and the comparative quiescence of the local Union and League members removed much of the interest and excitement from the election which passed off fairly quietly^{II}. Three of the nine candidates had the support of the Church, I was a Catholic, 2 were Wesleyans and the remaining 3 were independents or "Undenominationalists." In the count all 3 of the Church candidates were elected together with the catholic, one of the Wesleyans and two independents.

^I c.f. E. Eaglesham. "From school board to local authority" Routledge and Kegan Paul, 1956, pp 7-16.

^{II} Middlesbrough and Stockton Gazette 2 December 1870.

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Thus there was a large representation of church supported candidates on the board and the first Chairman W. C. Newby was a well-known local conservative and churchman. The Board was regarded then and later as being well constituted, even by the local Liberal paper which gave the chairman a good press.^I The minority Wesleyan member, too, who later became chairman of the board regarded it as being well composed.^{II} Direct clerical representation was afforded by the Rev. T. Law - vicar of the Anglican church of St James, and Father Carlile, priest of the Roman Catholic church of St Mary's. The comparatively large representation of Anglican and Roman Catholic supported candidates probably had much to do with the rather smooth and amicable relations with the religious bodies which on the whole characterised the work of the Board; and in a smaller degree the appointment of the Town Clerk of Stockton to be Clerk to the school board also doubtless helped mutual understanding and contributed to the early establishment of good relations between Board and Corporation.

I, Middlesbrough and Stockton Gazette 23 December 1870 "W. C. Newby is a Conservative and Churchman of practical ability whose capacity to look at educational questions impartially will not be disputed. The selection speaks well for the perception of the board."

II. "I think no one will be disposed to dispute that it was well constituted not only representing different religious denominations but also bringing to bear various experiences of educational work" F. Sanderson, chairman, speaking on the early work of the board. Fourth Triennial Report S.S.B. 1882.

Accommodation

The Board found that the existing public elementary school accommodation in the town (of population 27,738) to be 2490 places made up as follows:-^I

Holy Trinity School, Yarm Lane	Boys	123	Places
" " " " "	Girls	135	"
" " " " "	Infants	75	"
St Thomas's School, Smithfield	Boys	150	"
" " " "	Mixed	95	"
St Mary's School, Major Street	Boys	152	"
" " " "	Girls	195	"
The Blue Coat School, Norton Road	Boys	236	"
" " " "	Girls	174	"
" " " "	Infants	169	"
Regent Street Infants School		170	"
British School Hume Street,	Boys	210	"
" " " "	Girls	210	"
Stockton Union Workhouse Schools	Mixed	160	"
Ragged Schools, Portrack Lane		236	"
		<u>2490</u>	

The accommodation of the above schools was classified by the Board in subsequent reports ^{II} as:-

Church and Catholic	1926	Places
British	404	"
Workhouse	160	"
	<u>2490</u>	

^I Evening Gazette 14 February 1871, 13 February 1872.

^{II} S.S.B. 4th Triennial Report - Chairman's remarks on Work of the board during past 12 years.

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Stockton-on-Tees was actually the first town in the country to receive the Education Department's full requisition for supplying the deficiency of public elementary school accommodation^I but this did not prove to be the prelude to a period of bustling activity such as might have been expected from the first school board in England. In the previous decennial period the population of Stockton had more than doubled^{II} and a high rate of increase was being maintained so that a prompt beginning to a vigorous programme of school building might reasonably have been expected, instead of which the earlier meetings of the school board were characterised more by lethargy than urgency.^{III}

In the first place there had been the apparent inability amongst the members of the board to reach agreement as to the extent of the deficiency of school accommodation. The calculation, which ought to have been simple and unequivocal enough in itself, tended to give widely divergent results^{IV}. There were differences in approach and treatment of such important questions as whether to count as available all or only part of the accommodation provided in the Union workhouse, as to whether 3 or 5 should be the age for starting school and as to the proportion of middle class children in the

^I Forster speaking in the House of Commons of Friday evening 28 July 1871

^{II} The reason for this phenomenal increase was the large influx of skilled and unskilled workers needed to run the large numbers of new ironworks.

^{III} In 1861 the population of Stockton municipal borough was 13,357
" 1871 " " " " " " 27,598
" 1881 " " " " " " 41,519

Editorial 18 March 1871 Evening Gazette "It is high time the school board was getting to work".

^{IV} Figures obtained included 1500, 1700, 539, 1200.

town receiving a private school education for whom therefore no statutory provision would be necessary. It would seem however that the different assessments were in reality the result of differences in attitude since the lower estimates were generally those put forward by the religious representatives, much higher ones being arrived at by the non-conformists and independents.^I At this period the undenominationalists tended not to press their aims, later criticisms^{II} contending that they had "too fine a regard for the susceptibilities of the denominationalists." At any rate the figure arrived at finally in the boards official reports was one of the lowest ever quoted in the earlier discussions viz. 539. During these early years of the boards existence the voluntary bodies were still hopeful of being the main purveyors of education to the labouring poor^{III} and this attitude therefore betokened a very cautious attitude indeed on their part towards school board expansion.^{IV} Moreover this caution was likely to find approval from a large section of the ratepayers of the town-measures which kept the rates low were very popular with the electorate and even the most radical members of the board had to have regard to this cardinal principle of procedure or risk clamourous public censure and with

^I Evening Gazette 15 August 1871
 Ibid. 11 January 1871
 Ibid. 14 February 1871

^{II} Editorial North Eastern Daily Gazette 17 July 1885 "Most of the candidates with a view of catching votes pledge themselves to carry out a policy of strict economy."

^{III} By 1876 the number of school places in England and Wales was doubled in 7 years and of the increased accommodation two-thirds had been provided by Voluntary Schools. History of Elementary Education - Birchenough p 140.

^{IV} The Anglican Rev. T. Law calculated the deficiency as 900 and was very cautious regarding extra board provision. L. Dodshon, independent, argued for a deficiency of 1800.

9.

it probable defeat at the next school board election.^I Thus the cautious policy of the board in the earlier part of its existence was scarcely ever challenged by the independents or non-conformists and the large majority of decisions taken were unanimous.^{II}

Quite apart from the general climate in public affairs which then prevailed, namely, to keep educational expenditure as low as possible, there were other reasons for caution. The business of planning accommodation needs was, initially at any rate, a complete novelty with little precedent to guide. Certainly planning ahead in terms of years^{III} such as is now a common place of administration was quite unknown and there were many imponderables. Thus the effectiveness of the board's attendance bye-laws had yet to be judged, as had the relative attractions of the board's schools compared with existing private or religious ones, especially since there was often some variation in the rate of fees or school pence payable. Many of the so called private schools were inadequate both in respect of quality of teaching and accommodation and should have been closed by school board action against the parents who could have been summonsed for not sending their children to an efficient school.

^I c.f. The later clash between the board and the Stockton Ratepayers Association over the provision of a higher grade school.

^{II} For example, despite the rapidly increasing population there was no serious attempt to challenge the following statement by the Rev, T. Law "If we provide for 700 when the deficiency is 539 we are making ample provision." Evening Gazette 15 August 1871.

^{III} c.f. The D.C.C. Education Committee Development Plan for Primary and Secondary Education prepared in accordance with section 11 of the 1944 Education Act attempted to plan 3 five year periods - the last being from 1959 to 1964.

But in fact the number of such schools and children "attending" them actually rose in the first 15 years of the Board's existence,^I (an occurrence to be expected in the area of a board not zealous in providing accommodation) which tended to obscure the true deficiency and doubtless discouraged school board building. These private adventure schools were considered by the board in 1881 and again in 1885 in some detail^{II}.

Owing to a difficulty with the bye-laws it was decided to attempt closure of the worst offending schools by appeal to the Corporation acting as the Urban Sanitary Authority on grounds of insanitary overcrowding. Accordingly in March 1881 the Corporation's inspector reported on no less than 41 private schools then operating in the town and as a result nearly all of them closed for a short time - however by March 1885 when the second report was made it was found that 21 had re-opened together with another 16 new ones. Of these 37 schools then in existence 21 was elementary of which most had defective sanitation, none having satisfactory ventilation and all providing teaching of a very elementary order. In most cases the schools were held in small cottage houses with 40 and even 60 children herded into rooms which were little more than 12 feet square.

^I At the school board meeting held on 13 February 1871 there were reports on 13 private schools with 498 on the roll. On 14 February 1881 there were 1200 attending such schools, some 300 attending cottage schools.

^{II} Daily Gazette 15 February 1881. The North Eastern Daily Gazette. 10 February 1885 and 10 March 1885.

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In one case there was a school held in a Mission room which had accommodation for 100 children - on the day of inspection there ~~was~~ 150 on the roll and 162 actually present, of whom 32 five year olds were precariously seated on a platform 4 feet above the floor. In another case the parents of an eleven year old child were sending her to an infants' school kept by an old woman who did not profess to teach but kept the school on in memory of her deceased daughter who had formerly been the schoolmistress - the old woman herself being unable to read or write ! The Board and Corporation had clearly been too lenient in allowing these schools to flourish - in fact there was several cases of children being enrolled at private adventure schools simply to evade the Education Acts^I - these children received little instruction of value even when they attended which was often not much an excess of one day per week - the parents concerned being more interested in gaining their services during school hours to help with domestic duties, cleaning, washing, running errands etc.

Even in the face of such evidence the board still tended towards leniency being very conscious that if they forced closure of the schools "it would be contended there was hardship if they resorted to extreme measures - it would be said they were taking the livings away from the people." The board seemed unsure of the correct course to adopt - in later years there would have been no doubt and the criterion adopted would

^I The North Eastern Daily Gazette 10 February 1885.

have been that "the child must not suffer"^I - however such a climate of generally held opinion was yet to arrive. As a result of the 1886 inspection of the 21 elementary schools in the town it was suggested that 12 should receive the attention of H.M.I. with a view to their being eventually certified as efficient - while the other 9 were referred to the Urban Sanitary Authority with the aim of closure on sanitary grounds.

Many of the difficulties of assessing the needs for additional school accommodation in the town must have come under the consideration of the religious bodies as well as the school board and there is no doubt that the rather lax attitude of the school board allowed, if not encouraged, extra voluntary provision. Despite both bodies (Anglican and Catholic) having just completed new schools, both pushed ahead with more building and St James C. of E. school for 280 pupils was opened in April 1875, St Mary's (Catholic) Infants school being opened for 80 pupils in May 1871.^{II}

The rapid expansion of the town's population had the practical effect that the school accommodation provided was seldom for long sufficient for

^I c.f. sections 35, 36, 37, 39 and 40 of the 1944 Education Act as regards compulsion to attend school. Also section 8 as regards availability of suitable schools - " - and the schools available for an area shall not be deemed to be sufficient unless they are sufficient in number, character and equipment to afford for all pupils opportunities for education offering such variety of instruction and training as may be desirable in view of their different ages, abilities and aptitudes etc."

^{II} These were in addition to schemes of expansion for St Thomas's and Holy Trinity C. of E. schools involving an extra 310 places, together with increased accommodation at the R.C. schools whose provision increased by another 100 places during 1872. Further R.C. provision included St Cuthberts (1884) and in the late 1890's the Carlile Memorial Infants Schools.

the needs. Especially in the later years of the boards' existence when attendance had improved accommodation was insufficient. This recurring need for extra provision was a circumstance which tended to help the maintenance of good relations between Board and Voluntary Bodies since there was therefore the need for all to expand their provision with little resulting competition for pupils. Since the work of the school board to some extent stimulated the voluntary agencies the public elementary schools of the town gradually grew in number and size. Thus during the decennial period from 1871 to 1881, while the board provided 2683 new places the number added by Anglicans and Roman Catholics was 1041.^I Later the increase in public elementary school accommodation was overwhelmingly supplied by the school board, which finished in March 1904 with 7687 places, representing an additional increase of roughly 5,000 on the 1881 figure whereas at the same date the Voluntary Bodies had 3439 places representing an increase of only some 550 on the 1881 figures.^{II}

To be fair to the school board in the matter of accommodation it should be borne in mind that the low rateable value of Stockton^{III} discouraged over-extensive provision - perhaps it was mainly this latter circumstance which accounts for the fact that much of the new accommodation provided by the board was prompted by the Education Department which on

^I S.S.B. Fourth Triennial Report and Remarks of the Chairman 1882.

^{II} S.S.B. Minutes - accommodation returns for March 1904

^{III} See table of comparisons quoted later in this chapter (page 31.)
In 1870-71 a rate of one penny in the pound produced only about £40

several occasions threatened possible reduction of grant if extra places were not forthcoming to alleviate overcrowding^I "Unless additional accommodation is provided for infants the school will be reported as inefficient" went the H.M.Is. report on the Mill Lane Schools. The cautious attitude to extra building was also evident in the statement which follows, made by Mr J. Trotter (Churchman.) "We might even go to the length of erecting a new set of schools." A less cautious attitude was shown by the independent member of the board, J. Stothart in his earlier statement:-

"It is quite clear to me that the accommodation we have and what is proposed will not be equal to the requirements of the next 12 months."^{II}

Thus although the following list of the schools concerned, in chronological order, looks impressive and does undoubtedly represent a serious attempt to come to terms with the problems yet in retrospect the evidence showed that Stockton School Board and no less the voluntary bodies were generally tardy with their provision.^{III}

^I As early as April 1872 S.S.B. were urged to provide a second school - the Education Department considered the deficiency was 1225 and the board had, at that time, only planned for a school of 700. The board declined to plan more provision and the Education Department didn't force the issue. Letters reported to the S.S.B. meetings of 8 April 1872 and 13 May 1872. Evening Gazette 9 April 1872 and 14 May 1872.

^{II} Reports of S.S.B. meetings. The Evening Gazette 9 April 1872
The Daily Gazette 15 February 1876.

^{III} In 1879 the census figures showed an insufficiency of accommodation and in consequence of all the schools being full no action was taken against parents who neglected to send their children to school. For 8087 children between 3 and 13 years of age the town's public elementary school accommodation was only 4192 places. The Daily Gazette 13 May 1879.

List of Schools provided.The bracketed numbers refer to accommodation.

1 March	1872	Temperance Hall hired by school board.
8 October	1873	Mill Lane (1000)
9 February	1874	"Old Ragged School" purchased by board and opened. (180). The price paid was £1,500.
18 March	1875	"Regent Street Infants School" accepted gratis by board and operated from 14 May 1875 (140)
9 June	1879	Bailey Street (750). From the same date the "Old Ragged School" was closed and shortly afterwards put up for auction but not sold. It was later, in September 1883, pressed into service once more and remained in use "as an emergency measure" for very many years.
30 May	1881	Bowesfield Lane (770)
	1883	Regent Street extensions (36)
September	1883	"Old Ragged School" re-opened (180)
	1885	Bowesfield Lane extensions (364)
9 February	1886	Tilery Road (907)
	1890	Bailey Street extensions (216)
10 April	1890	Oxbridge Lane (784)
14 October	1891	Hume Street British taken over (404)
26 April	1895	Mill Lane extensions (661)
		Bailey Street extensions (40)
January	1896	High Grade School (760)
		Deaf and Cookery Schools (40)
		Portrack Lane Infants (200)

That the school board never quite came to terms with the need for accommodation is shown by the still dire need for places evidenced by the many unfavourable reports of H.M.I. specifically referring to the deficiency of accommodation during 1903-4 and the plans in hand for building in Newtown and Bowesfield Lane districts.^I Even in late 1903 the ^{number} ~~was~~ on the roll in ^{Board} ~~S.S.~~ schools as a whole were still substantially in excess of the accommodation, a feature which, though common in the earlier days of the boards existence when half-timing and so on was prevalent, should by then have been eradicated.^{II}

Attendance

Much of the work of the school boards in the first twenty years or so of their existence was concerned with generally improving attendance, making elementary education compulsory to a reasonable age and making it free. The Elementary Education Act of 1870 empowered the school boards with the approval of the central Education Department to make bye-laws requiring the attendance at school of all children between the ages of 5 and 13. School boards were not obliged to make such bye-laws and if they were made then provision for the total or partial exception of those aged between 10 and 13 (on reaching some set standard ^s ~~pre~~scribed in the bye-laws)

^I "It appears that additional accommodation is urgently needed and the Board of Education trust therefore that plans will be forwarded as soon as possible". Letter from Board of Education dated 16 December 1903 to S.S.B. "The average attendance of the Girls' School must not be allowed to exceed the number for which it is recognised or the grant next year may be endangered" H.M.I.'s report-Bailey Street Board School. Minutes S.S.B. 28 January 1904 p 64.

^{II} Accommodation of board schools 76 87
Number on Rolls 7733
Accommodation of Voluntary schools 3285
Number on Rolls 2964
S.S.B. Minutes 30 September 1903 - Attendances Report.

11,
had to be incorporated. The amending act of 1873 made compulsory the attendance of children getting Poor Law relief, their legal guardians being responsible for paying fees. Lord Sandon's act of 1876 stressed the parents duty to secure for their children efficient instruction in the '3 Rs' and attempted generally to tighten up attendance. In 1880 Mundella's Act made the framing of bye-laws by school boards regarding compulsory attendance obligatory and again attempted to improve the position. In 1891 most attendance figures rose as a result of the widespread abandonment of fees resulting from the Act of that year which gave parents the right to demand free education.

Locally no less than nationally was felt the pressing need in the years immediately following 1870 to improve attendance. At the time of the first election for Stockton School Board the population of the borough was 27,738 and the whole of the accommodation available in public elementary schools was only sufficient for 2490 children - a low proportion but by no means untypical of other similar towns in the industrial north^I. Even so these schools were far from full, the average attendance being only 1546 or some 66% of the recognised accommodation. The Education

^I S.S.B. 4th Triennial Report - Chairman's remarks. Slightly different figures were quoted at a meeting of the Town Council held in October 1870 - Evening Gazette 12 October 1870 c.f. also J. B. Pease in a speech at Middlesbrough in April 1870 in which he referred to the protracted outcry for a measure of education and mentioned the deplorable lack of accommodation in Birmingham, Liverpool, Manchester and Leeds. Middlesbrough and Stockton Gazette 22 April 1870
In England and Wales in 1869 the number of school places in inspected schools was equal to roughly 1 in 12 of the population. C. Birchenough "History of Elementary Education" (U.T.P. Ltd 1932) p 140. Stockton was thus very close to the national average.

Department reckoned that school accommodation should be roughly one-sixth of the population^I i.e. some 4,500 places were desirable in Stockton in 1870 - and it is therefore reasonable to assume that this at the very least represented the size of the child population of school age. The average attendance quoted for 1870 was 1,546 so that even assuming an equal attendance at private adventure schools in the town the result is that only 2 out of 3 children in the borough were in reasonable attendance at any kind of school and the figure was probably much lower than this even.^{II}

Considerable discussion attended the drawing up of bye-laws regarding attendance - it was pointed out that without the force of bye-laws attendance would be so low that the existing accommodation would be adequate. The Rev. T. Law (Anglican) urged caution in respect of supplying extra accommodation since the attendance would largely depend on how the board applied compulsion, whereas the fears of the undenominationalists were expressed as follows "to go to a Dissenter and say his children should attend school with only a church school available would be rather hard." In reply to this the Anglicans referred to the timetable conscience clause and discounted the difficulty saying that "the parents seemed more anxious to have their children at a good school rather than to object to the

I S.S.B. Fifth Triennial Report, (1885).

II

See also report of the school board meeting held on 13th February 1871 reported in the Evening Gazette of the following day, giving the following statistics:-

	Accommodation	On roll	Actual Attendances
8 Public schools	2858	2845	2071
13 Private schools	416	498	395

The implication here is of an even lower average attendance.

religious teaching" ^I The outcome of the discussions, which began in the January 1871 meeting and were finally resolved in April 1871 was to frame bye-laws which prohibited the exemption of children under 13 years of age until they had attained the 5th standard, those who had passed standard IV being exempted from the obligation to attend school for more than 15 hours per week. ^{II} The Education Department's approval of these bye-laws was notified to the board meeting of 13 November 1871. To enquire into absenteeism at both board and voluntary schools the board appointed uniformed Wardens ^{III} and as an incentive to good attendance prizes were given. The 1878 bye-laws required attendance between the ages of 5 and 13 excepting those children aged 10 years and over who had passed the standard V examinations.

By 1882 the total accommodation in public elementary schools in the borough had increased to 6253 places and the average attendance was 5188 while the number of children on the registers totalled 7213. The census return of 1881 gave the population of the town at 40,015 so that whereas the average attendance in 1871 of 1546 was only 5.6% of the population, the figure in 1882 represented 12.6% of the 1882 population and the average

^I Evening Gazette 11 January 1871 "S.S.B."
 Evening Gazette 14 February 1871 "S.S.B."
 Evening Gazette 14 March 1871 "S.S.B."

^{II} Evening Gazette 18 April 1871 "S.S.B."

^{III} Mr Thomas Oysten (Police Sergeant) was the first - appointed 12 December 1871. His subsequent monthly reports give a detailed picture of the difficulties which concerned him in enforcing attendance, especially among the poorer section of the community. Stockton school board 11th Triennial report - summary of earlier years of board's work - page 14. Also Evening Gazette 13 February 1872.

20.

attendance represented the dramatically improved figure of 83% of the accommodation or 72% of the number on the roll^I. Although these are the figures for all the public elementary schools in the town yet they still reflect credit on the Board for making the bye-laws and enforcing them in respect of both board and voluntary schools. Judging by the remarks of the Chairman of the Board in 1882 the attendances, though much improved were still regarded as far from satisfactory ... "It is however a fact that there are very large numbers of children who may be seen any day playing in the street in spite of the efforts of your wardens a great deal remains to be effected in compelling the lowest class of children to attend school Another source of loss to the school board consists in the irregular attendance of children at the various schools, many of them not making the requisite number of attendances to obtain the Government Grant... until this is improved the very best methods of instruction will be almost useless."^{II}

Partly in order to relieve the wardens of office work a full time salaried inspector of schools was appointed, it being hoped by this means to make the wardens more effective in getting the poorer class of children into school. The main reasons for non attendance was those acknowledged in the Reports of the Cross Commission namely" the necessities of

^I S.S.B. Fourth Triennial Report 1882 - Chairman's Remarks.

^{II} S.S.B. Fourth Triennial Report 1882

some parents, the greed of others in wishing to send their children early to work as well as the indifference and intemperance of many more." ^I

The following table illustrates the gradual improvement which took place - the figures quoted are for all the public elementary schools of the town. ^{II}

Year ending 30 September	No on Roll	No in Average attendance	Ratio of Average att. to No on Roll
1870		1546	
1875	4194	3162	75
1879	5727	4350	76
1882	7213	5188	72
1884	7344	5677	77
1885	7633	6202	81

The figures obtained at the Census of Children of School Age taken in 1883 ^{III} show in detail the position in the borough as regards attendance. There were 10,929 children between 3 and 14 years old who were not exempted from School attendance - made up as follows:-

7381	attending public elementary schools.
1478	" private schools
33	" High School
272	aged 5 to 14 attending no school
1765	" 3 to 5 " " "

The large number attending private schools were mostly on the roll of cottage schools or Dame schools which, as mentioned earlier, were often not very

^I c.f. The resigned comments of Father Carlile "you will often find that the parents who are unable to pay the fees have drunk the money earned by their children." School board meeting of 11 March 1872 Evening Gazette 12 March 1872.

^{II} S.S.B. 5th Triennial Report 1882-1885

^{III} Ibid. p. 9 "Increase of Population."

efficient. The attempts to close these schools and the results obtained have been already described. The comparatively lenient manner in which the board had earlier dealt with these insanitary and inefficient private schools was partly due to the existing climate of opinion which, although it strongly favoured universal attendance, did not really expect such a position to occur in the foreseeable future. In many ways the social condition of the very poor rendered the school board powerless to compel attendance. During the slumps in trade which affected Stockton during the period 1875 to 1886 and intermittently thereafter, very real hardship occurred on a widespread scale.^I Under such conditions the primary problems of the poor were those concerned with mere existence and if a child had neither sufficient food nor clothing to attend school then mere remission of fees would not help, no more than would prosecuting the parents of such a child for failing to send it to school.^{II} In one sense compulsory elementary education as a social service had arrived too soon and a whole series of other social reforms which would have allowed of its fuller implementation were lacking. Under these circumstances a humanitarian board could only

^I Local ores were not suitable for steel-making until the Basic Bessemer Process was introduced in 1879 by Thomas and Gilchrist. The root cause of the depression in the area was the high cost of the imported ores needed for acid steelmaking, the consequent higher price of Tees-side steel, which in turn reduced the demand and had a general depressing effect on all trading activities.

^{II} c.f. even in 1872 reasons for non-attendance often given:- "some children want shoes, others trousers and the older children have to stay at home to nurse the younger ones" S.S.B. Evening Gazette 13 February 1872.

exhort and help by remitting fees, such other relief as was organized being entirely the result of unofficial action and voluntary effort.^I Needless to say much relief work for the destitute was often initiated by the members of the board in connection with the various bodies, religious and secular with what they were also concerned. The board appear to have been most understanding and realistic in the matter of enforcement of bye-laws on attendance.^{II} Reasonable requests for concessions were granted unless directly contrary to the clauses of the Education Acts. Parents of offending children were given the opportunity of offering reasonable excuses to the board and in most cases a prosecution was not ordered until the parent had appeared 4 or 5 times before the committee and "patience indulgence and warning had been found to be of no avail." The great majority of persons summoned were described as habitual offenders. The law provided that no child should be kept from school owing to the poverty of the parents and it was found necessary to remit the fees of many children. The majority of cases concerned children of widows, of deserted wives and of women disabled or temporarily unemployed. In fact it was claimed that

^I See article "The Distress in Stockton" The Daily Gazette 16 November 1875 Also Ibid. 14 December 1875 "In the present depressed state of trade the school board has assisted many more parents with fees than hitherto." Also Ibid. 16 November 1876 - The board nearly reached a settlement by which the expense of a school board election would have been saved. Also North Eastern Daily Gazette 13 November 1883 - appeal for odd clothing for poor children attending board schools. Also Ibid. 14 October 1884 - workmen at Stockton Forge Company subscribed to a relief fund. Also Ibid. 6 December 1892 Also Ibid. 11 May 1897 Also Ibid. 19 January 1886 Stockton Distress Relief Fund supplied 2000 families with bread, soup and tea in three days; this sort of relief work was common in the winter months during these years of depression.

^{II} c.f. Sergeant Oysten - attendance officer - his remarks showed an awareness of the difficulties for parents, and his realism - "If we summons the parents for non-attendance of their children when we have turned them away from school for not bringing school pence then the summons will be dismissed" - was probably desirable. Evening Gazette 9 July 1872 and c.f. Cross Commission First Report - cross examination of P. Cumin, Q2242 & 2243

the majority of prosecutions were in respect of children attending school free.^I Throughout the period the Magistrates seem to have supported the school board for of 788 prosecutions^{II} during the 3 year period from 1883 to 1885 only 36 were dismissed or withdrawn in consequence of satisfactory explanations or promised improvement. However in later years this mutual support seems to have been lacking for at one stage the board felt so frustrated that they asked the Magistrates to meet a deputation on the subject.^{III}

Despite the claim made by the Chairman of the board that those prosecuted for non-attendance were usually non-fee paying and the figures shown in substantiation thereof there is a clear relationship shown in the following figures which compare numbers of prosecutions for non-attendances with amount of fees remitted by the board.^{IV}

Year	Fees remitted £'s	Prosecutions	Year	Fees remitted	Prosecutions
1882		286	1891	£252	168
1883	176	367	1892	No fees charged	56
1884	240	276	1893	- "	61
1885	420	145	1894	- "	49
1886	541	51	1895	- "	65
1887	532	89	1896	- "	75
1888	422	126	1897	- "	144
1889	238	318	1898	- "	135
1890	223	243	1899	- "	204
			1900		174

^I S.S.B. Fifth Triennial Report p 18-19

^{II} Ibid. p 19 Of these 788 prosecutions 430 of the children concerned were having their fees paid by the board. Several others were also being paid for by the Poor Law Guardians and also many were permitted by the managers to attend free at Voluntary schools, especially St Mary's Roman Catholic Schools.

^{III}

c.f. evidence showing magistrates had not always supported school boards. Cross Commission, Second Report Q31384-5. Also S.S.B. minutes Bailey Street and Bath Lane Visiting Committee 9 December 1903.

^{IV} Nowhere in the board's minutes do the figures appear in this form - the table of comparison involves information scattered throughout the board's

These figures show that the more generous the remittal of fees the less were the number of prosecutions for non-attendances and it is hard to avoid the inference that a greater investment in fee remittal would have been more effective. This deduction is borne out too by the figures of attendance^I for the first month after the adoption of the Elementary Education Act of 1891 which provided for free education - the average attendance in the schools of the board leapt from 4043 to 4833 and the percentage of average attendance as compared with the number on the roll increased from 80 to 88.

The Stockton school board's 5th Triennial Report (1882-85) anticipated several of the recommendations of the later Cross Commission^{II} which reported in 1886-8 in suggesting the setting up of Truant schools for "the careless and unmanageable, who neglect school, deceive or defy their parents and become pests to society." The boards report recognised the injustice and inefficiency of the existing Industrial schools. "Generally" the board stated, "these children are the offspring of widows or widowers who toil all day as the breadwinners of the households and who consequently are utterly unable to exercise parental supervision." By committal to Industrial schools the punishment inflicted was felt by the unoffending parent, their homes being deprived for many years of such

^I S.S.B. Eighth Triennial Report 1891-94 p. 9
c.f. also the evidence of Rev Dr H. W. Crosskey Q. 30,984-5 Cross Commission. Second Report.

^{II} The Royal Commission appointed to inquire, under Lord Cross, into the working of the Elementary Education Acts.

assistance as the children's work would have afforded. And such children even if "attending" ordinary schools were generally late in passing the required standards examinations to gain exit from school and be allowed to work. It was suggested that the temporary restraint of the Day Truant schools where children could be put under discipline for a short time would be a means towards checking these difficulties.^{II}

By 1885-6 the board, while not relaxing its efforts towards improvement, had accepted that under the social conditions of the day there was bound to be a residue of absenteeism. "Having regard to the tender age of many of the children and to the several causes of occasional absence from school which may arise from sickness, sometimes epidemic among children, from pressure at home especially amongst girls during sickness or on washing or cleaning days, from inclement weather, more particularly affecting girls' schools ... absolute regularity of attendance ... cannot become universal. Parents are very ready to avail themselves of the legal exemptions under the bye-laws for release from school attendance."^{II}

This acknowledgment of the board of the more or less permanent nature of a small amount of non-attendance did not affect a reduction in the efforts of the Board to secure better figures. Thus another set of suggestions by the Cross Commission in regard to better attendance which

^I S.S.B. Fifth Triennial Report 1882-85 page 6.

^{II} S.S.B. Fifth Triennial Report page 17.

21.

were early recognised in Stockton board schools were those concerned with making schools more attractive.^I The board believed there should be inducement to attend school as well as compulsion and offered this in their "cheerful good and attractive schoolrooms, in the less burdensome home lessons required, in providing school materials free of charge, in rewards for proficiency and for regularity of attendance and in liberally remitting school fees". The Mundella Code made possible an important step forward in terms of widening the curriculum resulting in "less formality and stiffness and greater sympathy with child life" and tending to increase the attractiveness of the school work and thereby improve attendance.^{II} Nevertheless had the Board succeeded in their efforts to get every child into school fairly regularly there is no doubt that a serious situation as regards the provision of accommodation would have arisen. The very gradual improvement taking place over the years was sufficient to force (and this is not too strong a word) the board to provide more places so that any sudden increase in attendance was very difficult to contend with - as witness the strain on accommodation during the temporary closure of the British schools in 1891

^I Royal Commission on Elementary Education Final Report p.103. "One condition of a high percentage attendance is that the school shall be thoroughly good, and another that the children shall like it"

^{II} S.S.B. Fifth Triennial Report 1882-85 p.7-9.

until they were re-opened by the board.^I This latter event had all the greater impact since it coincided with the upsurge in attendance caused by the 1891 Act. The closure in 1895 of the Blue Coat Charity schools by the trustees again showed how the boards' schools were working to capacity. In fact the failure of the negotiations between school board and trustees for the transfer of these schools to the board resulted in such overcrowding in the other schools of the town that the board had to apply to the Education Department to waive the lower limit of 8 square feet of space per pupil - a request to which the Education Department acceded with only the greatest reluctance, and then only for a period of 6 months.^{II}

Finance

As with other school boards the financing of operations at Stockton was from 5 main sources.

- (a) from the rates by precepting the Corporation (Elementary Education Act S.54)
- (b) from the money paid as weekly fees by the children, 2d for infants and 3d or more for the seniors. The average fee paid in a school was restricted by the Elementary Education Act to 9d. This source of income from the ordinary schools of the board ceased in 1891 when free education was introduced though fees were later payable in respect of scholars at the Higher Grade School (from 1896).

I S.S.B. Seventh Triennial Report 1888-91 p.9. Also Middlesbrough and Stockton Gazette 12 November 1889 and 13 September 1892. The Education Department at first refused to sanction the board's taking over of these schools but the board persisted, spent rates upon up-keep etc. and the Education Department eventually relented.

II S.S.B. Eighth Triennial Report 1891-94 p.8. The subject of the closure of these Schools is dealt with more fully in Chapter Four (past) and is the only example where co-operation between school board and voluntary bodies broke down.

(c) from the central Education Department which acting under S97 of the act could give money (grant) equal to but not exceeding that raised from the rates and all other sources.

(d) from the Science and Art Department - a prize and grant - awarding institution originally set up by the Board of Trade to stimulate design and production - the grants were originally confined to subjects of manual and technical instruction but later embraced many studies. These grants were more important in the latter years of the boards' existence, but were very small and comparatively unimportant down to the year 1890.^I

(e) by way of loans raised under the power given by S57 of the Act. These loans which were raised on the security of the school fund and local rates for the purpose of providing and enlarging school houses were obtained from such bodies as the Public Works Loan Commissioners, the Ecclesiastical Commissioners, the Stockton Corporation etc.)

The financial principle of the 1870 Act then was that of local raising of funds by way of rates, school pence and so on, which were matched by grants from the Central Education Department, a method long favoured by the Liberals.

At Stockton the object of keeping the educational rate (or precept) low seems to have influenced the board to an unduly large extent, especially during the earlier years of the boards' existence. The reports of the

^I In Appendix G there are copies of extracts of the financial statements published by the Board for the years 1882, 1885. In the latter year, of a total grant from Education Department and S & A Department of £2356 only £35 was from the latter. S.S.B. 5th Triennial Report 1882-85 p 23 and 28

period, especially the VIth Triennial Report reflect the activities of a board which was, in retrospect anyway, myopically proud of its meanness. Being composed of the elected representatives of a traditionally Liberal town it might have been expected especially in the early years at least that a relatively high rate of investment in public education would be forthcoming. Yet in this period of the board's existence (i.e. down to 1890) there was present in the reports a very real awareness of economy - and it is in the comparison of rate expenditure with other towns that the most positive evidence of all in respect of a cheeseparing attitude is obtained. The return for the triennial period 1882-5 shows that in this period the cost "per head in average attendance" out of the rates averaged 6s 2 $\frac{1}{4}$ d. whereas that for the whole country was 16s 3d. Also the cost per head for salaries in Stockton was £1 6 5 $\frac{3}{4}$ d., that throughout the nation being £1 12s 3d.^I One way of keeping the rates for education at a low level was to ensure as far as possible a high average attendance which gave the double benefit of high attainment grants as well as high attendance ones^{II} - hence the zeal of the board in this respect stemmed from financial as well as educational interests. Rate contributions would also be high if accommodation was supplied much in advance of demand - hence this was never the

^I S.S.B. Fifth Triennial Report 1882-85 p 25

^{II} See comparative table page 40 post. In 1882 the average % pass in the 3 R's at Stockton board schools was 90 as compared with 83.9 throughout the country in Board schools.

case at Stockton where successive boards were never so wholly politically radical as to dare to provide on a more zealous scale. The "politically balanced" boards such as were consistently returned to power by the Stockton townspeople could not be expected to push ahead with provisions as zealously as the more radical boards.

Hence arose the absence of any real anticipation of future needs for accommodation and the resulting very large number of occasions when extra provision by way of new or extended schools was supplied at the initial instance of pressure or threatened pressure from the Education Department. However, as against this must be set the very many other calls on the civic purse made during a period of rapid municipal improvement sometimes concurrent with the distressing conditions resulting from economic depressions, e.g. in the iron trade. Certainly if comparison is made with the neighbouring town of Middlesbrough the position was much the same in all the above respects.^I

The low rateable value of Stockton as compared with other towns of similar size meant that the product of a 1d. rate was considerably below

average as the following figures show:-

School board	Population	Rateable value	Amount produced by rate of 1d in £
Great Yarmouth	50,000	179,000	750
Jarrow U.D.	52,000	196,732	745
Grimsby	60,000	193,537	723
Coventry	62,000	186,072	705
Wigan	42,000	184,063	767
Worcester	42,908	174,898	728
Ashton-under-Lyme	40,463	153,054	590
West Hartlepool	54,000	186,554	696
Tynemouth	50,000	189,372	789
Barrow in Furness	51,712	219,085	835
Middlesbrough	90,000	277,541	1150
STOCKTON	54,000	182,535	630 II

I. At Middlesbrough the income per scholar in average attendance from the rate was 6s 2½d. (at Stockton 6s 2¼d.) S.S.B. Fifth Triennial Report 1885 p 2

II. S.S.B. Ninth Triennial Report 1894-97 p 10

Again, in defense of the school board, the Education Department presumably in full knowledge of the National position never actually went so far as to reduce the grants to any of the boards' schools because of overcrowding and for their part the board always responded fairly promptly to Education Department suggestions. At least a tolerable state of affairs is shown also by the fairly generous award of the Merit grant introduced by the code of 1883 there being many awards at Good and (later) Excellent level.^I Again, judging from the large numbers of applicants for the various vacancies which appeared from time to time and the comparative stability of the teaching staff the rates of salaries were, at least in the early years, somewhere close to the average. In later years there is some evidence that teachers' salaries obtainable in Stockton were not quite up to the average, but the difference was only small.^{II}

The establishment of the Higher Grade School (1896) at Stockton was late by comparison with other towns despite the fact that there was awareness of its need as early as 14 years previously and it was even then well known that such a school would be largely "self-supporting" - presumably the high initial capital cost with the resulting interest charges rather

^I Eg. S.S.B. Fifth Triennial Report p 7. Merit grant awards for the general standard of the schools, discipline, order etc.

	1883	1884	1885
No. of Depts. eligible for merit grant	3	10	11
" " " awarded 'excellent'	1	2	3
" " " " 'good'	2	7	8
" " " " 'fair'	0	1	0

Similarly S.S.B. Ninth Triennial Report p 11

Year	No. of Depts	Highest grants awarded to
1895	21	12
1896	23	15
1897	23	16

^{II} S.S.B. Seventh Triennial Report 1888-91 p. 9. The board was obliged to raise its salary scales owing to difficulty of securing efficient ones at salaries offered.

than the other running costs was the deterrent. The actual provision was accomplished in 1896 with substantial help from the newly established Durham County Council (See Chapter Two)

In retrospect the board appear to have been a little too conscious of their role as guardians of public expenditures and less conscious than they might have been of the need which occasionally arises in public administration to go contrary to the wishes of some considerable section of the community in the pursuance of a worth while objective - certainly courageous action in raising the rates would have been needed and the electors' revenge coupled with Church opposition might have produced a board whose rate of building was even slower. Had the rate cost been greater there would certainly have been an outcry, perhaps more especially from the poorer and lower middle class people of the town, and yet these were the very section of the community who would have benefited most of all inside a few decades.^I

In these (1963) years of comparative generosity to education and awareness of its unique potential for the future the following extracts from the Triennial report of 1888 show how closely the cost of the schools was watched - and (e) in particular strikes one today as being particularly parsimonious . "The Board believe they have done everything that was

^I See also chapter 2. At one time the school board were being urged by the ratepayers to forego building the higher grade school whilst the central Education Department demanded continuance of the provision. N. Eastern Daily Gazette 20 January 1896 (Rev. G.S. Ordish at opening.)

possible and judicious in the way of economical administration - but always with due regard to the maintenance of a high standard of efficiency all round and it is believed that a steady perseverance in the same course will result in a large saving in the cost of administration, as for instance:-

- (a) The appointment of skilled workmen as Caretakers to all the schools who will at the same time perform the duties of absentee visitors.
- (b) The continued exercise of careful discrimination in the prosecution of parents for the non-attendance of their children at school.
- (c) The systematic enforcement of fines on conviction
- (d) The reduction as far as possible of the large amount lost in remission of fees and
- (e) The periodical public sale of all articles made by the children in the schools.

Apart from tabulated data, the VIth Triennial Report is almost wholly concerned with costs and measures introduced to give greater economy and gives a most mean and careful picture. However it is arguable that it was only by such painstaking mean-ness that the provision was so appropriate as was the case. The less the available sum the more important becomes the right selection of how and where to spend.

Curriculum.

The passing of the Elementary Education Act of 1870 made little difference to the actual curriculum of the average school - the pattern was that laid down by Lowe and Lingen, of the Education Department in the notorious revised Code of 1862 - the subjects taught were these recognised by the Education Department for grant purposes and religious instruction -

in practice this meant mainly the 3 R's. Apart from the capitation grant payable per scholar in average attendance (6/-d.) there was 4/-d. payable in respect of passes in each of the 3 R's and 3/-d. each for not more than two specific subjects (introduced by 1870 Code) which included subjects like geography, history, natural sciences etc. The 3 R's were obligatory and the specific subjects could only be taken by pupils in standards IV to VI. Emphasis throughout the reports dealing with the work of the Board in its early years was concerned with the grant for attendance and the 3 R's or primary subjects, but there are nevertheless some references to needlework and work in both elementary and the class subjects (introduced by the Code of 1874)^I.

In the furore of religious debate which preceded the 1870 Act one of the fears constantly expressed by the supporters of the church was that unsectarian religious education would not be an adequate religious basis upon which to build the rest of the work. The opposite radical viewpoint was well expressed by the Liberal M.P. for Stockton, J. Dodds, at a meeting held in Stockton on New Year's Day 1870, "..... we hear a great deal of nonsense about a Godless education and a great deal of idiocy of argument to show that unless in the common day schools of the country you teach

^I S.S.B Fifth Triennial Report p. 7. There was class subject instruction in English, Geography, History and Needlework. Also North Eastern Daily Gazette 10 March 1885. Especially in the later years H.M.I's encouraged teaching of class and specific subjects but the ambitious plans of the board in this direction were thwarted by teachers' reluctance to take up specific subjects 'because of over work.' Ibid 14 October 1890.

religion as well as the 3 R's you must do harm. Leave religious education to parents, ministers and Sunday schools teaching man to read and write will not make the country a Godless one."^I The Cross Commission however found that generally the people favoured a religious foundation for elementary education^{II} so that probably this would be the view held by a substantial number of the ratepayers of Stockton. Hence when in 1882 there was an attack on the quality of R.I. given in board schools the Chairman of the Board found it very necessary to give reassurance that adequate R.I. was being given - especially so also because he was himself a Wesleyan Sunday School teacher with some 40 years experience^{III} and therefore even less likely to let such criticism go unanswered. In fact this branch of the work of the board's schools was most ably defended, it being claimed that the R.I. given was "equal to that given in most denominational schools, and such as would probably pass an examination of a Diocesan inspector ... there is not only intellectual and secular training given but there is moral and religious instruction imparted". Reference was also made to the existence of a large number of Sunday schools then present in the town which had a total of some 6,000 pupils on the books - a point however which was hardly likely to mollify the critics who, after all, desired to see efficient R.I.

^I Middlesbrough and Stockton Gazette 7 January 1870

^{II} Royal Commission on the Elementary Education Acts (Cross Commission) Final Report Part IV p 113" all the evidence is practically unanimous as to the desire of the parents for religious and moral training of the children Out of 2,225 school boards only 7 in England and 50 in Wales.... have dispensed entirely with Religious teaching."

^{III} Francis Sanderson J.P. Chairman S.S.B. Fourth Triennial Report 1879-82 p 14-15

day by day in the standards of the board's schools. Thus the criticism was disposed of but there may well have been more than an element of truth in the accusations despite all the Chairman's protestations to the contrary, for a few years later it was acknowledged^I that the Board's scheme of religious instruction had fallen "somewhat into disuse" and as a consequence a new scheme was drawn up to operate from November 1890.^{II} The new scheme invited parents to be present at the annual testing of R.I. done by the head teachers of the schools. This measure seems to have solved the problem there being no further references to R.I. except in laudable terms.^{III}

In the period down to 1890 comparatively little work was undertaken by the board's schools for Science and Art Department grants as is shown by the smallness of the first "Drawing grants" obtained by the Boys' department of Bowesfield Lane and Bailey Street Schools from 1883 and 1885 respectively.^{IV} These classes were taken outside of normal school hours by Mr Bage (H. Master of Bowesfield Lane Boys' School) who was the only qualified teacher able to take drawing in the board's employ. Subsequently

I. S.S.B. Seventh Triennial Report 1888-91 p. 6

II. It was contended that the old scheme of religious instruction in Stockton board schools "was so elaborate that it had never been enforced." Stockton schools board, North Eastern Daily Gazette 14 October 1890. The rather lengthy and detailed scheme is published in an appendix to the Cross Commission (Appendix to Final Report. page 348.)

III. The school boards' own inspector reporting in 1882 mentioned the chronic bad attendance and punctuality and its effect that in several of the schools no R.I. (scheduled from 9.00 to 9.30 a.m.) had been given for several weeks, "for want of children to teach." c.f. also tabulated Durham County replies to circular A and conclusions of the Cross commission that the register should be marked before R.I. given and not, as was common practice in board schools, after. S.S.B. North Eastern Daily Gazette 12 September 1882. Also Cross Commission Statistical Report. Return from Managers and school boards p 80 Durham. Ibid. Final Report p 114.

IV. Stockton School Board Fifth Triennial Report 1882-85 p 23. The drawing classes were initially held after normal school hours. Mr Bage paid for materials and instruments out of the grant being left with only a guinea or two - an arrangement that cost the board nothing. N. Eastern Daily Gazette 11 December 1883.

arrangements were put in hand for some of the board's pupil teachers to . attend the S & A classes in drawing and thus become qualified to teach the subject in later years. The growth of these Science and Art Department grants is shown in the following table.^I

Year	Total of S & A Dept. grant for drawing in schools of board.
1883	£4 15 6
1884	£8 16 10
1885	£21 15 7
1886	£14 15 0
1887	With held
1888	£38 4 2
1889	£43 13 1
1890	£59 7 1
1891	£108 2 9

In later years these and other S & A Dept. grants assumed considerable proportions - especially after the opening of the higher grade school, but as is seen here, their initial small size meant that little appreciable effect on the policy of the board resulted - except that the curriculum of the Girls' had to be widened to include cookery so as to comply with the requirements of the Science and Art Department regarding schools in which grant was claimed for girls' drawing.^{II}

The board welcomed the liberalising of the curriculum which accompanied some of Mundella's proposals - quickly introducing singing (by the tonic solfa system which carried a higher rate of grant than mere 'singing by ear') and "varied occupations" for infants. There was the beginning

I. The neglect of science subjects and drawing as shown by these statistics was criticised in general terms by J. C. Buckmaster of the Science and Art Department. Cross Commission. Minutes of Evidence. Third Report Q 53,568 & 53,603 to 53,606 c.f. "Machine drawing is the language of the engineer" J. Dodds M.P. for Stockton when awarding prizes at evening classes in the Blue Coat Schools. North Eastern Daily Gazette 15 November 1887 Appendix G at the end of this work gives some actual figures for S & A Dept Grants.

II. S.S.B. Seventh Triennial Report p. 7

of a new conception as regards that which was desirable in connection with the education of infants. "Varied occupations afford change of employment, relief from mental effort ... include drawing, mat weaving, simple embroidery, paper folding etc. - infants instruction makes very large demands upon the kindly and sympathetic nature of teachers. There is now less formality and stiffness and there is greater sympathy with child life."

The changes introduced by the Mundella Code were not however solely to do with singing and infants work - thus the new code limited the presentation at the annual examination in specific subjects to children in standard V and upwards which reduced the number examined thus, but ensured greater thoroughness in the class subject instruction in English, Geography History and Drawing. A higher rate of grant was maintained by the boards pupils and the changes were generally regarded with favour.^I

Quality of Schools - Staffing

In general the standards obtained in Stockton's board schools were very high^{II} - there are consistently good reports throughout the period from H.M.I., the only serious criticism generally being concerned with

^I S.S.B. Fifth Triennial Report page 7

^{II} For the 3 year period 1879-1882 the average percentage pass in the 3 R's in the boards' schools was 92.9 which compared with the national average of 82-83% - S.S.B. Fourth Triennial Report 1879-82 p 13 (For a more extended comparison see overleaf.)

accommodation. The board repeatedly referred to these excellent reports of H.M.I. and very often congratulated the schools concerned. This is not to say that all such reports were favourable - the H.M.I. could be very critical and occasionally was - but the drastic and condemnatory nature^I of these few reports only serves to reinforce the value and confidence which can be placed in the overwhelmingly larger number of good and indeed excellent comments which were obtained. These good reports, of course, brought with them a good rate of grant which is therefore a second index of efficiency and high standards. The following comparative table of results extracted from the 5th Triennial Report is a good guide to the high standards.

	c/o pass in 3 R's				Grant per head in
	1882	1883	1884	1885	1885
InsStockton's board schools	90	88	93	91	18/2
In board schools throughout country	83.9	85.1	85.2	86	17/1
In all schools	81.8	82.8	82.8	84.4	16/7½

The consistently high % pass was reflected not only in the higher scale of grants per head (which are shown for 1885 in the last column) but also in the large number of 'good' and 'excellent' grades obtained increasingly from their introduction in the Code of 1882.

