

**Technical Education in the City of Wakefield:
the place of Thornes House Grammar School.**

Nora J. George

**Submitted in fulfilment of the requirements
for the Degree of Ph.D.,
at the
University of Hull**

TECHNICAL EDUCATION
IN THE CITY OF WAKEFIELD:
THE PLACE OF
THORNES HOUSE GRAMMAR SCHOOL

FIRST VOLUME

PART ONE
INTERLUDE

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BIBLIOGRAPHY

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DECLARATION

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Details of Higher Education and Research.

Diploma (Advanced) in Secondary Education, The University of Leeds, 1955.

Diploma (Advanced) in the Psychology of Adolescence. Also a Section concerned with the Psychology of Groups and p.g.c.e. teacher training. 1963. The University of Leicester.

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The University of Leicester, 1966.

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The subject of this thesis has been pursued since retirement; some writing in 1991, on behalf of Thornes House Grammar School, 1920-1965.

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Wakefield College

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* * * * *

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JOURNALS AND PAPERS

The Editors of:

The Journal of Curriculum Studies, Vol.24, No.2, 1992, paper by Lewis and Gagel: 'Technological Literacy: A Critical Analysis.' Taylor and Francis, Publishers, Basingstoke, Hants.

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Manchester University Press for permission to quote:

(i) Jeffrey Richards: *Happiest Days*.

(ii) Summerfield and Evans: *Technical Education and the State since 1850*, Editors. From the paper by M. Vlaeminke: 'The Subordination of Technical Education.'

Methuen & Co., the History of Education Society of Great Britain, 1972, T.G. Cork (Ed.), *Studies in the History of Education*, for permission to quote from Margaret Bryant.

Oxford University Press, for permission to quote from Lewis Thomas: *Late Night Thoughts*.

Vitruvius Britannicus, 1802-1808, by George Richardson. Every effort has been made to trace the present custodians of the copyright of this book. It was finally traced to the Amaryllis Press, New York. After no replies to two letters, an approach was made to the American Embassy. Their Reference Centre's reply was: 'according to our publishers directory there were two companies called Amaryllis Press, one in New York and one in Utah. Both are listed as unlocatable in 1992.'

Weidenfeld & Nicholson, for permission to quote from W.J. Reader, 1966, *Professional Men*.

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For my father

Summary

Thesis submitted for Degree of Ph.D.
Technical Education in the
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of Thornes House Grammar School.

Nora J. George

A record of a steady, largely unnoted move towards a sufficient technical education in Wakefield Metropolitan District from the 1850s to the present time is the material cause of this thesis. The theme is the consequences of inescapable obligations imposed by central government through several Acts from the mid-nineteenth century to the present time which have been appraised as far as possible in their effect on two institutions: Wakefield (Technical) College and Thornes House Grammar School. The particular throws light on the general; theory translated into action produces unforeseen outcomes and tensions in addition to desired, planned results. State educational foundations in other counties of England will have had problems unique to each area: the common factor is the humanity of staff and pupils affected by central legislation which last casts a shadow if it does not totally colour the cultural ambience in which they work. Studies of institutions throw into relief interrelations between local and central administration as well as social interaction. Problems which apparently are educational are also reflections of groups' or districts' experience in the past. 'History' is a driving force, not a cliché.

The research falls into three sections. Part One is concerned with the technical aspect and traces the development of technical instruction in Wakefield, the West Riding of Yorkshire, from the foundation of the independent Industrial and Fine Art Institution through its years under the local authority to its present, incorporated status as Wakefield College.

Part Two covers the foundation and early life of Thornes House Grammar School, from the time it was established in 1921, in response to the 1918 Education Act, to 1961, when Mr. C. C. Bracewell, M.C., M.A., retired as Headmaster.

Part Three outlines the effect of local political response to declining rolls and population change in the district on Thornes House School, combined with the weight of central government intervention in boundary re-organisation. When the succeeding comprehensive school which followed Thornes House Grammar School was closed,

Thornes House buildings and Park were allocated to the College, finally to be sold to the College in February 1995. Access was left to other WMDC schools to use certain facilities.

Through the lives of Wakefield College and Thornes House Grammar School the history of the struggle for secondary education for the total educable section of the population is epitomised. Two strands of argument are plaited through the fabric of this account. One: the concept of praxis, informed action, as demonstrated in the idiosyncratic balance of theory applied to action by the local population in its response to central authority's incomprehension of a heterogeneous community lying at the crossroads of a spreading county; second the equally individualistic interpretation of social obligation by those local dominant social groups which followed each other in each generation. That the Riding needed trained, educated middle range people as well as a skilled workforce was recognised, but, children of their time, these people earmarked a classical education for their own offspring as their prerogative. Across this period *their* reference group quite impartially worked hard for the Industrial and Fine Art Institution and the following Technical College/School, and introduced a broadened curriculum and teacher training. The lives of all these people, now part of local history, and sadly short on biographical detail, form two Interludes, and demonstrate a move from a voluntary, dispassionate yet benevolent autocracy of the nineteenth century to the business acumen of the following wealthy lower middle class supported by the professionalism of a rising, ambitious local administration, their names recorded in County Council and City Minute and Log Books.

The Conclusion endorses the foreword that technological knowledge must now of necessity be part of an educated person's cultural luggage and as Brighouse stated, 'the education system must *educate* everyone.' The technical/technological sector has a wide remit in the spread of I. Q. from elementary to higher education, and subscribes to the words of Viscount Milton, 'the wider appreciation more than a single skill,' in its response. It has been attempted to suggest it comes back to the use of language, and some questions: Whom do we teach, what do we teach, why? to arrive at informed action. The

argument has run through time - the lives of two institutions which had to put up a struggle to survive, and which have been overtaken by external circumstances - weighing in the process dissonances and harmonies, the principle of voluntary effort balancing professional administration; centre/locality; a 'liberal' curriculum/contrived, teaching - the 'good' teacher or 'teacher effectiveness.' A poor argument is not resolved by a worse one, but by dialectic. In effect, classical and technological aspects are both needed, and we are back with people of the calibre of Milnes-Gaskell, Sir Michael Sadler, Sir Alec Clegg and A.H.D. Acland, and those forgotten names who first spoke on behalf of the Society for the Promotion of Technical Education last century and in the early years of this. They are thin on the ground.

I hope that my work will throw some light on the complexity of social life in one northern sector of Great Britain. The West Riding of Yorkshire has a proud history: The Manor of Wakefield stretched almost from the east to the west coast at one period. Local history is usually regarded as 'subjective' but the vicissitudes of one institution can reflect a wider experience, as well as giving intimations of daily life of its time, indeed, also, insights into West Riding character: local people, diverse, independent, as far from being an unleavened mass as can be imagined. Much can be found in local archives which escapes computer 'buffs' who 'objectively' follow 'logical' sequences. Educated serendipity is an art and whilst people in local historical and civic societies continue to amass their archives and Adult Education Departments continue to encourage their willing students to write up local events and family experiences before they are forgotten, it is hoped there will be others whose professional training will enable them to interpret this mass of archive to enhance those bleak reviews which are the products of imposed computer restraints or examination requirements. Subjectivity and objectivity together give another dimension - 'And approach to the meaning restores the experience in a different form.'

FOREWORD

‘This study of the life within local societies and the interplay between them and the larger society or community gives us the characteristic disclosures of this essential branch of history. We discover what did happen rather than what was supposed to be done. We substantiate or actualize, or weaken and destroy, the large statements of legislature, administrative, academic or social intent which so often seem to comprise the history of education.’¹

Interpretation of technical education has moved from recognition of a clear need to train people in skills required by society - a provision of essential services - to a realisation that technological knowledge must be part of every individual's cultural luggage. Before 1750, apprenticeship systems sufficed: the Statute of Apprentices of 1563 was a landmark. Craftsmanship was respected.

Apprenticeships ceased officially in 1814, unofficially surviving and adjusting to circumstances. Delight in personal accomplishment was lost when craftsmen became 'hands' in factories.

Again, the word 'technical' has been used broadly, to encompass scientific research; specific crafts; and applied skills across a breadth of disparate 'subjects with no focal educational point,' to general science at secondary level. The fact that the early Science and Art Department did not differentiate between technical and general secondary education compounded the difficulty. The myopia of some working groups unable to recognise value in any education beyond the elementary level offset a middle-class, equally myopic, assumption that an elementary stage was the mean for 'hands'. Both attitudes were hidden influences contributing to the indisputable marginalising of the technical aspect of education. Its continuing promotion has been and still is in the hands of a far sighted few. As the literary short story moves across several genres so scientific and technical concepts pervade subjects in the curriculum. The argument today, class-ridden still, still obstructive of 'too much' or 'too little' science at secondary level, seriously evades one present aspect of contemporary life which points to the need of the average cultured individual for a working knowledge of scientific principles.

The growing towns of the nineteenth century outstripped amenities. Reform gradually took shape. Emancipation of that solid block of striving working class took its people into a different social climate: there was grouping into trade unions, the Co-operative movement, Chartism on one hand, and a reference group for a successful lower middle class with quite different mores on the other.

The Mechanics' Magazine of 11 September 1824 declared:

'Nothing can persuade us but these old systems of education are false which do not teach a man his political duties and rights.'

Prevailing poverty and delinquency amongst some of this group, plus consequences of living in unsanitary towns, led to efforts towards minimal training. The plight of children in workhouse records is sufficient evidence. One workhouse in North Lincolnshire numbered them: they had no names.² Dickens' *Oliver Twist* slept in a coffin underneath a shop counter. Reformers tackled the penal code, the game laws, inheritance. 'Education' was recognised as the road to improvement for many. Unfortunately 'elementary' education slowly began to be regarded as quite sufficient provision for the workers and minimal at that. Nevertheless, there was a pathway for some through the old schemes of apprenticeship and later industrial training tacitly implying a different social order with different working conditions and social mores. For the middle class and striving upper working class the concept of a science/technical element in education was attractive. The Higher Grade schools were seen as avenues to progress as much into interesting occupations as social advancement. Appreciative strides were made by 1902; then the concept of secondary/classical education took over. A.H.D. Acland and his like-minded contemporaries envisaged through an 'Association for the Promotion of Technical and Secondary Education' a type of education for all children who could benefit intellectually, funded from central government and local rates. 'Elementary' (for the workers) and 'Higher' Education for leadership were concepts easily grasped and accepted, they implied the social status quo. The term 'Intermediate' ('Secondary') implied universal education at some expense and was not as easy to understand or accept. Unfortunately the lower working class, needing the combined efforts of a nineteenth century large family to survive, acquiesced. A.N. Whitehead's 'stage of precision' did not appeal. The 'stage of romance', of infancy, if it had ever existed, was left behind, and the 'stage of generalisation' on the far horizon of higher education was for another group. The 'stage of precision' appeared to offer only postponed rewards, which needed vision and dogged persistence. James Bryce, later to Chair the Commission on Secondary Education (when technical education was mooted as part of the larger scheme), introduced Acland and Smith's 'Studies in Secondary Education' edited for the National Association for the Promotion of Technical and Secondary Education in 1892. He wrote:

'A word remains to be said upon the greatest difficulty which the reformers of secondary education have to confront. It is the apathy of the public. One may always count on a wide-spread interest in the improvement of primary schools, because all the world sees that universal education is needed in a democratic country, because an immense number of people occupy themselves as school managers and members of School Boards, and because politicians are anxious to please, or to be seen to wish to please, the mass of the voters. At the other end of the scale one may also count upon some amount of interest in university questions, because the leading men and the leading classes are directly connected with the greater universities and colleges, or send their sons to them. Meanwhile the intermediate schools are neglected, and the importance of intermediate education is ignored. No Minister expects to earn gratitude for himself or win credit for his party by dealing with problems whose significance few people perceive; and thus it happens year after year this whole class of educational reforms is thrust aside.'

'Meanwhile the intermediate schools (i.e. 'secondary') are neglected . . . the importance of intermediate schools is ignored' . . . yet today it is almost impossible to grasp that hunger for knowledge - even with evidence from the role played by the Mechanics' Institutes, the Schools of Art, night classes attended at the end of a long day. Old Minute Books and records give some intimation. Central government edicts were filtered through local minds and translated into idiosyncratic local action. On occasion a district would be sufficiently fortunate to have educated, widely experienced, far-sighted leaders with a commitment to public service as well as personal advancement. The West Riding of Yorkshire is an example.

The geography and history of specific areas produce a complex pattern of characteristic behaviour which imprints each area's distinctive qualities: Belfast, the linen industry; Stourbridge, West Midlands, the glass industry; West and South Yorkshire cities each with a strongly individualistic ambience. Wakefield, retaining for a long period something of the imprint of the vast, mediaeval Manor of Wakefield, produced a mobile mercantile population, fairly open minded, but jealous to conserve its commercial and social interests. Local attitudes to education had a practical bias, but local benefactors from Elizabethan times were generous in endowing scholarships. Useful, competent workers and a reliable clerical staff were taken for granted, were sought, to support a solid, commercial section which aspired to professional standing and 'gentility.'

The development of education as one aspect of growth of the area is a perspective which gives depth of field to what could be executed as a flat academic exercise using an externally constructed set of constraints. Local conditions and local education cannot be marginalised. They are related factors which richly enhance the total design. Diktat from afar which ignores the historical pattern of districts when even, perhaps, it genuinely seeks to enhance a locality, is misplaced endeavour disguised as 'opportunity.' It is not informed action, and raises questions: at which points in time were there dissonances? How far back do the reverberations echo? Are these echoes still heard?

There have been methodological difficulties: decisions have had to be made as to the amount of material included. A certain subjectivity is present since valuable evidence has been given orally - by children of earlier local people; by staff of both Wakefield College and Thornes House School; also first hand recollections from early Thornes House Grammar School pupils with successful business and professional careers behind them. There is recall from actual experience, not myth, legend or gossip. Wakefield College records have been invaluable. Magazines, booklets, ephemera relating to Thornes House have also constituted a respectably sized archive which has been lodged at Wakefield Metropolitan District's Archives and Records Office in Newstead Road, Wakefield. There is depth and enrichment from local sources of what would otherwise be cold generalisation using material already exceptionally efficiently worked and well-known. First Minute Books of Wakefield College (The Industrial & Fine Art Institution) are lodged there, and the present College has been generous.

The Historical Society of Great Britain has carried out wider researches on facets of urbanization, on ecological and anthropological aspects of the vast, urban development in England from the 19th Century to the present time. Enlightenment from many angles of personal responses, interesting in themselves, point a necessary balance between local and national legislative bodies. It has been the writer's endeavour to demonstrate this interplay between one specific locality and the centre as well as that locality's complex social interaction, and to suggest tentatively that it speaks for other localities. To grow

up in one environment, in retrospect to perceive tensions, blocks and dislocations as well as harmonies in educational planning as one 'City' grew into a 'District' obliged by boundary reorganisation to include areas which disturbed its carefully nurtured social, professional and mercantile equilibrium of centuries gives insight into the fate of two institutions, one a grammar school which stands as a silent witness of the fate of such schools; the other a different, quiet witness to the faith of its early founders in its slow, steady, not always encouraged or appreciated, stage by stage development into an institution committed to the service of the locality.

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2. Owen, Donald, 1987, M. Ed., *A Consideration of the Educational Provision in Caister, Lincolnshire, c1630-1904*. University of Hull.

PART ONE

THE TECHNICAL ASPECT

WAKEFIELD COLLEGE

PRINCIPALS

W. Smith	1868-1871
J. Menzies	1871-1874
J. Bunker	1874-1878
J. Swire	1878-1918
S. Carter	1918-1930
Acting Principal. H. Tunstall	1930-1932
G.N. Blair. M.C. B. Com., ACIS, FIIA.	1932-1962
A. Buckley. M.Sc.	1962-1964
L.J.L. Baillie. M.A., M.Inst.P., AIM	1965-1980
K. Ruddiman. M.A., (Econ., Politics), p.g.c.e., FRSA, FBIM.	1980-1992
J. Muskett. B.Sc.(Hons), C.Eng., MIEE, MBIM.	1992-

PART ONE

I

'I believe that it will be absolutely necessary
that you should prevail on our future masters to learn their
letters,'

Popular transcription of Robert Lowe, Viscount
Sherborne, 1811-1892:

Speech in the House of Commons, 15th July, 1867,
on the passing of the Reform Bill.

PART ONE

THE TECHNICAL ASPECT

I

‘ . . . to learn their letters.’

Attitudes Towards Education, (1).

Attitudes Towards Education, (11)

Local Social Influences

PART ONE

I

Attitudes Towards Education, (i).

In every period there has been a need for training in one field or another, and always the necessity to educate young people into their society. At the present time the cry is 'back to basics' accompanied by disputes over an appropriate definition of the word itself. The nineteenth century saw a vast rise in urban populations, the need then was to educate the greater part of the people into some grasp of principles underpinning old skills plus new ones. The classical quadrivium and trivium had included science, mathematics and rhetoric. For the Middle Ages the quadrivium and trivium still were the seven sciences and arts. The seventeenth century had witnessed a surge of scientific discovery and the foundation of the Royal Society. Comenius had proposed that natural science should be taught in the people's schools. Science, even, began to be included in some English schools' curricula: Manchester Grammar School from 1660,¹ and Warrington Academy had Joseph Priestley from 1761-1767.² Science lectures became a feature for the public in the nineteenth century, particularly in the North. Their undoing was their popularity: from serious instruction across a wide social arc they became entertainments for the middle class. A.N. Whitehead,³ in the early part of this century, advised a broadly based curriculum which would support extensive studies in one particular direction, arguing that surprise favours a prepared mind.

People do not operate in a vacuum: attitudes are one property of social groups and it is essential to view the individual in relation to his group in order to evaluate cultural pressure. A person's creative achievement is balanced with what he sees as his role in the group. Solidly working class group pressures, as the urban population expanded, became a heavy weight on the individual; middle class aspirations placed responsibility on the person and encouraged mobility. These fundamentally different philosophical and psychological grounds on which other premises were built did not present a simple

polarisation. The pull between an urgent need for a technical aspect in education from infant to adult, indeed in continuing adulthood, and the remnants of earlier classicism present in the burgeoning public schools - nine only in 1864 when the Clarendon Report was published - was not a simple social class contest. Pressures came from the Romantic period, also the Arts and Crafts movement at a later time in the nineteenth century. There were influences compounded by genuine concern for a largely semi-educated urban population and that section of a working class trapped in its own vernacular, hazily aware of wider horizons. There was very little of cultural stimulation around for these workers. During the early part of the nineteenth century focal points were the Sunday Schools and Adult Schools. The socially mobile industrial and commercial upper working class and lower middle class had subscription libraries, their accumulated specialist libraries attached to Societies, and circulating libraries. The Libraries Act of 1855 gave Public Libraries, which are now under threat together with School Libraries - set up with much effort.

The prime moving force which focused attention on educational reform was economic: a worried recognition on the part of commerce, manufacture and those who governed that Great Britain had fallen behind in *quality* trade and industry.

The nineteenth century saw a series of Reports which bear witness to points of view on educational philosophy which strike a surprisingly modern note. They gave rise to articles,⁴ pamphlets, published lectures, which in their crescendos of rhetoric and vehement counterpoint of argument illuminate an ongoing literate educational debate. Concepts of educational practice presented in the last century followed many lines which are the tangled roots of modern problems in that, translating thought into action, the legislators fell short of that insight and empathy they demonstrated when collating the witness of those whom they had consulted.⁵ The Taunton Commission, 1868, outlined a system of graded secondary schools which included technical education to correspond with the social demands of the aspiring middle and striving working classes. A wide span of required ability was recognised - from skilled development and use of machine

tools at one level to the application of increasing scientific knowledge at another. Some elementary and intermediate scientific knowledge was needed for many trades after 1860. A negative side of the old apprenticeship system - its length, usually seven years - compounded by employers' restrictive practices, sent the first innovative manufacturers into districts where there was a margin for enterprise: for example, the first cotton milling in Lancashire.

Education by this time was beyond private means alone, and a need for rate support was recognised and emphasised. The concept of rate support was added to the educational debate.⁶

'We cannot look on the registration of private schools, as sufficient alone to supply the need which we have described. That need will not have been met *unless a suitable school shall be within the reach of every parent in England*; and for this purpose it seems desirable that facilities should everywhere be given to the people to establish schools of their own.

'We believe that recourse must be had to rates . . . we are touching on a matter of much controversy.

'We are convinced that it is vain to expect thoroughly to educate the people of this country except by gradually inducing them to educate themselves. . . The real force, whereby the work is to be done, must come from the people. . .

The task before us is great. It is discreditable that so many of our towns should have no means of education on which parents can rely with assured confidence and that, according to a great weight of evidence, so large a proportion of the children, even of people well able and willing to afford the necessary cost, should be so ill-taught. The machinery to set this right will need skilful contrivance. But, even more than skilful contrivance, it will need energy; and energy can only be obtained by trusting the schools to the hearty goodwill of the people.'

The Great Exhibition of 1851 highlighted the level of competence and skill of the workers, but also the lack of imagination and initiative stemming from adherence to set practices. The need for a technological and technical aspect in education became an issue fought stage by stage, and is still being contested. Workers and middle class alike were not (and are not) lumpen proletariat. Unfortunately across time workers came to be regarded as 'hands', their children also being drawn into the factories where skill was

required only for one process. The Bishop of Exeter, Chairman of Birmingham School Board at a meeting on 25 November, 1902, commented on . . .

‘. . . the increasingly bad housing of the poor, the growing employment of mere boys and girls in large factories without proper supervision, their employment in work which is purely methodical and which taught them a trade, and gave them no interest, as well as the rapid transition from personal employers who know their workpeople, to soulless companies who employed mere hands and recognised no responsibility for them.’

The middle management fared little better, particularly in the clerical sector which was treated on a ‘need to know’ basis. These people, ‘perched on their city office stools’, had little mental space or were given little respect as individuals as in the days of the Guilds, when an apprentice would make adjustments to improve his performance, knowing the time would come when he would be a master.⁷ Craftsmanship as well, unfortunately, became divorced from fine art. The division between pure and applied art was practically settled when the Royal Academy was founded in 1768. The Normal School of Design was founded at Somerset House in 1837 to give instruction in design and encourage talent. As time passed a false dichotomy was manifested between designer and creative artist. ‘. . . from the highest branches of political design to the lowest connexion between design and manufactures, the Arts have received little encouragement in this country.’⁸ Thirty years later, Henry Cole, Secretary to the Science & Art Department, in his Notes on Public Education, 28 November, 1867, was still fighting the battle:

‘To enlarge elementary education, making it truly national, to reform educational charities, to increase technical instruction throughout the United Kingdom, to re-organise the British Museum, the National Gallery, the National Portrait Gallery, etc., so as to make them work efficiently and harmoniously together are functions which ought not, I conceive, to be treated as of secondary importance to any others.’⁹

In the nineteenth century the Arts and Crafts movement tried to bridge the divide, with William Morris as one prominent artist. At the turn of the century, Glasgow School of Art had Rennie Mackintosh. There are successors to these men scattered sporadically, one the Surrey craftsman who trained Lord Linley whose workshop produces only hand crafted furniture. Abroad it has been a different story: from the beginning, the skilled

craftsman in fine ornament was on equal footing with the fine arts. It was pointed out at parliamentary level '... the great advantage which foreign manufacturing artists possess over those of Great Britain consists in the greater extension of art throughout the mass of society abroad.'¹⁰

Innovative manufacturers, people with a 'flair' or 'style' moved North to find industrial freedom. The workmen with ideas also improved their lot. They were the astute and ambitious, rose through society and often took on public positions, returning in some measure their due to their own.¹¹ 'Hands', however, needed only one aspect of a process, were robbed of their independent, self-respecting skill, and never saw the finished product. They were given few, if any, principles behind the process in fear they would 'give away trade secrets.' Today computer operators are in a similar situation with no mental space for an active mind or divergent thought. They do not make the programmes, and even the computers are 'set up' for them.

The 1851 Exhibition laid bare the crying need for a humane, liberal education for the entire country which would encompass technique to support expanding technological knowledge, to translate ideas into practical terms. It disclosed the adoption and extent of technological and scientific instruction in Europe. With the rise of scientific inventions came a desire for scientific knowledge among working men. Needs were met by courses of lectures, for example: at Anderson's College, Glasgow, in 1823, and later by the establishment of Mechanics' Institutes in industrial towns.¹² The industrialisation of the North brought many problems. West Riding County Council Minutes tell the story of early Councillors' attempts to meet specific concerns.

Industrialisation¹³ also brought about a different aspect of supervision: no longer master and scholar and a mutual sharing. Instead, supervisors were imparters of skills to the (assumed) ignorant, comprehensively lumping a wide I.Q. range of diverse predilections and abilities all together. A familiar story. The financial profit from the Exhibition was used to some effect in the establishment of the Science and Art

Department. This Department set standards, examined on behalf of local art schools, and, under Henry Cole strongly influenced art education.

A large group inevitably sub-divides itself. Workers began to fall into two main groups: Those who would/could not explore beyond one skill and those who mentally aligned with a class consisting of works managers, supervisors, book-keepers, clerks, and shop-keepers. One section of the population was not responsive and settled into its own vernacular.¹⁴ (HMI, in 1992,¹⁵ commented in the Press 'some boats are not rising with the tide of education.') The other section, seeking mutual advantage as well as individual mental satisfaction, grasped at further educational training and qualifications and a required basic knowledge of science. Expanding trade enabled this alert group to flourish: drive, ambition and ability enabled small businesses eventually to become limited companies with those finally at their heads unfortunately largely detached from their roots, uncommitted to serving any district. Those nineteenth century striving forebears became local civic leaders influential also at central level, moving easily between London and the provinces, and were quick¹⁶ to value the social worth of a balanced grammar/classical/technical education. They wanted both worlds.¹⁷ They helped establish elementary schools, subscribed to Mechanics' Institutes, the W.E.A., the local library, endorsed the foundation of the City and Guilds of London Examinations - and sent their children to the re-chartered Grammar Schools and newly founded Girls' High Schools, and, where possible, the Public Schools. A move towards status was conducted with Victorian and Edwardian ineffable dignity. An inexorable psychological drive underpinned their knowledge that they were masters of their acquired skills and had business acumen. They did not turn their backs on their roots, rather assumed responsibility as a duty as well as a right. Swire Smith,¹⁸ a worsted spinner of Keighley, and linked with West Riding County Council affairs, could, nevertheless, comment:

'But the fact remains that the wealthy manufacturer . . . reverses the example of the conquering Romans, and sends his son to a classical school to learn Latin and Greek as a preparation for cloth manufacturing, calico printing, engineering or coal mining. . . After his scholastic career he enters his father's factory at 20 to 24, absolutely untrained in the chief requirements of the business he is called upon to direct, the complex

details of which he has never had the opportunity of mastering. . . . Is it fair to the young chemist or jute manufacturer that he should have been taught nothing of chemistry, or of practical mechanics, steam, electricity, the methods of commerce, or even of modern languages?

A dichotomy between 'technical' and 'grammar' grew: a rift widened. 'Technical' as a term unfortunately became associated with the less striving workers, rigid in outlook, limiting themselves (and others whom they could pressure) to elementary standards; 'Houses of Correction,' and Industrial Schools. Grammar Schools came to be regarded as establishments for the professions.¹⁹ Those grammar schools which introduced a 'Modern' side put their less able pupils into that category.²⁰ The growing population of middle class and aspiring working class took as their reference group the established eighteenth century 'merchant princes' (who a century earlier had risen from a similar rank) and moved from 'work' to 'profession.' But liberality of mind had not had time to mature in this following group.²¹ That earlier generation was imbued also with the importance of landed property and a cultured outlook. There was continuity in a solemn commitment to public duty amongst those who followed the 'merchant princes' but this local tie had broken for the group which came later on.

There were enlightened minds who sought a technical education which could broaden and at the same time could practically translate technology into the market place for the common good. They looked beyond an elementary, mechanistic level and sought a liberalising concept which placed the learner in mental possession of his active life, able imaginatively to go beyond his immediate surroundings. They conceded that a technological education could be liberalising and sought ways and means to translate ideas into an education for all the people.

Swire Smith, again, writing for 'The Contemporary Review of May, 1889, on 'The Industrial Value of Technical Training: some opinions of practical men', spoke for a balanced, secondary education:

'The advantage of the Germans²² over their English rivals has been in their superior treatment and arrangement of the materials of which the

goods are composed. Almost without exception in the weaving establishments of Saxony, the employers and the industrial leaders responsible for the designing, dyeing, and finishing of the goods have received scholastic instruction in art and chemistry, while in many instances they have supplemented the instruction by attending weaving and dyeing schools for the direct purpose of applying artistic and scientific knowledge to the purposes of textile manufacturing.'

His paper was reprinted in full as a pamphlet by the National Association for the Promotion of Technical Education.

It was abroad that learning plus research, particularly in applied science, was promulgated and accepted. Until the nineteenth century scientific studies and practical arts had run parallel one with the other. Examples of later bridge-building and invited co-operation are: Pasteur's work in Lille where help for industry led to a concept of 'pasteurisation'; Lister's (invited) interest in the silk industry at Lyons which led to his bacterial theory of disease.

Technical education was actively promoted by governments. France²³ had established its *grandes écoles*, Ponts et Chaussées, 1715, Ecole Polytechnique 1794, Germany had its Technische Hochschule in 1700. J. Scott Russell, M.A., writing in 1869²⁴ pointed out:

'There are now six technical universities in Germany and not yet one in England. There are at least 100 preparatory and technical colleges in Germany, for each school and college in England having any pretension to teach the practical applications of science: of the lower class we have scarcely any; of the higher, none.'

He went on to record 'the practical organisation of systematic and technical education abroad and its consequences,' and concluded with the question: 'Will England choose to be educated?'

In England it was not until 1902 that technical education was admitted to be desirable, when public acknowledgement was made to some extent that scientific studies could have a liberalising content. It would not come as a surprise, therefore, to the more

open minded of that earlier generation when they read the contents of the Taunton Report of 1868, to note the response of one grammar school, Wakefield Boys' Grammar School to the diktat of the Charity Commissioners' Scheme for the School in 1875:

'Two schools for Boys, one to be called the Grammar School, the other the Technical or Trade School. . . .'²⁵

The Governors refused to found a Technical School for the City of Wakefield from their Charity monies.

Seven years later on:

'In July 1882 the Governors (of W.B.G.S.) represented to the Charity Commissioners that any attempt to establish the Technical or Trade School would be useless, and that the interests of the classes for which it was intended would be equally well served by the establishment of free scholarships at the Grammar School and Girls' School, confined to candidates from Public Elementary Schools, and of exhibitions tenable at the Yorkshire College or other places of technical instruction, and by opening the school to science classes for men and boys.'²⁶

By the time of the Section of the 1898 Charities report headed 'Working of the Scheme, 1897, under Clause 74, 'Technical Instruction':

' . . . *no Science and Art Exhibitions have yet been established*, and the governors allege that those offered by the West Riding County Council are sufficient to meet the demand.'²⁷

The Governors had conceded the foundation of the Girls' High School in 1878, and concentrated on classics with some pure science.²⁸ Under the 75th clause, the Report covering 'Working of the Scheme, 1897':

' . . . the sum of £150 a year has been paid since the Scheme of 1891 to the general account of the Wakefield Technical and Art School, particulars of which are supplied. *No exhibitions have been established*, and the governors do not inquire directly into the application of the money, *but as some of them are on the Committee of the Technical and Art School*, they know how it is expended.'²⁹

Bishop, (p.226), sums up the attitude of the Endowed Schools and the Taunton Commission succinctly:

'But the members of the Taunton Commission had no desire to construct an educational ladder that all children might have the opportunity of climbing. Their intention was to provide a system of secondary education which would be a predominantly middle-class preserve. The very last thing they wanted was that the endowed schools should be brought under the superintendence of the Committee of Council, for in that eventuality they might ultimately be made part of an integrated system. They planned instead to separate the classes, *'so as not to educate the lower above their station or embarrass the higher with lower company.'*³⁰

An earlier Report of 1873 of the Charity Commissioners on Charities in the Parish of Wakefield, 25th June, 1873, 'embodying terms agreed upon between the Endowed Schools Commissioners and the Governors;' stated:

'It appropriated to the educational purposes of the Scheme the Charities already vested in the governors, namely, Storie's Gift, Storie's Petty Gift, Bromley's Old Gift, Bromley's New Gift, the Greencoat Charity Schools, Wilson's Gift, and £5 yearly for their benefit in respect of Bromley's Old Gift.'³¹

Fear of being overwhelmed economically and physically began to surface as industry moved into the twentieth century. In spite of this fear technical education still took second place. During the First World War the government conceded 'Appropriation in Aid' - additional payments for agricultural and technical instruction. England was outclassed at The Great Exhibition of 1851. A century later both World Wars were 'close run things.' It was appreciated much later that France and Germany had much earlier developed a concept of technical work and advanced technology in dialogue with their universities. Germany looked at its technical provision after that country's defeat at Jena in 1806. The results were substantial gains in respect and status for technique and technology - and superior artefacts. In England fine art was divorced from craft, and 'technical education' was equated with elementary skills for workers at lower grades. A.H.D. Acland, M.P. for Rotherham, worked to support the institution which grew from a quiet start eventually to become Imperial College, London. The West Riding County

Council had the good fortune to have him on its Education Committee in its early years, and another man of the same calibre, M.P. for Morley, Charles George Milnes Gaskell, County Council Chairman, following Lord Ripon's initial efforts in setting up that Council, until 1910.

In the West Riding the growing urbanisation of Leeds, Bradford, Dewsbury, Halifax, Wakefield, demanded skilled work people as well as administrators and managers. Subsidiary industries grew to serve this growing population which sought houses, clothing, food - and education. The Yorkshire College, later Leeds University, specialised in medicine, engineering, textiles, and made links beyond its boundaries with the city of Leeds, where in the beginning it gave classes for workers' children, and with the West Riding of Yorkshire to which it had promptly applied for an early grant. Across the Pennines Manchester Mechanics' Institute moved to Technical School status in 1880, to the Manchester Institute of Art and Industry in 1890, a University Faculty of Technology in 1904, and finally became the University of Manchester.

Mechanics' Institutes were established and grew in status as 'learning on the spot' alongside fellow workmen became insufficient and restrictive in practice. The extension of science lessons to Evening Schools was encouraged and assisted by the Universities. Many were given the chance to acquire a grounding in necessary facts and principles of physical science which they then turned to practical use. These skills were never bare rudiments of reading, writing and arithmetic. In 1834, Lord Brougham stated that what was needed was: 'The elements of historical and geographical knowledge, a little natural history, singing and drawing, with grammar, as an irreducible minimum'. The 'basics' are not reading, writing and number: these are the craft tools, used as an artist uses brush and paint. Lord Brougham recognised the 'basics' would be honed through a lifetime, necessary in expressing theory into practice, in humanities or science, in using language to express ideas in words which won't falsify them - the need and due of every child. Technological knowledge plus technique which enabled artefacts which worked to be produced moved one early section of craftsmen well beyond machine minding.

Advanced technical teaching pointed the way to specialist classes and these contributed to a concept of specialist Technical Secondary Schools. (Perhaps Wakefield Grammar School governors feared a break into their monopoly in secondary education.) Advanced technical teaching definitely encouraged those extended 'tops' of the best of elementary institutions - the Higher Grade Schools. These schools offered a fanning out of the curriculum which would have accommodated those 'tops' with a broad band of options (according to wish and ability), and giving an I.Q. range of around 100 to 130, a wide, self-selecting opportunity to place themselves, without being lumped together.³² Much could have been done for the average pupil. This development could have been accommodated in the 1902 Act and have been the forerunner of the (aborted) technical stream mooted by the 1944 Act. But Bishop's comment was apt, and the general cry that the Taunton Commission was a 'middle class Commission' came from the fact that their *allocation of the Charities en bloc to the endowed schools defeated the object of their remit*. That behaviour, together with raised fees, made the lower middle class enter the scholarship³³ lists where victory in the tournament was never a certainty.

So the accusation of 'too academic,' or 'dilution of academic,' or 'waste of time' by those who feared an integrated system ironically also upheld that stratum of parents who rejected scholarships, removed their children 'early' in spite of a fine because they rejected social aspirations which they regarded as outside their group. The concept of a liberalising technical education was questioned from two angles; some workers regarded it as unnecessary, and some middle class despised 'training' as a pre-requisite for professional work - the gift of tongues would, it was assumed, automatically descend on them since it was their due. Nevertheless learning 'how' had to be supported by 'why.' Provision of teachers and schools for all the child population would become a priority, and the germ of the idea of teacher training would begin to grow. In 1884 the Report³⁴ of the Royal Commission on Technical Education argued for a more practical aspect to be added to theory in schools, citing the particular advantage to London, Manchester, the North and Midlands generally, emphasising development of accuracy and resourcefulness, attainment of skills *with understanding*, as a contribution to the educational value of their exercises.

A striving, mobile, working section of the population, alert to material comfort as well as social advantage, together with the enlightened employer, recognised a rightful and acceptable place for an educated population able to put principles into practice - educated action. An example is the support for the City and Guilds of London Examinations which paved the way to membership of professional institutions through a different route, the Ordinary and Higher National Certificates, finally to further professional degrees. ('A long, hard haul,' as Sir Alec Clegg remarked at Woolley Hall, 'for the lesser privileged'). These qualifications were valued and respected achievements, widely recognised by industry and liberal minded academics. The City and Guilds of London Examinations at three grades maintained high standards. They had a strong appeal for ambitious clerks and lower professional groups who chose their classes with an eye to social and professional advancement. In their turn they sought scholarships for their children.

The working man who loved literature and music, and the countryside, could be a very lonely person indeed. He started from different premises: he had need for recreation, social conversation, to hear lectures on favourite topics after long days at work. He had reading rooms after the Libraries Act of 1855 where he would have freedom from congested living space; instead, quietness and uninterrupted reading for a growing political state of mind. Likely to be satisfied with a few or no qualifications, he nevertheless learned to discuss, to make a point, and eventually formed part of a formidable political group which did not feel the need to turn to revolution. The Wakefield and Halifax Journal of 27 April, 1832, the year of the Reform Act, commented on 'the mechanics' as 'reasonable men, good neighbours and useful citizens and obedient subjects.' Wakefield Mechanics' Institute, established in 1847, eventually, for many reasons, ceased to attract. As well as the rise of the Industrial and Fine Art Institution with its provision of classes, one main reason was that neutrality was insisted upon when political and religious topics were presented. They were actually to be avoided. A common ground for social and political awareness was missed just at the time of Chartist feeling. In spite of the fact that a Chartist³⁵ disturbance in Westgate was a minor (and the

only) incident in the city, the Rev. W. Tait, Vicar of Holy Trinity, resigned from the Mechanics' Institute Committee because he suspected that the same Committee had shown sympathy towards 'political incendiaries.'³⁶ Unrest, however, was lightly experienced compared with other parts of the country, though Chartists' meetings were held. The miners locally began to organise themselves in 1811 and by 1842 there was a miners' association orientated towards Barnsley.

This period from 1850 is crucial to an understanding of many psychological forces at work socially and educationally some of which still endure - prejudices, predilections, mixed motives. The years from 1850-1902, were formative in many ways: they established attitudes locally which have proved hard to dislodge. The creation of a countrywide elementary system, complete in itself, had consequential effects on secondary education generally. This (secondary) sector of the developing education system slid into splendid isolation, particularly the High Schools, Grammar Schools and Public Schools. The distinctive, highly structured, and exceptionally influential grammar-school type of education, the undoubted peak of excellence at its best, with its deliberate minority function and its university orientation, was able to take its particular form because elementary schools were deemed to provide all that was needed for the great majority. A parallel is found today in the establishment of 11-16 High Schools which could become too easily the only educational experience for a good proportion of the youth population.³⁷ The Comprehensive Schools are the spiritual heirs of the betrayed Higher Grade Schools and those successful Secondary Modern Schools which achieved their remit in the face of prejudice.³⁸ This present system echoes the old elementary system, in being complete in itself with one section of the public still unable or refusing to see beyond. The Higher Grade schools and *good* Secondary Modern Schools were open-ended systems.

One influence contributing to the emergence of the elementary and secondary systems of education last century was that the concept of technical education was questioned from two social aspects as previously stated. For one section of the working

population 'technical education' was not felt to be a pre-requisite for the work their children would follow: they would learn 'on the job.' Middle class and lower middle class looked to the classical education of the upper middle class and anticipated an automatic rise to the top without technical know-how - divine inspiration was theirs. Obstacles were put in the way of workers' children who looked beyond the immediate situation even by those of their own who were clouded in a different mental ambience from their more striving friends and definitely from that of the masters, heads of departments, head clerks, professionals. There were class differences even within the working force - mill hand, miner, shop floor worker, those whose daily lives were ordered by their group and who began to organise and distance themselves from their immediate senior staff: skilled supervisors, office and managerial groups. The latter sought advanced technical classes, had tenacity of purpose and valued individual achievement. From these families, as well as middle class and middle ranking professional people, in their turn, came the scholarship pupils. The Public Schools' ethic of loyalty to its caste is a mirror-image of a *work force* encapsulated in its own vernacular. The liberal minded, middle of the road, classically educated, individualistic businessmen of the nineteenth century, widely experienced in technological and business affairs as well, seeking a solution to the problem which faced them of educating an entire population, fell between these two extremes - and in the path of political manoeuvring. It was an immense task ahead of them, comparable with (although not an exact parallel) the task which faced the Allies at the end of the Second World War, when the entire population of Germany had to be re-educated and pulled out of Nazi indoctrination.

It was unfortunate that in spite of a concern for education across the political parties,³⁹ and Whig and Tory alike in favour of a comprehensive Reform Bill which would deal with a complex political & social situation, two well disposed leaders were followed by two party leaders totally and utterly opposed to the formation of a Department of Education which would require a Minister with a seat in the Cabinet. Russell, well disposed to reform was succeeded by Gladstone in 1867 as leader of the Liberal party, and on his heels Derby was followed by Disraeli as leader of the

Conservatives. Bishop, in recording the growing unpopularity of the Commission on Endowed Schools, the Taunton Commission, records.⁴⁰

'Before the extra time had run its course, however, the Conservatives were back in office, and this time there was to be no reprieve. The Commission had made too many enemies, and these were resolved at most to destroy, at least to shackle, it. It was resented *by lawyers* who disliked the quasi-judicial authority it exercised. It was feared *by Anglicans* who believed that it was aiding and abetting the secularization of endowments. *It was distrusted by Nonconformists* who were uneasy about the matter of religious instruction in schools. *It was unpopular with the public schools* who saw in it a possible threat to their freedom. It was *disliked by many endowed schools*, the staffs of which were concerned lest their comfortable existence should be disturbed. *It was resented by the Conservatives because its handling of moribund and mis-applied trusts had been so effective.* It was attacked by the *champions of the labouring classes* who complained that it had expropriated the revenue from a considerable number of endowments intended for the poor, and had *ensured that secondary schools would be preponderantly middle-class institutions.* Finally, it was blamed for the administrative difficulties and legal confusion that were said to have arisen from the circumstance that, since every endowed school was also a charitable trust, *both it and the Charity Commission exercised concurrent jurisdiction over the same property.*

At all events, the *Disraeli administration* was resolved to check the Commission's activities and to reverse, where possible, its decisions. In the summer of 1874 a Bill was introduced which had as its object not only the extinction of the Endowed Schools Commission, but also the denationalization of schemes made under its authority. *So unashamedly partisan and reactionary* were the proposals that even *The Times* (22 July, 1874) felt constrained to comment: 'It is difficult to find a precedent for it - a bill proposing the wholesale redelivery to one religious body, of schools which, *founded for national purposes and endowed with national property*, have been set free for the use and education of all Englishmen.'

The Times in 1874, seems incredibly up-to-date.

The scholarship system was envisaged as one solution towards a broadened education system. These widened opportunities for the few were grudged when they came 'on the rates.' Help and an indication of what could be achieved from quiet beginnings came from individuals' hard work and commitment to what was the ultimate aim - a general and generous education widely spread. A.H.D. Acland, subscribing to what he called 'the importance of intermediate education,' working on behalf of Wales, settled the pattern of

the Welsh secondary educational system, and opened the gate to many more children - actually more than in England: 40% scholarships compared with 25%. His further work, in ill-health, for the West Riding County Council came through his seat in the House of Commons for Rotherham and a link with the Gaskell family in Wakefield whose achievement is buried in County Council minutes and school log books. Actions of such widely experienced people at local level countrywide, countering the effects of central reactionaries, with openly expressed opinion in Committee and at public meetings reported in the press, prevented a fissure which would have become an unbridgeable chasm blocking the way to a future integrated educational system. Assessment of genuine worth at every level of society would have been impossible to accomplish at that moment but this concern for all children, and their families, on the part of those nineteenth century men of goodwill of varied political colour was a contributing factor on the one hand in holding off nervous apprehension of revolution which had dogged the years of the Regency and was latent in the years after the Russian Revolution; and on the other hand, a decisive factor in checking any view of a falsely egalitarian utopia masquerading as opportunity for all, and which in effect, simply levels down to the lowest common denominator and stifles enterprise. A present near parallel could be that of the Youth Training Scheme where ancillary courses designed to provide a rounded education were dropped and in being disposed of produced concern on the part of some that the Senior High Schools could be left high and dry, regarded as providers of minimally skilled workers. That scheme came very near to World War II 'direction of labour.'

The old Science and Art classes had attracted serious students who had no specific industrial objective. There was a hunger to learn anything and everything. The new Technical Schools attracted people with strong social and economic motives. They were occasionally myopic, but courses were planned to go beyond grouping only for elementary techniques to prevent extreme narrowness in dead end occupations. Great hopes were placed on University Colleges, but these did not contribute solely to a workers' movement. A great success for the workers' section of the public system was the establishment of a

Working Men's College in London by F.D. Maurice. Again in 1903 a conference on 'The Higher Education of Working Men' was held in Oxford by the Workers' Educational Association. From this conference came the germ of the idea about tutorial classes. Demand had to come from within as regards this section of the population. These people had to be their own reference groups: they would accept no other.

In general, the workers found, as well as those wishing to teach them to an advanced level in particular, that classes in the beginning were planned around theory, with very little practice. The lack of study techniques and habits (*basic skills*), and above all, the absence of that groundwork of knowledge (inaccurately described as *basic skills*) on which to build intermediate scholastic studies which in turn would lead into specialist, advanced work, was blatant. The Higher Grade Schools had begun to remedy this situation for one band of students. The staunch advocates of technical education, whose committees depended, lacking cachet, on the year in year out loyalty of the few⁴¹ pointed out that this primary grounding could not be dispensed with if the balanced technical/classical educational ideal was to be realised even in part. The Acts of 1870, 1876, 1880 and 1891, paved the way for compulsory, free, elementary education. Wakefield Mechanics' Institute gave basic skills to many artisans before its curriculum adjusted to the idea of a meeting place for the intellectual diversion of a fee-paying public. Its science classes stopped, but eventually it became an extension of the Industrial and Fine Art Institution. It is now a museum. The Rev. Professor Thomas Wiltshire, M.A., addressed The Prizegiving held at the Technical College, Bradford, on 14th November, 1888:⁴²

'The foreigner did more than buy our machinery. He instituted schools with a new ideal, and departed from the ancient ways of so-called learning. He brought in science largely to his aid. He taught the principles upon which workmanship is founded. He analysed old processes and tried to reach the termination of his journey by pathways that had not hitherto been trodden. Remembering also that a single dialect is not cosmopolitan, and cannot avail as a means of intercommunication between different races, he was careful that the study of the living, rather than the dead, languages should be promoted. The boys taught in his schools, when of an age to seek their fortunes, could read and speak the tongues of the trading countries. They were well fitted to go abroad. (pp. 6 & 7).

The striving working class which comprised mainly those in a senior or supervisory category and the lower middle class had a different reference group other than their peers - those who had moved into wider spheres via education, native wit, and an appreciation of technology. Mather was concerned to discover causes other than school instruction 'which had contributed to American superiority' (in industry).⁴³ He investigated the *quality* of American technical teaching and also the extent of the American debt to the Europeans. He contributed his findings (opinions?) to the Technical Instruction Commission.

Industry, on its side, was wary of disclosing 'trade secrets.' The Great Exhibition of 1851 had demonstrated a paucity of inspiration and talent. The Paris Exhibition of 1867 contributed to the Education Act of 1870 when technical education was foregrounded. Bishop commented:⁴⁴

'Lyon Playfair, who had been a juror in Paris, attributed Britain's relative decline to deficiencies in her educational system. On his return, he wrote to the chairman of the Schools Inquiry Commission, Lord Taunton, stating that 'the one cause of this inferiority [of British exhibits] upon which there was most unanimity is that France, Prussia, Austria, Belgium and Switzerland possess good systems of industrial education for the masters and managers of factories and workshops, and that England possesses none. (p.174)

'Asked to inquire whether the allegation was justified, the Commissioners circulated Playfair's letter to a number of manufacturers, who were requested to comment on it. Their replies endorsed the views expressed therein.

The Government's reaction to these criticisms was prompt and sensible. It recognized that the country stood in two-fold need: there was the general need to reconstruct the entire system of national education in so far as it was assisted or supervised by the State, and there was the particular need to improve technical and scientific instruction in both quality and amount.'

In 1883 a Royal Commission on Technical Education resulted in The Technical Instruction Act of 1889. Volume One of this Act contains a description of the Works School founded by William Mather, M.P. for Salford South at his mill. Volume II reported on the United States of America.⁴⁵

As managers and owners of growing business in competition with other countries realised, growth depended on literate work and clerical forces. It was further recognised that science could just possibly be useful to higher ranks of management and administration to run alongside intuition and inspiration. In 1868 the Parliamentary Commission on Scientific Instruction and the Advancement of Science noted the shortage of science teachers, and in the 1870's The Devonshire Commission recommended that science should be taught in elementary schools, that the development of Technical Education should be encouraged in all its branches and at all levels. 1878 brought the Intermediate Education Act once the schools were free of 'payment by results.' There was a start in training elementary teachers who had scientific knowledge. Higher Grade Schools extended their English, Maths and Science lessons and ran into legal difficulties. They could have gone forward to become Technical High Schools, but institutional technical education was not encouraged. An opportunity was thrown away to widen the scope of education for average pupils as well as high fliers.

There was also a parallel movement accompanying social expansion - a surge to improve standards of living which brought along classes in domestic science, hygiene, home-making, and general care of the home. Industry demanded a high skill and quality in the linked crafts which provided support for their manufactures.

The question of teacher training began to be raised. Training Centres were established. Industrial affluence had led to complacency. Quantity in goods rather than quality had been the rule and repetition rather than creativity. Now the question came: how to improve to keep ahead of competition? To what end? At works level? Or managerial? Or professional? Schools are not factories, or profit-making businesses. Teachers are not accountants. The option to educate everyone had still to be debated.

A.H.D. Acland and H. Llewellyn Smith, in their Report to the Executive Committee of the National Association for the Promotion of Technical Education of 1889, summarised their situation, (pp. 133-134):

'Into the elementary schools Technical Education strictly so called hardly enters at all. *Here it is not the overloading of our schools and teachers by piling up additional subjects on the top of what is done already, at which we have to aim. It is rather the introduction of more flexibility, more intelligent methods, and a wiser arrangement of studies, and above all an enlargement of the teaching power available,* together with such improved organisation of our school system as may assist central class instruction and peripatetic teaching in special subjects. Unless the faculties of the children are better trained in observation and accuracy than they often are at present, we fail in that "foundation" work which will be of such great importance to the best of these children in the later stages of their training. The task of the elementary school is to awaken interest in the most intelligent and to teach by methods which are not fettered with a constant consideration of how to earn most money.

It is in the technical schools and higher colleges of science that the highest form of technical instruction will be given, so far as it can be given in scholastic institutions at all. How far this is possible it is not the object of this Report to enquire. But it is certain that these higher colleges and schools must be more widespread and better supported, if the pick of our leaders of industry, from whatever class (masters, foremen, or workmen) they may be drawn, are to have at their command the best form of instruction that can be supplied. It is, therefore, in the development of these Colleges, and of the educational steps that lead up to them, that our future work will largely lie.'

The Bryce Commission of 1895, the Royal Commission on Secondary Education⁴⁶ paved the way for the 1902 Education Act. Michael Sadler of the Office of Enquiries and Reports and H. Llewellyn Smith were members. On the ninth day Mr Stone of the Girls' Public Day School Company, on being asked to define secondary education, replied:

'I should be very loth to give a definition unless that of all education between the elementary standards and the University. I should be sorry to define Technical Education as exclusive of Secondary Education, or Secondary Education as exclusive of Technical. (p.757)

Technical Education does not cover the whole field that lies between the elementary schools and the universities?

Certainly it does not.'

On the tenth day, C.H. Bothamley, Director of Technical Instruction in Somerset was asked:

'Would you not call the physical sciences to some extent subjects of general Secondary Education?

Certainly.

Would you say that it was possible to draw a sharp line between what is Technical and what is Secondary instruction?

Quite so.

But a good deal of what is commonly called Technical Education might well be included within the view of Secondary Education generally?

A very large proportion of it certainly.

Following the Bryce Commission a Conference on Secondary Education was held at Cambridge on 21st and 22nd April, 1896.⁴⁷ It was by invitation and the guest list is a roll call of educationists, and their establishments, of the day.⁴⁸ Among the resolutions were those which indicated a trend of experienced, educational thought:

- IV 'That in the opinion of this Conference, whatever change may be made in reference to the organisation of English Secondary Education, the freedom, variety and elasticity which have hitherto characterised it should be carefully preserved.'⁴⁹
- V 'That in the opinion of this Conference, it is desirable that, in the case both of Central Authority and of the Local Authority, provision should be made for including as members persons who have had practical experience as Teachers in Secondary Schools.'⁵⁰
- VI 'That in the opinion of this Conference, no scheme for the organisation of Secondary Education will be complete which does not recognise the advantage of ensuring the Professional Training of Teachers in Secondary Schools.'

The 1902 Act replaced a great deal of confusion,⁵¹ and firmly established the Secondary Grammar School tradition. Technical education continued to be given a minor place even as late as the 1944 Act. The defined 'Technical/grammar School' or 'technical stream' within the schools was put on one side. The 'Secondary Modern' schools were discouraged to extend their curriculum to include technical work and examinations. One caught echoes of the old attitude towards Higher Grade Schools.

Attitudes Towards Education (ii)

From the turn of the century three further countrywide influences concentrated local educational opinion on immediate issues, and therefore action, in a fairly affluent and professional mercantile city with a lively consciousness of its worth. (The epithet 'Sandal pride' was even included in a jingle). These influences were: a shift of educational values brought about by the 'Cockerton Judgement' at government level backed by the influence of Morant instead of that of Sir Michael Sadler; the High School movement for the education of middle class girls; and the establishment of Board Schools.

The Cockerton Judgement and the Curriculum

The Report of the Bryce Commission in 1895 had advocated local authorities' responsibility for all types of secondary schools and this was resolved by the 1902 Balfour Act. The Commission also suggested that Higher Grade Schools and organised Science schools should be treated as secondary schools. It also advocated teacher training.

Following this Report, the Board of Education at A.H.D. Acland's suggestion set up the Department of Special Enquiries and Reports headed by Mr. Michael Sadler, later Sir Michael Sadler. His assistant was Mr. Robert, later Sir Robert, Morant, who joined the Department after several years' service with the royal family of Siam. Sir Michael Sadler, the son of a Barnsley doctor, had a wide experience of educational schemes across the world, and was practised in gathering detailed information on practical educational situations. Later on, as Professor of the History and Administration of Education in the Victoria University of Manchester, he gave valuable service again in gathering information on the educational situation in three counties and six boroughs.⁵² Sir Robert Morant, Sir Michael Sadler's Assistant, took a different view of education. He disliked the special status of Higher Grade Schools, their growing social standing,⁵³ and their attempt to blend art and science in the curriculum. He took his report on Swiss Education directly to the Secretary of the Technical

Education Board without reference to his Chief, also at the same time querying irregularities in the use of rates in Higher Grade Schools for Secondary education. The government auditor, in 1899, Mr. T. B. Cockerton, ruled Higher Grade Schools' expanding 'tops' financially illegal, effectively killing off any such schools' ambitions in the direction of continuing education for more of those pupils whose parents allowed their children to stay at school beyond the then low, statutory age limit. Elementary status was endorsed, and the way was paved for elementary and secondary education. Morant and his Head of Department held differing views: Sir Michael Sadler later resigned office in 1903. S.J. Curtis, late Professor of Education at Leeds University, wrote: 'Those, like the writer (himself) who had in later years the privilege of serving under Sadler, realised the breadth of vision, the intimate knowledge of educational problems the ready sympathy and power of inspiration, which made Sadler a greater educationist of his day.'⁵⁴ An opportunity to develop technical education which need not have penalised a classical base, was missed.⁵⁵ In 1875, a Royal Commission had recommended that all Public Schools and Endowed Schools should have not less than eight periods a week devoted to science teaching. The defeat of Sadler by Morant was the defeat of the science movement across the Board. In 1918 the Prime Minister's Committee moderated the eight science periods to six.

In 1902 the Balfour Education Act was passed which co-ordinated a national system of education. Local authorities were empowered to provide scholarships, train teachers, and pay fees of students in colleges and hostels. Part III, paragraph 1(a) enjoined 'continuing education' in 'Central' Schools. Ings Road School, built in 1897, became a Central School.⁵⁶

Where Technical Instruction Committees became the education authority, members found they had administrative functions clear of elementary sections of their Committee and a fairly free hand. Amongst other duties they worked with the Charity Commissioners, and in the city and West Riding again from time to time found they were talking amongst themselves. It was possible, however, to give views on some Charities.

The endowed grammar school was the type of secondary school which gained particular advantage. There had been doubt whether Higher Grade Schools would qualify, but the Cockerton Judgement settled that problem. Nevertheless Leeds Higher Grade School took West Riding Scholarship people.⁵⁷

The Fisher Act of 1918, extended the powers of local authorities, adumbrated the raising of the school leaving age and establishment of nursery schools and established day continuation schools. 'Geddes Axe' of 1922⁵⁸ imposed absurd economies on buildings and staffing, and caused all reforms to be postponed. There was *not* a shortage of teachers in the nineteen twenties, but chronic unemployment. Implementation of the 1918 Act required well qualified and trained teachers. A perusal of Thornes House staffing lists endorses this fact.

When the 1918 Act enjoined the Authority to interpret beyond 'continuing' education, i.e., 'secondary' education, hinting but not dictating, it was possible to construe this injunction as a definite bias towards a classical curriculum to be provided for those children deemed capable of benefiting from that type of curriculum.⁵⁹

There was a firm resolution to differentiate between grammar schooling and ordinary schooling which was to be the province of 'elementary and 'central' schools. What the lower middle class and striving working class gained via Morant were state-aided grammar schools which followed the classical grammar school tradition of earlier foundations. As always in education, instant results were anticipated rather like instant coffee. Only by following this prescribed curriculum could these newly established schools qualify for a grant.⁶⁰

Sections of the public, however, objected to 'paying for others' children⁶¹ out of their local rate contributions to attend a school which socially excluded a good part of the child population whose parents would not or could not afford fees. These protesters, encapsulated in their own vernacular, were not averse to putting quiet pressure on

individual parents to 'take their children away' at the earliest legal moment, basically because the grammar school focused on pre-professional liberal education which 'they did not need for their work.' It was argued that a suitable post would 'take them from home ground', thus precluding a return for the money invested. A disinterested, generous-minded gift of education was not always comprehended, nor the broad advantage of such an education assimilated. It is one of those ironies of life that the middle class of Morant's ilk is now pressing for city Technical Colleges; the grammar schools which could not become independently financially⁶² viable and which became comprehensive neighbourhood schools have some protagonists who for the most part are vehemently supporting a pre-micro chip approach; and peer group pressure not to go on to Sixth Form College but 'stay with the gang' is sufficiently heavy to prevent a potential career getting off to a good start.

Influence of the High School Movement

The Taunton Report, result of a Royal Commission in 1868, heavily criticised the education of girls, as well as the schools generally.⁶³

In 1863, Emily Davies, working and writing at this time on behalf of middle class girls' need of a well grounded education to match that of their brothers, wrote 'The Education of Women and How it Would be Affected by University Examination.' She aimed at a professional education for middle class girls - 'a broad culture and rational argument' - i.e., the same curriculum as boys' grammar schools. As time went on, it was reasonably argued by members of the Women's Movement that a professional education⁶⁴ would be the best gift for girls less well financially placed. Complex arguments took place:⁶⁵ the strong fight for girls' education across a broad spectrum of opinion resulted in the High School Movement. Wakefield Girls' High School was founded in 1878,⁶⁶ Head Teacher Miss Allan, as a sister school to Wakefield Grammar School, (founded 1591, its Charter revised in 1875, now Queen Elizabeth Grammar School (HMC).) It was patronised by successful products of the Board and Church Schools on behalf of their children, as well as local professional and business people.

There was a small number of scholarships. An earlier personal friend of the writer's family took one of the first scholarships at Wakefield Girls' High School and finally became Head Teacher of a school in Bristol.⁶⁷ The writer grew up in Sandal amongst friends and neighbours attending all three schools. She has been assured verbally by one acquaintance that the scholarship class in the Girls High School was segregated until 4th year, when they were reassessed according to ability.⁶⁸ The curriculum of all three schools was much the same: School Certificate, a Higher School Certificate and Matriculation were all taken, and pupils went on to similar professional and business lives.⁶⁹

J. Stuart McLure points out the social distinction between the elementary and secondary school pupil 'in the provision of buildings, but especially by the attitudes of their secondary school teachers who with cruel finesse made it plain that they had been privileged.'⁷⁰ Yet Miss Soulsby, Headmistress of Oxford Girls' High School, later a lecturer at Maria Grey Training College, and the epitome of those early women teachers to whom so much is owed and to whom so little recognition is given, could contribute to an 'Association for the Promotion of Work in Elementary Schools as a Career for High School Girls' which flourished from 1897-1905. She contributed a paper, lodged in the Bodleian, too fragile to borrow, on the subject. There was a definite move to recruit 'upper class' women into elementary teaching.⁷¹

The High School Movement was imperative for these girls since the curriculum they were looking for was one on a par with their brothers.⁷² The pupils at the Higher Grade Schools, ironically, with their broadening curriculum, were given, for a short period, more extensive, solid grounding. C.R. Benson and H. Llewellyn Smith in 'Recent Progress in England.' comment: 'The Endowed Schools Act gives them (the Commissioners) a general direction to extend the benefit of endowments to girls *wherever convenient*.'⁷³

Board Schools, 'Central' Schools, and Grammar Schools

There were 2,500 Board Schools in England and Wales following the Education Act of 1870. More than three Rs was demanded, contrary to some unchecked assumptions. 'We must educate our masters'⁷⁴ said Robert Lowe. E.J.T. Brennan,⁷⁵ in a warmly evaluative, empathic review, makes their remit quite plain: acceptable behaviour, strict rules of conduct, care for health,⁷⁶ a general regard for individuals all in a strongly rooted local perspective - justice had to be seen to be done; all this in buildings which could not possibly burn down.⁷⁷ E.J.T. Brennan also mentions that these schools' products faced the First World War; it is possible to add, just as the students of the Town Grammar Schools faced the Second World War.⁷⁸ Early Elementary school teachers had classes of 60, yet achieved a great deal, knew their children and parents' condition and the hopes of an aspiring middle working class. For their time, the Board Schools⁷⁹ were successful, together with the Church of England and Nonconformist Schools. These earlier schools crafted their material before primary, secondary and tertiary education were separated and the secondary-grammar classical curriculum sorted out.

From the aspiring section of these earlier schools' pupils came a lower middle class, with a fairly wide general knowledge, ('General Knowledge' tests were in vogue up to the Second World War. 'A' Level developed it into the taxing 'Special' paper), ability to read literature with understanding, and some appreciation of elementary science and mathematics. From the 'Scholarship Schools' (a proud accolade) the pupils for the most part prospered. As self-made, upwardly mobile parents, they moved into clerking in the big, local industries, (e.g. Bradley & Craven Ltd., James C. Waterhouse Ltd., Harrap & Co., (Sirdar Wools), E.P. Green Ltd., M.P. Stonehouse Ltd.); all now gone and international consortia in their place);⁸⁰ clerking in local authority⁸¹ and professional offices (County & Town Councils established in 1880); the developing police forces; supervisory staff (rise of the railways); or owning small businesses (butchers, confectioners, retailers); others taking full advantage of the growth of the car, gas and electrical industries. They comprised the 'respectable' section of a working special

spectrum, definitely enjoying comfort, occasionally affluent, and desiring places for their children in well-regulated, even Public, schools, where ability and (hopefully) talent might be recognised so that they could 'get on.' It was a generation whose intelligence, acumen and basic niceness has been very seriously underestimated. H.G. Wells', Conan Doyle's, Arnold Bennett's, Frank Swinnerton's, Grossmith Brothers' characters; always caricatured in 'Punch', but in real life able to conduct a pertinent conversation, had reasoning ability, some recognition of dimensions of justice, acute discernment, and an exactness in carrying out their duties amounting to pernicketytness.⁸² They read 'seriously' and stressed the values of 'straight dealing' and 'facing up to the truth.' Their children were turned out 'like bandboxes' and expected to be well mannered - opportunities for a good homily were never neglected, and these homespun sermons quite often spilled over to friends' and neighbours' children, rather in the style of Victorian tracts.⁸³

They prospered and some emulated the manners and attitudes of those 18th century merchant princes - Milnes, Gaskells, Clarksons, who had arrived earlier into Wakefield and had brilliantly enhanced their status, building residences near the big houses of the local gentry and well-to-do farmers (some of whom in their turn had interests in the local mines)⁸⁴ - and the 19th century business and professional people who followed on. There was the growth of suburbs such as St. John's, and Sandal Magna was taken into the City boundary. They sent their children to the newly established Girls' High School and re-chartered Boys' Grammar School, but did not, necessarily, at first, look for an automatic passage to university. *It was the school that counted.* Much was expected, and gained, with School Certificate, Higher School Certificate, and Matriculation before World War II. So many Mr. Pooters,⁸⁵ in the kindest possible way.

The curriculum of the Board School was not as narrow as stage and television dramatists, in their concern to make a point, demonstrate too simplistically. (Any more than Roundhead and Cavalier games around Stanley Hill demonstrate the social complexity of the Civil War skirmishes around Wakefield and the countryside generally).

In spite of the Revised Code, there was an extension of the 3 Rs: the writer has direct evidence from successful older relations and much older sisters' friends who received instruction in some elementary science, housekeeping, meticulous needlecraft, some art and music - and "drill". There was particularly at this time a seepage of ideas from Froebel, Pestalozzi and Margaret Macmillan; there was the influence of the University Extension Movement; also the influence of the Folk Song and Country Dance Movement; (cf: The later influence of Laban on the post World War II Modern Dance Movement).⁸⁶ There was the beginning of leisure, in spite of long working hours, so there were piano lessons, choir, gardening; walks in the country; and a deep ache for wider horizons which is hard to appreciate on the part of post-1960's generations who think globally, casually, and do not grasp what this earlier generation earned for them.⁸⁷ The broadening of the curriculum has a parallel with that of successful secondary modern schools of immediately post World War II - extensions of the art⁸⁸ curriculum; musical instruments, as well as song and appreciation accompanied by visits to concerts; physical education and modern dance; home management and needlecraft to a good standard, for that was a time when 'dressmaking' was an acceptable 'genteel' occupation; literature, theatre. Of the second period the writer has a vivid and appreciative recollection of the part played by Sir Alec Clegg's Advisory staff,⁸⁹ following World War II. Of the first period the writer has family experience of Board, Central and High School recollections.

Following 1870 there had been a surge forward in elementary education: the years following 1902 saw a comparable surge in secondary-grammar education, though the groundswell towards technical education did not subside. Documents from the Board of Education which appeared from time to time firmly placed the new Secondary Schools in the same league as the established grammar schools, following the recognised grammar school curriculum, and not the other forms of post-elementary education which had begun to develop and were termed 'continuing education.' Robert Morant signed 'Regulations for Secondary Schools' in 1904 which effectively ensured that those new schools (secondary grammar) should follow closely the conventional pattern of the old public and grammar schools.

'The course should provide for instruction in the English Language and Literature, at least one Language other than English, Geography, History, Mathematics, Science and Drawing, with due provision for Manual Work and Physical Exercises, and, in a girls' school for Housewifery. Not less than 4½ hours per week must be allotted to English, Geography and History; not less than 3½ hours to the Language where only one is taken or less than 6 hours where two are taken; and not less than 7½ hours to Science and Mathematics, of which 3 must be for Science. The instruction in Science must be both theoretical and practical. When 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 nature of local support was central to the quality of the Board Schools. The Head Teachers were strict, competent, conscious of the need to keep a good reputation in the minds of the parents and community generally, believed in competition and 'earning your place', and therefore encouraged those 'tops' which were eventually written off by the Cockerton Judgement. There was pride if a school was known as a 'Scholarship School.' This was an unexpected development from the point of view of the 1870 legislators, and as has been stated with reference to the local situation, there were generally people who did not relish the idea of 'funding others.' Sir Michael Sadler,⁹⁰ Head of the Office of Enquiries and Reports, a Civil Servant who had written from a wide, first-hand knowledge of educational practice in many parts of the world, and Robert Morant, his junior, clashed: Sadler, from his first-hand knowledge gained from extensive visits abroad, looked to some technical development within the secondary remit; Morant wanted Higher Education to be exclusively classically based, following public school curricula. Sadler's vision encompassed both aspects: he had a breadth of outlook in common with Charles Milnes Gaskell, as well as matching local knowledge.⁹¹ Both read widely as their speeches and writing show. Both had a broad vision.

The growing force of the middle class movement for a better education for girls added weight to Morant's view. Sadler was overruled. The auditor, Cockerton, pointed out a breach in the law, Morant gained his way,⁹² and the Cockerton Judgement curtailed the activities of the Higher Grade Schools. The 1902 Act required local authorities to provide 'appropriate' 'continuing' education, such as at Ings Road Central School. From

an older relative, this school did effective work across a broad curriculum for its time before World War I.

Local complexity of population at the turn of the century, (considerably increased in 1995) did not make easy any administrative diktat from the centre. The 1902 Act finally produced a Central Board of Education to work with the new local authorities which were empowered to co-ordinate elementary, technical and secondary education. The Bryce Commission had commented on 'needless competition between the different agencies, and a frequent overlapping of effort.'⁹³

The 1918 Act required Local Authorities to establish appropriate continuing education, leaving them to interpret these words as a City Secondary-Grammar School with a grammar school curriculum emphasising self-actualisation, moral autonomy, public service, professional preparation; that is, parity with established Grammar and High Schools, but serving as the town grammar school, mainly providing scholarship places. The country wide influence and example of older grammar schools also the public schools, was fixed. Wakefield and the wider geographical area, which is now Wakefield Metropolitan District Council, had fee-paying schools in the highest grammar school tradition of excellence, but little provision for scholarships.⁹⁴ The 1918 Act laid the responsibility for Higher Education for suitable older pupils fairly and squarely on the City Fathers. Wakefield Education Committee had been established in 1903 under the powers of the 1902 Education Act, and by this time had general experience in local affairs. The writer believes, having heard at first-hand conversations amongst older members of family and their friends, that, by and large, an expansion of Technical education would have been preferred.⁹⁵ Like Sir Michael Sadler at the Office of Enquiries and Reports and later Vice-Chancellor of Leeds University, the Committee inclined towards a technical education and looked with favour on wider transfers, as in the Education Committee Chairman's Address of 1927.⁹⁶ The City Fathers clearly felt that the city and environs were well served by several well grounded independent, direct-grant, and public schools which catered for the professions. How far this latent attitude

resulted in somewhat sparse, initial provisions for the new grammar school provision in the Technical College in Bell Street⁹⁷ cannot be surmised, or entertained; sufficient to say that the beginning of the school was quiet, owes much to the foresight and experience of the first two Head Teachers, and to the versatility of the first members of staff as their plans steadily encompassed the demands of the Act, the Local Authority, and parents' aspirations. Above all, the factor contributing most to a good start was the combined Staffs' pleasure, shown openly in their warmth towards pupils who, from the first, were junior partners in a new endeavour, rather than second-class citizens, set aside. William Walsh,⁹⁸ writing of D.J. Enright in 1974, wrote of the condition of the scholarship boy of the 1930s, of a 'set of feelings', 'conscious of merit and independence' plus an expected 'sense of gratitude.' The 'recognition of potential' was exciting, the beginning of wider opportunities grasped which was not so much an apprehension of that social advantage desired by an earlier generation, more a condition of *primus inter pares* which appealed to that strongly woven thread of West Riding independent mindedness. The 'required gratitude' was not evident - Thornes House Staffs' courtesies were encompassing.

In 1919, a local 18th century house belonging to the Milnes-Gaskell family went on the market on the death of Charles Milnes-Gaskell. It was recognised as suitable accommodation for a grammar school and a bid was made by the City Council. The school opened in Thornes House in the Park in 1920. The girls joined the boys who had had one year in Bell Street.

Local Social Influences.

It is helpful fully to understand the place of and part played by Wakefield College on the one hand and Thornes House (Grammar) School on the other - the one from its inception and slow, but quiet development to independence, and the other from its foundation as the city's provision for secondary education to its end as a grammar school - to consider the social and physical setting. How far any school or college reflects the entire development of higher education across a seminal period can only be evaluated if that institution is seen as part of a complex social⁹⁹ and wide geographical area which provided (and provides) a breadth of experience for a varied, sophisticated and rapidly

increasing population. The policies and politics of the Thornes House School(s) foundations are complicated, due, in part, to the socially multifaceted and inherently heterogeneous human constituents of the West Riding from early times to the present day.¹⁰⁰ In the development of the Industrial and Fine Art Institution through the years to its metamorphosis into Wakefield College, and that of Thornes House from 1919 to 1965, is reflected pupils', teachers', parents', Governors, and influential city councillors' relations and responses to the wider and deeply embedded social and religious local experience.

Part One of this thesis attempts to cover the technical aspect, Part Two, the grammar school aspect: how local action interpreted central theory encapsulated in legislation and sufficiently applied it to suit local needs. Part Three records changing social, economic and political conditions and local adaptation.

The roots of post-World War I developments in education go well back into the 19th century and to the establishment of local authorities in 1880 in general and to the granting of the Charter to the City of Wakefield in 1888 in particular; but especially to local and national attitudes towards two early Acts: the Technical Instruction Act of 1889, and the Education Act of 1902. The fact that local authorities were made responsible for education in their areas concentrated minds on certain questions: what was being taught, to what end, to whom and in which physical situation, but, central to the issue, in a manufacturing and professional district which looked for value for money, how the cost should be met and what would be local benefits. The recognition on the part of elected county councils and urban councils that the measure of administrative, commercial and industrial change demanded a trained, literate, adaptable white and blue collar population, gave a predilection towards a liberal education leached through by a technical aspect the scope of which should encompass most children. The West Riding of Yorkshire 'made history' in holding one of the first meetings to discuss education ever held by a County Council in December, 1889.¹⁰¹ Attention had been paid to technical education generally by a persistent group of committed men in the eighteen

eighties, witnessed by the series of articles republished by Buckmaster,¹⁰² an H.M.I., from magazines, newspapers, and published addresses to local societies. The Samuelson Commission¹⁰³ on Technical Education suggested that 'powers should be given to the reformed county authorities and municipal corporations to supply and support technical schools.' A pressure group was formed on 1st July 1887: The National Association for the Promotion of Technical Education.¹⁰⁴ This Society was formed to attempt to realise the recommendations and suggested reforms of the Commissioners. From its first Annual Report it aimed for an educational system 'as would develop in the best way the intelligence of those of all classes upon whom our industries depend.'

The Technical Instruction Act of 1889 gave opportunity and powers to county councils and urban sanitary authorities to raise a penny rate. It was not a constraint, but the money had to be spent on technical education. There was already in existence, as commented, a National Association for the Promotion of Technical and Secondary Education as well as a Yorkshire Union of Mechanics' Institutes. The windfall of 'whiskey money' (a 6d. tax on a barrel of whiskey) raised a good sum for a County like the West Riding (£28,000), and the West Riding County Council chaired in the first year by Lord Ripon would have enjoyed the power to give aid to the boroughs in its environs. The point to be made in this account of one School, Thornes House, Wakefield, and one Technical College, Wakefield College, situated in one city, Wakefield, where both county and town administrations were based, is that the concept of a technical education was firmly implanted into the city council's collective mind as well as the collective mind of the West Riding County Council in addition to the latter's bias towards secondary education.. Such education was regarded as wholly practical and of immediate value to the expanding commercial, industrial and crucial geographical position in relation to the need to meet overseas competition. Returns for such an investment would be almost immediately apparent. The penny rate at this level was not particularly grudged. Gosden & Sharp (p. 6) comment that 'technical education was developed into one of the West Riding County Council's major spheres of interest in the 1890's.' They also laid strong

emphasis on the fact that the first County Councillors and Chairmen of Committees had a very wide experience indeed in the field of development and practical administration of technical education, were experienced in educational theory, and above all were *liberal* in their sympathies with a detailed knowledge¹⁰⁵ of local needs. This liberal-minded concern was epitomised by the attitude of one Chairman, Charles George Milnes Gaskell, who followed Lord Ripon quickly, that neither partisan nor sectarian predilections should mar what was an essential requirement - a broad survey of the needs of a total child population. Wakefield city fathers would be fully conversant with County interests. Like the feudal system and mediaeval guilds, their links and interests crossed national/local boundaries. Controversy over denominational teaching came to a head later, following the Education Act of 1902. Gosden & Sharp have put the situation succinctly: ¹⁰⁶

‘During the preparation of the Education Bill (1902) the West Riding impressed upon the Government that the organisation and supply of secondary education was ‘the most important educational problem before the country at the present time. (WRTIC Minutes 17 Dec., 1901).’ It was urged that the County Council should be given ‘full control over post-elementary education.’

A.H.D. Acland,¹⁰⁷ M.P. for Rotherham, joined the Technical Instruction Committee in 1901. He was related by marriage to Charles G. Milnes Gaskell of Thornes House, Chairman of the West Riding County Council at this time. Gosden & Sharp:

‘Acland was widely regarded in Liberal educational circles as an expert in secondary schools. He had experience of setting up such schools in Wales under the Intermediate Education Act and felt strongly that priority should be given to this sector of English education.’

In 1892, in collaboration with a close colleague (echoing the needs of the total child population again) he wrote:

‘We do not assent to the vulgar view that the liberal education of the middle class is a matter outside the purview of the state. But, undoubtedly, the most urgent need of our time is to provide facilities for the secondary education of workmen’s children, and, in the interests of *all classes*, it is highly desirable that this education should be given as far as possible in the same schools as those attended by the middle class.’ (A.H.D. Acland and H. Llewellyn-Smith, ‘Studies in Secondary Education, 1893’ pp. 306-7).¹⁰⁸

Acland was concerned to make the same provisions for middle class and working class.

A.H.D. Acland's Report of 1904¹⁰⁹ on provisions for secondary education through the entire West Riding added weight to the growing local evidence¹¹⁰ for an acute need for secondary education. Some schools had already begun to keep pupils beyond the statutory leaving age, and had become known as Higher Grade Schools. The West Riding Technical Instruction Act of 1889 was a forerunner for the Balfour Act of 1902, when local authorities accepted responsibility (some reluctantly) for secondary, technical and elementary education. Inevitably, the Higher Grade Schools came under scrutiny of central government, and suffered finally under the Cockerton Judgement.

Another strand of influence affecting the essential groundwork for secondary education was the provision made in the 1902 Act for voluntary schools, ensuring parental right to determine the religious instruction given to their children, at the same time involving no penalty against teachers or children. An acrimonious argument ensued from a militant non-conformist sector of the WREC over payment of teachers during the time they gave religious instruction. During the Chairmanship of Charles Milnes Gaskell controversy⁽¹¹¹⁾ arose to the extent that he even considered resignation. Religious controversy was an added influence and complication but was also used as a counter to play against reform in quarters where the Act was unpopular. West Riding activities¹¹² would have some effect on Wakefield since that city had just become a Cathedral City, with a potential for an extensive Church of England educational sector. Other Liberal chairmen met with the same intransigence to keep the pay of voluntary schools' staff lower where a religious test was imposed on teachers or when they gave denominational instruction. Finally, in 1911, this particular argument was resolved, but the 'Council' schools openly displayed a card stating a 'conscience clause.'

In view of the social and well based commercial background, it is possible to ask the question: why did not Wakefield Technical School follow the same progression as Manchester's very successful Mechanics' Institute?

The first step is to look at the geographical position of the city and its consequent social development. This physical situation is quite different from that of the large conurbations of Leeds and Bradford which are able to sprawl - Wakefield cannot. It has finally been boxed in by three motorways - M.62, M.1 and A.1. It has always been one centre of population in the West Riding amongst several scattered in large areas of countryside which includes mountain and moorland. The western boundary is in the Pennines and the eastern looks towards the Plain of York and East Yorkshire. It is a well drained expansive landscape with rivers appearing on the map like the fingers of a hand, and draining steep valleys. The heights separating these valleys guided trade down the rivers and contributed towards an idiosyncratic development of all the West Riding towns. No town duplicates another: no population resembles any other. When Craven and Claro Divisions were given to North Yorkshire in 1974, local Councillors from Settle found they had a winter journey from Settle to Leeds, then Leeds to Northallerton for County Council meetings since the high Pennines are impassable in the winter. Previously the journey had been down the Ribble Valley to Skipton, on to Leeds. In the very early days of the West Riding County Council the Minutes record that a special train would be waiting for the members at Leeds to take them to Wakefield. On balance the West Riding kept its greenery. Any spoliation is now being redressed, but the greening of these scarred sections of the West Riding is at a price. The variety of educational provision under Sir Alec Clegg reflected the problems of educational planning from almost exclusively agricultural districts through urban to inner city. Wakefield and the West Riding reflect the country in microcosm: agriculture, textiles, mining, engineering, service industries. Road and rail transport facilities practically match London.

Wakefield had been a strategic site from prehistoric times as archaeological digs at Sandal Castle show. The royal owners of Sandal Castle commanded a view of the Calder Valley, Denby Dale high land, east towards Barnsley and north towards the Aire Gap. There were references to Wakefield in the Domesday Book of 1085. The wool trade brought nearly six hundred years of prosperity.¹¹³ It is not easy to have a mental picture of early times but the Court Rolls of the city run from 1274 and intact from 1325 to 1925.

It was a centre for commerce from early days, reaching a peak with the 14th century woollen trade and which continued into the nineteenth century. It survived the Civil War. The town had a lively history according to J.W. Walker who catalogued the many families locally who had achieved coats-of-arms and who had benefited from their leasehold of land containing mineral deposits. The next period of expansive affluence recorded by Walker came in the eighteenth century, a period of prosperity for the 'merchant princes' who had a wide ranging trade,¹¹⁴ evinced a growing socio-political awareness and a gift for building substantial Georgian houses. They favoured Westgate, and the travesty that is Westgate today can give no indication of the tree-lined elegance of that early period. Visitors commented, and some even wrote poetry in true Romantic vein. Hepworth (1977) has a detailed chapter on the city's rise and decline.¹¹⁵ J.W. Walker, Book II, p. 477,¹¹⁶ quotes S. Curwen's Journal, p. 131: 'Westgate Street has the most noble appearance I ever saw out of London, its pavements in the best order, its length nearly half a mile, and width ten rods.' Walker goes on to quote G.H. Crowther, 'A Descriptive History of the Wakefield Battles: and a short account of this Ancient and important Town,' 1886, p. 86: 'there lived those of blue blooded dowagers, younger brothers and half-pay colonels, in St. John's,' in late eighteenth century terraces and near the Church built from money left at the end of the French Revolutionary and Napoleonic Wars - the 'Million' fund. Money which was granted by the Government to the Church of England in gratitude 'for our deliverance from Napoleon.'

The nineteenth century saw a town which escaped the worst effects of the Industrial Revolution.¹¹⁷ The Charter was granted in 1848 and it became a City in 1888 when the Diocese of Wakefield was detached from the Diocese of Ripon. The West Riding County Council was formed in 1899, and Wakefield became a Municipal Borough with a population of 40,000. Municipal buildings, County buildings and Law Courts were erected. These became a focal point and became the city centre together with the Cathedral. In 1915 Wakefield became a County Borough responsible for all services and this state of affairs lasted until 1974 when the Boundary Commissioners redrew the map of the West Riding. The nineteenth century merchants who followed the 'merchant princes'

were of a solidly middle-class calibre who tempered their manufacturing interests with a concern for the locality which had bred them. There was an accumulation of some wealth comparable to Leeds and Bradford alongside several large, well-run old estates with families in residence. There were several well established family firms in engineering, mining, weaving, of international repute. There were complex social forces at work including a growing elementary school section and an established Technical Institution from the middle of the century (governed by the same business and professional men) and finally handed to the city at the end of the century. Mining was on the outskirts of the city and those villages were mentally orientated towards *South Yorkshire*.¹¹⁸ The city was always a centre for commerce. At the present time a substantial international train and goods terminal is being planned at Normanton.¹¹⁹ There was proximity to Leeds (nine miles) and Bradford (fifteen miles). The three cities developed distinctive characteristics. The degree of industrialisation in Leeds and Bradford tended to overtake Wakefield which remained to a certain extent an entrepreneurial, professional and residential city. Leeds and Bradford were in competition for a University, scientific advances favoured the Yorkshire College which was finally made the University of Leeds.

The city's central position in the county lasted from the sixteenth century to the establishment of Wakefield Metropolitan District in 1974. By 1826 it had its prison thoroughly planned, its Asylum, Registry of Deeds, Court House, Quarter Sessions, Headquarters of the County Police, Offices of the Clerk of the Peace and County Solicitors and the West Riding County Council Offices as well as Town Hall, Mechanics' Institute, town and county libraries. When it became a Borough and later a Cathedral City, the people began to develop a civic pride and began to work together: there was always a heterogeneous collection of inhabitants and a common policy was always difficult to agree, nevertheless agreement could always be reached. Mediaeval and following influences were still an undertow, and only in 1854 did the city manage to buy the rights of the Soke mill.¹²⁰ Clarkson, George Stephenson's civil engineer, brought the railway to the city, destroying Westgate in the enterprise. Hepworth,¹²¹ notes that the town lost the opportunity 'in 1840 of becoming a main junction of the Midland Railway.'

Yet the city did not grow.¹²² It had a high proportion of business and professional men. One joking comment was that Wakefield had more lawyers to the square mile than any other town in the country. By the middle of the nineteenth century the middle class was firmly in control, on balance with liberal tendencies. There were lively exchanges between staunch Church and Nonconformist people. Public debate was highly vocal and literate. Yet this group of middle class people ranged from self-made millowners and the older professions to the new professions (e.g. accountancy), higher grade clerical workers, to local retailers. A multi-stranded group plaited together into a thick rope which could take some strain. The messages along this internet were of a strong moral tone. Communication, like modern telecommunications was swift: there was unerring social control.¹²³ When the Wentworth, Challoner and Rishworth Bank failed in 1825 local society was shaken to its roots. The city itself took many years to recover and was never quite the same.

The children of these earlier merchants and aspiring workers tended to enter the professions. Their parents' personal interests, as distinct from their charitable and municipal commitments, were directed towards a classical education which gave social status¹²⁴ and they were put into Wakefield Boys' Grammar School and the Girls' High School. The reorganisation of the Grammar School, and the new Girls' High School were, on balance, welcomed. The schools catered in their early days for a wide range of income. The Governors of Wakefield Grammar School were endorsing their own and professional local bias¹²⁵ in their disinclination to set up a technical school at the Charity Commissioners' behest, and on which commission some of the Governors sat. There was a complicated state of affairs in that several people served on several committees, and met again and again wearing different hats. In Bishop's words they 'exercised concurrent jurisdiction.' They genuinely considered there was 'adequate' provision for higher education. With some increase in the size of the town, the several social strata became segregated, the well-to-do moving to the outskirts and into one suburb in the Northern part, and the workers concentrated in the town. One Councillor expressed surprise when told that quite a good proportion of townspeople and people in the immediate countryside were sending their children to school in Leeds. 'Then,' he thought, 'something *had* to be done.'

The political situation did not polarise until the 1974 reorganisation of boundaries. In the early years of the Town and County Councils there was always lively awareness, strongly openly expressed, unique predilections and a heady mix of ideas. Institutes, schools, established under the 1872 and 1902 Acts, were just about sufficient, but with a growing population a great deal was owed to the teachers. They had a breadth of vision denied them by Holmes and Morant¹²⁶, were frequently the products of WBGS and WGHS and later THGS, their strictness reflected the concept of childhood of their day and masked genuine concern and anxiety for pupils. When the young people left school for work¹²⁷ much depended on the dispositions of those workers or colleagues around them and the skill, acumen and above all *goodwill* of their immediate seniors; also the commitment of owners or institutions to youthful progress as there was still a predilection towards 'learning on the job'¹²⁸ and a tendency to dull 'scholarship' children's ambitions in routine work in dreary offices supervised with infinitely restricting pettiness. For the children of clerical and professional families there were several fee-charging schools, one well endowed.

There was good provision in a public library and County Council Library; a Mechanics' Institute. There were discussions between local and central government to consider technical education which was stretched to cater for elementary classes through to preparation for Higher Education. Wakefield had put forward ideas for a Higher Grade School, but the setting up of any secondary education was never mooted. Thornes House Secondary (Grammar) Schools were founded in response to the 1918 Education Act. The house itself fell conveniently available.

The western part of the Riding received an inflow of people in the early 1970s. The age structure, then, of the population as a whole reflected national trends. A rapid fall in the number of children under 14 was projected until 1992, the larger proportion of which would be in the higher age range. (Macfarlane Report, 1980.¹²⁹)

Wakefield City is not in any way similar¹³⁰ to Leeds, Bradford or Sheffield. Neither is it like any of the smaller Pennine towns sited higher up the river valleys. The city could

not expand because it was dominated by the West Riding County Council and had at one period a population of around 60,000. In 1972 the Boundaries Commission redrew the West Riding map and the new Wakefield District found it had to administer an area with a population of 300,000, 77% of which had previously belonged to the West Riding and was firmly mentally orientated towards that larger area. Leeds District only accepted 33% of the West Riding. In 1972 the West Riding Local Authority was fragmented into 14 sections, and areas were put together arbitrarily into uneasy partnerships. Wakefield found it had been given Rothwell, Hemsworth, and Castleford/Pontefract. Hemsworth had mining, Castleford/Pontefract had glassmaking, chemicals and brickmaking. Wakefield was essentially the administrative centre for the West Riding as well as the City and in addition had top-class manufacturing (worsted), together with a preponderance of professional and commercial interests. In total, in the eyes of Whitehall theorists, a neat balance, ignoring local biases. Rothwell, in close proximity to Leeds, negotiated a transfer. Wakefield was left to balance and administer three quite distinctive and distinct areas, with distinctive populations. In microcosm this division is echoed in the administrative structure of Wakefield College which had inherited outposts in Hemsworth and Castleford/Normanton. Pontefract Technical College remained a single entity.

The new Wakefield Education Authority was not an automatic, section by section, successor to the West Riding local education authority (which had been formed out of the old Technical Instruction Committee), as was noted in its Annual Report of 1974/5, page 4. The structure of Wakefield Metropolitan District Council was, nevertheless, based on old, tried, West Riding Committee lines and many senior posts were filled by West Riding staff.

The old Divisional Executives were swept away by the 1972 Act. The Bains and Maud Reports supported managerial types of administration.¹³¹

The Royal Commission on Local Government in England, 1966-1969, Vol. 1, p. 193, commenting on the unitary principle in West Yorkshire, summarised:

'We found, however, that the West Yorkshire towns differ from those of the Merseyside, Selnec, and West Midlands metropolitan areas for geographical and historical reasons. . . *The West Yorkshire conurbation is looser in its physical and economic structure. It contains more open land and this is reflected in a lower overall density of population . . . on the whole West Yorkshire is still a series of separate places, some of which, because of physical barriers, are unlikely to grow together.*

A succinct statement which excludes the social and economic; a statement of fact, incontrovertible, difficult to make a case against the fourteen divisions arbitrarily dealt out like a pack of cards. Rothwell's transfer to Leeds left Wakefield with two sections dissimilar in every way from the City. As late as 1994¹³² a local Councillor, had felt constrained to comment on Central Office deliberations.

Nevertheless, over twenty years, social and economic forces have changed the aspect of the social and physical landscape. Wakefield College, now on its own, has evolved a working arrangement, and is looking ahead to further planning based in Thornes Park, which will co-ordinate the scattered sites. Thornes House Grammar School's history is taken up in Part Two.

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2. McLachlan, H., 1943, *Warrington Academy*, Chetham Society.
3. Whitehead, A. N., 1932, *Aims of Education*, Methuen.
4. See Bibliography for Reports, documents and contemporary articles.
5. Bishop, p.225. *The Royal Commission on Endowed Schools*. Chairman, Henry Labouchere, Lord Taunton.

'It could not act spontaneously but only on local initiative; it required the consent of the majority of trustees if the charity amounted to over £50 a year; it lacked the means to examine scholars; it was unable to conduct an effective audit of charitable accounts; it was too deliberate in its procedure and too limited in its operations; it employed inspectors who were unsuitable to the task of *advising* on the schools they visited; and it possessed neither the powers, nor the officers, *nor yet the comprehensive view* which the situation demanded.'6. *The Taunton Commission*, Chapter VIII, pp.656-9

7. Bishop, p.182: 'In 1877 the city companies of London formed a committee to prepare a plan for technical education. The outcome was the foundation in 1880 of the City and Guilds of London Institute for the Advancement of Technical Education.'

8. From the Final Report of the Select Committee on Arts and Manufactures, 1835-6. William Ewart M.P., and artist Benjamin Hayden. Quoted by Bishop.
9. Henry Cole, *Fifty Years: Autobiography*, p. 350 (Notes on Public Education, 28th November, 1967), London.
10. P.P., 1836, 19, 14. *Parliamentary Papers*, 109.
11. T. A. Smith, 1975, 'Some aspects of technical education in Lancashire, 1825-1889,' Ph.D., Leeds.
12. Note on Mechanics' Institutes in Appendix.
13. Compare: Kunze, Andreas, 1982. 'The Politics of Utilitarianism: some notes on the history of working class training in Germany,' *Paedagogica Historica*, Vol. 22, Nos. 1-2, pp. 119-130.
14. Thompson, F. M. L., 1981. 'Social Control in Victorian Britain,' *Economic History Review*, Vol. XXXIV, 2nd Series, pp. 189-208, penultimate paragraph.

'Many of the persistent qualities of indigenous working class culture are no doubt to be found in the intense traditionalism, distrust of the unfamiliar, and xenophobia graphically portrayed in 'The Ragged Trouser Philanthropists' and so frequently the despair of radical and socialist intellectuals as the rock on which their schemes founder. These attitudes were not, however, cunningly implanted by the employing class and the press which served them although they were understandably not averse to playing upon such qualities for their own advantage. They were the same qualities which were at the root of more positive developments generated from within the working classes: association, mutual help and protection, preservation of the sense of group and community and refusal to retreat to the social isolation of the individual family. Association and combination produced organized labour, existing substantially in a class conflict situation; but it also succoured and developed the informal and non-institutional social organisms of street, neighbourhood, and local community, highly important instruments for defining, adapting, and shaping popular culture; and produced organized outlets for thrift and savings, clothing clubs, burial clubs, friendly societies, which were expressions of voluntary collectivism more than weapons of conflict. Traditionalism also contained a tradition of relaxation, enjoyment and pleasure which was carried into industrial society, was never extinguished and was vigorously expressed in old forms and new, in pub and club, gambling and football ground, music hall and seaside resort, preserving the practical pursuit of happiness from the clutches of the moralist.'

15. Reference No. 36 Conclusion, p. 441.
16. 'Espinasse, Margaret, 'The Decline and Fall of Restoration Science,' in Webster, Charles (Ed.), 1974, *The Intellectual Revolution of the Seventeenth Century*, Routledge and Kegan Paul, pp.347-368. Comment on a Royal Society Special Committee in 1664 which would debate the infiltration of vernacular and scientific language, and discuss how 'the English tongue' could be adapted to accommodate scientific ideas. She notes the later reaction of the rising middle class whose reference group was the gentry and their consequential influence towards and settlement for a classical curriculum.'
17. But particularly those worlds epitomised in: Rubinstein, W. D., 1977, 'The Victorian Middle Classes: Wealth, Occupation and Geography,' *Economic History Review*, Vol. 30, pp. 602-603. And in the novels of Edith Wharton.
18. Smith & McLaren, Keighley, produced worsted thread and exported it to Saxony to be woven, and then reimported it. The outbreak of WWI nearly failed them.
19. The Taunton Commission came to be regarded as the middle class commission.
20. The son of family friends was so streamed at QEGS pre WWII.

21. Reader, 1966, points out the pull between the professional man's pride in his work endorsed by a qualification and an accepted standard of behaviour, and his aspiring social ambition: 'The idea of social standing was to get as close as they could to the pattern set by the landed gentry, or what they imagined that pattern to be. . . It was unfortunate though, that the leaders of an industrial nation threatened by foreign competition should have chosen to emulate a class whose whole cast of mind and scale of values was anti-commercial.' Reader, W. I., 1966, *Professional Men*, Weidenfeld and Nicholson. pp. 203-204.

22. Sadler, Michael, *The History of Education*, 'The crucial difference between the history of German education and that of English during the nineteenth century lay in the different use which the two countries made of the power of the State. In Germany that power was exercised unflinchingly, with great forethought and clearness of purpose and without any serious resistance from public opinion. In England it was used reluctantly, with deliberate rejection of any comprehensive plan of national reorganisation and in the teeth of opposition which had to be conciliated at every turn. Germany adopted without serious misgiving the principle that national education is a function of the State; England hesitated between two opposing theories, the theory of private (or of group) initiative and the theory of State control. Germany worked on system; England, on compromise. England attempted an accommodation between two conflicting principles; Germany committed herself to a consistent theory of State control and acted in accordance with it. As a result, Germany has constructed an educational system which works with fairly simple machinery; England has a complicated machinery, but no well defined system of national education.'
in: Higginson, J. H., 1979. *Selections from Michael Sadler: Studies in World Citizenship*, DeJall and Meyorre Publishers Ltd., p. 93.

23. Green, A., 1995, 'Technical education and state formation in nineteenth-century England and France,' *History of Education*, Vol. 24, No.2, pp. 123-139.

24. J. Scott Russell, M.A., 1869, *Systematic Technical Education for the English People*, Bradbury Evans & Co.

25. Report of the Charity Commission on Charities in the Parish of Wakefield, 25th May, 1898, p. 49.

26. Report of the Charity Commission on Charities in the Parish of Wakefield 25th May, 1898, p. 51.

27. Report of the Charity Commission on Charities in the Parish of Wakefield, 25th May, 1898, 'Working of the Scheme, 1897', p. 69.

28. Robert Leighton, Headmaster of the Boys' Grammar School, 1875-1892, wrote a strong letter inveighing against the foundation of a technical school, and suggested that the grammar school had made adequate provision for sufficient science teaching.

29. Charity Commission report, p. 69.

30. Bishop, A. B., 1971. *The Rise of a Central Authority for English Education*, Cambridge University Press, p. 226.

31. (i) Report of the Charity Commission on Charities in the Parish of Wakefield, 25th May, 1898, 'The Present Endowment' pp. 57-59, Queen Elizabeth Grammar School pp. 51/52, almost made a 'second grade' school unless provisions were met; p. 49, appropriation of the Charities.
 (ii) See also Hepworth, R. M., 1977, 'Secondary education in Wakefield in the 19th and early 20th centuries,' M.Ed., Leeds: Chapter 3, 'The middle class take over,' pp. 117-132.
 (iii) Trollope's use of one character (Mr. Bold, a 'Radical') to disclose the allocation of Hospital monies to the Warden was a topical theme. (Trollope: *The Warden*).

The Charity Commissioners were following earlier examples where schools had been saved by the appropriation of charities' money, thus excluding some pupils for whom places were originally intended, and the imposition of fees, permitted by Chancery. The 'experiment of a public school with substantial fees was tried.'

See: F. E. Balls, 'The Endowed Schools Act, 1869, and the Development of the English Grammar Schools in The Nineteenth Century, (1). Origins of the Act.' *Durham Research Review*, Sept. 1967, Vol.5, No.19, pp. 207-216.

