An economic study of elementary education in county Durham in the early part of the nineteenth century

Pallister, R.

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PLANS.

Bishop Auckland Barrington School.
Elwick Hall School.
Great Stainton School.
Hart School.
Hartlepool Prissick School.
Middridge School.
GREAT STAINTON C.E. SCHOOL

C. C. 97
M. E. 136

built 1847.

(Photograph in folder)

B & G

CR

House

KEY PLAN

C.A.M.F Y D.P.

(D.P.)

Houses 10-11. 

S. S. O. C.

C. S.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.

S. C.
HARTLEPOOL PRISSICK ENDOWED C.E. SCHOOL
C.C. No. 323
built 1835

KEY PLAN
SCHOOL PLANS AND PHOTOGRAPHS OF SCHOOL WORK.

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</tr>
<tr>
<td>25</td>
<td>....ditto.....</td>
</tr>
</tbody>
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Examples of Work from Copy Books of the Mid 19th Century.

The following points should be noted:

(a) the meticulous printing,

(b) no attempt having been made to simplify English terminology,

(c) the difficult quality of some of the examples,

(d) the use of rhyme in learning extraction of the Cube Root.
A Treatise
on
Practical Mensuration.

Part I.
Definitions, Problems,
And
Theorems, In Geometry.

Geometry originally signified the Art of measuring
the Earth, or any bodies or dimensions upon, or.
A Table of Lineal Measure.

<table>
<thead>
<tr>
<th>Inch</th>
<th>Foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>72</td>
<td>6</td>
</tr>
<tr>
<td>108</td>
<td>9</td>
</tr>
<tr>
<td>144</td>
<td>12</td>
</tr>
</tbody>
</table>

A Table of Square Measure.

<table>
<thead>
<tr>
<th>Square Fath</th>
<th>Square Rods</th>
<th>Square Pole</th>
<th>Square Chain</th>
</tr>
</thead>
<tbody>
<tr>
<td>625</td>
<td>100</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>390</td>
<td>66</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>627</td>
<td>100</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>1528</td>
<td>250</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>627</td>
<td>100</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>4032887</td>
<td>6400000</td>
<td>2787800</td>
<td>100000</td>
</tr>
</tbody>
</table>
Part II.
Mensuration of Superfices.

The area of any plane figure is its superficial content, or the measurement of its surface, without any regard to thickness.

The dimensions of figures are taken in linear measure. Sometimes they are taken in inches and tenths; sometimes in feet, tenths, and hundredths; and sometimes in chains and links; and the area of any figure is estimated by the number of square inches, square feet, square chains, &c., contained in that figure.

Note 1.—A measuring tape (usually called a box and line) divided into feet and inches on one side, and links on the other, is admirably calculated for taking dimensions.
If the parallel sides of a garden be 105 feet, 1 inch, and 99 feet, 3 inches, and their perpendicular distance 50 feet, 9 inches, what is its area? 58 ft. 9 in.; what did it cost at 23s. 10d. per acre?

<table>
<thead>
<tr>
<th>64.6</th>
<th>4,356.0</th>
<th>5,256</th>
<th>636.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>142.2</td>
<td>2,352.0</td>
<td>2,570</td>
<td>236.0</td>
</tr>
<tr>
<td>64.6</td>
<td>352.0</td>
<td>319.0</td>
<td>325.6</td>
</tr>
</tbody>
</table>

The hipped roof of a square building is flat at the top, the length of the caves, from left to right, is 23 ft. 6 in.; the sides of the square at the top is 30 ft. 9 in.; and the greatest distance from the top to the caves is 18 ft. 3 inches. How many square yards of slating are contained in the four sides of the roof?
Required the area of the trapezoid \( \text{A} \, \text{B} \, \text{C} \, \text{D} \), whose parallel sides \( \text{A} \, \text{B} \) and \( \text{C} \, \text{D} \) measure 2 ft. 10 in. and 2 ft. 6 in. \( \text{E} \, \text{F} \), the perpendicular distance between them, 2 ft. 9 in.; and \( \text{A} \, \text{E} \) 12 ft. 6 in.