Again the operation of Article 114 previously mentioned whereby some grants earned were not paid because the grant total would then have

^I Eg. the following phrase taken from H.M.I.'s report on Mill Lane Boys School, "unintelligent methods of teaching - underlying reasons ignored - care not taken - little done to cultivate uniform style of handwriting - very indifferent work." S.S.B. School management committee minutes 13 April 1897

exceeded a set limit per pupil indicates a high standard of efficiency in the schools.^I

That such satisfactory results were obtained in the board's schools at so little cost to the rates requires some explanation, for at Stockton as already mentioned, the cost per head in average attendance was low by comparison with the national figures. The standard of teachers recruited was of about the usual order. Generally each school would have, apart from the head, one certificated assistant, the rest being uncertificated pupil teachers and monitors. Comparisons with the figures given in the Blue Book show that teachers at Stockton were certainly not overpaid and there is other evidence to indicate some saving of expense by paying lower salaries. However the rate of change of staff was not very great and there were always large numbers of applicants for any vacancies so that such underpayment as went on cannot have been so very significant. The arrangements already described for each school were fairly typical of the period so that on the whole it would seem that not much rate-saving went on at

^I Art. 114 ruled that a reduction of Grant shall be made if the amount exceeds the greater of the two sums named below, viz:-

- (a) a sum equal to 17/6 for each unit of average attendance
- (b) the total income of the school from all sources whatever other than the grant.

Thus schools which obtained high standards in the examinations were liable to forgo some grant, especially if, as at Stockton, the good results were obtained at little local expense, e.g. by "pinching teachers' salaries." Thus Art 114 tended to increase local costs. At Stockton the direct result of Art 114 was an increase in teachers salaries. S.S.B. Seventh Triennial Report p 2 Ibid. Fifth Triennial Report, page 22. North Eastern Daily Gazette, 15 March 1887.

cost of quality of teachers. With regard to quantity of teachers employed classes were admittedly large and perhaps this was a way in which costs were kept down. On the other hand the classes were not allowed to get so large as to risk loss of Government grant, action usually being taken just in time to provide the extra accommodation to prevent this occurrence. Intermittent overcrowding there certainly was, but judging from H.M.I's reports and the high grants obtained this does not seem to have been so serious as to reduce the standard of attainment achieved by the children in the annual examinations. It is fair to say that the existing schools were kept full and the board, by just keeping abreast of Departmental warnings didn't waste any space, ensuring in one sense it's most economical use.^I The prolonged drive to increase the average attendance was a means of keeping up the grant which on the whole succeeded. The high average attendance at the boards' schools resulting from continuous attention by way of prizes, prosecution etc., was probably the greatest single factor in increasing grants and reducing rates and, of course, the boards' schools, being new and large could be built for economic use. A smaller contribution to lowered costs was the cut made in the administrative staff in the late 1880's - a good deal of the paper work was allocated to Committee members who gave up much of their own free time, for example, in regularly visiting each school, checking accounts and so on.^{II}

^I Had the provision been greater, more of the poorest children would have been needed in order to keep the schools full, and as seen earlier, getting these children to school regularly was an almost insuperable problem.

^{II} S.S.B. Sixth Triennial Report pps. 6-7

Perhaps it was mainly this last which contributed so largely to the efficiency and economy - the members of the board ^{were} ~~was~~ enthusiasts for education who really cared for the system entrusted to them by the electorate and they had first-hand personal knowledge gained by service as members of the visiting committee. These were the days when the members of the committee were able to keep personally in touch with all the phases of the work of the board. The system may have been parochial but it gained thereby much which is sometimes lost today because of the remoteness of administrator from administrated and because of the size and complexity of the unit. It is in smaller communities and committees that loyalty thrives and all work for the obvious common good. Perhaps it was this mutual confidence and a happy synthesis of the aims of pupils, teachers and administrators which produced such a useful system.

Relations with the voluntary bodies.

Despite all the national rivalry between radicals as members of the "League" and Tories and clergy as members of the so called "Union" which preceded the 1870 legislation, there was in Stockton a comparatively quiet election for the first school board and as had already been mentioned, the resulting Board was a fairly well balanced one, each of the voluntary bodies concerned with education gained at least one seat. The mixed complexion of the board foreshadowed moderate rather than drastic policies and indeed the subsequent work of the board was more like that of a coalition than partisan body - good relations being maintained throughout with the church and other religious organizations. Thus in 1884 the board was able

to approve, without division, of the erection of the proposed new school of St. Cuthberts.^I In 1882 the Wesleyan chairman of the Board in discussing the extension of public school accommodation in the town was able to acknowledge the extra contributions provided by the church and catholic schools.^{II} In 1896 at the opening of the new higher grade school special mention was made (by the Non-conformist officiating) of the valued work of the vicar of Stockton^{III} and later the central classes for pupil teachers were thrown open to pupil teachers from voluntary schools.^{IV} But perhaps the best indication of amicable relations is given in the following extract from the Vth Triennial Report of 1885.^V

"The board having strictly regarded the rule that extended school accommodation should be made only in localities where it was essential to the carrying out of the Education Acts, no case has arisen in which a Denominational school has been crippled by what the Board has done - their

^I School board meeting 10 November 1884. North Eastern Daily Gazette 11th November 1884. Stockton School board. Eleventh Triennial Report p 22 The approval of the school board was generally necessary before grant to the new voluntary school would be paid by the Education Department. Cross Commission, Final Report, p 55-57. - especially P. G. Gurnin's evidence.

^{II} S.S.B. Fourth Triennial Report 1879-82 Chairman's Remarks on the work of the Board during last 12 years, p.10-11.

^{III} S.S.B. Ninth Triennial Report 1894-97 remarks of Rev. G. S. Ordish p 8.

^{IV} In session 1903-4 of 93 pupils in attendance at the centre 78 were from board schools and 15 from voluntary schools. Stockton school board. Minutes of P. T. Centre Committee, 17 November 1903.

^V S.S.B. Fifth Triennial Report 1882-85 p 1.

sustained efficiency being sufficient to secure not only their perpetuation but their prosperity. To the credit of those who manage these institutions be it recorded that not one of the number pronounced efficient in 1870 has been given up or transferred to the board for lack of means of support. They continue well conducted, well attended and yielding results which compare advantageously with these reported from other and in some respects more favoured towns." The last sentence coming from a school board in description of voluntary school activities is high praise indeed and cannot be overlooked as mere nicety-the evidence here is of a high degree of mutual trust and respect.

The above is not to say that the activities of the board did not put the voluntary bodies on their mettle nor to indicate that harmony always prevailed.^I In the first 12 years of the boards existence church and catholic schools increased in accommodation by 1041 places but there was no resulting competition for scholars. Such was the rapid growth of the child population at Stockton that the school board needed all the help possible from religious bodies in supplying the needs for elementary education. This mutual interdependence is shown convincingly by the

^I Such examples of discord as did occur from time to time were usually of short duration; differences there occasionally were, but by and large partisan zeal seems to have been well tempered with a determination to get on with the job and, as it were, agree to disagree. Typical of the disagreements were the following:- 1. the R.C. members of the Board requesting the use of the Douay bible for R.C. pupils in board schools. This permission was refused and R.C. pupils consequently debarred from board schools. There was however generally no shortage of accommodation for them in their own schools. 2. Opposition to the payment of fees by the school board for R.C. pupils at R.C. schools, this opposition was defeated. 3. Opposition to increased salaries for the teachers of the board by sectarian members of the board who complained that it would force a similar increase in salaries of their teachers.

The Evening Gazette, 12 March 1872

The Daily Gazette, 9 September 1873

The North Eastern Daily Gazette, 11 December 1883

Board's statement made when the manager of the Blue Coat Charity (C. of E.) schools closed them partly because of financial considerations - "the closing of the school is greatly to be deplored as they were in the highest state of efficiency ... and resulted in great overcrowding of the other schools of the town."^{II} The high average attendances obtained by both Board and Voluntary schools further showed how both types of school were necessary - the board's attendance figures were often slightly better than those of the voluntary schools but the difference, usually of the order of 2%, is hardly significant. In May 1885, for the first time, attendances at the schools of the board exceeded that at the other public elementary schools^{II} and as has been mentioned earlier the subsequent increase in public elementary school accommodation in the town was almost exclusively supplied by the board - the only new voluntary public elementary school being the Carlile Memorial Infants R.C. School opened in the late 1890's. Thus the fact that the school board did eventually supplant the voluntary bodies as majority suppliers of elementary school accommodation was not so much by design or artifice on the part of the board but rather because of the immense amount of building needed and the apparent inability or unwillingness on the part of the voluntary bodies to continue to finance more and yet more school building.

^I S.S.B. Eighth Triennial Report 1891-94 p 8. The temporary closure of the Blue Coat Schools was perhaps the one occasion when there occurred a serious breach in relations. The episode is discussed in more detail in Chapter 2 (post)

^{II} S.S.B. Sixth Triennial Report. Monthly attendance returns for all the schools in the Borough p 13.

Summary

The work of this chapter has been concerned mainly with the period dating roughly from 1870 to 1890, that is the period before the complications of administration heralded by the passing of the 1888 Local Government Act and the ensuing Technical Instruction Acts. During the period 1870 to 1890 the task of supplying public elementary education was shared solely between the grant aided voluntary bodies and the rate-aided Stockton school board.

On the whole the evidence available shows that relations between the board on the one hand and the various religious bodies on the other were most harmonious, due mainly to the moderate policies of the former which stemmed in turn from the comparatively large representation of church supported members returned to office in the first and subsequent elections.

The phenomenally accelerated growth of the town,^I especially in respect of child population, was such a formidable challenge to all concerned that competition for pupils was hardly a serious reality, the low rateable value of the town also discouraged any tendency on the part of the rate-aided board to restrict provision by the voluntary agencies. In retrospect supply of school places seldom if ever matched the true demand and a much accelerated building programme would have been more appropriate but proportionately more costly.

^I See Appendix D, Graph showing population/year statistics from 1821 to 1961.

Both voluntary and board schools reached high standards of attendance compared with the rest of the country there being little to choose between them in terms of the percentage of average attendance and therefore, by implication, in terms of efficiency and quality of the education given. The high average attendance, secured by a sustained policy of detailed checking on absences combined with the usual positive inducements and prosecutions when all else failed, gained for both voluntary and board schools a high standard of attainment and correspondingly high rate of grant - the board often expressing its satisfaction with results obtained in both sets of schools. The smallness numerically of the earlier boards in particular probably engendered a feeling of loyalty and co-operation and the intense sense of satisfaction and civic pride evinced in parts of the records indicate the depth of personal interest taken in the schools by members of the board, members who, despite being quite often already involved in other educational ventures of a denominational variety were yet determined to act for the common good in furthering the cause of education for the children of the poor and labouring classes.

CHAPTER TWO

Education in Stockton between 1890 and 1904. The work of the school board augmented by Stockton Corporation and the newly established Durham County Council.

In this chapter is discussed the national need for a better system of education, including secondary and technical education and the effects which the resulting national measures eventually had on the local educational scene culminating in the establishment of the Stockton Board's Higher Grade School.

National Background to the First Technical Instruction Act of 1889

Technical education in Great Britain has not grown steadily but rather in spasmodic fashion - the administration has reacted to various crises by measures which have often resulted in the financing of expanded schemes of technical instruction. Thus to quote a modern example the 1956 White paper¹ which provoked so much expansion of higher technical education represented in the ultimate analysis an attempt by this country to improve its techniques of production, (including defence production) so as to compete more effectively in world trade and also to give better support in the "cold war" to the aims and ideals of the Western nations. The motive behind this and similar expansionist periods was that of survival.²

1. Cmd 9703, "Technical Education" H.M.S.O. 1956.

2. c.f. "the vigour of scientific research and the effectiveness of its application not only are of economic importance but have become one of the determinants of a country's political effectiveness and a factor in foreign policy". G.L. Payne, "Britain's Scientific and Technological Manpower" Stanford University Press. California 1960, preface.

Also "The White Paper of 1956 is not only another milestone along the high road of education, it is also a keystone of national policy. Technology is henceforth to crown and bind the arch of the economy". Ibid p.367.

The passing of the 1889 Technical Instruction Act and the 1890 Local Taxation (Customs and Excise) Act marked the culmination of agitation for state aid for technical education and research which had been carried on by the principal personalities involved in the Technical Education Movement which had itself originated with the International Paris Exhibition held from 1851 onwards. The first Exhibition was an undoubted great success for Britain which gained a large percentage of the prizes awarded by the international jury. The exhibition was important too in that it showed 'the growing power of man over the physical world ... enhanced the social approval of science and technology and stimulated the advocates of science to renewed efforts'.¹ Again in 1862 the British were reported to have "outdone their own admitted superiority of 1851"; but at the Paris exhibition of 1867 they had only a comparatively poor showing, winning first prize in only ten of the 90 departments in which they exhibited.²

One of the British jurors at the 1867 Paris exhibition was Lyon Playfair who informed Lord Taunton of the Schools Inquiry Commission that foreigners believed we had made little progress since 1862.³ The British government instructed ambassadors and consuls abroad to report on technical education in the various countries⁴ and in 1868

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1. D.S.L.Cardwell "The Organisation of Science in England" W.Heinemann Ltd London 1957 p.59.
 2. S.J.Curtis "History of Education in Great Britain" U.T.P. Ltd London 1948 p.495
 3. Ibid p.84
 4. An unusual step which shows the feeling of consternation.

instituted an inquiry into the whole question by a Parliamentary select committee under the chairmanship of Bernhard Samuelson¹.

Several well known men of science made pleas at this period for public aid for research in the physical sciences and their interest inevitably spread to become associated with an examination of the means and facilities then available for scientific and technical education.

Such interest gave rise to the Royal Commission of 1872 (the "Devonshire Commission") among the main recommendations of which were demands for the radical reform of secondary education, establishment of State laboratories and a Minister of Science and Education with a Council of Science to assist it. These demands were not met in fact very few of the recommendations of the Devonshire Commission were implemented - this was still the 'individualistic age' even in matters of science and technology².

In 1878 British firms which exhibited at the Paris exhibition had a similar experience to that of 1867 and public opinion began at last to be impressed by the inadequacy of provision for Technical education.

1. Bernhard Samuelson was a wealthy Tees-side ironmaster - speaking at Middlesbrough he criticised the government for leaving the original reporting upon foreign technical education in the hands of the legations whom he considered to be inadequately equipped for such a task. He spent three months on the continent and found that ... "with inferior natural advantage foreigners were closely following us and amongst the proprietors, managers and foremen of their works he could scarcely find one who had not had a scientific education" Middlesbrough and Stockton Gazette 17 April 1868 "... in many cases, perhaps the majority, no scientifically educated person is attached to British Ironworks". Royal Commission on Technical Instruction Evidence of Mr Isaac Lowthian Bell F.R.S. 2nd Report Volume 3 Q236 p.20.

2. D.S.L.Cardwell "The Organisation of Science in England" Heinemann (1957) p.97-98.

Clearly the wide and fast distribution of some science among the people by the Science and Art Department's system of payment by results introduced in 1859 was not proving adequate to the situation. In 1881 A.J.Mundella the Vice President of the Committee of Council on Education was so impressed with a report of German educational efficiency that he obtained the appointment of a Royal Commission to investigate technical education, both here and overseas.¹ The main recommendations of the commission under the chairmanship of Bernhard Samuelson were that elementary and secondary education should be both greatly improved and that local authorities should be empowered to establish and maintain technical and secondary schools. The individual members of the Commission were clearly convinced of the urgent necessity for aid since they established the "National Association for the Promotion of Technical Education" in 1886 giving public lectures in many towns and cities enthusiastically supporting the cause of Technical education.²

One of the difficulties in the way of provision of an adequate system of secondary and technical education on a national scale was the non-existence in some areas of local authorities of suitable size and responsibility. Thus the Samuelson Commission echoed the Schools Inquiry Commission of 1868 in also recommending the setting up of

1. Op. cit. p.103

2. Ibid p.106

local authorities for secondary education.¹

The Local Government Act of 1888 overcame the above difficulty in that it set up County Councils for administrative purposes. In 1889 the first Technical Instruction Act was passed empowering County and Borough Councils to levy rates to establish technical schools for teaching "the principles of science and art applicable to industries and the application of special branches of science and art to specific industries and employment." In the following year the 1890 Customs and Excise Local Taxation Act gave the newly created authorities a total sum of £750,000² which could either be spent on rate relief ~~or~~

¹ "..... in the proposed reorganisation of local government, power should be given to important local bodies, like the proposed County Boards and the municipal corporations, to originate and support secondary and technical schools" Royal Commission on Technical Instruction. 2nd Report Vol. 1. p. 517. See also Minutes of evidence Q 290 (I. L. Bell F.R.S.) Ibid. 2nd Report Vol. 3. p.26 and Q.910 (Mons L. Arnoux) Ibid. 2nd Report Vol. 3. p 80.

² As part of a temperance policy the Government in 1890 determined to withdraw licences from a large number of public houses. The tax on wines and spirits was increased at the same time to provide money with which to compensate dispossessed publicans, however, determined opposition arose against this proposed measure which was scathingly described as a "Brewer's Endowment Bill." Since the Act imposing the tax had already been passed the money was available and eventually agreement was reached and embodied in Goschen's 1890 Act which gave the extra duty to the new authorities to support technical *education* or relieve the rates. North Eastern Daily Gazette 20 May 1890. Ibid. 28 May 1890. Ibid. 13 June 1890.

or technical education - state aid had arrived.

The County Council of Durham, the Technical Instruction Act of 1889 and the "Whiskey money."

As seen above the 1889 Act was one of the first statutes to become law after the creation of the new local authorities by the Local Government Act of 1888 and as a result the County Council of Durham was given the opportunity to aid the supply of manual and technical instruction throughout the County, including such education within the non-county borough of Stockton-on-Tees.

The first meeting¹ of the Provisional Council of the County Palatine of Durham was held at the Shire Hall Durham on the 7th February 1889 followed on 1st April 1889 by the first full meeting of the Council proper.² At this time the only administration of education which was the direct concern of the Council was that of the Earl's House Industrial School and there is no record in the Minutes of the Council of any move to apply the 1889 Act and levy a rate³ in aid of Technical instruction as permitted. At the Annual meeting of the County Council of Friday 7 November 1890⁴ a circular was read from the Department of Science and Art calling the attention of the Council

¹. Minutes (M.S.) of the Provisional D.C.C. 7 February 1889.

². Minutes, D.C.C. 1 April 1889

³. Ibid. 7 November 1890

⁴. Ibid. 28 January 1891 - Report of the T.E.C. 8 January 1891.

to the Local Taxation (Customs and Excise) Act 1890 and pointing out that under its provisions the Council was empowered to make contributions for the purposes of the Technical Instruction Act of 1889.

Circulars were also read on the same subject from the National Association for the Promotion of Secondary and Technical Education (N.A.P.S.T.E.)

and a committee was appointed to consider, among other points 'the subject of manual and technical education, and the utilisation for that purpose of the Parliamentary Grant of last session to County Councils'.

The report of this committee¹ was ~~was~~ important in that its principal recommendation, viz. to use the whole of the "whiskey money" for

educational purposes, was unanimously adopted. It was stated in the

report ... "Your committee ... has addressed circulars to the Town

Councils, Local Boards, Poor Law Guardians, School-boards and state-

aided schools throughout the County. Of the local authorities which

are 91 in number, answers have been received from 74 and of the schools

and institutes numbering 80 replies have been received from 59 ...

from the information disclosed to them the committee has come to the

conclusion that there is a great need throughout the County for

increased facilities of obtaining Technical and Manual Instruction'.

The report continued to say that it therefore "recommends that the whole

of the grant at the disposal of the Council for the current year be

devoted to the promotion of that class of education - the amount of

the grant to be carried to a separate account."

1. Ibid. 28 January 1891 - Report of the T.E.C. 8 January 1891.

Returns were obtained from most of the county councillors as to the needs of their electoral divisions and there were suggestions too as to how best to use the grant from such bodies as the N.A.P.S.T.E., the City and Guilds of London Institute, the Northern Association for the extension of University teaching, Durham College of Science etc. The committee reached an important conclusion to the effect that substantial grants in aid of providing suitable premises for carrying on technical and manual instruction should be made to 'such populous places within the County as may afford sufficient evidence of their need and of their readiness to raise local funds, either under the Technical Instruction Act or otherwise.'¹ Meanwhile the Stockton school board took the initiative in promoting a conference of the Corporation of Stockton, the school board and other representatives of the educational bodies in the town, held in the Town Hall on the 27 February 1891 with a view to the adoption of the Technical Instruction Act of 1889 and at the meeting of the Stockton Corporation held on 5 May 1891 the Act was adopted.² Although the motion to adopt the Act was eventually carried unanimously the enthusiasm for technical education was not completely wholehearted - various speakers referred to the 'additional burden on the rates' and there were anxious queries regarding

¹. Minutes D.C.C. 22 April 1891. Report of the T.E.C. Note also the statistics contained on pp 332-347, Vol. 1 of the Bryce Commissioners' report 1895. These statistics show that the course adopted by D.C.C. in applying the 'Whiskey grant' to technical education was the usual one - only 2 Counties failing to use any of the Excise grant in this way.

². S.S.B. 7th Triennial Report p.6. Note also the comparative rarity of adoption of the Act by Urban Sanitary Authorities such as Stockton shown in the statistics of the Bryce Commission Report Vol. 1 p.32.

the upper limit (1d) of such rate. Councillor Samuel reassured the doubters by pointing out that if the County Council grant was sufficient to carry on the business of technical instruction in Stockton then there would be no need for any rate to be levied (in Stockton) and made the point that in any case they must arrange that the total sum did not exceed the amount of the County Council's grant added to the amount of a 1d rate. 'The time has arrived when in every town technical education should be given to all engaged in industrial trades and seeing how important it is in this town that the workmen should have technical education the large firms should be asked to contribute to the scheme'.¹

On 1st July 1891² the local Government Act Commissioners ordered that the aggregate amount payable to the County and the three County Boroughs under Section 1 of the 1890 Act should be divided between the County and County Boroughs in proportion to their rateable value at 1st April 1889 and in accordance with that order the County Treasurer received on the 7th July 1891 £12,400. 5.11d as the amount of the grant for the year ending 31 March 1891.³ At the next meeting the sum available had become £17,425. 5.11d and the first moves directly

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1. N.E.Daily Gazette 4 March 1891. Ibid. 6 May 1891. The reassurance given by Councillor Samuel that a Stockton rate might not be required was in conflict with the requirement by D.C.C. T.E.C. to the effect that local committees must give evidence of their readiness to raise local funds. D.C.C. Minutes of T.E.C. reported 22 April 1891.
 2. Minutes D.C.C. T.E.C. 22 July 1891
 3. Minutes D.C.C. 22 July 1891 Report of T.E.C.

to benefit Stockton-on-Tees were taken. Fifteen local authorities had been contacted and among the grants made available as a result was £2000 to Stockton Corporation towards the cost of proposed buildings, fittings and furniture - it was only equalled by one made to Jarrow, the other 5 grants made ranging from £1000 to £1800. The grant was to be one third of the total cost of the buildings, plans of which were to be submitted for approval - the buildings to be permanently vested in the local authorities for educational purposes.¹ As a result of action by several of the non-county boroughs the amount of money to be raised locally was reduced to 50% of the total cost so that each locality had to provide a sum equal to the grant of Durham County Council. The latter Council, desirous of speeding up provision specified that the new condition was agreed to only on the assumption that the local authorities 'are prepared to and will at once address themselves vigorously to carrying out their respective building schemes satisfactorily to the Council'.²

The decision that County Councils and County Boroughs only should administer the Whiskey money had naturally brought forth protests from some of the non-county boroughs³ and the results of these local agitations was combined in an early parliamentary attempt to apportion the Whiskey money. The Local (Customs and Exise) Act 1890 Amendment then

¹ Ibid. 4 November 1891 Report of T.E.C. dated 22nd October 1891

² Ibid. 27 January 1892. At the same meeting J. A. L. Robson was appointed as secretary to the (Technical) education committee - a post which he filled with great distinction for many years. He was formerly the managing secretary of the Keighley Institute.

³ c.f. also the opinion expressed in a letter to the local press - "The money could have been placed in the hands of the School Board for Technical education." North Eastern Daily Gazette 9 March 1891.

before the House of Commons proposed to entitle Municipal Boroughs such as Stockton-on-Tees to receive direct a share according to rateable values of the monies payable to the county councils for educational purposes. Successful opposition to this Bill by Durham County Council was made on grounds that the non-county boroughs like Stockton were, generally speaking, too small to be self contained and in the expenditure of grant it was argued that certain teaching agencies could only be rendered effective by being planned to serve a much larger area (similar arguments are adduced today against the provision of smaller libraries, and for the existence of large comprehensive schools.) The Council attempted to show its genuine concern for educational matters within these non-county borough districts like Stockton by pointing to the fact that they had already appropriated the whole of the grant towards technical education and had indeed already made substantial grants to several of the larger Urban and Municipal authorities e.g. £2000 to Stockton Corporation. Finally the County technical education committee stressed the idea that the bill if passed 'would constitute the first step in the disintegration of the system of County government established by the Local Government Act of 1888 and would seriously interfere with the arrangements already entered into.'¹ Had the amendment passed into law Stockton might well have fared better than was the case - the point is difficult to prove though and it must be admitted that very considerable grants from the

¹ Minutes. D.C.C. Report of Education Committee. 27 April 1892.

Whiskey Money were made to Stockton in the years following the erection of the Higher Grade school.¹ Nevertheless, as far as Stockton was concerned a fore-knowledge of the total amount available would in itself have been a great asset in planning for technical instruction.² Above all the prospect for those in Stockton of having to obtain the sanction of the Durham County Council in respect of the details of provision of technical education in Stockton before the necessary financial support of the Whiskey money was forthcoming must have seemed an irksome, unrealistic and almost ludicrous proposition.³ The County of Durham consisted at that time essentially of an aggregate of mining and agricultural villages and small townships - whereas Stockton-on-Tees was a densely populated centre of heavy industry - concerned with iron and steel manufacture and ship-building, situated on the periphery of the county area some 19 miles distant from the Shire Hall. Under these conditions it is not surprising that there was a difficulty in establishing true contact and mutual confidence

1. "Whiskey Money" grants (other than "apparatus grants") paid by D.C.C. to the Higher Grade School were as follows:-

1896-97	£129	1899-1900	£83	1902-1903	£169
1897-98	£240	1900-1901	£131		
1898-99	£131	1901-1902	£153		

(Table of statistics at end of S.S.B. 11th Triennial Report.)

2. Direct dealing with Stockton would also have dispelled many false impressions regarding the use to which the Whiskey money could locally be put.

between the two parties, nor is it surprising that such difficulty has persisted in some respects even down to the present day.¹

The foregoing is not to imply that the Durham County were ever either ungenerous or tardy with help towards technical and manual instruction at Stockton or indeed throughout the County. A full time secretary was appointed in February 1892,² and the detailed scheme of aid subsequently set out was fairly comprehensive and represented a genuine effort to give aid where need was proved and, incidentally, to remedy some of the defects of previous schemes of instruction. Thus from the outset great stress was laid on practical instruction, and demonstration where appropriate, the grants being doubled when the theoretical work was accompanied by a "well designed course of practical work."³ The committee was at pains to provide a series of mining lectures of a "practical Character" and to appoint annually a sufficient number of teachers "possessing practical knowledge of the subject, illustrative apparatus to be available."⁴ Evidently there was a realisation that many so-called science students of former days (for example of the Science and Art Department Classes) had been merely 'crammed' or 'book-learned' and this was a positive attempt to remedy

¹ See for example the protracted public wrangling about the opening of new swimming baths at Fairfield Secondary Modern School. The installation was complete but unused for almost a year because County and Local Authorities could not agree as to the mode of supervision of pupils and purification plant. - Evening Gazette April 1964 et seq.

² Minutes. D.C.C. T.E.C. 27 January 1892.

³ Ibid. 27 April 1892 and c.f. D.S.L. Cardwell 'The Organisation of Science in England' Heinemann 1957 p. 186 - "at best they might know about science, at worst they would know only how to pass science examinations."

⁴ Minutes. D.C.C. Report of Education Committee 13 July 1892.

this defect.¹ That these measures were not entirely successful is shown in the fact that as late as November 1900, the Durham Technical Instruction Committee found it necessary to warn certain local committees of the need to provide and use illustrative apparatus with a reminder that unless an adequate supply of apparatus was "at once" made available the end of session grant would be "jeopardised".²

The Scheme of Aid. In formulating the Scheme of Aid³ in 1892 the Durham Technical Instruction Committee considered that the subjects selected for help should, as far as possible, cover the requirements of the particular Trades and Industries carried on in the County. These 'owing to geological formation and geographical position' were very varied and included amongst the more important coal-mining, quarrying, iron and steel manufacture, brass and iron founding, bridge and boiler making, ordnance works, engine fitting, farming including tillage grazing and dairy work, manufacture of agricultural instruments, salmon and other fisheries, boat and shipbuilding, chemical works, glass works, electrical engineering, general building and allied trades such as brickmaking, earthenware manufacture,

¹ c.f. the remarks later made by Alderman Richard Hind of Stockton, Master of the Plumbers Company presiding at their annual dinner at the Sadler's Hall London. "He did not assert that among the present total of 3000 plumbers there were no "paper plumbers" but certainly the certificates were never granted to "paper plumbers" but only after very practical tests." North Eastern Daily Gazette 25 November 1897. Also the dissatisfaction expressed with the system of education embodied in the following extract from an editorial. "Our educational methods are producing a fresh species of useless person - those namely who cannot do ordinary work and who claim the privileges of the intellectually gifted without displaying intellectual gifts." North Eastern Daily Gazette Editorial 9 December 1890

² Minutes D.C.C. Report of Education Committee 7 November 1900 para 25

³ Ibid. 27 April 1892.

plumbers' work, carpentry, joinery, cabinet making, coach-building, paper making, textile industries, dye works etc. The subjects recommended for grants then included the statutory ones i.e. those in respect of which grants were made by the Dept. of Science and Art. in the advanced stage, and these were specially recommended in view of the withdrawal of the Department's grant in the elementary stages. Some 25 subjects were then suggested under 'Science' with about the same number under 'Art'. Under Technological subjects were included those formerly aided by the City and Guilds of London Institute. As well as these there were recommended lists of "Additional subjects" for which the permission of the Department of Science and Art was sought via ^aminute placed before the Houses of Parliament by the Council.

General requirements kept in view in formulating the scheme were that provision should be made to enable clever boys and girls to pass forward from the "Elementary or Primary Schools" through Secondary schools until the highest form of instruction required by each was obtained. Those not desiring a course of instruction in Secondary Day School were to be catered for at Evening Classes either in the neighbourhood or at some Central or District Technical School. It was further intended to provide for apprentices and older persons (i.e. those who had left the Day School) courses of training suitable to their needs either at Technical school or by lectures on technical subjects. The shortage of teachers was to be met by special facilities so that certificated teachers and other suitable persons might qualify themselves to become technical instruction teachers in their respective localities, principally by attendance at Saturday classes.¹

1. c.f. such classes operated at Stockton to train up teachers of drawing and woodwork.

A system of graduated scholarships, including railway fares was to be provided from the primary school and evening classes through the intermediate and technical schools to the Colleges and Universities. Local committees were to administer the scheme in local areas - the County committee retaining the right to representation on each one - each to consist of a chairman, secretary and at least 3 other persons, all to be well-known in the district the majority to be chosen in accordance with para IX pages 3, 4 & 5 of the Directory of the Department of Science and Art, June 1891.¹ The accounts and premises used were to be open to inspection at any reasonable time - fees charged to be approved by the County Committee. A large proportion, if not the whole of each teachers' salary was to be by fixed grant - the balance (if any) to depend on students' attendance or examination results or both.²

Of the 455 scholarships offered for competition, 375 involved only the re-imbursement of "fees and fares". Of the remainder, 60 (- called County scholarships) were to the value of £5 + fees, 10 for £30 a year and 5 for £60 a year. About 2/3rds of the "fees and fares" scholarships were called "Technical scholarships", some tenable at central institutions - the other 1/3rd were "Technical Day scholarships" and aimed at allowing attendance at Grammar or Secondary schools. The institutions received a grant on a capitation basis - and as mentioned above these rates of grant were doubled when a well arranged course of practical work was undertaken by the students.

¹ At Stockton this was the Joint Technical Committee consisting of representatives of the school board and Corporation.

² Note the element of 'payment by results' still retained and c.f. the later arrangement made by the Stockton Joint Technical Committee whereby a teacher became entitled to 10% of all grants earned if they were on the "higher" scale. Minutes Technical Education Committee (Joint) 26 July. 1897

In order to encourage the establishment of classes preparatory to the study of the more technical subjects the County committee recommended the establishment of "Evening Continuation Schools" - the students to have passed standard V and to be presented for government examinations on special subjects only. The committee also made grants to local committees of 50% of the cost of approved apparatus including furniture, models, diagrams etc. and this appears frequently as one of the ways in which education in Stockton was helped.¹ Building grants (including fittings) were also mentioned, "to bear such relation to the sum raised locally as the Technical Instruction Committee thinks fit." University extension work, travelling or peripatetic teachers and lecturers were also eligible for aid from the 'Whiskey grant,' usually to the extent of 50% of the total cost. Agriculture received special mention in the scheme - arrangements included special classes for farmers and their sons - teachers' classes on Saturday mornings; the introduction of agricultural training into Grammar and other Secondary Schools and the establishment of experimental demonstrations plots with provision for students to attend systematic courses in Agriculture held, for example, at Durham College of Science.

¹ Numerous substantial grants of about 75% were later made to the Stockton Joint Technical Education Committee in connection with the equipping of the Higher Grade school - see earlier footnote page 60 for the totals of 'Whiskey money' grants awarded to Stockton (via Durham) other than for apparatus. Grants for Apparatus and fittings in the first two years totalled in excess of £1300. See Financial Statement for 3 years ended September 29th 1897 in Appendix G.

The First Report of the Durham County Organizing Secretary.

This report was presented on 13 July 1892¹ and contained a survey of technical, secondary and evening classes then running in the County of Durham including Stockton-on-Tees. Evening classes mentioned as being in existence in Stockton were as follows:-

Blue Coat School: a total of 190 pupils attending classes in Art and Practical Plain and Solid Geometry.

Holy Trinity "Higher Grade" a total of 95 pupils attending classes in Physiography and Principles of Agriculture.

Literary Institute: a total of 247 students attending classes in Practical Plain and Solid Geometry and Machine Construction and Drawing, Building, and Steam

Y.M.C.A. Classes were held in Geometry, Machine Construction and Drawing, Building Construction, Applied Mechanics, Magnetism and Electricity, Mineralogy and French.

There was in addition a small class in Naval Architecture, The only "Secondary schools" were the Blue Coat Charity School,² the High Schools³ and the Norton Grammar School, and the survey showed that at the Blue Coat and Norton schools no "technical subjects" were being taught whereas at the

¹ Minutes D.C.C.

² Mainly still an elementary school at this stage in its development.

³ Two separate establishments for Boys and Girls - rather exclusive, charging high fees (40-45 guineas for boarders) and doing a high standard of work, e.g. for University Higher Local examinations. The Boys High School later occupied the buildings of the Blue Coat School and the Headmaster E. J. Vic B.A. was the first appointed headmaster of the Stockton Grammar School which utilised the endowments of the original Blue Coat School. Similarly the later Queen Victoria High School for Girls established in 1902 catered for the same class of girls as had formerly attended the High School. These establishments all received County Council aid. North Eastern Daily Gazette 12 July 1891.

High schools the "technical subjects" taught were Art, Science, Languages, Book-keeping and Shorthand, there being 80 boys and 100 girls in attendance.

Among lectures arranged throughout the County there was one series of 12 in Stockton on Marine Engineering given by Professor Wrightson and Mr Ferrier B.Sc at which the average attendance was 25 - a good attendance and indicative of real need. With regard to the above types of lecture course the Organizing Secretary instituted an enquiry to estimate their success.¹ The replies from the various local centres showed that although at some centres the lectures were often a success at others much was left to be desired. Several factors contributing to indifferent attendances were suggested including "local committee indifference, discomfort of the room, too comprehensive lectures for the class of students, lack of models in illustration." The reasons given are similar in many instances to these well known ones advanced to account in part for the decline of the Mechanics' Institutes, the local committee in at least one instance reporting that "the attendance at the commencement was excellent, but towards the finish it became very small.." However whereas the self-governing and self-financed Mechanics' Institutes could, and often did, alter their nature and pander to the lighter and less serious tastes of their members this metamorphosis was not possible with the Evening classes because they were bound by the conditions of aid. The remarks of the Organising Secretary in concluding his report on the working of the Acts in the County as a whole were quite optimistic of the future though not complacent:- "For the first year the result is however, encouraging, and the reports, including the adverse ones, tend to prove that the localities are thinking

¹ Minutes. D.C.C. Education Committee Report 13 July 1892.

for themselves and with a little experience will be soon well able to discover what will be of the greatest benefit to the inhabitants. It is very satisfactory to note that the aggregate attendance, reached the large figure of 15,514 or an average per week of some 1,400 individuals benefiting." At this time the first effects of the grants for apparatus and scholarship schemes were being experienced in Stockton - several grants for apparatus were received by the Stockton Local Committee¹ and the Stockton High Schools benefited too from the system of scholarships both to and from this school, both receiving scholarship holders and passing on others to still higher education.²

Stockton School Board Higher Grade School.

The survey made in 1892³ showed that despite the increasing industrialisation of Stockton there was yet comparatively little provision for technical instruction in the town and such as did exist tended to be of an elementary nature being spread about in the various educational establishments - each with little or no apparatus and certainly none at all with facilities, for practical work in sciences and engineering. Thus there was an undoubted need for some central institution wherein could be provided practical as well as theoretical tuition.

As regards Day accommodation there had arisen a substantial amount of support for the idea of establishing a Higher Grade School. As early as 1871 the notion of a Trade school or similar to serve Stockton and Middlesbrough had been urged⁴ and the retiring chairman of the school board

¹ In 1892 the committee at Stockton had 15 classes in existence. Minutes D.C.C. November 1892. Report of Education Committee.

² Ibid. para 6. E.B.H. Watson of Stockton High School for Boys won one of the £30 per annum scholarships of the County Council.

³ Minutes. D.C.C. Report of Education Committee including that of the Organising Secretary. 13 July 1892.

⁴ A plea was made for such a school in the editorial comment of the Evening Gazette 23 February 1871.

in 1882 referred to the desirability of providing a Higher Grade School¹

"By this I mean a school to which children who have passed the higher standards in the Elementary schools could be drafted, and whose parents could afford to keep them at school for a longer period and pay the sum of 9d per week being the highest amount that could be charged for such a school; or the school could be open for children in all the standards, whose parents were willing to pay the sum already named. Such schools have been established in some towns with success, and as the consideration of further accommodation is only a question of time, inasmuch as some of the schools are only allowed their present rate of accommodation by sufferance, the want could probably be met in that way. Besides, I think that with care such schools could be made almost self-supporting, and supply a greatly felt want." Three years later (in 1885) it was stated that such a school would prove of immense service and "from opinions freely expressed in the town that such a want is felt is indisputable."² Another 3 years later (in 1888) in a report³ full of references to "economical administration" the only reference to a Higher Grade School merely noted that "enquiries have been made as to the cost and working of these schools in different parts of the country." Towards the end of 1891⁴ the board

1. S.S.B. 4th Triennial Report 1882 p 16.

2. S.S.B. 5th Triennial Report 1885 p 6. (Clearly the prospect of grants from the Whiskey money and from the Science and Art Department was alluring.)

3. S.S.B. 6th Triennial Report 1888 p 8.

4. S.S.B. 7th Triennial Report 1891 p 10.

bought the necessary land in a central area - and the next board was elected on the issue of whether or not to support the scheme for erection of a Higher Grade School - the majority of members having pledged their support if elected to office.¹ The buildings were finished in 1895 and formally opened on 18 January 1896² Thus a delay of some 14 years occurred between the first mention of the admitted need for such a school and its actual materialisation. There are many worse cases of delay in education matters - nevertheless it is interesting to examine the probable reasons for delay and attempt to understand how these same reasons for inactivity were eventually overcome and the school provided.

Reasons for the slow progress made towards the provision of the Higher Grade School

Probably the delay is attributable to no single clearly defined cause such as the high cost but rather to the combined effect of some 4 or 5 contributory reasons.

It has already been established³ that the Stockton school board were parsimonious in the matter of educational expenditure and hence slow to supply school accommodation of even the elementary sort. Thus at the opening of the board's new Tilery Road Schools in 1886 H.M.I.⁴ found it appropriate to observe that "Stockton was very slow indeed to provide sufficient accommodation for the children requiring it and to carry out the spirit of the Education Act by insisting upon the children coming to school" and it was not until 1890 that the same Inspector was prepared to say that the requirements of the town for elementary accommodation had,

¹ 8th Triennial Report 1894 p. 4

² 9th Triennial Report 1897 p. 6

³ See Chapter One

⁴ R.P.A. Swettenham H.M.I. North Eastern Daily Gazette 9 February 1886

for the time being been met.¹ A board so timid in respect of one of its fundamental statutory functions could hardly be expected to be zealous in regard to the supply of the more ambitious form of "elementary education" connected by a higher grade school - indeed the excessively cautious attitude must in itself have delayed the time of flowering of the town's elementary schools in the higher school. This careful attitude to civic expenditure is not explained either by reference to the following figures which compare the total rate in the £ payable in various towns of the North East with that in Stockton.²

N.E. Rating	Stockton	4/0 in £
	Middlesbrough	6/2
	W. Hartlepool	5/1
	Hull	5/3
	Sunderland	4/6
	Darlington	5/6
	Jarrow	4/7
	Durham	4/0
	Gateshead	6/2

No doubt the widely fluctuating prosperity of Stockton during the period of the school board's existence from 1870 to 1904 induced a cautious attitude and yet the position in Stockton was no worse than that at Middlesbrough.

In 1891 the Stockton Corporation had, with only a little hesitation,³ accepted the principle of levying a 1d. rate under the 1889 Technical Instruction Act to aid Technical instruction. The Stockton Ratepayers

¹ North Eastern Daily Gazette 9 September 1890

² North Eastern Daily Gazette 2 June 1891 "North Eastern Ratings."

³ Even in 1892-93 there were many men out of work in Stockton and several of the works were shut or working below their full capacity. See "Distress at Stockton" North Eastern Daily Gazette 6 December 1892.

Association seem to have voiced no objection at this stage - possibly because of the fact that this was described as an aid to technical education whose want was perhaps more acknowledged than more elementary education. Also the point had later been made that adoption of the 1889 Act and the levying of a local rate was one of the conditions laid down by Durham County Council before a share in the 'whiskey grant' would be forthcoming.¹ The Stockton Ratepayers Association had occasionally in previous years accused the school board of negligence over expenditure² but these criticisms had never been taken very seriously by the board who could point with much justice to their exemplary record of careful guardianship of the public purse. However when the school board did eventually decide to go ahead with the higher grade school and the actual cost of site and estimated cost of the buildings was published a storm of protest was aroused. The Mayor called a special meeting of the association and the crowded assembly heard speaker after speaker condemn the board for its extravagance.³ There were demands for a drastic reduction in costs, the board was accused of proposing to erect a 'huge palace' and it was claimed that the mere interest on the amount borrowed would be equivalent to a rate of $2\frac{1}{2}$ d. in the £. One of the school board members who was present the Rev. G. S. Ordish, a Congregationalist, admitted the extravagance -

¹ North Eastern Daily Gazette 2 February 1891

² Ibid 13 January 1885. A letter from the Ratepayers Association criticising payment of bonus to teachers obtaining good results was literally laughed off by the Board. See also criticism of the imposition of a 7d. (instead of 5d.) school board rate. North Eastern Daily Gazette 13 June 1885

³ See "The Heavy Rates at Stockton - Indignation Meeting" North Eastern Daily Gazette 12 November 1892.

"he disagreed with the other members of the board on the subject and had been fighting almost single-handed against the extravagance of the board - step by step he had opposed the expenditure, but since they had now brought the site they should proceed with a modified scheme". However the other school board member present, C. Bone, Unsectarian, defended the board's action most ably - "he did not think the school board could be charged with any greater extravagance than was contained in some of the remarks made that evening" and pointed out "that the site was costly because it included provision for new offices for the board, storerooms and caretaker's accommodation; that the plans had been obtained on a competitive basis; that the school was not for one class but for the children of the rate-payers and that such schools in Leeds and Sheffield were run at very little cost, those at Gateshead and Bradford having a credit balance." Despite this defence the ratepayers unanimously passed the original resolution which condemned the school board's extravagant proposals and demanded the total abandonment of the whole scheme. The school boards duly received a copy of the resolution,¹ but decided to proceed with a modified scheme at a reduced cost, and it was hoped, with the help of the Corporation's 1d. rate in aid of technical instruction and the county council's help from the Excise grant.² However the Corporation declined to support the venture despite its earlier adoption of the 1889 Act so the school board decided to appeal to the County Council direct for help from the whiskey money.

¹ North Eastern Daily Gazette 13 December 1892 'S.S.B.'

² Ibid 21 December 1892 'Special meeting of S.S.B.'

Later the Joint Technical Instruction Committee of Stockton was formed consisting of representatives of the Corporation and school board and the Corporation rate of 1 d. was levied, a circumstance which was an essential preliminary to aid by the County Council.

The poorer classes in the town viewed the proposal to erect a Higher Grade School at rate expenses with very mixed feelings, to say the least. The original object of the 1870 Act had been to educate the children of the labouring poor and because it was expected that the parents in this class would regard full time education with doubt or even downright disaffection the Act contained the provision for making local attendance bye-laws. It was seen earlier in this work that the expected difficulties over attendance did in fact materialise and were most common with the poorest section of the community - the pressure on parents to keep their children from school to look after the home or earn a few coppers at some simple task were very real so that such children were by economic necessity, as well as traditional distrust of learning, among the worst attenders of any. As soon as the law allowed they were taken from school and put to whole time work to help keep the home going. Consequently poor children, regardless of intelligence or ability were most unlikely to ever get the chance of attending a Higher Grade School - the proposed generous remission of fees was not a positive enough inducement and the age of maintenance grants had not yet arrived. But the fact that the schools were unlikely to be attended by the children of the poor had more profound implications - the provision of a Higher Grade School out of the rates under these circumstances meant that the poorest classes were to subsidise

the education of the not so poor. (The social class of children likely to attend was essentially lower-middle - most of the more affluent middle and upper class children remaining in the private and more select Stockton High Schools.) Hence it is not suprising that the poorest parents in the town were among the most vocal in desiring to restrain the school board from building a Higher Grade School - a letter to the local press¹ which demanded an end of the scheme put the point forcibly enough and claimed to represent the views of some 75% of the populace. "If there is one feature about this scheme clearer than another it is an attempt to benefit the classes at the expense of the masses which I maintain is both immoral and unjust. By all means let our friends who desire it have a higher grade school, but let them be honest and pay for their luxuries."

The notion of public subscription as a means to help finance the Higher Grade School project does not seem to have been very popular among possible donors, the only significant gesture of the sort occurring in 1891 when three of the trustees of the private and rather exclusive High schools offered the board a piece of land on which to build such a school.² Perhaps too this gesture was not wholly disinterested - the High School would not stand to gain if a similar school charging only nominal fees was suddenly made its rival for educating the children of the middle classes -

¹ North Eastern Daily Gazette 17 November 1892

² Mr Whitwell, Cradock and F. Brown offered land at the corner of Lorne Terrace and Cranbourne Street (in the Oxbridge area of the town) containing an area of 3100 square yards. North Eastern Daily Gazette 28 February 1891

and by offering land the trustees sought to acquire for themselves a chance of a share in the technical education money from Corporation and County. The offer of the land was officially declined because its situation in Oxbridge Lane was not central enough and because the conditions attached to the gift were unacceptable - the trustees sought to make available technical instruction money to the secondary (or high) school with which it was proposed the new premises should be consolidated.¹

Another objection arose because of the alleged requirement that under the 1889 Act the control of the school would have had to have been vested solely with the Corporation. There was also clearly a good deal of hostility to the idea of establishing a High School in the town on the part of some members of the Council who seemed to see the issue as a matter of class politics and desired to keep all the grants and powers under Corporation control. Anyway, the outcome was that the offer of a free site was refused by the Corporation which was left unable to proceed independently with the erection of the school whose provision therefore became a matter for the school board.²

That there was so little public subscription towards founding a Higher Grade School was due to several reasons. The rapidly varying economic fortunes of the towns principal industrial concerns discouraged voluntary investment and donation by both firms and individuals.³

¹ Ibid. 17 October 1891

² N.E. Daily Gazette 14 March 1892

³ The recurring depressions discouraged students too - "Slackness at the engineering works makes this class of student difficult to get" - statement by J. Dodds M.P. when distributing prizes to the Science & Art Classes held in the Blue Coat Schools N.E. Daily Gazette 15 November 1887.

11.

Such money as was available found a more immediate outlet in terms of distress relief - bread and soup for the starving was the greatest practical need.¹ The religious bodies too had their own financial difficulties² in regard to education so that little help could be expected from that quarter - indeed the Blue Coat Schools were shortly to close down partly because of lack of monetary support. The one substantial example of public benefaction which arose at this time was the most generous gift to the Corporation of land for a public park by Major Romer of Preston Hall near Stockton.³

Overcoming the Opposition

With so much opposition to the higher grade school scheme it is in order to enquire how it was that these restrictive forces were circumvented and the project completed. Stockton was fortunate in being fairly well supplied with outspoken proponents for technical education, not only those who were members of the school board but others too, who being intimately associated with local industry and commerce, saw the absolute need for an organized system of secondary as well as technical education.

