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Abstract of M. Ed. thesis submitted by E. Jennings
entitled "The Development of Education in the North
Riding of Yorkshire 1902 - 1939"

The aim of this work is to describe the growth of the educational system in a local authority area. The education acts, regulations of the Board and the educational theories of the period are detailed together with their effect on the national system.

Local conditions of geography and industry are also described in so far as they affected education in the North Riding of Yorkshire and resulted in the creation of an educational system characteristic of the area.

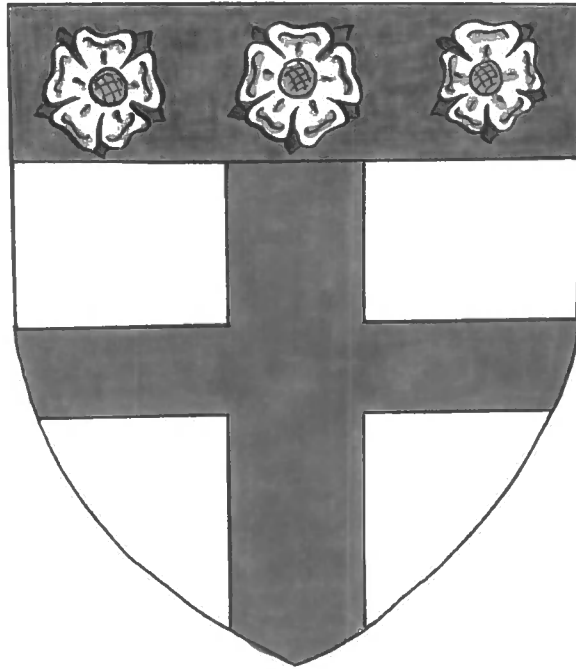
Each branch of the public system of education, elementary, secondary and further, is examined separately. Conditions in 1902 are described, development during the period detailed and the situation at the end of the period is reviewed.

The development schemes made by the Education Committee in 1906, 1918 and 1936 are examined to show the educational theories of the times and the

Committee's interpretation of national plans. An attempt has been made to account for the time lag between the passage of a Parliamentary Bill and its implementation in the remote corners of a local authority area.

Whenever possible the financial aspect of education has been presented from the point of view of the administrator and its effect on education considered from the teacher's.

The difficulties encountered in the North Riding and the solutions adopted are considered. In assessing the progress an attempt has been made to apportion the credit between the Board with its grants and the Education Committee's solution of local difficulties. The facilities provided in 1939 are compared with those of the country as a whole.



THE DEVELOPMENT OF EDUCATION IN THE
NORTH RIDING OF YORKSHIRE

1902 - 1939

E. Jennings,

June, 1965

The Development of Education in the North Riding
of Yorkshire, 1902 - 1939.

An attempt to show how a local education authority interpreted the Education Acts and dealt with its own local problems in providing facilities in the various branches of education.

Thesis presented by E. Jennings - June 1965

Table of Contents

- Chapter 1. International and national affairs. Page 1
 Geographical and Historical details.
 Industry, population changes, communications.
- Chapter 2. Elementary and Secondary. Technical
 Instruction Committee, Whiskey money. Page 19
- Chapter 3. The Education Acts.
 Educational theory as reflected by the
 Acts of 1902, 1918, 1936 and the Hadow Report. Page 31
- Chapter 4. Administrative arrangements made by the
 County Council following the 1902 Act. Page 43
- Chapter 5. Elementary education. Accommodation -
 rural problems - staffing - attendance - Page
 transport - curriculum - medical services. 54
- Chapter 6. Secondary education. Three phases of
 development. Whiskey money period 1902-
 1906. Free Place period 1906-1930. Page
 Minor Exhibition period 1930-1939. 130

Chapter 7.	Recruitment and training of teachers. Pupil teacher system and its replacement by training college course.	Page 174
Chapter 8.	Higher education. Adult education - evening institutes - agricultural education - Junior Instruction Centres.	Page 190
Chapter 9.	Conclusion. Review of progress throughout the period.	Page 222
Bibliography.		233
Appendices.		237

Chapter 1

Introduction.

1900, the beginning of a new era in international affairs, transport, industry and education.

Geography.

Area, geology, topography and their effect on population distribution.

Population changes due to industry.

Decline of lead industry.

Growth and decline of iron mining in Cleveland.

Development of steel industry on Tees-side.

Decline of rural population.

Communications.

Railway system in 1900.

Road conditions.

National and International Affairs

The turn of the century was in many ways the end of an epoch. When the great Victorian age came to an end, the Pax Britannica was also almost ended. Britain's power and prosperity had increased during a period of greatness and progress. This period was replaced by one of uncertainty. For almost three quarters of a century Britain's army and navy, resting on the laurels gained in the Napoleonic Wars had been instrumental in maintaining world peace. New nationalistic feelings were growing in Europe, and Britain, engaged in the Boer War, was experiencing a surge of jingoism. There had been a great deal of technological progress. The railway network covering England was virtually complete, motor cars were appearing on the roads, and in 1903 the first aeroplane flight was made by the Wright brothers. Electricity and telephones were in use, and Marconi had sent his first radio message. There was a growing prospect of social conflict in England: Women, denied a vote, were beginning to demand equality with men. The Irish problem remained unsolved. A feature of the period was the growth of the popular press. The Times, costing threepence, already existed, and in 1896 the Daily Mail (The Busy Man's Daily Journal) first appeared and cost a halfpenny. The Daily

Express, costing a penny, was established in 1900 and was followed by the Daily Mirror in 1904. Income tax, at that time, was levied at the rate of elevenpence in the pound.

From the time of the Paris Exhibition there had been a growing feeling that in industrial affairs Britain no longer had unqualified supremacy, and it was realised that only an educated populace could maintain the position of the country. If the Education Act of 1870 is regarded as an attack on illiteracy, by 1900 it was recognised that something more than this was necessary, and that new legislation was needed to bring order into the educational chaos which then existed.

Apart from the early years of the twentieth century there was hardly a period of any considerable length when the attention of the politicians was not distracted by other important matters. Hardly was the 1902 Education Act passed when tariff reform became important, and the Liberal Government attempted to modify the 1902 Act by means of its own educational policy. Until the outbreak of war in 1914, the Irish question, constitutional matters, National Insurance, and the Trade Union Act were all considered more important. In 1918

the Education Act was to have had a far reaching effect on the education of boys and girls up to eighteen, but the cost was prohibitive. Depression, financial crisis, the General Strike, and unemployment were all important during the twenties and early thirties. Finally, the 1936 Education Act was still-born due to the outbreak of the Second World War in 1939.¹

Geography

Yorkshire, famed for its 'broad acres' is by far the largest of the English counties. The North Riding itself, with an area of 1,362,560 acres, is one of the largest counties, only the West Riding, Lincolnshire and Devonshire being larger. From west to east (Hawes to Filey) it measures seventy-eight miles while from north to south (Redcar to York) is forty-five miles. However, its density of population is the lowest of all the English counties.

The development of the county has been largely controlled by its physical structure. The topography has a general slope from south west to north east, Micklefell, the highest Yorkshire peak, being 2,591 feet above sea level. There are three main divisions in the

area, the Pennines, the North Yorkshire Moors and the Vales of Mowbray, Pickering and York, the latter being only about a hundred feet above sea level.¹

The Pennines consisting of limestone, and due to their height, rugged nature, and poor pasture, have not encouraged human occupation except in the deep incisions known as dales. These ice-age incisions have been inhabited since early times but are remote from the rest of the administrative area due to communication difficulties. The agricultural system of arable in the valley bottoms, and pasture on the sides, has remained unchanged since early times, and an important feature has been the fact that dale communities tend to be small.

The North Yorkshire Moors are jurassic lias and oolites, a more recent limestone which produces a particularly poor soil, supporting little vegetation but bracken, heather, and sufficient grass for sheep only. However, the oolite in the Cleveland area contained iron deposits which were the original reason for the growth of the industrial belt of Tees-side.

1. Appendix II map.

The Vales of Mowbray, York and Pickering consist of Triassic with fertile alluvium, and contain particularly good farmland.¹

The predominance of limestone in the area is responsible for the fact that there are only three rivers of any size, the Tees, Esk and Swale, none of which proved suitable for inland navigation even during the 'canal Mania' period.

The topography has a considerable effect on the rainfall, as shown by the figures for 1896 - 1900.

Western Hills

<u>Station</u>	<u>Height above sea</u>	<u>Aver. Rainfall</u>
Lunds	1100 ft.	57.05 ins.
Hawes Junction	1135 ft.	62.9 ins.
Aysgarth	644 ft.	39.85 ins.
Leyburn	420 ft.	32.84 ins.
Mickleton		33.04 ins.

Central Plain

Thirsk	105 ft.	22.34 ins.
Bedale	107 ft.	25.76 ins.
Northallerton	130 ft.	25.78 ins.

Eastern Hills

Osmotherley	650 ft.	23.92 ins.
Guisborough	400 ft.	30.83 ins. ²

1. Appendix II

2. Symons "British Rainfall" 1896-1900. Quoted in North Riding of Yorkshire, Methuen, 1904. Joseph E. Morris.

Hawes, Aysgarth and Leyburn are all in Wensleydale, and represent the head, middle and end of the valley descending from west to east. Hawes and Thirsk, the two extremes, are only twenty-two miles apart.

These figures account for the type of agriculture and to some extent for the population.

In Danish times the Riding was divided into twelve Wapentakes (weapon-take); Hang West, Hang East, Gilling East, Gilling West, Ryedale, Hallikeld, Allertonshire, Langbaugh, Birdforth, Bulmer, Whitley Strand, and Pickering Lythe. The names or the boundaries have more or less existed to the present time. The first Earl of Richmond was rewarded by his cousin William the Conqueror with the gift of Richmondshire which comprises the Danish Hang West, Hang East, Gilling West and Hallikeld. During the reign of Elizabeth I the Riding was divided into four divisions, Richmondshire, Cleveland, Allertonshire and Blackamore. Cleveland is in fact Langbaugh, a name still used for parliamentary purposes. The name Blackamore has ceased to exist. In 1901 the Riding was divided into four divisions for parliamentary representation; Richmondshire, Thirsk and Malton, Whitby, and Cleveland, each with one member. Middlesbrough (two members) and

Scarborough (one member), were parliamentary boroughs.

In the whole of the Riding there were only eleven towns or population centres, and the population figures from the census of 1931 illustrate their comparatively small size and account for the low density of population in the Riding as a whole.¹

Malton	4,418
Richmond	4,789
Northallerton	4,789
Guisborough	6,306
Loftus	7,631
Whitby	11,451
Skelton and Brotton	13,655
Redcar	20,160
Thornaby	21,233
Eston	31,341
Scarborough	41,788
Middlesbrough (A County Borough)	138,274 ²

Northallerton, the administrative centre, Thirsk, Malton, Pickering, Easingwold, Richmond, Stokesley and Guisborough originated as market towns. York and Barnard Castle, though outside the boundary, served as market centres, and Middlesbrough served as the industrial and transport centre in the north of the area.³ Yarm is

1. Appendix V and VIII
2. 1931 Census
3. Appendix IV

an example of a port which has declined owing to the increase in the size of ships. In its heyday ships of 100 tons needed four tides to reach the sea.¹ Whitby, too, has declined as a port but is still of importance as a base for the herring fleet. Scarborough, originally a coastal fortress, has developed as a residential area, and as such was for long in advance of the rest of the Riding in educational matters. Richmond, originally founded as a river crossing fortress for protection against the raids of the Scots, is now an important market town.

Population Changes

The development of industry has had a far reaching effect on the population of the North Riding. As part of the Industrial Revolution, there had been quite extensive lead mining in Lunedale and Wensleydale by the adit method during the eighteenth century. When Spanish ore was imported during the decade 1870-80 there was a rapid decay in the Yorkshire industry. This is best illustrated by the fall in price of English pig lead:

1801 - 1810	-	£ 28. 12s 9d per ton	2
1901 - 1910	-	£ 12. 16s 3d per ton	

While 12,406 tons of English ore were produced in 1856, by 1900 only a few mines were still being worked. However,

1. P.6 Economic History of Tees-side. John Wardell, 1960.
2. Victoria County History - Bk. 2.

there had never been large numbers engaged in this industry.

The discovery of iron ore in the Cleveland Hills in 1850 had a profound and rapid effect on the northern part of the area. By 1883 production of Cleveland ore reached its maximum of $6\frac{3}{4}$ million tons per year¹ and Cleveland's population had risen correspondingly. As supplies became exhausted production declined, and the import of foreign ore became more and more important until by 1913 more foreign than local ore was being used. By this time steel had ousted iron, and while the number of puddling furnaces was reduced, the tidewater sites along the Tees were available for importing ore and building blast furnaces. The result was a down-river movement of the steel industry. This industry grew very rapidly and there was a corresponding increase in population. The growth of Middlesbrough is typical of the area.

1821 - Middlesbrough, a village of 40 inhabitants

1841 - 5,500

1853 - Borough status granted

1861 - 19,000

1881 - 56,000

1901 - 91,000

The decline of the iron mining industry continued during the period 1918 - 1936 with a simultaneous expansion

of the steel industry. This resulted in considerable migration of population from the iron-mining districts of Guisborough and Loftus to Redcar and Thornaby. Shortly after the First World War, Dormanstown, a new town some two miles from Redcar, was built to house workers of the expanding steel industry of North Cleveland. By 1922 its population was 1,750. In the Eston area, Teesville, a new town, developed in a similar manner. Indeed, during the 150 years of industrial development the population of the Eston area has increased by 63 times. The late 1920s and early 1930s were particularly unstable from the point of view of population migration. During this period the population of Eston and Loftus Rural Districts increased, while Guisborough, Stokesley and Saltburn Rural Districts had a declining population. In addition, the high volume of unemployment and the transfer of workers between industries made it difficult to forecast educational needs.

Agriculture, as well as industry, has had an effect on the population and has been responsible for the shift of population from rural to urban areas. The remote dales were first affected. By the end of the eighteenth

century most of the land had been enclosed, and a farming pattern established of sheep on the moors, as in monastic times, and arable in the fertile vales of Mowbray, York and Pickering, with special emphasis on dairy production. The result was a decline in the population of the remote villages, as illustrated by East Witton in Wensleydale which had a population of 682 in 1801 but only 322 in 1951; and by Kirby Malham which halved its population in the same period.¹ The increase in the size of farms and the introduction of machinery hastened the process. From the occupation chart² it may be seen that in 1911, agriculture was still the main occupation of the North Riding, employing 25,000 men or 26% of all male workers, and 3,200 women. However, in the Cleveland District alone more than 20,000 men or 21% of all male workers were occupied in the iron industry either in the iron mines or the steel works and engineering shops. During the 1914-18 war the number of women employed increased, and this proved to be a permanent feature,³ female labour being concentrated in distributive and miscellaneous services.

A further decline in school population occurred in 1913 when under the Middlesbrough Order the district of

1. 1951 Census Returns.
2. Appendix X.
3. Census 1931 Appendix VII

North Ormesby was transferred from the County to the County Borough of Middlesbrough. The population of North Ormesby at the time was 15,143 including 3,157 children of school age.

Further changes in population have been caused by fluctuations in the birth rate which have occurred in the North Riding as in the country as a whole.¹ Apart from a temporary decline during the period of the First World War, there was a steady rise until 1920 when a steady decline began, lasting until 1935, when the trend was reversed. This is illustrated by the number of live births in the North Riding:

1910	-	7,135
1920	-	7,115
1935	-	4,608.

2

Unfortunately, it was expected that the 1935 level would be maintained; had this happened the provision of accommodation and the supply of teachers would have been considerably easier.

In the decade before 1902 the North Riding's population had risen by almost 20,000.³ The increase had

1. Appendix XI
2. Report of North Riding Education Committee on Education Act 1936.
3. Appendix VI

taken place only in the urban areas. In the rural part which comprised 95% of the Riding there was a decrease in population.¹ The County Council, still in its infancy, without even its County Hall built, had the difficult task of providing education for an area which included few large towns, many remote villages and hamlets, and a health resort. The new growing towns on Tees-side were laid out in a grid iron pattern, ~~and~~ the mining villages hugging the hillside. Fortunately, the industrial towns of Cleveland had been built at a time when knowledge of sanitation had grown, and none of the shocking conditions occurred in the North Riding that were revealed by the 1840 Health of Towns Committee.

One of the problems facing the newly formed Education Committee was that the average density of population of the North Riding was only 220 per square mile, while the corresponding figure for England and Wales was 685,² and that the scattered rural communities and the densely populated pockets of urban development were all remote from the administrative centre at Northallerton.

1. Appendix V.
2. 1931 Census.

Transport

The development of the area was dependent on the railways.

When the Stockton - Darlington Railway opened in 1825 the price of coal in Darlington dropped from 18s 0d to 8s 6d per ton.¹ In 1841 the Great North of England line was opened. George Hudson, the 'Railway King', was twice Lord Mayor of York and because of him the London - Scotland line passed through York, which became the administrative centre of the North Eastern Railway. By 1885, the date of the opening of the Whitby - Scarborough line, the railway network was complete.²

In 1901 a road system existed which bore a striking resemblance to the Roman System.³ In the central plain the main roads were excellent but many of the by-lanes in the neighbourhood of Easingwold were horribly loose and stony. In the western dales traffic was confined to the bottoms of valleys - the mountain tracks that traversed the ridges were almost impassable. On the eastern moorlands the only really passable road was the one which ran from Helmsley to Stokesley up Bilsdale. While the Pickering to

1. John Wardell. Economic History of Tees-side .. 1961

2. Appendix XIV

3. The North Riding of Yorkshire - Methuen 1904.
Joseph E. Morris

Whitby road was frightfully stony on the Saltersgate to Sleights section, Wensleydale, Teesdale and Swaledale might be comfortably traversed by cycle.¹ Since then North Riding roads have improved and are now noted for their excellence.

There are very few canals in the North Riding whereas they are numerous in the West Riding which developed industrially in the pre-railway period.

As with agriculture, industry, communications and history, the educational provision of the North Riding has been influenced by its geography.

1. The North Riding of Yorkshire - Methuen 1904
Joseph E, Morris.

Chapter 2

Education Prior to 1902

Elementary and secondary

Technical Instruction Committee - Whiskey money.

Aid for, agricultural education, classes for
teachers, secondary schools and scholarships.

Elementary

The history of public education in the North Riding, as in the country as a whole, began in 1870 with the passing of W.E. Forster's Education Act. In the North Riding 110 new schools were built between 1870 and 1880, the largest building programme ever carried out in the country. A further 57 schools were built during the period 1880 - 1900,¹ so that elementary education was available for all North Riding pupils, few of whom had to walk an unreasonable distance to school. Most of these schools were built either by the 'National Society', which provided Church of England schools, or by the school boards. There were some sixty school board areas in the Riding but less than half the elementary school population attended board schools. Generally speaking, children in urban areas attended board schools and those in the rural areas attended voluntary schools. The magnitude of the building programme may be judged from the fact that during the period 1870 - 1903 North Riding school boards raised loans for £144,019, while during the next thirty years, that is from 1903 to 1933, when the County Council was responsible for both elementary and secondary education, loans for £179,610 were raised.²

1. Appendix XV.

2. Appendix XVI.

Attendance at elementary schools was compulsory after 1880 when Mundella's Act obliged school boards and school attendance committees to frame attendance by-laws. The school attendance committees were responsible for areas where there were no school boards. Most of the North Riding school boards did not charge fees as their schools had rate assistance as well as government grant, but in the voluntary schools, which had only government grant for income, fees were charged. In 1899 the school leaving age was twelve years and there were no exemptions.

Secondary

Secondary schools in the Riding were few and far between. Fewer than 1,000 pupils attended these schools, and it is doubtful if all of them received a genuine grammar school education. Pupils were required to pay fees unless they were fortunate enough to hold an endowment scholarship. North Riding schools were not rich in endowments and were consequently small.

Ex-elementary school pupils could continue their education to some extent in evening continuation schools, though these were limited to the urban areas, such as Scarborough.

Technical Instruction

There was a general awareness that secondary education was not adequate and the Cross Commission of 1888 and the Bryce Commission of 1894 revealed the weaknesses. One measure which was intended to assist secondary education was the Technical Instruction Act of 1889. This permitted County and County Borough Councils, which themselves had been created only in 1888, to levy a penny rate to be used in supplying technical education or manual instruction. They were also permitted to form a Technical Instruction Committee. The North Riding County Council did appoint such a committee but did not raise a rate. At that time a penny rate in the North Riding would have produced almost £8,000 and the County Council was fortunate enough to receive almost the same amount from a most unexpected source. In 1890 legislation was introduced into Parliament to reduce the number of public houses. In order to compensate the publicans whose licenses were taken away, an additional tax was put on alcohol. The preparatory bill imposing the tax was passed by Parliament but the bill to compensate the publicans met such opposition that it was dropped and instead the Local Taxation (Customs and Excise) Act 1890

disposed of the money in the following way. Part was used for police super-annuation and the remainder distributed between County and Borough funds. The County Councils were permitted to apply part or the whole of the money in aid of technical education, or they could hand over the money to any town council or urban sanitary authority within its district, for the same purpose. The customs and excise revenue was known as 'whiskey money', and the North Riding's share amounted to between £7,000 and £8,000 per year depending on the consumption of alcohol - almost exactly the equivalent of a penny rate.

Many councils used this money to relieve the rates but the North Riding steered a middle course and used part for rate relief and part was devoted to technical education. The amount allocated to technical education varied, as may be seen from the following figures:-

<u>Year</u>	<u>Total whiskey money</u>	<u>Amount allocated to Technical education</u>
1894	£7,500	£4,800
1895	£6,900	£6,000
1896	£6,750	£3,600
1898	£6,545	£4,254
1901-2	£7,892	£7,892
1902-3	£8,115	£8,115
1903-4	£7,859	£7,859
1904-5	£7,407	£7,407

1

1. Vols. I - XI The Record of Technical and Secondary Education and Annual Report of North Riding Education Committee 1903.

Local authorities received different amounts. The West Riding which received £30,000 whiskey money, could afford to be generous. Keighley was regarded as an example of a town where technical education was particularly successful,¹ while Middlesbrough which received only £912 in 1894, was castigated as being among "the delinquent English County Boroughs" for not exercising its powers under the Technical Instruction Act. Middlesbrough had in fact fallen behind smaller towns such as Stockton and Hartlepool² and did not mend its ways until 1902. In the same year the North Riding devoted the whole of the whiskey money to education for the first time.

In 1894 the Technical Instruction Committee made its plans of how to distribute its whiskey money.³ The greatest contribution was made to the Yorkshire College Scheme and the County's own dairy school at Helmsley. The remainder of the grant was allocated to elementary teachers' Saturday classes and their summer vacation course. In 1895 their scheme was extended to assist secondary schools in the area and to provide scholarships.

1. Vol. 3. The Record
2. Vol. XI 1902 The Record
3. Appendix XVII
Annual report of Technical Instruction Committee
August 7th, 1894.

Agricultural Education

The scheme for agricultural education included peripatetic lectures and continuous courses of lectures for elementary teachers. The Yorkshire College provided the lecturers and the North Riding paid their fees of £3 and travelling expenses. At one course, "The Chemistry of Common Life", the average attendance was 201, which can only be regarded as good value for money.¹ Subjects for agricultural lectures were: farming, poultry keeping, grasses and clovers, manures in relation to crops, soils and cultivation, and veterinary science. The Yorkshire College was also responsible for inspecting secondary schools which included agriculture in their curriculum and for examining the pupils in this subject. The Yorkshire College also provided a travelling dairy but it made stipulations as to the size of rooms and water supply. The Technical Instruction Committee therefore engaged a dairy instructress at a salary of £80 per year to act as an itinerant lecturer and to give demonstrations in farmhouses to ensure that the farmers did in fact benefit. There was also a permanent dairy school at Helmsley maintained out of whiskey money.

1. Vol. IV The Record of Technical and Secondary Education 1895. MacMillan, London.

Other lectures were given, professors of Durham College delivering a course of lectures on mining to the Cleveland miners. There were also lectures on ambulance work and beekeeping for the general public, and fish culture for the fishermen. The Saturday lectures for elementary school teachers were not entirely altruistic. Special subject grant was paid to schools which taught certain subjects, one of which was agriculture, and it was hoped that many more schools would qualify for this grant. The classes were free and the teachers were fortunate enough to have their railway fares refunded. Other Saturday class subjects were science, art, cookery, dresscutting, laundrywork, and woodwork. Indeed the Technical Instruction Committee so firmly believed in the teaching of agriculture that it wrote to the Education Department urging that it be introduced as a class subject in all the rural schools of England.¹

Secondary Schools

In order that assistance could be given to endowed secondary schools, a survey was made and the various subjects listed which could be classified as either technical or manual, together with the numbers of pupils

1. Annual Report of Technical Instruction Committee
August 7th, 1894.

instructed in each. It would appear that the whiskey money grant distributed to secondary schools was based on the results of Science and Art Department examinations. Guisborough, Yarm and Barnard Castle Grammar schools were offered grant on condition that they entered pupils for Science and Art Examinations, and a specific grant of £175 was made to Sir William Turner's School, Redcar to ~~enable it to~~ complete the equipping of the school as a school for science, and a new wing was added to Guisborough Grammar School. In all, eight secondary schools were assisted. Assistance was given to Science and Art classes held in 22 evening continuation schools, with 783 students, 62.6% of these students passing their examinations but only 45.5% of those taking Art subjects were successful. There were nine classes for woodcarving in the evening continuation schools of 1894, which were reported to be producing very satisfactory results. In order to qualify for technical grant the work of these classes was restricted to ornamental woodcarving and the construction of furniture was prohibited.

Scholarships

Perhaps the most praiseworthy achievement of the

Technical Instruction Committee was its scholarship scheme

" to enable clever pupils belonging to the poorer classes to attain a high standard of education by passing from the elementary to the secondary schools, and from the secondary school to the college or university".

About one fifth of the whiskey money allocated to education was devoted to scholarships as follows:-

1. County scholarships, value £60 per year, tenable for two years at the Yorkshire College or any similar approved agricultural college.
2. Similar art and mining scholarships tenable at Royal Colleges of Art and Science in London.
3. Special scholarships, value £14 per annum covering tuition fees and travelling expenses tenable at approved secondary schools for two or three years.
4. Two sick nursing scholarships value £50 each. ¹
5. Three Nautical scholarships tenable on training ship "Conway."

In 1898 there were 77 scholarship holders and the number of candidates competing for them had increased from 260 in

1. Vol. VII The Record of Technical and Secondary Education 1898

1895 to 434 in 1898.¹

In 1901 the numbers and types of scholarships held were as follows:-

<u>Type</u>	<u>Value</u>	<u>Number</u>
Major	£60 per year	10
Agricultural	£20 to £60 per year	2
Art	£60 per year	3
Sick Nursing	£50 per year	8
Nautical	£42 per year	9
Junior (boarding)	£32 per year	13
Junior (local exhibition)	£10 per year	65
		<u>110</u>

This very promising scholarship scheme was one of the casualties in 1906 when the County Council declined to levy a rate for secondary education, and not until 1920 was a similar scheme produced.

In the country as a whole the whiskey money, when it was applied to education, was used to support the evening continuation schools, lectures in agricultural or industrial subjects, scholarships and as a grant to secondary schools.³ Some of the authorities showed a preference for one or the other. The North Riding steered a middle course and assisted all. The experience gained by the Technical Instruction Committee in the years 1894 - 1902 proved to

1. Vol VIII The Record of Technical & Secondary Education 1899
2. Vol XI The Record of Technical & Secondary Education 1901
3. Appendix XVIII

be most valuable when the County Council became the local education authority in 1902 and for some time the policy of the Technical Instruction Committee was continued by the North Riding Education Committee.

Chapter 3

The Education Acts

Educational theory as reflected in the Acts
of 1902, 1918, 1936, and the Hadow Report.

The stages of development of education in England have been summarised as follows:-

1. The voluntary phase which ended in 1870.
During this period elementary education was provided by voluntary bodies, aided to a comparatively small extent by funds granted by the state. It was by no means universal.
2. The school board phase which ended in 1902.
In this period elementary education, which had been made compulsory in 1880, was being built up and consolidated, partly by existing bodies with the aid of government grants, and partly by the School Boards, which received Government grants and could raise local rates to defray the cost of the schools they established. During this phase there was no legal public provision of secondary education, though in some instances the School Boards exceeded their powers and carried on higher grade schools with high leaving ages.
3. The phase during which local education authorities exercising the extensive powers given them by

the Act of 1902 have -

- a) created a comprehensive system of secondary education,
- b) Re-organised elementary education. ¹

During the third phase there have been three major education acts apart from the 1902 Act which was the basis of all. The 1902 Act was the culmination of interest raised by the Bryce Commission, the pamphlets of the Fabian Society, the writings of people such as Beatrice and Sidney Webb, and the general feeling of dissatisfaction with the administrative chaos then in being, together with the demand for a 'national system of education.' It was a most controvertial Bill and was only passed by the application of the closure. If the bill had merely been intended to create local authorities and endow them with the power to establish secondary and ~~technical~~ technical schools there would have been no opposition, but there remained the religious difficulty. The denominations and the supporters of the school boards all opposed the bill but the dual system of provided and non-provided schools, Cowper-Temple and Conscience clauses proved to be a compromise which was gradually accepted by all.

1. Education for Industry & Commerce in England.
A. Abbott. O.U.P. 1933

Church opinion appears to be best summed up by the Bishop of Ripon who regarded it as " - a very wise and temperate effort to deal with the problem".¹

It was not immediately realised that a new era in English education had been inaugurated and attempts were made in 1906 and 1908 to make changes, but religious feeling died down and was never again so acute as it was at the turn of the century. From the 1902 settlement the County Councils and County Borough Councils emerged as local education authorities responsible for secular education in elementary schools and empowered to supply or aid education other than elementary. England now possessed the three essential ingredients for a democratic system of education.

1. A department of the central government responsible for general supervision of all forms of education.
2. Local education authorities responsible for the detailed control of education and answerable to the local government electorate.
3. Bodies of local residents to serve as governors

1. North Eastern Daily Gazette, April 19th, 1902.
Report of speech by Mr Asquith.

or managers of the actual schools who were obliged to admit to their number an admixture of representatives appointed by the local authorities in return for the privilege of rate assistance.¹

The Act, so bitterly contested in Parliament and in the press, survived unchanged in its main principles until 1944.

The 1918 Education Act was inspired by the First World War and was the first attempt to make any real change in the order established in 1902, although no attempt was made to change the religious settlement. Many new powers were given to local education authorities and many new duties imposed on them. It was drawn up in the time of heavy war-time expenditure but before it could be implemented the economic slump of 1921 intervened and many of its provisions were not carried out. Fees were finally abolished in elementary schools and the school leaving age raised to fourteen years without exemptions. Local education authorities were required to provide medical treatment as well as inspection in all educational establishments and also to make adequate provision of

1. The Silent Social Revolution. G.A.N. Lowndes,
O.U.P. 1937

grammar school places. A timely reform was that employment of children under twelve years was forbidden and restrictions placed on the employment of those over the age of twelve years. Re-organisation of elementary education was foreshadowed by the requirement that central schools and classes for advanced practical instruction should be provided, while for the first time physical training was given a definite place in the curriculum. The most far-reaching proposal was the establishment of a system of day continuation schools at which attendance was to be compulsory on a part time basis for those between the ages of sixteen and eighteen. Amongst the permissive powers were those of providing holiday or school camps for the continuation schools, and school swimming baths, together with centres and equipment for physical training. One very useful power given to local education authorities was that of building schools outside their own boundaries for the use of children of their own area.

Local education authorities produced development schemes as required, but, owing to the economic conditions and the activity of the Geddes Committee which recommended that grants to education authorities should be reduced by one third, they were not carried out. In fact only

in Rugby was the continuation school scheme actually made to work. It must be remembered that some day continuation schools had been established before 1918. One at Doncaster was approved by the Board and catered for 190 pupils who attended ~~the~~^{for} eight hours per fortnight without suffering any loss of pay.¹ Nursery schools which were also proposed were also forgotten.

In 1924 the Labour Party came to power and the demand became heard for 'secondary education for all', although secondary did not mean grammar, but rather the education defined by Dr. Tawney: " - Secondary education being the education of the adolescent and Primary education being education preparatory thereto".²

The Hadow Report

New hopes for the re-organisation of schools were raised in 1924 when the Board of Education appointed a consultative committee under Sir W.H. Hadow to consider and report on "the organisation, objective and curriculum of courses of study suitable for children who were to remain in full time attendance at schools, other than

1. North Eastern Daily Gazette, February 19th, 1920.
2. Dr. Tawney. Secondary Education for All. p.7.

secondary schools, up to the age of fifteen ...".

The report was published in 1926 and was known as "The Education of the Adolescent". Its most important recommendations may be summarised as follows:-

1. That primary education should be regarded as ending at about the age of eleven.
2. That some form of post-primary education should be made available for all normal children between the ages of eleven and fourteen. The leaving age to be raised to fifteen as soon as possible.
3. That there should be a special type of school to provide a four year course, with a practical trend in the last two years, for children between the ages of eleven to fifteen years.
4. That for children who did not attend this special type of school there should be senior classes in which post-primary education should be given.¹

The meaning of the report was quite clear in recommending special schools or classes for children

1. PPs 172-183 The Education of the Adolescent.

between the ages of eleven and fifteen years, during which post-primary education was to be given, and its recommendations were widely approved. However, considerable difficulties lay in the way of any re-organisation. About half of the elementary school population of the country was in non-provided schools. The Church authorities were unable to bear the financial burden of a large re-organisation scheme and its building programme. By law no grant could be paid to voluntary bodies for new buildings. Equally unacceptable was the solution whereby council schools would be built to accommodate the eleven to fifteen elementary schoolchildren, for then, children formerly educated in denominational schools would pass out of the influence of the Church authorities.

Progress was therefore impossible and religious feeling was still strong enough to prevent the passing of the 1931 Bill. The legislation of 1936 was designed as a way out of the impasse.

The Education Act of 1936 was not a lengthy measure but it was complex in its provisions. Briefly it was designed to secure the fullest co-operation between local authorities and the Church authorities. It did not

deal with the higher and secondary education but was mainly confined to senior children, that is those between the ages of eleven and fifteen years.

1. The school leaving age was to be raised to fifteen in 1939, but the effect of this was largely nullified by exemptions. This item engaged the public interest more than any other of its provisions. Prior to 1936 local authorities had the power to raise the age in their own areas but only thirteen authorities had done so.¹ Exemptions were castigated in the press as a retrograde step.²
2. Local education authorities were allowed to make grants, for a limited period, of not less than 50% and not more than 75% to voluntary bodies which wished to build senior schools. These schools were to be known as special agreement schools in which denominational religious instruction was to be given by 'reserved teachers', who had denominational qualifications for this work. Agreed syllabus instruction was to be available for those children whose parents

1. The North Eastern Daily Gazette, January 31st, 1936
Editorial Comment.

2. The North Eastern Daily Gazette, February 19th, 1936

desired them to have it and if they were unable to attend a school provided by the local education authority. Alternatively, a child could be withdrawn from religious instruction ^{according} to an agreed syllabus in a council school. In practice this meant that voluntary school managers would either build new senior schools by means of the grant or agree to the local authority providing the schools for children from both council and voluntary schools.

The Act represented a genuine attempt at compromise, and in view of the generous grant available it is surprising that only 519 proposals for special agreement schools were made.

The idea of a national system of education from the nursery school to the college which had been held only by the theorists at the end of the nineteenth century, was beginning to be accepted by all. The recognition that the County Councils and County Borough Councils should be responsible for education was never seriously questioned after 1902.

By 1939 the goal of a fully comprehensive system

had not been achieved, but much progress had been made. There had been a gradual raising of the school leaving age and attention was focussed on the older pupils both in accommodation and curriculum reform. Pupils in the lower age range were, by comparison, neglected.

Chapter 4

Administrative arrangements made by
the County Council following the
1902 Education Act.

Under Part 1 of the 1902 Education Act the North Riding of Yorkshire County Council became the local education authority. It was decided to form an education committee, the constitution of which had to be approved by Sir W. Anson, President of the Board of Education, and Mr. R.L. Morant, the Secretary.¹ Since the ordinary day to day business of education had to be carried on, the existing Technical Instruction Committee became the temporary Education Committee. It was finally decided to have a committee of 42 members, 26 being County Councillors, to ensure a majority,² and 16 added members. The added members gave representation to all types and classes of schools and university education, three of them being women.³ Thornaby, a non-County Borough relinquished its powers under part III of the Act and had to have representation on the Committee. It was decided that one meeting per month would be required to cope with all the necessary business. The meetings were to be held in Northallerton and a quorum of twelve was to be necessary. In addition to its assured majority in the Committee the County Council had further safeguards. Accounts and finances were to be dealt with by the accounts Sub-Committee

1. Part IV Sect. 17 1
2. Part IV Sect. 17 3a
3. Part IV Sect. 17 3c

which consisted solely of County Council members. Furthermore, the County Council could always amend or discuss the educational policy of the Committee when the annual education budget was presented. The Council in fact delegated all its powers under the Act to the Committee, except those of rating and borrowing.

The Committee held its first meeting on July 10th, 1903 and this and subsequent meetings were held in an upper room of Henrici's Railway Hotel, Northallerton, until County Hall was built in 1906. The first effect of the 1902 Act was an increase in the yearly wage bill from £339 to £2331 as the number of officials was increased from three to sixteen. A Secretary was appointed at a salary of £600, exactly ten times the salary of a certificated assistant school master.

September 30th, 1903 was to be the appointed day for the Act to come into force, but because of pressure from the Board of Education and from Voluntary school managers, the date was advanced to July 1st, 1903. If the later date had been confirmed then certain grants from the Board would have been reduced, but the choice of the earlier date caused difficulties in administration.

The administrative arrangements of the Committee

were as follows:-

1. Forms of enquiry had to be sent to all existing School Boards, Managers of Voluntary Schools and School Attendance Committees to obtain the necessary information for the new Education Committee to carry out its duties.
2. Managers had to be appointed for groups of schools.
3. Endowments were dealt with under Section 13 of the Act and could be used either in relief of local rates or be put towards the expenses of Managers. It was necessary to check all charities and obtain the approval of the Board if any change in the use of a charity was necessary.
4. Thornaby-on-Tees and Scarborough were non-County Boroughs who had the option of retaining their powers as to elementary education under part III of the Act. Thornaby decided to relinquish, and Scarborough to retain, these powers.

Under Section 6 of Part A of the First Schedule, Sub-Committees were appointed. The Thornaby-Sub-Committee dealt with all forms of education.

The Scarborough Sub-Committee dealt only with higher education, but Scarborough Borough Council remained the authority for elementary education under Part III of the Act.

The duties of the Sub-Committees were to report periodically and submit estimates to the Education Committee who, on approving, would provide the necessary funds for higher education. The actual costs of higher education were provided partly by the County Council and partly by a Borough rate. There were no Part II authorities.