Note: 1 ft. 10 in. = 46.8333 \text{ ft.} \quad \text{and} \quad 2 \text{ ft. 6 in.} = 24.3333 \\
\text{then} \quad (46.8333 + 24.3333) \times 26.75 = \frac{1}{2} \times 710.8155 \text{ ft.} \text{area required.}

The parallel sides of a piece of ground measure 8.5 \text{ ft.} and 6.84 \text{ ft.} \text{ and their perpendicular distance 9.85 \text{ ft.}, what is its area?}

\[
\begin{array}{c|c|c}
\text{Links} & \text{Links} & \text{Units} \\
8.56 & 6.84 & 15.40 \\
\hline
15.40 & 9.85 & 25.25 \\
21.85 & 16.70 & 38.55 \\
\hline
23.35 & 60 & 83.35 \\
\hline
3.35 & 0 & 3.35 \\
\hline
13.52 & 00 & 13.5200 \\
\end{array}
\]
Theorem IX.
All similar poles are to each other, as the cubes of their like dimensions. (Em. B. I. 24.)

An Explanation of The Principle Mathematical Characters.
The sign or character = (called equality) denotes that the respective quantities, between which it is placed, are equal; as 5 poles = 22 yards = 160 links.
The sign (called plus or more) + signifies that the numbers, between which it is placed, are to be added together; as 9 + 6 (read 9 plus 6) = 15.
Theorem XVI.
All similar figures are in proportion to one another as the squares of their homologous sides. (Prop. 18. 26. Elem. III. 26.)

Theorem XVII.
The circumference of circles, and the circumferences of similar segments, are in proportion to each other as the radii or diameters of the circles. (Elem. I. 14. 8 & 9.)

Theorem XVIII.
Circles are to each other as the squares of their radii, diameters, or circumferences. (Elem. I. 34.)

Theorem XIX.
Similar polygons described on circles are to one another as the circles in which they are inscribed, or as the squares of the diameters of those circles. (Elem. IV. 36.)
Practice

So called from the general use thereof by all persons concerned in trade and business.
All questions in this rule are performed by taking aliquot or even parts, by which means many tedious reductions are avoided. The table of these aliquot parts is as follows:

When, in the following rules, you are directed to take aliquot parts that are in a penny, remember that you do not always divide by 2, 4, 6, &c., but by 4, 14, &c. Rule 1. When the price is less than a penny, take the aliquot parts that are in a penny; then divide by 12 and 20; it will be the answer.

\[
\begin{align*}
\text{Rule 1} & : 12 \mid 6.5417 \\
& = 0.5431 \quad \text{penny} \\
\text{Rule 2} & : 12 \mid 1.4110 \\
& = 0.1183 \quad \text{penny} \\
\text{Rule 3} & : 20 \mid 1.6142 \\
& = 0.0807 \quad \text{penny} \\
\text{Answer} & : 2 \quad 20.9 = 2 \frac{9}{12}
\end{align*}
\]
**Compound Proportion**

If 2 men working 6 days earn £3 15s, what sum will 8 men working 27 days earn?

\[
\frac{2}{8} : \frac{6}{27} = \frac{\sqrt{3}}{3}
\]

\[
\frac{2 \times 8 \times 45}{6 \times 2} = \frac{1350}{10} = \frac{\text{£}100}{4} = \text{10.00 Ans}
\]

If 15 men can dig a trench 120 yards in 16 days, what number of yards would 35 men dig in 52 days?

\[
\frac{15 : 35}{16 : 52} = \frac{120}{x}
\]

\[
x = \frac{120 \times 52}{35 \times 16} = \frac{6240}{560} = 11.14
\]

Answer: 11.14 yards.
**Compound Interest**

Interest which arises both from the principal and interest; that is when the interest on money becomes due, and not paid, the same interest is allowed on that unpaid interest as was allowed on the principal.

What is the amount of £100 for 3½ years at 6 percent per annum. Compound Interest.