¹ From January to April 1892 the local papers were full of reports of poverty, lack of work, and 'distress' at Stockton.

² E.g. the somewhat exaggerated appeal made by representatives of the Church of England schools to Sir Willian Hart Dyke, - "If the present code is not altered so as to give a substantial increase of monetary help, the majority of Church of England schools will have to be closed !" North Eastern Daily Gazette 14 May 1889.

³ He gave £8,250 worth of land and was given the Freedom of the Borough. Ibid 5 February 1891 and 6 February 1891. Endowments were a great help at nearby Middlesbrough - c.f. the acknowledgement of Mr Hunter at the meeting of S.S.Bheld on the evening of 9 May 1892. "It is no use (this board) trying to compete with Middlesbrough High School which is well endowed" N.E. Daily Gazette 10 May 1892. Note also the remarks of G.S. Ordish at the opening ceremony of the Stockton Higher Grade School 18 January 1896 regarding the use of facilities at Middlesbrough by Stockton's youth. Also the profound effect of the Constantine endowments of Middlesbrough Technical College

Thus such personalities as Bernhard Samuelson, Teeside ironmaster and chairman of the Royal Commission on Technical Instruction, chairman of Cleveland Literary & Philosophical Society etc., Gilchrist, inventor with Thomas of the basic process used to develop smelting of native iron ores found in Cleveland and J. Dodds, Stockton ironworks proprietor, Liberal M.P. for the town and a supporter of technical education, played a local as well as national role in enlivening the people to the need for and an appreciation of organized technical education.¹ Thus in 1868 the local press had published letters from Samuelson and others on technical instruction for apprentices which reflected the national feeling of loss of technical pre-eminence occasioned by Britain's poor showing at the 1867 exhibition. One such letter² described education on the continent as being "higher than in England as a result of individual energy among the manufacturers and special instruction among the hands ... this higher education has led to improvements in the manufactures whereas the directors and workers too in this country often lack special education ... our people, properly instructed, ought to produce inventions as well as

¹ County Councillor J. Samuel, member of Stockton Corporation and later chairman of the Joint Technical Education Committee should also be remembered as also should Alderman Richard Hind of Stockton, Master of the Plumbers Company, member of the Joint Technical Education Committee. The Richard Hind Secondary Technical School on Stockton now perpetuates his memory.

² Middlesbrough and Stockton Gazette 17 January 1868.

finish work ... let us then add education to experience." The same edition carried a full report of Samuelson's address to the Birmingham Chamber of Commerce in which he called for the early establishment of government schools of science in the great centres of industry for the purpose of giving systematic technical education to the middle and working classes. In a speech delivered to the South Stockton Mechanics' Institute nearly ten years later in 1878, J. Dodds, Stockton's Liberal M.P. spoke energetically in favour of technical education.¹ "In this neighbourhood are wanted classes which will give instruction about iron ore, iron, steel and manufactured iron. All that is known should be taught ... almost every man in Middlesbrough or Stockton ought to possess some scientific knowledge upon the minerals of the district especially if he is engaged in the iron trade." In mentioning the rapid advance of foreign competition he instanced British backwardness by pointing out that British china exhibited at the Paris exhibition was almost entirely designed by continentals employed by Wedgwood's and similar firms and he called for the provision of more technical classes to improve the situation. A similar plea was made by A. J. Mundella when opening Manchester Higher Grade School - "The chief fault with our education is that of being too literary. When a boy was taught merely reading writing and arithmetic there was but one course open to him, namely, to join the great army of clerks - their object in promoting these types of school was to give a more scientific and technical education."²

¹ The Daily Gazette 2 October 1878

² North Eastern Daily Gazette 8 July 1884 c.f. The plea made in the editorial 13 September 1886 - "Could not education be the means of preparing for useful work and fostering intellectual tastes?"

In 1886 both the ex-mayor (R. Hind) and J. Dodds M.P. spoke on the need for higher education in the town. "The Germans are beating us in that field which we hitherto considered to be our own, the iron and steel trade ... in Germany the ordinary workman is better educated than in England - there is a far greater number of skilled scientific men than in this country ... Stockton school board might fittingly consider the desirability of doing something to impart scientific training and technical knowledge."¹ Later in the same year when opening the Stockton Fine Art and Industry Exhibition Mr C. A. Head said "It is very important for us to maintain the position of the Empire in competition with Germany and other countries."² The strongly Liberal local press from time to time came out in favour of a national system of technical/secondary education. In 1887 the paper's editorial³ supported Mundella's action in pointing out the shortcomings of the Tory government's technical education bill then before parliament which was mainly intended to enlarge the powers of the Science and Art Department so as to enable primary technical instruction to be given to scholars who had passed the 6th standard and to give 2 or 3 years hand and eye training to equip the children better for subsequent jobs in the workshop. Mundella criticised the scheme mainly

¹ These observations were made at the opening of the Tilery Road Board Schools. North Eastern Daily Gazette, 9 February 1886.

² Ibid. 21 September 1886

³ Ibid 10 August 1887

on grounds of parsimony and insufficiency - "the country really required a much larger bill" - presumably in both senses of the word. Later, in 1889, the local paper again criticised the government for the difficulties and delays in the furtherance of technical education,¹ and in 1890 pointed out that "our educational methods are producing a fresh species of useless person--those who cannot do ordinary work and who claim the privileges of the intellectually gifted without displaying intellectual gifts."² Again in 1891 Gilchrist, speaking at an important meeting of the Cleveland Institute of Engineers on the manufacture of basic open hearth steel pointed out that "Germany is the home of basic steel, more than twice the amount of that class of steel being made there than in England - not because they had a better class of ore but because they had makers there who were both practical and theoretical which had enabled them to avail themselves more quickly of the process." Gilchrist finished by saying "the old rule of thumbs could not now hold up its head against the results of scientific knowledge and research."³

The growing demand for industrial exploitation of natural resources and enthusiasm for science and technology which had slowly permeated outwards from the various exhibitions which showed what great improvements to manufacture could result from its application, and from the propaganda work of the national and local supporters of technical instruction, was reflected

¹ North Eastern Daily Gazette. 5 August 1889.

² Ibid. 9 December 1890.

³ Ibid. 20 January 1891.

in the press of the day. The increasing popularity of science was reflected in the adverts and the new idea of progress by deliberate research had emerged as is shown by an editorial criticising the resistance by British firms operating the obsolescent Le Blanc chemical processes to the introduction of the newer and more economical Solvay processes.¹

Among educationalists in the town the idea of providing technical classes had prompted the setting up of Science and Art classes in the evenings at the old school in Skinner Street² and at the Blue Coat Schools - but these were entirely of a theoretical nature with no practical work at all other than drawing.³ The need for an expansion of facilities was foremost in the mind of J. Dodds M.P. when awarding the prizes for these classes 1887.⁴ In approving of the classes in general and the low fees in

¹ North Eastern Daily Gazette 2 September 1890. It was pointed out that the opposition of the chemical union was sure to fail since it was in reality opposition to scientific progress itself. These processes were concerned with making of such important chemicals as washing soda, the chemicals so produced being used in many industries, e.g. paper making,

² Established about the year 1869 these classes became known, with those at the Blue Coat School, as the Stockton Science and Art Classes and included mainly freehand sketching, art, and sketching from models. Middlesbrough & Stockton Gazette 20 May 1870.

³ In 1871 the Blue Coat evening schools were attended 2 evenings per week by 70 boys and girls most of whom could neither read nor write. Drawing was not introduced until much later when the need for mere instruction in the 3 R's was diminished owing to the introduction of compulsory attendance at day school in 1880. Evening Gazette 1 January 1871. As regards the Stockton Mechanics' Institute, in 1871, apart from classes in the 3 R's there was only one class in freehand and mechanical drawing held on one night per week, and the accounts show that no Science and Art Department examinations were undertaken. The Evening Gazette. 11 February 1871. See also Chapter one as regards drawing in Board schools from 1883.

⁴ N. Eastern Daily Gazette 15 November 1887. By this time these classes, held in the Blue Coat School, entered Science and Art examinations in Steam, Applied Mechanics, Machine Construction and Drawing etc.

particular which "kept them within the reach of all" he thought that there had been "a falling back as regards technical education in England", we were 'behind the Germans in that they gave a technical education to all their subordinates in the workshop'. Dodds recommended especially the Science and Art classes in the subject "Steam," pointing out that Stockton was the parent of the great railway system - the oldest railway station in the world being situated in the town, which had consequently become a centre for locomotive construction."¹

The steady expansion of the town meant that the demand for an organized system of technical/secondary education coincided with that for more school accommodation of the elementary variety, and there were many attempts to integrate the two needs - thus there was the original idea of consolidating a Higher Grade School with the new Oxbridge Lane School, only abandoned when it became clear from the attendance figures that the school could be filled by ordinary scholars alone.² The arrival of free education at this time (September 1891) and the resulting boom in attendance resurrected the idea of a combined school. In the event the undeniable need for extra elementary school accommodation and the fact that larger schools were more economical to build and maintain were points put forward in support of the provision of a higher grade school. In an

¹ See 'Prize Distribution at Stockton' North Eastern Daily Gazette 15 November 1887. To refer to Stockton as a centre for locomotive construction was perhaps a piece of pardonable exaggeration, Darlington being the main such town.

² The resolution of 9th June 1890 to make part of the new Oxbridge schools a Higher Grade Department was rescinded in September 1890, the change of intention being partly prompted by the action of the Lords of the Privy Council who by interim minute withdrew support from the teaching of science in board schools. Ibid 9 September 1890.

important letter to the local press¹ in answer to renewed criticism by the ratepayers² the Rev. H. Martin, vicar of the parish church, discounted the exaggerated estimates of the school's initial and maintenance costs and argued in a well-reasoned manner that since the board would have to build anyway in order to supply the deficiency of elementary accommodation they intended to "add on technical instruction rooms at the same time". He expressed the hope that the schools would be made available to poor children by a scheme of remitted fees and went on, "A further effect would be to provide the means of technical and manual instruction for evening classes in thoroughly good and well equipped buildings in the centre of the town. No one can over estimate the value to working lads of their gaining a slight scientific and technical knowledge before they enter upon practical work, and then, with their interest quickened by a little practical knowledge, being able to go to evening classes to dip deeper into the true essence of their craft The board will probably rely upon annual grants from the Science and Art Department and County Council and not the Education Department. Those from the County Council are absolutely certain upon fulfilment of the necessary conditions which are not burdensome

¹ Ibid 15 November 1893

² The ratepayers went so far as to petition the Education Department to dismiss the school board Ibid 18 April 1893, 14 November 1893. See also the somewhat exaggerated remarks of the Chairman regarding the provision of the Higher Grade School at its opening in 1896. "The school board had been ground between the upper and nether millstones of the Education Department and the Ratepayers. The ratepayers told them to drop the scheme, the Education Department told them to proceed with it as fast as possible. The Ratepayers asked them to resign, the Education Department told them to resolve and go on. The Ratepayers wrote the Education Department to dismiss the board; the Education Department wrote back that if they neglected to do this work they would dismiss them !"

..... the expense to the town will be trifling if anything." Thus buttressed by the publicly declared support of the church¹ the scheme went ahead and the duel of words in the correspondence columns of the local press was finally terminated by the editor a short time later. Hence whereas in some localities the church party had actually opposed higher grade school provision, in Stockton it is very questionable if the school would ever have materialised but for such help.

The Organisation of the School.

The higher grade school was planned to consist of two main Departments: the elementary section consisting of scholars in the upper standards V, VI and VII doing the ordinary Code subjects and a senior section consisting of the Organized School of Science composed of students who had passed standard VI or VII earning Science and Art Department grants.² The school was a large mixed one, four storeys high, and all the boys' classes were taken by men and all the girls' classes by women, all under the charge of the Headmaster J. J. Preet B.Sc. The whole of the school revolved around the personality of the Headmaster, a very fine teacher himself who inspired respect rather than affection, and who spent far more time in the classrooms than in his office. To him nothing mattered but the school, for which he worked like a slave and saw to it his staff and pupils did likewise.³ The quality of instruction given in the standards was higher

1. Ironically enough the Reverend Henry Martin, whose support so helped to mould public opinion towards acceptance of the Higher Grade School project was shortly to become involved in the only major dispute between the school board and Church of England authorities (over the Blue Coat School charity) which ever occurred during the existence of the school board - a dispute which resulted in his resignation from the board.

2. North Eastern Daily Gazette 14 November 1893.

3. Private communication from Evan Baldwin M.Ed O.B.E., sometime teacher at the school and later principal of the Technical Institute.

than that given in the other elementary schools in the town by virtue of the better facilities for class and specific subjects which were done throughout the school by the employment of better paid and better quality teachers - these same teachers being available to give a more advanced type of education, beyond the standards, in the Organized Science School.¹ Entry to both sections of the school was, from the outset, selective² - thus the higher grade school was planned with the object of placing within the reach of every intelligent child in the Borough whose period of wage-earning could be postponed for 2 or 3 years after the Elementary school the means of obtaining a practical acquaintance with such branches of literary and scientific knowledges as bear directly on the occupations of life, also such general hand and eye training as would engender habits of manual industry, increase dexterity and develop taste.³ Only those who had passed standard IV were admissible to the elementary section of the school and entry to the organised science school was intended to be by transfer from any elementary school on passing standard VI but more especially from the elementary section of the higher grade school itself which, as mentioned earlier, tended to give a better preparation for the senior department.⁴

These schools were never intended for the "well to do" - thus the speech by the chairman of the board at the opening in January 1896 mentioned

¹ c.f. 1st Morant memorandum, E. E. Eaglesham. "from schoolboard to local authority." Routledge and Kegan Paul. London 1956.

² The board's early intention of charging a fee for the elementary department of the school was protested against by the ratepayers and was anyway not legally possible since the 1890 Act; the ratepayers contacted the Education department and in a letter to the school board. Mr Ackland made it clear that no fees could be charged in the elementary school. North Eastern Daily Gazette. 18 April 1893. Ibid. 11 July 1893. Ibid. 10 October 1893. The fee per week charged in the organised science day school was 1/- which included stationery etc. S.S.B. minutes Higher Grade School Committee 9 Dec. 1895.

³ S.S.B. 11th Triennial Report 1900-1904. Report of opening of the Higher Grade School.

⁴ c.f. Mr Buckmaster, Senior inspector of the Dept. of Science and Art pointed out that special attention should be given to the education of scholars who were intended for the Organised Science School. S.S.B. Minutes of Higher Grade School Committee. 12 April 1897. Report of Departmental Visitation.

the need "expressed by many of the inhabitants to provide higher education for people who were, like the majority, of limited means."¹ In fact the school was the outcome of the acknowledged need felt in Stockton and many other large industrial towns of the North for a school of intermediate type giving a type of education more suited to the needs of the new lower middle classes than that given by the Endowed Secondary Schools.² In any case there was almost bound to be some natural organic outgrowth resulting from the more widespread provision of elementary education under the 1870 Act and this new form of higher education being somewhat biased towards the more clearly 'useful' technical and scientific subjects was clearly an attractive proposition to parents of comparatively limited means. Again, the alternative available in Stockton viz. the High Schools (and later, the C. of E. Stockton Grammar School) were associated traditionally in the minds of everyone with a higher social class; the developing lower classes, often imbued to a large extent with the liberal/radical/non-conformist view point, looked naturally to the school board for the provision of this education.³ Later on, when the school became established it had more appeal to the upper, as well as lower, middle classes and sons and daughters of professional men, doctors and the like attended, an occurrence not wholly dissimilar from the earlier phenomenon of "white-collar infiltration" into the Mechanics' institute.⁴

As mentioned earlier the extension of the school-board's provision to the rarer and more costly atmosphere of higher/secondary/technical education

1 S.S.B. 9th Triennial Report 1896-97 "Higher Grade School."

2 c.f. 1st Morant memorandum E. Eaglesham - "From school board to Local Authority" Routledge and Kegan Paul, London 1956.

3 c.f. 1st Morant memorandum 1897 E. Eaglesham "From school board to Local Authority" Routledge and Kegan Paul, London 1956 p 188.

4 S.S.B. Minutes for 1901. - Report of Mr Hugh Gordon H.M.I. on the annual inspection of the School of Science No 9144 during school year 1900-1901. By 1901 the organised school of science numbered amongst its pupils the sons and/or daughters of 3 school masters, 1 doctor and an accountant. Report by the Headmaster 7 June 1901 included in the minutes of the period.

represented by the establishment of the higher grade school was accompanied by an increased amount of financial help from other bodies and a consequent complication of control. Whereas formerly the school-board was answerable only to the central Education Department, the local Government Auditor and the ratepayers - thereafter the board made far more external contacts with other bodies and was subject to far more external pressure.¹ In respect of both day and evening instruction at the higher grade school the board's arrangements came under the notice of the Science and Art Department and Durham County Council Technical Instruction Committee.² The arrangement finally agreed gave recognition by both of these bodies to the Joint Technical Instruction Committee of the Stockton school board and Stockton Corporation. The school board was recognised as being the local committee responsible for the day Science and Art classes while the whole of the Joint Technical Instruction Committee guided the affairs of the evening classes.³

Development of the Schools

As far as attendance was concerned the classes held in the new central higher grade school were by no means an immediate success. For the first few years attendance⁴ at the (Day) Organised Science School in

¹ Sometimes unappreciated as for example when there was opposition by a school board member to the inclusion of County Council representatives on the Higher Grade School Committee.

² See Chapter 3 (post) for a note on the relationship between these various bodies.

³ S.S.B. Minutes of the Joint Technical Instruction Committee including letters: a) Dated 12 February 1896 from the County Education secretary to the secretary of the Stockton Local Committee No 282 and the reply thereto b) Dated 13th February 1896 from the secretary of the Joint Technical Education Committee to the secretary of the school board, and the reply thereto c) Dated 11th February 1896 from the secretary of the Joint Technical Education Committee to the secretary of the Science and Art Department. d) Dated 19th February 1896 from the secretary of the Science and Art Department to the secretary of the Joint Technical Education Committee.

⁴ Stockton school board minutes for 1901 Appendix report by H.M.I. "It appears that over 60% remain for only one year and that the average length of stay is one year and six months."

particular was very poor - many of the brighter children in the standards just did not apply for admission and of those who did most left before completing the course. This part of the school began to accept pupils in January 1896. By June 1897 of the 154 pupils who had been admitted since the opening only 86 were still on the register, that is, 68 had left of whom 52 left before completing even one years attendance.¹ Clearly the notion of a higher education which prolonged to any extent that given in the ordinary standards of the elementary code was still too much of a novelty for general acceptance. Another reason cited at the time as a cause of early leaving was the low age at which apprenticeship began.² Indeed representations on the subject were made (but with little success) to employers and etc. urging on them the advantages of allowing apprenticeship to begin later than the age of 14 where the apprentice concerned had attended the secondary/technical school.

In April 1897 J.C. Buckmaster paid the school an inspectorial visit at which the high rate of leakage was discussed in detail.³ The remedy which he suggested was similar to that which had been successfully applied at Manchester and Sheffield and consisted in requesting parents to sign a stamped agreement guaranteeing for their child a full year's attendance and in the event of withdrawal before the end of the school year, a payment of £5. The loss of grant to the school board occasioned by so

¹ Stockton school board. Minutes of Higher Grade School Committee. 10 May 1897. Mr Prest's Report.

² Report of H.M.I. cited above.

³ S.S.B. Minutes of Higher Grade School Committee 12 April 1897.

many students missing a full course and in particular missing the examinations was regarded as a very serious matter - the board even took steps to present for examination students who had actually left school by asking for the employers to release them from work on the day concerned.¹ This problem of early leaving seems to have been a fairly general one as far as most Organised Science Schools were concerned because a short time later the central Science and Art Department instituted a general enquiry to ascertain the numbers attending in each of the 3 years of the course at the various establishments.² The concern felt by the Science and Art Department was mainly in regard to the suspected lack of 3rd year students while the concern at Stockton was more acute since even the numbers in the first and second years were more or less unsatisfactory. Mr J. J. Prest, headmaster of the school put the point forcefully enough in a report presented to the Stockton school board's higher grade school committee some two months after Mr Buckmaster's visit.³ After citing the attendance figures for both the Organised Science and Elementary sections of the higher grade school his report went on:- "An exodus of this kind renders the function of a higher grade school inoperative and calls for serious consideration. In an age where intelligence and mental training are so obviously necessary even for commercial prosperity the loss which must accrue to the community where so large a section of the population are

¹ Ibid. 8 March 1897 and 10 May 1897. Boys tended to predominate as regards early leaving - the fact that many 'yards' required the boys for apprenticeships to be under the age of 15 and the need to take up any vacancies straight away accounted for much of the early leaving. It was necessary for those chosen to commence work immediately otherwise the opportunity was lost altogether.

² Circular 354 of the Science and Art Department. 1 December 1897 S.S.B. Minutes of Science School committee. 1 February 1898.

³ S.S.B. Minutes of Higher Grade School committee - Report 16 June 1897.

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actually condemning themselves to be non-efficient workers cannot be viewed with unconcern." A special meeting of the board was convened at which several schemes designed to encourage a better attendance were discussed. By this time the Science and Art Department had reacted to the results of their numerical survey¹ showing the distribution of students throughout the organised science schools by publishing details of the conditions which were to be observed if grants were not to be reduced, so that the board had every incentive to try and improve attendance. The measures introduced then and later² involved the transference from the other schools of the board of all pupils who had passed Standard VI. Prizes and leaving certificates were envisaged together with a system of fee remittal, including the possibility of fee abolition, for third year pupils of the Organised Science school. It was thought that the extra grant likely from increased attendance and success at the examinations would more than compensate for the loss to the board of school fees. Finally it was proposed that wherever possible those students who entered the 3rd year of the course would be guaranteed posts at the end of the course as pupil teachers under the Board. This last reassurance had often been sought by parents and since so many of the pupils eventually became P.T's³ it is probable that this measure was the most effective. The results of all these expedients must have been disappointing to the board which was

¹ Circular 377 Science and Art Department 15 January 1898 also Report to the Higher Grade School committee 5 April 1898.

² S.S.B. Minutes of Higher Grade School committee 13 September 1897. Ibid 2 May 1898. Ibid 28 June 1898 (Minutes of Board Committee.)

³ Ibid 14 June 1901. Of 200 past students of the school 32 became pupil teachers this being the second largest classification.

striving to establish secondary/technical education in the town on a firm basis. The improvement in attendance which took place was slow indeed especially as regards numbers in the advanced courses of the Organised Science School - while the numbers in the Elementary section of the school were similarly unsatisfactory. The following table¹ gives the numbers in the 1st, 2nd and 3rd year courses from 1897 to 1901.

	97/98	98/99	99/00	00/01
1st year course	48	71	58	65
2nd " "	32	22	29	22
3rd " "	0	11	6	6

In the last two or three years of the Board's existence increasing numbers of students were transferred from the Elementary to the Senior (i.e. Organised Science) Section of the higher grade school² but the numbers were still unsatisfactory as is shown by the reduction of grant for the year 1902-3 to which was sustained because the numbers of pupils taking the 3rd year (advanced) course in the Organised Science School was less than 25% of the total of pupils taking the elementary course.³

In other respects, apart from the usual difficulties⁴ which accompany

¹ Board of Education Report on School of Science no 9144 for year 1900-1901, in School Board. Minuted July 1901.

	1902	1903
² Nos. in register of O.SS	196	243
S.S.B. El. School	611	531

Higher Grade School Committee and Organised Science School Committee 15 Sept. 1903. Also 11th Triennial Report 1901-1904 p 10.

³ Circular 530 (W. Abney) Board of Education August 1902. Minutes Science School Committee 23 Sept. 1902. The grant lost as a result of the provisions of the circular amounted to £72 for the year 1902-3. Minutes Science School Committee 22 March 1904. In 1901 the grant for advanced instruction in chemistry and Physics for the year amounted to only £10 the elementary grant for same subjects being £105. Minutes Science School Committee 21 January 1902.

⁴ e.g. The report of Mr Prest presented to the Higher Grade School Committee on 14 September 1896 mentions shortage of staff in particular the need for a qualified Art instructor. "Just now the work of the Science School is very considerably disorganised and the regulations of the Science and Art Dept. are daily, out of necessity, ignored."

any new venture, the general development of the Higher Grade Schools seems to have been along sound lines as is shown by the many favourable reports of the various inspectors.¹ The selection of students, especially in respect of the elementary section of the school, is referred to in several of the inspectors reports and it seems that this was a problem, associated with early leaving, which proved troublesome for a number of years.² Up to 1901 the ten free scholarships into the Organised Science School, although theoretically open to all elementary pupils, had in practice always been secured by pupils from the Elementary section of the Higher Grade School, which was openly regarded as a preparatory stage giving a better education than was generally obtainable in the senior standards of other schools.³ Later, these scholarships were attempted by pupils from a wider range of schools and pupils who passed a "good standard VI examination" were admitted free provided their parents signed an agreement for them to stay at least one whole year. Whereas in 1870 the first problem had been to get the children into school⁴ in 1897 and the years immediately following the task was not only that of attracting large numbers of children

¹ There were many inspectors - see later Chapter 6 regarding their multiplicity and effect on the work of the school of the interruptions so caused. Good reports are given in the minutes as for example at the Higher Grade School Committee Minutes 13 September '98, School board. minutes 1899-1900, January 1900. 14 July 1900, 31 July 1901 etc.

² The problem was so frequently aired at the various committee meetings that references are superfluous.

³ c.f. 1st Morant memorandum 1897. The second type of school described E. Eaglesham. "From school board to local authority" Routledge and Kegan Paul, London 1956, p. 189 also J. C. Buckmaster, observation at Stockton on the importance to future students of the Organised Science School of a sound grounding in the Elementary school in Drawing, Geography and Mathematics. S.S.B. Minutes Higher Grade School committee. 12 April. 1897.

⁴ Forster's remarks in House of Commons. "First ... get the children to attend at all, next to attend regularly, next give the best education possible. "The Evening Gazette. 2 August 1871.

to attend on a voluntary basis but also of endeavouring as far as possible to recruit the intellectually able. For the majority of parents the aim was to get their children into some kind of paid employment as soon as the law allowed and once the required passes had been obtained the children were withdrawn.¹ However, as the years progressed there was a very gradual realisation on the part of more and more parents that a secondary/technical education had its advantages even for children who were from the working class. The incipient demand for such an education by the middle classes built up and began to slowly permeate downwards to the lower classes - the slowness of the process is shown by the extremely gradual increase in numbers enrolled and the quickening of competition for free places.²

The Higher Grade School as a Centre for Evening Classes - The Stockton-on-Tees Technical Institute.

The earlier evening schools in Stockton were almost wholly confined to teaching of the 3 R's - thus the classes held in the Mechanics' Institute

¹ c.f. Mr P. Cumin's evidence "The chief obstacle to better school attendance is the making of money out of the children." Royal Commission on Elementary Education Acts. First Report. Minutes of Evidence Qs 1611 to 1614.

² Stockton school board. Higher Grade school committee 17 July 1900 76 entered the examination for free scholarships. 72 sat the preliminary, 29 sat the final and the 10 highest gained the free scholarships. This examination was the forerunner of the current 11+ one may contrast the almost hysterical interest now displayed with the comparative apathy and paucity of free places of former years.

were mostly of this nature as were those held in the evenings at the board schools in the town.¹ The first grants payable from the Science and Art Department to the School board were in respect of drawing classes held in 1883 and 1885 which subject was taught after hours by the one person employed by the board who was qualified to teach it according to the Science and Art Departments' Regulations.²

The effects of national legislation regarding the enforcement of attendance and in respect of free education, together with a more rigid local attitude to the former, was to produce a decreasing demand for evening education which consisted merely of the 3 R's or elementary subjects.³ As a result, more evening Science and Art classes were organised in theoretical subjects and drawing only, at various school-rooms in the town - notably in the Blue Coat School on Norton Road where classes operated in such subjects as practical plane and solid geometry, art etc.⁴

Reference has already been made to the position shown by the 1891-92

¹ No work seems to have been undertaken in evening schools of the board such as would have led to grants from the Science and Art Department. See footnotes at page 82 this work regarding early S & A classes.

² Mr Bage, who operated the classes as a private venture in Bowesfield Lane school after hours. North Eastern Daily Gazette 11 December 1883. The drawing grant was £4 or £5 only.

³ c.f. The evening school grants in 1891 were:- (at 6/-d. per head fixed grant.) Bailey Street £17: 14: 0d. Bowesfield Lane £59 12 Od. By 1897 the board said "Evening schools have been conducted under the Board during the past 3 years, but there does not appear to be a demand for the instruction given in such schools." S.S.B. 9th Triennial Report 1897.

⁴ Advertisement for Science and Art classes. North Eastern Daily Gazette 15 September 1886, also report Ibid. 15 November 1897.

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survey¹ of technical education in Stockton and to the paucity of provision, especially in respect of practical subjects. With the erection of the Higher Grade School there became available, for the first time in the history of the town, a reasonably well equipped building in a central position in which to provide more ambitiously for technical instruction. The school was opened for Day Scholars in January 1896² and a system of evening classes under the Directorship of Mr J. J. Prest commenced in September of the same year.³ As mentioned earlier these evening classes were administered by the Joint Technical Education Committee of the Stockton Corporation and the school board which functioned under the Durham County Council's Directory as Local Committee for Technical Instruction number 282.⁴ The County Council made grants of 75% of the cost of apparatus (and an annual grant) the sums of money being quite large, for example £1,391 had been voted to Stockton by August 1896.⁵ The Joint Technical Committee also received the proceeds of the Technical Education Rate levied by Stockton Corporation to the extent of a $\frac{1}{2}$ d. rate for 1896-97 and a 1d. rate thereafter.⁶

The relatively major extension of provision for evening classes which occurred with the opening of the Technical Institute is reflected in

¹ Minutes D.C.C. Report of Education Committee including that of the Organizing Secretary 13 July 1892.

² S.S.B. 9th Triennial Report 1897.

³ S.S.B. Minutes Joint Technical Instruction Committee 19 March 1896 Ibid 18 June 1896.

⁴ Ibid 20 July 1898.

⁵ S.S.B. Joint Technical Instruction Committee. 18 June 1896 Ibid 7 August 1896. See also the financial statements (1897) incorporated in appendix G.

⁶ Ibid. 1 March 1897.

the increased number of subjects from the Science and Art Department's Directory which were taught¹ - 26 such new subjects were introduced to the town in the first year 1896 - 97 and a further 12 added the year after. As an incentive to teachers they were promised 10% of the Science and Art Department's Grants earned² if they were on the "higher" scale while for students the "fees and fares" scholarships³ of the Durham County Council Technical Education Committee helped a little. Perhaps a more generous remittal of fees could have been possible and appropriate for there is some evidence that the numbers attending the Institute at the start of the session fell away as the initial enthusiasm was lost; nor was there any significant increase in enrolments during the next few years. The distribution of students in the first year of the institute's existence 1896-97 was as follows:-

4 students entered for				5 subjects each.		
13	"	"	"	4	"	"
79	"	"	"	3	"	"
279	"	"	"	2	"	"
312	"	"	"	1	"	"

Thus almost half of the students took only one subject and very little advanced instruction took place. Arrangements were made for 32 examinations at the end of the year, 25 by the Science and Art Department, 2 by the Phonetic Institute, 4 by the City and Guilds of London Institute and 1 by the Society of Arts.⁴

¹ Ibid. 18 June 1896

² S.S.B. Minutes T.E.C. 26 July 1897

³ D.C.C. Minutes T.E.C. 27 April 1892

⁴ S.S.B. Minutes T.E.C. 10 May 1897.
Mr Prest's Report.

The Director of the Institute, J. J. Prest B.Sc was clearly fully alive to the great potentialities of the system of evening classes in technical instruction as is shown by the several memoranda on the subject written by him in the ensuing few years.¹ He was an extremely able and thorough person whose opinions, like those of Bernhard Samuelson and Sir Philip Magnus were far in advance of their time. He not only understood the educational appeal of technical instruction but also its economic importance, not only to Stockton but to the nation as a whole. The following extracts from some of his writings show an almost prophetic understanding of the subject and the ideas involved are identical in many cases with ideas currently being expressed by leading authorities.²

"England's primary position as a manufacturing nation has been in large measure due to the abundance of coal iron and raw materials and to the manual skill and dexterity of the individual workman. Cheaper and more speedy means of transit are however placing all countries more nearly on a level as regards natural resources whereas improved tools and labour saving machinery are rapidly rendering the manual skill and dexterity of the the individual workman of minor significance, and nearly all the advantages upon which we have prided ourselves in the past are possessed in a greater or lesser degree by other nations. The conditions of commercial competition are changed; the change amounts to a revolution, and in the

¹ For example his reports of 16 June 1897 and 20 May 1897. Printed with the Technical Education Committee's Minutes.

² c.f. Cmd. 9703 "Technical Education " - the 1956 White Paper which had such a great effect.

revolution the very fundamentals of our commercial prosperity are threatened. The experience of the last 5 years has proved that the abundance of raw material, combined with manual dexterity, count for little as compared with scientific knowledge and its ready application to the needs of the manufactures. A large steel firm in Middlesbrough found 2 or 3 years ago that foreign steel was delivered on the Tees at 6d. per ton above Middlesbrough cost price. Such a signal of danger compelled the firm to go abroad and study scientific methods. A better system has in consequence been adapted and the trade for the time being happily preserved. In the industrial revolution to which I have briefly referred England does not lead the van (sic). Why is it that Germany monopolises the colour printing trade, the aniline dye trade, the recent development in electrical engineering? Why is it that Middlesbrough and maybe even Stockton must before long go there to learn their own trade? Because Germany has never ceased to believe in the value of a higher scientific education. She has attached the greatest importance to the connection between such higher scientific training and the development of the manufacturing industry, and it is precisely in this application of science to industry that our temporary eclipse has been accomplished. As the outcome of the faith to which I have referred Germany has at the great centres of industry built and equipped technical institutes which far surpass anything of the kind in this country"¹ After drawing

¹

S.S.B. Minutes T.E.C. Director's Report 20 May 1897.

attention to the 'great source of weakness and loss' in the system whereby students in Stockton entered the Evening Classes after an absence from school of '3 to 6 years' and found that 'their elementary education had so far evaporated that progress became impossible' and comparing this with the superior systems for ensuring continuity of education¹ adopted on the continent J. T. Prest proposed that in order that instruction should be given which had a direct connection with the industries of the town a meeting should be held between the members of the Joint Technical Education Committee and the managers and foreman of the major industries of the district together with representatives of the Trades Unions or Councils to ascertain as far as possible the needs of the various industries. "The initial steps may be discouraging or difficult but since it appears that commercial success depends upon our ability to adapt to altered conditions every endeavour should be made to arouse interest and zeal." He also suggested that preliminary technical classes should be established to prepare students for entrance to the technical classes already in existence "for scarcely more than 30% of the present students are in a condition to benefit from an advanced course of instruction." Further he proposed that the next session of evening classes should be introduced by some educational figure of national fame.

The response to the exhortations was really rather timid - his stirring account of the relation of technical education to local and national

¹ This very same question is currently receiving attention in regard to the organisation of the work of the evening institutes and technical colleges and was an important point in the 1961 White Paper "Better Opportunities in Technical Education."

industrial progress together with many of his suggestions for the furtherance of the technical instruction classes seem to have been largely ignored. Unofficial discussions with local industrial heads there may have been, but no real attempt to meet and consult with representatives of all concerned seems to have been made in these years - thus the subjects taught continued to be those in the Directory and the desired synthesis of the ideas of educationists and industrialists at the local level never occurred. The sole immediate result was the agreement to introduce 12 new classes for the next session.¹

In the next few years there was no dramatic increase in attendance at the technical classes nor at the supporting classes held in various schools of the town, in fact the numbers of actual students attending the central school tended to drop slightly² so that it was possible for the editorial of one of the local papers to comment that "this class of instruction is not in any great demand."³ J. J. Prest's report⁴ on the work of the Technical Institute at the annual distribution of certificates in January 1899 gave the number of subjects in the curriculum as 27 with 1021 entries for these subjects. 57 separate classes were conducted the entries being fewer by 120 than in the previous session. The number of individual students in attendance was 567 (compared with 687 in 1896-97) and only 14.4% of the certificates gained were for advanced work. The report

¹ S.S.B. Minutes T.E.C. 26 July 1897.

² North Eastern Daily Gazette 17 January 1899 "Distribution of Certificates at Stockton Technical Institute."

³ Stockton and Thornaby Herald 21 January 1899

⁴ Same reference as footnote number 2.

continued with a plea for the introduction of day release for apprentices and draw attention to the fact of the school board having recently granted pupils teachers half their time for studies. The case was put for educating the cream of the intellect of the district to the highest possible level and it was pointed out that under the conditions then existing, whereby apprentices did all their studying in the evening after very long days at the works, more than five-sixths of the students ceased to attend as soon as they had completed the elementary stages of their training. Once again the provision in England was composed unfavourably with that in Germany - "It is only fair that employers should grant the necessary conditions for training apprentices in such a manner that would befit them and place them upon an equal footing to any in the world." Finally Mr Prest urged on employers the long-term benefit that would accrue to themselves, urging investment in technical education as a commercial venture which was sure to bring success. His remarks, however, as on earlier occasions, had little material effect - indeed a speaker who followed at the same function was loudly cheered when he defended the existing provisions and even discounted some of Prest's criticisms.

Doubtless the local apathy was in part a reflection of the national indifference, or rather the preoccupation with the other pressing problems such as the prosecuting of the war against the Boers in South Africa. Moreover, locally, the considerable variations in economic prosperity of the town which had occurred in the past 25 years engendered in both employees and apprentices alike a cautious conservative attitude to almost any

innovation. Only some two years was to elapse before Stockton was yet again plunged into another serious economic depression¹ which held back social progress of all kinds. Despite all that had been spoken and written in support of technical education as a necessary prop to the economy, the local heads of industry remained firmly of the opinion that technical education for their workers (at any rate that which was given in the Technical Institute) was an individual affair, a luxury almost, unrelated to economic production or commercial success, to be sought in their own time by those apprentices to whom it had an appeal. At that time not even narrowly vocational courses would have been given day release support by the employers.² Thus the Stockton Technical Institute, appreciated by the enlightened few rather than the many, stumbled rather than strode into the new century.

The Diversion of the Blue Coat School Charity and the Emergence of Stockton Church of England Grammar School.

Any chronicle of the history of education in Stockton between the years 1890 and 1904 would be seriously incomplete if reference to the above were omitted, especially since this was the one case in the history of the School board's existence when relations with a group of voluntary trustees became strained to the breaking point and as a result almost 800 children were temporarily short of school accommodation and allowed to roam the streets.

¹ During the great depression in trade in Stockton in the Winter of 1902-3 large numbers of workmen were thrown out of work, and as a result of public subscription £493 was collected enabling 115,430 free meals to be served to poor children in both Board and Voluntary schools. S.S.B. 11th Triennial Report 1904 p 8

² Nor was there any place available in Stockton where such classes might have been held.

The establishment of the Blue Coat school and charity has already been mentioned and it suffices here to draw attention to the following particular points which refer to the position of the school immediately prior to its closure in March 1894:-

1. The charity had originally been set up to cater specifically for the education of poor children in the "3 R's" and the religious principles of the Church of England¹
2. The original endowment had been very considerably increased by bequests and donations not only from people having connection with the Church of England but also by benefactors having no such clear connection.²
3. The original site of the school³ was the same as that which it occupied in 1894 but the Gothic styled building then in existence was not the original, having been built in 1863. The school was described as having been consolidated with a National school.⁴

¹ "For the support and education in reading writing and arithmetic and in the principles of religion according to the established doctrine of the Church of England" Thomas Richmond "Local Records etc. of Stockton" 1868, p 58.

² E.g. legacies by the Reverend Geo. Walker, 3rd vicar of Stockton and his family. Also £1,000 left by George Brown Esq., a native of Stockton Op. cit. pp 57 and 122. Also legacy by George Sutton, senior alderman pp 127-8 Op.cit.

³ The first school on this site was built in 1786. John Brewster M.A. "The Parochial History and Antiquities of Stockton upon Tees etc." 1829 p 250 et. seq.

⁴ Op. cit p 251-2.

4. At the last examination of the school by H.M.I's the grants earned were on the higher scales indicating a good general standard of schooling.¹ Over 700 children attended and the books showed a credit balance i.e. the school was thriving and just about paying its way.

The story of its closure really begins in April 1892 with a visit to Stockton by Mr Lefroy, Assistant Charity Commissioner. He first saw the trustees of the school and later the same morning met the school board on which the vicar served as an ordinary elected member. According to the school board's records² Mr Lefroy then stated that the attention of the Charity Commissioners had been called to the fact that the trustees were unable to carry on the schools in consequence of an annually increasing debt but that when he had met them earlier that morning the trustees had been contemplating certain reductions in expenditure which they hoped would enable them to continue the schools as heretofore; but in the event of the trustees failing to carry on the schools in accordance with the trust the Charity Commissioners would prepare a scheme by which the endowment would be utilised, probably in the establishment of a school where education higher than that usually given in a public elementary school would be provided, offering at the same time special advantages to poor children, and Exhibitions open to all the elementary schools of the Town,

¹ S.S.B. 8th Triennial Report 1894 p 8.

² Ibid. p 6 Also the report of the proceedings prior to the closure of the schools contained in "Information respecting the Stockton Blue Coat School Charity" published by S.S.B. 1894.

the school to be safeguarded with the usual conscience clauses. When the school board was asked if it had any suggestions to make in the matter the Chairman stated that it was very undesirable that the schools should be closed as they had been conducted in a highly efficient manner and the Board trusted that the difficulties with which the trustees were confronted would be speedily overcome, but should it become necessary to prepare a scheme like the one referred to, the board would be willing to co-operate with the trustees and the Charity Commissioners in its formulation.

The above report of the meeting is in conflict with that put forth by the Rev. Henry Martin¹ who claimed that "Mr Lefroy informed the board that the Charity Commissioners required the funds to be applied to a higher education than elementary." He also claimed that in reply to the question as to whether the board would make any strong protest against closing of the schools it was stated "The board would not raise any protest against the schools being given up." Further the Rev. H. Martin alleged that Mr Lefroy informed the board that the trustees wished to carry on the schools as before, but that the Charity Commissioner's would not allow it.

Quite clearly one or other of these reports of the discussions of 12 April 1892 contains untruths or, at least, half-truths.

In the ensuing few months the trustees appear to have become persuaded that the attempts to continue the school in its existing form should be given up. Either due to the pressure of the financial burden or because of the attractiveness of the scheme which had been mooted by the Charity Commission, or perhaps because of both these reasons, the trustees determined about this time to give up the school, Accordingly in June 1893

the vicar verbally informed his colleagues on the school board of the trustees' intentions - which were confirmed a few weeks later in an official letter dated 26th July 1893 in which the trustees informed the school board that the Charity Commissioners had drawn up a Scheme under which the funds of the foundation would in future be devoted to "Secondary Education," consequently the trustees will be compelled to discontinue the present Elementary schools immediately on this scheme coming into operation."¹ In a second letter dated 23rd January 1894 the trustees informed the school board that they intended to close the schools immediately after the Government Examination in March 1894 and this was subsequently done.

The first scheme for the diversion of the charity was published by the Charity Commissioners in March 1894.² Although it appears to have been very satisfactory from the point of view of the Church authorities who raised no objections, the school board found much cause for displeasure, as also did the Ratepayers Association.³ The school board objected to the 'Churchy' nature of the scheme (- there were 3 vicars included as trustees) and also to the proposed fees (£4 to £40) which were allegedly at variance with the terms of the original endowment which implied 'poor'

¹ S.S.B. 8th Triennial Report 1894 p 7 Also North Eastern Daily Gazette 10 July 1894. "Extra-ordinary letter from a Vicar."

² S.S.B. 8th Triennial Report 1894 p 9.

³ North Eastern Daily Gazette 8 May 1894. The ratepayers wrote in protest to the Charity Commissioners.

children. One member of the school board asked "Who are these Charity Commissioners, a set of ecclesiastics?"¹

During the months which followed publication of this first scheme considerable correspondence passed back and forth between the school board and trustees with the apparent aim of reaching agreement as to how to keep the schools going and avoid closing down the premises. No satisfactory agreement as regards the board buying the schools appeared possible because under S23 of the 1870 Elementary Education Act the board were precluded from payment of 'any consideration other than a strictly nominal one, (say 5/-d.)'² whereas the trustees claimed that the Charity Commissioners had stated that "the school buildings were part of the Charity and must be regarded as such, i.e. they were an endowment and therefore in selling must be treated as an endowment and a fair price obtained, probably allowing some preference to the school board as buyers should a fair price be offered."³ In any case the price asked by the trustees (£5500) was regarded as ridiculously high by the board and a motion (by the vicar) to buy was defeated - the board resolving to continue negotiations with a different party for a site for an entirely new school at Portrack.⁴ As regards another possible alternative, i.e. of hiring or

¹ North Eastern Daily Gazette 6 April 1894. Reported of meeting of school board at which objections against the scheme of the Charity Commissioners were voiced.

² S.S.B. 8th Triennial Report 1894 p 8.

³ North Eastern Daily Gazette 20 November 1894. Letter from Reverend H. Martin.

⁴ "S.S.B." North Eastern Daily Gazette 12 July 1894.
- remarks by Mr Bone and Mr Sudron.

renting the schools, both sides seem to have been rather churlish in the subsequent negotiations, which consequently came to nought. Thus, at one stage the board wanted to rent the schools for a full year and would not accept the smaller part of a year's tenancy originally offered at the purely nominal rent of £5 per annum.¹ As against this the trustees were adamant in their decision not to re-open the school themselves, claiming that because of uncertainty their teachers had already left the district.²

Due to the considerable opposition to the first scheme the Charity Commissioners withdrew the same and a public enquiry was held in Stockton at the Blue Coat Schools on 21st December and 22nd 1894 as regards a new scheme.³ The board's representatives took exception to the proposals as the grounds that the funds of the Charity were to be applied for the benefit of a class of persons not originally contemplated by the Founders of the Trust and they suggested several important amendments which if adopted would have tended to weaken the influence of the Church of England in regard to the proposed new foundation. In June 1895 the Charity Commissioners wrote to the trustees of the Stockton Blue Coat School stating that since there was 'no evidence of agreement in the town such as to justify the expectation that any scheme put forward at the moment would

¹ North Eastern Daily Gazette 8 May 1894. Also S.S.B. 8th Triennial Report 1894 p 8.

² North Eastern Daily Gazette 8 May 1894.

³ S.S.B. 9th Triennial Report 1897 p 4.

command general acceptance, the Commissioner's had decided to await the report of the Royal Commission on Secondary Education which would probably contain suggestions as to the future position of school boards in respect of education of a secondary character calculated to lead to legislation.¹ At a subsequent conference with the board (25 November 1896) Mr Lefroy² intimated that the Charity Commissioners were preparing a new scheme and this was published in April 1897 - it provided for the establishing of a school for Day scholars 'and, if the Governors think fit, for boarders also, the school to be conducted either as an Organised Science School, or otherwise, so as to be qualified to receive a grant from the Department of Science and Art and in accordance with any regulations imposed by the Durham County Council etc.' A further scheme³ was published on 17th November 1897, 'passed' by the board and received the sanction of Parliament on 7 February 1899. The outcome of the scheme was the establishment of a Secondary school known as Stockton Grammar School which was opened on the 22nd January 1900, the premises of the Blue Coat School being used for the purpose. The new constitution of the Governing Body gave 3 ex-officio places to local vicars, and 6 co-optative places to members of the Church of England. The Stockton school board was given only one representative as was the Town Council of Stockton. Thus the influence of the Church of England had clearly been retained.

¹ North Eastern Daily Gazette. 8 June, 1895.

² S.S.B. 9th Triennial Report 1897, p. 5.

³ Ibid. 10th Triennial Report 1900. p. 10. et.seq.

While one may sympathise with both parties originally involved in this dispute and be able to understand their respective motivation, it is nevertheless extremely difficult to overlook the stupidity of a situation which put 800 children out of school for the best part of a whole term while the building in which they had grown accustomed to being educated remained unoccupied. The insistence by the school board that the premises be taken over by them for 'a full school year' or not at all would hardly seem the action of a responsible body, and yet the action of the trustees in closing the schools in March 1894 so much in advance of the expected operation of the Charity Commissioners' new scheme was an equally hasty and unfortunate procedure. There was too here a moral failure - when even a voluntary duty has been once undertaken and a school established surely the same sort of school should be continued with ? - the obligation to continue the service, to continue to sate the appetite once whetted, cannot lightly be thrust aside. The protracted wrangling over details and the total time occupied by the negotiations is an indication of the deep seated nature of the rift between the parties involved. The controversy was essentially a religious one, with a largely non-conformist school board opposing the imposition of a church scheme on what they considered to be a non-church trust. Affairs might well have followed a more pleasant path had the Charity Commissioners' first scheme been more moderate and the prospect of a Church of England Secondary School not been dangled before the eyes of the Trustees. And what of the former scholars of the Blue Coat Schools ? - the only immediate result of the mutual stubbornness was to harm them

by depriving them of the education they so sorely needed until, by dint of serious overcrowding, they could be accommodated elsewhere in the town's schools. The victory was certainly not theirs. The whole affair shows neither side in a particularly good light and illumines the fact that towards the end of the Board's existence there was lacking that more generous spirit which had earlier prevailed, when there was a determination to live and let live and, in the interests of the children, to make the best of whatever was available.

CHAPTER THREE

The Turn of the Century - Some Local and National Aspects of the Change from School Board to Local Authority and the System established by the 1902 Act.