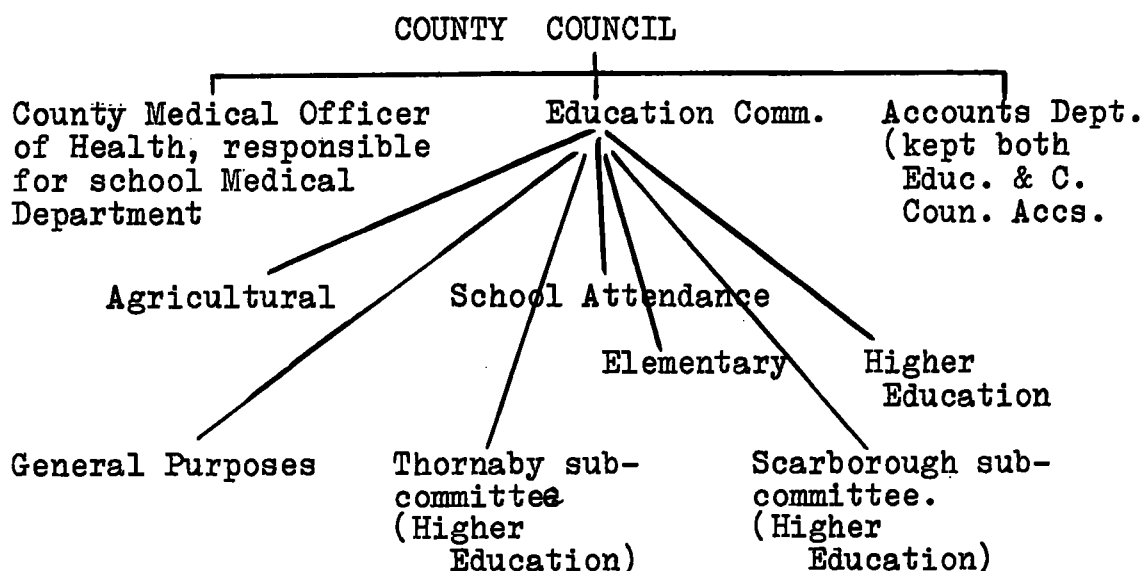
5. Arrangements for books and stationery had to be made. It was arranged that they should be supplied by a contractor through the Education Committee though the goods were to be sent direct to the schools. The supply of furniture was to be the responsibility of the Local Education Authority. Many voluntary schools were found to be poorly equipped and Managers and Inspectors made heavy demands which could not be met at once.¹ Orders to the contractors had to staggered

1. 1st Annual Report April 26th, 1904.

to avoid congestion.

6. Teachers. It proved impossible to frame an agreement for teachers in voluntary schools, acceptable to both Committee and Managers. The Managers were merely required to give a certificate certifying that the teachers were engaged on written agreements conforming with the requirements of the Board.
7. All receipts were to be paid in to the Treasurer of the County Council. The County Council paid out to the Education Committee such lump sums as it thought fit from time to time. However, the Managers were empowered to incur small charges for lighting and to be repaid on the production of the necessary accounts. The Local Education Authority took out a guarantee policy through an insurance company in respect of local correspondents.
8. Sub-Committees were formed for Accounts, Agriculture, School Attendance, Elementary Education, Higher Education, and General Purposes.
The Accounts Sub-Committee was to consist

entirely of County Councillors. County Council members were to have a majority on other committees except the General Purposes which was to consist of the Chairmen of the other sub-committees. The Chairman and Vice Chairman of the County Council were to be ex-officio members of all sub-committees.



Apart from Thornaby-on-Tees, the elementary schools were managed singly or in groups appointed in accordance with Part III Sect. VI - 1 and the Correspondents of the various bodies of the provided schools were provided by the Local Education Authority.

Under section 17 of the Act, the Yorkshire

Council for Education was constituted, taking the place of the Joint Agricultural Council which had been supported by the Technical Instruction Committee. The Yorkshire Council was supported by the North, West and East Ridings.

The Committee, having been formed, was so extremely busy with administrative details that it was fifteen months before it was able to present its first Annual Report.

The assets and liabilities of the sixty School Boards were taken over. It was found that one hundred and six loans had been taken out by the School Boards amounting to a total debt of £91,608 15s. 10d. For example the Board for Exelby, Leeming and Newton had borrowed £150 and in 1880 Hutton Rudby School Board had borrowed £300. In some cases no arrangements had been made for repayment by instalments and a sinking fund had to be kept. By October 31st, 1930 all but £1875 of the total debt had been repaid. With more than four hundred buildings in its care the Committee deemed it necessary to arrange fire insurance. In the interests of uniformity, new policies were arranged when the old ones expired. Before the furniture in voluntary schools could be insured

its value had to be assessed.

A number of employees, mainly clerks to school boards, clerks of school attendance committees, and attendance officers were redundant. Most of them were re-employed in other capacities but the remainder had to be compensated.¹

The number of teachers available had to be ascertained, their qualifications examined, and their salaries fixed according to the Committee's scale. Teachers' salaries were complicated by the fact that there was no national scale of pay and in many cases teachers occupied school houses, the rents of which had been counted as part of their salaries. As it proved impossible to come to terms with all the owners of school houses the Committee resolved that in future appointments, only in special cases, would responsibility be assumed for teachers' houses. It was also necessary to decide which schools were under staffed and which had surplus teachers, according to the requirements of the Board. The mere payment of all the salaries constituted an administrative difficulty.

1. Section 21 Second Schedule of Education Act 1902
Section 120 Local Government Act 1888
Superannuation Act 1859.

Since voluntary societies continued to use their schools for their own purposes, as before, it was necessary to decide how the cost of lighting, heating and cleaning should be apportioned between the Committee and the other users. Before 1902 there was no accepted standard of cleanliness and when H.M. inspectors commented adversely it proved very difficult to provide efficient school cleaning.

It was also necessary to appoint a clerk of works to supervise the task of bringing the schools up to standard. Many voluntary schools had been built as cheaply as possible with inadequate heating and rudimentary sanitary arrangements. In some cases it was a matter of urgency as the Government grant was in peril.

In view of the importance of religious instruction in the settlement of 1902, this was a matter which had to be dealt with specifically.

Almost immediately the Committee decided to make its wishes known as to religious instruction in council schools. A religious syllabus was issued, founded on the teaching of the Bible and the great doctrines of Christianity. Part of the time table was

to be set aside for religious instruction and the singing of hymns suitable for children, with appropriate prayers. The Secretary prepared a code of instructions to teachers setting out in detail the objects the Committee had in view under the scheme of religious instruction and the methods by which such objects might be attained. They were also warned that a report would be made each year on religious instruction in each school and that "the Headteacher's fitness for employment under the County Council would to a large extent be dependent on such a report". At the time eight members of the Committee were clergymen and the Secretary himself inspected religious instruction in the more remote schools.

It is not surprising that the First Annual Report ended on a rather apologetic tone. "Due to ^{the} amount of work connected with organisation and ordinary administrative Business ---- the staff would only be able to keep pace with current business and important questions of educational policy must at present be deferred".

Chapter 5

ELEMENTARY EDUCATION

Definition

Conditions in North Riding in 1902.

ACCOMMODATION

Bringing the buildings up to standard.

Improvement in caretaking and sanitary arrangements.

Building a Council School in 1906 and a voluntary school in 1939.

RURAL PROBLEMS

Comparison of the methods used in North Riding with those used in East Suffolk.

STAFFING

Status and wages at beginning of period.

Wages - Derby Scale, Burnham, 1919 strike.

Salary abatement.

Supply of Teachers.

ATTENDANCE

Arrangements made for enforcement.

TRANSPORT OF CHILDRENCURRICULUM

Progress from 3Rs to Handbook of Suggestion

Direct influence of Education Committee

Rural Education.

Influence of Hadow and Senior schools.

HEALTH OF CHILDREN

Medical, dental inspection, milk and meals.

Elementary Education

One of the principal aims of the Education Act of 1902 was to make local authorities responsible for the maintenance of public elementary schools. Their duties were laid down as follows:-

"The local education authority shall throughout their area have the powers and duties of a school board and school attendance committee under the Elementary Education Acts 1870 to 1900, and any other Acts, including local Acts, and shall also be responsible for and have the control of all secular instruction in public elementary schools not provided by them, and school boards and school attendance committees shall be abolished."¹

It is unfortunate that 'elementary' has never been defined in educational terms especially as the difference between elementary and higher education was fundamental for administrative purposes. Local Authorities often referred to various sections of education under the heading of 'education other than elementary'. The Acts do not refer to the curriculum although the

1. Education Act 1902 Section 5, Part III

Elementary Education Act of 1876 did require parents to cause their children to receive instruction in reading, writing and arithmetic. This can hardly be accepted as the basis of a definition, as the Board of Education sought to broaden the scope of education offered in elementary schools, particularly from 1918 onwards.

A definition in terms of age is equally difficult as there was considerable overlap of the age range of pupils in elementary and secondary schools. Local authorities were only empowered to provide elementary education for pupils who at the close of the school year, would not be more than sixteen years of age.¹ This however was intended to prevent the provision of elementary education in evening schools, rather than to prevent pupils staying on at school. The position was further complicated by the fact an exemption could be claimed by the parents of a pupil of twelve years of age provided the pupil's educational progress had been sufficient. Not until the Education Act 1936 were children required to remain in elementary schools until the end of the school term in which they attained the age of fifteen.

The only possible definition of elementary is

1. Education Act 1902. Part 3 Section 22~~5~~ 2

an administrative one and is that elementary education is education given in a 'public elementary school', that is a school which had a statutory right to maintenance at the expense of the rates and exchequer.¹

Conditions in 1902

When the North Riding Education Committee had managed to solve the most pressing of its administrative difficulties it took stock of the problems it had inherited in connection with elementary education. Forms of enquiry were sent out and by 1903 the Committee was aware that it was responsible for the education of some 45,634 pupils in 457 public elementary schools or departments,² about half of which had been built before 1870.³ The larger schools were divided into departments - infants, boys and girls, but each department had its own head teacher. These head teachers were assisted by 222 certificated assistant teachers, 398 uncertificated teachers, 284 supplementary teachers, 200 pupil teachers and 40 monitors. Conditions were very unstable, only one teacher in three being certificated and there was a 25% turn over of staff each year.

1. Owens Educational Manual. 23rd Edition Chas. Knight London 1936
2. Appendix XIX Denominations of Schools CF. Appendix XX
3. Appendix XV.

The buildings themselves were in poor shape. Many of them had been erected between 1870 and 1880.¹ This huge building programme had been mainly the work of the school boards, and the National Society, and was the result of the Education Act 1870. The new buildings were intended for the large number of pupils who were to attend school for the first time. Since no child could be compelled to attend school, unless conveyed, if he lived more than three miles from a school, those schools in the rural areas of the Riding were small one or two teacher establishments. School architecture of the nineteenth century produced buildings which consisted of a schoolroom with a porch for cloakroom and lavatory.² Heating was by means of a stove, sometimes in the centre of the room and the 'offices' were usually of the earth type and were 'across the yard'. Where the toilets were part of the building the results were unfortunate. H.M. Inspector reported that at Redmire the bad smell in the infants' room came from the girls' privies. At Thornaby Council School he commented on the bad smell on the boys' staircase which came from the latrines situated half way up the staircase. H.M. Inspectors'

1. Chapter 2.

2. Appendix XXII, XXIII. Plans of Village Schools

reports describe this type of architecture as follows:-

"One or two storey red-brick buildings, whose architects, uncertain as to whether their model should be a church, a barracks, or a railway station, created something solid, serviceable and ugly, which is unmistakably labelled 'late nineteenth century school'. -

" The rooms, though high and fairly spacious, are separated by partitions and most of them are passage ways. They are dimly lit either naturally or by gas. -

Sanitary conditions are apalling. -

There are dark dungeon like passages." ¹

Classes were large, as this helped to reduce staffing costs and as a legacy from the monitorial system, the head teacher was able to oversee several youthful or unqualified teachers in one room. Many schools in the Riding still contained 'galleries' in 1902 and the schools in Thornaby, Eston Junction and South Bank may be regarded as examples of unsatisfactory school buildings erected during the School Board period.

Although ' payment by results ' was abolished

in 1897, some of its ill effects lingered on. Although the grant earned no longer depended on a child's performance in an examination in reading, writing and arithmetic, the practice of promotion by ability continued in the Riding for some years. H.M. Inspector reported of Lingdale School that more than half the children were in the first and second standards, the successful children being promoted and the failures remaining behind to swell the lower classes. Classes continued to be known as Standards until the 1920s.

Accommodation

While almost every aspect of elementary education cried out for immediate attention those problems connected with the actual buildings were most pressing. To maintain a reasonable standard of accommodation the Board of Education issued regulations that each younger child was to have 9 square feet and each older child 10 square feet. The object was to avoid overcrowding. There were two weaknesses in this system. No deduction of area was made for such necessary items as cupboards, piano, stove and teachers' desks, so that there was a difference

between the actual and theoretical number of places available. Furthermore, a large room could officially be recognised as providing a large number of places. Thus a room at Cliff Street School, Whitby, with a floor area of 1,000 square feet could accommodate 100 children. As late as 1935 there were still three classes in this room. In February 1908 all Education Authorities were informed that it was proposed to verify and correct the effective accommodation of all elementary schools in England. H.M. Inspectors were to obtain accurate measurements of the classrooms, as previous information already possessed by the Board had been found to be incomplete and not always reliable.

In spite of the poor conditions of many of the buildings, in 1905 only £352. 12s 2d was spent on repairs, painting, and asphaltting of Council Schools. In the same year £493. 1s 4d was spent on painting and repairs to voluntary schools and of this sum, £268. 17s 7d was paid by the Education Committee. It was estimated that only £2,200 would be required for the following year.¹

In 1906 as many as eighty-seven reports from H.M. Inspectors came before the Education Committee and

1. North Riding Education Committee Minutes
October 10th, 1905.

they were mainly concerned with the state of school buildings. The complaints were: poor state of repair, overcrowding, inadequate heating, and dirty and insanitary conditions. Kirkby Moorside Council School was visited by H.M. Inspector on February 9th, 1906 and he reported:-

"The girls' cloakroom is insufficiently warmed by one small fire. The temperature at 9.30 a.m. was 40°F and at noon only 45°F."

On Stainton-in-Cleveland Council School visited on February 20th, 1906, he reported:-

"On the morning of my visit the floor was very dirty; it had not been swept for several days. Every ledge on which dust could settle was loaded with dust in both rooms. There is not a dirtier school in the whole of my district. The ventilation requires attention; at present when ventilators are open, there is often a downrush of cold air on the heads of the children".

The complaints were not restricted to old buildings: Fadmoor, Rudland C.E. School, visited on January 30th and February 8th, 1906, was a new school opened on September 25th 1905, but not completed. H.M. Inspector

commented on the sanitary arrangements:-

"Wooden structures against the school wall serve as temporary closets, but these are in such a revolting condition as to be quite unfit for decent use, and demoralising to the children who have to use them. There is no urinal. The warming of the school room is unsatisfactory. Unless the new premises of this school are at once completed and put into proper order the Board of Education may be unable to recognise this school as a Public Elementary School after the end of the current school year".

In an effort to improve elementary school buildings the Board issued building regulations in 1907 which dealt with the "planning and fitting up new buildings for Public Elementary Schools". Later a 'Black List' was compiled of the worst buildings. The entries in the Black List of North Riding Schools may be summed up as follows:-

Type of School	A(the worst)	B	C	D	
Council	1	1	-	-	
C of E	5	1	3	18	
R.C.	-	-	-	-	
Others	-	-	-	-	1.

A total of 29 schools out of 400 which compares very favourably with Somerset which had 229 schools listed out of 493 and Leicestershire with 150 out of 270. 93 West Riding schools were listed. The faults which the inspectors took into consideration were insufficient accommodation, that is several classes in one room; offices within the building, insufficient cloakroom accommodation, and poor lighting and heating.

School cleaning presented a problem, for though many ex-board schools had a properly appointed caretaker working to fixed standards, the practice in voluntary schools varied. In 1904 the caretaker of Thornaby National School was paid £45. 16s -d per year while at Cotherstone C.E. School, with accommodation for 108 pupils the cleaner only received £6. 10s per year. When H.M. Inspector visited Hawsker School he insisted that it be cleaned twice weekly instead of once. It was therefore, necessary for the Education Committee to pay the Managers £5. 4s -d per year for cleaning instead of £2. 12s -d. At Askrigg School the Managers contracted with the Committee to heat, light and clean a school for 86 children for £15 per year. This must surely have been good value for money even in 1905 when best coal and coke, delivered, cost 14/6 and 14/8 per ton respectively. In 1905 the

cost of caretaking per pupil for the whole county was 4s 0³/₄d per year. In some schools it was much higher.

	Average Attendance	Cost per head of Caretaking
Eston Junction Council School	237	10 - 1 ⁵ / ₈ d
Wilton Lazenby C.E.	41	13 - 4 ¹ / ₄ d
Nunthorpe C.E.	40	13 - 5d
Upleatham C.E.	22	13 - 4 ³ / ₈ d

The reason for the high cost at Nunthorpe was that it was a district of high wages.¹ The question of school cleaning remained unsatisfactory in many schools until 1936 when the Education Committee instructed its organisers to pay particular attention to this problem when visiting schools. The real solution was the issue of a code of duties and conditions of service of caretakers in that year. In 1936 the net cost per North Riding child on all items apart from teachers' salaries and superannuation was £2. 5s 9d per year. In the whole of England and Wales there were 44 counties in which this amount was exceeded. This low figure was partly due to the small amount spent on cleaning. In 1936 the annual cost of caretakers' wages for more than 400 North Riding Schools was only £11,100 and in the case of some schools this included the provision of cleaning materials. The position was rectified by supplying cleaning materials and increasing caretakers'

1. North Riding Education Committee Minutes October 10th 1905

wages, an improvement which cost an additional £4,000 per year. The importance of the school caretaker was stressed by the Board of Education in 1936 in its pamphlet 'Elementary School Building' and local authorities were urged to provide housing accommodation for the caretakers of new schools.

Throughout the period 1902 - 1939 it was the policy of the Education Committee to convert the offices in Council Schools to the water carriage system whenever reasonable opportunity occurred. The managers of voluntary schools were urged to do the same. In many of the schools in the rural part of the County this was not possible either due to the lack of a water supply or of a main sewer. In these schools it was the practice to employ a sanitary cleaner to empty privies once each quarter for a fee of £1. 4s -d per year. The only possible improvement to this most unsatisfactory state of affairs was to convert to the dry closet system and fit pails of small capacity which had, of necessity, to be emptied more frequently.

Since capital expenditure forms only a small proportion of the total cost of education, it might have been expected that there would have been a large building

programme following the 1902 Act - especially as the expenditure would have been much less noticeable when spread over a large area as compared with the smaller areas previously controlled by school boards. The non-appearance of new schools was due to four reasons:-

1. The Education Act of 1902 made no provision for financial assistance to voluntary school managers.
2. For council schools, three quarters of the cost of a new school fell on the locality served by the new school. This was later reduced to two thirds and in 1930 the Education Special Area Rates were abolished altogether.
3. Not until 1919 did the Board of Education introduce a system of percentage grants to local authorities for school buildings, and then the grants were only 20%.
4. Finally the Board's system of allotting a certain number of square feet per child obscured the real need for development since it permitted the continued existence of several classes in one room. Not until 1934 did the Board change its system and issued a pamphlet on 'Elementary School Buildings'.

Henceforth the accommodation of a school was not to be assessed according to its physical measurements but the building was to be regarded as providing reasonable accommodation for a certain number of pupils. It was hoped that the large classes would be reduced and there would be only one class to each room.

The 20% grant towards loan charges was increased to 50% in 1929 for a brief period of two years and then it was reduced to 20% once more, in view of the economic depression. The infant school, built at Grangetown, illustrates how a school was built in 1906.¹ In 1904 the Secretary of the North Riding Education Committee wrote to the Board proposing a new infant school for 400 pupils at Grangetown, to replace the temporary tin sheet school then in use. The site was carefully chosen, one mile from the railway station so that Lackenby children could be conveyed by train.² With the Board's approval the site was purchased for £1,350 or 7/6 per square yard, and the County Council was authorised to raise this money as a loan for a period of thirty years. The plans were next submitted to the Board for approval. The building was based on the Halifax Haugh Shaw Council School built by the Halifax School Board some years previously, and it

1. Appendix XXIV and XXXVI

2. P.R.O. Ed.21/19429 49/984

incorporated certain American ideas of school architecture. The building was to have an area of 7,444 square feet and was to accommodate 480 pupils in eight classrooms, each for 60 children and there was to be a cookery centre of 800 square feet to accommodate 54 at demonstration or 18 at practical work. The Board criticised the building as being experimental in that the rooms were only lighted on one side and that the cloakrooms opened directly into the classrooms with no through ventilation - a common practice in America.¹ The Board sanctioned the borrowing of:-

1. £7,992 over 30 years for the building. This was treated as capital expenditure and $\frac{3}{4}$ of this was charged on the Parishes of Eston and Wilton.
2. £1,350 over 30 years for the site.
3. £438 over 10 years for the furniture.
4. £70 over 30 years to cover part of the cost of making up the streets round the site..

When the school was finally opened H.M. Inspector pointed out that since the classrooms had sloping floors instead of galleries the school should have been equipped with sloping desks, that is with the front legs taller than the

the back ones, and these had to be obtained. Water closets had been installed, three of which were inside the building and were for the babies. As they proved to be too high, the babies used the toilets outside intended for the older children. H.M. Inspector expressed a fatherly concern that the babies might get wedged. The school was finally recognised as adequately staffed, equipped and qualified to earn grant, being in the opinion of H.M. Inspector, the best school in his district.¹

An important advance in school architecture was made in 1912 when a new voluntary junior and infant school was built ~~in~~ by Joseph Rowntree at New Earswick, York.² The school was notable for its generous accommodation, and was designed from a functional point of view with heating and ventilation in mind. These functional principles were embodied in schools built during the 1920s, as for example in 1927 when one classroom of the new Teesville school was fitted with vitreous glass windows to allow better penetration of ultra violet rays. The trustees of the Joseph Rowntree estate were generous again in 1939 when they built a new senior elementary school at New Earswick.³ In this case not only was the

1. P.R.O. Ed.21/19429

2. Appendix XXV

3. Appendix XXVI

architecture of advanced design but the trustees insisted that the Headteacher must not be in charge of a class, all teachers must be qualified, there must be one 'floating' teacher, and classes must not exceed forty pupils. Furthermore, they offered to bring the wages of the teachers up to Burnham Scale 3 although the North Riding was only a scale 2 authority. The actual cost of the school for 480 pupils was £35,350 and the Committee contributed 50% of this. When completed in 1939, the school was a voluntary school maintained by the Committee.¹

In 1924, 30% of the elementary school children in the North Riding were taught in rooms containing two or three classes. In 1936 this figure had been reduced to 13.5%. This improvement had been effected partly by a fall in school population but largely because of the policy of re-organisation that had taken place since the Hadow Report of 1926. While the advantages of re-organisation to the seniors were obvious the indirect benefits to infants and juniors were considerable, for the old buildings from which the seniors had been moved were better able to accommodate the infants and juniors who remained.

In 1936, 55% of the North Riding elementary

1. North Riding Education Committee Minutes 1941
10th February, 1942

school population was accommodated in buildings provided either by school boards or by the County Council. Between 1870 and 1903 school boards within the Riding borrowed £144,019 for school buildings. The County Council took over these debts in 1903 and by 1936 all but £1,875 had been repaid. Between 1903 and 1936 the County Council raised loans for £179,610, £89,000 of which was raised after 1926, chiefly for schools in Redcar and Thornaby where there had been an increase in population due to migration from other areas, and for a few central and senior schools. From 1929 to 1931 the Board of Education building grant was raised from 20% to 50% and during this period loans amounting to £17,750 were raised.¹ The return to 20% in 1931 was part of the campaign for reduction in educational expenditure made necessary by the economic depression in the country. Local authorities were not allowed to build schools as they pleased even at the reduced building grant of 20%. In 1931 when the North Riding made proposals to build three new schools at Dormanstown, Whitby and Tang Hall, the Board declined to consider the proposals before 1933.²

In 1936 when economic conditions had improved,

1. Report and Programme of North Riding Education Committee on Education Act 1936.
2. North Riding Education Committee Annual Report 1931.

Board of Education circular 1444 was issued which urged authorities to complete their re-organisation and to provide in advance the extra accommodation which would be needed when the school leaving age was raised to fifteen years in 1939, in accordance with the Education Act 1936. The circular called for action in remedying defective premises and the reduction of oversize classes. To make this possible the building grant was again raised to 50%, and the conveyance grant raised from 20% to 40%. Local education authorities were also urged to provide canteen facilities at schools where pupils were conveyed, and to make arrangements for drying wet clothes and boots. To implement the terms of the 1936 Act the North Riding Education Committee produced a building programme which it was expected would be completed by 1943 or 1944. The plan covered the whole of the County and its main aim was to provide senior elementary places for all the children in the eleven - fifteen years age group. This was the first ^{real} plan produced by the Committee and was the first major building scheme for elementary schools since 1870.

Wherever possible the Committee decided to provide three form entry schools for 480 pupils, and while it was inevitable that some one form entry schools would be needed, as at Flaxton and Melsonby, it was thought to

be preferable to co-operate with neighbouring authorities, as at Barnard Castle, for schools near the boundaries. Other considerations borne in mind in choosing sites for the new senior schools were that the general topography limited the number of possible centres and some towns such as Northallerton, Stokesley, Easingwold and Leyburn were natural centres for their surrounding villages, and therefore for the senior schools. It was thought that the greater efficiency and economy of staffing to be obtained from the larger schools would more than offset the increased conveyance charges. It was estimated that conveyance costs for all pupils, infants, juniors and seniors would be £19,100 per annum for which a 40% grant would be available, a cycle allowance of £2 being paid in special cases. The conveyance costs for 1936-7 were £3,200 and a grant of 20% was available from the Board of Education. A survey showed that there were surprisingly few remote schools because of new roads and transport developments in the past ten years.

In 1936, of the 19,443 children in the senior elementary age groups -

12,786 lived less than one mile from school
 4,319 lived between one mile and two miles from school
 1,758 Lived between two miles and three miles from school
 584 lived more than three miles from school

30% regularly took mid-day meals with them.

It was thought that it would be possible to bring almost all the seniors to central schools. The greatest difficulty was anticipated in the Helmsley - Kirkby Moorside area. While a two form entry school for 320 pupils would cost £21,550, a three form entry school for 480 would only cost an extra £3,450. The Board of Education recommended that a school for 480 should have the following accommodation:-

1. A hall of 1,800 square feet, plus a stage.
2. A room of 1,800 square feet for physical training.
3. Either one science room of 960 square feet or two science rooms each of 600 square feet.
4. In mixed schools; one room for woodwork and metalwork of 850 square feet, and one for cookery and laundry work of 750 square feet.
5. Four practical rooms, one of 900 square feet and three of 700 square feet each.
6. Six or seven classrooms of 520 square feet each.
7. A playing field of six or seven acres.

The North Riding's policy of choosing three form entry senior schools was a direct contrast to the policy of East Suffolk, another sparsely populated rural county.

In East Suffolk the Hadow Report was interpreted in the following way; 'Area Schools' were to be built at sites chosen firstly so that they would be suitably placed to serve their satellite schools and secondly so that no pupil would have to travel more than four and a half miles to school. Since the population was not evenly spread over the county this meant that a variety of size of school was built. Since the country was flat and the climate reasonably dry the pupils were to be conveyed by pedal cycles, either provided by the authority or by the parents, and maintained by an Education Committee grant. This plan was put into effect, 'Area Schools' were established on sites of six or seven acres and the curriculum of these schools had a pronounced agricultural bias - in the form of estate management. School meals were provided at 3d per day, and a medical check on the health of the scholars who cycled each day showed that there were no adverse physical effects.¹ The geography of the North Riding would have made such a scheme impossible.

In 1936 the North Riding was divided into thirty-three areas, and it was planned to build twenty-seven new schools, mainly of the three form entry for 480 pupils type. Many of the existing schools were to

1. An Experiment in Rural Re-organisation. H.M.S.O. 1930

be brought up to standard by alterations, and the addition of practical rooms. The programme was to cost in all £630,915 borrowed for a period of thirty years.¹ This figure included aid to be given for new non-provided or voluntary schools. Under the terms of the 1936 Act a minimum grant of 50% or a maximum of 75% could be given by the local authority. The North Riding Education Committee decided to give the maximum aid of 75% and 50% of the amount would be paid by the Board of Education as for elementary schools provided by the Council.

The trend towards larger schools was not confined to the new senior elementary schools. Many of the small village schools were expensive to maintain due to the small numbers. Kildale C.E. School is a typical example of a school with falling numbers.

1930	-	34 pupils	1935	-	32 pupils
1931	-	41 pupils	1936	-	28 pupils
1932	-	42 pupils	1937	-	19 pupils
1933	-	38 pupils	1938	-	18 pupils
1934	-	30 pupils	1939	-	16 pupils

The cost of maintaining this school in 1939 was £317, while to convey the children to Ingleby Greenhow would cost only £200. Aldwark C.E. School with thirteen pupils on roll cost £298 to maintain in 1939. The School at Alne

1. Report and Programme of Education Committee on Education Act 1936.

was only two and a half miles away, and therefore, the children were not eligible for conveyance, but since the cost of conveyance was only £60 per year the Committee preferred to pay it rather than maintain the school.¹

The 1936 programme was of course not carried out completely because of the outbreak of war in 1939. Only three proposals were made by voluntary bodies in the North Riding and two voluntary schools were built, Eston St. Peter's R.C. Senior School, and the Joseph Rowntree Senior School at New Earswick.² The Managers of the Roman Catholic Schools at Redcar made a proposal to extend the senior department of their school, and had this been done they would have obtained 75% grant. However they wished to retain their powers under the Education Act of 1921 and they withdrew their proposal and agreed to bear the full cost themselves. Unfortunately their new proposal was rejected by the Board of Education.³ In the country as a whole only 519 proposals were made by voluntary bodies, and only 37 new schools were completed.

When the new Council Senior School was opened at

1. Elementary Education and Library Reports 1934-39
2. Ibid. p. 71-72
3. North Riding Education Committee Annual Report for 1941

Scalby in 1942, it was the last school in the country to be completed during the war, and it marked the end of the North Riding's 1936 building programme. It had resulted in the accommodation of 5,430 children in modern buildings during the six and a half years. Nevertheless, the position over the County as a whole was unsatisfactory. In 1939, 36.6% of the urban children and 89.7% of the rural children were still attending unre-organised schools.¹ This compares very unfavourably with the figures of 29.3% for the whole of England, and is due to the fact that the outbreak of war occurred before the North Riding programme was in full swing. Authorities such as East Suffolk, Leicestershire and Oxford, which had started earlier, had been more successful and had completed their rural re-organisation.

Staffing

The size of classrooms was not the only reason for the large classes in 1902. Had there been an adequate supply of teachers they would have been expected to teach classes of sixty children. Due to a shortage of teachers it was not uncommon for a teacher to be in charge of eighty

1. North Riding Education Committee Annual Report 1940.
Appendix XXXII

or more children.¹ H.M. Inspector reported that at North Ormesby School in 1908 there were one hundred and twelve children in a classroom, and at Skinningrove one teacher was habitually in charge of eighty children. A system which depended on pupil teachers, monitors, and poorly paid unqualified teachers could only produce unstable conditions, and the 25% turnover of staff each year was only to be expected. A qualified headmaster of one of the largest schools could earn between £150-£200 per year. A qualified assistant teacher could earn as little as £60. In comparison, the attendance officer with £80 per year, plus his trap allowance of £25,² was well paid, but it must be remembered that on his efficiency depended the attendance grant paid by the Board. Even if adequate salaries had been offered qualified teachers could not be produced by an Act of Parliament. The shortage of teachers was to some extent a self perpetuating problem and even by 1932 only 52% of elementary teachers were qualified.

The 25% turnover of staff was partly due to the fact that local education authorities had their own scales of pay. Not unnaturally teachers migrated to areas where there were better wages. An attempt to prevent this

1. North Riding Education Committee Minutes. June 5th 1905
2. North Riding Education Committee Minutes Vol. 1 1903

was made by fifteen local education authorities, the North Riding among them, which met at Derby and produced the Derby Scales, the first step towards a national pay scale for teachers. In the nineteenth century it was quite common for a house to be provided for the headteacher. In the case of voluntary schools this often counted as part of his salary.

In 1904 it was decided to pay any headteacher appointed in the future according to the following scale:-

<u>Class of School</u>	<u>Average Attendance</u>	<u>Salary Headmaster</u>	<u>Salary Headmistress</u>
Class A	1 - 25	£75 + House or allowance	£70 + house
	25 - 40	£90 + ditto	1-40 £80 + house for cert. teacher
	40 - 50	£95 + ditto	40-60 £85 + house for cert. teacher
	50 - 60	£100 + ditto	
	60 - 100		
Class B	100 - 200	£120 + 1.10/-d per unit from 100 - 140	60 - 100 £85 + 5/-d per unit from 60 - 100
		2. 5/-d per unit from 140 - 200	or
		3. House or House Allowance	House Allnce.
Class C	200 & over	£155 + 1.10/- per unit from 200 - 240	100 and over £104 plus
		2. 5/-d per unit over 240	1. 5/-d per unit from 100-200
		3. House or House Allowance	2. 2/6d per unit over 200
			No house or Allowance

In 1905 it was decided to extend this scale to existing headteachers. Accordingly, headteachers' salaries were adjusted, some increased and some decreased, the Council of the Teachers' Association for the North Riding giving their approval to the scheme. At the same time the salaries of apprentices as pupil teachers were:-

In Urban Schools	1st Year	2nd Year	3rd Year
Man	£18	£22	£26
Woman	£16	£18	£21
In Rural Schools			
Man	£14	£17	£20
Woman	£12	£15	£18

The total extra expenditure in 1905 intended to rectify the salaries situation was £4,960, made up as follows:-

50 Extra assistant teachers appointed	£2,500	
Adjustment of headteachers salaries to Derby Scale	560	
Adjustment of Certificated and uncertificated teachers to Derby Scale	1,100	
Adjustment of supplementary teachers	140	
50 extra pupil teachers	500	
Increase of salaries of present pupil teachers	160	
	<u>£4,960</u>	1

Even the salary increase did not raise the status of the elementary teacher. The Principal of the Pupil Teacher Centre at Middlesbrough reported:

"The Board of Education are now discouraging the wholesale hankering after degrees by elementary teachers, and the latest pupil teacher regulations prevent the continuance of university science work such as we have been doing."¹

Many extraneous duties were required of teachers, particularly in voluntary schools, but when a question was asked in the House of Commons about an advertisement for an assistant teacher in Snainton National School in 1905, the Education Committee was forced to intervene. The managers of this school stated that they would give preference to any candidate both able and willing to help on Sundays with a small organ in the church, and to teach the choir hymns, but that they had no use for a bigot or a Protestant.² In 1899 Parliament had authorised that a "teacher's register" should be compiled containing the names of all teachers in alphabetical order. The teachers themselves desired this as a means of enhancing their status. However in 1902, an Order in Council directed that the register should contain two lists. Column A for those qualified to teach in elementary schools, and column B for those qualified to teach in secondary schools.

1. Report of Principal of Pupil Teacher Centre Middlesbrough August 18th, 1905.
2. Report of Education Committee 18th April, 1905 and Appendix XXVII

The Board itself decided which teachers were entitled to be entered in the secondary column and feelings amongst elementary teachers became bitter. In 1906 the whole idea of a teachers' register was abandoned. Even by 1910 the Holmes-Morant circular affair made it plain that the Board of Education did not consider elementary school teachers ~~as~~ suitable for appointment as local inspectors. Although this was repudiated by Mr Runciman, the President of the Board of Education,¹ there can be little doubt that there was a certain amount of fire behind the smoke.

That the salaries paid to elementary teachers were constantly in the minds of officials is shown by the fact that it was the practice to calculate the cost per head of education in elementary schools.² Schools where this was high were thought to be inefficient at least from the administrative point of view. As early as 1905 the Committee realised that the small rural schools of which there were so many were uneconomical from this point of view. In that year the average amount per scholar spent on teachers' salaries was £2. 6s -d. In remote schools where the average attendance was under thirty and where at least one teacher was required, generally an uncertificated mistress, wages of at least £70-£75

1. Hansard March 14th, 1911

2. Appendix XXVIII

were required in view of the remoteness. Therefore the cost per head was bound to be about £3. At Skelton Infants' Council School it was deemed necessary to save £10 per year by discontinuing the employment of a pupil teacher due to the cost per head of £2. 13s 2⁵/₈d being 'somewhat high for infants'. Eston Junction Council School was the most costly school in the Riding, with its cost per head of £3. 16s 9¹/₂d. This school had three small departments with three headteachers. An economy was effected by re-organising it as a mixed school.¹

That teachers' salaries formed the major expense in education is shown by the estimates for 1905.

Salaries of teachers and rent of teachers' houses	£97,160	
Wages of caretakers and cost of fuel, light, cleaning, etc.	8,250	
Repairs of Council schools and fair wear and tear of voluntary schools	2,200	
School stationery, furniture and apparatus	7,000	
Advertising for teachers	200	
	<u>£114,810</u>	2

By 1939 the average cost per head in the county had risen to £8. 12s 10d and almost 80% of the total cost of ~~an~~ elementary school ~~child's~~ education was teachers' salaries and superannuation.

1. Education Committee Minutes 10th October, 1905 and Appendix XXXV
2. North Riding Education Committee Minutes 10th October 1905

As early as 1907 the National Union of Teachers began to be militant against authorities who paid low wages to their teachers. The Derby Scale was one of the means by which neighbouring authorities tried to prevent migration of teachers in search of better salaries. These attempts were on the whole unsuccessful, and teachers continued to migrate to areas with higher scales. At this time there was some unemployment amongst certificated teachers, and some authorities employed certificated teachers at uncertificated rates of pay. Up to the outbreak of the First World War there were strikes or threats of strike in a number of areas, West Ham, Hereford, West Riding, Durham, Norfolk, Brighton and Hove, and others, which led to an improvement in teachers' salaries in these particular areas.¹ During the early part of the war some authorities managed to reduce their education rates and by 1917 there was further unrest and militant action. In 1914 teachers' salary scales varied considerably from one authority to another but the following figures show the level reached in the North Riding:

1. P,209. The School Teachers. A. Tropp, Heineman 1957

	Man	Woman
Certificated Headteacher of a school of over 300 pupils	£175-225	£120-160
Certificated Headteacher of a small school	100-140	75-105
Trained Certificated Assistant	85-140	75-105
Supplementary Woman Assistant		20- 40

In 1918-1919 matters came to a head. Teachers in several areas sent in their notices and ⁱⁿ Middlesbrough and South Shields reached a settlement before the notices expired.¹ In Newcastle settlement was reached but women teachers remained discontented with their pay scales which were below those for men.²

In the North Riding the Education Committee introduced the following scales after negotiations with the teachers.