32. 'We have made indifferent use of the intellectually average.' (A. B. Clegg). They are the people who 'just miss,' who go on doing so. They keep daily life ticking over, quietly carry appointed tasks through to the end, step by step. They are a pleasure to teach and need careful, planned, stage by stage gimmick-free teaching. They deserve the widest and most sustaining menu since they will never scale the heights. They need as many mental and spiritual resources as possible upon which they can build and upon which they can draw, to give breadth and a margin in what most probably are looked upon as pedestrian lives. They are the 'B' stream and much can be done with them. 'The Guardian' of 28th February, 1995, ran a symposium on comprehensive education, considering the organisation of the curriculum, organisation of the school week, alternative methodologies, more opportunities for the academically bright and experiences tailored to 'youngsters with different aptitudes,' run by David Bell: Assistant Director of Education, The University of Newcastle. A favourable, positive, balanced academic intake would benefit pupils, suggested Peter Mortimore, and teachers ('even those dedicated to working with those who enter the school well behind their peers benefit from teaching some pupils who find learning relatively easy and perform well above the norm for their age.') Market forces alone would not achieve this. (Director of the Institute of Education, the University of London). With a colleague, Peter Blatchford, he is proposing a research on class size. Timothy Brighouse, Director of Education for Birmingham, in putting forward initiatives and projects to meet some of his city's educational problems has foregrounded the *essential diversity of the comprehensive school*. He concludes: 'Everyone has to wake up to the fact soon that the educational system *has to educate everyone*. The skills we used in the past to direct children towards urbanised, industrialised areas have gone. There is only one option pragmatically, as well as morally, and that is to educate everyone.'

The theme of this symposium would seem to be that the time has come to reconsider the nature of 'comprehensive' education, and to look at the wide variety of students collected together.

33. A. H. D. Acland and H. Llewellyn Smith, Eds., 1892. *Studies in Secondary Education: 'Recent Progress in England,'* p. 85 by Llewellyn Smith & G. D. Benson:
- They sought scholarships for their children. 'But if scholarships are not, as a rule, won by the poorest, they are won by a class which could not, as a rule, afford higher education without them.'
34. This Report, (Vol.11, Eyre & Spottiswoode) included a wide range of investigations. H. M. Jenkin, F.R.S., gave a Report on Agricultural Education in North Germany, France, Denmark, Belgium, Holland, and the United Kingdom which included an Appendix of course outlines and examination levels. The Index, pp. 425-442, indicates range and depth of subjects. William Mather, who established a school in his own Lancashire mill, reported on 'Technical Education in the U.S.A. and Canada.' He wrote: '(it was) necessary to extend my travels through a longer period and larger territory than I had expected, and to make investigations into the working of many institutions which, indirectly but very sensibly, affect the industrial classes.' He visited: Kindergarten, Grammar, High Schools, Night-Schools, District Schools, Farming Schools, Schools of Mines, Schools of Technology and Scientific Schools, Agricultural Colleges, Universities, Schools of Art, and for good measure added a postscript on 'Technical Instruction in America.'
35. McKibbin, Ross, 1984, 'Why was there no Marxism in Britain?' *English Historical Review*, Vol. 99, pp. 297-231.
36. Minutes of the Mechanics' Institute, 1st August, 1848. See also Hepworth, 1977, M.Ed., Leeds.
37. Hargreaves, D., 1982, *The Challenge of the Comprehensive School: Culture, Curriculum and Community*, Routledge & Kegan Paul.
38. McCulloch, G., & Sobell, L., 1994, 'Towards a social history of the secondary modern schools,' *History of Education*, Vol.23, No.3, pp. 275-286.

39. Hughes, K.M., 1960 'A Political Party and Education: Reflections on the Liberal Party's Educational Policy, 1867-1902.' *British Journal of Educational Studies*, May, Vol. VIII, pp. 112-126.
40. Bishop, p. 234.
41. For example, the core of the Committee of the Industrial and Fine Art Institution of Wakefield.
42. Rev. Professor Thomas Wiltshire, M.A., 'The Past and Present of British Trade and Education,' Address at the Technical College, Bradford, at the Prizegiving on 14th November, 1888. Master of the Worshipful Company of Clothworkers. London: Addard and Son, 1888.
43. The practical manufacturer's attitude as distinct from the novelist's. It is possible to contrast Henry James' thesis in *Wings of a Dove* - of American freshness spoiled, or rather American fantasies meeting reality.
44. Bishop, p. 175.
45. The Technical Instruction Commission, 1884. Report on Technical Education in the United States of America, London, Vol.II. Eyre and Spottiswoode.
46. The Royal Commission on Secondary Education, Minutes of Evidence, Volume II, Eyre & Spottiswoode.
47. Conference on Secondary Education, 1896, Cambridge University Press.
48. Representatives of the Universities of Oxford, Cambridge, Durham, London, Wales; Victoria University Manchester, The Yorkshire College, Leeds; Owen's College, University College, Liverpool; The Education Department, 'South Kensington', The Charity Commissioners, the Civil Service Commission; Technical Education Boards, Technical Education Committees of County Councils; County Council Associations, School Boards, The Association of School Boards, City Companies; The Head Masters' Conference, The Association of Head Masters, The Association of Head Mistresses; The Teachers' Guild; The Assistant Masters Association, The London Society for the Extension of University Teaching, The University Association of Women Teachers, the Association for the Education of Women (Oxford), The National Union of Teachers; The Association of Head Masters of Higher Grade and Organised Science Schools, The Association of Directors and Organising Secretaries for Technical and Secondary Education, The National Association for the Promotion of Technical and Secondary Education; The Association of Technical Institutions; The Royal Agricultural Society of England, The Association of Chambers of Commerce in the United Kingdom, The London Chamber of Commerce; The Royal Society of Arts, The Educational Committee of the Co-operative Union; The College of Preceptors, The Midland Association of Head Masters, The Private Schools Association.
 Individuals attending: Michael Sadler (Education Department), W. Vibart-Dixon, Clerk to the West Riding County Council, H. Llewellyn Smith, (Royal Commission on Secondary Education), Miss Beale (Headmistress, Cheltenham Ladies' College), Miss Emily Davies; Principals of Oxford & Cambridge Colleges & Homerton New College, University College, Bristol, Headmistress of the Perse School for Girls, Cambridge.
49. Rev. D. Butler, Master of Trinity College, Cambridge. Rev. W. H. Moss, Headmaster, Shrewsbury School.
50. Rev. G. C. Bell, Head Master, Marlborough College. Mr. Lee Warner, Chairman of the Technical Instruction Committee of Norfolk Council.
51. . . . and caused a great deal of controversy. A detailed study of one locality, Hebden Bridge, mirrors other discussions elsewhere:
 J. D. Smith, M.Sc., 1977: Administration and Education in the West Riding 1900-1906: A Study of the implementation of the 1902 Education Act and its effects on the administration of Education in the West Riding, with special reference to Hebden Bridge. Postgraduate School of Studies in Social Sciences, University of Bradford.

52. Curtis, S. J., 1953, *History of Education in Great Britain*, University Tutorial Press, pp. 314 & 315.
53. That this social acceptability had been quietly growing is demonstrated in a paper read by John Moss at a Social Science Congress in Huddersfield, October 1883, on 'What is the best preparation for a Course of Technical Instruction?' Educational Pamphlets, Buckmaster, Vol.111. pp. 8 & 9.

'But, while advocating a general extension of the plans I have indicated in connection with public elementary schools, we must not ignore the work already successfully attempted in other institutions. The Wyggeston Schools at Leicester, and the Allan Glen Institution in Glasgow, are notable examples of how higher-grade schools can be adapted to the requirements of the times in reference to a thoroughly sound preparation for purely technical teaching. Since the Sheffield scheme was first brought under notice, other towns, including Manchester and Halifax, have established higher elementary schools on somewhat similar lines, though conducted under rather different conditions. But without wearying you with further explanations, I think we may fairly assume that the experiment is an established success, and that it supplies exactly what is wanted in the way of preparatory education. Yet it is, at the best; but a beginning. It leads the pupil on the threshold of that special training which other agencies must supply. Technical instruction, both in the daytime and in the evenings, should be provided in every district, and should be carefully adapted to the requirements of local industries. It will, however, be of no slight importance to the general scheme, that institutions like the Sheffield Central Schools should be sustained in full efficiency throughout the country; and to this end I think the influence of this Association may be used with good effect.'
54. Curtis, S. J., Footnote on the place of Sir Michael Sadler, p. 325.
55. It is interesting to note, in evidence given to the Royal Commission on Secondary Education, 1895 (The Bryce Commission), on which Sadler served, that W. Vibart Dixon, clerk to the Technical Instruction Committee of the new West Riding County Council *stressed* in discussing the application for grants '... the technical day schools and the grammar schools were planned *on absolutely the same basis in the first instance*.' (Gosden & Sharp, p.5). See also the account of the re-founding of Wakefield Boys' Grammar School, Charity Commissioners' Report of 1878.
56. (i) Ings Road School: Council Minutes on Ings Road Central School on 23rd September, 1923. 'The question of Central School and methods of admission were being considered.'
(ii) Compare: King, Sarah, 1990, 'Technical and Vocational Education for Girls: a study of the Central Schools of London, 1918-1939,' in: Summerfield and Evans, (Eds.), *Technical Education and the State since 1850: historical and contemporary perspectives*, Manchester University Press, pp. 77-96.
57. Sharp, P. R., 1969, *The Work of the Technical Instruction Committees, 1889-1902*. Unpublished M.Ed. thesis, University of Leeds. Chapter on secondary education.
58. 'Geddes Axe.' The Geddes Committee on National Expenditure. Overall there was a reduction of £18 million, a proposed school entrance at 6 instead of 5, an increase in the size of classes, cuts in teachers' salaries, closure of small schools. Luckily there was an 'anti-waste' campaign. Complaints, nevertheless, echo down the years, with a modern note - 'more spent, less results; too many subjects taught, should concentrate on 3Rs,' 'educated beyond their station,' 'smattering,' 'can't read, write or spell,' 'no practical value.'
59. For example, as at Goole Grammar School, already founded in 1909. The grammar school curriculum became more advanced.
60. Endowed grammar schools and secondary day schools applied for aid also. As did the Yorkshire College, Leeds, and Firth College, Sheffield, by providing courses. There was a very slow beginning of more scholarship awards from public funds to the grammar schools.

61. Compare the comments made at the foundation of the Wakefield Girls' High School. History: pp. 5&6.
62. Compare the determined steps taken by Wakefield Girls' High School: History, p.40.
63. British Parliamentary Papers, 1867/8, Vol. 28, pp. 548-549. The Schools Inquiry Commission, 1864. 'The Taunton Commission,' reported in 1868 on 80 boys' schools in the West Riding of Yorkshire, including Wakefield Boys' Grammar School (Schools Inquiry Commission 1869, Special Reports of Assistant Commissioners and Digests of Information Received. Report by J. G. Fitch, H.M.I., Volume XVIII, London, Eyre and Spottiswoode, pp.287-299). Three schools were mentioned particularly (Vol.XI, p. 165): 'which are St Peter's, York, Leeds and Doncaster.'
64. i.e., across a spectrum: not necessarily teaching.
65.
 - (i) Jordan, Ellen, 1991, "Making Good Wives and Mothers"? The Transformation of Middle Class Girls' Education in Nineteenth Century Britain, History of Education Quarterly, Winter, 1991, 31, 4, pp. 439-463.
 - (ii) Delamont, S., and Duffin, L., Eds., 1978. The Nineteenth Century Woman: Her Cultural and Physical World, London, Methuen.
 - (iii) MacGregor, O. R., 1955, 'The Social Position of Women in England, 1850-1914 - A Bibliography,' British Journal of Sociology, Vol.5(1), pp.48-60.
66. Establishment of Wakefield Girls' High School: History, 1878-1975 by Margaret Hardcastle. 'A quiet start.'
67. Well qualified and also trained, this family friend is a known example of the chronic unemployment situation after the Geddes Axe and of the lengthy search for a teaching post.
68. Reference forward: to 'Local Social Influences.'
69. Reference above, and yet Matriculation, plus Higher School Certificate, was required for a university place which was paid for or endowed.
70. McLure, J. Stuart, 1970, One Hundred Years of London Education, Methuen, p.90. 'The response of staff was one factor contributing to the gulf between elementary and secondary education: they indicated with quiet clarity the privilege which had been extended.'
71. Illing, M. J., 1978, The Pupil-Teacher System in England, 1846-1901, Unpublished M.Phil, London.
72. The education and emancipation of middle-class girls did not occur overnight. As late as the First World War, Vera Brittain's family allowed her to go to Oxford with some misgiving. (Testament of Youth). Her generation owes much to some forceful Head Teachers.
73. Acland, A. H. D., & H. Llewellyn Smith, 1892. Studies in Secondary Education, London, Percival & Co. Auspices of the National Association for the Promotion of Technical Education: 'Recent Progress in England' by C. R. Benson and H. Llewellyn Smith.
74. Popular transcription of Robert Lowe, Viscount Sherbrooke, (1811-1892): 'I believe it will be absolutely necessary that you should prevail on our future masters to learn their letters.'
75. Brennan, E. J. T., 1991, History of Education Quarterly, 31, 4, pp. 349-351.
76. At Beamish Museum it is possible to see glossy rolls, varnished to last, depicting the basic rules of health and hygiene. Standing lessons before the eyes of the children, with insects depicted to match any modern conjectures about outer space inhabitants.
77. Note the number of nineteenth century school houses, which are now up-market private houses.

78. C. Hamill, a foundation scholar of Thornes House Boys' Secondary (Grammar) School mentions particularly an old friend who took part in the school plays and who '... was lost on the first one thousand bomber raid in World War II as he navigated his crew over a vital target.' His name is on the school war memorial. (Autobiography, privately printed).
J. E. T. Skidmore (Solicitor) in a private letter commenting on R. H. Hill, the Second Master: 'Mr Hill thought that the contribution made by Thornes House Boys in World War II was remarkable in view of the age of the school, the numbers of old boys involved and the number who gave their lives. The War Memorial plaque in the front hall of the rebuilt school has a long list of names, many of whom the writer knew. Fifty-three Thornes House Grammar School men were killed, officers, the equivalent of half an annual intake of the boys' side. There is no public memorial.
79. Speak, H., & Forrester, J., 1970, Education in Wakefield, 1275-1970, p. 18. Wakefield Historical Society; comment on the lively discussion aroused by the resolution of Wakefield Town Council, 1870, to apply to the Education Department of the Privy Council to establish a School Board.
80. These firms followed earlier commercial and manufacturing companies mentioned by Henry Clarkson in 'Memories of Merry Wakefield', pp. 109 & 210.
81. C. G. M. Gaskell remarked in one Committee that 'everyone seemed to want to put his child into County Hall.'
82. Hamill, C., Autobiography. (Privately printed). His unhappiness at his clerking post and Thornes House School's efforts on his behalf.
Greenhalgh, Vivienne, 1974, Local Education Administrators, unpublished Ph.D. thesis, Leeds University:

'In 1900, there were, *as now*, two fairly distinct strata of local government officials, a professional or directing staff of chief officers and a much larger group of subordinate, mostly untrained, clerical staff. In many areas the social divide between leading officials and their rank and file was considerable.' (p. 32).
83. The writer remembers as a child, Alderman Milner's homilies walking down Barnsley Road. One wonders how today's school people would have reacted.
84. Report of the Charity Commission on Charities in the Parish of Wakefield, 25th May, 1898. Accounts of transactions and transfers of land, and retaining of mineral rights.
85. What they did *not* have was the breadth of mind and vision of their reference group. George Grossmith, 1847-1912, and Weedon, 'The Diary of a Nobody,' serialised in 'Punch' from 1892. The tribulations of Mr Pooter, his son Lupin, his wife Carrie, and their friends in their aspirations for social standing.
E. F. Benson satirised one section of middle class pretension in the 'Lucia' stories, in the 1920s.
86. The work of Diana Jordan, appointed the first Warden of Woolley Hall, West Riding, in 1952, who studied under Laban, should not go unrecorded.
87. The 'fashionable' reaction of some 'advanced' literary criticism to deride the 'escapism' of the Georgian poets ignores one element of their appeal: the countries of the mind those writers cast light on for this generation - a highly imaginative mental stimulus, which was not escapism in their search for wider horizons. They were well beyond Forster's Leonard Bast who 'hoped to come to culture rather as a revivalist hoped to come to Jesus.'
88. A minute of Wakefield City Council of 27th June, 1922: the question of art in elementary schools emphasises the earlier concern and paved the way for post-World War II art teaching.
89. Gosden and Sharp give a thorough evaluation of the contribution of the West Riding Education Authority's local inspectorate, their knowledge of and work with staff and children in the schools, pp. 122-124 and 197-198.

The writer remembers also service in a Worcestershire School under an enlightened Headmistress, Miss Eileen Lyons, M.B.E., B.A., ten miles west of Birmingham; and the lead given by the University of Birmingham immediately at the end of World War II at the School of

- Education - Professor F. Schonell, Dr. Molly Brearley, Dr. Kellmer-Pringle.
90. Later Vice-Chancellor of the University of Leeds. Wilkinson, M. J., 1979, 'The Office of Special Enquiries and Reports: Educational Policy Making under Michael Sadler' *History of Education*, Vol.8, pp.275-291.
 91. 'A liberal education in a technological age:' Sir Michael Sadler had a wide experience across practically a worldwide spectrum. He also knew his locality as the son of a local doctor who sent him to Barnsley Grammar School. He also had breadth and generosity of spirit. Morant had a different turn of mind. Sadler's vision encompassed both aspects - scientific and humane - he had a vision of education in common with those planners who wished to see a balanced scientific/classical curriculum such as A. H. D. Acland and Charles George Milnes Gaskell.
 92. (i) Morant, Sir Robert Laurie, 1902. *Confidential* memorandum of draft provisions of the 1902 Education Bill, Issued by the Board of Education. B.L. BF. 13/28, (4).
 (ii) Vlaeminke, Meriel, in Summerfield and Evans: *Technical Education and the State since 1850*, p. 64. 'Morant had spent most of his working life as the trusted and highly influential adviser to the King of Siam. He thus arrived in the Department of Education (in 1895) with an unusual blend of conventional English upper middle class views about education and a familiarity with unorthodox, autocratic methods of executing policy'
 (iii) See also: Chester, D. N., 1950, 'Robert Morant and Michael Sadler, 'Public Administration, Vol. XXIX, pp. 110-112.
 93. Report of the Royal Commission on Secondary Education, 1895, Vol.1. p. 257, P.P. (I.O.P.)
 94. Wakefield Boys' Grammar School following the Commissioners' edict to reorganise. Report of the Charity Commission on Charities in the Parish of Wakefield, 25th May, 1898, Eyre and Spottiswoode.
 See also: Hepworth, 1977. Chapter 3, Queen Elizabeth Grammar School to 1860, Section V: 'The middle class take over.' p. 117 (*Secondary Education in Wakefield in the Nineteenth Century*, M.Ed., Leeds).
 95. The Wakefield Express of Saturday, 21st July, 1951, in a lengthy, sympathetic account of 'The Drama of the Thornes House Fire' gives evidence of this latent wish being brought to some fruition: 'Proposals under the Wakefield Education Department Plan that the school, at present maintained by the Corporation, and administered by a Board of Governors, should become a bilateral Grammar and Technical High School.'
 96. Education Committee Chairman's address, 1927.
 97. Hamill, C., *Autobiography*. (Privately printed).
 98. Walsh, W. 1974, D. J. Enright: Poet of Humanism, Cambridge University Press, p. 2.
 99. It is unfortunate that most school histories are written as if the school operated in a vacuum.
 100. Wakefield Court Rolls cover the years 1274 to 1925. These were given to the Yorkshire Archaeological Society by the Earl of Yarborough in 1943. Uninterrupted records date from 1326.
 Professor Richard Vaughan, the University of Hull, in his introduction to Volume 1, 1639 - 1640, 1977, of the published translations, p. XXVIII: 'The overall impression is of a tight community bound by strict conventions.' At the end of the complex relationships of the Civil War, seven pounds could still be given to the Headmaster of the Grammar School for 'keeping school open during the troubles.' The independence of mind of the merchant princes (with slightly buccaneering air) of the 18th century is reflected in the businesses established in the nineteenth century grown self assured and just a little smug to be echoed again by their socially aspirant clerks as that group in their turn prospered, and continued well up to World War II. A strongly individualistic disposition, combined with provincial loyalty, contributed to a society with far more inbuilt sophistication than is usually granted to Northerners - fundamentally sustained by a powerful impregnation of liberalism. Another interesting study in the Court Rolls is the recurrence

of surnames indigenous to certain districts noted by the writer during ten years' teaching in the West Riding.

101. (i) Gosden, P.H.J.H., and Sharp, P.R., 1978, *The Development of an Education Service*, Martin Robertson, p.2.
- (ii) Sharp, P.R., 1968, 'The Entry of the County Councils into English Educational Administration,' *Journal of Educational Administration*, December, pp. 14-22
102. Buckmaster, J. C., 1890, *Educational Pamphlets*. Vols. I, II & III (Technical Chief Inspector.)

(see Vlaeminke, 'The subordination of technical education' in Summerfield and Evans: *Technical Education and the State since 1850*, Manchester University Press, 1990, p. 65).
103. The Samuelson Commission: *The Royal Commission on Technical Instruction*, 1881-1884.
104. The National Association for the Promotion of Technical Education, 1st July, 1887.
Secretaries: A. H. D. Acland and Henry Roscoe. President: Lord Hartington.
105. Despite the different colours, the Councils have always been able to work together, to come to some agreement.
106. Gosden & Sharp, p. 78.
107. Gosden & Sharp, p. 78.
108. Bishop, A. S., 1971, *The Rise of a Central Authority for English Education*, Cambridge University Press, p. 149.

 'Assuredly the important reforms of the period had been the handiwork of two men: the Permanent Secretary, George Kekewitch, and one of the Presidents, Arthur Acland. . . their achievements have tended to be overshadowed by those of Morant; yet without them the latter might well have failed to progress as far and as fast as he did.'
109. This Report is untraceable. There are references to it in Minutes.
110. (i) 'The uniqueness of particular contexts' and their relation to broader grounds is soundly demonstrated by G. McCulloch in his essay: 'David Forsythe and the Leeds Central Higher Grade School,' in *Yorkshire Studies in Education*, 1983, Editor: Keith Fenwick, School of Education, The University of Leeds. The contribution of Higher Grade Schools to a democratic, liberal, technological higher education has been definitely undervalued and under-estimated in the pursuit of excellence by both 'élitists' and 'progressives.'
- (ii) See also Marsden, W. E., 1991, *Educating the Respectable: A Study of Fleet Road Board School, Hampstead, 1879-1903*, The Woburn Press.
111. The controversy over the payment of teachers whilst undertaking religious instruction was finally taken to Court, and the 'West Riding Judgement' ensued. The WRCC, with the judges' decision against them, had to pay teachers' salaries in full, no deductions when teaching religious subjects. Also: John Kent, 1973, 'The Role of Religion in the Cultural Structure of the Later Victorian City,' *Transactions of the Royal Historical Society*, 5th Series, No. 23, pp. 153-173.
112. (i) Gosden & Sharp, pp. 47, 48, 50, and 238, demonstrate a complex administrative territory which related to the intricate mesh of social structure mentioned earlier. The influence of this social structure was sufficiently weighty on diverse individuals sitting on committees to affect policy and the actual achievement of getting that policy leached into social and mental biases which had been set and held for a long time. Attitudes filtered through committees, sub-committees, governing bodies, and the public at large. Gosden and Sharp have commented on the administrative ability amounting to statesmanship demanded in the local government ambience.

The variety and diversity of speech alone demonstrates the varied inheritance through a long period. Ogden at Leeds University and Widdowson at Sheffield University have made a definitive contribution to dialect studies, speech patterns, and vocabulary.

There was not the political block voting characteristic of today's politics.

(ii) Musgrove illustrates this mesh of attitudes in a description of the complex working-class social net in the Riding in that the solid working class group which always acted as one man '... gave its support to the Liberal party to quite an astonishing extent. It is true that the Liberal party curtailed the wealth and power of landowners, and miners in particular approved of this, but it was nevertheless the bosses' party. It was not a matter of deference: the working class was often openly and fiercely in opposition to employers on the industrial front, but they still voted strongly for the Liberal party down to 1914. Liberalism accorded with some of their deepest values, socialism did not.'

'Part of the problem for the Labour party was nonconformity. This was a highly individualistic form of religious practice de-emphasizing the church hierarchy, promoting initiative among rank-and-file members in the conduct of church affairs, and encouraging spontaneous and unprogrammed communion between worshippers and their God. It was not a humble religion; it was reserved and aloof. Personal enterprise and advancement were favoured rather than equality, partnership and joint endeavour. Highly congruent with Liberalism, it was a disaster for the Labour party.'

Musgrove, F., 1990, *The North of England*, Blackwell, pp. 306/307.

113. Scargill, D. I., 1965, 'Wakefield: a study of arrested development,' *Town Planning Review*, July, pp. 101-110. A detailed summary of the rise of Wakefield to solid commercial affluence. Scargill outlines the advantageous geographical features, its physical attractiveness which he attributes to the happy coincidence of wealth and eighteenth century good taste, but attributes its decline to those merchants who would not allow expansion.
114. For example, the Milnes Gaskell's countrywide monopoly of the Russian fur and wool trade.
115. Hepworth, R. M., 1977, *Secondary Education in Wakefield in the Nineteenth and Early Twentieth Centuries*. Unpublished M. Ed. thesis, the University of Leeds. A chapter on the city's rise and decline.
116. Walker, J. W., 1939/1966, *Wakefield: Its History and People*, Books I & II. Privately printed.
117. There was only one Chartist demonstration. Thompson, F. M. L., 1981, 'Social Control in Victorian Britain,' *The Economic History Review*, Second Series, Volume XXXIV, No.2, May: 'There is nothing particularly new about the observation that the social order in Britain was subjected to immense strains by the processes of urbanization and industrialization. It threatened at times to disintegrate into anarchy through the disruption of social ties and institutions, and the emergence of frighteningly large masses of apparently masterless men. And it was transformed in the course of the nineteenth century without suffering the collapse, or revolution, which many contemporaries from right to left, from Martineau to Marx, and Eldon to Engels, had anticipated with dread or relish. Neither is there anything particularly new in observing that those who have power, authority, and influence seek to use these to protect and preserve the state of things which gives them power, and to maintain the peaceful, and preferably contented, subordination of those less comfortable than themselves.'
118. At this period there were some 50 collieries producing one million tons of coal per week.
119. Bringing prosperity back to a township which had been a developed 'railway town' of the nineteenth century.
120. Walker, p. 520.
121. Hepworth, 1977, p. 12.
122. Scargill, D. I., 1965.
123. Pride, not snobbery. There is a jingle which lists local towns and finishes with '... Sandal pride.'

124. University at this point did not. It was training for the professions which did this. (Reader: Professional Men.)
125. Balls, F. E., 1979, 'The Taunton Commission: and the maintenance of the classical curriculum,' *Journal of Education Administration and History*, Vol.11, No.2, pp. 8-12. The writer points out that local opinion put pressure on the Commissioners - 'emphasis being laid on the demand of professional residents for a classical education.' Full, considered reviews of Leeds, Doncaster, York and Norwich Grammar Schools.
Reference also back to Bishop, p. 226, earlier reference this Chapter: '... but the Taunton Commission had no desire ... they planned instead to separate the classes, "so as not to educate the lower above their station or embarrass the higher with lower company".'
126. The Holmes-Morant Circular. See later comment on 'Teacher Training.'
127. Both lower middle, upper working class, and the solid working group were alike affected in this particular aspect of work environment - a Scottish schoolmaster, in 'A Dominie's Log' writes of 'Margaret' and the change in a few months from bright schoolgirl to dulled millworker.
128. Hamill, C., *Autobiography - his clerking interlude*, and Greenhalgh, Vivienne, thesis, pp. 32 & 34 '... no prescription applied to the appointment of organising secretaries and directors for technical instruction who were first employed by county and county borough councils during the last decade of the nineteenth century.'
129. Macfarlane Report, 1980, Tables 5, 6, & 7.
130. (i) See also: Ashworth, W., 1950/51, 'British Industrial Villages in the Nineteenth Century,' *Economic History Review*, Vol.3, pp. 378-387.
(ii) Briggs, Asa, 1966, 'The concept of a homogeneous North is a dangerous simplification ...' 'Themes in Modern History,' *Northern History*, Vol.1 p. 3.
131. The Bains Report: The New Local Authorities' Manpower and Structure, Department of Environment, HMSO, 1972. The 1972 Act affected the macro structure. Internal organisation was the same as before: 'The management structures of many local authorities remain those which emerged from the development of local government in the 19th century.' (p. 11).
The Maud Report: Report of the Committee on the Management of Local Government, HMSO, 1970.
Study groups were formed to function at a very practical level to consider the services which would be transferred to Wakefield Metropolitan District Council. There seemed at the time to be a lack of confidence between the l.e.a.s and the Civil Service plus government. Councillors were tangled in minutiae in attempts to co-ordinate. The Bains' Report had suggested 'programme areas' to obviate empire building.
132. Councillor Norman Hazell, who gave the writer permission to quote, wrote to the 'Wakefield Express' in 1994:

'Boundaries logic hard to follow:'

'I read with dismay the story on the front page of the Express, October 28, confirming my worse fears about the outcome of the Boundary Commissions deliberations.

Our member is quoted as saying "I think it is most important that the Normanton constituency be retained ... at the expense of splitting up the existing Wakefield constituency."

Some people will remember that ten years ago a large part of Northgate and St John's areas were given to Normanton to help retain it.

Ask the people of Eastmoor Road who can set their watches by the Town Hall clock, what they thought about the bright idea?

We are now told that Agbrigg, Sandal, Walton, Kettlethorpe and Notton have an affinity with Hemsworth!

I feel it demonstrates just how the Boundary Commission is completely out of touch.'

PART ONE

II

'The wider appreciation more than a single skill.'

**Viscount Milton
M.P. for Wakefield.
At the Annual Prizegiving of the
Industrial and Fine Art Institution,
December, 1896.**

PART ONE
THE TECHNICAL ASPECT

II

‘The wider appreciation . . . ‘

A Transitional Period:

Foundation of Committees; boundaries and areas of influence established; social influences and attitudes; the first years of the West Riding County Council and Wakefield City Council.

The Technical Instruction Act.
Technical Education in West Yorkshire.
Foundation of Education Committees.
Curriculum and Examinations.
Teacher Training

PART ONE

THE TECHNICAL ASPECT

II

The Technical Instruction Act and Technical Instruction Committees.¹

The National Association for the Promotion of Technical Education, through the assiduous care of the two Secretaries, A.H.D. Acland and H. Llewellyn Smith, kept the issue of technical education in the public mind. After being rushed through the House at indecent speed, and after many hitches and obstructions, a compromise Bill was passed in 1889 through the efforts of the Government and the National Association.² The Technical Instruction Act gave control of technical education to the local authorities, and the power to levy a penny rate.

Each Local authority³ was given the right to appoint a Technical Instruction Committee consisting in whole or in part of its own Committee members, with the power to act except to levy or borrow money. The Act, in its final draft, gave clear evidence of hurried construction and compromise. It was badly phrased. The West Riding was driven to writing to the Local Government Board for clarification of its powers and responsibilities.⁴

By 1899 thirty-nine out of forty-nine local authorities were giving all their grants to education, whilst ten still only gave a part. One authority used its entire grant to contribute to the rates. The Act gave power to aid technical and manual instruction, but no aid to pupils in the public elementary schools or private schools. This ruled out individual classes and restricted scholarship places. School Boards had not to be impeded.

Lord Ripon, first convenor of a County Council for the West Riding is on record as stating the Act was: 'one of the most ill-constructed and difficult Acts to administer which I have ever known in the course of a somewhat long public life.'⁵

Central Government was unwilling to be generous in spite of outraged comparisons with European countries. Government waited for local authorities to act and was parsimonious in the matter of grants. Acland, when the 'whiskey money' debate was in progress (a duty to be raised on spirits and beer) requested that a sum should be set aside for technical education. He was defeated, but he kept the cause of technical education to the fore. In July, 1890, local authorities received a windfall with which they could do as they pleased, but 'with reference to intermediate, technical, or agricultural education.' Secondary education generally received a boost. The West Riding requested that the grants should be permanent.⁶

Difficulties in the Act were amended in 1891, but many still remained. The Act (52 & 53 Vict., 76) stated:

' . . . instruction in the principles of science and art applicable to industries, and in the application of special branches of science and art to specific industries and employment.'

In 1891 the Schools for Science & Art Act was passed which allowed governors of science and art schools to hand over to local authorities where it was expedient and beneficial to do so. The Industrial and Fine Art Institution was set up in Wakefield and independently served a wide area. Finally, as Wakefield Technical and Art School, it was taken over by the city in 1899, under a Technical Instruction Committee.

Two-thirds of the County boroughs appointed a sub-committee to carry out the detailed administration. If there was a permanent administrator, this was usually the Head of the Local Technical School.⁷

The West Riding County Council was one of the first local authorities to set up a Technical Instruction Committee, on 6th December, 1889.⁸ The County played a large

part in co-ordinating technical education between county boroughs and minor authorities within the area. It also worked with the still existing School Board.⁹

The bureaucratic intricacies of local administration gave rise to a need for a permanent administrator. Late nineteenth century legislation generally contributed to the rise of the Education Officer. By 1897 twenty-three out of sixty-one county boroughs had organising secretaries.¹⁰ The work of these county organising secretaries was broad and various.¹¹ The Fourth Annual Report of the National Association for the Promotion of Technical and Secondary Education, 1891, p. 10, recorded pleasure in that '... university men are being attracted to the work.'¹² The Fifth Annual Report of the NAPTSE went further: '... It need hardly be said that the future development of Technical and Secondary Education throughout the country will very largely depend on the gentlemen who have been selected for these very important posts.' Most would be experienced teachers and their names made a roll-call of committed, idiosyncratic and forceful public servants.

It was fortunate that the added breadth of experience of men such as A.H.D. Acland,¹³ one of the two Secretaries of the NAPTSE was available. In 1892 he became Vice-President of the Committee of Council for Education. He advised Sydney Webb, Chairman of the London Education Board's Technical Instruction Committee to invite Dr. William Garnett to London. Dr. Garnett had a distinguished career: Cambridge Professor of Maths and Physics; Nottingham University College 1882; Principal of the Durham College of Science, 1884; established a training department for teachers 1893. Just occasionally there is a coming together of ability, experience and a grasp of the needs of the moment, and enthusiasm.

Technical instruction powers via the Act were exceptionally free from central control. This freedom gave a margin to county councils' and county boroughs' hopefully imaginative planning. In a largely unknown territory it gave exceptional opportunity for professional advancement and prestige and many administrators became household words.

The 1902 Education Act followed the Technical Instruction Act in its compounding of difficulties. West Riding County Council Minutes and Reports bear witness. Nevertheless this Act gave enhanced importance to education as a locally provided service. Opportunities for advancement in the local government education service followed as a consequence. The Organising Secretary for Education, not yet a Director, grew in parity of esteem with the established top County and Borough Officers. This resulted in the counties and boroughs defining the duties of these new education officers and the parameters within which they could work. These included liaison with technical institutions as well as inspection, secondary schools, local committees, in an advisory capacity, and producing surveys and forecasts of needs. W. Vibart Dixon, secretary to the W.R.C.C., in evidence to the Bryce Commission of 1899.¹⁴

‘We have two officers. One we call the organising inspector, because he has to do with organising a rather large amount of new work, he meets local committees, bodies, and consults with them as to any developments; and he has the right to attend all meetings of local committees. The other inspector inspects in certain subjects, and his work is somewhat different.’

From such small beginnings grew the prestigious West Riding Education Department.

In a borough, the problems were not so wide and varied, but could be at the same level of difficulty. The West Riding County Council attempted to co-ordinate administration of technical education throughout the entire Riding and met with varying success. W. Vibart Dixon, in evidence to the Bryce Commission.¹⁵

‘the county boroughs . . . are now beginning to ask for scholarships in return for money . . . and we hope . . . that we may have one uniform system throughout the whole district.’

The West Riding Technical Instruction Committee Minutes of 25th February 1896 recorded the ‘question of possible co-operation’ following Vibart Dixon’s instructions from the W.R.C.C. to go into:

‘the question of any possible co-operation (with the county boroughs in the West Riding) with respect to scholarships, teachers’ classes,

inspection, work of the Yorkshire College, Yorkshire Ladies Council or in any other direction.’¹⁶

The county boroughs began to receive pupils from outlying areas and Wakefield Technical College became one focal point. The next chapter gives details of relationships developed through W.R.C.C. Education.

Technical Education in West Yorkshire

Following the Technical Instruction Act of 1889, at a meeting of the County Council held on 7th November, 1889, a committee was appointed to explore ways of implementing the Act. Wakefield lay in the old liberty of Ripon. The Marquess of Ripon was High Sheriff, then Lord Lieutenant for the West Riding. It had fallen upon his shoulders to convene a group of suitable people who could set up the first County Council. Its first Clerk was Francis Alvey Darwin, Clerk of the Peace’s Office, Wakefield. Mr. Dent followed after three years as Chairman and Charles George Milnes Gaskell in 1894 - an office he held until 1910.

On the 7th November, 1889, under the Local Government Act of 1888, at a meeting of the County Council, County Councillor Lister proposed, ‘that with a view to give effect to the provisions of the Technical Instruction Act, 1889, this Council do appoint a Committee with instructions to make inquiry as to the best method of bringing this Act into force in the West Riding of Yorkshire, and to report thereon to the next Quarterly Meeting of the Council.’

On 6th December, 1889, Lord Ripon, as Chairman of the West Riding County Council convened this Committee again to discuss ‘the best methods of bringing the Technical Instruction Act into force in the West Riding.’ They met in the West Riding County Council Offices, Vice-Chairman: T. Brooke, Clerk: W. Vibart Dixon, County Aldermen Barker and Briggs, and Councillors Burley and Lister. They noted the various steps other authorities had taken as reported at a recent Conference of the National Association for the Promotion of Technical and Secondary Education held at Manchester.

Powers of the County Council had to be established and it was agreed to refer to the office of the Science and Art Department and the Local Government Board. It was necessary to establish whether the required Technical Instruction Committee had any teeth or was merely a 'token' committee: that is, the members needed to know how much aid they could give, as well as within which Districts it could act, since Districts and Institutions adjacent to the West Riding were already looking for grants.

Time was clearly given for thought. These were serious minded nineteenth century men, rooted in the locality, with wide experience of some national affairs. The plebiscite was not yet fully extended to include all men and women over 21, and a heavy responsibility was felt to be carried for those people who could not raise their voices on their own behalf. It was not sentimentality, but practical recognition from a hard headed business experience that something must be done about educating the population at large. They were the successors of the eighteenth century merchants who had profited from the coming of the railway and the expansion of local mines which last by and large were drawn well into South Yorkshire ambience. They had an acute feeling of privilege but this self-consciousness was accompanied by sincere public statements of disinterestedness and of a desire to serve the community. There was pride, but not snobbery, and they were regarded as part of the community since they were locally in residence, still. There was quite a number, not one or two isolated families.

Minutes of Meetings were succinct, spare records of resolutions passed. Expansiveness was saved for Annual Reports and Prizegivings which were published in the local press; the 'Wakefield Express' the 'Wakefield Herald' and the 'Wakefield Reporter'. Members of Sub-Committees were local businessmen together with some landowners, local bankers, schoolmasters, doctors, solicitors, barristers, affluent tradesmen. As time went on representatives appeared from working class sections¹⁷ of some districts. They were all 'blue' or 'yellow' at first, 'red' appeared occasionally and increased around the first World War: solidly proud, emotionally encased in their own group, concerned for the population at large from their group's angle of view. They were

balanced by people such as Lord Ripon, A.H.D. Acland, Liberal MP for Rotherham, and Charles George Milnes Gaskell, Thornes House, MP for Morley. These were classically educated men, had breadth of outlook, were less closely involved with the working population, and, because they were distanced to a certain extent, their detachment gave them an overview of the essential and urgent need for a broadly educated total population which was exploding practically under their feet. Wakefield and its environs had not a lumpen proletariat - the Court Rolls, 1274 - 1925, in one sense speak for a lively population of litigious individualists. The books on the local history of Sandal by Ingham and Andrassy could stand as an excellent example of one typical district.¹⁸

Across the years of its life, certain names recurring in the County Council Attendance Register give a cross section of this group of influential people: T.G. Tew, Claude Leatham, bankers; Walter Hargreaves, W.B. Wilson, J.W. Mallalieu, J.H. Fawkes, landowner; S.P. Pickles, master tailor; W.G. Charlesworth, land and mine owner; Edward Crossley; Richard Garnett MP; M.P. & E. Stonehouse, worsted manufacturers; George Lane-Fox, landowner; J.C. Stott, miller; H. Horner, J. Sugden, A. Lee, spinners; J. Lawson-Tancred; John Booth; P. Coates; H.A. Foster. From 1919, ladies began to appear, the first being Sarah Cockshott and Lady Mabel Smith.

There was a cross membership of some names with the School Board, the local Board of Governors of the Wakefield Charities and the Governors of Wakefield Boys' Grammar School. Influential business was shot through with a concern for education in the locality. The mix of personalities and points of view, together with an ability to express themselves with a fluency and a volubility which could drown, would add to the disputing church and non-conformist groups no small contribution to the educational debate, from Greencoat School/Grammar School through to the smallest secular and church infant schools. They felt themselves to be citizens of no mean polis and the equal of London. They took their responsibilities seriously, but exercised their 'concurrent jurisdiction' (Bishop's phrase) to the full.

This Committee met again on 2nd April, 1890, and on 9th April 1890. On that date a Standing Committee was appointed. The first meeting of the Technical Instruction Committee was held on 30th April, 1890. It is interesting to note that A.H.D. Acland, MP for Rotherham, who had been largely instrumental (previously stated) in establishing the successful Welsh system of Grammar School education, whose efforts in the direction of the Institution which finally became Imperial College, London, in 1907, helped that institution to survive, was a co-opted member. He also became a co-opted member of the West Riding County Council Education Committee. Wise experience on the part of some members added to the acumen of educated, local men, who were stepping into family firms. The Clerk was a lawyer and the Treasurer, Percy Tew, a banker, who lived at Heath New Hall. These gentlemen resolved:

- (1) '... that it is at present premature for the County Council itself, to provide an Institution for affording Technical Instruction.
- (3) '... that for the present before any grant is made steps be taken in such manner as the Committee may think but, to ascertain the wishes of the Ratepayers of the District concerned.'
- (4) '... that in the first instance grants be made for such specific subjects only as shall be determined by the Committee.'

Money was not lavishly squandered, recipients were required to give an account of their progress, and sound reasons for needing the grant. Teacher representation on the Committee was a long way off. One example: Hipperholme Grammar School asked for a grant. The Committee's response was to instruct the Clerk to 'find out the views of the Local Board signified by a public meeting of ratepayers.' Equally, Ilkley School of Art 'would be considered if any monies should be raised under the Technical Instruction Act in Ilkley District.' These instructions, given on 30th April, 1890, were alongside a recorded undertaking by the Marquess of Ripon to raise the question of granting scholarships in the House of Lords. In its membership the Technical Instruction Committee touched both Central Government and local grass roots. The town, and county, was lucky in men who were at home on both local and central stages. They had to deal with a wide range of grants at several levels of achievement across a wide range of subjects; for example, 4th February 1892: The Yorkshire College, later the University

of Leeds, gave free scholarships in return for its grant; the East Riding Technical Instruction Committee, working with the Yorkshire College, put on a short summer course on 'Agricultural Instruction for Teachers'; Firth College, Sheffield, (later the University of Sheffield) planned short summer courses, 'Science for Teachers'; the travelling Dairy School was scheduled to visit Doncaster and Ripponden.

There was a meticulous investigation of students' applications, and of their supervision. The mode of inspection was left to the Inspectors who were instructed to initial Registers of the classes. In this beginning there was a breadth and fluidity of technical work which is not easy to grasp in the present day compartmentalised system. Recorded Minutes demonstrate that studies ranged from elementary skills through theory and practice of crafts to the scholarship level of applied science and humanities for the Colleges which later became redbrick Universities, rooted in and belonging to their localities. The roots of Leeds, Sheffield and Manchester Universities are very deep indeed. They are in every sense those cities' institutions, of the people.

The first Minute Book of the West Riding County Council, 6th December, 1889 to 11th February, 1892, with the Marquess of Ripon KG in the Chair, gives some hint in the spare terminology of official minutes, of the amount of discussion and painstaking sorting out of all possible contingencies to establish workable terms of reference which would enable them to do their best for those whom all the work was intended to benefit. Wrapped in the cloak of their nineteenth century cast of mind, not yet admitting social equality, nevertheless concerned, they tried to be dispassionate and sympathetic.

In summary:

County Council's specially appointed committee continued to meet. It met to consider recommendations to the Technical Institution Committee: awards of free scholarships for both boys and girls; Studentships and Exhibitions tenable at appropriate grammar schools with technical instruction included in their curriculum; day or evening classes; places at the Yorkshire College, Firth College, Owen's College, the Royal College of Science, South Kensington. It considered and appointed an inspector. It established conditions as to holiday scholarships; laid down Standards and Provisions for Examinations, with reference, for example, to Secondary Technical Day Scholarships. '... alternative subjects shall be introduced with the view of testing practical knowledge.' Theory and

practice; thought and action: not so musty and dry as dust behind those forbidding nineteenth century buildings, whose ornate decorations and architecture are beginning to be appreciated. The Board of Examiners for Technical Day and Technical Exhibitions included HMI, and the Headmasters of Keighley Technical and Batley Grammar School; for the County Scholarships, the Board included County Councillors, the Principals of The Yorkshire and Firth Colleges and two Professors. Foundations were well laid: the West Riding became one of the leading local authorities in the country. C.G. Milnes Gaskell, in his retirement¹⁹ Triennial Report, spoke of

'The work it is true is a gigantic one. . . . We can provide schools but we cannot educate. . . . Time and patience may alter the conditions under which we work. In five thousand years, perhaps less, we may rival the achievements of the little State of Attica, occupied by a population of freeborn citizens, filling, as may be seen in a map in Tucker's ancient Athens, but a small fraction of the West Riding when placed within its boundaries, and reach as high a standard as she attained between 530 and 430 B.C.'

At a meeting of the County Council on Wednesday, 13th January, 1892, Lord Ripon read the first financial statement as to the work of the Council since it entered office. It unconsciously conveys the assumptions, attitudes and earnest endeavours of a gathering of people committed to democratic self-government yet assured in their assumption of authority. A Trollopean episode. Brief accounts of many Sub-Committees were given, but Lord Ripon was expansive on the Technical Instruction Committee. His Report is worth quoting at length in the Appendix since it gives in splendid Victorian rhetoric an indication of the immensity of the task set before that group of people.

Lord Ripon referred to his colleagues, in particular to Charles George Milnes Gaskell of Thornes House, who followed him quickly as Chairman:²⁰

'Our Law and Parliamentary Committee under the skilful guidance of Mr Milnes Gaskell (a barrister and M.P. for Morley) - to whom we owe so much and whom you know so well - have not involved us in litigation, while in dealing with all Parliamentary questions the services of Mr Milnes Gaskell have been of great value. Mr Milnes Gaskell had confirmed the legal standing of County Councils vis a vis the House of Commons in relation to Bills affecting them. They had gained a legal, independent voice.'

Lord Ripon noted the breadth of commitment in the Riding to a variety of concerns: manufacturing, commercial, mining, and commented on the administrative skill required

in balancing all interests - breadth of mind and knowledge of many conditions. Alderman Brady, in reply, complimented Lord Ripon on having presided over 120 Yorkshiremen for three years without having made an enemy but troops of friends, 'may well be added to your laurels.' County Alderman Firth commented on the 'feeling of cordiality', 'no manifestation of party feeling to the injury, in any respect, or to the annoyance of those who have spoken.' This breadth of spirit across parties seemed to be lost as the new century progressed and the effects of the First World War took hold. The first County Council elections were held on 29th January, 1889 and the last on 30th April, 1974.

Following the Education Act of 1902 at a meeting of the County Council held on 11th March, 1903, it was resolved to establish an Education Committee as a standing committee.²¹ The last meeting of the Technical Instruction Committee was held on 16th June, 1903. Fully indexed minutes were kept from 1890-1901. The first Chairman of the Education Committee was Alderman John Brigg, millowner. County Alderman Charles G. Milnes Gaskell, as noted, followed Lord Ripon and Mr. Dent as Chairman of the County Council. He also served as Chairman of the Law and Parliamentary Committee, and had inspected schools in his capacity as a member of The Privy Council for the Government.

Foundation of Education Committees

The Technical Instruction Committee transposed itself into a transitional Sub-Committee, and finally into the West Riding Education Committee following Lord Ripon's responsibility to promulgate the West Riding County Council. Full West Riding County Council Minutes are bound in volumes, Reference R/1-49 and RR/1/91-96, together with Triennial Statements by the Chairmen. The five statements immediately following Lord Ripon's first statement were written and delivered to the Committee by Charles George Milnes Gaskell. The first three books of Minutes of the Education Committee and Education sub-Committees are found in Volumes 1, 2, and 3, WYRO/RC/13-1, 2, 3. From 1906 The Higher Education Sub-Committee Minutes were bound in a separate volume, Reference WYRO/13/252. . . .

The immense task of setting up a County Council and particularly in sorting out the different educational strands is reflected in the early minutes. It is a tribute to the integrity, perspicacity and tenacity of purpose that these local nineteenth and early twentieth century businessmen and landowners displayed that the machinery of committees they set up integrated into a reasonably smoothly running administration which lasted until boundary reorganisation in 1974. They were honourable men.

A special Sub-Committee was also formed for the purpose of bringing the 1902 Education Act into operation. A Selection Committee was appointed to draw up a Report as to the composition and duties of three Sub-Committees:

- a Higher Education Sub-Committee;
- an Elementary Education Sub-Committee;
- a Finance and General Purpose Sub-Committee, which became the Local Government Sub-Committee.

The TIC-cum-Transitional Sub-Committee which preceded the final Education Committee and its Sub-Committees also met on 15.12.1903, 2.2.1904, 7.3.1904, and 15.3.1904 to establish the West Riding Educational Divisions. School Board deeds and papers were formally handed over to County Hall. On 4th May, 1904 (WYRO/RC/13/2), Minute 58, p.1) with A.H.D. Acland²² in the Chair, the comment was made of the County Council 'As successor to the School Board.'

The District 'Division' Committees were to have a County Councillor on their Board. Districts were allocated amongst County Council members according to interests, and locality, in rotation. There were on 10.5.1904, twenty-eight Divisions. Urban District Councils were asked, 7.10.1903, to consider schemes for establishing District Education Committees. The Technical Instruction Committee finally became the West Riding County Council Education Committee on 14.7.1903.

A meeting of 1.3.1904 dealt with the transfer of schools, conferences were held with the Diocesan Association and the Wesleyan Schools Association. The years 1905-06

were a period of extension of elementary education, and schools were taken over, e.g., Birstall Wesleyan School, Giggleswick National School. Certain 'secondary' schools became 'Pupil Teacher' schools, e.g. Sowerby Bridge Secondary School for Girls.

There was clearly concern about the professional status of teachers. On 19.1.1904 an Advisory committee, A.H.D. Acland again co-opted,²³ was sitting to discuss the relation of the Incorporated Association of Headmasters and other bodies to the Education Committee.

Managing bodies for schools were set up, comprising a balance of l.e.a., local people, and Education Committee members.

A Chairman's Sub-Committee was set up. The Chairman of the Education Committee, (County Alderman Dunn), and the Chairs of the three Standing Sub-Committees - Higher Education, (A.H.D. Acland); Elementary Education, (County Alderman Dunn); and the Local Government Committee (County Alderman C.G. Milnes Gaskell); to make an Advisory Committee²⁴ to the Secretary for Education and his officers, the necessary lay people to balance the professionals appointed to carry out the County Council's wishes. The Sub-Committee met the principal HMI to request an Annual Report²⁵ containing a historical outline of the work of the Committee, and then chapters dealing with respective branches of education. One of the first acts of this Committee was to point out the difficulties in administering the 1902 Education Act. Each Chairman was asked to produce an introduction and critical matters relating to each branch. No detail of this Report is printed in the Volume of Reports.

West Yorkshire (and Wakefield City) were not alone in their difficulties. Stark as the early WRCC minutes became, they grew in bulk, indicating the wide range of activities the WRCC Education Committee and its three Sub-Committees undertook. It was pioneer work in a new and difficult field countrywide. Before 1890 there was much unorganised effort undertaken by non-statutory committees and unpaid officers. There

was much earnestness, respectability and dedication on the part of committed individuals who definitely laid the foundations for the next band of professional people and it was on these foundations that subsequent improvements were made. For example, in 1865 the Second Libraries Act had given the right to build schools out of the rates. Following on, County Councils in general had an immense task, WRCC work was in a most difficult field since it often spanned agricultural, mining, as well as business interests. Town Councils were more centred on industrial needs. The educational efforts of well disposed influential men of business and landed men across the country not only the WRCC was crucial. There was, in addition, the germ of teacher influence from those trained at the Royal College of Science at South Kensington and provincial University Colleges. School Boards competed with the Technical Instruction Committees. As far as technical instruction was concerned there was no obligation to give elementary instruction. So some well-disposed, anxious-to-achieve students were not well grounded, and had no advice as to choice of necessary subjects. It speaks well for such students' tenacity of purpose that they kept casting around, as West Yorkshire attendance numbers indicate.

The 1902 Act tidied up this state of flux, and a new curriculum, especially viable in the North of England, ensured a supply of suitably prepared students for the Technical Schools. Stability of classes, and efficiency, grew as appropriate courses for different groups were devised. Evening classes for three nights a week gave a hard grind to people who would have taken extensive advantage from a full-time dispensation which they would never have taken casually, as now.. Sir Alec Clegg, Director of Education for the WRCC, was heard to remark at a much later date that 'we put the worth-while, average person through the most testing, tedious, lengthy Grand National racecourse ever devised.'

A dichotomy occurred as inventions and scientific progress usefully reduced the heavy drudgery of work for the highest percentage of the population, and plainly demonstrated that fundamental knowledge of scientific principles was the need and due of all in every type of educational establishment. In addition it was imperative to take

those in responsible positions as far as required, and the object of technical training markedly changed in purpose. Day Technical classes gave instruction for trade and workshop training to 16; the Secondary Schools gave the broad outlook of a liberal education. The Royal Society in the seventeenth century 'hoped "tradesmen" would put on record their particular methods of inquiry', and felt linked both with trade and aristocratic amateurs. As the eighteenth century passed, and the early nineteenth progressed there was a genteel restriction on the material functions of science - it had become a gentleman's hobby, a cultural ornament demonstrating breadth of mind, an instrument with which a leisured man could pass his time to some mental satisfaction. Also a few Mr Casaubons.

The county's links with London and Government were always noted, and members of County Council and various Committees who had personal and professional links used these for the good of the locality. 'South Kensington', used to assessing students' work, was one of the first institutions to teach applied science at a high level. Their pass grades would set a standard. The Science and Art Department was the main agency of technical education following the Great Exhibition. It encouraged both technical and secondary education. 'Whitehall', the Education Department, concerned itself with elementary education. Both were under the Committee of Council on Education (later Department of Education with a Minister), a Committee of the Privy Council. Charles George Milnes Gaskell was a Privy Councillor. He had inspected schools on behalf of the Government; one can conjecture he was a member of this Privy Council Sub-Committee.

On 10.3.1903, a question came up in a WRCC meeting about Board of Education regulations as to 'discontinuance of local Science and Art scholarships.' A.H.D. Acland²⁶ suggested he saw Mr Sydney Webb, whom he knew, 'that they might confer with the Chancellor of the Exchequer.'

The WRCC was concerned to have links with the Boroughs and towns within its boundaries. County Council Awards were given. Technical Exhibitions to 607

continuing students, 157 new students. Total awards in 1903, were 2,280, of which Wakefield had the largest number: The continuing students, 166 new, and 242 in all. A grant was also given to Wakefield Technical and Art School - the successor to the Industrial and Fine Art Institution which had been handed over to the City. Wakefield Education Committee Minutes begin in 1910, when the City became a County Borough. There is a full run of these Minutes in Balne Lane Library - the old West Riding Library. They are minimal in content.

In 1907, a deputation from Keighley, wishing to hand over the financial responsibility and management of Keighley Technical Institute to the County was refused on the grounds that Keighley was a Part III Authority and totally responsible for all educational matters.

Also in 1907, Halifax still had a Higher Grade School which came under the jurisdiction of the WRCC Higher Education Committee. There were links with Leeds Central Higher Grade School; Keighley had a 'Trade and Grammar School.' The Yorkshire Ladies Council of Education (Domestic Science) and Yorkshire Training School of Cookery were also linked. Clitheroe, Colne and Halifax had Municipal Technical Schools; Bradford, and Huddersfield had Municipal Technical Colleges; Sheffield had a Technical School of Art; Heckmondwike had a School of Science; Ossett had a Technical School.

Leeds and Sheffield Universities were a particular commitment. On 10.3.1903, WRCC grants were approved for 'Agricultural, Coal Mining, Mining Electricity, at Leeds and Sheffield University Colleges.' On 8.12.1903, £6,000 was granted in aid of Leeds and Sheffield Universities to supersede the existing piecemeal arrangement which had been 'in aid of supply of Technical Instruction', and 'towards the establishment of a Department of Commerce at Leeds, plus a lecturer in German; and in Sheffield towards a School of Modern Languages.'

A letter in reply to the Privy Council was also sent in this year: 'that this Committee whilst recognising their duty to make a grant to which the Privy Council have called attention in their letter to the Yorkshire College, desire to call attention to the corresponding duty of the State to make adequate grants to the Local Universities and Local Colleges.' A response came later that these colleges would receive in total '£100,000 this year and perhaps even double that next.' On 1.3.1904, a deputation to the Privy Council included County Alderman Anderson. County Councillor J Brigg was appointed to the governing body.

On 12.3.1904, The Privy Council had conditionally promised to grant a charter for a University of Sheffield, and 11.5.1904, 'The Yorkshire College to be the University of Leeds.' (RC/13/2)

On 10.9.1904, the County stipulated 100 free places at the University of Leeds. The University replied it had increased the number of assisted places. On 1.6.1905, Mr Cook, HMI for Higher Education, reported that Leeds 'had agreed to the admission of such a number of free and assisted studentships as will make the total number equivalent to 100 free studentships in lieu of 100 free places already stipulated for. He also advised in correspondence with the Board of Education as to local Science and Art Scholarships. The WRCC grants to Leeds and Sheffield were: Leeds £4,500; Sheffield £1,200. Again in 1907 they were given financial assistance, 'towards the proposed universities.'

During 1905, the scholarships continued and demonstrate the breadth of studies: 14 County Major Scholarships. Local Science and Art Scholarships. Block grants to Technical Colleges and Technical Schools - Bradford, Huddersfield, Leeds, Doncaster. These included free day places, but were mainly for evening classes.

There were over 100 County Minor Scholarships, two Exhibitions for Special Talent in Art, Technological Scholarships, and continuing Exhibitions.

There were University Scholarships to Oxford; Cambridge; Royal College of Science and Art, South Kensington; Sheffield; Manchester; Leeds. Two travelling scholarships to Göttingen; County Art Scholarships; County Agricultural Exhibitions. The schedule signed by the Higher Education Committee Chairman, A.H.D. Acland, shows the list of schools gaining 107 County Minor (continuation) Scholarships and Exhibitions.

A Finance and General Purposes Sub-Committee of the WRCC was renamed the Local Government Sub-Committee. A.H.D. Acland and²⁷ C.G. Milnes Gaskell served together on this Committee, which, from time to time, appointed special committees to deal for example with teachers' salaries, or conferences with Head Teachers and school governors.

This Committee recommended a handbook of Provisional Regulations for 'further guidance of those concerned in the local administration of schools.'

This Committee dealt with County Scholarships which were granted to: The Yorkshire College (Leeds University); The Royal College of Art; Clare College, Cambridge; St John's, Cambridge; Owen's College, Manchester; University College, Manchester; Wadham College, Oxford; Yorkshire Training School of Cookery; University College, Sheffield; Lady Margaret Hall, Oxford; Birmingham University; Homerton College, Cambridge; Merton College, Oxford; Newnham, Cambridge; Herkomer School of Building.

At this time the Education Committee took responsibility for those schools, 'non-provided', which could not remain financially viable. 7.10.1903, A.H.D. Acland²⁸ was directed to draft a letter formulating conditions to be proposed to the Managers of non-provided schools should they be prepared to transfer to the Education Authority. The Sub-Committee indicated it would be glad of any information he may prepare. Today the situation is in reverse: schools are being invited to 'opt out' of the State system.

In 1903 (29.9.1903) The Yorkshire College appealed to the Committee for financial assistance. The Marquess of Ripon proposed to attend with a Deputation. The outcome was resolved by the Higher Education Sub-Committee.

A.H.D. Acland²⁹ and C.G. Milnes Gaskell also brought The Employment of Children Act to the front, and a representative of the Education Committee was empowered to hold a further Conference with a representative of the Sanitary Committee.

In 1905 the health of school children continued to give concern and lectures were planned and given on 'Common Ailments of Children.' In the following year lectures on Home Nursing Management were planned.

During 1906 the County Council held a Technical Exhibition in Wakefield, followed by an Agricultural Dairying Exhibition. The breadth and extent of the educational problem is amply illustrated in a brief summary of the work of the Higher Education Committee which continued to review:

1. The training of teachers, the provision of Training College accommodation.
 2. Standard of pupil teacher centres' training.
 3. Supplementary courses, e.g., 'The Teaching of English in Evening Schools' to be given by members of the peripatetic staff of the Committee.
 4. Teachers' foreign conferences e.g.: French at the University of Lille at Boulogne.
 5. Vacation courses: Scarborough; art courses in moulding and casting.
 6. 'Secondary' schools, including grammar schools, all given equality of status.
 7. Fees paid by parents or l.e.a. grant.
 8. Handbook on Technical Schools and Evening Schools.
 9. Scholarships and Exhibitions across a wide range of subjects.
 10. Inspectors' Reports: co-ordination of different sections.
 11. Secondary Education, Provision - Regulations and Grants.
 12. Yorkshire Ladies' Council of Education.
 13. Scholarships, Exhibitions and Grants-in-aid.
 14. Revision of Handbook.
- Sub-Committees of Sub-Committees proliferated.

There were good relations with County Boroughs and County Authorities. To a certain extent the West Riding took the lead at the beginning of its life since that Council had taken the greatest interest in as comprehensive an interpretation of the Technical

Instruction Acts as possible and had made efforts to plan inclusive schemes. Because of its generous grants it inspected and regulated the instruction in several Boroughs; there was a strong incentive to co-ordinate technical education in the whole Riding which could only have resulted in good. W. Vibart Dixon, Clerk to the Council, had expressed such a hope to the Bryce Commission.

Curriculum and Examinations

Theory and Practice

It was commented in Chapter One that craftsmanship became divorced from fine art. There were people who were alert to the need for technique allied to a fine appreciation of quality. Scientific invention, used at a practical level, presupposed some knowledge of scientific principles. J Scott Russell, writing in 1869, wrote: *'Fifteen years is the time necessary to train a generation of skilled men.'* Some nations had possessed that time and turned it to that account, with the results that we saw in Paris.³⁰ He went on to define technical education in a manner which acknowledged the value of both 'classical' and 'modern' sides of schooling: the technician and technologist were not relegated to second place:

'By a technical education I mean that special training which renders the talents of the educated man directly useful to that society in which its youthful member is destined to pass his life . . . that each individual shall in his own special profession, occupation, trade or calling know more thoroughly its fundamental principles, wield more adroitly its special weapons, be able to supply more skilfully its refined artifices and to achieve more quickly, perfectly and economically the aims of his life. . . .'

The terms 'technical' and 'technology' cover a wide spectrum from elementary principles to advanced technology. Amongst those clients professing a technical bias there was equally a wide range of IQ. The problem was to give more than just sufficient at every level of aspiration and intelligence but incentive to be self-generating. Motivation was there, students had to be made self-propelling: they were seekers, they had to be given solid grounding, taught skills to plan studies for themselves, to live at a level of intellectual curiosity in their daily lives. A similar problem presents itself today in the comprehensive schools, particularly when mixed ability classes are the complete

order of the day. Then night schools and some day schools were quietly building up advanced work, adding Maths and Science to their curriculum, hopefully for some, eventually, to get to the level of university entrance. The West Riding as a geographical unit particularly looked to the new universities of Leeds, Manchester and Sheffield which were of and from the people. Dialogue, however, such as had occurred in France and Germany with commerce and industry and the ordinary population, was summarily curtailed by the Cockerton Judgement. Again, that small group of the population which could not or would not move itself from minimal instructional levels had to be catered for, but not allowed to dictate on behalf of the rest. The broadening of the curriculum for elementary and secondary schools commented on in Chapter One can be compared with that of the achieving Secondary Modern Schools following World War II.³¹

Chapter One has briefly stated the difficult beginning, a landmark for the city and the landmark of the Technical Instruction Act. Science classes were recognised as relevant to subjects such as domestic science, hygiene, and general care in the home.

A dichotomy occurred when post elementary education concerned with technical work was termed 'continuing' education and a grammar school curriculum termed 'secondary.' The danger was evident, and overtly recognised, as the minutes of evidence of the Bryce Commission in 1895 - The Royal Commission on Secondary Education.³² Sydney Webb, Chairman of The Technical Board of the London County Council, in reply to Dr Fairburn said: 'I should be sorry to define technical education as exclusive of Secondary Education or Secondary Education as exclusive of technical.' Dr Fairburn responded: 'It (technical education) does not cover the whole of the field that lies between the elementary schools and the universities.'

'Certainly it does not.'

Dr Fairburn continued: 'We have aided schools which call themselves Secondary Schools and which do teach the subjects?'

Sydney Webb replied, 'Yes, we have aided grammar schools.'

Dr Fairburn: 'So that your Secondary Education after all, is "proper"?'

Sydney Webb: 'I had not suggested it was not.'

It was indicated that scholarships were given to children whose parents earned £150 annually. As inspections of schools disclosed, and advanced technical classes experienced, the strong need for technical instruction at the most elementary level became clear. The Technical Instruction Act did not make basic instruction obligatory. Teachers in technical and technological classes found clever minds frustrated and inhibited from inadequate grounding. The West Riding attendance numbers recorded in minutes and in the local press indicate the level of interest and need - and the solid determination of average and above average students to stay their courses. The 1902 Act gave the opportunity to devise curricula and to ensure foundation studies.

As the nineteenth century progressed, this dichotomy which marred the objectives of technical training resulted in an endorsement of an attitude of mind towards Technical Education which relegated trade and workshop training to 'instruction' and the broad, liberal outlook of a scientific inquiring mind as something to be cultivated by the Secondary Grammar School as the prerogative of those schools and future leaders. It was essential to reorder the idea of scientific investigation as a gentleman's hobby, a cultural ornament. Grammar schools introduced science subjects and began to establish a 'Modern' side. The teaching was already orientated towards university life. The heavy task for those Technical Schools which grew into Technical Colleges was to build slowly, on good foundations towards university standards and look towards institutions of the calibre of Imperial College and the University of Leeds. The route via initial classes, Technical School, Technical College to University, was a very, very long one, not helped by the incontrovertible fact that further education was labelled 'continuous' to elementary education, and not regarded as Higher Education. One is reminded again of Sir Alec Clegg's remark.

On 24th January, 1905, the West Riding County Council Minutes recorded the resolution 'that the attention of the Elementary Education Sub-Committee be invited to the restriction embodied in the Code for Elementary Day Schools with respect to Manual Instruction and to the consequential effects of these upon such standards of work in the

Technical and Evening Schools, with a view to the preparation and representation to the Board of Education if thought necessary.'

West Riding County Council Minutes illustrate this long road traversed, and the commitment of those early planners. Indeed, the Lord Bishop of Coventry, the Right Rev. E.A. Knox, D.D. who was Chairman of the Birmingham School Board, commented on 28th October, 1902 when referring to the new County Borough Councils:

'They will enjoy the fruit of all the experience, which it has cost many years and much labour to accumulate. . . . They will be able to summon to their Councils *many men and women of real educational ability and instincts who could never be induced to face the trials of public election.*'

Dr Knox is referring not only to the commitment of well educated, wealthy men, but also to their commercial and professional ability plus administrative experience which placed them in a particularly advantageous social position. That this privilege was used for the common good is exemplified in the amount of visiting abroad, on behalf of Committees and Commissions, particularly to France and Germany.

Walter S.B. McLaren, M.A., of Smith³³ and McLaren, Wool Spinners, of Keighley, Yorkshire, in 1877 and John Beaumont, of the Yorkshire College of Leeds, reported to the Worshipful Clothmakers' Company of London on the Weaving and other Technical Schools of the Continent, 'With General Observations and Suggestions as to the Best Mode of Extending and Improving the Textile Industries Department of the Yorkshire College of Science, Leeds, and of Establishing other Technical Schools throughout the Country.' John Beaumont was Instructor in the Textile Department of the Yorkshire College of Science, Leeds.

On behalf of the Clothworkers Company of London, they visited Ghent, Verviers, Lille, Rheims, Vienna, Rouen. They saw 'Industrial,' 'Professional', 'Weaving' Schools; saw how Polytechnics evolved; how teachers' and students' time was used. They made suggestions to Leeds: usefulness of drawing; diplomas; German and Swiss systems; Industrial Schools for girls and young women; the Ladies' Association of Vienna.

One comment, amongst many pertinent assessments, on drawing skills, endorses remarks made in the early days of the Industrial and Fine Art Institution on discernment:

It is very desirable that all the students should be able to draw, as otherwise their designs can never be what one would like to see them. Above all things it is necessary that their artistic taste should be cultivated. The stress which foreign schools of every description lay upon drawing shows how important it is considered for persons in every branch of life, and to none more so than to those engaged in designing patterns for the loom. Schools of art have done much for English education in this respect, but the want of taste in so many kinds of English manufactured goods shows how much needs still to be done.

Mr Swire Smith, LL.D., M.P.,³⁴ the Senior Partner of Smith and McLaren, visited extensively on the Continent on behalf of the Royal Commission on Technical Instruction. His notes (1883) were extensive and the Commissioners instructed they should be privately printed 'for distribution amongst the Committee.' In twenty-two sections they cover schools from gymnasia through Realschule to Trade Schools and demonstrate effectively the level of attainment and the demands made on teaching and training. He visited 'ordinary elementary schools' where 'the children greatly resembled those of an ordinary board school in England;' also schools established by groups of citizens and trade guilds at which fees were charged. He visited schools in Mulhouse, Basle, Zurich, Munich, Nuremburg, Chemnitz, Dresden, Berlin, Vienna, Amsterdam, Liège, Verviers, Ghent.

He had regard for quantity of work, but put first quality and attitude of mind. He especially commented on the 'Professional School for Girls' at Amsterdam. Their curriculum included 'ordinary elements of instruction, drawing, book-keeping, taking letters from dictation, map reading, pharmacy-conditional on girls' aspirations regarding employment.' Fees were charged. The Ambacht School took ages 15 - 18, and was compared with similar schools in Berlin and Rotterdam. 'Half their time is taken up in theory and half in practice work, the aim being that the scientific principles of each mechanical operation shall be taught to the students in their daily routine.' 'A boy on entering a workshop is at once put to work requiring thought and resource . . . success is with the educated and skilful, rather than with the strong.'

His visit to Vienna, dated 10th May, 1882, produced more exact observation and pointed comment. He visited a Commercial School, The Girls' Embroidery School, Kunstgewerbe Schule, a Weaving School:

' . . . up till now The English and The French and German schools generally have been engaged in teaching students the adaptation of the design of others, their students being in most cases ignorant not only of art but of drawing . . . at the same time leaving our manufacturers almost as dependent as ever upon the small knot of designers in Paris, who make the higher features of this work their whole study and profession.

'The Vienna School (Lehranstalt für Textile Industrie) goes to the root of the matter in devoting supreme attention to the combination of the art faculty with the technical knowledge of the look, and in this respect I hope that the example will be followed in England.'

' . . . Design Sells Cloth: The promoters of this school are fully alert to all these matters, and calico print designing is taught as an art, and in the further stages of colouring as a science.'

' . . . Hence the importance of the varied knowledge, *which combines the artist and technical workman in one and the same person*, and hence the singular pains taken in this school with the first principles of the industry, viz: good drawing, good taste, and originality.'

In 1904 the Finance and General Purposes Sub-Committee funded eight masters to attend a vacation course at Geneva. On 24th February, 1905, the reports of these masters drew a response: 'The Reports of the Art Masters who recently visited the School of Industrial Art at Geneva made suggestions with respect to the reorganisation of Art teaching in the county:

'That it be suggested to the Higher Education Sub-Committee and the Elementary Education Sub-Committee respectively that a Sub-Committee visits the schools in Birmingham and Leicester for the purpose of enquiring there in force for the correlation of the Art work of the Elementary and Secondary Schools with that of the School of Art.'

In 1904, The Technical and Art School, Wakefield, added, 'Infant School Drawing,' 'Preliminary Drawing 1st year,' and 'Practical Hygiene.'

On 4th September, 1904, at Sessional Planning, 961 grants of aid were given, e.g.:

Leeds University: French, German, Nature Knowledge.

The County Farm at Garforth.
 University College, Sheffield.
 Technical Schools at Harrogate, Barnsley, Bradford, Dewsbury, Doncaster,
 Elland.
 Leeds Pupil Teacher College.
 Wakefield Technical and Art School.
 York School of Art.
 London: Royal School of Art and Needlework.
 Mechanics' Institution: Courses of six health lectures.

On 3rd March, 1906, The Geographic Association gave an exhibition at the Cartwright Memorial Hall, Bradford, which was attended by Wakefield and West Riding staff and schools. This is a further example of a widely cast net of interests and an illustration of the concern to broaden perceptions and standards.

The Question of Standards

A timetable of the Industrial and Fine Art Institution from Wakefield School Board Reports of 11th June, 1893 (Ref: WWT/1, 2, 3, 4) gives an indication of that institutional daytime curriculum. Wakefield School Board dealt with Schoolwardens, General Purposes, and Evening Continuation Classes. Councillor Herbert Beaumont, a solicitor, was Chairman. The evening curriculum for 'Senior Males and Females' in 'Continuation Classes' was inspected by HMI J. Pember: Industrial Geography, Industrial History, Chemistry, Geology, Botany, Human Physiology, Double entry Book-keeping, Drawing to Scale, Vocal music, Domestic Economy and Health, Geography - physical and political.³⁵

Miss Nellie King was teacher-in-charge of the 'Junior Females' for the session 1894-5 and wrote this comment:

'The subjects taught have been graduated to suit the different attainments of the girls. This arrangement has been most successful for by it every girl has received the instruction needed.' . . . 'A very happy evening was spent by the teacher and girls of both (Senior and Junior) departments during the Christmas holidays, and there is no doubt that a gathering of this description not only draws the girls together again after the break in the work, but gives teacher and taught a better personal knowledge of each other and consequently added interest in their work.'

In 1901 a Minute of the Board of Education had recorded suggestions as to a new type of day school: a Higher Elementary School was suggested. This type of school

continued to be discussed. A.H.D. Acland was the Chairman of the Provisional Sub-Committee of the West Riding County Council Education Committee and this Committee set up yet another Special Sub-Committee generally to review the situation of the Higher Elementary Schools in relation to other schools. It was resolved: 'That the Sub-Committee do not object to the establishment of a Higher Elementary School at Wakefield *provided the curriculum was not such as to lead to undue competition with any Secondary School in the City.*'³⁶ That is, a tacit warning that a third school should not be set up to rival the two established schools. There was a certain exclusivity, the schools had come to be regarded as the prerogative of one group. It must be remembered, however, that the City of Wakefield at the turn of the century, had a small population of around 50,000. On 14th November, 1905, there was consideration and adjournment of a proposed Higher Elementary School at Wakefield in view of a communication from the Board of Education requesting West Riding County Council observations. Ings Road School, Wakefield, had been opened in 1897; eventually this school was replanned as a 'Central' School, with a curriculum which included some art classes, some elementary science, dramatic work, music, and the inevitable 'drill.'

A.H.D. Acland's name disappears from WRCC minutes around 1908, but in that year he chaired yet another special Sub-Committee of 14th February which discussed Technical and Evening Schools. A further memorandum was drafted indicating some methods of assisting the development and co-ordination of Technical and Evening Schools. Methods adopted by other countries and counties were considered in detail. Councillor Cook reported on a visit to Preston, Lancashire, 'to gain further information as to the working of the scheme of the Lancashire Education Committee.'³⁷

Classes in General History at Wakefield, English at Skipton, French Conversation at Leeds were set up among many others - evening classes covered a wide range. Day Technical School classes as far back as 1885 had added literary subjects to the curriculum under 'Regulations for Organised Science Schools.' By 1908 numbers had risen extensively, mostly for Higher Grade Board Schools, which did not disappear overnight.

They found themselves in competition with those Endowed Grammar Schools *which applied for recognition* under the regulations in substantial numbers. The Wakefield School Board recorded in a Minute of 1st March, 1904, that: 'The Committee had no remark to make on their (the Grammar Schools') application for recognition to the Board of Education.' The list included: Archdeacon Holgate's Grammar School, Barnsley; Batley Higher Grade Board School; Brighouse Higher Grade School; Wheelwright Grammar School, Dewsbury; Doncaster Grammar School; Fulneck School; Ashville College, Harrogate; Ilkley Grammar School; Normanton, Ossett, Grammar Schools; Friends' School, Ackworth; Wakefield Queen Elizabeth Free Grammar School; Wakefield Endowed High School for Girls; Wakefield Technical and Art School. These procedures made the legality of the School Boards questioned.

Science education became caught in a vicious circle: there was not an abundance of suitable pupils, and too few teachers able to give basic science education. Lyon Playfair was Secretary of the Science and Art Department until 1857. On his appointment to the Chair of Chemistry at Edinburgh, Henry Cole took over. With Captain Donnelly he planned a broad outline of studies in elementary science: 'to assist the industrial classes of this country in supplying themselves (i.e. the recipients themselves had to make an effort) with instruction in the rudiments of Geometry, Mechanical Drawing, Building Construction, Physics, Chemistry and Natural History.'³⁸ Henry Cole, alone later on, went on to establish the Science & Art Department on a firm base, particularly on the art side which gave advanced instruction and trained teachers of art. He did, however, introduce a type of payment by results, and examinations at each stage of many subjects. This concept was taken over by Lowe, who, in applying it in a different context, caused disaster. Wakefield Industrial & Fine Art Institution was successful due to the professional men involved in local planning: many science schools in the country failed, and the science section of South Kensington was not as successful as its art.

The influence of South Kensington soon covered the British Isles.³⁹ Local science and art schools operated under its aegis, including the Wakefield Industrial & Fine Art

School. There are references in the local newspaper to Reports and Prizegivings when 'papers' and 'models' were 'sent up' for examination. Results were proudly recorded, and published annually accompanied by comment from the Governors. Henry Cole, later knighted, withdrew the direct support given to provincial schools as time went on, suggesting the local Committees should appoint and pay the teachers. The set stages of instruction, however efficiently they enabled the 'payment by results' scheme to function, nevertheless contributed in part to the rigid salary and promotion structure of the Technical sector.

Scholarships⁴⁰

The provision of scholarships was exceptionally uneven across the country. The West Riding County Council was generous. The Board even set up one for Technical Day Schools and the other to deal with Higher Education.⁴¹ The members of the Board were experts in their own fields, in educational practice and in administration. Eventually there was a Joint Board of Examiners for Yorkshire.

Rigid attention was paid to standards: the pass mark for a Junior Scholarship was 75%, and the receiving schools were inspected. Use was made of schools outside the area.

P.R. Sharp, (p.250), comments on the integration of the scholarship pupils, and the experience of one pupil known to the writer is endorsed.⁴²

In 1901 the Board of Education made new provisions for Local Science & Art Scholarships and Exhibitions. In 1902/3, the rate aid was such that 175 scholarships and 2 exhibitions were given.⁴³

The West Riding urged that local authorities should make their Technical Instruction Committees responsible for science and technical education. There was no antagonism to the School Boards that it was seriously thought that the T.I.Cs should be responsible for the entire secondary school curriculum.

Acland and Smith, in their conclusion to their edition of 'Studies in Secondary Education,' published for the National Association for the Promotion of Technical Education in 1892, wrote:

'When Local Authorities take the whole matter of secondary school organisation in hand, they will have to deal boldly with the question of school curriculum.'⁴⁴

On 1st March, 1904, a special Sub-Committee was appointed to consider the existing supply of Secondary Schools in the West Riding. A.H.D. Acland wrote an introductory note. There are no details in the Minutes beyond this sparse statement, and the Note is untraceable.⁴⁵

On 26th, 27th and 28th October, 1904, representatives from different Districts attended across three days to consider existing supply and future needs with regard to Secondary education in their respective Districts.

In the early days the students took City and Guilds of London examinations, Royal Society of Arts examinations, and were well inspected from the Science and Art Department. Lists of students' successes were published annually and can be traced in the 'Wakefield Express.' An Examining Board for Technical Education was set up and this Committee for 1906/7 consisted of seventeen members comprised of:

- 4 - the West Riding Education Committee.
- 1 - each, Leeds and Sheffield Universities.
- 3 - from Secondary Education.
- 4 - from Technical and Evening Classes.
- 3 - from Elementary Education.
- 1 - of 'the commercial community.'

The Finance and General Purposes Committee made the appointments.

Teacher Training

The core of this study in Part One is the progress of Technical education in the City of Wakefield through the extension of a science curriculum and the way local administration, West Riding and City, having finally had the organisation of local government thrust upon them, adapted, interpreted and metamorphosed distant Whitehall diktat into their local, social idiom. The Institution, and following, the Technical School, set up a Centre for pupils and teachers, to serve the district.

The Sub-Committee appointed to consider the existing supply of Secondary Schools in the West Riding was merged with the Pupil-Teachers' Sub-Committee.⁴⁶ From time to time it dealt with matters impinging upon the Higher Education and Elementary Sub-Committees when the welfare and status of pupil teachers came under review. Even at the turn of the century inhibiting conditions of the pupil-teacher system were in force.⁴⁷ There was a serious block of intelligence, skill and innovative ability, mainly due to the fact that the system grew into a self-perpetuating ordinance, but was countered to a certain extent by arranged exchanges with cities in Europe, and grants towards courses. There was particular interest in the improvement of art teaching.⁴⁸

James Bryce, Chairman of the Royal Commission on Secondary Education, 1895, in his preface to Acland & Smith's edited collection of papers: 'Studies in Secondary Education,' wrote:

'It is hardly necessary to observe that the greatest advance of all would be to secure teachers of a higher level of ability and skill. Ability can only be obtained by good salaries, and by the prospect of promotion, which a development of the secondary school system will open up. Knowledge and skill, however, may be sensibly improved by better provision than has yet been made for the general and professional training of teachers. We may overrate the importance of educational machinery, we may expect too much pains in endeavouring to secure it. *With good teachers nearly everything will have been gained; without them hardly anything.*'⁴⁹

The Wakefield School Board of 7th May, 1895, had issued a Report on a Conference held for Managers and Teachers of Elementary Schools in the City.⁵⁰ The Report

recommended classes for the instruction of pupil teachers. These were established at the Wakefield Industrial and Fine Art Institution and retained by the succeeding Wakefield Technical and Art School. On 2nd February, 1897, nine appointments were recorded, of men and women, for different subjects in the curriculum; over the years suitable appointments for many technical subjects were made. On an individual basis, some students were given grants. ('Allowances.')

On 29th September, 1902, the W.R.C.C. Education Committee (Pupil Teachers' Sub-Committee) received information regarding classes at *Pupil-Teacher Centres* - Huddersfield Technical School, Bradford, Batley. On 7th January, 1904, a special meeting was held to discuss the supply and training of pupil teachers.

Following Acland's Note to the special Committee on Secondary Schools (W.R.C.C.), and the subsequent Minutes of 1st March, 1903,⁵¹

it could reasonably be assumed that a fundamental concern and final aim was the education and training of teachers. Minutes of 7th April, 1904, noted: 'the desirability of obtaining a supply of pupil teachers who had been educated in Secondary Schools.' It was tacitly assumed that an intending teacher would have followed a grammar school course to 18. It was recommended an *additional* number of County Minor Scholarships be provided . . . 'subject to the present standard applicable to County Minor Scholarships being maintained.' Early conditions for these Scholarships marked 'Bursaries'⁵² were: 'that this type of the scholarship holder shall become a Pupil Teacher . . . entitled to a Bursary. . . .' The question of books and examination fees in addition to payment of Bursary to be further considered. On 11th May, 1904, a print of a Scheme for Training was submitted and approved, but no print was included in the bound Report. A comment was made on the training of Pupil Teachers: 'this important and difficult subject.'⁵³ The Pupil-Teacher Centres became a bridge, taking students beyond the idea of apprenticeship in the classroom to Higher Education in the Training Colleges. The further aim then became to have a *graduate, trained* profession overall. Nevertheless, *only* two years later they by-passed graduate training locally. The Headmaster of Pontefract King's School

had written to the Chairman of the Education Committee on the subject of training Secondary School teachers.⁵⁴ They minuted the comment.

At a meeting of 27th August, 1904,⁵⁵ the Secondary Schools were considered in the light of staffing: Headmaster, Headmistress, Assistants defined. Tenure of office was discussed. Elementary school teachers' appointments were full time, as Secondary outside duties could not be undertaken, total commitment to school was expected, but, whilst in post, the teachers *could not enter for other examinations*. Staff were lodged, wedged, in their situation and status, with no right to superannuation. With the passing of the 1902 Act, and these restrictions, plus Morant's regulations, the division between elementary and secondary education became a chasm.

There was a steady move towards the foundation of Training Colleges, and the West Riding acquired land at Bingley, near Bradford. On 16th August, 1904,⁵⁶ a letter from the Secretary of Sheffield Education Committee requested the appointment of two members of the West Riding Education Committee to act as Managers of the Sheffield Training College in the preliminary stages of the work. Ripon College opening was recorded in a Minute of 11th July, 1911,⁵⁷ and on that date M. Houghton, H.M.I. for Higher Education was invited to attend Sheffield Training College Board of Studies

The foregoing plain, stark Minutes record the progress in thought and action towards a trained profession underpinned by a general, liberal secondary grammar education. Some amplification is necessary since the pupil-teacher system has been seriously misreported by amateurs, misrepresented, and undervalued. The system led on to ideas of training in residential establishments supervised by skilled, experienced tutors, and eventually to affiliation with University Institutes of Education. Another long haul and a door opened which it has been suggested should be closed.

The pupil-teacher system established by Kay Shuttleworth in 1846 was seen as a solution to staffing the local elementary sector. It was not a scheme specifically for

women although it led women to seek teaching as a career and as a route to professional, social and economic emancipation. The teachers themselves came from an upper working/lower middle class background, and in spite of very large classes knew their children's antecedents well. There were few links between this group and those middle class women who were striving to obtain the franchise: *teaching* was not *their* priority. *They were fighting for themselves*; for a secondary/grammar education which was progressive, orderly (generally the education they were receiving was inferior to a good elementary school), and above all on a par with their brothers to lead to Higher Education and the professions not exclusively to teaching. Even so, Miss Soulsby,⁵⁸ Headmistress of Oxford Girls' High School, wrote a pamphlet in 1895 on 'Elementary Schools as a Career for High School Girls,' clearly regarding elementary teaching in that pioneering, zealous, missionary spirit of those nineteenth century explorers entering darkest continents. At this period books of advice on careers were appearing and to a certain extent they echoed Miss Soulsby's approach; but even Miss Soulsby in her book of 1900, 'Work in Elementary Schools,' suggested 'her girls' would 'learn' from the pupils as well as 'teach them' in spite of their being quite unable to accept them socially.

The Pupil-Teacher Centres in certain towns became a focal point, and the West Riding list indicates the level of acceptance and willingness of schools and institutes to co-operate. Clearly the schools offering accommodation to this 'in-service training'-of-a-kind understood they were making an educational and social contribution. The Centres generally formed an integral part of the elementary educational pattern in the period of the School Boards. They were a valuable aspect of teacher training before the 1902 Act provided secondary/grammar education exclusively and the elementary schools were capped. This general account of pupil-teacher training is a necessary comment since a training Centre is part of the record of Technical Education in Wakefield - a Centre was established in the Industrial and Fine Art Institution in Bell Street. The Centre formed an integral part of the elementary educational pattern, and a professional meeting place.

These Centres generally gave part-time tuition and training, the rest of the time being spent in the elementary schools as apprentice teachers. They began by learning the organisation of school and class, and as they grew older, were given the status of pupil-teachers. Saturday mornings were occupied as were those of the secondary and independent schools, whose curricula were of parallel difficulty but covered a wider field.

At the beginning of the century they gave secondary education to people who wished to teach in elementary schools. They bridged the end of the elementary school 'Standards,' taking the student through to eighteen, and entrance to the training colleges. *Fees only* were waived, as in the later quite unconnected grammar-school scholarship system. Travelling, equipment, books, conferences, examination fees were paid by the student-teacher or family. The tuition was free after completion of a *prescribed time in a secondary school*. Parents did not enter children at eleven - the pupils themselves decided when the time came to make a mature decision about employment. By that time around five to seven years' attendance at a secondary/grammar would have been completed. In West Riding and Wakefield Industrial and Fine Art Institution minutes and log books are memos of grants and allowances providing certain regulations were met. Tuition was rigorous, supervision detailed, outline timetables were submitted to Governors' Meetings. Bureaucratic paperwork proliferated - not a modern phenomenon. Testing was regular and systematic, and work had to be up to standard before the next stage was allowed. The Wakefield Centre served city and the surrounding district, and had the facilities of the Institute and the succeeding College at its disposal.

In summary: The route of the pupil teacher at first was from elementary school to part-time secondary school plus attendance at a Pupil-Teacher Centre; later, seven years at a Secondary Grammar School, then on to a Training College as these were set up. Then back to elementary school. A closed circle was formed, a large group isolated, and a divided teaching profession produced. The early women teachers in this group gained emancipation, however, through an occupation which slowly began to be accepted as a profession, although teachers never gained self-regulation as did lawyers and doctors.

Men teachers gained even more advantage. Locally not a few went through the system to responsible posts. Ings Road School, Wakefield, a Central School, (and the incipient Higher Grade School had it fully emerged), filled a definite promotional niche beyond teaching. The economic need for an educated middle range expressed by the nineteenth and early twentieth century manufacturers and business men influenced the large body of less moneyed upper class, upper working class, and those with 'just sufficient 'money. It was recognised they needed an education which would give them the ability to meet an advancing technological society which was beginning to affect lives and surroundings: an education which would lessen the fear of 'dangerous ignorance' and 'lawlessness.' Those who took advantage of teaching and a variety of classes at this particular period - Boer War to 1st World War - became exceptionally socially mobile. This wider mobility was exemplified in Wakefield and the eighteenth century 'merchant princes' were joined, or rather were succeeded by a group of prosperous merchants and their concomitant groups of professional men and administrators - and the rising class of teachers. There were the accompanying service industries. Occasionally there was a disaster, for example, the failure of the Wentworth, Challoner and Rishworth Bank in Wood Street, which shook the social balance.

Locally, however, there was recognition of a need for technological sophistication for a good percentage of the growing population. The 1902 Act, and the scholarship system which followed and which gave advantage to far too few (contrary to Wales and Scotland)⁵⁹ were not regarded favourably.

The surge from the 1902 Act was to promote secondary education, and it left elementary schools stranded. Morant aimed to remove the direct recruitment of teachers from the elementary schools. He regarded the Pupil-Teacher Centres as extensions of the elementary schools, not as another staging post on the road to Higher Education, and argued, as he argued the case against the Higher Grade Schools, that they were breaking the law. Quiet propaganda swung the climate of opinion against them: they came to be regarded as cramming institutions. Acidly and fluently, in a memorandum⁶⁰ to Sir John

Gorst, Vice-President of the Board of Education, Morant was disparaging. . . . At the Board of Education he broke this enclosed pupil-teacher system when a Regulation was framed in 1905 carefully enforcing an edict that acceptable teachers were those who had had some reasonably lengthy time at a secondary school. This followed the reorganisation of the secondary system under the 1902 Act. He was right, but not from a philanthropic stance and pushed aside instead of integrating. The developing Training Colleges took over. At the same time, he clouded the *real* contribution of the Centres, as well as that of the Higher Grade Schools. In their turn, in their time, for a growing, not unintelligent population, the Higher Grade Schools gave some technical background, and, given encouragement enhancement and help,⁶¹ could have developed into City Technological High Schools. By the time of the 1918 Act, and the 1944 Act, the technical sector could have been in place. He diminished the dedication, intelligence and genuine ability of teachers who worked long hours with *very* large classes. He contributed to a social gulf and a divided profession by effectively sabotaging what could have been a wide bridge conveying average and above average people towards a variety of work and professions. Many became stranded in elementary schools (secondary modern schools, and 11-16 comprehensive schools, later on). He sabotaged, in his prescriptive curriculum, technical subjects. These, still in his day, to a certain extent, were the eccentric's predilection, - (witness the popularity of Conan Doyle's Sherlock Holmes and H.G. Wells' scientific romances) or the convenient repository of the less able grammar school pupil.

The supply of elementary teachers was to come from the Training Colleges, and that closed earlier circle was broken to advantage. Nevertheless, E.A. Holmes' later comments on elementary teachers in the (leaked) Holmes - Morant Circular of 1911 were uncalled for.⁶²

On 14th March, 1904, Acland and other members of the West Riding Education Committee conferred with the Elementary Education Sub-Committee 'as to the question of further provision for the training of elementary teachers in a Training College.'

Yet on 28th February, 1905, more pupil-teacher centres were recognised by the Board of Education: York, Doncaster High School; in 1906, Barnsley Grammar School, Barnsley Girls' High School, Normanton Grammar School, Goole Grammar School, Wakefield Boys' Grammar School, Wakefield Girls' High School, Mexborough Secondary Schools; and Wakefield Centre continued at the Technical College and Art School, where also the West Riding County Council rented a room. The West Riding also instituted classes for uncertificated and supplementary teachers. The Centres did not close immediately: there was overlap within the period when Training Colleges were established one after the other. All this foreshadowed the practical teaching experience which has been part of the Post-graduate Teaching Certificate.

There was an on-going discussion on Training Colleges. Whilst more pupil teacher centres were reported open on 28th February, 1905, at the same meeting a memorandum was read from HMI as to the provision of Training College accommodation and provision of Sessional Courses for in-service training. The provision of a Training College was placed on the next Agenda.

The Association of Head Masters, later the Head Masters' Conference, expressed concern about the 'institution of Higher Elementary Schools, pupil teachers, and the provision of books by the West Riding for both scholars and pupil teachers.' They suggested a reduction in the number of examinations. This communication came out of their Conference of 1906.

By 1907 Wakefield Technical & Art School was sending students to Huddersfield Municipal Technical College, and to Sheffield Technical School of Art; and also held a Conference on the correlation of Art teaching.

The Pupil-Teacher system had always aroused debate for and against. In 1898 a 'Departmental Committee on the Pupil-Teacher System' had reported. This was a fact-finding Committee which came at the end of the life of the School Boards. It was composed

of practical, educated people with a wide experience of educational affairs. There were teachers from the elementary schools themselves, from the pupil-teacher 'Centres', the new Training Colleges, three HMI. Their weight should have been felt. The Chairman was the Rev. T.W. Sharpe,⁶³ HMI, and the Report reflects his upper class bias: he was, for himself, investigating unexplored country and dominated proceedings. Yet Michael Sadler, a man from the West Riding, was on this Departmental Executive Committee in 1903, together with Sir Joshua Fitch, aged 78, who had been an Assistant Commissioner on the Taunton Commission. Sadler envisaged a secondary liberal education for intending teachers; Sir Joshua Fitch had widened his base to include an interest in women's education⁶⁴ As with Morant, however, Sharp's educational standards⁶⁵ were identified with social class, and he stressed the limitations of the teachers because of origins and not because of cramping restrictions. He discounted education, training, experience, knowledge of their pupils and queried their social and economic status. The Pupil-Teacher Centres were not judged on their own merit and deserve recognition as one stage on the way to effective training for teachers. Many became Central Schools, for example, in London.

By the middle of the 1880s, from evidence given at the Cross Commission,⁶⁶ it was clear that the pupil-teacher system was breaking up. By the end of the First World War there were no more Centres. The West Riding had a category of 'Uncertificated Teacher' which disappeared with the 1944 Act. A statement made in the 'Wakefield Express' in 1991 to the effect that Thornes House (Grammar) Schools' (boys and girls, then mixed) foundation required parents to sign their children at eleven into a type of apprenticeship (which never existed)⁶⁷ for elementary school teaching is a flagrant, petty media misstatement, and would have been in direct violation of the 1918 Act. The Act required the setting up of more, much needed secondary-grammar schools. The course of the Thornes House School(s) is the subject of Part Two.

Acland again, affords a suitable conclusion to this section:

*'The great need of teachers who have "more knowledge than certificated masters, and more skill than graduates" was enforced by the Schools Enquiry Commission twenty years ago.'*⁶⁸

REFERENCES

1. See: Gosden, P., 1970, 'Technical Instruction Committees' in: Studies in the Government and Control of Education, for the Historical Society of Great Britain, Methuen.
2. Central government was hesitant in giving any lead. Guidance was available from the National Association which was privately sponsored. See P. R. Sharp, 'Central Control and Guidance' in: The Work of the Technical Instruction Committees, 1889-1902. Unpublished M.Ed., Leeds University, 1969. A definitive account.
3. Sharp, P. R., 1968, 'The Entry of the County Councils into English Educational Administration, 'Journal of Educational Administration and History, December, pp. 14-21.
4. Technical Instruction Committee Minutes, to December, 1889. (West Riding).
5. Hansard, House of Lords, 8th May, 1890.
6. Technical Instruction Committee Minutes, 7th January, 1891. West Riding.
7. See: Marshall, J. D., 1944, Vocational Aspect of Science and Technical Education, Autumn: 'John Henry Reynolds: Pioneer of Technical Education, Manchester.'
8. West Riding County Council, First Minute Book.
9. There were no clear party divisions in the early days, or 'block' votes. Politics played a part, and central attitudes were reflected in local actions. The West Riding members were strongly Liberal. A good number of these County Council Liberals were Nonconformists to add to the complicated pattern. Both the Technical Instruction Committee and the School Boards were given dispassionate attention.
10. Greenhalgh, V., 1974, Local Administrators, Unpublished Ph.D. U. of Leeds. A detailed, informed account.
11. Some of the secretaries of early Committees were local government clerks. The Divisional Education Officers in the first instance in the West Riding were non-graduates, and at first, not full time clerks.
12. Greenhalgh has written a lucid, attractive account of some of the early leading Divisional Education Officers, eminently readable for those who have already the background knowledge from earlier colleagues, friends and relatives. Concise, detached, professional: a definitive account.
13. See Section VII: Public Service in West Yorkshire.
14. (i) The Royal Commission on Secondary Education, 1895, Chairman: Sir John Bryce. Volume IV, Q.14, p. 40.
(ii) See also Section VII: Public Service in West Yorkshire.
15. Bryce Commission, Vol.4, Q.14, p. 450.
16. Benson & Llewellyn Smith, 'Recent Progress in England' in A. H. D. Acland & H. Llewellyn Smith, Studies in Secondary Education, Percival & Co., p. 88:
'But the most notable extension of the scholarship system in relation to secondary schools which has taken place in recent years, has resulted from the grant to County Councils of funds applicable to Technical Education under the Local Taxation Act of 1890. . . '

p.80:
'... it is gratifying that the *wholesale revision of ancient trusts* has not apparently shocked and terrified those who would otherwise have been disposed to make bequests to education.'