By 1896, the year of the opening of Stockton school board's Higher Grade school, both the central and local administration of education had become complicated unwieldy and chaotic. At the hub of the system there were three bodies concerned namely, the Education Department which administered the Codes and Grants, the Department of Science and Art which aided technical instruction of all kinds and the Charity Commission which was concerned with endowed schools. Such a multiplicity of control might have been more efficient and acceptable if there had been more co-ordination of effort and less overlapping of function but the fact is that there was little co-operation between Whitehall and South Kensington whilst the Charity Commissioners seemed sometimes to be working entirely on their own. Locally too the 'system' was unnecessarily complex with such bodies as school boards, school attendance committees, boards of management, technical education committees and so on jealously working out their own salvation instead of tackling the problems of education together. To add to the doubt and confusion there had arisen a situation in the matter of the administration of organised science schools whereby for some purposes the legal requirements of the 1870 Elementary Education Act were being ignored. Also there were fears that the somewhat indiscriminate expansion of technical instruction made possible by the distribution

of Science and Art Department grants and the Whiskey money had gone far enough and should be halted lest more and more of the older established endowed schools should become 'technicalised'.¹ In this Chapter the opportunity will be taken to review each of the above aspects as they affected the local situation and to examine the attempts at a remedy which culminated in the 1899 and 1902 Acts.

The Need for Simpler and more Co-ordinated Organisation.

In Stockton the Higher Grade School was typical of many in that it was envisaged from the outset that the Senior part of the school should work for grants from the Science and Art Department whilst the lower or Elementary section would earn grants under the Codes from the Education Department.² A study of the arrangements under which the school was financed is perhaps the most convincing way of demonstrating how very complex national and local administration had become.

Mention has earlier been made that Stockton, being an Urban Sanitary Authority for the purposes of the 1889 and 1891 Technical Instruction Acts was therefore enabled to rate itself to the extent of one penny in the pound in furthering technical instruction and this the Corporation of Stockton subsequently did.³ However, not being a County

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1. This word was used by Morant in respect of the operation of Clause VII in a memo to Mr Bruce dated 5 April 1903 "Preserving good schools ... from the ravages of a powerful Local Authority seeking to technicalise every school in the place."
 2. N.E. Daily Gazette - Letter to the critics of the Higher Grade school project from the Rev. H. Martin 15 November 1893. Also S.S.B. Minutes of Higher Grade School Committee 9 December 1895 and Special Board meeting 26 November 1895
 3. c.f. Royal Commission on Secondary Education 1895 Vol.1 p.32 for this provision and its use. Also the Appendix to the same volume.

Council or County Borough Council, the money available for technical instruction under the Customs and Excise Act of 1890 was not received direct being distributed from the Exchequer via the Durham County Council which could decide the nature and amount of any financial aid given. Since no authority will in general dispense financial aid without requiring a voice in the spending thereof these simple facts of local government finance had a complicating effect on what was already a more or less complex arrangement. Prior to the passing of the Technical Instruction Acts the only statutory authority in Stockton aiding education of any kind had been the ad-hoc school board and mention has already been made of the severely limited amount of technical instruction which went on in the town. With the adoption of the 1891 Technical Instruction Act by School Board and Corporation¹ a Joint Committee was soon established which consisted of representatives of each group and meant, incidentally, that after more than twenty years of fulfilling the role of 'dumb paymaster' to the school board, the Corporation was at last to be given a say in the manner of the application of some of its money towards technical instruction².

The same Joint Committee functioned under the Durham County Council Directory for Technical Instruction as the so-called "Local Committee for Evening Classes and Technical Instruction number 282." Thus the

1. On 5 May 1891 S.S.B. 7th Triennial Report p.6.

2. S.S.B. Minutes of Technical Education Committee 7 February 1896 referring to minutes of Town Council 4 February 1896.

sources of money available to build and equip the Stockton school board's Higher Grade School were:-

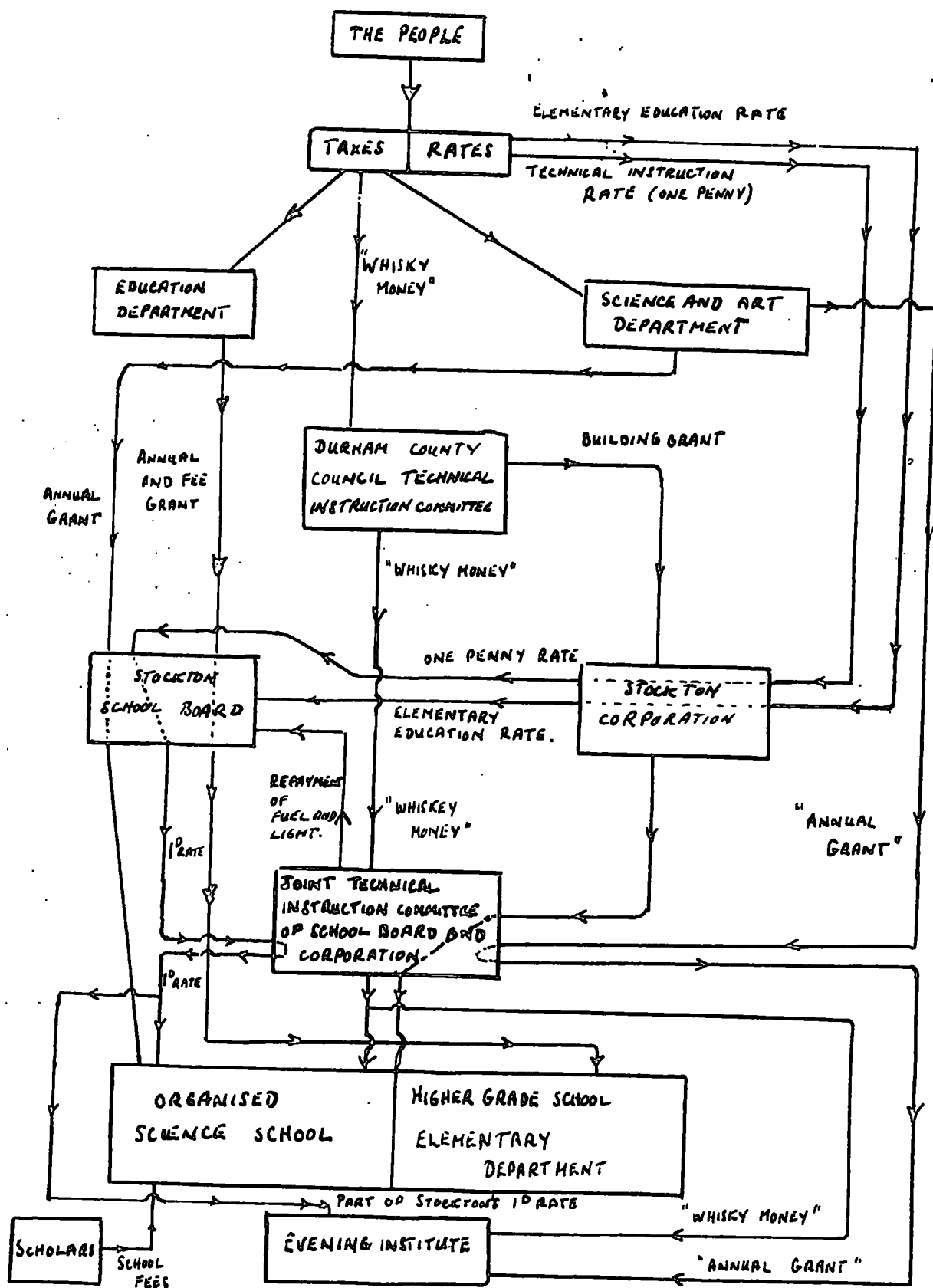
1. Via loan secured by the school board against the security of the school board rate (about £22,000)¹
2. Via Building Grants from the Whiskey Money via Durham County Council and the Technical Education Joint Committee (£2,000 - building and initially £1,300 for apparatus)²
3. Similarly from the Stockton Corporation via the Technical Education Joint Committee. (1d rate)³

Running costs were shared locally between the School board, Durham County Council via its Technical Education Committee dispensing the Whiskey money, and Stockton Corporation applying the proceeds of a penny rate via the Joint Technical Instruction Committee. Of course in addition to these were the grants obtainable from the (central) Education Department and Science and Art Department, together with the fees of 1/-d per week from students in the Senior, or Organised Science section of the school.⁴

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1. Ibid 9th Triennial Report. Statement of Loans and Mortgaging dates. See Items 14, 16, 19, 22-24.
 2. Ibid. Minutes of T.E.C. 20 May 1897. Also D.C.C. Minutes 4 November 1891 paragraph 6. Ibid. 1895 Financial statement.
 3. This was a condition laid down by D.C.C. in order that a share in the 'Whiskey money' could be paid.
 4. Thus the statutory limit of ninepence was exceeded but since no fees were payable in the lower half of the school the average fee was less than 9d. S.S.B. Minutes Higher grade school committee 9 Dec. 1895. The managers were allowed to charge fees in excess of 9d to cover the cost of stationery books etc. and the 1/-d fee at Stockton included everything. e.f. Royal Commission on Elementary Education. Cumin's Evidence 19th July 1887 qs 59401 and 59404. Also Report by Science and Art Inspector on the Organised Science School Stockton (No.9144) for year 1900-1901. Minutes October 1901.

The Junior or Elementary school took scholars of standard V and above and the Senior Department or Organised Science School gave a 2 to 3 years course starting with scholars who had passed standard VI. To be strictly legal, the requirements of the Elementary and Technical Education Acts were that, on the one hand the Education Rate was not to be used for Organised Science School purposes and on the other hand the money available under the Technical Instruction Acts was not to be used for any scholars receiving instruction in the obligatory or standard subjects.¹ As is seen in the next few pages of this chapter the above requirements were found in practice to be virtually impossible to observe fully. The financial arrangements were further complicated by the use of the Building and materials such as chemicals for both Day and Evening Classes and the consequent necessity to apportion costs accordingly thereto. The system is probably best shown in diagrammatic form:-

1. S.S.B. Minutes of T.E.C. 19 December 1895.



Illegal expenditure in Stockton

The type of illegality which occurred in the financing of the Organised Science School is shown for example in the annual accounts for 1898-99.¹ These show that an amount of money £8.12. 0d was paid from the Stockton School board in order to balance income and expenditure. Since this was money which had been raised by the school board under the Elementary Education Act of 1870 by precept on the Corporation then the school board were clearly helping to finance higher education from the rates. The point should also be made that even had no balance been payable the school board would still have been guilty of the same offence by virtue of the interest which it paid in respect of the original building loan.

Perhaps because of the careful nature of its members or possibly because of an enhanced respect for legal considerations consequent on having had a lawyer² for their first Clerk, the number of occasions on which Stockton school board or its members were surcharged at the

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1. S.S.B. Financial statement for year ending 31 July 1899 Minutes for July and August 1899. A similar deficit was apparent in the accounts for other years e.g. £9. 6. 7d for the year ending 31 July 1900 - Report by Science and Art Inspector on the Organised Science School No.9144 for year 1900-1901. Minutes October 1901.
 2. Mr Henry Gray Faber, Solicitor, who was Town Clerk of Stockton was appointed Clerk to the Board 27 December 1870. See reference in S.S.B. 11th Triennial Report 1900-1904 page 14.

Annual Audit were, in the first 25 years of the board's existence, negligible. In fact noteworthy surcharging occurred in respect of only two occurrences, viz. because of the application of the school board rate to pay the Board's subscription to the Northern Association of School Boards¹ and because of payments by the Board of bonus to teachers² who obtained good results. In each of these cases the Local Government Board allowed the appeal and in respect of the second case this may have been connected with the subsequent resignation of the Local District Auditor.³ But these were isolated cases of surcharging - in general the Audit of accounts passed off smoothly enough in these earlier years. However, by 1898 the auditor was looking more closely into the Science school accounts and the school board was clearly becoming anxious about the way in which it financed, (through the Joint Technical Education Committee), the Higher Grade school. Doubtless it was just this sort of awareness of possible illegality which had kept the board and its members so consistently out of trouble. The financial arrangements at Stockton were, as has been seen, fairly

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1. S.S.B. Minutes 11 May 1896. See also Minutes for 18 January 1897. The letters from the Local Government Board sanctioning payment.
 2. North Eastern Daily Gazette 12 February 1894. Ibid. 13 January 1885.
 3. This is mere surmise but the District Auditor's resignation (July 1885) was noted by the Board and there can have been little reason otherwise for this step. S.S.B. 11th Triennial Report 1900-1904 - particulars of board's work, page 22.

complex even when displayed diagrammatically - indeed these arrangements whereby technical apparatus for the Joint Technical Instruction Committee was sometimes paid for in the first instance by cheques drawn on the school board loan account even baffled the Durham County Secretary.¹

"The question of (paying for) apparatus has been before the County Committee on more than one occasion, but there are several points which are absolutely incomprehensible with our present data. The most incomprehensible of all being that we are persistently informed that the apparatus is the property of the Technical Instruction Committee, that the Technical Instruction Committee is a Committee of the Stockton Corporation, and yet in every instance when apparatus is purchased it is paid for with a School board cheque, and on one of the recent occasions with a cheque on the School Board Loan account. The Education Committee positively declines to remit any further sums until a full explanation is forthcoming satisfactory to the County Committee and the financial relations of the local committee and the County Committee are put on a satisfactory basis". However the subsequent explanation of the Board seems to have been satisfactory,² viz that the local committee was a joint affair, using school board cheques which were later reimbursed, for payments by the County Council to the authorities in Stockton continued.

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1. Letter from the County secretary J.A.L. Robson dated 16 July 1898 to M.B. Dodds Town Clerk of Stockton and secretary of the Joint Technical Education Committee. Minutes Technical Education Committee 20 July 1898.
 2. Letter from Durham County Council accounts dept. to J. Samuel M.P. Chairman of the Technical Education Committee dated 10 November 1898 Minutes of S.S.B. December 1898.

In 1898¹ the Stockton school board decided to circularise other boards for advice and information concerning financial aspects of the running of higher grade schools. These boards were asked the following very direct questions respecting the mode of accounting the funds of their Organised Science schools.

	Stockton's position
1. Do you receive grant from the County Council ?	Yes
2. Have you accepted County Council representatives on your Committee of Management ?	Yes
3. Is your Science School Committee independent of the school board or are minutes submitted to the board for confirmation ?	No Yes
4. Do you keep separate accounts for the Science School or do you merely abstract at the end of the year ?	No - merely abstract at end of year
5. Has the County Council or Local Government Board Auditor ever taken exception to your method of keeping accounts ?	No
6. Is there any advantage in keeping the Science school accounts absolutely separate with separate bank accounts ?	Separate Bank accounts not kept.
7. State method of keeping your accounts and say if any question of legality ever raised with reference thereto.	The accounts of the Elementary & Science Schools are kept together and apportioned at end of the year.
8. In case of deficiency for any year how is it made up ?	From rating authority.

The reply of the London School Board ² is especially interesting in view of the subsequent Cockerton debate. To question 7 the reply was 'as far as possible in accordance with Order of the local Government

1. S.S.B. Minutes November 1898.

2. All the replies were printed with the S.S.B. Minutes for November 1898.

Board.' and to question 8 'From the rates.' The secretary added the following remarks:- "So long as the School of Science has children in the standards in the lower part of the school I do not see what difficulty you should experience. No other school board that I know of has had any difficulty with the Auditor where the School of Science is held in the same building under the same head as the Elementary school. We have never had any objection from the auditor."¹

The Todmorden reply to question 7 was that they expected the auditor to question the legality of the expenditure because the deficiency was made up from the rates and the Nottingham reply observed that "if the accounts were kept separately the district auditor would probably raise the question that there is no authority in law for the support of secondary schools by the Rates collected presumably for elementary education." Perhaps though the Tottenham School Board's reply to the Stockton questionnaire is the most interesting of all. "The County Council have no business with us. Auditors have from time to time made disallowances but they always lost in the end and we have got so used to surcharges which are never sustained that we don't take much notice of them."

The replies quoted above show convincingly how far the letter of the law lagged behind the practical realities of the educational situation.²

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1. Thus London school board seemed less apprehensive of surcharging than other boards - see later replies.
 2. c.f. B.Eaglesham. "From school board to Local Authority" Routledge and Kegan Paul, London 1956 p.176 et seq.

Almost all show that the boards concerned were well aware that financing Organised Science Schools out of the rates was illegal and moreover many went to some trouble to camouflage the expenditure thus entailed. The reply of the Tottenham School board in particular shows an alarming disregard for legalities - such a blasé attitude may be easy to understand when the object is to give or continue giving education to needful children, but the illegality remains such, however well intentioned it may be. Such a complete disregard for the law too evokes a somewhat uneasy feeling, for if the law was going to be trampled on, why have educational laws at all? If the same "good excuse" was all that transgressors needed to justify the law-breaking where would such a process end? - what would constitute a good excuse? and who was to say whether a good excuse was good enough? Clearly the law was at fault but therefore the proper course for all concerned should have been to attempt to amend rather than break it¹. It is not the purpose of this work to record fully the business of the Cockerton Judgment - suffice it to say that the London School Board were surcharged by the Government auditor Mr T.B. Cockerton for illegally using the rates to support what was higher education given to adults through their higher grade and evening schools etc. The London School Board took the case to Court and lost. An appeal to the Master of the Rolls the court of appeal upheld Mr Cockerton's view. Needless to say had it been necessary the Stockton school board could have been found equally guilty of a similar offence.

1. Op. cit pp. 180-1

Political/Ecclesiastical Pressure

In the closing years of the century, whilst almost everyone was agreed for the need for an overhaul¹ of the educational machinery there was much controversy over what the precise nature of the changes ought to be, especially in regard of any local redistribution of power. The old divisions between Church/Tory and Non-conformist/Liberal ideals once again bedevilled progress. The Church, with Tory support, sought more financial aid² to ease for themselves the burden of ever increasing costs - a move which was strongly contested by the non-conformists who were apprehensive lest state-aided sectarian education should spread and even possibly become the only form of secondary education to which their brighter sons and daughters might aspire. The need for early legislation to set up one single central authority had been stressed in the Bryce Commission Report of 1895³. In Stockton local support for the provision of an organised system of secondary/technical education was mainly manifested by the various statements made in support of the

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1. "Our educational system is a bundle of anomalies - the Act of last year did not lead to finalities" President R. Waddington of the N.U.T. Annual Conference. N. E. Daily Gazette, 12 April 1898.
 2. c.f. Deputation from representatives of Church of England schools to Sir William Hart Dyke. N.E. Daily Gazette 14 May 1889. Also the memorial presented to the new 1895 Tory Government by the Archbishops of Canterbury and York. S.J. Curtis "History of Education in Great Britain" U.T.P. London 1948. Fourth edition 1957 page 312
 3. Royal Commission on Secondary Education 1895 Vol.1. Part IV pp256 et seq. ... "some central authority is required ... to bring about among the various agencies which provide (secondary) education a harmony and co-operation which are now wanting."

establishment of a Higher Grade School; there were too occasional appeals for state secondary education in the columns of the local liberal press. " - it had been a long standing problem how to develop the work of education beyond that required for the sixth standard. When children had passed that standard they had not obtained an amount of education sufficient to equip them through life and yet many of them were content with it. The difficulty was how they could obtain secondary education. The grammar schools did not provide it and transference from a grammar school was not satisfactory. The school boards had stepped into the breach and provided the Organised Science Schools. Between elementary schools and evening classes there was a great gap, for it was found students who joined evening classes were not possessed of a sufficient elementary knowledge. The Organised Science Schools provided that knowledge¹. A similar lack of confidence in the existing order of things is evident in an editorial in the local press entitled "Our Grammar Schools", criticism being made of the quality of the education given, of the quality of the teachers, and of the type of attitude engendered in the pupils - 'boys leave secondary schools with a much more slender equipment for practical life than boys who have been carefully trained in all the standards of

1. Remarks of Dr Hoffert, Inspector for Science and Art, at the opening of the Higher Grade School of Stockton school board in January 1896. N.E. Daily Gazette 20 January 1896.

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the primary schools ... there hangs over the education given too frequently a sickly debilitating air of leisurely refinement, and a sort of contempt for the commoner subjects, a thorough acquaintance with which contributes so largely to success in practical life ... the education should not be for the few but should be for the ordinary ... one or two bold strong strokes of legislation would cut out these entangling meshes and give us at once competent teachers and a sensible education'.¹ These latter lines were written in 1899, no doubt the author sensing the need for something like the bold and ruthless action later planned by Morant in his 1902 Act. But first should be considered the earlier, in a sense more timid and compromising Bills, introduced in 1896 and 1897 and the local effect of changes in the regulations which gave Durham County Council more power.

'Technicalising' of schools: the abortive 1896 Bill

As mentioned at the beginning of this chapter the somewhat one-sided application of funds by the County Council to the furtherance of technical education, even when this term was liberally² interpreted

1. N.E. Daily Gazette 24 November 1899 - Editorial comment.
2. Subjects could be sanctioned for aid by the County Council by Minute laid before Parliament - by 1898 the list was exhaustive - the following extract from the Minute shows that the County Committee had gained considerable expertise in manipulating the regulations:- "After repeated attempts to obtain the approval of the Science and Art Department to the recognition of English as a subject in Technical Instruction, and having each time received the reply that English is not a subject of Technical Instruction, we have at last succeeded in obtaining the Department's approval to a subject to be called "Commercial Grammar, Literature and Composition". This will enable the Council to assist all the subjects in the curriculum of a Modern Secondary School providing a complete course of Commercial Education". D.C.C. Minute T.E.C. 16 March 1898 para. 2.

tended to "technicalise" some of the older established endowed schools which, because of poverty engendered by insufficient endowment and rising costs,¹ were often glad to alter their nature in return for financial aid from the County Council's Whiskey money and the Science and Art Department. In Stockton the new scheme published by the Charity Commissioners in April 1897² providing for the re-application of the funds of the Blue Coat School Trust stipulated that the school was "to be conducted either as an organized science school or otherwise, so as to be qualified to receive a grant from the Science and Art Department and in accordance with any regulations imposed by the Durham County Council as to conditions of a grant of money ..."³ Other Grammar schools in County Durham were affected - "Finding that the Bishop Auckland Grammar School is in a low condition financially we have made to it a special grant of £50 a year for 2 years on condition that the Governors appoint a well qualified Science Headmaster in lieu of the present Headmaster who has resigned, and to continue the school as an Organized Science School under the Department of Science and Art."⁴

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1. c.f. Royal Commission on Secondary Education. Volume 2. Minutes of evidence for 2nd May 1894. Sir George Young. Q.Q. 831,832 page 94.
 2. S.S.B. 9th Triennial Report 1894-97. p.5.
 3. No local protest against the possibly too scientific nature of such a scheme seems to have been raised; criticism was made on other counts entirely.
 4. Quarterly meeting of D.C.C. 5 May 1897 Minutes T.E.C.

Similarly the County Council Technical Instruction Committee approached the managers of the Hartlepool and Barnard Castle schools and "urged them to apply to the Department to have the whole or a part of each school reorganised as an Organised Science School."¹ The annual reports of the secondary schools aided from County funds showed that these schools were "distinctly improving, especially on the Technical and Modern side where aided by our grants."²

This 'technicalising' of the older foundations especially the grammar schools, was regarded with disfavour by several of the officials of the central Education Department - notably by Robert Morant who later successfully altered this trend after he had safely steered the 1902 Education Act through Parliament.³ However, in 1896, Morant was only a comparatively new junior at the Education Department and the Bill of that year was essentially the work of Sir John Gorst the Tory Vice President of the Education Department and hostile to the school boards.⁴ His Bill sought to aid Voluntary schools where resources were being strained, and at the same time make the newly elected (and generally somewhat 'Churchy') County Councils the supreme local authorities for all education in their County areas. However the Bill

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1. Ibid 13 May 1895. However the Barnard Castle school was financially secure. See Royal Commission on Secondary Education Vol. 2 Minutes of Evidence for 2nd May 1894. Evidence of Sir George Young. Qs 832 to 835. page 95.
 2. Minutes D.C.C. T.E.C. 6 November 1895.
 3. Eg. the 1904 Regulations for Secondary Schools. The model taken for secondary schools as regards curricula was the classical public school.
 4. c.f. Stockton and Thornaby Herald 14 January 1899. "Sir John Gorst thought generally speaking that Town and County Councils were more suitable for administering the Education Acts than school boards."

encountered widespread opposition from the non-conformists and the school boards, the former being against aiding denominational schools from the rates. Stockton's Liberal M.P. J. Samuel, took a leading role in the formation of the 'Northern Counties League' formed at Leeds,¹ to 'defend the schools' and shortly afterwards addressed a public meeting in Stockton (in the Bowesfield Lane schools) on the same topic.² After criticising the incompetence of Balfour and Gorst and their alleged ignorance of local administrative matters in education he pointed out that "in a town like Stockton, board schools would come under the direct supervision of an education committee of the Durham County Council". Then there was the principal of creating every town council where there were 20,000 inhabitants as the local education authority. Stockton being a non-county borough, had to obtain all its money for technical education from the Durham County Council and they had experience of the difficulty of getting justice". He contended that if Stockton were a County Borough the town ought to receive £500 direct from the exchequer and went on to say that "he totally disagreed with the supervision of

1. North Eastern Daily Gazette 17 November 1896

2. Ibid 15 December 1896. Note also the criticism expressed at a later meeting of the League at Darlington by W. Claridge. "The Education Department was not doing the work for which it was established, but the school boards were being harassed and insulted in all directions for the good work they were doing ... when the higher grade schools were founded they had the blessing of Lord Cross and Mr Forster but now they were told there was no statutory authority for these institutions'. North Eastern Daily Gazette 21 April 1899.

the Town Council over the School Board, each should stand in its own tub (sic) and each should be directly responsible to the ratepayers'. With regard to increasing the aid given to Voluntary Schools he claimed that the expenditure on such schools was in excess of £4 millions of which the Voluntary schools raised only £800,000, while state and public sources contributed about £3,700,000. "If the schools received so much public support they ought to be publicly managed."

Opposition to the 1896 Bill was more to be expected from the above mentioned quarters than from the County Councils who stood to gain more power as the result - however Durham County Council, after considering the Bill's proposals at a special meeting, felt so strongly in the matter that they drafted a Petition against its main proposals. Seemingly the County Council were not enamoured of the prospect of gaining control of elementary education, unwilling to take on the extra work of administration much of which was formerly done by the Education Department, and unsure of the financial implications. The County Council also called for the early implementation of the Bryce Commission's proposals for the establishment in London of one central office for the supervision of all grades of education but perhaps the most interesting part of the petition concerned the opinion therein given upon the school boards - 'Inasmuch as School Boards have proved of much service in many districts and especially in towns, all the proposals in the Bill which may tend in any way to impair their

continued educational usefulness should be strongly protested against'.¹ Clearly here was an expression of good will towards Stockton school board.

In Parliament Gorst defended the Bill "the opposition had got it into their heads that the Bill was a deadly blow aimed at the school boards and had been gradually finding out to their surprise that it was not."² But Balfour seemed to flounder over the details of the Bill and the fierce criticism of various opposition speakers notably Sir Wm Harcourt and J. Stuart continually threatened its progress ... "it is impossible that a body like a County Council should control the details of the educational administration of its county" said the former, while the latter proposed an amendment restricting County Councils to the administration of "education other than elementary".³ Finally, because of the widespread nature of the opposition the Bill was dropped by the Duke of Devonshire, but the following year voluntary schools gained a certain measure of relief by the passing of the 'Voluntary Schools Act' although again the opposition was intense enough to discomfit the Government. "Sir John Gorst haunted the chamber like an uneasy spirit. Gloomy, isolated and contemptuous he still must hang

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1. D.C.C. Minutes of T.E.C. 13 May 1896 Further evidence of apparent goodwill toward school boards is shown by the inclusion in the Durham County Directory of Technical Instruction of the following "... application must be made to school boards and other educational institutions to appoint representatives on the Local Committees." Ibid 13 May 1895. Directory.
 2. N.E. Daily Gazette 12 May 1896 Parliamentary reports.
 3. N.E. Daily Gazette 19 June 1896 Parliamentary reports.

about the Treasury bench ... his counsel is not sought nor his information availed of by his colleagues".¹ This time the mere limited Bill became law and the 17/6d limit on grants was abolished, schools freed from payment of rates and a capitation grant of 5/- per head made to Voluntary schools. Later the same year the 'Necessitous School Boards Bill' was passed to enable similar aid to be rendered to school boards.

Clause Seven.

This important clause was introduced into the 1897 Regulations by Gorst and made it possible for County Councils to act as the local agents for administration of Science and Art Department Grants. Thus the Durham County Council, already in charge of the area distribution of Whiskey money, was encouraged to take an even more active role, thereby gaining experience which was to prove of great value after the 1902 Act when the Council took on much increased responsibilities. Clause seven was as follows:-

"In Counties and County Boroughs in England which possess an organisation for the promotion of Secondary Education, such organisation if recognised by the Department may notify its willingness to be responsible to the Department for Science and Art Instruction within its area. In such cases grants will in general be made to the Managers of New Schools and Classes, only if they are acting in unison

1. Ibid 16 February 1897, "Debate on the Education Bill."

with such organisations. The rights of the managers of existing schools and classes will not be interfered with ..."

Several approaches were made in the course of the next few months from different quarters to the Stockton school board explaining the new clause which, if voluntarily adopted along the lines suggested would have meant the school board receiving its Science and Art grants via the Durham County Council instead of direct as hitherto. The local Science and Art Inspector first wrote¹ explaining that the County had applied to be recognised by the Science and Art Department as the Clause 7 authority. The school board held a special meeting and in reply stated that they preferred to continue the existing arrangements. At the same meeting came the first clear official indication of resentment on the part of the school board against this attempted "take over" by the County Council for it was resolved "That in the opinion of this committee, the County Education Committee as at present constituted, is not the most suitable body to have charge of the Science and Art Instruction in the County."² Meanwhile, the Association of School Boards came out strongly against the introduction of the Clause - "The recent action of the Science and Art Department under Clause VII of the Directory in seeking to establish Technical Instruction Committees as the Authorities for the administration of Science and Art grants will undoubtedly interfere with the giving of Science and Art instruction by

1. S.S.B. Minutes of T.E.C. 4 February 1898

2. Ibid. 11 February 1898

school boards, particularly those districts where such instruction has not yet been commenced and will hinder the extension of the Higher Grade board schools, and sever the connection between primary and secondary education as administered by public funds. The powers dealing with Science and Art grants which are sought to be conferred on Technical Instruction Committees should in the opinion of the Executive Committee of the Association be given only to a properly constituted local authority for secondary education appointed by parliament. Having regard to the magnitude of the operation of the school boards and of the great importance in any national system of Technical and Secondary education of the preliminary work which must be performed by elementary schools, the Executive Committee are of the opinion that no settlement of the Secondary Education question will be satisfactory, which does not make the school boards and boroughs co-joint and co-equal authorities with Town councils in the constitution of the Local Authority.¹

In a long letter dated 23 March 1898 the secretary of the County Technical Instruction Committee, by now styled the County Education Committee, attempted to persuade the school board to join the new scheme. "The Science and Art Department desires that as many as possible of the existing schools and classes should come within the County organization and by the terms of the County Directory of Technical and Manual Instruction just approved for reprinting the County Council

1. Association of School Boards. Memo of the Executive on Secondary Education S.S.B. Minutes March 1897.

grants may in part be paid on account and it will be one condition of County aid that the schools or classes applying for such aid shall adopt the new regulations. I shall be glad to hear ... whether the local committee for your centre elects to come under the new regime or not."¹

On 7 June 1898 the Stockton school board decided to ask the school boards of Jarrow and West Hartlepool if they had decided to accept Science and Art grants for their schools of science via Durham County Council² and later in the same month the school board enquired of the County Council and the Science and Art Department what would be the result of the school board declining to work in unison with the County Council³. Finally on 15 June 1898⁴ the school board reiterated its earlier decision and resolved to continue the existing arrangements between themselves and the Science and Art Department. Thus the Stockton school board, because it was already running Science and Art classes,⁵ was successful in opposing the loss of control which would have resulted in the adoption of Clause 7 and was able to maintain its

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1. Letter from County Education Office to S.S.B. dated 23 March 1897
S.S.B. Minutes 2 May 1898
 2. Ibid. 7 June 1898. Note also that the W. Hartlepool school board were the first board in County Durham's area which, by virtue of establishing new classes, were forced to work in unison with the County authority. See remarks regarding the P.T. Centre at W. Hartlepool. D.C.C. Minutes of T.E.C. 8 November 1899 para. 3.
 3. S.S.B. Minutes 3 June 1898
 4. Ibid. 15 June 1898. Minutes of T.E.C.
 5. See page 134 ante.

direct links with the Science and Art Department and a certain amount of autonomy. Of course, their voluntary acceding to the County Council's wishes in this matter would have been a move in the direction of simplification of administration, but to those in Stockton the attractiveness of this procedure was outweighed by the loss of some independence which would have inevitably resulted. In fact the school board did not find things any easier as a result of their decision and various subtle pressures (by accident or design ?) were kept up by the County Council. For example in December 1898 the Director of the Stockton Technical Institute complained - "the County Council persists in sending Registers (Form C.12) which practically compel the committee to have no connection with the Science and Art Department nor City and Guilds of London Institute."¹ Again in the same month the secretary of the County Education Committee wrote the following, as regards inspection, to the headmaster of the Organised Science School. "As the school is not working in unison with the County organisation under the provisions of Clause VII of the Science and Art Directory if you desire to reduce the amount of annual examination to take place in your school it will be necessary that an official communication from the managers of the school should be made to the Department direct for the same privileges as have been accorded to the schools working in unison with the County

1. S.S.B. Minutes of T.E.C. 8 December 1898. (Director's Report regarding Evening Classes dated 16 November 1898)

Organisation."¹ Despite all this the school board continued to deal directly with the Science and Art Department and remained adamant in their resistance to what they regarded as an encroachment on their long established rights by the Durham County Council whom they regarded as a comparative novice in the matter of educational administration, and an inept² one at that. This decision of Stockton to go their own way in the matter of grants was followed by a series of financial difficulties concerning Durham and Stockton in which a hardening of attitude is evident on the part of the Durham Committee, thus in a dispute over apparatus³ grants the Durham Committee refused to meet a suggested deputation from Stockton⁴, declined to consider the question further, would have nothing to do with the suggestion of the Stockton committee that the matter be submitted to the Science and Art Department for their friendly arbitration⁵ and finally threatened to withdraw all grant for the period concerned⁶.

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1. S.S.B. Minutes January 1899
 2. Resolution referred to on page 134 ante. in regard to the opinions of the members of Stockton school board respecting the aptitude of the Durham committee.
 3. The point in dispute was simply from what date were the County authorities going to recognise the Higher Grade school as being in existence for the purposes of grant.
 4. S.S.B. Higher Grade School Committee Minutes 10 May 1897 Ibid
Science school committee 12 January 1898 Letter from J.A.L. Robson.
 5. Ibid. Science school committee 4 October 1898
 6. Ibid. Science school committee 8 November 1898 (Letter from J.A.L. Robson of 5 October 1898).

Again in October 1898 the Durham Committee criticised arrangements at the Organised Science School whereby the approximate ages in the 3rd year of the course were from 15 years to 17 years ... 'in the opinion of the County committee students are not retained at a third Grade secondary school to so late an age as 17 years'¹ This opinion was communicated to the Stockton board during the first year of the operation of a new scheme with precisely the object of fostering attendance at the third year of the course, the local Science and Art inspectors among others having expressed the need to establish a healthier third year as regards numbers.² Thus the Durham County Council were saying one thing and the Central authority the opposite ! The 'regulation conscious' attitude displayed by some of the Durham County inspectors at this time cannot have enhanced Stockton's opinion of their ability to handle local affairs efficiently. Two cases of insistence on rules will serve to illustrate the point. In the first case, a Mr Turnbull, teacher of building construction was ill and sent as deputy his assistant teacher from Darlington, a Mr Chilton who was also a qualified teacher under the Science and Art Department. The County Council's inspector disallowed the grant for attendance because Mr Chilton was not registered at Durham. In the second case, the caretaker at the evening institute in Nelson Terrace gave a teacher the wrong register which resulted in some minutes delay in its completion, 'for this slight deviation from

1. Ibid. 10 October 1898

2. Ibid. Higher Grade school committee 5 April 1898. Headmaster's Report.

the rule, grant for the lesson was withheld.'¹

Legislation 1899 to 1902

The first major implementation of the Bryce Commission proposals occurred in 1899 with the passing of the Board of Education Act which allowed of the tidying up² of the central administration. The Science and Art department was merged with the Education Department, the former being given, most naturally, responsibility for secondary and technical education while the latter continued with responsibility for elementary education. However, some independence of action was still maintained by the Charity Commissioners whose separate power could still irk the local administrators even after the 1899 Act - as for example, when in 1902 the Durham County Technical Education Committee wished to reduce the amount of inspection of the Higher Grade School their wishes were thwarted ... 'The Charity Commissioners positively refused to accept the County Council's proposal that an inspection under the Board of Education Act shall be accepted as equal to an examination of a University Syndicate ... there will therefore be

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1. S.S.B. Minutes of T.E.C. 1 April 1898 Director's remarks regarding County Council Reports.
 2. c.f. Stockton and Thornaby Herald 14 January 1899 - reporting a speech by Sir John Gorst. "The overlapping of local authorities in higher education was a thing that ought not to continue ... what was required was a strong central government department having the supervision of the whole business, with energetic local authorities to co-operate with the department.

examinations as before, both by the Board of Education through its inspectors and by a University Board in the Literary subjects of the school.¹

Generally, the duties of the former Science and Art Department and Education Department had overlapped so much that combination was inevitably the best solution, and therefore the Board of Education Act of 1899 was accepted locally as such and no objection raised.

Cockerton Judgement - Higher Elementary Schools Minute - 1901 and 1902 Acts.

The possibility that the Cockerton judgement might well be upheld meant that legislation would shortly be imperative in order to legalise the work of a secondary nature being carried out in Organised science schools by school boards such as Stockton. In a letter² dated 1st March 1901 from the Board of Education to the Stockton school board, W. Abney³ referred to the Judgement - 'Unless the judgement is reversed upon appeal the Board of Education will be unable to continue to pay grants to schools of science and art or science and art classes which are maintained by an illegal application of the school fund by school

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1. S.S.B. Minutes School of Science Committee. 21 January 1902. Note also the reaction of Durham County Council's "Education Committee." "In consequence of being informed that the Charity Commissioners are not prepared to accept inspection under the Board of Education Act in lieu of an annual examination required by schemes made under the Endowed Schools Acts we have decided to revert to the previous arrangement ... until some understanding can be come to between the Board and the Charity Commissioners, by which the latter will accept a report by the former under Charity Commission Schemes." D.C.C. Minutes T.E.C. 29 January 1902.
 2. S.S.B. Minutes Higher Grade school committee 12 March 1901.
 3. Captain W.de W. Abney, R.E., F.R.S. one of the four inspectors of the Department of Science and Art.

boards ... I am to remind you that schools of science can be converted into Higher Elementary Schools under the Minute of 6th April 1900 and would then be eligible to receive the grant from the Board of Education specified in the Minute.' The Stockton school board decided to do nothing in response to this letter until the appeal of the London School Board had been dealt with.¹ Such appeal was unsuccessful and therefore the 1901 Cockerton Bill was prepared by the Government. Under its provisions Stockton school board could be empowered to carry on their organised science school, and continue using rates money in support thereof, only if application were made to the Durham County Council Technical Instruction Committee for such permission. Thus, as a result of the Cockerton Case it looked as though the County Council of Durham was going to gain control of secondary education in Stockton after all. On 23rd July 1901 the non-conformists on the Stockton school board attempted to pass a motion strongly critical of the Government's proposals.² "This board wishes to express its regret that the Government proposes, in a Bill now before Parliament, to subordinate school boards to other local authorities in the matter of Higher Grade education. This board regards such proposals as humiliating to those who have been elected to carry on this work and who, by long experience, have been trained into its successful management, and trusts that the Bill will be so amended as to present needless friction

1. S.S.B. Minutes Higher Grade school committee 12 March 1901

between local public bodies, and at the same time maintain intact every element of progress now at work in the schools for the better education of the children of the town and the increased prosperity of the nation as a whole'. However, the amendment by the Church group who were now in power¹ on the board was agreed to and was much milder in tone; 'This Board respectfully requests that the Education Bill be amended in such a way as to authorise school boards to maintain out of school funds any school or class to the maintenance of which the school fund is not lawfully applicable subject to the sanction of the Board of Education only'. Copies of this amended resolution were forwarded to the Duke of Devonshire, Sir John Gorst, Colonel Ropner (Tory M.P. for Stockton) and the Hon. F.W. Lambton, M.P.²

The Durham Technical Instruction Committee were also active in their consideration of impending legislation and were, if anything, more antagonistic towards the 1901 and 1902 Education Bills than were the local school boards. Thus the County Council memorialised³ the Secretary of the Board of Education approving of the proposal to give the Council power to organize secondary education but criticising the financial arrangements proposed on the grounds that Urban District Councils such as Stockton might use all of the 2d rate in making provision for technical education only, thus leaving the County Council to

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1. N.E. Daily Gazette 24 November 1899 (comment on the cumulative vote system and the result of the Stockton school board election).
 2. S.S.B. Minutes 23 July 1901
 3. D.C.C. Minutes. T.E.C. 1 May 1901.

pay for secondary education in the same Urban district without the power to raise funds for its maintenance. The County Council also wanted more power to inquire into private schools so as to be better able to assess new needs. Power was also sought to draft new Charity Commissionschemes for consideration by the Charity commissioners or the Board of Education. However, the above criticisms were mild by comparison with the welter of hostility which was aroused in Durham by the 1902 Bill itself. A special committee¹ had been appointed by the Durham Council to consider the provisions of the Bill and a special meeting of the whole County Council was held in June 1902² "to consider the Education Bill now before the House of Commons, a Report of the (Technical) Education Committee thereon, and a Petition to Parliament thereto etc." The subsequent Petition was what might have been expected from a Council whose members were one-quarter ordinary workmen and nearly all the rest in business or commerce - thus the views expressed were generally those of a liberal non-conformist character, opposed to extra provision for sectarian education yet accepting the need to provide facilities for such in certain cases. The petition began by pointing out that the Administrative County was one of the largest dealt with in the Education Bill and referred to the work already undertaken in support of education by their Technical education committee dispensing the Whiskey money. Objection was raised to 'the substitution of a National scheme settled by Parliament of a series of County schemes, since

this affords no

¹ Ibid. 30 April 1902 para 11, also Ibid. 29 January 1902 para 14. Supporting the West Riding of Yorkshire County Councils resolutions which proposed to limit County Councils to the organisation of secondary education.

² Ibid. 9 June 1902.

guarantee that adequate schemes will be provided for the less progressive counties save only the will of the Board of Education ... and it will be possible for the Board of Education to force upon a progressive county like this a scheme which has never been sanctioned by Parliament and is opposed to the views of the County" Clearly the Council was dubious of the wisdom of entrusting too much power through schemes etc. to the central authority. In respect of voluntary schools the petition continued to "deeply regret the provisions of this Bill which tend to the increase of sectarian teaching in public elementary schools at the cost of public rates, as fostering discord, and a sense of injustice in the community, but if unfortunately it should be finally decided to continue the scheme of teaching our children in what might be termed ecclesiastical watertight compartments, justice demands

(a) that wherever the community is large enough to admit of a variety of schools it should be the duty of the Education Authority to provide an adequate number of public schools to which teachers can be appointed solely on educational grounds, and

(b) that in every community where only one school is necessary that school should be of the free type we have above indicated, subject to due regard being paid to providing facilities for the teaching of the tenets of the religious denomination to which the school house may belong and from which it is hired for public purposes." The County also wanted more representation on the Board's of Managers and desired that at least 2/3rds of the members of the local authority should be members

of the County Council with unfettered choice of additional members. Again, as in their 1896 protest¹ the County Council defended the school boards ... '...deeply regret the proposal to abolish school boards, which have in this County powerfully promoted public education; whilst Parliament has often superseded a bad system by a good, they believe it to be without precedent for your Honourable House to destroy an admirable and popular executive machine without regard to the opinion of the communities affected? Finally it was urged that the financing of elementary education other than the provision and maintenance of the school buildings should be borne out of the National Exchequer and in respect of secondary/technical education it was suggested that County Councils should be obliged to expend the whole of the Customs and Excise grant thereon. When it became clear that the June 1902 Petitions were having little or no effect on the provisions of the Bill the indefatigable County Council made one more unavailing assault on the Bill via yet another petition² - the ground covered was similar to that of earlier petitions being essentially a protest against sectarian schools.

Ironically enough this period of legislative uncertainty and upheaval was one of consolidation as far as the Stockton school of

1. D.C.C. Minutes T.E.C. 13 May 1896.

2. D.C.C. Minutes 5 November 1902 paras 42 and 43. Such phrases as the following abound:- "The provisions in regard to single school areas will bear most unjustly on a considerable proportion of rate payers" "cause for widespread dissatisfaction at the continued enforcement of tests other than educational fitness in teachers", "the evil influence of sectarian dissension"; "multiplication of small sectarian schools to the detriment of educational efficiency and economy of cost to the public."

science was concerned. Although the numbers in attendance remained substantially unaltered the reports of work done by staff and students¹ especially the standards attained in the external examinations showed the school in a very good light - it being not too much to say that the work done and the organisation of the school at this time was really outstanding by comparison with any similar establishment elsewhere. Excellent reports were obtained, especially in connection with the very thorough survey made in 1901 by Hugh Gordon, the local Science and Art Inspector. Good standards too were being maintained in respect of the work of the Pupil Teachers centre which was by now working under a separate head.

These good results were a tribute to the dedicated work of the

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1. See S.S.B. Minutes 14 July 1900. Report by Durham University of the literary side of the school. "both teachers and taught have reason to be satisfied - careful and systematic teaching"
 - Ibid. Minutes of Science School Committee 20 November 1900. Science and Art Inspectors laudatory comment.
 - Ibid. March 1901 H.M.I.'s report on Higher grade school "...Judiciously organised, well managed, ... tone and discipline highly praiseworthy ... great credit on Headteacher and staff."
 - Ibid. 23 July 1901. Higher grade school committee. "1st class London Matriculations obtained by ex-pupils of the Organised Science School after only 1 or 2 years in the P.T. class"
 - Ibid. University of Durham Inspectors Report; also Science and Art Department's Inspectors Report.
 - Ibid. Science School Committee 10 December 1901. 23 September 1902 21 October 1902, 15 September 1903 ("record performance in mathematics in the history of higher grade schools")

headmaster, J.F. Prest, and his enthusiastic staff - especially is the head to be congratulated when it is remembered that the school was really 2 schools in one, or if girls and boys are considered separately, really 4 schools in one. In fact the Board of Education, recognising the need, suggested repeatedly in the next year or two that the schools should be split into Girls' and Boys' and a separate Headmistress appointed¹ - however such a move was resisted by the school board² and did not take effect for some years, when secondary status had been achieved.

From the foregoing it is clear that the 1902 Act became law despite the actions of the school board of Stockton and the County Council of Durham rather than because of them. In the event the school board continued to organize elementary education in the town (other than the voluntary schools) until March 1904 when it was superseded by the Education Committee of Stockton Town Council³ which was the new Part III local authority with powers in respect of elementary education only, together with the very limited provision that a 1d rate could be be applied to 'education other than elementary'.⁴ On the same

1. S.S.B. Minutes. Higher Grade school committee. 12 March 1903

2. Ibid. 26 March 1903. Report of deputation to Board of Education.

3. S.S.B. 11th Triennial Report 1900 to 1904. Several members of the school board were on the committee or co-opted.

4. Education Act. 1902. S 53.

'appointed day'¹ Durham County Council's Education Committee was formed and constituted the major (Part II) local authority and given power to organize both elementary and secondary education throughout the County, except where, as in Stockton a Part III authority organized its own elementary education. Thus the claim which had been reiterated during the long debates on the 1902 Act that the aim was to create a 'One authority' local system was negatived from the outset.² True the 2,500 or so school boards had been supplanted by only about 300. County and County Borough Councils and this was a major simplification - but in Stockton the situation was hardly improved with local control of elementary education but comparatively remote control of secondary education. As far as the technical institute was concerned it continued to be supervised by a local committee of Durham, the Part III authority (Stockton Town Councils' Education Committee) having no powers at all in this respect. The Local Committee administering the Technical

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1. 1st April 1904. Relations between the County Council and Stockton did not begin too smoothly - the Town council originally chose an earlier 'appointed day' and in respect of this the County Secretary wrote: "The County Council is not responsible for financing the Higher Grade School ... if the Town Council of Stockton determined to have an earlier appointed day than for the County generally the educational responsibilities at present continued by the School Board must be faced by the Town Council and cannot be thrust upon the County Council by any authority whatsoever." Letter from the County Secretary to School Board. Minutes. 16th July 1903.
 2. Balfour's claims in the House of Commons were repeated locally by the Rev. J.A. Sharrock (Church of England) - this was by way almost of being a party policy "He was not surprised at the lack of numbers in the technical institute's classes when there was not one authority but many with a part interest." Stockton and Thornaby Herald 21 January 1899.

institute classes was actually worse off as a result of the Act, since thereby was lost the invaluable right of direct access to the central authority and all dealings were henceforth via Durham.

Thus the 1902 Act prised from Stockton's grasp control of its own Higher Grade school and the technical/secondary classes, both day and evening, became the concern of the Durham County Council, the latter reluctantly gaining control of most of the County's elementary schools as well. These and many of the other provisions of the Act were not welcomed in the County and were imposed against local will by uncompromising central political power.