<table>
<thead>
<tr>
<th>Years</th>
<th>Principal</th>
<th>Interest</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2½</td>
<td>£120</td>
<td>£7.20</td>
<td>£127.20</td>
</tr>
<tr>
<td>5</td>
<td>£127.20</td>
<td>£7.63</td>
<td>£134.83</td>
</tr>
<tr>
<td>7½</td>
<td>£134.83</td>
<td>£7.69</td>
<td>£142.52</td>
</tr>
<tr>
<td>12</td>
<td>£199.52</td>
<td>£11.97</td>
<td>£211.49</td>
</tr>
</tbody>
</table>

**Amount £211.49**
Barter

Barter is the exchanging one commodity for another, and informs the traders, so to proportion their goods that neither may sustain loss.

How much tea at 3 per lb., can I have in barter for 2 cwt. 2 quarters of chocolate at 2 per lb.?

<table>
<thead>
<tr>
<th>cwt</th>
<th>qrs</th>
<th>lbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c|ccc|}
\hline
& cwt & qrs & lbs \\
\hline
1 & 4 & \text{Tot} & 14.4 \\
2 & 8 & \text{Tot} & 36 \\
\hline
& 2 & 0 & 4.4 lbs \\
\hline
\end{array}
\]

9 \frac{2016}{2} 2 Ans

2 2 4
Another Rule for extracting the Cube Root.

The cube of your first Period taken,
Of its Root a Quotient make,
Which Root into a Cube must grow,
And from your Place taken so,
To the Remainder then you must,
Bargain another Period just,
Which being done then you must see,
Your Number straight divided be,
By just three hundred and times the square,
Of your Quotient Figures taken,
Which do, so that you in may take,
Those your Quotient Figures make.
Last square, and multiply by the rest.

And product thirty times express.
The cube of your last sound figure too.
You must put in, if right you do.
Repeat your book, and so descend.
From point to point, into the end.
That term sought of remain then shall.
Add triple cyphers for a diagram.

Examples
Examples of Reading Material Taken from School Books Published in the Mid-Nineteenth Century

The following points should be noted:

(a) the morbid plot and sadness in the characters.
(b) the underlying morality in the stories.
(c) the religious teaching embodied in the actions and sayings of the persons in the stories.
(d) the detail poured into the space of one small page in the Geography Book.
(e) the choice of several words for spelling which have religious connotations e.g. sanctification, solemnization, transfiguration, transubstantiation.
of their hearts. In short, he begged them to be father and mother to her, who had no longer any parents. Whenever Mary attended divine service at Edlebrun, she never failed to visit the tomb. She also went, every Sunday evening, when she had an opportunity, to visit the tomb of her father, and to weep over his cherished remains.

"Nowhere," would she say, "have I prayed with so much fervour as here at my father's grave. Here the whole world is nothing to me. I feel that we belong to a better world. My heart sighs for that country, because I daily feel the evil of the one in which I now am." She never left the grave, without having made good resolutions to despise the pleasures of the world, and to live only to her God.

122. THE BASKET OF FLOWERS.

CHAPTER XII.

MARY EXPERIENCES FRESH TRIALS.

FROM the time of her father's death, Mary was always sad. The grave, the pines near the farm looked as though they were clothed in black. The sky was overcast, and the rain fell heavily. Poor Mary now had to work, and the harvest was not late in coming. She worked unceasingly, and her body was by no means weakened by her grief; but she soon had new trials to undergo. Her father had endowed the farm to his only son, a man of good temper and sound disposition, but unhappy in the choice of his wife, whom he had married a short time before.
The Universal

TABLE XVII.

USEFUL FABLES

FABLE I.—OF THE BOY THAT STEAL APPLES.

An old man found a rude boy in one of his trees, stealing apples; and desired him to come down; but the young rascal told him plainly he would not. Won't you, says the old man, then I will fetch you down; so he pulled up one bag of grass, and threw it at him; but this only made the younger laugh, to think the old man should pretend to beat him out of the tree with grass only.