17. Bishop, 1971, p. 237: 'The working class might also be presumed to have had its educational needs and rights. But the horizons of its members perforce were limited, and as yet they possessed neither the political power nor the economic strength to press, nor yet the literacy to formulate their claims.
18. Ingham, Mary and Brenda Andrassy:
 - Sandal Magna: A Yorkshire Parish and Its People, 1978, (Eagle Graphics, Bradford).
 - Sandal Magna: Another look back, 1983. (Yorkshire Communications Group, Wakefield.)
 - Sandal Magna: Poverty and Prosperity in the Nineteenth Century, 1988. (Chippendale Press, Otley).
19. Charles George Milnes Gaskell gave his fifth and last Triennial Report, as Chairman of the West Riding County Council, in 1910.
20. 1894.
21. (i) Smith, J. D., M.Sc., 1977, pp. 118-125, details the extent of Committee planning to get the Education Committee off the ground and able to deal with the provisions of the 1902 Act at once. Not least to meet the current expenses (pp. 84-86). The membership of Education Committees required at once occasional debate and care was taken that 'no co-opted influence' should bias educational policy. (pp.89-91).
- (ii) A Conference was held at County Hall on 1st March, 1903, to consider the duties of the T.I.C's successors. Under Part III of the Act they had no duties vis-a-vis elementary education. The new Committee 'could supply or aid secondary education to the extent of a penny rate.' Alderman Anderton, late Chairman of the T.I.C. summarised. Smith deals with this in detail.
22. A co-opted member, impartial.
23. Another, small, Key Advisory Committee for A. H. D. Acland.
24. A Chairman's Sub Committee(WRCC Education Committee). A. H. D. Acland & C. G. Milnes Gaskell together on a committee of four, since Alderman Dunn was both WREC Chairman and Chairman of the Elementary Sub-Committee. Today would be called a quango. A formidable group for the professionals to satisfy.
25. Not traceable.
26. Again, those cross references occur with the centre between men with commitments to centre and periphery, and which were always used for the common good; *men who would speak up*.
27. One sees again, two key men, with power in their hands - to some proportions - professionally doing the voluntary job without self-aggrandisement, and no publicity, their achievements speaking for them, lost in archives.
28. Again a key task of some delicacy. No newspaper headlines.
29. Two personal concerns: welfare of *all* children, and for health.
30. Scott Russell, J., M.A., 1869, Systematic Technical Education for the English People, Bradbury, Evans & Co.
31. McCulloch, G., & Sobell, L., 1994, 'Towards a social history of the secondary modern schools,' History of Education, Vol. 23, No. 3, pp. 275-286.
32. The Royal Commission on Secondary Education, 1895. Chairman: Sir John Bryce.
33. Sir Swire Smith's company.

34. Snowden, Keighley, 1921. *The Master Spinner*, George Allen & Unwin. Swire Smith's notes on Antwerp are particularly full.
35. Classes for a winter session at this period covered:
Practical Inorganic Chemistry, Magnetism and Electricity;
Theoretical Inorganic Chemistry; Manual Instruction (Woodwork);
Dyeing (Wool); Textile (Weaving Wool); Machine Construction and Drawing; Building Construction; Applied Mechanics; Practical Plane and Solid Geometry; Principles of Agriculture; Principles of Mining; Mathematics.
36. Private and endowed schools benefitted from Science and Art Department Grants. Both the County Council and Corporation gave grants to the Grammar and High Schools. The Grammar School gained a new laboratory building in 1890. Appropriate technical instruction was expected in return, e.g., theoretical and practical chemistry and drawing. The High School entered pupils for Science and Art Department examinations.
37. H. Fletcher Moulton, B.A., (Cantab.), barrister, a member of the London Education Committee wrote a guide '... primarily intended for the numerous class of those who devote themselves to the cause of Education, as members of Education Authorities, Managers of Schools, Teachers, or Officials,'
The Powers and Duties of Education Authorities, with the texts of the Education (England) Acts, 1870-1918, London: William Hodge & Co., 1920.
38. Minutes of the Science and Art Department, 10th June, 1859, (Quoted by Bishop, p. 169).
39. Bishop adds, (p. 165), 'Over the next twenty years were added: The Navigation Schools, The Marine Department of the Board of Trade, The Royal Zoological Society of Ireland, The Meteorological Inquiry, The Solar Physics Committee ... and took a goodly part of the allowance granted by the Government.'
40. P. R. Sharp, 1969. *The Work of the Technical Instruction Committees, 1889-1902*, Unpublished M.Ed., University of Leeds. Chapter X. A detailed outline of the working of the scholarship system in the West Riding.
41. West Riding Technical Instruction Committee Minutes, 12th & 24th June, 1891.
42. The Royal Commission on Secondary Education, 1895, Chairman: Sir John Bryce. Volume 7, Report of the Assistant Commissioner for the West Riding, pp. 160, 183 & 189:

'I must say that Modern side boys (WBGs) struck me as rather a place into which the inferior boys were thrown together, *including, I am sorry to say, the County Council scholars*. The impression made on me was that the county scholars were not looked on in the same way as the boys holding the School's scholarships (Charities Foundations from the Taunton Commission) and that this classification of two modern sides had been devised for them and not altogether for their benefit.'

See also, Part One, 'Influence of the High School Movement', p. 36.
See also, Mrs Ivy Wagstaff's comment in Part Two, VI, p. 22.
43. The National Association for the Promotion of Technical and Scientific Education, in 'The Record', January, 1902, pp. 85-90.
44. Acland, A. H. D., & H. Llewellyn Smith, 1892, *Studies in Secondary Education*, p. 308.
45. Reference WYRE-RC/13/2; RR/1/15.
46. The Sub-Committee for which A. H. D. Acland wrote a Note. (End of previous sub-section).
47. Illing, M. J., 1978, *The Pupil-Teacher System in England, 1846-1901*. Unpublished thesis, M.Phil.

University of London. One chapter gives an empathic review of the contribution of the protagonists in spite of inhibiting barriers, and particularly of the debt owed to those early elementary school teachers. (Definitive)

See also: Marsden, W.E., 1991, *Educating the Respectable: A Study of the Fleet Road Board School, Hampstead, 1879-1903*, Woburn Press. On the personal impact of the teachers.

Also: Barnard, H. C., 1969. *A History of English Education from 1760*, University of London Press, pp. 104-105, 184-187, on the pupil-teacher system.

48. Evincing in WRCC Education Committee minutes, and in their sequence of art advisers, and the eventual collection of original paintings on loan to schools.

10th December, 1903: Representatives (teachers) who had attended courses across a period at Caen, Geneva, Honfleur and Tours, reported to the Higher Education Sub-Committee.

10th March, 1903. An interchange of teachers between France, Germany and England, when a kind invitation was included: 'ladies also welcome.'

A local schools Inspector was sent to a summer course on languages at Grenoble. (Bretton College Archive)

49. Acland, A. H. D., and H. Llewellyn Smith, 1892, Eds., *Studies in Secondary Education*, p. XXVI.

50. Conference: Wakefield School Board, 24th April, 1895. Report untraceable.

51. Minute headings: 'Instruction and Training of Pupil Teachers;' 'Training of Teachers;' 'The Yorkshire Ladies Council of Education - Needlecraft and Housecraft.'

52. Head teachers of secondary and elementary schools were to be notified as to conditions of bursaries, age of applicants, and responsibilities of parents. There were Pupil-Teacher Centres at Castleford, Goole and Hebden Bridge; Knottingley, Normanton, Sowerby Bridge, and Wooldale. On 20th July, 1904, Dewsbury and Huddersfield Centres were temporarily recognised, and temporary buildings sanctioned at Normanton, Knottingley, Elland, Mexborough and Sowerby Bridge.

These Bursaries were in addition, and *not part* of the 'Scholarship System' to school or HE.

53. Two years later, a County Council Education Committee Minute of 24th March, 1906, gave indication of progress towards a professional training:

'... that the arrangement be approved, and that the Course on General Pedagogy be made compulsory on all teachers awarded a grant-in-aid by the County Council.'

By 1907 some teachers were working for the Froebel Certificate. Doncaster Grammar School provided a workshop for manual instruction. Huddersfield proposed a Day Training Centre.

54. Minutes of 13th March, 1906. They minuted:

'Intending Secondary School Teachers: the question of providing assistance for intending Secondary School teachers was considered in connection with the letter on the matter from the Head Master of Pontefract King's School. Resolved: that while recognising the importance of encouraging the systematic training of intending Secondary School Teachers, this Sub-Committee do not at present see their way to recommend any further provision than that which is already made under the County Council Scholarship Scheme.'

55. West Riding County Council Education Sub-Committee Minutes.

56. WRCC Education Committee Minutes.

57. WRCC Education Committee Minutes.

58. See Illing, M. J., 1978, unpublished M.Phil., University of London for a lively, committed, fluent account.
59. Marsden, W. E., 1987, *Unequal Educational Provision in England and Wales: the Nineteenth Century Roots*, Woburn Press. Required reading.
60. PRO. Ed. 24/76.12.
61. Marsden, W. E., 1991, *Educating the Respectable: a study of Fleet Road Board School, Hampstead, 1879-1903*, Woburn Press. An account of a school 'tuned to the perceived requirements of the intake.'
62. (i) The Chief Inspector for Elementary Schools, 1905-1910, Edmond A. Holmes, wrote a circular in his capacity as Chief Inspector of Elementary Schools, criticising the local Inspectorate of his day - 1911 - which was issued by the Board of Education. Part of this Circular was 'leaked.' Sir Robert Morant, Permanent Secretary to the Board of Education, signed the document, and later held Holmes responsible. A furore broke out from all quarters: N.U.T., local authorities, both sides of Parliament. The Liberals remembered the difficulty in working the 1902 Act which had been largely Morant's work. It led to the transfer of Morant and Runciman, President of the Board, to other Departments.
The pertinent sentence in the Report for this thesis is the comment on elementary teachers, Paragraph Five: '... apart from the fact that elementary teachers are, as a rule, uncultured and imperfectly educated, and that many - if not most - of them are creatures of tradition and routine.' Paragraph Eight: '... the ex-elementary teacher (i.e. one promoted to the local inspectorate), who is usually engaged in the hopeless task of surveying or trying to survey a wide field of action from the bottom of a well-worn groove.'
References: Gordon, P., 1978, *The Holmes-Morant Circular of 1911*, *Journal of Educational Administration*, pp. 574 & 575. Also the section on 'The Holmes Circular', pp. 1-54, London: R. Holland & Co.
(ii) Gordon, P., 1978, *Journal of Educational Administration and History*, 'The Holmes-Morant Circular of 1911: A Note', pp. 36-41.
63. Illing, M. J., 1978. A very full account.
64. Reports of the Committee in Council, 1889, p. 478. He would learn of the work of the Yorkshire Ladies Council of Education.
65. Illing, M. J., 1978, Chapter Five.
66. The Cross Commission: The Royal Commission on the Elementary Education Acts, 1886-1888.
67. Separate provision was made for 'assisted places' - at a much later age, as commented previously.
68. Acland, A. H. D., and H. Llewellyn Smith, 1892, Eds., *Studies in Secondary Education*.

PART ONE

THE TECHNICAL ASPECT

III

The Development of Wakefield College

A. Foundation. The Industrial and Fine Art Institution. 1868-1899

B. Progress

1. First Phase. Wakefield Technical and Art School.
Junior and Senior Schools. 1899-1956.

Consolidation.

2. Second Phase Wakefield Technical and Art College.
1956-1973

Expansion.

3. Third Phase Wakefield College of Technology and Arts
1973-1980

C. A New Role. Wakefield District College of Further Education.
The Tertiary College. 1980-1990

D. Independence. Wakefield College. 1990-1993.



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From the Log Book.

THE HERALD, SATURDAY, APRIL 25, 1891.

PART ONE

WAKEFIELD SCIENCE AND ART SCHOOLS.



The above view of the new Science and Art Schools has been specially executed for the *Herald* (from a photograph taken by one of our staff), and conveys a very correct impression of the general character of the building. We also invite our readers' attention to the subjoined history of the Industrial and Fine Art Institution, together with an account of the steps taken towards the happy consummation of its chief design, and also an outline of the main features of the new building itself.

THE WAKEFIELD INDUSTRIAL AND FINE ART INSTITUTION. ITS ORIGIN ; OBJECTS ; PROGRESS ; AND PROSPECTS.

In view of the event of next week, and as supplying some material whereby to judge of its great importance and deep significance, we have thought it advisable to give a sketch—

historical, educational, personal, and otherwise—of the Institution in Bell Street ; prefacing the same with an acknowledgment of the obligation under which we rest to Mr. John Falding, the hon. secretary, for the substantial help he has afforded us. None of the students now passing through the school can have any recollection of its commencement, and among the citizens generally only such as have reached the prime—

PART ONE

III

'Instruction is not education. Snippets of learning and bazaar stalls of confused knowledge will only tempt a small proportion of pupils to a course of study. . . .'

The Rt. Hon. Charles George Milnes Gaskell, M.P.
Chairman of the West Riding County Council
Triennial Report to the W.R.C.C.,
12th January, 1910

PART ONE

THE TECHNICAL ASPECT

III

'Instruction is not education . . .'

A

Foundation

The Industrial and Fine Art Institution 1868-1899

Brochure, 1898

Development of Curriculum

Teacher Training. Timetable.

**Objects of the National Association for the
Promotion of Technical Education.**

The Original Building, Bell Street. (following p. 112)

PART ONE

THE TECHNICAL ASPECT

III

The Development of Wakefield College

A Foundation

The Industrial and Fine Art Institution. 1868-1899.

Following the Great Exhibition of 1851 held in the Crystal Palace, London, a Department of Practical Art was set up under the directorship of Henry Cole.¹ Lyon Playfair,² a leading chemist, who later returned to academic life, had pointed out the drastic need to promote science education in the face of advances in technical education on the Continent. In 1853 Cole and Playfair were appointed Joint Secretaries of a Department of Science and Art based in South Kensington. By 1857 this Department was linked with the Education Department in an uneasy partnership. The latter, at Whitehall, was concerned with elementary education, and 'South Kensington' with the secondary stage.

Cole, as stated, introduced a system of payment by results, which, unfortunately, was to influence Lowe, who introduced the concept into the elementary sector and inhibited scholastic progress for years.

The Art Division was successful from the start. The Normal School of Design in London had been established in 1837; in 1841 the Government had allocated £10,000 to develop provincial schools. Work from these schools was sent to 'South Kensington' for examination. By 1859 the number of schools had grown from 17 to 56; by 1866 there were 102 Schools of Art.

Playfair returned to academic life, and Cole, given sole charge, tackled scientific instruction with the same vigour. His assistant was John Donnelly, a Royal Engineers officer, seconded as Cole's assistant. Together they laid the foundations for a national system of scientific education. From 1867, the Wakefield School annually sent its best work to South Kensington, with good results as reported publicly at the Annual Prizegivings. It is worth recounting the foundation and growth of the Wakefield Institution as disclosed in the first Log Books which have survived intact. There is a clear picture recorded in spare, succinct minutes, of the enthusiasm, and unceasing efforts to keep the ship afloat, from 1867 to 1900. The gratuitous contribution of local newspaper Reports of Annual General Meetings and Prize Givings pasted into the Log Books are in brilliant contrast. These, couched in nineteenth century rhetoric, in flowing attractive language, bring to life the people behind the names. It gives, also, a glimpse of well-known leading citizens of that time, and the attitudes they struck. As in a darkened theatre when the spotlight falls on two or three faces, so these leading men appear, disappear, only to appear again, speaking earnestly: 'it seems to me', 'in my view,' . . . Dickens, Trollope, and the Grossmith Brothers on the doorstep.

In 1865, Wakefield had staged an Industrial and Fine Art Exhibition from 30th August to 19th October. It was the first of its kind in the North, and was an unexpected and tremendous success. It brought the people of the city together. The aim was to promote the manufactures of nearby mills, engineering firms and local agriculture; to place before the citizens of Wakefield standards of local craftsmanship. The nine sections of exhibits were displayed in the former Tammy Hall. Unexpectedly, the Council responsible for planning and execution of this Exhibition found themselves with a profit on their hands. A serious decision had to be made: to what good use could they put £3,000? Much could be done with what, today, is pocket money. Arguments ensued, many suggestions were made. According to the Wakefield Journal and Examiner, 21st September, 1866, the idea of a School of Design caused some annoyance - a characteristic response, if the benefits were not seen to be universal. Finally, after discussing seventeen schemes, the Council decided to suggest the foundation of an

Industrial and Fine Art Institution for the benefit of the young people in the city, where a practical education could be continued and where they could acquire advanced as well as foundation skills necessary for survival in nineteenth century industrial life. First discussions about acquiring a suitable building were held on 9th May, 1867, and land was purchased in Bell Street, together with the Old Monitorial School³ for £680. Lord Houghton of Fryston Hall was made a life member - a relative of Charles George Milnes Gaskell of Thornes House, who eventually became Chairman of the West Riding County Council following Lord Ripon's founding efforts. A deputation to South Kensington before the opening of the School had resulted in a grant from Henry Cole of 75% of the cost of the fittings and art examples, and the loan of others.⁴

The first Report was given on 28th April 1868. It was presented in the Music Saloon, and the Mayor of Wakefield presided. The Council of the Institution had its eyes set on horizons beyond the elementary school curriculum, the school would be outside the jurisdiction of that sector, but it would be dependent on grants and voluntary subscriptions. The fund was therefore appropriated to the foundation of 'The Wakefield Industrial and Fine Art Institution.' The Executive Committee of the Council for the Exhibition provided members for the Council of the Institution. These gentlemen were representative of the middle and lower middle class of the city-leaders of the town society, pillars of their churches - C of E, Catholic and Nonconformist, upright, didactic, unconsciously trapped in their own worthiness, determined to do their best for their city of which they were inordinately proud - they *were* the City - at the same time remembering that Quakerly instruction at Quarterly Meeting to ensure their own businesses were in order and solvent. Brilliantly portrayed in the unappreciated novels of Phyllis Bentley and J.B. Priestley and less well known, local writers such as J.S. Fletcher: mill owners, senior clerical staff, barristers and solicitors, doctors, bankers, landed farmers, engineers with their own employees; but no qualified craftsmen or workers until the days of the county and town councils and a wider electorate. The first year, 1866, was occupied in the preparation of rules of management. The building was regarded as . . . 'a commodious institution. One large room devoted to the School of Art, another

similar room appropriated for the museum, two committee or class rooms, a master's room and waiting rooms.' There was land in addition. A brochure outlining aims and objectives was printed, loans from 'South Kensington' for an exhibition of 'art objects' acknowledged. The author of this first, printed Report concluded:

'Technical education in the fullest meaning of the term is their object, and their labours will not be fruitless if the institution in its several departments, art classes, science classes (intended to be commenced in the coming autumn), museum and exhibition prove the means of arousing and maintaining amongst all classes a greater and increasing knowledge of and love for those artistic and scientific pursuits which must tend to promote the happiness of individuals and the welfare of the nation in general.'

It was recognised that to have the pupils read advanced levels in their work, a plainly presented, sound foundation of elementary concepts should be introduced at an earlier age, and those deemed capable of profiting from advanced classes should be advised to give their full time to their studies. The elementary schools were regarded as places where sound general foundations of a technical education could be laid, if they would look beyond the 3Rs and mechanical practice. This meant a mental adjustment from those wielding some influence - children in elementary schools would begin to be regarded as human beings in their own right rather than as potential 'hands' for industry. The 'Wakefield Journal' reported a conference held in the city from 18th August to 8th September, 1869. This was a series of meetings convened by the managers and teachers of the Industrial and Fine Art Institution to meet with managers and teachers of primary schools. The Mayor and several members of the Council of the Institution directed the conference.

Mr. Walter Smith, Headmaster of the Art Institution (later Head of Art Advisory Service at Bolton, Lancashire), 'gave an address drawn from his own practical experience as well as from general principles, to prove the feasibility of teaching elementary drawing to the children of seven or eight years of age and upwards attending primary schools. He said the council proposed to send to each school a properly qualified and certificated teacher of drawing The school staff could assist by following up the lessons.'

Discussion inevitably centred around expense, but there was a disinclination, even inability, to recognise the children could benefit from an enriched curriculum. The Rev. W.M. Madden 'for his part had heard nothing to convince him of the advantage of teaching drawing to their young children in National Schools. Why should they take little girls away from their sewing to train them to be artists?' The Rev. C. Camidge replied by giving an account how teaching drawing was introduced into the Greencoat Schools,⁵ and 'he should like to see drawing generally to get into elementary schools.' Other speakers witnessed to its relevance to the building trade. The Mayor spoke warmly of the importance of training the 'artisan' class in art. He adduced 'several instances which had come within his own knowledge where the inability of their men to draw and design had compelled Wakefield firms to employ those whom he might call foreigners. He looked upon this as a great national question.' The Rev. W.R. Bowditch, Vicar of St. Andrew's, supported 'by instancing a case which had come under his notice where a *Frenchman* had been engaged because an English foreman could not read a working plan.'

The 'Wakefield Journal' in reporting the Conference, noted that it 'concluded with a general conversation upon the whole question.' There is a modern flavour. Following the 1867 Paris Exhibition Lyon Playfair voiced even more concern for the industrial education of the senior staff of factories and workshops. These were the people who were intermediaries between the workforce and the owners: they must be sufficiently able, and knowledgeable enough, to talk technology with the masters and technique with the men. The Samuelson Committee was set up to 'consider the provisions for giving instruction in theoretical and applied science to the industrial classes,' as distinct from the Taunton Commission whose middle class remit was an investigation into the state of the endowed schools.⁶ W.H. Leatham, a local Quaker, at the foundation of the earlier Mechanics' Institute had expressed an opinion, publicly recorded in the Wakefield Journal and West Riding Herald, 3rd June 1842, that it was imperative to have the workers gain 'a share of moral and mental culture . . . (otherwise) . . . you can never rear an enduring fabric.' There was a concern for the humanity of the work people: Wakefield, with its multiplicity of middle-sized, middle-range, high quality products, was not a 'mill town' with rows of poor housing. The mill towns themselves, were not slums.⁷

It was not surprising, therefore, that the School of Art flourished: there was, however, always a matter of keeping solvent. The Governors had many headaches. The science classes took off more slowly, yet they found they needed more and more room and spread into other buildings - the Mechanics' Institute and the Wesleyan School in Smythe Street. Much was achieved under difficult conditions. Good teachers were attracted who were not always appreciated and treated with a certain condescension by the Council and governors, whose minuted references indicated a mental grouping of teaching staff with the executive section of their estates or works. It is interesting to note that, reading original documents - City and WRCC minutes, Education Committee Minutes, Industrial and Fine Art Institution Log Books, the Report of the Charity Commissioners, including their Report on Wakefield Grammar School, certain names occur again and again in the membership of the Councils, Boards of Governors. There is influential cross-fertilisation. The town had a solid core of well intentioned, committed men who controlled civic affairs as a matter of course and as a necessary duty. At the same time they made a small, self perpetuating group. They did much for the city, and West Riding, and laid the foundations of local government and education as thoroughly as they could, for their time. Many were M.Ps, and in taking nourishment from roots which they did not sever, brought back a wider experience into their locality. They were honourable men, connected with church or nonconformity.

Four Log Books of the Industrial and Fine Art Institution, kept meticulously from the inception of the school until it was handed over to Wakefield Corporation contain succinct minutes of resolutions. In contrast to these spare, bleak notes whose metalanguage is most revealing to a native of the locality, full, almost verbatim accounts of Annual General Meetings and Annual Prize Givings printed in the local press, have been pasted into the Records. These narratives are illuminating and are incontrovertible evidence of the steady growth and growing standard of the school for its day, art in particular; of the sustained efforts of members of the council, their generous gifts of time and money; and cumulative successes of the pupils. The Report of Friday, 28th August, 1868, contained verbatim comments which unconsciously communicated the inbuilt

attitudes and cast of mind of the business and social leaders - professional people who followed the colourful eighteenth century merchant adventurers - with a Victorian predilection for sober public duty wrapped in circumlocutory rhetoric. Somerset Beaumont, M.P. for Wakefield, of Bretton Hall:⁸

'found that most towns were still deliberating what institutions they would have, but in Wakefield they had been founding, building and almost (sic) endowing their Institutions. Nothing perhaps, could be more difficult than to know how to set to work to give the artisans of England a taste for art; Lord Stanley, some months back, charged our representatives abroad with the duty of reporting as to what effects have been put forth in foreign countries with the view of cultivating a taste for art among the artisans. . . . One thing struck him as strange with reference to this matter, and that was how in foreign countries - especially in Germany - great results were attained with apparently little effort. That, however, he believed, came from the aid given by the Governments in promoting science and art; and they could not look for such aid in England for *what was there done by the Government had here to be done by voluntary efforts.*'

Somerset Beaumont, classically educated, living in classical Bretton Hall commented insightfully, quoting the Professor of Technical Industry at Berlin: *that the artisan class was not one with uniform tastes; it was not advisable to provide instruction without variety.* Martin Buber, in 1921, said: 'The teachers' glance encompasses all, for in the wide variety of humanity the children sit before him.'⁹ Sir Ronald Dearing's Report and suggestions take account of this urgent recognition of unity in diversity.¹⁰ The 'wide variety of humanity' sits before the teacher - recognised in the private sector, perhaps in some universities, and the new technological universities, but legislation for the rest seems to imply a lumpen, unleavened heap, almost a bloc, responding en masse, only to be taught in 'mixed ability' classes to ensure no (imagined) advantage.

Mr. Sales, a colleague of Somerset Beaumont, endorsed his, Mr. Beaumont's, remarks by adding: 'Science and art education have been neglected in England, and that it is necessary progress should be made.' He considered 'that their Institutions might greatly aid the work; and that though at present the education it gave must be elementary, he hoped and believed that the time would come when elementary teaching would be left to the primary schools outside, while the Institution became a great industrial college for

the town and neighbourhood.' The grammar school ambience, having subtly changed became more openly aligned with a proportion of the lower middle class, the middle class and a selected upper working class, influenced such remarks. There came a growing demand for another, alternative secondary institution the development of which for the time being would satisfy the desire for technical instruction to a certain extent. Eyes were set on another Higher Grade School, and when Thornes House (Secondary-Grammar) Schools were established in 1921, there was not a great deal of enthusiasm - re-development of technical education at a secondary *grammar* level would have been preferred. The enhancement of a classical Grammar School ambience would encroach on established institutions which did not appear to appreciate the diverse needs of an increasing population.

In the 1860s James Hole complained that secondary instruction for the working classes 'can hardly be said to exist in this country,' when he wrote on 'The Present State of Education amongst the working classes of Leeds.'¹¹ Wakefield inaugurated a science class for schoolmasters in 1868 on the suggestion of the Yorkshire Board of Education,¹² and commented on this innovation in the 'Wakefield Journal and Examiner' of 1st May and 13th September. This class was held in the Institute, and is evidence of local attempts to sustain science teaching. Art teaching flourished. The Annual Report of 1869 commented on the Institution's success which was 'unanswerable proof of the great need which existed for an organised system of Art education in Wakefield.' The published figures of examination results showed a maintained level of competence in comparison with national figures. Second grade results were gained by 18.5% of the school's students, 13.9% the rest of Yorkshire, and 8.4% nationally. These figures were reported as above the average for county and country.¹²

Art Education had taken off almost immediately. Science education for the town schools generally and the science side of the Institution took more time. The 'Yorkshire Post', in 1870,¹³ however, reported a 'Conference on Scientific Instruction at Wakefield.' The Council of the Institution hoped to make science 'a permanent feature in its labour -

to extend beyond chemistry to chemical physics, and why not mechanics?' Mr. Jefferson of Leeds commented on the 'advantages of possessing a laboratory 'in conducting scientific classes'. . . . 'Numerous defects in the present system were pointed out, and the operation of the present law on the subject was criticised closely.' 'The opinion was expressed that by the present arrangements it was clearly intended that teachers of primary education should not attempt to instil the minds of their pupils with the principles of science. . . .'

Some progress was made: at this Conference a sub-committee was appointed 'to confer with the Council of the Institution on the subject of science teaching.' Members of this Committee were again people who sat, or had sat, on governing committees of the Governors of the Charities Board, WBSG Governors, the town council, for example: R.B. Mackie; W.H. Lee; Rev. I.S. Eastwood; A. Atkinson; S. Bruce; Gissing; G. Mander; Wainwright; J.H. Dixon. At a Meeting of this Committee on 15th October, 1870, it was proposed that 'a special science fund be founded for the purpose of providing Scientific Education.' Subscriptions were to be solicited to carry out the Regulations of the Science and Art Department (South Kensington).¹⁴ The general business of this section of the Institute's work was to be conducted and managed by the Institute's Council at their monthly meetings. The sub-committee had neatly returned any obligations to their Council. 'Central' classes, nevertheless, were formed:

1. Advanced Chemistry.
2. Applied mechanics, alone, or with machine construction and drawing or building construction or other kindred subject.
3. A class for pupil teachers and senior scholars of primary schools.
4. A science prize to be given.

On 17th October 1871, Mr. Smith, Head Teacher of the Art School, resigned on accepting a position as Art Advisor at Boston, Massachusetts.¹⁵ The previous year, at the invitation of the Science and Art Department, South Kensington, he had been given a term's sabbatical to help form an Art Master's training school. Mr. Smith's letter to the Council, carefully professional, was appreciative of help and the city generally, nevertheless contained a hint as to the true situation - lack of comprehension on the part

of the Council and therefore apathy towards a scientific and artistic endeavour '... where design is necessary to manufacturers, there will always be a corps of accomplished draughtsmen. Wakefield School has other elements of success which it shares with few others.' In other words he hinted that there was little, if any, employment into which most of the art school scholars could go where their skills would be fully understood and used sympathetically to the advantage of employer and employed.

On 12th December 1871, the W.I. & F.A. Institution minutes record a visit by H.M.I. R.G. Wylde. He advised more books and more art examples. On 8th January 1873, the Committee discussed H.M.I's suggestion for an extension, a new wing for the Science School, and a further suggestion for an application for a grant of £1,000. On February 13th, 1872, the application was made in the first place for the sorely needed original alterations, but at the 9th August meeting a sub-committee was set up. By 29th November it was realised that Department regulations had to be conformed with, and then the Institution would be eligible for a Science and Art grant.

The Wakefield and West Riding Herald of 26th October, 1872, quite unequivocally expressed doubts that the goal of science education for the working class children and those less substantially placed middle class families would be lost.¹⁶ Clearly they had watched the gradual slide of the Grammar School towards fairly high fees and a different clientele and concern was being voiced that a good proportion of local children would be left with access only to elementary education with consequent inhibiting effects on future social and professional lives.

Although there had been delay in founding a science school, the science curriculum was upheld: Applied Mechanics, Animal Physiology, Acoustics, Light and Heat, Inorganic Chemistry, Magnetism and Electricity, Mathematics. At a Meeting held on 5th October, 1870, plans were submitted for a proposed new wing to house the Science School on the land adjacent to Bell Street. Samuel Bruce, LL.B., Treasurer, reported that Government's Science and Art Department was willing to help them to the tune of

£1,000, if Wakefield would 'do the rest', but the question was, 'will the people of Wakefield be willing to help to carry on the great work of art and science education?'

There was a delay in appointing a successor across a crucial registration period, with adverse results on attendance. Mr. John Menzies continued the first Headmaster's work, and annual school prize giving results bore witness to sustained quality. At the Fifth Annual Meeting on 22nd October, 1872, when R.B. Mackie presided and Somerset Beaumont of Bretton Hall, M.P., presented prizes, it was noted that further accommodation was needed, that Art had literally taken over, science was 'boarded out' and the Museum was in store. An appeal was made by the public for support: an extension was needed for Science teaching. 'Technical education . . . a necessity for England's welfare.' The Mayor, H.B. Tomlinson, said the extensions to the school were urgently needed. He 'thought it was in the interests of all to promote higher education amongst the lower classes of society, especially with the experience we have of competition in foreign nations. The object of the institution was to educate the working class in matters of art, as to render them more efficient in their several vocations, and enable them to successfully compete with foreign countries.'

C.G.M. Gaskell of Thornes House seconded the adoption of the Report:

'As one of those unfortunate gentlemen employed by the Government, he had examined 200 schools,¹⁷ and therefore they might care to know that he congratulated them on the accuracy of the drawings and the knowledge of the law which governs them. A time might come when they could commission from a local artist. If not a career, then a pleasurable hobby. The decoration of our houses was a matter we could not attend to too much.' (His own Thornes House was a perfect example of Adams ceilings and fireplaces, and the green and gold drawing room was kept in its original state when the house was used as a school). 'He was sure that the theory that there was no place like home was out of the question with its hideous papers and hideous carpets. If they ordered better kinds they would be sure of a supply, and what they must do was to educate themselves, in order to know what was good and right. Don't let us hear any talk of "taste." There was a good deal of taste, but it was nearly all wrong. Let them educate themselves so as to be able to distinguish between what is right and what is wrong, what is beautiful and what is ugly, what is true and what is false, and if they really attempted the study of art, and persevered with it, they would derive great benefit, because art

was completely a science, though every science was not an art. As the result of education in art, our homes would be happier. . . . All our architecture done in older times was done, not when rich men directed it, but when there was that love of truth and beauty in every man which characterised the nation in the fourteenth and fifteenth centuries. . . . He appealed to his hearers to promote the advancement of true science and art education, especially among the working classes. With regard to the rich, his impression was that the rich man thought he came into the world knowing all about it, and that it did not require any study. It required the most exact study, and in painting, sculpture, or architecture, it was impossible to succeed unless they gave it that study.'

Charles George Milnes Gaskell Chairman of the West Riding County Council, was committed to an education for all children and he took advantage of the situation to air his views.

At this Fifth Annual General Meeting, a pattern of prize giving was set, and a standard of achievement. They point the aims of their period, and demonstrate the development of art education through to the present: 'the best set of shadings from casts and solid models,' 'outline of flowers or the figure.' First, second and third grades in several examinations. 'Designs to fill a space,' 'studies illustrating the historic style of ornament.' The scholars paid fees, and numbers increased, day and evening, to 144 and 173. Prizes were given by the Department of Science and Art ('South Kensington'), a Bronze Medal in competition with schools throughout the Kingdom, and Certificates.

Science classes for 1871/72 were held in Inorganic Chemistry and Magnetism, Electricity, Animal Physiology, Mathematics. These were held at Trinity Church, George Street, and Smythe Street Academy. Practical work in the laboratory was included in examinations. Results in total ranged from elementary to advanced. These scholars were worked hard and the well attended evening classes would come at the end of a very long, working day. They needed stamina.

Even at this early stage in the Institution's history it became evident that there would be difficulty in finding a quorum from the good number of members of the Council. They had many pressing interests elsewhere, and Science and Art education for the

children of the general public was not an item high on their agendas in spite of genuine commitment to general education. They were not directly affected, nor their children, who were in Public or private schools, or established grammar schools. By 1873 the required quorum was reduced from five to three. Somerset Beaumont M.P. of Bretton Hall, a member of the Council of the Institute commented on the loyalty of a small group of good Council members. He remarked: '... it was much more interesting and more profitable to hear speeches from those who take a personal and uninterrupted interest in the proceedings of the Institution, and who were likely to do so in the future ... not from those who show merely an ordinary interest in the prosperity of the undertaking.' He had little use for fair weather friendships.

Samuel Bruce, a loyal attender of the Institute's Council meetings thanked Mr. Beaumont: '... as citizens of this country, quite independent of minor differences, it was high time they afforded increased opportunities for instruction in what was termed technical education ... (the Institution's objective) was to afford an opportunity to every Wakefield young man or young woman of going in for a higher career in every respect than they had ever had before.' The Vicar of Wakefield remarked that he felt the surplus gained at the Fine Art Exhibition had been rightly expended in the Establishment of a Fine Art Institution.

The Wakefield Free Press of 30th July, 1873, had reported from a meeting of the Council of the Institute of a decision to hold the Annual General Meeting in October in the future. There was difficulty in getting a quorum to transact business in July since the M.Ps were with their constituencies during Parliamentary recess, and other members had commitments abroad during the summer months. There had been a visitation from the Science and Art Department, South Kensington, when students' work had been examined. The outcome was a satisfactory Report, with the suggestion that every effort should be made to produce (more) original designs. Students' application for a life class was approved.

The second minute book indicates quiet progress, Annual Reports which reflect changing attitudes between 1873 and 1883, tireless attention from a small group of the Council, successful art classes,¹⁸ and quiet growth under difficult circumstances for the science classes which were still held at the Mechanics' Institute, Smythe Street Academy and Trinity Church. There was a laboratory for practical classes. Prizes were donated by the Borough Member (Somerset Beaumont), the Mayor, the Council of the Institution, the Chamber of Commerce, the Headmaster, A. Ash, Henry Lee, J. Brooks, the Department of Science and Art, and Queen's Prizes. Mr. Dyson Wood of the Government Science Department stated that Wakefield was up to standard compared with UK results. The Chairman remarked:

'With regard to the science department, they had not been able to do what they would like. They had had under their consideration the propriety of building a science school with laboratory and all necessary apparatus, but had not been able to do anything,' and 'would especially urge upon young people to take up the study of science which appeared less attractive, but he could assure them that if they only took it up and did justice to it, the enlargement of their minds, the feeling that they possessed a greater power would unquestionably reward them to a great extent.'

J. H. Dixon on 1st November, 1883, 'commended the study of both art and science to the young people, remarking particularly on the elevating and ennobling influences of the study of art.'

In 1874 the Annual Meeting and Exhibition was held in October. The roll of Council members' names included again many from the inauguration of the Institution: R.B. Mackie, Chairman; T.K. Sanderson, M.P., C.G.M. Gaskell, J.P., Hermes-Gastrell; Colonel Mackie; J. Mackie; Alderman Wainwright; R. Holdsworth; S. Bruce; J. Binks; J. Robinson; G. Place; G.V. Ellerton; W. Crossley; Alderman Lee; Captain Gerald Gaskell; Reverend Mickelthwaite; Reverend J. Eastwood; Reverend J.C. Bryce; Reverend W.T. Alderson; W. Porritt; W. Milnes; M.P. Stonehouse; W. Crossley; W. Watson.

With the departure of John Menzies after four years, in 1875, to take up the Headship of Hull School of Art, the consideration of Science extensions was held up

since his successor, Joseph Bunker, was not a success and the minutes of 7th May, 1878, record his dismissal.

The new Head was John Swire from Leeds School of Art, where he had been Second Master. The Institution then moved forward again. Some Council members of the Wakefield Industrial and Fine Art Institution were also Governors of the Charities. It was inevitable that loyalties would be divided on some occasions, and that reactions would be, on balance, to retain the social status quo. In 1875 a new scheme of management for the Charities was set out. A sister school for the boys' Grammar School was proposed, also a Technical and Trade School. The plan foreshadowed the 1944 Act to the extent that it proposed a technical-grammar school. This latter proposition was put forward for a wide age-range to eighteen years. An idea well in advance of its time, yet imbued with the practicality of the period - the need for apprenticeships through to the entrance demands of the new Colleges which would become the new universities in which there was much faith and pride, particularly in the North. (1878 Scheme, Clause 85). Twenty-four exhibitions were proposed (Clause 95). The Headmaster was to be a Science graduate and must hold a teacher's certificate.

By 1889, however, it was very plain that the Governors of the Charities would not move towards such a foundation, and in 1882, when the Draft Amending Scheme was published, Clauses 69 and 72 confirmed the Governors' disinclination to set up a Technical School. The endowed schools, however, had been given the Trust's income by the Taunton Commission and to offset this apparent intransigence offered to provide Exhibitions at the Yorkshire College as well as Science classes for boys and men at the Grammar School.¹⁹ At the same time, without apparent irony or malice they pointed out that the education of children of artisans left much to be desired. Yet there was disinterest towards a type of school which would have dispensed with social barriers admirably in a common interest in studies.

At the Institute's Annual Meeting and Prize Distribution on 15th December, 1881, the comment was 'Wakefield School was making good headway and stood very well in

comparison with other schools in the country.' The first plans for the new extension were reviewed and the predominance of art noted. The science side kept a good standard. External events held up development.

Following the Taunton Commission when the management of local charities was inspected, Wakefield Boys' Grammar School refounded (after argument) as a first order school and not a second order establishment as first suggested, a sister school requested as well as a Technical School for Boys, it became apparent that the Governors (some of whom like Pooh Bah, wore several hats in their membership of the Charity Commissioners of the West Riding, County Council Education Committee, the County Council, and the Board of the W.I. & F.A. Institute) would not found a Technical School but acquiesced in the establishment of the Girls' High School in 1878. The comments from the Headmaster of the Grammar School²⁰ did not help when he averred that a Technical School would only duplicate what was already there. He effectively helped deprive an expanding city of necessary technical provision and in doing so contributed to the sealing off of any incipient development of the secondary stage of the curriculum for many children and pre-empted the Cockerton Judgement at a local level.

The local Charity Commissioners' dismissal of this proposal of a Technical School was a blow. A communication of 22nd March, 1883, insisted that some gesture be made towards working class children. The School Governors set in place the offered exhibitions at the Yorkshire College; and, in early days, the science classes for boys and adults at the Grammar School - an almost invisible tip of Higher Education Scholarships to the institution which became Leeds University.

On Saturday, 30th January, 1886, the WI & FA scholars' drawings sent up to South Kensington for examination were particularly commented upon. Mr. S. Bruce, J.P., LL.B., still noted with regret that a flourishing town like Wakefield produced so few subscribers to the school - only 25. The munificence of such friends as Mr. Mackie, who had died the previous year was appreciated. R.B. Mackie, also M.P. for Wakefield for a

period, had been a member of the Committee for many years. On his death he left £1,000 to the Institution, recorded in the Minutes of 11th August, 1885.

The W.I. & F.A. Minutes of 16th and 19th March, 1886, note a Conference called by the Charities Governors, at which a deputation from the Institute attended. At this Conference it was suggested that the science and technical instruction for the town should be on the Institution site, and Charity funds could provide scholarships. In spite of some opposition, plans went forward, to a certain extent influenced by the Samuelson Commission which had reported on technical education in 1884 and had recommended setting up technical schools. There was widespread anxiety over the general economic situation of the country, but immediate concern over the lack of sufficient provision for the local children, who could ably cope with studies, to benefit.

The Council of the Fine Art Institution was poised between the Charities Governors on one hand and artisans' groups on the other. The Charities Amending Scheme²¹ caused more lively and blunt public discussion disclosing widely differing values expressed in diverse opinions which could not be left to simmer. An attempt was made to liaise: the Council of the W.I. & F.A. Institution detailed three of their number to liaise with the 'artisans'.²² A visit to Bradford Technical College was organised,²³ which took advantage of the first Head of the Wakefield Art School's connection. Walter Smith had been Head of the Art Department at Bradford. The consequence of this visit was the formation of the Wakefield Working Men's Technical Association.²⁴ The Wakefield Echo of January, 1887, reported the formation of a Limited Company. The first Chairman was Alderman Lee, who was also a member of the Charities Commission and the Wakefield Industrial and Fine Art Institution Committee.

A Keighley millowner, Swire Smith, later knighted for his services to the cause of technical education and to the Royal Commission on Technical Education, reported on his visits abroad. His technical ability and detailed knowledge of manufacturing processes were exploited to the full by the Royal Commissioners²⁵ who had requested

publication of his extensive notes made during his visits across Europe. What was disclosed were the amounts of money being lavished on technical education on the Continent, and the indifference in England which had contributed to a serious trade depression. Keighley Technical School had been exceptionally fortunate in having Swire Smith.²⁶

The Wakefield Echo of 21st January, 1887, recorded publicly a resolution that the Queen's Jubilee should be marked by the establishment of a technical school. Hepworth²⁷ in a succinct remark - 'in spite of spirited speeches and local self interest' encapsulates the atmosphere of a Town Meeting when the vote went in favour of a public park. The Wakefield Echo of 28th January, 1887, gives a full report.

The formation of the Working Men's Technical Association prompted a move to widen representation on the Committee of the Wakefield Industrial and Fine Art Institution. The Council of the WI & FA Institution set to work to re-order the Committee. The process of self-selection over the years had reduced the number of members from 26 to 15. Out of this small group a core of loyal attenders took upon themselves the heavy burden of decision making. Finally, to get work moved, a quorum for practical purposes was reduced from five to three. This Committee had not the social cachet of that of the Charity Commissioners; nevertheless, the dedicated business and professional men who strove for a technical aspect in the City of Wakefield worked from a dispassionate attitude of mind and from conviction that such a provision was quite necessary to maintain a balanced community. Council membership was increased to thirty²⁸ which included thirteen members from local organisations.

The hard core of committed, life-long members remained the moving agent. In 1889 William Briggs became Chairman, following Samuel Bruce, and the long haul for technical education continued. Fears were expressed that not only would England be left behind in the economic race, but *Wakefield* would lag behind other West Riding towns!

By 1887 increased numbers of students required extensive alterations to the building. Finally a decision to build on an adjacent plot was made in the hope that the Charity Governors would sell this piece of land - an earlier promise. R.B. Mackie's bequest of £1,000 in 1885 had ensured an extension; now the Committee had to cast around once more. They met with considerable coolness and indifference when they approached local businessmen, several of whom had commitments to the West Riding County Council - each one seemed to wait for the other to make the first move, to turn the endeavour into the fashionable thing of the moment. This coolness came from the low status by now accorded to applied art and applied science. The division by now between fine art and applied experiments was wide.²⁹ It led to more of the same as far as manufacturing in the country went: little innovative enterprise. The owners, themselves educated men, leaned towards the middle-class outlook of the Charities Commissioners and the local gentry. They could, with money, patronise art and science across Europe and America. At home they were using a source of raw materials which seemed self-replenishing and were content to produce more of what had gone before. Technical innovation, creative art, was 'for foreigners', and beyond the social grasp of the workers, in spite of the fear of being outstripped in the commercial race. Consequently the Governors of the Charities kept aloof to a certain extent from the Committee of the WI & FAI, in spite of some crucial doubling up. This last Committee welcomed the inclusion of workers' representatives. In doing so, they distanced themselves a little more from the endowed schools and socially sealed the I & FAI's fate regarding parity of esteem: this, in spite of the fact of several common memberships of Committees of such as The Charity Commissioners, the Wakefield Industrial and Fine Art Institution, and West Riding County Council Committees. The attitude of mind exacerbated by industrialisation, of 'hands' wedged in place, worthy only of elementary education, was hard to shed and finally succeeded in hardening a social attitude towards the evolving local educational system. Yet as individuals, these leaders had care and respect and often affection for those in their employ. They were cautious in guarding 'trade secrets' and had social ambition. Yet as good and typical church and chapel goers of the nineteenth century and pre-World War I, they would hear the lesson read: 'cast your bread upon the waters.' Nevertheless, Sir

Edward Green, of Green's Economisers, Wakefield, Tory M.P. for the city and eventual owner of the Treasurer's House, York, when he laid the foundation stone of the new extension could comment approvingly on the city's inhabitants' increasing demand for art and science. The extension had finally benefited from a grant of £1,000 from the Science and Art Department. In 1889, the Technical Instruction Act gave local authorities the power to levy a penny rate to be spent on technical education. This was in addition to the local Taxation Act which had given the 'whiskey money.' The West Riding County Council acted promptly in setting up a Technical Instruction Committee on 6th December, 1889, and Wakefield agreed to a half-penny rate. In 1890 the Wakefield Industrial and Fine Art Institute applied to the West Riding County Council for grants.³⁰

The new School was opened, finally, by the Duke of Clarence on 30th April, 1891, and reported fully in the Wakefield and West Riding Herald 30th April and 2nd May, 1891. When the accounts had been balanced, it had been discovered that £1,500 was needed from the town. Grants had come from the West Riding County Council, the City, the Clothworkers Company, and the Governors of Wakefield Charities. The number of independent bodies contributing to education had led to uneven development: also the fact that a good section of the townspeople generally were not disposed to commit themselves to anything beyond elementary education. The few enlightened leaders in the field of education across the second half of the nineteenth century worked hard at simply keeping things going. That their vision, coloured inevitably by their predilections and prejudices, which nevertheless embraced concern for what they referred to as 'the artisan class,' survived, speaks highly of their mental tenacity. (Demonstrating, no doubt, the reason they were successful business and professional men).

In August, 1891, the W.R.C.C. offered to establish technical exhibitions tenable at technical schools.³¹ In spite of these the Committee had had continually to solicit subscriptions, which, even recorded in terse minute and log book entries conveys a reluctance to pay up. The Committee's consistent aim towards financial stability tended towards conservative attitudes in spite of Liberal predilections.

The twenty-fourth Annual Report of 26th April, 1892, records a list of 45 subscribers, appointment of teachers, arrangement of classes. Subscriptions amounted to £2,652.5.0, and wiped out all debts. This sum does not testify to the parsimony of the business sector of town, more to the what was accomplished through strenuous effort. At the present time that amount would not purchase a necessary piece of modern technology. The list of subscribers itself is a roll call of men of considerable local influence and weight in business and local banking: Sir Edward Green, Colonel Albany Charlesworth, Richard Holdsworth, Major Barker, John Mackie, Dr. Holdsworth, W.L. Williams, H. Beaumont, W. Vibart Dixon, W.H. Leatham, W.H. Milnes, George Webster. They were men who were conversant with commerce and professional life, able administrators, alert to the local economic situation and the state of their own country in relation to abroad. The myth perpetuated of 'rags to riches' by 'romantic' writers of 't' mester livin' in t'mill yard' is not accurate and as far from the social situation as it was possible to be. They were intelligent, educated men of their period, fluent, using language with pleasure and quoting copiously to endorse remarks without affectation, astute in business, who went home to their solid houses, were members of London clubs, used to a sophisticated way of life, but with roots which remained firmly in their county, which they regarded with pride of possession. The loss of children and grandchildren in two World Wars changed completely the ambience and social structure of the city. Those who remained gradually moved away. The reorganisation of county boundaries in 1974 completed the social change.

At the opening of their new building, the Chairman thought '... they were just beginning a great work, touching only the fringe of the work needing to be done ... to get it on a sound and permanent footing in every respect ... the Government grant to the County Council for educational purpose, the Technical Instruction Bill enabling the Wakefield Corporation to raise money for their assistance, with the grant from the amended schemes of the Governors of the Wakefield Charities, were unlooked for sources of support ... these three bodies, by subscribing to them (the Institution's work) enabled them to face the future.' Much was achieved on little, and much was owed to the

solid teaching of its day, for its day, in the light of values and attitudes. The later institutions to come out of these early efforts did not build on sand.

At the Annual Prize Distribution of 16th December, 1892, presided over by Sir Edward Green, Mr. William Briggs gave the absent Secretary's Report which summed up progress:

'... These (art) classes had (now) been in evidence for more than twenty-five years ... until in 1890 they had 221 pupils. In 1891 they opened a science department (and drew together the scattered classes across the city); very important classes from the Mechanics' Institution and adding a number of others to them. By the end of that year they had upon class registers the names of no less than 788 students. In 1892, the present year, they had 1029 names entered on the class list. ... It was no light task for the Council to decide what subjects would be most useful to a city and neighbourhood like Wakefield. ... They might hold various views with regard to dealing with the terrible agricultural depression, but upon one thing they were all agreed, viz., that no class throughout the country was in greater need of scientific technical instruction than farmers. They had hoped that as Wakefield was in the centre of an agricultural district, that the farming interest would have supported the class. ... They had formed classes for modelling in clay, theoretical mechanics, and woodwork. They had a workshop at the rear of the building which in the daytime was occupied by children from the various elementary schools in the town. They wished to start a class in geology. ...'

Sir Edward Green, endorsing the last remark, commented on the necessity for teaching the principles of mining. The Mayor of Wakefield, Mr. J.S. Booth, looked practically at the commercial angle:

'... The necessity for improving technical education in this country had been brought home to us by the very severe competition in trade which we had to encounter from abroad. ... Germany had been pioneer in giving her people scientific education and there was no doubt that country was reaping the benefit. ...'

Colonel Charlesworth (mine owner, farmer, of Chapelthorpe Hall) responded:

'... Wakefield was rising to the fact that technical education was necessary in order to maintain their position in the commerce of the world. As they know, agriculture was much depressed, and he believed that a great deal could be done in technical schools for agriculture. Agriculture had the scientific side. ...'

This undertow, a 'hill-hid tide', a surge for technical education, did not subside, and although this leading citizen had some self-interest, there was a latent recognition that the general population needed, and deserved, as good an education as their needs and predilections dictated - partly due to the old residue of some feudal obligation of care for one's own, and, slowly, partly due to a dawning recognition that it was a human right.

At the 25th Annual General Meeting on 25th April, 1893, after thanks to Sir Edward Green the Rev. H.G. Parrish had '... a bee in his bonnet with regard to this town. That was: he believed the time had come when a Higher Grade School should be established.' This predisposition was to be returned to later on, and is recorded in West Riding County Council Minutes. Major Bolton was sufficiently influenced to remark that he was

'... astonished to learn that children travelled from Wakefield to Leeds daily for the purpose of attending the Higher Grade Schools at that latter place. It was a revelation to him as he had considered The Grammar School and High School with their more than generous accommodation of scholarships given by foundation and County Council adequately met the needs of a city like Wakefield. If it was a fact that children were going out of town it lent great force to the remarks of Mr. Parrish.'

Major Bolton went on to ask if elementary scholars could not attend technical and art classes at their institution? Bishop Walsham How commented:

'... such schools (Higher Grade Schools) were a great step in the advancement of our country and supported in some measure by public funds. ... He believed that the work done in those schools was for the real benefit of the people, not only in the way of enabling them to undertake in their future life callings which required nicety of the eye and delicacy of perception as well as a good deal of manual dexterity, but something higher than that as the end and aim, namely, to refine and beautify life, and to give to the life of the people an honesty and charm which must always come from the seeking and contemplation of beautiful things in any shape whatever. ... He had seen how very often it was that love of music, of painting, or dexterity of execution, or carving, was a real help and very great blessing to great numbers, particularly to the working classes.'

At government level Sir Robert Morant lacking empathy for difference in localities (echoed again in 20th century boundary reorganisation) strove against the mental surge of the country when he decided against the Higher Grade Schools. Sir Michael Sadler,

his Senior in the Civil Service, would be acquainted with local trends of thought as well as the leaders who voiced them. It is astonishing, in retrospect, that Sadler's voice was drowned.

Archdeacon Donne referred to the Institution as

'one of the handmaidens of the education of Wakefield. . . . People were now compelled to send their children to school, and the children were obliged to go, though the dignity of the human being forced to do his duty was not the dignity of that being who did his duty without force. In that building (The Institution) they had the voluntary system carried on, so far as those who were willing to learn availed themselves of the opportunity. . . .'

Colonel Albany Charlesworth M.P., ' . . . regretted to hear that the agricultural classes had fallen through. Before the coalfields in the neighbourhood were opened out, Wakefield was the centre of agriculture in the West Riding.' He expressed a concern that the country would not be able to feed itself if ever war came. H.M.I., Mr. F.B. Lobb, attended this meeting. He would be treated to lively debate from articulate, independently minded people.

Attention was given to the education of teachers, and on 11th June, 1893, a complete scheme of work for Pupil Teachers was drawn up and a timetable sent to Wakefield School Board. Every indication is given in the Minutes, Annual Report, and comments recorded from Prize Givings, that the Institution took the preparation of teachers at the elementary stage seriously. It could be conjectured that there would certainly be knowledge of, and perhaps some communication with growing Training Colleges locally, as these became established.

At the Annual Meeting of the Institution held on 28th April, 1894, remarks were centred mainly on the higher standards in examinations set by the Science and Art Department at South Kensington.³² That the standard was clearly substantially raised is indicated from the tone of the meeting, and Council's reminder to the Meeting that grants would depend on the number of students passing was registered. It was pointed out that

the Institution was encouraging scholars to extend their studies well beyond elementary level, that exam results maintained a good standard, nevertheless the advanced level students must build on a sound foundation of first principles. The meeting was reminded that science teaching was comparatively new to the city whilst the art teaching had had time to develop. Typography had been added to the curriculum and Council of the Institution was open to suggestions for other classes. Easy pass levels were not, in the end, desirable.

In spite of financial difficulties, the Institution continued steadily on with its work. At the Annual General Meeting of 4th May, 1895, the 'Wakefield Express' reported that another extension to the buildings was urgently needed. It was again emphasised that the work of the Institution had to keep up to date, be extended, and centralised even more. The Art School was now 27 years old. Mr. Swire, the Head Teacher, 'could point to all parts of the Kingdom where their successful students were now occupying places of considerable importance. After four years of the Science School it would take only the most sceptical who would not expect a similar success.' The Classes Sub-Committee was instructed to prepare a scheme for further additions. The Council bought the plot of land at the rear of the school from the Governors of the Charities.³³ Success was reported on 23rd April, 1896, and recorded in the 'Wakefield Express.' The buildings were to be enlarged:

'... several new classes had been started and a great deal of new work undertaken, and the bulk of it had been such work as the public regarded as of a very practical character. Formerly the work was almost entirely confined to art and science, but they had added a number of technical subjects which had special reference to the trades of the district. . . . The very satisfactory position of mathematical classes . . . increased almost threefold . . . chemistry, machine construction, principles of mining, worsted spinning . . . a special central class of pupil teachers, number 55. The total number of students was 1212.'

The continuing practical and inspirational support of Sir Edward Green was warmly applauded, and he was re-elected President of the Institution. This in spite of the fact that he had queried the proposed Technical School at the Prize Giving of December 1886,

saying that a park and public hall were essential to the city and doubting the size of a city like Wakefield would be able to support a technical school. In that year Isaac Briggs was succeeded as Chairman by Herbert Beaumont, a solicitor. He had had a brilliant career. A local man, he knew the district and people.

The Annual Prize Giving reported in the 'Wakefield Herald' of 12th December, 1896, was in some manner a turning point. Local needs and wishes met with central governmental and academic evaluation. Viscount Milton, M.P. for Wakefield, presented the Prizes and Professor Smithells of the Yorkshire College, spoke. Lord Milton commented on: 'a pretty function and interesting speeches, a more enthusiastic prize giving had never been held. The Hall was crowded to overflowing, and marked a new era in the annals of local education.'

Herbert Beaumont, Chairman, took up the theme of constantly needing to solicit subscriptions. He felt that the site of the building restricted growth, and although a further extension was needed, he queried whether the money could be raised from voluntary donations alone. He felt 'that the time had arrived when the question of technical instruction had become more than a question for private and individual energy.'³⁵ He spoke of the lead England had had and wanted to keep. Locally, the question was how to go forward. Was philanthropy so strong that it could hold the situation? There was a heavy cost for expansion. . . . If Wakefield was to do in the future what it had done in the past - hold its head up quietly and unostentatiously - they must decide that momentous question. . . . The School's work was very comprehensive - Art School, technical instruction, scientific instruction pre and with practical work, and instruction of pupil teachers. The alternative that their School should be handed on to one of the public bodies in Wakefield, either the Corporation or the School Board.³⁶ Lord Milton responded by remarking that 'technical education gave a young man several insights into different avenues, and he *then* had a choice. *Then* he could learn the technicalities of a chosen trade. Competition at home and abroad demanded the wider appreciation, more than a single skill.'

Professor Smithells, invited to address the Prize Giving,³⁷ spoke of the Commission of 1891 and its report of 1894: The Bryce Commission on Secondary and Technical education. He reviewed quickly efforts in the direction of technical education, and was strongly in favour of this county doing more in that direction: in 1889, an Act of Parliament authorising a penny rate for technical education; in 1890, Mr. Goschen's 'Whiskey Money' given to technical education; by 1896,

'... something had been done in those six years? Much had been done. Much misinterpreted. A technical school was looked upon where *utterly unprepared*³⁸ young people could be given some art or knowledge which could be converted in the minimum of time into pounds, shillings and pence. Pupils entered *utterly unprepared* to absorb the information offered them. The educational system of the country was in a state of chaos, no definite arrangement of the several parts. Elementary education needed improvement *as the groundwork, or technical and higher education would continue to be hampered. Then (also) technical schools ought to have a definite relation with higher education, and a means found of picking out those showing most capacity. We stood behind other countries basically because we did not believe in the usefulness of science. A want of confidence in the practical application of science and art that English people differed from the Continent. English chemists went to Germany to finish their education. It would be a very long time before the municipalities of England would put their hands deeply enough into their exchequers so as to place our scientific institutions upon a proper footing.'*

In other words Professor Smithells is implying we accepted and used the finished products, demanded the highest achievement, yet would not grant the makers social status or quality education. The argument is still going on one hundred years later.

The final Minute Book of the Industrial and Art Institution bears witness to the dedication of those few names³⁹ which recurred across the 28 years of its life: names which firmly belong to the history of the city during the nineteenth century. It is a pity that these people have left behind so few personal records. Their struggle had been not to get students, nor staff: there was enthusiasm and interest as well as need, and always some response; but again there was always minimal monetary support and no permitted standing comparable with the endowed schools. Subscriptions fell on the same few people each year. As the Institute expanded to meet technical and scientific discoveries

generally, and to take in a developing concept of liberal teacher training and a liberal education which would include a technical aspect, a thorough review of the School's place in the community became the priority 'if the work of the school was not to be crippled.'

Meetings were held in 1897 and 1898. In May 1898 William Briggs spoke of urgent need for a further extension to the building, since the school had acquired classes from the Mechanics' Institution.⁽³⁵⁾ He outlined their essential extensions at a later meeting. At least £3,000 would be needed. It was decided to approach Wakefield City Council for help - at a time when the Institution had struggled from indifference to a favourable comment in the 'Wakefield Express' (a paper of liberal predilections) to the effect that it was 'one of the glories of the city.'

William Briggs remarked under the 1889 Technical Instruction Act no personal or selfish feelings should be allowed to interfere with the work. A cheque for the William Thompson Memorial Fund was to be handed to the Mayor of Wakefield (£662.5.1d) 'Mr Briggs was then deputed to speak as to the work.'

From the Log Book:

'The Council members then went to the Town Hall and having entered the Council Room, the Mayor, Alderman Barron Kilner, called on the spokesman for the Council of the Technical and Art School. He, Mr. Herbert Beaumont, the Chairman, addressed the meeting going briefly into the History and origin of the School and concluded by handing the Mayor the Conveyance of Declaration of Trusts and other Deeds of the School. Mr. S. Bruce, member of the Council, handed the William Thompson Trust Fund cheque over.'

'Mr Briggs spoke of the necessity for Extension and also the pleasure which members of the old Council of the School felt on knowing that their connection with the work would be continued on the new Committee.'

'The Mayor spoke of the pledge of the Corporation to make necessary extensions and assured the members that there would be no unnecessary delay and in conclusion he thanked the Council on behalf of the Corporation and citizens of Wakefield for their very handsome gift.'

The 'Wakefield Express' of Saturday, 18th February, 1899, reported:

'... that the Council came before the Wakefield Committee and asked the Corporation to municipalize it (the School). Principal sources of revenue were cited, and the expenditure amounted to a 1½d rate. The Technical Instruction Act limited the amount to a 1d in the £1. It would be a disappointment if it were not efficiently carried out for that amount. Past and future grants would come from the Science and Art Department, the County Council, the City Council, the Governors of the Wakefield Charities, and students' fees. These sources of income would be more or less permanent. Those connected with the School should be represented on the Committee of Management.'

Twelve or eleven members would be taken at first from the Old Committee, then perhaps eight people. The very first to be nominated were John Falding and William Briggs.

The 'Express' continued: 'The ratepayers were to be congratulated in having a valuable property offered them.'

Some members of the Council of the Institution at its close were: H. Beaumont, W. Briggs, H. Benington, H.S. Goodyear, T.R. Gosnay, J.H. Lee, J. McInnes, S.F. Whitaker, Dr. J.W. Walker, Percy Glover, Secretary: W. Vibart Dixon, John Falding, A.W. Stansfield.

Staff were sought. On 17th July, 1899, a Head Teacher. Salary: £175 male, £150 female. On 12th July, 1899, three men applied for a post of Chemistry Master: from Normanton Grammar School, Batley Grammar School and Wakefield Boys' Grammar School. The latter was appointed.

The Mayor had pledged that the Corporation would begin immediately on the much needed extension. This promise was honoured, and in July 1901, after extension plans and alterations had been discussed, tenders were invited. The Lancasterian School nearby had recently closed, and their Trustees offered the building to the School at a rental. The Wakefield Branch of the Yorkshire Ladies' Council of Education gave their School of Cookery and Home Art classes to the Corporation, and the Lancasterian School premises became available.

Finally, in consideration of future commitments the Corporation Finance Committee agreed on the full allowed rate of 1d in the £1 should be charged on the town, for technical education. On 21st January, 1905, the new extension was opened. Again, as will be seen in the account of the Milnes Gaskells and A.H.D. Acland, prime movers for technical education were always of the few, outstanding men, of their area, of their period, nevertheless they had vision, energy - and money - which funded their self-appointed tasks.

There was also the opportune establishment of a Science and Art Department which was free of an Education Department assigned to monitor elementary education only.

The West Riding County Council chaired by Charles George Milnes Gaskell, played its part also. The recognition that local government should be involved was recognised in the 1902 Education Act.

REFERENCES

1. Bishop, p. 157.
2. Bishop, p. 157.
3. Industrial and Fine Art Institution Minutes, 7th May, 1867.
4. His offer of a loan of paintings, photographs and objects, returnable after a period and replaceable, foreshadowed the West Riding Art Collection for Schools set up by Gerald Rock, Senior Adviser for Art. This last collection was dispersed when the boundaries were revised in 1972/4
5. The school for destitute children.
6. The Report of the Select Committee on Theoretical and Applied Science, 1868, and the Royal Commission on Scientific Instruction and the Advancement of Science (Samuelson Commission) gave grounds for the premise that manual and practical training was within the remit of the workshop. The province of the science and technological schools was the application of general precepts of various trades, professions and commercial enterprises. Views given in evidence still disclosed unconscious class attitudes from people who genuinely believed they were speaking for all, and who would have been mortified to have been pronounced judgemental. The major problem which faced these well intentioned people, never backward in speaking up when the occasion warranted it, remained: how to give, when and where, the needed scientific basic instruction, and to identify talent from every source.
7. Mayhew's 'State of the London Poor,' and Cobbett's notes on his 'Rural Rides' are a totally different matter.
8. Later Bretton Hall Training College, now a constituent College of the University of Leeds.

9. Martin Buber, 1925, *The Third International Conference at Heidelberg, on Education*, in Buber, 1962, *Between Man and Man*, Fontana, p. 122.
 10. The Dearing Report, 1994. 'The National Curriculum and its Assessment.' Charles George Milnes Gaskell spoke on the same theme, and urged the encouragement of 'taste.' He meant discrimination.
 11. Hole, James, 1860, 'Light, More Light, on the Present State of Education amongst the working classes of Leeds,' 1969, p. 52. James Hole considered there was a serious lack of committed co-operation from the State, and a totally negative attitude towards any secondary education for the working class.
 12. The Yorkshire Board gave four free studentships for science classes specifically for artisans from Mechanics' and Church Institutes. The Council added six free studentships. Successes were published in the Wakefield Journal and Examiner, 27th August, 1869.
 13. (i) A follow-up meeting sent a Resolution to the WRCC: 'at once to make Science a prominent feature of its labours.'
- A Minute of the Wakefield Industrial and Fine Art Institution of 9th August, 1870, noted that the Council hoped that advanced science could be taught at a central class and other elementary classes could be found in other institutions.
- (ii) The Headmaster of a private school, 'Smythe Street Academy' Mr W. Porritt included science in his curriculum and 'an extensive Laboratory for Practical Chemistry' was advertised as an attraction. The WI & FA Institution made use of this laboratory. Mr Porritt's own classes were eligible for science classes linked with the Science & Art Department.
- This Headmaster, in 1875, established a 'Collegiate Institute for Young Ladies,' to whom science lectures were given. (Hepworth, 1977, refers to this, p. 325).
- (iii) There was a 'Collegiate School' held in the Orangery, Back Lane. This building belonged first to Pemberton Milnes, (Interlude IV), later to the Unitarian Church and is now a listed restored set of offices. It was a private, unrecognised school, which had a commercial bias, and finally closed mid-1930s.
14. 'South Kensington,' under the aegis of Lyon Playfair and Henry Cole made quick strides in art education, but scientific education took a longer time. The new government of 1858 did not look very favourably on Playfair's scheme to link science schools and the Science Division. Playfair resigned on taking the Chair of Chemistry at Edinburgh University. Cole was left sole Head of the Science & Art Department.
- The hard work to get science education well off the ground for artisans and working class was the demonstrated need for a firm general foundation on which to build more specialised teaching. This seemed to be a Central difficulty as well as in the provinces: insufficient equipment, not nearly enough generous laboratory accommodation, and the working man's necessity to study at the end of a long, hard day, all contributed to the low numbers. They had to be dedicated men.
- The VIth and VIIIth Reports of the Science & Art Department, give evidence of the Government's disinclination to do anything but keep expenses down. Strangely up to date. J. C. Buckmaster, p. iv, has the 'Report of the Select Committee on Theoretical & Applied Science.' q. 8204 indicates the West Riding of Yorkshire retained its own administrative system. Compare Green, 1974, *Science & Technical Education in Lancashire*, p. 288, on the Manchester School of Art.
15. He returned to England later on to become Head of the Art Advisory Service for Bolton, Lancashire.
16. Between 1874 and 1889 the Department of Science & Art Annual reports demonstrate the wide development of technical education. By 1874 elementary school children, providing they had passed the 1st Grade of the Science and Art Department examinations, could go on to the 2nd Grade, together with pupils who had arrived at Standard VI in school. Such a standard reduced

numbers initially, but a higher goal being set, there was an increase in students, classes and schools generally. The West Riding and Wakefield reflected this countrywide trend.

17. The writer asked the D.E.S. if they had these Reports still filed away. The reply came that they did not keep personal Reports of Inspectors after they had reached the age of 80.
18. Some art classes were provided for Wakefield Girls' High School and the Grammar School.
19. Hepworth, 1977, p. 304. (M.Ed., Leeds).
20. The remarks of the Headmaster of the Grammar School, Robert Leighton, weighed against any move towards a new school. He was correct up to a point in that elementary science instruction would merely duplicate that already being given in the Board Schools. He felt very strongly that elementary principles had to be thoroughly learned before any secondary level scientific instruction could be contemplated.
21. Report of the Charity Commission on Charities in the Parish of Wakefield, 25th May, 1898, Eyre & Spottiswoode, London.
22. Wakefield Industrial and Fine Art Institution Minutes, 25th August, 1886.
23. Reported in the 'Wakefield Express,' 20th May, 1886.
24. The Wakefield Express, 22nd May, 1886; The Wakefield Echo, 25th February, 1887.
25. The Taunton Commission - accused of being a 'middle-class' Commission - was approached by Lyon Playfair. He pressed the urgent need to educate the men in charge of industries who were moving into the middle class. The Samuelson Commission, which followed, investigated 'the provisions for giving instruction in theoretical and applied science to the industrial classes.' The Taunton Commissioners had regarded Playfair's request as beyond their remit.
26. Snowden, Keighley, 1921, The Master Spinner, George Allen and Unwin.
27. Hepworth, 1977, p. 309 (M.Ed., Leeds).
28. Hepworth, 1977, p. 311. (M. Ed., Leeds). Wakefield Industrial and Fine Art Institution Minutes, 15th May, 1887. The Wakefield Express, 26th November, 1887.
29. Lord Ripon, address at Rochdale Town Hall, 4th October, 1888, on 'Technical Education,' in: Buckmaster, Educational Pamphlets, Volume III: Miscellaneous Papers.

SOMEWHAT NEGLECT ART.

We are supposed, we dwellers in the North, to be a very hard-headed race, and perhaps not to have so much imagination as we ought to have. I don't know whether that may be true or not. If it be, at all events it is a characteristic which here in Lancashire, and amongst many of my Yorkshire friends across the border, has not been without advantage in our industrial history. At all events, I think it is undoubtedly true that our greatest defect in many branches of industry, as compared with our continental rivals, has been in respect to our want of the highest artistic taste. (Hear, hear.) I am glad to hear Mr. Heape approve of that sentiment. Therefore, if that be true, we ought specially to look to our art teaching, we ought specially to endeavour to make that as perfect as we can, and you ought, if I may venture to say so, to lose no time in establishing that school of art of which Mr. Heape has spoken this evening. (Cheers.) There is another aspect of this question of art as applied to industry of which I would like to

allude for a moment. It seems to me that it is of peculiar interest for our artisans. It is no doubt to a great extent the characteristic of many of our branches of industry in these days of wonderful mechanical power and of spreading development in machinery, that they inevitably become in many ways monotonous to those who are engaged in them. They only go through the same operation or operations - I was almost going to say in which
THE MIND IS IN THE MACHINE AND THE MACHINE IS IN THE MAN
 - operations so mechanical in their nature that they are calculated rather to stunt man to develop the higher faculties of those who are attending to them. Now, in artistic designing, I cannot help thinking that there is a great opening for the development of individual character and individual taste in the workman. (Hear, hear.) There is a means of calling out in him those faculties which will make his work interesting to himself, advantageous to his development, and which will tend, if I mistake not, to render the products of our industry more beautiful and more attractive to the consumer and to those for whose benefit they are intended. (Cheers.) We all know to what extent this was the case in many branches of work in the middle ages. We know how the masons of those days were left very much to themselves to design and to work out the capitals of pillars, the borders of arches, and the tracery of windows. We know how in other branches of industry, in iron work and in pottery, there was much room left for developing the individual faculties of the men. I look upon it as one of the most important advantages of artistic industrial training in these days, that it will tend, while preserving all the wonderful powers which machinery gives us, to give back to our workmen that mental development which this system produced in other times, and to give back to us consumers that freshness, that originality, and that variety which resulted from a system of that kind.

30. Wakefield Industrial and Fine Art Institution: Minutes, 1st December, 1890 and 1st September, 1891.
31. Wakefield Industrial and Fine Art Institution, Minutes, 25th August, 1891.
32. Henry Cole's reorganisation of the Schools of Design after the departure of Lyon Playfair for Edinburgh, had a long influence on art education across the countrywide schools of art. To qualify for grants, prizes, take the Science and Art Department examinations, all levels of teaching had to come up to *his* standards. He saw that artistic appreciation was missing commercially; that because technique was not understood there could not be any genuine, divergent, original thought, merely gimmickry. His schemes unfortunately at the elementary level became set, but later gave way to more flexible plans. Schools of art following on concentrated on development of talent. (See Green, Chapter Seven.)
33. Wakefield Industrial and Fine Art Institution Minutes, 15th June, 1894.
34. Hepworth, 1977, p. 328. A full account. (M.Ed., Leeds)
35. Wakefield and West Riding Herald, 12th December, 1896.
36. This course was taken by many such institutions in the country: referred to as 'municipalizing.' William Briggs, in handing over, had noted '40+ authorities had taken over existing schools, and 100+ had founded new schools.'
37. The 'Wakefield Herald,' 12th December, 1896.
38. To some extent, this is still the attitude towards average young people today.
39. John Falding, Secretary: 1870-1891.
 Samuel Bruce, lawyer, founder member - 1899. Gave service as Treasurer, Secretary of the Art Division, and Chairman.
 R. B. Mackie, Chairman: 1871-1880
 William Briggs, Chairman: 1883-1899

PART ONE

THE TECHNICAL ASPECT

III

Progress

**‘Much is expected from the prolongation of the time
of instruction and from Evening and Continuation
Schools’**

**Charles George Milnes Gaskell
Triennial Report, W.R.C.C. 12th January, 1910**

PART ONE

THE TECHNICAL ASPECT

III

‘Much is expected . . . ‘

B

Wakefield Technical and Art School.

1. First Phase. Junior and Senior Schools. 1899-1956

Administration and Sponsorship
Building and Equipment
The Development Plan
Enrolment of Students
Departments

PART ONE

THE TECHNICAL ASPECT

III

The Development of Wakefield College

B. Progress

Wakefield Technical and Art School. 1. First Phase 1899-1956

The Industrial and Fine Art Institution was handed over to the Mayor of Wakefield in 1899. It was designated Wakefield Technical and Art School. There were Junior, Senior and Further Education Sectors.

Bound volumes of Wakefield Education Committee minutes have been consulted, June 1957-May 1961). These are terse statements of acceptance of sub-committee minutes including the Technical and Art School, and Thornes House Grammar School. Minutes for 1929 to 1973 are missing from County Hall, but were traced to Balne Lane Library which is the old West Riding County Council Library. In their turn, they were uninformative.

The writer is in debt to administrative assistants who are conversant with earlier events, particularly Ms Judith Ince (County Hall) and Mrs Pat Vines⁴⁰ (of the College). Also to Mr. David Leach, Clerk to the Corporation (College), and particularly to Mrs.

Judith Brearley (of the College). It would appear that when the Junior forms of the College were transferred to Thornes House Grammar School in 1956, accompanied by two masters, the WRCC took responsibility for the Senior sections in Bell Street for a period, then the institution was transferred to the City.

1. First Phase. Wakefield Technical and Art School

Junior and Senior Schools together.

1899-1929 No Log Books or Minute Books

1929-1956 Minute Books (brief entries) at Balne Lane Library.

1947-1956 Technical College Prospectus in print.

It is a pity that detailed official records are missing. The eleven prospectuses for this period,⁴¹ however, provide much laconic, practical evidence. Informed reading gives a picture of an institution committed to a wide clientele with a wide age range. The breadth of I.Q. was not equalled in any other type of institution until comprehensivisation at secondary level in 1965. George Milnes Gaskell's 'bazaar stalls of confused knowledge' were avoided by the foundation of specialist Departments. Timetabling (before computers) defies description, and the art of accommodating increasing numbers managed with some adroitness by the use of 'branch technical schools.' All the staff⁴² were qualified in their subjects, qualifications of specialists, e.g. engineering, to university level, and, as years went on all staff with specialist qualifications for advanced work were at degree level or the equivalent. All had teacher's certificates. An appendix set out courses of study in 1947.

Administration and Sponsorship

In 1947 there were three Departments:⁴³ Technology and Science, Commerce and General Education, Domestic Science. The Art School was administrated as a separate unit under its own Principal. In 1956 Departments had increased to six: Engineering and Science, Mining, Building; Commerce and General Education, Domestic Science, Arts and Crafts.

Administration of such an institution equalled that of a County or Town Hall or a University in complexity. The College Governors were appointed by the City of Wakefield Local Education Authority. Of these, the Chairman, Alderman Burley Johnson J.P., served until his death, Alderman E. Borkwood and Alderman E. Slater J.P., served until 1975 when the College received a new constitution. Alderman Borkwood was also on the Board of Governors of Thornes House School. The West Riding County Council sent two members, as did the Wakefield Trades Council. Several sections of local commerce and industry had formed Advisory Committees, and these were invited to send one member. In this way the College worked directly with the commercial and industrial life of the city - it did not operate in a vacuum. So the Building Trades, Engineering, Commerce, Mining, Printing, Painting and Decorating each sent a representative to their respective Advisory Committees. There was a common recognition of status and a common concern. In their turn the Advisory Committees invited College Governors to attend their meetings, and five Governors were nominated to attend all six committees. Alderman B. Johnson, Alderman (Councillor first of all) Borkwood were among the five nominated. They would, over the years, gain considerable knowledge of the industrial and commercial activities of the city, as well as the wide span of educational needs. They had in one sense taken over the roles of the eighteenth century 'merchant princes' and nineteenth century manufacturers and tradesmen who governed the city in the past. By this time successors to those earlier merchants and manufacturers had given way to international and national companies with little feeling for the locality.

Nevertheless trade and industry were involved to the extent that a 'Wakefield Industrial and Technical Training Scheme' was established and a Committee set up which sent two representatives to The Board of Governors. Names of the firms who were members of the scheme in 1957 are a roll-call of the older city names with newer ones coming in: Messrs Bradley and Craven Ltd., British Jeffrey Diamond Ltd., Brotherton & Co. Ltd., A. Ellis and Sons, E. Green & Son Ltd., Hepburn Conveyor Co. Ltd., The North Eastern Gas Board, S. Raines Ltd., J. Rhodes & Sons Ltd., Slater & Crabtree Ltd., Slazengers Ltd., Spencer & Halstead Ltd., Spencer Wire Co. Ltd., R. Sutcliffe Ltd., Vickers Armstrong Ltd., The West Riding Auto Co. Ltd., Williams & Womersley.

The Scheme provided for junior technicians to attend at the Technical Colleges of Wakefield and Whitwood, near Normanton, on one day per week and two evenings per week. The standard rate of wages was paid to those attending in the day time. In addition, their fees were paid by their employers. All new entrants into the firms subscribing to the scheme were expected to enrol and their progress monitored. Those who wished to join the scheme were expected to enrol at the College for evening class instruction and at the end of the term recommendations would be made of those who were likely to benefit through day time release. Reports were sent to the employer: those who did not reach the necessary (defined) standard were expected to attend further evening class instruction in order to qualify at the end of the next term. Any young employees who did not enrol were not allowed to slip by: daily work had to be supplemented by theory - untrained employees were a danger to all around them - they could be submitted by employers for examination at the College to make sure they would be likely to benefit both themselves and employers if brought under the scheme. Effort was expected and required: those disinclined or had mischosen, tried something else. In addition, a report on attendances would be forwarded to employers as well as a full report upon the work of each boy submitted to the Training Committee.

This scheme had been in operation since the final term of 1943. Day time release operated from 14th February 1944. Firms notified their young employees of the conditions of work and training on official forms issued by the College so that there would be no misunderstanding. The College notified firms on attendances and sent a full report on each boy to the Training Committee.

This Training Committee was composed of representatives from each firm as well as representatives of the trade unions and the Principals of Wakefield and Whitwood (Normanton) Technical Colleges. The Principals made themselves available for consultation and each Sub-Training Committee held regular meetings at its suitable College.

As time went on it was hoped that with improved accommodation at the Technical College, this service to Wakefield area coming from its own industries and commerce could be extended to all firms.

Building and Equipment

In 1947 the main buildings in Bell Street were shared between the Technical School and the School of Art which had a separate Head. In 1929⁴⁴ a large new wing had been added to the College, towards which a generous contribution was made from the Miners' Welfare Fund. This encompassed the Mining, Mechanical and Electrical Engineering Laboratories, and an Engineering Workshop. By 1947 they had been fully equipped with up-to-date apparatus and machinery.

In January 1935, an extension of this new wing was opened by the President of the Association of Technical Institutions which gave the College a large Hall and Stage on the ground floor which could be divided by sliding partitions into five commodious classrooms. The first floor gave generous accommodation for the Domestic Science Department and a well-equipped Bakery.

The main College building was also reorganised. The improvements made place for a separate Library, a combined laboratory and Drawing Office for The Building Department, with enlarged and improved workshops for Carpentry, Joinery and Plumbing, and, in addition new workshops for Metalwork, Electric Welding and Motor Engineering.

In spite of war-time restrictions, the years 1941-1943 were well used in adding Mechanical and Automobile workshops and a new Mechanics' Laboratory complete with Inspection Room and Dark Room. These rooms were named the Slater Workshops to record the extensive voluntary service of Alderman E. Slater J.P., on behalf of technical education in the city.

In July 1954, a new and substantial brickwork centre was opened in Thornes Park. In 1956 new buildings were added to house the whole of the Building Department in Thornes Park. These comprised a carpentry and joinery shop, a plumbing shop; science laboratories; drawing offices; class and student common rooms. An erection workshop for full scale practical work. To these areas specialist accommodation was added, including a large greenhouse for horticultural courses.

The Development Plan

Wakefield became solidly Labour in 1945. In 1948 the Education Committee published a Development Plan: "Further Education and Plans for County Colleges." The city Technical School had by this time a wide catchment area stretching from just north of Doncaster to east of Pontefract, the borders of Leeds and Bradford to those of Barnsley and Sheffield. Student numbers had increased, 1200 from the West Riding, 1656 from the city. There were four full-time Courses plus the School of Art. A wide range of examinations was taken - Royal Society of Arts, City and Guilds of London Institute, Higher National Certificate, plus professional bodies including Local Government, and exams leading to University entrance.

1. The Plan proposed College should definitely continue to take responsibility for Vocational Courses. This opened the way for County Colleges which would cater for young people with less ambition or ability for Higher and Further Education. They would be more than Youth Clubs, less demanding than the examination classes, at the same time giving some direction to disparate abilities.
2. A long-term policy as a far-sighted, realisable goal to encompass an institution which would stand alongside the endowed schools had never disappeared since the first refusal of the Charities Governors to found a Technical School following the Taunton Commission. There was a latent desire for a Central Technical College of Further Education which would encompass the Technical College, The School of Art and the County College.⁴⁵ By 1948 £600,000 would be required, plus the equipment.

This new College⁴⁶ was to be built next to the proposed bi-lateral school (grammar/technical) in Thornes Park and to be completed by 1964. The new bilateral, grammar/technical would succeed Thornes House Grammar School. In 1956 the Junior Section of the Technical School was transferred to Thornes House Grammar School which became a bi-lateral school. Staff for the Technical sector, however, continued to be appointed by the Governors of the Technical College. The Headmaster of the Grammar School (Thornes House) stated there would be a technical component, not two schools.

Enrolment of Students at the College.

Students were thoroughly vetted before being admitted. Commitment to the course was expected. Staff were available for consultation including the Principal and Heads of Department. No student under sixteen years of age was admitted without the Principal's consent. Students under eighteen years of age were required to take a group course of at least four hours weekly. Exhibitions were not necessarily available for any course other than that for which they had been awarded. All students were required to see their appropriate Head of Department before enrolling to make sure they opted for suitable classes, with the Head's approval. Fees were paid, but the situation was far from a 'penny bazaar', and basic study skills were attended to. These contributed to responsible attitudes towards a concept of study at an acceptable level for personal satisfaction plus the knowledge that at the end of the day they should find themselves in post due to their own efforts. Students were therefore expected to attend class regularly and punctually. Absences had to be explained, in writing, immediately. They were expected to sit the essential examinations held in their respective subjects. Students provided their own textbooks, were expected to use note and exercise books of approved pattern and to obtain drawing instruments where necessary for their studies. Laboratory Note Books, Drawings and other practical work had to be left at the College until the end of the session. In other words, there was *habitual ongoing assessment of all students during the College year, long before the public debate of the present time*. Some subjects required all sets of work from first to last sessions over two or three years to be reviewed along with the final papers. The Education

Committee reserved the right to close any class which was attended by an insufficient number of students; also, without assigning cause, to require any student to discontinue his, or her attendance.

Departments

The Departments doubled in size between 1947 and 1956. The following details are taken from the Prospectus of 1956.

From the breadth of I.Q. and subjects it is clear that the College would be obliged to operate not only with full-time lecturers but also with a very large staff of part-time lecturers, all of whom would be required to be professionally qualified and skilled in their specific subjects as well as being trained teachers. It is useful to consider the extent of intellectual level of subject in one Department - the Department of Engineering & Science. The complaint from the middle of the 19th century is fully understood. At that time it was said publicly by commercial and professional leading men that technical progress was held back by the lack of grounding in the pupils: there was nothing to build on. The surge first for elementary education to 1900, the insight which brought the Higher Grade Schools'⁴⁷ quiet development as a bridging endeavour, then the urgent move to give as many pupils as possible a firm grounding at general secondary level is more than justified. What is unpardonable to this day is the refusal to give technical subjects parity of esteem. At the highest level, the technical exams discussed later are not easy; and those exams needed to be based on foundations of secondary grounding of some breadth and depth in English, Maths, Science and Applied Art, to gain eventually any useful higher qualification not to mention personal satisfaction.

The Department of Engineering and Science consisted of three sections: Mechanical and Production Engineering, Electrical Engineering, Science. The Science curriculum included General Science, Bacteriology, Physics, Science & Technology.

The Department of Mining Courses ranged from Part-time Day to the National Coal Board 'Ladder Plan.' The Part-time Day Courses took in Boy Entrants, Undermanagers, Managers, Pre-Senior, General Mining Certificate, Ordinary National Certificate, Shift Workers, Day Release Course for Mine Deputies. Evening Courses took in Pre-Senior, Deputies and Shot Firers, Organisation and Management. A course was also planned for new entrants to the mining industry and included: Mining Technology, Mining Science, Mathematics, English, Drawing and Physical Training.

The National Coal Board's Ladder Plan brought about some important changes in Mining education. Standards of attainment were raised and higher qualifications required of colliery officials. The Pre-Senior Course in Mining prepared students for the Education Certificate required by the Mining Qualifications Board and for the various part-time Day Mining Courses. Students who did not pass through the Mine Entrant Courses were able to qualify for participation in a day release scheme by attending the Technical College for a day session or an evening in their own time and at their own expense in order to obtain an exhibition certificate on the Education Authority's recommendation. This course of study entitled students to apply for consideration as an approved student in the National Coal Board's education scheme in subsequent years. Part-time Day Courses were arranged to prepare students for National Certificates in Mining and for the General Mining Certificate.

This year, 1957, the Mining Qualifications Board gave provisional approval to a concession which enabled the holder of a General Mining Certificate or of an Ordinary National Certificate issued by the Yorkshire Mining Examinations Board to be appointed to the post of Deputy at 23 years instead of 25, if he passed a practical test and possessed the required practical experience.

Part-time Day Courses were also arranged to prepare students for Under-Managers' and Managers' Certificates as required by the Coal Mines Act of 1911. These students who were candidates for the Under Manager's and Managers' examinations were

required to produce evidence of a satisfactory general education. Students who passed the Pre-Senior Mining examinations were accepted.

Mining Deputies had a part-time Day Course. Selected by the National Coal Board, these students had to be already holders of the Deputy's Certificate. The subjects covered included Engineering Science, Mining Practice, Deputies' Duties and Reports.

Another course prepared students for the paper on Organisation and Management in the Final Examination for Associate Membership of the Institution of Mining Engineers. These Organisation and Management Courses included: Principles of Management, Purchase and Distribution, Marketing, Organisation and Financial Structure, The Mining Industry and Management Practice. All this educational effort, built up for more than a century, came to an end with the closure of the mines.

The Department of Building concentrated on craft courses leading to the Intermediate and Final Examinations of the City & Guilds of London Institute. The Final Certificate of the Institute was given only to those students who had satisfactorily completed the four years' course, and after they had reached the age of 21. The part-time day courses entailed co-operation with employers, but evening courses were put on for those students who had reached the age of 18 years and were unable to continue with part-time day release courses. In addition the College catered for students wishing to take the Ordinary National Certificate in Building. This course catered for students in professional occupations in the building industry as well as craft apprentices who wished for instruction of a general character with a view to promotion. This was a three-year course entailing day and evening attendance and included practical work. Eligible students were those who had passed a suitable part-time year's course satisfactorily, or had full-time continuous education to sixteen years behind them. Supervision was strict, a high percentage of attendances required, and in the final year the student must have obtained not less than 50% of the grand total of marks. In addition, *laboratory and class notes must be left safely for inspection purposes at the end of the course.* In other words,

students were to have on-going assessment *plus* examinations. The Course included: Building Construction, Building Science, English and Social Studies, Mathematics and Geometry, plus an endorsement subject - Building Geometry, all at Elementary, Intermediate and Advanced stages. The students provided their own textbooks.

There were awards and prizes. There were Building Apprenticeship and Training Council Scholarships. Annual Scholarships were awarded from the College Welfare Fund to apprentices of outstanding merit registered with the Council. Each scholarship was tenable for three years for a Degree Course at a University or a Higher National Diploma Course at a Technical College. The Plumbing Trades National Apprenticeship Council also awarded travelling scholarships to candidates up to the age of 26 who had passed the Final Examinations of the City & Guilds of London Institute in Plumbing. The National Federation of Building Trade Employers gave four prizes. The National Federation of Building Trade Employers gave four prizes annually, as did the National Joint Council for the Building Industry. There was a Memorial Essay Prize and eleven local organisations contributed to the Prize Fund.

The Department of Commerce and General Education during this second phase was by far the largest department and would require considerable administration in that there were fifty-two part-time members of staff and six full-time lecturers including the Head of Department. Graduates included lecturers in Economics, Psychology, Mathematics, English, Chemistry, Law, Statistics, German, Central Government, Italian, French, Tutor to Part-time Teachers. There were qualified teachers and teachers qualified in their specialist skill subjects, as well as teachers with professional qualifications, for example, A.M.Inst.T., A.C.I.S., A.C.W.A., A.C.A., A.M.I.E.E., A.M.I.Mech.E. Several staff held additional Diplomas such as Diploma in Educational Administration.

No tuition fees⁴⁸ were payable until students were 18 years of age. Fees were then £5 a term. Textbooks in this department were issued on loan. All full-time students were required to participate in games or physical exercises unless they produced a medical certificate.

There were four full-time courses: the General Certificate of Education, the Clerical Certificate, a Secretarial Diploma, and a course for Ministry of Labour trainees.

The G.C.E. course was the statutory two years' course, but students who had completed a course in Secondary Technical School were admitted to the second year classes. The normal age of students was between fifteen and seventeen years, but there was no upper age limit, for at this time ex-Service personnel were still being rehabilitated into civilian life.

The Secretarial Diploma required a minimum entrance qualification of G.C.E., one compulsory subject being English Language. The part-time day courses were agreed with officials of Government Departments, Local Authorities, and employers. They fall into the two broad groups of general education and vocational education and training.

The College had run a pupil-teacher class from its inception, liaising with both the County and City. As Training Colleges became established, the College turned attention to specific training for technical school and technical college teaching. Highly skilled craftspeople were needed for many of the wide range of subjects. People, also, who held a professional qualification (which is now recognised as being at degree level) would benefit, it was argued, from some training. The City & Guilds of London Institute, for example gave a Technical Teachers' Certificate. The College ran classes for teachers of shorthand and the Technical Teachers' Certificate. Both courses had classes in Principles of Teaching, one then following for Methods of Teaching Shorthand, and the other in Special Teaching Method for Engineers. The candidates for this course had to have initial qualifications in their subject at Advanced level as well as G.C.E. or equivalent. The Principles of Teaching class was also suitable for those people who required lectures on 'The Approach to Teaching' and 'Education and Psychology.'

Local police forces were catered for in a two-year course in Criminal Law. Recreational evening classes included Music, Choral Singing, Elocution and Drama, and

Country Dancing. Classes where requested were formed to prepare advanced students for L.R.A.M.

The Department of Domestic Science was very popular, staffed by specialists including two graduates who taught English, Science and Biology. The full-time course was in Domestic Science; the part-time courses were City & Guilds courses in Cookery - domestic and advanced; and cookery for hotels and catering establishments, Invalid Cookery; Needlework; Dressmaking, Ladies' and Children's Tailoring; Home Upholstery and Soft Furnishings; Pre-Senior Domestic Science; Pre-Nursing Course. There were also single classes. There were also courses for the most highly skilled students to take Teachers' Courses of the City & Guilds of London Institute.

The full-time Domestic Science Course had been arranged at this time, when the Grammar schools and Secondary Modern schools were separate institutions, mainly for girls leaving the A streams of Secondary Modern schools. Other pupils from Grammar Schools were included since the 'tops' of some secondary modern schools seriously overlapped one stream of the grammar schools. This course was of two years' duration and led to the (anything but easy) City & Guilds Examinations in Cookery and Dressmaking.

Another thorough basic preliminary general course was for girls who wished to become canteen cooks, supervisors, or demonstrators, or for those wishing to set up their own dressmaking and needlecraft businesses. It was a useful course for girls wishing to become nurses and who were not of the required age of entry. (This was before Nursing became a University subject.) It supplied a background, although not specifically designed as a pre-nursing course, the breadth of subjects and level of studies provided would not be wasted. The subjects of the course were: Cookery, Needle subjects, Health Education, Social Studies, English and Drama, Literature and speech training, Calculations, Special Studies. These last were selective and included Cake Icing and Sweet Making, Interior Decorating and Household Arts, Colour and Design, Dress and Grooming. The Pre-nursing or Nursing Cadet Course was a part-time course for cadet nurses employed in hospitals. Attendance was required over two days a week over a period of two years.

Younger students, that is, those between sixteen and eighteen years of age (who were not required to pay tuition fees) were obliged to attend a group course of not less than four hours a week, and were not allowed to duplicate classes. Even younger schoolgirls, 14-16, who were seriously interested in Cookery and Needlework, were provided with evening classes. Grammar School people would have too much homework, but these classes would appeal to secondary modern pupils, particularly if there were not sufficient or compatible evening activities for the young. They could attend classes in Cookery, Dressmaking, Dress Design and Construction, Homecrafts, Leatherwork, Upholstery.

In addition, there were forty single classes for adults of a similar kind plus Advanced Cookery, Ladies' & Children's Tailoring, and Millinery.

The Wakefield College Department of Arts and Crafts has had a steady reputation from the beginning of its existence as the Arts side of the Industrial and Fine Art Institution. It has had the good fortune to have interested people whose ability in their subject was communicated to students. The writer remembers vividly Miss Beatrice Dillistone A.R.C.A., A.T.D., F.R.S.A., who was shared with Thornes House Grammar School. She still taught in 1956 at the College; her paintings were regularly exhibited in the Art Gallery. All seven full-time members of School of Art staff held the Art Teachers' Diploma. Skills ranged from fine art, history of art, to industrial design. Barbara Hepworth and Henry Moore had links if they were not directly connected, and Roland Pitchforth,⁴⁹ a student, went on to the Slade and taught for many years at the Royal College of Art, London. At his death, remembering his beginning, he left his paintings to the Royal College to be sold and a scholarship to be founded there.

Part-time staff contributed to lessons in Woodwork, Embroidery, Typography, Printing, Cake Decoration, Plastering, Painting and Decorating.

The courses of study were not easy: students had to have a gift plus tenacity of purpose. It is interesting to note that painting and decorating is included tacitly admitting it is both an art and a craft. Certificates worked for were the Ministry of Education Intermediate Art

Certificate, the Ministry of Education National Diploma in Design Certificate, and the third course was in Commercial Design. Part-time courses in Painting and Decorating, Plastering, Printing and Embroidery gave scope for amateurs and professionals. Categories for single subjects were: Drawing and Painting; General and Commercial Design; Photography; Modelling, Carving and Pottery; and Women's Crafts. Scholarships were available, and offered for competition to full-time or intending full-time Art students:

City of Wakefield Intermediate and Senior Art Scholarships.

West Riding County Continuation, County Art and County Craft Scholarships.

Students provided their own materials. All work had to be dated, signed and remain in the Department until the end of the session.

Scholarships, Exhibitions and Free Studentships were offered to residents in the City of Wakefield and in the West Riding. In Wakefield, Technical Exhibitions covering the full cost of tuition fees were awarded to selected students over eighteen years of age on the results of the previous session, and in special cases, on the approval of the Authority. In the West Riding, Technical Exhibitions covering one half of tuition fees under the same conditions. In addition, travelling allowances were paid to all part-time students.

There were also Technical State Scholarships. The Ministry of Education awarded annually a limited number of Technical State Scholarships to enable students from Technical Colleges to take up full-time honours degree or equivalent courses at University Colleges, Technical Colleges or University.

To be eligible candidates had to have completed a course leading to an Ordinary National Certificate or Diploma, or a course of equivalent standard, and to have been in full-time or part-time attendance at an Establishment for Further Education for a period of not less than two years immediately preceding the 1st August of the year of award.

The major proportion of awards available were for candidates under the age of 20 and the rest over the age of 20.

REFERENCES

40. Mrs Pat Vines: Administrative Assistant whose knowledge and advice on College administration and courses, also liaison with Wakefield and West Riding authorities was invaluable.
41. 1947-1957.
42. Full details in Prospectuses.
43. Prospectus, 1947-1948. Technology: pp. 15-39; Commerce, pp. 39-50; Domestic Science, pp. 51-59
44. Prospectus, 1948-1949, page nine.
45. 1946. The Ministry of Education Circular 98 required governing bodies, and gave the reason that such groups would enhance status and influence, locally. Ayscough has a full account of the efforts to include College staff, and the work towards professional freedom which would give ease of association with business, professional life, and the universities. pp. 78
46. 'Further Education and Plans for County Colleges,' 1974, Wakefield Education Committee. The new College was not built.
47. Commented on: Part One, I.
48. Ministry of Education Circular 242 suggested an increase in student fees to offset money taken from public funds.
49. A painting in the Ferens Art Gallery, Hull.

PART ONE

THE TECHNICAL ASPECT

III

Consolidation

‘. . . the difficult task of ensuring that young people are prepared and qualified . . . growth and development of College facilities . . . concern with the progress of the individual student . . . friendly co-operation . . .’

L. J. L. Baillie, M.A., M.Inst., P. A.I.M.
Principal
Prospectus, 1974/5

PART ONE

THE TECHNICAL ASPECT

III

‘... the difficult task ...’

B

**Wakefield Technical and Art College.
2. Second Phase 1956 - 1973**

**Articles of Government.
Teacher Representation.
Advanced Curriculum
Examinations and Scholarships.**

PART ONE

THE TECHNICAL ASPECT

III

The Development of Wakefield College

B. Wakefield Technical and Art College 2. SecondPhase1956-1973

Wakefield Education Committee Minutes lodged in County Hall⁵⁰ exist for the period 1957-1968, that is, for the period which was covered by the articles of government drawn up in 1956 and in place until 1972. According to Ayscough,⁵¹ page 86, '... the papers relating to this period have been destroyed.' The minutes are spare records of resolutions passed and of the usual day to day administrative and teaching needs of the institution. They are basic, rubber stamp notes of Sub-Committee Minutes received from the Technical and Art School and Thornes House Grammar School, and give little hint of college life or policy, merely recording acceptance of Governors' Reports. These Sub-Committee Minutes were untraceable as well as the last set of Education Minutes for 1969-1973. Thornes House early Records were lost in the fire of 1951.