CHAPTER FOUR

The Education Act of 1902 in operation - Events in Stockton from 1902 to 1918.

This chapter is concerned with developments in Elementary and, more particularly, Secondary/Technical Education in Stockton from the passing of the 1902 Education Act to the end of the first World War.

Whilst locally as well as nationally this was a period of organisation and growth it will be shown that in Stockton development was somewhat uneven. The Queen Victoria High School flourished, but the Stockton Grammar School almost became extinct while the new Stockton Secondary School and Technical Institute made steady rather than spectacular progress. The opportunity will be taken to assess the progress of these various institutions serving the town and to illumine the relationships that existed between the Durham County Council and the various more local agencies attempting to supply secondary/technical education.

Elementary Education

The Education Act of 1902 had the practical effect that local administration of education in Stockton was shared by two bodies. Elementary education became the responsibility of the Education Committee of the (Non-County) Borough Council, Secondary and Technical education being administered by the Education Committee of Durham County Council. The schools of the former Stockton school board became 'provided' schools and were managed by representatives of the Stockton Education

Committee while the voluntary schools became 'non-provided' schools and were managed by a majority of foundation managers.

This period was comparatively quiescent as far as elementary education was concerned - the work of the former school board in respect of new schools was completed by the new minor local authority and the watchword was consolidation and gradual expansion. Perhaps the most interesting development followed the erection in 1912 of the new Alderman Richard Hind Elementary school to provide for children in the south and west of Stockton (Alderman Hind was a keen educationist who always displayed a special interest in the well-being of the children of the town. He died in 1914 but his influence is still felt in the area through the school) The First World War interfered with development but in 1922 it was converted into a selective central school. These central schools which appeared in London and the North about this time and earlier were really higher grade schools under another name. Their approach was practical, and they were intended to fit a child for clerical and similar occupations¹ - they were not elementary schools but utilised the power granted in the '02 Act under §3 Part II whereby the spending of a 1d rate on 'education other than elementary' by Pt III authorities was made possible. Later this school came to be regarded as a Junior Technical School and under the '44 Act it became the one and only Secondary Technical School in the town.

In passing it may be mentioned that as in the County generally comparatively little friction was evident between the local education

1. Report of the Ministry of Education, 1950. "Education 1900 to 1950" page 37.

authority and the managers of the voluntary schools - such disagreements as arose being generally of a minor nature and soon overcome. "It is with much gratification that we have to report that ... there seems to be a desire on the part of the managers to avoid unnecessary friction and delay ... hope that this may be productive of happier results in the work of Education."¹

Co-ordination of Secondary Education - The Higher Grade School

The Education Act of 1902 having given the Durham County Council full power and financial responsibility to organise Secondary Education in Stockton there were accordingly discussions between representatives of the Durham and Stockton Councils on future arrangements.² For a while the temporary arrangements previously agreed by the former Technical Instruction Committee whereby the net deficiency on the maintenance of the former Higher Grade School was met by the County Council³ were continued but this arrangement was later modified, - instead of levying a penny rate the Borough Authority gave the County Council the 'free use of such part of the building as was required for the purposes of carrying on the Division A Higher Grade School'.⁴

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1. Minutes D.C.C. E.C. 8 February 1905. Report of the sub-committee appointed to deal with the requisitions made upon the managers of non-provided schools. Some opposition remained however, as witness the remarks on "passive resistance" made at the County Council meeting 30 January 1907. E.C. Minor Sub Committee Minutes 27 February 1907.
 2. Minutes D.C.C. H.E.S.C. 4 May 1904 (Minute 147)
 3. Ibid (Minute 118)
 4. Ibid (Minute 189)

The doubt concerning the future of the school held up expansion - the local intention to extend laboratory facilities at an estimated cost of £960 was deferred by the County Committee and as regards the purchasing of apparatus only that which was "absolutely essential to the efficient carrying on of the school" was sanctioned.¹ The County Committee were careful too to ensure that there was a due apportionment of costs such as "teachers' salaries, standing charges of fuel, rent etc." between the Elementary and Higher Departments of the School.² By mutual agreement the Pupil Teachers' Centre continued to be supervised pro-tem by the Local Education Committee who became responsible for upkeep, repairs etc.³

In March 1905 the County Committee received a letter from the Board of Education⁴ regarding the future of the Higher Grade School⁵ stating that "if it be desired to continue the Higher Grade School at Stockton as a Secondary School and not as a Higher Grade Elementary School it will be necessary (1) to comply with the rule as to charging fees next session (2) that the Headmaster shall have secured to him the

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1. Minutes D.C.C. H.E.S.C. 4 May 1904 (Minute 188) also Ibid 29 June 1904 (Minute 275)
 2. Ibid. 21 September 1904 (Minute 465) Ibid. 4 April 1906
 3. Ibid. 4 January 1905 (Minute 819)
 4. The Board of Education favoured conversion of Higher Grade Schools generally into Secondary schools. In Stockton's case the Board were doubtless favourably impressed by reports as to the high standard of work etc. provided by their inspectors. e.g. the report of Hugh Gordon earlier discussed.
 5. Ibid. 8 March 1905 (Minute 1060) Letter from the Board of Education dated 22 February 1905

right to be consulted by the Governors before taking any action as to curriculum, apparatus etc., and (3) that he should have full discretion as to methods of teaching, arrangements of classes, discipline and (subject to financial considerations) the choice of books; as to the appointment and dismissal of staff he should be allowed to exercise such power subject to the approval of the Governors." Thus the influence of Morant could be seen at work - the pattern of school administration being encouraged was essentially similar to that existing at many of the older public schools especially in regard to the suggested powers of the Headmaster. Shortly after this the County took the first positive steps regarding co-ordination of policy at Stockton, it being resolved¹ 'that the Stockton Local Education Authority, as the owners of the buildings occupied by the Higher Grade School, the Governors of the Grammar School, and the Council of the Queen Victoria High School be asked to receive a deputation ... to confer with them as to the future of the above named institutions.' Meanwhile reports on the three schools showed that the Queen Victoria High School and the Higher Grade School were doing well but progress of the Grammar school was indifferent,² the remarks regarding the Higher Grade school being as follows:- 'In French the high standard of last year was maintained, the oral instruction is most efficient. In English full use is made of the short time allowed for the subject and

1. Minutes. D.C.C. H.E.S.C. 16 March 1905 (Minute 1123)

2. Ibid. 6 September 1905 Summary of Reports on Secondary Schools presented by A. Robinson, M.A. D.C.L.

the books read were well understood. History and Geography are taught in a way calculated to cultivate reflection ... I consider the literary side of the school excellent of its kind."

On 6th December 1905 the Durham County Education Committee laid down the conditions under which they would recognise schools under the County scheme "We are of the opinion that at least two kinds of schools must be recognised in the County Scheme, viz:-

Division 1 Those for which the County Education Authority should become financially responsible under the following conditions:-

- (a) The Authority shall have the right to appoint the whole or a clear majority of the representation on the committee or Governing Body.
- (b) That the Committee or Governing Body submit annually for approval or otherwise an estimate of income and expenditure for the ensuing year which approved estimate shall not be exceeded without the sanction of the County Education Authority.
- (c) That the Committee or Governors submit at the end of every financial year (i.e. at the end of March) the accounts for audit by the County Accountant.
- (d) That the School shall be conducted in accordance with any Regulations which the County Education Authority may from time to time issue through the Higher Education Committee.
- (e) That in all cases where a school serves any area outside that of the Administrative County a differential fee be charged to students

attending from such an area, unless the Education Authority for the area subsidises the school through the Durham County funds either by means of an annual grant or by means of capitation grants on its students, the amount of such grants to be a matter of agreement between the Durham County Authority and the Authority concerned.

(f) That the appointment of Head teachers be subject to the approval of the County Education Authority, and that the appointment of Assistant Teachers be made by the Governors on the recommendation of the Head Teacher and that in all cases of dismissal the Head or Assistant Teacher shall have the right of appeal to the County Education Authority whose decision shall be final.

(g) That in cases where there is an endowment for Secondary Education allotted to any particular area either:-

(i) The whole or part of the endowment should be sunk in the School Buildings and considered as part of the 50 per cent contribution to be provided by the locality, or

(ii) The income from the endowment should be allotted to pay the interest and redemption due from the locality, or

(iii) The funds of the endowment should be allocated for scholarships.

The wishes of the existing Trustees to be taken into consideration.

(h) That all sites and school buildings be vested in "The Official Trustee of Charity Lands" on behalf of the County Education Authority Division 2. Those schools, on the governing body of which the County Education Authority is represented, but not necessarily by a majority

and which in the opinion of the County Education Authority do not compete unduly with any other recognised school or schools. To such schools a capitation grant should be made for every student over 12 years of age who has passed a satisfactory entrance or other qualifying examination and whose parent or guardian is resident within the administrative county. For students who enter or leave during the school year a pro-rata proportion of the grant to be allowed for each complete term attended. Provided that:-

- (a) The school is open at all times to inspection by County officials
- (b) The buildings are sanitary and suitable for school purposes
- (c) The Time table and Curriculum are submitted annually for approval by the County Educational Adviser
- (d) The school is efficient and suited to the needs of the district.
- (e) No scholar shall be required as a condition of being admitted into or remaining in the school as a day scholar, to attend or abstain from attending any Sunday school, place of religious worship, religious observance, or instruction in religious subjects in the school or elsewhere, and the time for any lesson on a religious subject shall be conveniently arranged for the purpose of allowing the withdrawal of any scholar therefrom.
- (f) No denominational tests are imposed on either teacher or scholar.

In no case should the County provide for boys or girls either by capitation grant or otherwise who do not make progress satisfactory to

the County Education Authority. In all cases where practicable and the land can be bought reasonably a good playing field of 3 or 4 acres should be included."¹

This policy report which has been quoted fairly fully because it was so important, finished with a table of "Approximate estimates of Annual cost of Secondary schools to the County" and stated that the consideration of matters affecting the co-ordination and re-organisation of the schools and classes in Stockton had been adjourned. The adjournment was short however² and on the 14th of February following a very important report on the subject was presented as follows:-³ "In a town the size of Stockton serving as it does a population of nearly 90,000 there is scope and necessity for well-organised Higher Secondary Schools:-

(1) For boys, with accommodation for 150 to 200 pupils. If a fee of £9 were charged this, with the endowment of £350 a year and the Board of Education grant would make the Boys' School practically self-supporting exclusive of interest and redemption on any land for building the school, and against this expenditure might be set say £5,000 to be realized for the present building.

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1. Minutes D.C.C. H.E.S.C. 6 December 1905.
 2. Ibid. 8 February 1906. The proposed detailed supervision of curricula and timetables was later criticised by the Board of Education and amendments suggested. Ibid. May 1908. Letter from the Board of Education dated 29 April 1908 reference Durham City S.A. 2793/08
 3. Minutes D.C.C. Secondary Education Minor Sub-Committee 14 February 1906. The report, recommendations and resolutions relating thereto are quoted fairly fully in view of their fundamental importance to later events and the need in the rest of this chapter for occasional references to the many points covered.

(2) For girls, with accommodation for 150 to 200 pupils. The Girls school has been erected by subscription and a grant from the County Council and, with the fees, the sum received from endowment, and the Board of Education grant, ought to be self supporting.

These schools must provide well planned courses of instruction for boys and girls up to ages of 17 or 18 and prepare students for the University and higher walks of life.

These alone will not satisfy the requirement of the district. Some form of higher education must be provided for children from the Elementary schools who are not prepared to spend the full time required for a complete Secondary School course and who intend to enter trades involving a knowledge of applied science or go into business, also for girls who intend to become Pupil Teachers or who may wish to continue their studies for 2 or 3 years beyond the Elementary School standard. This may take the form of:

- (1) A Secondary School of a non-classical type that is to say with a curriculum in which English, Modern Languages and Science predominate.
- (2) A Higher Elementary School in which the curriculum will be of a similar type, but with Candidate Classes attached for the sake of those girls who purpose (sic) becoming Pupil Teachers.

In the former case the school would have to be maintained solely out of the higher education funds. The government grant on secondary school pupils would average about £3.10. 0d a head. (The Pupil Teacher Centre might be regarded as self supporting). To bring the school into line with other Secondary schools of the county some fee would

have to be charged, say about £3 per annum, so that there will be a balance of about £6 per head to be defrayed out of County funds. In the latter case if the school is conducted as a Higher Elementary School the control of the Higher Elementary portion will be entirely in the hands of the Stockton Education Authority with whom it would rest to decide whether or not any fee should be charged for this portion of the school, but the Candidate classes and the Pupil Teacher Centre which would be affiliated would be in the hands of the County Authority. They would receive on each Candidate a grant of £4 but the balance would have to be defrayed out of higher education funds. There are obvious objections to the latter scheme in as much as it will involve a dual control;¹ unless the Stockton Education Authority and the County agree to place the School under a Joint Committee consisting of members of both bodies and subsidise it in proportion to their respective responsibilities."

Then followed the list of recommendations as hereunder:-

- (1) (a) That the Board of Education be asked to amend the scheme of the Grammar School so as to give the County Council a majority of representatives on the Governing Body, and so as to provide for the amalgamation of the old Norton Grammar School foundation with that of the Stockton Grammar School.

1. Clearly the possibility of divided control was unattractive to Durham and this consideration must have weighed heavily in favour of the school being made into a 'proper secondary school' rather than being classed as a 'Higher Elementary School'. The need for such a school, the good reports of work done, and the better grants available were other factors which made the prospect attractive.

(b) That if this can be effected the County authority be recommended to build a new Grammar School to accommodate 150 to 200 boys, provided that the general conditions of a Division I school be complied with

(c) That a uniform fee of £9 be charged.

(2) That the Queen Victoria High School for Girls be recognised as a higher secondary school for girls, on condition that the representation of the County Authority on the Governing Body be increased to not less than four in consideration of the large building grant and that if necessary the County authority grant a capitation fee, provided that the school conforms to the general conditions laid down by the County.

(3) That the Stockton Authority be asked to grant the use of the present Higher Grade School to be devoted entirely to Secondary Education purposes, the day school being re-organised so as to provide

(a) Courses of instruction suitable for boys going into shipbuilding, Engineering and other trades.

(b) Courses of instruction suitable for girls intending to become Pupil Teachers. . The fee for scholars attending either of the above courses to be £3 per annum. The building also to function as a Technical Institute for evening work and for the day instruction of apprentices etc., as may be arranged later ...

That the school be managed by a committee consisting of 16 members selected by the County Council, of whom 7 shall be nominated by the

Borough Education Authority ... That the County Authority finance the school provided that the general conditions of a Division I school be complied with."

The resolutions following were entirely in respect of the use of the old Higher Grade School - no concrete proposals regarding the Stockton Grammar or Queen Victoria High Schools being agreed.

"Resolved that negotiations be entered into with the Corporation of Stockton with a view to arranging for the taking over of the present Higher Grade School and Technical Institute building and for maintaining therein a Secondary school for both sexes, a Pupil Teacher Centre and Technical Classes ... The whole of the educational work in the building together with other Evening Classes in the town to be managed by a Committee as above."

Relations between County and Borough Councils - Difficulties and Delays regarding the Higher Grade School building

In May 1906 the Stockton Town Council proposed to sell the Higher Grade School premises to Durham County Council for purposes of secondary education "for the sum of £22,132 or such sums as will represent at the time of completion, the liabilities on loan and in addition the amount expended out of current account for capital charges ... the Local Education Authority to have the use of the premises for purposes of Elementary Education pending the provision of permanent accommodation in lieu of the premises then transferred."¹ The offer

1. Minutes D.C.C. H.E.C. 16 May 1906. Also letter from the Town Council of Stockton dated 3rd May 1906 and Minutes of the Council, page 200 (statement of the Borough Accountant)

amounted to almost £19,300 and a rent of 5% per annum of the sum would be £964. Faced with these details the County Committee appointed a sub-committee to visit the school and report. Their report¹ mentioned the lack of certain facilities thought desirable in a Secondary school (-Dressing rooms adjacent the Gym, a larger Hall, lecture theatre and Preparation Room) and considered that the school should be rented (on the basis of the interest paid) rather than bought. On consideration of this report the Higher Education Committee decided to defer a decision and in the meantime ask the Board of Education to report on the desirability of the building for Secondary School purposes. The Board's inspectors reported favourably recommending 'that the buildings should be used for the purposes of a secondary school'; acting on this recommendation the Higher Education Sub-Committee resolved by 5 votes for to 3 against to "recommend the Education Committee to accept a transfer of the obligations of Stockton Corporation." The rent suggested for the period till purchase was £400 per annum but the most interesting clause concerned the possibility that Stockton might become a County Borough. "That the Corporation will enter into an undertaking to repurchase the school on the terms as on 1st April 1908 from the County should Stockton become a County Borough"² The draft agreement to purchase was considered in November 1908³ and the special committee appointed reported in April 1909⁴ "We discussed the draft agreement for

1. Minutes D.C.C. H.E.S.C. 13 November 1907 (Minute 272)

2. Minutes D.C.C. H.E.S.C. 25 March 1908 (Minute 185)

3. Minutes D.C.C. H.E.S.C. 11 November 1908

4. Minutes D.C.C. H.E.S.C. 7 April 1909

the sale and purchase of the Higher Grade School site and buildings the terms of which do not agree with the resolution passed by the County Council authorising the purchase, viz:- 'that in the event of Stockton becoming a County Borough the Corporation will re-purchase the School from the County on the terms of our purchase from them on 1st April 1908, that is to say, that the capital sum standing on 1st April is to be paid together with any additional capital subsequently expended The Corporation hold that should the Town become a County Borough the Corporation are to take back the building and site, on becoming responsible for the balance of the loan (if any) at that date including any additional unpaid capital expenditure incurred between now and then under loans ... It was pointed out by us that when the County Council agreed to consider the purchase of the school for Higher Education purposes it was conditional that the school would provide accommodation for all the needs of Stockton. Since then representation has been made to the County Education Committee that other provisions are necessary. As you are aware some time ago a conference of representatives of various organisations was held in Stockton and it was agreed at this conference that the Stockton representatives should draw up a scheme as to what they considered to be necessary to meet all the Higher education requirements of the town. We recommend that the question of purchasing the Stockton Higher Grade school and site be adjourned and we ask for authority to arrange with the Stockton Corporation for

for the use of the Higher Grade School Buildings at a reasonable rental."¹

Finally, at a meeting held at the Shire Hall Durham between representatives of the Borough and the Council an agreement to rent was established, the tenancy to date from 1st January 1905 to 31st July 1907 at a rental of £400 per annum and from 1st August 1907 at a rental of £800 ... the tenancy to continue for 25 years or until Stockton should become a County Borough whichever may be the shorter period ... The Borough Council, as owners of the premises to be responsible for landlords repairs and improvements. The County Council to be responsible for usual tenants repairs. Any structural alterations required by the Board of Education to be carried out at the expense of the Borough Council and in respect of such additional buildings as may be necessary the rent payable by the County Council shall be increased by an amount calculated on a basis of £5 per cent on the nett cost ... The Borough Council to remain responsible for interest and redemption in respect of loans on the building and site."² The Board of Education which had several times urged on all concerned the need for a co-ordinated scheme were duly informed of the agreement.³ But the terms

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1. Minutes D.C.C. H.E.S.C. Reports and Returns No.3 Stockton-on-Tees Special Committee 27 March 1909.
 2. Minutes D.C.C. H.E.S.C. Reports and Returns Stockton-on-Tees Special Committee. Report of meeting of 21 July 1909
 3. Ibid. 13 October 1909 (Minute 346)

used were such that it was still possible for dispute as regards their interpretation as is shown by the periodic difficulties which arose between the Borough and County Council over such mundane costs as that of washing the outside woodwork of the building, the almost continuous correspondence over the installation of a telephone, electric lighting etc.¹ And when Preparatory Evening Technical Classes were moved from the Higher Grade School building into the Mill Lane Schools belonging to the Stockton authority the County Council refused to pay rent of £5 per annum to the Borough Council despite the fact that such an arrangement had been originally suggested by the Local District Auditor.²

Progress of the Stockton Secondary School

The decision in February 1906 to convert the old Higher Grade School into a Division I Secondary school was implemented the same year. "In 1906 the school obtained Secondary status and while the staff of the Science Top were retained the staff of the old Higher Grade Elementary school were given notice - the Headmaster as before."³

1. Minutes of Local Sub Committees. Stockton Secondary Schools Sub-Committee 12 September 1912 (Minute 5). Ibid. 26 September 1912. Ibid. 14 October 1914. Ibid. 24 February 1915. A telephone was not installed until 1932/3 !
2. Minutes. D.C.C. H.E.S.C.. 14 November 1913. Minute 495. Letter from the Stockton Education Committee.
3. Private communication from E. Baldwin O.B.E. M.Ed. who taught at the school from 1902 onwards, later becoming Secretary of the Evening Classes, then Organising Teacher for the same and finally being appointed the first ever full time Principal of the Stockton on-Tees Technical Institute and the later Technical College.

The suggestions put by the Board of Education (previously referred to) were followed closely¹ and the influence of a classical model of secondary education was once more evidenced by the reports of H.M.I's. for the period which called for a greater proportion of time to be spent on English and Arts subjects generally. "Within somewhat narrow limits the work has been very satisfactory. Although the headmaster is vigorous and exceedingly attentive to his duties his time has to be divided between two schools in the same building. The course of instruction followed is not very suitable for the majority of the girls. The standard of attainment in the Language and Literary side is not on the same level as the work in Mathematics and Science. The course in English requires to be widened considerably, and the work in French is not very satisfactory. There is no class singing in the school. This is specially to be regretted in view of the large number of girls"² In passing it is worthy of note that comparison with the reports for the earlier years show how much more stringent were the standards required of a Secondary compared with a Higher Elementary School.

The requirement by the Board of Education that fees should be charged was partly intended as an indirect aid to selection and as a deterrent against early leaving. The effect of charging too small a

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1. The Board kept very close observation at this stage - even as far as suggesting alterations in the curriculum and returning the Time Tables for amendment. The Board also sought estimates with regard to numbers of students likely to be proceeding to the 3rd and 4th year courses. Minutes D.C.C. H.E.S.C. 7 March 1906.
 2. Ibid. 29 August 1906. "Board of Education Inspectors' Reports on Secondary Schools for 1906".

fee or none at all was well illustrated in H.M.'s report for 1907 on the Darlington Girls' High School ... "This school is well conducted, but at present is in a difficult if not critical position, owing to the large influx of free scholars from public elementary schools, who enter for not more than two years, and unless the Committee make a drastic change in their scholarship scheme, the school will cease very shortly to be eligible for recognition under the Secondary School Regulations"¹ Certainly early leaving was a major problem which remained unsolved for a very large number of years. In fact at this period the sheer economic necessity of getting children to work as soon as possible not only caused early leaving but prevented many otherwise eligible children from entering the school in the first place and since there were only 23 Junior scholarships to be competed for at Stockton² many quite able candidates who ought to have attended as free scholars must have been deterred. Competition for these free scholarships increased steadily from 1907 (the year of the Board's regulations establishing them) to 1910 as is shown by H.M.'s report dated 30 June 1910 which in referring to the rapidity of the rise gave the following figures:-

Candidates for Free admissions	Year
107	1908-09
197	1909-10
245	1910-11

The charging of fees declared necessary in all Secondary schools

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1. Minutes D.C.C. H.E.S.C. 15 January 1908 (Minute 340)
 2. Allotted on a basis of population. Stockton got 23 out of an expected total of 251 for the County as a whole. This is the proportion given also by the population figure for the year. viz. Stockton 70,560; County 768,024. Ibid. 12 January 1910.

by the Board of Education was vigorously protested against by the local branch of the Independent Labour Party who wanted free education.¹ On the other hand the County Council were assailed by the Stockton-on-Tees Chamber of Agriculture protesting against "the enormous expenditure" on schools and urging the Council to adopt a more modest policy.² A fee of £3 per year represented a considerable sum in those days and there were consequently misgivings in other quarters. "When the Higher Grade school became a Secondary School the Headmaster was evidently doubtful as to whether on a fee paying basis he could get sufficient pupils to fill his classrooms. He therefore started a Preparatory Secondary School of boys and girls aged 9 and 10 years of age and he put me in charge of them"³ When it became known that a fee was to be charged there was renewed criticism by the Stockton and Thornaby Branch of the Independent Labour Party - "we believe the fee of £3 per annum will prove exclusive and inimical to the best educational interests of the poorer children of our Town, as those educated in such classes will in all probability win the "Free scholarships" in the Secondary school."⁴ The County reply to this criticism was that the lowest fees possible were being charged ... the amount per term being actually only ten shillings.⁵

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1. Minutes D.C.C. H.E.S.C. 10 July 1907. Letter from Stockton and Thornaby Trades and Labour Council to Stockton Town Council.
 2. Minutes D.C.C. E.C. 28 February 1906. Similar criticisms were received from the 'Teesdale Guardians'.
 3. Private communication. E. Baldwin O.B.E. M.Ed. Also Minutes of H.E.S.C. 12 June 1907 (Minute 164)
 4. Ibid. 10 July 1907 (Minute 171)
 5. Ibid. 10 July 1907 (Minute 172)

The suggestion made repeatedly by the Inspectors of the Board of Education that the school should be split into two separate ones, one for boys and the other for girls¹ was adopted by the local committee of the Governors but there was much delay in its implementation, the trouble, as was so often the case at that time being essentially financial. The County authorities were unable to see their way clear to expand the staff to the extent desired by the Governors and there was much in support of the County view point. For one thing, the classes were already very small, in 1909 the average per class was only fourteen pupils, and some of the extra staff envisaged by the headmaster and local committee were therefore for very small groups of pupils taking alternative practical subjects.² The discussions went on for many months which became years but finally in 1915 after several postponements the school was divided and a former first Mistress became Head of the Girls' school.³

Meanwhile the somewhat 'classically biased' regulations of the early post 1902 era were being eased⁴ so that this and the prospect of

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1. "Although the headmaster is vigorous and exceedingly attentive to his duties his time has to be divided between two schools in the same building." Minutes D.C.C. H.E.S.C. 28 August 1906. Also Minute of Local Sub Committees. Stockton Secondary School Committee 25 May 1911 (Minute 14)
 2. Ibid. Special Report No.3 10 November 1909. Also Local Sub Committee Minutes, Stockton Secondary School Committee 8 November 1912. Ibid 26 June 1913 (Minute 12) The actual division was deferred because, claimed the local committee, of "delay in reporting by the County sub committee and sanction for the minimum staff being withheld."
 3. Ibid. 9 December 1914. The division occurred in January 1915.
 4. Ibid. 30 April 1908 "...the effect of the new regulations is to provide informally in small schools alternative courses which in larger and more highly organised schools are understood as classical and modern sides."

an effective division of the school encouraged the headmaster to undertake the task of forming an 'Engineering Course' for the Boys of the Secondary school. "In all industries the value of education is now generally recognised and the time has arrived when the school might contribute more largely than it does towards supplying well trained youths for the higher appointments in Engineering and Mercantile concerns of the town and district. It is possible to establish an Engineering and a Commercial Section in school, provided that the various manufacturing and commercial houses are prepared to recognise the value of such education and to show some preference for youths so trained. During the next few weeks I propose to call upon the principal business firms in Stockton to ascertain their opinions concerning the scheme."¹ In the next few days interviews were held with the most important firms including Messrs Ashmore Benson Pease and Co., Ltd, Blair and Co., Ltd, Head Wrightson and Co., Ltd, Robert Roger and Co., Ltd, Pickerings and Co., Ltd, etc. at which the proposed Engineering Course was commended as (a) being undoubtedly beneficial for boys intending to become Engineers and (b) as possessing some real advantages from the Employers point of view. "The general scheme of training would include the following subjects:- English, One Foreign Language, Mathematics, Physics, Mechanics, Mechanical Drawing, together with instruction in Metal work. By means of the first three subjects a general education would be continued and the danger of narrowed interests from premature

1. Local sub committee minutes. Stockton Secondary Schools Committee
23 January 1913 Headmaster's Report "Vocational Training".

specialisation avoided. To Senior pupils at present the school offers only one course of study and as that course is suitable for teachers only the educational advantages of the school are restricted at a point where they ought to be as wide as possible. It appears probable that an Engineering Section could with reasonable chance of success be established in September. Very little further equipment would be required and for one year the present accommodation would suffice. The additional teaching power could be supplied from a full time (Evening) Engineering teacher."¹ Having thus established that support from the employers would be forthcoming the parents were next approached, and when their support too was seen to be likely the scheme was sanctioned and arrangements made for the appointment of a full time teacher of Engineering² this being accomplished on 13 September 1913 but only after a personal approach by a Deputation from Stockton had explained the need; such Deputation ought not to have been necessary in view of the adequate minuting of the Local Committee's deliberations and reasoning on the matter and especially in view of the care taken to assess the need, sound out support from employers and parents and so on. However this was just one case of the County Committee's seeming reluctance to trust their Stockton Local Committee to act responsibly - many similar such cases occurred and will be mentioned from time to time.

In fact the innovation proved a success so that in September 1910

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1. Local sub committee minutes. Stockton Secondary Schools 27 February 1913 - Headmaster's Report "Vocational Training".
 2. Ibid. 11 June 1913 (Minute 10)

the County Committee sanctioned the local proposal to commence a second years course 'The syllabus submitted for the Day School Engineering Course' is quite satisfactory. The first year section resulted in twenty-three boys remaining for one additional year at the Day school to be prepared for the Engineering works in the town, who, otherwise, would have left school a year earlier. It is proposed now to have a second year for the same purpose for those who wish to have further instruction. The whole of the practical work will be taken in the laboratories along with the first year boys, and we have authorised the forwarding of the syllabus to the Board of Education"¹

The effect of early leaving previously mentioned was to favourably increase the staffing ratios in the upper forms so that in 1909 for example as has been pointed out earlier, there was an average of only 14 pupils per teacher. Under these conditions good progress could be expected from those who stayed the whole course and this was indeed the case. Very good reports were obtained² and the external examination results for the same years were outstanding as for example when in the 1912 Oxford Junior Local Examination many distinctions were obtained and pupils at the school took first and two second places out of all the candidates sitting in the English Language and Literature paper, this effectively dispelling any notion of undue science bias which might have remained from the days when the school was a "Science Top".³

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1. D.C.C. Minutes Secondary Education MinerSub Committee 16 September 1914 (Minute 83)
 2. For example the University of Durham Report. Minutes of Stockton Local Committee Secondary School - 21st November 1910 (Minute 5)
 3. Minutes of Stockton Local Committee. 25 April 1912. Headmaster's Report.

However the number sitting Senior examinations were never very high in this period and outstanding results at this high level were rare - in fact recognition by the Board of Education of the "Advanced Work" going on at the school was deferred until much later because the numbers present were not yet sufficient. Doubtless the late age of entry to the school¹ (12+ and 13+ years) militated against retention of pupils for a full course and thus the next most important move after having established the machinery for secondary education was to recruit at a lower age - this being urged by the Board of Education and gradually implemented by Durham County Education Committee who in February 1912 encouraged entry at 12+ years and later at 11+ years.²

Relations between Durham County Education Committee and the Voluntary Bodies in Stockton concerned with Secondary Education.

The hopes expressed in 1905 for "happier results in the work of education"³ did not imply that any substantial change of opinion towards a more tolerant view of sectarian education had occurred on the part of Durham County Council. On the contrary almost the first action taken by the Provisional Education Committee⁴ was to obtain the opinion⁵

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1. Local sub committee minutes. Stockton Secondary School 23 November 1911. The Board of Education Inspector's Report in March 1911 is cited as noting the late average age (of 13+ years) of entry to the 4 year course.
 2. Report by J.A.L. Robson; Minutes 13 March 1912.
 3. Minutes D.C.C. E.C. 8 February 1905
 4. The Provisional Education Committee attempted to promote a Concordat of Religious bodies to facilitate educational policies but this somewhat naive conception was rejected by the various bodies concerned.
 5. Minutes. First meeting of Durham County Council proper 12 April 1904 (Minute 16).

of W.S. Robson, K.C. concerning various legal matters which intimately concerned the relations between the Council and the various voluntary bodies. "Has the Council any power to pay any part of the cost of denominational instruction in non-provided schools outside the Cowper-Temple clause? If yes, can it be compelled to do so and how? Assuming that some of the non-provided schools are unfit for their purpose by reason of structural defects, can the Council insist on their being put right as a condition precedent to their being nominated by the County Council on the ground that such school buildings being in themselves inefficient, the County Council cannot keep efficient such schools, and if the County Council refuses to take over any of them what will the remedy be?" These very questions showed that the County Council's distaste for sectarian education, vented so frequently during the parliamentary passage of the 1902 Act was not changed; in fact these very questions concerned matters which were to cause much strife in later years in various parts of the country but most notably in non-conformist Wales. The answers furnished to the County Council by counsel were however such as to discourage any incipient anti-sectarian tactics. "The position therefore is that the Local Education Authority must pay the whole of the teachers' salary, but has not the disposal of the whole of his time. Part of this time is at the disposal of the foundation managers who are not bound to contribute to his salary. The effect is that the Council is not only empowered but bound to pay the cost of such denominational teaching as the foundation managers may

require outside the Cowper-Temple clause. If the Council fails to pay the teacher's salary including so much of it as may be due in respect of religious teaching ... the Board of Education may make an order directing it to make the required payment and such order may be enforced by mandamus. The County Council is entitled to call on the managers to make reasonable alterations (to the school buildings). If the managers refuse to do so the County Council may leave the school alone and the managers must then either maintain it themselves or appeal to the Board of Education ... who will determine whether the requirements of the County Council are reasonable or not. If they are unreasonable the local education authority will be called upon to maintain the school, and if the requirements are reasonable then the school will lose all rights to grants or rates until they are complied with."

In April 1904 further evidence of the County Authorities unchanged attitude to sectarian education was shown when the scheme of scholarships, exhibitions and free studentships contained in the Technical Instruction Directory came under review. The principal amendment to the regulations which otherwise remained substantially unaltered was to the effect that "no such scholarship etc., be available at a theological college."¹ Again in November of the same year² a letter from the Rev. H. Martin asking for financial aid on behalf of the Durham Diocesan Training Institution for Servants at Stanley House, Stockton, was unsuccessful. Thus there was a very definite lack of sympathy for the

1. Minutes D.C.C. H.E.S.C. 9 April 1904 (Minute 38)

2. Minutes D.C.C. E.C. 30 November 1904 (Minute 739)

furtherance of any kind of education which tended to promote sectarian influence and as far as Stockton was concerned this attitude most seriously hindered the development of the Grammar school.

The Stockton Grammar School

This school, founded out of the original endowments of the Blue Coat Charity school, suffered from serious shortage of funds throughout this period and beyond. As has been described earlier the original Blue Coat school closed in 1894 and the building was unoccupied for a considerable time. Pending the introduction by the Charity Commissioners of a suitable scheme whereby to utilise the funds of the charity for secondary purposes, the school building was occupied by the High School for Boys under the headmaster Mr E.J.Vie. And when the scheme for the Stockton Grammar School was finally agreed these same scholars and teachers remained but the name was changed from the Stockton High School for Boys to the Stockton Grammar School "We have pleasure in stating that the masters and pupils of the Stockton High School for Boys were, on the 1st of January 1900 handed over to the Governors elected under the new scheme of the Charity Commissioners for the Stockton Grammar School, and that the whole of the apparatus was also transferred to the new Governors, who accept all the responsibilities entered into with the County Council on the part of the previous managers."¹ The demand for the type of education given at that time in this school was rather limited and the Governors had therefore the difficult task of

1. Minutes. D.C.C. T.E.C. 24 January 1900, paragraph 8.

charging a fee such as would allow solvency of the school while not being so high as to deter would-be students. The Board of Education report on the school for 1905 stated "the work has been carried on consistently, the relief from manual instruction and the additional time for literary work has been a boon"¹ However the report presented to the County by their own hired inspector was more cautious "It should be borne in mind that this school has suffered during the past years from sickness and the work has been much broken in consequence"² At this time the school had 150 boys on the roll, fees paid were about £9 per year per student and the endowment amounted to only some £350.³ The Board of Education recognised the school for grant purposes for the year 1906 but qualified their recognition as follows:- "The Board will in future expect a larger proportion of scholars to remain for the 3rd and 4th years of the course."⁴ But the report of the County Council's representative on the Board of Governors for 1906 was distinctly anxious After mentioning the bad location of the otherwise good school buildings and affirming that the teaching staff was adequate and fully qualified the report continued "Fees are too high in a town where education can be obtained free at the Higher Grade Secondary School. The scholars attending have diminished in recent years - fees should be reduced to

1. Minutes D.C.C. E.C. 8 February 1905

2. Minutes D.C.C. H.E.S.C. 6 September 1905 'Reports on Secondary Schools'.

3. Ibid. 6 December 1905.

4. Letter from Board of Education dated 17 April 1906. Ibid 16 May 1906. The Board of Education Inspection had occurred in May 1905 Ibid 10 May 1905.

£5 or £6 per annum but as the school funds are overdrawn nearly £400 the Governors dare not take this step without a guarantee from the County Council"¹ As mentioned earlier in February 1906² the County Secondary Education Minor Sub Committee had made an important and comprehensive study of the needs of secondary education and the resulting policy statement³ was by no means unfavourable to the Stockton Grammar School. In fact the whole document showed a quite liberal approach to the needs of Stockton in the sphere of higher education, envisaging separate and rather select Boys and Girls higher secondary schools each with accommodation for 150 to 200 pupils. As will be recalled a fee of £9 was suggested and in respect of the Boys' school it was recommended "that the Board of Education be asked to amend the scheme of the Grammar School so as to give the County Council a majority of representatives on the Governing Body, and so as to provide for the amalgamation of the old Norton Grammar School foundation with that of the Stockton Grammar School ... if this can be affected the County authority be recommended

1. Minutes D.C.C. H.E.S.C. 16 May 1906

2. Minutes D.C.C. Secondary Education Minor Sub Committee 14 February 1906.

3. Not, unfortunately, wholly agreed or implemented - see later. (The Norton Grammar School had long been defunct and its small endowment used to pay the pension of the ex Headmaster who occupied the school house rent free - on his subsequent death in 1908 the Norton Grammar School Trust ceased to be dormant - the school houses were let at a small rental and the proceeds were in fact used along the lines suggested in the above report to provide 3 scholarships at the Stockton Grammar School, for boys of Stockton.

to build a new Grammar school to accommodate 150 to 200 boys, provided that the general conditions of a Division I school be complied with."

Shortly after the issue of the above report a deputation from the Governors of the Stockton Grammar School to the County Council was agreed, at which the Governors were informed "The County Council will only recognise those schools which accept the conditions laid down for Division I or Division II schools"¹ Division I schools were those such as the former Higher Grade Schools at Stockton and Jarrow which had been erected by the school boards and were therefore 'provided' schools and one condition laid down was that the County Council representatives should have a clear majority on the Governing body. Division II schools were usually older foundations i.e. non-provided and the County Council's representatives were a minority on their Governing bodies. Articles 23 and 24 of the Board's regulations set forth certain conditions regarding representation of the County Council on the Governing Body of these secondary schools.

Application was made by the Governors for recognition by the County Council as a Division II school, but exception was taken to Articles 23 and 24 and accordingly it was decided to request the County Education Committee to waive the right of sending representatives in accordance with the Articles.² This waiver was originally granted

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1. Minutes D.C.C. Secondary Education Minor Sub Committee 25 July 1906
The Regulations relating to Div. I and Div. II schools were laid down at the meeting of the Higher Education Sub Committee 6 December 1905. See also pages 156 to 159 ante
 2. The Div. I and Div. II schemes contained provisions regarding County representation and religious instruction which were presumably unacceptable to the Governors initially.

by the Higher Education Sub-Committee but later referred back by the full Education Committee who wished to exercise to the full the right of County Council representation. Division II status was finally agreed but the numbers at the school continued to fall¹ and there was much dissatisfaction with the building, especially in regard to its position. The endowment of £350 a year was nowhere near sufficient so that it was not long before the Governors again approached the County Council for some plan whereby a new school in new school buildings could utilise the endowment and the school still be conducted and managed along existing lines.² There then followed, however, a series of events which illustrated only too well how easily ideas could be frustrated and, by design or accident, became bogged down in administrative delays. The Board of Education were pressing the County Council at this time to adopt a scheme for secondary education in the town in which the type of school represented by Stockton Grammar School would play an important part 'The Board have decided that the continued existence of the Grammar school or of some other school similar in character is essential if proper provision is to be made for the needs of higher education in Stockton' The County Higher Education Sub-Committee was sent a copy of the Board's letter (to the Governors) and asked for their observations on the re-organisation of

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1. There were only 40 boys on the books during 1909-10 and only 13 pupils had been admitted during 1908-09. Ibid. 12 January 1910 (Minute 505) Also Board of Education Report Ibid 8 May 1907 (Minute 121)
 2. Division I status with more aid and more Council representation would have been a more practical proposition with such a low endowment.

the school¹ and the Governors also wrote to the County committee stating their willingness to enter into communication with the committee "with the object of coming to an understanding in the matter." Both these letters were on 8 March 1911 referred to Secondary Schools sub-committee which met on 29 March 1911. This sub-committee affirmed the Board's view regarding the necessity for the continued existence of the Stockton Grammar School and "recognising that the main questions for consideration are buildings and finance, the Education Committee is recommended to enter into negotiations with the Governors of the Stockton Grammar School on these and other matters connected with the endowment to ascertain what they are prepared to do in the connection."² However, at the next meeting of the Higher Education Sub-Committee these recommendations were deferred, "in the meantime the Governors of the school be informed that this committee will be pleased to receive and consider any proposals which they are disposed to make on the question of the future housing and maintenance of the school"³ The Governors responded to this by letter dated 24 April stating that they had appointed three of their number "to meet in friendly conference a similar number of the County Education Committee to discuss the matter of the future of the school." However, the reply of the County Committee was to the effect that "before appointing representatives

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1. D.C.C. Minutes H.E.S.C. 8 March 1911 (Minute 639) See letter from Board of Education dated 3 February 1911 to the Governors of the Stockton Grammar School and from the Governors (dated 14 February 1911) to the County Committee.
 2. Minutes D.C.C. Secondary Schools Minor Sub Committee Reports and Returns 5 April 1911.
 3. Ibid. H.E.S.C. 5 April 1911 (Minute 44)

it is desirable that definite subjects for discussion be named"¹

Thus the County Council showed a capacity to delay the negotiations - for while the reports in the official minutes read as though the Council were only asking for clarification - to anyone having followed the exchange closely it must have been abundantly clear as to what was likely to be on the agenda of any discussions. On 11th October 1911 the Higher Education Sub Committee considered the matter once again² and on 6 December 1911 the Secondary Schools Sub Committee (after considering a letter from the Governors of 24 November 1911 stating the difficulty of proceeding with a scheme and yet again suggesting a meeting) agreed to receive a deputation from the Governors. The full Higher Education Sub Committee endorsed this suggestion at its meeting on 14 February 1912 and finally agreed to meet the Deputation on 21 February 1912.³ Thus more than a whole year had elapsed from the receipt by the Council of the Governors' first letter (dated 14th February 1911) suggesting negotiations and the actual first meeting. Such slow progress must surely have been partly at any rate a result of the Council's non-sectarian complexion.

The deputation⁴ put forward observations and proposals which had been approved by the Governing Committee but which were subject

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1. Ibid. H.E.S.C. 17 May 1911 (Minute 113) The use of the word "friendly" is rather curious and invites the inference that previous relations had not perhaps been too amicable.
 2. Minutes D.C.C. H.E.S.C. 11 October 1911 (Minute 347)
 3. Ibid. Secondary Schools Sub Committee 6 December 1911 (Minute 43)
 4. Ibid. H.E.S.C. 14 February 1912 (Minute 61)
 4. Ibid. H.E.S.C. 13 March 1912.

to the consideration and approval of the Board of Education. After quoting the conclusions reached in the letter from the Board of Education dated 3 February 1911 that "the proper provision for higher education in Stockton requires the existence of the Grammar school for Boys or of some school of the same type, as well as the existence of the Stockton Queen Victoria High School for Girls and the Stockton Secondary Schools" the Governors suggested that this would necessitate the purchase of a suitable site and new school buildings. "The gross capital value of the Endowment including the present school premises may be valued at say £15,000. It is proposed to apply £10,000 of this capital sum for a site and new buildings - the site and plans for the new buildings to be approved by the County Education Authority, to be vested in the official trustee of Charity Funds and the premises when completed to be leased to the County Council in perpetuity, the Council similarly on its part undertaking to permanently carry on a school of the same type and undertaking to pay a nominal yearly acknowledgment, and to do all the landlords and tenants repairs. The school to be managed by the County Council under a Board of Governors upon which the Trustees of the endowment would have a reasonable representation as a Division I secondary school under the County regulations applicable to maintained schools. The income from the endowment to be utilized as leaving Exhibitions tenable at British Universities and to be offered to boys from the Borough of Stockton-on-Tees."

After the deputation had withdrawn the committee agreed that the County Education Committee should be recommended to entertain the proposals substantially as put with the addition that in regard to the leaving exhibitions "no candidate for such shall be subjected to religious tests or placed at any disadvantage on the grounds of religious opinion."

On 10th July 1912 the Higher Education Sub Committee held a special meeting to meet representatives of the Board of Education as to the terms for taking over the Grammar School.¹ The Board's representatives explained that they had just had an interview with the Governors in connection with the proposed transfer of part of the endowment to the County Council, and gave the Committee an outline of the views of the Governors thereon - however the County committee reacted rather sharply and informed the Board's representatives that "until we have a reply to our proposals in writing from the Governors so as to be informed on the matters of agreement and differences no useful purpose was served by further discussing the matter"² Clearly the County were within their rights in expecting a reply direct from the Governors and refusing to discuss the matter through the Board's representatives and it is difficult to see why such direct reply was not sent, unless the Governors were naive enough to believe that possibly by working via the Board of Education some form of pressure or intimidation would result in the County Council being made to agree

1. Minutes D.C.CH.E.S.C. 3 July 1912 (Minute 271)

2. Minutes D.C.C. H.E.S.C. Special Meeting 10 July 1912

to better terms. The reader is inevitably reminded of similar disagreement 15 years earlier between the trustees of the Blue Coat school and the Stockton School Board regarding the same endowment. Certainly if the Governors of the Stockton Grammar School had hoped to achieve an advantage by such procedure they were quickly disillusioned. The membership of the Durham County Council was such at that time that they were more likely to be antagonised and unco-operative if they suspected any seemingly unfair pressure.

The sour reply of the Council quoted above was however at the same time an invitation to the Governors to reply to their original propositions and after a further exchange of letters¹ an agreement of sorts was reached - "the satisfaction of the committee be expressed to the Governors of the Stockton Grammar School with conclusions to which they have arrived" - and a meeting was arranged to discuss further details and to make a joint request to the Board of Education to give effect to the same² On 12 February 1913 a special committee was appointed to decide on such questions as site, plans, buildings, supervision, furnishings, staff and other "matters of detail"³ However the Governors were not wholly in agreement as regards acceptance of the clause excluding religious tests etc. which had been insisted upon by the County committee and so negotiations continued on this point alone and progress was very slow indeed. Such was the

1. Ibid. 13 November 1912 (Minute 499)

2. Ibid. 4 December 1912 (Minute 555)

3. Minutes D.C.C. H.E.S.C. 12 February 1913 (Minute 688) Ibid 9 April 1913.

local position then in July 1913 when the Board of Education stepped in with an important letter to the Governors which made an agreement even more difficult. "As you are aware, the exclusion of all religious doctrine in connection with the Exhibitions which are to be founded out of any surplus there may be after providing the £10,000 for the building of the new premises, although assented to by a majority of the Governors, is objected to by a minority and the Board now definitely state that the Grammar School Endowment appears to fall under paragraph 19 of the Endowed School Act 1869. A scheme of the kind proposed would therefore require the consent of the Governing Body as prescribed in that section, and having regard to all the circumstances the Board would not be prepared to take the scheme in hand unless the unanimous consent of the Governors had been formally signified." Clearly under these circumstances the room for manoeuvre towards an acceptable agreement was substantially reduced, as the Governors put it "- under these circumstances in the absence of complete unanimity of the Governors, and if the County Education Committee still insist upon their conditions affecting the Exhibitions our negotiations cannot, for the time being, be usefully continued, which is to be regretted"¹

After considering the latest reports of their inspectors the Board of Education wrote to the County stating that 'as definite proposals for the provision of suitable accommodation are not forthcoming the Board regret to give notice that recognition of the school will be

1. Ibid. Reports and Returns "Stockton Grammar School Special Committee" 16 July 1913.

withdrawn from July next'¹ This action of the Board had an accelerating effect - on May 6th the Governors wrote to the Higher Education Secretary of the County asking that a deputation be received "to discuss a proposal with reference to the provisional scheme".² But agreement still eluded the parties concerned so that on 8th July 1914 the County Higher Education Sub Committee decided "that the Board of Education be asked to approve of the continuation of the school as at present for the reason that neither the County committee nor the Governors are in a position to take action on the matter"³ A similar plea was made by the Governors who were still hoping for proposals which would allow of a settlement. The Board's reply dated 30 August 1914 was that they could not "continue recognition of the school for another year ... but in the hope that the fresh negotiations now in progress may result in a fair agreement the Board are prepared to place the school on the suspense list for 1914-15 and failing the completion of the arrangements within the coming school year no grant will be payable and the removal of the school from the Board's list of efficient schools will take effect from 31 July 1914"⁴ Thus the Board, employing its power to withhold grants gave the local parties to the issue one more chance to reach agreement. The school was not in a very happy

1. Minutes D.C.C. H.E.S.C. 4 February 1914 (Minute 665)

2. Ibid. 20 May 1914 (Minute 96)

3. Ibid. 8 July 1914 (Minute 148)

4. Minutes D.C.C. H.E.S.C. 16 September 1914 (Minute 83) Letter from Board of Education 20th January 1914.

Ibid. 2 December 1914 (Minute 1152) including correspondence between the Governors of the Stockton Grammar School and the Board of Education.

position at this juncture "The buildings and furniture are quite unsuitable to modern requirements - the staff requires to be strengthened by more capable form masters - the curriculum could be improved but the headmaster does his best in difficult circumstances - the financial position of the school gives some anxiety as the income from endowments and grants is not always sufficient to meet expenditure"¹

With the outbreak of war in 1914 and the consequent many other pre-occupations of all concerned the situation remained unresolved - the Grammar School continuing to be recognised as a Division II school by the County Education Committee.² In fact the new school buildings which were mooted in 1906, and planned in 1913, did not materialise until 1963 when the school, having been grudgingly granted 'aided' status under the 1944 Act moved into splendid new buildings at Fairfield on the outskirts of the town - triumphantly displaying the title "Stockton Church of England Grammar School."³

Thus the period from 1904 to 1918 was one of great difficulty for Stockton Grammar School, such difficulty stemming from lack of funds with which to build and re-equip badly needed new premises. The real cause however of the decline of the school was the religious issue and inability or unwillingness on the part of the Durham County

1. Ibid. "Reports and Returns" 20 May 1914 "Stockton Grammar School".

2. Ibid. 4 November 1914 (Minute 140)

3. Ibid. 9 October 1918 (Minute 295) et passim.

3. The school was for very many years the only 'aided' secondary school in Durham under the 1944 Education Act - all others being 'controlled' or, of course, independent.