Certificated Headmaster of a school of over 350 pupils	£300
Certificated Headmaster of a school of 60 - 150 pupils	£150 - 210 plus £30 for exceptional merit.
Trained Certificated Assistant Master	£110 - 160 plus £40 for special merit or £70 for exceptional merit. ³

1. The Northern Echo, October 24th 1919
2. The Northern Echo, September 11th 1919
3. P.209. The School Teachers. A. Tropp. Heineman 1957

The teachers asked for an additional £1 per week as war bonus and for better treatment for returning soldiers. The war bonus was refused and the Committee asked the Board to settle a national scale. After further negotiation the Committee offered to increase its yearly salary bill for elementary teachers by £48,000, but the teachers asked for £80,000. The Committee countered by increasing its offer to £53,000, that is to rise to the level of the North East Federation Scale of Salaries. Finally the Education Committee agreed to pay the additional £80,000.¹ However, under its constitution, derived from the 1902 Education Act, estimates had to be approved by the County Council. In 1904 the County Council had over-ruled the Education Committee, and refused to raise a rate in aid of secondary education. In 1919 it again rejected the Education Committee's estimates and declined to sanction an increase of more than £53,000. Some 900 teachers out of a total of 1,430 sent in their notices and a strike began. Out of 444 elementary school departments, 166 closed. These included most of the large schools, and almost all the schools on Tees-side and in Cleveland. As a further 133 schools were ready to take similar action the Finance

1. Annual Report of the North Riding Education Committee
1953

Committee agreed to pay the whole £80,000, provided the teachers withdrew their notices before the next County Council meeting. The teachers did not do this, and the strike lasted for three and a half months. The final solution was reached after arbitration and the necessary £80,000 was added to the salaries bill.¹ During the period of the strike, negotiation had taken place at national level between the National Union of Teachers and local education authorities, and a national minimum scale devised. This was adopted by the North Riding in December 1919 and gave teachers salaries as follows:-

	Minimum	Maximum
Certificated Headmasters according to size of school	£330	£450
Certificated Headmistress	£264	£360
Certificated Assistant Teachers		
Men	£160	£300
Women	£150	£240

Public estimation of the importance of teachers may be judged from the lack of interest shown in the press. The strike in the North Riding received no mention in the Times while in a local paper, the North Eastern Daily Gazette, it did not appear in the editor's column but merely in 'Northern Notes' and the correspondence

column. The national strike of Railway workers in 1919 and the proposed nationalisation of the coal mines were considered far more important.

Not all authorities adopted the scale, and unrest continued in these areas for more than two years, the final solution being the establishment of the Burnham Committee which produced pay scales acceptable to the teachers and virtually all the local education authorities. Burnham actually produced four pay scales, scale one being the lowest. By 1925 more than half the local education authorities had adopted scale 3 but the North Riding remained a scale 2 authority, and as such paid its teachers less than neighbouring authorities.¹

National economy measures had a drastic effect on the salaries of elementary teachers. In 1920 the Select Committee on National Expenditure (Geddes Committee) attacked the 'atmosphere of financial laxity in which questions involving education are apt to be considered'. The Treasury informed Mr Fisher, President of the Board, that educational progress was to be suspended, and Local Education Authorities received a similar circular from the Board requesting them not to incur or commit themselves to

1. Ibid. p. 72. Joseph Rowntree School

incurring new expenditure. Such was the low esteem of elementary education in the mind of the public that deputations lobbied the government with requests for economy in education. In 1921 it was suggested that teachers should, from patriotic reasons, forego the scale increment for 1922-3, submit to a reduction of salary, and pay 5% towards the cost of their pensions. These proposals were rejected together with that to raise the age of school entry to six years. In 1922 teachers were asked to consent to a voluntary reduction of 5% of their salaries. Faced with the alternative of even more drastic measures, the loss of the non-contributory pension awarded by the Burnham Committee and the sanctioning of larger classes, the teachers agreed. The 5% abatement of salaries was applied only in those areas where Burnham Scales had been adopted. The North Riding was one of these and the 5% abatement was applied for the years 1924 and 1925.¹ In 1926 payment of Burnham scales by Local Education Authorities was made compulsory by a regulation of the Board of Education and it was finally established by the Superannuation Act of 1925, that teachers' pensions were to be of the contributory type. In 1931 economic depression again had an effect on teachers' salaries.

1. Appendix XXVIII

The Committee on National Expenditure (the May Committee) recommended a reduction of 20% in teachers' salaries. The National Government decided on 15% but the joint protests of Local Education Authorities and teachers resulted in a final agreement of a reduction of 10% which remained in force in spite of protest marches in London and elsewhere, from 1932 - 1934.¹ In 1934 only 5% was deducted and in 1935 salaries were restored to normal.

The Supply of Teachers

While there was a general shortage of teachers in the country as a whole in 1902, the increase in training college accommodation meant that a larger number of newly trained teachers became available at one time. As early as 1907 a certain number of these trained certificated teachers had difficulty in finding employment. In the North Riding the difficulty was that well qualified teachers were reluctant to seek appointment in the small schools at the salaries then paid. They preferred to go to authorities with better scales of pay.² It was possible in the North Riding to regulate supply and demand simply by requiring a woman to give up teaching when she married.

1. The Northern Echo, September 10th 1931
2. Minutes of North Riding Education Committee November 6th 1905

Even so, it was necessary to allow married women to be appointed as headteachers in rural schools, and to allow married women whose husbands were unemployed to remain in their positions. In general, the supply of teachers in the North Riding was regarded as adequate with no great excess of supply over demand, the only deficiency being in the supply of domestic subject teachers, and of male certificated teachers.¹ The actual balance of supply and demand was struck by the Board of Education in regulating the number of training college places. In 1920 the Board circularised Local Education Authorities and advised them that in future, areas where staffing had not been below average, 10% of the number of teachers employed in elementary schools should be the number of pupil teachers appointed each year. In the North Riding this represented 2.5 candidates for every 1,000 scholars in average attendance, and was between 110-130 bursars, student teachers, and pupil teachers when the needs of the whole Riding including Scarborough, the only Part III Authority in the area, were considered.² In 1934 the Board of Education reduced the number of entrants to training college by 8%. Even so, many teachers left college and had difficulty in finding employment. This

1. Annual Report of Education Committee for 1931. 9th February, 1932

2. Minutes of North Riding Education Committee 1920-21

enabled the North Riding to secure a good number of these young men and women for its service. There had been a possibility in 1931 of the school leaving age being raised to fifteen years and these surplus teachers had been trained in anticipation of this. In addition, circular 1427 of the Board asked Local Education Authorities to review their staffing, bearing in mind the decrease in school population due to a falling birth rate. In the North Riding it was decided that should there be any redundancy, the reduction would take the form of abstaining from replacing teachers and any direct reduction would be effected in the ranks of the less qualified teachers. In 1933 the numbers and qualification of the teachers in North Riding elementary schools were as follows:-

	Male	Female	Total
Head Teachers Trained	125	137	262
Head Teachers Untrained	40	95	135
Head Teachers Uncertificated	-	19	19
Certificated Assistants Trained	104	239	343
Certificated Assistants Untrained	10	56	66
Manual Instruction (Woodwork)	17	-	17
Domestic Economy (cookery and laundry work)	-	26	26
Uncertificated Assistants	28	361	389
Supplementary Teachers	-	193	193
Pupil Teachers	1	-	1
	<hr/>	<hr/>	<hr/>
	325	1126	1451

1

1. Annual Report of Education Committee 1933
13th February, 1934.

The 10% reduction in salary was in force at this time. By 1936 a reduction of sixty teachers had been effected, and it was expected that a further reduction of eighty teachers would be possible under the re-organisation scheme which entailed the building of senior schools.¹

It was hoped to confine the redundancies to supplementary teachers and thereby improve the proportion of certificated teachers compared with the untrained. As the school leaving age was not raised and as the school population continued to decrease² it is to be regretted that the opportunity was not taken to ensure that large classes did not occur again. In 1936 sizes of elementary school classes were:

Not over 20 pupils	20-30	30-40	40-50	Over 50
294	421	408	178	3

3

a considerable improvement on the situation in 1927 when there were 23 classes over 50.

1. Report and Programme of Education Committee on Education Act 1936
2. Appendix XLI, XLII
3. Minutes of North Riding Education Committee 1936
9th February, 1937

Attendance

The question of attendance was of critical importance in 1900 and indeed throughout the period under review. Although payment by results had virtually disappeared, the following entry in the log book of Normanby School for May 11th 1900, following an inspection, reveals that it had survived to a certain extent:

Fixed Grant	9s	-d
Variable Grant	6s	-d
Needlework and Drawing	1s	-d
Singing	1s	-d
	<hr/>	
	17s	-d
	<hr/>	

Average attendance .. 73

Grant claimable on average attendance			
73 x 17s -d	£ 62.	1s	-d
Grant under Article 102 (Pupil Teachers)	5.	-s	-d
	<hr/>		
	£ 67.	1s	-d
	<hr/>		

Similar entries exist for 1901, 1902, 1903, 1904.

In these circumstances the average attendance of a school increased the grant available from the Board and thereby reduced the amount needed from rates. One of the first actions of the newly formed Education Committee in 1903 was to make new arrangements about attendance. By law Local Education Authorities were required to provide

compensation for redundant officers, clerks to School Boards, clerks to Attendance Committees and attendance officers.¹ Since many were re-employed the total amount of compensation paid out was only £530. Previously there had been 62 attendance officers whose salaries amounted to £1,457. The Riding was now divided into 21 districts in the charge of 22 full time and 4 part time officers with a head attendance officer at Northallerton. The new salaries amounted to £2,150, an increase of £693, but, after taking into account the fact that clerks to School Boards and School Attendance Committees were not needed, the new scheme cost a bare £100 more than the old. The new arrangement proved to be efficient for in the first year the average attendance of the Riding as a whole was raised from 83.9% to 86%, and since each child could earn almost £2 per year in attendance grant from the Board, an additional £1,800 was received in grants. The importance of attendance officers may be judged from the fact that their salaries were greater than those of teachers and they had in addition £25 per year trap allowance.² A vigorous campaign was launched to improve attendance at school. Posters were issued warning the public of the penalties for irregular attendance and extolling the

1. Chapter 4

2. Minutes of North Riding Education Committee Vol. 1 1903

educational benefits to be obtained from regular attendance. Inside the schools the campaign consisted of giving each school a banner for the class with the best attendance, and schools were equipped with an attendance barometer. Every school which had an average attendance of at least 90% was given a merit half day holiday for each month when this figure was achieved. This practice was continued until evacuation during the Second World War made it impossible. Since registers constituted legal proof of a child's attendance, and therefore of his eligibility for grant, they were treated with great care and checked by the County's Organisers whenever they visited schools and sent to County Hall for examination at the year end. Nevertheless there was considerable resistance to compulsory education until 1930. In 1904 there were 287 prosecutions and 269 convictions. Until 1930 there were about 300 prosecutions per year, truants being sent to industrial schools, training ships, or even reformatory, and the parents fined. In 1904 one Whitby parent went to prison for seven days in default of paying a fine of five shillings.¹ Local customs die hard and in the rural part of the country there were many alluring alternatives to school. Village fairs, and feasts, otter hunting, miners'

1. Education Committee Minutes. December 31st 1904.

demonstrations and goose-plucking were all causes of poor attendance. In Startforth Rural District, sheep dipping was a communal effort which caused considerable trouble. Teachers were not always blameless in this matter. It may be considered that the headmaster of St. Mary's R.C. School, Richmond was unlucky in that having closed his school very early on the afternoons of October 24th and 25th, 1906 to enable his pupils and himself to visit Catterick Races, he received a visit from H.M. Inspector on those very afternoons.¹ Another headmaster closed his school to hold a sale of furniture and was also detected. Epidemics of measles, chicken pox, scarlet fever, etc., frequently caused schools to be closed, and in single teacher schools the illness of the school mistress had a similar result until the system of peripatetic teachers was introduced. In 1936, 61 schools were closed for epidemic sickness, and in 106 schools the attendance fell below 60%.² These figures may be regarded as normal until 1936 when an improvement began, so that in 1939 only 30 schools were closed. The original arrangements for enforcing attendance made in 1903 proved to be so effective that little change was made. In 1936 there were 21 full time

1. North Riding Education Committee Minutes December 11th 1906

2. North Riding Education Committee Minutes February 9th 1937.

attendance officers and three part timers, although the wage bill was about double and the salary of an attendance officer no longer exceeded that of a teacher. Their efforts had been so successful that in 1938, the last normal year before the Second World War, there were only 30 prosecutions for bad attendance, and the average attendance was 90.57%.¹ These figures were then regarded as normal.

Transport

Even in 1903 some of the grammar school children travelled to school by means of the railway, and if they were scholarship holders their fares were paid by the Committee. Elementary school children however were expected to walk, regardless of distance, although the number who had to walk more than three miles was quite small. There were six conveyances for elementary school children in 1903, and although there was an improvement in the position it was very slow~~y~~ and the number of elementary pupils conveyed compared with the number in school was negligible. Where the provision was made it took the form of horse drawn wagens. In 1905 a contractor

1. North Riding Education Committee Annual Report for 1940

undertook to convey the Spital children to Bowes C.E. School, for the fee of £65 per year. The conditions were as follows:-

1. The Children were to be picked up on route and delivered to school five minutes before the time of school opening, and taken back each evening.
2. The driver had to be of good character and sober habits.
3. The vehicle was to have seats, a cover in bad weather, straw on the floor and a brake.¹

Other contracts were made on a daily basis and the driver received 3/6d per day when fine, and 4/-d when wet, the headteacher being required to certify that it was actually raining.

Conveyance was only provided in the more remote parts of the Riding:- Spital to Bowes, Ronaldkirk to Cotherstone, Glaisdale Head to Glaisdale, Tan Hill to Keld, etc., hilly districts without public transport.

That some pupils could not easily attend school without transport is shown by the fact that during the

1. Education Committee Meeting October 10th 1905.

First World War the Controller of Horse Transport granted an exception to the 'Horse Order No. 2 1918' to allow the use of horse drawn vehicles for this purpose. In 1921 the first contract for the conveyance of pupils by motor vehicle was made. The growth of school transport may be seen from these figures:-

1903	-	3	vehicles
1924	-	10	vehicles including 4 motor vehicles
1928	-	17	vehicles
1933	-	33	vehicles

The increase at the latter date was due to the fact that before 1928 one half of the cost of school transport had to be met from a parish rate. This charge on the parish rate was replaced by a Board of Education grant of 20% and by 1936 the yearly transport bill was £3,200. To encourage authorities to build the new large senior schools of the 'Hadow' type, the Board raised this grant to 40% in 1937. In the North Riding all elementary pupils whether infants, juniors or seniors who lived more than three miles from school were conveyed free, the yearly cost being £19,000. To meet special cases a cycle allowance of £2 per year was made, though the hilly nature of much of the Riding made this form of transportation undesirable.

Curriculum

There can be little doubt that the most startling change in elementary education has been the change in curriculum. Dating back to 1870 there was the idea that elementary education meant reading, writing and arithmetic. In the North Riding Schools, most of them all age schools, the children spent the bulk of their time on these subjects, There were other subjects, singing, needlework, drill and, what was the ultimate means of assessing the ability of the teacher, object lessons.

Fortunately the secretary of the Board of Education was Mr R.L. Morant, one of the few men who really understood the purpose of the 1902 Act, and who knew what should be done to achieve its aims. It has been alleged that Morant was responsible for the classical bias given to the Secondary Schools. There can be no doubt that he was responsible for the reform of the elementary school curriculum. In 1905 the Board of Education published a book of "Suggestions for Teachers", which was compiled under Morant's direction, and much of it was his own work. Perhaps the most important passage is in the preface; "The only uniformity of practice that the Board

of Education desire to see in the teaching of Public Elementary Schools, is that each teacher shall think for himself, and work out for himself such methods of teaching as may use his powers to the best advantage and be best suited to the particular needs and conditions of the school.

Uniformity in details of practice ... is not desirable".

Much of the advice given in this book still holds good and will continue to do so for many years to come. Equally important was his instruction that: "Inspection of methods of teaching is now substituted for the assessment of a school by the answers of individual scholars to selected questions".

The whole scope of the elementary school is summed up in one paragraph:

"In all schools children must learn to read and to understand what they read, to express their meaning correctly whether in speech or writing and to acquire some mastery of the elementary processes of arithmetic. In all schools children should learn to draw, should get some knowledge of geography and history, and should be taught to observe the facts of nature and to acquire some knowledge of them first hand. Girls should be taught to

sew and where it is possible should get a thoroughly practical training in cookery and other household work. Boys should learn to use their hands deftly.¹ The high ideals expressed in this book did not come into general use for many years and this is hardly surprising when the educational system depended on uncertificated teachers, pupil teachers or monitors and children were taught in classes of sixty.

In the North Riding there is little or no evidence the H.M. Inspectors were worried about the curriculum or the teaching methods. H.M. Inspectors' attention was held by the dilapidated buildings, poor sanitary arrangements, lack of ventilation, position of stoves size of classes, lack of fireguards, and even the simultaneous and unruly answering of the children. The teachers can have been little the wiser on educational principles and methods than they were before the inspections. Nor did the Education Committee concern itself with education as a whole, religious instruction, thrift, physical training, gardening and cookery were dealt with in detail but English, history and geography appear to have been neglected.

1. Board of Education Suggestions 1905.

The arrangements for religious instruction were most precise. With eight of the thirty-six members of the Education Committee being clergymen this was to be expected. A syllabus was adopted and part of the timetable set aside for religious instruction, appropriate prayers and the singing of hymns suitable for children. It was hoped to provide a Bible for each child. Furthermore the Secretary was instructed to prepare a code of instructions to the teachers, setting out in detail the objects the Council had in view and the methods by which such objects could be attained. Teachers were also informed that an annual report would be made in respect of each school as to the manner in which religious instruction was carried out, and that the headteacher's fitness for employment under the County Council was to a large extent dependent on such report.¹ These inspections were duly carried out, and they consisted mainly of the children repeating passages from Holy Scripture, the Lord's Prayer and the Ten Commandments. The Secretary himself undertook to inspect the more remote schools. When he visited Barnaby Moor Council School on July 10th, 1906 he described it as a veritable outpost of education,

1. First Annual Report of North Riding Education Committee April 26th, 1904.

with only an apology of a road. Both school and village have now disappeared. Not all reports were good ones. The master of Widdale Council School ingeniously explained the utter failure of his pupils in ^{the} religious instruction examination by pointing out that his pupils came from scattered farm houses and seldom arrived in time for the scripture lessons. The Committee concluded that a bright woman teacher was needed.¹ While the emphasis on religious instruction may have caused discomfort to the teachers, there was no unrest in the Riding between the Nonconformists and the Education Committee, as there was in other parts of the country, notably Wales and the West Riding. It was a matter of pride to the Committee that theirs was an area of educational peace.²

The Committee's desire that "the example of the thrifty should be kept before the unthrifty" resulted in the establishment of school savings banks. These were usually in the evening, and the Yorkshire Penny Bank was not charged rent but merely required to remunerate the school cleaner, and pay for fuel and lighting.³

1. North Riding Education Committee Minutes 10th July, 1906
2. Speech of Sir James Legard at opening Northallerton Grammar School, 1909.
3. North Riding Education Committee Minutes 23rd May, 1905

Large schools built by school boards often had a wide central corridor running the length of the building. These were known as 'marching corridors' and were used for marching, especially during the Boer War. As there were two colonels and two admirals on the Education Committee there was a desire to introduce military training into the elementary curriculum. Accordingly Colonel Legard and Admiral Cleveland moved that a memorial be sent to the Prime Minister and the President of the Board of Education in favour of the instruction of all boys of a suitable age in physical training, and the use of the rifle as part of the curriculum, and that the cost thereof be made a charge upon the Imperial Exchequer.¹ The Board declined to finance this project and since the County Council was unwilling at this time to raise a rate for secondary education the Education Committee declined to pay for rifles, and the scheme was dropped. Since it was quite common for grammar schools at this time to have their own Officers' Training Corps, it can only be assumed that ^{the} scheme was an expression of the social theories held at the time, and elementary schools were expected to provide the 'other ranks'.

1. North Riding Education Committee Minutes 1906

At a time when many girls were expected to enter domestic service on leaving school, the need to provide training in domestic science and laundry work was considered to be most important. When an infant school was built at Grangetown in 1906¹ it was equipped with a domestic science room which was attended by older girls from other schools in the district. This solution was not possible in the rural parts of the County. However, the problem was solved in 1911 by Colonel A.F. Goodman, C.B., a member of the Education Committee who designed a travelling cookery van.² This proved so successful that the idea was adopted by many other local education authorities, and vans were used until the late 1920s when motor transport made it cheaper and easier to reverse the process and take the children to central cookery classrooms.

In 1905 the secondary education of the County was financed entirely out of 'whiskey money' and had teetotal habits been established throughout the country there would have been no funds for secondary education. In a somewhat contradictory manner the Committee issued a syllabus in 1905 on teaching Hygiene and Temperance in

1. Ibid. p 69.

2. Annual Report of Education Committee for 1935
11th February, 1936

elementary schools.¹ This syllabus was drawn up by the Secretary himself after reading 'most of the textbooks on the subject', and teachers were recommended to read an American book, Blaisdell's "How to keep well", published by Ginn, although they were advised that the book had a weakness in being teetotal rather than temperance in treatment of the alcohol question.

To improve the standard of physical training, and thereby the stan^dard of the children's health, a physical training inspector was appointed in 1905. His first action was to open a campaign for ~~the~~ ending the practice of children sitting at their desks with arms folded as this was thought to have a harmful effect on the abdomen and restrict the movement of the diaphragm. He then proceeded to introduce into all schools 'nutritive exercises'.² These were 'simple well known exercises, performed three times daily between the desks and for about three minutes at a time', and it was claimed that the children derived great benefit from them. Unfortunately no details of these exerfises have been handed down to posterity.

1. Appendix XXIX

2. Minutes of North Riding Education Committee
14th November, 1905

Rural Education

Since the North Riding was 90% rural it was to be expected that great interest should be shown in rural education, and this interest was shared by the Board of Education. Prior to the 1902 Act great interest had been shown in technical instruction and there had developed the theory that vocational training was desirable and necessary. Indeed an official of the Board made it clear that technical instruction was the equivalent of apprenticeship.¹ At the time there was a general feeling that the movement from rural to urban areas was undesirable, and that rural education should be encouraged. With this in mind the Board issued a number of pamphlets for the guidance of teachers. "Courses in Nature Study"² appeared in 1901 and gave suggestions for lessons on: plant life, insect life, animal life and local physiography. This latter subject attempted to give mathematical and scientific twists to rural education and advised teachers to find volumes of manure heaps and mangold clamps, and to calculate the weight of a bushel of oats or barley. "Specimen Courses in Gardening"³ dealt with the subject in

1. P.R.O. 24/85D

2. Courses in Nature Study H.M.S.O. 1901

3. Specimen Courses in Gardening H.M.S.O. 1902
P.R.O. 24/85D

great detail and attempted to solve the hoary problem of whether there should be one large garden or individual plots. The solution offered was that in evening schools, individual plots were to be preferred, but in elementary schools a large common garden was better as it was more economical in tools. Other pamphlets published by the Board dealt with object lessons, nature study, natural science, and rural economy.¹ All the current theories were collected and inserted in "Suggestions for the Consideration of Teachers" which is regarded as being largely the work of Morant. In short, it was considered that in rural areas, rural education was not only suitable but necessary.²

In 1906 H.M.I. Dymond, who was responsible for much of the rural section in "Suggestions for Teachers" made a special report on rural education in the North Riding.³ His comments and recommendations may be summarised as follows:

1. There was a general complaint of the depression of agriculture and the inefficiency of farm labourers and servants.

1. Specimen Courses in Object Lessons on Common Things Connected with Rural Life H.M.S.O. 1901
2. P.R.O. Ed.24/85.D
3. North Riding Education Committee Minutes, April 17th 1906

2. North Riding people had benefited from education but it had helped them out of ^{the rural part} ~~education~~ rather than in it.
3. While rural subjects were admirably taught in certain schools there was no systematic guidance towards ruralizing education in all the county schools, as there was in some other counties. There should be a rural bias in all lessons even arithmetic and geography, and this could only be given by country born teachers of which there was a shortage in the North Riding, due to the lack of facilities for training teachers. The importance of nature study was stressed, and he regretted that in the North Riding there were "few schools where object lessons could be dignified by such a name".
4. Each new school should be provided with 20 perches of land for a school garden, and that where gardening could not be introduced woodwork was an excellent alternative for training manual skill. Making garden baskets, fruit nets and mats to cover garden frames were other alternatives. While needlework was to be regarded as a most

suitable form of manual instruction, as shown by the high standard attained in the West Riding, in view of the poor quality of butter turned out in the North Riding, dairying and poultry keeping would be regarded as suitable forms of instruction for girls of twelve and upwards.

This report would appear to indicate that in the view of the Board of Education, North Riding elementary pupils were destined to become either farm labourers or dairymaids. This view was evidently accepted by the North Riding Education Committee for in 1907 they attempted to put into practice the recommendations of the report.¹ It was resolved to introduce cottage gardening in all schools where possible, and it was hoped to finance the entire scheme out of the special government grant paid for school gardening and not to follow the example of Staffordshire Education Committee which defrayed all the expenses of school gardening, and in addition paid the teachers £5 per annum for teaching the subject. It is interesting to note that where the garden was the master's own, he was allowed to keep the produce but where the garden was specially provided, the produce was to be shared by the master and the boys. In each

1. North Riding Education Committee Minutes 12th February 1907

case, the master received £1 per annum for teaching a class and 10/-d per annum for each additional class. To instruct the teachers in this subject a model school garden was set out at Northallerton, and Saturday morning classes were held.

Real progress in the elementary school curriculum was held up by the preoccupation with secondary education, the First World War and the economic depression which followed. Improvement dates from the 'Hadow Report' of 1926. Like Morant's 'Handbook of Suggestions' this report was in advance of its time. Perhaps the most fundamental recommendation was that elementary education was no longer to be regarded as a separate thing in itself. Primary education was to end at the age of eleven years and post-primary education was to follow, in which children received the education most suited to their individual needs and capabilities. Had the scheme been fully implemented and the junior technical schools been built, the elementary schools would not have continued to be the end stage of education for 70% - 80% of the school population. From 1930 onwards the ideas of the 'Hadow Report' began to have an effect. The break at eleven necessitated the re-organisation and was the beginning of the end of the all age school. In addition the academic and bookish

approach began to be considered out of date and the ordinary subjects of the curriculum were enlivened by direct contact with daily life while subjects which appealed to the practical instincts of the children, such as light crafts, were introduced. The desired changes were obtained by courses for teachers in bookbinding, basket work and practical science. This broadening of the curriculum in the North Riding did not receive universal approval. In 1934 the Rev. Canon Lawson, a member of the Education Committee, asked for a report to be made on the curriculum of the junior schools due to his anxiety that practical work and cultural activities were being unduly stressed at the expense of arithmetic, reading and writing. This report¹ when issued re-iterated the theories of the 'Hadow Report' and the report of the Consultative Committee on the Primary School, and attempted to show how these principles were being put into practice in the primary schools of the Riding. It was also asserted that 'to confine intellectual life in the school to the storing of a verbal or numerical memory, that is to concentrate on the elements of reading, writing and arithmetic, was now unthinkable'. Specimen timetables were given and analysed to show that these basic subjects were not being neglected although the

1. Elementary Education and Library Reports of North Riding. 1934-39.

curriculum had been broadened, and that a balance was being achieved between tool subjects and aesthetic subjects.

One subject on the curriculum was directly influenced by the Committee and that was physical training. This subject had been practically compulsory since 1895, but development really dates from the establishment of the Medical Department of the Board of Education. Early lessons were based on army 'drill' with games and sports out of school. In 1904 the Swedish system was adopted as the basis of school physical training work. In 1909 the Board issued a new syllabus consisting of step marches, dancing, skipping steps and gymnastic games. Physical training continued along these lines until the Hadow Report resulted in increased interest in all subjects of the curriculum. During the middle 1930s physical training achieved a new importance in Europe, particularly in fascist countries. In 1936 the Board of Education issued Circular 1445 which called for a general expansion in the system of physical training in the country as a whole. In the North Riding the teaching of the subject was improved by the appointment of two additional physical training organisers and the arrangement of courses for teachers. In addition the 1936 building programme provided

for the erection of thirty gymnasia in senior and secondary schools, and playing fields were included in the plans for new schools. Circular 1450 issued by the Board dealt with the provision of physical training kit, including gym shoes, and announced a reduction in grant for this from 50% to 20%. In spite of the cut it was hoped to enable all senior children to have a daily physical training lesson in a properly equipped gymnasium, followed by a shower bath. The North Riding Education Committee decided that to provide P.T. kit for all pupils would be prohibitive and decided to limit the provision to senior pupils at whose schools proper facilities for P.T. existed. P.T. kit had already been provided as from 1933 in the Junior Instruction Centres. Gym shoes cost 2/6d, vest or blouse 10½d, shorts 1/3d and towels 11½d. Girls were expected to make their own blouses and shorts in needlework lessons. Other education authorities had installed expensive machinery to launder this kit but in the North Riding it was found more economical to allow the seniors to take their washing home each week.

Had war not broken out in 1939, the 1936 programme would have been completed and the senior elementary children would have been educated in schools inferior to those provided by the 1944 Education Act, and

would have studied a curriculum of a more limited scope than that which developed after the Second World War. For the junior elementary children the expansion of the curriculum which grew out of Hadow was to continue, though the restrictive effect of the grammar school selection examination was to continue and even increase. In the North Riding this restrictive effect was to some extent mitigated in 1937 when the Committee decided that no homework should be set for children under the age of twelve years.¹

Health of School Children

The establishment of the School Medical Service in 1907 has been cited as one of the most enlightened measures of the twentieth century. Even before this Act, in 1905, the Committee made enquiries about the number of underfed children in the Riding. As there was no legislation to deal with this problem the only action which could be taken was to pass on the information to the various Boards of Guardians. With the introduction of a school Medical Service in 1907, inspections were first carried out by local medical officers of health. Not until

1. Annual Report of Education Committee for 1937.
8th February, 1938

1912 was the first full-time assistant medical officer appointed. At first parental opposition was encountered, and since medical inspection was obligatory it was customary for the children to be specially cleaned up for the occasion. Since the inspections revealed as many as 50% of the children to be verminous this may be regarded as a justification of the means. It must be remembered that at the time some children were stitched into their clothes for the winter, goose grease liberally applied was regarded as a sovereign remedy and long hair was popular among girls. In the early years methods were rough and ready. The heights of children were measured and their weights recorded. Where possible, portable spring balances were taken from school to school and where this was not possible the children were weighed in railway stations, tradesmen's shops and farmers' granaries. Inspections revealed that apart from uncleanliness, the main defects encountered were of the teeth and the eyes, and cases of malnutrition. Prior to 1912 records are unreliable due to a variety of standards. In 1908 for instance it was reported that 28% of the children at Thornaby suffered from abnormal valvular action of the heart, and in 1909, 65% of all the elementary children in the Riding were reported to be suffering defects. However, the school Medical Service offered no treatment. The

problem of uncleanliness was virtually solved by the appointment of school nurses who carried out inspections without prior warning.¹ Even so, by 1925 one child in thirteen was verminous and in 1939 many of the children evacuated were in like condition. Another factor which improved the standard of cleanliness was the 'clean hands' campaign approved by the Board of Education which placed a cake of Lifebuoy soap on every wash basin in school, a circular mirror with an exhortation to be clean, in every porch and lapel badges for the owners of clean hands.²

In 1920 routine medical inspection revealed that many children were suffering from swelling and irritation of the glands of the neck due to the intake into the system of poison from dental decay. Accordingly it was decided to appoint two dentists but due to the economic crisis in 1921 the schemes for dentists and for nurses in rural districts had to be abandoned. In 1924 the Board of Education informed the North Riding Education Committee that its medical arrangements were inadequate and that improvement was necessary. Accordingly, two full time dental officers were appointed in 1925 and dental inspection and treatment was introduced in elementary

1. Appendix XLIII

2. P.R.O. Ed11-7A Clean Hands Scheme.

schools. Since two dentists could hardly be expected to deal with the whole elementary school population, it was intended to examine the younger children and continue with them through their school careers. In 1928 a third dental officer was appointed and by 1939 there were eight. Fillings and extractions were carried out on school premises or, if these were unsuitable, in hired rooms near the schools. Throughout the period under review the number of dentists was inadequate. This was due to the fact that the salary offered was too low to attract men who could earn more in private practice or under other education authorities. The responsibility for this lay with the County Council rather than the Education Committee for in 1935 a new scale of dentist's salaries was approved by the Education Committee but was rejected by the Finance Committee of the County Council. The result was that by 1939 it was becoming increasingly difficult to find dental surgeons. The official journal of the British Dental Association declined to accept advertisements at the Committee's scale of salary which was £450 rising to £500 per annum. The average salary offered to dental surgeons for the country as a whole was £450 - £600 and the scale for the North Riding was the lowest of all the Counties.¹

1. Elementary Education and Library Report 1934-39.

Dental surgeons naturally required assistance in carrying out their work in make-shift surroundings. For instance their drills were treadle operated and originally it had been intended to employ trained nurses as assistants. An economy was effected by employing dental assistants who had had experience of this type of work but who were not trained nurses, and their salary was £90 - £125. Not surprisingly less than 60% of the children found to require treatment chose to accept it. Treatment, incidently, was not free, but was carried out for half the cost, the remainder coming from the rates. The actual cost of an extraction was 1/5d and of a filling 4/-d. When the dental service was extended to secondary pupils in 1937, it was decided to make a charge of 1/-d per treatment to avoid the expense of enquiring into the parents' circumstances.

Defects of sight and hearing and cases of malnutrition were relatively easy to detect and were usually brought to the notice of the medical officer by the teachers, who soon found which children could not read the board or hear the lesson. Treatment was much more difficult. The chief difficulty was a serious shortage of nurses. Up to 1937 there were only fifteen

nurses employed by the North Riding Education Committee.¹ Their salaries were £180 x 10 x £210 with a £10 uniform allowance and £10 cycle allowance. Since the official nursing journals would not accept advertisements for appointments with salaries less than £200 it was necessary to raise salaries to £200 x 10 x £240 with £10 for uniform and £5 for a cycle before vacancies could be advertised, let alone filled. In many of the rural districts there were no facilities for school nursing and the work was carried out by District Nursing Associations which received a grant from the Education Committee. Even so, by 1937 out of a total of 537 townships in the Riding, 206 had no nurse. The Midwives Act of 1936 made it necessary for more nurses to be provided at least for midwifery purposes. The cost of nurses' salaries was shared by the Education Committee and Public Health Committee. In Urban districts in 1921, there was only one eye clinic and this was in Cleveland, dealing with eight cases per week. In 1928 the provision of orthopaedic clinics was begun. The arrangements made in Eston Urban District are typical of those in the Riding as a whole. The cost of providing clinic premises was shared by the Education and Public Health Committees.

1. Elementary Education and Library Reports 1934-39.

The arrangements were as follows:-

1. South Bank Clinic was held in a converted shop and used as a school clinic, eye, ear, orthopaedic and dental clinic. Treatment was administered in the old kitchen.
2. A Child Welfare Clinic held in rooms at the Council Offices of Eston Urban District Council, the doctors' room having no window of any sort.
3. A Schools Clinic at Grangetown which was a room rented from the Wesley Church, and which had no private room for examinations, no running water or heating.
4. A Child Welfare and Dental Clinic in Normanby, held on the premises of a licensed club, the doctors' room and waiting room being at opposite ends of the building.
5. An Ante Natal Clinic in South Bank held in the Primitive Methodist School room and which had no waiting room or running water,
6. An Ante Natal Clinic at Grangetown, held on the Mission premises.

The total rents for these premises amounted to £260 per year and although it was decided to erect a large

central clinic to replace them, in 1939 they were still the only clinic facilities in the area. In-adequate though these premises were they appear to have been effective in reducing the number of eye and ear defects found in schools.

Meals

In 1906 local education authorities were empowered to provide school canteens for necessitous children who had been medically certified to require them. However, no action was taken in the North Riding except during the Coal Strikes of 1912 and 1921, when the Education Committee made a small grant towards the cost of providing a limited number of meals at reduced cost. In any case the regulations of the Board limited the provision of free meals to those children in whose families the income did not exceed 5/-d per head. However, in 1932 a scheme for supplying free milk to necessitous children was introduced, and by 1934 some 4,000 necessitous children were receiving one third of a pint of milk per day. According to the regulations of the Board, milk could only be supplied free to children recommended by the school doctors and whose parents' income did not exceed 6/-d per head of family after

deducting rent. In 1934 government funds were put at the disposal of the Milk Marketing Board which made milk available to school children at the reduced price of a halfpenny for one-third pint. In the Riding this was done by the formation of 'Voluntary Milk Clubs'. By 1939 free milk was distributed in 207 schools to a total of 6,783 children and in 167 schools there were voluntary milk clubs.¹ However with the exception of these 'milk Meals' no mid-day meals were provided in the Riding except in certain of the Grammar schools such as Guisborough.

Although medical provision improved it can still only be described as inadequate in 1939. Nevertheless the children were cleaner and healthier than those of 1902, and also better nourished. Although weights and measures are no longer considered to be an indication of good health or otherwise, the following figures give some indication that children in 1939 were taller and heavier than those of 1910.

1. Annual Report of Education Committee for, 1939
13th February, 1940

Average Heights of Boys			Average Weights of Boys	
Year	5+	12+	5+	12+
1910	41.3"	55.5"	40.0 lb	75.8 lb
1921	41.2"	55.3"	40.9 lb	76.2 lb
1939	42.7"	55.8"	42.2 lb	78.8 lb

Average Heights of Girls			Average Weights of Girls	
Year	5+	12+	5+	12+
1910	41.0"	56.2"	38.3 lb	77.3 lb
1921	41.4"	56.0"	38.8 lb	77.5 lb
1939	42.3"	57.8"	40.5 lb	82.9 lb

While these figures may only indicate an earlier physical maturity in children they furnish proof of physical improvement. In 1939, 94.91% children were classified as being of 'excellent and normal' nutritional condition, 4.96% were 'below normal' and only 0.13% were 'bad'.

Chapter 6Secondary Education

Provision of secondary education in the
North Riding in 1902.

The Whiskey Money Period - 1902-1906.

Size of schools and type of education given.

Free Place Period - 1906-1930.

Building the first County Grammar School.

Aid for the established schools.

Increased provision - fees.

Minor Exhibition Period - 1930-1939.

County control of grammar schools.

Provision of new secondary schools.

Secondary Education

Although the Education Act of 1902 made possible the development of a public system of secondary education the growth of secondary schools was not rapid. The term "Secondary School" had been popularised by Matthew Arnold who accepted a French educational theory.¹ As a result of his advice to 'organise your Secondary Education' the term became popular towards the end of the nineteenth century. The Bryce Commission of 1895 and the Report of the Schools Inquiry Commission of 1868 had attempted to classify secondary schools. First grade schools were for the education of a learned or literary class. Second grade schools were to educate those whose future was to be in commerce or industry.² The third grade of school catered for the sons of the smaller tenant farmers, the small tradesmen and the superior artisans.³ Within the boundaries of the North Riding there were some eleven schools which belonged to the second and third grades and none of the first grade. That there was no rapid expansion of secondary schools was partly due to the policy

1. The Educational Thought and Influence of Matthew Arnold. W.F. Connell. 1950 - p.243.
2. Bryce Commission 1895. Vol. 1. p.138-144
3. School Inquiry Commission. Vol. 1 p.20.

of the Board of Education which was "to establish a standard of quality rather than hasten an increase in quantity".¹

The Board was convinced that fees should be substantial to maintain the standard of the schools and refused to sanction fees below £3 a year. This rather undemocratic attitude was to some extent mitigated by the granting of free places but these were limited to 25 per cent of the pupils.

At the end of the nineteenth century a new type of secondary school had developed - the higher grade school.