The Education Act, No.2, 1968, demanded that LEAs should have governing bodies for Further Education establishments, which presupposed correctly drawn up 'Instruments and Articles of Government.' Two years later, 'Circular 7/70' was issued by the Department of Education and Science, to clarify the composition of governing bodies,

and suggested in addition to teaching staff, representatives from the local education authority, schools and other educational establishments, the Principal, students, other professions, industry and commerce. Their powers were to be defined in the Articles. The l.e.a. had the prerogative and responsibility to review the educational parameters of the College and to define its contribution to the educational scheme of the district. The Governors took responsibility for the overall educational direction of the College whilst the Principal was to be accountable to the Governors for the good order, general planning and administration. The academic work was the responsibility of the academics, and also student welfare.

This development was the direct result of the Weaver Report, 1966, HMSO.

There were talks on teacher representation on the Board of Studies; drafts and discussions with AITI were destroyed. (Ayscough) The Senior Section remained in Bell Street. Subjects were taken to Higher Education Committee level where appropriate.

The fourteen prospectuses for this period⁵² set out governors, staff, departments, courses of study without pretension or embellishments and the plain unequivocal outline of college administration and work as a factual presentation of a highly organised institution. At the same time the courses outlined indicate a steady appreciation of up-to-date skills and professional studies. The Prospectuses contain the laconic statement: 'There is available in the College a considerable body of advice on careers in all fields and students are recommended to use it by consulting with Heads of Department and, if necessary, with the Principal.' Dispassionate advice and help would be given which could only be appreciated by the recipient years later. Students would enrol knowing what was expected of them and exactly what they were doing. The clientèle was wide - from sixteen years old to adult, from apprentices to candidates for University courses, from serious studies for work or profession to leisure hobbies. The remit for staff was wide, experience and qualifications were matched to it. Links of necessity had to be kept with the business community. A linking group of councillors who were also Governors

sat on the Departmental Advisory Committees of local businessmen. This formed a channel of communication with the City Council. Departments sent their teacher representatives eventually, and the professional then gained a much needed direct voice to put the art and craft of teaching to councillors and businessmen who looked for a return for investment as well as being able to indicate an interest in the type of employee they needed. There was by this time a Board of Studies consisting of the Principal, Heads of Department, Staff Representatives and the Registrar.

In 1965/6, the Departments became: Building, Business and Professional Studies, Domestic and Catering Studies; Engineering and Science, Liberal Studies, Mining, School of Art and Crafts.

A five-storey main building came into use in September 1962. This consisted of the administrative block, laboratories, classrooms for Engineering, Mining and Commerce, a dining hall with a full cafeteria service, kitchens, staff and students' common rooms. The second, approved, instalment of buildings would provide a large theatre/assembly hall, a fully equipped gymnasium, a large library and a lecture theatre. The Department of Domestic and Catering Studies was housed in a modern three storey block, completed in 1967, on a site close to the College.

Expectations of the students were again plainly stated for this period. Regular attendance at classes, and punctuality was requested, absences explained. Students absent from class were not re-admitted without the written permission of the Principal unless the reason for absence had been notified. All students were expected to provide textbooks, stationery, drawing instruments and protective clothing where necessary. Three weeks' grace was given, and those who did not comply were liable to suspension. Laboratory notebooks, drawings and practical work were to be left at the College until the end of the session. Classwork and homework were expected regularly and of a satisfactory standard.

It was also clearly stated in the Prospectus that students were expected to refrain from any action prejudicial to the discipline and good reputation of the College. 'The Governors reserve the right to require any student to cease attendance at The College for wilful disregard of any of the rules and in such cases fees paid and all privileges of the College will be forfeited.'

At this time a White Paper was circulated (7/70), 'Better Opportunities in Technical Education.' It was intended to encourage and promote higher standards in technical education. The Building Department in 1964/5 had replaced its O.N.C. in Building with the Ordinary National Certificate in Construction. The course was of two years' duration and entrants were required to hold an appropriate G2 course certificate of G.C.E. at 'O' Level in four subjects which must include Mathematics and a Science.

The Department of Business Studies Prospectus for 1964/5 outlined four full-time courses of study. The Ordinary National Diploma in Business Studies, the General Certificate of Education, a Clerical Certificate, and a course for Ministry of Labour Trainees. The O.N.D. in Business Studies was (and is) a qualification in its own right, but for some students it was a step towards a professional qualification, and, subject for subject, gave exemption from the Intermediate Examinations of certain Secretarial and Accountancy professional bodies.⁵³ The subjects studied over two years included Structure of Commerce, Accounting, Economic Geography, Statistics, English, Economics, General Law, British Constitution, together with skills in Shorthand, Typing, Office Routine, Secretarial Duties. Students entering the course were required to hold G.C.E. in English, two of the subjects from Maths, Geography, History, a second language, Science and Commerce; or equivalent qualifications. Local authorities offered scholarships. The numbers on the course were limited.

The comment accompanying the outline of the Clerical Certificate could apply to the full and part-time courses: 'The carefully balanced curriculum is designed to equip students for congenial and remunerative employment in professional and business offices

where there are good prospects of promotion *to those whose educational attainment is equal to their skill in office arts*. By this time part-time courses included those leading to Local Government Examinations Board, Clerical Division and Administrative Examinations. In this section a Certificate in Education Welfare was introduced. Also exams for Cost and Works Accountants; Chartered and Incorporated Secretaries; The Institute of Bankers; Banking; Trustee Diploma; a Diploma in Marketing; Method Study and Work Measurement; Commercial subjects Teachers' Certificates; Management and Foremanship; Supervisory Management; Communication, Report Presentation and Committee Procedure; a Certificate in Foremanship. When students embarked on G.C.E. at Advanced Level, they were warned that even more homework would be set - '*a considerable amount to supplement classwork*' - and of the high cost of essential textbooks. They were asked to 'take this into account' before enrolling for such a course. One is again and again reminded of Sir Alec Clegg's remark on the hurdles we put in front of the average pupil. At the same time, the courses are followed steadily over a period of years from late adolescence to young adulthood, practical experience is matched with theory, action and thought are meshed (hopefully), and a fully qualified, trained, mature individual at the end of this period, say at 23 to 25, is a valuable person. This was the age range which was called up immediately, in the first week, and earlier, at the outbreak of World War Two, and saw the War through to 1945. The government of the day marshalled its fully educated, fully trained people on the verge of their careers, first.

The Department of Domestic and Catering Subjects prepared students for G.C.E. and City and Guilds Examinations, and Teachers' Certificates in individual subjects.

The pre-Nursing Cadet Course was particularly valued by the local hospitals. This was run by the College Staff and bridged years 16 to 18 at which age the students could then enter hospital as student nurses. The Cadet Nursing Course gave the young students grounding in hospital procedure. At eighteen student nurses would start on a four year course - Junior and Senior Preliminary, and then the Finals of their Association. Subjects

covered were Physiology, Anatomy, Orthopaedics, Gynaecology, Ear, Nose & Throat, Eyes, Hygiene, Communicable Diseases, Materia Medica, First Aid - supervised and taught by the consultants. A pre-nursing Cadet Course gave direction and time to assess suitability. There were courses at the College such as invalid cookery which supplemented the hospital curriculum. A mid-wifery course was added later, and nurses could go on to Leeds University to take a Diploma in Nursing. Mrs Barbara Wain, a nursing sister at Clayton Hospital took a Further Education course and taught on a course especially set up for experienced police women. The College made links in the community and central authority.

The Pre-Nursing course was recruited by a selection test and an interview, and was run in co-operation with the Wakefield Area Health Authority. The students spent four days at the College and one day at a Hospital in both years of the course. The Head of Field Head Hospital Centre was E. Rushton. Entrants had GCE 'O' Level and 'A' Level in certain subjects, and then took the College examinations since the course was deliberately designed to lead on to State Registered and State Enrolled Nurse Training. The subjects of the course included Human Biology, English, Calculations, General Science, Physical Education and General Studies, Nutrition and Cookery, Sociology, Home Nursing and First Aid.

The Department of Education and Science continued O.N. Diplomas and G.C.E. 'O' Level, and had added Block Release for General Engineering and O.N.C. in Engineering. The part-time Day Release courses covered subjects from General Engineering, H.N.C.'s in Mechanical and Production Engineering, Automobile Engineering, Electrical Installation Work, and Horticulture. The evening classes included as well as the expected engineering subjects, a Diploma in Mathematics, and classes in Medical Laboratory Technology. Again, this last course covered two years. Students entering the first year of the course had to be qualified to G.C.E. 'O' Level in Chemistry. Those with passes at 'A' Level in the appropriate subjects were able to start their studies at second year course level.

The Department of Liberal Studies offered G.C.E., and also as a part-time day course as well as 'English for Foreigners.' Evening classes covered a wide range: G.C.E., Technical Teachers, Modern Foreign Languages, Music and Dance, Physical Education, Sociology, Public Speaking, Drama, Fencing, Judo and Recreational Classes, for example: painting, home sewing, geology, woodwork, car maintenance, cake decoration.

The Department of Mining introduced a General Certificate in Mining in 1963/64. In 1964/5 the full two-year course was in session. Only those students who showed promise of reaching the standard for either a technicians' course or an O.N.C. course were selected for the General Certificate. This course covered a group of subjects: English, Maths, Engineering Science, Engineering Drawing, Mining Science and Social Studies. The O.N.C. mining course required a credit in Maths to qualify for a place.

The School of Art and Crafts had retained its own Head Master within the College. By 1964/5 there were seven full-time courses of study, three part-time day, and six part-time evening classes. The Introductory Art Course gave an enjoyable year to boys and girls who had reached school leaving age. Its purpose was to give a training in drawing, painting and design to have students at a standard acceptable to the organisers of the one year or two year course in Commercial Art and Graphic Design, at the same time improving or extending the standard of their general education. All candidates were required to sit an entrance examination.

The General Certificate of Art Education, planned in conjunction with the Department of Liberal Studies, was of two years' duration and on its satisfactory completion students were entered for the G.C.E. Examinations of the Associated Examining Board. It was a source of especial interest to those who wished to qualify as professional designers, art teachers, or obtain other professional qualifications.

The Prospectus for 1964/5 explained the pre-Diploma in Art and Design which had been reorganised following the recommendations of the National Advisory Council on

Art Education and accepted by the Minister of Education. Only certain Colleges undertook these courses and Wakefield was one.⁵⁴ They were of three years' duration and intended to be broadly comparable in standard to first degree courses at British Universities. They led (and lead) to the qualifications of Diploma in Art and Design (Dip.A.D.) These courses were planned to train practising artists, highly qualified designers for industry and commerce, and intending teachers. Added to the subjects commented upon in the account of Phase 1, Jewellery and Silversmithing had been added to the curriculum in this second, post-war phase of the College's life.

Single evening classes were popular, and also useful to those students who could not obtain day release, when a group of subjects could be taken to form a useful course. These classes were: Design Subjects; Pottery; Life Drawing; Landscape and Still Life Painting; Jewellery and Silversmithing; Photography.

By this mid-second phase the Students' Union was re-established. The new extensions to the College included a common room, a common room for women students, and a refectory. Clubs and Societies affiliated to the Union. There were facilities for Athletics, Fencing, Sailing and Small bore rifle shooting; there was a Drama Society.

Scholarships

The County Technical Scholarships and County Continuation Scholarships continued, as did the 100 National Coal Board University Scholarships. The Wakefield Industrial Technical Training Scheme continued to award four travelling bursaries annually, for travel to Neuchatel, Switzerland, in order to visit several industrial firms and The Swiss Federal Institute of Technology at Zurich. This scheme which was inaugurated in 1943, provided for attendance at the Wakefield and Whitwood Colleges. By 1964, eighteen prominent local firms were subscribers and all new entrants to these companies were expected to enrol, and day release was automatically given. The training Committee and each employer received a full report on the apprentices' attendance and progress. This Committee was a serious affair: its members consisted of the Principals of

Wakefield and Whitwood (Castleford) Colleges, trade union representatives, as well as a representative from each firm.

The Wakefield Association of Engineers awarded two prizes annually to finalists on O.N.C. and H.N.C. courses.

The Alderman Slater Memorial Award gave an annual prize for the outstanding engineering student of the year at Wakefield or Whitwood Colleges. The Plumbing Trades National Apprenticeship Council awarded Travelling Scholarships annually. These awards were open to candidates up to the age of 26 who had passed final examinations of the City & Guilds of London Institute.

The National Federation of Building Trade Employers awarded silver and bronze medals and money nationally, and money prizes regionally. The National Joint Council for the Building Industry awarded annually a number of prizes to students taking the craft building courses. Registered apprentices only were considered. Students were eligible to join the Wakefield and District Mining Society which aimed to further the education of officials and mining students.

Student members were welcomed by the Wakefield Association of Engineers which aimed to advance the science and practice of engineering.

* * * * *

By the late Sixties and early Seventies, reorganisation was in the air; groundwork had to be laid long before the Local Government Bill. To a certain extent Wakefield College was enabled to consolidate its position since its catchment area took in parts of the West Riding, although there had always been 'give-and-take' between Wakefield City and the WRCC as regards reimbursement of fees. The Maud Report and the Bains Report gave due warning of reorganisation.⁵⁵

REFERENCES

50. There is a full run of brief, bare Minutes of Wakefield Education Committee from 1910 when the City was made a County Borough, in the Balne Lane Library. This Library was the old West Riding County Council Library, reorganised as Wakefield Metropolitan District Library. The Minutes are sparse consisting of endorsements mostly of the work of sub-Committees (where, in the old days, Charles George Milnes Gaskell said 'all the work was done.' These latter papers are those referred to by Ayscough, and the writer has, wherever possible, used such minutes and those lodged at Newstead Road Archives, Wakefield.

51. Ayscough, P., 1977. A full account of negotiations over the Articles of Government. p.86, pp.83-87. This writer concentrates on aspects of Further Education. (Thesis: Leeds).

52. The writer is indebted to Mrs Pat Vines, Administration Secretary, whose encyclopaedic knowledge of Wakefield College has been invaluable. A complete run of College Prospectuses was available from 1947-1980.

53. 'Students are advised to continue their studies until they acquire a professional qualification.'
 There are three popular courses:
 a) Accountancy, e.g., A.C.A., A.S.A.A., A.A.C.C.A.
 b) Secretarial, e.g. A.C.I.S., A.C.C.S.
 c) Cost Accountancy, e.g. A.C.W.A.

 '... an ambitious student may qualify as both accountant and secretary.'
 The Institute of Bankers. Banking Diploma & Trustee Diploma.
 Institute of Cost and Works Accountants.
 Institute of Hospital Administrators.
 Institute of Municipal Treasurers and Accountants.
 Chartered Institute of Secretaries and Corporation of Certified Secretaries.
 Chartered, Incorporated and Certified Accountants.
 Local Government Examination Board:
 Clerical Division.
 Administrative Examinations.
 Ministry of Education, and British Institute of Management - Intermediate Certificate; Diploma in Management Studies.
 Courses leading to the University of London Degrees:
 B.Sc. (Economics)
 LL.B.
 School Certificate & Higher SC for University entrance. Later GCE, & 'A' Levels.

54. From September, 1969, West Riding students could attend after having obtained permission from their Authority.

55. The Maud Report, 1967: The Committee on Management in Local Government. HMSO.
 The Bains Report, 1972: The New Local Authorities - Management and Structure, HMSO.

PART ONE

THE TECHNICAL ASPECT

III

Expansion

‘Technical education must not be too narrowly vocational or too confined to one skill or trade. Swift change is the characteristic of our age, so that a main purpose of the technical education of the future must be to teach boys and girls to be adaptable. Versatility has been the aim of a classical education; technical studies should, therefore, be firmly grounded on the *fundamentals of mathematics*⁵⁶ and *science*.⁵⁷ It is much easier to adopt new ideas and new techniques when the principles on which they are based are already familiar. . . ‘

‘. . . In a sense, all technical progress rests upon *the common foundation of language*,⁵⁸ and more attention will have to be given to the teaching of good, plain English . . . Without it bridges are hard to build over the gulfs that separate experts in different specialised subjects, but from one another. Moreover, a place must be found in technical studies for liberal education . . . we cannot afford to fall behind in technical accomplishments or to neglect spiritual and human values.

‘White Paper on Technical Education,
Ministry of Education, 1956

PART ONE

THE TECHNICAL ASPECT

III

‘... not too narrowly vocational ...’

B

Wakefield College of Technology and Arts.
3. Third Phase. 1973-1980

Three Linked Colleges of Further Education.

PART ONE

THE TECHNICAL ASPECT

III

The Development of Wakefield College

B. Wakefield College of Technology and Arts. 3. Third Phase, 1973-1980.

From 1969-1973 Wakefield Education Committee Minutes in detail are missing.⁵⁹ There is a full run of Governors' Minutes from 6th June, 1974, to 11th February, 1993 in County Hall. These were typed and xeroxed minutes, with internal referencing numbers only. The writer acknowledges the privilege of being given access and accepts the rule of confidentiality.

The College continued literally to expand. Early in 1971 work had begun on the erection of new workshops for automobile engineering courses. This involved the demolition of part of the original building dating back to 1892, and the removal of the main part of the School of Art to Cliffe Villa, a few hundred yards from the main campus. The Apprentice Motor Vehicle Mechanics' Sandwich Course was removed to newly converted premises in Piccadilly, a half mile from the College, off Westgate.

1972 saw the beginning of local government reorganisation, and realignment of boundaries. The vast size of the West Riding caused discussion: there were fourteen

Divisions. Wakefield City was encircled and it has been suggested that growth and initiative were inhibited by this encirclement to some extent.⁶⁰ The West Riding County Council was sufficiently concerned to send a memorandum to Wakefield about five of the smallest districts, that is, with a population each of under 100,000. These districts were badly provided in essential resources, were financially poor relative to affluent neighbours, and their school populations had a high percentage of children who taxed teaching skills to the utmost. The old Riding had grown organically: Central Office tried to impose theory and plans without appreciation of local affinities. The men who had been given (without much option) the job of setting up a local authority at the turn of the century were businessmen and landowners who knew their own, had a strong 'feel' for their roots. Rootless men and theorists' attachment to statistics which turn human beings into data on a graph together produce anomalies and strange bedfellows.⁶¹ Wakefield, designated District 6e,⁶² was constituted from Hemsworth plus Pontefract - Castleford Divisions, and the City. The city was basically professional, commercial and manufacturing, with some mines on the boundary; Pontefract was mainly mining and some industry. Castleford had mainly chemical works with Whitwood Technical (Mining) College on its boundary. Hemsworth was entirely mining orientated. Rothwell Division had first been included with Wakefield, but had very strong affinities with Leeds and finally won its case to be attached to that city, and left behind a less well balanced political and social unit.

There was in 1971 an inaugural meeting of Wakefield Joint Committee, following an initial meeting of both authorities in 1971. (Inaugural Minutes, Wakefield Joint Committee, 1971).⁶³ From May 1973 to March 1974 a 'Shadow' Wakefield Metropolitan District Council was in place.

The 'Tech.' was now designated Wakefield College of Technology and Arts, and consisted of three Colleges of Further Education - Wakefield, Whitwood and Hemsworth. Pontefract College stayed as a unit and became eventually a VIth Form College special to its district.. Governing bodies had to be re-ordered. All references refer to Governors'

Minutes. On 6th June, 1974, there was an inaugural meeting of Governors, when new members were added. Fourteen elected members carried on from the earlier Committee. The three Colleges were: Wakefield College, Castleford and Pontefract, and Hemsworth. Wakefield, in addition, had three outlying sectors within the city - at Ings Road School, Manygates School and St John's Girls' School. From 1st September, 1974, the Adult Education Department was added which included a teaching commitment at H.M. prison, Wakefield.

The three main Colleges had to relinquish autonomy and form a federation. The Registrar, Mr. D. N. Nicholson, was seconded to attend Coombe Lodge Staff College,⁶⁴ Somerset, to consider 'Academic Boards in Colleges.' The Registrar and Principal also attended a course at Bolton College of Further Education on 'Organisational Aspects of Management.'

Further appropriate people were co-opted to the governing body, six of whom were from business life and the Police Department. Staff Advisory Committees were set up to evaluate courses, the curriculum, and educational trends in art, building, business and professional studies, and in engineering. The Department of Liberal Studies was designated the Department of Humanities.

The Tertiary College

The Wakefield Metropolitan District LEA approached the Department of Education and Science for a 450 capacity VIth Form College which would be part of Wakefield College of Technology and Arts. Their solution was arrived at after consideration of other alternatives as the best solution to the complex problem which reorganisation of the schools would present after 1974. A Working Party⁶⁵ had been set up under the Chairmanship of the Chairman of the Education Committee, Councillor Pearman in 1975 - 'the VIth Form Development Working Party.' There were eight elected members and eight teachers. Their remit was to consider the location of schools, the effect on other schools. HMI was consulted. The decision to have a VIth Form College centrally placed

was the most logical conclusion. Arguments for and against: VIth Forms in Schools, consortia of schools, an independent Tertiary College, quality of intake, bias towards academic VIth Form work, predilection of Head Teachers for school VIth Forms; all were considered, and visits made. It unfortunately put Thornes House High School, the old Wakefield City VIth Form Centre, in jeopardy.

The Wakefield Metropolitan District College came under Further Education. The WMD lea also wished to rationalise the administration of the three constituent colleges by constructing acceptable Instruments and Articles of Government which would apply across the board. The additional Tertiary College would be included, and the enhanced College of Technology and Arts would be one establishment. Thornes House was split from the beginning when the two Junior forms from the Technical School were transferred to Thornes House. They were not absorbed in the Thornes House Secondary/Grammar scheme but remained under the jurisdiction of the 'Tech' for administrative purposes. This state of affairs prevailed when Thornes House was 'comprehensivised.'

In the same year, 1975, a Working Party was set up to consider the development of the College.⁶⁶ This group consisted of the Chairman and Vice-Chairman of the Governors, the Assistant Education Officer for Further Education and his Senior Adviser for Further Education. The 'Board of Studies' was redesignated 'The Academic Board.' Articles of government were accepted by the Department of Education and Science after amendment.⁶⁷ These were approved by the Governors, Policy and Finance Sub-Committees and the District Council. In March 1974 the Wakefield Metropolitan District Council and the Wakefield Joint Committee met to form an Education Study Group and a Further Education sub-group.

The College of Technology and Art was faced with a task which needed careful planning in that FE and HE met in the same establishment since many of the VIth Formers would wish to go to University or Polytechnic. To balance, the Tertiary College would have all the resources of the 'Tech' available on the spot plus an attractive

Students Union. Vocational and recreational studies, with both full and part-time students, academic studies leading to 'A' levels, professional and pre-professional qualifications necessary for university or polytechnic university, none of which could run the risk of being seriously diminished, all courses having, in their unique spheres, equal validity, made for an I.Q. range which was wide to say the least. It has to be faced, also, that there would be social considerations due not to 'class' but to breadth of interests or predilections. Social control would be a matter of some diplomacy, and a counselling/vocational guidance service would be crucial. College government would be at a practical level more than rubber stamp committees, and requested amendments to the first Articles of Government were appreciated.⁶⁸

1974/5 saw the First Annual Report of Wakefield Metropolitan District Council Education Department. This Report included a section on the College. The Principal, Mr L. J. L. Baillie followed up with a College Development Document, this was discussed with three Governors and the Vice-Principal, Mr. D.N. Nicholson. Councillor Cranswick attended as Chairman. They met on 23rd February, 1976:⁶⁹

'The Chairman began by reporting that recently the Education Committee had agreed to the proposals of a working party set up by that Committee to discuss Sixth Form provision for 16+ students in the Wakefield area should be in the form of a Tertiary College. It was expressed that this proposal approved by the Education Committee should receive the approval of the WMDC on 3rd March, 1976. In this event, it would seem inappropriate to proceed to discuss the proposal made in the College document as in any case some of the proposals had been implemented purely as a matter of course and many of the findings in the document would overlap with those factors that would be discussed by the new working party which was to consist of officers and members.'

In 1965 the Wakefield Schools had been reorganised. The High Schools took the ages 11-16. Two schools, Kettlethorpe and Outwood Grange retained their sixth forms; the remainder of the High Schools sent their 16-18 pupils to Thornes House School. Thornes House had become a Technical Grammar School in 1956 and had taken the Junior Section of the Technical College. The Headmaster, Mr. C.C. Bracewell, had attended a course on Technical Education at the London Institute of Education in 1957.

He retired in 1961 and was followed by Mr. E. Yates. Mr. Yates was faced with comprehensivisation in 1965 and a school whose age-range became 13-19. A classically educated man, with no experience of technical education, he was made a Governor of the College of Technology and the Arts. Mr. S. Waters represented the two Direct Grant Schools on that College Governing body. Transfers at 16 to another school were not popular. There was an acute problem to solve in providing for V1th Form studies in the City. At Thornes House itself the Technical staff continued to be appointed by the College, which pointed to questions of integration.

On 27th February, 1976, Councillor Cranswick, Chairman of the Education Committee called a meeting of the Principal of the College, Mr. L. J. R. Baillie, the Vice-Principal, Mr. D. N. Nicholson, and three Governors, to consider the Principal's College Development Document, with a view to considering a V1th Form College.

The Chairman went on to report:

'that it was likely that a place would be found for the necessary building works in the 1979/80 Major Building Programme. The money available is in the region of £650,000 and it was hoped that completion of the new buildings would be in 1981. . . . 'The Working Party had met on 11th October which included visits to V1th Form Colleges at Eccles and Stoke-on-Trent, and a Tertiary College at Nelson/Colne before recommending as already stated the V1th Form development for the Wakefield Area should be by the establishment of a Tertiary College of a type envisaged which would need to operate under the Further Education regulations as they now stand. It was also mentioned, already reported to the Committee, of acquiring part of the premises of the Wakefield Girls' High School which if obtained would form a very useful extension to the adjacent Technical College premises. Following the acceptance by the Committee of the Working Party's recommendations certain positive steps would have to be taken.' . . . 'A Statement. - could be drawn up and . . . to the Department of Education and Science for consideration for the appropriate building permission. (This is not likely before 1979/80).'

The Chairman warned. . .

'but one of the difficulties of justifying the provision would be the need effectively to replace the existing V1th Form accommodation now available at Thornes House.'

The Chairman continued:

'A specific approach should be made to the Governors of the Direct Grant Schools (Wakefield Boys' Grammar School and Wakefield Girls' High School) with a view to opening negotiations for the purchase of the Science Block of the Girls' High School.'

(It has been noted that the Grammar School had a representative on the Technical College Board of Governors: Mr. S. Waters).

'Also the staff of the school (T.H.) and college affected should be informed of the position and the likely timetable involved in the changes proposed with a view to beginning the very necessary process of consultation which will need to precede them.'

'Satisfactory interim arrangements will need to be put in hand to cater for V1th form students who will be staying on before the Tertiary College becomes available for use.'

The Resolution was:

'That it be a recommendation to the Governing Body that in view of recent developments . . . the Education Committee to accept the proposal of the V1th Form Working Party to provide education for 16+ students in the Wakefield area in the form of a Tertiary College. There was no point in continuing to discuss on the existing college document. That the Principal be required to arrange for the document to be updated and submitted to the proposed new Working Party for information and that in part of the new document.

'Particular reference to part-time vocational students which do not appear to overlap future Working Party discussions should be submitted to this Special Governors' Sub-Committee for further consideration.'

These minutes were signed by E. Thompson on 1st April, 1976.

The Prospectuses throughout this period, 1973-1980, indicate steady progress in all Departments, again laconically set out, offering detailed advice from apprenticeships to preparation for Technological Institutions, Universities, Local Government and higher echelons of business. What cannot be appreciated by the general public and what constitutes an ongoing problem, is how to obtain this general understanding of the *breadth* of the College's remit and at the same time avoid self-defeating self-display, as

the ability of the staff across all the subjects is clearly to a very consistent, high level demonstrated in the successes of the students.. This giftedness is taken for granted and perhaps goes back to those very early days in the mid-nineteenth century when fine art became divorced from craft and 'classical' and 'technical' separated. There are in place today, schemes of 'self-appraisal,' 'objective appraisal,' and 'inspection'⁷⁰ from central office from a differently constituted Inspectorate.. Quis custodiet?

The Principal, Mr. L. J. L. Baillie retired in 1980, and Mr. K. Ruddiman followed. The complete amalgamation of the three colleges took place then.

REFERENCES

56. (i) French, Doug, 1990, 'Mathematics: An Appeal to The Imagination:' Curriculum, Vol. 11, No. 3.
- (ii) Foshay, Arthur W., 'The Curriculum Matrix: Transcendence and Mathematics,' Curriculum, Vol. 11, No. 2.
57. (i) Moore, Jeff, 1990, Review of: 'The Student Laboratory and the Science Curriculum' in Curriculum, Vol. 11, No. 2 pp. 120-121, by E. Hegarty-Hazel (Ed.), (Routledge).
Three papers indicative of the complexity behind a plain, official statement.
- (ii) Lemke, J. L., 1990, Talking Science: Language, Learning and Values, Ablex Publishing Corporation, Norwood, N.J.
58. Halliday, M. A. K., 1989, Language, Context and Text, London: Oxford University Press.
59. Missing from County Hall. Note in Part One, III, B.2.
Ayscough, p. 125, records the procedures of the Education Study Group set up to consider duties and measures to be taken and notes that after January 1974 all West Riding papers were handed over to their respective new authorities. (Thesis: Leeds).
60. Scargill, D. I., 1965, 'Wakefield: a study of arrested development,' Town Planning Review, July.
61. Redcliffe Maud Report. Also reference to local Councillor's remarks, 28.10.1994:

 'I read with dismay the story on the front page of the Express, October 28, confirming my worst fears about the outcome of the Boundary Commission deliberations. Our member is quoted as saying 'I think it is most important that the Normanton constituency be retained . . . at the expense of splitting up the existing Wakefield constituency,' . . . 'Some people will remember that ten years ago a large part of Northgate and St John's areas were given to Normanton to help retain it.' . . . 'We are now told that Agbrigg, Sandal, Walton, Kettlethorpe and Notton have an affinity with Hemsworth,' . . . , 'I feel it demonstrates just how the Boundary Commission is completely out of touch.' . . . 'I dread to think what they might come up with next time . . . ' (See also Ref. 132, Part One, I, p. 65).
62. Redcliffe Maud Report, 1972.

63. In the autumn of 1970 the Chief Education Officers of all the Yorkshire LEAs had met at their Association Conference.
District 6e.
1st Meeting, November, 1971, Inaugural Meeting of Wakefield Joint Committee. The idea of forming a study group was mooted and shelved.
2nd December, 1971. Clause 243 of the Local Government Bill allowed the formation of a Joint Committee - two elected representatives and their Clerk from each authority. It was expected to plan for a new interim Council, and any other expedencies. (Minutes of Joint Committee Meeting.) The members of this Committee were from:
- The West Riding County Council
Wakefield County Borough Council.
Castleford, Ossett and Pontefract Municipal Boroughs.
Featherstone, Hemsworth, Horbury, Knottingley, Normanton, Rothwell and Stanley UDCs.
Hemsworth, Osgoldcross and Wakefield RDCs.
64. See Bibliography: Coombe Lodge Reports. The writer attended Coombe Lodge Staff College twice during her tenure as a Lecturer in the University of Hull School of Education.
65. Wakefield MDC Papers, the Education Committee, VI Form Development. (Ayscough, p. 236).
66. Governors' typed, xeroxed Minutes.
67. Ayscough, 1982, pp. 253-277. College Government Post-Local Government Reorganisation. A detailed account. (Thesis: Leeds). From point of view of F.E.
68. The Association of Teachers in Technical Institutions put their views to the DES, to the effect that they looked for full participation in the academic development of their institution. They felt their position on Boards should be executive rather than advisory and referred to the 'Model Articles' in DES Circular 7/70, since one college division provided substantial advanced work and was graded 'B', the other two, 'See'. They looked for democratic participation. Governors had the final decision regarding numbers and grades of teaching staff.
69. Governors' Minutes.
70. (i) Tipple, C., President of the Society of Education Officers, Director of Education for Northumberland from 1984: 'Of course good schools reflect those values which it is most difficult for formula driven inspection to evaluate. There is not much in the framework for inspection which acknowledges the value of collaboration and co-operation with other schools *in the interests of the child*.' FORUM, Volume 36, No.3, 1994.
- (ii) Pajak, E., 'Supervision: A Central Office Perspective.'
Greenbaum, M., 'Reforming Schools: Five Uncomfortable Ideas.' in: Curriculum, 1991. Volume 12, No.1. pp. 18-25 & 5-17.

PART ONE

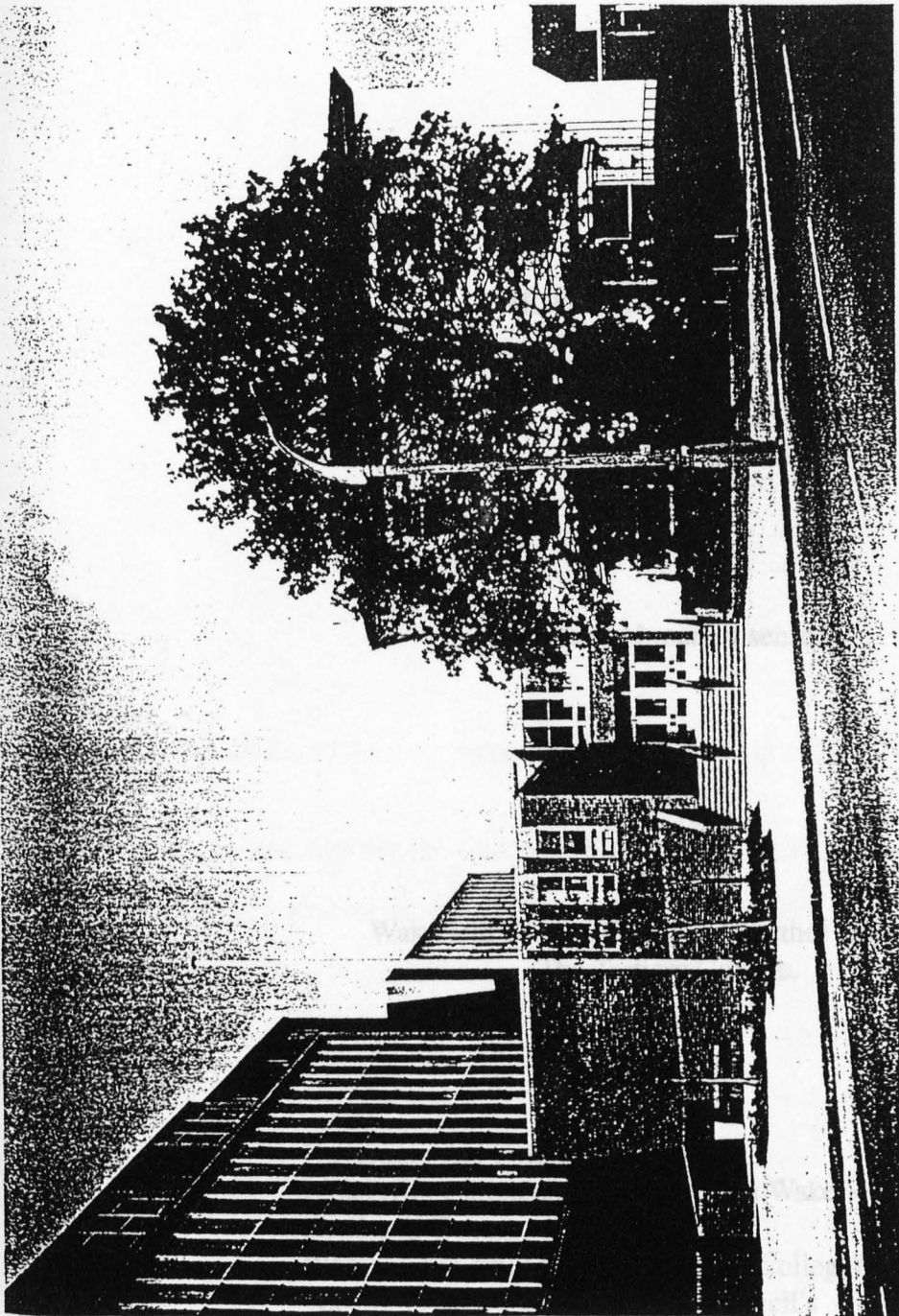
THE TECHNICAL ASPECT

III

A New Role

‘The pursuit of excellence in the broadest sense. . . .’

Prospectus, 1981.



Wakefield Centre Main Entrance

Development Plans, 1989-1993
The Building Programme

Metropolitan District

PART ONE

THE TECHNICAL ASPECT

III

‘... in the broadest sense.’

C

1981-1992

Wakefield District College of Further Education.
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Governors and Committees

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PART ONE

THE TECHNICAL ASPECT

III

The Development of Wakefield College: A New Role.

C. Wakefield District College of Further Education/Tertiary College

The new role for the College came through a decision to make the College a centre for Tertiary education, and in 1983 a Tertiary College was opened⁷¹ in the City as an integral part of Wakefield District College. Pontefract chose to have a separate Tertiary College to serve its immediate environment. Hemsworth and Whitwood Colleges formed a federation with Wakefield. Wakefield District College was titled 'The Tertiary College' for two years although the breadth of commitment was not diminished. Thornes House School lost its Sixth Form and took a 13-16 intake which in time left it not viable.⁷² Schools in the City became 11-16 High Schools and sent their 16 year old pupils whose parents wished them to go on to Higher or Further Education to the Tertiary College instead of to Thornes House. The other schools in the College's catchment area were Crofton, Kettlethorpe, Horbury, and Eastmoor. Outwood Grange School retained its Sixth Form north of the city, as did St. Thomas à Becket in Sandal to the south.

Documents consulted for this chapter have been: Minutes of Governors' Meetings; brief Minutes of meetings of Wakefield Corporation Education Committee lodged at Balne Lane Library, Local Archives Section; Prospectuses of 1981, and around 1985; H.M.Is Report of 1990; and the Further Education Development Plan, 1989-1992.

Governors and Committees

At a special meeting, one of several meetings held to make a smooth transition to the next phase of the College's life, the outgoing Governors had expressed regret

'at the lack of communication and information provided for the Governing Body in connection with the re-organisation of the three Colleges of Education.

Thirty-three members of the governing body were present representing industry, commerce and the professions.

The following month, 14th June, 1979, the Chairman of the Governors of the three Colleges received a letter from the Chief Education Officer to the effect that 'comments should be obtained (from Governors and staff?) before the new instrument and Articles of Government are formulated and submitted.' A Staff Meeting was held on 26th September, 1979, to discuss 'Instrument and Articles of Government.'

The final Annual General Meeting of the Governing Body of Wakefield College of Technology and Arts was held on 19th June, 1980, when the Chairman thanked Governors, staff and students for past successes. On that date the College was re-designated Wakefield District College. An interim governing committee was inaugurated and two City Councillors nominated Chairman and Vice-Chairman - Councillor E. Thompson and Councillor G.H. Parkinson. Finally the Institution was plainly designated Wakefield College.

On 24th November, 1980, the Secretary of State approved the Articles of Government submitted by the College.

At the inaugural meeting of the new phase in the College's life, on 22nd September, 1980, the then Vice-Principals were invited, the Principal, Mr. L.J.L. Baillie retired, and Mr. K. Ruddiman was appointed in his place. Of the Governors, Councillor Mrs. Betty Eastwood (née Marshall) was an old pupil of Thornes House Grammar School. New Academic Advisory Committees were set up. Each Committee sent one representative to the Governing body. Other Governors were nominated from industry, commerce and the professions. Ten representatives reflected the interests of their appropriate industries. The purpose of these Advisory Committees is clearly outlined in the Prospectus: 'Links with the Real World.'

'Criticism has been made of some educational institutions that they work in isolation and are cut off from the real world. Our College is not one of these; we respond to the needs of the community, business and the professions and change when their needs change.

We are helped in this by a range of Advisory Committees which consist of businessmen, officers and employees who are employed in the day to day commercial and service world and who can offer immediate relevant and current advice. These committees play a crucial role in the management structure of the College and they are listed here:

- Adult, Community and Continuing Education
- Creative and Performing Arts
- Commerce, Business Studies and Management
- Construction and Civil Engineering
- Electrical Engineering
- Engineering Training Technology
- Mining Technology
- Social Services and Hospital Studies
- Catering and Food Technology

There are approximately 18 members on each and the range is further extended by a series of Advisory Panels on such areas as Mechanical Engineering, Agriculture and New Technology. These Committees and Panels ensure that more than 200 people from the 'Real World' are actively involved in advising the College on the content of courses.'

These *Academic* Advisory Committees (not to be confused with the *Education* Committee's three Advisory Sub-Committees⁷³) for Commerce, Civil Engineering, and Mining Technology, were invited to send representatives to the governing body. On 7th December, 1981, the Bishop of Wakefield was co-opted, and on 25th January, 1982, the Governor of Wakefield Prison.

The City Education Committee set up three *Education Advisory Sub-Committees* for the three constituent Colleges. From their staff members the three Colleges - Wakefield, Castleford/Pontefract, Hemsworth - sent a Technical Representative to sit on their appropriate Committee. The commercial and wider professional work was linked with the academic life of the College, and there could be a two-way exchange of experience.

In addition, the on-going custom of encouraging local societies to affiliate sustained many links with local interests, e.g: Ackworth Arts Society, Normanton and District Operatic and Musical Society. For a fee such groups enjoyed College amenities. Their interests gave legitimate reason for such use.

During this phase a two to two-and-a-half years' building programme was in progress. A new Library was finally completed. There were delays and hitches, reported in the 'Wakefield Express', but finally Her Royal Highness, the Princess Margaret, Countess of Snowdon, attended the Official Opening of the College on 12th October, 1982. An Open Evening was held and a series of performances given to mark the opening of the theatre in the new library and theatre complex.

The College's new role was referred to specifically at the Governors' Meeting of 5th November, 1981. The increase in recorded Minutes indicates the expansion of College affairs.

Budgeting was to the fore at the Governors' Meeting of 30th March, 1981, when it was noted that tuition fees for non-vocational classes in the Adult Education Department had risen by approximately *nine hundred percent* between April 1974 and September 1980. The Budget reductions in Estimates required by the Education Committee indicate the beginning of the present Recession. Class contact hours were reduced to £30,000 and textbooks and library books to £7,000. Special meetings had already begun earlier, in 1977, 1978, and 1979, to discuss estimates, when the annual budget began to top £1,000,000. To date it is now over £3,000,000.

At this point in the long history of the College a balance sheet could be struck: the institution had come a very long way, step by step, in the manner of Salford Polytechnic.

Academic Training

Staffing for an institution catering for a wide range of interests and abilities is complicated and rigidly structured. There are four Grades - 1, 11, Senior and Principal Lecturers, each grade with a centrally placed Bar. Therefore each member of staff has two hurdles to overcome in order to move to the next grade. In addition progression on scales of salary is related to the level of difficulty of the subject taught from elementary to advanced. Teaching load is systematically reviewed. There is a thirty-eight week teaching year plus two weeks for administrative purposes. Each Lecturer has a thirty-hour week divided into 'duty' and actual class teaching:

Lecturer, Scale	1 - 22 hours 'class intensive', plus 8 'duty.'
Lecturer, Scale	11 - 18 hours " " " 12 "
Senior Lecturer:	15 hours " " " 15 "
Principal Lecturer:	15 hours " " " 15 "
Head of Department, (Graded 1, 11, 111, & 1V):	6 hours " " " 24 "

All staff are on campus to the end of the full-time day.

A Minute of 25th January, 1982, recorded: 'In considering staff for promotion, the Authority *does not have* the discretion to allow X to progress through the bar except on a *level* of work.' That is, not quantity, quality, but whether the applicant teaches at elementary or advanced level of *subject, then* teaching ability. Promotion is in accordance with the 'significant amount of Advanced work.' Each promotion is approved by the Governors, and each member of staff is evaluated on his or her Personal Report. There is no uneven distribution of few Senior Lecturer posts across several Departments of the college, but a teacher at elementary level does not go beyond Grade 1 unless 'qualified' to teach a higher level of subject, (and opportunity). Where would a nursery training section fall or a class for less than average IQ, if suddenly these were wished upon the College? The Governors went on to comment: 'If a Lecturer has contributed in other directions, the Committee would 'investigate ways in which X's commitment may be recognised.'

A Minute of 30th March, 1981, indicated that Technical Staff based at Thornes House still came under the jurisdiction of the Technical College for staffing purposes. Appointments and promotions were made by the College since they were still held to be Further Education Lecturers. Complete integration had not followed with the transfer of the Junior Sector to Thornes House in 1956. In 1981 there were eight promotions to Lecturer 11 which indicated intermediate level classes were being taken at Thornes House School.

A Minute of 20th March, 1982, referred to the increase in the student population which by this date was 1,481 students. It was necessary to have forty full-time Lecturers, and to stay within budget some financial adjustment was achieved by making a reduction in the commitment to part-time teaching, plus the MSC financing to accommodate MSC courses. The establishment of Associate Lectureships was under consideration.

From the beginning, when the Industrial and Fine Art Institution sent practising teachers abroad to Switzerland and France, to present attendance at wide-ranging courses which in themselves reflect the advance in approaches to teacher-training practices through a century and a half, to the time of incorporation, staff development had been accepted as a responsibility. Leave was available for *all* academics and administrative staff to take examinations and courses - a long way from those regulations for elementary teachers who were not allowed to take examinations whilst in post. Courses, for example, at Bramley Grange Teacher/Youth Leader Training College, Bolton College of Education, Darlington College of Technology, Huddersfield Polytechnic, Worcester College of Higher Education, Coombe Lodge Staff College Somerset, Open University. From 1956 to incorporation, courses taken by staff reflect wide-ranging personal interests, professional demands, and the educational and social ambience of the time:

1. A two-year day release course for teachers. The writer, as Head of a Girls' School in the West Riding 1957-1962, had two students on teaching practice taking such a course. They taught Needlecraft and Embroidery Design, and, having already acquired City and Guilds teachers' certificates, they wished for a further teaching qualification which would extend their eligibility for a post in a secondary school. They then served a full probationary year.

2. A three-year Diploma in Further Education.
Post-graduate Certificate in Education, Huddersfield Polytechnic.
Diploma in Teaching Adults.
Italian in Further and Higher Education at Birmingham Polytechnic.
M.Ed., The University of Lancaster.
B.Ed., Leeds Polytechnic
In-Service Certificate of Education, Huddersfield Polytechnic.
Ph.D. The University of Leeds.
M.Sc. Computer Operations.
M.Sc. Educational Management, Sheffield Polytechnic.
3. Study Conferences at Coombe Lodge Staff Training College.
Management of College Departments.
Languages in Further Education and Higher Education.
Heads of Department.
Study Conference for Registrars.
4. Polytechnics
Harrogate College of Art.
Huddersfield: Planning & Organisation of Courses for Part-time Teachers.
Guidance and Counselling.
Communication Studies.
Evaluation and Assessment Methods.
Brighton Polytechnic: Literature/Teaching/Politics.
5. Full Years' Secondment:
M.Ed. Leeds, Sheffield.
M.Phil. Manchester.
Lowestoft College of Further Education: Pottery & Design.
Institute of Builders: Management 11.
Royal Society of Arts Teaching Diploma in Commercial Subjects.
Certificate in Counselling.
Performing Arts.
Advanced Diploma in Horticulture.
M.Sc., Information Technology, Loughborough University.
Diploma in Education, Special Needs, Leeds University.
Further Training in Design & Technology, Ripon & St. John, York.
Dr Hayward seconded for one year as Writing Fellow at the University of Bath.
Department of Education & Science Courses.
Guidance in Further Education, Cambridge University.
English for 16-19, Winchester College.
Training and Staff Development, York University.
6. Short Courses.
The Prison Education Service.
Adult Literacy Courses.
Assessment and Examinations.
Assessment Methods in Physical Education
Careers Guidance in Further Education.
Training in Negotiating Skills.

Approaches to Improvisation in Drama (Bretton Hall).
 Social Life Skills (Bramley Grange).
 Evolving Office Procedures (Barnsley College of Technology).
 Annual Course of the Association of Law Teachers.
 The Handling of Isotopes in Schools (Barnsley College of Technology).
 Conference on the Teaching of Literature (Birmingham University).
 Library and Information Work (London: The Library Association).
 German Literature for 'A' Level (Huddersfield Polytechnic).
 Major Issues in Education (Durham University).
 C.S.E. Panel Meetings.
 Use of Microcomputers.
 Economics in General Studies.
 Improvisation in Drama Studies.
 Student Support Services.

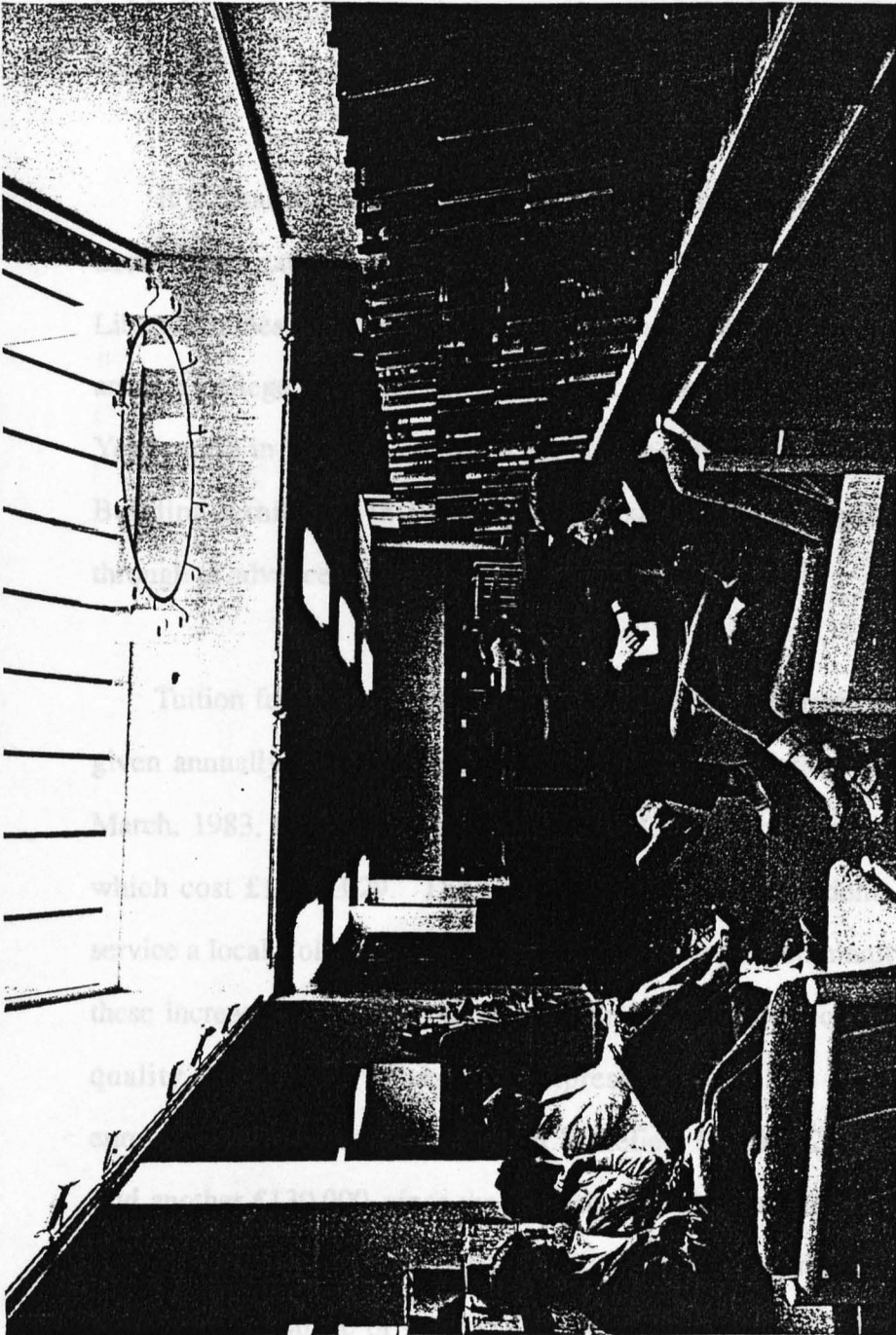
The WMDC Post-16 Education and Training Development Plan, 1990-1993 emphasised Staff Training. A Centre for Adviser and Inspector Development was established in March, 1986, to enhance professional training for local education authority Advisers and Inspectors: emphasis was laid on the monitoring role, more insight and support for the evaluation role. A two-year contract was granted to appoint a Deputy Director of the Course for 1990-1992. Forty-six local education authorities were affiliated, a database and fellowships settled, and 'on-the-job' training anticipated looking at 'Performance Areas,' 'Advisory Teachers,' 'Monitoring Early Years' (in the profession.) The kind of development anticipated by Sir Alec Clegg in the West Riding before boundary reorganisation when he used Woolley Hall. Sheffield University had established an M.Ed. which had a self-evaluation component. The Society of Education Officers and Local Government Training Board had set up a course for the Joint Training of Advisers/Education Officers.

At a meeting on 5th June, 1990, the Principal of Wakefield College, Mr. K. Ruddiman expressed serious concern at the loss of expertise and lifetime experience when staff retired, and suggested thought could be given towards ways in which this reservoir of skill and experience could be called upon.

By September, 1992, a Scheme of Appraisal for academic staff was in place. It was plainly stated that 'this is intended to support staff and improve performance.' By September, 1993, one half of the College Staff would have been appraised.

What kind of student? What kind of College?

The College accepted students for teaching practice. There were strong links with the Prison Service, and some classes taken at Wakefield Prison. Plans went ahead for courses for people with special needs: the physically disabled, people who had fallen



The College Library
Wakefield Centre.

Councillor J. Pourman, Chairman of the Education Policy and Finance Sub-Committee said: 'he was sure that the sub-committee would not want to tell students there were no extra places.'

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It is clear that the College in all its phases had kept ahead,⁷⁴ finances permitting, of trends in education in relation always to local needs. During this penultimate phase, the Liberal Studies Department had gained a fine Theatre Studio with its own theatre as base and the College an enhanced Library. Art had grown to include photography and a Third Year course in graphics. In 1980 the building students had taken part in an International Building Exhibition in Birmingham. Examinations ranged from elementary grades through to advanced.

Tuition fees were charged. Students paid all examination fees. Grants-in-aid were given annually from an amenities fund. At an Education Committee Meeting of 21st March, 1983, there was remission of fees for five full-time and 339 part-time students which cost £17,603.29. The increasing numbers of students, annually, indicated the service a local College such as Wakefield gives to the community. In spite of higher fees, these increased numbers voted with their feet which indicates some appreciation of the quality given. The 'Wakefield Express' of 3rd July, 1981, reported on increased enrolments by 500 and the fact that Wakefield District Council would possibly have to find another £130,000, since there had been a big demand for places in the new Tertiary College. 'Almost half the 16+ pupils in Wakefield District were returning in September either to the College or to school sixth forms, compared with 30% the previous year.' Councillor J. Pearman, Chairman of the Education Policy and Finance Sub-Committee said: 'he was sure that the sub-committee would not want to tell students there were no extra places.'

The Prospectus of this period gave a clear indication of what the students could expect and what in turn was expected of them. There was a plainly stated required amount and standard of work and a positive social response. They took on responsibility for themselves and their studies; At the same time, there was strong support from the institution. Their days were full and they learned to timetable themselves. The Prospectus stated:

'Young people at the age of sixteen are emerging into the Adult World. It is argued that many of the problems that show themselves at this age do so because young people are not allowed to exercise sufficient responsibility. This the College attempts to remedy.

The relationship between the Student and the College is *one of contract*. The student is not forced to attend College but *has chosen to benefit* from a College course. The College willingly accepts students on the clear understanding that they will work on the course to the best of their ability.

If at any time students suggest by the quality of their work, their attitude or general behaviour that they no longer wish to attend the College, their contract will be considered to have ended and they will be required to leave.

It is accepted, however, that in addition to this considerable degree of responsibility, some students will need continued encouragement to achieve their best, and in times of personal hardship and emotional difficulty they will need help, guidance and counsel. The College seeks to provide these at all stages of a students' career. There will always be someone to turn to.

Students on full-time courses follow a study programme made up of different components. The core is a series of structured lectures, tutorials and seminars; where relevant practical sessions in laboratories, workshops, kitchens and studios are held. Great care is taken to ensure that there is a correct balance between theoretical and practical work and in appropriate cases students are encouraged to obtain practical applied experience.

Library and private study periods form part of the timetable and other periods are left to the responsibility of the individual student to organise on his/her own behalf.

In addition a programme of 'elective study' is offered to most full-time students. This programme is important as it attempts to achieve a balance of the overall educational provision and to enhance further the range of experience.

When their study programme is fully met there is not much 'free' time but for the occasional free period, students are able to use the facilities of the common room.'

Advice on careers had expanded since World War II: it was at last recognised that disseminating useful help and information dispassionately to the total adolescent population in all types of schools across the broadest I.Q. range was both the students' due and personal need in an increasingly sophisticated working environment, as well as to the advantage of the country. The pre-War habit of a selection of a handful each year destined for University and leaving the rest to the ministrations of an Employment Exchange was no longer viable or good enough. Parents (and young people from 18 years) had suffered direction of labour and call-up through W.W.II, and looked for a better dispensation for their children. The wide range of I.Q., and interests in the technical aspect of education was demonstrated in the breadth of information and advice on tap as outlined in the Prospectus and is a silent tribute to an experienced and qualified staff. The breadth of ability was wide encompassing a range of elementary to advanced studies, taking in: Royal Society of Arts, City and Guilds of London Institute, Ordinary and Higher National Certificates, General Certificate of Education at 'O' and 'A' Level, and preparation for Higher Education for the professions at University or Polytechnic or specialist institutions. Careers guidance was explicit:

The College is organised into 14 Sectors of Study and each one of these has a Careers Officer who is fully informed of the career needs, entry qualifications and further opportunities in the area of specialism catered for by that Sector.

The Advisory network mentioned earlier ensures that a continual flow of information between the College and the world of business and industry keeps up to date the information available for careers guidance.

In addition to the Careers Officers in each Sector each College Centre at Wakefield, Whitwood or Hemsworth has a Centre Careers Officer who co-ordinates the careers provision and ensures that all written information is readily available. This is usually based in the library and students are encouraged to seek out their own information as well as ask for guidance.

An element of careers education is included in most course programmes and students are encouraged to consider and assess employment prospects alternative to the ones they perhaps wished for on entry to the College. It

is hoped to encourage students to be as flexible as possible in seeing the role they may play in the world of work.

Wherever possible students are given the opportunity to learn how to present themselves at interview and personal interview techniques are developed with the aid of video television.

All students wishing to continue their studies in Further or Higher Education, including Universities are given guidance in their choice of course and in their applications and all applications for Polytechnic, College and University places are signed by the Principal.

The College works closely with the Local Authority Careers Service and wherever possible uses its expertise; in addition a close liaison between School careers staff and College careers staff ensures continuity of advice and guidance.

In 1986 the Principal noted the high placement rate of students across all the courses and expressed appreciation of the liaison between industry and the careers teachers. The Prospectus could not be more plain in the advice given on choice of a course: the outline of Foundation, Diploma/Certificate Courses indicate the breadth of the curriculum and the intricacies of timetabling.

Students should obtain as much information as possible about the courses in which they are interested before making their final selection. The range of courses provided by the College means that most students are able to select an appropriate course which satisfies their ambitions and also matches their abilities. Selection of the course is an important step and great care is needed. The College obtains as much information as possible about each student before the final course selection is made.

There are basically two levels of full-time College course, either **Diploma/Certificate** or **Foundation Courses**.

Diploma/Certificate Courses usually last two years and require four 'O' levels or good C.S.E.'s (or equivalent) for entry, while **Foundation Courses** usually last one year and are designed to enable students to gain the entry requirements for the Diploma Certificate courses.

If applicants are sure which career they wish to follow they should consider a course which provides specific qualifications for that career - including if necessary G.C.E. 'A' and 'O' levels.

If applicants have not decided which career they wish to follow, or if they first wish to improve their general qualifications, they should consider a more general course. Advice will be given at interview.

Students who wish to continue their studies at University or any other form of Higher Education can obtain the necessary entry requirements on a variety of courses. Qualifications other than G.C.E. 'A' levels are acceptable to Universities and other Higher Education Institutions.

Before they finally make up their minds, applicants are recommended to look at a range of courses. They will be encouraged to do so at interview when the level and type of course will be decided. This will partly depend on school record and progress.

On the next pages course titles are given. New students should look at these either from the point of view of career interest or subject interest and complete the sections on the Enquiry Form as necessary. (See section on Applications).

Details of the individual courses are supplied in the folder 'Facts of Course' which is published separately by the College.

The central unequivocal statement quoted is: 'the relationship between the Student and College is *one of contract*. The student is not forced to attend College *but has chosen to benefit* from a College course. The College willingly accepts students on the clear understanding that they will work on the course to the best of their ability. . . .' The College on its part had structured an Advisory Service which gave support to the students:

'The College staff hope that parents will take an active interest in the educational career of their son or daughter and play a full part at all stages, starting with the initial interview. We realise that sometimes it is very difficult for parents to attend these interviews but wherever possible they are strongly recommended to do so.

Students' progress will be closely monitored throughout their College career and reports will be issued twice a year. On a one year course, reports will be issued at Christmas and in the early summer; on a two year course students will receive these reports in the first year and a final report in the summer of their second year. At any time between these, a special report can be provided for students if sufficient notice is given and the College holds Parent's Evenings for students on some courses when it is felt that additional information may be useful.

Each full-time student has a Personal Tutor who looks after the monitoring of progress, encouragement and initial guidance for the full length of the course of study.

Each course has at least one Course Tutor responsible for the academic content of the course and the design of the syllabus and for ensuring that this is covered in the available time.

Each centre has a Student Counsellor who provides independent help for any student problem, personal or academic.

Throughout the College there are fourteen staff who will have responsibility for guidance and help with careers. Each will have his own range of specialisms but many of these overlap and together a comprehensive careers guidance programme is achieved.'

At a meeting of the Committee on 12th March, 1980, a Manpower Services Committee pamphlet was discussed. 'A New Training Initiative' came from central government and there was concern that the suggestions would require very careful application. It was thought that the new courses 'would be very basic' and 'would have rather more social value than educational.' Almost two years later, in 1982, 'Whilst paying tribute to the work of the MSC the Principal was not entirely happy about the MSC becoming involved in education rather than training.' He was concerned that some of the College's one-year courses, 'especially in foundation studies' (which required patient, qualified, specialist teaching), 'could be taken over by the MSC. As the MSC funding, however, operated only one year at a time, there would be ad hoc curriculum and course development. The College was ready to respond positively to the proposals of 'A New Training Initiative' subject to accommodation, but *most of the work required would be social work*, rather than educational or training.' In other words, some people entering the scheme would be both socially and intellectually damaged and would not find it easy to accommodate to classes. There were the other students to take into consideration. During general discussion concern was also expressed at the juxtaposition of students in receipt of an MSC grant and students on the traditional full-time and part-time academic and vocational courses who were not paid to attend College, but rather, willingly, paid fees which had become increasingly heavy. 'It was thought that this stage of affairs could discourage some students, especially from poorer families from attending full-time courses.' At a further meeting on 22nd August, 1982, further discussions took place and concern expressed at the element of compulsion in the scheme, and anxiety about the £15 wages to trainees. The possibility of reluctant people, more or less 'directed,' needing *very* careful teaching approaches in the midst of a large population of committed, average to able self-selected students had to be thought out. 'Whilst

supporting negotiations at a local level, the College wished to object to the scheme in its present form and asks for its urgent amendment;' was the final proposition of the special meeting.

In 1988 the Education Reform Act required the instruments and articles of government of the College to be reviewed.

Links with commerce and industry were kept up. At a Committee Meeting of 2nd February, 1990, a Search Committee was constituted. This Committee consisted of a member of the C.B.I., a local employer, the College Principal, the Chairman of the Education Committee. Their remit was to decide on suitable people 'having employment interests who might be interested to become Governors.' Four people were invited.

H.M.I. had visited regularly, as well as specialist Inspectors such as Factories Inspectors who were required to visit the Building Department. On 14th March, 1990, the College had a full inspection. H.M.I. reported that he 'found the College responsive to Business, Industry and the Professions; and the Community.'

A 'Further Education Development Plan, 1990-1993, followed. This plan reviewed local provisions, and particularly stressed 'aspects of the European dimension.' This included the serious consideration of offering the International Baccalaureat. There was a role also, it was thought, for a co-ordinator for equal opportunities. Concepts of 'self-assessment,' 'self-appraisal.' and 'continuous quality monitoring' were being aired generally across the teaching profession. The College Governors took these on board, and discussed a 'Sector Quality Assurance Team' system. At an early meeting in 1987 a Code of Practice for Freedom of Speech in Colleges of Further Education had been drawn up. (16.1.1987).

On 6th June, 1991, Minutes 92/15 recorded receipt of a White Paper prepared by the Central Education Office on 'Education and Training for the 21st Century.' The Chief

Education Officer was requested to ask the Secretary of State to ask Governors to comment at strategic intervals during the implementation phase. There seemed to be a call for an Academic Board. Stress was hard on 'Quality Assurance.' Effects on institutions at local level was noted.

Minute 98/7, 2nd June, 1992, recorded the receipt of a Central Education Office Report which the Chief Education Officer introduced to the Committee: '16-19- Review of Provision in Schools and Colleges, 1991.'

At the same time as the Tertiary College was being established, the Adult sector was continuing and expanding. The Prospectus stated:

'The College is designed to serve the Community: any individual, organisation, business or profession is able to take advantage of the comprehensive range of courses it offers.'

Resources:

The list of Resources and moves into the 'New Technology,' should be left to speak for themselves, as set out:

The combined resources of the three centres make our College one of the biggest and most all embracing in the country and all these facilities are available for the benefit of all students.

Apart from classrooms and small tutorial rooms the College resources include:

- : three libraries with a stock of more than 40,000 books, and 300 periodicals as well as a range of study materials and library services.
- : a sports hall, two gymnasias and sports courts.
- : suites of well equipped science laboratories.
- : electronics and microelectronics laboratories.
- : numerous workshops, project areas and drawing offices equipped to meet the needs of modern industry.
- : typewriting and secretarial training rooms, model offices and reception areas.
- : graphic and fine art studios and three dimensional workshops.
- : three language laboratories.
- : two T.V. studios.
- : extensive computing and data processing facilities housed in two suites with the large main computer linked to all College Centres.

- : numerous microcomputers (including five 380Z).
- : two home economics suites and needlework and dress practical areas.
- : several fully equipped training restaurants plus extensive kitchen and food preparation facilities.
- : numerous dark rooms and photography studios.
- : a horticulture and environmental studies centre.
- : access to a number of facilities outside the area for residential study.
- : music and drama workshop and recital facilities with provision for group or individual work.
- : an extensive provision of musical instruments.
- : a fully equipped theatre and cinema for use by students for College work or by the community for amateur or professional performances.

The New Technology:⁷⁵

The College provides many routes through which advances in new technology are recognised and which ensure that the effects of these advances are built into our courses and into the general curriculum:

A Director of New Technology is employed by the College to maintain an overview of new technology and through this to advise the College about the application and use of equipment.

In addition, day to day contact with employers who send students on day-release, block-release and some full-time training courses gives automatic feedback of information on new technology.

Many courses which are offered involve this new technology directly and to a significant extent. Examples of these are:

- : computer programming
- : computer technology (involving micro electronics)
- : micro processor applications and techniques
- : data processing
- : food technology
- : robotics technology and applications

Students who may be following a non-technological course are encouraged to gain an insight into science and engineering fields through specially arranged teaching periods and "hands-on" practical sessions.

The effects of new technology on society in general is examined through the general education content of all our courses.

In many cases College Staff are engaged in teaching in more than one subject area and often to a range of courses - thus ensuring cross fertilisation of ideas, methods and information - this is just one of the ways in which students on full-time courses benefit from studying alongside others following a variety of subjects and attending College either full-time, part-time or on block-release.

Visits to centres both locally and on a regional basis are arranged in order to provide appropriate breadth in our courses and also as a part of students' general education.

The College is fortunate in having excellent and improving facilities for the continued study of developments in new technology.'

The Building Programme

Developments in technical and technological fields imposed a constant review of Resources - usually at some expense. Physical expansion on a site which presented challenges and problems had begun in the early days. The first Governors had envisaged a much larger institution eventually. There was always a vision of what could be. It would be interesting to hear Victorian/Edwardian rhetoric dealing with the latest technologies.

The building programme before incorporation was in the minds of planners in 1979. The 'Wakefield Express' reported on 17th August, 1979, that: 'Despite spending cuts, two important educational projects costing about £3 million are to go ahead' ... 'they are the new Tertiary College for post-16 education and the linked sports centre off Marsh Way.'

Work had started by the time this report was printed which included a major work in closing Margaret Street (which already had the Archives building, the Girls' High School and property belonging to the Cathedral on it) and building over the road. The sports facilities, partly from lack of a good site near the College, and partly to have a site linked with public demand, for indoor recreation provision for the greater Wakefield area, were sited on Marsh Way. The Department of Education made an allocation towards this project. The sports centre included a large sports hall, a small gymnasium, swimming pool, squash courts, activities room and solarium. The centre would be at the disposal of students during college hours free of charge. The Regional Sports Council gave grant aid.

The new Tertiary College and adaptations to the Technical College allowed for an additional 200-250 full-time students. The new Library was planned, and a resource

centre, more science laboratories, and a general teaching area, improved facilities for teaching staff, administration, and students.

Stage One was finished by summer, 1979, then delays pushed back completion. The plan, however, was completed to time, and the new buildings were ready for use in September, 1982, ready for Princess Margaret's visit in the following month.

Details of the new sports facilities were printed in the Prospectus:

'All students are encouraged to participate in a sports or physical education programme but the final decision is left to the individual.

Different facilities exist at all three College centres and the programmes in each centre vary according to these facilities. In addition to gymnasia and playing fields on College sites we have access to others, and of course the acquisition of the Sports Hall at the Wakefield Centre makes a significant contribution.

A wide range of recreational opportunities exists including part of the Wednesday electives programme and both team and individual sports are catered for. These include rugby, football, netball, volleyball, hockey, badminton, tennis, squash, swimming, sailing and table tennis. The College also has access to Outdoor Pursuits Centres.

Some combinations of subjects will allow the opportunity for the **study** of sport in particular rather than participation in it for recreation and in a society which is becoming increasingly concerned about leisure activities successful students will be better fitted to play a role in future developments.

Whatever their reason for choosing whether it is for vocational purposes and a career or recreational purposes and simply enjoyment, students will be encouraged to develop this dimension of their experience.

A further opportunity for broadening awareness and experience can be found with the involvement of the College in the Duke of Edinburgh Award Scheme.'

Most full-time students find that their study programme falls between the hours of nine to five but occasionally they will be given the opportunity to stay into the evening either for an extended study programme on their course or to add a new subject of particular interest to them.

The College day extends to 9 p.m. with a range of evening study classes and full-time students are most welcome to participate in these or to form societies and clubs and to make the best use of the facilities available.

The College has good facilities for the performing arts and students are encouraged to participate to the full. The College orchestras and groups already have a wide and successful reputation. There are exchange relationships with music groups from Europe, in particular from Norway. The drama work has a strong local involvement and groups of students contribute to various community cultural pursuits.

In each College centre students have formed a Students' Association/Union. All students at the College are invited to participate in students' activities and to join the appropriate organisation. The membership subscription is modest and enables members to attend student organised activities at reduced cost and also enables them to secure membership of the National Union of Students.

Finally, the students are encouraged to make the most of their time: P. Hodkinson⁷⁶ emphasises the strong desire for personal autonomy and accomplishment in post-16 students. He stresses the centrality of these concepts; also that A-Levels are viewed as a passport to independence.

The VIth Form in its traditional state, he continues, is 'closely tied to political and social history'. He goes on to point out 'much of the significant development in further education has taken place since 1946.' The history of Wakefield College, where Minutes are available, discloses a quiet growth, awareness of central edicts and business and professional interests.

The effort was always towards status and recognition, with most courses instrumental in nature, but of a kind which could be regarded as educative and liberal but for the art/craft divide.

The Tertiary College was the WMD's solution for 16+ education, and to provide A-Levels for students who needed access to higher education, but on site with a breadth of subjects planned for students with other ambitions. There is the problem of selection of course and changes of attitude. A mixed academic/vocational course in the beginning might give time for plans and ambitions to become mature or more realistic.

The Government has given itself the problem of academic/vocational curriculum as a central concern, culminating in the Technical and Vocational Education Initiative accounted for in the next Chapter.

Councillor Pearman, Chairman of Wakefield Education Committee at this time, commented that /creating a large educational campus very close to the centre of the city was very exciting.'

REFERENCES

71. The North-East Area Review. 1982.
Wakefield Metropolitan District Council published its Education Committee's review of the state of school provision. The Deputy Education Officer reported an expected, and significant, reduction in school rolls over the next few years. That, plus other factors, would affect the number of students continuing education which in turn would bring about a variation in forecasts of student numbers. There were possible solutions.

The Principal of Wakefield College pointed out distinct advantages in a large institution's remit in retaining breadth of options as well as certainty of provisions and choice of courses which could still be available.

At an Education Committee Meeting of 24th November, 1982, the Special Education Committee asked that the Committee should receive their comment: 'That, if the Education Committee's choice is for a central solution for dealing with the problems of post-16 education other than an extension of the tertiary system, the Governors would wish to see Wakefield District College play a major part in the co-ordination that will be necessary to achieve the best possible educational provision for young people in the North-East area.'

In 1983 a Tertiary College was opened in the City as an integral part of Wakefield District College, and for two years Wakefield District College was also retitled the Tertiary College, although its breadth of commitment was not altered. Thornes House School lost its Sixth Form and took a 13-16 intake which in time left it less than viable. Schools in the city which had become 11-16 High Schools now sent their pupils whose parents wished them to go on to Higher Education to the Tertiary College instead of to Thornes House - a logical step. The schools in the College's catchment area were Crofton, Horbury, Kettlethorpe and Eastmoor. Outwood Grange School retained its Sixth Form. Map, following p. 212.

72. See: Ruddick, B. F., 'The Management of Falling Rolls: Demography and its Implications in Wakefield,' in: Keith Fenwick 1983, *Yorkshire Studies in Education*, The University of Leeds.
A review of student population in WMD High Schools with reference to the projected dramatic decline in school population.

73. Set up under Schedule I, Part II of the 1944 Education Act. Consisting of elected representatives plus 'persons with experience in education and acquainted with the educational conditions prevailing in the area.' (Quoted by Ayscough.)
(P. Ayscough, B.A., M.Ed., was Head of Wakefield North Centre).
74. The Development Plan stated:

 'The Further Education Unit has quietly increased its influence, and the Wakefield College's response is clear - innovation and development *suitable to the district*. The changes advocated included personal skills, updated content, teaching styles reviewed, staff development, and departmental planning. The Prospectuses are set out to give this message.'
75. Detailed in Part One III D.
76. Hodkinson, P., 1989, 'Crossing the academic/vocational divide: Personal Effectiveness and Autonomy as an integrating theme in Post-16 Education, British Journal of Educational Studies, Vol. XXXVII, No. 4, November.



IMAGING SERVICES NORTH

Boston Spa, Wetherby

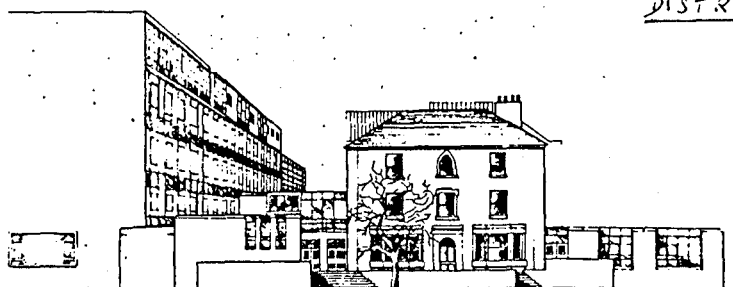
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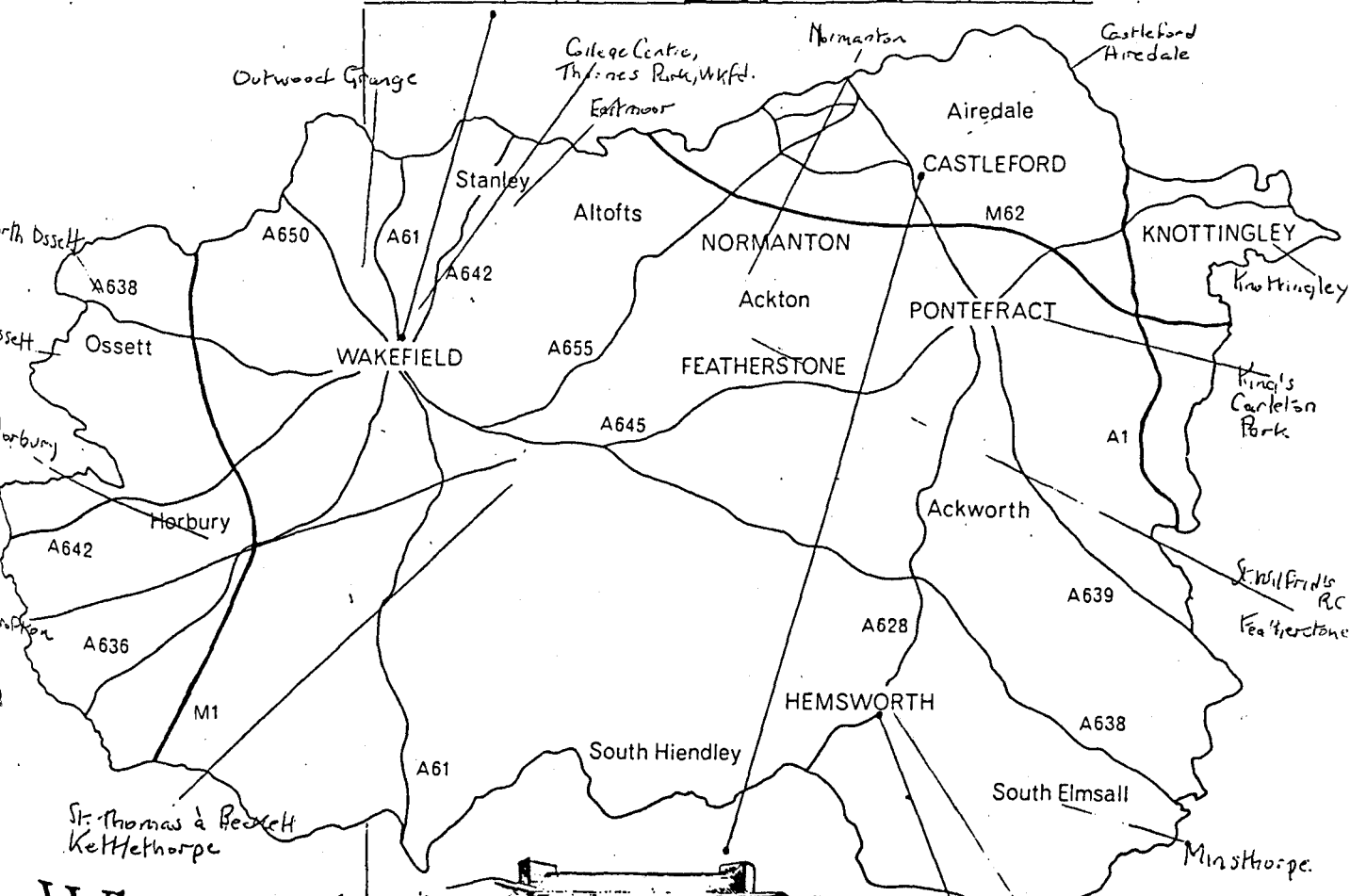
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Wakefield Centre

High Schools.

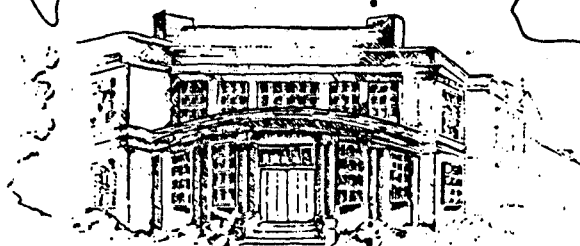


EDUCATION IN
WAKEFIELD METROPOLITAN
DISTRICT.



Whitwood Centre

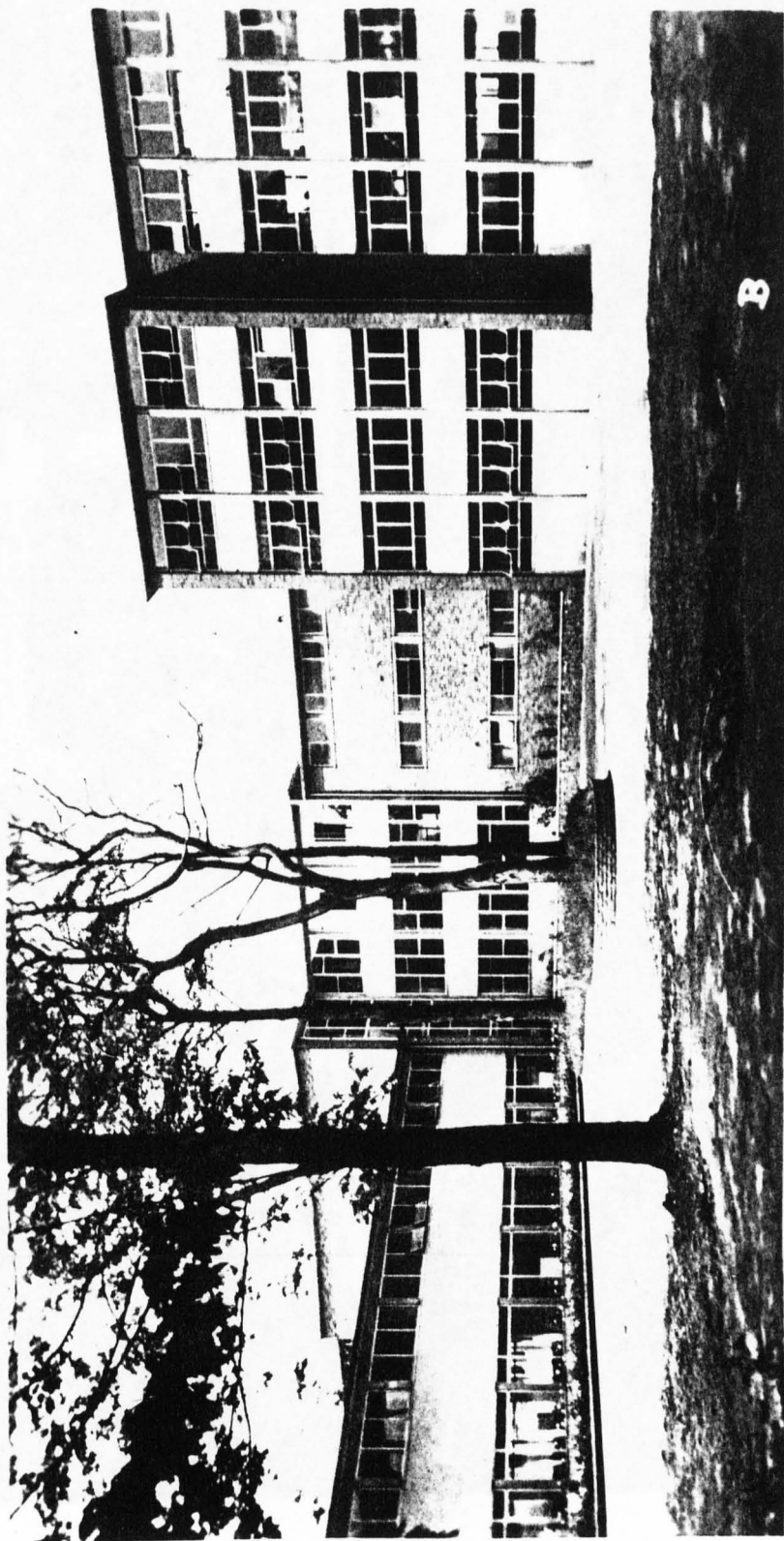
Hemsworth Centre



PUBLIC SCHOOLS.

Silcoates School, Wrenthorpe
Queen Elizabeth Grammar School.
The Girls High School, Wakefield

Wakefield District College



The new building in Thorne Park
which succeeded the 18th century Gaskell house.
Built on the site of the Terrace.
Acquired by Wakefield College on the closure
of Thorne House School.



The buildings in Thomas Park
acquired by Wakefield College.

PART ONE

THE TECHNICAL ASPECT

III

Independence

‘... our chief critics are those of our own household, and our Committees and their Chairmen pursue their labours exposed to the ordeal of a severe cross examination ...’

Charles George Milnes Gaskell
Triennial Statement,
12th January, 1910

PART ONE

THE TECHNICAL ASPECT

III

... severe cross examination ...

D

Wakefield College, 1993

Progress to Incorporation -	Official Acts
	Reorganisation for response.
	The Committee Structure and
	Development Plans.
	Curriculum
	Staff Development

PART ONE

THE TECHNICAL ASPECT

III

Wakefield College, 1993.

D. Progress to Incorporation.

The College became financially independent in 1993 following provisions in the 1988 Act which put forward schemes for funding and organisation of Advanced Further Education which were in place by April, 1989 followed by the 1992 Further and Higher Education Act which completed the incorporation. Courses were broadly categorised Higher Education and Further Education. Higher Education was to be funded by the Universities Funding Council (UFC), Polytechnics and Colleges of Further Education were separately funded by the Polytechnics and Colleges Funding Council, (PCFC). Wakefield College discussed the possible likely provision of certain courses being 'franchised' by such PCFC institutions in the region, such as engineering, nursery education, and in-service programmes. Funding for Advanced Further Education is now to be provided through a Rate Support Grant instead of the AFE 'pool' and such courses were to be planned in the same way as other Further Education at Wakefield College. The College's turnover at the present time is ten million pounds, and it is a free standing, corporate body.

A Conference of administrators and Governors caught up in the replanning was held at the Viking Hotel, York. Certain functions would be transferred to the College, which would have control on 30th September, 1992.

On 14th March, 1991, the final meeting of the outgoing Governing body was held.

Minutes 93/8 of the Governors' Meeting held at County Hall records at this point that the Committee was given an updated account of events locally and nationally. A draft of arrangements for a new Governing Body was presented. The Governors replied by requesting that they be advised in writing of the arrangements for the establishment of a non Governing Body after the draft Statutory Instrument was adopted as Government policy.

Wakefield Training and Enterprise Councillors were to be informed. Crofton Extension staff and Technical College staff were moved to Bell Street.

Minute 23/45 of 27th October, 1992, recorded the appointment of Mr. John Muskett, Vice Principal at Cheshire College, as Principal.

Minute 92/51 recorded the submission of the Final Plan before Incorporation, when the published Annual Review of the Wakefield Metropolitan District Council Further Education Development Plan⁷⁷ was discussed. These Plans represented the Authority's new approach to post-16 education in that an integrated scheme for the District was planned in detail, and published. The third Plan, for 1988/91 was used as a base for 'roll forward' items and two further Plans to 1993 included adjustments and additions as other legislation and local adaptations took effect. The plans have a flexible construction with sufficiently firm 'scaffolding' to enable the introduction of new features and growth of established studies. This integrated planning was a response first to the Local Authority Association/Manpower Services Commission agreement following the Government White Paper 'Training for Jobs' and the 1988 Education Reform Act. Planning was brought up to 1993, the year of Wakefield College's incorporation.

Two co-ordinating Committees were set up to give help and were made up of qualified people, experienced in practice as well as being grounded in theory (as distinct from the latest fad), with solid careers behind them. One group was called to assist in co-ordination of post-16 education:

Head Teachers of the Post-16 Schools.

One Head of an 11-16 School.

The Principal of Wakefield College.

The Principal Careers Officer.

The Senior Adviser.

The Senior Assistant Education Officers for Schools, Further Education and Higher Education.

A Professional Assistant.

Development Plans noted links with industry through the Chamber of Commerce Education and Training Committee, the Wakefield Local Enterprise Network, and Wakefield and District Trades Council. H.M.Is Report of 1990 (published)⁷⁸ noted the College's 'response to the needs of business' and made a particular comment on the difficult social context prevailing: 'the economy of Wakefield Metropolitan District has been greatly affected by the rapid demise of local coal mining and associated industries. Economic recovery is taking place. . . .' The recovery is taking place because the city is essentially entrepreneurial, commercial and professional. H.M.I. continued: 'Specialist training for commerce and industry for which full economic fees are charged, has a high profile in the College which is justifiably proud to have won a 1989 National Training Award for Services to Industry. From September 1989 to January 1990, for example, the College organised some 170 courses for more than 30 organisations.'

The Development Plan for 1990-93 gives the state of the College academic provisions at the point of independence, together with H.M.I. Report of 1990 from the D.E.S. At the end of the nineteenth century the city took over 'a fine institution' in the words of one Governor. One hundred years later that institution, having responded to change and much re-organisation, contended with a complex committee structure, adapted to technological and scientific advances which grew more and more sophisticated, maintained a continuously evolving curriculum and examination system, cared for staff development and student provision, once more had to stand alone.

There are echoes of the reactions to the 1902 Education Act when the Development Plan stated:

'The Education (1988) Act has, throughout the system, caused uncertainty, and will require considerable levels of effort in the short term to accommodate the necessary organisational changes. Nevertheless it is to be hoped that with good will and co-operation on all sides it will be possible to adapt the more positive aspects of the Act to the advantage of the Service and overcome the problems and anomalies created'
'Unfortunately all this has to be achieved against a backdrop of resource constraint. Additional activities resulting from legislation would be eased by additional resources - but very little has so far been forthcoming from the Government. . . .'

The District Post-16 Education and Training Development Plan 1990-93 is an extensive document which devotes forty-eight pages to Wakefield College. Official Acts and Documents have been noted and re-organisation has followed in response. At the heart of the College lies a planned curriculum, examinations and training schedules, plans for staff development, and links with business and industry.

The College has retained its complex mesh of inter-relating Committees for different aspects of the work which also continue the direct link with commerce and industry in having representatives from several firms. It is concerned with 'Services to Business' and 'Services to People' and has links with schools. The Academic Advisory Committees continue their work.⁷⁹

Curriculum, examinations, and training schedules.

The curriculum is broad. There is a wide range of provision for Adult Education. The List of Contents of the Development Plan indicates extent and complexity of the remit. There has been a strong response to community needs at this time of high unemployment. This thesis centres on provisions for school leavers and links with schools.

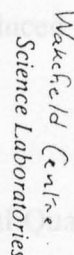
The 'Link Courses' for schools are very popular and attract some 1500 students. H.M.I. noted: 'this is a significant contribution to the local education authority's pre-16

be assessed. This type

A high-contrast, black and white photograph of a building facade. The building features a prominent, dark, textured section, possibly a door or window, and is surrounded by vertical structural elements. The image is heavily stylized with high contrast and grain.

Leeds University. The wide choice of subjects and

Qualifications was set up initially to accredit



curriculum, and a considerable marketing activity for the college. These younger students adapted quickly and sensibly to working at the college, which they gave as one of their reasons for enjoying their link courses.'

There are mainstream schools in Wakefield Metropolitan District which cater for post-16 students: Minsthorpe, Normanton Freeston, Outwood Grange, Ossett, Hemsworth, St. Thomas à Beckett (Sandal). There are four 11-16 High Schools which send their post-16 students to Wakefield College, Tertiary Sector - Crofton, Horbury, Kettlethorpe and Eastmoor. This wide distribution of Sixth Form provision therefore allows Wakefield College to centre its 'A' Level and G.C.S.E. courses which lead on to University in the Wakefield Centre.

There are links with Higher Education and students go on to University and Polytechnics. There are also 'Access Courses' by means of which an able, mature student could go on to Higher Education without having to spend years equivalent to the span of school time acquiring G.C.S.E. and 'A' Levels. Professional examination qualifications can be assessed. This type of student, with qualifications in parallel, is credited through the 'Access Course' by appropriate Higher Education substitutions which can give the necessary entry qualifications to a chosen Higher Education field of studies. Experience gives a bonus.

The College is now in 1995⁸⁰ moving towards the provision of higher education within its resources, and held an Open Day to highlight local opportunities. These courses are offered by Wakefield College with validation from Sheffield Hallam University, Leeds Metropolitan University and Leeds University. The wide choice of subjects and good facilities will help students on reduced grants or give those who need to live at home more opportunity.

The National Council for Vocational Qualifications was set up initially to accredit competencies at a variety of levels, and has been introduced into schools. Thornes

House School, before closure, had developed a programme for its students, and as part of the (new) Cathedral High School the students' 'Records of Achievement' are being continued. This course of action was developed by Thornes House,⁸¹ and now the Cathedral High School, for those students who would not be taking G.C.S.E. For their 'Records' candidates are assessed on performance of various projects through a set period, and finally have a file, their 'Record of Achievement' to present at any interview for employment. The Wakefield College Development Plan states: 'there is still much to be done by the National Council to harmonise these qualifications with European ones, (ready for the future). There is also the need for N.C.V.Q. and the examining boards to integrate their activities.'⁸² The College is in close contact with the lead bodies in the N.V.Q. field and a number of pilot schemes have already emerged.'

The Business and Technician Education Council (B.T.E.C.) has been in the field of vocational education for some time. The B.T.E.C. First Diploma is a useful course to follow if a student does not have sufficient qualifications for a National Diploma Course.

National and Higher National Diploma Courses have earned recognition. It has been a long time, but the National Diploma Course is generally recognised as between G.C.S.E. and 'A' Level and the Higher National Diploma just below a first degree. H.N.D. in practical subjects is an entry to a university course, e.g., engineering.

The 'Technical Vocational Educational Initiative, T.V.E.I.,⁸³ is the largest development funded and administered by Central Government. 'It aimed to change the curriculum experienced by 14-18 year olds by giving their education a more practical, applied and relevant focus.' 'Extension Cohorts' moved into Colleges of Further Education. Wakefield College took its first T.V.E.I. cohort in September, 1991, after having taken part in the (required) two-year pilot scheme. T.V.E.I. Extension started in all High Schools in Wakefield in September, 1989. By September, 1991 'all full-time College courses will be enhanced to T.V.E.I. criteria, which will include:

- personal and social education with special emphasis on careers education and guidance;⁸⁴
- information technology across the whole curriculum; students will be expected to use I.T. systems to carry out activities directly connected with their courses;
- relevant and progressive work practice or work experience or learning from direct involvement in real work situations;
- active participation in problem solving in classroom, workshop and laboratory;

All these features will be underpinned by:⁸⁵

- negotiated self-directed learning;
- the development of profiles and records of achievement;
- appropriate, curriculum-linked, off-site learning activities including residential experience.'

The College at this point prepared a 'five-year action plan' to monitor the human response to these stated aims. This five-year plan was to form part of the total of plans of 'those of the other Wakefield post-16 providers, which would in turn form part of the general T.V.E.I. Post-16 proposal' for Wakefield Metropolitan District.⁸⁶ As far as can be ascertained, this 'Technical and Vocational Educational Initiative' replaced the 'Youth Training Scheme' and 'Employment Training.' There is still in situ a one-year programme for the Certificate of Pre-Vocational Education with its emphasis on group work.

The official statement on the Technical and Vocational Education Initiative defined the process:

'TVEI is not a course of study, nor is it concerned solely with technical and vocational skills. Pilot projects varied in size and scope and because LEAs and schools were involved in different phases of the activity there was no single national picture at any point in time. Rather it was the case that LEAs and institutions moved slowly towards a set of common goals.' (p.IX).

Referred to as the 'new vocationalism', several attempts were made to broaden the curriculum and to bridge the academic/vocational divide. In 1984 a new, one year

pre-vocational course was established: a Certificate of Personal and Vocational Education. Schools, in plans for pre-16 educational curriculum expansion, were involved through the Technical and Vocational Education Initiative, for all 14-18 year olds in full-time education; and these plans were worked through the Department of Employment.

Things were not straightforward since A-Levels could go their own way and did. A 'common core' curriculum was mooted for all post-16 students in further education. The Higginson Report had suggested a broadening of the A-Level field following the new GCSE which combined product and process.⁸⁷

H.M.I., in the Report of 1990 commented fully on T.V.E.I. in the College and noted the fact that T.V.E.I. is a *national* initiative.⁸⁸ There were also favourable comments on National Vocational Qualifications,⁸⁹ 'Core-Skills' Quantification and 'A' Level Enhancement, as well as on 'Cross Curricular Initiatives' and particularly on specialist workshops which provide a focus for 'Flexible Learning.' H.M.I. noted the initiative in developing and promoting Information Technology in all areas of its activities, and at this early stage, on 550 modern work stations. The Design Centre was particularly commented upon and H.M.I. agreed the aim to establish design education 'as a concern with which all courses could become involved.'

The European Dimension: The International Unit.⁹⁰

The College was alert to the 'European Dimension.' (There will be an International Rail Terminal at Normanton, Wakefield, and a direct link from the Channel Tunnel. Normanton is sited immediately below Exit 29 of the M.62). The Development Plan outlined the College's response to the implications and opportunities of the Single European Market, and a European Liaison Officer has been appointed to co-ordinate plans. A strong emphasis on language courses has begun in a College which began its links - staff and students - with Europe almost as soon as it was founded, through visits and overseas courses.

The Maastricht Treaty is now in operation. It is imperative, therefore, that the College meets the needs of students as European citizens. It is recognised that vocational training, good in itself, is insufficient, and that the liberal/vocational aspect must be accounted for. The 'European Dimension' became part of the College's activities in 1991, and not just another module. The range is wide: NVQ, GNVQ modularisation, open distance learning involving Students, training placements at home and abroad, colleagues abroad, and organisations outside the educational field such as leading industrial firms, regional boards, voluntary organisations, individual employers, universities, the Technical Education Council. These different groups are automatically and systematically represented on 'steering groups' whose remit is to investigate 'transnational curriculum developments. The final aim is good practice backed by informed theory.

Student exchange programmes are the norm. There is strong emphasis on language skills. Students are recruited from the Far East and groups from the developing countries. An International Newsletter goes out to the College's overseas partner institutions. Students coming from overseas and students going overseas are briefed. Annually a 'EUROWEEK' is held to publicise through exhibitions and events the variety of links and projects which the College has initiated with overseas partners.

Staff involvement is all-embracing from language tuition and cultural briefing, to staff going overseas, to hosting foreign colleagues, making contacts abroad. Gaining experience of project co-ordination, team management, finance, gives an added dimension.

The Student Services Unit.

The College gives comprehensive advice and guidance service to all its students. Schools and College liaise very closely within the College's catchment area. Careers and parents' meetings are attended. School and College staff work jointly on Technical and Vocational Initiative submissions. 'Link' courses are in place in some schools where the

College has a teaching commitment in the schools' curricula, but new funding arrangements in the schools, due to the introduction of *Local Management* has meant a certain drop in the demand for Link Courses.

The Student Services Unit brought together the Counselling Service and the Careers Unit. The Counselling Service has a part-time officer whose remit is care of overseas students and disseminating information about the help which can be given. One full time counsellor and two part-time meet students' problems. The Careers Unit has an associate lecturer who works with careers officers from the local authority. There is accommodation on all three sites, and local authority involvement is positive.

The provision of a personal tutor for all full-time students in their appropriate sector is beneficial, and in general, one hour weekly is timetabled for personal tutorials. Every student has someone to relate to.

H.M.I. stated: 'Most students demonstrably achieve their aims of related employment or progression to further or higher education.'

Staff Development

Staff development continued to be centrally co-ordinated and carried out at College level and with sectors (departments). A rigid in-service training plan⁹¹ is not appropriate since demands on the College change from year to year and individual predilections and responses have to be recognised as well as national priorities outlined by the Government's changes. Individual members of staff will have their own plans. Course evaluation methods become more and more sophisticated and complicated, involving other individuals - students, employees, Governors - that in-service training will become part of an on-going schedule, and a formal process of staff review at national level is on the horizon. The College, therefore, is currently working out its own staff review programme on a voluntary basis. Interviews are organised between individual members of staff and 'the aims of the process are:

- i) identifying strengths on which to build;
- ii) develop techniques and strategies to overcome weakness;
- iii) identify training needs;
- iv) facilitate practice in self-appraisal;
- v) identify areas of the College which need improving;
- vi) improve performance;
- vii) generate greater job satisfaction.'