Education Committee and a sectarian minority of the Governing body to reach a working compromise - the conflict being strongly reminiscent of the one 15 years or more earlier between the trustees of the Blue Coat Charity School and Stockton School Board. Readers may not think it insignificant that during much of the time when policy in regard of secondary education was being thrashed out by Durham County the chairman of its education committee was Councillor G.S. Ordish (Non-conformist Minister), whilst a prominent member of the Stockton Grammar School Board of Governors was the Anglican Reverend H. Martin. These were the same two adversaries who had clashed in 1894-95 over the future of the Blue Coat School, with such deplorable results.

Stockton Queen Victoria High School for Girls.

As explained above it was the religious difficulty which so bedevilled progress of the negotiations between the managers of the Stockton Grammar School and the County Education Committee and to this extent the ecclesiastical nature of the earlier endowment was an embarrassment to the majority of the school governors, in the sense that the minority were intransigent and insisted on the maintenance of some sectarian influence. The Stockton Queen Victoria High School however was largely unfettered by such considerations for it had arisen from the application of monies derived by public subscription, this school being the follower of the original Stockton Girls High School which had come into being in 1883. Thus the first scheme propounded was not a narrow sectarian one and therefore the County

Council were far more ready to give aid especially too since there was no difficulty parallel to that with the Boys' school respecting Exhibitions. Hence not only recognition but also substantial aid was fairly readily forthcoming, a grant of £2,500¹ being made by the County Council towards the erection of the new building (which was opened in 1905), followed by a grant of £250 as half of the cost of new furniture.² In the policy statement regarding secondary education generally in Stockton made in 1906³ the Girls' school was quoted as "accommodating 150 to 200 pupils, having been erected by public subscription and a grant from the County Council and, with the fees, the sum received from endowment and the Board of Education Grant, ought to be self-supporting." It was envisaged that the school would "provide well-planned courses of instruction up to the ages of 17 or 18 and prepare students for the University and higher walks of life." The recommendations of this committee were "that the Queen Victoria High School for Girls be recognised as a Higher Secondary School for Girls on condition that the representation of the County authority on the Governing body be increased to not less than four in consideration of the large building grant and that if necessary the County authority grant a capitation fee, provided that the school conforms

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1. Minutes D.C.C. Finance and General Purposes Committee 21 September 1904 (Minute 463). Ibid Higher Education Sub Committee 5 October 1904 (Minute 544). Ibid 8 October 1904 (Minute 581)
 2. Ibid H.E.S.C. Secondary Schools Committee 6 September 1905. Ibid Reports of County Council's Representatives on the work of the session 1904-05 31 March 1905.
 3. Ibid Secondary Education Minor Sub-Committee 14 February 1906

to the general conditions laid down by the County." Figures compiled at about this time showed the endowment as £150 and on the basis of a £9 fee the cost to the County was estimated to be only £30 per annum if about 150 students attended.¹ In fact the number on the roll increased considerably after the move into new premises and the good reports of work done in the older building were outdone by those given after the move. "The work of the school is good and thorough in all departments"² "An excellent staff but work is handicapped by the present buildings"³ "The school is carried on in the new building probably the most suitable in the County. The number of pupils has largely increased and the school has a brilliant future before it"⁴ "The work is excellent, the school has fully justified the expectations of the promoters. Believe it is now quite full, the best testimony to its usefulness and efficiency"⁵

Thus the school went from strength to strength. New buildings and equipment and an excellent staff together with generous County aid and the sheer popularity of the education given to the girls all combined to ensure the success of the project. In 1909 the school

1. Minutes D.C.C. H.E.S.C. 6 December 1905.

2. Ibid. 6 September 1905 "Summary Reports on Secondary Schools"
A. Robinson, M.A. D.C.L.

3. Ibid. 31 March 1905 "Precis of County Council's Representatives Reports on the work of Session 1904-05"

4. Ibid. 1 May 1906 "Precis of County Council's Representatives etc."

5. Ibid. 13 May 1908

was given Division II status by the County Education Committee and was recognised by the Board of Education as an efficient Secondary School¹ retrospectively to August 1908. A possible cause of friction between the Governors of the school and Durham County Education Committee was averted by the action of the Board of Education which declined to allow the request made by the Governors for the waiver of operation of Article 24 of the Board of Education's Regulation regarding representative governors²; instead the Board promoted a new scheme of management which gave the Council more representation³. To comply with the Board's regulations 10%⁴ of the admissions to the school had to be free this being an important provision in view of the fact that the fees were then 12 guineas a year.⁵ Previously the numbers of free scholars were very small - there being only 2 such free places out of 141 students on the books in 1909-10⁶. By means of these scholarships the school was made a little less exclusive and a wider range of natural ability was tapped while the upper class nature of the school was substantially unaltered. The majority of girls who wanted a secondary education as the term is now understood went to the old Higher Grade School or Stockton Secondary School as it was by then

1. Ibid. 14 October 1908 Ibid 11 November 1908. Also Education Committee 13 January 1909. Ibid 7 April 1909 (Minute 34)

2. Minutes D.C.C. H.E.S.C. 12 May 1909 (Minute 96) Letters from the Board of Education dated 27 April 1909.

3. Ibid. 10 November 1909. Letter from the Board of Education dated 27 October 1909. Ibid 17 May 1911 (Minute 80)

4. This figure was later increased to 25%

5. Ibid 14 July 1909 (Minute 211). Secondary Schools Sub-Committee 30 April 1910. The Regulations later increased this figure to 25%

6. Ibid 12 January 1910 (Minute 505)

called. That there was no dearth of pupils at the Queen Victoria High School despite apparent competition with the Secondary School, (especially in view of the effect which the similar competition had on the Stockton Boys' Grammar School) was due in large measure to the favourable conditions of the former earlier quoted. But also the appeal of this costly girls' school was greater than that of the Boys school because of the inherent difference between the sexes. It seems that the Queen Victoria school was more of a school for 'young ladies' and gave a certain polish which though difficult to define exactly was instantly recognised and valued. While the same sort of thing might have been applicable to the Stockton Grammar school in the sense of its turning out "young gentlemen" it is likely that the polished, well educated girl was more socially desired than the similar well turned out young man. Put shortly while there was a high value placed on good manners in a young girl there was somewhat less high esteem attaching to similar standards in a boy.

The reports given on the Girls High School continued to be most satisfactory, that for the year 1912 being as follows:- "Both from an educational and sanitary point of view the school is in a satisfactory condition. Financially an overdraft is shown in the report and this may operate against the progress of the school in future ... No reason to be other than satisfied with the work done in the school ... very favourably impressed."¹

1. Minutes D.C.C. H.E.S.C. 15 May 1912. 'Reports of County Council Representatives on the work of Secondary Schools'

Stockton Technical Institute 1904 to 1918 - Frustration and Neglect.

The period 1904 to 1918 saw little change as far as the Stockton Evening Institute was concerned. By contrast with primary and secondary education the County organisation was already in being and essentially all that was needed was a little adjustment. Thus for some 2 years the existing Local Technical Instruction Committee¹ continued to manage affairs in Stockton - in 1906 however the committee's membership was reconstituted so that "the whole of the educational work in the (Higher Grade school) building together with other evening classes in the town should be managed by a committee of 16 members appointed by the County education authority of whom 7 should be selected from nominations by the Stockton Local Education Authority"² Thus the evening classes were controlled by the same committee as controlled the (day) Secondary school, and this arrangement was maintained for many years.³

The County committee were impressed with the need for systematic instruction in related groups of subjects. "It is desirable to classify and arrange the subjects in properly co-ordinated courses which shall extend over 3 or 4 years. The preliminary course ... if properly carried out will ensure students obtaining a groundwork after which the more technical studies can be pursued. At the present time

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1. Minutes D.C.C. H.E.S.C. 29 June 1904 (Minute 263) Perhaps the most important change was the discontinuance of the system of inspection of separate classes, instead the 'centres as a whole to be inspected as considered necessary'.
 2. Ibid. Secondary Education Minor Sub Committee 14 February 1906
 3. Ibid. Evening Technical Schools Minor Sub-Committee 28 March 1906

students throughout the County are attempting subjects for which their previous training and qualifications are totally inadequate ...

emphasis must be laid on the necessity for students to take groups of cognate subjects, with some definite end in view, and to follow the course to the end rather than to select subjects haphazard which have no definite relation with one another. The courses are arranged to cover 3 years; each or any part of one may be distributed over 2 years if desired, but in any case one part should always be completed before the next is commenced."¹

On the other hand little was done to encourage recreational classes; thus a scheme of continuous courses was described as above but it was suggested that classes in Needlework, cookery, Ambulance, Nursing and Vocal Music ... "should not predominate over more educational work."² Later on classes in these subjects were only allowed if a fee was charged sufficient to make them self-supporting.³ Other measures introduced by the County Committee at the time showed that an awareness of the need for strict economy was ever present - for example when it was established that a sizeable number of students at the Stockton Institute lived in Thornaby⁴ in the North Riding of Yorkshire

1. Ibid. H.E.S.C. 6 June 1906 "Scheme for Evening schools and Central Technical schools"

2. Minutes D.C.C. H.E.S.C. 26 July 1905

3. Ibid. 4 September 1907 (Minute 66)

4. Ibid. 21 September 1904 (Minute 501) and 30 November 1904 (Minute 732)
"A grant of 5/-d will be made for each North Riding student who completes 20 attendances in Stockton". Also Ibid. 4 April 1906.

an immediate approach was made to that County authority (which by then had only 3 evening classes in existence) for grant. Similarly there was a somewhat indiscriminate attempt to "freeze" the cost of evening classes at their existing level by requiring the estimates should not exceed the previous year's expenditure.¹ In Stockton's estimates for evening classes to be held during session 1906-07 the search for economies resulted in disallowances of the classes in "Millinery" and the complete excision of classes in "Physiography" - "classes in this subject are wretchedly attended and in most cases the elementary teachers who attend these classes do so most irregularly"²

After 3 years of full control by the County the Chairman of the Higher Education Sub Committee A.F. Pease summarised the position with regard to Evening schools generally in the County as follows:- "As to the Evening schools the committee have closed a large number of classes in Elementary subjects during the three years and are confining their attention more and more to the technical and science subjects in the higher branches. It is hoped that this may be increasingly possible without doing injury to the County as the Elementary schools gradually attain a higher and higher standard and especially as the secondary schools are now becoming more general. The number of evening students in 1904 was 17,000 and during the present session 11,000 ... A large sum of money is being spent on Evening Classes at the present time and this will have to continue for some years to come, as Evening Classes

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1. Ibid. Evening classes and Scholarships Minor Sub Committee 10 July 1907 (Minute 35)
 2. Ibid. Evening classes and Technical schools Minor sub committee 25 July 1906.

are the only provision available for those whose parents were unable to allow them to continue long at school"¹

In 1906 the reports of the Board of Education Inspector on the Institute mentioned an excellent session's work and after pointing to the need for the Painter's and Decorator's Classes to be housed in a shop and not in a classroom continued to state "The necessity for day technical classes for artisans and apprentices in a town depending so largely upon Engineering is again pressed upon the local education authority." "The provision of Mechanical and Engineering Laboratories is greatly needed and the attention of the Managers is drawn to this In a town depending so largely upon Engineering work as Stockton does it is essential that adequate provision should be made to meet the needs of the apprentices."² Again in a letter dated 31st March 1908 the Board of Education observed "(1) that practically all the present accommodation is needed for evening school purposes (2) that day technical work will probably be shortly started up in the building," and recommended that classes for apprentices should be held on two afternoons per week "in which case it will probably be found necessary to fit up an engineering and mechanical lab."³ To all of these insistent and specific recommendations occurring over the space of years the County authorities turned a completely deaf ear and no real positive steps to remedy the position were taken.

1. Minutes D.C.C. E.C. 27 February 1907.

2. Ibid H.E.S.C. 19 December 1906. Ibid. 1 May 1906.

3. Minutes D.C.C. Secondary Schools Minor Sub Committee 22 April 1908

In 1908 the Board of Education issued a comprehensive report on "Technical Education in Durham County"¹ in which the Board endorsed the system operated by the County Council and gave general approval. Mention was made however of the lack of apparatus "Not many students are required to measure up a machine etc. and to make a drawing from the thing itself". And in commending the idea of day instruction to apprentices it was urged that such classes ought to be established at Stockton especially for engineering apprentices. On 6th May 1910 the Board's Inspectors reporting on the work of the institute mentioned that the requirement that most students should take a "course" of instruction instead of isolated subjects had resulted in large numbers entering similar classes across the river in Thornaby (N.R. of Yorkshire) where such courses were not compulsory. Thus the need for regional organisation of courses was apparent and the artificiality of the river Tees as an administrative boundary was exposed. The same report was critical of accommodation and equipment which 'left much to be desired ... the so-called Mechanical Lab is of little use for practical work in Applied Mechanics nor is there sufficient equipment to enable students to work experiments for themselves. Consequently hardly any practical work in the subject has been done and the same remarks apply to Heat Engines. Machine drawing is taught in the Mechanical Lab which cannot be considered to be properly fitted for the subject ... Some excellent drawings were seen ... but the provision of machine details and models is insufficient to enable

1. Report by the Board of Education on Technical Institutes in Durham
Ibid H.E.S.C. December 1908.

students to sketch and measure up such details and from the data so acquired to make three dimensional drawings. The standard of teaching and work has again been good, but if the needs of the large body of artisan students in Stockton are to be provided for, laboratories for Applied Mechanics and Heat Engines, adequately equipped, are pressingly required".¹

In March 1912 a slight hardening of attitude occurred and the Board wrote 'asking to be informed what steps had been taken in the matter of providing an adequately equipped laboratory for Applied Mechanics and Heat Engines' By this time some preliminary arrangements had been made between the County Council who were to supply the apparatus and the Borough Council who were to extend the accommodation but on 17 May 1911 the County declined to place the order for apparatus "until the Stockton Corporation agrees to and has undertaken to complete the alterations to the school". The Engineering teacher visited many of the local works in search of gifts of old pieces of apparatus suitable for sketching and measuring and, after an initially poor response³ several valuable pieces of machinery for the use of students were received from Messrs Blair and Co., Ltd, Rogers and Co., Head Wrightson and Co., and Pickering and Co.,⁴

Further pressure by the Board of Education was brought to bear via a letter dated 26 April 1912⁵ and in June 1913 a deputation was

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1. Minutes D.C.C. H.E.S.C. 30 April 1910 Board of Education Inspectors Reports on Evening Classes and Technical Schools for 1909-10.
 2. Ibid 13 March 1912 (Minute 643) Letter from Board of Education dated 6 March 1912.
 3. Local Sub committee minutes. Stockton Technical Institute 15 Dec 1910 & 23 Feb. 1911
 4. Ibid 23 November 1911 H.E.S.C. Minutes 22 May 1912 (Minute 116 - undue delay in supplying apparatus)
 5. Ibid. 12 June 1912 (Minute 161)

appointed to visit Stockton.¹ Various schemes were mooted² but almost unbelievably nothing positive was accomplished, meanwhile the Board of Education Reports continued to castigate the local authority for the "deplorable want of practical instruction in Applied Mechanics due to the continued absence of laboratories etc., etc."³ The deputation of June 1912 reported in September⁴ "As to the Mechanics Laboratory required by the Board of Education we discussed this with the Governors and read a letter from the Board stating that if provision for the same is not to be made inside the building accommodation must be provided otherwise and that proposals should be submitted without delay. We suggest that there is no room available inside the building and that the consideration of an outside structure be, for the present, deferred, also that the copy of the Board's letter be supplied to the Governors for their further consideration." Thus as a result of repeated shelving of the issues, after six years of the need being known, the new laboratories were not available for the 1913-14 session⁵.

On 7 August 1913 the Board of Education enquired once more about the provision of practical facilities for Applied Mechanics and Heat Engines.⁶ and were "informed of the position regarding building

1. Ibid. 12 June 1912 (Minute 161)

2. Local Sub committee minutes. Stockton Secondary school 28 Nov 1912. Ibid 30 May 1912. Ibid 27 June 1913.

3. H.E.S.C. 12 June 1912

4. Ibid 11 September 1912

5. Local sub committee minutes 27 June 1912.

6. Minutes D.C.C. H.E.S.C. 14 November 1913 (Minute 496)

alterations". In April 1914 the Board, doubtless exasperated by the seemingly interminable delay, wrote to the County authorities about lack of equipment for higher engineering courses and the grant payable for the session 1912-13¹ and a deputation was appointed to interview the President of the Board. Meanwhile negotiations with the Borough Council continued spasmodically throughout 1914-15² and at last in March 1915³ agreement was reached between representatives of the Governors and the Borough Council, serving as a joint committee to go ahead with extensions and structural alterations costing some £2,500 - the County Council to pay extra rental at the rate of 5% of the net cost as agreed in the original tenancy scheme. The local H.M.I. Mr Morley kept up pressure and referred to "neglect of the Governors or Borough" in not supplying a minimum of apparatus for the laboratories and classes. The deputation to the Board of Education above mentioned was met by Sir Selby Bigge on 1st October 1915 and in respect of the matter of supply of apparatus to Stockton (which was one of the principal items discussed) the County Council agreed to consult with Mr Morley regarding the drawing up of lists of apparatus to be regarded as minima, it being agreed however that the Board would not press these

1. Ibid. 1 April 1914 (Minute 82)

2. Local Committee Minutes Stockton Secondary School 17 June 1914 (Minute 2). Meeting of the chairman of the governors with the sub-finance committee of the Borough Council. Ibid 23 February 1915 .. "owing to the new Borough Council elections taking place about that time and the appointment of a new committee the matter has been held in abeyance - questions will have attention at the earliest possible opportunity."

3. Ibid Stockton Secondary Schools 24 March 1915.

matters until after the war.

Thus the combined effect of shortage of money for technical accommodation and apparatus, combined with local administrative delay, including some due to political and other causes and the final interruption of war seriously curtailed the growth of the Stockton Technical Evening Institute. It is perhaps arguable that a different order of priorities would have been justifiable but one can hardly conceive of an order which would have put the importance of part-time voluntarily attended evening classes before the organisation of a sound system of secondary education. Should some of the money spent on secondary education have been used instead to build up the evening institutes ? - the answer is probably, no; investment in secondary schools was likely in the long term view to be most effective and most used - pupils to use the facilities were assured until the age of leaving which was slowly being raised whereas no such guarantee of use of facilities in the evenings could be given where no compulsion of any kind could be brought to bear.

The above order of priorities is debatable but not so the pressing need to cut costs at the time. Even with the kind of pruning and meanness to recreative evening classes already instanced the County Education Committee were on several occasions during this period quite unable to function on the statutory product of a 2d rate allowed

and had to seek the sanction of the Local Government Auditor for leave to levy greater rates¹.

Nevertheless so far as Stockton was concerned the effect of this reluctance to spend more than was absolutely necessary had a very undesirable effect, for there was in consequence no chance of development or expansion. Insufficient accommodation and apparatus for the more practical of the subjects in an industrial area like Stockton where these classes might have developed to the greatest extent was particularly unfortunate. Financial difficulties and an urgent need for stringency there undoubtedly was, but just how much of the over all picture was communicated to the local committee? Certainly in this period relations between the County and their own Stockton Committee gradually worsened - some very sharp exchanges occurring. Again the pre-occupation of the County seemed too often to those in Stockton to be with mining and agricultural villages and small towns so that almost inevitably the administration of affairs in the densely populated and heavily industrialised Stockton was a completely different matter which had moreover, long been mastered by the 'locals' who therefore, acting as the 'tail' seemed occasionally to be trying to 'wag the dog'. Too

1. Rates of 2½d and 3d in the pound were sanctioned at various times. e.g. Minutes Higher Education Sub Committee 4 March 1914 (Minute 685). Ibid 22 September 1915 (Minute 87) Ibid 20 October 1915 including Sir Selby Bigges agreement that the County had "done well for the schools". Ibid. 5 April 1911 (Minute 47) "That the County Council be recommended to apply to the Local Government Board for sanction to borrow the sum of £170 for new furniture at the Stockton Secondary School."

often therefore the County authorities followed reluctantly rather than led - in hardly a single important case did the County authority initiate or suggest the initiation of any important scheme to specifically help matters in Stockton. Rather was it the other way round, the local committee's representatives striving to convince the Durham authorities that this or that idea was a good one and ought to be implemented straight away. The deadly delay too in presentation of ideas to the various cumbrous County committees, the frequent need to resort to deputations, had an enervating effect. The bounce and vitality of an idea was missing by the time a decision had to be made so that many a scheme was delayed, deferred and finally forgotten. And throughout the whole period there remained one nagging consideration, namely, how would Stockton have fared if it had been a full County Borough and the absurd boundaries then in existence been altered? Certainly when Darlington (with only a comparable population) became a full County Borough in 1915 the County Council of Durham thereby lost control of the one and only technical college it had previously helped to build and administer and this must have made the County authority wary of over-generous investment in peripheral areas like Stockton. As will be seen in the subsequent chapter the relations existing between the County Higher Education Sub Committee and their Stockton Local Sub Committee containing representatives of the Borough Council deteriorated still further in the next few years - years which should have been marked

by increased provision and were instead, as before, years of delay, frustration and neglect.

War-time Measures.

The 1914-18 War severely curtailed the work of the technical institute in Stockton as elsewhere in the country. Although no physical damage to school property¹ in Stockton resulted developments were held up for lack of money and staff. As will be imagined some of the teachers in the town were called up or volunteered to aid the war effort either on active service or in other ways. The full time teacher of Engineering left in 1915 to take up Munitions work so that the pupils in the Secondary School doing the Engineering Course had to be instructed after normal hours by the evening class teacher. Technical evening classes were completely abandoned for the session and attendances in the other sessions were very low compared with former years. 'The evening school continues to be affected by the conditions of war. Since November 1914 11 students have enlisted in the army and 7 have left through pressure of Government work. The attendance, has suffered too from military causes notably among the 2nd year Engineers, where the record for January is 20% below normal. Though the attendance of Building students and grocers has been very irregular, the cause is attributable to unwillingness or inability to pursue the study of 3 subjects which the Course system involves. From the analysis it will be observed that 33 have left from this cause alone, and of those who remain quite a large number do indifferent work in one or even two of

1. Contrast the Secondary School at West Hartlepool which suffered during the shelling of the town by German warships.

their compulsory subjects. This is not due to idleness, but to inability to work overtime regularly after a long day's work. The drawbacks and disadvantages of the system are well known and especially the semi serious belief that mental and technical efficiency can be achieved under conditions of physical fatigue'¹ There were calls too for a re-examination of the evening classes system and locally plans were envisaged for a system of day release. "Mr Morley, H.M.I. advised as an experimental scheme two half days per week Day Classes and this committee approves of the same as a voluntary system. It was stated that 20 to 30 students from 8 firms attended the Day Classes at Middlesbrough and it was suggested that a deputation of this committee should interview the large employers to solicit their assistance and encouragement of the scheme, being interested in the apprentices receiving a technical training which would increase the usefulness of their services to the employers. In consequence of the war employing the local industries at full capacity, it is not deemed an opportune time to proceed with the scheme which should be deferred until the war is over and times are normal"²

The 1914-18 war was perhaps the last major war to be waged essentially with fire-power in the sense of manually operated rifles and guns - the days of the discovery and harnessing of more technically complex weapons were in the future. Consequently the technical schools played a far less part in this war than in the later 1939-45 one when

1. Minutes Local sub committees. Stockton Secondary School 24 February 1915. "Report of the Organising Teacher".

2. Ibid. 21 April 1915 (Minute 3)

they were used to train technicians and operators of all kinds in a wide variety of more or less complex skills. Stockton technical institute was only used for a very short time by the military when some classes of a recreational nature were put on in an unsuccessful experiment which the Governors later declined to repeat.

One occurrence however, essentially motivated by the war, which was to have extensive and far-reaching consequences, resulted from the decision made in 1917 to build at the nearby village of Billingham a chemical plant to produce explosives in war and, possibly, fertilizers in peace. The later development of these ideas resulted, as will be seen in a subsequent chapter, in an unprecedented growth of Billingham village and a phenomenal demand for all the usual social services, but particularly for efficient technical education.

CHAPTER FIVE

A Digression. The Grouped Course System, National Certificates and the emergence of the Northern Counties Technical Examinations Council.

The introduction of a measure of compulsion to insist on evening class students taking grouped subjects instead of allowing free choice was difficult with students who were, anyway, in the nature of voluntary attenders; and the establishing of grouped courses was a long and sometimes frustrating business which did, however, result in a general all-round increase in standards. Its introduction allowed of a more profitable investment in technical evening classes in that students selected on the broader basis of attainment were more able to pass successfully from year to year of the courses offered.

For many years the County Education Committee had urged students to take related groups of subjects at appropriate levels rather than isolated or unrelated ones. The idea of progressive courses in groups of commercial subjects had been mooted by the County Committee as early as 1894 and was then backed up by the promise of special grants. This was followed in 1897 by the issue of a Circular¹ elaborating courses of instruction for (1) Building Trades (2) Plumbing (3) Mining (4) Engineering (5) Electrical industries (6) Commercial work (7) Applied Art. Each course was designed to cover a period of 7 years viz: from 14 to 21

¹ Circular 72 D.C.C. T.E.C. 1897.

years of age, the usual period of an apprenticeship. These suggestions which were ahead of their time were not taken up but gradually the idea of progression through a coherent course of study in yearly stages was gaining ground together with a realisation that students if left to themselves would be too optimistic of their ability and would not profit from the courses for which they enrolled. Commenting on the lack of advanced classes in 1899 the committee observed "we are convinced from the inspectors' reports that the cause of this is to be found in the lack of preparation by students in mathematics and other allied subjects"¹ and in 1901 the new regulations stated that the necessary preparatory work must have been completed during some earlier session before admission to the technical classes proper would be allowed. "In some centres old students "struck" - they refused to accept the conditions and walked away from the school. On the other hand new students joined the preparatory classes so as to be ready to enter the technical classes in future years - this is shown in the figures below!"²

Session	Preparatory Classes Average attendance	Technical Classes Average attendance
1898-99	449	5039
1899-00	3128	3200
1900-01	3576	3006

In 1906³ the secretary of the Durham County Higher Education Sub Committee suggested the need for a preliminary course and stated that emphasis must

¹ Minutes D.C.C. T.E.C. 25 January 1899
² Ibid H.E.S.C. 10 March 1909
³ Ibid " 6 June 1906

be laid on the necessity for students to take groups of cognate subjects; detailed 3 year courses were then set out but the unsatisfactory response to these suggestions prompted a thorough re-examination of the aims and ideals of the whole course system, in March 1909. "Of course it is not possible to apply it universally nor can every student be expected to take the whole of the subjects of the group but as a first step the regulation governing minimum standards for admission to the technical classes might very properly be applied to all students under the age of 17 or 18 years. For all such a simple examination test might be instituted by the Organising teacher and students failing to pass in arithmetic and composition should be required to join classes in them and in other 'weak' subjects necessary to enable them to profit by attendance at classes in Technical work".¹

The disadvantages resulting from a "loose" system of enrolment were cited as follows:-

- (1) The indifferent progress made by insufficiently prepared students.
- (2) The loss of interest in study resulting from incapacity to follow the instruction given.
- (3) The falling off in attendance and the resulting imperfect utilisation of class rooms and laboratory accommodation.
- (4) The neglect of homework.
- (5) The waste of teaching energy.
- (6) The insufficient supply of students for higher stage classes
- (7) The disappointing quality of many of the students coming forward for advanced classes.

¹ Minutes D.C.C. H.E.S.C. 10 March 1909 Report by J. A. L. Robson, secretary for higher education, which contains much of the earlier quoted material.

(8) The unsatisfactory results of the examinations.

However it was realised that many difficulties lay in the way of introducing complete grouped courses "probably whatever is done will have the effect of seriously reducing the numbers of students in Trade Classes. Many apprentices and young journeymen are quite unable to pass entrance examinations and might be unwilling to undertake the preliminary studies another difficulty will be in the grouping of subjects."

As a result of the above ventilation of the problem a special committee was appointed and their subsequent report dealt with the whole business of preliminary and grouped courses very fully.¹ The report was remarkable not only because of its length (- after 2 full days the committee's deliberations were still incomplete) but also because of its almost complete pre-occupation with the County area seen as a collection of villages of varying size. Seven courses related to the main industries of the County were suggested:-

- (1) Building Trades (2) Commercial (3) Domestic Economy (4) Engineering
(5) Iron and Steel (6) Mining (7) Naval Architecture²

Registered students were to be allowed 2 years grace thereafter all new students without exception were expected to take the courses; each course was to involve a minimum of 5 hours instruction per week, and no single

¹ Minutes D.C.C. H.E.S.C. 7 April 1909 (Minute 44) "Report on Grouped Courses prepared by the Organising Teachers."

² Agriculture, often included in earlier schemes and certainly a major "industry" of County Durham was omitted because the committee found there was no demand for evening classes in the subjects concerned.

lesson in Technical subjects was to be of less duration than $1\frac{1}{2}$ hours, the preparatory course being obligatory for all students unable to show that they already possessed an adequate knowledge. The first year course was common for all students except those doing Domestic Economy or Commercial subjects.

Initially the impact of these more stringent regulations on the numbers attending the Stockton institute was not great. By October 1909 some 929 students had enrolled compared with 787 in October 1908. 'A pleasing feature of this year's entries is the increase of students in Engineering and Commercial subjects. According to the regulations all students below the age of 18 years are compelled to take a "course" of study which usually includes 3 subjects and an increase of 142 entries under these conditions indicates a growing interest in technical education especially amongst employers'.¹ But the next few years brought forth many protests by the local committee to the Higher Education Sub Committee about the alleged difficulty of enforcing the grouped course principle. In December 1910 the County authorities were asked what steps should be taken to enforce the attendance of students in each subject of the Grouped Courses,² and many of the difficulties originally visualised by those who framed the scheme began to materialise. "Many of the students find they are unequal to the task and are compelled to practice systematic evasion which results in intermittent attendance and irregular

¹ Local Sub-committee minutes. Stockton Technical Institute 28 October 1909. Remarks of the Director of Evening Classes.

² Ibid. 15 December 1910.

homework a process which defeats the object of the system¹..... it cannot be effectively worked as an Evening Education system, and the time has arrived when its modification should be seriously considered." Even after repeated declarations of a similar nature, for example, " - the course system is proving most seriously detrimental to the success of our classes and is indeed leading to a marked loss of students already enrolled" - the County Secretary declined to waive the "3 subjects" rule.²

About this time an approach was made by Durham County Education Committee to the other Northern Education Authorities which, if adopted might have had a desirable effect in delocalising the examinations and in raising the value and prestige of the certificates given. The idea was for a complete scheme of examinations and certificates for all grades of student; but it was not followed through,³ instead a scheme of County examinations and County Certificates being introduced.⁴

¹ Ibid 23 November 1910.

² Local committee minutes. Stockton. 22 February 1912 Letter from the County secretary to the technical classes committee dated 20 February 1912. Ibid. 28 March 1912 Relations between Durham and the Stockton Local Committee ~~was~~^{were} almost at their worst at this time. The main points of disagreement were these already mentioned regarding delay in supplying accommodation and equipment - but this dispute over grouped courses helped to "fan the flames." The local sub committees agreed with H.M.I.'s suggestion that a small committee might with advantage be set up so that matters of difficulty arising from time to time might be more speedily dealt with. Ibid. 28 March 1912.

³ Minutes D.C.C. H.E.S.C. 3rd January 1912.

⁴ These were more than ever necessary because of the withdrawal of examinations by the Board of Education. "Report of Evening Examinations Special Committee" 3 February 1912.

Despite the early local dissatisfactions and gloomy forebodings about the effect on student numbers, the course system had come to stay. At Stockton the total numbers of students enrolled fell sharply so that pressure for withdrawal of the scheme increased. The detailed analyses of wastage given for the years 1910-11 were cited by the Director of the Stockton Technical Institute in support of his contention that the grouped course system was itself the cause of such wastage. The leakage per year was of the order of 45 to 55% "The entries for the 3rd year courses are 74 as against 113 for the previous session, a difference which is accounted for by the stringency of the County's Second Year Course examination."¹ These figures prompted one final attempt by the Stockton Local Committee to convince the rest of the County that grouped courses were impossible under present conditions desirable educationally as they might otherwise be. "This committee regrets to find that there is still no modification in the Course System, and examinations being compulsory, and recommends the County Higher Education Committee be asked to receive a deputation of the Governors to confer thereon, in view of the serious disadvantages resulting to technical education in Stockton as a result thereof".² The recommendations from this meeting were that only 2 subjects should be compulsory in the grouped courses and that students should be

D.C.C. Minutes as:-

¹ Local sub committee minutes, 28 November 1912.

² Evening classes Special Committee 13 November 1912. (the minute quoted is from the Stockton Local Committee Minutes 26 September 1912)
See also H.E.S.C. Minutes 4 December 1912.

allowed to take an additional optional subject - Group certificates being granted to all students who pass in two subjects. However when this minute of the Evening Classes Special Committee¹ was further discussed the compromise suggestion of J. A. L. Robson, County Secretary for Higher Education who favoured retention of the scheme, was adopted. It was agreed that the full course should be retained for all 1st and 2nd year students but in the 3rd and 4th year only, two subjects alone should be compulsory instead of three - an additional optional subject to be taken, if desired, from the related subjects of the course. Thereafter no more criticism of the schemes was made so that at the end of November 1913 the County Secretary was able to state "The Group system has come to stay - everyone testifies to the increased value to the student of the Grouped Course System over the old method whereby students selected their own subjects, often without giving any thought to their correlation neighbouring Education Authorities in the County Boroughs have also become convinced and they are falling into line with the system of this County."²

Thus on the whole, the evidence given here and in the minutes concerning the introduction and enforcement of the grouped course principle shows that the Durham County Authority was the more responsible body. The seeming harshness of the grouped course requirements was ultimately understood to be to the advantage of all - teachers and students alike. The former found the latter to be more able to tackle the work of the year concerned by virtue of having been selected on the basis of ability to pass the previous years course; the better students achieved a

¹ Evening Classes special Committee 8th January 1913.

² Minutes D.C.C. H.E.S.C. 12 November 1913 "Memo on Grouped Courses and Minimum number of hours per week."

worthwhile goal while the theory was that the weaker students made slower but surer progress by reason of having to repeat certain years and they were deterred by failure from attempting what was beyond their ability. It is in respect of this last group that doubt as to the complete efficacy of the arrangements might have existed. Perhaps the weaker students should have been encouraged to go on to an easier course with a subsidiary award at the end. However at that time no such action was contemplated, in fact only recently have awards at levels below the Ordinary National Certificate been instituted e.g. for Technicians in Engineering, Chemical Industry etc.¹ At any rate the whole episode of Local committee indifference over-ridden by County authority must be admitted to have had the desirable effect of raising standards. Perhaps it was just this sort of ability on the part of "not too local" authority which was envisaged in the days immediately before the passing of the 1902 Act when the idea gradually gained ground that County authorities were likely to prove the better, more responsible local authorities for "education other than elementary."

The abortive attempt by Durham County Council Education Committee in 1912 to establish a technical examinations union with neighbouring authorities was repeated in 1920 by the Secretary of the Darlington

¹ c.f. Cmd. 1254. "Better opportunities in technical Education" H.M.S.O. 1961 pp 11 & 12 particularly para 37.

County Borough Education Authority with more success. He invited the views of a number of the local authorities in the region "on the desirability of setting up a central examining body for the north-eastern area"¹. The same year a conference of representatives of the interested authorities was held and their agreement to proceed with such a scheme was followed by slow but continuous progress towards its implementation. "The time chosen to set up this scheme was not the most auspicious ... the fire flush of optimism which followed the Armistice of 1918 had now been succeeded by a certain stringency of mind and pocket ... there was much uncertainty over the future shape of the Technical examinations system .. the Board of Education was exploring new means which were to lead to the National Certificate schemes but were not yet completed and the Authorities were reluctant to commit themselves before knowing the Board's proposals".²

The first report issued under the chairmanship of A. J. Dawson of Durham County Education Authority made detailed recommendations regarding the constitution and financing of the Council which was first formally set up in 1922 with Durham County Council as the "largest shareholder"³. A year later the syllabus committees, composed mainly

¹ Northern Counties Technical Examinations Council "A record of 25 years 1920-1945" page 7. This commemorative hand book issued on the occasion of the Council's Silver Jubilee contains a full chronological summary of the birth and growth of the Council and also contains some interesting notes on the Northern Union of Mechanics Institute's detailed scheme for examinations prepared in 1856 to examine technical students and award certificates which were, however, implemented.

² Op cit. p 9. *never,*

³ The only other county originally involved was Northumberland. The County Boroughs taking part were Darlington, Newcastle, Sunderland, Tynemouth.

of teachers from technical schools and the University of Durham¹ was established and when the Board of Education announced its intention to recognise expenditure on the Council for grant purposes and nominated two H.M.I.'s to serve as advisors the scheme rapidly went ahead, the first series of examinations being held on Monday 30th March 1925.

The advantages quoted for the system were firstly "that of ease with which students who transferred from one school to another could be allocated to an appropriate grade or class - the previous lack of uniformity of nomenclature and overlapping of syllabuses and examinations having resulted in waste of effort and money; and secondly the "greater weight" attaching to a certificate awarded by an Examining Board concerned with a whole province, open upon equal terms to students from all parts of that province - the certificates being a stimulus to students and a guide to employers"²

All the certificates awarded in the first year and for many years afterwards were based on the grouped course principle so that in the evening schools of Durham County generally, the earlier insistence on Grouped Course work, accepted so grudgingly by the Stockton Local Committee, proved invaluable in the end, both as a preparation for the grouped course examinations of the N.C.T.E.C. (which were quickly established as the usual examinations at Stockton) and later for the award of National Certificates. The latter scheme of awards for technical students was the result of a search for a system by means of which the teachers and students in technical colleges and institutes should have some definite, nationally recognised standards and qualifications at

¹. The syllabus committees were the fore runners of the present Advisory Committees on one of which (that for Chemical Industries and Metallurgy) the present writer has the honour to serve as a representative of Durham County Council.

². Op Cit p 10.

which to aim. The first such scheme was worked out between the Board of Education and the Institute of Mechanical Engineers in 1921, being closely followed the same year by the scheme for award of Ordinary National Certificates in Chemistry which was agreed by the Joint Committee of the Board of Education and the Royal Institute of Chemistry.

Although the Stockton Technical Institute was one of the largest in the County the shortage of accommodation and equipment delayed the time when the Institute could be recognised by the various Joint Committees (of Professional Institutions and Board of Education) for training students for such certificates.¹ In fact both the Consett and Jarrow centres for Ordinary National Certificates in Engineering were operative for several years before Stockton² gained recognition, it being 1935 before the first such full recognition (for Mechanical Engineering) was agreed.³

¹ Minutes D.C.C. H.E.S.C. 9 April 1910. Also Local sub committee 25 February 1930. Resolved "That the County Education Committee be asked to provide such facilities as will enable the Technical students to prepare for and set the National Certificate examinations." The reply of the County Committee - "The matter is under consideration" c.f. also Minutes 135, 9 September 1931 "and the need to provide extra accommodation suitable for work of National Certificate standard."

² Ibid. 16 September 1932 (Minutes 149) Here again the County were slow to equip the centres with sufficient apparatus. Ibid. 1 February 1933 (Minutes 333) Ibid 31st January 1934 (Minutes 307) National Certificate course were in operation at Durham City, Consett and Jarrow Centres but not at Stockton for the reasons given above. Ibid 6 February 1935.

³ Local sub committee minutes 25 February 1935. Also H.E.S.C. 3 April 1935 (Minutes 3) Ibid 11 September 1935 (Minutes 160) Letter from the Board of Education giving approval by the Board and the Institute of Mechanical Engineering to the establishment of a Senior Part time Course in Mechanical Engineering under Rules 106 for the award of the National Certificate in Mechanical Engineering.

CHAPTER SIX

Education in Stockton between the two World Wars - The System Crystallised

In this chapter the opportunity will be taken of describing the system of education which developed in Stockton between the end of the first war in 1918 and the beginning of the next one in 1939. Particular attention will be paid to the developments which affected Technical and Secondary education including such measures as the 1918 Education Act of H.A.L. Fisher with its call for Continuation schools; the lukewarm attitude to technical education in Stockton displayed by the County Education Authority and the difficulties which faced the local committee in attempting to discharge their duties; the pressure brought to bear by the Board of Education for adequate technical education; the serious effects of economic depression; and most important of all, the effect of the growth of Imperial Chemical Industries, Billingham, into the largest chemical factory in the World.

Stockton Continuation School

"In 1916 the Ministry of Reconstruction was constituted to prepare schemes for the transition from war to peace. Education occupied a prominent part in the deliberations of the Ministry because the war had revealed many of the inadequacies of the Nation's system"¹ Subsequently H.A.L. Fisher's 1918 Education Act visualised the compulsory attendance of pupils who left school at the age of 14 years at so-called Continuation

1. Curtis. 'History of Education in Great Britain' U.T.P. Ltd, Fourth edition 1957 page 341.

schools, for 320 hours in each year either by whole-day or half-day or block attendance. "For the first seven years after this part of the Act came into operation, attendance at a continuation school would be required until 16 years of age, but after that period compulsory attendance would be extended to 18"¹

In Durham County as in the rest of the country the first few years after the war were marked by renewed enthusiasm for the cause of education and social reform generally. There was a genuine desire and expectation that major advances including the provision of Continuation Schools should be achieved. Thus a resolution of the local Secondary School committee² referred early in 1919 to the likelihood 'that at an early date accommodation will be required for Continuation schools and the only solution of the problem is the provision of new premises for Secondary school purposes.' Local conferences on the subject were held and it was confidently predicted by the President of the Board of Education in the House of Commons that Autumn 1921 would be the time at which every local education authority should make some provision for obligatory attendance³ In January 1920 an Assistant Secretary to the County Education Committee (William E. Millward M.A.) was appointed specifically to deal with the Continuation Schools work⁴

1. Op cit.

2. Minutes D.C.C. H.E.S.C. 2 April 1919. Minutes of Special Local Committee of 23 January 1919.

3. Minutes D.C.C. Local Sub Committee. Stockton Secondary Schools 19 November 1919. Also H.E.S.C. 3 December 1919 (Minute 390)

4. Ibid. H.E.S.C. 7 January 1920.

and in June of the same year a special committee was appointed¹ to examine the matter of provision - their report urged the co-operation of Durham University to train the necessary teachers for Continuation schools and specifically advised the County Education Committee not to adopt or make themselves responsible for any "Works schools". The reports' findings were adopted but the cautious nature of the adoption is evident from the second point made in the resolution which referred to A Day continuation school to be established at the Director's discretion at some convenient centre.² There then followed a period of national and local economic depression of unparalleled extent during which expenditure was curbed in most drastic fashion in an attempt to re-establish the country's economy. Education costs were pruned and the main recommendations of the Fisher Act remained mere paper aspirations - virtually unfulfilled. No continuation schools were founded by the Local Education Authority in County Durham, in fact only at Rugby were such schools ever successfully and permanently established.

1. Ibid H.E.S.C. 9 June 1920 (Minute 86)

2. Ibid H.E.S.C. 2 February 1921 (Minute 306). My underlining H.P.H. An approach was later made, as suggested, to the University regarding teacher training - but shortly afterwards the Geddes economy axe fell so that teachers for such schools were no longer needed. However other teacher training arrangements were agreed with the University and another very important agreement concerned the establishment of the School of Science in the Durham Division of the University. H.E.S.C. 6 April 1921 (Minute 27) and 18 July 1921 (Minute 120)

Robert Rogers and Company Limited. This firm was a small ironworks which specialised in the making of the smaller items of ships' equipment.

Its proprietor Robert Rogers J.P. was "a very great gentleman and humanitarian, being the first in this district to establish an apprentice school in his own works"¹

As early as September 1918 Rogers showed his initiative and interest in education for his apprentices by writing to the Local committee of the Technical Institute (of which he was later to become chairman) and asking for the use of the Physical Laboratory on two or three evenings per week. This request the local committee was temporarily unable to meet but it was suggested instead that an endeavour be made to conduct classes under the County's scheme to a syllabus which matched the Firm's requirements.²

Whether or not this was achieved is uncertain but it seems unlikely for the company proceeded independently with their scheme for apprentices' welfare³ and opened their own school shortly afterwards. The Board of Education showed interest in the experiment and in May 1921 the firm signified its willingness to hand over what had now become known as their continuation school to the County committee⁴. The same month the Board agreed to recognise the school for grant purposes provided it was found to satisfy the conditions for the regulations for Technical Schools and recognition was duly afforded from 1921⁵ when the County Council took over control.

1. Private communication. E. Baldwin O.B.E. M.Ed.

2. D.C.C. Local Sub Committee Minutes 16 September 1918 (Min. 22 et seq)

3. Ibid. H.E.S.C. Minutes 7 December 1927 "Stockton Day Continuation School."

4. Ibid. 18 May 1921 (Minute 43)

5. Ibid. 8 June 1921 (Minute 71) Also 7 September 1921 (Minute 130)

The part-time teacher in charge was responsible for 'school organisation actual teaching and supervision of club life and games' and the school was conducted in the Stockton Literary and Philosophical Institute for initially two and then three days per week.¹ Much interest was shown in the experiment. Bodies such as the Federation of Master Painters commended the scheme while other firms agreed to release all their pupils under 16 years of age to attend the school² notably Messrs Ashmore, Benson and Pease and Co., Ltd. Additional proof that the students studied other than vocational subjects is shown in the hiring of a Playing Field for the use of the school at a rental of £45 per annum.³

Progress of the school was quite good and gave evidence of real need. From May 1925 more suitable premises were used, namely Saint Paul's Parish Room Stockton⁴ and on December 1925 the teacher, Mr Robert Carling, was appointed to full-time service at the increased salary of £372 per annum.⁵

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1. Minutes D.C.C. H.E.S.C. 7 September 1921 (Minute 157) Ibid 4 January 1922 (Minute 288). The teacher in charge was "trained and certificated" and paid £200 per annum with a further £25 per annum for each added class beyond the first 2. Stationery and books were requisitioned and paid for by the County Education Committee; the rent for the Literary and Philosophical Institute being 15/- and then 20/- per week. Ibid. 6 September 1922 (Minute 164)
 2. Ibid. 7 September 1921 (Minute 157)
 3. Ibid. 5 October 1921 (Minute 179) also 16 September 1925 (Minute 151) also 2 December 1925 (Minute 252)
 4. Ibid. 11 February 1925 (Minute 299) Ibid. 13 May 1925 (minute 86)
 5. Ibid. 2 December 1925 (Minute 252)

During this period attendances at the school and the firms which gave the main support were as shown in the following table:-

Year ended 31 July	R. Rogers & Co., Ltd	Ashmore Benson Pease & Co., Ltd	Pickerings Limited	The Alma Factory	Total
1922	41	19	-	1	61
23	22	28	12	-	62
24	44	24	13	-	81
25	48	18	19	-	85
26	51	17	17	-	85

However the following year the founder firm, Robert Rogers and Company were so badly hit by the shipping slump that they closed down and the attendance in consequence fell drastically, there being only 36 enrolled. Ashmore Benson Pease and Company and Pickerings continued to support the venture by sending their apprentices below 16; special visits were made to other firms in the town in an attempt to swell the numbers attending but without success. When the numbers in attendance had fallen to 23 it was decided by the County Education Committee to discontinue the school as from the end of March 1928.