The Bryce Commission of 1895 was obliged to recognise that these elementary schools were giving secondary education to their pupils. The Cockerton Judgement of 1901 restricted the development of these schools and the regulations issued by the Board after the 1902 Act did nothing to encourage them. From the point of view of educational theory and democratic ideals the higher grade school was much nearer to the ideas of the 1920s and 30s than the grammar schools which developed as a result of the 1902 Act. The Board of Education

1. Report of Board of Education 1905-6. p.46

did not fully approve of this type of school and made a strict definition of a secondary school, as follows:-

"a day or boarding school offering each of its scholars, up to and beyond the age of sixteen, a general education, physical, mental and moral, given through a complete graded course of instruction, of wider scope and more advanced degree than that given in elementary schools."

The curriculum was for a course of not less than four years and was to include English, at least one language other than English, mathematics, science and drawing. Music was not specified but there had to be provision for manual training and physical exercises. The following requirement was most precise:

"Where two languages other than English are taken and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the advantage of the school."

The 'free place' system was introduced by the Board to allay criticism that it had an undemocratic spirit.¹ The Regulations for Secondary Schools 1907 were designed 'to make the schools fully accessible to all

1. Hansard 13th March 1907.

classes.' Grants were increased to those schools which would accept at least a quarter of their pupils as holders of free places. Free places were only available to elementary school children. They were not scholarships and the examination was merely a qualifying one, designed to prevent any lowering of the schools' standards. Holders of free places had to be treated in the same way as fee paying pupils,¹ but it was denied that the object of the free place system was to enable boys and girls of exceptional ability to transfer themselves or, as it is called, rise into a different social class. The 1907 Regulations had an important effect on educational policy. Because of them the local authorities attempted to satisfy the growing demand for secondary education by the provision of additional places rather than by the establishment of new schools.

It is possible to discern three stages in the policy of the North Riding Education Committee in its provision of secondary education.

The Whiskey Money Period

From 1902-1908 the Committee merely carried on

1. Report of Board of Education 1909-10.

with the policy of the Technical Instruction Committee¹ and was unable to make any positive action owing to the fact that the County Council refused to levy a rate for secondary education.

The Free Place Period

From 1908 to 1930 there was a period of steady progress both in the establishment of new schools and the expansion of existing ones.

The Minor Exhibition Period

The third phase began in 1930 when the 'Special Area Rating' was abolished and the minor exhibition scheme replaced the free place system. During this third phase definite and determined efforts were made to ensure that all children in the Riding should have equal opportunities of attending secondary schools as scholarship holders, regardless of the geographical location of their homes and the financial condition of their parents.

When the newly formed Education Committee reviewed the situation in 1905 it was found that while

1. Chapter 2 and Appendix XLV Higher Education Accounts for 1905.

there were 45,600 children in elementary schools only 967 North Riding Children were receiving any form of secondary education. This handful of children was spread over eleven schools inside the boundaries of the Riding and three schools outside the area. Details are given in the following extract from the North Riding Education Committee minutes of 3rd July 1905:-

<u>Schools situate within North Riding Area</u>	<u>Under 12</u>		<u>Between 12 & 16</u>		<u>Over 16</u>		<u>Total</u>	<u>Grant</u>		
	B	G	B	G	B	G		£	s	d
Easingwold Westerman Foundation School	2	1	22	2	-	-	27	75	-	-
Guisborough Grammar School	6	-	27	-	4	-	37	100	-	-
Northallerton Grammar School	2	-	5	-	-	-	7	5	13	2
Pickering Grammar School	4	3	10	18	1	-	36	-	-	-
Redcar Sir William Turner's School	25	-	54	-	10	-	89	200	-	-
Richmond Grammar School	5	-	21	-	7	-	33	-	-	-
Scarborough St. Martin School	6	-	43	-	3	-	52	120	-	-
Scarborough Municipal School	5	3	111	153	7	10	289	500	-	-
Scorton Grammar School	6	-	24	-	3	-	30	17	2	1
Stokesley Preston Grammar School	11	-	24	-	-	-	35	15	15	1
Yarm Grammar School	14	-	17	-	4	-	35	31	11	6

Schools Situate outside
North Riding Area

Barnard Castle North Eastern County Sch.	-	-	29	-	10	-	39	62	13	-
Middlesbrough High School	10	8	61	61	11	12	163	300	-	-
York Archbishop Holgate's School	3	-	19	-	3	-	25	50	-	-

Total 99 15 467 234 60 22 897 1477 14 10

Total Boys = 626; total Girls = 271.

A further 70 pupils attended 5 small schools which received no grant.

North Riding Education Committee Minutes, 3rd July, 1905.

There were five further schools within the Riding - Bedale, Masham, Yorebridge, Kirby Ravensworth and Great Ayton Friends', to which no grant aid was paid. It may be seen that only in Scarborough and Middlesbrough were the numbers appreciable. Scarborough had been progressive in providing for its own secondary education before 1902 and Middlesbrough was a County Borough with its own Education Committee. As there were no girls schools there was rather more than twice the number of boys than girls in the total.

The size and scope of some of these schools may be judged from the following facts:-
Easingwold Grammar School, Westerman Foundation was a two teacher school with two classrooms. It had accomodation for a mere 35 pupils of an age range from 10 to 17. The curriculum was based on the Charity Commissioners' Scheme of 1876:- reading, writing, arithmetic, geography, history, English grammar, composition and literature, maths, mensuration, land surveying, Latin, French, natural science, drawing, vocal music, technical instruction (by which grant was earned) advanced maths, chemistry, botany, geology, physiography, principles of agriculture and physiology.

The North Eastern County School, Barnard Castle (outside the North Riding) was much larger and had accommodation for 300 pupils between the ages of eleven and sixteen, and its buildings had cost £28,000. Fees were £31 per annum for board and tuition and the school was founded with ~~the~~ special reference to the needs of tenant farmers whose sons had preference for admission. The curriculum was that of the Agricultural Department and was similar to that listed for ~~B~~asingwold with the addition of book keeping and it had a definite agricultural bias, there being visits to farms on two mornings each week.

Sir William Turner's School, Redcar, founded in 1676 had accommodation for 100 boys. Fees were £5 to £10 per year according to age, and boarding fees were £45 per year. Greek and German could be learned for an annual fee of £3.

Yarm Grammar School had one teacher and fifty pupils, while Guisborough Grammar School had two teachers for the same number of pupils.¹ In contrast Middlesbrough High School (outside the Riding) was a most vigorous establishment. It had no endowments but had been recognised as an organised Science School under the

1. Annual Report of Technical Instruction Committee
7th August, 1894

regulations of the Science and Art Department. In the day school were 200 boys and 145 girls, with 63 pupils in the preparatory department. The ages of the scholars ranged from 11 - 17 years. There were 467 students whose ages ranged from 16 to 50 years attending evening and Saturday classes. Fees were £8 per annum for the Science School and from 2/6d to £1 per session for the evening classes.

Northallerton Grammar School, founded in 1321 to teach 'Grammar and Song',¹ was reduced to seven pupils.

The Whiskey Money Period

It was 1906 before the North Riding Education Committee had solved its administrative difficulties sufficiently to make a plan for the future. The plan was modest to say the least. It was proposed to continue to pay grant to the following schools inside its boundaries:

Guisborough Grammar	- Boys
Sir William Turner's Redcar	- Boys
Easingwold Westerman Foundation	- Boys and Girls
Scarborough Municipal School	- Boys and Girls
Scarborough St.Martin's Grammar	- Boys

1. William Hutchinson History of Durham iii p.434
Carlisle 1794
Quoted in Victoria County History of Yorkshire Vol. 1.

Richmond Grammar	- Boys
Pickering Grammar	- Boys and Girls
Yarm Grammar	- Boys and Girls
Stokesley Grammar	- Boys and Girls
Scorton Grammar	- Boys
Northallerton Grammar	- To be re-opened for Boys and Girls

and outside its boundaries to:-

Middlesbrough High School	- Boys and Girls
North Eastern County School, Barnard Castle	- Boys
Archbishop Holgate's School York	- Boys

The obvious deficiency in provision for girls was to be remedied by making Easingwold, Northallerton and Malton co-educational, and building a new school at Whitby and a school for girls in a suitable place to serve the Cleveland area.¹

The need for a school at Whitby was heightened by the need for training pupil teachers. E.E. Roberts, H.M.I., writing about the need for a Pupil Teacher Centre at Whitby said, "we are still in the dark ages here. There is no secondary or higher education school. I do not know of any building where a Pupil Teacher Centre could be held."²

1. North Riding County Council Minutes 1906
2. P.R.O. Ed.53 - 258½ 887R

The Committee estimated that in a normal year the following exhibitions would be required:-

	<u>Cost per year</u>
20 Open Exhibitions tenable for 4 years	£80
70 Exhibitions for the preparatory training of pupil teachers tenable for 3 years	£210

To carry out this modest scheme, a sum of £3,062 per year would be required, made up as follows:-

Annual Grant to schools within the Area	£1270
Annual Grant to schools outside the Area	£ 415
Provision and Maintenance of new schools	
Northallerton	£ 426
Whitby	£ 431
Cleveland	£ 153
Easingwold (additional)	£ 81
Malton	£ 286
	<u>£3062</u>

In preparing its scheme for educational development in 1906 the North Riding Education Committee included its plans for secondary schools under the general heading of "Education other than Elementary". The estimated cost of the whole scheme was:-

<u>Agricultural</u>	<u>Cost</u>		
Agricultural Education under Yorkshire Council	£1,800	-	-d
Itinerant Dairy Instruction	500	-	-d
Scholarships	465	-	-d
Elementary Teachers' Classes	150	-	-d
	<hr/>		
	£2,915	-	-d
	<hr/>		
<u>Higher Education other than Agricultural</u>			
Secondary Schools	£3,062	-	-d
Training of Pupil Teachers	4,472	5	-d
Training of Teachers other than pupil teachers	500	-	-d
Evening Schools and Science and Art Classes	475	-	-d
Technical Classes	100	-	-d
Scholarships and Exhibitions	2,303	-	-d
	<hr/>		
	£10,912	5	-d
Adminstration	500	-	-d
	<hr/>		
Total	£14,327	5	-d
	<hr/>		

The scholarships concerned had been awarded in the past by the Technical Instruction Committee and the Committee wished to re-introduce them. These scholarships included:

Boarding at secondary schools for promising children, University, Art, Mining, Maternity, and also Merchant Navy Scholarships on School Ship 'Conway'.¹

1. Ibid Chapter 2.

In making these plans the Committee was under pressure from the Board of Education about the supply of good primary teachers.¹ These only could be supplied if good secondary schools and pupil teacher centres were available. The Managers of Ormesby Group of Schools were concerned about their poor facilities and wrote as follows:-

"That the Managers of the Ormesby Group of Council Schools desire to express their deep regret that the North Riding County Council has not sanctioned the levying of a rate for providing funds necessary for continuing and extending higher education in the North Riding. In consequence of this, the evening classes in this, the greatest industrial district in the Riding, have had to be abandoned, and there are now absolutely no facilities for young people to obtain~~ing~~ any education whatever except in the elementary day schools, a condition of things which is probably without parallel in any similar district in the United Kingdom."

"The Managers are of the opinion that it is an essential part of the duties of the Education

1. Ibid. Chapter 7

Authority to provide proper means and facilities for boys and girls continuing their studies after they have left the day schools, and they would respectfully ask the County Council to provide those opportunities for self-culture and advancement in life which are already enjoyed so largely by those under neighbouring Education Authorities".¹

The Education Committee pointed out they had no power to levy a rate and passed on the letter to the County Council.

The Committee estimated that to carry out this programme the £7,200 of Local Taxation (Customs and Excise) or whiskey money, would have to be supplemented by the product of a rate of $\frac{1}{8}$ d in £1. It was pointed out that holders of County Major Scholarships in 1901, 1902, 1903 had been particularly successful and a warning given that the whiskey money alone was only sufficient to support:

1. The existing secondary schools
2. The training of pupil teachers
3. Evening Schools at Scarborough, Thornaby and Whitby, where there were big attendance figures.

1. From North Riding Education Committee Minutes,
10th October, 1905
Resolution passed by the Managers of the Ormesby Group
of Council Schools at a meeting held on 18th Sept. 1905

The Committee also pointed out that the North Riding compared very ^{un}favourably with other areas, but the County Council, perhaps influenced by rural conservatism, remained adamant and for 1904-5 and 1905-6 no higher education rate was raised. Section 2 of Education Act 1902 empowered the Local Education Authority to raise a 2d rate for higher education. Not only was the development of secondary schools delayed but the scholarship scheme, though a small one, came to an end. Scarborough continued as before, raising a local rate for higher education. In 1907-8 the County Council was finally obliged to sanction a higher education rate of $\frac{1}{2}$ d in the £1 and progress was possible.

The Free Place System

Progress during the second phase of development 1906-1930 was slow at first but was considerable by the end of the period. Not only was there little demand for grammar school education but the main cost of building a new grammar school fell on the locality served. Consequently parents were reluctant to increase local rates to provide secondary schools and then pay fees for their children to attend. This charge on the local rates

was reduced first to three-quarters and later to two-thirds but not until 1930 was it entirely abolished and the financial responsibility accepted by the County Councils. However in 1906 the initiative had to be taken in the area paying the local rates. This is best explained by the re-establishment of Northallerton Grammar School. Originally founded in 1321¹ it had flourished until its endowment was taken away in the reign of Edward VI. By 1794 "The School had had no great reputation of later years"² and by 1844 it was almost an elementary school when an attempt was made to revive it as a grammar school. By 1902 it had again declined and a H.M.I. reported to the Board of Education that the staff consisted of a Headmaster and a boy of sixteen, and there were only seven boys as pupils. In 1905 the Board ruled that it could not be recognised.³ The Governors informed the Education Committee that the funds of the school amounted to £1,500 and they agreed to co-operate with the County Council to provide a new school for boys and girls to serve Northallerton and the surrounding district. Northallerton Urban District Council agreed to levy a rate of one penny towards its support and the County Council agreed to

1. Victoria County History, Vol. 1

2. William Hutchinson. History of Durham iii p.434 Carlisle 1794. Quoted in Victoria County History, Vol. 1

3. P.R.O. 35/2821. S.8839. Pt 2.

provide the site at a cost of £500 and to make an annual grant towards its maintenance.¹ Since the old school was a charitable foundation the consent of the Board had to be obtained before the old buildings and site could be sold for £620. The new school was to be a public secondary school for 150 boys and girls aged between 8 and 17 years, special permission being required for a pupil to stay on till eighteen. Fees were fixed at £7. 7s -d per year. When approval of the Board of Education was applied for the Committee was informed that these fees were too low but they insisted that as the school was to be a true secondary school and would give commercial education, the fees were not too low.³

The opening of Northallerton Grammar School may be regarded as symbolic of a change of heart on the part of the County Council and it also coincided with a change in the regulations of the Board. The Regulations of 1904 had been most precise as to the curriculum of secondary schools, but those of 1907 allowed a measure of flexibility while 'at least one foreign language' was still required, the specification of the minimum times to be

1. North Ridigg Education Committee Minutes 13th Sept. 1904
2. P.R.O. Ed. class 43/1095 E.E. 3648
3. P.R.O. Ed. class 35/2821

spent on certain subjects was withdrawn. The Board hoped that the curriculum would reflect "the requirements of the area". This has been interpreted as permitting some measure of vocational training. The Board therefore approved the curriculum of the new Northallerton Grammar School, which was as follows:- reading, writing, arithmetic, geography, history, bookkeeping, English grammar, literature, composition, maths, Latin, at least one foreign language, at least one branch of natural science with practical teaching, drawing, music and drill. The North Riding County Council specified that so long as it made a grant to the school, 'manual training', 'the use of tools and the principles of agriculture should be part of the curriculum'.¹ This curriculum was in keeping with the conception of secondary education which was becoming accepted, that the schools catered for two types of pupil - those who were to proceed to university and those who would proceed to employment in public office, commerce or industry, immediately after leaving school at about the age of sixteen. When H.M. Inspector reported on Sir William Turner's School, Redcar he listed the subsequent occupations of pupils as follows:- engineering, professions, trades, medicine, law, civil

1. P.R.O. Ed. Class 35-2821

service and many branches of commercial life, e.g. as clerks, tradesmen, etc.¹ The Board did however advise that technical or vocational work should always be confined to the last year or two of school life.²

The plans for the Girls' High School at Saltburn which was to serve the densely populated urban area of Cleveland was one of the last examples of providing secondary education as cheaply as possible. In 1907 it was planned to convert Oak Villa, a large private house at Saltburn into a secondary school with accommodation for fifty or sixty girls. The rent was to be £80 per year and the alterations to cost £20, the attics becoming laboratories for physics and botany.³ Fortunately it proved possible to provide a proper school building, properly equipped in 1911, at a cost of £11,074. Although by 1919 it was necessary to rent 'Red Houses' a boarding house, three-fifths of a mile from the main building, to relieve the overcrowding.⁴

At Pickering a new school was provided from sales

1. P.R.O. Ed. class 53/259 - 234/38R
2. Board of Education Circular 826 1912
3. N.R. Education Committee Minutes 6th March 1907
4. Higher Education Reports of North Riding 1934-38.

from Lady Lumley's Foundation. This was begun in 1903 when the Governors applied to the Charity Commissioners to build a new school. Although Section 2 of Board of Education Act 1899 transferred the powers of the Charity Commissioners to the Board of Education, Lady Lumley's Foundation was charitable as well as educational, and the consent of the Charity Commissioners was required. The actual cost of the school was:-

11 acres land for site	£800	-	-
Law Costs on purchase	13	9	-
Cost of first plan which was abandoned	37	2	-
Advertising for tenders	5	1	-
Board of Education Architect's fee	10	10	-
Cost of Quarter Sessions Order for deviation of footpath	37	7	10
Contract for building including roads and entrance gates	3695	11	4
Heating apparatus	186	-	-
Gas and water mains	15	-	-
Architect's commission and expenses	227	6	2
Asphalting boys' playground	36	14	4
Levelling cricket ground	42	8	3
Cost of draining	12	12	9
Fencing	2	11	-
Flower bed making	2	12	-
Furniture, apparatus, books and stationery up to December 1905	357	11	2
Cost of renovation of old school house and Master's house	65	-	-
	<u>£5546</u>	<u>16</u>	<u>10</u>

This was met out of sales from Lady Lumley's Foundation.¹ Thus the needs of the Pickering area were met almost without cost to the local Education Authority. In addition, Guisborough Grammar School was brought up to date in 1911 by a County Council grant of £1,800 to provide a laboratory and gymnasium. By 1914 the new schools at Easingwold, Malton, Northallerton, Pickering, Saltburn and Whitby had been built. Existing schools were enlarged and a new school at Thirsk was completed in 1919. It must be remembered that these grammar school places were intended for fee paying pupils. Indeed there was little demand for large numbers of scholarships. By 1914 only 40 scholarships to secondary schools were provided but only 379 children out of a possible 5,000 entered for the examination.² By 1919, in spite of the increase in provision, less than two thousand North Riding children were receiving grammar school education and the Committee ~~was~~ informed by the Secretary that the demand for secondary education had increased in a remarkable manner.

In 1923 the President of the Board of Education reported a similar increase throughout the country:-

1. Ed 43/1096. 8840SX
2. North Riding Education Committee Minutes 1915

"Parents who would not have thought of secondary education for their children are now making great sacrifices to obtain it. I doubt whether, even in normal times, with ^{money} easy ~~money~~, we would have been able adequately to cope with the demand".¹

By 1921 there had been a sudden spurt of progress by which the number of grammar school places was increased to over 3,000, an increase of 50% in two years. However, only 96 free places were awarded and only 362 children were entered for the examination. The 1920s were a static period due to the depression and the economic stagnation which affected both farming and heavy industries. Heavy unemployment in Cleveland, low farming prices, and instructions from the Board to economise were sufficient to preclude any ambitious schemes. During the decade which followed there was no further improvement. Indeed, in 1930 the number of secondary places occupied by North Riding pupils was 3,109. The slight increase being due to the increased number of pupils staying at school till the age of sixteen. Such progress as did occur took the form of the Local Education Authority accepting the major

1. Parity and Prestige in English Secondary Education. Olive Banks. Routledge and Kegan Paul 1955.

financial responsibility for the maintenance of Guisborough, Malton, Northallerton, Pickering and Richmond Boys' Grammar Schools. In addition, High Schools for Girls were opened at Scarborough and Richmond, both in inadequate, adapted premises. The school at Richmond merely being a converted dwelling house in the centre of the town.¹

The second phase of development in the North Riding ended with the situation whereby the Committee by its policy of fixing fees at nine guineas, and only granting a small number of scholarships was in fact favouring the middle class. It must be remembered that fees were not the only expenses entailed by attendance at grammar school. The cost of school uniform, travelling expenses in a rural area, and the loss of wages due to staying at school, acted as a deterrent to poorer parents.

The distribution of free places in 1930 was as follows:-

<u>Secondary Schools within the Riding</u>	<u>Free Places</u>		<u>For Year</u>
	<u>B</u>	<u>G</u>	<u>1929-30.</u>
Askrigg, Yorebridge Grammar	24	20	6
Bedale	-	-	-
Easingwold Grammar	16	12	1
Guisborough Grammar	58	-	12
Malton Grammar	7	19	-
Northallerton Grammar	31	36	18
Pickering Grammar	15	15	14
Redcar, Sir William Turner's	104	-	18
Richmond Grammar	32	-	5
Richmond High	-	27	5
Saltburn High	-	109	20
Scarborough Girls' High	-	130	20
Scarborough High (Boys)	228	-	25
Scarborough Convent of Ladies of Mary	-	38	3
Thirsk Secondary	20	12	10
Whitby, The County	30	42	15
Yarm Grammar	25	35	15

<u>Schools situated outside the Riding</u>	<u>Free Places provided by North Riding</u>		<u>For Year 1929-30</u>
	<u>B</u>	<u>G</u>	
Barnard Castle	8	-	3
Knaresborough	1	-	-
Middlesbrough High	34	41	-
Middlesbrough Kirby	-	3	-
Ripon Girls' High	-	1	-
Middlesbrough St, Mary's Convent	-	28	-
Ripon Grammar	2	-	-
Stockton Grammar (Boys)	13	-	-
Stockton, Queen Victoria High(Girls)	-	1	-
York, Archbishop Holgate's Grammar	34	-	3
York, Queen Anne Secondary (Girls)	-	11	-
York, Nunthorpe Secondary (Boys)	1	-	-
York, Mill Mount Secondary (Girls)	-	4	-
	<u>688</u>	<u>584</u>	<u>193</u>

Total schools 30

1.

The vast increase in the provision for girls is at once obvious.

1. Annual Report of Education Committee 1930
10th February 1931.

Appendix XLIV Map showing positions of grammar schools.

The Minor Exhibition Scheme Period

In 1930 the third phase of development began. The first step was the abolition of the 'Special Area Rating' in respect of secondary schools.¹ This meant that ratepayers were no longer penalised for having a secondary school in their area.

During this period educational theory had been clearly stated in the Report of the Consultative Committee, "The Education of the Adolescent" or the Hadow Report. One of its recommendations was that all secondary schools should be known as grammar schools and that they would have a higher leaving age than the other forms of secondary schools envisaged, and have a 'predominantly academic curriculum'. By 1930 there had been a shift in the emphasis on the actual function of secondary schools and it was realised that instead of producing would-be university students, the schools were being used as the final stage in education for intending clerks and entrants to commerce. This is clearly shown in the North Riding by the fact that in 1928, when the majority of secondary pupils were fee payers only 203 pupils passed the School Certificate and 46^{the} Higher School Certificate examinations.

1. North Riding Education Committee Minutes September 1930.

As a result of an investigation by H.M. Inspectors in 1930, the system of awarding free places was replaced by the Minor Exhibition Scheme. Under the free place system the Committee awarded about a hundred Junior Scholarships to candidates for all the Riding and each secondary school held an additional examination and awarded further free places to children in its own area, so making up the minimum number of free places required by the Board. Those areas without their own secondary schools, i.e. Eston, were thus at a disadvantage. The Minor Exhibition Scheme which replaced the free place system was a County examination and was awarded to children of merit wherever they lived. Under this scheme children in an area without a secondary school had equal opportunity with those in more fortunate areas, and the standard of the pupils was improved. To offset the disadvantage of living in rural areas where great distances had to be travelled by secondary pupils, the Committee granted to every Minor Exhibition winner, either free travelling or boarding allowance.

An examination board was set up to supervise the new system, and its members comprised H.M. Inspectors, secondary and elementary Headteachers and Education Committee members.¹

1. North Riding Education Committee Annual Report 1930.

It was estimated that between 300 and 350 Minor Exhibitions would be granted each year and that when the scheme was in full swing an additional £11,000 per year would be required. In addition the Committee began to pay maintenance allowances to pupils in secondary schools as they did for those in elementary schools.

This proposal for increased expenditure is praiseworthy when it is remembered that this was the period of economic depression. Indeed the Board of Education was exerting pressure on local education authorities to reduce expenditure. Circular 1428 of the Board urged local education authorities to revise the staffing ratios in secondary schools provided there was no detriment to the instruction given. In the report of the Committee on Local Expenditure presented by the Minister of Health to Parliament in November 1932, dealing with the reduction of school staffs, it was stated that most local education authorities staffed their secondary schools in the ratio of 20-22 pupils per teacher and that in 1932 for the whole of England and Wales the ratio was 20-26 pupils per teacher, excluding the headteacher. Although it was the practice in the North Riding to provide a teacher for every 22 pupils with an additional teacher for every 22 pupils over the age of sixteen years

and a Headteacher as well, the North Riding did not make any reductions of staff but continued to adhere to its own scale.¹

In 1932 the Board also issued Circular 1421 to all local education authorities. This urged that fees at secondary schools should be increased as a means of reducing national expenditure on education. The Circular stated "The fees often bear but a small proportion of the cost of the education provided, and are frequently not adequate, having regard to what parents can afford to pay". It is considered that "it would be not unreasonable to look for some increase where the fee is at present below fifteen guineas a year, and while regard must necessarily be had to the fees at present charged, they will ordinarily hesitate in future to approve a fee of less than nine guineas". The Board suggested that in country areas county education authorities should meet the difficulty in considering increasing fees by giving travelling allowances after applying an income test to parents of fee payers. As a result of this circular tuition fees were raised by many local education authorities. In 1932 the North Riding Education Committee refused to increase fees, and did not grant travelling expenses to fee paying pupils. The list

1. North Riding Education Committee Minutes 13th February, 1934

which follows shows that fees for secondary education in the North Riding were low compared with the remainder of the country.

<u>Minimum Tuition Fees per Annum</u>			<u>County</u>	
	£	s	d	
1.	6	6	-	Durham, Huntingdon
2.	8	8	-	<u>Lancashire*</u>
3.	9	-	-	Cambridge, Derbyshire, Gloucester
4.	9	9	-	<u>NORTH RIDING, W.Riding</u> ϕ <u>Cheshire, Lincs.(Holland)</u>
5.	9	15	-	<u>Cornwall</u>
6.	10	-	-	<u>Cumberland</u>
7.	10	10	-	Norfolk ϕ , Northampton, <u>Northumberland, Shropshire</u>
8.	11	-	-	Leicester
9.	11	5	-	Devon
10.	11	11	-	Lincs (Kesteven)
11.	12	-	-	Bedford, Lincs (Lindsay)
12.	12	1	6	Warwick
13.	12	12	-	Buckingham, Hereford, Kent, Nottingham, Stafford, <u>Surrey</u> , E. Suffolk, E.Riding.
14.	13	10	-	<u>Dorset **</u> , <u>Westmoreland</u>
15.	14	-	-	Sussex
16.	14	14	-	Oxford **
17.	15	-	-	Berkshire, <u>Hampshire</u>
18.	15	15	-	Hertfordshire, Middlesex
19.	21	-	-	Essex

Those underlined in black - Travelling allowance with an income test as requested by Board in 1932

ϕ - included use of books

* - included games fees

** - included use of books and games fees.

The final economy brought about in 1932 was the change from "Free Place" to "Special Place" which meant that parents of Minor Exhibition winners were subjected to a means test on the result of which depended the financial value of the award.

The most unfortunate effect of the economy drive was that it prevented the provision of a grammar school in the Eston area, the most densely populated part of the Riding. As early as 1905 the Managers of the Ormesby Group of schools had written to the Committee deploring the fact that in their area there was no provision for any form of education other than elementary.¹ In 1927 the Board approved the purchase of ten acres of land in the centre of the Eston District to be the site of a secondary school, costing £28,000. In 1931, because of the financial crisis, the Board rescinded its approval. The Committee made a determined effort to persuade the Board to sanction the building of the school. It argued that the Protestant children of Eston were distributed among seven secondary schools at Redcar, Saltburn, Guisborough and Middlesbrough. While being urged to economise they were obliged to spend £960 per year for travelling expenses for these pupils. Moreover, the pupils' well-being was being affected by their not being able to

1. Ibid. p. 144-145.

have a hot mid-day meal. Middlesbrough Education Committee was also proposing to build a new secondary school at Marton and was expecting to cater for North Riding pupils. While Middlesbrough was willing to accept North Riding Pupils, it was quite adamant in its refusal to allow Middlesbrough children to attend schools outside the Borough boundary. In 1937 the situation was as follows:-

North Riding children attending Middlesbrough L.E.A. Secondary Schools		Pupils from Eston Area	
Boys	Girls	Boys	Girls
86	129	41	94

The growth of the number of secondary pupils in Eston Area can be seen from these figures:

<u>Year</u>	<u>Fee Payers</u>	<u>Scholarship Holders</u>	<u>Total</u>
1931	91	75	166
1932	83	91	174
1933	99	117	216
1934	118	154	272
1935	102	162	264
1936	91	172	263

During the period 1932-36 the average number of County Minor Exhibitions awarded to the Eston Urban District alone was 35. As there had been a similar increase in the Thornaby area the Committee offered to compensate

Middlesbrough for the withdrawal of Eston children by a corresponding increase in Thornaby children but this proposal was not acceptable. The result was that the Committee was obliged to continue to pay £28 per year for pupils attending Middlesbrough High School and £26 for pupils at Sir William Turner's School, Redcar. Had the Eston school been built the cost per pupil would have been £24. The actual reasons^{given} by the Board for rejecting the proposal to build the Eston school were that a small school was uneconomical of staff, did not attract highly qualified teachers and would be unable to support a strong sixth form,¹

While the blame for this neglect of the Eston area must be borne by the Board, if the lower middle class of the area had been sufficiently vociferous they would not have been passed over. Eston area was obliged to wait until 1955 before it obtained its own secondary school.

In 1936 when the financial situation had improved, and when an Education Act embodying many of the principles of the Hadow Report had been passed by Parliament, the North Riding Education Committee produced a development plan. As far as secondary schools were concerned it consisted of building Girls' High Schools at Scarborough

1. Higher Education Reports of North Riding 1934-38.

and Redcar, general expansion in all schools and the virtual annexation of Guisborough and Sir William Turner's School, Redcar.

In 1922 the committee had assumed financial responsibility for Guisborough Grammar School. In that year the yearly cost of maintaining the school was £5,700 made up as follows:-

From the Governors out of endowment funds	£ 200
Pupils' fees	£1,300
From the County Council	£4,200
	<u>£5,700</u>

In accordance with a regulation of the Board of Education of 1908, the County Council had a majority on the Governing body. In 1937 a Sub-committee appointed by the Committee, recommended that:-

1. The Preparatory Department should be closed down as soon as possible, and certainly not later than 1939.
2. That fee payers should only be drawn from the areas defined by the Committee for the purpose of awarding Minor Exhibitions.
3. That only five Pursglove Scholarships should be awarded (These were the school's private scholarships originated by the founder).

4. The number of pupils should be limited to 200 so that accommodation for woodwork lessons would be available.
5. A gymnasium, library and staffroom should be built and the laboratory furnished.
6. The number of mid-day meals should be increased, and its cost reduced to less than the shilling per day charged in 1937.¹

What had been a small endowed school in 1900 had become by 1936 what was virtually a county secondary school with the County Council controlling the admission of all the scholarship holders, the standard of fee payers and the areas from which they were drawn, the overall size of the school and the educational facilities provided. At the same time Sir William Turner's School, Redcar came under North Riding control in the same way.

When the new Girls' High School for the North Cleveland area was sanctioned by the Board, it was to be at Redcar not Saltburn, the site of its predecessor, built in 1911 and which was inadequate. The reason for the change was geographical. The population of Redcar had risen from 10,508 in 1911 to 22,010 in 1937, and had far

1. Higher Education Reports 1934-38. November 1937.

outstripped that of Saltburn. In addition Redcar was far more accessible by road as well as being more central. Transport costs of pupils would be considerably less at Redcar. Owing to the outbreak of war, this school was not built until 1953.

The Scarborough Girls' High School was finished in 1939, one of the last new schools in the country to be opened before the outbreak of war. It was a two form entry school for 320-330 pupils. The cost was £60,600 made up as follows:-

Purchase of site, excavations and levelling	£ 8,100
School buildings	£50,000
Caretaker's house	£ 650
Quantities, Clerks of Works, Legal Charges	£ 1,250
Salaries of Temporary Architectural Assistants	£ 600
	<u>£60,600</u>

This sum was obtained on loan for a period of thirty years, requiring repayment of £3,000 per year, half of which was borne by the Board of Education, leaving approximately £1,500 to be borne by the rates, over a period of thirty years..

Some idea of the educational theory held at the time can be obtained from the plans of the school. The

school was designed to admit the maximum of sunlight to each classroom. The two storied building was in the form of an 'H', the classrooms forming one wing and the special subjects rooms the other, the assembly hall being the joining link. The accommodation was to be:-

1. 8 form rooms
2. A geography room
3. A lecture room
4. Library - provided at the instigation of the Board of Education and Carnegie Trustees.
5. Art room
6. Two Science laboratories, a preparation room and greenhouse.
7. Gymnasium with changing rooms and showers.
8. Hall with stage, retiring rooms, cinema block and chair store.
9. An administrative block containing rooms for headmistress, staff, secretary and sick room for medical inspection.
10. Cloakrooms, drying rooms, lavatories and W.C.s.
11. Cookery room.
12. Dining room and kitchen.
13. Cycle sheds and caretaker's House.
14. Playing fields to comprise hockey pitches, two netball courts and four tennis courts.

The Board of Education would have approved a gymnasium measuring 60 x 30 ft. but the Committee decided in favour of one 70 x 40 ft. in accordance with a recommendation of the Board, so that the room could be used

for adults or classes larger than 30. The larger size increased the cost of the school by £1,000. In addition, they decided to increase the dimensions of the hall so that it would accommodate 600 instead of 300, and thereby they were obliged to spend an extra £5,000. The committee had in mind the use of the gymnasium for teachers' courses, and the hall for meetings of parents and the general public.¹

The advanced design of the Scarborough School was due to the employment of specialist architects. This was the result of an appeal by Earl De La Warr, the President of the Board, to Local Education Authorities to make use of the services of distinguished architects to assist them in carrying out the building programmes of the 1936 Act. By 1939, fifty architects nominated by the President of the Royal Institute of British Architects were employed by the North and West Ridings. The senior elementary schools of the 1936 Act were engaging the interest of the public at that time. The News Chronicle promoted a national competition for the design of a senior elementary school. The winner of the competition, Mr Dennis Clarke Hall, was given his first commission by the North Riding. The Richmond High School for Girls which he designed was

1. Higher Education Reports of North Riding 1934-38
May 4th 1936

completed in 1940 and it has been said that it was the foundation of modern school design in England.¹

The question of fees was reconsidered in 1938. The Committee had refused to raise them in 1932 when requested to do so by the Board. It had at the same time refused to pay the travelling expenses of fee payers. By 1937 it was obvious that parents of fee paying pupils living in areas remote from secondary schools were being penalised. In some cases the yearly cost of transport amounted to £9 per pupil. The Committee therefore sought and obtained the permission of the Board to pay for the conveyance of all fee paying pupils who lived more than three miles from the nearest secondary school. To finance this reform, fees were raised from nine to twelve guineas. It was also decided that the Minor Exhibition examination which had been taken by all pupils since 1929 was to be used as the entrance examination for fee paying pupils instead of a separate examination, as hitherto. However, the decision to admit or refuse a pupil as a fee payer remained in the hands of the headteacher.

By 1939 some three hundred scholarships per year were being awarded.² The scholarships included both

1. North Riding Education Committee Minutes 1937

2. Appendix L.

tuition and travelling expenses. The children who failed to qualify for these awards but whose performance in the examination was sufficiently satisfactory could attend secondary schools as fee payers, and if they lived more than three miles from their school their travelling expenses were paid by the Committee. Since the average cost of maintaining a child in a Secondary School in the Riding was £24 - £28 and since the fees were only twelve guineas with free travelling, the fee payers were in fact heavily subsidised by the County, holding, as it were, a second class scholarship.

By 1939, the end of the period under survey, the North Riding had increased the number of grammar school places to 4,171. From 1934 onwards it was superior to the national average,¹ and the Committee had succeeded in integrating the secondary schools into the state system so that in 1939, while the national average of ex-elementary pupils in secondary schools was 72.6%, that of the North Riding was 89.7%² The following figures show how North Riding Schools compared favourably with those in the country as a whole.

1. Appendix XLVII

2. North Riding Education Committee Annual Report 1935.

October 1st 1936

Number of classes containing

	up to 20 <u>pupils</u>	<u>20-25</u>	<u>25-30</u>	<u>30-35</u>	over 35 <u> </u>	<u>Total</u>
North Riding Total classes	50	26	36	16	1	129
North Riding Percentage of total	39.0%	20.3%	28.1%	12.5%	0.1%	100%
English Schools Percentage of total	26.4%	17.6%	30.8%	24.4%	0.7%	100%

In 1939, 2987 of the 4171 North Riding secondary pupils attended 14 secondary schools maintained by the North Riding inside its boundaries.¹ The bulk of the remained attended schools at Barnard Castle, Middlesbrough, Stockton, York and Ripon.

A very small number of pupils attended schools such as Bootham and St. Peter's (York), St. Michael's (Leeds) and Darlington, Immaculate Conception, where the fees were comparatively high. The parents were required to find the fees in excess of twelve guineas, the value of the scholarship.

In 1902 out of every twenty children capable of benefiting from secondary education only one occupied a

secondary school place. By 1939 there were four times as many places available.¹ With the notable exception of the Eston area, secondary schools existed within travelling distance of all pupils. Moreover, these schools provided a genuine secondary education.² More than half of the pupils were scholarship holders and the geographical difficulties had been compensated for by free travelling for all.

A.D.C. Peterson has referred to the growth of secondary education as part of the breakdown of social barriers.³ The breakdown was not complete for there was no provision of 'Secondary Education for all', and the value of a scholarship depended on the parent's income, but almost all the progress had been made, which was possible according to the current regulations and the educational ideas then in vogue.

1. Appendix XLVIII

2. Appendix XLIX School Certificate and Higher School Certificate results for 1930

3. A.D.C. Peterson. A Hundred Years of Education
Duckworth 1952.

Chapter 7

The Recruitment and training of Teachers

The origin of the pupil teacher system and how it worked - bursar system - pupil teachers in North Riding - pupil teacher centres at Scarborough and Middlesbrough.

Relations with the Board.

The end of the pupil teacher system and its replacement by normal secondary education followed directly by training college course.