The Local Education Authority has a training Grants Scheme, and for example, the College's National Priority for 1988-9 was to the sum of £68,000. Under Local Priorities, money is allocated for secondment for 1) long part-time and 2) extra-District short courses, and at Woolley Hall under INSET. College based INSET is either Sector (Department) based, or across a broader spectrum. Two examples are 1) Information Technology, using Apple Macintosh, 2) T.V.E.I. - 'awareness-raising' meetings.

H.M.I. stated: 'Students are taught in their main studies by generally well-qualified and experienced teachers⁹². . . . Many of these teachers are particularly enthusiastic and innovative in their methods. They bring considerable skill to their tutorial work, communications, numeracy, I.T. and design sessions. A strength in the teaching force is the significant number who are now very experienced in assessing needs and in adopting teaching strategies to match individual students, particularly those who have had little success in school leaving examinations. Teachers in sympathy with, and with an understanding for, 16 year-old low achievers are prominent. Their caring and concerned approach is a significant feature of the College. . . .'

The *Regional Headship Unit* ⁹³ stabilised and further work was planned. 'From its inception the R.H.U. has mounted six-week management courses each half-term for experienced headteachers for the eleven local education authorities of Yorkshire and Humberside, with an agreed commitment from each Authority to nominate two Headteachers for each course.' . . . 'It is probable that the work of the unit will be extended beyond Yorkshire and Humberside.'

The *Centre for Adviser and Inspector Development*⁹⁴ was established in March 1986 to provide professional training for LEA Advisers and Inspectors on a national basis.

The proposals for 1990-93 are interesting in view of the courses which Wakefield College already has had in place over some time: e.g., Joint Training of Advisers/Education officers (in collaboration with the Society of Education Officers/Local Government Training Board). Also there were pioneering courses and meetings organised by Sir Alec Clegg who 'invited' Headteachers to attend at Woolley Hall of which the writer has experience. Again, the proposed Master's Degree in Evaluation in collaboration with Sheffield University is in place. The writer and a colleague set up a course leading to M.Ed. in Hull which had an exploratory component covering self-evaluation and small group psychology. There has been a move towards self-evaluation internally for some time without any diktat.

* * * * *

H.M.I. commented upon the organisational structure of the College and the fact that it has 'been continuously evolving in response to *perceived* needs since the College's foundation.' From the time when the first independent Governors were well-known, prominent citizens of Wakefield, with a certain over-view from the West Riding Education Authority; from members steeped in educational theory and practice such as A.H.D. Acland; to becoming the responsibility of Wakefield City and gaining the ministrations of town representatives less prominent but still committed; finally back to self-government, there has been 'a strong, corporate ethos.'

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77. Wakefield Metropolitan District Council, Post-16 Education and Training Development Plan, 1988-91. Subsequently revised.
78. Wakefield District College: The College's Response to Needs, A Report by HMI, the Department of Education and Science, 12th-16th February, 1990.
79. In detail in the 1990-1993 Development Plan.
80. The 'Wakefield Express,' 23rd June, 1995.
81. National Records of Achievement, Part Three, IX.
82. (i) The National Council for Vocational Qualifications. See further notes below.
(ii) Commended in HMI Report.

83. Wakefield Metropolitan District Council Post-16 Education and Training Development Plan 1990-1993: Wakefield District College.
84. Educational Criteria observed in the schools. The writer has commented on the development of careers advice in Section Two.
85. Hodkinson, 1989, suggests: 'self-awareness, self-confidence, creativity, decision-making, problem-solving, leadership, social skills, negotiation, communication, risk-judging, co-operation with others, critical ability.'
Hodkinson, Phil, 1989, 'Crossing the Academic/Vocational Divide: Personal Effectiveness and Autonomy as an integrating theme in Post-16 Education, British Journal of Educational Studies, Vol.XXXVII, No.4, November, p. 376.
86. From the schools' (and therefore Colleges') points of view there is monetary advantage, but considerable upheaval - curriculum, teachers' load, and basic re-sorting of students' individual groups of subjects. Again, as always in education, the 'instant coffee' syndrome - instant, results looked for. See: Kay E. Ogden, 1991, 'Some effects of Calderdale's TVEI Scheme on its first cohort,' M.Ed., University of Manchester Department of Education.
87. (i) D.E.S.: Technical and Vocational Training Initiative (TVEI) England Wales 1983-90. London: HMSO. (p.IX)
(ii) 'The New Vocationalism,' seeking to mitigate what is seen as a socially constructed divide between academic and vocational courses which masks similarities. See: Pring, R., White, R., and Brockington, D., 1988, 14-18 Education Training: Making Sense of the National Curriculum and the New Vocationalism? Bristol: Youth Education Service.
(iii) The Higginson Report suggested broadening the field of 'A' Levels. Rejected by those who preferred the status quo. Leading industries look for specific competencies in isolation - abilities specific to particular work and processes. The Higginson Report which suggested five broadly based A-Levels was taken as a hint for lower standards. Basically, industry and commerce still demanded elitist A-Levels.
88. The 'Training, Vocational and Educational Initiative' was set up by the Government in 1983 to widen the educational landscape for 14-18 year olds. Working with Local Authorities, it was planned to investigate a variety of ways of planning the curriculum. It would appear that the common denominator is the use of I.T. systems, to promote full grasp of the place and scope of information technology. (Computer dyslexia and computer autism are going to be identifiable disabilities). Educational criteria are blended into stated aims (see Wakefield College's list immediately above) but there could be political aims, in spite of emphasis placed on personal responsibility for learning, creative enterprise and independence.
89. See comment on N.V.Qs at end of Part One III.
90. See 'Notes and References' at end of Part One, III. Permission to use material given by Anne Davidson Lund, International Manager, Wakefield College, in: 'Developing the International Dimension: A Case Study from Wakefield,' Learning Resources Journal, Feb., 1994, Vol.10, No.1. pp.4-7.
91. (i) Diversity was recognised by A. B. Clegg, the last Director of Education for the late West Riding County Council in his training weekends for Head Teachers, and also the general schemes which were demonstrated through the annual programmes at Woolley Hall under Diana Jordan.
See also: Hughes, Stanley, 1988, 'A Healthy Hybridism' - reflections on the enduring aims and radical changes found at Woolley Hall College, West Yorkshire's Educational Centre,' in Education, 25th March, 1994.
(ii) See also the writer's Declaration: a contribution to a degree (M.Ed.) with a colleague, 1976-1983.

Equivalence of
qualifications,
Facing page 228

EQUIVALENCE OF QUALIFICATIONS.

Academic. Non-Vocational.	Part GNVQ Vocational	NVQ Occupational	
First Degree	GNVQ 4. (In place of HND). Degree Diploma Vocationally biased	NVQ 4 (Higher Tec/ Junior Manager)	Level 4
'A' Level 'A-S' Level Access to HE	GNVQ Advanced Replaced BTec (National). Vocational 'A' Levels.	NVQ 3 (Tech/Adv. Craft/Supervisor)	Level 3
Four GCSE's (A - C)	GNVQ Intermediate (Replace BTec 1 st)	NVQ 2 (Craft)	Level 2
Less than four GCSE's (A - C)	GNVQ Foundation	NVQ 1 (Taster/Work Course)	Level 1

- (iii) See also: Schon, D.A., 1987, *Educating the Reflective Practitioner*, San Francisco, Jossey Bass.

92. The writer has noted staff qualifications from the foundation of the College.
93. In the Development Plan, 1990-1993. See Appendix. The writer would again refer to A. B. Clegg's pioneering work at Woolley Hall.
94. In the development Plan, 1990-1993. See Appendix.

* * * * *

The National Vocational Qualification. (Note 89).

Any qualification approved by the National Council for Vocational Qualifications, NCVQ, is designated a National Vocational Qualification. Itself established in 1986 by the Government to provide a framework for vocational qualifications, it sets a seal of quality on a wide range of examining bodies such as the City and Guilds of London Institute, CGLI, the Royal Society of Arts, RSA, and the Business and Technician Education Council, BTEC.

The key to this 'qualification' is that it does not open one aspect of vocational training only but sets criteria for a range of studies from human to technical, and runs parallel to GCSE and A/AS levels as an alternative qualification. It complements the traditional academic scene, but as yet has to be fully accepted as an alternative.

NVQ looks first to concepts of competence, breadth of application of skills at the highest standard at each level, and then at outcomes appropriate to the learner's aims and abilities. The NCVQ, National Council for Vocational Qualifications was established in 1986 to bring into some relationship the different strands of vocational qualifications. Janet Strivens,^(a) the University of Liverpool, School of Education Enterprise Unit has summarised:

1. The NVQ is a competency based qualification.
2. The NVQ is not directly linked to any specialist training course.
3. An NVQ describes realistic, work-related competencies.
4. NVQs are divided into levels relating to increasingly complex skills and understanding.
5. NVQs can be built up in bits.

Taubman^(b) has outlined 'the GNVQ Debate,' and summarized difficulties emanating from haste in development, a quick pilot foray and brief introduction period. One difficulty seemed to be that industry looks for its competencies in isolation thus producing a workers' A-level without that exam's status.

Professor Alan Smithers, the University of Manchester, 1993, delivered a critique of the NCVQ^(c) and found it wanting in several respects. Hyland, 1994, responded by pointing out that the heart of the matter 'had not been faced up to, that opposition preferred to be seen to be objecting when actually it had only tackled appearances and not reality.' Opposition as described would seem to be still in the cave along with NCVQ watching shadows. Unfortunately the current government reform strategy . . . falls a long way short of what is required to solve the main problems. Incrementalism (now) needs to be replaced by something more muscular and fundamental of the kind recommended in the 1993 National Commission Report.^(d)

- (a) Dr Anne Merry, Director, Enterprise in Higher Education Unit, the University of Liverpool, 1994: 'Networks', Issue 4, July 1994, *Janet Strivens: 'What is an NVQ?'* pp.5-7. (Permission from Dr Anne Merry. Attempts have been made to contact Janet Strivens, but unsuccessfully).
- (b) Taubman, D., Assistant Secretary (FE) at NATFHE, 1994, 'The GNVQ Debate,' Forum, Volume36, No.3 pp. 77-81.
- (c) Smithers, A., 1993, *All Our Futures: Britain's education revolution*. London: Channel Four Television 'Dispatched' Report on Education.

- (d) Hyland, T., 1994, 'Tilting at Windmills: the problems of challenging the National Council for Vocational Qualifications,' Educational Studies, Vol.20, No.2, pp. 251-265.

The European Dimension: The International Unit. (Note 90).

'Developing the International Dimension: a case study from Wakefield,' Anne Davidson Lund, International Manager, Wakefield College.

The paper gives a succinct report of the developments at Wakefield College and stages in planning. 'Much research was done to establish reliable and regular sources of information on relevant European issues. '... 'A cordial relationship was established with relevant external organisations.'

In 1991 there was a review of the College's aims and the 'European dimension' was made an integral part of college activities. A Handbook was produced outlining study visits, residential courses, exchanges, work experience abroad. Aims for development were clearly defined which took in an international dimension.

- 'Raise awareness among college staff, students and trainees of the opportunities and challenges presented by 'citizenship' of Europe and of the wider world.
- Equip all participants with the skills and knowledge necessary to make the most of the opportunities presented.
- Establish networks throughout Europe and the wider world to facilitate multilateral cultural awareness; also encourage the joint development of curricula, assessment and accreditation, support services and education and training provision in general.
- Work within the local community, especially the business community, to raise awareness and provide appropriate advice, training and consultancy to enable all to derive benefit from the new opportunities made available by the Single European Market and other global developments.
- Establish the college as a training centre for students and trainees from Europe and the wider world.'

An international policy was agreed and for the first time the international dimension featured in the college prospectus.

WAKEFIELD COLLEGE INTERNATIONAL POLICY

'In the context of the Single European Market, the European Economic Area and developments in the world beyond Europe the College aims to raise international awareness among students, staff, clients and the local community; to equip all with the knowledge and skills to enable them to take advantage of new opportunities; to work towards transparency of qualifications and articulation throughout Europe and beyond; to encourage students and staff wherever possible to experience study or work in another country; and to develop the College as an international centre for education and training through overseas recruitment and by selling its services abroad.'

Photographs (following).

- Main entrance, Wood Street, Wakefield, p. 189.
- The College Theatre, p. 218.
- Science Laboratories, p. 218.
- The College Library, p. 198.
- The New Acquisition in Thornes Park, p. 212.
- Map of Wakefield Metropolitan District, p. 212.

IV

INTERLUDE

‘ . . . appreciation of the best things which
is the highest form of criticism . . . ’

T. W. McKail on F.T. Palgrave,
Dictionary of National Biography

IV**BENEVOLENT AUTOCRACY**

The Milnes and Milnes Gaskell families.

James Milnes Gaskell, M.P. for Much Wenlock, 1832-1868
Charles George Milnes Gaskell,
M.P. for Morley,
Chairman of the West Riding County Council,
Lady Catherine Milnes Gaskell

IV

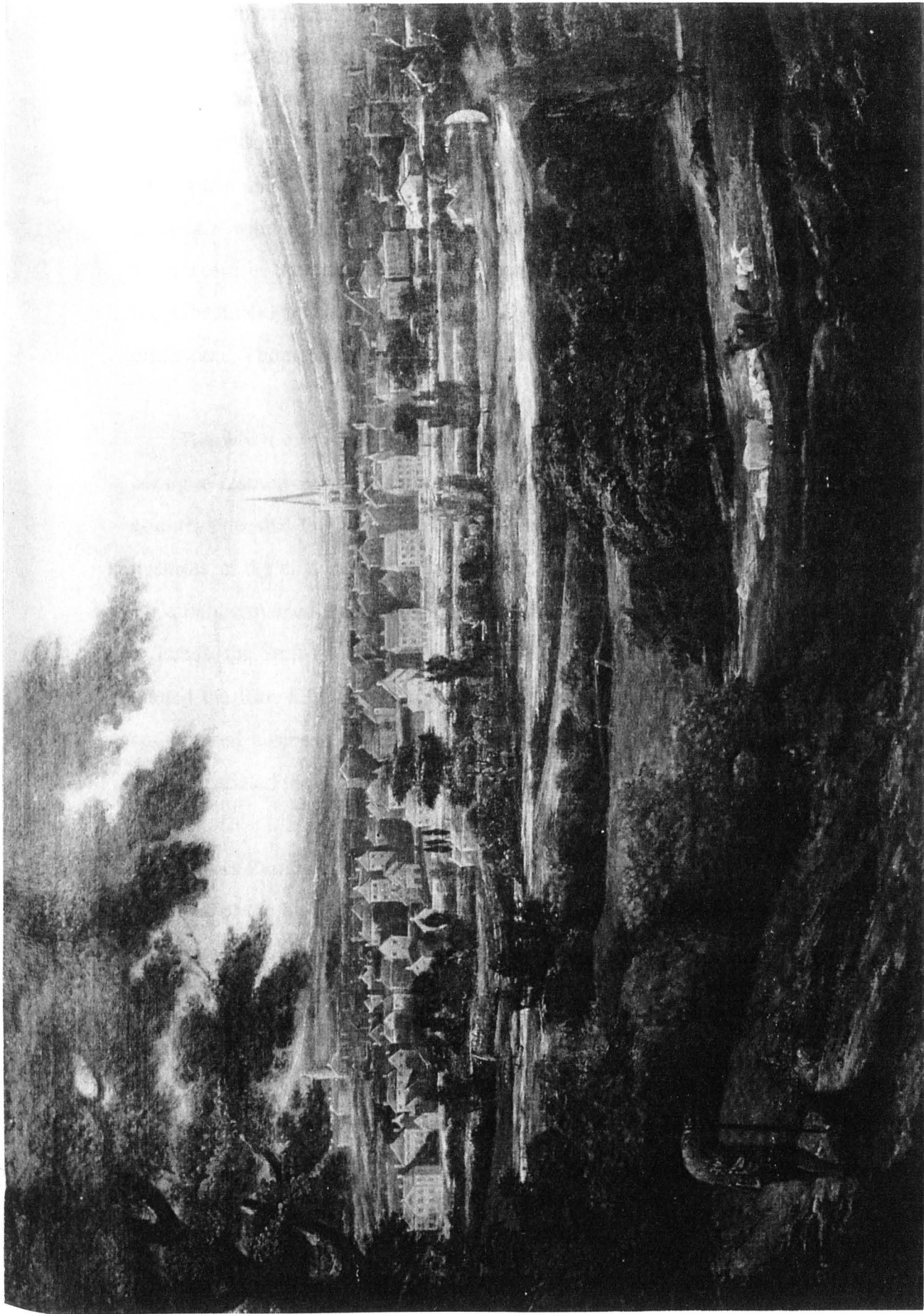
BENEVOLENT AUTOCRACY

Public Service in West Yorkshire

The Milnes and Milnes Gaskell Families.

The eighteenth century was a time of vigorous mercantile prosperity for Wakefield (hence the old appellation 'Merry') to the extent that wholesale traders whose virtual monopoly of the fur and cloth trade with Russia were dubbed 'merchant princes.' Two detailed accounts of these prominent families, Milnes, Naylor and Heywoods, are given by Dr. J. W. Walker¹ and Henry Clarkson.² W.S. Banks' *Walks About Wakefield*, 1871, described several of these merchants' houses. Between the three writers a clear picture emerges of a lively and expansive life-style, and also of people meshed into the society of town and district.

Dr. Walker's chapter on 'Wakefield in the Eighteenth Century', pp. 463-466,³ gives a detailed account of the wholesale woollen trade, merchant wool staplers, brick manufacturers and their commitments locally and nationally. Affluence enabled the Milnes family to retain John Carr of York as architect, who in his turn employed Flaxman, a sculptor trained at the Wedgwood factory. There are prints in 'Vitruvius Britannicus' of 1802 by George Richardson of the ground plan and front elevation of Thornes House, 'seat of James Milnes Esq.' Descriptions of the Milnes houses gives a mental picture of spacious elegantly proportioned town houses whose attractiveness and value were not appreciated by later people anxious for their economic progress the 'merchant princes' had



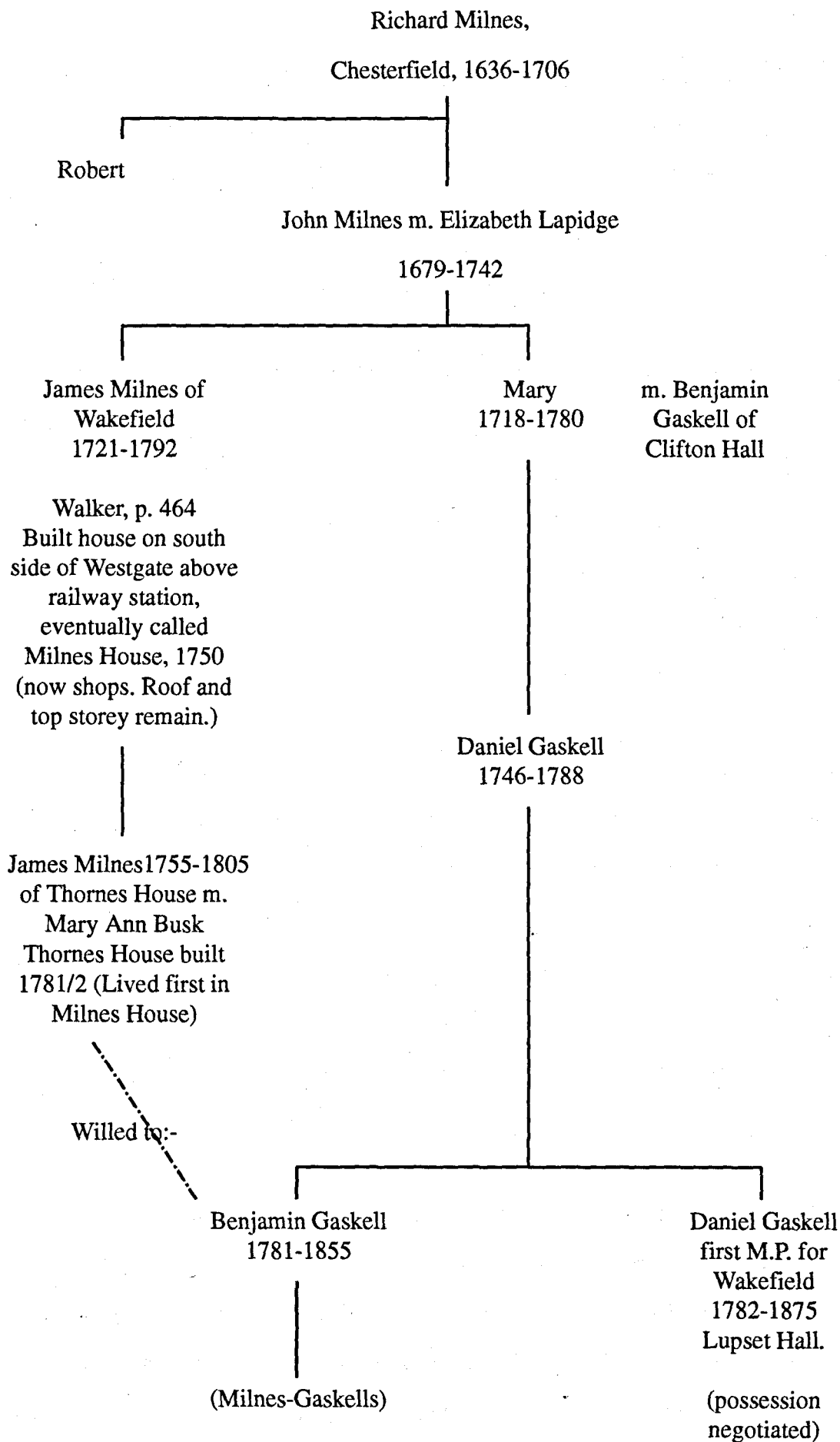
Wakefield in the Eighteenth Century

blocked for a temporary period. The railway cut through one house entirely, and through the garden of another. Little by little the city lost its eighteenth century ambience for good⁴- even the Market Cross was sold. Dr. Walker's 1939 detailed account endorses Henry Clarkson's 1889 remarks. As Surveyor to George Stephenson, and a civil engineer, Henry Clarkson would witness the coming of railways to the district and must have noted the gradual slide from airy elegance to that oppressive, dusty, claustrophobic closeness associated with nineteenth century manufacturing towns. In the course of progress (and the removal of the manufacturers and merchants to residences out of town), only two of these beautiful houses (minor national treasures) remain, a total travesty of earlier distinction. Thornes House itself was lost in a disastrous fire in 1951.⁵

The worst effects of the Industrial Revolution, however, passed over Wakefield owing to restrictive interests attributed to early merchants. They left the city to live in a countryside still fairly unspoiled, with congenial neighbours, still within reach of business in the city, but looked askance at the construction of more mills or factories. Wakefield remained the administrative focus of the West Riding, but the Cloth Hall went to Leeds, the Stuff Hall to Bradford, and the White Cloth Hall was closed. Dr. Walker quoted the Rev. E.C. Camidge's complaint made in 1866 to vouch for his account⁶ of complicated business affairs and to support his argument against a short-sighted policy which restricted the economic growth of the city for a brief period.

The Milnes Family

One of the leading merchant families was the Milnes family. Dr. Walker included a 'Pedigree of Milnes and Gaskell of Thornes House and Lupset.'⁷ Richard Milnes, 1636-1706, of Chesterfield, Derbyshire, had eight children, two of whom were Robert, 1671-1738, and John, 1677-1742. Both John and Robert (ancestor of Richard Monckton-Milnes, Lord Houghton)⁸ came to Wakefield and became woollen and timber merchants; one of the family later owned a brickworks (Pemberton Milnes). The broadcloths that came from these brothers, and the town generally, were known for their high quality and generosity of width, ('All wool and a yard wide'). From J.W. Walker's full details, and also a School Magazine of 1952,⁹ it is possible to trace James Milnes' of Thornes House descent from John Milnes, 1679-1742.



A full account of the Milnes families' house building is given by Henry Clarkson,¹⁰ who also endorses the state in which they lived by including their names in a list of 'carriages' in Wakefield in 1795.¹¹ Dr. Walker also includes comments on the number of menservants employed as well as the number of carriages.¹² Claude Hamill comments on the size and appearance of the stables.¹³ The writer remembers having school lunches in the adapted stables.

Dr. Walker's Chapter on the history of Wakefield in the 18th century illustrates the commitment and links of the Milnes-Gaskell family with the town and other leading families.¹⁴ The continuity, stability and social life of their family is implied by Henry Clarkson in the account of the local celebrations for the acquittal of Queen Caroline in 1820¹⁵ when Mr. Benjamin Gaskell of Thornes House is mentioned amongst those names of other prominent people still living in or near the town and who had not distanced themselves entirely from the place which had provided their initial wealth.

The family by this date was clearly politically orientated, enjoyed a broader stage, travelled, were acquainted with people at the centre of affairs at home and abroad and enjoyed an educated, sophisticated life style. A John Milnes visited France in 1802 at the Peace of Amiens which concluded the French Revolutionary Wars (first walling up his wine cellar - Clarkson, p. 49). Monckton Milnes travelled extensively; his uncle wrote a 'Journal of his Tour' in 1831. Mr. Charles Milnes Gaskell in 1902 could write of an ancestor's diaries as 'a truthful picture of the simple life led by our ancestors of the middle classes 130 years ago.'¹⁶

Robert and John Milnes built houses in Wakefield around 1720, below Westgate Station and in Piccadilly (demolished to make way for the railway). John, known as 'Jack Milnes the Democrat', built the finest of the houses which he named Piccadilly, Westgate. The decline of that road in later years is dramatic. The orangery, Back Lane, added by Pemberton Milnes to his smaller house, has recently been sold. It has been completely restored and is used as offices.

Dr. Walker's pedigree of the Milnes family shows James senior's descent from John Milnes. He is designated James Milnes of Wakefield, 1721-1792. His son, James, 1755-1805, built Thornes House overlooking the (then) village of Thornes in 1779-81. The writer, who attended Thornes House Grammar School, remembers a plaque citing the date 1754 which commemorated the building of the Westgate house known as Milnes House. The well-known York architect, John Carr, who began his career as a local stonemason of Horbury, was commissioned. Twenty-seven of his famous houses built for the gentry in Yorkshire have been illustrated in *Vitruvius Britannicus*, 1802, by George Richardson, and Thornes House is included.¹⁷ The writer has referred to the copy in the Brynmor Jones Library, the University of Hull. In this copy there is an explanation of the Plates LI, LII, and LIII, pp. R1, P1.51: R1, P1. 52-53.

An annotated and analytical index,¹⁸ Bloom, N.Y., 1872: Guide to *Vitruvius Britannicus* states:

MAP D1. Thornes House, Wakefield, Yorkshire.

Built for James Milnes, 1779-1781. Carr seems to have worked in several mansions in the Westgate area for this prosperous merchant family, and all the houses, of which only one now remains, were of brick, since the Milnes owned the local brickworks.

Thornes House was converted to a local authority school before it was burned down in the 1950s. (1951). The stables have been demolished as well, and all that survives are the park entrance gates, a walled garden and one cottage.

R1 : 51, plan of the principal story.

R1 : 52-3, elevation of the main or N. front.'

'R1 : 51.

Plan of the principal Story and North Elevation of Thornes House, near Wakefield, in Yorkshire. The seat of James Milnes Esq. This house is erected upon an elevated Station, with a handsome lawn before it.

From the front is a charming view of the town of Wakefield, and its two handsome churches.

From the drawing room windows in the other front the views are beautiful and equal to any in the country.

The pleasure ground, green lawn, and gardens are on the south side of the house, and are very much admired.

The back stairs lead up to the chambers and down into the cellars.

The building was erected in the year 1779.'

On John Carr's plan in *Vitruvius Britannicus*, the principal story shows the original plan. At a later date, the west side must have been altered and additions made. In the writer's time at the school, the old stables attached to the house had given way to a magnificent, small ballroom on the south side looking on to the terrace, with two free-standing marble pillars half-way down, two fireplaces at each end, above which from the mantelpieces to ceiling were mirrors in Regency style. These faced each other, consequently one looked into an infinity of reflections. (Appropriately used to good effect in mathematics lessons). They made the room appear very large. It was used by the girls as an Assembly Hall; also, until the gymnasium was built in 1930 it provided space for 1920's, 1930's style physical education. On the north side, alongside the breakfast room (which became the Headmistress's study) the Art Room was accommodated. The 18th century windows were replaced by one huge pane of glass to make full use of the north light. At the side the conservatory was retained for cloakrooms.

Dr. Walker, in his 'History of Wakefield', identified the significance of Thornes House as a building amongst others of its period locally,¹⁹

'Thornes House, pleasantly situated on the high ground near Low Hill, overlooking the village of Thornes, was built in 1779-81 by John Carr the architect, for Mr. James Milnes, one of the Wakefield cloth-merchants mentioned in Chapter XXV. John Carr was born at Horbury, the son of Robert Carr, Stone-mason of that village. When Sir Lionel Pilkington was building a new park wall at Chevet, John Carr was one of the working masons there; he was employed in a similar manner at Bretton Hall for Col. T.R. Beaumont; Heath Hall near Wakefield was erected by him about 1760 for John Smyth, Esq. Thornes House is one of the best of Carr's smaller houses, it is built of very good red brick, and handsomely decorated within in what is known as the "Adams" style; the reception-rooms are large and lofty, the library being a very fine room. Descendants of Benjamin Gaskell inhabited the house until the death of the Right Hon. Charles Milnes Gaskell, January 9, 1919; Thornes House was sold in October of that year for £18,500, to the Corporation of Wakefield, who have converted it into a secondary school and added further buildings.'

W.S. Banks (1820-1872), in his 'Walks About Wakefield', 1871,²⁰ notes that in 1802 Thornes House was first noted as a 'new house', and states from that date it was given its

name. He also comments on Mr. James Milnes' later additions, which would probably be the ballroom and nursery wing as well as the separate stable block. Perhaps also the magnificent terrace was added at this time, earlier descriptions referred to a lawn. Printed in 1871, 'a few years ago' could indicate around 1865:

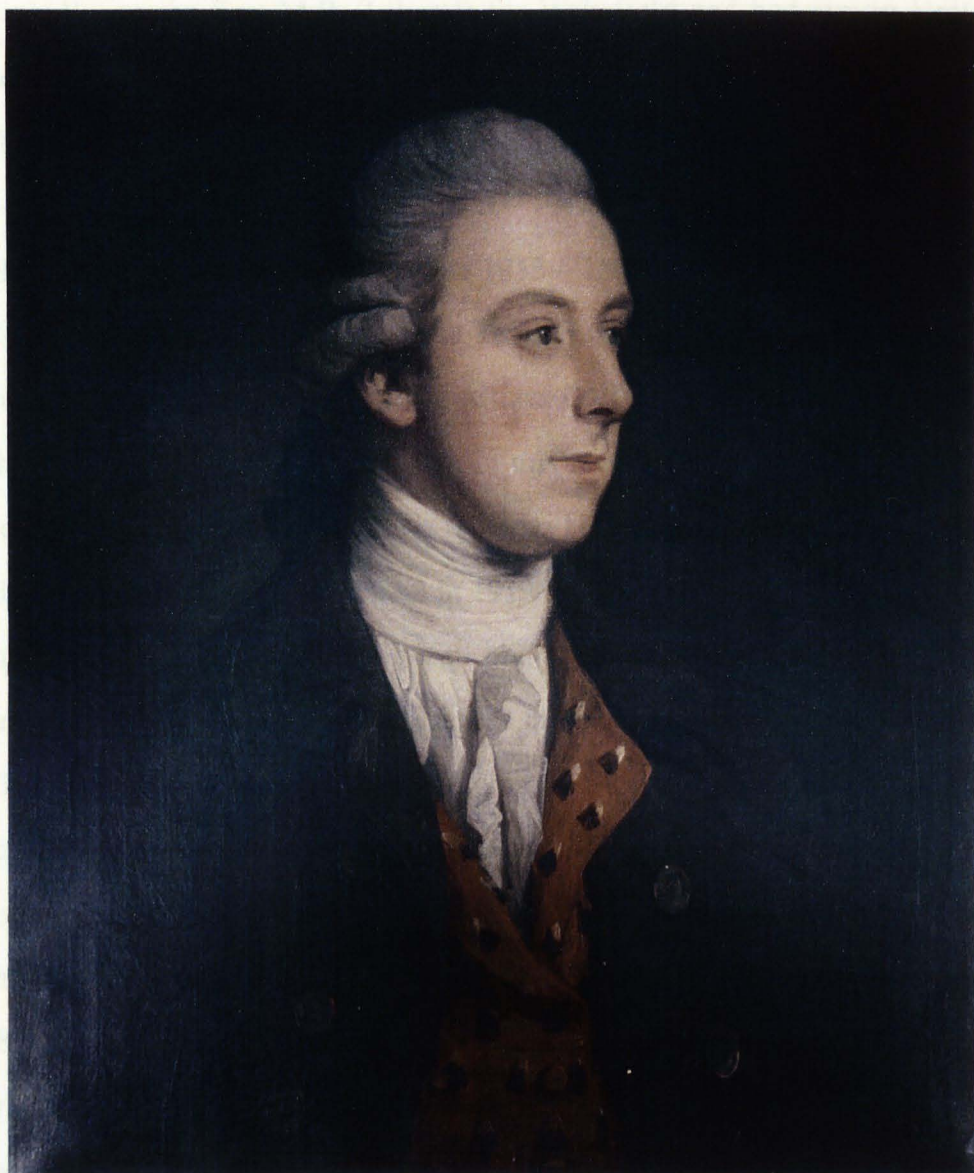
'Thornes House, which occupies part of the continuation of Lowe Hill, is now Mr. James Milnes Gaskell's. It is a very good house, built of bright red brick, clean looking, and enjoying extensive prospects. The present owner enlarged it a few years ago. It was originally erected about 1781-2^c by James Milnes, Esquire, who was born in 1755, and died in 1805. Mr. Milnes was son of James Milnes, of Wakefield, whose sister Mary married Benjamin Gaskell, of Manchester, merchant. The family of Milnes originally came from Ashford-on-the-Water, and afterwards were of Chesterfield in Derbyshire.

Mr. J.M. Gaskell's father, Mr. Benjamin Gaskell, and the venerated Mr. Daniel Gaskell, of Lupset, were brothers, and sons to Daniel Gaskell, of Clifton, near Manchester, son of the above Benjamin Gaskell and Mary Milnes.'

Henry Clarkson goes on to state that in the rating schedules of 1781/2 Thornes House was mentioned as a new house.

A small glimpse of Mr. James Milnes Gaskell's life at Thornes House and his interest in his estate is given by H. Clarkson.²¹ Recollecting times a little earlier than his own, he writes of the common land enclosures, the allocation of part of 'Whinney Moor' to the Vicar of Wakefield and the subsequent bargain between the Vicar and Mr. James Milnes. The Whinney Moor parcel of land was exchanged for Gaskell land 'near the gasworks' (and near the Vicarage), and added to Thornes House estate. This made Thornes House grounds very extensive. Mr. James Milnes, 'who had many years previously built Thornes House', also held a game certificate.

On the death of James Milnes in 1805, (married to Mary Anne Busk, heiress, daughter of Hans Busk of Leeds),²² the house passed to his father's sister's grandson, Benjamin Gaskell (1781-1855).²³ James Milnes' aunt, Mary Milnes (1718-1780) married Daniel Gaskell of Clifton Hall (1715-1780) whose son Daniel (1746-1788) of



James Milnes Gaskell.

In 1939,²² Mr. Charles Milnes Gaskell ('The Younger', named after his grandfather), again edited the *Notes*. His brief introductions and linking comments add to a chronicle of an attractive, socially aware, if a little dim-witted family.²³ From 1841 date (1839) when Thomas Moore was inherited until a century later by (Mr. Benjamin

Clifton Hall had two sons, Benjamin Gaskell, who inherited Thornes House, and Daniel Gaskell (1782-1875), for whom lawyers negotiated the possession of Lupset Hall. Daniel Gaskell was the first M.P. (Liberal) for Wakefield and had strong Unitarian links. Benjamin Gaskell is recorded by Henry Clarkson as attending Westgate Unitarian Chapel.²⁴ The Thornes House Gaskells committed themselves locally to the service of their parish and Thornes Parish Church.²⁵ Their son was James Milnes Gaskell (1810-1873), Tory M.P. for Much Wenlock 1832 - 1868. His children, Cecil, (1835) Isabel (1834) and Charles (1842), appear in Thornes Church Baptismal Parish Register. Their son, the Right Hon. Charles George Milnes Gaskell (1842-1919), 'The Elder' inherited Thornes House. It was on the death of this member of the family that Wakefield City Council negotiated the purchase of Thornes House to accommodate the newly-founded City Secondary (Grammar) School in 1919. A friend born in 1913, remembers as a very small child Lady Catherine Gaskell being brought down to Thornes Church in her carriage. Lady Catherine Gaskell was also a benefactor of this Church. Walker's History²⁶ gives an account of the building of Thornes Church which owed much to Mr. and Mrs. Benjamin and Mr. and Mrs. James Milnes Gaskell's influence, and finally was consecrated in 1830. Mrs. James Milnes Gaskell gave a copy of Guido's Crucifixion, as an altar piece, and decorated the chancel. The letters of James Milnes Gaskell (1810-1873), son of Benjamin Gaskell, to his mother from Eton and Oxford, were first printed privately in 1883,²⁷ edited by his son, Charles George Milnes Gaskell, (1842-1919). Particularly included were letters between James and his friend Arthur Henry Hallam who died at the age of twenty-three. These letters to a quiet Yorkshire family throw light on the circle of friends Hallam possessed in addition to the friendship with the Poet Laureate.

James Milnes Gaskell

In 1939,²⁸ Mr. Charles Milnes Gaskell ('The Younger', named after his grandfather), again edited the letters. His brief introduction and linking comments add to a chronicle of an attractive, socially aware, if a little distanced, family, '... from that date, (1805) when Thornes House was inherited until a century later he (Mr. Benjamin

Gaskell) and his descendants played a full and active part in the social and political life of the West Riding.'²⁹ James' warmth of expression without trace of maudlin sentimentality, indeed a direct, courteous honesty, has given a journal recording family affection, friendships made at school and university, which adds a footnote to a period which is now distant history.³⁰ His friendships lasted through life:³¹ the intricate political network of Whig and Tory factions, cross hatched by friendships which revealed the difficulties of agreeing with friends on both sides' points of view, of balancing extremes of opinion and still retaining friends and family relationships, all create a picture of abiding links, influences, firmly held principles - and good humour.³² Writing to his mother when he had disputed with his friends Gladstone and Acland: ' . . . you must be aware that honest men will differ.' (p.170)

At Oxford, as President of the Union, James was not an extremist. He supported Catholic and Jewish claims for franchise and recognised the need for reform.³³ At the same time, with neat irony, he can laugh at himself yet effortlessly affirm his place.³⁴ At the Union debate on Lowe's motion 'that the King would be justified in creating a sufficient number of peers to carry The Reform Bill' - he voted against. (p. 187). From schooldays James had fallen amongst those who ruled and was distanced to a certain extent from his forbear's initial mercantile roots. In his last year at Eton, 1827, visiting friends of his mother, Lord and Lady Sidmouth at Richmond Park, he was amongst older people concerned with government at first hand and from them learned of their immediate predecessors - of Pitt's personal letters to Lord Sidmouth, of Warren Hastings' acquittal after nine years' trial, of tales of personal encounters with Pitt, of Burke mentioned as casually as one mentions a neighbour. These larger-than-life distant historical figures are brought into a perspective where they are seen as active politicians and not always statesmen.

All the very advanced interest in politics evinced at school and university was balanced by requests which evoke a picture of a busy country house, almost self-sufficient, which was an affectionate home and a centre of local social life. What is

marked is the courtesy towards his parents. He stubbornly, but politely, wishes to bring his friend Canning up himself and not leave him to travel alone. Small asides: 'I hope most sincerely that you will not part with any of the horses before Canning arrives.' (p. 95) Fruit is sent him from the garden; wine - would his father give him the name of his wine merchant otherwise he would be poisoned by Oxford wine. Fruit from the garden was apparently famous (p. 85); 'The fruit which you sent was fine, particularly the Tokay grapes,' (p. 106). It is possible to visualise a 19th century kitchen garden behind the high brick walled garden near the present-day rose garden in Thornes Park well remembered from the writer's schooldays. A glimpse of the 'parcel post' of the day and an indication of the 18th and 19th century use of the new canals - James sent his three boxes of books ('the leaving books') home from Eton to Thornes House by the canal. He left Oxford early and worried about his mother in his habitual happy ironical tone: 'These rhomboids are sadly Cantabridgien. I am afraid I must have come to Cambridge by mistake.' (p. 167).³⁵ He ends another letter telling his mother of an early finish to the term and would she tell him where to go? 'My room is 17 feet long by 16 feet broad and ten feet high.' (p. 171). 'When people are recovering from bilious attacks they always like to look forward to drinking Moselle and eating peaches.' (p. 174).

A lively, teasing, quiet irony in some of the remarks gives a glimpse of good humoured intelligent observation and a friendly, self-contained personality, not over academic,³⁶ not often unkind,³⁷ but very fortunate in friends across the political spectrum. James was quite prepared to support his Uncle, Daniel Gaskell, the first M.P. for Wakefield, although of a different party, and unable to resist one little remark.³⁸ He was prepared to support the Reform Bill, but later on, after a long period as M.P. for Much Wenlock, he recognised he had to resign from Sir Robert Peel's government over the Corn Laws Act.³⁹

James' other estate was at Wenlock Abbey, Shropshire. The obituary published in the Wellington Journal of 15th February, 1873,⁴⁰ gives a detailed account of his life which reflects the personal point of view in his letters. There is a neat statement of his

turn of mind and desire to follow his conscience. The pull between his older Nonconformist inheritance and the social situation which he also inherited left him 'in an isolated position.' Unlike Yeats' 'the best lack all conviction' of later years, James Milnes Gaskell had followed his obligation towards his constituents when he resigned from Peel's government over the repeal of the Corn Laws. Yet paradoxically his inherited Nonconformist bias should have inclined him towards that repeal; but as M.P. for Wenlock he was committed to a country district and had to put his constituents' interests first.

'Our obituary this day records the death, on the 5th inst., of one of those gentlemen who, though essentially politicians, and for a portion of their existence active participators in our constitutional history, have been content to pass into the tranquillity of private life, but whose friends are justly desirous that their names should not be wholly unremembered. There was a time when Mr. Milnes Gaskell was regarded among political men as destined to occupy the highest offices of the State, and when it seemed improbable that his eminent Parliamentary abilities should not exercise a considerable influence over his country and generation. From his school days at Eton, and during his career at Oxford, he became well-known as possessing, besides other accomplishments, a remarkable faculty of speech, carefully trained and disciplined after our best Parliamentary models. A youthful friendship with the son of Mr. Canning brought him into the intimate society of that Minister for a short time before his death, and moulded to a great degree the opinions and oratory of the political aspirant. He entered Parliament as a member for Wenlock in 1832, at the age of 21, and soon formed a part of that remarkable band of men on whom the hand of fate has lain so heavy, the friends and disciples of Sir Robert Peel, of whom Mr. Gladstone and Mr. Cardwell are the only living representatives. His appearances in the House of Commons were not frequent, but were eminently successful. His speeches were perfect pieces of composition and delivered with much grace and energy. There was about them a flavour of the elder days of Parliamentary eloquence which made them especially agreeable to the statesmen of the previous generation, and contrasted with the less studied and more conversational tone which was then beginning to supersede the scholarly forms of old debate. The matter always thoroughly sensible, and the views not too original for general apprehension. For Sir Robert Peel, in whose administration he held office, Mr. Gaskell entertained not only political respect, but the deep affection of a reserved nature, and the crisis of the repeal of the Corn Laws was for him a real catastrophe. To the question of financial policy he was comparatively indifferent, but the moral breach so rudely brought about between the leader and his party inflicted on him a shock from which he never recovered. In a speech of great emotion and eloquence, to which Sir Robert Peel himself was not unsusceptible, he broke off from the Government, and in so doing from

all the most intimate friends and associates of his public life. On the accession of Lord Derby to power he is said to have declined important political office, and during the rest of his Parliamentary life he generally followed Lord Palmerston, to whom he was inclined by a similarity of opinions and a certain sympathy from his old relations with Mr. Canning. He left Parliament in 1868 in declining health, and perhaps with some feeling of a political situation incompatible with his tastes and principles. *Mr. Milnes Gaskell combined an earnest Conservative sentiment for English institutions with the most Liberal views on all religious questions.* Descended from an old Nonconformist race, and inheriting the property of Mr. Milnes, of Egremont House, the representative of the Dissenters of his day, he was in an isolated position, unwelcome to a mind that always associated the conditions and satisfactions of party with the duties and pleasures of politics. Mr. Milnes Gaskell, married in 1832, Mary, the second daughter of the Right Honourable Charles Watkin Williams Wynn, M.P. for the county of Montgomery, a lady of great charms and accomplishments. His son, Mr. Charles Milnes Gaskell, contested unsuccessfully the borough of Pontefract at the last general election, and has lately announced himself as a candidate for the seat at Wenlock which his father so long and honourably occupied. It may not be amiss to notice here some singular errors having reference to the deceased gentleman. In "Burke's Landed Gentry," for 1871, a work considered as an authority Mr. Gaskell is said to have died in March, 1869, and his son is given as the representative of the family. In a newspaper paragraph Mrs. Gaskell is spoken of as a widow and a well-known novelist. Mrs. Milnes Gaskell died in April, 1869, and Mrs. Gaskell, the novelist, a totally different person, in 1865. - *Eddowes's Journal.*

*Wellington Journal 15/2/1873*⁴¹

Charles George Milnes Gaskell - 'The Elder.'

James' son, the Right Hon. Charles George Milnes Gaskell, M.P. for Morley, had grown up in a circle of relatives and friends which was committed to service in local and country affairs. They were concerned in particular with education as a concept as well as at a practical level of translating ideas into action. Conversation would be lively, informed, and cultured. His younger sister married Francis Turner Palgrave⁴² whose professional life was varied with an overall commitment to educational reform. For a few months F.T. Palgrave was assistant private secretary to W.E. Gladstone; a fellow of Exeter College in 1847; entered the Education Department in 1848; interested in teacher-training, he was Vice-Principal of Kneller Hall Training College for elementary teachers at Twickenham; returned to Whitehall as examiner and assistant secretary in the

Education Department.⁴³ Charles George Milnes Gaskell would be sympathetic towards his educational theories and commitments.

Charles Milnes Gaskell had inherited his father's link with the Acland family,⁴⁴ and was also connected by marriage with the Rt. Hon. A.H.D. Acland who was vice-president of the Committee of the Council on Education 1892-1895. A.H.D. Acland finally devoted his time to West Riding educational affairs. His relationship with Mr. Charles Gaskell was clearly fruitful and to their mutual support in the work towards an education for a local common good. There was a Milnes and Milnes-Gaskell family tradition of service to central government and to the local community. At one point in his West Riding career, he commented: '... that he had 'inspected some 200 schools' for the central government.' It is possible to conjecture that he could have been one of A.H.D. Acland's 'special twelve' - people who had been personally invited by Acland to assist in such school inspections. Enquiries at the Department for Education have brought a negative reply: 'All personal records are destroyed when an officer has reached the age of 85.'

Clarkson's complaint that the 18th century merchants deserted poor Wakefield was not quite justified. What those people left behind was an appreciation of liberality of mind and a contempt for pseud. A continuous link from Benjamin Milnes Gaskell, his son's Eton days, to the end of Charles Milnes Gaskell's life of service, their ambience of liberal education translated into action as far as they were conscientiously able to do so, made involvement in local politics inevitable and the West Riding and City owe much to this quiet family. John William McKail⁴⁵ wrote in *The Dictionary of National Biography* of Francis Turner Palgrave: '... one of those men whose distinction and influence consist less in creative power than in that appreciation of the best things which is the highest kind of criticism. . .' This statement is appropriate for Mr. Charles George Milnes Gaskell. There was in and near Wakefield at the turn of the century this local group of people classically educated, practically versed and knowledgeable in technical education; sufficiently broad in mind and far-seeing to recognise that both aspects of

The County Hall,
Wakefield.
Council Chamber.



The Rt. Hon. Charles George
Milnes Gaskell.



education - science and arts - must be equal in esteem and reconciled in the schools; thoroughly trained professionally and based in secure social moneyed positions from which they could act. That they acted in the light of their beliefs, with integrity, was the good fortune of the district.

C.G. Milnes Gaskell became Chairman of the newly formed West Riding County Council, (est. 1889) following Lord Ripon and Mr. Dent, in 1893. He had been a County Alderman for some time. He was a Liberal Progressive at the time when they had a useful majority over the Moderates (Independent and Conservatives) and Radicals (Labour). The party line was not as strictly adhered to in those early days, when the local gentry, townspeople and clergy entered into their newly acquired local government duties with zest. Some of the Council Meetings must have been very entertaining - the brew of lively, fluent classically educated men, solidly practical aspiring townspeople and the bluntly spoken working men would give a heady distillation. So it was that a line-up on any particular issue was never a foregone conclusion. This was evident when the Technical Instruction Act was passed, and again in 1902, when Part III, 'non-provided' schools remained outside the LEA. There was controversy over rate aid. There was also some opposition to the Act (schools *out of the rates*, not just scholarships!). The religious controversy about rate aid to voluntary ('non-provided') schools was used as a means to 'kill the Act.' Some Liberal members proposed transfer to LEA; RC and Church of England opposed this; the Chairman of the Education Sub-Committee proposed a motion denying rate-aid. Charles George Milnes Gaskell regarded this as illegal, out of order, and said as Chairman he would not be able to put it. The next ploy was an attempt at non-payment during the periods teachers taught RE; then to get the education rate reduced by the amount the non-provided schools benefited; finally there was an attempt to get rid of non-provided schools altogether. It all sounds very up-to-date. Small, niggling, petty, destructive. Charles George Milnes Gaskell stuck by his principles, angered by smallness of mind demonstrated, with the civil fluency of his ancestor James Milnes Gaskell, remarked: 'There was a way to get rid of a stiff-necked chairman who was perhaps not sufficiently or politically partisan to please some of his colleagues - that was by a vote of censure.'

Mr Charles Milnes Gaskell seems to have had his father's ability to see a broad political spectrum and to have retained friendliness across the parties; he was a man of his class, disliked 'carpet baggers' (according to his grandson, son of Evelyn Milnes Gaskell who comments in his 1939 introduction to James Milnes Gaskell's Eton and Oxford Letters) and clearly preferred people who followed conscience rather than party line.

This point of view was in accord with family tradition of liberal broadmindedness and sound commitment.

County Alderman Charles George Milnes Gaskell became Chairman of the West Riding County Council in quick succession to Lord Ripon and Mr Dent, and continued in office until 1910 when he retired owing to ill health. As Chairman one duty was to give a Triennial Report on all aspects of the Council's work and achievements and he contributed five which followed Lord Ripon's first.. His interests lay in education, law and health. His professional standing as a barrister made him eminently suitable to Chair the Council's Law and Parliamentary Committee. The strong base on which the WRCC rose, was mainly due to his legal ability.

Lord Ripon, at the end of his presentation of the first Triennial Report of the Council on 13th January, 1892, referred to the support of his colleagues and with particular appreciative warmth of C.G. Milnes Gaskell. 'Our Law and Parliamentary Committee under the skilful guidance of Mr. Milnes Gaskell - to whom we owe so much and whom you know so well - have not involved us in litigation, while in dealing with all Parliamentary questions the services of Mr. Milnes Gaskell have been of great value.' He (Mr. Gaskell) had confirmed the legal standing of County Councils vis à vis the House of Commons in relation to Bills affecting them. *They (the WRCC) gained a legal, independent voice.*

In the Triennial Report of 12 January 1898, p.9, C.G. Milnes Gaskell himself expressed the opinion that:

'The Law and Parliamentary Committee is a very important one; it is the handmaid virtually of all the other Committees. I am glad to say that its influence has increased. It has laid down very important safeguards for the property of the Riding, it has obtained very important conclusions in the House of Lords and in the House of Commons.'

With his friend, A.H.D. Acland, he sat on the Higher Education Sub-Committee, the Elementary Education Sub-Committee, the Local Government Sub-Committee (the old Financial and General Purposes Committee) and the Committee for Scalebor Park Mental Hospital. He would be known across a wide social spectrum and would accumulate a vast and deep knowledge of local people and affairs. He introduced the Triennial Report of 13th January 1904 by emphasising the complexity of the new Council's remit:

'The area we administer is a subtle and complex cosmos. The more I study it, the less I feel inclined to dogmatise about it, and I feel what Porson said when he was asked why he didn't enter the church, namely that a preliminary study of 50 years would be a necessity, might well be pleaded as an excuse for a refusal to speak about our work.'

I wish I could dismiss the subject by triumphant reference to the dictum of our foreign reviewer when he declares we are a 'busy, capable, vigorous but not yet fully developed organism, that under new and better conditions we are proving our ability to govern and the representation of the wake of the people, with a clearer perception of the needs of the nation, and a greater readiness to work for the general good than ever before, and that it is little wonder that at this early stage of our existence we are firmly rooted in popular esteem and recognised as a permanent element in the constitution.'

Our constituents will hardly rest contented with such generalizations as these and will wish to know whether we are conducting their business with economy and efficiency, and whether or not they are getting full value for the expenditure incurred.' (Pages 1 and 2).

Recognition of the versatility and complexity of the West Riding came from a member of a family by this time deeply rooted in the area, with appreciation of its needs. He would know the young Michael Sadler of the Bryce Commission whom A.H.D. Acland recommended for the post of Head of Special Enquiries and Reports. He, C.G.M. Gaskell, would perceive the needs of Claro and Craven Divisions in the North as well as those totally different Divisions around Rotherham and Doncaster, *of the deeply rooted*

historical reasons for their boundaries. It is a pity that those following on, when boundaries were reorganised in 1974, had not the same consideration and empathy when an historical area of centuries was destroyed to no advantage, hacked into fourteen sections and dispersed.

As M.P. for Morley he would know intimately the peculiar concerns of the heavy woollen industry, the state of the work people as well as the interests of the manufacturers. Swire Smith of Keighley, would be one acquaintance of many, and C.G. Milnes Gaskell would recognise educated practical minds addressing the intricacies of modern (then) textile manufacture. There was a wide spread of professions across the Council for the first years at an administrative and executive level.

The Law and Parliamentary Committee was steered by C.G. Milnes Gaskell through the intricacies of the Lancashire and Yorkshire Electricity Power Bill; Local Parliamentary Bills such as that passed to protect Main Roads and County Bridges; water bills where local concern about responsibility for rivers and streams was evident; tramways and light railways encroachment on main roads; extension of city boundaries, e.g. Leeds; and the Cruelty to Children Act. All topics of conversation in the writer's home as a child whose parents and grandparents had lived through this extraordinarily lively period when local political feelings ran high. The five Triennial Reports presented by C.G. Milnes Gaskell reflect the change that came about across the West Riding, not to be equalled until the present time. He was anxious about professional status and attitudes in education and attended conferences with Head Masters and Head Mistresses of Secondary (grammar) schools in the West Riding and with representatives of non-County Boroughs. In the section on the Technical Instruction Committee of his Triennial Report of 12th January, 1898, p.11, he indicated his grasp of the complexity of the task ahead of the Higher Education Section: 'Now, it would lead me much too far away if I were to attempt to sketch out what are the requirements of those who wish to see a full and complete scheme of secondary (i.e. grammar) education set on foot. The establishment of the Board of Education in 1899 will, it is hoped, be of some service in bringing some order out of the existing chaos.'

The affairs of City and local countryside in these early days occasionally merge, divisions and barriers had not become Berlin Walls. There was concern for education in urban districts - Schools of Science, Evening Classes, Pupil-Teacher Centres. The Technical Instruction Committee seemed to serve the entire area, was minuted in West Riding County Council Minutes and the Wakefield Industrial and Fine Art Institution appeared to serve the same area. Finally, two separate Education Committees were established - West Riding and City.

C.G.M. Gaskell commented on the establishment of the West Riding Education Committee, with a membership of 125, in his Triennial Report of 13th January, 1904, p.13:

'The greatest addition to our work is that caused by the establishment of the Education Committee and the supercession of the Technical Instruction Committee. You will wish for no epitome of the Act of 1902 from me. We protested against that Act, and our forecast of the difficulties entailed by it have been amply justified.

Under the Chairmanship of Alderman Anderton whom we welcome back from his visit to the States, glad to think he has brought back accumulated stores of fresh knowledge to deal with problems waiting to be solved, a scheme was drawn up, submitted to and approved by the Board of Education and comes into being 1 April next. You have appointed officials with records of admirable work done in the past and you have provided accommodation for a special staff.'

He sat on the special Sub-Committee to deal with Major Scholarships. There were Exhibitions to Oxford, Cambridge, Leeds, Sheffield; 'the' County Art Scholarship; County Technological Scholarships for Textile Subjects; Agricultural Exhibitions; Dairying Exhibitions; Technical Exhibitions and Travelling Scholarships; County Minor Technological Scholarships.

One Committee which was set up had far reaching consequences for the status and progress of education in the Riding. In 1904 a special Sub-Committee was formed 'to consider the organisation of the Education Department and to report as may be necessary to the Finance and General Purposes Sub-Committee.' With C. G. Milnes Gaskell in the

Chair, the Committee was to consist of: A.H.D. Acland, County Alderman H. Dunn, County Councillor E. Talbot. They recommended: the appointment of a Secretary of Education at a salary of £1000 p.a. an Assistant Inspector, one further Inspector for Higher Education, one for Elementary Education. The foundations for a Director and Advisory Staff in education were laid. The last holder of this office was Sir Alec Clegg under whom the writer held a Headship. The Riding was fortunate indeed to have men of the calibre and experience of Acland, Gaskell, and more, to help chart a path through the highways and thickets of late 19th century and early 20th century educational local geography. It could very nearly have been a waste land.

When he presented his final Report on 17th January, 1910, C.G. Milnes Gaskell paid generous tribute to local government officials:

'It is owing to the excellence of our permanent officials that ministers can be freely transferred from one department to another, and that appropriate speeches are made by the square pegs who are pushed in round holes and who do not always sufficiently acknowledge the obligations they are under to their teachers. I must take this opportunity of tendering my warmest thanks to Mr. Darwin, Mr. Dixon and their colleagues for the help so unsparingly given to me on all occasions, and also by their subordinates. It is satisfactory to think how high a position the West Riding occupies as a training ground in the official life of local government.' (p.24).

As a member of the Privy Council, and of its Education Sub Committee, C.G.M. Gaskell had inspected 'some 200 schools for his sins', and was involved in the establishment of Leeds' and Sheffield's Universities. Was he, perhaps, one of Acland's 'special' twelve? It has not been possible to trace these Reports. He and his wife had provided three schools in Wakefield District at Horbury, on Horbury Road opposite the second drive through the park, and Lady Gaskell's School at Thornes. He expressed concern over the grouping of non-provided schools, their management, and teachers' salaries. He and Lady Catherine were committed to the welfare of children.

On 7 October 1893 he was asked by the Council to confer with representatives of the Sanitary Committee on Mental Health and on the employment of children. At one

meeting he had remarked on his visits to mental institutions when he seemed to meet 'an alarming number of teachers who had succumbed to nervous breakdowns.' His remark in the Triennial Report of 12th January 1893, p.2, foregrounds comprehension of the responsibility of this Committee: 'There is no Committee, it seems to me, of greater importance than the Asylums Committee, no Committee on which more important work is thrown.' He valued mental health.⁴⁶ The Triennial Report of 13 January 1904, p.5, illustrates an on-going concern: 'One sad feature of interest is the large proportion of teachers and governesses who have entered Scalebor Park. Out of 94 female cases, 17 have been connected with teaching, as Public School, High School teachers and governesses. This large proportion Dr. Gilmour says is undoubtedly accidental, but it suggests reflection. On the male side also there has been a large proportion of teachers; amidst the increasing strain of life, the bitter competition, the keen conflict of brains, quis custodiet custodes?'

That C.G. Milnes Gaskell knew a wide range of social class is quite clear. The warmth of feeling comes through the Victorian rhetoric and ease of quotation. He referred to people by name, as his friends in the work for a common good, and paid tribute to service. The tribute of one colleague to another colleague on the Council in the Triennial Report of 13 January 1904, on that friend's death:

'I should like to pay tribute to Edward Cowey. He was no ordinary leader of men. His natural eloquence, his trumpet tone of enthusiasm, his rectitude and honesty of purpose, his broad sympathies impressed all who came in contact with him and gave him the position he well deserved.

Shortly before his death he told me of his early struggles, of the work in the pit begun when he was only seven years old, of the difficulty of subsistence, of the absence of what we now deem the necessities of life.'

'I am satisfied,' he said, 'I leave the world far better than I found it; sometimes I cannot bear to hear the grumbling of the present generation and I feel I have worked in vain. I did twice the work in one week than is done now. It was too hard.'

Edward Cowey's work was not done in vain and he earned the respect and affection of thousands of his countrymen.'

It is possible to understand C.G. Milnes Gaskell's choice of Law, Mental Health, and Education as his personal contribution to the work of the West Riding County Council: particularly education for all children, and Technical education in particular through the work of the Technical Instruction Committee. The Triennial Report of 9th January, 1901, p.11, headed 'The Technical Instruction Committee: 'There is no branch, it appears to me, speaking at the beginning of 1901, which is likely to increase more in importance than the work of the Technical Instruction Committee, which has the good fortune of having as successor to Lord Ripon the services of Mr. Anderton . . . there is no wonder there is increase in income, for it is based upon the most valuable asset in the United Kingdom - that of the capacity of the English people for drinking.' Pleasure expressed in the income, but irony as to its source since the Milnes Gaskells took a firm stand against heavy drinking. C.G.M. Gaskell was concerned for the workers' welfare and for the country's commercial status. In the same Report: 'Our competitors are, some of them, already equal with us, some of them ahead of us; and it is not pleasant to be told at this moment that the average productive power of the British workman in engineering is, as compared to the productive power of the Swiss-German, or of the American, as $1\frac{1}{4}$ is to $1\frac{3}{4}$ and $2\frac{1}{4}$. Whatever success may be attained by technical education or by technical instruction, we have to remember that the success presupposes in the Englishman zeal, energy, perseverance, common sense, and honesty.'

He had a feeling for a grand sweep of history, for his own country and for the West Riding. The Triennial Statement for 9th January, 1901, begins:

Gentlemen, I feel that no ordinary interest attaches itself to our meeting today. Just as sentiment enters largely into the millenary or centenary of the birth or death of a great name, or of a great event, so the introduction of a fresh century seems to fill us with a sense of gravity and of responsibility. It is a great temptation to a Chairman, on an occasion like this, to indulge himself in an extended review of local government, perhaps the oldest form of government, instead of doing as I propose to do - to confine myself to the short period of three years during which you have sat in this room. A Chairman might like to trace our evolution from the hundred moot or folk moot where our ancestors met together to make bylaws and elect a chairman round some mound of earth or some immemorial oak - a gathering place, it is true, which would have its inconveniences in weather like this, although it must be remembered it

would not have entailed any charge upon the rates. He might like to trace our evolution from the County Court, which exercised a very much wider jurisdiction than any that has sat since. Military business, judicial business, fiscal and police business, were transacted by it under the guidance of the Sheriffs who presided over the Sessions, and it was only by degrees that these powers were lost, and that the magistrates and other authorities succeeded to them. Eighteen hundred and eighty-eight saw another change, with which we are all familiar, and we may naturally ask whether or not finality has been at last attained. Whatever changes may take place in this century I do not think it at all likely we shall ever go back to the rule of the Magistrates. The Magistrates were no better and no worse, at any rate during the beginning of the last century, than the rest of their contemporaries. They acquiesced in all the abuses of the time - they acquiesced in the condition of the prisons, of the lunatics, of the labouring classes - who suffered then in a manner which, happily, has been forgotten by most of us - and they also acquiesced in the cruelties that were inflicted on the workers in the mills and mines. If anyone wishes to study this subject they will find what the policy of the magistrates was by reading that memorable Report which was issued by the Lunacy Commissioners in 1844 - a Board of which Lord Ashley was Chairman, and on which my father had the honour of a seat. The magistrates, I take it, at any rate during the beginning of the last century, were apathetic, were lethargic, were uninterested about education or sanitation, and very often were wholly inefficient. Whatever may happen to the County Councils, I do not think they (the magistrates) will come back again. I am not going to claim for a moment that County Councils have brought us back the golden age. All forms of government are very much the same. They make bricks, as a rule, not with straw, but with the most expensive fire-clay. They make rules, and they endeavour to carry them out very much in the same way as their predecessors. A change of government, gentlemen, does not involve any change in nature's laws. Readers of Sydney Smith will remember that when the Whigs went out in 1835 his astonishment was so great that he planted some mustard and cress in order to find out whether nature's operations were suspended or not, and it was with delight that he was enabled to assure his own party, which had gone out of power, that the seeds came up, and that the world was likely to go on as before. Precisely the same thing has happened with regard to County Councils. We all remember what fears were expressed before the Act of 1888 came into force. Well, those gloomy predictions have not been fulfilled. On the contrary, the fears that must always accompany a new departure have been allayed, mutual distrusts have died away, the magistracy have, I think, found capable colleagues, whom they can respect and appreciate, while joint action and responsibility have shewn that each body can bring special knowledge in its train, and can learn from the other, and can work together in harmony and good-will. Now, the triennial period through which we have just passed has not been, perhaps, marked with any striking episodes, but it has not been without much of importance. We have consolidated ourselves. . . .'

He concluded:

'Well, gentlemen, the figures I have quoted to you, and the work I have endeavoured briefly to lay before you give some conception, I think, of how large and how varied our duties are. The average ratepayer is probably little aware how much he is affected by what we do, yet every day he is interested in our deliberations. The road he goes along to his work, the food he buys, the provision made for any member of his family who breaks down in either mind or body, the protection afforded to his person and to his property, the opportunities which are given to his children of developing whatever abilities they have - all these matters occupy us, and their successful treatment should result, at any rate, in the improvement to our fellow citizens, and should better equip them for the course they have to run. The consideration of this network of questions by the Municipalities, and by the Councils of England involves an amount of labour which, I think, the public have no conception of. I have lately had the privilege of meeting on frequent occasions the Lord Mayors and Mayors and the Officials of some of our great municipalities, and I own I have been greatly struck by their public spirit, and the signal ability with which they conduct their work. Now, all their labours and ours are only the complement of Imperial work. They lead to no high position or place and to no recognition of any kind by the State - rather the reverse. "Here is your task," says Parliament, "and when you have done it say that you are unprofitable servants: do not expect from us any help or sympathy in clearing up the difficulties we have created. We are too busy to consider that or reconsider this, to amend this clause or that clause; it is unworkable, very likely, it is not practicable, it is hopeless - well go and clear up the difficulties that surround it. That is not our business, that is your business. You have your remedy. Go to the High Courts, go to the Lords, spend the money of your ratepayers, and try to get a final decision!" I see no very pleasant Capua before us in this century, in which we may take our ease, and rest ourselves. On the contrary, I cannot help feeling that we have climbed to the top of some high peak with much labour on our own part, and still greater labour, perhaps, on that of our forefathers, not to view some pleasant expanse of valley reaching before us, but rather to be confronted with summits that are higher still, up which we have to make our ascent. Our industrial position, our physical condition, our moral training, our supremacy in many departments - the latter of which, in some of them, is passing away from us - all these have been won by constant efforts, by unremitting energy, and by daily sacrifice of the best blood and brains of the nation, and to keep our place and retain what we have won will tax our efforts to the very highest point, and those of our children. As far as we can judge, the future is fraught with perplexity. . . .'

The conclusion of his Report of 1904:

'In conclusion, I will quote a piece of advice given by Bishop Wilberforce to Mr. Gladstone, which is applicable to us. In his early youth he

prophesied the height to which his friend might some day rise, and he wrote - "If this should be so, of what extreme moment will your past steps then be to the real usefulness of your high station." I know that I am in danger of exaggerating the importance of the West Riding County Council, but surely for me it is a fault in the right direction. Young as we are, we exercise no small influence, and we look to an increase of that influence and an extended sphere of usefulness.

Most of the Social experiments, the Socialism of the future that this century is pregnant with, is likely - nay, is sure- to devolve upon this Council for execution, and our successors will have an easier task if they can look back with pride on their past history, and be able to say of us, their difficulties were great, but through indifference, neglect, and hostility, they pursued their tasks and weathered storms that would have overwhelmed less capable and conscientious bodies of men.'

If he had pride in the West Riding, he knew when it was time to go. Again, in the Triennial Statement of 12th January, 1910, pp. 25 & 26:

'Last week the standing Committees of Council, together with Mr. Hardaker, presented to me a Memorial, containing virtually the signatures of the whole Council (expressing their confidence in me) and asking me to continue my tenure of the Chair. I have never received so high an honour. I can never receive a higher. I have never been so profoundly touched by any compliment as by this. It is a crown of service of which a man may be justly proud and I only wish that I could see my way to accept the invitation held out to me.

Leavetakings are sorrowful but they need not be painful. Man's tendency is to lay superfluous on the stage, and it would be well if all public servants had to submit to a yearly examination into their mental and physical condition.'

From such social commitment and concern for education across the social spectrum on the part of the Milnes-Gaskell family, it is possible to conjecture that on the death of Mr. Charles Milnes Gaskell the family was fairly open to negotiation with the City Council for the sale of Thornes House, since it was being sought with a view to accommodating a *town* Grammar school under the provision of the 1918 Act. It was an ideal setting, and could have gone in a quite different direction. The writer remembers in her first year at Thornes House Secondary (Grammar) School for Girls a member of the Gaskell family visiting the school, seeing him walking on the terrace with the Headmistress, clearly talking of the house. The visitor could possibly have been Major

Evelyn Gaskell who died in 1931, the son of the Right Hon. Charles George Milnes Gaskell who died in 1919. Charles Milnes Gaskell's brother, Colonel Gerald Milnes-Gaskell, who had inherited Lupset Hall from Daniel Gaskell in 1875, died in 1897. His widow, Mrs. Louise Gaskell, lived there until her death in 1926, and the house passed to Major Evelyn Gaskell who sold it to Wakefield Corporation in 1927. Major Gaskell was also a J.P. and Deputy Lieutenant for the West Riding of Yorkshire, and a visit to Thornes House in the course of personal and public affairs seems a reasonable conjecture.

A link with the Milnes-Gaskell family was maintained when permission was given to use the family's crest, a stork, as the device of the new schools. The colours were gold and navy blue. The School took the 'legend' - 'In Fellowship.'⁴⁷ The Girls' High School - 'Each for All and All for God,' the Boys' Grammar School - 'Turpe Nescire' (a disgrace to be ignorant).

Lady Catherine Milnes Gaskell

Charles George Milnes Gaskell (1842-1919) and his wife, Lady Catherine Milnes Gaskell (1856-1935) continued public work carrying on the style of life of his father James and grandfather, Benjamin, and with their independence of mind. It could be argued that the characteristically independent bent of mind of the locality generally could be due to those inextricably interwoven strands of Church of England and Nonconformist ethics,⁴⁸ twisted as tightly as its good worsted cloth. James Milnes Gaskell's comments in his more political statements unconsciously give this intimation as do his son's responses at the end of the century to local political manoeuvring over the 1902 Education Bill and his son's wife's general knowledge of local people's lives in 'Idyls(sic) of the West Riding.' She would learn much from her household. Joe Wilson, nephew of the Head Gardener has described daily life at Thornes House in 1913, through the eyes of a child. (Appendix).

Lady Catherine Milnes Gaskell, Charles Milnes Gaskell's wife, wrote novels⁴⁹ and short stories, published by the Brontë publisher, Smith Elder. She could be included in that group of late 19th century women writers, who, for various reasons, wrote novels, for the new magazines, books for children. She is not as well known as her distant (perhaps more gifted) relative by marriage, Mrs. Elizabeth Gaskell, but the titles of her books indicate a regard for districts she knew well (Shropshire and the West Riding) and for the people living there. One book of short story-sketches⁵⁰ (most probably having some basis in true incidents) gives an indication of her concern for the lives of the lowest poor, their hard graft, the pressures on the women, in spite of an unconscious (inevitable) communication of the attitudes of the rural upper class. Her idiosyncratic interpretations of dialect gave authenticity, were consistent. She had insight into behaviour which indicates communication and concern between the family and those who worked for them, as well as customs of a social group totally removed from her who were not even 'trade' or the ambitious workers. She must have talked with all classes. One short story in particular - 'T' Wife Bazaar' - endorses Dr. Walker's factual account of wife-selling,⁵¹ and also the first chapters of Hardy's 'The Mayor of Casterbridge.' Lady Catherine Gaskell's writing is a sincerely written addition to the popular literature of the time and deserves inclusion in researches on the place of such literature (well beyond present day pulp magazine level) during that period of expanding universal education and the insatiable demand for books.

Her commitment to education continued, demonstrated by her contribution to the educational debate of her day. One 1916 article, on 'National Duty' she gave decisive views on teaching:

'In the New Education, if I had my way, I should teach the child the beauty of England. I should teach the child to read and think; and to be proud of our great literature; to love beautiful books not as stepping stones for a commercial and therefore paying education, not as a means of wealth, but as a storehouse of treasure, that nobody can take from him, that no thief could steal.'

Her daughter, Mary Milnes Gaskell, who married General Ward, published a cookery book of 'nearly 750 recipes' in 1917,⁵² published by Sanderson and Clayton, of

Wakefield. Local printers were patronised quite extensively, (Waller and W.H. Milnes as well as Sanderson and Clayton).

Lady Catherine Gaskell also founded an infant school in Thornes village which bore her name. Her husband took a keen interest in Gaskell's Girls' School also. Reference in the school Log Book⁵³ compiled by the Headmistress demonstrate the school's association with the Gaskell⁵⁴ family:

May 8th, 1873	'Mr. Gaskell visited the school on Wednesday afternoon.'
July 24th, 1873	'Mr. Gaskell visited the school on Monday morning and again on Tuesday morning. Thursday afternoon was a half-holiday, being the Sunday School feast.'
October 2nd, 1873	'Mr. Gaskell visited the school on Monday morning and told the scholars they could have their usual feast at Thornes House on Tuesday afternoon. Tuesday afternoon was a half-holiday in consequence.'
October 9th, 1873	'Mr. Gaskell, accompanied by Mr. G. Gaskell, (brother) visited the school on Thursday.'
March 2nd, 1880	'Lady Catherine visited the school on Monday afternoon and examined the needlework. The children in both rooms sang several songs for her Ladyship. She also bid us goodbye as she is going to London for some time. Mr. Gaskell and Mr. and Mrs. G. Gaskell also visited the school on Monday afternoon but only for a few minutes. Mr. Gaskell came to school on Wednesday and examined all the registers.'

During the First World War Lady Catherine Gaskell assisted in the organisation of V.A.D. nursing based in the (requisitioned) Girls' High School in Margaret Street, Wakefield. She worked with Lady Kathleen Pilkington of Chevet Hall and the Headmistress of St. John's School, Mrs. King, actually in the wards. When the Clayton Hospital was built in Margaret Street, two wards were named the Gaskell Wards.

Immediate ancestors, Benjamin and Daniel⁵⁵ Gaskell, were trustees of the Lancastrian School in 1813 in Wakefield. On Daniel Gaskell's death in 1875, the school in Horbury: 'School for denominations built and endowed by Daniel and Mary Gaskell of Lupsett Hall' [sic] and 'conducted under his management as an elementary school', Charles G. Milnes Gaskell⁵⁶ and his sisters, Mrs. Cecil G. Milnes Palgrave and Mrs. Isabel Milnes Wintour⁵⁷ conveyed the premises to the trustees of Westgate Chapel. The school was closed in 1893.

After her husband's death, Lady Catherine Milnes Gaskell lived at Much Wenlock⁵⁸ permanently. There she was a subject of the local newspaper's series of articles on 'Salopians of Note.' In article No. LV1; The Shrewsbury Chronicle expanded:

'Lady Catherine Milnes Gaskell.

Though not a Salopian by birth, Lady C.M.G. of The Abbey, Much Wenlock, can justly claim the title of Salopian by reason of her 50 years residence in Shropshire and the amount of work which she has done for the county of her adoption. M.W. owes much to her and to the late Mr. Milnes-Gaskell and by their efforts the famous Wenlock Abbey and ruins have been placed among the best cared for specimens of early architecture to be found in the country.

Lady Catherine Henrietta Milnes-Gaskell is the second of the 12 children of the 5th Earl of Portsmouth and was born in 1856. She was brought up in the old-fashioned way and on her marriage in 1876 to the Right Honorable Charles George Milnes-Gaskell she came to live in M.W. The young bride steeped in the romantic novels of Sir Walter Scott fully appreciated the privilege of living in such a fine old house, and she and her husband carried out much alteration and restoration work, exercising the greatest care at all times to preserve the original character of the building. Here they entertained on a lavish scale and their guests included many notabilities. Sir George Trevelyan was a frequent visitor, Lord Bryce spent a few days there before leaving to take up the post of British Ambassador to the United States, and Sir H.M. Stanley came there with his bride Miss Dorothy Tennant in 1890. Lady C. has always been much attached to horses and dogs. In her young days, she humorously points out, the usual procedure on Sundays was church in the morning and kennels and stables in the afternoon. Lord Portsmouth was an expert in the management of animals, and from him she learned to love and appreciate them. At the present moment, the 'reigning queens' at W. are two magnificent great Danes 'Bounce' a beautiful white and brown, and 'Black Lollah.'

During the war Lady C. did a great amount of valuable hospital work in Yorkshire, her husband's county. She organised two hospitals, each of 100 to 200 beds, in the West Riding, working in conjunction with Lord Mayors of Leeds and Bradford, and here (meaning Much Wenlock Cottage Hospital), practically from the beginning of the war and long after its close, she supervised the care of the constant stream of wounded men who passed through the two establishments. The work was arduous and at times heart-rending, but she retains unforgettable memories of the many kindnesses shown to her, and has many tokens of the appreciation of those with whom she came into contact. During part of this period, also, she was attached to the Secret Service, and though naturally reticent about the part she played, she recalls the fact that she was instrumental in putting two spies out of action, although the difficulty of getting the authorities to make an arrest was almost as great as the difficulty of securing evidence against the suspects.

Mr. Milnes-Gaskell died somewhat suddenly in 1919, and since then Lady C. has devoted much time to public service. She is a J.P. and rarely misses a sitting of the Bridgnorth County Sessions, or the Quarter Sessions at Shrewsbury. In a wider sphere the value of her counsel and advice was recognised by her appointment to the National Committee on Venereal Diseases. Her Ladyship feels very strongly about the deplorably low standard of morality among both sexes that has been set up in this country since the war. She attributes this, in the first place, to the laxity prevalent during the war, and secondly, to the slackness of parental control and to the restlessness that has beset the youth of the country. Home occupations and country pursuits have lost their attraction, and offices, shops and factories lure the young people with false promises. She suggests that the dole should be withheld from young women who are capable of domestic service and would like to see some Government scheme for training girls for this honorable calling - a training which would fit them to become useful wives and would introduce them to a much needed discipline. As she points out, there are many opportunities for young women in our Dominions overseas and in America, and their chances of success are much enhanced by a knowledge of home management. On the part of the youths and young men, again, she deplores the absence of pride in their work which used to characterise the craftsmen of years gone by and she is of the opinion that a revival of the apprenticeship system under which a boy learned his trade thoroughly and got to love it would improve matters considerably.

Lady Catherine has added to her activities that of an authoress. 'Spring in a Shropshire Abbey', a charming volume of Shropshire folk-lore was one of her earliest publications, and in 1914 another volume on somewhat similar lines 'Friends around The Wrekin' made its appearance. 'A Woman's Soul' and 'The Greater Love' were inspired by the authoress's wartime experiences, and a delightful book 'Lady Anne's Fairy Tales' which followed was dedicated, by permission, to the Queen's two younger sons. Lady C is at present engaged upon a second book of fairy tales which will be dedicated to Earl Haig, the proceeds to be devoted to the British Legion and which she hopes may be published some day.'

During her years at Much Wenlock Abbey, she read the lessons in Church, holding the positions of Lay Rector and member of the Parish Council; sat on the Bridgnorth bench as a County Magistrate; was a School Manager of the local National School; a member of the Lady Forester Trust Committee which was concerned with two local Cottage Hospitals and a Convalescent Home in Llandudno; and was a Dame of Justice of St. John of Jerusalem.

Nineteenth Century Life at Much Wenlock

Charles G. Milnes Gaskell and Lady Catherine divided their time between the West Riding and Shropshire where they owned the Abbey at Much Wenlock. James, Charles' father had been M.P. for Much Wenlock for thirty-six years. Charles' political commitments at both social and central level lay in the West Riding. There was an equally strong link with Much Wenlock where he continued to help and let his public concerns be known. Local archives at Much Wenlock contain many references to the Milnes Gaskells. Many are collected in a series of scrapbooks of local events. These, occasionally, have not included the name of the paper, but it was usually *The Shrewsbury Chronicle* or the *Wellington Journal*. Telford Library has copies of the latter on microfiche. Much of the Gaskell material is in Shrewsbury.

The records in Much Wenlock echo the interests of Charles George Milnes Gaskell and Lady Catherine. Muriel Furbank, local archivist:

'There is quite a connection with the growth of the Much Wenlock Olympian Games. These started in 1850 on the local racecourse and after some years moved to the Windmill Field, part of the estates of the Milnes Gaskells. Later to be known as the Linden Field, it was leased to the Wenlock Olympian Society but had to be surrendered to Mr. Charles G. Milnes Gaskell when terms of the lease had been broken, and was finally presented to the town by Lady Catherine and her family in 1935, Jubilee Year. These 'Olympian Games' grew from Charles G. Milnes Gaskell's concern about the health and physique of the local yeomanry. By 1870 Wellington and Shrewsbury had joined. By 1880 'Yearly Olympics' had extended to Shropshire and other counties joined. In 1894 the first National Olympic Games⁵⁹ were held.'

Miss Furbank added that Charles G. Milnes Gaskell also advocated P.E. in school, and continued his interest in good sanitary housing. She continues: 'In view of Charles G. Milnes Gaskell's views on housing, it is interesting to learn that Lady Catherine was not immediately receptive to the proposals for building council houses in part of Wenlock, but once she had sold some land for this purpose, she became quite enthusiastic and quite willing to allow more Council houses to be built. Our local Cottage Hospital is built on land purchased from Charles G. Milnes Gaskell who was a member of the Lady Forester Trust which established the Hospital.'

Charles George Milnes Gaskell's views on housing and necessary sanitary conditions were aired at his son's coming of age. Evelyn Milnes Gaskell, on 19th October, 1898, was presented with a silver bowl and an illuminated address at a gathering of the tenants at the Corn Exchange. They were then invited to a 'sumptuous repast which was provided by Mrs Jones of the Gaskell Hotel,' when some 150 people were present. The Shrewsbury Chronicle of 30th October, 1898, reported Charles G. Milnes Gaskell's speech:

'In his practical speech which was listened to with marked attention, he strongly urged the necessity of having a good sanitary system and a good water supply. . That day he was speaking to those who represented the town, and he impressed upon his hearers to urge the Council to give them a good water supply and sewerage. He had often thought that was why they had named Shropshire 'Proud Salopia': when they were so backward in all sanitary arrangements and in improvements which were urgently needed. It was only the other day when driving along by Coalport that his attention was drawn to the bad side of the river Severn which was a shooting place for all kinds of refuse. He thought that this time would be a good opportunity to say that both the County Council and the minor Government bodies in Shropshire were backward in looking after affairs essential to the health of the community. With reference to rates in the town, the speaker said that in 1874 the rates in England averaged 3s 4d., and in 1896 they were 4s 4d. The rates in Wenlock now were exactly the same as in England 20 years ago. They were lower here than in other places and if those improvements which he urged should be done were attended to, the rates would have to be increased but they would derive great benefit from such a cause. Beside this interesting discussion he gave a very complete account of the position of landlords of the present day with reference to the worth and incomes of their properties. On his Much Wenlock estate 22 years ago, the income from this estate amounted to £3,160: last year it was £2,560. Of this depreciation the agricultural

portion of the estate represented from 25 to 30 per cent. Of this £2,560 he found last year that £1,350 was swallowed in expenses which means that out of every pound, 10/- goes back in expenses. The remainder of this when taken up in other items showed that almost all the income arising from the Wenlock estate was spent in Wenlock. He hoped that all public bodies would look after the proper sanitary arrangements in the erection of new buildings and houses. He often wondered who ever built and devised some of the houses which were to be seen everywhere: some built against a bank, damp and unhealthy; others built with windows facing north with low ceilings making them dark and dreary. Let every house be built in a proper manner with every sanitary arrangement made and there would not be half the disease there was in our midst.'

When Evelyn Milnes Gaskell married Lady Constance Stuart-Knox, again a lunch was given to the tenants of the Wenlock estate at the Gaskell Arms and again this was an opportunity for Charles G. Milnes Gaskell to comment as reported in the *Wellington Journal* of 16th December, 1905.

Mr. Milnes-Gaskell on returning thanks spoke of the drawbacks of the landlord. He said, looking at the question from a financial point of view, property was a very poor investment, and many would be surprised if they knew how little came into the landlord's pocket. With respect to Mr. Cooke's suggestion of building new houses he was quite in sympathy with the movement, but had they reckoned on the cost of such a step? If a syndicate purchased property for building purposes a system of scavenging would have to be carried through at once, and that would mean another shilling on the rates. He himself was in favour of small holdings, and he gave an illustration of the success of one of his tenants on his Yorkshire estate. As far as his own property was concerned he should not break them up. To create small holdings on an estate was beyond the reach of only the very rich, as it meant a huge outlay in erecting the necessary buildings.'

Charles G. Milnes Gaskell Triennial Reports as Chairman to the West Riding County Council indicate his (inherited from James, his father?) ironic, humorous approach which masked seriousness of purpose. It is said he had a favourite corner on the terrace of Thornes House, Wakefield, where he would sit to read. Quotations in his speeches were apt, enjoyable and indicated a breadth of reading. He quoted Macaulay, would have read Gibbon and Green, had an extensive library the value of which when it was auctioned at his death, was commented upon in the local press, when his public service to the West Riding was acknowledged.

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2. Clarkson, Henry, (1801-1895), Memories of Merry Wakefield, 2nd edition, W. H. Milnes, facsimile 1969, S. R. Publishers Ltd.: 'Mercantile Wakefield,' p. 13, pp. 41-54, pp. 188-189.

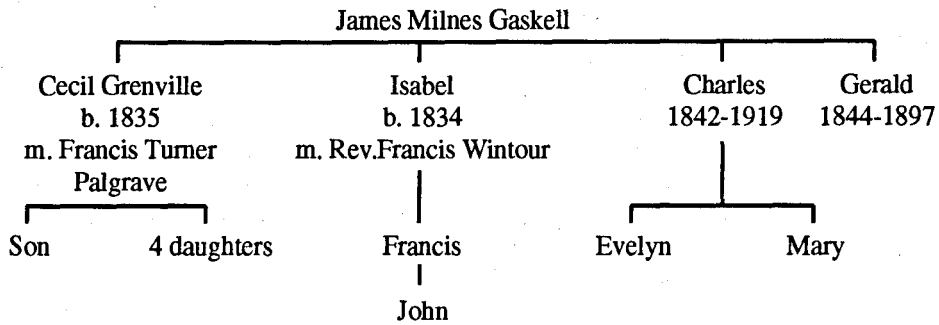
The copyright laws preclude any lengthy quotations from these three books.
3. There is a ground plan and front elevation of 'Thornes House, seat of James Milnes Esq. . . ' In the 1802 edition, 2 vols., of Vitruvius Britannicus, by George Richardson; Facsimile, 1970, one volume, Benjamin Bloom Inc., New York
4. The owners of the house, nevertheless, would be compensated. The branch of the Milnes family of Fryston Hall, gained some return from the Great Northern Railway for loss of business from their coaching inns. It could be reasonably assumed that people who lost land and houses in and around Wakefield would be similarly reimbursed. (Beckett, J.V., 1986, The Aristocracy in England, 1660-1914, 'Aristocracy and Communications Improvements,' p. 247).
5. Henry Clarkson, Surveyor to George Stevenson, and the engineer responsible for the construction of the main railway line from London to Leeds through Wakefield, would know of the destruction of some of the Milnes' 18th century town mansions which were cleared away for the construction of the embankment and bridge across the west side of the city. He writes of 'Railway Times' in his 1889 reminiscences, pp. 115-162, and of established works - mills, machine works, foundries, soap works, pp. 109-210, which followed the departure of the 18th century 'merchant princes', and which were the forerunners of the late 19th century and early 20th century firms commented on in the text.
- Clarkson, Henry, 1889, Memories of Merry Wakefield, 2nd Edn. W.H. Milnes, printer, Radcliffe Printing Works, Market Place, Wakefield. Facsimile, 1969, Wakefield Historical Publications, S. R. Publishing Ltd.
6. Walker, J. W., p. 398.
7. Walker, J. W., p. 646.
8. Richard Monckton Milnes, 1809-1885, M.P. in 1837. Baron Houghton Henry Clarkson proudly records a correspondence with Lord Houghton over some stored wine, pp. 48-59 - Walker. Worked hard in the cause of reform and was instrumental in establishing Mechanics' Institutes.
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9. Thornes House Grammar School Magazine, 'The Stork,' 1952.
10. Clarkson, H., pp. 41-54
11. Clarkson, H., p. 13.
12. Walker, J. W., p. 466.
13. Hamill, C., 1988, Autobiography.
14. Walker, J. W., pp. 463-518.
15. Clarkson, H., pp. 119 and 200.

16. Gaskell, Charles George Milnes, 1884, privately printed: *The Diaries of Mrs. Ann Lumb, of Silcoates, 1755-1757*. 'A truthful picture of the simple life led by our ancestors of the middle classes 130 years ago.; (H. Clarkson, p. 106, and J. W. Walker, p. 379).
17. Vitruvius Britannicus, 1802, George Richardson, University of Hull Brynmor Jones Library.
18. Bloom, New York, 1972, guide to Vitruvius Britannicus.
19. Walker, J. W., pp. 645-646.
20. Banks, S. W., 1871, 1983 facsimile, *Walks About Wakefield*, Wakefield Historical Publications.
21. Clarkson, H., 1889, *Memories of Merry Wakefield*, p. 23. Dr. Walker, 1939, *Wakefield Inclosure Act, 1783*, p. 481.
22. Parish Register, 24th February, 1778, by Samuel Phipps, Vicar of Penistone St. John the Baptist. Marriage of James Milnes to Mary Ann Busk.
See also: R. G. Wilson, 1976, *Gentlemen Merchants: the Merchant Community of Leeds*, Manchester University Press.
23. Mr. Charles Milnes Gaskell ('The Younger') in his introduction to his edition of James Milnes Gaskell's (of Thornes House) letters, 'An Eton Boy,' p. XII, gives Arthur Hallam's (schoolfriend of James Milnes Gaskell, and friend of Alfred, Lord Tennyson, appreciation of James' parents, Benjamin and Mary Gaskell: 'Benjamin Gaskell is a quiet little man, very good-natured, and simple almost as a child with very little conversation in him and much more laudable desire of seeing everything that is to be seen and doing everything that is to be done to the last iota. The other remarkably pleasant and well-informed but withall most singular person, both as to her conversation and other points: not without a wish to be admired and listened to, yet neither shy otherwise, and therefore more effective in a tête-à-tête than in a large party. More civil people, more overflowing with real kindness of heart I do not recollect to have seen.'
24. Clarkson, Henry, p. 178. 'Most of the leading families used to attend (Westgate Unitarian Chapel) once on Sundays.
25. Mr. Benjamin Gaskell contributed to the building of Thornes Parish Church in 1822/1823, and his son, Mr. James Milnes Gaskell, laid the foundation stone. James' letters to his mother from Eton and Oxford were edited in 1939 by his great-grandson, Mr. Charles Milnes Gaskell ('The Younger'). The church was one built from the 'Million Fund.' 'After the Battle of Waterloo, Parliament voted the sum of £1,000,000 out of the war indemnity paid by Austria, as a thanks offering to God for the victory in order that churches may be built in populous parts of the country.' Mr. Benjamin Gaskell, a good Unitarian, helped the town obtain money from this fund.
26. Walker, J. W., pp. 305, 306.
27. Gaskell, Charles George Milnes, ('The Elder'), 1842-1919. (Son). Editor of: *Records of an Eton Schoolboy: being the letters of James Milnes Gaskell (including letters received from Arthur Henry Hallam)*. With a preface by Sir Francis Doyle, Bart. Privately printed, 1883, London. British Library reference: 010905f.5.
28. From 'The Shrewsbury Chronicle', 1939: 'Salop Author.'
'A new landmark in the career of a Shropshire man who at the age of 30 has already become a literary figure of some distinction, and some interesting sidelights on the early life and character of a great Victorian Statesman ancestor, are provided by the publication of a book under the title "An Eton Boy: Being the letters of James Milnes-Gaskell from Eton and Oxford 1820-1830." The book, in which there is a great deal more romance and interest than the title would suggest, is edited by Charles Milnes-Gaskell. He is the great-grandson of the James Milnes-Gaskell who was M.P. for Much Wenlock from 1832-1868...'
James Milnes Gaskell. 1810-1878 m. Mary Williams-Wynn.
Charles George Milnes Gaskell. ('The Elder'). 1842-1919, m. Lady Catherine Henrietta Wallop.

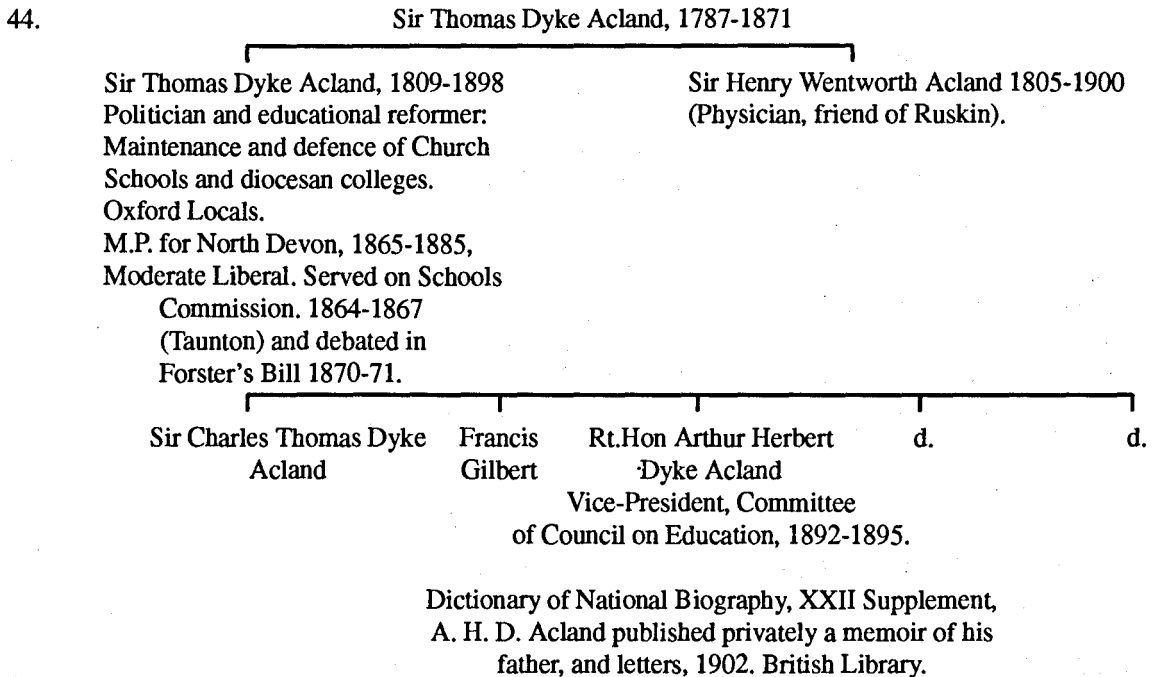
Evelyn Milnes Gaskell. 1877-1931 Mary 1882-1976, m. Lady Constance Harriet Stuart Knox
 Mary Milnes Gaskell 1882-1976, m. Major General H. Ward
 Charles Milnes Gaskell ('The Younger') 1909- m. Lady Patricia Hare.

29. Gaskell, C. M., 1939, 'An Eton Boy,' p. XII.
30. Compare Trollope's Palliser novels.
31. 'An Eton Boy': Introduction, p.XIV. At school with W. E. Gladstone, Arthur Hallam (Tennyson's friend), Lord Canning, Lord Elgin, the Duke of Newcastle, Sir Francis Hastings Doyle, Lord Arthur Harvey. On leaving Eton, James wrote: 'Such friends as Gladstone, Hallam, Cavendish, Handley, I appreciate the more I begin to lose.' p.108. His friends at Oxford (1829-1831) were Sydney Herbert, Acland, Gladstone and Doyle, p. 159.
32. C. M. G. (Editor), 1939, pp. XV and XVI, quoted Gladstone, who gave a lengthy description of his friend, '... can prefer the society of a few to the most enticing popularity' ... He was strongly politically minded and versed in politics: 'considered as the political phenomenon of the day.' Above all: that rare and most precious character, an enthusiast,'
33. James was concerned for reform, but perhaps more concerned that the Whigs hold the 'erroneous and dangerous doctrine' that 'the people are the legitimate sources of power.' James was ... 'not unsensible to the rights and liberties of the people. Of these I should hope ever to be a defender.. ' A fundamental concern for the common good made him incline to Canning ... 'Mr. Canning and Mr. Huskisson who steer so admirably between the shoals amongst which Whig and Tory aristocrats are lost. (pp. 101 and 102, Letters.) In his last year at Eton, there was concern expressed for Mr. Canning's health (his friend Canning's father), but considers the 'triumvirate of Peel, Robinson and Huskisson are sufficient without him in any ordinary occasion.' (p. 85).
34. C. M. G. (Editor, 1939), p. 171: Writing ironically with amusement of himself, when allaying his mother's fears and telling of his good friends at Oxford' James adds: '... we have Gaskell, whose correct deportment and uniform opposition to the herd of small pigs fry, both in and out of the Union, have raised him high in the estimate of honest men.' (p. 171) The Editor himself echoes his great-grandfather in his preface when referring to James' political aspirations and noting they came just before the time when 'the constituencies were not in the hands of the local aldermen or the carpet bagger from a London club.'
35. Reference to the 18thC Cambridge Tripos which persisted: replanned following the reform of Oxford and Cambridge Universities: the Royal Commission on Oxford and Cambridge in 1852. W. I. Reader, 1966, Professional Men, Weidenfeld & Nicholson, pp. 130-131, 127-134.
36. Gaskell, C. M. G., 1939, 'An Eton Boy'; I shall be examined on Wednesday next week in Herodotus, Juvenal, Algebra and Euclid. The two last will be disgusting.' p.166. (On James' final examination at Oxford.)
37. At Escrick, visiting Lord and Lady Carlisle - 'there is a Miss Wright who is as dull as she is plain, neither in moderation.' More usually quiet enjoyment ...
 'There is a great abundance of newspapers here ... we had a very tawdry, prosy, trumpery sermon, and as the Bishop of Durham was asleep in the centre aisle during the infliction, I thought the least I could do would be to follow suit in the Gallery.' (pp. 186-187).
38. James stepped aside and did not put up as candidate for Wakefield:
 'Seriously I should be sorry to see my Uncle member for Wakefield, not because I would like to see 'him' in Parliament; I would canvass for him and vote for him most heartily, but because it is in fact my Aunt that would be member of Parliament, and I do not quite like the notoriety into which she would bring the name of Gaskell.' p. 184.
39. Gaskell, C. M. G., 1939, Letter of resignation, p. 223.

40. From Muriel Furbank, archivist, Much Wenlock.
41. Whiggish tendencies inherited from Unitarian forebears, a broader Whiggish cultural outlook, an innovative side supporting economic industrial growth; a conservative attitude, favouring a social order reinforcing moral authority from the female side of the family who were strongly Church of England. J. M. G.'s Whiggery tended to be non-party - an interest in innovation plus a desire for order. His letters disclose a desire to see all sides, and a strong loyalty to his friends.
42. Dictionary of National Biography, XXII Supplement.