Thus the experiment of giving continuation education to apprentices on a day release basis finally ended after nearly ten years of steady support from some of the town's leading firms and would doubtless have continued for a much longer period had the economic difficulties facing Rogers and Company not proved insuperable. Regarding the closure the County Secretary for Higher Education said "I would add that I make this recommendation with the less hesitation by reason of the fact that

special pains are being taken by the Secretary to the Local Evening Classes Committee to bring the firms concerned into close touch with the committee's evening class system"¹ Nevertheless the closure was a retrograde step in that thereby was ended for many years (until the mid 1930's) the most valuable aspect of the whole affair, namely, the day release of the apprentices, all their 'school-work' henceforth being in the evenings. Had there been enough progressively minded firms in the town then the school could have formed the nucleus for extended day-release education. Indeed despite the lack of technical apparatus it might have been possible to pursue technical grouped course studies in part during the day, by selecting the theoretical subjects - e.g. mathematics - the more practical ones being retained as evening subjects and a half day release system operated. Instead the school closed forever and the provision of day release was not again effected, as mentioned above, until some technical facilities could be offered.²

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1. Minutes D.C.C. H.E.S.C. 7 December 1927 wherein are contained most of the statistics given earlier. The County might have subsidised the school until better conditions allowed of increased attendance. The costs would not have been very great judging by the table of yearly total costs set out below:-

Year ended March 1922	£250
1923	£320
24	£326
25	£325
26	£386
27	£486

2. See pps 238-9 this chapter regarding the use of the 'Hut' in the school yard etc.

The effect of the economic depression which began in May 1926 in Stockton continued for many years and although the evening class fees were nominal a scheme of delayed payment was introduced¹ - education could be had, as it were, on "deferred terms". Undoubtedly though the position in Stockton would have been even more serious but for the timely emergence of the chemical factory at Billingham which later became Billingham Division of Imperial Chemical Industries Limited. The factory was originally sited near Billingham because of the proximity of the new electric power station and not, as is often supposed, due to the existence of massive local anhydrite deposits.² Its original purpose, first envisaged in 1916, was to make nitrogen explosives using the nitrogen of the air by an electrical 'fixation' process, this being then the cheapest method. However the frequent withdrawal of chemical staff to make mustard gas and the termination of the war in 1918 meant that little was accomplished. Meanwhile the Badische firm of Germany had at last succeeded in using nitrogen of the air to make explosives by a revolutionary new non-electrical Haber process.³ At the conclusion of the war several British chemists and engineers visited the factory at Oppau where the plant was situated and literally stole the design

1. Minutes D.C.C. H.E.S.C. 8 September 1926 Ibid. 8 February 1928 (Minute 298)

2. V.E. Parke "Billingham - The First Ten Years" I.C.I. LIMITED, Billingham Division, Billingham, County Durham 1957 pp 3.4 et seq.

3. Op.cit p.3 "At Oppau, Germany, in the Manager's office was a framed letter from the Kaiser dated May 1914, an effusive letter of thanks for the successful production of this one missing military necessity for German expansion".

against determined German efforts to prevent the spread of their secret.¹ In 1923 an improved British copy of the plant was put into operation at Billingham, to produce ammonia, which would be used either to make explosives, or fertilizers. The project was by now being operated by Messrs Brunner Mond Ltd and when this became a wholly owned subsidiary of the newly formed Imperial Chemical Industries Ltd in 1926 the stage was set for a rapid expansion of the Tees-side chemical industry. The discovery and subsequent utilisation of the vast anhydrite deposits, ready availability of water from the river, together with local coal and coke, allowed of a fairly rapid diversification and expansion of the firms activities so that many chemicals were soon being produced. The vast labour force needed to run the whole factory came from all over Tees-side and beyond, but principally from Stockton.

The effect of this sudden burst of industrial activity was immediate and impressive. In July 1925 the first plant was running well and there were about 600 workers engaged in the manufacture of ammonium sulphate. Before the change to "Fertilisers and Synthetic Products Limited" in 1932 the number of workers had risen to 6,000. In 1944 at the change to "Billingham Division I.C.I." there were 11,000 workers. Corresponding to these figures the numbers of individual students attending the Technical Institute rose from 559 in 1925-26 to 1,724 in 1930-31,² and the inadequacy of existing provisions for

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1. The bottom of the goods van carrying the British Mission's notes and diagrams was cut away and the contents stolen! Luckily one old campaigner in the British Mission kept his copy of the work in his personal luggage so all was not lost.
 2. Op.cit Chapter 1 page 1 and also Chapter X. Also Principal's Report - Session 1930-31. Also H.M.I.'s Report on the Institute June 1931

technical education became obvious for all to see. Yet still the reasonable demands of the local technical committee were being deferred time and time again.¹ In 1925 H.M.I's had fully inspected the institute and made mention of the more obvious defects requiring attention, such as the more generous provision of apparatus etc., but little had been done. Consequently when the Institute was again fully inspected in June 1931 and it was found that little had been done to implement the earlier recommendations, despite the fact that the number of students in attendance had almost trebled, the resulting report was most critical and caustic. "The general staffing and control of the Institute has remained unaltered and the equipment is virtually unchanged; the teaching and local administration is entirely in the hands of a part-time staff; except for a chemical laboratory and an elementary mechanics laboratory technical equipment is almost non-existent. It appears therefore that a situation has now been reached where a decision must be made as to the future of technical education in Stockton. It is impossible to deal fairly with the present demand without re-organisation and in many departments the teaching is hampered by the complete absence of suitable equipment. If Stockton is to develop as a centre of technical education or even to retain its present position some steps must be taken

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1. "About this period a deputation of two from the Local committee went to interview the then Director of Education in Durham who told them that while the County authorities were bound by law to provide for Elementary and Secondary education, they were not so bound to provide Further Education" Private communication E. Baldwin O.B.E. M.Ed. Note also the clear lack of sympathy shown in the treatment of the local committee's suggestions over the years for improvements such as the installation of a telephone, electric lighting, liaison with elementary schools. E.g. Stockton Local Committee Minutes 5 December 1928, 9 January 1929, 12 February 1930.

to remedy the defects, well known to the Authority and mentioned in the previous Report. The alternative course of deliberately discouraging the concentration of technical work in Stockton is not likely to meet with the approval either of the locality or of the Authority."¹

The organising master, Evan Baldwin, appointed in 1929² was given high praise indeed. It had been pointed out in the earlier 1925 Report that the success of a Technical Institute depended largely on its close touch with local firms and it was agreed in the 1931 Report that much had been done by Mr Baldwin in this connection but that attempts made to establish courses related to various trades "merely show up the impossibility of the situation, the present administrative staff is hopelessly inadequate for such extensions. The energetic skill with which the present organizing master has carried out his work has brought with it one danger. It has created the impression that the present position is tolerable or even reasonable. By dint of an absurd amount of overtime, that could not normally be expected from a part-time official, he has succeeded in developing the school past its real limits."³ The

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1. "Report of H.M.I's on the Stockton-on-Tees Technical Evening Institute June 1931" Also D.C.C. Minutes H.E.S.C. 9 September 1931 (Minute 135)
 2. For Two years previously Mr Baldwin was secretary to the Evening Classes Committee. In 1929, under Mr Baldwin the first public Distribution of Certificates and Prizes (all the latter being supplied by Industry or those connected with it) was held in the Jubilee Hall (accommodation between 800 and 1,000) and so great was the demand for tickets that it was necessary to exclude all students who were not receiving an award. This event set the pattern for future years and the Annual Prize Distribution was soon established as one of the great social functions of the town.
 3. Op. cit paragraph 2.

report went on to urge the needs for extra accommodation and painted out the advantages of the existing central site which would need considerable extensions. "Beyond the ordinary equipment of a Secondary school mainly for chemistry and physics - there is very little equipment for technical work. Among the Senior courses perhaps the Engineering course is hit most severely, for the students get no laboratory training whatsoever after they enter the course ... there are two dangers involved in this lack of equipment. First the students may feel the defect and cease to attend, in which case a re-start may be a difficult task for the school. Secondly the use of equipment may be part of the full training and the students are robbed of this training without realising the difficulty because it does not appear to have a direct effect on the results of the written examinations. There is no library attached to the school."

In the face of such trenchant criticism the County Education Authority were forced to react and when the report was discussed at the next meeting of the Higher Education Sub Committee the Director of Education set forth some proposals to alleviate the difficulties¹ and affirmed that the Authority was prepared to foster the concentration of technical work in the area. "As will be well known to the Committee the provision of accommodation in this area is a question that has been

1. See appendix F for a description of the stormy meeting at which the local sub committee members heard the informal H.M.I's report. The Director of Education for the County had been specially invited and the members of the local committee, in what transpired to be a crucial but most unpleasant meeting, were outspoken in their criticisms of County policy towards Stockton. Note also the doubt expressed even thereafter as to the County's intentions towards Technical education in Stockton.

before them from time to time for some considerable period. At the present time the position is that action has been delayed pending the building of a new Secondary School for Stockton, and the Evening Classes Sub Committee have submitted certain recommendations with regard to the provision of accommodation for evening class students which have been referred to the Education Architect for incorporation with his plans for the day school. Since these recommendations were submitted however the position with regard to the existing day school has altered and the Evening Classes Sub Committee now inform me that they understand¹ that the existing day school may be available for use as a Day and Evening Technical Institute when the authority vacates the premises on completion of the new school. Were the building rented for this purpose a certain amount of additional building would be necessary to provide extra laboratory accommodation suitable for work of National Certificate standard ... the existing premises would serve admirably as a Technical college in which day classes ... would have an opportunity of development ... an opportunity which will be denied if the Evening Institute were transferred to the new school"² At the end of this most important report the Director of Education for Durham County summarised his main recommendations as follows:-

(a) The present accommodation is insufficient for the local demands and

1. The reader will notice the impression given of lack of contact and co-ordination of effort between the major and minor local education authorities.
2. Minutes D.C.C. H.E.S.C. 9 September 1931. Report of Director (Minute 135)

makes development impossible.

- (b) If suitable terms can be arranged the existing building should be rented and added to. If suitable terms cannot be arranged then the Institute must be housed in the new Secondary School.
- (c) A small sub committee should be appointed to go into the question of renting the existing building, if possible, and report.
- (d) Until the question of accommodation is settled the present Evening Institute must be continued - probably for 2 sessions.
- (e) A full-time principal should be appointed as soon as possible as suggested in H.M.I's Report and a full-time woman clerk.

The recommendations of the Director were accepted by the committee and in 1932 Evan Baldwin became the first-ever principal of the Stockton Technical Institute and for the first time the district had a full-time official responsible for the supervision and development of technical education.

For the next year or two relations between the County and Local Committee were apparently on a sounder basis of mutual respect - the suggestions for extra accommodation, apparatus needs etc., made by the local committee were acceded to by the County Committee without reserve whereas previously their recommendations had been subject to much pruning and many suggestions 'deferred' ^{or} as merely 'received', as a result of the new attitude whole sets of suggestions were passed.¹ The list of extra

1. For example, the wholesale adoption of the recommendations of the local sub committee in Higher Education Sub Committee Minutes 10 May 1933 (Minute 35) The agreement to install electric lighting. Ibid 5 July 1933 (Minute 97) The agreement for hiring extra accommodation Ibid 13 September 1933. The agreement to install a telephone Ibid 15 November 1933 (Minute 214) (Installed January 1934 (Minute 285))

accommodation rented from the Stockton Local Authority to hold the ever-increasing number of students grew steadily, the latter numbering close on 3,000 individual students in session 1936-37.¹

The new principal tackled his job with zeal and enthusiasm so that H.M.I's were in 1937 able to state that 'the greatest credit is due to the Principal for what has been accomplished.' Apparatus and accommodation² were the two immediate needs and until the new Secondary school

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1. H.M.I's Report on Stockton on Tees Technical Evening Institute July 1937. The number of individual students being as follows:-

Session	Individual students
1930-31	1742
32-33	2109
34-35	2449
36-37	2905

2. The following is the list of extra accommodation needed for session 1934-35
1. Use of laboratory facilities for electric welding at Billingham I.C.I. Works.
 2. St Paul's school (1 room during afternoons)
 3. Bailey St school (1 room 2 evenings per week)
 4. Norton school
 5. Richard Hind school
 6. Old Co-operative buildings Wellington Street.
 7. Newtown school
 8. Adult School Dovecote St. - 13 rooms.

Also the comment of the local committee at the end of the list 'arising out of the foregoing the local committee express their dissatisfaction at the delay in providing new Secondary School premises in order that part of the old Secondary School might be available for Day Technical Classes'. Minutes D.C.C. H.E.S.C. 12 September 1934 (Minute 137)

was built there was not likely to be any accommodation available by day for day release classes; however, with such an energetic schemer for technical education at the helm major advances did not have to await the implementation of costly building schemes and much good work was done - the words of the principal himself best describe the situation and the progress made. "At that time the firm of Worth-Mackenzie and Co., in Stockton which specialised in the making of centrifugal pumps, was on its last legs, but the Manager had kept about 20 of his best men on in the hope that trade would buck up. On my mentioning my difficulties to him, he said he would be willing to make such equipment as we required at cost price. The offer was accepted by the County with the result that Stockton and other centres received a good deal of simple engineering equipment at a very low price. But storage now became a really serious problem and since many of the experiments had to be done on heavy trestle tables, balanced between the desks, the problem of tidying up after an experimental evening period proved very trying. About 1933 a chance visit to the I.C.I. led to that firm presenting us with a large wooden hut 1,400 sq feet in area which was erected in the Boys' Secondary School Yard. The Hut was divided into two - a mechanical engineering laboratory and an electrical engineering laboratory - and a very great amount of equipment for it was provided by all the engineering and other firms in the district. In fact it was described by the Chairman of the County Education Committee as the finest example

of co-operation between education and industry in the whole of the North East Region"¹

The mere erection and equipping of a hut may not seem to be a major step forward in these days but there is no doubt that at the time the event, heralding as it did the commencement of day-time technical education, was regarded by all concerned as a very important happening indeed. A special brochure was printed for distribution on the Saturday of its formal opening at which attended the Chairman of the Stockton Evening Classes Sub Committee Councillor A. Ross, The Chairman of Durham County Council Alderman W.N. Smith M.A. J.P., the Mayor of Stockton Alderman C.W. Allison J.P., the Director of Education for Stockton-on-Tees Mr J.S. Purdey, a director of I.C.I. Limited Mr A.T.S. Zealley, a director of Ashmore Benson Pease Ltd, Mr W. Beswick, J.P. The whole opening was very formal with "Chairman's remarks, Opening ceremony and Address and Votes of Thanks," finishing with the National Anthem.²

In the next few years the Technical Institute took possession of practically all the rooms in the Adult School and Friends' Meeting House; special rooms were fitted up for cookery, dressmaking and typewriting,

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1. Private communication E. Baldwin O.B.E. M.Ed. Also D.C.C. H.E.S.C. Minutes 11 January 1933 and Local Sub Committee minutes 13 December 1932 and Stockton Secondary Schools sub committee 21 December 1932. Ibid 8 March 1933 (Board of Education approval given to acceptance of the I.C.I. Hut and its erection in the school yard.)
 2. Local Sub committee minutes 12 September 1933 and D.C.C. H.E.S.C. minutes 13 September 1933 (Minute 129). Also photocopy of brochure in Appendix G.

while a workshop and classroom were acquired in Church Road. Apart from the Secondary school at this time 12 other premises scattered over the length and breadth of Stockton were being used, all having been acquired, of course, as a result of impulses from Stockton, the County footing the bill. For the start of the session 1936-37 two full time members of staff were appointed¹ as Heads of the Departments of Engineering and Women's Work and for the first time day classes could be offered and some estimate formed of the demands of the district for this kind of work. The response was impressive. The morning and afternoon classes for women occupied all the time of the new Head so that a proposal to start a short day course for girls had to be cancelled for lack of accommodation and staff. City and Guilds classes in cookery, dressmaking and embroidery came into being and in terms of numbers this Domestic Department was probably the largest.

On the Commercial side the first day pupils were later placed in a Junior Preparatory Course which was full-time for 2 years (13-15 years of age) and 24 girls were admitted each year as a result of a simple examination, interview and inquiry. Usually there were about 200 candidates for the 24 places so that selection could be to a high standard. The girls studied the usual school subjects but stress was laid on Shorthand, Typewriting and Elementary accounts. "One of the

1. Minutes D.C.C. H.E.S.C. 8 July 1936 (Minute 110) The prospectus of the Institute for the year gave an insight into the 'personal touch' which existed at Stockton - the new Heads of Department being introduced by photographs, a brief history of previous experience and qualifications etc.

great attractions of the course was that we guaranteed to find a job for each girl and a good deal of care and trouble was taken to carry this guarantee out and to make sure that each pupil would be comfortable and sure of a chance of promotion."¹ In addition to these commercial classes there were other classes of girls already employed at I.C.I. who came for a 9 months course.

On the engineering side the first full-time students consisted of classes of boys selected at 13+ years of age to attend two year courses in Preparatory Engineering.² (A continuance of the usual elementary school subjects and elementary mathematics, science and engineering drawing together with practical instruction in the workshop with ordinary hand and machine tools). To deal with this venture an additional teacher was appointed and, as with the girls' courses there was tremendous competition - some of these applicants had already left school and obtained work, but were ready to resign their jobs in order to obtain additional training. As with the girls an apprenticeship was found for each boy at the end of his course, he was put under the care of a definite foreman known to the Principal who would visit the works about once every fortnight.

In addition to these Junior Boys increasing numbers of apprentices were released from the works on one half-day per week -

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1. Private communication E. Baldwin O.B.E. M.Ed. to whom I am indebted for much of the material relevant to these years. Also Board of Education 'Report on the Stockton-on-Tees Technical Evening Institute for 1937'
 2. Minutes D.C.C. H.E.S.C. 14 October 1936 (Minute 211) The local committee originally proposed free classes but the Board of Education insisted on fees even if, due to poor circumstances 100% remissions were allowed. Ibid. 19 May 1937 (Minute 67)

at the peak the institute catered for about 160 such students - this being the limit of the accommodation. As has already been mentioned the institute was by this time (1937) recognised for National Certificates in Mechanical Engineering, Electrical Engineering, Building, and Commerce. Final City and Guilds examinations were being taken in Plumbing, Painting and Decorating, Typography (the apparatus being given by a local firm), Metal Plate and Welding; with Cookery, Dress-making and Embroidery on the Domestic Side. The influx to the institute of large numbers of young and intelligent workers from the I.C.I. works meant that in addition to the above the Institute could run flourishing classes up to Inter Science standard, together with many advanced Commercial classes.¹ When the Stockton students had obtained national certificates at Ordinary standard any further studying was done at the newly established Constantine Technical College (1930) whose classes often had a majority of Stockton students since the Stockton Institute, despite poorer equipment had a far greater number of students than either of the other neighbouring Technical colleges at Darlington and West Hartlepool.

The developments which had taken place in the years after 1931 under the new full-time Principal had allowed some estimate to be made of the level of the local demand² for technical courses and because the needs uncovered were obviously so great there was pressure

1. H.M.I. Reports on the Institute for 1937-38.

2. Apart from the large number of applicants for the girls' courses there were 82 applicants for 27 places in the boys' Junior Technical courses.

from the local technical committee, reinforced by H.M.I's, for the building of a new fully equipped technical college. "The growth has been such that it does not seem possible to provide sufficient space in the present buildings, even if vacated by the Secondary Schools; a new site is required. The initiative and enthusiasm shown by the Stockton Institute entitled the town to a building worthy of its position and the action already taken by the Authority in submitting a schedule of proposed accommodation indicates that the Authority realise that immediate steps should be taken to provide it" As early as September 1934 the local committee had shown their 'deep dissatisfaction at the delay in providing new Secondary School accommodation in order that part of the existing building might be available for day classes'¹ and in December 1935 they first mooted the idea that instead of making do with the old Secondary School when it was vacated, a new Technical college should be built ... 'this committee regard the present facilities for Technical education in Stockton as hopelessly inadequate and respectfully urge the County Authority to consider at once the question of providing a new well equipped Technical College which will cater for the needs of the whole of the Southern part of the County'.² This request was merely received but in April 1936 the local committee were even more specific in their demands ... "in view of the unsuitability of the present building for technical education and the criticisms of the Board of Education

1. Minutes D.C.C. H.E.S.C. 12 September 1934 also quoted earlier.

2. Minutes D.C.C. H.E.S.C. 4 December 1935.

Inspectors in the report of 1931 and from time to time since that date the County Education Committee is recommended to ... have the arrangement made with the Stockton Authority in 1932 reviewed ... and obtain one of the sites now available for the purpose of erecting a Senior Technical Institute. Shortly after this there was held a meeting between representatives of the two local authorities, and no radical plan was forthcoming - but before their report could be adopted Board of Education Circular 1444¹ with the reference to the necessity for increased facilities for technical education was received and the County authorities were forced to consider seriously the possibility of building a new Technical college. Pressure was kept up by the Local Committee² and a programme of five Technical Colleges for the whole of the County area including one envisaged at Stockton, was finally agreed.³ However despite these greater and even greater pressures being put upon the County Council by the Stockton Town Council, the local committee⁴ and the Inspectorate, to get on with the building of the new technical college progress was not very rapid. Various possible sites were inspected, one in Oxbridge Avenue owned by the County Council finally being decided on. What was visualised

1. Dated 6th January 1936. Ibid 8 July 1936

2. Ibid. 4 November 1936 (Minute 243) Ibid. 7 April 1937

3. Ibid. 9 September 1936 (Minute 163) Ibid 8 September 1937 (Minute 190)

4. Minutes D.C.C. H.E.S.C. 8 December 1937 (Minute 308) Referring to the minutes of the local committee who were quoted as "this sub committee recommends the County Education Committee to proceed with the erection of a technical college as a matter of great urgency".

at Stockton were blocks of buildings, two or three stories high, each representing a separate department, room to be left in each block for considerable expansion - the whole college on the same site making supervision not too difficult. It was considered that the new buildings themselves would stimulate the demand for technical education it being increasingly evident that if a thoroughly equipped building was available the works would respond by releasing their young people during the day. As regards the course to be offered it was recommended by H.M.I's that provision should be made for Major Senior Courses (i.e. of National Certificate standing and type) in Commerce, Mechanical and Electrical Engineering, Building, and Chemical Industries. The way was left open for the extension of these courses to Advanced ones (i.e. at Higher National Certificate, level) if there was sufficient demand and the procedure was found preferable to transferring the students to some other centre where the Advanced courses were already available.¹ Minor courses in commerce, engineering and building trades were visualised, together with provision for students aiming, via matriculation and intermediate type examinations, at a degree in pure science. The possibility of an extended range of full-time courses was considered and the local authority was urged to consider planning the technical college to accommodate a Junior Technical

1. Earlier references to H.M.I. reports on the Institute. In fact Higher National Certificate courses were begun only in 1955. An application for the college science department to do an H.N.C. course in Chemical Industries was refused, (presumably on account of proximity to Constantine Technical College at Middlesbrough) in 1962. Ibid Further Education Committee 20 November 1957.

School in addition.

By late 1937 plans for the new Technical College in Oxbridge Avenue, Stockton, had been drawn up and it seemed as though the project would go ahead - but many months elapsed without any further move - and the outbreak of the second world war in September 1939 dissipated the hopes of all concerned.

Secondary Education between the wars.

In this period the outline of the present day structure was becoming recognisable. Attention in Stockton, as elsewhere, focussed on the problems of selection, fees, curricula, leaving examinations, leaving certificates, apprenticeship and premature leaving and so on. Progress in Stockton was particularly affected by the depressed economic conditions which began in the early 1920's and continued with varying severity until the late 1930's, and in addition developments were delayed by the cautious attitude to major expenditure in Stockton displayed by the County Council and the latter's continued lack of sympathy for sectarian education. Nevertheless despite many adverse circumstances substantial progress was made in this sphere of secondary education and the position attained by 1939 when the second war intervened was, on the whole, quite creditable to all concerned.

Soon after the first war ended the Education Committee of Durham County Council made a bold resolution to the effect that free education

in the County Council's Secondary Schools should be ultimately provided for all children from Elementary schools who were capable of benefitting from Secondary Education.¹ In 1920 the total of Junior scholarships to secondary schools offered by the County Committee totalled some 250 - such scholarships being open to both boys and girls alike whose parents resided in County Durham and who attended public elementary schools. These scholarships entitled the holders to free secondary education in County Division 1 Secondary schools, including school stationery apparatus etc. and travelling expenses (or maintenance allowance in lieu) for those having more than 3 miles to travel. Candidates had to be between 11 and 12½ on the 1st August of the year of the examination, the Education Committee decided which secondary school the scholarship holder should attend, the parent had to sign an agreement to keep the child at the school for 4 years or in default pay a sum which was not greater than the cost of the education given. Selection was based on the candidate's previous school record, performance in a preliminary written test in English and Arithmetic taken by all the candidates and an oral examination open only to those who satisfactorily passed the preliminary test.² Competition for the 250 free places was intense; in the year under

1. Minutes D.C.C.E.C. 23 June 1919

2. Ibid. 4 February 1920 (Minute 463). The age range 11-12½ years was later altered to prevent some candidates from having two chances of selection.

consideration there being no less than 4,266 candidates sitting at 17 centres; thus soon there were calls for a more generous provision of places.¹ Accordingly a new scheme was agreed upon whereby in 3 years (viz. by September 1923) a complete scheme of free secondary education was to be provided in the County as a whole. The plan envisaged that in September 1920 45% of the vacancies should be awarded as free places, the percentage rising to 60% in September 1921, 80% in September 1922 and 100% in September 1923. The effect of the adoption of this resolution on the Stockton Secondary Schools admissions in the first year of its operation was to make free 43 out of the 95 places for boys and similarly make free 25 out of the 54 places for girls.

Because educational ideas are very often profoundly affected by political considerations the administrator can seldom please all concerned and so it was with this proposed system of free scholarships. When it became known that the Board of Education² had decided as an economy measure, not to pay Treasury Grants upon any free places in excess of 60% the majority of the Stockton Secondary Schools Committee

1. Minutes D.C.C. H.E.S.C. 19 May 1920 (Minute 49) Ibid (Minute 50).

The estimated extra cost of the measures calculated on the basis of lost fees was £677 in 1921 (which corresponded to the small increase in % of free places to make 45%) rising to £7,612 in September 1923 when 100% free places would operate.

2. Ibid. 7 September 1921 (Minute 153) Letter from the Board of Education dated 5 August 1921. "In view however of the financial circumstances of the present times and the imperative need for economy in Central and Local expenditure the Board regret that they must ask the Authority to postpone the later stages of their scheme for establishing a complete system of free education in all the provided schools of the County."

requested the County Education Committee to reconsider the original decision to progressively increase the free places to 80 and 100% 'because the cost of the additional free places in excess of 60% would become exclusively a charge upon the County rates ... the Governors are of the opinion that the levies for rates and taxation are already beyond the ^{power} ~~power~~ of many worthy ratepayers to bear ... any further extension of the Free Education System must in the general interest be at least considerably postponed in order to permit some financial recovery in the county"¹

Thus the method of obtaining entry to provided Secondary Schools in the County including Stockton was maintained as before- those who passed the scholarship test at a sufficiently high standard were awarded a free place until 60% of the available places had been awarded. The remaining 40% fee paying places were then offered, in strict order of merit to those gaining the next highest marks on the list. The enormous increase of competition for free places during the years 1921-23 is shown by the following figures for the County as a whole:-

	1923	1921
Qualifying examination	14277	4499
Competitive examination	6666	2836
<u>Interview</u>		
No. of pupils summoned	3299	1637
Junior scholarships awarded	695	765
No. offered to fee payers	464	341

This large increase was the result of a change in the system

1. Minutes D.C.C. H.E.S.C. 2 November 1921 (Minute 204). Also Stockton Secondary School Sub Committee 19 October 1921.

whereby all those between 11 and 12 $\frac{1}{2}$ in each elementary school were automatically entered, the examination being held in the schools themselves, instead of, as formerly, at selected centres.

As regards the Stockton Secondary Schools in 1921 there were 90 girls and 90 boys admitted; 54 of each sex (i.e. 60%) as free scholars, the remaining 36 as fee payers.¹

Very many parents were obliged to decline the offer of fee-paying places for their children owing to sheer inability to pay fees - others were unwilling or unable to guarantee to keep their children at school for four years² or until they reached sixteen years of age and many promising pupils were lost to the schools in this way.³ The Government had not found it possible to modify the severity of the regulations relating to fees⁴ but in 1924, with the shortlived return to power of the Labour party, a more generous policy was allowed and in January 1925 the County was successful in obtaining the permission of the Board of Education to proceed with their scheme for progressively freeing all secondary school places.⁵ In September

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1. Ibid. 6 September 1922 "Report on Admissions to Secondary Schools 1922." It would appear from the last two figures in the column relating to 1921 that somewhat more than 60% free places were given (68%)
 2. The 4 year agreements was introduced from 1920 with the approval of the Board of Education in an attempt to reduce the then alarming number of early leavers. In previous years the agreement had been for 3 years only. D.C.C. H.E.S.C. Minutes 5 April 1922 (Minute No. 52). Ibid 7 June 1921 (Minute 71)
 3. Similar figures were obtained at this time to those quoted later in this paragraph regarding "parents' refusals" of free places.
 4. Also the delay in deciding as to whether or not to allow certain costs such as maintenance allowances to be eligible for grant from the Board held up arrangements. Ibid. 5 April 1922
 5. Ibid. 14 January 1925.

1925, of the 88 boys and 66 girls admitted, 80% of each, namely 70 boys and 53 girls were admitted to free places. Again the effect of charging a fee was shown to exclude able children, thus whereas only 2 of the 53 sets of parents approached with reference to the Girls' free scholarships refused to accept - (4%), there were 8 refusals before the remaining 13 fee-paying places were filled. The previous year there was only 1 refusal for 94 free places at the Stockton Secondary Schools but there were 57 refusals before the remaining 62 fee paying places were filled.¹

The committee having decided on 100% free admissions from September 1926 it was hoped that there would be very few refusals after that date. In fact, however, early leaving to obtain apprenticeships or other "good jobs" which would not be open later or merely to get any kind of post which would help eke out meagre finances at home remained a major problem throughout the entire period. The scheme of free places as described above remained in operation until the date of the issue of the Board's circular 1421 when "Free Places" became "Special Places" and remission of fees was only allowed if the parental income was low enough to merit it. Circular 1421, issued in 1932 was received with disappointment in County Durham - apart from the fact that this was the predictable attitude of a socialistic Council the arguments against the re-imposition of fee charging, even with a system of remittal, after six years or more of free education, were strengthened

1. Ibid. 8 July 1925 and 11 June 1924

by the severity of the continued depression in the area. Of course what the authority called the 'existing pupils' position presented legal difficulties regarding compulsion but the Board of Education suggested that parents of so called "existing" pupils might be asked to pay if they could afford so to do; thus the position of the Durham authority was somewhat different from that of the vast majority of authorities throughout the County because of the committee's policy of 100% Free Places. The statistics earlier quoted regarding refusal of free and fee-paying places were cited as proof that "the basis (of admission) or ability to profit is to be turned in many instances to a basis of ability and willingness to pay ... this is wasteful naturally whenever it involves the payment of this amount for a pupil who takes the place of one more able to profit educationally. At present a free scholarship is the reward of merit without regard to income ... in future a free place will be the reward of indigent merit only." A Resolution of Protest was forwarded to the Board of Education and local M.P's which pointed out much of the foregoing and claimed that free secondary education was "an ideal towards which the best thought of the Nation has been aiming for many years and which has already been achieved by certain Authorities. It is the logical outcome of free elementary education and of the compulsory levying of an educational rate. It is democratic in character, enabling gifted boys and girls to develop their natural powers under competent guidance in suitable

surroundings without the distinction of rank or fortune." A similar protest was drafted by Durham County Association of Teachers and the Stockton and Thornaby Trades Council while the Governors of the Stockton Secondary School similarly expressed their disquiet at the imposition of the new regulations. Nevertheless the new scheme was perforce adopted by the County Council substantially as intended by the Board of Education ... indeed the Board refused to allow the income limit for free secondary education to be as high as £4.10.0d the first figure suggested by the County authorities and this was reduced to £4. Also the Board insisted on the fees being 9 guineas and refused to accept the original suggestion of the County for one of 5 guineas.¹

Thus the pupils at the Stockton Secondary Schools were once more to include some fee payers - this arrangement being maintained until the operation of the provisions of the 1944 Act which restored the position to that of 1926 when no fees had been charged.

With a secondary school roll of some 8,000 pupils approximately, it was estimated that when the scheme was in full operation the annual

1. The original Board of Education circular suggested fees in the region of 15 guineas per annum (which must have seemed absurd in the severely depressed conditions) and suggested a lower limit of 9 guineas. The upper figures were ignored by Durham. Minutes D.C.C. H.E.S.C. 2 November 1932 Circular 1421. Ibid 7 December 1932 (Minutes 254, 255, 258) Ibid. 7 December 1932 (Minute 279) Also Stockton Secondary School Committee Minutes 16 September 1922. Ibid 1 February 1933 (Minute 326 and letter dated 9 January 1933 from M.G. Holmes, Board of Education. Ibid. 1 February 1933 (Minute 343)).

saving to the County would be in the region of £4,200.¹ Perhaps therefore it was the generosity of the County Education Committee to Secondary Education during the years 1926 to 1932 when a high rate of subsidy was given to parents by way of 100% free admissions which prevented similar generous treatment for technical education in the evening classes of the County and contributed to a justification for such extreme parsimony² as was displayed in Stockton, (until about 1931) in this sphere of education. At any rate it is clear that the County Committee over the years placed a much higher priority on the development of an efficient system of secondary education than it did on the establishment of technical education in its evening institutes. There are so many virtual imponderables in any discussion of this order of priorities that none could reasonably dispute the wisdom of the decisions arrived at, especially when it is recalled that much educational thought then, as now, agreed that the best preparation for a technical education was a sound secondary schooling. Nevertheless the development of technical education and the provision of technical colleges in Durham County as a whole was (to say the least) 'comparatively late'⁴

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1. Minutes D.C.C. H.E.S.C. 7 December 1932 (Minute 255)
 2. For example regarding the supply of apparatus for technical classes as previously quoted.
 3. cf. the well-known passage from the Samuelson Commission. "The best preparation for Technical study is a good modern secondary school of the types of the Manchester Grammar School, etc." Royal Commission on Technical Instruction (1881-84) Second Report Vol. 1 p.516.
 4. See statement by the Director of Education when discussing the possibility of the establishment of a College of Advanced Technology in Durham County. Minutes Further Education Committee 25 July 1956 (Minute 108)

the tendency being to rely on the provision of neighbouring authorities

Quite frequently throughout this period between the wars the committee gave its attention to the problem of selection. The selection system described earlier¹ was examined in detail in 1936 where certain criticisms by the Board of Education were considered. It will be remembered that up to 1921 the examination had been held in 17 centres up and down the Country and that from 1922 the examination was held simultaneously in every elementary school. The arguments for the latter procedure, which was also favoured by the teachers themselves, were:-

- (a) The examinations, both qualifying and competitive were thereby held in normal surroundings and conditions.
- (b) Thus 'excitement' was reduced to a minimum
- (c) Travelling was reduced also to a minimum.
- (d) The few existing disinterested parents were given less opportunity for refusing to allow their children to take the Competitive examinations.

Arguments for the re-establishment of the centres were:-

- (a) Conditions in elementary schools were very variable - sometimes a child might have to sit the examination in a noisy classroom.
- (b) Independent centres would allow of the utmost impartiality and give a greater degree of equality.

1. See pages 247-8 ante.

H.M.I's opinion was in agreement with the independent centres.

"In examinations of this sort, fraught with serious consequences to parents and scholars alike the use of independent centres will check gossip." H.M.I's also found that the interview was fairly satisfactory but the Board of Education were apparently against its retention, possibly because of its somewhat subjective nature. As a result two main changes were introduced for 1937 - firstly, the examinations were held at independent centres as they had been originally, and secondly, the interview was abolished and a "General Paper" substituted designed to test 'natural ability and intelligence'.¹ On the assumption that the distribution of intelligence in the two half-year groups 11 to $11\frac{1}{2}$ and $11\frac{1}{2}$ to 12 would be equal, the reliability of the new system for selection was checked by comparing (after an earlier adjustment compensating for age differences at the Qualifying examination stage) the number of pupils in each age group passing the examination. The nearer these two numbers the greater the efficiency of the examination in selecting the most intelligent children. It was found that the effect of the substitution of the interview by a 'general paper' was to narrow the gap considerably and on these grounds the new selection basis was justified.²

1. Minutes D.C.C. H.E.S.C. 9 December 1936 (Minute 328) Ibid 7 July 1937 "Junior Scholarships Special Place Examinations".

2. In the Qualifying examination an age allowance of $2\frac{1}{2}\%$ of the possible marks was given for each complete month younger than 12 years. In the Competitive examination this age allowance was reduced to 1% of the possible marks. In 1937 48.3% of the scholarships were awarded to children in the $11\frac{1}{2}$ -12 age group, 51.7% going to the 11- $11\frac{1}{2}$ year olds. The difference of 3.4% compared with a difference of 15.8% for the previous years results. Ibid 7 July 1937.

In 1940 'because of the conditions of war and the consequent inequality in periods of instruction'¹ received by the various pupils it was decided that admission to secondary schools should be based on performance in an unpublished standardised intelligence test and the degree of correspondence between the 2 half year groups was the best ever attained since records had been kept, there being 51.4% of the 11½-12 years old and 48.6% among the 11-11½ year age group, that is, a difference of only 2.8%² The following year results assessed in the same way gave the impression of another very satisfactory selection there being 50.2% of the 11½-12 year age group and 49.8% of the 11 to 11½ year age group.

Thus, on this slight evidence it appeared that selection via intelligence testing was at least as good as by the former means³

As mentioned previously the measures taken to combat early leaving were a major pre-occupation of the committee in these years. Doubtless some early leaving was so that the boy concerned could enter an apprenticeship, but the large number of boys and girls leaving to fill office jobs⁴ showed that this was not the principal cause.

1. Ibid H.E.S.C. 12 June 1940.

2. Figures for the earlier years were:-

1936	16.0
1937	3.4
1938	10.8
1939	4.0
1940	2.8

3. D.C.C. H.E.S.C. Minutes 10 June 1942 "Admissions to Secondary Schools, 1941".

4. See for example the statistics regarding school leavers' occupations in the Minutes of the Higher Education Sub Committee 15 June 1932 35 Leavers out of a total of 131 took up office work this being the largest single category. cf. Ibid 5 July 1933 and 7 April 1937

Indeed there is little doubt that the main reason for early leaving was to be found in the economic conditions which prevailed in Stockton and throughout the Country in the twenties and thirties. The few shillings that could be brought in by the most menial kind of position were important to the families' finances, especially when otherwise there might be outgoings on school fees. Of course there was the system of progressive fee remittal for families of low income and in addition a system of maintenance allowances. But the conditions for obtaining such allowances were very stringent - one had to be almost destitute to get this kind of aid, which, although given as generously as the funds would allow, was never really on a high enough scale, even if (- and this was not always the case) the people were prepared to accept relief.

The harshness of conditions in Stockton for many of the people is particularly shown up by the following actual examples which came up before the Committee for Maintenance Grants, both being pupils at the Stockton Secondary School.

(1) The mother of this boy is a widow with 2 children there being a girl of eleven in addition to this boy. The only income of the family consists of 10/-d per week Poor Law Relief and 6/-d per week earned by the boy by employment out of school hours. The boy gained a Junior scholarship to the Stockton Boys' Secondary School in 1921 and is reported as "maintaining a most satisfactory level in his studies despite the fact that he is employed in the evenings and at week-ends,

this being necessary owing to his home circumstances. He is tall for his years and requires nourishing food." (A grant of 7/6d per week was made).¹

(2) This boy has been in receipt of 5/- per week since 1st January 1921. His mother has made application for an increased amount as he is difficult to feed and clothe as he grows older. The case is known to the Stockton Governors who recommend additional assistance. The boy's mother acts as housekeeper to her brother who is a widower with 3 young children. This brother is a labourer out of work receiving 24/- per week unemployment insurance and 11/- per week Parish Relief for himself, sister and their children. The boy is top of his form and the Headmaster speaks very highly indeed of his ability, character and progress. This seems a very hard case deserving of additional help. (The grant of 5/-d was increased to 7/6d per week)²

Sometimes the assessments made were such as to show up the stark realities and desperate nature of the position, as for example, the following comment. "A boy of fairly good ability who would materially benefit by a longer period of instruction at school provided he gets enough food"³ The effect of economic circumstances in County Durham on the childrens' physical progress was shown in 1937 by Dr R. Weaver, a medical officer of the Board, who compared the physical condition of

1. Minutes D.C.C. H.E.S.C. 9 January 1924 (Minute 261) Stockton Secondary Schools Minutes 19 December 1923.

2. Ibid. 7 March 1923.

3. Minute D.C.C. H.E.S.C. 4 April 1923 Director's Report.

pupils in attendance at the Spennymoor Secondary School, Co. Durham, with those attending Woking Girls' Secondary school and Surbiton Boys' Grammar School in Surrey. He found "the Durham pupils were approximately 1 year behind the Surrey pupils in physique, and there was an appreciable difference between the nutritional condition of the Durham and Surrey pupils".¹ As has already been mentioned the period of economic depression in Stockton lasted with varying severity almost until the outbreak of the 1939 war - the difficulty experienced by those leaving secondary schools in finding employment is a guide to the position which only gradually improved as the years went by. Thus the percentage of school leavers still unemployed about a year after leaving secondary schools in County Durham² were as shown in the following table:

Year	1931	1932	1933	1934	1935	1936	1937
% leavers still unemployed one year later	13.0	17.9	10.8	14.1	11.7	8.7	3.1

There was careful analysis of the occupations of secondary school leavers each year in an attempt to check that the secondary school curricula were suitable; thus the report on school leavers occupations for 1931³ showed 18.7% of the boys and 28.6% of the girls became teachers and about $\frac{1}{3}$ of the girls took up "home duties" and therefore it was suggested that if "home duties" continued to claim a substantial number

1. Ibid. 7 June 1939

2. Ibid 11 March 1936 "Director's Report. Ibid 7 April 1937.

3. Ibid 15 June 1932

of girl leavers in future years than the place of the domestic arts and sciences in a liberal education suitable for secondary schools would need careful consideration. Somewhat surprisingly in the Stockton Secondary School that year only 3 of the 64 boy leavers went in for engineering, and similar figures were evident from the returns of other Secondary Schools in the County so that the Director observed: "It is not unusual to find the claims of Engineering Science preferred for a primary place in the curricula of Secondary Schools of Boys. The low figures shown in this return should prove valuable in determining such a claim with respect to Durham county schools." However in a comparatively few years the Stockton Technical Institute was turning away large numbers of pupils who wished to attend the newly established engineering course so that perhaps a better interpretation of the statistics above would have been not as "Since there are few ex Stockton Secondary School boys who become engineers there is no demand for an engineering course at the school" but rather "If the curriculum of the school included engineering science a far greater percentage of it's boys would enter Engineering jobs." In the succeeding years a similar sort of analysis of the numbers in the various groups was obtained and the minorities who took jobs outside of those in the usual five categories remained uncatered for as far as the curriculum was concerned.¹

1. The seven main categories of occupation which included the above mentioned five categories were:- University, Teacher Training College, Home Duties, Office Work, Removal and Transfer to other schools, Shop Assistants, Unemployed and not known; H.E.S.C. Minutes 15 June 1932.

"The immense difficulty of catering for these minorities among all the varied small groups throughout the different schools is not only obvious but must present itself to the ordinary teacher as to whether it is worthwhile taking any cognisance of such scattered objectives for the schools as a whole it can have little practical effect upon the general outlook of our secondary schools"¹

The number of premature withdrawals in the County as a whole rose from 24 or 1.9% for the year ended July 1931 to 284 (16.3%) in 1936 and in 1937 reached the alarming figure of 351 (or 19.1%) so that a serious examination of the secondary school's curriculum was undertaken ... "No educationalist can shirk the responsibility of re-examining the nature and purpose of our secondary schools when so many parents find it an easy sacrifice to withdraw their children."² At that time the Board of Education had just made certain recommendations to the Secondary Schools Examinations Council designed to broaden the character of the school leaving certificates. Originally planned in 1917³ the school certificate was intended to follow the school curriculum rather than determine it. The regulations required that for a candidate to obtain a Certificate he must obtain and pass in one subject from each of Groups I (English subjects), II (Foreign languages) and III (Science

1. D.C.C. H.E.S.C. Minutes 5 July 1933

2. Ibid. "Director's Report on Secondary School Occupations" April 1938

3. There is an interesting parallel, though not a complete similarity, in aims and dates with the Grouped Courses of Technical Education.

and Mathematics) and a pass in at least five full subjects of which 2 might be taken from Group IV (Aesthetic and Practical Subjects). If the passes in a number of the subjects were at "credit" level, then the school certificate was often acceptable by the Universities as a Matriculation Certificate for entrance purposes.¹ Unfortunately, employers soon tended to regard the 'Matric', with more favour than the mere 'school certificate' so that possession of the former certificate became desirable in order to gain the best jobs. Thus an examination which had been designed to suit the academic needs of prospective undergraduates became a desirable qualification for entry into all sorts of commercial and technical posts. This was unfortunate because thereby those going into employment were not doing the most suitable course². For those electing to pursue office and commercial courses, subjects such as general economics, recent social/industrial history, economic geography etc., were more important perhaps than foreign languages. There were even grounds for including such subjects as typewriting, book-keeping, and so on in the lists of subjects available. Thus as stated earlier the aim of the Board of Education in approaching the Secondary Schools Examinations Council at this time was to widen the curriculum and allow more choice of subjects for school certificate

1. Board of Education Consultative Committee. Report on Secondary Education 1938 H.M.S.O. (Spens Report) p.254-267

2. cf. the remarks made in the "Spens" report regarding the neglect of the experience gained in teaching "quasi -vocational subjects." Board of Education Consultative Committee Report on Secondary Education. H.M.S.O. 1938 p.66.

purposes, thereby allowing more variety and even some incipient vocationalism. But as with so many educational reforms this one was delayed by the outbreak of war and it was much later, after the 1944 Act, that the desirable changes were made and the idea of a flexible General Certificate of Education introduced.

In 1939 similar figures¹ for early leavers were obtained but it was hoped that the expected raising of the school leaving age to 15 and the projected provision of free solid meals at the Secondary Schools of the County would help to reduce the number of premature leavers; but the report continued "so long as economic depression continues to characterise the administrative County of Durham it is sanguine to hope that the problem can be effectively solved"² Hopeful mention was however made of the "Spens Report" which recommended 3 different types of secondary school with syllabuses suited to the differing needs of the various pupils and there was the first tentative discussion of the advantages of the multilateral schools which were adopted many years later in the County³.

As has already been explained it was the refusal of the County authority during this period to recognise the need for a new Technical

1. Minutes D.C.C. H.E.S.C. 7 June 1939 (Director's Report)

2. Minutes D.C.C. H.E.S.C. 7 June 1939 Director's Report.

3. County Education Committee's Pamphlet "The Multilateral Unit" 1962.

College and the tendency to be satisfied with makeshift arrangements which so delayed its provision.¹ Similarly as regards a new 'provided' secondary school in Stockton there was much delay and frustration of the local managers' efforts. As early as 1919 the Governors had observed to the County the unsuitability of the old Higher Grade School premises and pressed for an entirely new building.² The next year, despite letters on the subject from the Town Clerk and the local committee who urged the County to make a bid for suitable land about to be auctioned³, little was done and the coming of the economic slump temporarily delayed matters still further. In January 1925 correspondence^{passed} between the Town Clerk of Stockton and the Durham County Director of Education with reference to the tenancy of the Stockton Secondary School (i.e. old Higher Grade school building) and a special sub committee of the County was appointed to confer with members of Stockton Town Council and report⁴. The committee was reappointed the next April⁵ and reported⁶ in December 1925 that the Stockton Corporation as the local authority for the purposes of Elementary Education wanted to use the

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1. The First block of the new Technical College building was opened in 1954, while in 1956 what had been planned as a 'County College' was opened as part of the Stockton/Billingham Technical College - having the Departments of Domestic Science, Commerce and Pure Science. Further Education Committee Minutes 21 October 1953 (Minute 184) and 16 December 1953 (Minute 241)
 2. Local Committee Minutes Stockton Secondary Schools 19 February 1919 and 19 March 1919. Also Higher Education Sub Committee Minutes 2 April 1919. Ibid Stockton Secondary Schools 18 June 1919. 25 April 1956
 3. Ibid 4 February 1920 (Minute 482) Ibid 31 March 1920.
 4. Ibid 14 January 1925
 5. Minutes D.C.C. H.E.S.C. 1 April 1925 (Minute 43)
 6. Ibid 2 December 1925 (Minute 278)

premises¹ under Section 20 (ii) of the Education Act of 1921 to provide courses of advanced instruction for the older or more intelligent children in the Borough's elementary schools who wanted to stay on beyond the usual school leaving age of 14 years. Their report continued with a detailed estimate of the cost of the new Secondary School which would be needed when Stockton resumed occupation of its own premises and displaced the existing secondary school pupils. It was proposed that the Stockton Corporation should be asked to contribute annually the proceeds of a 1d rate towards the provision and maintenance of the suggested new Secondary School "so long as they continue to derive a substantial advantage over the rest of the County". Once again the possibility that Stockton might become a full County Borough came under consideration - "the accommodation should be allocated to the Borough itself and the surrounding district in definite proportions and Stockton Corporation should be asked to enter into an agreement that in the event of the County Education Authority ceasing to act as the local education authority for higher education in the Borough of Stockton and the school becoming the property of the Stockton Corporation the places so allocated to the surrounding district shall remain allocated thereto.'

1. The lease to the County Council expired on 31st December 1924 and thus the County were thenceforth tenants of the building on sufferance only.