The Training of Teachers

The methods of training teachers for elementary schools in 1900 were still influenced by the work of Dr. Andrew Bell and Joseph Lancaster. Both organised their schools in a rigid and mechanical manner and both administered their schools on the principle of a headteacher supervising the work of monitors who were selected from the pupils. Though both the National schools as organised by Bell, and the Lancastrian schools were outdated and had been replaced by the gallery type of school, the idea persisted that provided a skilled headteacher was supervising, the actual teaching could be carried out by less skilled assistants. Sir James Kay-Shuttleworth is credited with having introduced the pupil teacher system into England from Holland and Switzerland where it had been operating for some time. The pupil teacher system was actually introduced by the Committee of Council on Education in 1846, when Kay-Shuttleworth was its Secretary. As from 1846 it was most advantageous for a teacher to possess a government certificate, and it is also important that from this date the government controlled the standard and regulated the supply of teachers without actually employing them as 'Civil servants'. The pupil teacher system was at first

intended^d as a means of selecting future teachers and was regarded as a type of apprenticeship.

In 1846 the first training college was founded and entrants were only required to read "fluently and without unpleasant tones, write a fair hand, spell correctly and be well acquainted with history and geography",¹ The pupil teacher system when it was introduced had, as one of its aims, the object of acting as a bridge across the gap between the elementary school and the college. Its main aim, however, was to provide a continuous stream of qualified elementary school teachers at a time when there was no comprehensive system of secondary education.

According to Morant, "Pupil teachers were boys and girls who were supposed to help in teaching at a school for a certain number of hours each week or during a certain period of their apprenticeship, and receive, besides a certain salary, regular instruction to prepare them for passing the King's (Queen's) Scholarship Examination at about the age of eighteen years or later. The King's Scholarship was followed by a training college course lasting two years at which training, board and residence were free."² Since pupil teachers were less expensive to

1. The Report of Ministry of Education for 1950.
H.M.S.O. 1951 p.79

2. P.R.O. Ed.24/74 Memo of R.L. Morant February 1902.

employ than certificated teachers, it was necessary, in order to preserve stan^dards, to limit the number of pupil teachers to one for each certificated teacher or three for each headteacher. In many areas the pupil teachers had full time education at Centres and were not on the staff of any particular school. A grant of £2 was paid in respect of each pupil teacher but this was inadequate to educate them. When a pupil teacher left, the vacant place was taken by a monitor who had to be at least twelve years of age, to be approved by H.M. Inspector and to have passed the examination for standard IV or higher. Monitors could not assist in teaching for more than three hours each day. Later they were called probationers and under the code of 1899 they had to be aged between thirteen and sixteen, and the Managers had to undertake that they would become pupil teachers. The pupil teacher system was most vigorous during the period 1880-1900, but its end was foreshadowed by the Education Act of 1902 which provided, for the first time, for the establishment of a national system of secondary school education.

One of the educational improvements which resulted from the Education Act of 1902 was a change in the pupil teacher regulations. The Board of Education raised the

minimum age of pupil teachers to sixteen (fifteen in rural areas) and reduced the period of apprenticeship to two years. Furthermore half of the pupil teacher's time was to be spent in a centre which might be attached to a secondary or higher-elementary school. No school was to be allowed more than four pupil teachers at one time and had, in addition, to be certified by H.M. Inspector to be fit to train them. The most effective progress came in 1907 and was that any pupil who had attended a secondary school for two years and who wished to become a teacher, could obtain a bursary for a year and then either serve a further year as a pupil teacher or proceed direct to a training college. For some time the pupil teacher and bursar systems both operated since the secondary schools were still inadequate. In 1923 the Burnham Committee decided that the secondary school should be the normal institution in which intending teachers should be educated before proceeding to college. The bursar system died out when the Board of Education withdrew its grants for bursars in 1921.

The North Riding Education Committee found itself in difficulties over the supply of teachers almost as soon as it took control. In 1905 the elementary schools were staffed by 457 headteachers, 150 certificated assistants,

362 uncertificated assistants, 266 supplementary teachers, 226 pupil teachers and 60 monitors.¹ The proportion of certificated teachers was dangerously low. The difficulty lay in the fact that the only pupil teacher centre in the Riding was at Scarborough, and this centre was only large enough to serve the needs of the Scarborough area. Even if it had been larger its geographical position on the southern border of the county would have prevented it serving the county as a whole. There were in fact 50 pupil teachers at the Scarborough Centre, 33 being residents of Scarborough and 17 from the remainder of the Riding.² In August 1904 the Education Committee of the County Borough of Middlesbrough and the North Riding Education Committee collaborated to provide a pupil teacher centre in Middlesbrough. Middlesbrough provided the centre and the North Riding agreed to pay a rent of £70 for the first year, £120 for the second year and £100 for each subsequent year, as a contribution towards its upkeep. Each authority was to share the cost of running the establishment on a pro-rata basis and furthermore the North Riding agreed to pay £1 for each place^{un} occupied out of its quota of 120 pupil teachers.³ Some of the training colleges were in fact

1. Minutes of North Riding Education Committee May 9th 1906
2. Minutes of North Riding Education Committee May 9th 1906
3. North Riding Education Committee Minutes 1904. 5th June 1905.

providing degree courses but in 1905 it was decided that the Middlesbrough Pupil Teacher Centre should limit its work to preparing students for the preliminary examination for a Teacher's Certificate for elementary school teaching.¹ This examination was to replace the King's Scholarship which was abolished in 1907, and which was the normal method of obtaining a training college place. There were several alternative examinations, the Matriculation examination of the various universities and the Cambridge Senior Local Examination. Matriculation was favoured in some areas since it enabled students to obtain the 'assistant's qualification' more quickly than via the Board of Education Preliminary. In addition it could enable the student to take a science degree. However, since teachers with science degrees rarely stayed in elementary schools it was decided to end Matriculation work at the Pupil Teacher Centre in Middlesbrough and concentrate on the Board of Education examination, and to make it plain to all intending students that no preparation could be given for the Inter-Arts and Science Examinations of London and other Universities. There was, of course, an entrance examination for the Pupil Teacher Centre² and the syllabus gives an indication of the scope of the work carried on in

1. Pupil Teacher Centre Sub-Committee Meeting August 25th 1905

2. Appendix LI

the final years of the elementary schools. It may be said, therefore, that the pupil teacher centres were a specialised type of secondary school giving definite vocational training.

The needs of the Northern and Southern extremities were satisfied as follows:-

			Average cost per head
Middlesbrough Centre	120	Pupil teachers	£6. 10. --.
Scarborough Centre	50	" "	£7. -- --.
York Centre	26	" "	£11. -- --.

But for the central part of the county no pupil teacher centre existed. H.M. Inspector reported in 1905 that the North Riding was a particularly difficult area in which to enforce the new Pupil Teacher Regulations of 1905, owing to the lack of railway facilities. A further difficulty was due to the fact that except at Middlesbrough and Scarborough there were no secondary schools for girls. There was a High School for Girls at York where the fees of £16. 16. --. per year were high, but this school did not wish to accommodate pupil teachers.¹ Furthermore, the Pupil Teacher Centre at Middlesbrough was attached to an elementary school and had no connection with secondary

schools. The possibility of ~~re~~-opening a pupil teacher centre at Whitby was investigated by H.M. Inspector in 1905, and he wrote "We are still in the dark ages here. There is no secondary or higher education school. I do not know of any building where a pupil teacher centre could be held".¹

Building grant was available from the Board to encourage local education authorities to develop their own training colleges, and with this in mind a conference was held in 1906 between East Riding, North Riding, City of York and the Borough of Hull to investigate the possibility of joint action in establishing a training college for women teachers in elementary schools. The decision of the North Riding is given in its minutes; "No definite action taken, as it appears that the scheme will be expensive".² It must be remembered that at this time the only funds available for secondary education were from 'Whiskey Money'. At no time during the period under review was this scheme or any similar one again discussed.

As a temporary measure the Board gave approval for central classes for pupil teachers to be held at Northallerton, Whitby and York on Saturdays. To comply

1. P.R.O. Ed.53/258 887R

2. Annual Report of Education Committee for 1906
December 11th 1906.

with the Pupil Teacher Regulations of 1904-5, classes had to be of four to five hours duration for forty Saturdays in the year and to make up the necessary hours of tuition, one hour's tuition per day had to be provided by the headteachers. The subjects of these courses were drawing, mathematics, elementary science and French, and the pupil teachers were intended to become teachers in secondary schools. There were twenty-six pupil teachers who lived more than twenty miles from a railway station and who were thus unable to attend central classes. They were obliged to rely entirely on instruction from their headteachers. In rural areas pupil teachers were only accepted if the headteacher had special qualifications.

Relations with the Board

At this time relations between the Board of Education and the North Riding were strained. The Education Committee was in a difficult position. The County Council declined to raise a rate for higher education and the only funds available were the "Whiskey Money" and Board of Education grant. This grant was in jeopardy since the regulations for pupil teacher training could not be carried out without adequate funds. The Secretary of the Education Committee wrote to the Boards as follows:-

"It appears hopeless to convince your Board of

the difficulties which confront my committee in arranging for the instruction of pupil teachers and of my committee's good faith in endeavouring to do their best".¹

As a temporary measure the Board paid to the North Riding a grant of £4 for each pupil teacher when the normal grant was only £2. 10s. -. However, when the County Council refused to sanction a rate for higher education this grant was reduced to £3. In 1905 Mr R.L. Morant wrote to Sir William Anson on this matter -

"This will be an important letter, useful as a model for similar counties. It will frighten them as to expenditure: but I don't see that we can be content to squeeze them any less hard".²

Sir W. Anson's reply was -

"I think we must take account of the difficulties of a large area with a scattered population and allow the North Riding to do the best they can. But if they will raise no rate they should not get more than a £3 grant and should consider themselves well off to get that".

Either this threat was effective or the County

1. P.R.O. Ed.53/258 15 - 129R.

2. P.R.O. Ed.53/258 15 - 129R

Council underwent a change of heart, for in 1907-8 the County Council sanctioned a higher education rate of $\frac{1}{2}$ d.

A lack of transport facilities made it difficult for pupil teachers to attend the centre at Scarborough as 'half timers'. Therefore the Education Committee proposed to the Board that these pupil teachers should be allowed to spend the first year of their apprenticeship continuously in a secondary school, followed by a year of practice in an elementary school. However, the Board was adamant, and refused to sanction this. The control of the Board, was at this time most rigid. Not only was it necessary for the names and marks of all those entered for the pupil teacher entrance examination to be sent to the Board but also for a sample of the actual answer papers to be submitted.

In 1906 pupil teachers were distributed about the Riding as follows:-

	Number of Pupil teachers	
Middlesbrough and North Riding P.T. Centres	104	
Middlesbrough Convent P.T. Centre	8	
Middlesbrough High School P.T. Centre	4	
Sir William Turner's School, Redcar	4	
Pickering Grammar School	2	
Guisborough Grammar School	4	
York Grammar School	27	
Scarborough P.T. Centre	19	
Northallerton Central Classes	12	
Whitby Central Classes	8	
Correspondence Classes	11	1.
Total . . .	203	

These arrangements may almost be regarded as an emergency programme. As more secondary schools places became available it was easier for intending teachers to obtain the normal type of secondary school education. It was never again necessary to train secondary teachers by the central class method, and the pupil teacher system began to decline. As early as 1904 the Education Committee awarded thirty free places in secondary schools to intending teachers, and hoped to maintain this figure in future years. In addition it was thought that if sixty to seventy pupil teachers were apprenticed each year the needs of the County would be satisfied.

The arrangements with Middlesbrough Education Committee for the joint Pupil Teacher Centre lasted until 1911, when the centre closed and was replaced by the Kirby Secondary School in Middlesbrough. Middlesbrough pupil teachers attended the new secondary school, and North Riding pupil teachers were accommodated elsewhere. In its final year there were nineteen North Riding Pupil Teachers. The success of the centre may be judged from the future careers of its pupils as listed below:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Number attended 1903 - 1911	114	459	573
Number who have already proceeded to Training College	41	64	105
Number who have already passed Certificate Examination	17	87	104
Left profession as under			
a) Married		24	24
b) Emigrated, Enlisted or Civil Service	5	2	7
c) Deceased	1	6	7
d) Rejected or withdrawn	19	32	51
Number who have obtained University Degrees	1	7	8
Number at present in Middlesbrough schools			
a) Assistants	19	141	160
b) Pupil Teachers	4	26	30

1

The bursar system disappeared after 1921 and the number of pupil teachers continued to decline so that in 1933 there was only one in the North Riding. This was partly due to the fact that the elementary school population was declining and the supply of teachers was adequate. Intending teachers had difficulty in obtaining training college places and a certain number of newly qualified certificated teachers were unemployed. This enabled the North Riding to fill the gaps in its ranks of elementary teachers, although uncertificated teachers

continued in employment as shown below:-

	<u>1905</u> ¹	<u>1933</u> ²
Headteachers	452	416
Certificated Assistants	150	409
Uncertificated Assistants	362	389
Supplementary Teachers	266	193
Pupil Teachers	226	1
Monitors	60	-

(Supplementary teachers were ex-Article 68-ers)

From the point of view of the teachers, the greatest improvement was the advancement of the age at which a pupil was irrevocably committed to becoming a teacher and the fact that the intending teacher was allowed to participate in normal secondary education without there being any social stigma attached. In addition the fact that teachers were recruited from secondary schools rather than elementary schools made the profession attractive to members of the middle class who had formerly spurned it. Owing to the advance of the age at which an intending teacher was able to earn salary it was necessary to extend the scholarship system so that those sections of the community which were accustomed to begin working at an early age would not be debarred from entry into the profession.

1. Minutes of North Riding Education Committee 1906
9th May 1906.
2. Annual Report of Education Committee 1933
13th February 1934.

The 1930s may be regarded as the period when the supply of teachers was adequate, but this was probably due to a decline in the population of the elementary schools and the fact that provision had been made for a raising of the school leaving age which did not take place.

Chapter 8HIGHER EDUCATIONADULT EDUCATION

University Extension Societies.

Workers' Educational Association.

EVENING INSTITUTES

Vocational, recreational, lack of
technical schools.

National Diploma Courses.

AGRICULTURAL

Yorkshire Council, dairy lectures,
Farm Institutes.

JUNIOR INSTRUCTION CENTRES

Unemployment, curriculum of centres.

UNIVERSITIES

Scholarships, grant to universities.

Higher Education

Adult Education

During the period under survey the conception of higher education has changed. In 1939 it had come to mean any form of education other than elementary or secondary and the Board differentiated between adult education and further education for the purpose of grant. Adult Education was the term used by the Board to describe certain cultural and social studies offered to people over eighteen, who were not students of a university. All forms of vocational education, technical, commercial and practical were excluded from the range of classes under the Adult Education Regulations of the Board. In the North Riding at the beginning of the period it was concerned mainly with agriculture, sick nursing, classes for teachers, night schools and university lectures.

Under the educational system which grew out of the 1902 Act there were two important deficiencies. The first ^{CONCERNED} ~~was of~~ the pupils who left their elementary school at the age of twelve or thirteen. Many of these pupils could well have benefited from a secondary education but were denied it either for financial reasons or by the

lack of provision of secondary places. If these young people intended to become apprentices they were obliged to mark time until they reached the age of apprenticeship. There was, in addition, a large number of adults who had not attended university but who were capable and desirous of studying subjects at degree level.

The development of adult education has been associated with three phases:-

1. 1870-1905 when the work was carried out mainly by University Extension Societies connected with the Universities of Oxford and Cambridge.
2. 1905-1918 During this period education was organised mainly by the Workers' Educational Association and took the form of University Tutorial Classes.
3. 1918 onwards During this period the scope of adult education was broadened considerably and four features may be noted.
 - a) Activity on the part of various voluntary bodies which adopted the methods of the Workers' Educational Association.
 - b) Co-operation between the voluntary bodies and local education authorities.

- c) An extension of the direct activities of local education authorities in the field of adult education.
- d) A widening of the educational aims and a greater diversity in the types of classes and courses.¹

Apparently, adult education has always been in demand in Yorkshire, particularly so in the West Riding and in 1927 one fifth of all the adults of England and Wales enrolled in courses, were resident in Yorkshire.

During the first period, 1870 - 1905, University Extension Societies were connected with Oxford and Cambridge Universities. The courses were concerned with the subjects of liberal education such as literature, history, social science, natural science, philosophy and art. While most of these courses were organised in the West Riding towns such as Bradford, Halifax, Keighley, and Leeds, from 1880 onwards sixty-nine courses were organised in Middlesbrough and ninety-three at Scarborough by the Cambridge Local Lectures Syndicate. The Oxford Extension Delegacy conducted short courses not only in the larger towns but also in smaller centres. In the North Riding between 1885 and 1927 this type of course was held in Northallerton, Thirsk, Whitby, Saltburn. There were two

1. Report on Adult Education in Yorkshire.
Board of Education Pamphlet No. 59 H.M.S.O. 1928

types of course, one intended for large audiences and the other for small groups of ardent students who submitted essays and took examinations at the end of the course and whose work was generally agreed to have been of a very high standard.

The second phase, 1905 - 1918, really began with the establishment of the Workers' Educational Association in 1903. In spite of its name it was not a revolutionary organisation and its first president was William Temple, later Archbishop of Canterbury. In its early years the Workers' Educational Association was thought of in terms of 'a peripatetic university' and it was claimed that the standard of work submitted by its members was well up to that of undergraduates in residence. Originally the Workers' Educational Association recruited its members mainly from small groups connected with working class organisations which were interested in social, economic and political problems rather than general culture. In 1909 the Workers' Educational Association formed its first tutorial class in connection with Leeds University and the first classes were held in the West Riding. During the period there was little activity in the North Riding by the Workers' Educational Association, except in Scarborough.

However, during the third phase which began in 1918 progress in the North Riding was rapid. The successful development of Workers' Educational Association classes in the North Riding and East Riding dated from 1920 when the East Yorkshire Rural Extension Committee was established. This was a Workers' Educational Association Committee on which the North Riding and neighbouring local education authorities were represented. Since this was pioneer or experimental work, financial assistance was given by the Carnegie, Cassel and Rowntree Trusts. The Rowntree Trust withdrew support in 1928 after having contributed £1,460, the Carnegie Trust in 1933 after contributing £3,000 and the Cassel Trust in 1938 having subsidised adult education by £2,700. To meet the varying needs of the students different types of courses were organised; tutorial classes which were of three years duration were of a standard approaching that of a university degree though naturally within a narrower syllabus. One year and terminal courses covered a similar but wider range than the tutorial courses. One year courses usually lasted at least twenty weeks and terminal courses at least twelve weeks. Under the regulations of the Board subjects were restricted to the humanities such as, philosophy, literature, political theory, economics, art, biology and history.

By 1933 adult education was available in almost all parts of the North Riding. In 1933 the Board of Education published a report on this type of work in England as a whole and they referred to the development in the North Riding in the following terms:-

" - such an increase would have been remarkable in any area: It is particularly notable when it is remembered how many centres have been opened up in the remote dales".

Further progress was made as from 1935 when an Adult Education Committee was established for the North and East Ridings and it consisted of representatives of the Universities of Leeds and Hull, the Workers' Educational Association and the Local Authorities concerned. The whole area was divided into three parts and the work was apportioned in the following manner:

In the first area the Workers' Educational Association administered about 80% of the one year and terminal courses and University College Hull the remainder.

In the second area the Workers' Educational Association and the University of Leeds made the provision.

In the third area the Leeds Joint Committee for

Tutorial Classes was wholly responsible.

40% of the classes in the second and third areas were North Riding Classes.

The North Riding did not make any great contribution towards paying for these classes. The tutorial classes organised by the Hull Joint Committee were financed by grant from the Board of Education and a grant of £25 per class up to a maximum of £200 per year from the North Riding Education Committee. In addition the North Riding made a grant of £1,800 per year to the University of Leeds which enabled eight North Riding holders of Major Scholarships to attend the University without payment of fees.¹

University College Hull, received Board of Education grant for the One Year and Terminal Courses but the North Riding made no contribution. The Workers' Educational Association which administered the remainder of the area received Board of Education grant and £125 per year from the North Riding. Apart from the grant mentioned above the North Riding made no grant to the University of Leeds. However, the Workers' Educational Association made a grant of £100 to the Leeds Joint Committee for Tutorial classes to help to maintain a resident tutor who

1. North Riding Education Committee Higher Education Reports 1934-38.

also conducted One Year and Terminal Courses in the North Riding. This meant in effect that the North Riding only made a grant of £25 to the Workers' Educational Association to cover the expenses of a number of courses of which 40% were in the North Riding. Since the Workers' Educational Association proposed to appoint an additional full time tutor and since the Cassel trust reduced their grant to the Workers' Educational Association the North Riding Education Committee increased its grant to the Workers' Educational Association from £125 per year to £225.¹

It may be seen from the list of tutorial classes, one year courses and terminal courses² in 1936-37 that provision was adequate and was obtained at a yearly cost of £225 to the Education Committee.

Evening Institutes

Before the 1902 Act the Technical Instruction Committee had provided a limited amount of adult education, chiefly sick nursing and nature study for elementary school teachers. For sick nursing classes alone there were 27 centres and almost 1,700 students. In addition

1. Appendix LVI
2. Appendix LII, LIV, LV.

there were 40 classes in cookery, laundrywork, dressmaking, millinery and a few science classes. In the whole County there were only 19 night schools with a total of 800 students. Scarborough was the only area where the provision might be said to be adequate for it provided more than one third of the students in the Riding. The only other area where there was any significant provision was Thornaby.

In the early years of its administration the North Riding Education Committee was content to follow the example of the Technical Instruction Committee. This is hardly surprising since the members of the original committee were the nucleus of the new one, and whereas administering secondary and elementary was new to them, they had several years experience of dealing with higher education by means of the whiskey money. As might be expected the Committee was pre-occupied with agriculture and expenditure on this item was only exceeded by that on pupil teachers' training and classes for elementary school teachers.¹

At the nineteen night schools the subjects studied were drawing, commercial or workshop arithmetic, shorthand and book-keeping. This small number of night schools can only be regarded as inadequate when it is

1. Appendix XXX Higher Education Accounts for 1905

remembered that due to the lack of provision of secondary school places many of the pupils who had the ability to attend secondary schools were unable to do so, and were obliged to leave their elementary school at the age of thirteen. They were able to carry their education a little further by means of night schools. Indeed the official title of these classes was 'Evening Continuation Schools'.

However, by 1905 it was obvious that the work of the Technical Instruction Committee could not be carried on together with the new responsibilities imposed by the 1902 Act, without assistance from the rates which was denied them in 1904-5. The Education Committee was therefore obliged to give priority to what it considered essential, and in 1905 higher education was restricted to:-

1. Support for existing secondary schools.
2. Training for pupil teachers.
3. Support for evening schools at Scarborough, Thornaby and Whitby where there were high attendance figures.

The rural evening classes were discontinued and no new scholarships were awarded although support was continued for those who already held scholarships.¹

1. North Riding Education Committee Minutes 17th April 1906

In 1906 the Committee was obliged to prepare a scheme for all forms of education which was in turn approved by the County Council and the Board of Education. Although the Committee requested an initial rate of $\frac{3}{8}$ d, to be raised to 1d later, the County Council only sanctioned a $\frac{1}{2}$ d rate for 1907-8, but the principle of rate aid was established and it was subsequently increased. Even so, this state of affairs called forth 'grave criticism from the Board' and only £477 was allocated for evening schools over and above the Board of Education grant. Evening schools virtually ceased, except in Scarborough where they were assisted by a local rate. In the subsequent years the needs of the secondary schools were given priority, and the development of night schools was carried on on a very modest scale. Such improvement as there was, took place in the rural areas and a syllabus of rural arithmetic, drawing and geography was adopted, which contained amongst other things, the mensuration of haystacks and dunghills. Students were required to draw the outline of a mangold, turnip, spade or sheep, and for advanced students the addition of shading was required. Even by 1914 there were only 40 night schools in the whole County, attended by some 2,600 students. After the First World War interest in adult education increased largely through the formation

of the Women's Institute Movement, Young Farmers' Clubs and the County Library system. Again evening schools were overshadowed by the needs of secondary schools and by 1928 there were still only 2,300 students enrolled for evening classes. In 1929 the Board of Education made a general report on the evening institutes of the North Riding. This report was very critical and the Board threatened to reduce its grant unless improvement was made.¹ The criticism was deserved in that the North Riding had fallen behind many of the other Counties in its provision of evening classes.

In the country as a whole a complex system had developed. Even after the 1902 Act the distinction between evening continuation schools and technical schools remained. The evening continuation schools were as a rule conducted by elementary school teachers in the same buildings as they taught during the day. The technical schools gave specialised instruction in subjects related to the industrial needs of the students together with certain non-vocational subjects such as botany, zoology and geology. Since the age at which enrolment at technical schools was possible was sixteen, the evening continuation schools were needed to cover a gap of at least two years

1. Annual Report of Education Committee for 1931
9th February 1932

between leaving elementary school and entering technical school. In urban areas the aims of the continuation schools were:-

1. The preparation of pupils for entering the specialised classes of the technical schools with the prospect of making reasonable progress.
2. That of extending the aim and outlook and of improving the qualifications of those pupils who would not proceed to the more advanced instruction of the technical school.¹

It was usual for the curriculum of the evening continuation schools to have a bias towards the groups of subjects studied in the technical schools.

Due to the lack of technical schools in the North Riding such evening continuation schools as there were had only a limited purpose. To remedy matter a sub-committee was formed to investigate and make plans. In spite of the fact that the early 1930s were a period of national financial crisis it was felt that the large number of young people who were unable to find employment should be brought under the moral and educational influence of the evening institutes. It was also felt that not only should there be expansion of the industrial and technical classes but

1. Education for Industry and Commerce in England.
p. 49-50 - A. Abbot

that there was a need for experimenting with general courses designed to appeal to the healthy interests of young people. In this connection officers of the Education Committee began to attend the meetings of local committees, in an informal capacity, to advise on the type of programme of work and generally to co-ordinate the work of the evening institutes. A survey was made of the areas where there was little or no provision of evening schools, and a gradual programme of planting new institutes in those areas was formulated. Malton, Northallerton and Askrigg were first served, and as the economic situation improved the remaining rural areas were included. After 1934 when the first organiser of further education was appointed, real progress was made. A feature of the improvement was the change in the type of course offered. Before 1931 in the county as a whole, courses were divided into the following categories; industrial, commercial, rural, domestic and general. There was a general trend for the number of rural institutes to decline and in its policy of encouraging expansion in the rural institutes, the North Riding was almost alone. However, there was a trend towards general courses rather than industrial and commercial, and this the North Riding shared. In European Countries at this time there was a widespread interest in physical fitness

as shown by the 'strength through joy' campaign in Germany. In the North Riding, as for the rest of England, the movement took the form of hiking, cycling, youth hostels and in the evening institutes 'Keep Fit' classes proved to be most popular. These classes were made possible by the provision of gymnasia in secondary and elementary schools, and the popularity of the recreational type of class was most marked, as may be seen from the following figures:-

<u>Session</u>	<u>No. of N.R. Students enrolled</u>
1933 - 34	3,867
1934 - 35	4,717
1935 - 36	5,417
1936 - 37	6,727 (3136 of these being in the rural areas)
1937 - 38	10,355 (40 extra keep fit classes organised) 1

This increase is all the more remarkable in that for the Country as a whole the number of students attending evening institutes was declining. The increase in numbers of North Riding students consisted mainly of fourteen year old students in the urban areas and of adults in the rural areas. The adults were required to pay a fee equivalent to the full cost of education, but to encourage school leavers to enrol a reduced fee was fixed

for those aged fourteen, and this fee was later entirely abolished.¹ Most of the adults enrolled for recreational courses, and the bulk of the fourteen year olds for commercial or industrial courses.

The industrial course syllabus which included; elementary mathematics, technical drawing, English and elementary science which was sometimes replaced by manual instruction. The standard aimed at may be judged by an instruction given by a local education authority to its teachers:

"At the end of their two years' course, the students should be able to take any simple geometrical solid, such as a hexagonal prism, make a dimensional hand-sketch of it, and a drawing to scale showing plan, elevation and a simple section. They should be able to calculate, in either the English or the metric system, the area of its faces, its volume, and, given its specific gravity, its weight; they should be familiar with the use of simple equations, square root, and proportion".²

The main subjects of the commercial course were

1. Annual Report of North Riding Education Committee for 1933 13th February 1934 .
2. Quoted from Education for Industry and Commerce in England. p.51 A. Abbot

arithmetic and English, with accounts, shorthand and sometimes typing.

Courses were organised on three levels, junior, senior and advanced. The junior course planned to cover the two years between fourteen and sixteen, and was intended to give a general preparation for the vocational studies of the technical school. The senior course was planned to cover three years from the age of sixteen, and its students were recruited either from those who had taken the junior course or direct from secondary schools. The course was divided into two stages and employers came to know what might be expected from students who had taken S1 or S2 (first and second years of the senior course). The advanced course was planned to cover two years, and was taken in the bigger technical schools, and was based on the appropriate senior course. North Riding students wishing to take an advanced course were obliged to enrol with neighbouring local education authorities, but the majority were content to give up after completing the senior course.

In 1921 the Board of Education, acting in co-operation with the Institution of Mechanical Engineers, began a scheme for the award of 'National Certificates'.

Similar arrangements were made with the Institution of Electrical Engineers, Institute of Chemistry, Institute of Builders, Institution of Naval Architects and the Institution of Gas Engineers, and the 'National Certificate' became the aim of many students enrolled in evening institutes.

In the North Riding procedure differed from that of the country as a whole, mainly due to there being no junior technical, commercial or art schools in the area, apart from the Technical Institute at Scarborough. North Riding students who were already employed, enrolled for part time courses which extended over several years, and continued to the end of the normal apprenticeship period. The courses were concerned with the broad principles of commercial and technical activities. Those students who wished to attend technical schools were obliged to enrol in those provided by neighbouring authorities, and many travelled considerable distances to do so. In the year 1932-33, 325 North Riding students from Thornaby, South Bank, Redcar, Guisborough, Skelton and Loftus attended the Constantine Technical Institute at Middlesbrough. Thirty-six students attended the Darlington Technical College, and others attended institutes in Stockton and York. There

was clearly a demand for this type of education.

Therefore in 1934 the Education Committee made a scheme to try to ameliorate the situation as follows:

1. No evening school fees to be charged for those who enrolled on leaving elementary schools at the age of fourteen or fifteen.
2. Scholarships tenable at technical colleges were to be awarded to students of high ability. (7 were awarded in 1933).
3. Evening school examination fees were abolished as it had been found that in the past students had been unable to pay them.
4. Classes of general interest and broad creative value were to be formed for those young people who had no technical interests.

In 1936 it was proposed to build Cleveland Technical College at Redcar, and Scarborough Technical College. There was a school of Art at Scarborough and in 1936 the Board of Education recommended that it should be replaced by a Technical Institute and although the Committee agreed, it was not possible to do so owing to the independent attitude of Scarborough. Even before the 1902 Act Scarborough had been in advance of the rest of the Riding in educational affairs, and had levied a local

rate in aid of higher education. Up to 1930 the evening schools of Scarborough were, without doubt, superior to those found elsewhere in the Riding and the number of students enrolled there was very high. In 1938 the Board of Education made a report on Further Education in Scarborough which was critical, and it was obvious that co-operation with the North Riding Education Committee was necessary, especially as the Board would recognise only the County Council as the body responsible for Further Education. Co-operation was achieved by means of a compromise on a two tier basis, whereby Scarborough Sub-Committee for Higher Education remained responsible for the evening institutes as far as general organisation was concerned, but instructions to the teaching staff and inspection of the institutes was to be by officers of the North Riding Education Committee.

Cleveland Technical College was not built until 1957 and the new Scarborough Technical College in 1960.

Many North Riding students were accommodated outside the boundaries of the Riding at the Junior Technical Schools of Middlesbrough, the Day School of Commerce at York and the Technical Institute of Harrogate. Unfortunately, the North Riding students had to pay the full cost of the course, which was £24 per year in the case

of the Day School of Commerce at York, while East and West Riding students paid only six to nine guineas. North Riding students at Harrogate were at a similar financial disadvantage. In 1938 an agreement was negotiated with the local authorities of York and the West Riding, whereby North Riding students would be admitted free to the Day School of Commerce and the Technical Institute on payment by the North Riding of 70% of the ascertained cost. The actual cost to the Committee was 8 guineas at York and £7.10s per year at Harrogate. Finally the Committee decided to award ten County Junior Technical Scholarships, tenable for two years. The total cost per year was £400, 50% of which was available from the Board of Education as grant.¹

National Diploma Courses

These were established at the Constantine College, Middlesbrough on a 'sandwich' basis, that is, six months in College and six months at work for a period of three years. In 1938 only eight North Riding boys were attending Constantine on a 'sandwich' arrangement~~s~~ and seven of them were fortunate enough to be receiving their full wages during the period of College attendance.

1. Annual Report of North Riding Education Committee
for 1938 7th February 1939

Constantine College was one of the first in the country to introduce Sandwich Courses in 1938, with 70 students.

Agricultural Education

A county which contained 10% of the country's agricultural land and in which agriculture was the major industry might have been expected to have had a vigorous scheme for agricultural education. The Technical Instruction Committee had indeed used its 'whiskey money' funds to assist agricultural education, and the newly constituted Education Committee was content to continue this policy. Later, problems connected with secondary and elementary education overshadowed the agricultural aspect, and it became neglected.

In 1903, North, East and West Ridings joined together to support agricultural education at Leeds University. The organisation of extra mural classes was in the hands of the Yorkshire Council for Agricultural Education, supported by the three Ridings. In its scheme for 1906 the plans made by the Education Committee for agricultural education were as follows:-

1. a) A grant of £1,800 to the Yorkshire Council for Agricultural Education.

- b) 3 Agricultural Scholarships, value £45 for 3 years.
 - c) 2 Dairying Exhibitions, annual value £7. 10s. tenable at Garforth Manor Farm situated in the West Riding but maintained by the Yorkshire Council.
2. Peripatetic Dairy Instruction.
 3. Instruction for elementary school teachers in 'cottage gardening'.

The total cost of this scheme was £2,915.¹

The grant to the Yorkshire Council was maintained until 1940 when the three authorities withdrew their support. Not until 1947 was the North Riding's own Farm Institute at Askham Bryan finally completed and put to educational use. Throughout the period there was little or no provision for a potential farmer to study his subject seriously and make himself conversant with the theory of farming. This is a marked contrast to the provision made for technical education in the industrial parts of the county for young people entering industry.

The Yorkshire Council, in addition, organised lectures on agriculture, horticulture, poultry keeping, farriery and the experiments carried on at Garforth Manor

1. Annual Report of North Riding Education Committee for 1906. December 11th 1906.

Farm. Pamphlets on these experiments at the farm were published and subjects covered included: tests on varieties of wheat, calf rearing experiments, varieties of red clover and manuring of potatoes. Surprisingly the number of these classes did not increase even in the 1930s when evening classes became very popular in all parts of the Riding. In 1936 only 15 classes were organised and were attended by only 147 students. This can only indicate that residents of the rural areas were not interested in this type of course.

The North Riding Education Committee followed the example of the Technical Instruction Committee in employing an itinerant dairy instructor who travelled about the County lecturing and demonstrating in centres and farm houses in an endeavour to improve the quality of local butter and cheese. In 1906 he reported that a 'fair butter' was made at his demonstration in Easington, a district where the cream had hitherto been considered unchurnable.¹ He is also reported to have encouraged the production of a milder cheese at Lealholm and of a true type of Cleveland cheese at Lythe. Local cheese and butter making however declined owing to the need for hygienic premises and the increase in popularity of imported products.

1. Annual Report of North Riding Education Committee
for 1906. December 11th 1906

When the Technical Instruction Committee was dispensing the whiskey money agricultural education received a major share. This policy was continued by the newly formed Education Committee even during the years 1904-5 when the County Council refused to raise a rate in aid of higher education. However, when progress was made in other branches of education, agriculture appears to have been overlooked.

In the days of the Technical Instruction Committee, the three Ridings of Yorkshire collaborated to set up a Farm Institute at Garforth Manor Farm in the West Riding. Not until the late 1930s did the North Riding decide to establish its own Institute, at Askham Bryan. The buildings were completed by 1939 but because of the outbreak of war the institute was not opened for normal courses but was used for training members of the Women's Land Army instead. In 1940 the three Ridings withdrew from the Yorkshire Council which had hitherto organised agricultural education for them.

The meagre provision of agricultural education is surprising when it is remembered that during the period there was virtually a revolution in agriculture due to the introduction of mechanisation, a boom during the First World War, and a depression afterwards.

Junior Instruction Centres

One of the results of the economic crisis of the early 1930s was the large number of school leavers who were unable to obtain employment. Even when conditions began to improve there was a tendency for employment to be given to the adult unemployed who were already skilled in their occupations, and the numbers of unemployed young people continued to be high until 1939 when figures began to fall.¹ An attempt was made to deal with this problem by the Unemployment Act 1934. By section 13(1) of this Act, Local Education Authorities for higher education were required to submit proposals to the Ministry of Labour for the provision of instruction for boys and girls who had left school, who were under eighteen years of age and who were available for employment but had no work or only intermittent employment.

Attendance was to be compulsory, 'requirements' being served by officers of local employment exchanges and attendance was to be enforced under the provisions of the Education Act 1921. Instruction was to be provided at Junior Instruction Centres, Junior Instruction Classes, in Evening Institutes and Special Instruction Courses.

The North Riding Education Committee decided to use Junior Instruction Centres to deal with problems in its area. Regulations permitted a Junior Instruction Centre to be established if there were more than 50 unemployed young persons living within 5 miles of the proposed centre. Instruction had to be given in the day time for between 15 and 30 hours per week. Junior Instruction Classes could be formed if there were 25 unemployed within a radius of 5 miles and instruction had to be given for at least 15 hours per week. The following figures show the distribution of the unemployed juveniles in the Cleveland area in 1934, they comprised 64% of the unemployed juveniles in the North Riding:-

<u>District</u>	Unemployed		
	<u>Girls</u>	<u>Boys</u>	
Eston Grangetown	110	159	
Eston South Bank	153	185	
Guisborough	56	43	
Loftus	119	147	
Skelton	58	83	
Redcar	96	127	
Thornaby on Tees	89	126	
	<u>681</u>	<u>870</u>	1

In 1935, 5 centres were opened and most unemployed juveniles were accommodated as follows:-

1. Minutes of North Riding Education Committee 1934-35

1. 288 boys at the South Bank Centre which cost £2,800 to build.
2. 150 girls at the Eston Centre in rented premises adapted at a cost of £250.
3. 20 boys at a Centre in Scarborough)
4. 99 Girls at a Centre in Scarborough)
5. 150 boys in a Centre at Carlin How which cost £2,800 to build.

} in rented premises
 } adapted at a cost of
 } £550
)

The Ministry of Labour paid a 75% grant on all costs connected with the centres.

The centre at South Bank was of interest since it was a temporary building built very quickly, wood framed, weatherboarded and asbestos roofed on brick piles.¹

The object of the Unemployment Act 1934 had been to prevent the demoralisation which so soon threatens boys and girls when they are unemployed, but the aim was not merely to keep them off the streets. It was rather to teach them something which would be of real use at home or at work without trying to train them for specific occupations. With this in mind the curriculum adopted

in the North Riding Centres gave almost two thirds of the time for practical instruction in woodwork, metalwork and other crafts. The remainder of the time was given to practical mathematics, English including drama, P.T., organised games and music. The centres remained open for 46 weeks in the year, and had a staffing ratio of 1 teacher to 20 pupils.