43. Francis Turner Palgrave, Dictionary of National Biography, XXII Supplement.



45. McKail, John William, Dictionary of National Biography, XXII Supplement.
46. In 1902, he wrote: 'Passages in the History of York Lunatic Asylum, 1772-1901,' Wakefield: W. H. Milnes. MICA7206(8). Microfilm made from a copy in the Bodleian Library. BL Reference.
47. If the school had a school song - there was not a song of the type beloved by the earlier girls' schools - it could have been:

'Lo, here is fellowship:
 One faith to hold,
 One truth to speak,
 One wrong to wreak;
 One loving cup to sip
 And to dip in one dish faithfulish

As lambkins of one fold.
 Either for other to suffer all thing.
 One song to sing in sweet accord,
 And maken melody.
 Lo, here is fellowship'.

Sung *only* on appropriate occasions!

48. The Triennial Statement of 12th January, 1910, gives C. G. Milnes Gaskell's ironic, yet sympathetic, summary:
 'The next Council will have to deal with the same problems that have baffled us: the religious difficulty is not disposed of. In 1904 we hoped that we should all lie down together in amity yet today the horizon is yet but little clearer. This century has seen two great discoveries affecting us far more than that of the North Pole. In 1902 the Church of England discovered the existence of Nonconformity and in 1906 Nonconformity discovered the existence of the Church of England. It would no doubt simplify matters if you had only one creed but (as Savage Landor wrote) the competition of creeds is full of value and ensures us a place of liberty to dwell in.' (p. 12)
49. Gaskell, Lady Catherine Henrietta Milnes, *Epistles in the Life of a Shropshire Lass and Lad*, 1908, Smith Elder & Co., BL. Ref: 012625.bb.30.
Friends Around the Wrekin, 1914, Smith Elder & Co. BL.Ref: 010352.ffii.
Greater Love; 1921, London: Heath Cranton, BL.Ref: NN7259.
Lady Ann's Fairy Tales, 1914, privately printed, London. BL.Ref: 12410.S.,7.
New Cinderella, and Other Plays, London: Henry J. Drane, BL.Ref: 012629.bb.14.
Spring in a Shropshire Abbey, 1905, Smith Elder & Co. BL.Ref: 012640.bb.5.
Woman's Soul, 1919, London: Hurst and Blackett. BL.Ref: 012613.i.1.
50. Gaskell, Lady Catherine Henrietta Milnes, 1897, *Prose Idyls(sic) of the West Riding*, Smith, Elder & Co. BL. Ref: 012627, aaa.I. (Can be compared with 'Friends Around the Wrekin.'
51. Walker, J. W., 1939, *Wakefield, Its History and People*, Vol.2, S. R. Publishers Ltd., pp. 495, 496.
52. Gaskell, Mary Milnes, 1917, *A Yorkshire Cookery Book: Nearly 750 Recipes*, Wakefield, Sanderson and Clayton, BL. Ref: 7956.c.49
 The family interest in the City continued. Charles Milnes Gaskell's older sister, Isabel, born 1834, married the Rev. Francis Wintour. Their son, Major General F. Wintour, C.B., C.B.E., donated an oil painting in 1927 of Wakefield Bridge and Chantry painted by Philip Reinagle, R.A., 1749-1833 to Wakefield Art Gallery.
53. West Yorkshire Archive Services, Wakefield, WWD/4/2/29/2. Gaskell School Log Book 1873-1907. An aunt's sister taught at this school - Miss Emma Kitson. She was drowned on holiday in Ireland.
54. The school was linked with Thornes Church. The writer is indebted to Miss Audrey Benson, member of Wakefield Historical Society, for a note which gives an echo down the years of the kindness of the Milnes-Gaskells to the Vicar, the Rev. Henry Jones, 1859-1872, and their interest in the lives of the people of the parish. The Rev. Denton Jones, his son, was Vicar of Tottenham, London, where Miss Benson lived.
55. Report of the Charity Commission on Charities in Wakefield, 1898, Eyre & Spottiswoode, p. 95.
56. Report of the Charity Commission, p. 105.
57. Mrs. Wintour's grandson, John Wintour, donated an oil painting by John Batty Tootal of Lupset Hall and Park to Wakefield City Art Gallery in 1963.
58. Again the writer is indebted to Miss Muriel Furbank, 'archivist, Much Wenlock.
59. Birth of the (modern) Olympic Games.

**Technical Education in the City of Wakefield:
the place of Thornes House Grammar School.**

Nora J. George

**Submitted in fulfilment of the requirements
for the Degree of Ph.D.,
at the
University of Hull**

**TECHNICAL EDUCATION
IN THE CITY OF WAKEFIELD:
THE PLACE OF
THORNES HOUSE GRAMMAR SCHOOL**

SECOND VOLUME

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**TECHNICAL EDUCATION IN THE CITY OF WAKEFIELD:
THE PLACE OF THORNES HOUSE GRAMMAR SCHOOL.**

SECOND VOLUME

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PART TWO

THE GRAMMAR SCHOOL ASPECT

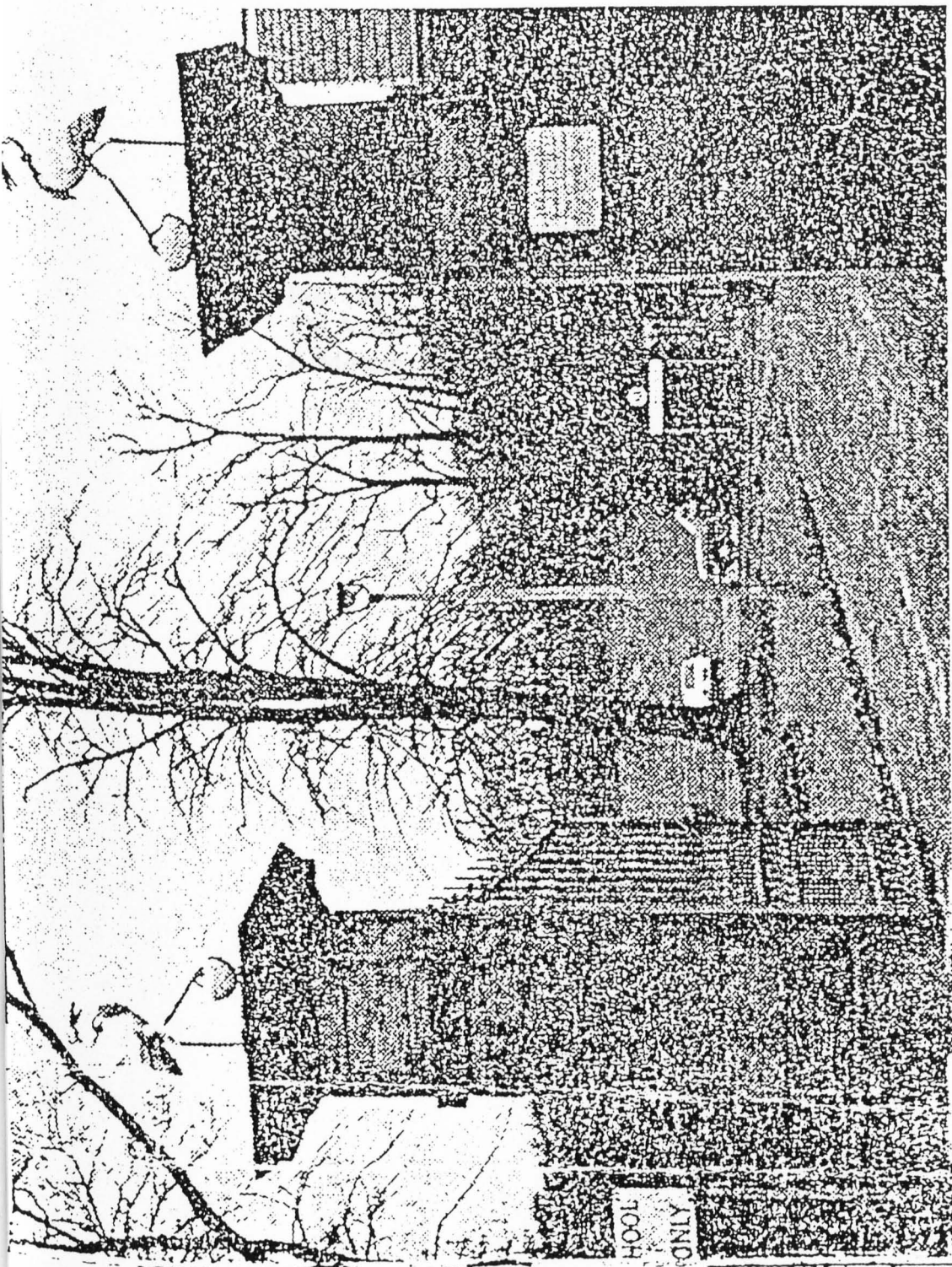




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TEXT BOUND CLOSE TO THE SPINE IN THE ORIGINAL THESIS



Thornes Road entrance
to school: THGS.

HEAD TEACHERS

Winifred Grace Chinneck	1921-1941
George Liddle	1921-1941
Northleigh A.Y. Yorke-Lodge	1941-1945
Clifford Coates Bracewell	1945-1961
Eric Yates	1961-1979
J.M. Vanstone	1980-1989
B. Morgan (Acting Head)	1989-1993

PART TWO

V

'The great need of teachers who have "more knowledge than certificated masters, and more skill than graduates," was enforced by the Schools Enquiry Commission twenty years ago.'

A. H. D. Acland.
Acland and Smith, Editors,
Studies in Secondary Education, 1898.

PART TWO

THE GRAMMAR SCHOOL ASPECT

V

‘... more knowledge ... more skill’

**Foreword.
The Making of a Town Grammar School.**

PART TWO

Foreword

A 'hill hid tide.'

Part One of this Thesis commented that 'Wakefield had put forward ideas for a Higher Grade School several times.' The Rev. H.G. Parrish's 'bee in his bonnet' about the setting up of such a school was aired in Committee. Government and the West Riding County Council had been contacted but the setting up of any Higher Grade establishment as a positive step was never mooted. Thornes House Secondary (Grammar) Schools were founded in response to the diktat of the 1918 Act. Thornes House itself fell conveniently vacant.

Three quarters of a century later, in a Minute of the Wakefield College Governors (92/14) of 8th October, 1991, the seventy-year life of Thornes House School in the educational sector of the city is put into perspective. The Minute stated:

'It had been clearly understood, when the review took place, and subject to the approval of the Secretary of State, Thornes House School would be allocated for college use. Difficulties in connection had been caused by the introduction of the White Paper "Education and Training in the 21st Century" by the Secretary of State.'

One thread of discussion through the Thesis is concerned with the recognition by leading businessmen of West Yorkshire (regarding themselves as the heirs of the earlier merchant princes) and the striving white and blue collar workers, was the outstanding need for the injection of a substantial technical/technological component into the humane curriculum

at the secondary stage. The breadth of intellectual ability across this component was a contributing factor towards such inclusion, since there was a mental span from elementary technical concepts through to the highest technological and scientific level. Demanding the highest skills in each subject at each stage, questions of single subjects, v grouped subjects had to be tackled. Few people are polymaths: nevertheless, to this section of the local community the proposition to give a recognised status in educational plans to the largest cohort - average to above average - of pupils was stating a self-evident truth. This status would come through trained, technical/technological skills for a group of widely diverse individuals. The business community consisted of practical men.

These aspirations were the liberal-minded hopes of an early educated, broadly experienced minority, conversant to a certain extent with published lectures, papers, Reports of Parliamentary Commissions, and debates current in local and national publishing. They would be knowledgeable on education as were C.G.M. Gaskell and A.H.D. Acland, members of or conversant with, the Society for the Promotion of Technical Education, knowing the Reports of Michael Sadler at the Office of Enquiries and Reports. James Bryce, later to head a Commission on Secondary Education, in his introduction to Acland and Smith's 'Studies in Secondary Education' of 1898 wrote of secondary teaching:

Yet how much of the prosperity and strength and happiness of every civilized country depends upon the excellence of its secondary teaching! What can be more useful to the State than to develop, by the best training, the talent of the most promising youth, passing on the ability and industry of the working-man's child into the secondary school, and thence to the university or the technical institute? What contributes more to the efficiency of professional men than thoroughness of preparation in a secondary school? What does so much to raise the general intellectual level of a nation as the enlargement of the minds and the enrichment of the tastes of those large classes *who are not wholly absorbed in daily toil*, but have, or can have if they wish it, opportunities comparatively ample for cultivating a higher life? *If, in this respect, the professional, and still more the commercial, classes - take them all in all - have not reached a level proportioned to the wealth and greatness of England and to the abundance of force and ambition among her people, it is chiefly in the deficiencies of our secondary education that the cause is to be sought.* (pp xxvii & xxviii)

There was, on the part of these broader-minded men, secure in themselves, the idea of a liberal education in a coming technological age for those who could respond. They would, perhaps, read H.G. Wells' 'scientific fiction' and perhaps work out seriously its implications. They would know of the Fabians, if they did not approve, look apprehensively at rising Labour. Their sons in school would construe Vergil and Horace in class whilst collecting Henty and 'Chums Magazine' in free time.

It was a pity that 'technical' education, which became an umbrella term embracing a wide range of activities and I.Q., was relegated to 'Further Education.' Part One, Section III noted the request made in 1901 by Wakefield for a Higher Elementary School. As commented at the beginning of this chapter, the reply from central government was to refer the City to the West Riding County Council whose reply was (previously quoted):

'... that the Sub-Committee (Education) do not object to the establishment of a Higher Elementary School at Wakefield provided the *curriculum* was not such as to lead to *undue competition* with any Secondary School in the City.' ... (meaning Grammar) 'did not *impede existing* secondary accommodation.'

Rivalry was not invited: the 'liberal' educationists in situ were anything but liberal. That a new school, needed for a rapidly expanding local population should be regarded as being set up in 'competition' instead of in partnership was sad, and not in accord with the liberal Gaskell-Acland-Sadler outlook which could see beyond the immediate locality to a wider mental landscape. To understand the location of Thornes House Secondary (Grammar) School in the mental map of most residents of the district it is possible to identify quite firm boundaries drawn in the collective mind and within which those of a liberal turn had to work, carefully, to make progress. The three existing schools were remarked upon at one instance as 'believed to be quite adequate' for their children, sufficient in number, and constituted a social focus. The Taunton Commission's confirmation of city endowments in one school's possession was both the cause and the consequence of a breach in the social unity of the city since it induced a point of view which demonstrated acceptance of a different terrain for most: thorough technical training for commerce and industry through technical colleges and central schools for the

ambitious;¹ elementary schools, church, nonconformist, Board, provided the workforce. When raising the school leaving age came it was not disputed to any extent. What that legislation did was to get boy labour off the streets.²

Myopic vision led to a lukewarm support for any institution beyond elementary which provided a broad technical aspect on the part of two sections of the local population: one group of the working population which kept its young within viable social groups without whose support they were not allowed to act;³ and the desire for the promotion of every member of their families to the point of exclusivity on the part of the bourgeois section of the city.⁴ The existing secondary accommodation comprised the Girls' High School (1878) and Boys' Grammar School (1592). This attitude slowly, inevitably, inexorably distanced these schools although their origins lay deeply in the Wakefield Charities and in the beginning WBGS was of the people. Minutes of the period are comprehensible in the light of this social ambience. Silcoates School had been independent from its foundation.

In the face of public disinterest on the one hand and assumed privilege on the other, a viable level of technical provision was sustained, encouraged, by the small group of hard-working governors, from 1868. When independent provision for the Industrial and Fine Art Institution failed to keep the school financially viable, the City of Wakefield took responsibility, following the example of other local towns, and the general trend in the country. The City gained an active, reputable school. Part One, Sections II and III chart its progress.

The indisputably desired and required technological aspect was a shadow on the fortunes of a good grammar school ordained by law, which shadow fell obliquely on those who passed through or taught. The school was fortunate to have some very fine teachers on both sides and in the mixed grammar school. Some went on to top appointments. In retrospect, there was a sad dissipation of talent and ability. The scholarships consisted of a remission of fees.

It is useful to trace, through available Minutes, the tenacity of mind which generated recorded comment from time to time, from 1868 to 1993, tenaciously keeping to one end: a viable, strong, technical aspect as part of local educational provision.

Recapitulation.

By 1897 Ings Road Central School was in place, which was a half-way mark between elementary and secondary education. There was an enhanced curriculum. Forward planning could have made this school a junior department of the Technical School, but flexibility of movement was being lost, and sectors within educational planning became sectionalised and isolated. The building, in the eventual closure of the school due to falling rolls, became an annexe of the College from where, by this time, the two junior forms had been transferred to Thornes House.

1. Part One, I. Social influences. Foundation of the Industrial and Fine Art Institution: '... the concept of a technical education was firmly implanted into the city council's collective mind.' Part One, I. Attitudes towards education: the Cockerton Judgement.
2. Part One, I. 'In July, 1882 the Governors (of WBGS) represented to the Charity Commissioners that any attempt to establish the Technical or Trade School would be useless, and that the interests of the classes for which it was intended would be equally well served by the establishment of free scholarships at the Grammar School and Girls' School. ...'

'In 1897: '... no Science and Art Exhibitions have yet been established, and the governors allege that those offered by the West Riding County Council are sufficient to meet the demand.'

The Bryce Commission. Mr Stone on 9th Day: 'I should be sorry to define Technical Education as exclusive of Secondary Education, or Secondary

Education as exclusive of Technical.' (p. 757). 'Technical education does not cover the whole field that lies between the elementary schools and the universities?' 'Certainly it does not.'

3. Part One, II. 1901. A Board of Education Minute. Suggestions had been mooted as to a new type of day school. A Higher Elementary School was suggested. The Provisional Sub-Committee on Education and the West Riding full Education Committee (both with A. H. D. Acland as a member and Chair of the first) together set up yet another Committee, 'Special Committee', generally to review the situation of Higher Elementary Schools in relation to other schools. It was resolved:

'That the Sub-Committee do not object to the establishment of a Higher Elementary School at Wakefield *provided the curriculum was not such as to lead to undue competition within any Secondary School in the City.*'

A tacit warning: Membership of that Committee was not recorded.

4. On 14th November, 1905, there was consideration and adjournment of a proposed Higher Elementary School at Wakefield in view of a communication from the Board of Education requesting West Riding County Council observations.
5. Part One, II. The Association of Head Masters, later the Head Masters' Conference, expressed concern about the 'institution of Higher Elementary Schools, pupil teachers, and the provision of books by the West Riding for both scholars and pupil teachers. They suggested a reduction in the number of examinations. This communication came out of the Conference of 1906.
6. Part One, IIIA. Mr. Sales, 'hoped and believed' the I. & F.A. Inst. would eventually do advanced work.
Eyes were set (still) on another Higher Grade School.

7. Part One, IIIA. Note of the 1875/1878 schemes. A Technical/Grammar School proposed, foreshadowing the 1944 Act.
1882. A Draft Amending Scheme since the Governors of the Charities would not move. Substituted Exhibitions at the Yorkshire College, and instituted science classes for boys and men at the grammar school.
8. Part One: IIIA. 25th Annual General Meeting, 25th April, 1893, the Rev. H. G. Parrish: 'A bee in his bonnet . . . he believed that the time had come when a Higher Grade School should be established.' Major Bolton's reply: ' . . . (he) was astonished to learn that children travelled from Wakefield to Leeds daily for the purpose of attending the Higher Grade Schools at that latter place. It was a revelation to him as he had considered the Grammar School and the High School with their more than generous accommodation of scholarships given by Foundation and County Council adequately met the needs of a city like Wakefield. . . '
- 9(i) Part One: IIIA. Robert Leighton, Headmaster, Wakefield/Queen Elizabeth Boys' Grammar School, opposed the Taunton Commission's recommendation to establish a Technical School, averring that such a Technical School '*would only duplicate what was already there.*' i.e., opposing expansion and expressing satisfaction in the moderate provision for science which WBGS had acquiesced in for its less classically minded pupils.
- 9(ii) Part One. Totally antagonistic he agreed to 24 extra Exhibitions. (Remarks of the Headmaster of Wakefield Grammar School on the proposed Technical School, 1880).
10. Part One: IIIA. August, 1891. WRCC offered technical exhibitions tenable at technical schools.

11. Part One: IIIA. Professor Smithells: 'technical education ought to have a definite relation with Higher Education.'

Post World War II planning. 'A long-term policy.'

12. Wakefield Technical and Art School, Phase1, 1899-1956.
 1948. 'A Development Plan for Wakefield Further Education and Plans for County Colleges'. A long-term policy as a far-sighted, realisable goal to plan towards an institution '*which would stand alongside the endowed schools.*'
 'There was a latent desire (Part One: III B.1.) for a Central Technical College of Further Education which would encompass the Technical College, the School of Art and the County College. By 1948 £600,000 would be required, plus equipment.'
 - i) A *long term* policy: 'to erect a new Central College of Further Education, which would house The Technical College, the School of Art, and the County College.' The School of Art had retained its own Head within the College.
 - ii) This new College to be built next to the proposed new bilateral grammar/technical school in Thornes Park, and to be completed by 1964. The new bilateral/technical school would succeed Thornes House Grammar School.

This plan came to nothing. The destruction of Thornes House Grammar School by fire in 1951, however, gave an opportunity for a rebuilt school, finished in 1956, to be made a Technical/Grammar School. The Headmaster, Mr. C.C. Bracewell, had reiterated 'not two schools, but one, 11-19 school, with a technical stream.' In 1956 two junior forms were transferred to Thornes Park from the Technical College, accompanied by their teachers. They were retained on the College staff list whose Governors also kept the right to appoint technical staff. The Headmaster of Thornes House Grammar/Technical School, Mr. C. C. Bracewell, M.C., M.A., a First in Mathematics, was seconded on a course in Technical Education, at the University of London Institute of Education.

13. 1957/1958. Further building plans; and a draft instrument of government sent by the Ministry of Education 15th April, 1957.
11th October, Quotations for building submitted.
20th October, Amended quotation.
7th May, Second instalment of building work. Applications for loan, consent by H.M.E. and negotiations authorised with contractors.

14. Part One: IIIB.1. Phase 1. 1899-1956.
July 1954. A new and substantial building centre was opened in Thornes Park. By 1956 the whole of the Technical School Building Department was sited in Thornes Park. Also provision for horticultural courses.
Alderman Borkwood took an interest in these extensions. Like some of his predecessors on Council and governing bodies, he was a member of several committees: a Governor of Thornes House Grammar School, a Governor of the Technical College, and a member of Wakefield Council Education Committee.

15. 1961. Mr. E. Yates appointed as Headmaster in succession to Mr. C.C. Bracewell. Mr. E. Yates, together with Mr. S. Waters (Queen Elizabeth Grammar School) appointed to the Board of Governors of Wakefield Technical College.

16. 1965. Comprehensivisation. Thornes House School designated a Comprehensive School, 13-19, with an intake from the newly reorganised, redesignated City High Schools. An unpopular move.

17. 1977. The Building Department of Wakefield Technical College is totally transferred to new, extensive, purpose-built buildings in Thornes Park.

18. Part One: IIIB.3. Phase 3, 1973-1980.
Groundwork towards a Tertiary College.
Having decided upon a Tertiary College to be made part of the Technical College:

'... a place would be found for the necessary building works in the 1979/80 Major Building Programme. The money available is in the region of £650,000, and it was hoped that completion of the new buildings would be in 1981.. . The Working Party had met ... the VIth Form development for the Wakefield Area should be met by the establishment of a Tertiary College ... '

The Chairman warned ... 'but one of the difficulties of justifying the provision would *be the need effectively to replace the existing VIth Form accommodation at Thornes House.*' (Thornes House had a VIth Form comprising transfers from four 11-16 comprehensive schools.)

19. 1974. 23rd February. Wakefield District College Development Plan for a VI Form College. Application made to the Department of Education and Science.
20. Part One: III. C. 1981-1992.
Reference: Ruddick, B. F., 'The Management of Falling Rolls; Demography and its Implications in Wakefield,' in: Keith Fenwick, 1982, Yorkshire Studies in Education, The University of Leeds. A review of student population in Wakefield Metropolitan District High Schools with reference to the projected dramatic decline in school population. (D.E.S. Report on 'School Population in the 1980's, No. 82). A closely reasoned paper, observing strict anonymity and confidentiality. The WMD Education Authority was enabled to reorganise.
21. 1979. Resignation of the Headmaster of Thornes House School, and from the governing body of the Technical College and from the Education Committee. Secondment to Leeds University for one year, then retirement.
22. 1981. March. Appointments and promotions of the Technical College staff based at Thornes House School still through the Governors of the College and the Education Committee. Art and Design, Graphics, Music and Drama, Sport and Leisure Departments, had, by this time, been moved to Thornes Park.
23. 1982. The North East Area Review of school provision.

24. 1982. Meeting of a Special Education Committee.

This Committee, appointed to deal with the implications of the North-East Area Review noted that the Governors of Wakefield College had asked that the Education Committee should 'receive their comment . . . (since they) would wish to see Wakefield District College play a major part in the co-ordination that will be necessary to achieve the best possible educational provision for young people in the North East area.'

25. Thornes House lost its VIth Form in 1983, effectively reducing the age range at Thornes House to 13-16, and made the school non-viable. At the same time a bid was put in by the College to buy the Science block at Wakefield Boys' Grammar School. (By now Direct Grant, named Queen Elizabeth G.S.)

26. As Wakefield Metropolitan District College of Further Education, the years 1981-1991 were those of adjustment, relations with local authority and central government.

1990. Wakefield Metropolitan District Education Committee met on 19th November, and a 'major shake-up' of education was planned.

The closure of Thornes House School in 1991, the re-founding of the Cathedral High School as a voluntary school are recorded in Part Three, IX.

27. W.M.D. Education Committee Minute 92/14 of 8th October 1991. 'It had been clearly understood, when the Review (1982) took place, and subject to the approval of the Secretary of State, Thornes House School would be allocated for College use. Difficulties in this connection had been caused by the introduction of the White Paper "Education and Training in the 21st Century" by the Secretary of State.'

It was resolved: 'that detailed plans be drawn up for consideration by Governors; that those be based on the occupancy of the school by College students currently

housed at Ings Road site, and an application received from an external organisation seeking to develop part of the site.'

28. Minute 922/93 of 5th December 1991. A question of expenditure. The Governors considered a paper prepared and circulated in this connection. They looked at the expected phasing of capital allocation from the Government which would be determined by the progress of the Scheme. The Governors requested, in view of growing problems in accommodation at Wakefield College, the Local Education Authority to allow the College to occupy part of the school in the forthcoming financial year. Minute 93/25 of 27th October, 1992, reported that valuers had visited Thornes House School and Ings Road School.
29. 1993 Thornes House School closed. Remaining few pupils transferred to the Cathedral High School. All educational buildings in Thornes Park allocated to Wakefield College. The site was then bought by the College.

.....

It is against this social, administrative and professional background that the history of Thornes House Grammar School must be read, particularly the early years in Part Two, Chapters V and VI. The closure of the school, and the re-founding of the Cathedral High School, is recorded in Part Three.

PART TWO

V

The Making of a Town Grammar School.

During the second half of the nineteenth century the way was paved, socially and politically, for town grammar schools throughout the country.⁵ The 1918 Act⁶ finally provided for them, following the example of earlier foundations around the turn of the century, for example, Goole Grammar School founded in 1909.

Thornes House Secondary (Grammar) Schools were the result of this Act - a Girls' Department and a Boys' Department under two Head Teachers with a clearly defined remit. The acceptance of grammar school status was tacit.⁷

The word 'secondary' was used at this time since the grammar school curriculum was implied in that word, as distinct from 'continuing' education. The 1944 Act defined secondary-grammar; in 1941 the schools were joined under the Headship of Mr Yorke-Lodge and the mixed school designated Thornes House Grammar School.

The Minutes of the Wakefield Council Committee, November 1918 to October 1919⁸ state:

‘Thornes House - Application to Board of Education for sanction to Acquirement of Thornes House.

Application to Local Government Board for sanction to borrow £10,150. No. 1060(570).

Abstract of proceedings: “At a Special Meeting of the Council of the City of Wakefield held in the Council Chamber within the Town Hall in the said City at 7 o’clock in the evening on the 3rd day of June 1919. Councillor George Blakey (Mayor) in the Chair.”

No. 1059. It was moved by Mr. Councillor Abell, seconded by Mr. Councillor Carr and Resolved that application be made by the Town Council as the Local Education Authority to the Board of Education for their sanction to the acquirement of Thornes House and a site of about 20 acres for educational purposes. No. 1060. It was moved by Mrs. Councillor Abell, seconded by Mr. Councillor Carr and Resolved, that application be made to the Local Government Board for their sanction to the borrowing of £10,000 to meet the cost of acquiring Thornes House and about 20 acres of land forming part of Thornes House Estate for educational purposes, and £150 to cover legal and survey costs.’

The Minutes of the Wakefield Council Committee, for November 1920 to October 1921⁹ state:

‘Thornes House - Conversion to Secondary School. Application for loan No. 182. (408).

‘Statement of proceedings: ‘At a Special Meeting of the Council of the City of Wakefield held in the Council Chamber within the Town Hall in the said City at 7 o’clock in the evening on the 5th day of April 1921.

Alderman George Foster in the Chair.

No. 182. It was moved by Councillor G. H. Sherwood, seconded by Mr. Alderman Miller and Resolved, that application be made to the Board of Education and the Ministry of Health for sanction to borrow the sum of £7,000 to meet the cost of carrying out the first portion of the work for converting Thornes House into a Secondary School.’

Thornes House belonged to the Milnes and Milnes Gaskell families from its building in 1779-81 by John Carr of York for Mr. James Milnes until the death of the Right Hon. Charles George Milnes-Gaskell, on 9th January, 1919. ‘Thornes House was sold in October of that year for £18,000 to the Corporation of Wakefield, who have converted it into a secondary school and added further buildings.’¹⁰



Mr. Liddle and first staff.

The Minutes of the Wakefield Council Committee and J. W. Walker's comment¹¹ corroborate these initial steps towards the foundation of the school.

At a meeting of the Joint Advisory Committee, Tuesday, 27 April, 1922. 'Secured 16 acres of land in Thornes Park N.E. Side, teachers' representations to view the ground and recommend as to the Schools for which it will be available and the manner in which the ground shall be allocated.'¹² This ground became the Boys' Department playing field. J. E. T. Skidmore writes, '... locally, there have been plenty of sportsmen who have left their mark on playing fields, etc.' C. Hamill, in his Autobiography writes of the enthusiasm engendered for cricket.¹³

The City Council had not the Committee machinery to deal specifically with the new school(s), and all initial planning was carried through one Committee.

Finally, in 1926, the Schools were given their own Management Committee to deal specifically with their affairs. This gave an afternoon for discussion instead of brief references and quick decisions added to a lengthy agenda of the Elementary, and later, Higher Education Committees. Much could be discussed at this sub-Committee which did not need to be taken further: even an educational debate on occasions?

Meeting of the Higher Education Sub-Committee on Tuesday, 16th November, 1926¹⁴

Minute Three: It was resolved:

'That the Sub-Committee was appointed to be the "Thornes House Management Committee" to whom shall be referred the management of Thornes House Boys' School and the Thornes House Girls' School respectively, in accordance with the Scheme for the government of these Schools, and that the Sub-Committee consists of: Councillors Clayton, Hull, Johnson, Jolly, Mountain, Scott, Smith.

Rev. Canon W. A. McLeod.

Mr. G. W. Green, Mrs. Abell, Mrs. Crowe, Mrs. Judge.'

The new school building was ready in 1923. Standing in front of the North aspect, the left wing was allocated to the boys, and the second floor. Laboratories had been added, also a hall and cloakroom, on this wing.

The right wing was allocated to the girls. Cloakrooms and washing facilities had been built on. A large picture window replaced the 18th century pair on the North side to give total light to an art room which already had a roof window - an artist's perfect studio. A science laboratory was equipped, also a domestic science room and pantry allocated in the old nursery wing. The small ballroom was used for assembly.

Staff and Curriculum

Appointment of Head Teachers and First Staff.¹⁵

Head Teacher	-	G. Liddle, M.A.,	Cambridge
2nd Master	-	R. H. Hill, B.A.,	Sheffield

The two schools began quietly. The boys' school opened with two masters - G. Liddle, Headmaster, and a temporary assistant for a few months awaiting the arrival of Rowland Henry Hill, B.A., ¹⁶Sheffield. Mr. Hill, resident in Sandal, stayed with Thornes House until his retirement. A person who was always there: a little austere, kindly, very quiet, unsentimental, thorough. One saw him around the schools and around Sandal, and one would have been surprised not to have done so - he was not an invisible schoolmaster. C. Hamill commented:¹⁷

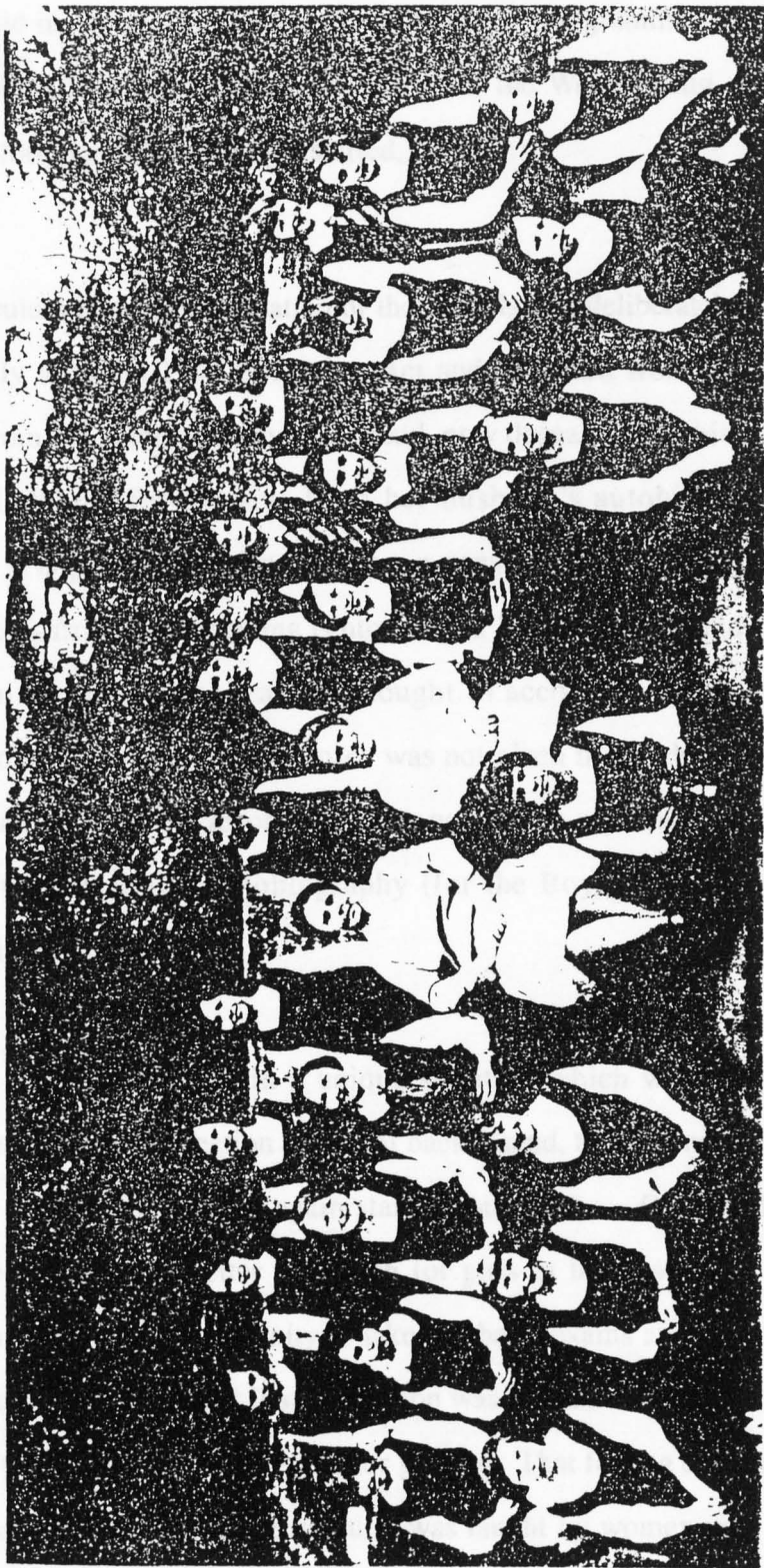
'Mathematics, English, were the foundation subjects. French, History, Religious Knowledge, Music, Physical Education, were added, subject by subject, (given) to suitable applicants. Art was contributed by a lecturer at the College of Art, C. N. Harrison, and woodwork by J. L. Harrison, also on the College staff. Fortnightly testing and two solid exams in the year ensured seriousness of purpose.'

Winifred Grace Chinneck, B.A.

Miss Chinneck was appointed Headmistress of Thornes House Girls in September, 1921, aged 38. She had had a wide experience of teaching in grammar schools, including seven years in Harpurhey High School, Manchester. Her salary was £400 p.a. initially and rose to £600 p.a. in 1935. She was a graduate, French/English, of the University of London and held the London Teachers' Diploma.

Rita Hodgson.
Head teacher

N. G.
Head teacher.
S. A. Training College.
University.



Form Upper IIIA

Miss Chapple.
Miss McManis
(Music)

Livelyn Davis
(Sport).
Head teacher.

Staff

There was no shortage of teachers in the 1920s and 1930s, but chronic unemployment until the run-up to World War II. Graduates were out of work. Geddes' Axe, c. 1921, did its worst. Teachers took severe cuts. The grammar schools had a wide choice. Sir Alec Clegg, Director of Education for the West Riding, told the story of having to send forty applications to get started.

Curriculum

The curriculum from the foundation of the schools was deliberately grammar school based to comply with the 1918 Education Act and the remit from the City Education Committee. From the autobiography of a friend, now deceased, and his widow, to whom the writer is indebted for extracts from her husband's autobiography, and many reminiscences, it is possible to piece together a considered building up of a balance of advanced subjects from the beginning central to the 1920s and 30s and of that time. It was a question of painstaking, careful thought to accord priorities together with a discerning appointment of staff, since space was not given in which to plan. A pity that none of the founding staff left records, but it is possible to construct the feeling of those first years from C. Hamill's autobiography (for the Boys' side) and from the few surviving official log books.

The girls were particularly in a unique situation which will never come again. Referring to comment in the section on social background, the reference to influences on the movement for girls' education again starts another echo. One result - of the hard grind to get recognition for better education for girls in the growth of a High School Movement, which gave the opportunity to take brothers' exams and places in University for some selected ones - was, that first generation was given a feeling of achievement and pleasure in a situation which is now taken for granted. That feeling cannot be empathised by later generations. The writer's generation was taught by women who were only half or one full generation away from these first, emancipated, somewhat exhilarated graduates who now cause wry amusement.¹⁸ There was still a feeling of achievement without a hint of stridency. Also a forward looking attitude, of building out from the

sadness of World War I - as was the situation at the end of World War II. Too much optimism? One was modern, there was something to be done, study was something done for its own sake, quality and excellence were aims, and a shared culture not an elitist culture for some and rubbish for the rest. Significant to note was that staff had trained in some way in addition to initial qualifications: not one had entered teaching without deciding on some training: this in the 1920s and early 30s when people usually went into schools on graduation.

There was a very, very strong emphasis on good manners. The school was so distanced geographically from the homes of most pupils (particularly Sandal, where the writer lived), that lunch was provided in the adapted 18th century stable block, at a nominal charge. Girls were always first. Good meals were cooked in the kitchen. Pupils travelled by public transport, no special buses or free concessions. In one sense, because of the distance from home and a site in the centre of a very large park of 112 acres - ten to fifteen minutes' walk up either drive - one felt one walked daily into a different world. The days were long, and good use was made of the pleasant lunch-time. Mid-day prep. in summer was allowed out of doors. This early school could easily have become a boarding school.

The House: Adaptation to a School

The Boys' School

Claude Hamill's account of his first day at Thornes House is vivid. The large house was divided somewhat unequally, and it has to be admitted, the girls got the better half. The adaptations and additions to the boys' side were more or less complete, and they were also given the top storey. '... there was a temporary wooden staircase and bridge leading on to the first floor of a new wing being added to the left of the existing building. This new wing comprised a school hall, cloakrooms and a classroom at ground level and a chemistry and physics laboratory on the first floor.'

'As we went into the school via the staircase and bridge and past the laboratories we came to classrooms and another staircase leading to more rooms - at one time the

bedrooms for the gentry and their servants. Looking out of the windows we saw below us the splendid ornamental gardens (a terrace) across the full width of the house.'

The Girls' School

The original plan of the principal story was little altered at the girls' end. Stables and open courts had gone at an early date in the building of the house, and at this west end cloakrooms and appropriate washing facilities were constructed, adapted from a large conservatory. The beautiful ballroom became the assembly hall, used for dramatic productions, music and Physical Education. The parquet floor was as new, and care had to be taken. Indoor shoes were worn at all times. The dining room, drawing room, library, were form rooms; the open court and saddle and harness rooms had gone, again at an earlier Milnes alteration. The north-facing art room was filled by one window almost the size of the wall; the breakfast room; the Headmistress's study; the entrance Hall, still with 18th century black and white flagged tiles, now the clerk's accommodation on his appointment in 1927; Mrs. James Milnes' dressing room, the Headmaster's study. The inner hall, with its freestanding stone pillars, dressed stone floor, beautifully proportioned original stone staircase with mahogany balustrade and wrought iron uprights was light and airy from a huge 18th century window built into the wide staircase on a half-way landing. The landing area on the first floor was sufficiently large to take small meetings for clubs and committees. Three classroom doors, 2 north and one south, opened onto this area, and in one corner another door led into a very large bedroom converted into a general science laboratory.

A passage at the head of the stairs immediately to the right led into a corridor from which one entered three more classrooms, at the end a pantry, and into a very, very big kitchen, with the original late 18th century or early 19th century large iron fixture of fire, grate, and ovens. This was massive and was clearly part of the added nursery wing when James Milnes later on built the separate stable block (by this time keeping three menservants) and added his ballroom.

The terrace, built level with the house and supported at the southern end by a massive wall, was still kept as the old 18th century design - a fountain, a parterre of small beds, a

central gate and steps leading down to a wide bricked path going towards the stables. It was full of flowers - aconites and snowdrops began the winter cycle, through daffodils and bluebells to cherry trees in spring, to old roses in the summer. On hot days, those fortunate to have the drawing room as a form room could open the french window doors and the heavy scent of flowers and mown grass would be the background to lessons - plus the odd visit from the peacock. The far south western corner was Charles G. Milnes favourite spot for reading out of doors. Original 18th century and early 19th century decorations were kept wherever possible, the drawing room was green and gold, and through the house marble fireplaces had carvings below the mantels of a scene from a fable. The purpose-built gymnasium, dining room and kitchens, when they came in 1931/2, were planned to blend with the architecture. (This building has been allowed to fall into disrepair and is now unsafe.) The surrounding trees were the original 18th century planting, magnificent Oaks, Copper Beech, Sycamore. The playing fields were adequate for their time; there were three good hard tennis courts and a games field for hockey and netball. One had a panoramic view of the city from the games field as well as partly to the west up the Calder valley. Many of the superb trees, one hundred and fifty to two hundred years old, as well as the terrace, were sacrificed when the new school building replaced the house after the fire.

The fire was not a 'blessing in disguise': this cannot be over-emphasised. A major historical mansion of the city went up in flames. Such a thoughtless remark could only be made in ignorance and insensitivity. The fire was reported in the 'Wakefield Express' of Saturday, July 21st 1951, when HMI's Report¹⁹ was quoted:

'Only recently (c. 1951) the school had been given an excellent report by inspectors who referred to the many unique and beautiful features of the building. They recommended that a member of the staff be appointed as a curator to ensure that the very best use of these features, which included a beautiful fireplace of outstanding merit, could be made.'

The house was, of course, another bone of contention: 'The 'scholarship children' to be accommodated in such beautiful surroundings'. Fee payers were accepted. Clearly the building was appreciated and valued as demonstrated by an article in 'The Stork', the School Magazine of July, 1951: 'Introduction to Thornes House Interior Structure.'²⁰

A new school building on factory lines in an 'up-to-date' style replaced the house, but the atmosphere had gone; nevertheless concern for the school was evident in a report in the Wakefield Express on 21st May, 1966, that:- (misprint: 1956?)²¹

"Thornes House School will be one of the finest grammar schools in the county, following extensions estimated to cost £204,330, it was announced this week."

The 18th century background was exploited to the full - art, literature, history. The grounds were meticulously and attractively kept to the 'romantic' late 18th century/early 19th century taste; there were six small garden plots near the Camellia House (original 18th century) which was totally filled by about fifteen-foot tall camellias and out of bounds because of a well at floor level; we looked after the Gaskell's little dog cemetery near the plots, in the undergrowth, now cleared beyond recognition.

There were the following provisions: an art room; a general science laboratory; a small library housed in the VIth Form room; a beautiful hall-cum-small ballroom left as when the Milnes-Gaskell family lived there - large late-18th century mirrors at either end, marbled free-standing pillars halfway, a parquet floor, a platform at one end which could be built up to accommodate dramatic productions; a domestic science/needlecraft room; classrooms for 10 classes averaging 25 girls in each Form except VIth, which had approximately 10. The writer went up school with approximately the same 25 girls and knows some still. There were adequate cloakrooms and washing facilities built on; a staff room; Head Teacher's study; the Secretary was lodged in the large entrance hall and had access to both boys' and girls' sides.

Under the first three heads and their staffs, Mr. Liddle, Miss Chinneck, and Mr. Yorke-Lodge as a mixed Grammar School, Thornes House School grew, until it suffered a devastating fire in 1951, when Mr. C. C. Bracewell was Headmaster, from which it never really recovered. Ursula Whate, the Senior Mistress, was staunch in help whilst the school was housed in Holmefield House in the park grounds adjacent to Thornes Park. It

was distinctively and deliberately a grammar school with a clearly sensed ambience. It got its university places²² and followed its remit - cared for all pupils and tried to turn out people with wide interests, with an interest in the world around them, able to expand and contract the elastic of social distance in their dealings with people, able to meet as social equals: the Thornes House product had a distinctive independence of mind. The writer was personally in touch with Miss Whate until her death in 1966.

Scholars, Scholarships and Parents

Thornes House Boys' and Girls' Secondary Schools were set up from the beginning as what would be termed nowadays as 'grammar' schools, and were a part of what was the second wave of municipal grammar school foundations in 1921, the first wave being in 1890-1900, when the Cockerton Judgement damaged the Higher Grade Schools,²³ when, as previously stated, Goole Grammar School was established in 1909, Wakefield Girls' High School in 1878, and Wakefield Boys' Grammar School, established in 1592, was re-chartered in 1875,²⁴ and granted all the endowments.

The school subjects were as diverse as staffing allowed. The sixth form was under Ursula Whate, English graduate, Sheffield University. Latin, French, English, Mathematics, History, Geography, General Science, Domestic Science (Miss Freer, shared with the Technical College), Art (Miss Dillistone, shared with the College of Art).

From the beginning, there was a sufficient grammar school curriculum in 1920s and 1930s pattern catering for an age range of 11 - 18 years, Third to Sixth Forms, A and B grouping by ability but in retrospect there was little to choose between the groups. The Girls' High School on a friend's authority, had A, B, C groupings; A - fee-payers, B - less able, C - the 'scholarship girls' some of whom were integrated into A and B in their fourth year.

Thornes House was not classed as a second class school. (A designation WBGS narrowly avoided at the time of the Taunton Commission.) Teams played other grammar

and high schools from the Riding and neighbouring towns. There are several references to the gradual accretion of a creditable list of sports fixtures in the early Boys' School magazines.²⁵ Invitations to concerts at Wakefield Girls' High School and Wakefield Boys' Grammar School were accepted and returned in the writer's day, who remembers attending some; these were, for pre-World War II time, Saturday morning events, including concerts when hospitality would be returned. Out of School activities, now part of school timetables, were of diverse kinds - swimming, places of local interest, historic homes, 'botanising', literary sessions and drama. The days were full and long, and quite a few pupils faced long journeys home without thinking much about 'inconvenience,' and with no special transport.

Scholarships were given at 11; occasionally 'under age', i.e., when birthdays awkwardly fell in August. The school was *not* specifically set up to provide cheap teachers, requiring parents to commit their children to elementary teaching at the tender age of eleven in order to get a coveted place. The city minor scholarship scheme was not an apprenticeship scheme to get teachers-of-a-kind. The old West Riding had a scheme around the turn of the century of 'Queen's Scholars' and later 'uncertificated' teachers, but even then there were no 'sandwich' courses.²⁶ There is a handwritten note on the 'School Notice Board' in the corridor of a rebuilt Junior School at Beamish Open Air Museum to the effect that 'Mr. — would visit the school leavers to ascertain if any wished to teach.' This is another County and this particular note would require detailed investigation before informed comment could be made; hasty assumptions and even less acceptable judgemental statements would be out of order. Local parents, from the social backgrounds described in the first section of this account, would not have accepted such socially diminishing arrangements - what doubtful 'Scholarships' such would have been; even more - strict parents though they were - would they, using their good sense, have recognised the psychological fact that children's predilections change. Administrators, in a quickly developing, sophisticated population, even would not have acquiesced, in the interests of economy, in a 'good enough for them' syndrome, but would have acknowledged that teaching capability could not by the wildest stretch of imagination be assessed at eleven years.

Thornes House was not set up to supply cheap teachers - the City fathers, responding to the 1918 Education Act, provided a grammar school. Parents also were not on the poverty line²⁷ and came from a responsible section of the community, as the list of parental occupations in the Appendix and character of parent outlined in the first section of this account demonstrate. Home background was sound and full support was there, except in a few instances. Claud Hamill gives a detailed account of his Scholarship to Leeds University (see Autobiography), when after a brief unhappy interlude at County Hall, he returned to school.²⁸

There were no late transfers in the writer's time, except from other cities, when fathers' work moved families on. No stipulations were laid on parents except the agreement to finish the course; no one was given a place merely on an agreement to teach, "channelled" into an intolerable, invidious position. If a pupil on matriculation, plus Higher School Certificate wanted to teach and needed financial help for College, the City gave a loan - not a grant, part fees, books, clothes or travel, but a repayable loan. University places were given on Major Scholarships. County Major Scholarships were like gold - more like taking a name out of a hat, or a selected pupil; the loan towards Training College expenses had to be repaid from the first two years' salary, ensuring the Authority of two years' response from the borrower. After that, they were free, and had also completed an inspected probationary year.²⁹

In 1927, The Chairman of the Education Committee, Mr. J. W. Smith, gave the Report on Wakefield Girls' High School, Wakefield Boys' Grammar School, and the Thornes House Secondary Schools as one group.³⁰ He stated plainly that the reports on all these schools were equally gratifying and went on to discuss Circular 1381 of the Department of Education regarding the Exchequer grant ('Direct') for Wakefield Boys' Grammar School and Wakefield Girls' High School. To qualify for this grant, the two schools were under an obligation to take a token number of City scholarships. They tended to favour the West Riding, and regarded the City as being under the 1918 Act - obliged to look after its own. At this early time, these two Schools had not total independent status, they were given 'Direct Grant' status in 1927.

Selection procedures were meticulous, clearly planned to be as fair as possible. There were just too few places for a growing population which was anything but backward. To this end, Councillor Smith gave the details recorded in his 1927 Report of a revised scheme of selection, wherein scholars were required to achieve a standard. (In her first year at Thornes House, the writer gained a 'standard' prize). A Board of Examiners was appointed from members of the Education Committee, Administrators of Schools, H.M.I., and teachers. There were three examination papers: English, Arithmetic, and, in addition, a Binet-type intelligence test. Intelligence tests were beginning to be used, plus an interview. Even so, good people were left behind because places were not sufficient.³¹ Percentages of pupils transferring to Grammar Schools across the country between the wars varied from 25% to 45%. In 1927, the total minor scholarships in schools in the City of Wakefield were:

Grammar School	-	61,	High School	-	51
Thornes House Boys'	-	218,	Thornes House Girls'	-	154
Other	-	19			
Of Major Scholarships, 3 at University plus 1 free place (Leeds)					
3 extended.					
Loans to Training College students, 11.					

Particular mention was made of Thornes House Boys' Secondary School and Clifford Brown³² and Claud Hamill, that they had taken full Higher School Certificate plus Matriculation, and had gained places at Leeds University. Claud Hamill gives a full account of his particular place at Leeds University, a special case, when his decision was made after H.S.C., and a trial run at clerical work. He went on to get a First in mathematics.

The Chairman's continuing remarks on further Scholarships that year, 1927, illustrates the concern the City fathers had in encompassing a wider field of ability and interests and tacitly demonstrates where their predilections lay:

Kindergarten, 1;	Technical, 2;	Domestic Science, 1;
Senior Art, 3;	Junior Art, 7;	Agriculture, 1;
Technical Schools, 19;	Senior Commercial, 6;	
Junior Commercial, 7;	Minor, 121;	Minor Extensions, 56.

Maintenance allowances were paid to 90 people.

It was also reported that a Juvenile Employment Bureau had been established. A beginning: not exactly "careers", but a start.

The Joint Advisory Committee of Wakefield City Council of 27th July, 1927, considered applications for Scholarship Exhibitions and Loans. A Major Scholarship Exhibition was worth £65 per annum. Along with Minor Scholarships at Normanton Grammar School and Wakefield Boys' Grammar School, those at Thornes House were renewed with added discussion of Special scholarships and *the* free place at Leeds University. Repayable loans to students at Technical College were between £15 and £30.

Writing recently, J. E. T. Skidmore, a 'Foundation' scholar and later a solicitor in this City, wrote: 'I like to think, too, that for a school opened in 1921 its successes in the academic and business fields have been remarkable.' The Appendix is a silent testimony, and full lists are to found in the school magazines.

REFERENCES

1. 'So far as the really prosperous classes were concerned, these developments were for other people's children.' Reader, W. J., 1966, *Professional Men*, Weidenfeld and Nicholson, p. 206.
2. Jackson, C., 1909, Report on Boy Labour, in the Royal Commission on Poor Laws, BPPXLIV.
3. This was not apathy, but a recurrent disinclination to allow the leading strings to be broken, an ingrained working class antagonism towards anything outside the group beyond elementary stages. One factor was the indisputable need for every member of a family to contribute to its income.
4. Whose daughters, if possible, were kept at home. They could follow 'genteel' hobbies, for example, Miss Louisa Fennell, the daughter of a local doctor who was an amateur artist, trained at the Industrial and Fine Art Institution. See also: Vera Brittain, 'Testament of Youth,' who records her difficulty in convincing parents of her wish to go to Oxford.
5. The 1902 Act brought a period of expansion and the foundation of secondary (grammar) schools. A period of secondary expansion followed a period of elementary growth.
6. The 1918 Act was also closely examined by the Catholic bench of Bishops. Religious controversy was very slowly giving way to a wider concern for religious education; 'co-operation was permitted in all projects for the real educational progress of the country. . . ' *The Universe*, February 15th, 1918, 'The Bishops and the Education Bill.'
- 7
 - (i) Compare the re-founding of Wakefield Boys' Grammar School and the discussion over the founding of the Girls' High School and refusal to give parity of esteem to a Technical School: The Charity Commissioners' Report on Charities in the Parish of Wakefield, 1898, pp.1-49.
 - (ii) Also M. Hardcastle, *History of Wakefield Girls' High School*, pp. 5 & 6.
 - (iii) Silcoates School, founded in July, 1820, was established as a Dissenting Grammar School, now a member of HMC.
 - (iv) Reference back to Part One:

8. Wakefield Council Committee Minutes for November 1918 to October, 1919, References as above. Ref. WW1/15.
9. Wakefield Council Committee. Ref. WW1/15.
10. Wakefield Council Committee, November 1920 to October 1921, No. 182 (408); No. 182.
11. Walker, J. W., 1966, Wakefield: Its History and People, 3rd edition, Vol. 2, p. 646.
12. Joint Advisory Committee, Wakefield City Council, Bound volume of Elementary Education Committee Minutes, 1921-1926, Registry of Deeds and Archives, Newstead Road, Wakefield.
13. Hamill, C., 1990, Autobiography, privately printed.
14. Higher Education Sub-Committee, Tuesday, 16th November, 1926. In above volume.
15. Staff Registers.
Boys' Staffing Log: WMD 4/2/1/11
Girls' Staffing Log: WMD 4/2/1/9
16. Chapter VI, Comment by J. E. T. Skidmore, a 'foundation' scholar, later a solicitor.
17. C. Hamill, 1986, Autobiography.
18. Jordan, Ellen, 1991, "Making Good Wives and Mothers?": The Transformation of Middle Class girls' Education in Nineteenth Century Britain,' History of Education Quarterly, Winter, Vol. 31, No.4, pp. 439-463.
19. The Wakefield Express, Saturday, 21st July, 1951. Drama of the Thornes House Fire. HMI.
20. 'The Stork.' July, 1951.
21. 'The Wakefield Express,' Saturday, 21st May, 1966. (Misprint in W.E.? 1956?)
22. Reference to the list in Appendix. Also the later occupations of pupils.
23. Reference to Part One.
24. Reference to Part One.
25. C. Hamill, Autobiography, and J. E. T. Skidmore, letter, reference above.
26. Gosden and Sharp have given a succinct account of the influence of A. H. D. Acland, regarded as an expert on secondary schools, p. 80; and the education and training of teachers, Chapter V, and note pp. 104/105 particularly:

'The only other major change in the arrangements for the education of future teachers up to the age of eighteen before the major reforms of the second World War period was the abolition of the student teacher system. The Departmental Committee of the Board of Education, whose task was to consider the training of teachers, recommended that this should be abolished in its report in 1925. The Board indicated to LEAs that it proposed to follow this recommendation and expected the system to be ended in 1927 unless there were some very strong reasons for keeping it. A year of service in an elementary school between leaving a secondary school and entering a training college at eighteen had for some while seemed to be of little value to those in a position to assess its worth. In 1921 the Principal of Bingley Training College reported to the authority that she believed it to be 'of no great value and in some respects positively harmful'. She added that the almost unanimous opinion of training college authorities was that students would do better to remain as full-time pupils in secondary schools

for the additional year. In spite of opposition from some of the Part III authorities, the West Riding abolished the system and used the money thus released both to assist bursars to stay at school for an additional year and to make the scale of grant aid more generous for students at college.'

27. This comment has been stressed by several writers.
28. An account of a false start, a vivid picture of office life with Dickensian overtones, and a happy resolution.
29. Invidious to quote names, but several well qualified, trained, dedicated teachers from the three schools have been known to the writer for a life-time; some were friends. Also her teachers of infant and junior days in Sandal - Miss Chadwick, Head of Infants; Miss Hauton and Miss Green who encouraged scholarships. Miss Chadwick is referred to in the History of Wakefield Girls; High School, 1878-1978, by Margaret Hardcastle, published to commemorate the School's Centenary:

'The most successful academically of this group of scholars (a scholarship 'Foundation Scholar') was Louisa Chadwick who was one of the first girls from the High School to go on to higher education. In 1885 she left the High School for Whitelands Training College. Miss Allen noted later that she passed first-class and Dr. Steiner gave her full marks for music. Later she became Headmistress for Sandal Church of England Infants School and remained in the post for thirty-seven years.'

The writer has memories of the lovely children's music, singing, and singing games at her infant school, and of Miss Chadwick being there. Contrary to the usual tales of grim schooldays 'long ago', children ran up to Miss Chadwick, Miss Gertrude Hodgson, Miss Hugill, and chattered quite freely.

30. Wakefield Education Committee Minutes, 1927.
31. The writer left friends behind who were equally as good.
32. Clifford Brown finally taught at Scarborough College. His M.Ed subject was: 'Technical Education in the City of Wakefield.' He retired to the Lake District, and named his house 'Thornes House.' (Thesis).

PART TWO

VI

... neither the extreme liberal nor the extreme authoritarian thesis is at all plausible ... the sensible educator will take up some sort of intermediate position. ... He will not expect or intend to produce an educated adult who has no beliefs, values or attitudes, which he cannot rationally defend against all comers and who is incapable of settled convictions, deep-seated virtues, or profound loyalties. But neither will he treat his pupils in such a way as to leave them with closed minds and restricted sympathies.'

Professor Basil G. Mitchell.
The Durham Report.
Appendix B: Indoctrination. p. 358.

['The Fourth R:' The Report of the
Commission on Religious Education
in Schools. Chairman: Ian T. Ramsey,
Bishop of Durham.
London: National Society & SPCK.1970.]

PART TWO

THE GRAMMAR SCHOOL ASPECT

VI

‘... treat his pupils in such a way ...’

VI

THE GRAMMAR SCHOOL ASPECT

The Schools' low-key start, remarked upon in Chapter V, is recorded in an autobiographical account written by Claude Hamill,³³ a foundation scholar whose acquaintance was renewed in Hull when it was discovered that the writer and he had attended Thornes House Grammar School. He was Headmaster of Riley High School, one of the schools hosting post graduate certificate students from Hull University School of Education. His wife, Margaret Walker, attended Wakefield Girls' High School. We had Sandal and Chapelthorpe in common, as well as later residence near Thornes Park: therefore recollections were substantiated: this detail is written to corroborate the evidence presented.

Reading his narrative, one apprehends the first years of the school's life through the perceptions of an eleven-to-seventeen year-old and his friends: he has almost mentally managed to assume again the outlook of those first pupils of a life-time away. In writing this autobiography he came up against the problem of producing a narrative from the point of view of an eleven-year-old, then as an adolescent still lacking the insights and experience of an adult, simultaneously needing to distance himself sufficiently to register appreciation and understanding. On occasion, he puts in asides which echo accumulated experience as well as remarks on his individualistic approach to teaching which unconsciously mark stages in teacher training.

Writing two years before his death, Claude had an almost total recall of an unsophisticated, quiet country life so distant in mental time that it seems a country of the mind to an uncomprehending, present-day audience. Written as events and people came to mind, his story recounts not merely a stark outline of staff arrivals and academic subjects built up to an acceptable standard, but catches the atmosphere of lively, irrepressible excitement, rather than awe, of happy relationships with a certain amount of give and take with staff and contemporaries, and pleasure in success; *but above all, an abiding witness*. Unconsciously it conveys the application of the Headmaster and R. H. Hill, the second master, in achieving a united staff, and their painstaking construction of a balanced, professional 1920's/30's curriculum. Glimpses, almost snapshots, of family life and the locality, particularly the nonchalance over a daily ten mile cycle ride in total from and back to Chevet³⁴ (Sandal) over the river give endorsement to the remarks in Chapter One as to the comfortable, but very quiet, lives of average families of that period; of attitudes towards self-help and a valued schooling. Before World War II there was a close social fabric woven of school, home, friends and strict parental discipline.³⁵

This narrative endorses the earlier comments that little time seems to have been officially allocated for any pre-planning period. The school's steady progress owed much to the versatility, cultural background and professionalism of Head and Staff.³⁶ Brief sketches of staff, their qualifications and training, again endorse remarks on calibre in a previous chapter and unconsciously illustrate scholars' proprietary satisfaction in their teachers: they felt they were not fobbed off. One notices, also, the support which came regularly from time to time from Wakefield Boys' Grammar School, and the Technical College which shared some staff. As remarked previously, before World War II, the three schools had pleasant links, though the closer link for Thornes House was with Wakefield Boys' Grammar School.

The writer remembers most of the people commented on. The first Headmaster was George E. Liddle: '... a tall, upright man, distinguished looking with almost military bearing ... and a perfect gentleman.'³⁷ The School Magazine, 'The Stork,' of July 1951, carried a positive, appreciative remembrance:

Death of George Ernest Liddle, July, 1950.

'Strongly for tradition, a man of wide culture, a lover of the arts and a First in Mathematics, a fine pianist, a keen critic, member of the school orchestra, . . . delight in camping, cricket, rowing, yachting . . . haymaking . . . and a mecano set'

In his success as a Head Teacher, when he began 30 years ago, 'his ideas on education were unorthodox' but his dedication was to the 'course of true education and developing minds', 'welcomed advice,' but 'could carry out own decisions.' 'A quiet and reserved man . . . gave freely of his time . . . Chairman of Wakefield Council for Social Services.' 'Service not Self.' He returned to St. Ives, Cornwall. He 'gave to the growing school something intangible that can never be measured in terms of academic success.'

The positive contribution and courteous presence of a very straight person was remembered. One likes to imagine that Mr. Charles Milnes Gaskell would have appreciated him and that 'the Eton boy' of the earlier Milnes generation would have enjoyed his company.

The second Master, R. H. Hill, taught French, ' . . . a marvellous man, and a born teacher.' He remained at Thornes House for the rest of his life until his retirement in 1965. 'We always thought of him as the authentic Yorkshireman.'³⁸ His ploys to get volatile West Riding boys to acquire good French accents were varied and entertaining. 'Boy, I could froth!' was fairly often heard, according to Edward Darlington, later Head Boy, and in professional life, Head Teacher of schools in Kent and Cambridgeshire. J. E. T. Skidmore, one of the early 'Foundation' scholars, later a solicitor (Leeds University) in Wakefield, writes movingly of 'Hilly':

'Roland Henry Hill was a Yorkshireman from Sheffield and proud of it. He was never to lose any of the characteristics fondly associated with the County and, indeed, much preferred to use Anglo-Saxon words to those derived from Latin. Three of his oft repeated phrases readily come to mind; "Blockhead", "Yorkshire gumption" and "After the Lord Mayor's Show comes the Corporation dust cart."

He was a small, neat, earnest man and a great actor and footballer as anyone who played with him on the football field soon discovered. Present day Continental players have nothing on "Hilly".

Although he was a brilliant mathematician, Roland Hill taught French at Thornes House and one can never forget his grimaces when one made a mistake, or his antics when teaching the present and past tenses: "I am *kicking*" and "I am *kicked*". Again the consummate actor.

His strength lay not so much in his eloquence (although he was an eloquent man) or genius or scholarship but in his good humour, kindness of heart and tact. Roland Hill achieved the greatest effect and the greatest success by the simplest and most homely of means, and the greatest results with the smallest amount of external resources. There were no electronic machines and cassettes in his day! One former pupil swears that he owes his life to "Hilly" when he was taken in by a French family and hidden from the Germans in the Second World War. He was able to speak to the family and to understand them although this was some 15 years after being taught by "Hilly". I can think of no harder, deterring task than to teach French to pupils with Yorkshire accents, but he managed it.

Another facet of Roland Hill, and one loved by all his pupils, was the seeming knowledge he appeared to have of one's background and family, but where he obtained his information from always remained a mystery: Nevertheless, it was a profound shock to be asked by your schoolmaster in those days "How's your brother Jack going on then?" or some such innocent family inquiry as if from a family friend who knew all about you and yours. It was also astounding that he could remember all his pupils right through to his last days.

To say that he appeared to have all the virtues and none of the vices may seem trite but he was zealous, honest and humble and never avoided anything which demanded honest, earnest hard work. He showed a persevering devotion to the School which he dearly loved and to which he rode every day during the week on a bicycle far too big for such a small man.

There was always an affinity between "Hilly" and his "Old Boys" whether in an audience of one or many, and in the latter cases he could sense the atmosphere and feeling and respond to it. One can never forget his after dinner speech at an Old Boys gathering on 30th November 1957 in honour of himself and the late G. F. Pearce on retirement and when World War II was beginning to be looked at dispassionately. His tribute to those who gave their lives and to those who served was remarkable and it was a privilege to have heard it. And from one who had served in the previous War and knew all about it!

Roland Hill was much loved, revered and respected by all his former pupils without exception and we are all the better for having known him. Many would have liked to have seen him Headmaster of Thornes House and he would have been proud to have served as such but it was not to be for some unknown reason, and in the circumstances he accepted the position with his usual modesty and humility and with no spite to anyone. A little man he may have been by stature but he was a giant in other ways.'

J. E. T. Skidmore concluded his account: 'I personally had wonderful schooldays at Thornes House and consider myself fortunate to have been there.'³⁹

English was taken by H. A. Peter, J. Tillott and L. Beddis; Art by C. N. Harrison, transferred from the Technical College, and a second technical College visitor, J. L.

Harrison, for Crafts; H. R. B. Wood and E. Hepworth, Geography; W. J. Emery, Music; G. A. German, G. A. Pearce and E. J. L. Reynolds, Science. In 1924, Philip Radley (later Headmaster of Ackworth School) took over History and Latin. It has been possible to risk the conjecture using C. Hamill's Autobiography, that Mr. Radley was the writer of the following postcards.⁴⁰ Postcards and autobiography endorse each other:

'This view is a good one of the terrace in front of the school which is usually beautiful with flowers. The boys' hall is at the bottom on the right. When I go home from school, I come through one of these doors and walk all along the terrace towards the left and then down through the park.'

'The boys' department shown on this card is the *top* floor in the centre of the whole of the *right* wing. The left wing and the two lower floors of the centre belong to the girls' school, with which we have nothing to do.'

'On the top floor, then, the two windows on the left are IVa - the next two - the ones that stick out - are IVb, and the next two LVa. On the right wing on the top floor the first window is the Physics laboratory, with which I am not concerned. Then comes UVb and, lastly, UVa. Below these rooms is the school hall in which we assemble each morning and which we use as a gymnasium and also for concerts etc. The semi-circular window you see on the left side of the centre right at the top is the school library. Here I teach VIa Latin and History. The other classrooms are on the other side of the building.'

Testing procedures more or less were the same in both schools. The girls' early General Knowledge papers were based more on general reading of books and newspapers; on alertness to country and world affairs and to people, testing a general ability to go to original sources for information. These tests or 'soundings' skilfully evaluated the hidden curriculum of the environment and home and were never regarded as an imposition or task, more a fun attempt as to how much one could answer. (Mr. Hill was more direct - he enquired!)⁴¹ There was in both schools an acute appreciation of music and drama, encompassing Gilbert and Sullivan to 'The Land of Heart's Desire', to 'Quality Street,' to 'The Shoemaker's Holiday.'

One serious lack, but a general one across all schools of that period except those independent schools catering more or less exclusively and rigidly for the small band of people automatically destined for higher education, was a dissemination of wide-ranging information on 'careers'. It just did not spin into the orbit of those pleasant teachers.

Over time, however, the School Magazine, 'The Stork', demonstrated a growing awareness of the need for careers counselling⁴² backed up by a reference library of careers literature detailed in its informative articles on a wide variety of professional and business lives. One of the best centres in a school at a later time was seen by the writer at the Gateway Boys' School in Leicester.

'All we knew about university . . . ' - Claud Hamill's comment⁴³ definitely illustrates that serious omission of advice on careers at a professional level at that period particularly across a wider spectrum of advanced technical and technological studies. In the light of the commitment of The Yorkshire College, later the University of Leeds, to expanding industry in its region, (that institution even applied to the early West Riding Committee dealing with grants), in addition to the city fathers' predilection for technical education, higher and further educational horizons seemed to be depressed. For girls especially, the way ahead towards that ever receding horizon of educated freedom was even more proscribed: the choice was teaching, nursing, office work - this last a total waste of higher education since it usually entailed errand-girl work (disguised by elegant titles, and no prospect of promotion) under seniors (so-called) of an indescribable pettiness.⁴⁴ (Even County and Town Halls looked for matriculation and County Hall even asked for matriculation from the girl who spent most of her time stamping insurance cards.) Again, City Major Scholarships were few and there was little or no advice about alternative unconditional bursaries or scholarships although these must have existed when one looks at the High School and Boys' Grammar school lists of the time. From a reasonably wide, quietly cumulative experience, the writer would affirm the intellectual quality of those Thornes House grammar school pupils. They could stand alongside parallel schools in the County. *A good deal of ability was dissipated, to be eventually used to good effect and purpose in the Second World War.* The succeeding comprehensive schools had a different remit and different educational problems to solve and a different duty towards each unique catchment area.⁴⁵ Comprehensive schools serve a local community. The grammar schools took people across a wide area and across the social spectrum.

This comment comes from twenty years' experience in schools as well as seventeen in Higher Education over which time careers planning and guidance has come to be recognised as a skilled task: much information is now collected for a wide range of ability and predilections. The City Education Committee gave bursaries in a tentative way at first for advanced technical education, but the eventual development from that careful (and again quiet) beginning has been an independent Technical and Art College 'Wakefield College' with a country-wide reputation, producing some eminent pupils on its way. The latest local development is in the direction of technological equipment for one of the 11-18 comprehensive schools.⁴⁶

An outstanding memory the writer has of the mistresses at Thornes House was their quite unselfconscious ability for conversation with the girls without spurious mateyness. We were expected to exchange views, give a point of view, and, by example, absorbed discussion skills and a necessary aptitude in meeting social situations. They were exceptionally pleasant and approachable people providing one observed the courtesies. There was strong insistence on manners which were more than superficial: one met people as social equals, but ability to converse easily was regarded as giving thought to the other person's mental reassurance and humanity. The Headmistress, Miss W. G. Chinneck, was very strict. An English graduate, Monica Edwards, 1922-1926, later a children's writer, wrote appreciatively of her teaching.

We were, on our first day, received by Miss Whate, who said: 'I'm Ursula Whate. Ursula, as you most probably know, means 'bear', and I hope you won't think I am one. We must, however, have a few ground rules.' A carefully considered sentence used each year. Miss McKechnie then took form IIIA over: her 'direct' method of teaching French was fun.

Ursula Buchan Whate joined the staff in 1926 after graduating from the University College of Nottingham,⁴⁷ then training followed by service in schools. Starting when the school was five years old, she devoted her skill in teaching and her friendly professionalism to support staff and pupils who came into contact with her until her retirement in 1952. The disastrous fire of 1951, which totally destroyed the beautiful building, and slowed down energy and thrust, burnt all her teaching notes, records, papers

and books: a life's work. She lived near the Park, but after an unpleasant incident in Thornes Road when she was attacked and thrown heavily to the ground, she moved to Sandal. She lived there until her retirement, absorbed into Sandal life and finally moved back to the family house to live with her sister in Retford. The quiet help she gave to Mr. Bracewell, the Headmaster, after the fire, when the school was accommodated in Holmfield House contributed to the big adjustment which had to be made.

As one of a well-grounded, experienced staff, Ursula gave as much as any towards holding a good standard which was maintained to the end of the school's life as a grammar school. Such women, as well as being only a generation and a bit away from the first women allowed to graduate, on the writer's arrival were only seven years away from the end of the First World War. There must have been personal losses (as for some of the girls), yet Armistice Day services, with November light from the terrace shining upon apparently cheerfully uncomprehending, meticulously groomed young heads, were never allowed to be anything but a thanksgiving for friends who would walk with us to the end of our time. Only during the Second World War could one comprehend fully what reading some of the modern literature with pupils could have meant or Whitman's 'O Captain, my Captain,' or Tennyson's 'Morte D'Arthur': 'the sequel of today unsolders all ...'

For Ursula Whate was 'modern'. Not in the sneering, excluding manner of 'elite' circles, but in work modelled on traditional grammar school lines then making it plain that modern literature and modern art were yet a further time of growth and fun to discover. Nothing was allowed to be portentous or pseud. It was the time of the Newbolt Report, George Sampson's 'English For the English', and Ernest Raymond's 'Through Literature to Life'; I. A. Richards had started his first experiments in practical criticism with his students.⁴⁸ We learnt to enjoy literature, read it, act it, but above all to talk with her about it, just to enjoy it - 'reflection', 'perception', 'evaluation' were words never used condescendingly or loosely, in fact, very infrequently, nevertheless to be discriminating was expected and assumed. An unstated, common acceptance that as

groups of schoolgirls we had a lot to learn through reading and talking; that to become a culture snob, rushing from one 'in' play, film, book to the next, was to close one's mind to both tradition and an exciting, post-war present (World War I); to remain at a level of effusive copycat articulateness was to be slightly ridiculous. Above all, the culture of home, school and strong local influences were a soundly acknowledged base. Spoken English was clear, plain cultured Northern, without spurious, (as present day) pretentious pushy acceptance of local "accent" or the "heow neow breown ceow" school. This attitude, the writer believes, was the touchstone of Thornes House Grammar School(s). The institution never detached itself from its roots. There was pride in the local social commitment of the old Milnes-Gaskell families and their liberal independence of mind.⁵⁰

The writer cannot ever remember being pressured by exams, yet matriculated. A new foundation could begin in new ways: a feeling of anticipation and emancipation was in the air in a quiet way never possible again because no other generation would stand at quite the same crossroads of developing circumstances, particularly the girls, at personal, city, county and country levels. In the air, in the park - an ambience; lost - after the fire.

We read set texts, examples: Hawthorne's Greek Myths, Pilgrim's Progress, Travels With a Donkey, Lorna Doone, Henry Esmond; Midsummer Night's Dream, Macbeth, Julius Caesar, As You Like It, She Stoops to Conquer; Selections: Poems of Today, Essays of Today, Plays of Today; parts of 'The Spectator'; Palgrave's Golden Treasury, Contes et Legendes; Lettres de Mon Moulin; Comte de Monte Christo; Silas Marner; Romola. These were supplemented by articles from the old Pre-War II John O'London's weekly (not the present one), poetry and prose reviews, told of modern novelists - Galsworthy, Bennett, Wells, Belloc, Chesterton. We were taught how (and expected) to use the library (school and public), 'dig' references and write critical essays which did not parrot fashion, and to read the newspapers. 'Library Lists' were handed in each year, together with a long essay on any one chosen book listed. For a few years there was also a substantial General Knowledge paper given about half-way through the year: the writer

shared top honours in Year IV with a VIth Former. Ursula's love of essays, poetry and 'English well used' gave an abiding interest in good writing, good journalism, and style. We were encouraged to read Lamb, Hazlitt, Matthew Arnold, Carlyle for ourselves. Literary stylistics and Halliday's⁵¹ work on language seem, perhaps, in the present labyrinth of Modernist and Post-Modernist studies, of most use to schools and one could imagine Ursula's voice calmly sorting out many later theorists who are perhaps not as revolutionary as they are imagined, just the next stage. Her out-of-class casual introductions to Blunden, Graves, de la Mare, Herbert Read, Richard Church, Hopkins, Lawrence's animal poems, gave breadth and open-ness to and expectation of new writing (e.g. the 'Penguin New Writing' magazine of World War II in adult years.) All very tame for the avant-garde of today. Much was given as a starting point to lead those interested and able into wider reading of times and people according to level of maturity. People were not kept in 'blocks' and expected to move in a mental cohort, i.e., given 'blocks of work', so much and no more - and then moved on, 'projects' were not used to sink them into an emotional quagmire: there was a quiet care for individual growth in Forms of 25. Literature did not stop at 1880. As much was done out of class as in class, *if the opportunity was taken*. A distinction between 'high culture' and 'literature for the masses' was not drawn. The development of skills and ideas was (in retrospect) an unobtrusive aim and attention was drawn to a range of experience. One read omnivorously and took one's reading home to a family that also read omnivorously. The Newbolt Report on English was still new.⁵² The fact that school was so distanced from home for many girls and boys gave a feeling of journeying into another mental and physical plane in spite of the woodland spaciousness of unbuilt-up pre-War Sandal and one's Wakefield Boys' Grammar School and Wakefield Girls' High School friends with whom a kind of mental process of osmosis went on. For most pupils it was a very, very long day which was used to the full: informal encounters with staff, usually across the midday break, were to the advantage of those who stayed. Could not a comparison be made regarding the advantage of small class numbers and full days at school in the independent sector? Summer lunch times would be spent out of doors in a scented

woodland setting never quite to be experienced again. Following some idea until prep. - mainly talking a lot, but also reading, play rehearsals, gardening, games practice. Staff would stay (also marooned to a certain extent) and would be around in turn. Prep. gave time to ask any awkward question about homework and to get that started. One had journeyed to another country. Full advantage was taken of the 18th century classical interior and the late 18th century/early 19th century romantically wooded park. One easily put Jane Austen's characters into the immediate environment in which one found oneself, and there are memories of a Sketching Club with Miss Dillistone. The writer has three Christmas cards sent her by Miss Whate, drawn by Miss Dillistone. What was given unstintingly and quite without patronage was never fully apprehended by the writer until later experiences of schools, college and university in the course of work.

Extended studies were encouraged consisting of longer pieces of work of a personal choice, interest or hobby, coming from favourite or 'best' subjects: a subtle, quiet lead into private study and research techniques, as skills to enhance enjoyment not as projects. This work could take perhaps one term or one vacation. For the writer, interest in the Milnes family was aroused which extended to local Church history, both Church of England and Unitarian, since the Milnes-Gaskell family had eventually two threads of religious commitment woven into their family history. The Milnes' foreign interests led into ideas of European relationships past and present: it was the time of the League of Nations Union. The history mistress, Miss Wightman, was an enthusiastic supporter and even lent the writer her books. Her enthusiasm came to the fore when she began teaching the French Revolution: 'Man is born free and everywhere he is in chains,'⁵³ said most staid Miss Wightman, entering the green and gold drawing room quite dramatically. She did add that we should perhaps also read Burke.⁵⁴ She and Ursula assisted in a 'pageant' written by Sixth Formers: 'Children of Time,'⁵⁵ ending with rather sententious comment in view of later world events, nevertheless enjoyed as a production given in our small, open-air theatre in our special, reserved part of the grounds. So Ursula extended appreciation of historians' writing, and the idea of different kinds of writing - as today - narrative, exposition, argument. Quite up to date.

Just at what point teachers and pupils turn into friends is difficult to say, but in later War-service years, returning home, one was always greeted whenever there was an encounter with staff who remained in the city. Ursula visited the writer at home in Bawtry, also in the school near Doncaster where one was Head. Her remarks were, as usual, balanced, helpful - and candid.

On Ursula's death, her sister wrote that she was 'the best of sisters'. To several generations of girls at Thornes House, her courteous presence indicating she knew who we were, her quiet guidance (never so recognised or pushed) must have been an anchor.

The School Magazine, 'The Stork', noted her retirement in July, 1952:

'We felt that this dark haired strongly built lady would be a person of mature judgement, there would be a certain finality about her decisions; but these first impressions were soon modified as we appreciated not only a keen intelligence but a kindly personality.'

She was 'an enthusiastic traveller' who 'shared experiences', had a 'forthright and practical approach to her responsibilities' and 'almost a Wordsworthian delight in simple things', 'even would take in strays (a kitten) which always found a way to her room.' She had 'a concern for the welfare of the boys and girls she taught.' As Senior Mistress she took prayers: '... extracts and prayers took on some significance.' She had 'a sense of justice ... patience and forbearance ... a tranquil and cheerful bearing.'

The tranquillity was the touchstone.

Both Ursula Whate and Beatrice Dillistone, the art mistress, from the different points of departure of their respective disciplines, and very different personalities, gave a learning environment which focused on an idea of quality in daily life, qualities of perception and attention. For Ursula this active practice encompassed the prescribed texts, but extra to those within parameters of the short story, essay and one-act play; for Miss Dillistone it was an ability visually to explore shape, contour, colour, in our attempts to set down what we saw, and to recognise that we were on a journey, a process, which would go on through life, not 'children's painting.'

'Dilly' taught at the point in art education and in education generally when horizons were extending, when child and adolescent psychology was being taken seriously, but not

at that point of interpretation when a permissive and open environment left few boundaries. The teacher had something to teach. The 18th century house and nineteenth century parks were a gift, and full use of the Milnes Gaskell's style of life was made. House, decorations, grounds, form, colour, vistas, micro-studies of birds, animals, flowers, trees. The lunch-time sketching club added to appreciation of lessons. Those whose skills fell short were guided into reading in the field of art appreciation, encouraged to look at pictures, in a way which gave a lifetime's interest.

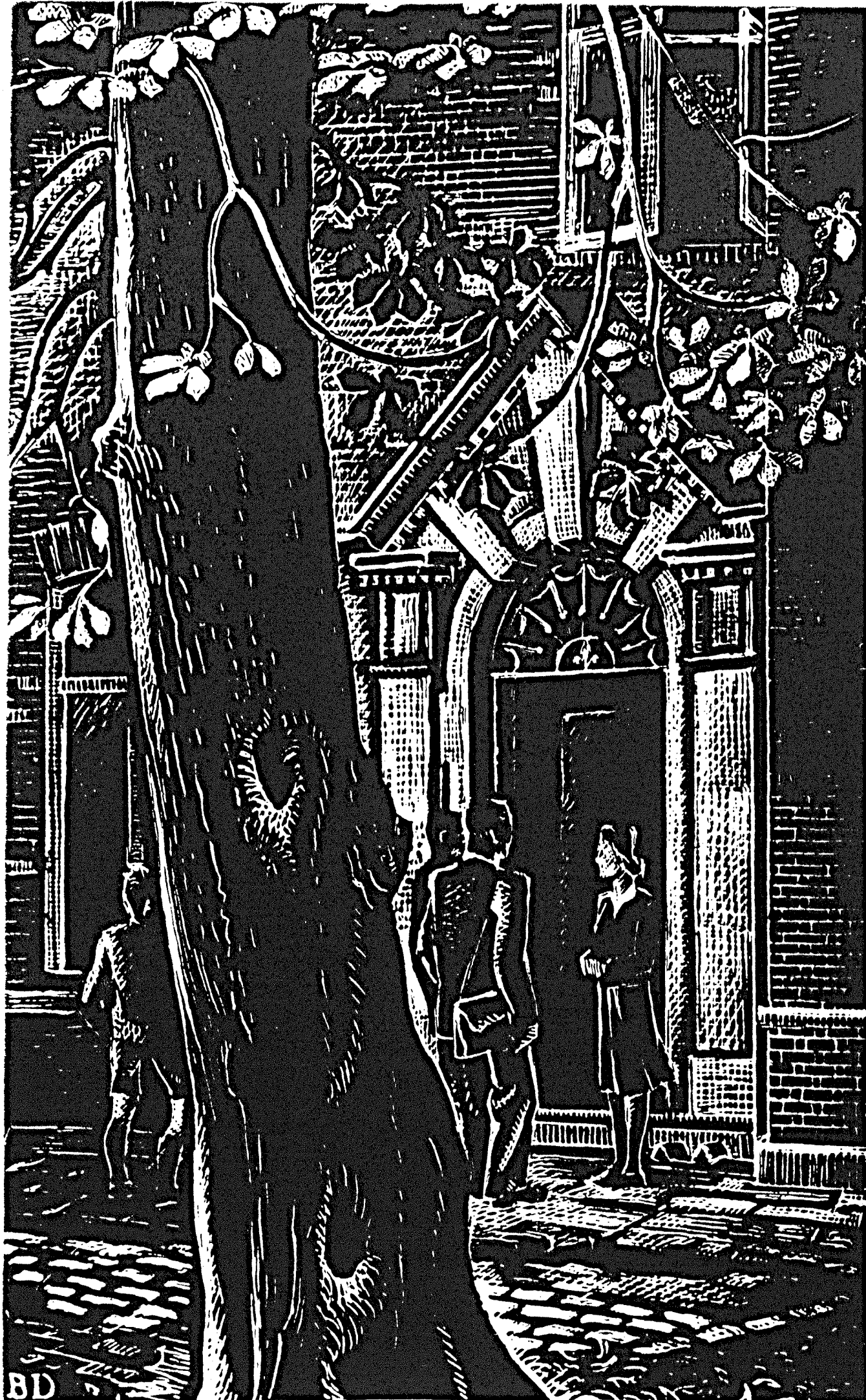
From such a starting point, looking at pictures was made an exploration of artists' complex learning, their responses and interpretations at each particular period. History of art was unfolded as a qualitative appreciation of great works of art, as distinct from a 'whistle-stop' tour; an apprehension of each School's response to its time. Knowing that, there could then be an aesthetic response to pupils' own level of production, a realization that skills are not simple achievements, ingenuity is not enough, which gave a grasp of what it is possible to accomplish when a degree of technique is mastered; and pleasure could be taken in their own work. One is reminded of the little girl commented on in the Harvard Report of 1946: 'What is the good of saying, I'm the best artist in the class, when I can't draw a face?'⁵⁶ 'Dilly' believed in developing necessary skills and a range of cultural content which could be the starting point for pupils from a wide range of backgrounds. Her teaching went well beyond the production of 'oddments of novelty'⁵⁷ per lesson: there was a wholeness and unity in her approach.

Beatrice Dillistone's love of art left a predilection for that subject and gave the gift of an ability to read and look to a wide variety of her pupils in classes consisting of schoolpeople not self selected art students at the College of Art where she also taught. Her teaching was a balance of practice and theory, given in that gentle, modulated voice accompanied by that gleam of amusement in those very alert, intelligent dark eyes whose glance encompassed the entire room, leaving no-one out.⁵⁸ She demanded some preconditions of capability (with a sad shake of the head occasionally), and taught the general knowledge of her craft, but never disguised her pleasure in finding an artist. Her skill came in enabling a goodly proportion of

her classes to catch on to what they were being asked to think about seriously, to consider 'their' style as a way of making a visual language. As Ursula demanded we think about the words we use, and would read from time to time lines, verses, paragraphs of 'English Well Used', so Beatrice herself had a meticulous, exact style, a love of form and line, a feeling for structure and delicate colour (though patient with one who loved splashes of vermilion). Her own landscapes and studies were more than picture postcards - one walked into her meticulous scenes where gates and doors were always open. Known park scenes became more apprehended - perhaps only consciously in later years. She was also a calligraphist and illuminated manuscripts for the City Council. Her capable pupils always bore the stamp of her teaching, but, gaining the concept, eventually achieved their own styles, in turn becoming 'teacher', and passing on their interpretations and evaluations. The writer remembers in particular Lilian Brown.

'Dilly' was skilled in talking with small groups and individuals as well as her art club. She assumed an intelligent response, but encouragement came gently, through suggestions that art was an experience to be enjoyed as an essential ingredient of a humane environment. Her lessons in art history were attempts to develop a receptive, open frame of mind. Encouragement to visit galleries and exhibitions, to read articles on modern art, to browse through art books of the day, gave an abiding interest in adult years. (As Margaret Markland's ability to share her music gave to the musicians in the school). What was assimilated and perhaps inexpressible at the time by the young people was realised by the adult when reading, for example, Panofsky, Arnheim, Eisner. She established a mental base which enabled for example: an apprehension of the aims of the late Adviser in Art for the West Riding, Gerald Rock, who gradually accumulated a small collection of original items for circulation around the schools (an Ivon Hitchens in the writer's school for one term); art teaching at Bretton Hall by Seonaid Robertson; and at the present time the work of Wendy Adams at Bishop Grosseteste College, Lincoln, in partnership with John Bernasconi, Curator of the Art Collection, The University of Hull, during art students' year at Hull University. This part of their training course gives the students an opportunity to review and develop their special gifts and to think particularly

Picture facing p. 317



of qualitative evaluation as a concept in the context of their own teaching. These are not easy achievements but guide potential student-teachers, who are not uncomprehending, towards a mental ground from which to view shifting perspectives of school life - an aim Beatrice Dillistone would have understood.

Within the boundaries of brief lessons, both Ursula Whate and Beatrice Dillistone gave experiences which were self-generating, and the source of an attitude of mind, a 'connoisseurship' as Elliot Eisner, art teacher and educator phrased.⁵⁹ Of her time, but also timeless, Beatrice Dillistone encouraged individual enterprise.

Turning Point (1) - The Mixed Grammar School

In 1940, the Headmistress of the Girls' School resigned on medical grounds. From May, 1940, Miss Matthew was requested to act as Head Teacher until the future of the two schools was decided, and she remained as temporary Headmistress until Spring, 1941. An inspired choice, Miss Matthew bridged a difficult transitional period.

On 11th July, 1940, Mr. Liddle wrote to the Chairman of Governors, Councillor Ernest Borkwood, resigning his position, and it was recorded in the minutes that his resignation was accepted with regret.⁶⁰ Mr. R. H. Hill, Senior Master, was appointed Acting Headmaster, then Temporary Head Teacher until Spring, 1941.

At a meeting of the Wakefield Education Committee of 26th July, 1940, 'The Director of Education was asked to prepare a statement as to how he would propose that the two schools would be run under one Head Teacher, such a report to contain information as to the working of the system in similar schools in other areas in order that the matter may be discussed along with H.M. Inspectors.' This Report formed part of the 'Wakefield Education Committee Development Plan' of 1941.⁶¹ Later on: 'The Chairman and Deputy Chairman of Thornes House Secondary (Grammar) Schools Governors be authorised to visit co-educational Secondary Schools.'

On 15th October, 1940, an advertisement was recommended, as drafted on 4th October, 1940, for a Head Master. On Tuesday, 22nd October, 1940, the amalgamation of the two schools was approved in principle and the draft advertisement for a Head Teacher submitted.

On 11th December, 1940, Mr. N. A. Y. Yorke-Lodge, M.A., Wellington School, Barrister-at-Law, was appointed first Headmaster of the mixed grammar school from 1st May, 1941. In 1944 it was formally designated Thornes House Grammar School.

On 20th February, 1941, the Board of Education formally approved the amalgamation of the two schools from 1st August, 1941.

On Mr. Yorke-Lodge's resignation in 1945, Mr. R. H. Hill and Miss Ursula Whate were Joint Head Teachers until the appointment of Mr. C. C. Bracewell.

At this transitional period Councillor Borkwood was Chairman of the City of Wakefield Education Committee, the Finance Sub-Committee, and Thornes House Secondary (Grammar) Schools Governors. Alderman Burley Johnson was Deputy Chairman of the School Governors.

Further evidence of co-operation and goodwill between the Wakefield Schools was demonstrated in a recorded Minute of 22nd October, 1940,⁶² when the School of Arts and Crafts admitted boys sitting for Higher School Certificate in Art on Saturday mornings until they took the exam.

There was also a note which echoed the Gaskell and Milnes-Gaskell influence - four Daniel Gaskell scholarships were still awarded annually in the City.

Removals from and into Wakefield requiring transfers between grammar schools were recorded fully in these early Wakefield Education Committee minutes. There were

no conditions other than a requirement to keep the pupils at school for the statutory period to follow the grammar school curriculum.

E. F. D. Darlington, Head Boy for two years, took a music Scholarship, but had to obey call-up. After War Service, he trained at St. John's College, York. He held three headships, Ulcombe in Kent, Littleport in Cambridgeshire and finally at Burrowmore, March, Cambridgeshire. His time as a scholar at Thornes House Grammar School bridges the War years and the transition to a mixed grammar school.

'I first went to Thornes House in September 1939 and left in July 1947. I started when there were two separate schools, one for Boys and one for Girls, housed in the same building in the middle of the park. In those days there was no pre-visit in the July for pupils transferring from their junior schools, and I remember walking that first morning with Peter Deathe not knowing the way in. We first found the side door to the kitchen and then went into the cycle sheds under the workshops. Either "Twink" Swindon or H. S. Dixon found us and put us right. Mr. Liddle was the Head. I had met him previously when I had sung in the choir and he played the organ at St. Michael's church when A. D. Radley, the regular organist, was absent. (Mr. Radley later Headmaster of Ackworth School).

Life in the Lower School was fairly uneventful. It was war time and we had to take and have with us at all times our gas masks in their cardboard boxes. We occasionally did an air-raid drill when we filed out of school into the covered trenches that had been prepared on the field at the other side of the Gym.

To some of us French phonetics were an ordeal, but anyone who had Roland Hill's instruction quickly grasped the sounds. 'Err boy, Ewe, Ewe. I could lie down and froff!' And he would lie down between the desks and kick his heels on the floor! Over the years we learned that Roland was a most caring and understanding friend to anyone who turned to him. Later, Donald Smith took over our French tuition. I remember him well as he introduced me to walking the moors above Haworth. The small things are remembered. Bill Thorne's accuracy with a piece of chalk amazed us all. 'Bummer' Beddis once hit his target with a solid blackboard cleaner. I still recall Mr. Barnes' 'Tanning a Poor Boy' etc. and as a result of H.S.'s insistence I still always clean the bench after some woodwork. 'Dizzie' Discombe and H. C. Dixon were friendly form masters. In Geography, Mr. Hepworth - alias Ned or Ben or 'Agger' (remembering 'Agger's Jolting Flea') - sometimes found difficulty in extracting his cane from the long sleeve pocket in his gown, and the would-be flourish became a fiasco. Ned's competence at table tennis in the staff room was notorious!

When we first arrived at Thornes, the House was 'divided' and we never met a girl or a female member of staff. The girls left the building before the boys and they were not allowed to dally in the park.

When George Liddle retired, so did Miss Chinneck, the Head of the Girls' School. Mr. Yorke-Lodge was appointed as Head of the whole school and was given the task of amalgamation. The first surprise was the way in which our new Head could face a full assembly and by holding the front of his gown, putting his head on one side and simply looking, he had our full and undivided attention.

From now on all new pupils were placed into mixed forms but the rest of us continued as we were for a while. There were other changes. We could now walk down the drive with the girls! The first shock for our form, still all boys, came when it was decided our standard in English Grammar was far from satisfactory and Miss Whate was delegated to tackle it head on to make sure we were ready for School Certificate. In a short time she did what was necessary for us and she quickly gained our respect. The first time we met her when she returned to school after she was attacked, we were stunned, then angry, and with many of us our respect grew to something deeper.

When the amalgamation of the Lower School was completed, Mr. Yorke-Lodge left to become a Director of Education in Warwickshire, and Mr. C. C. Bracewell was appointed as the new Head.

For music we first met E. T. ('Sheeny') Davies. He was followed by little Mr. Wolsey, a gifted pianist, and then we had L. G. Caisley, who was so enthusiastic and friendly and opened up the possibilities of instrumental playing in the school. Polly Reynolds, latterly known as 'Wassigh', left the Physics department and little Rhagfyr Davies took it over, leaving the Games and P.E. to the new Mr. Rennie. Gentleman Tom Pearce forecast that the writing was on the wall as far as my chemistry results were concerned, and he wasn't far out. Joe Glick proved a lively and likeable character, and some boys found it hard when Miss Smedley came to share the Applied Maths teaching. Mr. De Decker brought a fresh approach to the Art Department. But soon, in addition to having lady teachers, VIth form lessons became mixed.

Eddie Conlan was a mature student who was losing his sight and he joined us at Thornes House for certain subjects before being accepted for training at St. Dunstan's. He and I were able to take principal Biology with Mrs. Bessie Smith, and as there was just the pair of us, we enjoyed every minute with her.

There were several ladies on the staff I had no contact with as teachers but met through school Societies. Miss Waring was greatly respected and strongly supported the musical activities. There was the petite Miss Dillistone, Mrs. Howard, Miss Oakes, Miss Pearce-Price, Miss Kaye, Miss Tolson, Miss Kelsey and a succession of young athletic Games Mistresses.

Miss Markland was the girls' music teacher and for several years had trained a large Girls' Choir and also a smaller select elite group: the Girls' Madrigal Choir. These two choirs performed regularly and the concerts were always enjoyed. When the VIth form eventually became mixed, some boys wanted to be in on the choral act. At first, because our sight reading was almost nil, we were coached to provide a tenor and bass line to a few carols and part songs. Imagine our surprise when Marky decided that this newly formed mixed choir would join the large Girls' Choir to perform the first part of Haydn's Creation at the next summer concert.

During my last year at Thornes House Miss Markland taught me music and I was awarded a West Riding Scholarship. Although I was unable to take it up, I have always been grateful for this sound foundation in a subject which I eventually taught in schools and have always enjoyed. The elite Madrigal Choir soon included boys as did the Full Choir, and it was they who sang in Wood Street at the special request of the County Lieutenant, when the Queen visited Wakefield in 1952. The mixed choir progressed well and in 1951 they reached the Yorkshire semi-finals of the National Competitive Music Festival held in Hull. It was the only school choir to compete against adults in the Mixed Voice Choir section, and they did superbly to be placed third in that class. Concerts and Recitals were given regularly in the Wakefield area and the school's musical reputation was well established. Members of the choirs became devoted to choral singing especially under Marky's direction. In addition to high quality music making, there was fun and enjoyment. When several Old Thornesians and some of their friends decided to sing together as a young adult mixed choir it soon became obvious that we missed Marky's experience and expertise. Fortunately she took little persuasion to take us on and the Old Thornesians Choir was formed. It was open to those who could sing and consequently its reputation and fame soon spread. Later it became known as the Thornesian Guild of Singers and because at that time the majority of the members had attended Thornes House School, they proudly insisted on keeping the Thornes connection. The concerts, many of which involved national, professional solo performers, were appreciated by a wide following of music lovers. This prolonged high reputation was, of course, due to the combination of dedicated singers and the artistry, skill and love of Miss Margaret Markland. After Marky retired as a teacher she continued with the Guild for several years. Although she is now no longer trainer and conductor, and the Choir has changed its name to The Yorkshire Chamber Choir, she is still President.