Well, well, says the old man, if neither words nor grass will do, I must try what virtue there is in showing so, the old man pelted him heartily with stones, which soon made the young chap hasten down from the tree, and beg the old man's pardon.

If good words and gentle means will not reclaim the wicked, they must be dealt with in a more severe manner.

THE STRAWBERRIES.

As an old soldier, with a wooden leg, came into a village, and was suddenly taken ill. He could not travel any further, and was obliged to lie down on some straw in a barn; and it went very hard with him.

The little Agatha, the daughter of a poor basket-maker, felt tender compassion for the sick man, and visited him every day, and every time made him a present of a half-penny. But one day the honest soldier was much distressed, and said, "Dear child, as I have learnt to-day that thy parents are poor, pray tell me candidly where you get so much money? Because I would rather starve than receive a single farthing which you could not give me with a good conscience."

"O, said Agatha, "do not be anxious on that account. The money is humbly obtained. I go to the next market-town to school. The road thither leads through a wood where there are plenty of wild strawberries; so I gather my little basket full every time, sell them in the town, and receive a half-penny. My parents know the whole matter well, and have nothing against it. They often say, that there are many people poorer than we are; and so we must do them as much good as our circumstances will permit."

The bright tears shone in the eyes of the old soldier, and trickled down his beard. "Good child," he said, "God will bless you and your parents for your benevolent disposition."

The poorest man, with willing heart, Perform a kind and loving part.

FABLE II.—OF THE LION AND THE MOUSE.

There was a lion that was once very kind to a mouse, and saved his life from the fangs of a cat. Some time after this the lion was caught in a net, in such a manner that he lay there struggling till he was half dead.

The mouse, coming by at that time, was very sorry to find the lion in such a condition, and was resolved to use all the means in his power to release him.

The lion, seeing the mouse so busy, thanked him for his good will, but told him it was impossible for such a little creature as a mouse to release him out of so strong a net.

He said, the mouse, what strength cannot do, art and resolution often effect; you saved my life, and gratitude obliges me to return the favour if I can.

The mouse, therefore, though not capable of breaking the net, yet set about to gnaw it in several places, which, after great pains, he completed, and set the lion free.

Moral.

Since no one knows what may befall him, nor who may be a means of serving him, it is the highest wisdom to choose kindly and wisely to all mankind. This, indeed, should be done without any selfish or worldly feeling, and for the love of virtue itself.

SPELLING BOOK. 6. 1860

FABLE II.

Part the Second.

Sometimes a distinguished officer, who were many orders, was passing through the village, and drew up his magnificent carriage before the inn to let his horses feed; who, hearing of the sick soldier, went to visit him.

The old soldier immediately told him of his benefactor. "What?" exclaimed the officer, "has a poor child done so much for you? Then, if your old general can be allowed to do nothing less, I shall make arrangements at once that they provide for you the best in the inn."

He did so, and then went to the cottage of little Agatha. "Good child," he said, "dearly moved," your beneficence has made my heart warm and my eyes wet. You have given the old soldier many copper coins, here you have instead of them as many gold ones."

"Ah," said the astonished parents, "that is too much!" But the general said, "No, no, this is only a poor reward, the good child has a better one to expect in heaven."

The friendly acts of holy love Have their reward here and above.

SPELUNG BOOK. c. 1860

SHORT TAIKS.

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The friendly acts of holy love Have their reward here and above.
SUBSCRIPTION TO THE ESTABLISHED CHURCH MADE BY A
PROSPECTIVE PAROCHIAL SCHOOL TEACHER.
William Compton of Sutton Gilbert in the County and Diocese of Durham did Schoolmaster now to be licenced to teach the parochial School of Sutton Gilbert aforesaid do willingly and freely subscribe to the first and third articles and all things contained therein (and to the two first Clauses of the second Article and all things therein contained) and I do declare that I will conform to the Liturgy of the Church of England as it is now by Law established. I do put my hand this twenty-fourth day of June 1837.