In spite of the fact that unemployed young people who had already left school and who then had been required to return did not constitute the best educational material, the centres were a success. Improved economic conditions reduced unemployment to such an extent that the Scarborough Centre was closed in 1936, and the Carlin How Centre in early 1937. Middlesbrough boys were sent to the South Bank Centre in 1937, and it remained open until war conditions provided full time employment. The buildings at South Bank and Carlin How which were equipped with gymnasia were then used to provide extra accommodation for senior school pupils.

Universities

There is no university situated within the boundaries of the North Riding but the Education Committee has always awarded major scholarships to take students to university. In 1902 three or four major scholarships were awarded but the value of the award was only about half the cost of the course. The result was that competition for the scholarships was keen and even so university education was too expensive for many. The numbers of scholarships remained more or less static so that by 1937 only eight were awarded with a value of £80 per year. In 1936 the North Riding was one of the first authorities to adopt the principle of aid according to need up to the full cost of the university course. University education was thus placed within the reach of all. In addition the North Riding Education Committee did not select the scholarship holders or fix the number of awards. Instead the university examining bodies recommended candidates whom they considered suitable for honours degree courses. In practice this resulted in an average of fifteen awards per year from 1937 which was better than the national average.

During the period 1928-38 North Riding students

attended the following universities:-

	<u>N.R. Students</u>
Leeds	76
Durham	45
Oxford	28
Cambridge	36
London	37
Manchester	26
University College, Hull	18
Other Universities	<u>47</u>
Total	<u>313</u>

In 1922 the Committee made a grant of £1,800 per year to Leeds University in addition to the grant made to the Agricultural Department of the University. This grant has been continued ever since. In return the Committee was allowed to maintain eight major scholarship holders at Leeds University without payment of fees. In 1938 the University of Durham made application to the North Riding for financial assistance but none was granted.¹

Chapter 9

C O N C L U S I O N

The period under survey, 1902 - 1939, may be regarded as covering the infancy, childhood and adolescence of a public system of education, The Board of Education and local education authorities, maturity being reached in 1944. In the country as a whole, the main achievements were the creation of a comprehensive system of secondary education and the re-organisation of elementary. The needs of the very young children were largely overlooked, nursery schools being regarded as desirable to be had when all other aims had been achieved.¹ The main effort was devoted to the senior pupils and to a lesser extent the adult students. During the period it was the function of the Board to see that the local authorities used their powers to perform the duties imposed on them by the Education Acts. Control by the Board was by means of regulations, but grant was also a subtle, flexible and effective means of directing activities along the desired path. Since each authority had its own particular difficulties to surmount they had freedom of action in providing solutions to local problems.

Most of the difficulties encountered by the North Riding Education Committee were either geographical or financial in origin. While Northallerton was admirably

1. North Eastern Daily Gazette January 8th 1936

situated for the administration of an agricultural county it was remote from the urban areas of Scarborough and Cleveland. While Scarborough, as a municipal borough was in a position to administer itself, Cleveland, which had complex problems of unemployment and population changes, felt neglected, misunderstood and impatient with the agricultural outlook of Northallerton. The school population of the Riding, of more than 40,000 was indeed large but far more important was the fact that it was scattered thinly over such a vast area. Communications presented many difficulties and it is to the credit of the North Riding Education Committee that administration costs were always low. In 1921 there were only six organisers for the whole county, one man for the rural subjects, another for urban districts, a mistress for girls and infants, one for domestic subjects and two for physical training. Even by 1936 the cost of administration and inspection amounted to only 4.7% of the ~~cost of~~ total expenditure on elementary education. In the early part of the period attempts were made to control the curriculum of the elementary schools in certain matters such as the teaching of religious knowledge and hygiene, but freedom was given to the teachers in most subjects, and it is thought that this resulted in better teaching and better schools.

It is to be regretted that the Committee allowed the Board of Education to thrust upon them a policy of ruralising the curriculum of rural schools, which even if it was educationally sound, which was doubtful, was impracticable.

In financial matters there were many difficulties. The fact that the whole area was poor in endowments¹ was at first a disadvantage but later when county secondary schools were being established the committee had a free hand. In addition the North Riding was an area of peace in religious matters and this was referred to with pride by Sir James Legard, the first chairman of the Committee in 1909, at the opening of Northallerton Grammar School. Similarly there were no protests or passive resistance by ratepayers over the public support of denominational schools as occurred in Wales and the West Riding. The large number of small, all age schools was an embarrassment as they were expensive to maintain but little could be done about the problem until motor transport provided an economical solution. The greatest difficulty was the lack of income from rates. In 1936 the product of a penny rate in the North Riding was lower than that of thirty other counties and this was probably the reason for the uncompromising attitude of the County Council in financial

matters and the general concern of the ratepayers over the county rate.

At intervals throughout the period the County Council restricted the work of the Education Committee by refusing to make adequate grants available. In 1904-5 the County Council refused to levy a rate in aid of secondary education and the scholarship scheme and evening institutes were severely curtailed. In 1919 the Council refused to ratify a salary agreement negotiated by the Committee and a serious teachers' strike followed. Even as late as 1935 the development of the school dental and medical services was hampered by the low salaries offered to dentists and nurses, which the Council was unwilling to raise to the level of other authorities. By its constitution there was a majority of county councillors on the Education Committee and it can only be assumed that the Committee itself had economy constantly in mind.

In its early years the Committee did in fact have a thrifty attitude which is best illustrated by the fact that when it was decided to supply schools with pianos, a grant of only £7. 10s -d was made or one third of the cost of the piano, whichever was the less. The schools were relied on to raise the remainder by means of voluntary efforts such as concerts or jumble sales. Not

until 1937 did the Committee undertake to pay the entire cost of any pianos supplied.¹ Similarly when it was decided to introduce gardening as a school subject it was hoped to defray the whole cost of the scheme out of government grant. While the North Riding Education Committee declined to support a petition organised by the Swansea Education Committee in 1906 to have elementary education taken off the rates and made into a government responsibility, they did in fact remain a Burnham scale II authority until the scales were abolished. Neighbouring authorities paid the higher scale and much bad feeling resulted amongst North Riding teachers.

The policy of the Committee can best be judged from the three development plans produced during the period under survey. The plan produced in 1906 was intended to carry out the provisions of the 1902 Act and it illustrates the helpless position occupied by the Committee which was trying to meet the demands of the Board and was unable to do so due to a lack of rate aid from the County Council. The plan in fact consisted of two schemes, one to be used if a rate was levied and an alternative if the 'whiskey money' alone was available. The plan clearly showed a tendency to carry on the policy of the Technical Instruction

1. Annual Report of Education Committee for 1937
8th February 1938

Committee and a preoccupation with the agricultural aspect of education. The early plans to obtain an adequate supply of teachers were makeshift and based on economy - not a realistic approach when it is remembered that almost 80% of the elementary teachers were unqualified.

If the early years are regarded as the infancy of the Committee it must be admitted that routine tasks were dealt with efficiently. By 1906 fire guards had been fitted round each school stove and roof ventilators fitted to the roof of every building in need of them. Similarly a Bible was provided for every scholar, school savings banks established to encourage thrift and efforts made to bring the buildings up to Board of Education standards. These tasks were obviously within the capacity of the Committee but there is no evidence to show that there was any planning for the future or a determined policy to provide better accommodation. Indeed the Committee was almost apologetic when it was necessary in 1906 to employ an additional fifty-six teachers in understaffed rural schools, but pointed out that they were "generally of the most inexperienced kind".¹

In 1920 another development plan was produced as

1. Minutes of North Riding County Council 9th May 1906.

a result of the 1918 Act. One of the main features of this Act was the proposed establishment of day continuation schools and central schools. In the North Riding's scheme a cautious note was struck. It did not propose to build new central schools but instead to select existing schools, use them as the central schools and distribute the junior children amongst the surrounding schools. Higher tops were proposed for the sparsely populated areas but for the more inaccessible parts no plans were made, although they were promised for a future date. Day continuation schools were proposed for the urban parts, but in the rural areas arrangements were made with the availability of buildings and teachers in mind rather than the convenience of the pupils. No specific details, statistics or estimated costs of this scheme were given but the new arrangements with regard to the employment of school children were most precise,¹ probably due to the fact that no cost was involved. The whole scheme had a cautious note and it is doubtful if it would have worked even if there had been no economic depression.²

By contrast the programme of educational development produced as a result of the 1936 Act was most

1. Minutes of North Riding Education Committee 1920/21
2. Appendix LIX Map showing situation of proposed Central Schools and Classes.

detailed and precise. The Hadow Report had been produced some ten years previously and there had been time for its ideas to be generally accepted. In 1936 the North Riding Education Committee knew exactly how many senior elementary schools it was going to build, how big they were to be, where they were to be situated and what they would cost. For the first time the Committee made an unhesitating condemnation of the all age school. There was a sense of urgency about the 1936 re-organisation scheme which was all the more necessary as some local authorities had already completed their senior elementary re-organisation and many more hoped to do so within three years. The North Riding hoped to carry out its own programme within seven years. Possibly the most noteworthy feature of the scheme was that it was based on the needs of the pupils and on educational considerations rather than on financial expediency or availability of existing facilities.

There were a number of reasons for the improved attitude in 1936. Public interest in education had increased, perhaps stimulated by the economic depression which had effectively demonstrated the connection between education and employment. In politics on both national and local levels the demands of the left wing were increasing and there was a consequent weakening of rural

conservatism which had been strong in the North Riding. In addition the abolition of Education Special Area Rating in 1930 removed local objections to new schools and the cost of transport. However, an almost immediate improvement resulted from the appointment in 1934 of a new secretary to the Committee, Mr F. Barraclough, who instituted a vigorous new policy. Henceforth efforts were made to reduce the size of classes, the number of classes sharing a classroom, and to instal the water carriage system of sanitation. The first tangible result of the new policy was the building of the Junior Instruction Centres for young people unable to find employment, the first to be opened in England. The policy of "too little and too late" was ended by 1939 and replaced by one of "catching up", as illustrated during the war by the provision of school meals, which had hitherto been neglected.

By the end of the period the provision of secondary grammar school education for both girls and boys was adequate to say the least, being above the level of the national average, and the improvement in adult education was most marked. In elementary, the progress was not quite so far advanced, for in 1936 the North Riding occupied the forty-fifth position down the list of English counties for the cost per head of educating

a child in an elementary school. However, much progress had been made. The elementary schools were cleaner, more hygienic and the accommodation improved. Only the outbreak of war prevented the completion of the re-organisation scheme. The desire to complete the "catching up" process was so strong that when development schemes had to be submitted following the 1944 Education Act, the North Riding was the second authority to submit its scheme to the Minister, Rutland being the first.

This eagerness to act in 1944 illustrates the great change of heart from that of the Committee which had spoken in 1906 of the intolerable burden imposed on it by the 1902 Act.

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APPENDICES

- I Time chart of political events.
- II Physical map of North Riding.
- III Ironstone Production in Cleveland 1854-1956.
- IV Map of main industries in North Riding 1902.
- V Map of distribution of population 1921-1931-1951.
- VI Population figures for North Riding 1801 - 1951.
- VII Occupied population figures for North Riding, male and female, urban and rural.
- VIII Population of Municipal Boroughs, Urban Districts and Rural Districts. 1921, 1931, 1951.
- IX Social Class distribution in North Riding.
- X Occupations in North Riding, 1911 Urban and Rural Districts.
- XI Births and Deaths. Tees-side compared with those for Great Britain.
- XII Occupations in North Riding 1951.
- XIII Occupations in Urban and Rural Districts 1938.
- XIV Maps. A. Roman roads in North Riding.
B. Railway system in 1902.
- XV Numbers and dates of elementary schools built in North Riding 1870-1936.
- XVI Graph of principal outstanding on elementary schools built 1902-1936.
- XVII Expenditure of Technical Instruction Committee 1894.
- XVIII Expenditure of North Riding Technical Instruction Committee compared with other counties.

- XIX Denominations of North Riding schools 1905.
Numbers of pupils in attendance.
- XX Denominations of North Riding schools 1939.
Numbers of pupils in attendance.
- XXI Number and size of elementary classes 1939.
- XXII Plans of various types of school found in
North Riding. Loftus, Low Worsall, Lunedale.
- XXIII Plans - Welbury C.E., Well Endowed and Wensley
C.E. Schools.
- XXIV Plan - Grangetown Infants school built 1906..
- XXV Plan - New Earswick Junior Mixed school built
1912.
- XXVI Plan - New Earswick, Joseph Rowntree School
built 1939.
- XXVII Report of question asked in House of Commons,
April 3rd, 1905.
- XXVIII Table of cost of teachers' salaries and cost
per head of educating elementary school child.
1905 - 1939.
- XXIX Syllabus for teaching Hygiene and Temperance
issued by North Riding 1905.
- XXX A. Elementary education, expenditure and receipts
in North Riding, March 1906.
B. Higher education, expenditure and receipts,
March 1906.
- XXXI A. Receipts by County Treasurer for quarter
ended 30th June 1936, Elementary education
account.
B. Receipts by County Treasurer for quarter
ended 30th June 1936, Higher education
account.

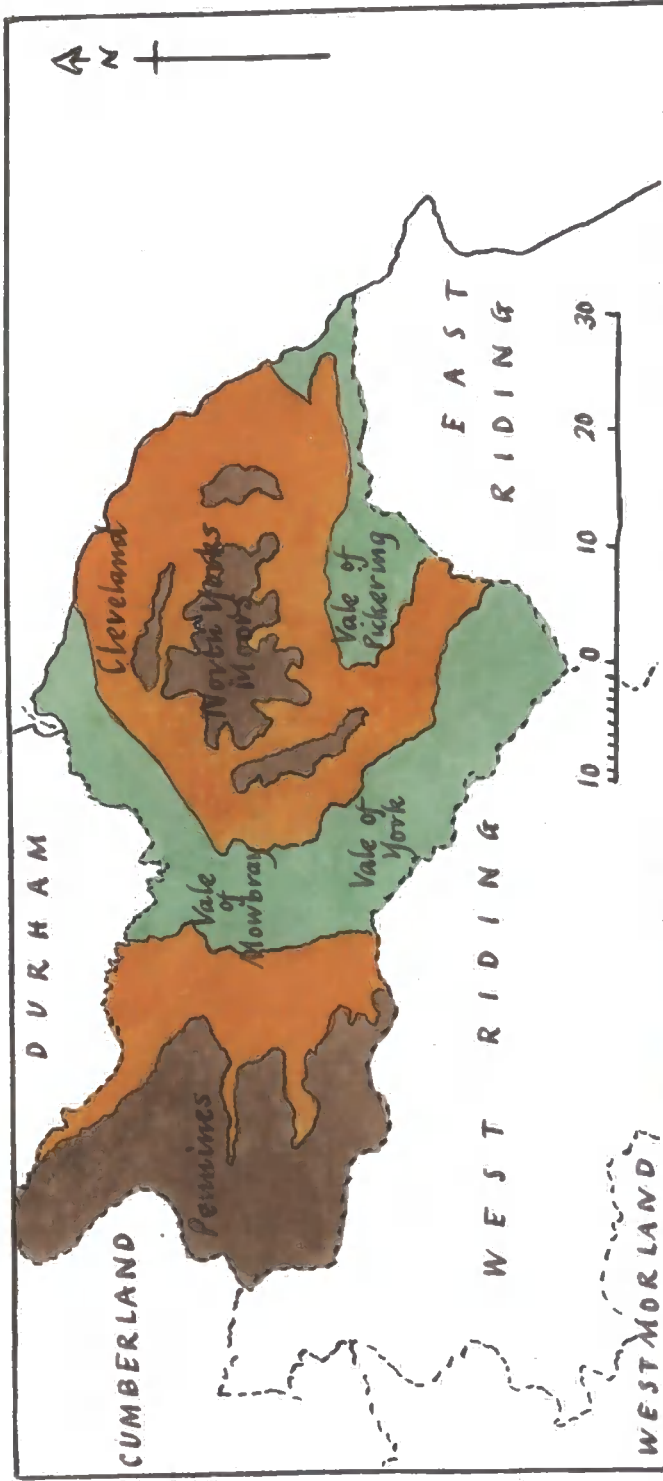
- XXXII Table of unre-organised elementary departments in rural and urban areas of North Riding compared with figures for England.
- XXXIII North Riding Primary and Secondary schools closed 1903-1944.
- XXXIV North Riding Primary and Secondary schools opened 1903-1944.
- XXXV Photograph - Eston Junction Council School.
Low Worsall Voluntary School.
- XXXVI Photograph - Junior Boys' and Girls' School, Grangetown.
Infants' School, Grangetown.
- XXXVII Photograph - The old Richmond High School for Girls.
The new Richmond High School for Girls.
- XXXVIII Photograph - The Junior Instruction Centre, South Bank. (The first opened in England).
- XXXIX Photograph - Victoria Street Central School, South Bank.
Princess Street School, South Bank, (An urban voluntary school built 1878).
- XL Photograph - Cromwell Road School, South Bank, built 1920.
Sir William Worsley Senior School, Grangetown, built 1936.
- XLI Graph of live births in North Riding 1919-1936.
- XLII Graph of elementary school population in Cleveland, North Riding and rural area.
- XLIII Cleanliness inspection figures 1934-1935-1936.
- XLIV Map showing situation of grammar schools in North Riding, 1906-1939.

- XLV Higher Education Accounts 1905.
- XLVI North Riding Secondary Schools, numbers and ages of pupils, 1938-1939.
- XLVII Comparison of population, numbers of secondary pupils and ex-elementary pupils attending secondary schools, 1935.
- XLVIII Numbers of secondary school pupils 1935-39 showing distribution by sex, fee payers and those in receipt of maintenance and travelling allowances.
- XLIX School Certificate and Higher School Certificate results of North Riding pupils in 1930.
- L Numbers and types of scholarships held in 1939.
- LI Syllabus for entrance examination of candidates for admission as pupil teachers.
A. Urban; B. Rural.
- LII Grant aided non-vocational courses provided in different parts of Yorkshire by l.e.a.s and W.E.A., 1926-1927.
- LIII List of Tutorial classes in North Riding 1936-1937.
- LIV List of One Year Courses in North Riding organised by W.E.A., 1936-1937.
- LV List of Terminal Courses in North Riding organised by various bodies, 1936-1937.
- LVI Income and expenditure of Yorkshire District North, of W.E.A., 1936-1937.
- LVII Number of North Riding Students attending Evening Institutes, 1938-1939.
- LVIII Number of boys and girls aged 14-18 unemployed in 1934.
- LIX Map showing proposed situation of central schools and classes following 1918 Education Act.

Political Scene

1902-5	Balfour's government (Conservative) <u>1902 Education Act.</u>		
1905-8	Campbell-Bannerman's Government (Liberal) 1906. Labour Party Established in Parliament. 1907. Trade Disputes Act.		
1908-15	Asquith's government (Liberal)	} First World War	
1915-16	Asquith's second government (Coalition)		
1916-22	Lloyd George's government (Coalition) <u>1918 Education Act.</u>		
		1920	} Industrial depression begins. Mussolini came to power Beginning of World Slump.
1922-23	Bonar Law's government (Conservative)	1922	
1924	First Labour Government (Ramsay Macdonald)		
1924-29	Baldwin's second government (Conservative) 1926 General Strike.	1929	
1929-31	Second Labour Government (Ramsay Macdonald)		
		1933	
1931-35	Macdonald's National Government		} Hitler came to power.
1935-37	Baldwin (National) 1936 Abdication of Edward VIII Constitutional Crisis. <u>1936 Education Act</u>		
		1939	
1937-40	Neville Chamberlain (National)		} Second World War

NORTH RIDING - PHYSICAL



Land over 800 ft

Land over 200ft

Fertile lowland

----- Boundary of North Riding

Production of ironstone in Cleveland

1854 650,000 tons

1857 1,414,155 tons

1883 6,756,055 tons

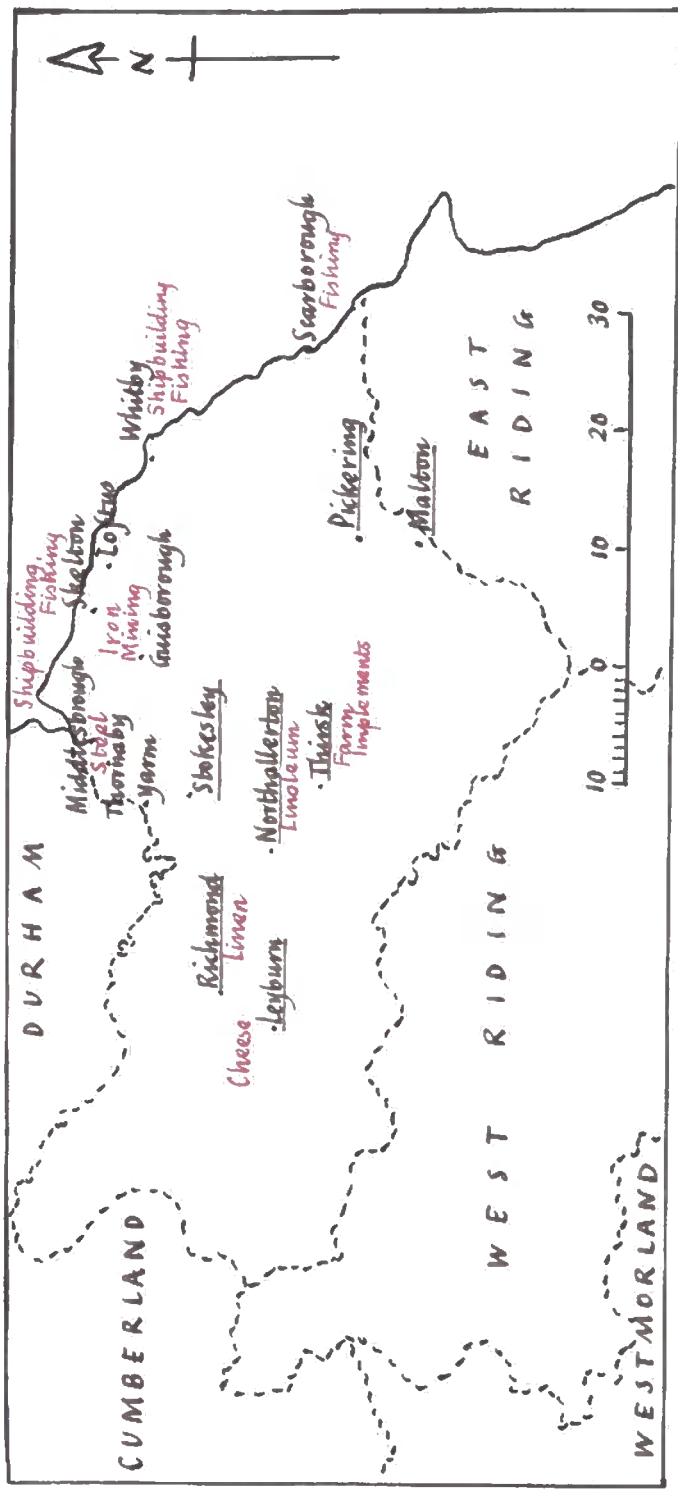
This level maintained until 1918 when
the output declined to:-

1945 1,000,000 tons

1956 581,000 tons.

Tees-side at Mid Century.

House and Fullerton, Macmillan 1960.



Main industries in North Riding in 1902.
 (Market towns underlined.)

Distribution of Population

1921

1931

1951

Population of North Riding with associated County Boroughs

		amount of increase	per cent.
	1801	158,013	
	1811	169,166	11,153
	1821	187,106	17,940
	1831	190,935	3,829
	1841	202,959	12,024
	1851	212,770	9,811
	1861	242,131	29,361
	1871	289,553	47,422
	1881	340,687	51,134
admin. County	1891	359,414	19,372
	1901	377,181	17,767
	1911	419,353	42,172
	1921	455,922	36,569
	1931	466,766	10,844
	Mid 1939 estimate	476,500	
	1951	525,481	58,715
			12.6

From 1801-1891 the figures relate to the 'Ancient County' altered by Counties (Detached Parts) Act 1844. From 1891-1951 they relate to Administrative Counties (with associated County Boroughs.)

Compiled from 1951 Census Returns.

Occupied Population

	<u>Male</u>	<u>Female</u>
North Riding A.C. with associated County Borough	161,609	49,801
Middlesbrough County Borough	41,857	15,484
Administrative County	119,752	34,317
Municipal Borough and Urban Districts	58,073	20,996
Rural Districts	61,679	13,321

N.B. The greater use of female labour in the
 Borough and Urban Districts than in Rural
 Districts.

Census Returns 1951.

Population of Municipal Boroughs, Urban Districts and
Rural Districts

	1921	% inc. up to 1931	1931	% inc. up to 1951	1951
N. Riding (Admin. County) with Ass. County Boroughs	455,922	+ 2.4	466,766	+12.6	525,481
Middlesbrough County Borough	131,644	+ 5.6	138,960	+ 6.0	147,272
Admin. County	324,278	+1.1	327,806	+15.4	378,209
Municipal Boro's. & Urban Districts	186,977	- 1.5	184,096	+11.0	204,416
Eston	30,635	+ 2.3	31,341	+ 6.3	33,308
Guisborough	9,212	-10.5	8,241	+4.5	8,611
Loftus	9,769	-15.3	8,279	-10.3	7,426
Malton	4,438	- 0.4	4,419	- 4.1	4,236
Northallerton	4,794	- 0.2	4,786	+27.2	6,087
Pickering	3,503	+ 4.7	3,668	+18.2	4,336
Redcar M.B.	16,469	+22.7	20,243	+35.9	27,516
Richmond M.B.	3,887	+22.7	4,769	+29.3	6,166
Saltburn & Marske	8,338	-14.4	7,138	+18.0	8,426
Scalby	1,208	+91.8	2,317	+168.9	6,231
Scarborough M.B.	46,498	- 8.8	42,384	+ 3.8	43,985
Skelton & Brotton	15,710	-13.4	13,598	- 4.4	12,998
Thornaby M.B.	19,826	+ 7.1	21,233	+10.3	23,416
Whitby	12,690	- 8.0	11,680	- 0.1	11,674

Census Returns 1951

N.B. The greatest increase in population was in the residential areas, Scalby (near Scarborough) and Redcar, a dormitory town for industrial Tees-side. The population of the North Cleveland towns fell as the iron mining industry declined.

VIII Contd.

	1921	% inc. or dec. up to 1931	1931	% inc. or dec. up to 1951	1951
<u>Rural Districts</u>	137,301		143,710		173,793
Aysgarth	4,394	- 3.1	4,257	-15.3	3,607
Bedale	6,832	- 1.4	6,733	+13.5	7,645
Croft	2,228	- 1.8	2,188	+20.2	2,631
Easingwold	9,964	- 3.3	9,637	+25.5	12,091
Flaxton	9,306	+24.7	11,608	+75.7	20,395
Helmsley	5,056	- 8.1	4,645	- 1.9	4,558
Kirby Moorside	4,844	+1.3	4,907	- 2.5	4,785
Leyburn	6,344	+ 8.0	6,851	- 6.2	6,423
Malton	5,883	-	5,884	- 4.1	5,641
Masham	2,087	- 3.0	2,024	-14.1	1,838
Northallerton	7,635	+ 0.6	7,683	+10.4	8,484
Pickering	6,070	- 6.4	5,681	- 7.9	5,231
Reeth	2,532	- 8.7	2,311	- 9.6	2,088
Richmond	9,255	+93.0	17,858	+61.2	28,795
Scarborough	6,362	+ 1.6	6,462	+27.2	8,222
Startforth	5,331	-17.3	4,407	+15.6	5,095
Stokesley	14,779	- 2.4	14,422	+24.3	17,931
Thirsk	12,402	- 2.0	12,148	+11.3	13,525
Wath	2,076	- 2.8	2,018	+49.8	3,022
Whitby	13,921	-13.9	11,986	- 0.8	11,886

The increase at Flaxton is due to the growth of dormitory estates near York.

At Richmond the increase is due to the growth of the Army Camp at Catterick.

The general trend of a decline in rural population is obvious.

Census Returns 1951.

Social Class distribution of Occupied and Retired Males

	Total	1	2	3	4	5
North Riding Admin. County	143,478	4,342	23,688	73,469	24,539	17,440
Proportions per 1,000		30	165	512	171	122

- Class 1 - Professional
- Class 2 - Intermediate Occupations
- Class 3 - Skilled Occupations
- Class 4 - Partly Skilled Occupations
- Class 5 - Unskilled Occupations

Census Returns 1951

Occupations in North Riding 1911

	Urban Districts		Rural Districts		Total
	Male	Female	Male	Female	
General or Local					
Government	880	273	643	360	2,156
Defence of the Country	611	-	508	-	1,119
Professional	1704	1409	1117	1027	5,257
Domestic Offices or Services	1113	8056	2959	8051	20,179
Commercial	1864	204	714	49	2,831
On Railways, roads, sea, rivers, docks, storage, portorage, etc.	5498	-	2820	-	8,318
Agriculture, Forestry, Horticulture	2647	259	22439	2937	28,312
Mines and Quarries	7739	-	2237	-	9,976
General Engineering & machine making	3160	-	1120	-	4,280
Iron, steel, tools, arms, metal trades	5862	-	224	-	6,086
Electrical apparatus	258	-	56	-	314
Ships and boats	1989	-	22	-	2,011
Cycles & other vehicles	229	-	171	-	400
Precious metals, instruments, etc.	374	-	76	-	450
Building & construction	4748	-	3474	-	8,222
Wood, furniture, decorating	663	61	230	12	966
Brick, cement, pottery, glass	353	-	132	-	485
Chemicals, oils, soaps, etc.	274	21	105	4	404
Skins, leathers, etc.	133	-	165	-	298
Printers, lithographers, books and stationery	364	84	78	13	539
Textile manufacturers, bleaching, printing, etc.	65	58	284	175	582
Tailors, dressmakers, milliners, bootmakers	1265	2163	953	1192	5,572
Drapers and Textile dealers	728	558	318	117	1,721
Food, drink, tobacco, lodging	4137	3063	2282	1249	10,731
General labourers, including newsvendors	1453	-	993	-	2,446
Other occupations	3275	698	859	188	5,020
	<u>51386</u>	<u>16907</u>	<u>44979</u>	<u>15404</u>	<u>128,676</u>

Compiled from Census returns 1911

BIRTHS AND DEATHS PER 1,000 OF POPULATION

	<u>Great Britain</u>			<u>Tees-side</u>		
	Crude birth rate	Crude death rate	Natural increase	Crude birth rate	Crude death rate	Natural increase
1901	28.7	17.1	11.6	33.6	18.2	15.4
1911	24.4	14.7	9.9	19.4	17.4	12.0
1921	22.7	12.3	10.4	29.6	13.7	15.9
1931	16.2	12.4	3.8	19.6	13.3	6.3
1951	15.7	12.6	3.1	18.9	12.3	6.6

Tees-side at Mid-century.

GENERAL FERTILITY RATE

	<u>Great Britain</u>			<u>Tees-side</u>		
	Rate per 1,000 females 15-45	Rate per 1,000 married	Rate per 1,000 females 15-45	Rate per 1,000 married	Rate per 1,000 married	
1901	115	-	143	-	238	
1911	99	210	125	225	225	
1921	91	190	121	85	155	
1931	66	133	85	86	132	
1951	65	113				

Source - Census of population report of Registrar General

General decline in fertility from 1871 onwards but Tees-side has maintained a rate considerably higher than that for the country as a whole.

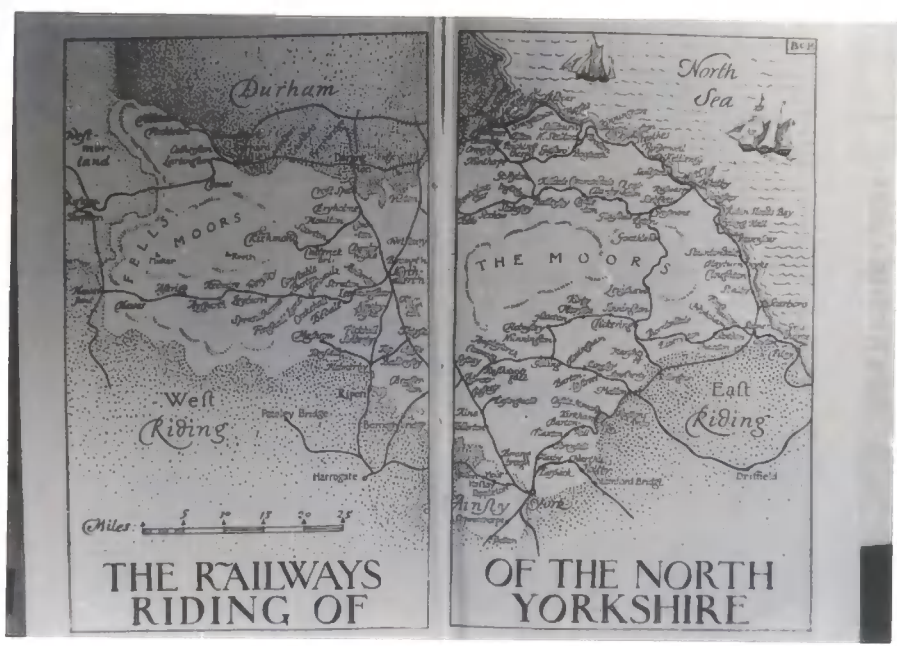
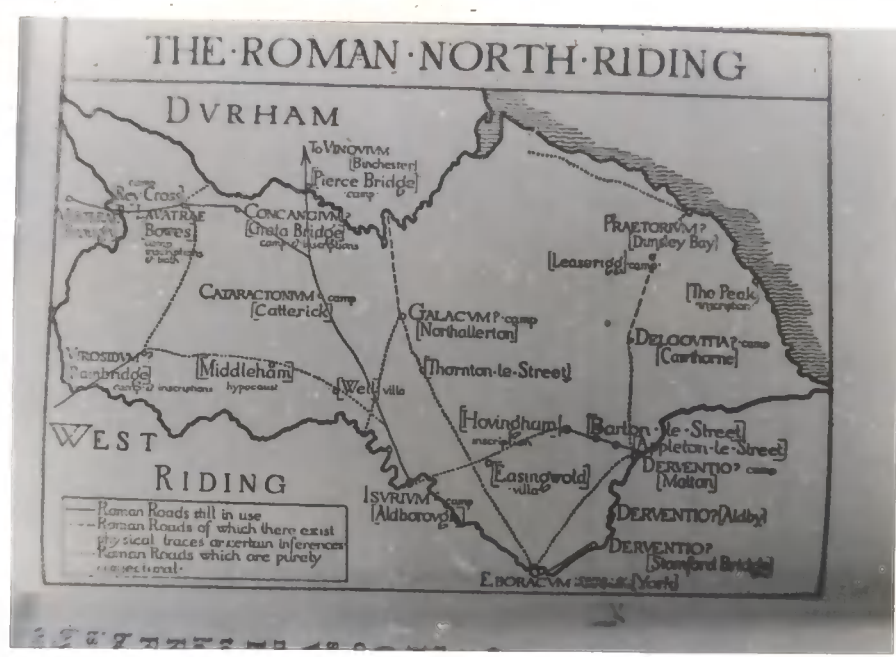
Occupied Male Population

<u>Municipal Boroughs & Urban Districts</u>	58,073	<u>Rural Districts</u>	61,679
Eston	9,152	Aysgarth	849
Guisborough	2,338	Bedale	2,554
Loftus	2,306	Croft	824
Malton	1,376	Easingwold	3,741
Northallerton	1,643	Flaxton	6,658
Pickering	1,333	Helmsley	1,317
Redcar M.B.	8,322	Kirby Moorside	1,405
Richmond M.B.	2,363	Leyburn	1,777
Saltburn & Marske	2,392	Malton	1,784
Scalby	1,452	Masham	570
Scarborough M.B.	11,095	Northallerton	2,365
Skelton & Brotton	4,018	Pickering	1,477
Thornaby/Tees M.B.	7,487	Reeth	514
Whitby	2,796	Richmond	17,270
		Scarborough	2,496
		Starforth	2,015
		Stokesley	5,412
		Thirsk	4,211
		Wath	1,389
		Whitby	3,051

CENSUS RETURN FOR 1951

OCCUPATIONS IN 1938 IN URBAN AND RURAL DISTRICTS

	South Bank		Redcar		Guisborough		Saltburn		Loftus		Stokesley	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agriculture and Fishing	-	1%	4%	2%	14%	3%	11%	3%	4%	2%	41%	4%
Extractive Industries	9%	-	3%	-	6%	3%	42%	-	20%	-	3%	-
Manufacturing Industries	80%	35%	23%	10%	34%	48%	9%	6%	55%	21%	7%	2%
Building Public Utilities & Transport	6%	2%	27%	1%	25%	-	13%	1%	11%	3%	28%	6%
Service Industries	5%	63%	44%	87%	21%	46%	25%	90%	10%	75%	22%	87%

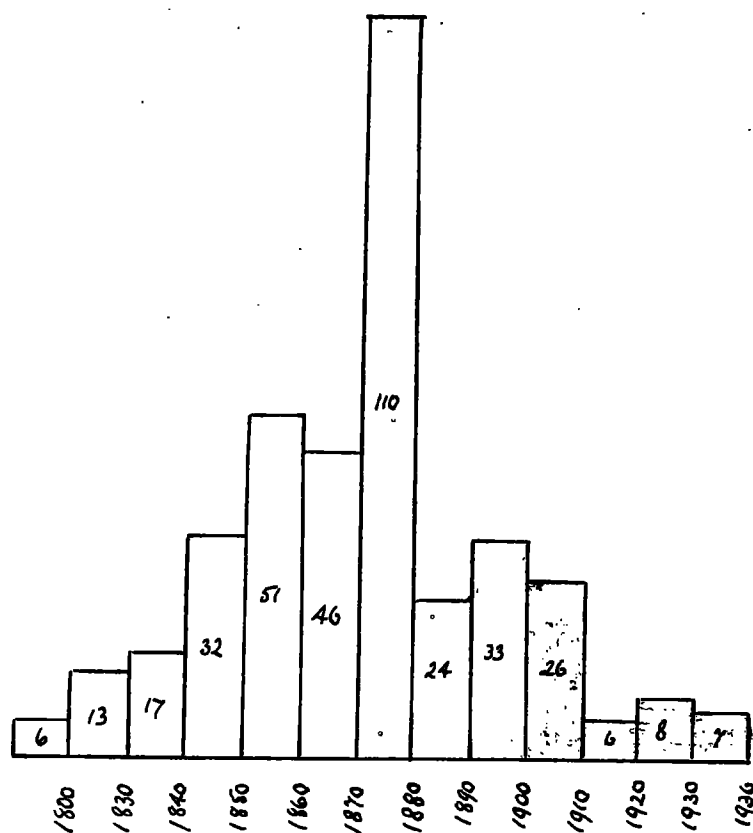


From: The North Riding of Yorkshire. Morris Methuen 1904.