Teachers in our schools and colleges have a tremendous responsibility when you consider the influence they have on the students in their charge. Unfortunately not all teachers take this seriously, but as I have jotted down these brief thoughts, I have remembered the majority with varying degrees of fun, gratitude and affection.'

On 12th September, 1940, a new woman clerk was appointed to the schools at £100

p.a. She was followed in 1948 by Mrs. Keenan. The School Magazine of 1965 recorded:

Mrs. Keenan, who left this School in July, has been the official School Clerk since 1948. Few will think of her by that title. Students will remember someone always approachable, and informative; parents who have telephoned to School or visited it, a courteous and helpful reception whatever their business; members of staff, a colleague and a friend without whose presence in the office or the staff room many crises would have been much more difficult to surmount; and two Headmasters, a Secretary with a remarkable memory, a vast fund of knowledge about her job, and unflinching, necessary tact.

Continuing Growth

Two Headmasters:	N. A. Y. Yorke Lodge,	1941-1945
	C. C. Bracewell,	1945-1961

Wakefield City Council's Development plan included the amalgamation of the boys' and girls' departments of Thornes House Schools to make a mixed school. 'Country Life' Magazine, February 1973, in an article on the school by A. Laishley,⁶³ commented: 'quite a forward step thirty years ago,' and continued, 'There was still a background of Georgian graciousness. Built of small red brick, the old house was an elegant mansion surmounted by ornamental chimneys and balustrade, its long facade relieved by a central block, bay-windowed and three storeys high. The long windows looked out on a formal garden of flower beds and clipped yews, fountain and stone ornaments. Inside was a spacious entrance hall where stood marble busts by T. Wooler, R.A., of James Milnes-Gaskell and Mary Milnes-Gaskell; the lofty rooms with their fine Adam fireplaces and carved plaster ceilings were valuable for their period treasures. It was a house which the pupils appreciated and respected.'

It was quite clear that until the fire in 1951, the house was cared for and treasured.

Mr. N. A. Y. Yorke-Lodge had the task of making one school of two establishments that had had professionally a fairly cool relationship. Unofficially, senior and junior members of both sides enjoyed acquaintanceships. On Miss Whate's retirement, Miss Marjorie Waring became Senior Mistress. One friend of those days, Ivy Appleyard, (now Mrs Wagstaff), spoke happily of their help, and particularly of the advice from Mr. Yorke-Lodge which gained her a place at Bedford College, London, to read History. In her Second Year there Ivy won another scholarship and went on to Cambridge. Mr. Yorke-Lodge went on to be Director of Education for Warwickshire in 1945.

Mrs. Wagstaff writes:

'It was in September that I walked past the lake and up the hill to begin my first day at Thornes House Girls' Secondary (Grammar) School. I was very nervous and lacking in confidence, a working-class girl from the Council estate in Lupset, an ex-pupil of Snapethorpe School. I had "passed the scholarship" only by the skin of my teeth. Little did I know that day that my whole life would be changed by entering Thornes House!

In those days Thornes House gave a privileged education. There were two streams only in every year and looking at my Reports I see that there were never more than twenty-three girls in each form. The Staff were

dedicated to their work and devoted to their pupils. At that time women left teaching on marriage, and the staff in the girls' school were all unmarried women, with no families - not for them a mad rush at the end of the day to shop and prepare the evening meal. They gave us devoted care and tried to bring out any talents lying unseen in each girl. (There was no favouritism: to each according to need and predilections and a willing attitude).

Although Miss Chinneck was very strict and quite a terrifying figure, pupils and mistresses were like one big happy family. Pupils were encouraged by Honours Lists and Commendation buttons. There were medals for Spoken English and Deportment, trophies for Personal Tidiness and Form Room attractiveness. (Each Form had its own room - and staff moved around). There were rewards for academic achievement, and a Standard Prize was a coveted honour. We put on plays which we had to write ourselves and demonstrated our musical talents at the end of each term. Always we were encouraged to believe in ourselves and after the first term I found that I was academically quite able! We were introduced to the world of literature, history and world affairs. We had many societies for out of school activities: Literary and Debating, Natural History, French, Music, to name a few.

By 1938 the shadow of War hung over all of us, but we were encouraged at all times to care for others. We gave a party for Wakefield's blind residents; we knitted socks for the Navy, operation socks, balaclava helmets, and sweaters. When World War II finally broke out, a Ship was adopted to which we sent sweets, chocolate and cigarettes. The Staff helped us, the kitchen staff under Miss Cowling, and our gardener, Mr. Edison, became part of the family.

Added to all this was the joy of our gracious eighteenth century house, one of John Carr's most beautiful, with the lovely terrace set before it where old roses grew and the fountain often played. Robins nested safely in the large urns, for not one of us would have dreamed of vandalising even a brick. Indeed, towards the end of the War Thornes House hosted a Conference for all Wakefield Grammar Schools on The Future of Europe, and we set to and scrubbed and polished every inch of our school so that it would appear as the gracious manor house it used to be when our visitors arrived.

The big change came, not when the school was officially designated Grammar School in its title (although it had always been one) but when the two schools were put together and it became a mixed Grammar School, taking pupils from eleven to eighteen years of age. This amalgamation proceeded very smoothly (in spite of misgivings which were voiced from a few quarters). A big step for that time.

The smooth transition to a large, mixed grammar school was due to the appointment of a remarkably capable man. Accident of time and exigencies of War had made him available, and Wakefield was lucky in having a scholar and a gentleman to maintain the high staffing standards. Northleigh Aneurin York Yorke-Lodge, M.A., Q.C., gave a short period of years compared with the first two and the succeeding Headmaster, but he left his mark as they did, in expecting high standards of behaviour and work. Good manners again implied thought for others, and a good

appearance was just the outward demonstration. Shoes were polished and hair groomed, boys stood when a woman entered the room: respect for others meant self-respect. 'Old-fashioned' I can hear the cry, but we produced no vandals; naughtiness indeed, but no cruel behaviour towards younger or the elderly - no bullies. We respected our Head.

I needed Latin for University and was lucky enough to be taught by Mr. Yorke-Lodge. Three times a week four of us entered the Head's study and had inspiring and enjoyable and effective tuition. Indeed, I can still help out local girls who find Latin difficult - after all these years. I would be checking the dinner-money account when the Head would quietly approach and ask a tricky question about a Latin verb or date - to keep me alert!

By the time Mr. Yorke-Lodge had arrived, Miss Markland with Miss Waring as accompanist had built up a splendid choir. Miss Markland had a talent for spotting those with musical ability which she nurtured carefully, and under her care, Thornes House produced some fine musicians. Mr. Yorke-Lodge revelled in this music, for the music's sake, and encouraged the concerts given regularly in the Hall. When boys arrived, Miss Markland founded a mixed choir which we dubbed "The Crows' Chorus". This Choir eventually became the Thornesian Guild of Singers, now 'The Yorkshire Chamber Choir'.

The greatest advantage and privilege for me was to be taught by the same fine teachers for seven years. For English I had Miss Ursula Whate, a fine, talented woman. For History I had Miss Waring, and for French, Miss Kaye. Miss Kaye taught me so well that I can still teach it in my work as a Home Tutor. I have found few young people who have been able to speak and write in French as fluently as Ruth Kaye's pupils. In fact, much of the knowledge I acquired at Thornes House has been used in my work as a teacher since 1945. Our teachers helped us to grow up happily and confidently. A few of the clever pupils from Snapethorpe who took their Scholarships elsewhere failed to justify their potential and did less well than we did at Thornes House. Cultured women broadened our minds and outlook and encouraged us to do whatever we could. There are few such schools today.'

Under both Head Teachers, and particularly under Mr. C. C. Bracewell's dedication of sixteen years, the school grew, attention being paid to both scholastic and athletic achievements. Dramatic achievements went from strength to strength, and Keith Flood, one of the leading people in dramatic work, chose acting as a career. Lists of names are tedious, but the lists of successes in the Appendix⁶⁴ are sufficient evidence of the calibre of people who had had to achieve a good intellectual level for selection for scholarship. The writer would surmise that the I.Q. of pupils was well above average,⁶⁵ there would not be a wide gap between highest and lowest in any form. Selection for Higher Education would not be an easy task and would in the last resort depend much on family predilections and values - and finances.⁶⁶

Crisis

The tragedy for pupils and staff, who, in Mr. Bracewell's words 'were the school' was the inexplicable fire which broke out in the early hours of July 20th, 1951, and practically destroyed the historical building. After a lengthy, desperate fight to salvage as much as possible when the fire was still burning and the structure dangerous,⁶⁷ very little was left of a mansion which was thought worthy of inclusion in Richardson's *Vitruvius Britannicus* of 1802 together with twenty-six other prints of John Carr's buildings in Yorkshire including parts of Harewood House.⁶⁸ A full report was given by the 'Wakefield Express' (printed in the Appendix by permission). In this report comment was made of the quality of the life of the school and the approval noted of H.M.I. who had recommended that a member of staff be appointed as a curator to ensure that the very best use be made of the many unique and beautiful features of the building. Monica Edwards, the children's author, writing to Miss Dillistone: 'It is sad to hear that the old house has been burnt down. Now I can no longer imagine what it looks like. I hope that the park and gardens are still as they used to be and the fine trees where they always were.'⁶⁹

There was an interval of five years when the school was accommodated in Holmfield House - an Edwardian mansion at the centre of the adjacent park. (Wakefield had three parks in one - Clarence Park opened in 1894, by the Duke of Clarence; Holmfield House estate owned by Major Barker, adjoining, acquired in 1914, and the Milnes-Gaskell's Thornes House estate opened to the public in 1924. This makes an attractive green heart to the city of some proportions.) The 'Wakefield Express' reported:⁷⁰

'MUSEUM AS TEMPORARY SCHOOL, 1951. Thornes House Fire Sequel

'As the best solution which can be arrived at in all the circumstances. . .'
Holmfield House, in Holmfield Park, Wakefield, is to be taken over to serve as temporary school premises for scholars of the burnt-out Thornes House Grammar School.

This is a majority decision of the General Purposes Committee of Wakefield City Council, and is subject to confirmation by the Council on Tuesday.

In a statement on the decision to the "Express" yesterday, Alderman A. Carr (as Chairman of the General Purposes Committee) said the proposal did not meet with the unanimous support of the Committee, but a "good majority" of members were in favour.

Alderman Carr said that the Museum and Parks Committee would be asked to arrange for Holmfield House to be vacated as a temporary measure to meet the educational emergency which had arisen following the tragic Thornes House fire. The accommodation would be used in conjunction with the accommodation still left at Thornes House, so that the school would still remain in the parks.

As is generally known, the City Museum is housed at Holmfield and Alderman Carr said it was hoped that temporary premises would be found where the Museum could continue in being.

As yet, we are not aware of what steps may be taken with regard to the cafe, refreshment rooms and bar at Holmfield House.

We are given to understand that letters are to be sent out to members of the staff and the parents of pupils who lost personal possessions in the Thornes House fire, suggesting that they get in touch with their own insurance companies with regard to claiming compensation.'

Monica Edwards,⁷¹ who later became a children's writer living in Hindhead, Surrey, wrote to Miss Dillistone, the Art Mistress, on the occasion of the disastrous fire:

'I was at the school for four years, leaving in 1926, when I was fourteen; my father was appointed in that year as Vicar of Rye Harbour. Some aspects of the school did interest me very much. . . It was the Head, Miss Chinneck, who first aroused my interest in books and writing. Her reading and interpretation of Longfellow's *Hiawatha* started me reading it often, at home, purely for my own pleasure. I was still in my first year at Thornes House when I began writing stories in old exercise books (not, I think, school ones!). Before I was eleven I was convinced that I was going to be an author. . . I caught from Miss Chinneck a love of words for their own sake, so much so that I used to cut out phrases from papers and magazines, and keep them in boxes, to look at and read again, because something in them appealed to me. . . I remember with particular pleasure the school garden. Lessons on the terrace, on rare days when we and the weather were good enough; the fountain in the middle, and the ordered space and quietness. I remember a greenhouse, near the pupils' gardens, where I used to peer through the glass at camellias in pots. . . There was a splendid copper beech tree near the house, and a little further down the gardens there were large horse chestnuts with swaying branches low enough to sit on. Are there still forests of rhododendrons near the main entrance, I wonder? And is the lake still out of bounds? Are the stone storks still guarding the gates, and is there a path across the fields where we used to start the long walk home? I enjoyed the two mile walk; but I expect it is all school buses now. . .'

This period was difficult: but Staff and pupils, with wry humour, continued their lives and work. 'The Stork'⁷² reported:

Yew is Interesting

'Many times we have walked along the shady path to Holmfield House but, being deep in conversation, have never so much as looked at the trees that border the way. Only now, when so many of them have been removed to make way for the new school, have we thought of their long connection with Thornes House, and watched their uprooting with a feeling of nostalgia. The most impressive of all the trees that have gone were the yew trees by the side of the terrace.'

Mr. R. H. Hill was even offered a job on the site, on a permanent basis, when, one day, he walked through a muddy commotion of machinery and cement. Ann Tooth continued the story:

It was impossible to run or even hurry without slipping. Lorries stuck. Cars of the Staff coming in and out to Holmfield House bogged down. Lessons were delayed. Two machines arrived to level the ground, looking much like mechanical tea-spoons in the midst of the chaos.

Soon the site was fenced off with wire-netting - after the battle, the prison camp. This made the short route to Holmfield House impossible, but the time officially allowed for crossing was still five minutes. To add insult to injury, we were timed over the longer route, with signed slips of paper issued on departure from Thornes House and checked on arrival at Holmfield. Yet it is not our fault if we are late. The path keeps changing from day to day. One day a path, next a heap of earth and the next . . . well, what can we do?

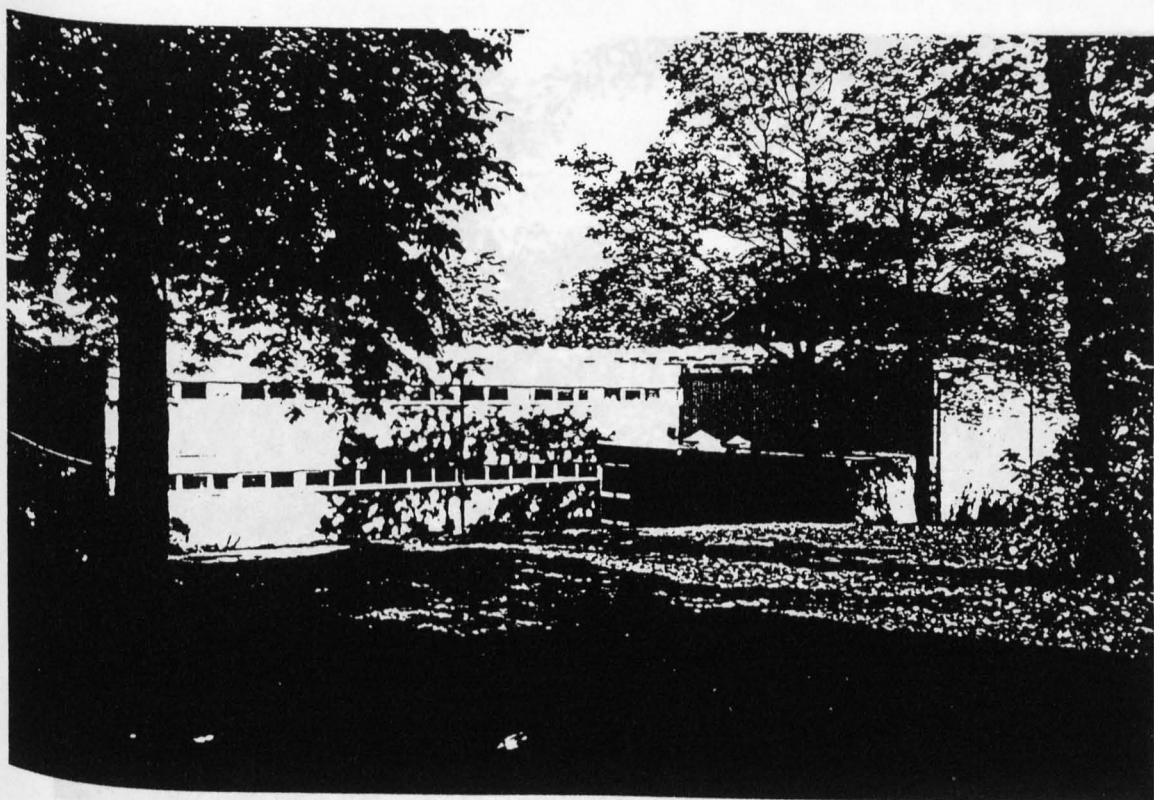
Now we wait hopefully to see what will rise out of the huge hole at the top of the drive. Mechanical monsters peer into the depths. Workmen scurry like ants. Whistles blow. Exactly what will happen next we do not know, but there is no cause for alarm. This destruction means to us, after all, the creation of a new school.'

The beautiful woods, many of the trees even older than the house, were felled to make way for a factory-like edifice of a design popular for schools of that immediate post-war period - characterless, unappealing, insubstantial, inviting vandalism.

A 'stub' remained - part of the boys' end, and the 1936 addition which has been allowed to fall into disrepair and is unsafe. Thirteen of the fifteen classrooms were completely gutted. Lady Milnes Gaskell wrote, offering the loan of a painting of the John Carr small masterpiece - yet another example of the Milnes Gaskell continuing interest.



'The Stump.'



The New School.

The block of new buildings was opened by Mayor, Council of Cleveland in 1900.
Appropriately so, since the schools' name and Cliff of Two-story Building is the



lateral setting - there would be a grammar school element and a technical element in that
whole, a liberal-technical education. The school, however, was redesignated Thomas



first Heads, the late Mr. G. E. Little, and Miss W. G. Cheneck, each of
whom gave some 20 years' service, and in the first Headmaster of the

The block of new buildings was opened by Marion, Countess of Harewood in 1956. Appropriately so, since the schools' music and Guild of Thornesian Singers had a fine reputation beyond the city. An official brochure was printed recording the event.⁷³

Turning Point (2) - The New School

In 'The Stork' of July 1955, the Headmaster's Report discussed future organisation of the school and the way ahead. Discussions of technical education were generally in the air. The University of Leeds School of Education Journal, 'Researches and Studies' had published papers⁷⁴ on aspects of technical education, one by A. B. Clegg, Director of Education for the West Riding County Council. The City of Wakefield Education Committee would be conversant with this local and general trend, and indeed their administrators and advisors would have attended meetings and conferences. The early predilection for technical education was still there, not to go away.

Mr. Bracewell's Report emphasised that any future planning would not be a bi-lateral setting - there would be a grammar school element and a technical element in one whole, a liberal-technical education. The school, however, was redesignated Thornes House School in the Autumn of 1955,⁷⁵ but it remained a Selective Grammar School until 1965, when it entered into a totally different ambience. Wakefield could have had the very first City Technical College. In the later 19th century the city could have been in the van of technical education (that place going to Germany, several of whose states had had technical education since the late 18th century). It is again an irony that those influences working against a liberal/technical education, then, are now working hard to 'come to terms', 'address', (all the clichés) with the latest technological revolution which cannot, this time, be ignored. The 1956 Official Opening Statement⁷⁶ made the school's objectives clear:

'The Local Education Authority thus provided a co-educational School for Wakefield which, with the separate boys' and girls' Schools of the Wakefield Grammar School Foundation, gave variety in this respect at the highest level of Secondary education. The School owes a great deal to the first Heads, the late Mr. G. E. Liddle, and Miss W. G. Chinneck, each of whom gave some 20 years' service, and to the first Headmaster of the

united School, (Mr. N. A. Yorke-Lodge). The present Headmaster, Mr. C. C. Bracewell, M.C., M.A., then Headmaster of Mirfield Grammar School, succeeded Mr. Yorke-Lodge in 1945.'

'The transfer to the new buildings will not be the occasion for sweeping changes in the curriculum. It is intended that all pupils shall follow a common course for their first three years. By this time most of them should have demonstrated in which direction their natural aptitudes lie and will have begun to think seriously about their future careers. Moreover, while the technical student will, from now on, spend part of his time in excellently equipped workshops, he will share with those who are following a traditional grammar school course, not only his games and school activities but also the subjects which they will continue to study in common, e.g. English, Mathematics, Science, History, Geography, and in many cases, a foreign language, and like them, he will sit for the G.C.E. examination. It is expected that some of the abler technical students will spend two years in the Sixth Form and then proceed to University, Technical College, or Student Apprenticeship.' '... we believe that the first essential is a sound general education.'

... 'To sum up, there will be no break with tradition, no lowering of academic standards, yet the scope of the curriculum will be widened to meet the demands of the new age.'

The staff list⁷⁷ indicates qualifications equal to the grammar and independent schools in the district, with added post-graduate training certificates. Latin was retained the curriculum when the school became comprehensive.

The new building gained a Civic Trust Amenity Award.

Mr. Hill, in his farewell address to Mr. Bracewell on his retirement, provided a second link with early years in presenting an achievement which had built on what had gone before and 'coincided with the beginning of a new age of scientific research and achievement.' In 'The Stork' of July, 1961, Mr. Hill wrote:

'The naked truth of that well-worn adage concerning the inexorable impatience of time and tide with the affairs of men strikes home when both these elements appear to have caught up with someone to whom we are to say good-bye

This term Mr. C. C. Bracewell goes into retirement after sixteen years as Headmaster of the School. When he made known his intentions some months ago, it caused a good deal of surprise among his colleagues, for, still alert in mind and body, he seemed good for another few years' service. But he had evidently decided that he had no wish to be a Canute or an egg-timer and that the time had come for him to hand over to a younger man.

From Manchester Grammar School, Clifford Bracewell went up to Manchester University, where he gained high academic honours, and, after distinguished war service, he held teaching appointments in Birmingham and Middlesbrough before taking the Headship of Mirfield Grammar School almost twenty-five years ago.

There is always some degree of apprehension among the Staff (and scholars, too) when a new Headmaster is coming, and the question uppermost in their minds was, "What's he like?" There was no need for any misgivings for he showed the man he was even before he took up his appointment. Invited, at his request, to spend a few days as a guest of Staff and senior boys in the Foresby Camp in North Wales, he came and lived with us, sweated with us, and, strange as it may seem, like us at the end of a day's hard work he was very, very tired. In those few days, working under orders, he revealed those qualities of cheerfulness, friendliness and industry for which we were always to know him.

Mr. Bracewell's appointment coincided with the beginning of a new age of scientific research and achievement. Perhaps he little realised how wide was to be his own research and how great the final achievement, when he began the task of organising the development of the future Grammar-Technical School at Thornes House.

He had not been very long with us when he advised the formation of the Parent-Teacher Guild, which has been a great asset and a generous giver. Through his support, interest in the Old Thornesians' Association was revived and its scope widened. The many and various out-of-school activities have had his continued support. A cold, wet Saturday morning did not prevent his presence on the touch line, cheering on a not-always-successful football team. The annual Easter visits to the Cumberland hills with colleagues and Sixth Form boys and girls have given tired feet but lasting memories to so many. In the affairs of the city he has played a quiet but effective part and any worthy cause claimed his wholehearted support.

We return then, to the question we were asking in 1945. We have known the answer for years. Clifford Bracewell is more interested, perhaps, in people than in places: people of all shades of opinion; from all walks of life. But, essentially a man's man, he seeks the company of men; in committee, in conference, on the golf course, in the staff room, where he is affectionately known as "The Boss." He enjoys telling and listening to a good story and one sure sign of his appreciation is the quick upward bend of the left knee to meet the heavy downward crash of the left hand. That knee has suffered much in the cause of hearty laughter.

On the more serious side of life, he loves justice above all things. Slow to anger, quick to forgive and forget, he pronounces judgement only after long and careful thought and yielding every possible benefit of doubt. He always takes into consideration the views of his colleagues and welcomes advice at any time, and his kindness and help to so many of us can never be forgotten. Very understanding of the outlook and problems of every boy and girl, he seeks to further their happiness and welfare. That is his primary concern.

During the days following the fire, his qualities of patience, forbearance, friendliness and courage stood out in relief. Standing on the

steps of the dining-hall (for want of a place to sit) he directed the salvage operation and was at everybody's beck and call. And everyone seemed to come: a small girl enquiring after a comb; a junior boy, seeking a pencil which he hoped might have been rescued from the ruins; staff members seeking advice. And so it went on all day and every day. But none left without his kindly smile and some ray of hope. Then, as always, he kept his fears and sorrows to himself; his hopes and courage he shared with others.

This, then, is the man, Clifford Coates Bracewell, M.C., M.A., whose inspiring leadership has guided the School through sixteen momentous years. His predecessors had left sure foundations. On these he has built worthily for the future, and he leaves behind the School, established and secure, ready to meet the challenge of an ever-changing world.

Scholars and staff, everyone of them, join in wishing him a long and happy retirement. They hope that continued health will allow him, Felix-like, to keep on walking "o'er moor and fen; o'er crag and torrent", over the easier golf course and in whatever direction he may choose: may his gardening tools remain bright and smooth in the shaft. And, if he has any thoughts that he might possibly fret in inactivity, let us assure him that he will find time for neither. In all these good wishes we include Mrs. Bracewell, who is so well known to us all. She has sung in the School choir for some years and has been a frequent visitor.

Finally, we feel sure that all these hopes and wishes will find an echo in the hearts of thousands of Mr. Bracewell's old scholars from every part of the country and, indeed, from many corners of the world. His teaching and example have been woven into the very stuff of their lives.

Friend of mine; friend of all: Farewell.'

During Mr. Bracewell's tenure the breadth of diverse interests which was encouraged developed many-sided pursuits in a wide variety of hobbies and societies. Lists of names and annual reports can be tedious, but the School Magazines⁷⁸ demonstrate that much was going on in a large school. There were: the Junior and Senior Debating Societies; Natural History, Photographic, Hobbies, Dramatic, Chess Societies; the Student Christian Movement and Scripture Union; Form activities; Guides; riding; mountaineering; Sixth Form Easter excursions.

Physical Education and Sports were a strong feature with Athletics Sports Days, cross country running, winter ski-ing abroad, Wakefield City Schools Athletics. Records were kept which were enviable - playing for county and England teams. One member of staff, Mr. Jennings, was Captain of Headingley Rugby Team, 1965-66.

Annual visits abroad were made, to Salzburg; Paris; Mulhouse, Austria. Field trips to Wharfedale, Flatford Mill, Swanage were reported with clear enjoyment. Exchanges with Swedish, French and German schools cemented new friendships, and one combined exchange with Wakefield Boys' Grammar School was with Castres.

The School's success in Drama and Music was outstanding, contributing one pupil eventually to the stage and several to a career in opera and the concert stage. Productions included *The Lark* (Anouilh), *Pygmalion*; Wilde, Coward, Bridie, Milne.

Mr. Bracewell also established the Parents' Guild, making a forum for exchange and a club where parents could meet. They had tennis, badminton, football; but above all the Thornesian Guild of Singers under Miss Markland who took that group to a countrywide reputation in addition to the School Choir which broadcast from Leeds under the title 'Thornes House Choral Society.'

Miss Margaret Markland also bridged early years and the later developments in Thornes House School. Her professionalism and musical gifts firmly carried the school's musical studies to a high level. The legacy of her work, as in the legacies of staff such as Ursula Whate, R. H. Hill, Beatrice Dillistone, Marjorie Waring; the drama staff, arts and science staffs not detailed in this account but actively remembered, was an abiding, informed cultural bent of mind and a predilection to go on searching and inquiring - a gift indeed to last a lifetime. There were no concessions intellectually: 'books for children' were not on the agenda. The writer searched for people who could give first-hand reminiscences.

When Margaret Markland went first to Thornes House in 1938, she had nineteen girls in the school choir. They practised the usual part songs, progressed to madrigals. When the school became mixed Miss Markland suggested a mixed Choir, and although there was a cheerful description of 'Crows' Chorus' the actuality was a very very good beginning with several outstanding voices, a tenor and bass section giving added weight. The Darlings, Scurrahs, and E. Darlington were some of that weight. In July, 1947, the

School Choir broadcast from Leeds for the first time. They sang 'The Cherry Tree' in the series: 'Children Singing at Christmas.'

The School Choir

'During the past year many Musical Activities have taken place, and because of these we have had very few ordinary choir practices, so that we are at the moment feverishly rehearsing for the Summer Concert which must take place before the Higher and School Certificate examinations begin.

The concert last summer was well attended and most people enjoyed the singing of the first part of Haydn's "The Creation" and "The Lady of Shalott." The soloists in the first work were Marjory Pygott, Edward Darlington and Mr. Stanley Mitton, who was kind enough to come over from Elland to sing with us.

Before the Christmas Holidays the usual Carol Concert was given to parents and friends of the pupils and this, too, was well received, but the most important event to the Choir was the Broadcast which was made before the end of term and which was heard on Christmas Eve. For this we sang two groups of carols and Christmas music, and Beal School in Northumberland provided the rest of the programme. The great excitement of going to Leeds and the terrible suspense which lasted until the actual broadcast was heard, made some members of the choir expect too high a standard and not a few people were rather disappointed when they heard the programme. This feeling of disappointment, however, may have been due to too much merrymaking at Christmas or the lateness of the hour at which the broadcast was relayed. This was the first time that Thornes House Choir had been "on the air" and we hope that on future occasions we shall be better satisfied.

During the year the Madrigal Choir has not been able to have many practices owing to the new dinner arrangements but this "1st XI" of the school did have two outside engagements, one at Sandal Methodist Church, which the male section also attended, and one at Zion Methodist Chapel. The Church of England, however, was by no means neglected, for the whole Choir sang at St. George's Church, Lupset, after the carol concert, and on Rogation Sunday at Alverthorpe Church.'

John Pritchard of the B.B.C. and Glyndebourne was living in Wakefield at this time, and together with Mrs. East, Secretary of the Associated Board, he planned a Spring Session with the Grammar School Orchestra, the Old Savilians (Wakefield Boys' Grammar School old students) and Thornes House Choir, culminating in a presentation of Vivaldi's 'The Seasons.' In Miss Markland's words, 'A great conductor and a great experience.'

The Festival of Britain of 1951 produced a contest, and the Thornes House choir of sixty voices entered the Yorkshire Area, getting as far as the semi-finals at Hull, beating Sleights, Bradford and Fairlea, and beaten by Hull by only one point, and Huddersfield by six points.⁷⁹

At another contest in Harrogate, Ted Darling (who retained his own name on the stage, his brother taking the name of John Wakefield) entered the lieder class, and the choir returned with trophies gained in the choral and madrigal class.

Fruit picking at Mr. Brookes' farm in Wyckhambrook,⁸⁰ Suffolk, brought a chance encounter and a very happy evening. Mrs. Smith, of Gifford Hall (recorded in the Batsford Book of Houses) heard the choir members singing whilst picking fruit and invited them to the Hall for 'songs and lemonade' and to see the garden. They found a garden full of plants, nothing that was not mentioned in Shakespeare, and a beautiful room full of rare old musical instruments. Amongst the choir that year was Oliver Broome.

A highlight in 1951 was the choir's invitation to sing to the Queen⁸¹ when she visited Wakefield. This entailed a great deal of planning. Finally, the choir was grouped outside the Town Hall, as the focal point, to allow other children from other schools an opportunity. These pupils were grouped around the Town Hall steps.

There were inter-House competitions⁸² which were entered into with joyous and occasionally noisy enthusiasm - rivalry was friendly as 'J.E.' reported one year:

'The afternoon saw the return of the morning's excitement. As time went on the atmosphere in the hall became more and more intense. The suppressed excitement was only relieved during the performance of such items as the fascinating glimpse of an Elizabethan Evening, and the delightfully saucy singing by Marjorie Holdsworth of 'Seventeen come Sunday'. By the end of the Competition the atmosphere had become almost intolerable, and, when the final results were announced, the roar of triumph from the throats of the victorious members of Kirkgate House was like the bursting of the wall of a great dam. As the shining laurels were borne away, the other Houses were already plotting revenge next year.'

Such was the enthusiasm for music engendered by Miss Markland, and the members of staff who helped her equally as enthusiastically, that on leaving, several began the Thornesian Guild of Singers under her baton. There had been from the establishment of the school always a friendliness between Wakefield Boys' Grammar School, and Thornes House and Grammar School friends were added to the choir - Bill Brotherton, Stanley Roper, Jack Copley, John Holt, Gerald Smith among them. Some of the early Thornes House ('Thornesians' were E. Darling, Barbara Hall, E. Darlington, Mary Piggott (Mrs. Greenwood), Oliver Broome, D. White, Peter Johnson, Patrick Hely, David Wade. This Choir was the Nursery for what is now the Yorkshire Chamber Choir.

Music reached its peak, and sustained a fine level, and was taken at 'A' level. Several pupils went on to make music their career and took choral scholarships. In 'The Stork' of 1963, Miss Markland summed up those years:

'We cannot, like Brian Inglis, make laconic comment while films show you moments conjured up from the past; and most of you who read this were not born twenty-five years ago, so that even if you could look back you would find it hard to recognise your old school; you might even fail to put names to two new members of staff making their first acquaintance with it and with each other one evening in early September, 1938.

Our first days here were clouded with rumours of war; Air Raid Precaution courses claimed our spare time; we became Wardens, more concerned with gas masks than with text books. In fact our first Speech Day, held in the Unity Hall, not only taxed ingenuity in song but also in getting the Choir up on one side of the stage and off on the other in reverse order so that girl and gas mask coincided on the return to seating! Trips to the air-raid shelters interrupted lessons (not always to our regret) though the grim prospect of having to stay underground was not to be lightly shrugged off - it might have happened.

Of course, we were only concerned with girls in those days; what went on in the boys' department was not considered our affair. Fire-watching was to be our means of finding something out, for Mr. Hill was our fellow-watcher and it was he who first took us behind the "Iron Curtain." How ghostly the old school seemed in the night-watches as we took our turns at listening for the sirens, anticipating loads of incendiaries on the roof and wondering whatever we should do with them if they arrived!

Soon we were to know more of life on the other side of the locked doors; losing both the school heads about the same time brought about the first major change to life at Thornes House. The rumour started that we were to become a mixed school and this in fact is what took place in 1941. Early dislike of this conversion to co-education was quickly overcome under the wise guidance of Mr. Yorke-Lodge. "No child is a bad child"

was his rooted conviction. Rapidly, difficulties were smoothed over, his enthusiasm infected all, and his courtesy at all times made difficult tasks seem easy.

The choir now began to take shape; early girlish efforts at "Where the Bee Sucks" began to give place to a mixed choir of sixth-formers (at first known even to themselves as the "Crows' Chorus") meeting in what is now room "A" to render the "Soldiers' Chorus" from Faust. From this uncertain start, progress was rapid, and by 1943 strains of Haydn's "Seasons" and Elizabethan Madrigals attracted the interest of our summer task-master, Justin Brooke, as we slaved over his plums and black-currants at Clopton Hall in Suffolk. Our fame reached Gifford Hall, the Tudor home of Miss Smith, who invited us to sing madrigals in her beautiful music room; never had they sounded so hauntingly lovely. We did not live in such a rarefied atmosphere often; in the seven summers of staining our hands and bending our backs, emptying the local inns of cider, the general complaint was that the refined Suffolk air carried no odour of fish and chips. Happy Days!

By now Mr. Yorke-Lodge had moved to higher spheres (1945) and Mr. Bracewell came to take his place. Gradually we all settled into a happy routine, which was rudely interrupted in July, 1951 by destructive fire. Though an occasion of sadness, it produced memorable moments and in spite of charred copies of music and odd practices, many held outside, we were able to give one of our best concerts in the dining hall. The splendidly generous gifts which the choir made to us on that occasion we shall never forget; we were unable to find words to express our thanks.

In 1952 came an evening none of us who were privileged to be there will ever forget; the memorial furniture, now in your school hall, was dedicated by the Bishop of Wakefield, Mr. Hill paying a moving tribute to our pupils who had given their lives during the war. The evening was memorable too, for fine singing by the newly-formed Guild of Singers who chose from Brahms' Requiem, "How Lovely are Thy Dwellings Fair" and "Blessed are they that mourn."

Meanwhile our five years of wandering between Holmfield House and the remaining parts of the old school passed quite quickly, the time spent in crossing over varying with the popularity of the lesson ahead - the quickest time in transit was reckoned at a three-and-a-half minute run; the lowest a crawl of a quarter of an hour! There were many moments to recollect and smile about - Mr. Hill was in all seriousness offered a labouring job by a foreman-builder one day, when he was displaying a lively interest in proceedings. At last the new buildings were complete enough for occupation; lessons could proceed without the irritating grind of concrete mixers, we bade farewell to dark, cold and dreary makeshift classrooms; the Countess of Harewood declared the School officially opened and a new chapter in our life was begun.

No mention has been made of "Scholarship Sublime" - that we take for granted; we need not feel ashamed of the record of the school's past twenty-five years of achievement. Nothing stands still; time certainly does not, as our grey hairs remind us; tomorrow is hard to foretell but we who look back have much to be thankful for; so have you all who now look forward.'

Following Miss Markland's retrospections of earlier years, which included her feelings for the old scholars caught by the War, Mr. Hill's⁸³ tribute to the Old Scholars who fell in the War could appropriately be included here. They belonged to the old school and are permanently of that time. It was fitting that Mr. Hill should speak since he had lived through those early years and the changes that followed.

The School War Memorial

'The ceremonial furniture was given to the School on September 30th in memory of those Old Scholars who fell in the War. It was presented on behalf of the Old Scholars Association by Mr. G. C. Walsh and received on behalf of the School by Mr. R. H. Hill. We are pleased to be able to print his speech, accepting the Memorial:

"I need hardly say that this occasion brings to me its flood of memories, sad ones and happier ones. I feel deeply humbled, yet highly honoured to have been asked to take part in this solemn and impressive service.

"Honoured places have been given to parents and other relatives of the boys in whose memory we are met here tonight. They belong to our own generation that left behind so many of its contemporaries on the battlefields of the world thirty years ago. Now they mourn the loss of their own sons in the Second World War. Their grief can only be measured by those whose loss has been as great.

"We here at School were often shocked to silence as the sad news came through that one Old Boy, then another and still another had fallen, the first as early as October, 1939. Memories crowded down upon us, for we knew them all, every single one of them, and we mourned the loss of each. We had worked with them and played with them and grown to know them as sons and brothers. We remember them from the time their legs dangled below their desk seats, not long enough to reach a resting place on the floor. We had watched them develop physically and mentally and, when they left to take their place in the world, we little thought that so many would be caught up in a cruel war.

"We find a good deal of joy in remembering the last time we met some of them: one on a 'bus travelling down Kirkgate; another on a railway station as he was on his way to obey the call-up; another, recognised as we passed each other in the blackness of the Pugneys fields, turned back for a chat and bade his last farewell only a week or two before he fell. Many more visited us in our Staff-room during their days of leave and left us without a thought of bidding us goodbye. They never came back. We like to think that they, too, remembered us. Many of them met in unexpected places and in many parts of the world. We feel sure that in their temporary periods of rest their thoughts and conversation turned to home and their experiences at School. One Old Boy wished to know immediately he met me after the War if ever I had felt my ears burning during recent years. On being asked why he replied that my name had been discussed in every camp and canteen between Alamein and Tunis. He was exaggerating, of course, but I'm certain he might have said the same to any one of my

colleagues, for, quite naturally, when in reminiscent mood, these boys would train their heavy guns on the oddities who once taught them. . . We, on our part, like to think that the things they said about us were not all unkind.

"The School is much greater than the four walls that contain it. It is a spirit that knows no barriers. It has now its Old Scholars in all parts of the world; many more will follow them in the coming years. Some, we trust, will carry with them the treasured prizes, which are a vital part of this memorial, and as they take them down at times from their shelves their thoughts, too, will turn to home and School and will surely inspire them to greater deeds in a world that is once more at peace.

"Mr. Kendall, Mr. Walsh, Mrs. English, I am honoured and privileged to accept from the Old Thornesians into the safe keeping of the School this gift, a magnificent piece of craftsmanship, a memorial to its Old Boys who fell in the War. As I do that, I give you this solemn pledge: 'We will always remember; we will never forget.' We cannot, for such were these men, and such the School that reared and inspired them. Their story lives on, and will continue to live on far away into the future, woven into the very stuff of our own lives."

'Of Scholarship sublime, which we take for granted', (Miss Markland's words), the earlier successes were upheld and pupils went on to varied careers. Several also contributed to local politics; Mrs. Betty Eastwood (nee Marshall) became a Councillor for Newmillerdam and a J.P., Trevor Hall became a J.P. in Leeds; Frank Marshall, Betty's brother, received a Knighthood for public services; Frank Squires became Town Clerk of Blackburn; Geoffrey Penrice became Head of the Statistics Department, the Civil Service. These are only a few names among many who became respected doctors, solicitors, teachers, business men, surveyors, engineers, good parents: anonymous citizens who, without self-advertisement or a light of local fame directed upon them, contributed to the life of a city or whatever situation they eventually found themselves in. The appendix⁸⁴ is a selection but pupils' achievements are sufficient to refute the suggestion (clearly unchecked) made publicly in the local press that the school's parents were required to 'sign' their children into a kind of outdated elementary teaching - the said children 'channelled' like so much usable debris: both implications being inapt. Parents⁸⁵ were drawn from lower middle class and skilled upper working class. Poorer families between the Wars were not in a financial position to give unqualified, unreserved commitment. The earlier elementary and 'Higher Grade' section of the City was also proud of its achievements, with teachers who also cared for their pupils' future, trained in

their time for their time: Mr. Brewin, Mr. Capewell, Miss Green, Miss Hauton, Miss Moxon, Mr. Bastow, Miss Reddihough, Mr Eric Bryan, Miss Latham, for example.

Two simultaneous retirements of Staff during Mr. Bracewell's tenure helped bring about the end of a period of artistic and intellectual consolidation of the endeavours of the earlier headteachers and staff. The school seemed set on its course and future growth could be confidently anticipated both in grammar-school values and the liberal-progressive humane values of the Milnes-Gaskell family.

Change was inevitable: it was with sincere regret that School said goodbye to Roland Henry Hill and G. F. Pearce.

Mr. Hill's first impact on the new Boys' School was forcibly expressive, the goodbyes of 1957, encapsulated in a farewell appreciation contributed to 'The Stork' heighten that impression. Added to these early intimations is an apprehension of a man grown into his work, sitting loosely to authority, respecting the humanity of staff and pupils. 'J.R.D.' wrote:

'Many years ago, I was introduced by the first Headmaster of Thornes House, the late Mr. G. E. Liddle, to the senior master, Mr. Hill, a brown-faced, dark-haired, mercurial young man. He made me welcome, as he has made many more welcome since that time, and over the period of the years I have grown to know him well, to admire his qualities, and to respect his wisdom.

I soon learned, by listening, to spot the room where he was impressing French upon his pupils in an apparent frenzy - which they all seemed to enjoy; and I found that if I occupied a classroom after him I would have to rub a huge S from the board. The significance of this is lost in the mists of antiquity.

Let no one imagine, however, that French was his only interest. On the field of a Wednesday afternoon, with four or five of the staff playing in the senior football game, he showed us what a brilliant player he was - a veritable "twinkle-toes." And he had plenty of breath left to pass judgment on any budding forward who mis-used his pass. His stentorian, "Let the ball do the work, boy," was a feature of our games. Yet he seemed to have in him a streak of pessimism: his class, "a poor set of tools"; his team, "blockheads"; and his House was dismissed with a significant shake of the head. No one was deceived, and his nickname, "Hillie," was one of affection.

We were a young and a raw staff in those days, and we respected his words of advice, as much as we enjoyed his tales - graphically told - of

service in the desert - of lance corporal Silvertop, of his schooldays in Sheffield, of George, the ventriloquist's doll, of the headmaster who "popped" the school piano. How quickly the dinner hour passed when we could get R.H.H. and G.F.P. to spin a yarn.

His interests did not end when school broke up, and he came along to camp with us: many old boys will remember the good times we had in those small pre-war camps near Cader Idris, and when war came he joined fully in our Forestry and in our Farming Camps, where we discovered another facet of his character, his great love of the countryside, country people, and country lore.

Those were happy days, and many old boys will remember the fire on the engine, the bonfires at Jubilee Wood near the foot of Snowdon, the nightly call from the police to put out peat fires, ending in a whole mountainside on fire, and a providential thunderstorm. Many will remember burning "brash" in the Caerwys forest, where some "nincompoop" had left a jacket lying about and sparks had set it alight. Even R.H.H. was taken aback when he realised the identity of the witless one! He wore that half-jacket proudly for the rest of the camp. He may have it still.

In 1940 came the retirement of Mr. Liddle, and the amalgamation of the two Thornes House Schools. Inevitably this meant much work for Mr. Hill, but he took it all in his stride, and was very soon on the same terms of complete confidence with the girls as he always had been with the boys. He it was who introduced us to our new Headmaster, Mr. Yorke-Lodge, and Mr. Bracewell, when Mr. Yorke-Lodge left. It was he who, in a very moving speech, received on behalf of the school the ceremonial furniture given by the old students in memory of their school friends who had lost their lives in the war. In a very special way they were Mr. Hill's "boys," for he came to the school when it opened and he knew and had taught them all.

He has been a very good friend to the Old Thornesians' Football Club, and to show their appreciation they took him to Wembley to see the Amateur Cup Final. It was a much more comfortable trip than one he once had from London to Wakefield by road, in mid-winter, in a car with a broken windscreen. Blessed as he is not only with a cheerful heart, but with good health, we have taken his attendance at school for granted, and if he is not there to welcome us in the morning, we feel like a primitive tribe when the sun is eclipsed. In all the long years of his service I have only known him to fall from grace twice, and the tale is worth telling.

One fine summer's day, after a very satisfying school dinner, he sought the sun in the long grass at the top of the field, and time ceased to matter for him. The bell went, and soon the school was in a turmoil, for the senior master was missing. Meanwhile he woke up in a suspiciously quiet world, looked at his watch, and crept to school from tree to tree, only to be met by a very relieved Headmaster. And there the tale might have ended had this sun-worshipper learnt his lesson. Again it happened, but this time he strode boldly into his class through the French window. The amused Headmaster was supervising his class.

He has, of course, his little habits, such as his fondness for picking up pieces of string, odd bits of paper, and his colleagues' marks registers. At

one war-time camp, when one could not even buy a sardine without surrendering points, a large block of them (points, not sardines) was lost for three weeks, and was finally retrieved - a crumpled piece of paper - when Mr. Hill turned out the pockets of his working jacket before returning home. But he has the habit, too, of doing more than his fair share of any work that is going, a habit for which he has never been given sufficient credit either by pupils or by staff - for he does it without fuss.

Not a great singer, but he loves singing. At one time he used to be very fond of singing about "the little faded flowers." but became discouraged when Miss Markland's choir stole his thunder. As an actor he could hold his own on any stage, as a teacher he is second to none, and it is a privilege to have been his pupils, his colleagues and his friends. To one who was present when Thornes House was first opened, it must have been a bitter blow to have seen it burning down, but Mr. Hill has happily seen us into our new school, and has smoothed over for us the transition period.

He is still brown-faced - grey-haired now, but still mercurial, and when he retired he will leave a gap that will never be filled in quite the same way. We hope to see him often, and to have his friendship for many years to come. In wishing him well, I would add, Please, Hillie, get down to writing that lecture on your teaching experiences. We'll all come.'

'A colleague' wrote of G. F. Pearce:

'We are sorry to have to say goodbye to Mr. Pearce at the end of this term, and many generations of Old Boys and quite a few Old Girls will echo our good wishes for a long and happy retirement. All those who have known him will remember his patience and attention to detail in the laboratory, which have laid the foundations of so many successful careers in Science, and there must be very many who have every reason to be grateful for his advice on careers, given with such avuncular good nature and with that twinkle in the eye which has endeared him to so many a Science sixth.

The staff-room is going to miss his comments on current affairs, which have always been so well-informed and to the point, and his final remarks, delivered on the way out and leaving everyone helpless. And among the treasured memories will be one which recalls the days when Speech Day was held in a marquee on the site of the present netball pitch: Mr. Pearce was beheld stalking majestically across the grass with academic cap, and hood fluttering in the breeze, but no gown!

Before a serious illness some twenty years ago, he was a mighty hitter and useful stumper in the staff cricket match, and his reach was valuable when he kept goal for the staff football team. Now, he is a keen bowler, and we can picture him in retirement stalking in that familiar sidelong way across a sunlit bowling green. May you bowl many a good wood, Tom.'

'A pupil' wrote of the school's view:

'It will be difficult to imagine the laboratory without Mr. Pearce. For thirty years, from the time when his atoms were indivisible and indestructible to present realities, he has watched over countless

experiments in his upper room. Not all these were successful; what he thought of us as we burned and exploded our way from bench to bench was concealed in an imperturbable manner and kindly twinkle.

We know he has taught us well. Though the old formulae may be forgotten, and most of us cannot tell the difference between H_2O and water, he guided us in the scientific outlook of finding out for ourselves. For hundreds of boys and girls, chemistry will always be linked with Tom's deep voice, whose sepulchral tones would enquire into the contents of a crucible with a "What are you making, boy - treacle toffee?"

His little ritual of nose-wiping was a joy to behold; his fondness for the phrase "You see" was a mannerism without which our experiments would have lacked his personal touch.

All old scholars will wish him well in his retirement, for he has earned our respect and thanks. You see.'

Mr. Bracewell spoke recently of his memories of his two early colleagues, particularly of their professionalism and concern for the pupils.

The departure of Mr. Bracewell himself was received with surprise and many expressions of regard. He went in 1961 with the affectionate wishes of schools, and deep regret of the staff.

At the Speech Day of 1964, Mr. Bracewell returned as principal guest. 'The Stork' of that Autumn reported his succinct comment:

'Addressing us characteristically as "ladies and gentlemen of all ages," he wished the school well during the period of reorganisation, expressing pleasure that a well-proved grammar school was not being swept away. The school had a special character that had seen it through five difficult years after the fire, and he hoped that the same spirit would ensure that the expectations of the Chairman would be realised. In her opening remarks she had said that Thornes House was the keystone of the city's education system, and the Governors were "determined that the tradition of the school would be continued."

The Headmaster commented on the increasing size of the sixth form; more than half of the fifth year now stay on. The various sports and athletics teams had had a particularly successful year.

Mrs. Bracewell presented the prizes.'

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Eisner has no antipathy towards a scientific curriculum, rather deplores that mechanistic, utilitarian attitude which is basically damaging, certainly diminishing. Beatrice Dillistone's classes gave a grounding which stood up to teacher training; later work; and gave the base for understanding Eisner's point of view; as well as enjoyment of Seonaid Robertson's work at Bretton Hall College; and at the present time Wendy Adams' work with Bishop Grossteste College students who spend one year of their course at the University of Hull School of Education with John Bernasconi. (Also note in text). (Quotation given to John Bernascone, Art Curator, University of Hull.)
58. Martin Buber, Between Man and Man. Reference at conclusion of book, p.424. Not used.
59. Reference back to 57 above.
60. Resignation of Mr. Liddle, Wakefield City Education Committee Minutes, 26th July, 1940. (Mr. Liddle returned to School to present prizes at Speech Day in 1944).
61. Wakefield Education Committee Development Plan, 22nd October, 1944.
62. Minute of Wakefield Education Committee, 22nd October, 1940.
63. 'Country Life,' February, 1973.
64. Pupils' further careers. Appendix.
65. It could equally be surmised that the average I.Q. of the School would be above the average I.Q. of those schools with a preponderance of fee-paying pupils.
66. With hindsight, and experience of the policy for expansion of Higher Education in later years, the writer would affirm that a good half of the girls with whom she went through School could have qualified for a University place.
67. The 'Wakefield Express,' 20th July, 1951. Report and photographs.
68. Vitruvius Britannicus, John Richardson, 1802.
69. Monica Edwards, an earlier pupil.
70. The 'Wakefield Express,' July, 1951. Sequel to the Fire.
71. Monica Edwards' reminiscences.

72. 'The Stork' reported on the loss of the very old trees which had been planted when the house was built - some dating to an even earlier time. The yew trees were impressive. The illustration - pupils watching the tree felling - records a deeply hurting moment. The entire beautiful terrace was totally destroyed to make a site for a new school building of distinctly inferior design.
73. Brochure on the opening of the new School by Marion, Countess of Harewood.
74. Researches and Studies, the University of Leeds School of Education:
A. McClellan, 'The Training of Technical Teachers', May, 1950, pp.113-126.
A. B. Clegg, 'Technical Education', January, 1956, Vol.13, pp.13-32.
J. G. Collier, 'Adaptive Secondary Education: Impact of Technical Development', January 1951, Vol.17, pp. 56-58.
75. Re-planning to include a technical bias within the grammar school ambience, 11-19 age range.
76. Brochure on the opening of the new building. Clear grammar school objectives, a technical bias. Tribute paid to the debt owed to the first two Head Teachers' scholarly foundations.
77. Staff list, 1956. Brochure.
78. 'The Stork,' to 1965.
79. Miss Markland's music. Contests entered.
80. The Wyckhambrook visits.
81. Singing for the Queen. (Photographs).
82. Inter-house Competitions. All recorded in 'The Stork.'
83. The War Memorial, and Memorial furniture. Photographs.
Mr. Hill's address.
84. Achievements of old scholars. Appendix.
85. Reference back to Part One.

VII

INTERLUDE

‘The task has not become an easier one . . . the intricacies and technical character of our work must remain more or less a sealed book to the public. We might, however, anticipate more sympathy, more goodwill and a higher sense of the value received from the untiring labours of local authorities in England, acknowledgements that have been paid by very few of our public men. The discovery of a new flea in Uganda excites more interest and attention than the work of four generations of Rathbones in Liverpool.’

Charles G. Milnes Gaskell.
Chairman, WRCC.

Triennial Statement, 9th January, 1907, p.1.

VII**PUBLIC SERVICE IN WEST YORKSHIRE****Professional Men**

Arthur Herbert Dyke Acland.

M.P. for Rotherham.

**Co-opted Member of West Riding County Council
Education Committee**

William Vibart Dixon

Clerk to the West Riding County Council

VII

PUBLIC SERVICE IN WEST YORKSHIRE

The growth of several bodies with complete autonomy had resulted in uneven growth in the provision of adequate schooling, nevertheless pushed county and town education forward. The interesting feature of these local bodies is the number of men who sat if not on all of their local Committees, but on most of them. Many were in turn M.P.s for different constituencies, and mainly Liberal in outlook. There was, consequently, a cross fertilisation of ideas and an extremely lively exchange of opinion. At the same time a fairly self-contained group whose members could close ranks if the need arose. So there was common membership of the County Council, the Town Council from 1910, the Council of the Fine Art Institution, the Governors of Wakefield Charities as well as Committees of the Mechanics' Institute, the Church Institute, and Trinity Parochial Rooms.

Herbert Beaumont, a solicitor, whose firm is still Greaves, Atter and Beaumont, was also Clerk to the Board of Guardians and to the Rural Sanitary Authority. (1855).

W.H. Leatham, a banker, was a member of a local banking dynasty. He moved to Hemsworth Hall and entered Parliament as a Liberal, first for Wakefield and then for the West Riding. William Leatham the elder had been one of the founders of the Proprietary School in Wakefield. When this school closed through lack of funds, the Governors of Wakefield Grammar School left the old Elizabethan building in Goody Bower and bought

the buildings of the Proprietary School in Northgate. E.A. Leatham, his brother, was also a Liberal M.P., and President of the Mechanics' Institute for a long time. Their sister, Margaret, married John Bright, the reformer.¹

These local men moved between their local commerce or professions and their public service commitment and related work in London and central government, and brought back home a broader outlook to a certain extent. They valued their social standing, aspired to the pattern of living of the middle social class and landed gentry, but at the same time worked for a common good; nevertheless they expected 'the lower orders' to 'know their place.' The geographical position of the Riding gave them a many-sided outlook. They had the good sense to invite the help of Arthur H.D. Acland with whom they would be acquainted; and would appreciate in turn, the professional ability of William Vibart Dixon. They would know Charles George Milnes Gaskell well.

Members of Councils and of the various and varied Committees and Sub-Committees of the Councils remain to a large extent anonymous figures behind their well known names. This first local electorate of the West Riding and Wakefield City who nominated their first local representatives has well gone, and their children also. The present most senior generation could have, scattered through their ranks, a few people who unwittingly became repositories of parents' and grandparents' reminiscences of those particular times past which seem so distant in thought and action that they may be part of another planet. Liveliness, nevertheless is the bonus when a mental picture of a late Victorian or Edwardian face is conjured up as certain names jump from the pages of old, sparse, laconically recorded minutes. An added pleasure is to fall upon Reports of Meetings, printed in pamphlet form as a compliment to the writer, or a verbatim record of a speech printed in a local newspaper - a custom long discarded - and to catch in passing the rhetoric of another time: material which has escaped the computer.

Administrators² in their turn have come and gone even more anonymously, and in their time have aimed for professional recognition. William Vibart Dixon was the first

Organising Secretary for the West Riding County Council. In this Office he was ex-officio member of practically every early Committee. During his lengthy service and third in line of his family - he retired at the age of 78 - he gained an almost fathomless knowledge of County life and affairs.

William Vibart Dixon

Barber and Beresford,³ 1974, remark: 'It would be anachronistic to think of there being any formalised local government service at this time, (1880s to 1910), and in its absence the need for suitably qualified candidates for county posts was sometimes met by the working of an informal 'dynastic system.' The Dixon family, amongst several, hold records of office of some length. The Dixon family served the West Riding for ninety-seven years. William Vibart Dixon became Second Deputy Clerk of the Peace in 1877 and Deputy in 1878. He did not resign until 1923 at the age of 78. When County Hall was built in 1909, the Deputy Clerk's house at the rear of the site was in the way - 'to be pulled down forthwith.' Mr. Dixon received £1,500 in compensation.

Vibart Dixon gave service as Deputy Clerk of the West Riding County Council. In that capacity he was ex-officio member of several Committees and decisively both exercised his right and did his duty. Clerks to County Council became key figures in local government - eminences grises - and very able.

He attended the West Riding pioneering Technical Instruction Committee and was appointed its Clerk. The Riding chafed that the 1889 Act limited its powers. There was a wish to award its own scholarships but in addition to help other institutions outside its domain. W.V. Dixon prepared a memorandum and sent this to the National Association for the Promotion of Technical Education one of whose two secretaries was A.H.D. Acland who replied in detail. Encouraged, the West Riding petitioned Parliament requesting amendment and in March 1891 the amending Bill became law. The West Riding was one of the earliest authorities to move quickly in the field of technical education, but generally its provision of scholarships for secondary/grammar education was as generous as it could make.

In 1895 Vibart Dixon gave evidence to the Bryce Commission, which has quite a significant connotation in that his response implies equality of esteem for technical education:

‘ . . . if we (grant) to the secondary technical day schools, we could not exclude the grammar schools . . . therefore a scheme was drawn up placing them both on the same footing, subject, however, to safeguards for preventing the grammar schools from attempting to give undue prominence to grant earning subjects . . . subject to that difference, the technical day school and the grammar school were placed on absolutely the same basis. . . .’

Following the Bryce Commission a Conference on Secondary Education was held at Cambridge on 21st and 22nd April, 1896, attended by W.V.D. in his capacity as Clerk to the West Riding County Council. He was accompanied by the Rev. W.H. Keeling, Headmaster, Bradford Boys’ Grammar School.

The ‘whiskey money’ was allocated to the County as a whole and the sub-Committee of J.D. Dent, J.W. Davis and S. Smith had their work ratified by the Education Committee and the Council. Swire Smith of Keighley, and Dixon, were opposed to dividing the grant between smaller local authorities in the area, thinking an overall picture of needs was more equitable. Vibart Dixon was determined that the West Riding County Council should be the leading and guiding authority throughout these early years and was against piecemeal application of funds.⁴ He inclined to a certain extent towards the disposition of Robert Morant, or perhaps Soames Forsyte.

Gosden and Sharp (p.19), comment on the fact that ‘the County has no organising Secretary or Director for education as such.’ Vibart Dixon had handled legal and clerical matters. The work of administration mounted in quality and quantity. In April of 1891 four members of the W.R. Technical Instruction Committee (a committed representative who became one of the longest serving members of the W.R.C.C.) recommended a post of ‘Director of Education.’ A Sub-Committee was formed. Vibart Dixon intimated he did not wish to give up the Deputy Clerk’s work in which he was particularly qualified and experienced. By 1903⁵ the Sub-Committee had reported on the position and duties

of the Clerk to the Education Committee. When the first Director was appointed all did not go smoothly, and that Officer resigned. Clerks to the County Council had legal training, education was on the fringe.

The responsibilities of senior officials of the W.R.C.C. had grown as the 1870s and 1880s had passed, and this expansion continued, accompanied by a proliferation of Offices, and clerks. Lines of demarcation were not clear, but as time went on these were more clearly defined, Departments and clerks proliferated. Greenhalgh comments on the distance between the senior, qualified men in top posts, and the rank and file. By 1928 promotions and demotions came according to qualifications. The Treasurer's Department decided that years of service and regular attendance did not alone lead to expectations of promotion. In future professional examinations were to be the criteria in the stages of promotion.

Wakefield College from its early days responded by putting on courses appropriate to the work of several Departments in County Hall leading to advanced work which could be followed up at Leeds University. The principle behind the decision of Treasurer's Department was apprenticeship. This was fine, but, as remarked previously, much depended on the attitude of seniors.⁶ Development generally has been, however, progress towards professional standing: apprenticeship 'articles', 'pupillage' (however defined), studentships finalised by examinations and a University level course.⁷ The Training and Vocational Initiative is one modern interpretation encompassing a much wider I.Q. in the young population in an attempt to cater for as many as possible. The list of up-to-date qualifications for which Wakefield College caters indicates the breadth of present day demands from local government and the insistence on qualified staff.⁸

Arthur Herbert Dyke Acland

A.H.D. Acland had been largely responsible for the pattern of secondary education in Wales,⁹ and had given time and energy towards the foundation of Imperial College,

London. In 1894 he had been Vice-President of the Education Department in the Liberal Government (Curtis, p.29). He suggested to the Treasury the appointment of an officer whose remit should be to keep systematic records of educational matters - daily work, relevant experiments, as well as methods in educational planning and administration - which could form a substantial pool for reference and perhaps the launching pad for Reports on various educational topics. The establishment of the Office of Special Enquiries and Reports was the result, when Michael Sadler, later Vice-Chancellor of the University of Leeds, was made Director in 1895. It is possible to conjecture that Charles G. Milnes Gaskell¹⁰ would meet Michael Sadler through A.H.D. Acland in the course of their common educational interests and duties; the Reports which Sadler wrote which have become classical educational documents, would never have been written but for Acland's nomination.

A.H.D. Acland was M.P. for Rotherham.¹¹ He was co-opted on to the Education Committee of the West Riding County Council, put on to a special Committee to consider the 1902 Act which had a remit to set up relevant Sub-Committees to deal with different problems arising. He was himself made Chairman of the Higher Education Sub-Committee. He was Secretary, with Sir Henry Roscoe, to the National Association for the Promotion of Technical Education. The President was Lord Hartington, with whom he represented the W.R.C.C. on Harrogate Education Committee.

Together with H.E. Roscoe, he was elected as Honorary Member of the newly inaugurated, (10th October, 1891), Association of Directors and Organising Secretaries of Local Authorities, in their capacity as Secretaries of the N.A.P.T.E. (Greenhalgh).

His Rotherham constituency, together with growing W.R.C.C. duties would more than fill the time of a man not always in good health. In 1899, Acland resigned as M.P. for Rotherham. His attention turned to local government affairs and here his extensive list of commitments could be regarded with respect. In sum, he was a County Alderman, sat on the Higher Education Sub-Committee, the Scholarship and Exhibitions Sub-

Committee, the Elementary Sub-Committee, the School Management Sub-Committee, the Finance and General Purposes Sub-Committee, the Accounts Sub-Committee, the Sub-Committee linked with the Advisory Committee, and the Sub-Committee of the Yorkshire Ladies' Council of Education. He dealt with Inspectors' Occasional Reports and that Committee with a specific role within the Elementary Sub-Committee when the establishment of Higher Elementary Schools in the West Riding was on the agenda.

Records of his achievement in the West Riding are few. His influence clearly lay in committee¹² and here he was dedicated. He would use his wide experience of administration and local government through discussion and carefully presented points of view. The impression from his family biographer, Lady Anne Acland, is of a meticulous, careful man, quietly following his committed path, a little on the fringe of family¹³ and social groups. Recorded official minutes are dispassionate, carefully neutral, but nevertheless disclose the quiet guidance of a good Chairman. His name occurs from time to time - each member's point of view - and his signature on the minute papers. There are sufficient intimations in the minutes nevertheless to indicate a wide commitment.

Acland lent his weight to several causes, expressed his concern at several levels: it was the good fortune of the West Riding of Yorkshire to have this dedication.¹⁴ He conferred with the Medical Officer concerning that officer's duties towards the children in school. There was attendance at a Conference on quality in education where he added his support to a proposition which advocated weight for and recognition of an examination of such a standard that it would be a preliminary to professional and university entrance. He sat on a Sub-Committee to organise a Circulation Library for Secondary Schools. This library eventually became the excellent West Riding Library housed in County Hall. He was concerned with a Joint Examinations Board proposed for East, West and North Ridings. (His wife was a co-opted member of the North Riding Education Committee¹⁵ for Scarborough where they had chosen to live). This Board also attended to relations with Boards of Examiners set up by the Universities in Lancashire and Yorkshire and the Local Authorities served by the Universities in those counties.

He went on to Chair a Sub-Committee to deal with provision of Secondary Education which would include Technical and Evening Schools and the training of pupil teachers. Under this umbrella title, discussion could continue on a wide range of topics. He was concerned for teachers' education and *inspection*¹⁶ of schools rather than examination of individual teachers.¹⁷

Acland was concerned to promote the education of girls. He recommended an added 2,500 secondary school places and proposed the majority should go to girls, and suggested ten new girls' secondary schools (i.e. grammar) should be built. His aim was a total secondary school population of around 8,000, and of this number 1,000 places were to be allocated to pupils who would prepare for careers as elementary school teachers. It was the stated aim of the Board of Education that all people hoping to become teachers should benefit from a grammar school curriculum and then go on to a Training College. To this extent, the growth of secondary (grammar) education was linked with the provision of teaching staff for elementary schools. It did not totally derive from disinterested generosity towards all classes of children. A negative effect was the resulting division of the teaching profession into two sections: those teaching in elementary schools, and those teaching in Grammar, Independent, and the growing number of public schools established in the 19th century. All had been together to the end of their grammar school days, then those who graduated in their special subject had not trained. They taught as of right,¹⁸ a divine hand laid upon them: the debate on 'the good teacher' or 'teacher effectiveness' began and the debate on teacher training continues. Again, some schools at the turn of the century were known as 'pupil teacher' schools: but this was not their official designation and parents did not sign away their children's lives at the age of eleven. Aspiring upper working class and middle class parents would not block future progress. Working class parents who were solidly of their group looked for the most part towards apprenticeships. When the time came for Wakefield City to comply with the 1918¹⁹ Education Act by setting up a town grammar school - Thornes House - no restriction was put upon parents or pupils except the obligation to remain until 16. Acland did put forward the notion of increasing the

number of county minor scholarship and of introducing awards for intending pupil-teachers. Again, this idea was seen as 'coming off the rates', was unpopular and not followed through. From the 1902 Act to the beginning of the First World War, many appeals were sent to central government to increase its support. The Government did not respond. By the time of the 1918 Act, when a grant would be given to town and county alike if grammar school education was set up, Wakefield City responded by founding Thornes House Secondary (Grammar) Schools. In no way was this regarded as anything else but a plain grammar-school type foundation: it was not a 'pupil teacher' school nor a 'pupil teacher' centre. The West Riding from 1902 increased minor scholarships from 373 to 764, and made quite separate provision for over 600 extra places for pupil teachers.

Interest in the West Riding lay firmly in Secondary (i.e. grammar) education. Wakefield bias due mainly to the Nonconformist, independent, middle class merchant element, was towards the middle road, the stratum of technical and technological education which has always been overlooked. Some classicists became detached from reality and sacrificed genuine liberal approaches for ideas steeped in sophistry; looking for cachet, they were unable to admit that a technology can be liberalising. The Technical College was doing quiet work across a wide remit; Ings Road School was a Central School and widened its curriculum. When the City was obliged to set up a Grammar school, Thornes House achieved a great deal, and cared for its pupils.

Acland's attitude is summarised in his conclusion to his book co-edited with H. Llewellyn Smith, Corpus Christi College, Oxford: 'Studies in Secondary Education in 1892': 'The new public Secondary Schools would not be technical schools but neither will they be literary academies. We must meet the modern epoch by the frank adopting of modern methods.' (p. 308).

Work on the Elementary Education Sub-Committee entailed discussions on the status of Higher Elementary Schools. A link with the Secondary Education (Provisional) Sub-Committee was inevitable and a special Sub-Committee met to crush possibilities for

the establishment of Higher Elementary Schools. On 2nd November, 1905, it was resolved that 'the Sub-Committee do not object to the establishment of a Higher Elementary School at Wakefield provided the curriculum is not such as to lead to undue competition with any Secondary Schools in the City.' An echo back to the Cockerton Judgement and a ripple forward to the moment when the City of Wakefield was obliged to establish a grammar school following the 1918 Act and to comply with the edict that the curriculum should be as that in 'the City's Secondary Schools.' (Wakefield Girls' High School and Wakefield Boys' Grammar School). The special Sub-Committee considered the question of the establishment of Higher Elementary Schools in the West Riding, and responded to a communication from the Board of Education as to the place of these Higher Elementary schools within the elementary spectrum. The Board's reply was: 'that the Committee's Inspectors be requested to prepare a Memorandum showing the curriculum which would be in force in Higher Elementary Schools together with the respective arguments in favour of and opposed to the establishment of Higher Elementary Schools and Higher Departments in Elementary Schools.'

Acland's interest in secondary education which he termed 'intermediate', thus embracing technical and scientific instruction, gave him a co-opted place on the Technical Instruction Committee of the West Riding. This Committee met on 6th December 1889 and was the first meeting to be held in England following the passing of the Technical Instruction Act.²⁰ The West Riding County Council gave the T.I.C. Standing Committee status, appointed Vibart Dixon clerk, and co-opted J.R. Davis, a member of the Yorkshire Union of Mechanics' Institutes. With the Amending Bill of 1901,²¹ the West Riding could give scholarships from public funds. As a full member of the T.I.C., Acland's expertise, experience and communication with like minds gained from his Vice-Presidency of the Committee in Council for Education and a seat in the Cabinet, as well as his Welsh experience and central government was at the disposal of the County. He had also suggested the establishment of the Office of Special Enquiries and Reports.²² Michael Sadler was his choice as Director. Sadler in this capacity had given an address on 'Secondary Education and its bearing on Practical Life' at Howick, Northumberland on 26 August 1889.

With Anderton as Chairman, Vibart Dixon as clerk, and Acland co-opted, the T.I.C. instructed a Sub-Committee to survey and report on the provision of secondary education throughout the WRCC domain. In February 1904, Acland's Report on Secondary Education in the West Riding was published. This paper gave a detailed account of the state of affairs in the county. There were 3,100 pupils in 1901/2, 1,200 in neighbouring boroughs. Compared with other counties, the West Riding was average. It was noticeable that attendance proportionate to population varied with the area. The lowest attendance was in South Yorkshire. The outstanding comment was on the lack of provision of places for girls - there was no provision for girls south of Wakefield. There were many meetings of this special Sub-Committee, with Acland usually in the Chair.

Earlier in 1905, May and June, A.H.D. Acland had been concerned with a Committee called to discuss issues involved in a policy advocated by some members of the West Riding County Council. Certain members, mostly Nonconformist, wished to refuse to administer the Education Act of 1902 with reference to non-provided schools. This section of the WRCC Education Committee objected to the principle of maintaining non-provided schools 'out of rates', 'so long as a body of ratepayers had not full control and religious tests are unimposed on the appointment of Head Teachers.' The Charities did not oppose payment. The Committee found the 1902 Act generally a difficult Act to put into place.

Acland had six years on the WRCC, was almost permanently, though from time to time passed on his duties, Chair of various Committees. It was a recognition of skill and experience,²³ for there would be some stormy meetings. Yet the resolutions made in these meetings kept the wheels of educational administration turning. The writer of 'A Devon Family', Lady Anne Acland,²⁴ suggests he was self-critical, occasionally self-doubting. Keane,²⁵ 1970, comments that his notebooks suggest he was not satisfied with his achievements: it had been uphill work. It is unfortunate that the work of solidly reliable people, committed to quality and careful groundwork is often overshadowed by superficial and ephemeral novelty. Acland himself would not realise the breadth and

depth of experience²⁶ brought from his Vice-Presidency of the Committee of Council which would be conveyed through weekly interaction with colleagues, in the carefully fluent expositions adjusted to audience, all of which would outlast ephemeral schemes for self display.

Acland was a Representative on the Council of the University of Sheffield as M.P. for Rotherham in 1905. Again in that year he and three colleagues were asked to look into the W.R.C.C. Education Committee's relations to schools in the County Boroughs. He was the West Riding representative on the County Councils Association and the West Riding representative on that Association's Education Committee.

His name appears on Committee lists until 1907. In the Autumn of 1907, he resigned as Chairman of the Special Committee of the Technical Instruction Committee. He had decided to concentrate on work as Chairman of the Consultative Committee of the Board of Education. During his time the West Riding had come a long way:²⁷ secondary schools had grown in number from 30 to 50. The total number of pupils had doubled from 4,000 to 8,000. There was some increase in the provision of education for girls, and by 1907 the balance of boys and girls was about equal.

During February of his last year, 1908, Acland chaired yet another special Sub-Committee. This time 'Technical and Evening Schools' were under discussion hopefully to devise means of co-ordinating their work. Other countries and counties were considered in detail and Councillor Cook reported on a visit to Preston, Lancashire, 'to gain further information as to the working of other local education authorities schemes.' (Education Committee Minutes).

In the conclusion to 'Studies in Education' edited by A.H.D. Acland and H. Llewellyn Smith, Acland remarked 'we must also feel that a great stirring of the forces which make for educational progress is taking place in many parts of the country.'²⁸ That force was in the few people with the foresight of Acland. James Bryce had remarked in

his introduction to their book of the general public apathy towards 'intermediate', that, is secondary and technical education.

In his concluding note on the contributors to that book, A.H.D. Acland's remarks strike a modern note:

'... what needs now to be brought out is the view ... the authoritative judgement of men in daily contact with actual business life ...'

'... No one can take the high polish of the expert's education unless he has a natural capacity and inclination for the pursuit. This capacity and inclination can only be discovered by the diffusion of elementary instruction in science. Thus the net must be spread wide even though the fish to be retained in its meshes are but few.'

'... we cannot expect workmen unaccustomed to generalisation to apply purely scientific principles for themselves. ...' '... such instruction is distinctly *technical*; it forms no part of an ordinary science course. Ought the teacher of the classes to have therefore declined to give it? No one but a pedant would say "Yes."

'... Another point emphasised ... the much greater ease ... trained by the combined system of school and workshop, is able to adapt himself to the constant alterations in the conditions of production which characterise the course of modern industry.'

'... beyond laying the foundations of technical education, we ask for facilities ... to enable ... to become better by studying the science and art underlying (his) trade in the school side by side with practice in the workshop.'

'More and more as we are told ... of the bustle and hurry of the workshop preclude the thorough teaching of principles, and more and more therefore is there a need of some outside teaching not imparted under the pressure of production for profit.'

Recognition of the breadth of scholarship, technical knowledge, and workers' skill was shown by Acland in his quick recognition of the value of Swire Smith's visits abroad, for example, to Antwerp. Acland encouraged printing, for circulation, that industrialist's detailed notes on 17th June, 1883. These thorough, ordered,²⁹ copious notes were written for the Royal Commission on Technical Instruction. They covered Higher Education, to 'Ecole Professionnelle' to Trade Schools, and many diverse aspects

of education and skill were covered. Printed 'for the perusal of the members of the Commission in order that such facts, opinions and evidence as may be considered appropriate for incorporation in the report may be dealt with in such a manner as may be deemed advisable.' Acland was always ready to give credit to colleagues.

W. H. Armytage, Professor Emeritus, Sheffield University, sums up the span of Acland's career:³⁰

'To be born 100 years ago, when the ten hours Bill had just been carried and Kay Shuttleworth was still struggling to create an administrative tradition in the Education Department, and to die in the year of the Hadow Report, is to have lived through a complete epoch of English educational History.'

'He died in 1926, the very year when educational thought showed decisive signs of returning to the channels it had forsaken in 1902.'

One wonders what would be his opinion seventy years on.

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5. Technical Instruction Committee, Report of the Special Sub-Committee on position and duties of clerk to the Education Committee, 28th May, 1903.
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6. This thesis.
7. Reader, W. I., 1966, *Professional Men*, Weidenfeld and Nicholson, London. p. 119.
8. Reference this thesis: *The Technical Aspect, IIID. Independence: Wakefield College's pre-University Courses for Local Government.*

9. The Welsh Intermediate School Bill, 1889.
10.
 - (i) It is possible to conjecture that C. G. M. Gaskell and A. H. D. Acland had other aspects of their life in common. Acland had felt it necessary to resign from Holy Orders, having expressed doubts about several points of doctrine. As a Unitarian, C. G. M. Gaskell would empathise with his point of view.
 - (ii) There was also a mutual interest in the co-operative movement with Lord Ripon. (Evans, Phillip W., 1992, *The Contribution of Arthur Herbert Dyke Acland to Education Administration and Policy making in England and Wales.* History of Education Society Bulletin, 50, pp. 43-54).
 - (iii) They were together in the Privy Council, and on the County Chairman's Advisory Committee to the County Secretary for Education and his officers.
 - (iv) Both were on the Committee of Council for Education.
11. Successful on a three to one majority, December, 1885. (W. H. D. Armytage, 1947, 'A. H. D. Acland, 1847-1926,' *The Journal of Education*, October.
12. Gaskell, C. G. M., 1907, Triennial Statement to the WRCC:

'The work of the Education Committee is too vast for me to refer to in any detail. To Mr. Dunn and *Mr. Acland*, to Mr. Hinchliffe, Mr. Booth, Mr. Talbot and their colleagues, to Mr. Vibart Dixon and the officials, we owe our acknowledgements that we have not broken down in our attempts to carry out the duties entrusted to us by the Act of 1902 which involved the responsibility of 596 voluntary schools and the work of 148 School Boards; those duties are in many cases far from attractive, involving pressure on Managers and Local Authorities, necessary fault-finding, interference in petty and sordid squabbles - frequent obstacles in the path of progress, which are apt to produce failing interest and disheartenment.' (p. 14).
13. Family relationships accounted for in: Evans, Phillip W., 1992. 'The Contribution of Arthur Herbert Dyke Acland to Education Administration and Policy Making in England and Wales,' *History of Education Society Bulletin*, 50, pp. 43-54.
14. Gaskell, C. G. M., Chairman of the WRCC, Triennial Statement, 9th January, 1907:

'Under Mr. Acland's guidance, far reaching schemes for the improvement of Secondary and Technical Education have been prepared, which will provide successive steps and opportunities on the ladder of learning for all who have any ambition or determination to succeed. This is the age of machinery, of scholarships, lectures, continuation Schools, new universities, syndicates, sub-syndicates and committees which Henry Sedgwick in a moment of depression described as the 'luxurious fungoid growth of administrative work feeding on the best juices of academic life.' (p. 14).
15. Lady Acland supported her husband's interest in teaching:

Acland, Lady Alice Sophia,

- (i) Child Training: Suggestions for Parents and Teachers, pp. 179. Sidgwick & Jackson, London, 1914. BL. Ref.: 8304.de.34.
 - (ii) Queer Beasts and Magics: an experienced grandmother's tales for grandsons etc. pp. 159. Sidgwick & Jackson, London, 1918 BL. Ref.: 12801.c.32.
16. Bishop, 1971, p. 191. On the appointment, in 1892, of a small band of specialist inspectors, and in 1894, First and Second-Class Sub-Inspectors. Acland's initiative.
 17. Evans, Phillip W., 1992, 'The Contribution of Arthur Herbert Dyke Acland to Education Administration and Policy-Making in England and Wales.' History of Education Society Bulletin, 50, pp. 43-54: 'It is interesting to note the respect and support which Acland had for members of the teaching service.' '... Acland was held in high regard by the nation's school teachers.' p. 49.
 18. Part One, this thesis.
 19. The Education Act, 1918. 'The Fisher Act.' A Board of Education with supervisory powers over local education authorities. Two categories - one for elementary education and one for higher education.
 20. Technical Instruction Act, 1889.
 21. 1901. Amending Bill, allowed technical scholarships.
 22. The Office of Special Enquiries and Reports was set up specially to investigate, compare and contrast educational provision abroad. In one sense it legitimised the vast amount of evidence collected by businessmen such as Swire Smith for the Samuelson Commission.
 23. Gaskell, C. G. M., 1907, Triennial Report of 9th January to the WRCC:

'The Education Committee has, however, shown rare capacity for grappling with many of the problems submitted to it, and there is no cause for despondency: Concessions have been made by the Chancellor of the Exchequer, and an increase of Grants-in-Aid of Secondary Schools promised *mainly owing to Mr. Acland's actions.*' (p. 15).
 24. Lady Anne Acland, 1983, A local Devon Family.
 Arthur H. D. Acland, 1902, Memoir and Letters of the Rt. Hon. Sir Thomas Dyke Acland, London: privately printed.
 25. Keane, P., 1970, Ph.D., The Evolution of Technical Education in Nineteenth Century England, University of Bath.
 26. This wider experience was gained also through attendance at Conferences outside the West Riding as the WRCC Education Committee representative. One such Conference which he attended was held on 26th August 1904, at a high level to discuss examinations in the Victoria University, Manchester. The matter under review was Certificate examinations which could be a recognised

preliminary for professional examinations, as well as entrance to University. County Alderman Braithwaite reported back to the WRCC Education Committee which was attended by the Chief Education Officers of Yorkshire, Lancashire and Cheshire, University representatives of Leeds, Manchester and Liverpool and Sheffield University College.

27. Gaskell, C. G. M., Triennial Statement, 1910, to the WRCC. Summing up:

'Great progress has been made in the provision of Secondary Schools and there is now in sight the completion of the Scheme which was laid before the Council in 1904. New buildings, eleven in number, accommodating 2520 scholars, have been opened and are in use, seven others are in progress, ten will shortly be begun. The premises of existing schools have been and are being improved and extended. The pupils during the last three years have increased from 5,693 to 6,549, while the number of examinations has been largely reduced. The Bingley Training College for 200 women students was inaugurated eight months ago by the President of the Board of Education and possibly may be opened in September next. Towards the cost the Board contributed 75 per cent.' (p. 12).

28. Acland, A. H. D., & H. Llewellyn Smith, 1898, Eds., *Studies in Education*, p. 320.
29. Smith, Swire, 1883, *Notes for the Royal Commission*, London: Eyre & Spottiswoode.
30. Armytage, W. H., 1947, 'A. H. D. Acland, 1847-1926,' *Journal of Education*, Vol. 79, No. 939, October.

PART THREE

PUBLIC AFFAIRS

PART THREE

VIII

‘The old order changeth yielding place to new . . .’

**Tennyson,
Morte d’Arthur**

PART THREE

PUBLIC AFFAIRS

VIII

‘ many ways.’

- | | |
|-----------|---|
| 1941. | A mixed Grammar School. |
| 1951 | The Fire.
A Technical Grammar School. |
| 1965 | Comprehensive School, 13-19.
Intake from four Senior High Schools. |
| 1972/1974 | Boundary changes: Wakefield Metropolitan District Council. |
| 1974 | The scholarship system ended: decision of WMDC.
No more scholarships to Wakefield (Queen Elizabeth)
Grammar School, and Wakefield Girls' High School. |

PART THREE

VIII

Many changes

In the editorial of 'The Stork' of July, 1962, Miss Waring, the Senior Mistress, wrote of the change Mr. Bracewell's retirement brought about:

'The School's major change was brought about by the retirement of Mr. Bracewell last July, which led to the appointment of a new Headmaster, Mr. Yates, who took up his new post in September. All staff changes are a matter of concern to the School, but none so much affects its life and character as a change of head. The past year has been in this way momentous. The inevitable wind of change has already rippled the surface of school life.

Mr. Yates came to us as a Cambridge scholar who had so far had practical experience of boys' schools only, one in Chester and the other in Cheltenham. This is his first experience of co-education, though having two daughters of his own has no doubt in some measure pre-armed him against feminine wiles. He is also new to the West Riding, which has treated him to a long cold winter but not, we hope, to a winter of discontent.

The year has been hard: long hours after school have been spent in the study and the School has had perhaps more than its share of ups and downs; but as we have become more accustomed to the sweep of the gown and the forceful footsteps, so the trenchant comment, the ready sympathy and the puckish humour have brought a realisation that the School is in good hands. Its good traditions will flourish and its life will be enriched.'

A succession of Development Plans affected the years from 1941, 1950/51, 1965; and then 1972 when the Wakefield Metropolitan District Council was formed. 1965 was

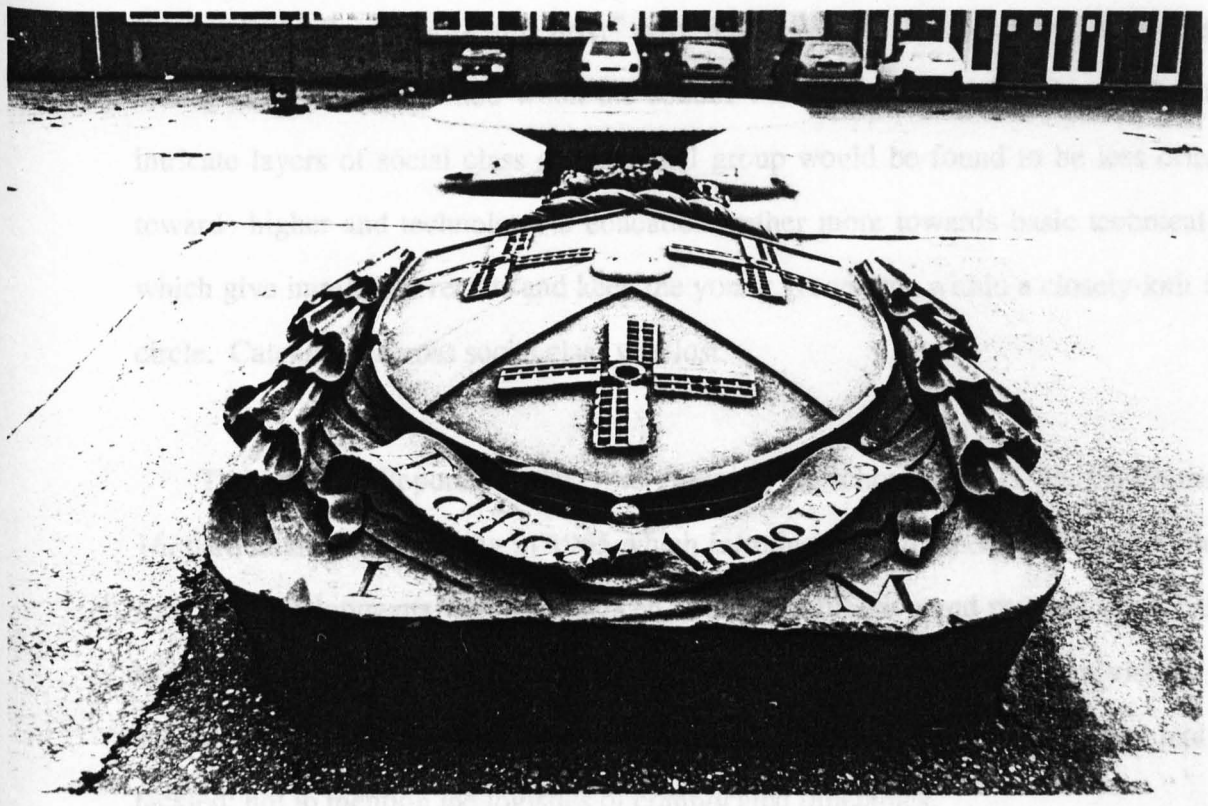
momentous because on the heels of that year's implementation the character of the school had changed twice very quickly. Staff were faced again with different, practical, grass-roots educational problems. Until the school was made comprehensive plans had encompassed the steady growth of a grammar school ethos and ethic: a goal of scholarship and enlightened sensibility with a school population ranging from age eleven to nineteen with a high average I.Q. From 1965 the school age range became 13-19. Parents could transfer their children from the 11-16 City High Schools on request and advice.

One is reminded of Mr. Bracewell's vain hope that 'a well-provided grammar-school would not be swept away.' 'The school had a special character' One nagging unease during those grammar school years lay in a recognition of the fact that country wide provisions for secondary/grammar education had been distinctly uneven: a difficulty faced generally by all town grammar schools.

At the opening of new school building in 1956 the Education Committee's objectives were made clear. As quoted in chapter Four, 'There was to be no break with tradition:' a statement which is usually the precursor to stark re-planning, thus eliminating much of what has gone before. 1941 had seen a mixed grammar school; 1951-1955, exile; 1956, a Grammar/Technical School 11-19. Undergoing more reorganisation in 1965, the school changed to a neighbourhood comprehensive school taking all pupils from the immediate locality instead of drawing selected pupils from the entire area of the city which had given a diverse, social character.

The immediate neighbourhood beyond the Park and the middle-class housing along Thornes Road, also Horbury Road, consists predominantly of Council estates. The city had concentrated efficiently on good housing as a priority for its people from the end of the First World War when Thornes Park was nearly appropriated for Council Housing. In the event this estate was built on Thornes Common and the beautiful Milnes-Gaskell park left to become one half of the Municipal parkland and Thornes House itself retained for

the new Secondary/Grammar School (Chapter One). There was also some nineteenth-century and early twentieth century terrace building of predominantly large houses along



A given curriculum had to be maintained, also a curriculum and realignment of



the new Secondary/Grammar School (Chapter One). There was also some nineteenth century and early twentieth century terrace building of predominantly large houses along Denby Dale Road, pre- and post- two World Wars. A complex form of social management was presented when the school was made comprehensive in that across intricate layers of social class a substantial group would be found to be less orientated towards higher and technological education; rather more towards basic technical skills which give immediate results and keep the young grown-ups within a closely-knit family circle. Catchment across social class was lost.

The series of Reports, however, re-grouping the school from 11-19, 13-19, then 13-16, particularly the planning in 1965 which introduced comprehensive status produced a series of developments which influenced cognitive, affective and psychological balances of the institution as well as revising the public's total impression, even vision, of the school. After each Report immediate problems of curriculum and syllabus had to be tackled; not to mention the logistics of complicated timetables.

A given curriculum had to be maintained, also a reconciliation and realignment of subjects effected to accommodate the new comprehensive order. There were two cultures under one roof: one, looking towards distant horizons making self-denying plans for a far goal; the other, sufficient unto itself, by-passing anything 'different', (or difficult?), using all its energies in its own group mores¹ - a local culture with not in any way the same aspirations, where eyes would not be set on the view of a far-off goal, yet experiencing quite deeply-seated everyday satisfactions. This new order needed careful, covert, guidance - it was not self-propelling. 'Standing on one's own feet,' 'individual independence,' is not the parental aim. Family ties in these groups are hoops of steel, and, encapsulated in their own vernacular, individuals function as sections of a larger unit. Loyalties are to the group, not the idea. The word once spoken is the truth not to be rescinded: argument is seen from a family perspective - any solution arrived at by dialectic is rejected. Discipline has to have a different approach. Classical detachment does not work. At a practical administrative level, variations in size of intake affect numbers in

different years at different times, and therefore affect timetabling. At an emotional level stages of maturity are seriously affected. This last problem influences approaches to teaching. Maturity of attitude and behaviour, which rises and falls within general emotional and intellectual characteristics of a school serving a specific community with particular mores and attitudes, makes for a highly charged atmosphere in which to teach and learn. Yet again for some learners school will ever be a still point in a turning world. There is a heavy weight on the teachers: the groves of academe seem distant.

That the school was re-designed to serve this complex population was masked to a certain extent by the fact that it was sited in a very large, very beautiful park, with middle class housing in the immediate vicinity. The catchment area for the comprehensive school was mainly from four sections of four very large housing estates instead.²

Mr. Yates came from a medium-sized public school independent of its locality to an established grammar school, and then found himself responsible for a neighbourhood school which at one point in its life had 1200+ pupils, 76 academic staff and ancillary staff. When he was appointed the decision to change to a comprehensive school had not been made. He attended a term's course re comprehensive schooling. An able administrator, with much insight, capable of deep analysis, he found relationships difficult. Essentially he was a kind man who wished to do what was right. In his appointment he would run the gamut of pro and con attitudes from senior officialdom through lay committees, to colleagues on the staff - equals in the profession. He acknowledged the contribution of a staff acquainted with the locality and the city.

One of Mr. Yates' first actions was to appoint a second music Mistress. Mrs Marsden was appointed. Her recollections are vivid. Mr. Yates desired an extension of musical studies into orchestral work and asked for immediate results. Miss Markland and the choir was moved to a room in the 'Stump', which building in total was also used in the evenings by a Youth Club under the jurisdiction of the Youth Section of the Education Committee. The acoustics left much to be desired. Fifty violins were delivered. Two

other members of staff contributed. Mrs Cohen was skilled in group teaching and the second, a cellist, had taught at St. Paul's Girls' School under Gustav Holst. A part-time biology mistress who taught this subject part-time at the High School was appointed. One boy was particularly good on the viola, a Mrs. Roberts wrote arrangements for him. Patrick Salisbury, H.M.I. for music, ran a course at Bath. He had been with the West Riding, taught in front of the group as a guinea pig. Anne Macnaughton of Homerton College and Bela Katona of Trinity College, London, contributed also. Mrs Marsden felt they all influenced her in the courses she gave for the pupils in school and thought very strongly that people give what the teacher makes possible. This, over the years, was what Margaret Markland had done: her choral work had made much possible for many young people, and had given a musical education to the entire school.

Mrs Marsden made a Quartet; Bill Davis, a colleague 'started people off'; and Mr. Jackson introduced some to the clarinet, flute and oboe. The peripatetic music staff gave the school considerable help. Alfred Russell taught the cello, and was full time teaching also. Mrs Marsden went on teaching the violin. Her husband taught music at Bretton Hall, and he took some of his wife's pupils privately. Brian Longthorne, organist at Holy Trinity, Leeds, contributed, before he went on to be music master at Winchester. Gradually a full orchestra was built up, for which Mrs Marsden wrote arrangements. They were part of the Youth Orchestra movement.

The music tradition at Thornes House was a very fine one from beginning to end. The choral work was continued at the usual level of high achievement until Miss Markland's retirement. She had continued her choral and piano work, and, a gifted musician, had been part of a group of gifted people.

A problem in the early years of the comprehensive condition in the school was to plan for increasing numbers: the difficulty of falling rolls came later on. Across a wide area of ability high fliers had to be accommodated, and at the other end of the curve people needing special attention required meticulous planning of an entirely different

kind. There would be a very wide range of I.Q., as well as a wide range of predilections trapped in an even wider range of dispositions. This diversity presents serious problems in evaluation: composite lists of successes in various directions would not indicate specific, even more refined, levels of specialist achievement. Published results in total would give a false picture which those lacking insight into the teaching-learning situation would mis-interpret.³ Comparison of school with school is not feasible; comparison of one type of school with a different type is quite out of the question. It cannot be expected of a comprehensive school what is expected of a grammar school; but that is not to say that the image of a comprehensive school need be inferior to that of the grammar school.

To build up a corporate spirit, and a sense of purpose, such a large school population required careful grouping. Mr. Bracewell had established five 'School Houses', whose activities were reported in the School Magazine by the pupils themselves. These were rearranged, the number reduced to three. Inter-house sports, dramatic events and social meetings made for give and take, friendly competition. House masters were centres for interaction and government. There were also Heads of each Year and a Sixth Form Tutor. These masters and mistresses were focal points for scholastic levels and examination goals. They liaised closely with Group Tutors who replaced the Form Teachers. Heads of Year knew one age-group well: within a wide band of growth they could mark the high fliers and those who achieved but took their time. A mark of Thornes House teachers has always been their ability to allow pupils to grow into themselves, not to be replicas of this, that or the other person: they have been generous in sharing standards, skills and experience, giving frames of reference and sharing reading. One type of pupil will always respect every effort, but some bad times are common to all schools: some schools manage neatly to avoid calumny, others seem to have all their efforts discussed publicly with hasty judgement.

The developed Sixth Form of the large school had 'A' level work alongside G.C.S.E. work and C.S.E./craft work. As a unit it consisted of a cluster of overlapping groups. There were vocational courses also, and some form of General Studies. A rigid, 'level of

ability' entry policy for a comprehensive school. With denies the term. Some develop later or take their time in growing up; in others the move from fifth to sixth years marks a change in attitude; occasionally some fail to meet parental and school expectations. There are the few who respect nothing and will not be moved. The Sixth Form Tutor is both the link and focal point for a very loosely knit, large group: a complicated situation demanding versatility and experience in dealing with young adults clear of the restraints of family.

That the foregoing was understood and plans in hand to meet the situation was reported by the Headmaster in the 1964 Editorial of 'The Stork':

The Future of Thornes House School

'A School Magazine usually covers the events of the recent past; it is not usual to take space to write about the immediate future. But many who read this will know that changes will be made in the nature of the School in the near future, and this may therefore be a good occasion to look forward. Not, of course, that changes are anything new to a School founded in 1921 as two separate boys' and girls' secondary schools, reorganised as one co-educational grammar school twenty years later, burnt down after another ten years and then reorganised again, when it was rebuilt, to absorb a technical school. Each previous reorganisation had its opponents, concerned for what they believed valuable in an existing school and thought threatened by change. Most of these would probably now say, as they looked back, that their worst fears had not been realised, that the greatness of schools such as this is too enduring to be lost so easily.

For some years now boys and girls from primary schools in Wakefield have been selected, according to the opinions of their head teachers and to the results of examinations ("the eleven plus"), to come to this school, or to go to one of the other grammar schools in Wakefield or to a secondary modern school. Thus, each year, some sixty or seventy boys and a similar number of girls have joined Thornes House at the age of eleven and have been the new Third forms. This will happen again in September this year, but for the last time. In September, 1965, these Third Forms will move into the Lower Fourths but there will be no new Third Formers; and in 1966 they will move into the Upper Fourths and the School will then have neither Third nor Lower Fourth forms. From 1965 onwards those who would, under past arrangements, have come here, will go to one of the junior high schools which are to be founded in the buildings of the present secondary modern schools, and they will receive the first part of their secondary school education there: two years later, if their parents wish, but without any examination, they will join this school. In fact, in the Septembers of 1965 and of 1966, we shall be joined by a number of those who will then have been for two years in secondary modern schools and whose parents wish them to come here.

Some results of these changes can already be foreseen. We shall be a school whose members range in age from thirteen to nineteen, instead of from eleven to nineteen as at present. We shall be a school whose courses will include all that we do now, but will also have added to them subjects for those better suited by different approaches to work. We shall be a larger school, perhaps half as large again as now, and this will mean, among other things, more building: by 1970 there may well be a new block where the old Thornes House stood until 1951, and another wing at the east end of the present main building.

Changes there will certainly be, but these are nothing new. *Few Old Thornesians of any era have spent seven or eight years in the school without at least part of their school*

life coinciding with some change. Twice before in less than half a century Thornes House School has been radically reorganised. But the School will still keep its name and much else unchanged to symbolise the continuity of its life, and it will continue, as it has done, to live for scholarship and fellowship, for endeavour and excellence in all pursuits.'

The 1965 Editorial of 'The Stork' carried the heading:

'The old order changeth. . . .'

"Stork '65" sees Thornes House once more at the cross-roads, for this is the year we lose our eleven-year-olds, our "babies". Behind us lies a proud tradition: before us an exciting challenge.

In the past there were halcyon days when Miss Waring taught her History in rooms which Gladstone and Sir Redvers Buller had visited, and Miss Markland's music drifted to the rose covered terrace through windows framed in jasmine. The beauty, grace and dignity of the Eighteenth Century Mansion played a prominent part in our lives.

The pupils at Thornes House today will spend a large measure of their lives in the twenty-first century. By the time they are old, "Stork" will very likely record a visit to the Grand Canyon for the Geography Field Week, and perhaps there will be reports of School Trips into space, maybe even to the moon.