The unrealistic nature of the County boundaries¹ was further evidenced by the need for the North Riding of Yorkshire Education Authority to be given an opportunity of 'joining in a comprehensive scheme with a view to providing for the higher educational needs not only of Stockton north of the Tees but also of the thickly populated area of Thornaby and its neighbourhood south of the Tees.' Negotiations continued² and in 1927 a school with an upper limit of 800 pupils was discussed. The County again showed concern lest Stockton should become a County Borough by suggesting an agreement be drawn up providing that Stockton should make no claim for "loss of benefit on account of higher education" in that event. Meanwhile the agreement under which the County Council rented the old Higher Grade School building from the Borough Council was continued on a yearly basis and the amount of the rent increased from £908 to £1,000 per annum³. However the negotiations dragged on and no real progress was made until the Borough Council decided to force the issue and actually took the step of formally giving the County Council notice of 1 year to terminate their tenancy of the Secondary School buildings on 1st January 1930.⁵ The reaction was immediate in that in

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1. Rivers had ceased long since to be natural boundaries and should rather have been regarded as centres of administrative areas. cf. the point of view of the experts of the Boundary Commission regarding the new proposal for a Tees-side authority (1953)
 2. Minutes D.C.C. H.E.S.C. 8 September 1926 (Minute 156) Letter from Town Clerk of Stockton .Ibid. 12 January 1927 Report of Deputation from Stockton County Education Authority.
 3. Ibid 12 January 1927 (Minute 289) also 9 March 1927 (Minute 352)
 4. Ibid 4 April 1928 12 September 1928
 5. Ibid 9 January 1929 (Minute 265 and Minute 273)

April 1929 the Higher Education Sub-Committee endorsed the opinion of their sub-committee that the "County Education Authority should now take the necessary steps to provide a new Secondary School in Stockton for 400 boys and 400 girls"¹ and within a few days the County opened negotiations with Stockton Town Council for the purchase of the necessary 13 Acre site in Oxbridge Lane.² Various other bodies were consulted³ - the North Riding Education Committee was again approached on the question of supplying extra accommodation for their students in the new school but replied to the effect that no such provision was desired.⁴ The Board of Education mooted the need to supply sufficient places to accommodate pupils from Stockton Grammar School which at that time was once more liable to closure on account of financial trouble and lack of support.⁵ The County Education Committee adhered to its figure of 800 pupils stating "in this connection the rapid growth of Billingham and the future provision of separate secondary school accommodation in that part of the County area should be kept in mind, also the provision of "central" school accommodation by the Borough of Stockton." Clearly the County were not going to be over-generous in their provision of places,

1. Ibid 10 April 1929

2. Minutes D.C.C. H.E.S.C. 15 May 1929 (Minute 49)

3. cf. The terms of the 1902 Act which gave power to consult in this way with neighbouring authorities etc.

4. Ibid. 11 September 1929 (Minute 128)

5. Ibid (Minute 127)

such an attitude being probably engendered by thoughts of the implications should Stockton become a County Borough. The early 1930's saw the actual purchase of the land and drawing up of plans to be passed by the Board of Education, but progress was very slow there being complaints once again from the local Technical classes committee which at that stage was waiting to take over and use the old buildings the moment they were vacated - their use as a Technical College being envisaged.¹

Building began but in 1939 when the war broke out the schools were far from complete and remained in this incomplete condition throughout the period of hostilities.² In fact it was 1951 when the schools were opened - a matter of 32 years from the need first being acknowledged - 32 years which included however a major slump and a major war as well as a good deal of 'discussion' between Stockton and Durham. Perhaps the provision would have been more speedily accomplished if Stockton had been a County Borough and wielded the power of a full Part II Authority, but this is by no means certain. The extra burden of running all its own municipal services might have resulted in a system of priorities which, as in the 1890's, did not put 'higher education' very high up on the list; certainly critics should recall the wrangling that went on in Stockton between internal parties regarding the costs of providing the original Higher Grade School, when no external authority could be blamed for the delay.

1. For example Ibid. 12 September 1934

2. When they were known as the "Ghost Schools" !

Of the other Secondary schools in Stockton the Stockton Grammar School went through a period of extreme financial difficulty in this period between the wars and only just survived. Quite early on after the end of the first war the County Council had been urged by Sir Frank Brown, a noted benefactor who was on the Governing body of both schools, to increase the rate of aid to the Stockton Grammar and Stockton Queen Victoria High Schools, and quite substantial increases were agreed¹. But whereas the latter school in new buildings was able to maintain its numbers and high quality the former suffered from its poor situation in the town, old buildings, lack of endowment and severe competition from the (provided) Secondary School for Boys. Apart from the Stockton Queen Victoria High School for Girls not being handicapped in the other ways it is interesting that it appears that the (provided) Secondary School for Girls never threatened the Queen Victoria School and, as mentioned earlier, this was probably because the Queen Victoria school aimed at a different kind of girl, one from the upper rather than lower middle class. To some extent this might have been true of the Stockton Grammar School, that is, that it originally aimed at recruiting some of the better class families who could afford a higher, somewhat exclusive, fee. But by the very nature of the differences in the sexes, the kind of polish given by these schools was much more valued in a girl than a boy.

1. Ibid 3 March 1920 (Minute 531)

On more than one occasion approaches were made to the County Council for help - a new Stockton Grammar School building was desired by the Governors, but this was not to be for very many years. In fact when the Development Plan under the 1944 Act was published in July 1949 by the County authorities the latter stated "Since the beginning of the educational year 1945-46, the Authority has paid a deficiency grant which will be continued for the period required for the determination by the Minister of the status of the school, whether aided or controlled. It is the opinion of the Authority that in the light of the proposed provision for Grammar/Technical education, this School will become redundant."¹ Subsequently the school was reluctantly granted 'aided' status - being for many years the only 'aided' secondary school in the whole administrative County. In 1963 the school, as mentioned previously, moved into new buildings, but even this was not accomplished without earlier considerable delay, mainly over the incorporation of a chapel.

Finally, as regards Elementary education the scheme laid down by the Borough authority in 1921 was the blue *print* of development in this period. Perhaps it is *pertinent* to observe the apparent high value placed on technical education by the Borough Authority which in this period maintained and developed the Richard Hind Central School which later became a selective Secondary Technical School and in a curious way filled the need originally evidenced in the far off days of the Stockton School

1. D.C.C. E.C.

"Development Plan for Primary and Secondary Education" 1949 page 40.

Board for some kind of technical education fitted to the needs of the older and more intelligent of the elementary school pupils who yet did not aspire to the rarer atmosphere of a full secondary grammar school type of education.

CONCLUSION

The questions posed in the introduction to this study having now been largely dealt with in the main body of the text there remains only to assess its value in terms of lessons learned and as a guide to the future.

Perhaps the most important single problem which has to be solved even before any satisfactory system of education can be conceived is that as to the composition and size of the local administrative unit. In Stockton-on-Tees that body was originally the ad-hoc school board, superseded in 1902 by the Town Council as the local authority for elementary education and the County Council of Durham for Secondary and Technical Education. The gradual substitution of the school board by the County Council was a political manoeuvre which had the support of none of the bodies concerned and proved on the whole to be unpopular in practice, especially with those in Stockton.

The uncertainty of the future of Stockton as regards possible promotion to full County Borough status had a bad effect on an already unfortunate situation. The numerous clauses in the various agreements reached between Stockton and Durham illustrated the excessive caution which had to be exercised in an atmosphere which bordered on distrust - especially after the neighbouring Borough of Darlington had obtained County Borough status.

On the other hand some of the criticism by those in Stockton of the County's handling of educational affairs in the Borough was not as well-founded as might have been. After all, the County authority was

not solely to blame for the continuance of the existing absurd boundaries nor could a predominantly agricultural and mining County Council be expected to be *adept* at administering the engineering and shipbuilding towns on its *periphery* . Also there is little evidence that technical education in particular would have fared any better under more local stewardship - in fact, bearing in mind the entirely local wrangling and meanness displayed before the supplying of a Higher Grade School in the days of the school board some would infer that in local hands Secondary/Technical provision would have been much less complete. As it was the provision of Secondary Education places was so ample that the Church of England Grammar School found great difficulty in recruiting sufficient pupils and almost succumbed. Whether the anti-sectarian views of the majority of the Durham County Council would have given way to a more tolerant attitude if the County had lost control is a matter of conjecture.

But the situation of the boundaries, while important, was not the sole determinant - a series of sharp variations in the economic prosperity of the town had a tremendous impact - indeed the cessation of the Continuation School at Stockton was the direct result of depressed economic conditions. From the earliest days the mass immigration of work people into the town presented enormous problems in respect of the supply of even the most rudimentary education and higher secondary/technical schooling was almost never considered. However the fundamental^{al} reason for the late development of the technical side of education at Stockton was simply its lack of esteem. Secondary education to a very high

standard was supplied because the administration, more so than most of the populace, saw therein a worthwhile enterprise for which a prototype of sorts, the old public school, was available. But few in this period saw that technical education might likewise have an important role to play in the country's development. It was not until the first (and some would say also the second) World War had been fought and won essentially by virtue of technical competence that the word "technical" became a more acceptable adjective - and even then the use of the term "Further" in the 1944 Act was perhaps partly *euphemism*. The lesson of the imperative need for a high standard of technical education in the country as a whole was only finally learned in the post-war period and the White papers of 1956 and 1961 were published - then the future of technical education in Stockton as elsewhere was assured.

The comparatively lavish financing of large schemes of technical education for students of the Borough both within and without its boundaries has brought with it one danger. Will the other equally fine but less immediately 'useful' aspirations of its inhabitants be forgotten? Will the fears of the post 1889 era be once more justified? Every indication on this point assures us that tomorrow's citizens will not be thus neglected, for there is a serious attempt to give a balanced range of facilities and all that is really needed to sustain this balance is the *continued* intelligent and interest of the people. The pioneering work of the first elected school-board for Stockton has surely borne fruit so that

there is every likelihood that in the future the people of Stockton will get for their children the kind of education they best deserve - and whether the current controversy over types of schools (comprehensive or otherwise) is settled one way or the other one hopes that, although education must by its very nature be partly determined by political considerations, it will not be exclusively so influenced.

APPENDICES

- A Bibliography
- B Map of the area showing position of Stockton-on-Tees relative to the River Tees and other towns in the County.
- C Town map of Stockton-on-Tees
- D Graph showing population /year statistics 1821-1961.
- E Graph showing school board accommodation/year and voluntary school accommodation/year.
- F Some observations privately communicated by Evan Baldwin O.B.E. M.Ed. first Principal of the Stockton Technical Institute.
 - (a) On a meeting of the Stockton Local Committee for Technical Education after an inspection by H.M.I.'s in 1931
 - (b) On the effectiveness of County administration of technical education in Stockton-on-Tees.
- G Photo copies:-
 - (a) Brochure announcing the opening of the 'Stockton Engineering Laboratory' in 1933
 - (b) Brochure for the official opening of the Stockton-on-Tees Technical College in 1954
 - (c) Brochure for the opening of the Stockton/Billingham Technical College in 1958
 - (d) Letter from Harold Macmillan, sometime M.P. for Stockton-on-Tees and later Prime Minister, to Evan Baldwin, dated 12 June 1941.
 - (e) various extracts from financial statements and balance sheets for Stockton School Board from 1888 onwards.

APPENDIX A

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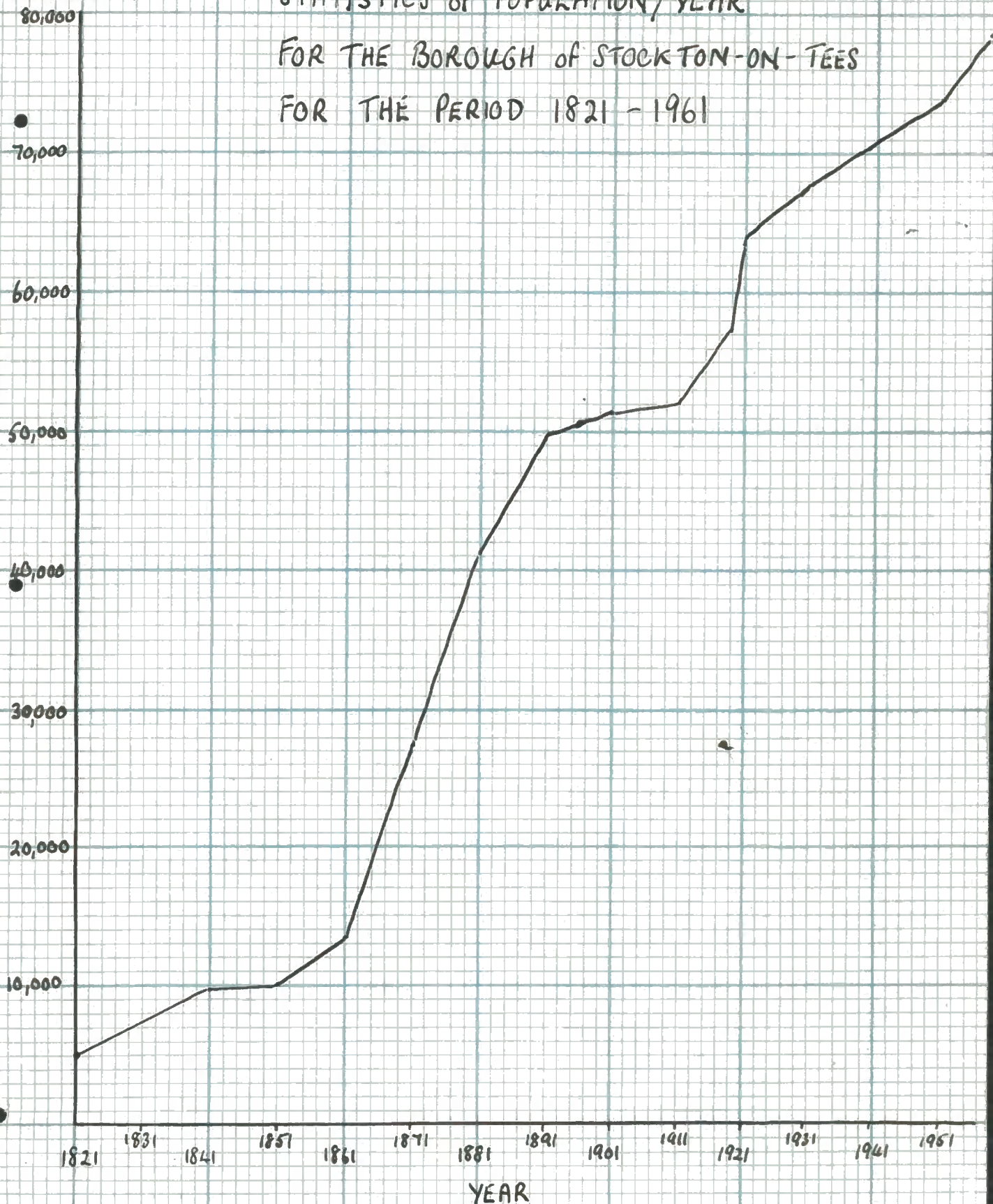
APPENDIX D

POPULATION

STATISTICS OF POPULATION/YEAR

FOR THE BOROUGH OF STOCKTON-ON-TEES

FOR THE PERIOD 1821 - 1961



APPENDIX E

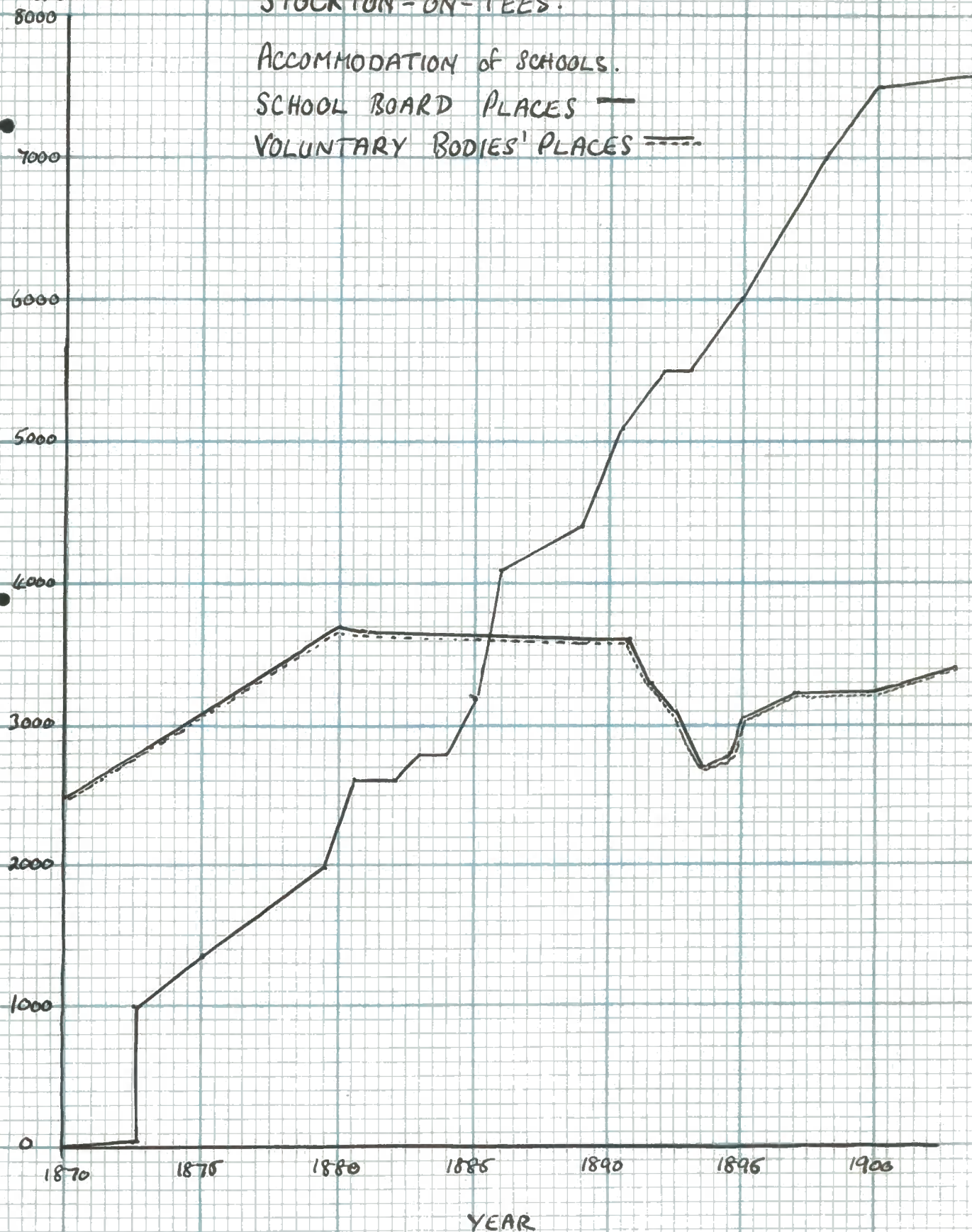
ACCOMMODATION
of SCHOOLS

STOCKTON-ON-TEES.

ACCOMMODATION of SCHOOLS.

SCHOOL BOARD PLACES —

VOLUNTARY BODIES' PLACES - - - -



APPENDIX G(a,b,c)

Brochures marking progress in technical education
in Stockton-on-Tees.

A. 300-2-33.

COUNTY COUNCIL OF DURHAM.

Stockton-on-Tees Technical School Evening
Institute.

ENGINEERING LABORATORY.

OPENING CEREMONY

Saturday, 28th October, 1933,

at 2.45 p.m.

APPENDIX G(d)

Congratulatory letter from Harold Macmillan to Evan Baldwin.
The former was M.P. for Stockton during the 1920's.

MINISTRY OF SUPPLY,
(CODE HJ),
Gerrard 6938
SHELL MEX HOUSE,
W.C.2.

2nd September, 1941.

Dear Mr. Baldwin,

I was so pleased to hear of the honour that has been conferred on you, for I know that few honours have been so richly deserved. You have a long and outstanding record of devoted public service and I am very pleased to know of the excellent results which have been achieved in the boys' engineering classes and the girls' commercial department.

Please accept my congratulations and best wishes.

Yours sincerely,

Harold Macmillan

H. Macmillan.

E. Baldwin, Esq.,
Principal,
Stockton Technical School,
Stockton-on-Tees.

STOCKTON SCHOOL BOARD.

Returns showing Grants, &c., for years 1891-2, 1892-3, 1893-4.

SCHOOLS.	Average Attendance			Amount of Government Grant earned (including Cookery and Pupil Teachers' Grants)			Grants from Science and Art Department			Grants per Head from Education and Science and Art Department			Reductions under Articles 114 included in amount of Government Grant earned in			Evening School Grants		
	1891-2	1892-3	1893-4	1891-2	1892-3	1893-4	1891-2	1892-3	1893-4	1891-2	1892-3	1893-4	1891-2	1892-3	1893-4	1891-2	1892-3	1893-4
Mill Lane Boys' Girls'	269	285	281	275 14 6	292 2 6	290 0 6	26 18 0	28 8 0	21 1 6	1 2 6	1 2 7 1/2	1 2 1 1/2	26 12 0	14 18 0	12 1 0			
" Infants'	205	231	240	221 10 6	258 3 6	271 12 0				1 1 7 1/2	1 2 4 1/2	1 2 7 1/2						
" Infants'	259	265	282	226 12 0	226 5 0	239 14 0				0 17 6	0 17 1	0 17 0						
Bailey Street Boys' Girls'	253	276	276	259 9 6	282 18 0	282 18 0	26 6 0	27 12 0	27 12 0	1 2 6	1 2 6	1 2 6	14 2 0	27 18 0	22 15 0			
" Infants'	253	248	258	279 2 6	274 0 0	286 5 0				1 2 0 1/2	1 1 8 1/2	1 2 2 1/2	66 1 6					
" Infants'	309	301	306	240 15 0	227 15 0	234 10 0	25 12 0	21 9 0	26 6 0	0 15 7	0 15 1 1/2	0 15 4						
Bowesfield Lane Boys' Girls'	251	266	263	241 9 0	275 13 0	274 11 6				1 1 3 1/2	1 2 8 1/2	1 2 8 1/2	17 14 0	18 16 0	17 18 9			
" Infants'	213	222	207	251 18 6	252 3 0	235 3 6				0 14 5 1/2	0 17 0	0 17 2 1/2						
" Junior Boys' Girls'	302	287	298	218 10 0	243 19 0	256 6 0	17 8 0	13 1 0	19 0 0	1 1 1 1/2	1 1 6	1 2 2 1/2	21 6 0	13 0 0	18 16 3			
" Infants'	174	174	190	166 6 0	174 0 0	192 0 0				1 1 6	1 1 6	1 1 6						
" Junior Boys' Girls'	182	191	209	186 11 0	191 0 0	215 4 6				0 15 0	0 15 5 1/2	0 15 2 1/2						
Regent Street Infants'	178	171	167	133 10 0	132 5 0	127 5 0				0 15 0	0 15 5 1/2	0 15 6						
Portrack Lane Boys'	171	184	178	160 3 6	188 12 0	164 13 0	12 16 6	18 8 0	17 16 0	1 0 2 1/2	1 0 6 1/2	1 0 6 1/2	7 0 3					
Tilery Road Boys' Girls'	286	300	287	265 11 0	277 10 0	266 9 6	28 12 0	22 10 0	21 10 6	1 0 6 1/2	1 0 6 1/2	1 0 6 1/2	6 16 6					
" Infants'	287	293	293	302 13 0	287 8 6	300 19 0				1 0 8 1/2	0 19 7 1/2	0 17 0 1/2						
" Infants'	250	276	270	213 10 0	238 12 0	230 10 0	17 6 6	24 15 0	22 11 6	0 17 1	0 17 3 1/2	0 17 6						
Oxbridge Lane Boys'	231	309	301	219 9 0	278 2 0	285 19 0				1 0 6	0 19 7 1/2	1 0 6						
" Girls'	188	251	248	156 2 0	242 18 0	270 10 0				0 16 7 1/2	0 19 4 1/2	1 1 10 1/2						
" Infants'	182	158	184	154 14 0	134 6 0	156 8 0				0 17 0	0 17 0	0 17 0						
Hume Street Mixed	...	...	...	...	...	194 18 6				...	...	...						
" Infants'	...	...	...	...	...	130 10 0				...	...	...						
Totals for 1891-2, '92-3, '93-4	4443	5020	5113	4173 8 0	4776 12 0	4909 13 0	154 19 0	161 3 7	163 16 6	0 19 5	0 19 8	0 19 10	66 1 6	13 16 9	89 18 6			
Totals for 1888-9, '89-90, '90-91	3559	3610	3939	3212 2 2	3317 14	3696 3 10	43 13 6	59 7 1	108 3 9	0 18 0 1/2	0 18 4	0 18 5 1/2	65 7 1	...	...			
INCREASE	884	1410	1174	961 5 10	1458 17 9	1213 9 2	111 5 6	101 16 6	55 12 7	0 1 4 1/2	0 1 4	0 1 4 1/2	...	...	...			

112. Same as last Department Grants rose from £44 in 1888 to £134 in 1893.

STOCKTON SCHOOL BOARD.

24

Grants allowed upon the Report of H. M. Inspector for Year ended 29th November, 1896.
ELEMENTARY SCHOOLS.

SCHOOL.	Year ending	GRANTS FROM EDUCATION DEPARTMENT.										Gross Total of Annual Grants	Per Head				
		Average Attendance.	Principals' Grant 14/- or 1/6	Discipline and Organization 14/- or 1/6	Singing Bar. 1/-	Class Subjects, 1/- or 2/-			Grant per Head on Average attendance	Cookery				Pupil teachers Grant	Grant under Article 10 ^a	S. & A. Dept.	
						S.-El. Sc. Lessons.	H.-History G.-Ge. phy. V.-Var. Oc. work.	Needle-work.		No. of Passes	Amount					Rate	Amount
BOYS:																	
Bailey Street	31st Dec. '95	312	14/-	1/6	1/-	E 2/-	H & G 2/-	20/6		£ s. d.	11	£ s. d.	2/-	31 4 0	£ s. d.	1 2 6 ¹ / ₂	
Portrack Lane	do.	198	12/6	1/6	1/-	E 2/-	G 2/-	19/-			21		2/-	19 16 0	0	1 1 2 ¹ / ₂	
Mill Lane	31st Jan., '96	386	14/-	1/6	1/-	S & E 2/-	H & G 2/-	20/6			31	5 2 6	2/-	38 2 0	0	1 2 7 ¹ / ₂	
Tilery Road	31st May, '96	288	14/-	1/-	1/-	E 2/-	H & G 2/-	20/6			61		2/-	28 2 0	0	1 2 5 ¹ / ₂	
Oxbridge Lane	do.	307	14/-	1/6	1/-	E 2/-	H & G 2/-	20/6				5 2 6	2/-	30 0 0	0	1 2 5 ¹ / ₂	
Bowesfield Lane, Senior	30th June, 1896	249	14/-	1/6	1/-	E 2/-	G 2/-	20/6			51		1/6	18 13 6	6	1 2 5 ¹ / ₂	
Do.	do.	249	14/-	1/6	1/-	E 2/-	G 2/-	20/6			51		2/-	17 2 0	0	1 2 5 ¹ / ₂	
Higher Grade (El. Sec)	31st July, '96	*579	12/6	1/6	1/-	E 2/-	G bys. 2/- gls. 2/-	19/-					2/-	17 2 0	6	1 3 1	
Hume Street Mixed	31st Oct., '96	200	12/6	1/-	1/-	O 2/-	V 2/- gls. 1/-	18/6					2/-	17 2 0	0	1 1 9 ¹ / ₂	
								bys. 18/6 gls. 19/6					2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
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													2/-	17 2 0	0	1 1 9 ¹ / ₂	
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													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	
													2/-	17 2 0	0	1 1 9 ¹ / ₂	

* For 6 Months.

† See Summary below.

SCHOOL OF SCIENCE.

Attendance Grant from Science and Art Department for June and July, 1896, average attendance 80, (being the only Grant earned) £24 6s. 0d.

DEAF SCHOOL.

Year ending	Average attendance	No. of complete months at £5 ss. per year	Total Grant	Per Head
31st May, 1896	11	152	£66 10s. 0	£5 5 0

† NOTE.—For the purpose of comparing the Total Average Attendance for each year, a deduction of 290 should be made from 1896 (being half of the Average Attendance at the Higher Grade Schools) this will make the totals 5245, 5644, and 5783 respectively.

SUMMARY OF ANNUAL AVERAGE ATTENDANCES.

Elementary Schools	5934†
School of Science (June and July 1896)	89
Deaf School	11
	6025

Under 1896 and the opening of the Higher Grade School grants paid by the Science and Art Department were quite small.

Grants allowed upon the Report of H. M. Inspector for Year ended 29th November, 1897.

ELEMENTARY SCHOOLS.

X

Note the relative contribution of total grant earned by the "Science Top" to the whole.

Also the amount earned from the Durham County Council ("Whiskey Money") and from the Department of Science and Art.

SCHOOL.	Year ending	Average Attendance.	GRANTS FROM EDUCATION DEPARTMENT.											Gross Total of Annual Grants	Per Head				
			Principal Grant 12/6 or 14/-	Discipline and Organization 1/- or 1/6	Singing Note 1/-	Class Subjects, 1/- or 2/-				Grant per Head on Average attendance	C-Cookery A-Algebra F-French		Pupil Teachers Grant			Grant under Article 101*	S. & A. Dept.		
						S.-El. Sec. E-English O-Obj. Lessons.	H.-History G-Ge'g. V-Var. Occ.	Needle-work	No. of Passes		Amount	1/2, 1/6, or 2/-					N.-Manual Instruct.	Rate	Amount
BOYS:																			
Bailey Street	31st Dec., '96	267	14/-	1/6	1/-	E 2/-	H & G 2/-			20/6			2/-	£ s. d.	£ s. d.	£ s. d.			
Portrack Lane	do.	186	12/6	1/6	1/-	E 2/-	G 2/-			19/-			2/-	26 2 0	301 15 6	1 2 7 1/2			
Mill Lane	31st Jan., '97	434	14/-	1/6	1/-	S & E 2/-	H & G 2/-			20/6			1/6	18 12 0	196 6 0	1 1 4 1/4			
Tilery Road	31st May, '97	283	14/-	1/6	1/-	E 2/-	H & G 2/-			20/6			2/-	32 8 0	477 5 0	1 2 0			
Oxbridge Lane	do.	292	14/-	1/6	1/-	O & H 2/-	G 2/-			20/6			2/-	28 6 0	321 7 6	1 2 8 1/2			
Bowesfield Lane, Senior	30th June, '97	222	14/-	1/6	1/-	E 2/-	G 2/-			20/6			1/6	29 4 0	329 10 0	1 2 6 1/2			
Do.	do.	165	14/-	1/6	1/-	E 2/-	G 2/-			20/6			2/-	18 3 0	270 4 0	1 2 4			
Higher G., Mixed (El. Sc.)	31st July, '97	498	14/-	1/6	1/-	E 2/-	G 2/-	gls. 1/-	A 231	23 2 0				16 10 0	185 12 6	1 2 6			
Hume Street, Mixed.	31st Oct., '97	171	12/6	1/-	1/-	O 2/-	V 2/-	gls. 1/-	F 51	7 13 0				72 13 10	717 0 10	1 8 9 1/2			
GIRLS:																			
Bailey Street	31st Dec., '96	253	14/-	1/6	1/-	E 2/-				20/6					276 18 6	1 2 0 1/2			
Mill Lane	31st Jan., '97	336	14/-	1/6	1/-	E 2/-				20/6					374 8 0	1 2 3 1/4			
Tilery Road	31st May, '97	288	12/6	1/6	1/-	E 2/-				19/-					282 0 0	0 19 7			
Oxbridge Lane	do.	236	14/-	1/6	1/-	E 2/-				20/6					258 18 0	1 1 11 1/2			
Bowesfield Lane, Senior	30th June, '97	229	14/-	1/6	1/-	E 2/-				20/6					254 2 6	1 2 2 1/4			
Do.	do.	191	14/-	1/6	1/-	E 2/-				20/6					195 15 6	1 0 6			
INFANTS:																			
Bailey Street	31st Dec., '96	269	9/-	4/-	1/-					15/-					201 15 0	0 15 4			
Mill Lane	31st Jan., '97	336	9/-	4/-	1/-					17/-					285 12 0	0 17 1			
Regent Street	do.	168	9/-	4/-	1/-					15/-					126 0 0	0 15 0			
Tilery Road	31st May, '97	255	9/-	4/-	1/-					17/-					218 15 0	0 17 1 1/2			
Oxbridge Lane	do.	222	9/-	4/-	1/-					17/-					190 14 0	0 17 2			
Bowesfield Lane	30th June, '97	289	9/-	4/-	1/-					15/-					218 15 0	0 17 1 1/2			
Hume Street	31st Oct., '97	173	9/-	4/-	1/-					15/-					129 5 0	0 15 0			
		5783																5983 11 4	1 0 8

SCHOOL OF SCIENCE.

GRANTS.	Year ending	Average Attendance.	No. for whom Grant is claimed	Attend. Grant 30/- per 400 attend.	Variable Grant (Max. 35/-) per head	El. Physics (Max. 30/-) per head	El. Chem. (Max. 30/-) per head	Manual Instruction		Total Grant	Per Head
								Grants 11/-, 2d per lesson	Amount		
From Sc. & Art Dept.	31st July, '97	94	81	30/-	30/-	22/-	22/-	£ s. d.	£ s. d.	£ s. d.	£ s. d.
								11 8 4	423 6 4	4 10 0	4 10 0
From County Council	Do.	94	81	40/-	40/-	10/-	10/-		306 0 0	3 5 1 1/2	3 5 1 1/2
									729 6 4	7 15 1 1/2	7 15 1 1/2

DEAF SCHOOL

Year ending	Average attendance	No. of pupils	Average Grant per month at 45 ss. per year	Total Grant	Per Head	Average Grant per Head for Eng. & Wales
31st May, 1897	19	236	£103 5 0	£5 5 0	£4 4 9	£4 4 9

* Estimated.

SUMMARY OF ANNUAL AVERAGE ATTENDANCES.

Elementary Schools	5783
School of Science	94
Deaf School	19
	5896

Financial Statement for Three Years

ended September 29th, 1897.

x

INCOME.					EXPENDITURE.				
	Year ended Sept. 29th, 1895.	Year ended Sept. 29th, 1896.	Year ended Sept. 29th, 1897.	TOTAL.		Year ended Sept. 29th, 1895.	Year ended Sept. 29th, 1896.	Year ended Sept. 29th, 1897.	TOTAL.
To Balance in hand	4782 19 1	4467 4 1	1646 10 0	4782 19 1	By Election Expenses	252 4 9	.....	.....	252 4 9
" EDUCATION DEPARTMENT:					" Salaries of Officers	664 0 9	632 2 7	687 1 8	1983 5 0
Annual Grants	3968 18 0	4501 8 0	7393 16 0	15864 2 0	" Legal Expenses	36 3 0	.....	.....	36 3 0
Fee Grants	2476 5 0	2702 0 0	3155 3 3	8333 8 3	" Other Expenses of Administration	249 5 8	276 12 5	332 14 5	858 12 6
Additional Grant (Sec. 97)	.....	96 7 6	336 7 6	432 15 0	" Salaries of Teachers	9427 3 6	10975 3 6	11962 11 4	32364 18 4
" SCIENCE & ART DEPARTMENT:					" Books, Apparatus & Stationery	953 9 6	1412 4 3	1304 9 3	3670 3 0
Annual Grants	176 6 0	157 8 0	179 3 6	512 17 6	" Fuel, Light, Cleaning,	1062 0 10	1235 17 1	1893 7 6	4191 5 5
School Fees	19 3 3	155 6 9	256 11 8	431 1 8	" Rent, Rates, Taxes, and Insurance	188 19 4	296 3 4	296 3 4	781 6 0
Books, &c. sold to children	7 8 9	7 16 0	7 17 10	23 2 7	" Other Expenses of Maintenance	63 3 4	133 19 3	75 18 5	273 1 0
Rating Authority	7197 9 8	13000 0 0	10000 0 0	30197 9 8	" Contributions to Industrial Schools	132 0 5	88 13 7	68 17 7	289 11 7
Grant under Agricultural Rates Act, 1896	.....	.....	7 15 8	7 15 8	" Contributions under the Technical Instruction Act, 1889	3 15 7	.....	.....	3 15 7
Rents	43 0 4	31 0 0	66 2 0	140 2 4	" Contributions to Home for Blind Children	33 16 0	20 2 0	37 0 0	90 18 0
Other Receipts	40 11 9	72 16 4	116 6 1	229 14 2	" Repayment of Loans	904 9 1	915 8 0	1411 16 6	3291 13 7
Repayment by Technical Education Committee in respect of Fittings, Apparatus, &c.	.....	.....	1130 12 1	1130 12 1	" Interest on Loans	2202 14 10	2173 6 1	2871 9 8	7247 10 7
Loans Received	15053 9 7	613 0 0	2238 14 0	17905 3 7	" Capital Expenditure out of Loans	13065 0 9	5303 14 6	2130 11 10	20499 7 1
					" Capital Expenditure not met by Loans	.....	694 10 1	.....	694 10 1
					" Balance in hand	29398 7 4	24157 16 8	23072 1 6	76528 5 6
						4467 4 1	1646 10 0	3462 18 1	3462 18 1
						33765 11 5	25804 6 6	26534 19 7	79991 3 7

° This amount was afterwards repaid by the Technical Education Committee (being part of Repayment of £1130 12 1.)

Financial Statement for the Three Years

Ended September 29th, 1900.

INCOME.

	Year ended Sept. 29th, 1898.	Year ended Sept. 29th, 1899.	Year ended Sept. 29th, 1900.	TOTALS.
To Balance in hand:				
General and Loan Account	3462 18 1	4463 1 3	6148 16 3	3462 18 1
Science School Account	.....	.....	28 17 11	.....
EDUCATION DEPARTMENT:				
Annual Grants	5096 14 9	7883 14 6	6753 17 9	19734 7 0
Fee Grants	2903 0 0	3303 2 6	3009 10 0	9215 12 6
Grants under Elementary Education Act, 1897.	1442 2 6	1899 7 6	1804 0 6	5145 10 6
SCIENCE AND ART DEPARTMENT:				
Annual Grant	736 18 3	.....	.....	736 18 3
School Fees	198 7 1	117 8 7	72 9 6	388 5 2
Books, &c. sold to Children	8 7 11	21 7 3	30 3 2	59 18 4
Rating Authority	12000 0 0	11500 0 0	11225 0 0	34725 0 0
Grants under Agricultural Rates Act, 1896	15 11 4	15 11 4	15 11 4	46 14 0
Rents	55 11 6	44 0 0	56 12 6	156 4 0
Loans received	.....	2667 0 0	3750 0 0	6417 0 0
Technical Education Committee, Repayment of Cost of Fittings, Apparatus, &c.	163 4 3	66 13 6	.....	229 17 9
County Council do.	.....	.....	35 0 0	35 0 0
Technical Education Committee, Repayment of Cost of Gas, Fuel, &c.	.....	48 14 6	92 8 5	141 2 11
Science School Committee, Repayment of Salaries, &c.	.....	601 10 0	.....	601 10 0
Loan re-borrowed	.....	6720 0 0	.....	6720 0 0
Centre Class Fees	.....	.....	67 13 7	67 13 7
Superannuation deductions from Salaries	.....	.....	165 16 8	165 16 8
Other Receipts	85 12 7	124 11 7	144 16 11	355 1 1
RECEIPTS ON ACCOUNT OF SCHOOL OF SCIENCE:				
Balance in Rank March 25th, 1899	.....	324 15 9	.....	324 15 9
Annual Grants	.....	.....	729 17 11	729 17 11
Apparatus Grant (£35 of this transferred to School Board, see Contra)	.....	.....	.....	.....
School Fees	.....	89 10 0	174 12 0	264 2 0
Other Receipts	.....	1 6 1	9 0 1	10 6 2
£	26168 8 3	39891 14 4	34354 4 6	89773 11 8

EXPENDITURE.

	Year ended Sept. 29th, 1898.	Year ended Sept. 29th, 1899.	Year ended Sept. 29th, 1900.	TOTALS.
By EXPENSES OF ADMINISTRATION:				
Election Expenses	148 2 9	.....	.....	148 2 9
Salaries of Officers	706 15 3	743 7 11	728 1 1	2178 4 3
Legal Expenses	10 0 0	71 18 6	93 13 0	175 11 6
Other Expenses of Administration	368 5 6	367 3 4	406 11 6	1142 0 4
EXPENSES OF MAINTENANCE OF SCHOOLS:				
Salaries of Teachers	12788 1 9	13502 6 11	14658 15 4	40949 4 0
Books and Stationery	.....	.....	.....	.....
Apparatus and Furniture	.....	.....	.....	.....
Repairs to Buildings	3015 7 10	2781 12 2	3300 17 8	9097 17 8
Fuel, Light, and Cleaning	.....	.....	.....	.....
Rent, Rates, Taxes, and Insurance	270 14 6	236 13 9	339 6 9	846 15 0
Other Expenses of Maintenance	65 9 10	156 19 7	188 11 2	411 0 7
MISCELLANEOUS EXPENSES:				
Premium on Redemption of Loan	.....	487 8 11	.....	487 8 11
Contributions to Industrial Schools	189 7 9	167 5 6	216 16 4	573 9 7
Contributions to Homes for Blind Children	47 2 0	39 1 0	16 9 8	102 12 8
Repayments of Loans	1249 6 3	1261 6 9	1526 12 9	4037 5 9
Interest on Loans	2536 2 5	2519 3 11	2550 12 2	7605 18 6
Capital Expenditure out of Loans	279 12 2	2888 11 0	2369 5 0	5537 8 2
Do. not met by Loans	30 19 0	782 17 0	431 18 1	1245 14 1
Loan paid off	.....	6720 0 0	.....	6720 0 0
EXPENDITURE ON ACCOUNT OF SCHOOL OF SCIENCE:				
Salaries of Teachers	.....	716 19 10	500 0 0	1216 19 10
Books, Apparatus, &c.	.....	156 4 1	149 12 4	305 16 5
Fuel, Light, and Cleaning	.....	40 0 0	.....	40 0 0
Rent	.....	75 0 0	.....	75 0 0
Apparatus Grant transferred to School Board	.....	.....	35 0 0	35 0 0
Other Expenses	.....	.....	7 9 8	7 9 8
Balance in Hand:	21705 7 0	33714 0 2	27519 12 6	82938 19 8
General and Loan Accounts	4463 1 3	6148 16 3	6544 6 1	6544 6 1
Science School Account	.....	28 17 11	290 5 11	250 5 11
£	26168 8 3	39891 14 4	34354 4 6	89773 11 8

APPENDIX F

Some Observations privately communicated by by Evan Baldwin, O.B.E. M.Ed.

(a) Regarding the effect of H.M.I.'s inspections of the Stockton-on-Tees Technical Evening Institute in June 1931.

March 1962

"In late 1931, a very searching inspection of the school was conducted by the Board of Education. The inspection was carried on for fourteen consecutive nights, and while they were not all present at the same time, no less than thirteen inspectors took part. On the last morning, Thursday, the Head Inspector (Mr S.H. Stelfox) told me that he would like to talk over matters with the local committee the next afternoon (Friday) and the Chairman (now Alderman A. Ross) therefore called a meeting. At this meeting, at which I was not present, Mr Stelfox said that despite the impossible conditions under which we were working, he and his fellow inspectors were well satisfied with all they had seen, but that they strongly recommended:-

1. that a new Technical school should be erected at the earliest possible moment
2. that more equipment should be supplied at once
3. that a full-time Principal should be appointed and that the new Principal should be the present Organising Master.

The usual monthly meeting was already called for the next week and this meeting Ald. Ross invited Mr Tilly, Director of Education, who of course, unaware of the informal talk with Mr Stelfox.

Appendix F (Cont'd)

"This meeting started very quietly but when Ald. Ross mentioned the talk with Mr Stelfox the storm broke and continued to rage for a couple of hours - it was the most unpleasant meeting I have ever attended. At first Mr Tilly played safe by saying that he could not take cognizance of a report which he had never seen (the written report was promised in about six weeks), but then various members began to attack the County Council on various matters quite extraneous to the points at issue e.g. the continual neglect of Stockton's interest in other directions. At certain times, all the members seemed to be talking at once and there was talk of Deputations to the Board of Education, questions in Parliament, resignation of the whole Committee, public meetings, etc. etc.

"Finally, a much subdued Mr Tilly agreed to bring the report before the County Committee as soon as it was received but reminded the meeting that if the Committee decided on the appointment of a new Principal, the post would have to be advertised, to which Ald. Ross retorted that advertising would be a waste of time and money, since the appointment would be made at Stockton and the Stockton Committee had already decided to follow the Inspector's recommendation.

You will gather from this that Ald. Ross is a very forceful gentleman and to him both in Technical Education and in many other directions Stockton owes much.

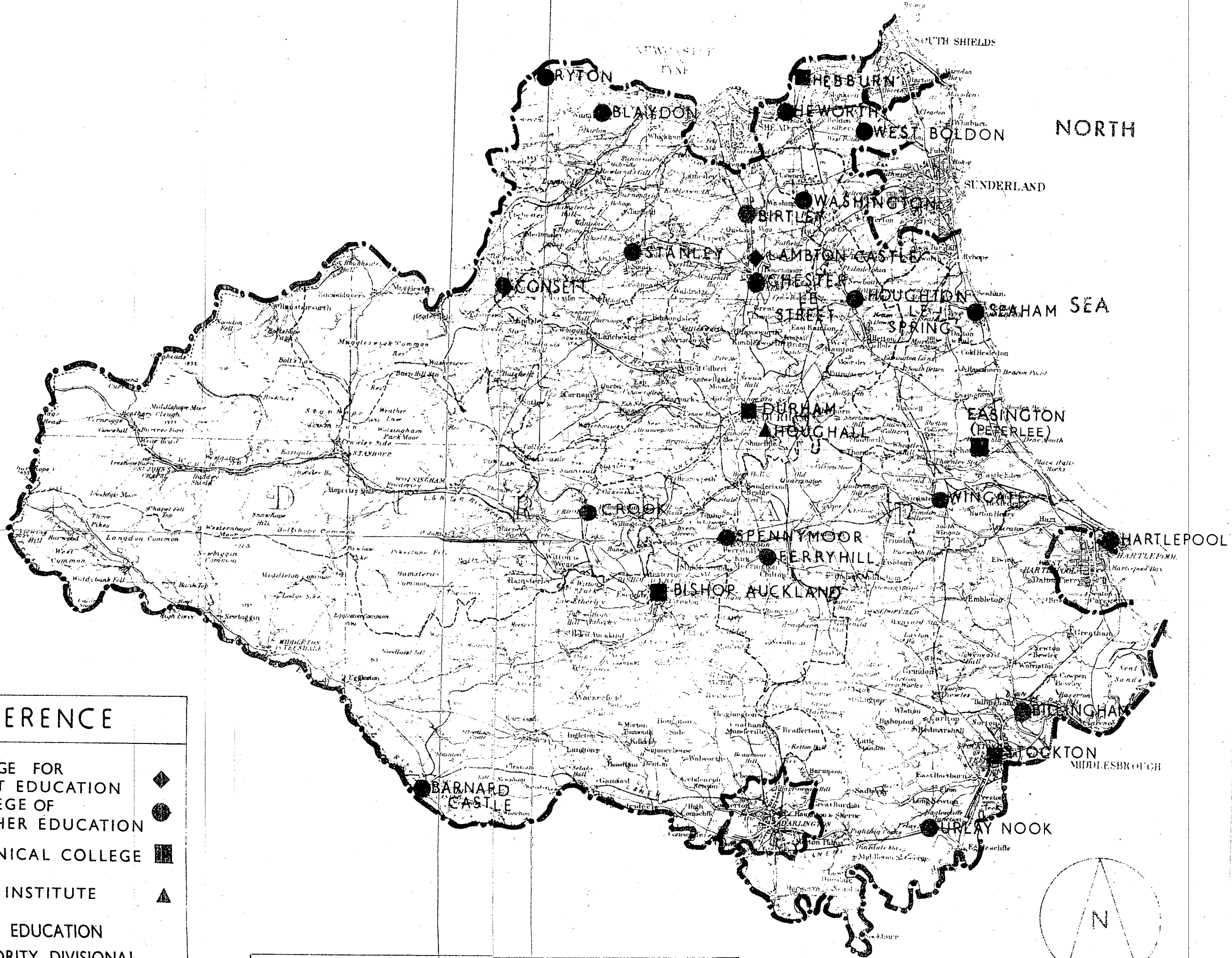
"so far I had not been consulted at all, nor until this meeting of the local committee had I any idea of what was in the Inspectors'

Produced under the direction of
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STOCKTON-ON-TEES MUNICIPAL BOROUGH

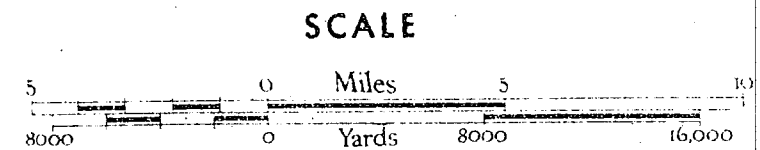
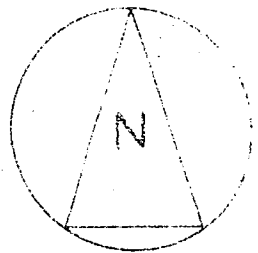
not appear on the map, but will be found adjoining or near the latter.



REFERENCE

- COLLEGE FOR ADULT EDUCATION
- COLLEGE OF FURTHER EDUCATION
- TECHNICAL COLLEGE
- FARM INSTITUTE
- LOCAL EDUCATION AUTHORITY DIVISIONAL BOUNDARIES
- ADMINISTRATIVE COUNTY BOUNDARY

PROPOSED COLLEGES OF FURTHER EDUCATION, TECHNICAL COLLEGES, RESIDENTIAL COLLEGE FOR ADULT EDUCATION AND EXISTING FARM INSTITUTE.



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