Number and date of Building of North Riding Elementary Schools

☐ Built following the Education Act 1870
By School Boards and Voluntary Societies.
Total 167

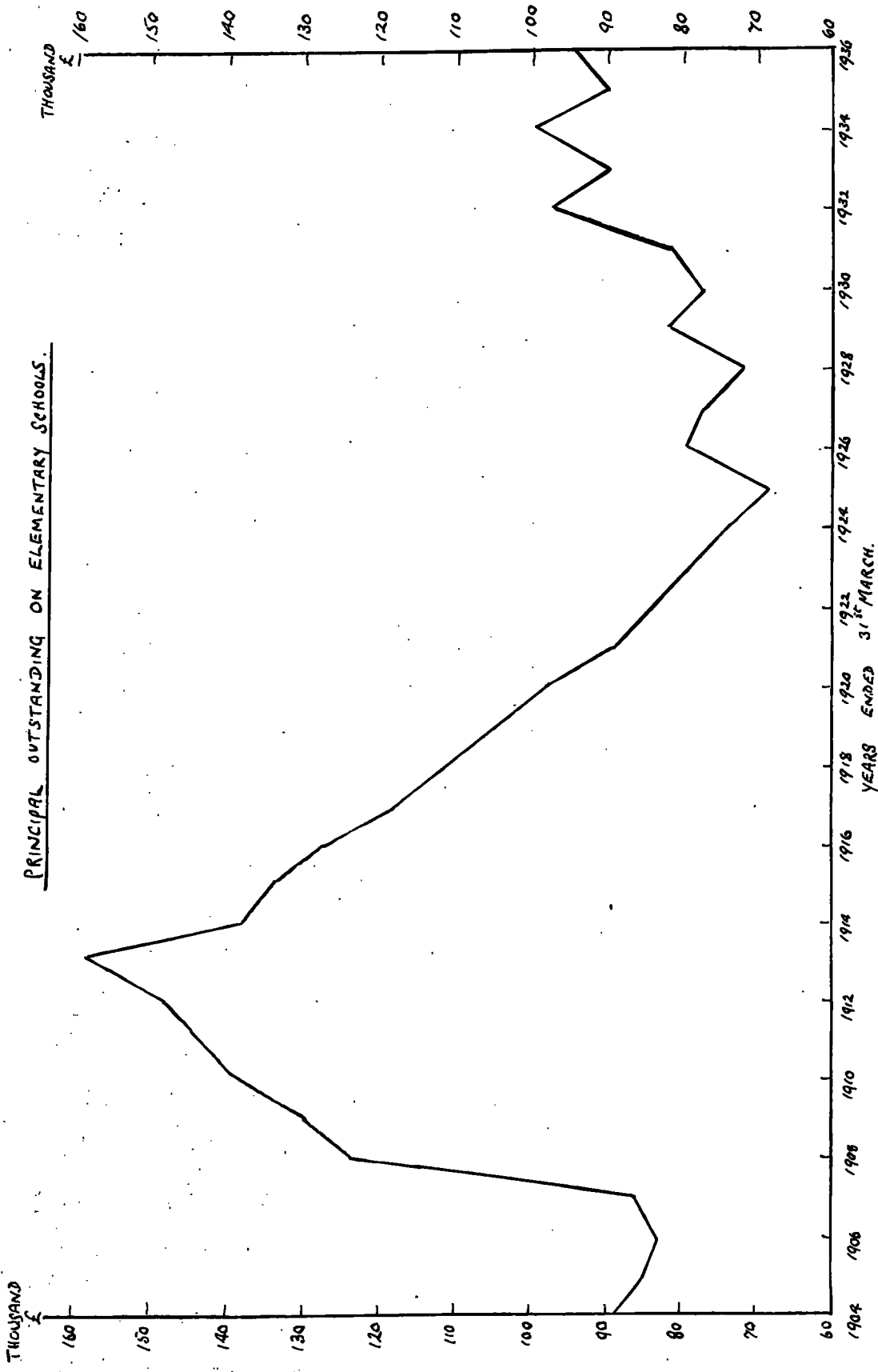
☐ Built following the Education Act 1902
by the North Riding Education Committee.
Total ~~21~~ 21



The schools built between 1870 and 1900 were mainly small country schools.

Those built between 1900 and 1936 were much larger.

PRINCIPAL OUTSTANDING ON ELEMENTARY SCHOOLS.



FROM MINUTES OF NORTH RIDING EDUCATION COMMITTEE
10th NOVEMBER 1936

Annual Report of Technical Instruction CommitteeAugust 7th 1894Met in Offices of Tech. Inst. Dept.

Yorkshire College Scheme 1893-94

Lectures in Classes in Agriculture

Stipend of lecturers £242 - -

Fees of Lecturers for delivery of 181 lectures 372 - -

Lecturers' Travelling Expenses 177 17 11

Grant to College for Examination Management etc.

18 Courses at £4 per course 72 - -

Travelling, Printing, etc. 22 13 5

£886 11 4

Dairy School

Salary of Instructress 81 - -

Carriage of Utensils, Travelling 64 12 3

25% on cost of one set Dairy Utensils 25 - -

£170 12 3

Elementary Teachers Saturday Classes

(held at Middlesbrough, Northallerton & York)

Travelling and other expenses of members of staff 15 15 2

Office Expenses, Advertising & Printing 4 14 3

Hire of Rooms 7 12 7

£28 2 -

Teachers Summer Vacation Course

Grant for 20 Teachers at £4 each 80 - -

Grant for 20 Teachers Maintenance at £3 each 60 - -

£140 - -

Travelling Library

On loan at two centres 2 - -

Agricultural Scholarships (short winter

course 6 students at £10 each) 60 - -

£62 - -

Total Cost for year ... £1,287. 5s 7d.

Available in County Council Minutes Vol. II 1892-95.

Technical Instruction Committees.

County	Evening Continuation Schools	Scholars	Grant	Lectures On Agricult. Subjects	Attendance	Cost of scholarships and Exhibitions
				Number of Centres		
Cumberland	82	1031	£205	9	45	£1133
Derbyshire	76	3878	£510	47	2596	£2315
Durham	19	991	NIL	22	1227	£4039
Northumberland	78	1685	NIL			£1071
Staffordshire	35	1123	£504			£1947
Wiltshire	108	8159	£1098	26	641	£ 673
N.R. Yorks.	16	555	£138	25	841	£1715
West Riding	134	11593	£1594			£8388
Totals	548	29015	£4049	129	5350	

Vol. 8 The Record of Technical and Secondary Education 1899

Summary for February 1905

Denomination of school	Number on Registers	Number in actual attendance	Number in Average attendance	Percentage of average attendance
Council	19903	17841	16477.35	82.78
Church	18841	17538	16236.41	86.17
Wesleyan	2086	1954	1810.1	86.77
British	2594	2345	2176.78	83.91
Roman Catholic	2558	2371	2192.63	85.71
Totals	45982	42049	38893.27	84.58
Cleveland	21013		17184.36	81.77
Rest of Riding	24969		21708.91	86.94
Totals	45982		38893.27	84.58

Number of Pupils in North Riding Public Elementary Schools by age groups
on 31st March, 1939

Type of	Under 5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	over 15	Total
Council	150	1730	2159	2133	2233	2164	2114	1987	1971	1966	715	107	19459
Church of England	32	1007	1237	1174	1347	1257	1389	1228	1183	1173	303	1	11331
Roman Catholic	95	289	331	346	371	340	318	305	324	301	91	4	3115
Other Voluntary	2	117	158	176	186	193	184	167	162	119	52	-	1516
Totals 1939	269	3183	3885	3829	4137	3954	4005	3687	3640	3559	1161	112	35421
Total 1938	207	3237	3811	4179	4024	4067	3952	4006	3646	3699	1157	99	36086

Number and Size of Elementary School Classes 31st March 1939

	Not over 20	Over 20 but not over 30	Over 30 but not over 40	Over 40 but not over 50	Over 50	Total
1939	296	359	365	193	-	1213
1938	288	380	388	177	1	1234

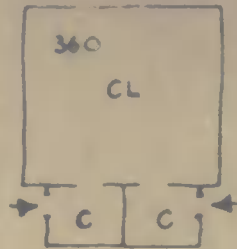
Number and Size of Elementary School Departments 31st March 1939

Type of School	less than 25	25- 39	40- 99	100- 199	200- 349	350 and over	Totals
Council	12	23	38	33	30	9	145
C of E	39	50	95	21	3	-	208
R.C.	1	5	5	3	7	1	22
Other Voluntary	1	5	7	3	2	-	18
Totals 1939	53	83	145	60	42	10	393
1938	60	89	141	63	44	8	405

North Riding Education Committee Annual Report for 1939. 13th February 1940.

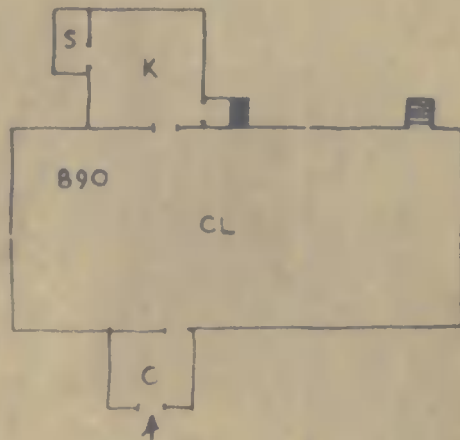
LOFTUS SCALING C SCHOOL.

S = 0.26



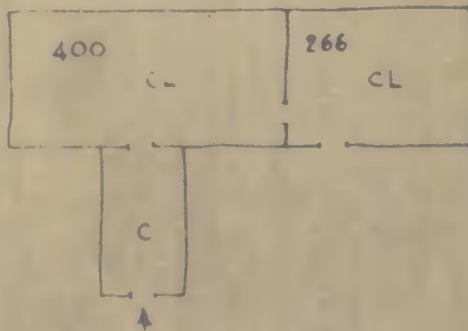
LOW WORSALL C. E. SCHOOL

S = 0.28



LUNEDALE CARLBECK TOWNSHIP UNDENOMINATIONAL SCHOOL.

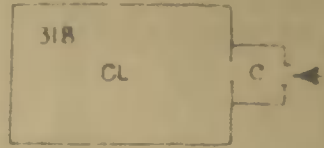
S = 0.16



CLASS ROOM	CL
DINING ROOM	DR
CLOAK ROOM	C
STORE	S.

WELBURY C. E. SCHOOL

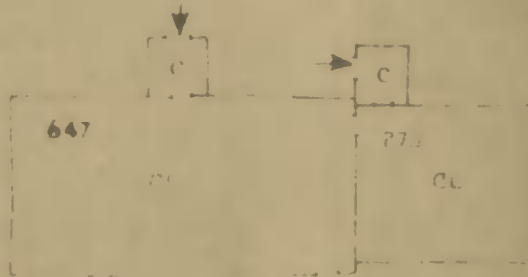
S - 0 13



Closed 1948

WELL ENDOWED SCHOOL

S - 0 7

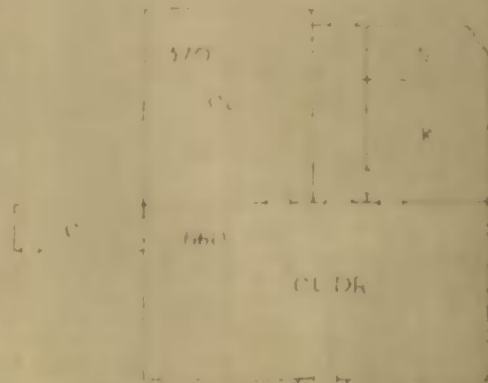


Still in use

WENSLEY C. E. SCHOOL

S - 0 24

CLASSROOM	CL
DINING ROOM	DR
KITCHEN	K
CLOAKROOM	C
PORCH	P



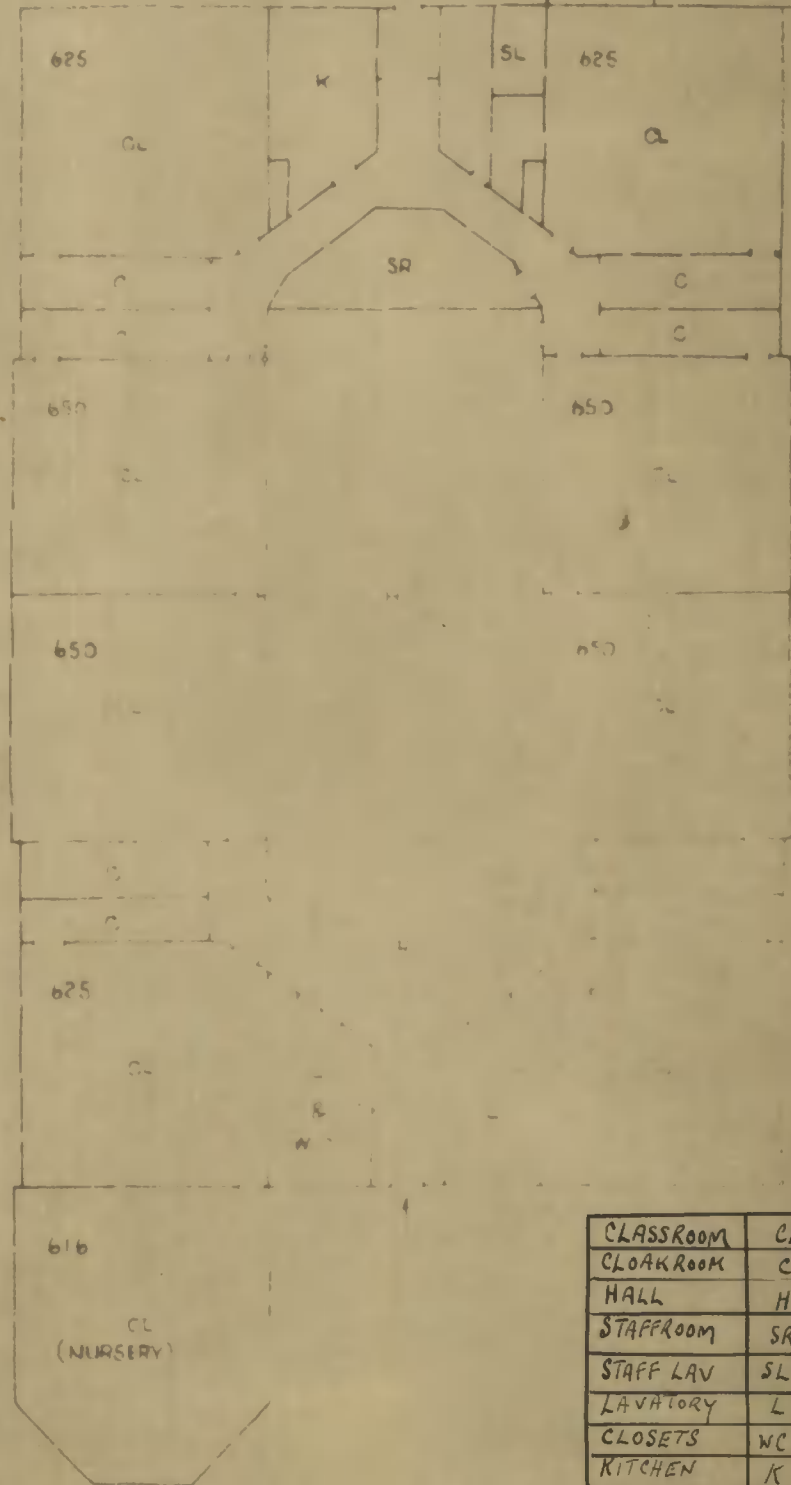
Still in use

Plans of typical one and two roomed schools built during the period 1870-80.

ESTON, GRANGETOWN INFANTS

SCHOOL

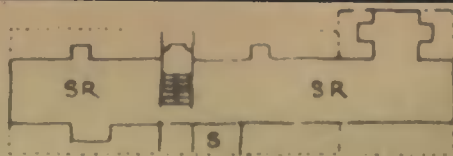
S = 0 74



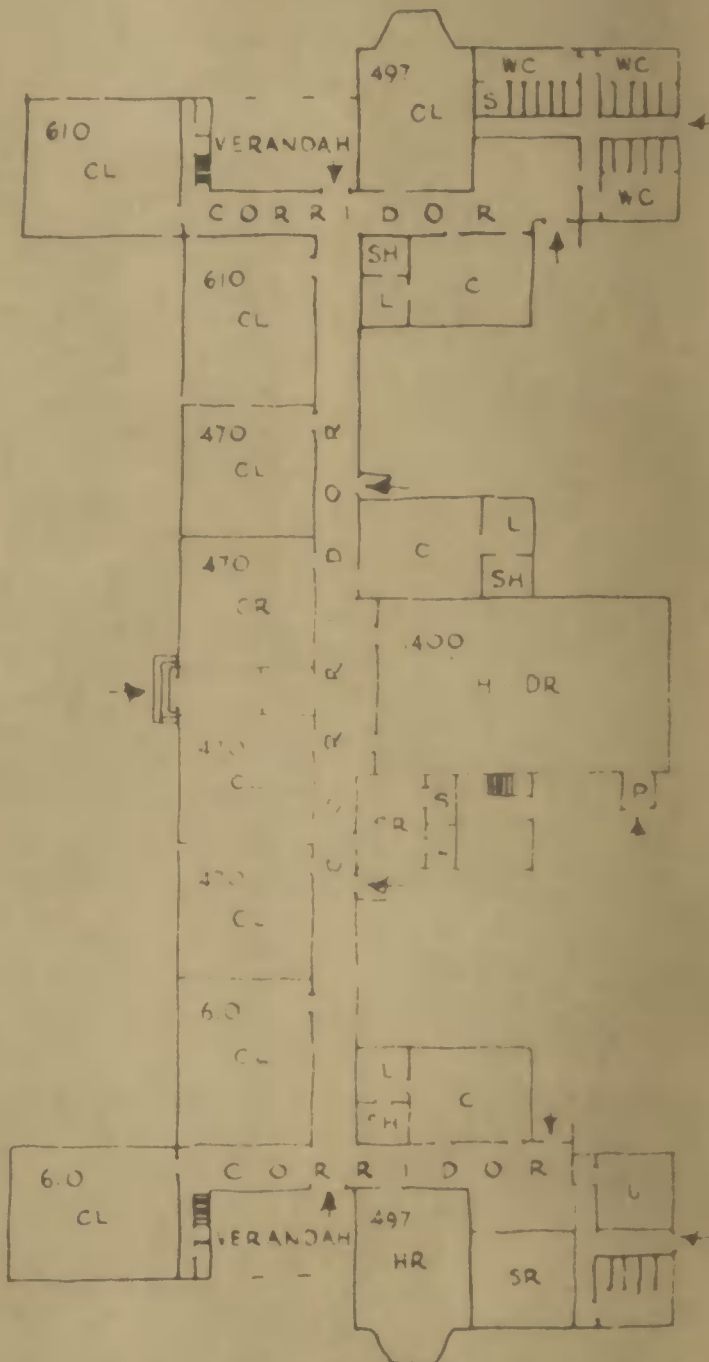
One of the first schools built by North Riding Education Committee based on a Board school at Halifax and which incorporated certain American ideas of school architecture

New Earswick Junior Mixed and
Infants Undenominational School

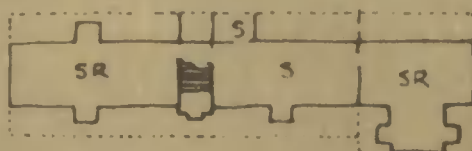
A Voluntary school
built 1912



FIRST FLOOR PLAN
(WEST WING)



GROUND FLOOR PLAN



FIRST FLOOR PLAN
(EAST WING)

CLASSROOM	CL
HANDICRAFT ROOM	HR
COOKERY ROOM	CR
SCIENCE ROOM	SC
HALL	H
DINING ROOM	DR
STAFF ROOM	SR
STORE	S
CLOAKROOM	C
PORCH	P
SHOWER BATHS	SH
URINAL	U
CLOSETS	WC
LAVATORY	L

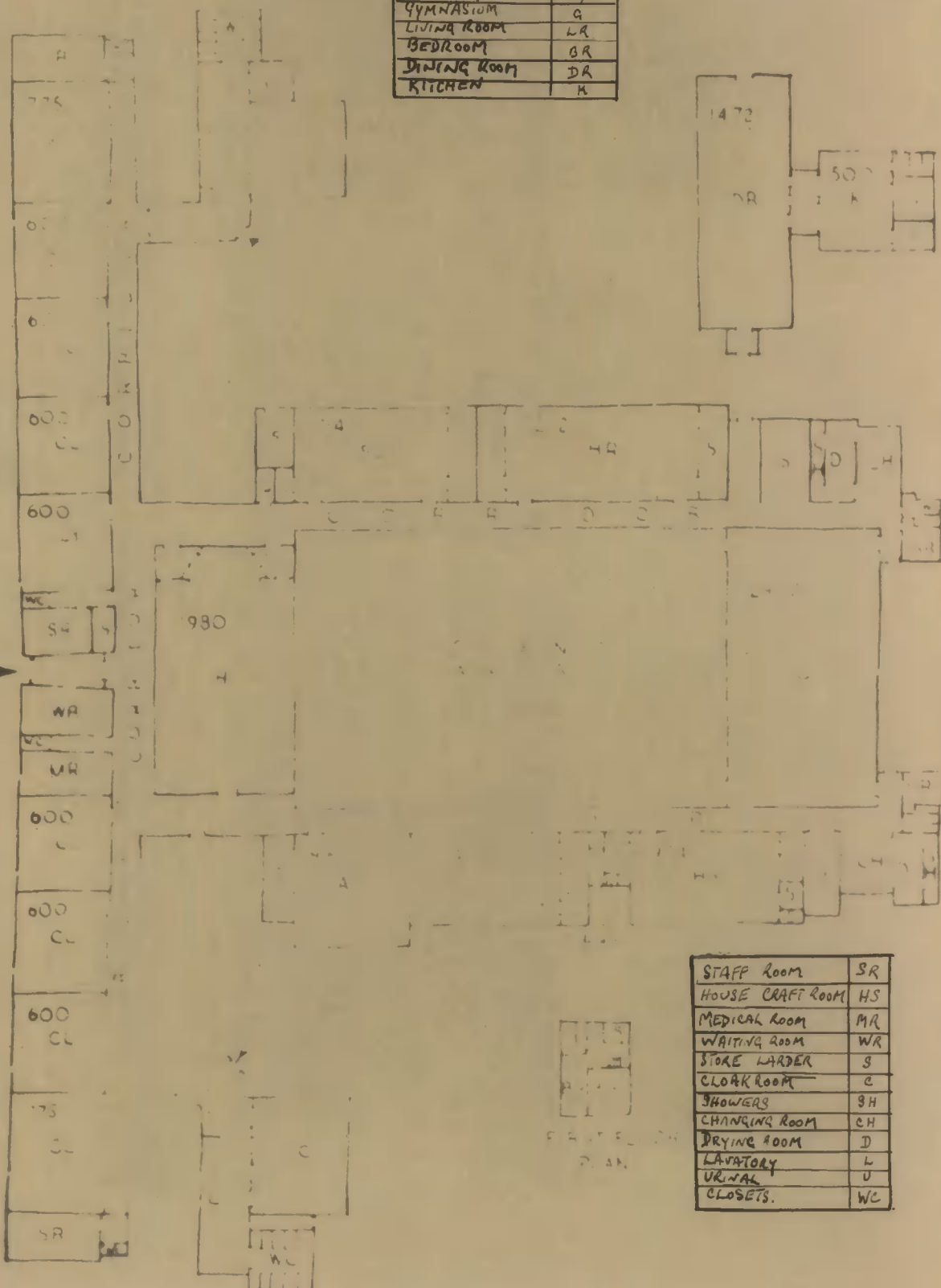
CLASSROOM CL

STORE S

NEW EARSWICK JOSEPH ROWNTREE SCHOOL

ANUNDENOMINATIONAL SENIOR SCHOOL BUILT 1939

CLASS ROOM	CL
HALL	H
SCIENCE ROOM	SC
HANDICRAFT ROOM	HR
ART ROOM	AR
CRAFTS ROOM	CS
LIBRARY	LY
GYMNASIUM	G
LIVING ROOM	LR
BED ROOM	BR
DINING ROOM	DR
KITCHEN	K



STAFF ROOM	SR
HOUSE CRAFT ROOM	HS
MEDICAL ROOM	MR
WAITING ROOM	WR
STORE LARDER	S
CLOAK ROOM	C
SHOWERS	SH
CHANGING ROOM	CH
DRYING ROOM	D
LAVATORY	L
URINAL	U
CLOSETS.	WC

GROUND FLOOR PLAN

Snainton National School

Action taken following a question asked in the House of Commons on April 5th, 1905.

That the attention of the North Riding Local Education Authority having been called to the following question asked in the House of Commons on the 3rd instant, with reference to the appointment of a Head Teacher at Snainton School:-

"Dr Macnamara - To ask the Secretary of the Board
 "of Education whether his attention has been
 "called to the letter, dated 8th March, 1905, of
 "the Rev. F.O. Chambers, Brompton Vicarage,
 "R.S.O. Yorks., to an applicant for the head
 "mastership of the non-provided school in the
 "parish, in which the reverend gentleman says the
 "managers will give the preference to any candidate
 "both able and willing to help on Sunday with a
 "small organ in church and to teach the choir
 "hymns, and to the further communication of the
 "reverend gentleman that they, the managers, have
 "have no use for a bigot or a Protestant; whether
 "these communications constitute a breach of the
 "Board of Education's Code of Regulations; and, if
 "so, whether he will communicate with the North
 "Riding County Council on the matter."

the managers be informed that while the Local Authority see no reason to interfere with the appointment recommended by the managers on educational grounds, to make any appointment conditional on the performance of such extraneous duties as are referred to in the above question would be an infringement of Article 15 (a) (2) of the Code..

AN AMENDMENT WAS MOVED and seconded -

To leave out all the words after "That" in line 1, and to insert the words "the attention of the School Management Sub-Committee be drawn to the subject of the enquiry made on the 3rd inst. in the House of Commons in relation to the proposed appointment of a Head Teacher for the Snainton National School."

The Amendment was declared to be carried.

From Minutes of North Riding Education Committee
 18th April, 1905.

Salaries of Teachers in North Riding Yorkshire

Year ended 31st March	Total cost of teachers' salaries	Average Attendance	Cost per child in average attendance
1905	£92247 19 7½	40135	£ 2 5 11 ⁵ / ₈
1906	97652 17 -	41035	2 7 6 ⁷ / ₈
1907	102417 13 -	41527	2 9 4
1908	103915 9 9	41489	2 10 1 ¹ / ₈
1909	105647 6 10	41913	2 10 5
1910	108964 13 11	42351	2 11 5 ¹ / ₈
1911	111025 7 11	42592	2 12 1
1912	112977 8 -	42399	2 13 3 ⁵ / ₈
1913	116206 16 4	42553	2 14 7 ⁵ / ₈
1914	116042 14 -	41564	2 15 10
1915	*116667 13 11	39292	2 19 4 ⁵ / ₈
1916	*121297 4 5	38616	3 2 9 ⁷ / ₈
1917	*121737 12 2	37961	2 4 1 ¹ / ₄
1918	*138108 15 10	37026	3 14 7 ¹ / ₂
1919	*185391 5 8	36727	5 - 11 ¹ / ₂
1920	195396 15 7	37113	5 5 3 ⁵ / ₈
1921	288464 5 4	37879	7 12 4
1922	297253 14 10	38396	7 14 10
1923	303232 18 2	38045	7 19 5
1924	‡284141 16 2	36859	7 14 2
1925	+284224 7 3	36368	7 16 4
1926	284418 14 4	36732	7 14 10
1927	280714 - 4	36970	7 11 11
1928	282209 16 8	37108	7 12 1
1929	281793 6 7	36818	7 13 1
1930	284355 3 4	36918	7 14 1

* These include balances of salary made to teachers who joined H.M. Forces.

+ The 5% abatement in teachers' salaries operated during the years ended 31st March 1924 - 1925.

The increase in 1919/20 was the result of the teachers' strike.

Annual Report of Education Committee for 1930.
10th February, 1931.

Elementary Teachers' Salaries and Cost per Capita 1930-39

Year ended March 31st	Total Salaries	Average Attendance	Costs per Capita
1930	£284355	36918	£7 14 1
1931	287519	36941	7 15 1
1932(a)	273539	37780	7 14 10
1933(b)	262505	37862	6 18 8
1934(b)	263989	37964	6 19 1
1935(c)	275322	36498	7 10 10
1936(d)	287585	35131	8 3 11
1937	287585	33554	8 11 5
1938	284055	33163	8 11 4
1939	281432	32563	8 12 10

- (a) The 10% deduction operated for 6 months during financial year 31st March 1932.
- (b) The 10% deduction operated during whole of financial years ended 31st March 1933 and 31st March 1934.
- (c) The 10% deduction operated for the first 3 months and the 5% deduction for the last 9 months of the financial year ended 31st March 1935.
- (d) The 5% deduction operated for the first 3 months of the financial year ended 31st March 1936.

North Riding Education Committee Annual Report 1939.
13th February 1940.

A Syllabus on Teaching Hygiene and Temperance

This syllabus was to be compulsory only where standards V-VII or IV to VII form one division or more.

Question of Delicacy - a parent may consider it rude for her daughter to be taught about her 'inside'.

1. The Body - A Wonderful Machine - Who made it?
Its complexity. Its delicacy and strength.
Conscious and unconscious movement, etc.
The care taken of machinery. Common neglect of the body. The body the 'temple of God'. Duty of keeping the body 'in honour'. The amount of preventible sickness and weakness in the world is somebody's fault. "What is worse than war? Outraged nature".

2. The Framework or Skeleton - Its chief parts (the technical names of the bones not to be given), its provision against vibration, its lubrication. The outer skeleton of a crab and the inner skeleton of a man. Young and old bones. Bones of the feet, boots. Ribs: tight lacing. Compare tight lacing with Chinese and other induced deformities.

3. How the framework is moved:-
 - a. The muscles, all movement contractile; appearance of voluntary muscle under microscope; how muscle grows; importance of exercise, games and drill. Fat and muscle - beer. Constant work of muscles - has to be learnt and becomes unconscious, e.g. balance of body. Effects of alcohol on muscle; weakness and fatigue.
 - b. The Nerves - Connection between brain and muscle. Conveyance of information to, and orders from the brain. Appearance of a nerve. Effect of alcohol on brain and nerves, warnings not received or received late or wrongly, orders not given or given late or wrongly; accidents so caused by land and sea; loss of self control; need of self control in life. Rest for brain and nerves, importance of quiet and sufficient sleep.

4. How the machine is fed - All work means waste. Compare machinery driven by different powers, and then the nature of the waste. The body a furnace, what it takes in and what it gives off, e.g. amount of evaporation from skin in one day. The three things necessary to be taken in, air

food and water. How long can we do without each.

5. Breathing and the Circulation of the Blood - A simple description of the diaphragm, lungs and heart. The circulation of the blood. What happens to the blood in the lungs. What the blood gives out and takes in. Composition of air. Oxygen and Carbon Dioxide. What becomes of the latter. The balance of vegetable and animal life. The water given out by the lungs. The animal matters. Poisoned air. The Black Hole of Calcutta. Importance of ventilation by day and by night. Wide open windows make no draught. Germs of disease in air. Houses need air and washing. Pale faces. Effects of excess of alcohol and tobacco on heart. Tight lacing. Use of nose in breathing, keeping mouth shut, and nose clean. Exercise; effect on lungs and heart; the heart a muscle. Deep breathing.
6. Food - Different kinds of food. Alcohol not a food. Unwholesome foods. Eating slowly.

- When to eat. The teeth, different kinds; their care. The saliva: habit of spitting (including other than digestive reasons against it). How food is conveyed to the body (this need not be elaborated, it is difficult and of no great practical use). Effect of alcohol on digestion.
7. Drink - Need of water in the body. What drinks are also foods. Best drinks for working on.
 8. The skin - Outer and Inner. A self repairing garment. Regulation of heat. Proper clothing. Effect of alcohol on skin; does not keep cold out. Sweat glands and their work. Oil glands. The reasons for having a clean skin, and clean clothes.
 9. The Eye and the Ear - Construction (roughly). Their care. Danger of neglect. Danger of injury, especially to the ear.
 10. Treatment of simple ailments and accidents on the lines of the text book. (Blaisdell's "How to Keep Well").

This syllabus was drawn up by the Secretary of

the North Riding Education Committee and was issued to all elementary schools.

Estimate of Expenditure and Receipts for the year ending
31st March, 1906

ELEMENTARY EDUCATION

To which the Borough of Scarborough does not contribute.

EXPENDITURE	Est. one year to 31st March <u>1906</u>
Salaries of Teachers	97,160 - -
Rents of Teachers' houses, Wages of Caretakers and Fuel, Light, Water and Cleaning	8,250 - -
Repairs of Council Schools, Fair Wear and Tear of Vol. Schools	2,200 - -
Enlargements and Improvements treated as Capital Expenditure	350 - -
Rent of Schools (one fourth) and District Offices, Rates and Taxes	250 - -
Ins. of Council Schools and Furniture in all schools	100 - -
School Stationery, Furniture & Apparatus	7,500 - -
School Attendance-Officers Salaries & Expenses	2,200 - -
" " " Prosecutions	20 - -
" " " Printing, etc.	75 - -
Conveyance of children to school	200 - -
Maintenance etc., Blind, Deaf and other deformed children	300 - -
Maintenance of Children in Indust. Schools	100 - -
Loan-Instalments of Pr. & Interest	1,800 - -
Compensation on abolition of office	475 - -
Admin. and Gen. Office Expenses	4,420 - -
Remuneration of Mr W.C. Trevor	200 - -
Salaries of Corresp. in Council Schools	885 - -
Advertising Notices for Teachers	200 - -
Advertising Notices re Schools, etc.	50 - -
Miscell. Expenses incl. Correspons. postages	200 - -
Physical Training, incl. Instructors' Salary and Expenses	250 - -
Total Expenditure	<u>£ 127,185 - -</u>

Estimate of Expenditure and Receipts for the year ending 31st March 1906

HIGHER EDUCATION

To which the Whole Area of the Administrative County is Liable to Contribute.

<u>Expenditure</u>	Estimate one year 1905-6
<u>Agricultural</u>	
Agric. Ed. under Yorks. Council	1,800 - -
Itinerant Dairy Instruction	250 - -
Scholarships	285 - -
Admin. Expenses	10 - -
	<u>£ 2,345 - -</u>

<u>Higher (other than Agric.)</u>	
Secondary Schools	* 2,095 - -
Apparatus Grant	- - -
Even. Schools & Science & Art Cl.	300 - -
Scholarships and Exhibitions	1,149 - -
Technical Classes	50 - -
Elem. School Teachers' Classes, Training Pupil Teachers	* <u>1,647 - -</u>
	<u>£ 5,241 - -</u>

* Includes Grants to Scarborough & Thornaby.

<u>Administration</u>	
Staff & General Expenses	<u>500 - -</u>
TOTAL EXPENDITURE	<u>£ 8,086 - -</u>

<u>Receipts</u>	
Local Taxation Acc. (Customs & Excise Duties)	<u>£ 7,800 - -</u>
Estimated Expenditure 1905-6	8,086 - -
Estimated Receipts 1905-6 (deduct)	<u>7,800 - -</u>
Expenditure in Excess of Receipts 1905-6 (Estimated)	<u>£ 286 - -</u>

Receipts from Local Taxation Account (Customs & Excise Duties)
Whiskey Money.

1899-1900 = £9,052 8. 5.	1900-1901 = £8,530 7. 9.
1901-1902 = £7,892 13. 7.	1902-1903 = £8,115 10. 6.

Receipts by the Treasurer during the quarter ended 30th June 1936
Summary of same.

Particulars	Tuition Fees	Other Receipts
<u>ELEMENTARY EDUCATION ACCOUNT</u>		
Grants - Board of Education - Substantive	46,680	- -
Charities - Various	167	3 -
Cookery Sales	98	10 -
Hire of Rooms (including elections)	35	3 6
Fuel and light (including elections)	42	17 3
Rents and Wayleaves - various	11	11 -
Dental Treatment	45	4 6
Sales of Needlework	240	13 7
Handicraft Sales	26	5 4
Spectacles)part payment)	4	1 3
Operations)part payment)	23	13 -
Orthopaedic Appliances (part payment)	3	15 11
Maintenance of Children (collections)		
Blind and Deaf	25	19 1
Mentally Defective	23	1 6
Physically Defective	33	2 6
Children & Young Persons	<u>10</u>	<u>2 2</u>
Children and Young Persons Act, 1933 Miscellaneous	4	14 9
Salary of Medical Officer Whitby U.D.C.	62	10 -
Repayment of Salaries by J. Rowntree Trust - New Earswick School	132	2 -
Deposit as security re Furniture Contract North of England School Furnishing Co. Ltd.,	200	- -
Miscellaneous	88	6 5
		<hr/>
	£ 47,938	17 6
		<hr/>

During the quarter ended 30th June, 1936 Transfers have been made to the Higher and Elementary Accounts of the Education Committee as follows:-

Higher Education	£ 31,785	- -
Elementary Education	<u>92,931</u>	- -
	<u>£124,716</u>	- -

Receipts by the Treasurer during the quarter ended 30th June, 1936 -
Summary of same.

Particulars	Tuition Fees	Other Receipts
HIGHER EDUCATION ACCOUNT		
Grants - Board of Education Substantive		8,790 - -
Evening Schools - Fees and Sales		203 17 1
Askrigg, Yorbridge Grammar School	163 12 6	17 3 8
Easingwold Grammar School	105 - -	13 15 4
Richmond High School	162 1 -	15 -
Saltburn High School for Girls	442 4 -	
Scarborough High School for Boys	754 5 -	59 10 9
Scarborough High School for Girls	565 19 -	5 6 -
Scarborough Proposed New Girls High(site) Capital Money - NRCC Superannuation Fund		2,500 - -
Stamp Duty		5 -
Scarborough School of Art	33 6 -	1 10 -
Thirsk Secondary School	224 7 6	3 10 -
Whitby County School	373 - -	24 18 -
Yarm Grammar School	382 15 -	12 9 10
	<hr/>	3,206 10 -
Margaret Spencer Memorial		16 5
Junior Instruction Centres - Grant - Ministry of Labour Sales etc.		2,811 - - 34 12 1
Refunds - Training College Courses		149 15 -
Superannuation deductions, Teachers & Governors Pickering Grammar School		260 16 8
Miscellaneous		26 9 3
Minor Exhibitions, etc. - Fees, refunds on contract tickets, etc.		230 - 3
		<hr/> <u>£ 18,353 - 4</u>

% of total depts. still unreorganised and % of total pupils attending such dept.	COUNCIL													
	C of E				R.C.				Other Vol.				Total	
	Dept. %	Pupils %	Depts. %	Pupils %	Depts. %	Pupils %	Depts. %	Pupils %	Depts. %	Pupils %	Depts. %	Pupils %	Depts. %	Pupils %
a) Urban Area														
1. North Riding	31.7	25.1	26.7	30.3	100.0	100.0	-	-	-	-	-	40.0	36.6	
11. England *	16.8	15.3	34.3	36.3	52.5	52.9	42.0	46.8	24.9	22.5				
b) Rural Area														
1. North Riding	95.1	89.7	94.3	90.9	90.9	90.0	83.3	81.1	93.6	89.7				
11. England *	58.9	53.4	69.4	73.0	86.0	82.0	70.9	65.7	65.4	62.5				
c) Total														
1. North Riding	67.5	44.0	89.4	81.9	95.5	98.6	83.3	81.1	81.4	62.5				
11. England	26.3	20.3	54.3	48.7	55.2	53.9	54.4	51.5	39.8	29.3				

* Figures for 1st October 1938

Education Committee Annual Report 1939. 13th February, 1940

PRIMARY AND SECONDARY SCHOOLS CLOSED IN THE
ADMINISTRATIVE COUNTY, 1903 - 1944

Barnaby Moor C.	1944
Beadlam C.E.	1938
Bishopdale C.E.	1928
Boulby C.	1939
Bransdale C.E.	1944
Bulmer C.	1944
Byland-with-Wass C.E.	1933
Caldswell C.E.	1932
Carlbeck C.E.	
Colsterdale C.E.	1932
Cottherstone C.E.	
Cundall-with-Norton-le-Clay C.E.	1936
Deighton C.E.	1931
East Moors C.E.	1943
Eryholme C.E.	1936
Fadmoor Rudland C.E.	1938
Eston Junction C.	1940
Farlington Village C.E.	1938
Felixkirk C.E.	1934
Grassholme C.E.	1914
Great Edstone C.	1923
Hartoft C.	1938
Harwood Dale C.E.	1942
Hilton C.E.	1938
Holwick C.E.	1937
Horsehouse C.E.	1939
Ilton-cum-Pott C.E.	1938
Kirby Sigstone C.	1944
Lartington R.C.	1936
Lastingham C.	1936
Levisham C.	1939
Linton-on-Ouse C.E.	1935
Liverton Mines C.	1937
Marrick C.	1932
Marrick New Forest C.	1938
Middleton and Aislaby C.	1922
Moorheads C.E.	1929
Newby C.E.	1921
Normanby (Pickering) C.E.	1939
Old Byland C.E.	1932
Osmotherley C.E.	1925

Primary and Secondary Schools closed 1903 - 1944 Contd.