(At the same time the said William Compton was duly sworn)

Before me

James Evans
Surr.
SCHOOL PLANS ISSUED BY THE COMMITTEE OF COUNCIL ON EDUCATION

For comparison purposes a plan of a modern primary school is added.
No. 1.
A School for 48 Children of one sex, in 4 Classes; with a classroom having a gallery capable of containing two of the classes.

No. 2.
A School for 48 Boys and Girls, in 4 Classes; with a Class-room having a Gallery capable of containing two of the Classes.
No. 4.

Infant School for 100 Infants, with a gallery capable of accommodating 75
Infants, and a group of benches and desks capable of accommodating
20 Infants; with section of gallery.

Section of Infants' Gallery.
BRAMCOTE HILLS COUNTY PRIMARY SCHOOL, NOTTS.

[Ministry of Education Building Bulletin No. 28 p. 30]

Date of Tender: July 1959.
Dramcote Hills County Primary School, Notts,
[Ministry of Education Building Bulletin No. 23, Page 33]

Date of Tender: June 1959
PHOTOGRAPHS OF 19th CENTURY DURHAM SCHOOLS.

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1. Bishop Auckland Barrington School.
2. Cornforth School for Girls.
5. Coundon National School.
8. Elwick Hall School.
10. Etherley School.
11. Framwellgate Moor Schoolroom.
17. Private School.
18. Private School.
19. South Church British School.
1 BISHOP AUCKLAND BARRINGTON SCHOOL.

Opened 26th May 1810. Cost £2,250.
The right-hand part was added in 1929.
Situated in Bishop Auckland Market Place.

2 CORNFORTH SCHOOLS FOR GIRLS.

Opened c. 1850.
Provided and supported by Mr. C. Garthorne and Mrs. Surtees.
Situated in Cornforth Village
CORNSAY. RUSSELL'S ALMSHouses AND SCHOOL.

Built by the trustees of the will of William Russell of Brancepeth Castle in 1811.

School held in centre building.

Small rooms adjoining used as almshouses - 6 women on one side, 6 men on the other.

Situated ¼ mile out of Cornsay Village.

Now known as Greenacres Naturist Camp.
COUNDON NATIONAL SCHOOL ENTRANCE.

Built 1841 to accommodate 522 children.
Adjacent to the church.

DURHAM ST. CUTHBERT'S R.C. SCHOOL.

Built c. 1842.
Situated in Old Elvet, Durham City.
DURHAM ST. OSWALD'S SCHOOL HOUSE.

School and house built 1845.
Situated in Church Street.

ELWICK HALL SCHOOL.

Built 1851.
Supported by the rector and pupils' fees.
ESCOMBE SCHOOL.

Built 1860 by Messrs. H Stobart and Co., coalowners.
Situated at Three Lane Ends.

ETHERLEY SCHOOL.

Built 1833.
The original building has been enlarged several times.
Supported by H. Stobart, coalowner, who lived at Etherley House.
FRAMWELLGATE MOOR SCHOOLROOM.

Date unknown.

GREATHAM BARRINGTON SCHOOL.

Built 1831.

Inscription to Barrington above the door.
GREAT STANTON NATIONAL SCHOOL.

Built 1847.
Cost £245, of which £54 was obtained from the Committee of Council.

HART SCHOOL.

Built 1838 by the Duke of Cleveland.
Enlarged 1873.
HEIGHINGTON NATIONAL ENDOWED SCHOOL.

Original building 1812.
Adjoins the Church.
Supported by the Elizabeth Jennison Charity dated 1601.

MIDD RIDGE SCHOOL.

Built c. 1820.
Wings added later.
Bishop Barrington, the Weardale Iron Co., and the Earl of Eldon subscribed.
PRIVATE SCHOOL.

Buildings in South Street, Durham City, used as a private school 1840.

PRIVATE SCHOOL.

Building in Crossgate, Durham City used as a private school 1840.
SOUTH CHURCH SCHOOL (BRITISH).

Made of white brick from the Pease brickworks.