Patrick Brompton C.E.	1922
Rainton C.E.	1922
Robin Hood's Bay Wesleyan	1923
Rokeby C.E.	1938
Romaldkirk C.E.	1938
Saltersgate C.	1932
South Otterington C.	1923
Stalling Busk C.E.	1937
Teesport C.	1936
Thirkleby C.E.	1937
Thornaby Cleveland Wesleyan	
Thornton-le-Beans	1948
Troutsdale C.	1938
Ugthorpe C.E.	1944
Walden C.	1931
Wass C.E.	
West Ayton C.E.	
Whitby, Helredale C.	
Widdale C.	1930
Wilton C.	
Yearsley C.E.	1933

NEW PRIMARY AND SECONDARY SCHOOL PREMISES OPENED
IN THE ADMINISTRATIVE COUNTY, 1903 - 1944

Askrigg, Yorebridge Grammar	1932
Boulby C.	1920
Brawby C.	1909
Cargo Fleet C.	1909
Carlin How C.	1907
Chopgate C.E.	
Clifton Without C.	1932
Clifton Without, Canon A.R. Lee C. Modern	
Commondale C.	1905
Crakehall C.E.	
Dundale C	1908
Eppleby Forcett C.E.	1905
Eston, Grangetown Inf. C.	1907
Eston, Grangetown Sir William Worsley C. Modern	1936
Eston, Grangetown R.C.	1932
Eston, South Bank Cromwell Road C.	1910
Eston, South Bank Victoria Street C.	1913
Eston, South Bank R.C.	1924
Eston, South Bank St. Peter's R.C. Modern	1941
Eston, Teesville C.	1927
Fadmoor Rüdland C.E.	1905
Girsby C.	
Great Ayton Edward Kitching C.	1908
Kirby Sigston C.	1910
Littlebeck C.E.	1905
Loftus C.	1912
Loftus R.C.	1906
Malton Grammar	1911
New Earswick U.	1912
New Earswick, Joseph Rowntree Modern	1939
Northallerton Grammar	1909
Northallerton C.	1909
Nunthorpe C.E.	1932
Ormesby C.E.	1905

Primary and Secondary Schools Opened 1903-1944 Contd.

Pickering, Lady Lumley's Grammar	1905
Pickering R.C.	1928
Pickering Marshes C.	
Redcar West Dyke C.	1908
Redcar, Dormanstown C. Modern	1933
Redcar, Dormanstown Jun. C.	1926
Redcar, Dormanstown Inf. C.	
Redcar, James Mackinlay C. Modern	1927
Redcar, J.E. Batty C.	1930
Redcar Lane C. Modern	1940
Redcar, Roman Catholic	
Saltburn High	1911
Saltburn C. Inf.	
Scalby Newby C.	
Scarborough Girls' High	1930
Stillington C.	1907
Stokesley C.	1908
Thirsk Grammar	
Thornaby Arthur Head C.	
Thornaby Robert Atkinson C. Modern	1929
Thornaby Village	1932
Thornaby St. Patrick's R.C.	1931
Thornton-le-Beans C.	1907
Ugthorpe R.C.	
Walden C.	1908
Warthill C.E.	
Whitby Grammar	1911
Whitby West Cliff C. Modern	1936
Wombledon C.E.	
Richmond High School for Girls	1939



Eston Junction Council School where the cost per head was highest in the Riding. Originally three departments, boys, girls and infants. Closed 1940 but used as Technical School until 1956.



Low Worsall School. Voluntary School.
Architecture - Two rooms and a porch.



Junior Boys and Junior Girls School, Grangetown.
Typical architecture of the School Board period.



The Infant School built at Grangetown 1906. It also contained
a cookery centre attended by girls from nearby schools.



The original Richmond High School for Girls, it was merely a converted dwelling house in the centre of the town.

Below - The present school designed by Mr Dennis Clarke Hall was completed in 1940 and is said to be the foundation of modern school design in England.





The Junior Instruction Centre at South Bank, opened 1935. The first to be built in England. Designed by the County Clerk of Works it cost £2,800 and proved to be most successful from a functional point of view. Timber built on brick pillars with asbestos roof.



Above -
 South Bank Victoria Street
 Central School built 1913.
 Originally an all age
 establishment. In 1920
 became a Central School,
 boys upstairs, girls down.



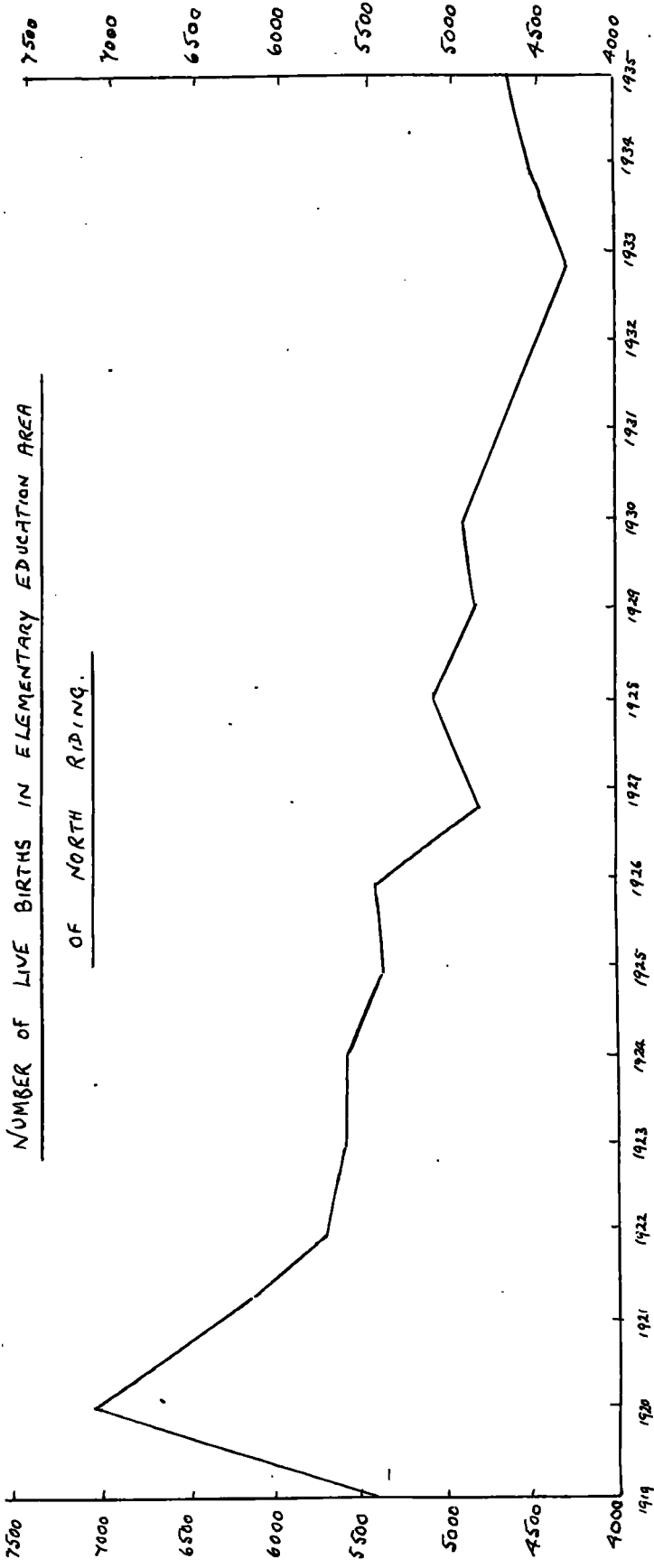
On left -
 South Bank Princess Street
 Elementary School.
 Built 1878.
 Thought to be a typical
 example of an unfortunate
 period of school
 architecture. Originally
 an all age establishment
 with three departments.



South Bank Cromwell Road Elementary School 1910. Originally an all age establishment. In 1920 it took the infants and Juniors from Victoria Street when it became a Central School.

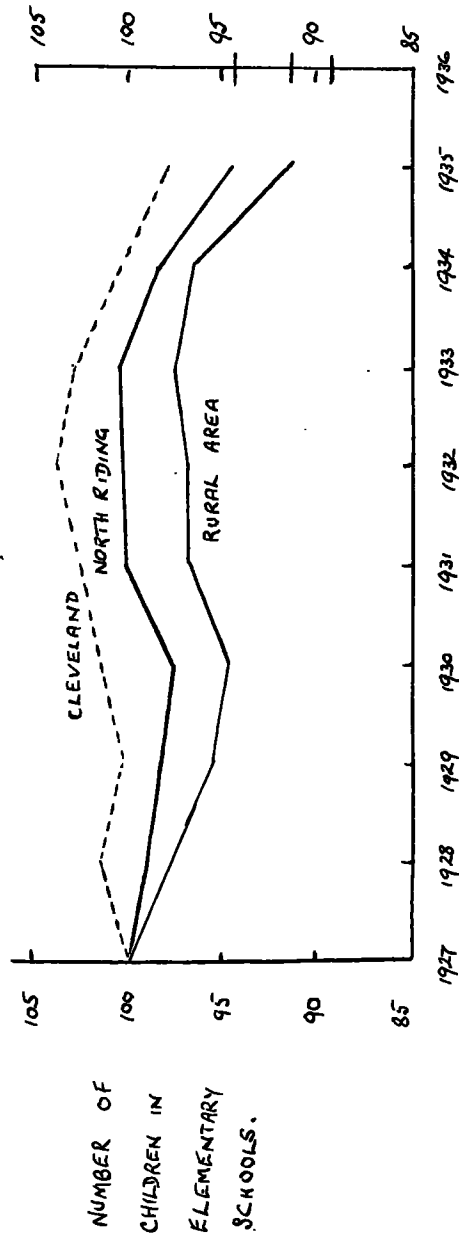


Sir William Worsley Senior Elementary School. Built 1936
The building incorporated 'Hadow' ideas.



FROM SURVEY OF PROBLEMS IN CONNECTION WITH EDUCATION ACT 1936.
MINUTES OF NORTH RIDING EDUCATION COMMITTEE 10th NOVEMBER 1936.

ELEMENTARY SCHOOL POPULATION IN THE NORTH RIDING,
CLEVELAND AND RURAL AREAS 1927-1936,
TAKING 100 CHILDREN AS PAR IN EACH CASE.



FROM SURVEY OF PROBLEMS IN CONNECTION WITH
EDUCATION ACT 1936

MINUTES OF NORTH RIDING EDUCATION COMMITTEE
10th NOVEMBER 1936.

CLEANLINESS OF ELEMENTARY SCHOOL CHILDREN

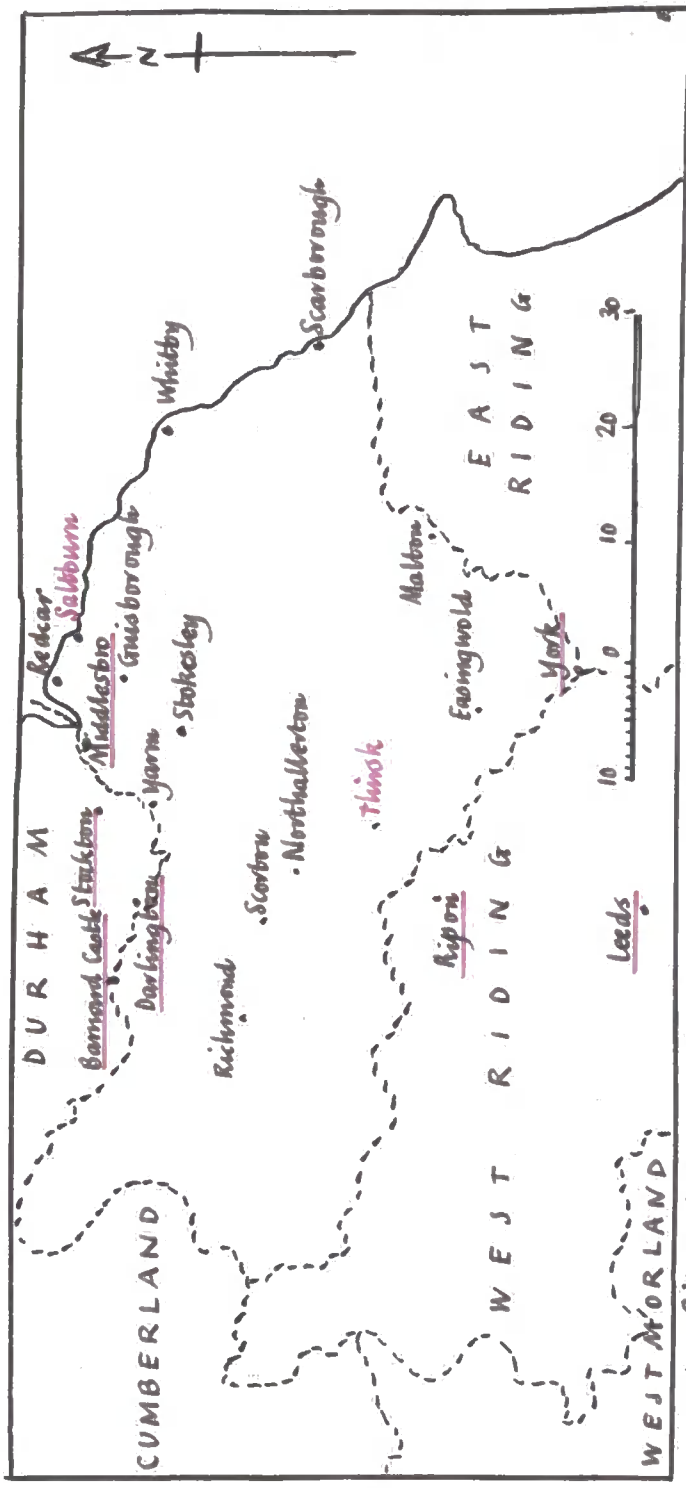
Year	No. of Nurses visits	No. of Exmnd.	Number of Cases with Percentages of total number examined									
			Vermicious Heads	Nits	Body and clothing	Neglected and Dirty	Contagious Ring-Scabies	Impetigo worm	Other Visits to Homes			
1934	75	2102	141045	306 .21%	4637 3.28%	92 .06%	528 .37%	70 .04%	25 .01%	361 .25%	1384 .98%	2487 1.76%
1935	78	2186	141508	303 .21%	4659 3.29%	52 .04%	605 .43%	76 .05%	27 .02%	493 .35%	1447 1.02%	2206 1.56%
1936	78	2170	136313	199 .14%	3674 2.69%	29 .02%	682 .50%	61 .04%	68 .04%	512 .37%	1306 .95%	2259 1.65%

30919 children inspected by the School Dentist and 18781 received the necessary treatment.

Figures for 1934 were 31,390 and 18,200 respectively.

A sixth School Dentist was appointed.

Education Committee Minutes 9th February 1937.



1. Situation of Grammar Schools attended by N.R. pupils 1906-1939.
2. Thirsk and Saltburn were the only towns which had no Grammar Schools in 1906.
3. Schools attended by N.R. pupils but situated outside N. Riding boundaries underlined in red.

Higher Education Accounts for the year ending July 31st 1905

<u>Agricultural</u>		<u>Expenditure</u>	
Yorkshire Council		£ 1,800	- -
Itinerant Dairy Instruction		250	- -
Scholarships		170	- -
Adminstration Expenses		4	- 4
		<u>£ 2,224</u>	<u>- 4</u>
<u>Higher (other than Agric.)</u>		<u>Expenditure</u>	Receipts, Grants, etc.
Secondary Schools	£1477 10 10		£ 1477 10 10
Apparatus Grants	36 4 6		36 4 6
Evening Schools	1989 18 6	1101 - -	888 18 6
Scholarships & Exhibitions	1605 7 4		1605 7 4
Technical Classes	49 7 5		49 7 5
Pupil Teachers & Elementary Schools Teachers	<u>2065 18 10</u>	<u>854 14 2</u>	<u>1211 4 8</u>
	£7224 11 4	£1955 14 2	£ 5268 17 3
Adminstration			£ 500 - -
Total Expenditure			£ 7992 17 6
<u>Receipts</u>			
Customs & Excise Duties Grant			£ 7407 10 1
Contribution by Thornaby on Tees			44 17 2
Sale of Apparatus & other receipts			<u>90 9 10</u>
			<u>£ 7542 17 1</u>
Spent in excess of income			£ 450 - 5

The Nett Expenditure for 1905-6 was estimated in April last at £8,086. It is evident that great care should be exercised in 1905-6 to keep the expenditure below that of 1904-5 unless the County Council will supplement the income by levying a rate.

Ages of North Riding Pupils in Secondary Schools in 1938 and 1939

	Under 11	11- 12	12- 13	13- 14	14- 15	15- 16	16- 17	17- 18	over 18	Total	Inc. or Dec.	Boys	Girls
Askrigg Yorebridge Grammar	3	21	30	27	15	14	9	2	-	121	+3	59	62
Easingwold Grammar	4	20	24	16	13	12	5	2	-	96	+16	57	39
Guisborough Grammar	1	28	34	44	38	36	24	6	1	212	-12	212	-
Malton Gr.	5	22	42	38	33	17	10	1	-	168	+7	86	82
Northall'n Grammar	7	53	49	47	37	29	8	8	-	238	-15	119	119
Pickering Lady Lumley Grammar	3	27	33	28	30	28	15	2	1	167	+16	83	84
Richmond Grammar	14	26	32	35	18	18	13	4	1	161	+2	161	-
Richmond High	1	24	33	17	21	13	5	5	-	119	+5	-	119
Saltburn High	4	67	62	72	57	56	12	15	-	345	+5	-	345
Scarborough High Boys	42	73	85	97	83	68	30	15	4	497	+3	497	-
Scarborough High Girls	15	55	57	64	45	45	20	12	1	314	+5	-	314
Thirsk Sec.	7	21	30	32	23	17	3	-	-	133	+2	79	54
Whitby County	9	46	39	45	44	36	21	9	2	251	+7	136	115
Yarm Gramm.	2	34	28	36	31	20	10	4	-	165	+9	86	79
Totals 1st Oct. 1939	117	517	578	598	488	409	185	85	10	2987	+53	1575	1412
Totals 1st Oct. 1938	128	525	581	498	487	422	202	83	8	2934		1557	1377
Increase or decrease	-11	-8	-3	100	+1	-13	-17	+2	+2	+53		+18	+35

Number of North Riding Secondary School Pupils compared with population and with pupils previously educated in Public Elementary Schools.

	<u>North Riding</u>	<u>* England</u>
1. Estimated population - Mid 1935	332,100	38,058,000
2. Number of Secondary Pupils 1st October 1936	4,186	411,291
3. Number of Secondary School Pupils per 100 of population	12.6	10.8
4. Number of Public Elementary School pupils in (2) above	3,577	302,586
5. Percentage of ex-Public Elementary School pupils in (2) above	85.5%	73.6%

* for 31st March 1935, the latest available date.

EXHIBITIONS, SCHOLARSHIPS, ETC.

TYPE OF SCHOOL	Boys	Girls	Total	Fee Payers	Paying full fees	Paying Partials fees	Paying no Fees	Recvng mntnncs. allnce.	Recvng Convey-ance allnce.
Provided or maintained by Ed. Committee	1485	1294	2779	1439	69	88	1183	351	692
Recognised Schools maintained by other Bodies	774	633	1407	707	34	42	624	165	395
Totals. 1st Oct. 1936	2259	1927	4186	2146	103	130	1807	516	1087
Totals 1st Oct. 1935	2144	1874	4018	1926	68	99	1925	401	1045
Increase or Decrease in 1936	+115	+53	+168	+220	+35	+31	-118	+115	+42
Totals Oct. 1939	2189	1982	4171	1973	218	266	1714	867	1287
Totals Oct. 1938	2178	1929	4107	1966	170	238	1733	733	1278
Increase or Decrease in 1939	+11	+53	+64	+7	-48	+21	-19	+134	+9

Number of North Riding Secondary School Pupils on 1st October 1936 showing distribution by sex, and showing number of Fee Payers, Exhibitioners, Scholars, etc., and number of pupils receiving maintenance allowances and conveyance allowances.

Compiled from N.R. Education Committee Minutes 1936, 1937, 1939, 1940.

EXAMINATION RESULTS OF NORTH RIDING SECONDARY PUPILS

1. Provided Sec. Schools

Form in school	Age	SCHOOL CERTIFICATE			HIGHER SCHOOL CERTIFICATE		
		No. of Candts	No. in prev. Col. who matriculated.	No. Fld	No. of Candts.	No. Psd.	No. Fld.
VI	17.1	1	1	-	2	1	1
up V	16.7	5	-	3	-	-	-
Vb	16.2	9	1	6	-	-	-
V	16.8	25	3	12	6	1	5
up V	16.8	7	3	2	-	-	-
up Va	16.7	22	9	2	7	3	4
up Vb	16.6	15	3	5	-	-	-
Vu	16.6	15	10	5	4	2	2
V	15.8	15	2	3	-	-	-
Va	16.3	20	2	10	15	12	3
Vl	15.1	22	18	4	-	-	-
Va	16.8	10	2	4	1	-	1
V	16.8	23	11	4	4	3	1
Va	16.2	24	6	2	5	3	2
Vb	15.1	7	-	6	-	-	-

2. Schools situate in the North Riding aided by the Committee

Guisborough Gram.	V	15.9	16	10	6	6	2	4
Malton Gram.	V	17.0	23	15	1	1	1	-
Pickering Gram.	V	16.1	17	10	-	-	-	-
Redcar, Sir W. Turner's	Remove	15.6	39	32	25	17	15	2
Richmond Gram.	V	16.1	8	6	3	2	-	2

Annual Report of North Riding Education Committee 1930. 10th February, 1931

SCHOLARSHIPS AWARDED IN 1939 and NUMBER HELD ON 1st OCTOBER 1939

Description of Scholarship	No. of entries 1939	No. awarded in 1939	No. held on 1/10/39	Maximum Annual Value £	Where tenable
County Minor Scholarships	4443	396	1913	*	Secondary Schools
County Intermediate Scholarships	125	82	114	*	Secondary Schools
Nautical Scholarships	-	-	-	60	Recognised Institutions
Sea Training Scholarships	-	-	-	10	Recognised Institutions
Scholarships for the Blind	3	3	11	80	Recognised Institutions
Junior Art Scholarships	10	6	21	*	Scarborough School of Art or other approved schools.
County Major Scholarships	51	14	57	+	University and University Colleges
Adult Students	1	1	2	+	" "
Research Scholarships	4	1	1	+	Universities and Recognised Institutes.
Senior Art Scholarships	-	-	-	+	Royal College of Art
Domestic Science Scholarships	1	-	-	+	Recognised Colleges
Music Scholarships	2	1	2	+	Recognised Colleges

Continued.

Description of Scholarship	No. of entries in 1939	No. awarded in 1939	No. held on 1/10/39	Maximum Annual Value £	Where tenable
Physical Training Scholarships	6	1	2	+	Recognised Colleges
Agricultural Scholarships	5	3	9	+	Leeds University and York. Inst. of Agriculture
Dairying Scholarships	8	7	3	+	Recognised Institutions
Loans in aid of Training College Courses	30	27	52	20	Training Colleges and University Training Dept.
County Technological Scholarships	1	-	1	+	Recognised Institutions
Technical Scholarships	250	198	187	**	Recognised Institutions
County Junior Tech. Scholarships	8	5	8	*	Recognised Institutions
Free Studentships	351	258	257	***	N.R. Institutes or other approved Institutes.
Totals 1939	5299	1003	2640		
Totals 1938	5244	887	2509		

* Tuition Fees according to Regulations approved by Board of Education, travelling expenses and where necessary maintenance allowance.
 ‡ No. of children who took the General Examination in Elementary Schools, i.e. Stage I of County Minor Exhibition.
 + In the case of awards made in 1937 and subsequently value was in accordance with Committee's New scale.

Education Committee Reports 1939. 13th February 1940.

Entrance Examination for Pupil Teachership

Proposed syllabus for the examination of candidates
for admission as Pupil teachers, 1906

Part 1. Subjects:- Reading, Recitation, English, Composition, Dictation, Arithmetic.

Part 2. For those who have satisfied the examiner in Part 1.

to be held the following Saturday.

Subjects:- Geography, History, Geometry, Algebra, French, Science, Music, Needlework, Nature Study.

Syllabus for an engagement of Two Years

Handwriting and spelling will be taken into account.

Reading:- It will be expected that candidates will have read works by standard authors.

Recitation:- One hundred lines from some Standard English Author.

English:- The Elements of English Grammar, including the analysis of sentences and parsing, the first elements of Etymology, and Paraphrasing.

Composition:- An Essay - 30-40 lines.

History:- One or more of the following periods -
(a) BC55-1509; (b) 1509-1688; (c) 1688-1832.

- Geography:- a) Knowledge of Local Geography
 b) Elementary, Physical, and Astronomical Geometry.
 c) British Isles
 d) Familiarity with Map of the World
- Arithmetic:- Excluding Cube Root, Scales of Notation, Foreign exchanges, True Discount, Troy weight, and Apothecaries weight. The Metric System.
- Algebra:- (optional for girls) Notation, easy examples in addition, subtraction, multiplication, division, Simple equations, with one unknown, and problems leading up to such equations.
- Euclid:- (optional for girls) Book 1 with simple Geometrical exercises.
- French:- (optional) Easy unprepared passages for translation from French into English; an easy passage for translation from English into French. Questions on Accidence.
- Needlework:- (for girls only)
1. A woman's cooking apron or a woman's gored flannel petticoat.
 2. Patches in calico, print and flannel.
 3. Paper patterns of a cooking apron and a gored flannel petticoat drawn to scale; the same garments (half size) cut out in paper and made up by tacking.
 4. Material to be provided for the Collective Exam.
 1 piece of holland 9" x 9"; 1 piece of flannel 9" x 9"; 1 piece of calico 6" x 6"; 1 piece of print 6" x 6"; 1 sheet of sectional paper; 1 sheet of cutting out paper; 1 piece of tape 6"; 1 unpierced button. Suitable needles and cotton.

Music

(optional)

Staff Notation. All the major scales and signatures. Dotted lines. Tied Notes.

Semi quaver, triplets, $\frac{3}{8}$ $\frac{6}{8}$ and $\frac{9}{8}$ time.

Tonic Sol-fa notation. First removes of key.

Bridge notes. Six and nine pulse measure.

Quarter pulse notes and rests.

Fifths of a pulse.

Elementary Science (optional)

Physics: Measurement of straight and curved lines, elementary geometrical notions, the use of scale and instruments. Metric and British Units.

Measurement of area, use of squared paper.

Measurement of volume; use of burette, pipette, graduated cylinder.

Simple lever balanced about any point.

Centre of gravity of symmetrical bodies, treated experimentally only.

The balance.

Simple methods of finding the weight of 1cc of different solids and liquids. Determination of density. The apparent weight of solids in liquids. The Balancing of different liquids in tubes. The formation and reading of a simple barometer. Physical effect of heat on different substances. The Thermometer. Maximum density of water. Distillation of water. Melting and boiling points.

Chemistry

The examination of common metals and common household substances, such as salt, starch, sugar, soda, soap as to their appearance, solubility, behaviour on heating, etc. Change in weight when substances are heated and the examination of their products.

Study of air. Iron left to rust in air, effect on weight. Iron left in ordinary, and in distilled water. Iron and phosphorus left to rust in air enclosed over water. Alteration in the volume of air, examination of residual air. Contrasted effect of air and nitrogen on phosphorus, copper and magnesium.

Analogy between burning and rusting.

Formation of oxides of lead. The getting of oxygen from red lead, mercuric oxide and potassium chlorate.

Examination of the gas, and of the products formed by burning various substances in it.

Easy quantitative experiment on the volume of oxygen produced by a weighed quantity of potassium chlorate.

Elementary notion of acids and alkalis. Examination and preparation of sulphuric, hydrochloric and nitric acid.

The action of these on some of the common metals.

Hydrogen. Preparation and Properties.

Examination of the liquid formed when the gas is burned.

The action of heated iron on steam and of sodium on water.

The volume of hydrogen evolved by the action of acids on certain metals.

Note: In the optional subjects, candidates who fail to obtain 25% of the marks will not be credited with any.

Syllabus for Rural Candidates for an Engagement

Of Three Years.

Reading	It is expected that Candidates will have read works by Standard Authors.
Recitation	To recite 70 lines from a poem by some Standard English Author.
English	Dictation, including spelling and handwriting. Easy analysis and parsing. Essay - 20-30 lines.
History	An acquaintance with the most prominent names in one or more of the following periods:- a) BC55 - 1509; b) 1509 - 1688; c) 1688 - 1832.
Geography	Local Geography. Geographical terms. British Isles.
Arithmetic	Excluding stocks, Compound Interest, Cube Root, Scales or Notation, Foreign Exchanges, True Discount, Troy Weight and Apothecaries Weight, The Metric System.
Algebra	(optional) As far as simple equations.
Geometry	(optional) Simple problems in practical geometry.
Nature Study	Life History of three or more well-known plants, e.g. wallflower, bean, wheat, potato, with description of the seed, germination, flower and fruit. Description of two or more common animals, e.g. dog, rabbit, chicken, earthworm.
Needlework	(for girls only) 1. A woman's chemise or a child's pinafore, 2. Thin places and holes darned on stocking web material.

3. Paper patterns of a chemise and a pinafore drawn to scale. The same garments (full size) cut out in paper and made up by racking.

Material to be provided for the Collective Examination:- 1 piece calico 9" x 9"; 1 piece print 9" x 9"; 1 piece of stocking web 4" x 4"; 1 sheet of sectional paper; 1 sheet of ruled cutting out paper, 1 piece of tape 3" long; 1 unpierced button. Suitable sewing and darning needles and cotton.

Music

(optional)

Staff Notation. Notes, their shape and relative value. The treble and bass staves. The scales of C.G. and F major. Intervals found in the major scale. Minims, crotchets, quavers and equivalent rests.

234234
444222 time.

Tonic Sol-fa Notation. The common major scale, its structure and intervals. The standard scale of pitch. Mental effects and how they are modified. Accent. Two, three and four pulse measure. Whole pulse notes, half pulse notes, and continuations and rests of the same value.

N.B.

The Higher Education Committee objected to Music being optional and made it obligatory except with special permission.

GRANT AIDED ADULT NON-VOCATIONAL CLASSES IN YORKSHIRE, SESSION 1926-27.

Non-University Classes

Classes provided directly by L.E.As.	Classes maintained for or by Voluntary Responsible Bodies					
	Provided by L.E.As. for W.E.A.	Provided by W.E.A.	Provided by Ed. settlement Association	Provided by Nat. Indust'l Alliance	Terminal	One Year
	Terminal	Sessional	Terminal	One Year	Terminal	One Year
West Riding	4	104	-	-	-	-
East Riding	-	-	10	1	-	-
North Riding	-	-	3	-	-	-
County Boroughs	-	1	-	-	-	-
(Barnsley	1	-	-	-	-	-
(Bradford	-	7	-	-	-	-
(Dewsbury	-	-	-	-	-	-
(Halifax	-	-	-	3	-	-
(Huddersfield	-	6	-	-	-	-
(Leeds	2	4	-	-	-	-
(Rotherham	-	3	-	-	-	-
(Sheffield	-	-	9	2	-	1
(Wakefield	1	-	-	-	-	-
York	2	2	-	-	3	6
Hull (Associated with East Riding)	-	3	-	-	-	-
Middlesbrough (Associated with North Riding)	-	-	-	2	-	1
	173	7	130	22	8	3
						7
						1

List of Tutorial Classes in North Riding. Session 1936-7

<u>Place</u>	<u>Subject</u>	<u>Responsible Body</u>
Brotton	Social History	Leeds (Joint Committee)
Helmsley	Literature	"
Loftus	Biology	"
Loftus	Local & Central Government	"
Northallerton	Social History	"
Redcar	Literature	"
Reeth	Literature	"
Scarborough	Social History	"
South Bank (shift)	Literature	"
South Bank	Biology	"
Grangetown	Social Philosophy	"
Thornaby/Tees	Local & Central Government	"
Boosbeck	Economics	Hull (Joint Committee)
Redcar	Machinery of Government	"
South Bank	Economics	"
Whitby	Machinery of Government	"

Higher Education 1934-38.

List of One Year Courses 1936-37

<u>Place</u>	<u>No. of Meetings</u>	<u>Subject</u>	<u>Promoting Body</u>
Eston	24	Local History	W.E.A.
Great Ayton	24	Literature	W.E.A.
Malton	24	Geography and the Post War World	W.E.A.
Saltburn	24	International Relations	W.E.A.
South Bank 1	24	English Drama	W.E.A.
South Bank 2	24	International Relations	W.E.A.
Yarm 1	24	Europe in the 19th Century	University of Leeds
Yarm 2	24	Drama	University College Hull

List of Terminal Courses 1936-37

<u>Place</u>	<u>No. of Meetings</u>	<u>Subjects</u>	<u>Promoting Body</u>
Ampleforth	12	Appreciation of Music	University of Leeds
Appleton Wiske	12	Current Events	"
Arkangarthdale	24	Local Gov.	"
Askrigg	24	Drama	"
Bowes	24	Drama	"
Brompton	12	Drama	"
Burtersett	12	Rural Economics	"
Castle Bolton	24	Drama	"
Cotherstone	24	English Drama	"
Coxwold	12	Local Government	"
Fangdale Beck	12	Yorkshire History	W.E.A.
Guisborough	9	Drama	University of Hull
Hinderwell	24	Dramatic Appreciation	W.E.A.
Hovingham	12	Drama	University of Leeds
Hurst	24	Local Gov.	"
Hutton Rudby	12	Drama	Hull
Huttons Ambo	12	Old Yorkshire	W.E.A.
Keld	12	Social History	University of Leeds
Kirby Sigston	12	Drama	Article XI Tutor
Leeming	24	History of the N. R.	University of Leeds
Leyburn	24	Psychology	Article XI Tutor
Low Row	24	Literature	University of Leeds
Malton	24	Drama	University College Hull
Marrick 1	12	The Development of Agriculture in Swaledale	University of Leeds

<u>Place</u>	<u>No. of Meetings</u>	<u>Subjects</u>	<u>Promoting Body</u>
Marrick 2	12	Rural Problems	University of Leeds
Masham	12	Science	"
Ormesby	12	Drama	University College Hull
Osmotherley	24	The Repertory Movement in Eng. Drama	University of Leeds
Pickhill	24	The Renascence of Eng. Drama	"
Raskelf	12	Old Yorkshire	W.E.A.
Redmire	24	Drama	"
Snainton	12	Foreign Affairs	"
South Bank	24	Appreciation of Music	"
Teesville	24	Literature	"
Terrington	12	Drama	University College Hull
Thirlby	24	Drama	University of Leeds
Swainby 1	12	The Early Iron Age	"
Swainby 2	12	The Romans in Yorkshire	"
Thirsk 1	12	The World to-day	"
Thirsk 2	12	Modern Literature	"
Thornaby	12	Psychology	W.E.A.
Whaw	24	Local Govn.	University of Leeds

Higher Education Reports 1934-38.

Workers' Education Association. Yorkshire District
North

Principal items of Income and Expenditure 1936-7 and
(estimated) 1937-8 for North Riding County Area.

	<u>Receipts</u>		<u>Expenditure</u>	
	<u>Actual</u> 1936-7	<u>Est.</u> 37-8	<u>Actual</u> 1936-7	<u>Est.</u> 37-8
Board of Ed. Grant	£262 15	£400	Tutors fees	£367 10 £550
Cassel Trustees (Allocation of total grant)	96 -	80	Travl.exps.	24 9 35
North Riding Ed.Comm.	125 -	125	Article XI Tutor (contbd to Leeds Joint Tutorial Classes)	£100 100
	<hr/> £483 15	<hr/> £605		<hr/> £491 19 £685

Number of North Riding Students attending Evening Institutes and Classes for Further Education during Session 1938-39.

Type of Institute	<u>No. of Classes</u>	<u>No. of Male</u>	<u>Students Female</u>	<u>enrolled Total</u>
1. North Riding Institutes	863	2915	5379	8294
2. Recognised Institutes Maintained by other bodies	656	702	179	881
3. W.E.A. classes	61	553	402	955
4. University Tutorial classes	7	83	37	120
5. Agricultural Classes conducted by the Yorkshire Council of Agricultural Education	17	194	53	247
Totals 1938-39	1604	4447	6050	10497
Totals 1937-38	1370	4391	5964	10355

Number of North Riding Students attending North Riding Institutes during:-

Session 1938-39 . 2915 Male . 5379 Female . 8294 total
 Session 1937-38 . 2998 Male . 5169 Female . 8167 total

Education Committee Annual Report 1939. 13th February 1940

Estimate of Numbers of Boys and Girls between 14 and 18
not in employment.

Year ending March 31st.	No. Of School Leavers	No. of Juveniles 14 - 18 not in employment.			No. in Cleveland Ind. area
		Boys	Girls	Total	
1934	3,807	1,123	1,312	2,435	1,550
1935	4,904	1,632	1,907	3,539	2,250
1936	4,369	2,194	2,563	4,757	3,040
1937	4,060	2,515	2,939	5,454	3,460
1938	3,963	2,587	3,023	5,610	3,580
1939	3,844	2,098	2,452	4,550	2,800
1940	3,783	1,824	2,136	3,964	2,530
1941	3,711	1,666	1,949	3,615	2,300
1942	3,551	1,442	1,687	3,129	1,990
1943	3,444	1,258	1,471	2,729	1,740
1944	3,442	1,101	1,287	2,388	1,520

This does not include (a) Secondary School Children
(b) Scarborough Children¹

64% of Unemployed N.R. Juveniles were in Cleveland area
in March 1934. Therefore Cleveland area to be dealt with
first.

<u>Cleveland Area</u>	<u>No. of boys not in employment March 1934</u>
Eston Grangetown	110
Eston South Bank	153
Guisborough	56
Loftus	119
Skelton	68
Redcar	96
Thornaby on Tees	89
Total	681

Map illustrating tentative proposals contained in N.R. Scheme



Blue
Yellow - 300
Red Squares in

Central Classes - 2,400
Arrangements with other Authorities.
Secondary Schools.
NORTH RIDING
OF YORKSHIRE

Scale of Miles

N O R T H

S E A

Map from
Annual Report of
North Riding Education
Committee 1920/21
Proposed Central Schools
and classes.