"Stork '65" reflects the efforts of a flourishing community to adjust itself to the needs of this new age. Facilities for both study and recreation are constantly being extended and the range of outside-school activities is so great that we lack the space to do it full justice.

Surely our new thirteen-year-olds will find within these pages interests that they can happily share. They will receive a friendly welcome whatever sphere they choose, and we look forward to having their help in carrying the best of our past into the future.'

The Headmaster had to decide on a school image which balanced a duty to the high fliers with a responsibility for wide, relevant education for all. Mr. Yates was particularly indebted to Miss Waring before she retired. She had been in the school for a long time, knew the pupils, their hopes and circumstances, who had also encompassed the initial comprehensive school intake in that all-seeing, disciplined, kindly glance. She was a worthy successor to Ursula Whate. Her wisdom would have been of inestimable value during the following four years. Mr. Yates added an appreciation of Miss Waring:

'Miss Waring retires at the end of the Summer Term after twenty-seven years on the staff of the Thornes House Schools. The Headmaster writes: "Clearly someone who has known her and the School for more than a mere four years is the appropriate person to do justice to this occasion in the "Stork," and I am delighted that Miss Markland has contributed the appreciation of Miss Waring which appears in this issue. I know that Miss Markland speaks for all her colleagues, but I want briefly to add my own tribute to Miss Waring's service to the School, which will always be the better place for her long devotion to it. I wish also to say how fortunate I think myself in having had from Miss Waring during my time here not only loyalty so great that no-one could have deserved it, but also friendly candour and forthrightness which have been as valuable, and as much valued, as the immense understanding and tact which have accompanied them. All Thornesians will send to her their best wishes for a long and happy retirement, which keeps close her association with the School.'

Miss Markland, whose pleasure in finding a colleague whose love of music matched her own clearly demonstrated her appreciation of the long, professional association which began in 1938 and lasted until Miss Waring's retirement:

Miss Waring

"Two years ago in the Stork article subtitled "Not quite all our yesterday's," you were told that you might not have recognised two new members of staff who were making their first appearance at Thornes House on a September morning in 1938! You would certainly recognise and be well aware of one of them now, for she is Miss Waring and this is her last term at Thornes House. The lot now falls to her companion of those early days to gather together her own thoughts and those of her colleagues on the remaining yesterdays.

When Marjorie Waring came to Thornes House it was from the rarefied atmosphere of the famous Casterton Girls' School near Kirkby Lonsdale. She soon adjusted herself to the more down-to-earth girls of her native county, who readily took her to their hearts. Many a grateful pupil and old scholar has much to be thankful for because of her wonderful History lessons. "She really brings this subject to life," is a comment I have heard on several occasions. You needed only to hear her talk on any of her favourite topics: cricket, music or the Lake District, to know that her enthusiasm would soon have your rapt attention - no wonder that this same technique in teaching brought such a keen response. When the school became mixed she took as much pleasure in teaching boys and far from being daunted by the task, she said she revelled in their challenging arguments.

When the time came for a new Senior Mistress to be appointed the choice seemed inevitable, and no-one was more fitted for this difficult post: but with typical modesty Miss Waring was at first reluctant to accept. No-one at Thornes House has any cause to regret this decision for her devotion and service to Thornes House cannot easily be expressed or fully appreciated. She has brought a warmth and friendly understanding to everyone's problems, treating each as if it were her only concern at the time.

She has always made a point of getting to know really well all the young and new girls who come into school. Her sincere approach to her R.I. lessons and her meaningful little devotional services with the juniors and the girls have also helped to establish that bond of sympathy and understanding which is so much a part of the success of her work. Above all, it is her kind and genial disposition and the sense of fun she has brought to bear on many so-called problems which have instantly reduced them to size.

Her judgements are always sound and well-considered, and any displeasure with defaulters is dispersed immediately after the incident, for M.W. must surely be one of the most sympathetic and even-tempered of teachers. She always has the welfare of pupils and staff at heart and her qualities are well summed up in the unsolicited remark a pupil made recently. She was dismayed at hearing of Miss Waring's retirement and said: "What a pity she is going! To us she is the ideal headmistress."

Space permits the mention of only a few of her wide interests and activities. She has taken a great interest in the old Thornes House and the lives of its former owners; her careful research resulted in a most valuable and interesting document which was, alas! destroyed by the fire in 1951.

M.W. has always taken a keen interest in the Parents' Guild and also kept in touch with many old scholars who now gratefully write and still visit her. There were among them many of the "problem pupils" and "trouble makers" who through her kindly guidance have now found a worthwhile place in society.

Music has always played an important part in her life and from that first encounter in 1938 those two young teachers began a musical association which brought them closer together as the years went by. They pursued their musical interests with the choir: M.W. is a gifted pianist, a sensitive accompanist and a fine musician, and it was a happy day for the choir when she chose to give this society an essential place in her weekly activities. Many will remember her patience at the piano - her subtle ways of assisting in an awkward passage or covering up some deficiency. Those highlights, which spring to mind, like a certain performance of Haydn's "Seasons," and a notable singing of Bach's

"In Exultation," do so not only because of the singing, but also because of the artistic playing from M.W. at the piano. - Singers past and present of both the school choir, and the Thornesian Guild (of which she is Vice-President) will join their conductor in thanking her for her interest and inspiration.

Those who work with Marjorie Waring on the staff will find it very hard to say "goodbye" to such a good colleague and friend but she leaves behind many happy memories. There must also be many others who have been associated with Thornes House who will remember her with gratitude and affection. - Our best wishes go with her for a happy and well-earned retirement - and we wish her "Bon Voyage" on her trip to New Zealand and Australia in October. We shall look forward to hearing about it when she returns.'

Miss Waring died on 6th December, 1992, aged 88. The 'Wakefield Express' carried tributes to her, and included letters from old pupils. The 'Express' commented on her musical ability and her work with Miss Markland. Mrs. Ivy Wagstaff, who has already commented on Mr. Yorke-Lodge, wrote in appreciation of Miss Waring's gifts as a historian: 'She had a fine brain and was a great disciplinarian who gained the respect and affection of pupils and parents.' Mrs. Molly Ward (nee Hinchliffe) wrote:

'It was with deep sadness that I read of the death of Miss Marjorie Waring.

I too attended Thornes House Girls' School and Miss Waring brought history to life for me. I remember going round carol singing at Christmas with the Thornes House Choir, accompanied by Miss Markland, Miss Waring and the now famous Ted Darling.

I was also a wartime blackcurrant picker at Brooke's Farm at Wickhambrook and remember wobbling my way from Bury St. Edmunds back to Wickhambrook on a borrowed bicycle and collapsing in a heap at Miss Waring's feet on my arrival. She certainly gained my respect and affection.'

Miss Muriel Long was appointed to Miss Waring's Post: .

'In September, 1965, we shall welcome, as Senior Mistress, Miss M. B. Long. Miss Long, a history graduate of Bedford College, London, was once on the staff of Wakefield Girls' High School, and now comes to us from being Head of the History Department at Abbeydale Grammar School for Girls, Sheffield.'

The 1965 Editorial gave news of developments, and changes of staff. Mr. Barrie Morgan, the present Acting-Headmaster, joined the Staff. Mr. J. R. Davies retired after 42 years. His service covered the posts of P.E. Master, physics master, Senior Master, Deputy Head. 'M.W.' wrote:

'In an age of increasing insecurity and tension how good it is to know a man who has never lost his sense of values. Who faces up to the growing complexities of his work while still retaining his enthusiasm and vitality, giving a sense of permanence amidst the changes swirling around him. Such is J.R.D.; always in his accustomed place, ready to advise, encourage and, if need be, comfort; modestly unaware of the immeasurable debt owed to him by colleagues and pupils alike. So much has he become woven into the very fabric of Thornes House it is hard to realise that the time has come for him to leave the future of the School for others to shape.

I have known him since 1938 and I see him now as P.T. instructor, whistle in hand, ready to call his boys together outside the gymnasium for their games periods. He had come to Thornes House in 1925 from Aberystwyth University with an Honours Degree in Science, and special qualifications in Physical Education; thus the transition in due course from his work in the gymnasium and on the field to the physics laboratory was easily made. He became head of the Science department and Senior Master in 1957 and during his last years he has been Deputy Head of the School.

It is often all too easy in one's last years to coast along comfortably, knowing that change must come but not welcoming it. This has not been true of Mr. Davies. He has advanced with the times and accepted new trends in education, bringing to bear on the discussions and decisions attending these, a wise tolerance, a calm appraisal of all he feels to be good and the moral courage to discard what he feels to be spurious.

Above all, his colleagues and pupils will testify to his unfailing good humour and ability to see a joke against himself. There have been countless acts of kindness for all to recall; there have been moments of exasperation (admittedly most of these out of School on the golf course!) but never bad temper; there have been arguments, sometimes heated enough to remind us that the Celtic temperament has to find an outlet; but withal here we have found all that is a man. To him and to Mrs. Davies, to whose care and devotion he and the School owe so much, we give our most sincere good wishes for a long and happy retirement in their beloved Wales.'

The Magazine continued to welcome new staff, to say goodbye to staff who moved on. Lists become tedious, but items illustrate the breadth of curriculum.

'In July, 1964, Mr. Hall left to become a member of the staff of the North-Western Polytechnic in London, and Mrs. Fielding and Mrs. Hawes moved to the Girls' High School, to be followed in December by Mr. Jackson. In April Mr. Carter moved to Rugeley Grammar School as Head of the English Department there. At the end of the summer term we lost as well Miss Waring, Mr. Rennie and Mr. G. Davies, both of whom join the staff of the new Kettlethorpe High School; Mrs. Caddies, who joined us five years ago as Miss Davies to take charge of girls' Physical Education, and Miss Eyre, who is to be married this summer; Mr. R. Smith and Mr. Rhodes, who move to Normanton Grammar School, and Mr. Stewart, who takes charge of Physics at St. Mary's College, Leeds; and Mr. Brook and Mr. Bullock who joined us during the present year. To all we offer our best wishes in their new occupations.

Last September, 1964, the staff was joined by Miss Brown to teach Domestic Science, and Mrs. Ellis to teach English; Mr. Long came to take History and English and Mr. Hogarth to take History and to introduce Economics into the curriculum. In January Mr. Collins joined us to take charge of the teaching of History, and Mr. Stevens to begin the teaching of Russian in the school, as well as taking some French. In September we shall welcome to the staff, as well as Miss Long, Mr. Garnett (in charge of boys' P.E.), Mrs. Hallam (in charge of Latin), Mr. Hardy (to succeed Mr. J. R. Davies as Head of the Physics Department), Miss Harrison (to introduce the teaching of Spanish), Mrs. Popplewell (in charge of girls' P.E.), Mrs. Boon, Mr. Carr, Mr. Hutchinson, Mrs. Little, Mr. Morgan, Mrs. Suggett and Mrs. Womersley.'

'The school was extremely fortunate to have a Tandberg 24-booth Language Laboratory installed in Room 17 in January of this year. (Later a second one was installed).

Members of the 1st forms have spent two periods each week in the laboratory, and their course of study in French has been based on oral work done individually with the help of their own tape-recorders, occasionally interrupted by monitoring from their teacher. Great progress has been made and most 1st formers can be proud of excellent French accents.

Forms studying French, Spanish and Russian higher up the school have been given the opportunity of using the laboratory weekly or fortnightly and useful practice has been gained in reading and oral comprehension. It can clearly be seen that the laboratory is making a very constructive contribution to language work throughout the school.'

(Russian was dropped when the master left. (Stephen Hollings' outstanding work was remarked).

'This year has seen the completion of a new Biology Laboratory and the improvement of many sporting facilities. Listed successes in the School Magazine give ample proof of their use, particularly the swimming pool.

The boys had the benefit of the new city running track, with its fine rugby pitch. Two more tennis courts have been constructed and pole-vaulting and hammer-throwing have been added to the curriculum.'

'Our congratulations to John Pearman,⁴ who won a highly competitive scholarship for a five-week holiday in France; to Kathryn Pearman, who represented Yorkshire in the National School Sports at White City; and to Stephen Hollings on being captain of the winning Yorkshire Schools' Cross Country team at the All-England Schools' Championship. Stephen is also the Yorkshire Schools' Senior Cross Country Champion, and the Yorkshire Schools' Steeplechase Champion.'

The magazine that year seemed to be struggling, nevertheless literary commendations were made. Links with other grammar schools were sustained:

'Billy Marshall's arresting story, 'The Sound', is awarded the literary prize. Gareth Davies submitted several excellent photographs, one of which, 'Chantry', is awarded the prize: Ian Butterworth, Colin Smith and John Flooks also did good work. In the Art section the prize goes to Diana Smith; one of her series of costume sketches for 'The Importance of Being Earnest' is printed, and also her striking portrait of the 'Woman with an Ear-ring'. The lino-cut of the Stork with his camera is the work of Anne Mason.

We were pleased to receive during the year magazines from Middlesbrough Boys' High School, and from the Grammar Schools at Normanton, Batley, Saltley, Hemsworth, Heckmondwike, Dewsbury, Mirfield, Batley and Ossett.'

A Report was sent to the 'Express':

STUDENTS AND PARENTS WORK TOGETHER AT THORNES HOUSE SCHOOL

THE RESOURCES UNIT : A NEW APPROACH TO TEACHING

There was an opportunity for students and parents to learn together last Thursday evening, February 20th, at Thornes House School. The Library and Resources Unit were open and a wide series of topics could be studied. In each case there was a set of questions to be answered from tapes and slides, as well as books, which are in regular use at the School. Topics ranged from popular ones such as horse-racing, boxing, cookery, and craft, right through to geology and nuclear physics. The addition of slides, tapes, and self-teaching schemes to a library is the basic idea of a Resources Unit, and Thornes House School is one of a small number of schools in Yorkshire which are taking the lead in developing this approach to learning.'

School Magazines ceased publication in 1967. A pity: there had been a pleasant exchange of publications with several local grammar schools. 'The Stork' was the pupils' work, but also mirrored the progress of the grammar school from its inception. Changing attitudes, ideas, fashions, and a cheerfully irreverent approach to school life

and teachers covered loyalty. Numerous accounts of activities and clubs testified to the fullness of the curriculum; sports fixtures gave a record of which players could be proud; out of school activities bore witness to the breadth of interests. The Old Thornesians Association had many flourishing sections. The standard and breadth of topics in the writing testified to continuing interest in art, literature and drama. The art recorded changing styles neatly and humorously. 'Stork' was a great character - to School as essential a concept as Ted Hughes' 'Crow' was to his poetry. 'Stork' sympathised, encouraged, corrected - a fine emblem.

Deborah Parkin and Susan Hibbins, Sixth Formers, reported on more extensions:

A Chip on the Old Block

'With the introduction of the comprehensive system of education to the City of Wakefield, new educational buildings have been springing up all over the city.

From the Junior Schools, eleven year olds go to the City High Schools. At thirteen these children decide whether to remain at their present schools, or to continue their education at Thornes House. Large scale extensions are taking place to cope with the vast increase in the number of pupils to attend our school.

Eventually there will be 1,250 pupils in our school, coming mostly from the City High Schools at Kettlethorpe, Snapethorpe, Manygates, Ings Road, The Cathedral School, St. John's Girls' School, St. Thomas a Becket School and Eastmoor.

The extensions of Thornes House, costing over £200,000, should be completed by Christmas, 1967. There will be twenty-four new classrooms, including eight new science laboratories, one of which will be devoted to geology. The Domestic Science Department will gain three rooms for housecraft and one for needlework. There will be two language laboratories, a geography room and two libraries, one of them for Sixth Form study. The present Art rooms will be extended and facilities for handicrafts will be vastly improved. The present gymnasium and changing rooms will be adapted to provide craft rooms for jewellery, photography, pottery, fabric printing and many other interests.

There will be a lecture room with tiered seating, a new gymnasium and sports hall, and an extra dining hall, attached to the assembly hall and able to provide more space for assembly when required.

All the new rooms will be fully equipped and extra teachers will be employed as more pupils join the School. Nothing, in fact, has been overlooked and the future of Thornes House School looks very bright indeed.'

The place of 'The Stork' was taken by cyclostyled Newsletters issued twice a term at least, occasionally monthly. There was also an Annual Report cyclostyled for Speech Day. These were typewritten, clearly put together in the midst of pressures of full time-tables, evening work, weekend fixtures, and heavy administrative duties. They were sent out by the Headmaster. Couched in his Civil Service English, they masked the warmth and enjoyment of the pupils in their activities, the evident commitment of all the Staff

from their numbers of 'Reports' and the relationships between staff and pupils which were undoubtedly present - all of which had been contained as silent telling witness in the old editions of 'The Stork' which had also encompassed pupils' contributions. The Newsletters give an accidental impression of distance, quite unconsciously, yet it was evident that the intention was to involve staff, pupils and parents demonstrated in the Newsletter of 1976 which contained an Editorial on 'The Great Debate' on education promulgated by Mr. Callaghan, the Prime Minister at that time:

'At Thornes House School we welcome the suggestions from the Very Highest Quarters that education should be the subject of a public debate. We do not need to change the views for which the School has always stood to acknowledge the importance of the main issues proposed for discussion: the curriculum, or what boys and girls should learn at school; monitoring and assessment to ensure that standards of work do not slip downwards without those responsible for them being aware of what is happening; teacher training and the whole range of resources available to enable schools to do their job efficiently week after week in an ever-changing environment; and the degree to which schools should be influenced or controlled by that part of their duty which is to help to equip their students for their working lives.

Each School has a Governing Body which has duties in connection with all of these matters, and particularly with the School's curriculum. As local government electors parents have a real if indirect influence on the appointment of the School's governors, and as parents of the members of the School they will again in 1977 also have the opportunity directly to vote for one Governor, the Parent Representative.

The School proposes also to develop the series of meetings to which all parents are invited for talks and discussions on educational topics. We had a good attendance on September 22nd at the meeting on Examinations and Further Education.

It is intended that another meeting in the series should be held on Monday, March 14th, 1977, starting at 7.30 p.m. Before the form of this and later meetings or their subjects are settled I should be glad to hear from parents with suggestions about them: what would you like to express your views about or to hear about, and what sort of meetings do you suggest: lectures, discussion groups, debates or something else? Please let me know your views, within the next few weeks, and we shall certainly be guided by them in arranging this and later meetings.'

In 1972, as a result of reorganisation of Counties in England, Wakefield Metropolitan District Council was formed from the City and surrounding parts of the old West Riding Authority. The result was yet another educational reorganisation. As the town grammar school, replanned as comprehensive, it could not opt out. Wakefield Boys' Grammar School and Wakefield Girls' High School as Direct Grant Schools could do so. In 1974, the Labour Government announced their intention to cease the Direct Grant. The new Wakefield Metropolitan District Council at the same time gave notice that it did not intend to take up any more places at the High School or Grammar School. This action stopped any opportunities for scholarship holders to attempt to work towards

those Exhibitions which had been gifts towards the education of able but less well-heeled children of the city donated by earlier successful Wakefield citizens. These gifts were held in trust by the Governors of the earlier Boys' Grammar School and were handed in total to the re-established Boys' Grammar School by the Charity Commission and recorded in their published Report of 1898.⁵ A pleasantly loose association also which had begun in 1921 with both schools was lost to Thornes House which continued its comprehensive course.

In February, 1973,⁶ the School was visited by members of the reporting staff of 'Yorkshire Life.' They have a positive, accurate account of the curriculum and attractive environment, adding photographs which the Editor has generously given permission to reproduce.

'In 1965, however, and again in 1972 Wakefield's educational system was re-organised. Thornes House School is now a Comprehensive school for students between the ages of thirteen and nineteen who live in West Wakefield, and its buildings have been extended to cater as widely for crafts as for students who are academically inclined. Extensions have provided a new craft block, gym and sports hall, as well as a swimming pool (which now serves other schools as well, and some youth organisations). There are increased facilities for housecraft for girls and metal and woodwork for boys (though paradoxically it is not unusual today to find boys cooking and sewing and girls making wood and metal objects). There are now, too, link courses in engineering and building with the Technical College, and at present the boys are constructing a garage to house the school minibus. Music has always been strong and there is a school orchestra and a choir, as well as a variety of other instrumental and vocal groups. As for sport, the school certainly excels in P.E. and football; one girl gymnast was a member of the team recently matched against Poland, whilst a boy played at Wembley in the England Schools' Rugger team.

But in addition to school work and play, students are expected to take part in outside social work - civic activities, hospital work, help for elderly people, etc., - for, although geographically they are some distance from the city centre, they must realise they are nevertheless an integral part of its life.

Today the self-contained community which is Thornes House School stands apart in a setting of lawns and trees, on an elevated site which looks over the vast expanse of park to its own splendid playing fields, and in the far distance to the spires and towers of Wakefield. Made up of a variety of departments in four blocks, it is a pleasing combination of mature red brick and modern lightweight construction of glass and concrete. The main school, on the terrace of the old house, joins with the 18th-century building and the science laboratories to enclose a forecourt of lawns and trees. A central raised flower-bed is set in the basin of the old fountain and in front of it lies a stone plaque, salvaged from the fire, which was formerly incorporated in the Georgian mansion. It features the crest of the Milnes family, which includes three windmill sails, tribute to the mills that provided the family fortune.

The past is also remembered in what might be termed a "living" way, for now that Thornes House School has become Comprehensive, providing appropriate forms of education for well over a thousand students, the school is sub-divided into three Houses, in order to preserve the individuality of these students. At the request of the students themselves these Houses were named for the residences of Thornes Park - Clarence, Holmfield and Gaskell (Thornes being impracticable because of the name of the school

itself). Entering the school at thirteen, a student becomes a member of a House and for the whole of his time at Thornes House School his loyalties are to that House. Each House has its head whose time is divided between teaching and House matters and the staff in that House is responsible to him. And so that every student is known as a person, he keeps the same form tutor from one year to the next. Students of all Houses integrate for purposes of study. There are no prefects; Sixth-formers are expected to accept responsibilities as a matter of course. Each House has its own elected council which regularly meets the head of House, and there is also a School Council which the headmaster, Mr. Eric Yates, with his two deputies, attends.

Student problems are being dealt with in a somewhat unusual way by a full-time school counsellor. The present counsellor has served in this capacity for seven years, and has been a member of staff for more than ten. As a result he is well versed in school matters "on both sides of the fence". The counsellor does not teach: his duties are, among other things, to listen in confidence, if this is wished, to students' problems which concern any matters of school or outside. In this way, small molehills, making for better understanding all round. Parents have access to heads of houses and to form tutors: there are social evenings when they can talk with staff and other parents and there is an annual summer gala which provides an opportunity for school and parents to get together in a social working capacity to raise money - the last gala (helped by sponsored swims) produced the school minibus.

And so the school life goes steadily on. Secure as a Comprehensive co-educational school, with an average annual intake of nearly 400 students and with a staff of seventy-five, Thornes House can be reasonably sure of a settled future. Changes it is bound to encounter but with the foundations of change already laid, it expects to be able to take any minor ones in its confident stride.'

The school went through a bad patch, and a barrister's Report was sought. Plainly, without equivocation: all schools have and have had similar problems - some extreme. It could be queried why Thornes House was singled out for excessive negative publicity? Chance? A random occurrence of unhappy events? An unwitting juxtaposition of items from unrelated agencies? As stated previously, good schools can have difficult pupils or an unresponsive section; perhaps this fact is being recognised. There is the question, also, how far situations can be misrepresented, used, turned, to further other aims. The staff, from varied and various sources and reports, worked with the pupils socially, educationally, at this point. Mr. Yates acknowledged them. They met the occasion in professional silence.

Mr. Yates himself on an appropriate occasion in a later Newsletter wrote of moral strength: 'Times for Silence: Times to speak out.'⁷ He knew that many people quick to judge but unfamiliar with an actual situation, or even less familiar with confrontational strategies (never having had occasion to deal with them), might take quietness to indicate admission of what was alleged. 'Some six months ago Thornes House School was engaged in a somewhat one-sided conversation which was being pursued in certain

newspapers and on local radio stations.' Mr. Yates explained why this conversation was one sided - concern for all parties kept himself and Staff silent. He pointed out parental responsibility for children's actions: 'There is not and has not been any special problem of bullying at this School. Throughout these months the School has been supported by many, and I want to thank them now for this the Governors (the Chairman especially) have backed up the School nobly, as have the Officers of the Education Authority and loyalty of the staff in the interests of the students . . . Scores of parents have resisted the tendency to believe everything . . . Students at the school, almost without exception, have continued to work well: G.C.E. and C.S.E. results last Summer were creditable to them, and took a full dozen of them to Universities this term, and many others to Higher Education elsewhere or to careers of worth and standing. Support we have had and have valued from members of other Departments such as Social Services and Environmental Health and from staff of the 'Wakefield Express' who have helped their readers to understand something of the real task the School is carrying out.'

Later attempts to revive controversy were met with balanced replies and a report of a well-received Open Evening on the part of parents.

There were yet further comments to which Mr. Yates replied: 'The School has good relations with many local employers, as their readiness to help with our Work Experience Schemes year after year confirms, and as the generous responses to our recent Minibus Appeal have also suggested.'

To balance the bureaucratization of a very large school, Mr. Yates supported a counselling system. Mr. Bracewell had argued in earlier years that a trained teacher would be aware of educational as well as personal predilections and would see the pupil as a complex personality. Mr. Yates sent his Careers Master to Keele. On balance, the staff felt counselling had value and gave another voice in the discussion.

Throughout this difficult period the School counselling service was available, and Newsletters of May, 1976 and September, 1977, continued to keep this concept of pastoral care in the minds of all concerned:

May, 1976.

Speech Day & Pastoral Care

'Thornes House School Speech Day, held on Wednesday, May 12th, was by almost unanimous verdict of those present, a successful and enjoyable event. The Provost of Wakefield spoke of the value of the incentives which such occasions provide for us all, complementing the emphasis which had been laid earlier on the School's role in caring for the needs of all its students, and perhaps particularly those least able to compete with others.

This School has long been ahead of many others in this as in other respects. It was one of the first in the country to have a full-time School Counsellor, not just a kindly "uncle" to provide a shoulder to weep upon, but a skilled professional school-master with the time, knowledge and training to help young people find their ways through the confusing and disturbing world in which we all live. This post is now held by Mr. D.J. Woods and supplements the very considerable organisation and resources of Heads of Years and every other member of staff devoted to the pastoral care of the School's students. Some, no doubt, fall victim, as the chairman of the Education Committee said, to our society's social habits, and need the substitute for home and parents which a School must sometimes try to provide. Our tradition has been to do this, and much more too, for well over ten years with no additional numbers of staff to make the provision easier. Now Mr. A.C. Evans has been appointed from September as an extra member of staff to take charge of a new special unit which will provide facilities for some of the students with particular needs of this sort; and the additional post of Youth tutor which it is intended to fill shortly, will, we hope, be another source of strength in this field.'

Mr. Yates also kept the Thornes House School Association in parents' minds. This Association had replaced The Old Thornesians' and Parents' Associations.

November, 1976.

Thornes House School Association

'Perhaps many of you are unaware of the activities of the School Association or, indeed, that you could be involved in these activities.

It was in June 1976 that the Association set itself the formidable task of raising enough money to buy a new minibus. With this in mind the Association planned a calendar of events - many of which have successfully taken place.'

June, 1977.

Communication

'I make no apology for returning yet again to the subject of parents' part in the work of the School, and for saying that we wish more parents became actively involved in it. There are about two thousand parents who send their sons and daughters to Thornes House School. Fewer than ten came to the meeting last March to discuss Mathematics

teaching. Fewer than twenty were at the Annual general Meeting of the School Association earlier this term to help to elect Officers and Committee members for the ensuing year.

Sometimes it is said that parents do not know about such meetings. As the main way of spreading news of School events to parents is through the Newsletter, we have decided to ask all parents who receive this and future copies to sign and return the acknowledgement slip printed below. Students will be firmly expected to bring back a signed slip, and I hope that parents will help them by signing the slip promptly. This should mean that if any do not know about what is going on in future, and thus help to make sure that the opportunity for the growing participation which we hope for really exists.'

Sixth Form work was regarded as the logical consequence of earlier planning at all stages:

'A series of parents' evenings will be taking place this term at Thornes House School.

The first of these was held on Wednesday, 17th September, when parents of students now in their Fifth Year were invited to a meeting on Examinations and further Education after Sixteen. Over a hundred parents were present to hear the Head Master, Mr. E. Yates, outline the complexities of the examination system and explain the requirements of the various examination boards. Information was also given about examination procedure and the school's preparations for conducting the exams. Finally, Mr. D. Hepworth, Director of Studies, spoke about the choices open to students after sixteen in the field of Further Education.

On Wednesday, 1st October, parents of the Third Year visited school to meet staff and to discuss the way in which these new students were settling in to the school. A very high proportion of parents were present and it was apparent that they were pleased with the start which had been made. Many parents stressed how happily their children had adapted to the size and organization of the school.

The next parents' evening will be on Thursday, 23rd October, when the Fourth Year will be holding an open evening. This will be an opportunity to show work in progress and after an introductory meeting parents will be able to visit all departments of the school and see a series of displays and demonstrations.

A similar open evening for the Sixth Form will be held on Thursday, 20th November and on this occasion the students will themselves be responsible for much of the organization.

Other activities to which parents will be invited this term include the Sixth Form production of two one act plays, "The Room", by Harold Pinter and 'Funeral Games', by Joe Orton and at the end of term a presentation of words and music for Christmas.'

The Headmaster was concerned to give parents as much information on VIth Form work as possible, and to explain different levels of the examination system.

December, 1975

The Sixth Form

'Parents and the Local Community are not always familiar with the size and nature of our Sixth Form. It is nearly 150 strong. Of the 50 or 60 in the Upper Sixth, about 35 are applying for places in Higher Education, either at Colleges of Education, Polytechnic or University. Most of the others have settled on a career with entry at the age of 18.

The Lower Sixth has nearly one hundred members. Many of these came from Kettlethorpe and Eastmoor High Schools. This is the first year we have taken Sixth Formers in such large numbers from these schools and they have settled in well. Many of these students are on 2 or 3 "A" Level courses and will continue into the Upper Sixth. The others are improving their qualifications and general education, and will leave for various jobs, careers and further education at the age of 17.

It is easy to illustrate all this by our actual students, but difficult to choose some particular names. In the Lower Sixth Sue Flood is improving her qualifications and intending a career either in the police or as a remedial gymnast. Russell Howarth from Kettlethorpe is taking 3 "A" Level Sciences and hoping to go to University. Shelagh Hessegrave from Eastmoor is taking English, French and Spanish at "A" Level and hoping to go to a Polytechnic. In the Upper Sixth Pauline Kaye and Susan Heath are going into Nursing, Andrew Jeffs into the Army and Roger Hill into Banking. Anne Scholey has been offered a place at Lincoln College of Education and Rosemary Whiteley and Conway Xavier are trying for places at Cambridge. These are just a few names to illustrate the range of studies and careers available through Sixth Form Education.

As this newsletter is issued some 400 fifth and sixth year students are preparing for the external examinations at GCE, O, A and S level and at CSE and CEE. This is the testing time of the one or two years of study and effort following courses which these students chose at the beginning of their fourth or sixth years. Such a choice is difficult and many would argue that early specialisation is limiting and that it is all too tempting to follow the example of friends or to accept what is attractive at the time. Parents of present third year students will know in fact just how much thought and care has gone into the selection of 4th year option subjects and for those fifth years, both at Thornes House and Kettlethorpe High School who will be entering next year's sixth, a similar process of decision making is now taking place. For them so much depends on the result of the external examinations. We wish them all well and hope that all will do themselves justice. Arrangements for school leavers are complicated this year by recent legislation. Parents have already been informed of the regulations for attendance during the examination period. For all those who will be in next year's sixth the last two weeks of this term will be an induction period and they are required to return to School on Monday, 5th July.'

At another Open Evening:-

'On Monday, 2nd February, potential new sixth-formers with their parents were invited to Thornes House School to hear an outline of the sixth-form courses and facilities. Mr. Yates, the Head Master, emphasised the importance of continuing hard work in the Sixth Form if students were to take full advantage of their opportunities.

A booklet, produced by the School, on the Sixth Form lists more than 20 "A" Level and other 20 "C" Level courses, together with a full Modern Studies programme which supports general education and can lead to the "A" Level General Studies examination.

About 150 people were present for this first part of the evening and then joined the main open evening of the present Sixth Form, which aimed to show the range of opportunity and the standard of work achieved. The emphasis was on student involvement and many students were to be seen at work at Biology, Chemistry and Physics experiments as well as taking part in an English Literature lesson - attended also by their parents! A group of 20 students played non-stop badminton in the gym and the coffee bar committee welcomed all comers to the common-room where they served refreshments continuously through the evening.

Variety and colour were the keynotes of the displays by the Art, Craft, Needlework and Home Economics departments. One of the highlights was the sectional dome for a small observatory built from fibre-glass by the Design and Technology "A" Level students.

This new and very modern course introduced last year attracted much attention as the students also demonstrated their tensometer. The work of David Brewer in woodwork was particularly admired.

Another display which provoked much interest was the Physics Department's linear air-track, a device to provide friction free motion by means of a cushion of air; and very impressive was the vast weight of rocks and minerals collected by the head of Geology and his students in a series of field trips. Modern Languages, History, Geography and Economics were represented by students' work in writing and on tape and film. Careers and Higher Education advice was available as well as detailed advice on the selection of Sixth-form courses.

Parents and intending new students talked not only to staff but to present students. An induction fortnight for the new Sixth Form will follow in July.'

Sixth Formers themselves took the initiative:

Self-help in the Common Room

'The Sixth Form at Thornes House School, with almost 150 students, is now one of the largest in or near Wakefield. Its Common Room, which was opened about eight years ago when the School buildings were last remodelled, has for some years been very small and, at times, crowded, and the time has clearly come when some re-furnishing has become necessary. The present restrictions on educational spending have made it difficult to find money for this though the room has recently been re-painted and papered. Its frequent use by local clubs and associations, particularly the Wakefield Harriers, has made it all the more desirable to try to keep up the standard of the room.

A Committee of Sixth-Formers, helped by the Senior tutor for the Sixth Form, Mr. D.L. Griffiths, have decided to take the matter in hand. Well over £100 has been raised by their voluntary efforts, including a sponsored walk, and this has been used partly to recover the upholstered benches round the walls of the room, and partly to provide capital with which the Sixth Formers themselves have equipped and run their own coffee bar each dinner time. By Easter their efforts here will have provided a further £125, and the Committee of the Thornes House School Association decided last week to add a further £175 of their funds to this. This total of £300 will enable a beginning to be made with providing a much needed new generation of chairs and benches for the Common Room. It is thought that this will buy nearly half of what is needed.

The plan is now to raise the rest of the money needed to complete the re-furnishing. The Sixth Form hope to be helped in their efforts by students from other Schools such as Eastmoor High School and Kettlethorpe High School who will be joining the Thornes House School Sixth Form next September, and it is expected that some £150 will be raised, perhaps by a sponsored swim, in this way. The remainder, it is thought, might be provided by persuading the Governors and Local Education Authority to match the grant of £175 from the School Association by a similar figure. Then a more fittingly equipped room could be ready for use when a new Sixth Form begins next September.'

An induction week was reported in the 'Wakefield Express', 10th July, 1976:

Newcomer pupils will learn of sixth form work

'The induction week for the new sixth form at Thornes House School, held this week, was more ambitious and wide-ranging than usual, partly because, for the first time, pupils from Eastmoor and Kettlethorpe will be joining the school's top form.

"The basic idea of the week is that the new sixth form know what sixth form work is like", Mr. D. Hepworth, deputy head, explained. "Newcomers to the school, will have a chance of getting to know the school, staff and pupils."

Each morning, except Thursday, the new sixth-formers took A and C, (the last non-A level work) lessons. Afternoons were spent in learning about the Wakefield libraries and museum and how to use them; in games and a theatre visit; a talk by Prof. I. Lister, Professor of Education in York University, and in discussion groups with members of different Christian denominations and an atheist on beliefs.'

Careers

'Careers and higher education course also were discussed, looking ahead to the time when the children leave school and have to make a decision about their futures.

Prof. Lister, well known as one of the leading advocates of "De-schooling", is against compulsory schooling in the 14 to 16 years age range and says many schools mis-educate. He talked to the new sixth formers on the themes, "Why are you here?" and "What will you give back to society?"

Afterwards, his audience broke into groups for discussion following by a questions-and-answer session.'

A Bookshop

'From September, the school will have a paperback bookshop - the first in a Wakefield school, it is claimed - and the nucleus of this is already on the shelves and on sale for these students.

During the week the students will elect a preliminary sixth-year council, as they are given a fair amount of independence. The council will co-operate with the headmaster and staff on sixth form activities.'

Pupils also contributed community service during their Fourth Year:-

'Since the beginning of the year part of the timetables of twelve fourth-year girls at Thornes House School has been Community Service. The original plan, directed by Mrs. C.M. Duckhouse, was to offer a Home Help service to elderly people in the community served by the School: some of these have no help; others needed additional help as well as that already provided by an over burdened official Home Help service. Some of the girls have been giving general help in Flanshaw Lodge and in Waterton House. June Roebuck describes their duties thus: 'We help the cook and staff; we wash up; we bake, tidy the bedrooms, serve the dinner, collect the teacups from the sitting room, and talk to the people who live there.'

Others have been giving help in preparing lunches at the Welfare Centre, while yet others go into seven or eight of the Old People's Bungalows near the School. The scheme, which the girls find so worthwhile that they do not want to stop it at any time, is so popular that not all the calls made can be answered, though it is hoped to extend activities later to include gardening and decorating, in which boys can also share.

The girls and the School are grateful for the co-operation which has been given by the Social Services Department, the Wardens, and the elderly people themselves. Elaine Ackroyd also sums up what many think when she writes, 'I think this is a good thing and am glad Mrs. Duckhouse provided it.'

Lower down the school there were awards for personal achievement:

A New Certificate at Thornes House School

'Members of the Third Forms when they returned after the half-term holiday, were introduced to a plan to encourage them in their efforts as individuals in their studies and in co-operative activities as members of School teams and in group activities. All students, whatever their particular abilities, can do well in some activities if they make

the efforts to do so. For some it may be Latin or Mathematics tests which bring out the best in them, whereas others will thrive more on design or cookery or hockey or football or helping with Meals on Wheels. But in whatever direction they make their efforts, they can expect to earn an Award if they have done their best. Then the challenge is to go on to earn at least five Awards: these can then be exchanged for a "Certificate of Personal Achievement" which will be presented to the student and kept by him or her. There is no limit to the number of Certificates which each may win before the term ends just before Easter. The Certificates have been designed by a member of the Third Form, Robin Warriner.

The first Certificates have been won by three members of Gaskell House: Mary Lockwood, Melanie Rowley, and Julie Smith.'

Newsletters lapsed for four years, and were revived in 1975. There were one or two each term, with some coverage of events and reports from staff. By June, 1977, they ceased; a brief communication from the Headmaster took their place.

Staff were given special information:⁸ 'Routines and Discipline: information for members of Staff.' A brochure in 1977 outlined work in the Forms. 'Information and Regulations' was another separate issue for staff.

The Newsletter contained information about the Drama Department, Staff plays, VI Form plays, school plays. These clearly were a binding element across the broad band of curriculum studies. Among the productions there were several notable achievements: The Beggars Opera, The Good Person of Szechwan, The Wizard of Oz, The Insect Play, Heil Caesar, The Hollow Crown, Pinocchio, The View from the Bridge, The Crucible. The School also contributed three of the Mystery Plays from the Wakefield Cycle on the occasion of a combined production from schools to celebrate the Queen's Silver Jubilee in 1977. (Appendix).

Careers Guidance was not merely a superficial, cosmetic exercise. The breadth of I.Q., specific abilities, and predilections occasion meticulous planning. Information on professional and higher business posts demanding university status and good qualifications beyond a pass degree plus professional training through to demanding technical qualifications had to be collated and disseminated. Visits were made locally, bi-annual conventions attended, and follow-up sessions organised. One visit was recorded:

'Over eighty Fourth Year pupils from Thornes House School attended a nationally organised careers convention at the Queen's Hall, Leeds, on Wednesday, 5th November (1975). The convention enabled students to make contact with all the major professions, local industries and further education. Students were invited to complete individual questionnaires on the job they had particular interest in, and many consequently made contact with career agencies and firms' representatives

As a follow-up to the visit, a selection of materials is on display in School.'

The Library and Resources Unit in the library would be used fully. This 'Resources Unit' had been in place for some time, and the modern equipment was set out to the best advantage.

A Library Bookshop had also been opened. In the first instance organised by Mr. S.P. Birkby, the School Librarian, it was open every Friday during mid-morning break. Pupils were free to wander around the colourful displays of books, to purchase or order their choice. It was well suited to the pockets of the pupils and all types of books were represented, from Junior Fiction, Ghost Stories, Mysteries, Animal and Quiz books through to serious novels and 'A' level course books.

'The aim of the bookshop is to help students to appreciate and enjoy books whilst improving their vocabulary, their conversation, and their mental attitude to learning. The hope is to promote reading as an enjoyable hobby as well as a social and educational necessity.'

The bookshop was also used as a centre for discussion with parents when the subject of examinations, further education and relevant texts was paramount. It was encouraging to note parental interest and on occasions books were purchased.

Mrs. Gladys Armitage presented a trophy to the Headmaster to encourage literary activity at the school. The School's Field Courses provided another dimension: their variety provided widely different settings for serious social and intellectual growth.

'The Advanced Level field courses were again held in the Isle of Arran from April 3 to 10; 23 sixth-formers attending. In spite of beginning with a long, fairly uncomfortable journey, a tedious wait for the delayed ferry and a long very uncomfortable crossing, all accompanied by cyclonic storms and snow, it was obvious that the enthusiasm and feel for adventure, typical of Thornes House Sixth-formers, had not been discarded by a single member of the party.

The geology and geomorphology of Arran, though not simple, is clear to see all were rewarded with excursions into some of the oldest rocks and structures in Britain, especially classic being the igneous rock exposures and variations. Trough dykes were viewed with great favour by the party.

Although an academic success, this year's excursion also produced some interesting exercises in survival, probably the most amusing being John Parker's attempt to aqua-lung his way through a mountain torrent and Lance Milburn's constant battle with surprisingly deep peat bogs.'

Another visit made use of the Buckden Centre:-

'Recently the Sixth Form paid a visit to Buckden House Outdoor Centre in the Yorkshire Dales. The centre, a converted Manor House, is owned and administered by a consortium of Yorkshire local education authorities, and this is believed to be the first occasion on which a Wakefield School has been able to make use of the excellent facilities. The centre staff organized a variety of outdoor activities including caving, climbing, abseiling, orienteering and a simulated mountain rescue during which Mr. D. Hunt, one of the accompanying staff of the School, was carried down Buckden Ghyll in a snowstorm. In addition, the students followed a number of individual projects associated in most cases with their main study at School. These included a farm visit, identification of mosses, a village study, photography and sketching.

The centre is organized on self-help lines so that parties organize their own catering and housekeeping. For many students the experience of communal living, even for a short time, was possibly the most valuable aspect of the visit.'

A Course at Runswick Bay provided interest:

'For four days last week a party of thirteen students from Thornes House School had the use of the Outdoor Pursuits Hostel at Runswick Bay, owned by Minsthorpe School, South Elmsall. The students: Elaine Ackroyd, Diane Broadbent, Alan Clapperton, Karen Finnerty, Jeanette Gant, Stephen Gelder, Nigel Harrison, Jeremy Hill, David Johnson, Neil Jones, Rosalyn Moxon, Janet Pearson and Graham Williams, were accompanied by Mr. D.S. Metcalfe, Miss P. Saville, and Mrs. S.M. Hoyle. They risked the February weather and exchanged their classroom for the wild and windy East Coast. During the previous three weeks the students had been studying the Wakefield area, and it was decided to compare this with the rural area around the fishing village of Runswick Bay.

Although the work was of relevance to the School work of the students, its greatest value was undoubtedly in giving these young people an opportunity to live and work together in an environment completely different from their normal one. Thanks to Minsthorpe School, the cost of the course could be kept reasonably low. It was so successful and the students obviously enjoyed themselves so much that further courses of a similar nature are to be planned.'

Parents' Meetings were held for all Years in turn, to discuss matters of concern, make social contacts, and particularly to make clear the crucial arrangements for examination selection; also to appoint Parent Governors.

Sports and games flourished, Sports Days held, and on occasion, parents invited. The Rugby Team one year reached the $\frac{1}{4}$ Final of the Yorkshire Schools Cup, reached the Final of the East Pennines Cup for Schools Under-15 age group. On another occasion they won the Castleford Wakefield Under-14 Knock-out competition and the Burmah Oils sevens Under-14 competition. Again, as members of the Wakefield Schools Table

Tennis Association, they won the Burmah Oil Cup on another occasion. In 1976, the 'Wakefield Express' reported:

'It could be a wonderful 1976 for two Wakefield school swimming stars, Sheryl Broadbent, aged 14, of Thornes House School and Jane Stables (13), of Wakefield Girls' High School.

Both have been chosen by the Amateur Swimming Association in the 40-strong party of the country's most promising swimmers to form the Green Shield National Youth Squad, for whom the coming year promises to be full of challenges.

Sheryl, whose home is at Melbourne Road, Wakefield, this year became holder of the British and English Junior Women's 100m breaststroke (short course) recorded. Jane, who lives at Woodthorpe Lane, Sandal, is a butterfly stroke and 800m free style expert and holder of several Yorkshire records. Both swam at international level this past season.

The two girls join the others of the squad next Saturday for an intensive week's training at Cobham Hall in Kent in preparation for the first commitment of 1976 - the Swiss Age Group Championship in Geneva from January 23 to 25.

There follows participation during the coming year in international events in Luxembourg, France, Germany and, for the first time, the USA.

Both girls belong to Dewsbury Swimming Club and are coached by Wakefield schoolmistress and ex. Channel swimmer, Miss Eileen Fenton.'

Days of sports activities for all the School were held:

'Walking, swimming, volleyball and badminton were among the sponsored activities held at Thornes House School, on Monday, in a final effort to raise money to refurbish the sixth-form common room.

All events were well supported, but bad weather prevented car washing, which could have proved quite profitable.

The sixth-form students were joined by fifth-formers from Thornes House and Kettlethorpe High School who will be moving into the sixth-form in September.'

During this period the school system was changed. The Headmaster reported:

'Thornes House School has changed its organisation from a house to a year basis, though the three houses will remain for social and sporting activities.

The new system, which took effect from the beginning of the school year, means that students in the same year are grouped together, with a Head of Year and two deputies to handle the particular problems and opportunities associated with each stage of progress through the school.

The Head of Year are Mr. D.N. Jennings (third year), Mr. D. Wilkinson (fourth), Mr. B. Morgan (fifth) and Mr. D. Hepworth, the Director of Studies (sixth).

The houses, called Clarence, Gaskell and Holmefield after local associations, will develop with a Head of House each, elected annually by the house staff.

'It is hoped that students will maintain the loyalty and support given to their houses in the past,' said a spokesman for the school.

House activities this term will include five-a-side hockey, netball, football and basketball, a festival of music, speech and drama, a house entertainment and fund-raising activities for charity. They will be led by Mrs. G.M. Walker, Mr. I. Wynn and Mrs. P. Webster.'

Staffing during 1977:

Mr. D. B. Seager
Mr. D. Hepworth
Mrs. D. Andrews

Deputy Head, Staff Tutor
Deputy Head, Director of Studies
Deputy Head, Senior Mistress

There were:

- 4 Heads of Year - 3, 4, 5 and 6
- 4 Deputy Heads of Year - 3, 4, 5 and 6
- 6 Sixth Form Tutors
- 2 Careers Tutors
- 3 Heads of House, for one year each
- 1 Chairman of House Committee, for one year
- A School Counsellor
- A Youth Tutor in charge of the Youth Club
- 2 Foreign Language assistants
- 6 Peripatetic teaching staff
- 7 non-teaching assistants
- 3 Supervisory assistants
- 4 Clerical Staff.

'Complex planning required a detailed brochure, liaison with senior members of Staff, and also liaison with the Staff Common Room Executive Committee when necessary.'

'Frank discussion of matters of importance to the staff, and the exchange of opinion between staff and Headmaster are its two main functions, and this debate enables the Headmaster to be kept aware of Staff feeling on various issues.' (Report 1977).

This Committee '... is composed of all the assistant teaching staff of the School. It has two main functions: to provide a vehicle to keep the Head Master informed as to Staff feeling on various school matters; to arrange Staff social functions and foster a helpful and happy atmosphere between members of staff.' (Report, 1979)

The Annual Report was circulated to parents. Two cyclostyled brochures were produced annually for members of staff.⁹ One covered terms of service of academic staff, relevant to service in Thornes House School. The other was a necessary and reasonably clear booklet containing staff list, timetable, plans and calendar for the year. The second, 'Routine and Discipline: Information for members of Staff' covered daily routine; school rules; Motor Vehicle and Cycling Permits; school uniform and dress; access to confidential information on the basis of 'need to know'; behaviour, order and discipline; tutor groups; awards and certificates of personal achievement; the school counsellor; the roles of Deputy Heads, Senior Master and Personal Tutor; dining arrangements.

All possible contingencies were covered; it was recognised that the unpredictable could happen and staff were alert to this. There was a particular arrangement and ordering of the day for those pupils, who, for some reason, found organised school life difficult and who needed particular supervision in a special set. Mr. Evans was in charge of this group.

A 'Loans and Grants Fund' has been a continuous thread in the fabric of the school's life, and from time to time has been augmented by gifts. Only recently there was an account in the 'Wakefield Express' of a presentation to five pupils. In 1976 a full account of the Fund appeared:

'The Governors of Thornes House School, at their meeting on January 13th, 1976, were told of a gift made recently to the School by Mr. Ian J. F. Paterson, LL.B. This takes the form of the offer to give £50 each year to the School's Loans and Grants Fund. The Fund was established many years ago, with the objects of giving financial help in the form of loans or grants to those who need it on leaving School. It could be used to provide books, clothes, tools, equipment, fees, travelling allowances, pocket money, or other costs of course, at universities or colleges, of a technical, art or other education nature: it could also be used to help with apprenticeships or other initial stages of a boy's or girl's career.

The Trustees of the Fund are the Chief Education Officer, the Head Master, the Senior Master, and the Senior Mistress, but its sole income for many years has been a few pounds annually, the bank interest on its small remaining capital. In view of this, no grants or loans have been made for about fifteen years, for with rising costs and prices significant help towards its original objects could only have been given at the cost of dispersing the Fund entirely, and it has therefore been thought better to husband its resources, which have been regarded as a reserve available in a dire emergency, but not in any other situation.

Mr. Paterson's gift will now make it possible to reappraise this policy, and so perhaps give more help than could have been given otherwise. But Mr. Paterson has also agreed that, although the first call on the Fund will still be to satisfy its original objectives, the Trustees will be empowered to use the new income in other ways which would be for the benefit of any student at the School if it is not required for the precise purpose of the original fund. It may, therefore, provide special prizes or travel grants or other forms of assistance to students' education in the broadest sense.

Mr. Paterson is now a solicitor and holds the post of Chief Executive of the Dover District Council in Kent. He entered Thornes House Grammar School in 1948, and in his last year was Deputy Head Boy and Captain of Outgate House; in his Advanced Level examinations he obtained a distinction in History. He has told the Head Master that he regards his gift now as meeting a long-standing debt to the School, for the assistance he received from the staff before going to Durham University and then going on to his successful career.'

As with all large schools, it was inevitable that there should be some people leaving at the end of each year. July 1976 Newsletter marked the departure of Mr. and Mrs. de Decker:-

July, 1976

Mr. & Mrs. de Decker

'Mr. and Mrs. de Decker are retiring from teaching at Thornes House School at the end of the Summer Term. Mr. de Decker joined the staff of the old Grammar School in January 1946 after demobilisation from the education branch of the Army.

His impact on the School was immediate and refreshing. Students and staff alike found themselves amused and stimulated by contact with a lively mind brimming over with original ideas which found expression through a quick, subtle and pungent wit.

In September 1959 he was joined by Mrs. de Decker who came to us from Dewsbury and Batley Technical and Art College. She quickly established a reputation for her thoughtful and discerning contributions to Staff room discussions. It was evident that she had the ability to develop sympathetic and friendly contact with the students in her charge. In 1965 Mrs. de Decker became one of the four original House tutors, and she can claim a fair share of the credit of establishing the high standards of caring and counselling for which the school is well known and justly proud.

Over the years the partnership of Art and Craft has developed and flourished. One has never failed to be surprised by the extent and depth of their knowledge of a wide variety of subjects. Their shared interests which have not been superficial include Art, Architecture, Literature, Music, Theatre, Films, Photography, Tropical fish, Antiques and clocks, Travel, Food and wine, Golf, Football and Rugby. With the recent eclipse of Lancashire cricket Mr. de Decker has become a devotee of Pot Black and a temporary transfer of allegiance to crown pin bowling has been observed.

Above all they have both been interested in people, especially concerned with their students as individuals, encouraging and helping them develop their abilities. To this end they have taken school parties on innumerable educational visits, holidays abroad and camping trips.

Hundreds of young people have had their minds stretched and their imagination stirred by the stimulation of a lively outlook, and they will be long remembered with affection.

They leave us with our best wishes for a long and happy retirement. We hope the wheel will keep; turning and may the clocks continue to chime for both of them.'

Sadly, in September 1977, another long-serving member of staff was commemorated:

September, 1977.

Mr. R. G. Day

'Present and past members of the School have been greatly saddened by the death last June, after more than 19 years on the staff of Thornes House School, of Mr. Day. An engineer and teacher by profession, Mr. Day's standards in both callings were the highest. As a person his outstanding qualities included a considerateness and a gentleness which had nothing weak about them. Thousands of us have lost an irreplaceable source of teaching, of guidance and of friendship.

Mr. Day will be commemorated by an annual prize for work in craft, design and technology, for which his colleagues and students have contributed, and which will be awarded annually at Speech Days.'

In July 1979, the Deputy Head and Staff Tutor, Mr. Seager left:

'Mr. B. D. Seager, who leaves Thornes House School at the end of this term to become Head Master of Derby School came here in January, 1975 with a high reputation gained as Head of the Mathematics Department for over four years at Myers Grove School,

Sheffield, a School considered one of the leading secondary schools in a city generally regarded as educationally among the foremost in the country.

The reputation with which he came has grown steadily during the past four and a half years, and it was no surprise to any who knew him when the Derbyshire Education Authority appointed him to take charge, from September 1979, of a comprehensive school somewhat larger than Thornes House School. The fact that Mr. Seager's going is not unexpected does not make it any less of a serious loss to this School, though he takes with him the gratitude and best wishes of his colleagues on the staff and of students, parents and friends of the School. All look forward to hearing of his new School's progress under his guidance, and to meeting him again whenever he returns to Wakefield.'

In the July, 1979 Newsletter, Mr. Yates wrote his farewell to the school and to parents, and announced the appointment of his successor, Mr. Vanstone:

September, 1979.

'As many parents will already know, this is to be my last term at Thornes House School. In the eighteen years that I have been here the keenest of interest has been shown in the School by the parents of many of the 5,670 students who have been members of the School during that time. I consider myself fortunate to have had the opportunity of meeting so many concerned mothers and fathers, and it has been a constant source of pleasure to learn of the successful careers on which so many past students have embarked.

Since 1961, as it had done before, Thornes House School has passed through many changes, and certainly more lie ahead. It will, I am sure, emerge from them all with credit to all those who will continue to bear responsibility for it: its students and staff, its parents and governors.

Mr. J. M. Vanstone has been appointed Head Master of this School and will take up his new office on, or perhaps before, 1st January, 1980. He is at present Deputy Head of Kettlethorpe High School, and before that, from September, 1972, to August, 1974, he held the post of Head of Clarence House at Thornes House School, during a very important stage of its reorganisation as a comprehensive school.

The precise date when Mr. Vanstone will join Thornes House School has still to be decided, and Mrs. D. Andrews would be in charge of the School next term until Mr. Vanstone's arrival if this were to be after the beginning of September. All members of staff will bear a particularly heavy responsibility during this period of change, and will count with confidence on the support and goodwill of parents. The School will reopen in September with many new members of staff, as well as with nearly 400 new students. I am sure that that support and goodwill will help to make this new School Year as successful as any other.'

Mr. Yates retired in 1980.

REFERENCES

1. Gaskell, C. G. M., 1910, Triennial Report of 12th January, to the WRCC. He realised the immensity of the task in establishing secondary education:

'Looking at the past and also at the present we must moderate our sanguine hopes while we place before everyone the plans and means of instruction. Instruction is not education. Snippets of learning and bazaar stalls of confused knowledge will only tempt a small proportion of pupils to a course of study. We

are far too apt to take for granted that reading is either a pleasure or a necessity. The English public in its heart of hearts has a rooted distrust of merely clever people and has much sympathy with the elder Mr. Weller who declared that he took a great deal of pains with his son's education. "I let him run in the streets when he was young and shift for himself. It is the only way to make a boy sharp."

'The Duke of Wellington said of one of his colleagues in the Cabinet that he was over-educated for his intellect. We imagine that there is in every human document material to work upon and so we prepare disappointment for ourselves and others. Even when the most has been made of the poor material at the disposal of the teacher, some quality even for moderate success is lacking. Higher education, of which we speak as though we were familiar with it, is rarer than rubies. No technical teaching, no syllabus or curriculum can impart it. Prolong the period of schooling, you are just as far from its attainment. It is a divine gift. Few ever see her face. She is profoundly indifferent to fashion, spurns advertisement and its methods, refuses to bow down before the vulgar idols of wealth, of sport, of dress, has little commerce with the rich, does not seek the marketplace and popular gatherings, and recognises that reticence is her best defence against the contempt and neglect of the world. Sometimes she has hid in the manse, in the teacher's cottage and in the dwellings of the poor. Sometimes she has her sanctuaries in a University, and these new beacons of learning in the North will, we may hope, foster the conditions which are favourable to her existence and protect her growth, and cheer the student in his pilgrimage through the commonplaces and sordid surroundings of a life of toil and appreciation.' (p. 15).

2. 27.11.1992. A local Councillor voiced serious concern to the Social Services Committee regarding the health of children on one housing estate. ('Wakefield Express').
3. For example, the 1993 'tables' of examination results published in the 'Wakefield Express' as required by the present government. The measured reply of the Headmistress of the Girls' High School and the positive support from Dr. White in later editions of the paper were welcome contributory factors towards the educational debate at a civilised level.
4. Now Chairman of Wakefield Metropolitan District Education Committee.
5. Report of Charity Commission on Charities in the Parish of Wakefield, 25th May, 1898.
6. 'Yorkshire Life,' February, 1973. A full account of the school, with accompanying photographs.
7. A full account in Newsletters.
8. Information to Staff in full detail:

Staff List, Timetable, Plans and Calendar.

Routine and Discipline -

Routine; School Rules; Motor Vehicle and Cycle Permits;
 School Uniforms; School Dress;
 Tutor Group Registrations.
 Awards and Certificates of Personal Achievement.
 The School Counsellor. Set 96.
 Behaviour, Order and Discipline.
 The Roles of Deputy Heads, Senior Tutor, Personal Tutor.
 Dinner-Time Arrangements.

9. Information and Regulations for Members of Staff.

PART THREE

IX

‘A question of falling rolls.’

PART THREE

PUBLIC AFFAIRS

IX

Reorganisation

Cohesive factors.

Last days.

New Moves.

PART THREE

PUBLIC AFFAIRS

IX

A question of falling rolls

From September, 1979, until New Year, Mr. Vanstone spent half time at Kettlethorpe and half time at Thornes House. Mrs. D. Andrews was acting Headteacher. From New Year, 1980, Mr. Vanstone took up Headship of the School. He had been Head of Clarence House from 1972 to 1974 during a transitional period when the school moved from grammar school status to that of a community comprehensive school. For six years he had been Deputy Head of Kettlethorpe High School. The catchment area of Kettlethorpe was mainly Sandal, Walton, Newmillerdam, Milnthorpe, and Crigglestone. One of his first public duties was to preside over the Awards Day Ceremony for Vth and VIth Forms.

1981 saw a quiet celebration of the school's 60th birthday. Exhibitions and Open Days were held: an enjoyable opportunity to gather together old scholars.

In 1983 a Tertiary College was opened in the City as part of the already existing College of Further Education. The Sixth Form was taken from Thornes House: other schools in the College's catchment area were Crofton, Horbury, Kettlethorpe and

Eastmoor. The Library at Thornes House had about 1000 books relevant to Sixth Form studies; these were handed over to the Tertiary College for a mere £150. The 60th Anniversary celebrations nevertheless produced £1500 for School Funds, a very large extent due to the pupils' efforts.

In 1989 Mr. Vanstone was seconded to the Wakefield Metropolitan District Authority. Mr. Barrie Morgan became Acting Headmaster. The Deputy Headteachers, Heads of Department, the entire staff as a team contributed to the good spirit. It would be unjust and discourteous to leave anyone out. The writer remembers with warmth their kind reception, and the lively friendliness of the pupils.

Thornes House School had had a series of experiences:

1965	a comprehensive School, 13-19.
1967	Mr. Davies Acting Head whilst Mr. Yates was on secondment for one term at a course on comprehensive education.
1973	'Yorkshire Life' staff's report on the school, placing it firmly within the comprehensive context.
1979	Mr. Yates retired. Mrs. D. Andrews, Acting Head, Christmas Term.
1980	Mr. Vanstone appointed Headmaster, full duties, Spring Term.
1983	The VIth Form transferred to the Tertiary College. Thornes House now had a 13-16 age range.
1989	Mr. Vanstone seconded to the Wakefield Metropolitan District Education Authority. Mr. B. Morgan, Acting Headmaster. Mr. D. Jennings, Deputy Head. Mr. D. Freeman, Deputy Head.

In general, since 1987, there has been a school administration that tried to understand and interpret what the several changes and fluctuations of policy required in practical terms, despite difficulties and problems. Mr. Yates put a capital A to Authority; Mr. Vanstone emphasised Rapport; Mr. Morgan, inheriting from both, faced a teaching/learning/planning/holding situation in a school which clearly would cease to exist, with practical common sense which won respect from all.

All the staff faced problems common to comprehensive schools and some peculiar to the locality. It has been the school's policy to maintain the curriculum to

the best advantage for an extensive breadth of I.Q. In some years a problem would be groups over-weighted by less able pupils; at other times problems would be presented by those socially disadvantaged.¹⁰ A major early problem would be planning for those pupils less used to using advanced written material; and a small section which had very serious difficulties with written material. Library books had to be re-sorted: Mr. D. Bulmer worked with the Schools' Library Staff in the early days. Time, space and materials had to be devoted to a remedial department and to a problem of disruptive behaviour not unique to any school. Worksheets became ubiquitous at one point due to the amount of preparation and a need for specialist texts.

There was a paramount need to give the high fliers attention and study appropriate to their ability; as also to that next group of able pupils which goes a long way when given the right lead at the right time. From a professional point of view they could not be left to 'carry themselves along' merely because they were quietly self-sufficient young people.

Cohesive Factors:

Across a wide span of I.Q. there have been certain unifying influences. Without any doubt, the main cohesive factor has been the quiet dedication of all the Staff.

Sport and games have played their part to the full. It seems very sad that generally a declining emphasis on school as a centre of pride has had an effect, particularly on sporting events. A pride in sport has had an influence, particularly on athletic activities. A sports hall was built in the Park in Mr. Yates' day, also a swimming pool, and these amenities are shared with the Tertiary College. The facilities are good. The old gym, built in 1930, also good in its day, became part of a craft block. The kitchen block was allowed to fall into disrepair. This attractive building was originally deliberately planned to blend with the old eighteenth century house. Of that house, only half one wing remains - 'The Stump'. This wing is used as a Youth Centre. The games fields are

immediately accessible in the park. Over time the number and type of sports activities increased, but inter-school fixtures decreased.

Another particular unifying influence has been the dramatic work.¹¹ The teacher of Drama, Mr. Starkie, has written of hilarious moments in some major productions. Displays in the drama studio are solid evidence of the depth of study. Displayed material testifies to the 'workshop' atmosphere and a serious approach to 'theatre' in its own right: as a concept covering personal growth and as a strict discipline. Mr. Starkie himself has given performances of his own work. Both music and drama departments over the years have contributed players to the stage, to operatic and concert fields.

The school Newsletter, 'Terminus', recorded news of a current project.¹²

'The Creative Arts Department are mounting a special project 'Carnival' at the end of the Summer Term (1993). Year 9 pupils will explore this theme through Dance, Drama, Music and Art, with a professional input, in a series of workshops of Dance and Movement, Music, Mask-making, Cinema Skills, etc. ...'

Drama has consolidated group interaction. In academic work individual achievement has been encouraged.

At an individual level, the very wide I.Q. range has been addressed by the introduction of 'Records of Achievement'.¹³ This strategy enables each student to measure and extend personal skills. It enables the less academically strong pupils to leave school with personal accounts of what they have done. ROA has been around for fifteen years, and is now extending into Further and Higher Education.

The Record of Achievement is a staging post in the student's school life. By the end of that school period, the full book should indicate the ability to reflect on his/her learning experiences, note positively what has been achieved, and constructively plan a future direction from a realistic review of own ability. This last not in a negative or defeatist acquiescence, but to cast around for ways and means to progress:

'He or she should be able to *appreciate the nature and importance of evidence* to support any claim to an achievement and, in doing so, begin to take more responsibility for producing that evidence. In other words, the process through which an RoA is developed should help to produce a learner who is more self-directed, confident and discriminating.¹⁴

Each pupil's achievement is viewed as an end in itself. Records are gathered annually into a permanent, attractive book. At the end of a school career this book presents a full record of personal and scholarly development. An opportunity has been given to each pupil to 'beat his own record' and each is in a position to move on from his/her unique stage to further individual ambitions. This work is linked with a national body concerned with a 'National Record of Achievement.' A wider perspective and a measure of performance against the outside world is given. There is an annual ceremony. The last ceremony was reported in the 'Wakefield Express' when Mr. John Kenward, a school governor, presented prizes to students:

'A handsome reminder of school days.

Wakefield's Thornes House School is presenting innovative Records of Achievement to 180 of its pupils who leave school at the end of this term.

The handsomely bound record book - an entirely new style of school report - is being phased into the nation's schools as part of a government initiative to give school leavers a better start in continuing education or in the search for a job.

'Trailblazing Thornes House, which has 440 pupils aged from 13 to 16 years, is in the forefront of introducing the National Record of Achievement and presented prototypes to last year's leavers, which were hailed as a success.

This year's records, bound in hardback loose-leaf form, are a lasting record of pupils' school careers with space for comments both from teachers and students themselves.

There is also space for examination results, comments from people who have worked with the students on community or work experience projects and various out-of-school achievements.'

The Head of Humanities writes: 'I am very busy at the moment organising our National Record of Achievement Ceremony for the 31st March . . . this last Ceremony for Thornes House will have as its guest speaker/presenter, a famous past-pupil - Gary Price, a Wakefield Trinity and Great Britain Rugby League player . . .'

A school Newsletter for Christmas, 1992, gave an account of another new award: a pupil-sponsorship. This award includes a new link with the Engineers' Institute. A further project was outlined for 1993.

'As part of a national project with the Engineers' Institute, local engineers are becoming more closely involved with schools in their area. We are very fortunate to have six engineers who have shown an interest in working alongside staff here at Thornes House to develop students' awareness, not only of what "Engineering" is about, but also all the business and employment skills needed in the world of work.

Several projects are being planned for pupils - mostly to take place in the Summer Term - where they will have the opportunity to have "hands-on" experience of "real" engineering problems and use business management techniques.'

The technical aspect of the curriculum has been interpreted as far as possible to echo the ideas of both Mr. Yorke-Lodge and Mr. Bracewell, that a technology can be both liberalising and creative.

'Terminus', the School Newsletter, announced in its Christmas, 1992, issue, and the 'Wakefield Express' reported:

A New Spur to Learning

The Professor Arthur Raymond Crawford Award.

'Mr. M. Milner, a former pupil of Thornes House, was left monies by an old friend from his schooldays, the late Ray Crawford, and decided that Professor Crawford would have wanted to support his old School and encourage its pupils by establishing an annual prize. Some of the bequest has been used for this purpose, and Mr. Milner presented the Professor Crawford Prize for the first time on 18th November 1992 at a special school assembly.

Winners of the prize were selected, on the basis of their G.C.S.E. results, from Year 11 pupils who were moving on to further full-time education and study. The prize of £500 was shared, following the advice of the Head, between appropriately qualified pupils, and the money was to be used solely for the purchase of books, educational equipment and other study aids.

All these six winners are now following courses leading to G.C.S.E. 'A' Level or its equivalent at Wakefield District College.'

'Terminus' also reported a special presentation given by Wakefield Rotary Club to two Year Eleven students who had won the Rotary Youth Leadership Award. They gave an

account of what they had learned during a sponsored outdoor activities week which had been planned to develop leadership skills.

Last Days

At this time pupil intake in the secondary sector began to decrease. Indeed, over a long period, there had been a 27% decrease in school population. This loss, forecast in DES Reports, drastically accelerated in the 1980s. The effect of this demographic change has been meticulously written up in a study by B. F. Ruddick: 'The Management of Falling Rolls: Demography and Its Implications in Wakefield.' ¹⁵ An impressive, indisputable record, full of statistics. The deeply unsettling effects of this trend cannot be measured.

From 1989 in particular, the present Staff of Thornes House School has had to conduct a holding operation in a seriously depressive climate. Statistics, read in isolation, do not disclose influences which are unquantifiable and which affect the quality of school life. It is an ambience which has to be experienced: to maintain positive responses in daily situations ensuring there are no adverse effects on remaining pupils; at the same time to follow papers such as Staffing - Curriculum Surveys demands considerable equanimity of temper and serenity of spirit.

As rolls fall, there is a question of yearly staffing realignment; people leave, and there are inevitable spaces in the curriculum. In an all ability school problems are intensified. There is the question of how to distribute each intake, numbers in years fluctuate occasioning imbalance in size of years and teaching groups. Without a VIth Form a school cannot 'earn' more staff.

Of recent years there has been the addition of planning from London - L.M.S., the National Curriculum, Testing. An incredible workload.

No regard is accorded at National level to a school's teaching and social situation which has arisen partly from accident and partly from planning. Published examination results mask problems. It was with pleasure that one saw, printed in the 'Wakefield Express,' two letters: one from the Headmistress of the Girls' High School and a second from a member of the public, Dr. White. Attention was called first to the impossibility of using one scale for all schools, second to the solid work of comprehensive schools across a wide I.Q. range. Dr. White¹⁶ gave public support for comprehensive schools' complex task: 'give some credit to state schools!'

'I totally endorse Derek Seal's criticism of the Express leading article of November 20, attacking the performance of state schools in last summer's GCSE examinations.

I also endorse G A Field's view that "new examination tables tell us very little."

But what was manifestly unfair to state comprehensive schools in the editorial was the statement that "independent and state grammar schools get more GCSE passes."

A more realistic comparison would be of children of similar abilities within the two different types of schools - to do this we should have to look at, say, the top 15 per cent of the intake of a non-selective school (although to compare with the leading independent schools a figure of 10 per cent might be more realistic).

Thus, one comprehensive school which appeared in the table with 235 pupils aged 15 at the start of the school year, would seem to have 35 pupils of selective ability: this school in fact had 36 pupils who gained the magical five or more GCSE Grades A-C, a rate of 100 per cent. Even the top independent school only managed 99 per cent.

I do believe a new phrase is about to enter the English language "there are lies, damn lies and examination statistics".

We are naturally pleased to hear how good our independent schools are at getting good examination results but please, could we have some praise occasionally for pupils and teachers in the state system!'

In the wake of new moves for reorganisation, Staff have had to encourage the remaining pupils to enjoy and use their days to the best advantage at the same time turn them around in an arc of 180 degrees to view a different, future prospect. For themselves, with a vista of their pupils' young backs - metaphorically speaking - experienced and long-serving Staff have had to watch their pupils walk away. To turn an entire school round in this manner is no mean accomplishment - to ensure pupils are positively disposed towards new people and new circumstances. At the same time



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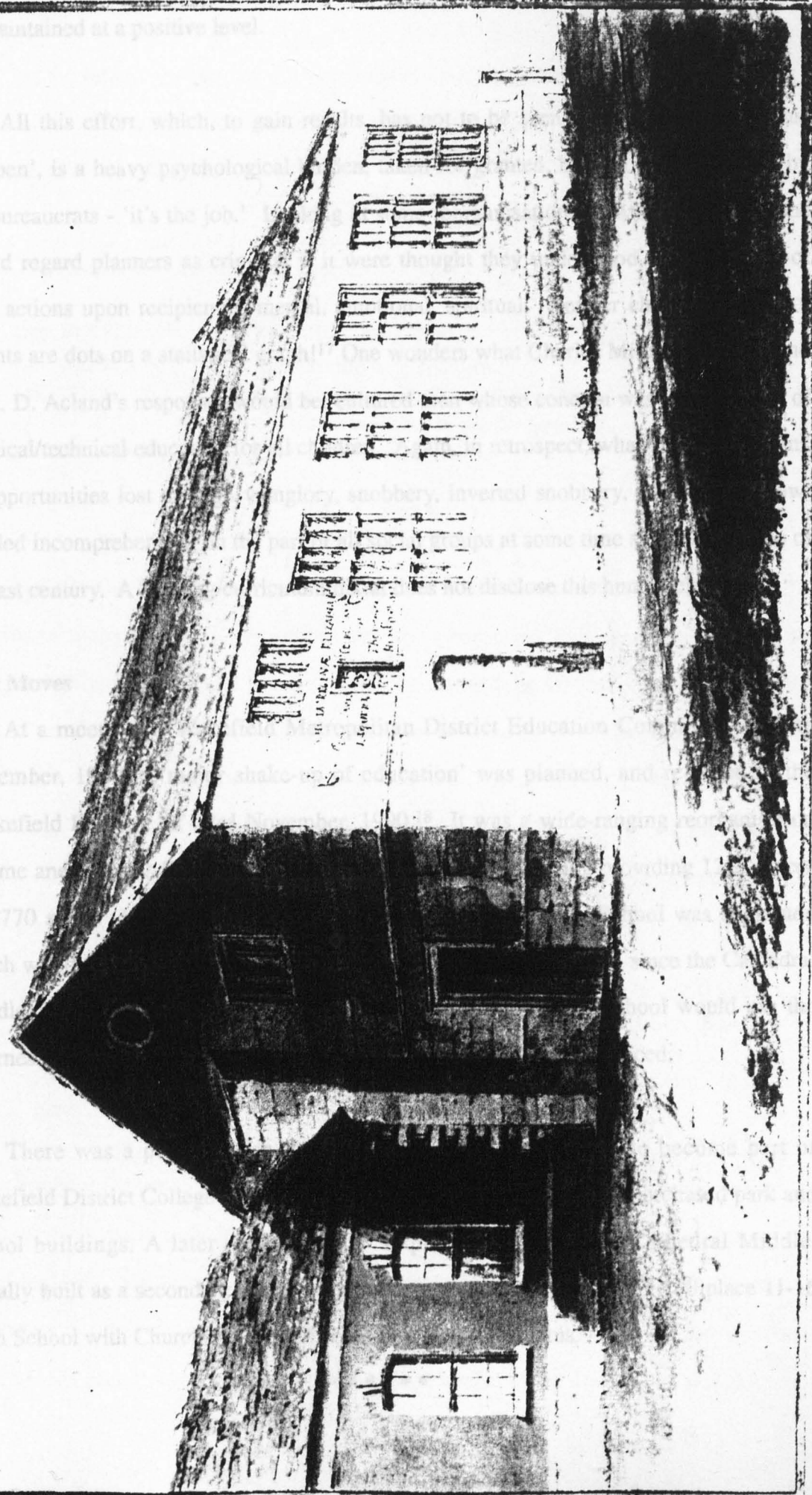
be maintained at a positive level

All this effort, which, to gain
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the bureaucrats - 'it's the job.'
would regard planners as
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parents are dots on a sheet
A. H. D. Achard's response
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of opportunities lost
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the last century. A

New Moves

At a meeting of the District Education
November, 1961, a 'shake-up' was planned, and
'Wakefield' scheme and
had 770
which
Middle
Thorne

There was a
Wakefield District College
school buildings. A later
initially built as a second
High School with Church



The original Grammar School in Gandy Bower. 1591
Handwritten note: 'Handwritten note: 1591' (faint)

relations and communications with parents and pupils in the immediate situation have to be maintained at a positive level.

All this effort, which, to gain results, has not to be seen as 'effort' but must just 'happen', is a heavy psychological burden, taken for granted, but not comprehended by the bureaucrats - 'it's the job.' Looking at some reorganisations across the country, one would regard planners as criminal if it were thought they understood the full effect of their actions upon recipients - mental, emotional, spiritual. Neither children, staff, nor parents are dots on a statistical graph!¹⁷ One wonders what Charles Milnes Gaskell's and A. H. D. Acland's responses would be: cultured men whose concern was for a breadth of classical/technical education for all children. Again, in retrospect, what would they think of opportunities lost through vainglory, snobbery, inverted snobbery, and plain narrow-minded incomprehension on the part of all social groups at some time since the middle of the last century. A Staffing/curriculum diktat does not disclose this human element.

New Moves

At a meeting of Wakefield Metropolitan District Education Committee on 19th November, 1990, a 'major shake-up of education' was planned, and reported in the 'Wakefield Express' of 23rd November, 1990.¹⁸ It was a wide-ranging reorganisation scheme and Thornes House School was affected in that a building providing 1227 places had 770 spare. It was decided to close the school, and a High School was suggested which would use the Cathedral Middle School site on Thornes Road, since the Cathedral Middle School was also earmarked for closure. This new High School would use the Thornes House sports facilities, and its own site would be vastly enhanced.

There was a potential for Thornes House School buildings to become part of Wakefield District College and in 1995 the now independent College purchased park and school buildings. A later edition of the 'Express' reported that 'Cathedral Middle, initially built as a secondary school, will become the nucleus of a new 1,100 place 11-16 High School with Church of England voluntary controlled status.'

CODA

At the turn of the century the Westminster Gazette published a series of cartoons by F. Carruthers Gould which earned the title 'The Westminster Cartoons.' 'Education Campaign No.7. 1902-1903:

Two gentlemen in front of an easel.

MR. BULL:	But what's the subject?
MR. BALFOUR:	Oh, the title is 'Education.'
MR. BULL:	It's rather sketchy, isn't it? The only thing I can make out is this building in the foreground.
MR. BALFOUR, R.A.:	That's a Voluntary School.'

.....

Locally the Church has been involved in teaching since the Middle Ages. The origins of many schools in Wakefield owe their beginning to church foundations. The cathedral School owes its start to the priests who served the several chantries which were part of the Parish Church. It is known that there was a school in Wakefield from at least 1275. When the chantries were closed in 1548 (the chantry on Wakefield Bridge surviving), the school was not closed but continued, finally to be called the Cathedral School in 1888, the date when the Parish Church became a Cathedral under its first Bishop - Walsham Howe.

'The school probably met in the north aisle of the Parish Church and it has been claimed that many famous men received their early education there, including Master Thomas of Wakefield, Chancellor of York in 1290, Henry of Wakefield, Bishop of Ely in 1373, and Christopher Saxton, the great map maker.¹⁹

A school for the Grammar School was built in the Market Place ('Goody Bower') in 1591 where it stayed until 1855 when it moved to its present site in Northgate. The market place building then housed the Greencoat School, and then in 1895 the Parish School (Cathedral School) moved in. The buildings were requisitioned during the Second World War, and the school was given temporary accommodation in the Technical College.

Wakefield Education Committee held a special meeting on 1st July, 1957, and a letter went to the Ministry of Education on 10th July, 1957. On 16th July, 1957, another meeting was held when it was resolved that:

‘... the Minister be requested to issue an order under Section 2 of the Education (Miscellaneous Provisions) Act, 1953, directing that the cost of erecting the proposed C. of E. Controlled School on the Thornes Road site be met by the Local Education Authority less a contribution of £5,000 by the Church Authorities. (p. 236).

On 21st July, 1957, the Education Committee met again:

‘The proposed C. of E. Controlled Secondary School, No. 4500: the whole cost of the establishment to be defrayed by the l.e.a.’

It was also noted: the buildings at present occupied by the Cathedral Boys’ and St. John’s Girls’ C. of E. Secondary Schools to be available for use as long as may be requested. Wakefield College to use St. John’s Girls’ building.

Plans were passed for a much needed new school building on Thornes Road opposite the Park, with Thornes House facilities nearby, but completion was delayed. The school, now an 11-15 Church of England Secondary School, was housed in Holmfield House from 1959 to 1960, when it moved into its purpose built premises on Thornes Road. It remained an 11-15 C. of E. Secondary School for five years. In 1965 Wakefield Education Authority adopted a modified ‘Leicestershire Scheme.’ The School was re-designated the Cathedral (C. of E.) High School. Students had the option to transfer to Thornes House at the age of 13. This state of affairs lasted until 1970 when a system of middle schools was put in place, and the school re-designated the Cathedral C. of E. Middle School, all students being transferred to Thornes House at 13.

1993 saw more reorganisation in Wakefield and the Cathedral Middle School became an 11-16 Comprehensive. The building was re-planned and extensive additions made the final school one of the most up-to-date in the city. On the closure of Thornes House School temporary accommodation was given to the Cathedral School students, and finally the Cathedral School moved into its new buildings on Thornes Road in January, 1995.



The Cathedral High School.

The 'Wakefield Express' of 13th November, 1992 reported:

First Church High School is Launched Next Week

'Wakefield's first Church of England controlled high school is to be officially launched next week.

The new school which replaces both the Cathedral Middle School and Thornes House High school, will open in September 1993 and is the first of its kind in the Wakefield district.

The school will be built on the site of the present Cathedral Middle School, incorporating the existing buildings.

Local councillors, school governors and members of the education authority will all attend the school's first open evening and will be available to answer any questions from parents.

The school's new headmaster, Mr. Stewart Martin, is looking forward to meeting prospective parents next week.

He said: "Parents who are interested in a high quality education for their children in the district's only Church of England Voluntary Controlled High School should apply now.

"The Cathedral School is the first of its kind in Wakefield and as such offers its students something unique. We provide a secure and friendly environment based on Christian religious and moral values, where students are genuinely cared for, can be happy, and will be able to work hard."

Mr. Martin believes that the new school will provide a stable link for children going through their education.

He said: "In Wakefield there was a wide choice for Church of England junior, infants' and middle schools but after that parents were left with the decision of what next. Now, with this new school, we are able to provide some continuity."

The 'Wakefield Express,' Autumn, 1991.

'A Headteacher has been appointed to Wakefield's new Church of England controlled high school. He is Mr. Stuart Martin, current Deputy Head at Ossett School, who will take up the post early next year. (1992).

The new school will open in September, 1993. . . . and is the first Church of England High School in Wakefield District Council's area.

Mr Martin, who will be involved in planning the building and recruiting staff before he takes up his post, described it as a 'unique opportunity for Wakefield.'

He said: '... What is particularly appealing is the connection with the Cathedral, for my past experience of working in church schools has shown me that each has a great deal to offer the other.'

Mr. Martin used to teach at the Minster School, Southwell ...

The 'Wakefield Express.' 6th November, 1992.

'Deputy Heads appointed for Wakefield's new school.

Michael Waddington, currently working at Rawmarsh School, Rotherham, where he is a senior teacher.

Barbara Wright ... will be moving from Howden School in Humberside, having been Head of Lower School where she taught Maths and P.E.

They take up their new appointments in September next year, but are already busy working on the new school's management. Both come from teaching families.

While the new buildings are being erected at the Middle School site the Cathedral School will temporarily be based at the old Thornes House School buildings.

Mr. Martin has gone to great lengths to ensure that pupils' safety is first and foremost. He is trying to organise school buses to drop pupils off in the park near the school rather than at the edge, and he will have teachers and park wardens supervising the grounds.

He said: "It would not be sensible to stay in the middle school buildings while the work is being done. It would be disruptive to the children's education and it would not be safe."

Chairman of the Governors to the school, Wakefield Cathedral Provost the Very Rev. John Allen, said: "The future of your children is our concern and we know that we have put together an excellent staff and have planned for a magnificent school building. I do hope that you will wish to send your child to the school."

The wheel had come full circle: the Milnes Gaskells, as demonstrated by the recurrence of the Gaskell name in the Charity Commissioners' Report published in 1898, were energetic in the foundation of local schools, Church of England as well as National. The new school could become a local manifestation of a continuing tradition. It will have the Christian tradition as its centre, and, hopefully, it will have a long period without

interruption. It will then have time to grow, to build on the positive best that has gone before, and, given time, it might succeed, with pupils who will be proud to have been there.

REFERENCES

10. The Wakefield and Pontefract Public Health Report, findings published in the 'Wakefield Express' of 27th November, 1992.
11. Appendix. The Drama Department.
12. Spring, 1993: 'Terminus.'

13.

NPRA
Scheme for the Accreditation of Centres
for Records of Achievement

The systems and processes of recording students' achievements at this centre are closely monitored by the NPRA.

As a member of the NPRA Scheme for the Accreditation of Centres for Records of Achievement, the School/College is committed to the philosophy of recording achievement and to the approaches and procedures which underpin the NPRA criteria. An institution which is working towards meeting all the criteria is awarded monitored status. An institution which has met all the criteria is awarded accredited status.

There is a logo which is an assurance to any user of the Record of Achievement that monitoring has taken place and that this centre has successfully met all the NPRA criteria.

NPRA is a consortium of northern Local Education Authorities and the Northern Examinations and Assessment Board.

PRINCIPLES OF RECORDING ACHIEVEMENT

The following principles form the basis for the NPRA criteria which schools and colleges are asked to meet:

- The active involvement of all students, teachers and tutors in recording achievement.
- The involvement of students in the processes of learning, assessment and recording.
- The observation, assessment and recording of a broad range of student achievement.
- The integration of assessment and recording into the teaching and learning process.
- The use of formative assessment and recording as the basis for summative records.

CRITERIA FOR ACCREDITATION

Based on the NPRA principles are twelve criteria which schools and colleges are required to meet in order to be accredited by NPRA. The criteria concern both the formative process of recording achievement and the summative record.

The formative process covers seven criteria.
 The summative process covers five criteria.

The school was visited by the Assessment Co-ordinator, who then wrote:

'Mr. Walker has visited many schools in the North of England in his role as NPRA's Chief Agent and it is quite an achievement to be classed as equal to the best he has ever seen.'

'Nowhere are the formative processes more deeply ingrained into all aspects of the life of the school.'

'Please inform the school of its success in achieving such an accolade and keep up the good work.'

14. Janet Strivens, Department of Education, the University of Liverpool 'What is a Record of Achievement?' in: 'Networks.' The University of Liverpool, November, 1994, p. 6.
Permission to quote from Dr. Anne Merry,

'These are large claims. So far the evidence to support them is largely anecdotal, though growing. It is perhaps unfortunate that the early development of Records of Achievement was associated with the less academically able child. The attitude persists among some of those teaching in higher education that an RoA is a consolation prize, something likely to be offered to admissions tutors by those candidates who have not really made grades at 'A' level. Attempts to change such attitudes, to argue for the value of an RoA in its own right for all young people, are not helped by the variability of standards and practices which still exists across LEAs, schools and colleges (though again this is being addressed by the setting up of local accreditation councils with a responsibility for monitoring standards and assuring quality.'

The accreditation council supervising Thornes House School is the Northern Partnership for Records of Achievement: NPRA

15. Ruddick, B. F., 1980, 'The Management of Falling Rolls: Demography and its Implications in Wakefield,' in: Keith Fenwick, Ed., Yorkshire Studies in Education, The University of Leeds.
16. 'The Wakefield Express,' 27th November, 1992.
17. Thomas, Lewis, 1985, 'Humanities and Science,' in: Late Night Thoughts, Essays of a Biologist, Oxford University Press, p. 144:

'The task of converting observations into numbers is the hardest of all, the last task rather than the first thing to be done, and it can be done only when you have learned, beforehand, a great deal about the observations themselves. You can, to be sure, achieve a very deep understanding of nature by quantitative measurement, but you must know what you are talking about before you can begin applying the numbers for making predictions. . . . The risks of untoward social consequences in work of this kind are considerable.'

18. Education Committee Meeting, 23rd November, 1990.
19. Brochure for the opening ceremony for the new Cathedral High School, Thornes Road, Wakefield, 18th May, 1995.

CONCLUSION

‘. . . without imagination, without intelligent formative thought, large opportunities may be missed and disastrous ventures undertaken.’

The Royal Commission on Local Government,
Radcliffe Maud, 1966-1969.
Minutes of Evidence, Q.39, 926, p. 2512.

‘. . . we have made indifferent use of the intellectually average . . .’

Quoted by Sir Alec Clegg
at Woolley Hall, WRCC.

CONCLUSION

‘... we have made indifferent use of the intellectually average ...’

The writer has researched the history of two educational institutions, taking their social context as the centre of an axis whose plane is central/local government: the ironical situation being that the local periphery regarded itself as the centre and looked upon Whitehall as Ultima Thule.¹ The account is of an idiosyncratic despatch of central diktat, achieving for the most part the planned outcome, but occasionally receiving some unlooked for responses; of relationships between resilient groups neither all blue nor all yellow, and for the first time only one colour in 1995. Within the cultural context, contributory factors of social class, profession, work, affluence or lack of it, take research beyond the bare account of events in two apparently unconnected institutions. The key is relationships: we are members one of another: no more than in the West Riding.

Four key areas have been concentrated upon in preference to the political aspect which has been well covered in earlier researches: social attitudes which resulted in local interpretation of central legislation; teacher training; curriculum; and administration. Taking these headings, the development of technical education in the city of Wakefield and the consequent fate of one grammar school was surveyed. Each field of study gives a standard and statement of local values which could tolerate in-depth attention, since being at the heart of the matter they are influenced and influencing; they are the arena in which legislation and theory are translated into action. The aim of this thesis was to identify leading figures such as Charles George Milnes Gaskell in the locality who had

given time, energy, money and dedication to the task (both unsought and self-imposed) of laying the foundation of an encompassing education system for the Riding. They set up a County Council and a Town Council; outlined school policies and balanced school politics; contributed to the setting up of a workable education department, and, not without some effect, to the rise of a professional class of local administrators capable of taking their place with senior officials locally and with leading educationists countrywide. It is a history of quiet determination in the face of some hostility, definitely disinterest, and to a certain extent misapprehension of the value of a liberal/technical education being offered to a wide band of young people. Technical education was desired for one reason - qualified middle range staff were needed. In its beginning, the Industrial and Fine Art Institution had the weight of the National Association for the Promotion of Technical Education behind it, and later on the personal interest of one of that Association's Secretaries: A. H. D. Acland. Acland's consistent advice was always acknowledged at the level of West Riding County Council Committees, but it is a moot point whether the ability, foresight and countrywide reputation of the man was recognised. His concern was for standards, and for opportunity to be as broadly spread as possible across the community.

Part One of the thesis records 'The Technical Aspect,' and Section I the nineteenth century ambience in which the school grew. Section II records local response to the Technical Instruction Act through the foundation of education committees, curriculum and examinations laid down, and the growth of teacher training. The stage by stage development of Technical School into College is detailed in Section III. A wide time span. The spread, however, illustrates the vast change socially from entrenched nineteenth century attitudes through succeeding social groups to the present. It is interesting to note that, allowing for social change and idiomatic expression, very similar ideals are expressed throughout.

A fundamental change was brought about by boundary reorganisation in 1974. The 'tight community, bound by strict conventions,'² found itself taking in two sectors with

quite different mores. When these districts recently lost the mining dimension, again a social realignment occurred. Almost simultaneously there has been another mental dimension consequent upon the turn towards Europe. The physical sign is the establishment of 'Port Wakefield.' The kaleidoscope of social patterns in the triangle of Wakefield Metropolitan District will again be shaken. The West Riding is living up to its reputation as a crossroads, a place of meeting and change: so it survives. There is a dense, complex history of assumptions, prejudices, in language, attitudes and actions: a distinctive and important cultural identity.

The Interludes identify a place and contribution of people who were personalities in themselves and outstanding in their voluntary contribution towards the general good of the district. Amongst the many families extant across the nineteenth and early twentieth centuries living in the district and well documented by J. W. Walker in his 'History of Wakefield,'³ the contribution of the Milnes Gaskell family and A. H. D. Acland is plain - buried for the most part in minutes and records of meetings of West Riding affairs. More is owed by the Riding to Charles George Milnes Gaskell and A. H. D. Acland than is realised since most of their skill will have been in debate and committee discussion, and could only be fully appreciated by contemporary professionals. Their influence would be felt in well balanced evaluation giving a margin for reasonable outcomes. W. Vibart Dixon was one of the first professional administrators and his skill would lie in steering committees through the early intricacies of local government.

* * * * *

Part Two is concerned with 'The Grammar School Aspect.' The place and contribution of Thornes House Grammar School is recorded since it is part of the city's educational history.⁴ It was necessary, however, to recapitulate, and trace the thread of comment regarding the entrenched bias for extended technical education. This recapitulation forms the introduction to the story of Thornes House Grammar School - its foundation and heyday and indicates the social/political background.

This account is mainly of recollections collected from old students and staff. Unfortunately Log Books and every record of the early grammar school were lost in the disastrous fire of 1951. This Section, therefore, cannot be a formal history. These recollections have been checked carefully. Legislation plus local political and social situations have been included where these have a bearing on the foundation and development of the school and therefore affected the scholars and staff in the school. A debt is acknowledged to all people who have contributed photographs, reminiscences, and borne with lengthy telephone conversations. To understand the school it was necessary to locate it in the context of social and educational development in the district since the Taunton Report. In taking this Commission as a starting point many attitudes, actions and remarks, incomprehensible to the schoolgirl became clear in retrospect. Wakefield then and Wakefield now are aeons apart. The Milnes-Gaskells would have been at home until the Second World War. The truth has been adhered to without elaboration or imposed judgement; prejudice and predilection hopefully avoided. Facts have been left to speak for themselves: statements also, in preference to paraphrase.

When reading the history of local education from the time of the Taunton Commission of 1868,⁵ particularly a Report of the Charity Commission on Charities in the Parish of Wakefield in 1898,⁶ as well as a meticulously researched, detailed work on the West Riding Education Authority,⁷ one's first impression is of the professionalism of THGS teachers in the face of a variety of situations. The second impression is of this quiet, insistent undertow of political drive, a singleness of purpose in the collective, local mind for an education for the locality, an education combining theory and practice, considered action, an education which would be a binding factor in a community of widely diverse groups. This groundswell of opinion lay underneath the perceived surface attitudes of that section of the public which had taken upon itself the mantle of the 18th century and early 19th century leaders but had not the generosity of mind. It was seriously shortsighted on the part of this latter group to refuse parity of esteem to a technical school as mooted by the Charity Commissioners to be established at the same time as the re-founding (on Charity Commissioners' recommendations) of the Boys'

Grammar School.⁸ The governors capitulated on behalf of a sister-school, but there they acknowledged the weight of a countrywide movement for a matching Secondary education for girls.⁹ Morant at the turn of the century killed off the Higher Grade Schools' attempts to introduce advanced technical work. The 1918 Act gave grants only to schools which matched their curriculum to that of established grammar schools. These Acts of 1902 and 1918 pushed technical education into second place and led to the term 'second level' school being applied to the forerunner of Wakefield Technical College. Nevertheless, it is interesting to look back on an establishment which has earned a reputation independent of patronage. Like Thornes House Grammar School, it had a quiet beginning.

The local predisposition for technical education was not deflected and had its roots in the acumen of a group of alert business people of less inhibited times and wider experience as well as Liberal-progressives of the calibre of Charles Milnes Gaskell and A. H. D. Acland. They, from their local and national experience, realised the need for an encompassing education for all children to executive level and beyond, as well as a need for educated, trained technicians. Sir Michael Sadler's wide-ranging assessments also, regarding the needs of English education, were influenced by his researches into the level of technical/technological education abroad. His reports¹⁰ on the subject as well as on the scholarship system (which in his time he regarded as a necessary life-line) illustrated his concern.

The 1944 Act, which introduced the tripartite system, was ignored to the extent that the technical section did not take off. When the opportunity came to reorganise Thornes House as a mixed school with a technical element, the Headmaster, N. A. Y. Yorke-Lodge, was emphatic that the curriculum was a liberal-technical one; there were not two schools, one inferior to the other. Mr. Bracewell, on the opening of the School after the fire, was equally as firm. Both Headmasters, broadly based as they were, would have agreed with Lewis Thomas,¹¹ a biologist whose essays at the present time put the case for a liberal-arts/science education:

'An appreciation of what is happening in science today, and of how great a distance lies ahead for exploring, ought to be one of the rewards of a liberal arts education. It ought to be a good-in-itself, not something to be acquired on the way to a professional career, but part of the cast of thought needed for getting into the kind of century that is just down the road. Part of the intellectual equipment of an educated person, however his or her time is to be spent, ought to be a feel for the queernesses of nature, the inexplicable things.'

As commented earlier, Thornes House could have become one of the first technological colleges. In its context, its teachers and pupils, caught up in various educational ideologies through the years, differing assumptions and presumptions regarding curriculum and teaching methods, various plans (scholarships and appointments were accepted in good faith), fulfilled its remit. Perhaps, in the background, there was the echo of the old Milnes-Gaskell liberal progressive independence rather than traditional conformity. One likes to think that the Milnes-Gaskells and A. H. D. Aclands would have had a concern for a liberal, humane education in a technological age with neither classical nor scientific trends being cancelled out. 'There are more than seven-times-seven types of ambiguity in science awaiting analysis. The poetry of Wallace Stevens is crystal clear alongside the genetic code.'¹²

In Part One it was stated that to understand both institutions fully, it was necessary to review a most complex sophisticated social environment influenced by a sequence of strongly influential groups from the 18th century to the present - local aristocracy, landed gentry/merchants, substantial businessmen, professional people, administrators - and as its weight as a county town increased, executives, and infinitely petty clerking people dressed in a little brief authority.¹³

Thornes House was both caught up in its time, and, being new, was innovative for its time as were other 1910-1921 town grammar school foundations. It was not quite what was desired, and, as it grew, gave some indications of real competition to those institutions accepting their place as of right. It met local and national requirements (appreciations by H.M.I. in 1972), and favourable, published comment from local councillors. (Comment of 1966). It produced results with few endowments in the face of

indifference occasionally, hostility sometimes, and sporadic inexplicable hitches with which teachers are familiar.

A central and crucial point to be made is of the commitment of qualified and competent Staff across the School's entire life in the face of what might be regarded at first as a reluctantly viewed foundation. Some Staff had very long service. A grammar school was founded which, in its brief life, accomplished a great deal. Pupils were cared for, and all included in that care. As Mrs. Ivy Wagstaff remarked: 'Each pupil was given as much as possible in the light of sparcity of Higher Education.' An examined intake, the average I.Q. was higher than those schools with a larger proportion of fee-payers although those schools took a few scholarships. Capable scholars went ahead in many directions - business and professional mostly independently later on. In retrospect, potential was dissipated, there was waste which should not have been, but perhaps partly due to the times and family economics. One thinks of one member of the Boys' School taking matriculation with some distinction, a first-class achievement in Higher School Certificate, then clerking in a local office - and losing his life as an officer in World War II.

Staff gave independence of mind, social ability, and instilled unpretentious unaffected manners. They gave a humane education for its time which was not social veneer.¹⁴ Enthusiasms were well-rooted and have lasted a lifetime, borne witness to by many, particularly in art, music, drama; travel; intelligent reading; in addition, an appreciation of basic concepts across the subjects which formed a mental platform from which to realize the significance of scientific advances.

The comprehensive school staff adapted to a differently constructed scholastic environment, adjusted to plan after plan, local and central, gave the human beings in front of them across a breadth of I.Q. as much as they could or would take. In a very different community they made sense of daily living, constructed a caring environment in the face of progressive bureaucratization, faced problems and difficulties, appreciated committed

Headteachers and supported as far as possible during one experience of blank incomprehension of the human scene.

Falling rolls have finally brought about a further reorganisation which might be sufficiently enduring to give time for development. As a new school with a firmly stated religious base, openly defined parameters of Christian values and behaviour, it will give a dimension to an institution which is rising phoenix-like from the ashes of the old, to stand hopefully against pressures towards a mechanistic and materialistic frame of mind and provide a buffer against the growing daily violence of present times. The 'Eton Boy' and the Right Hon. Charles Milnes Gaskell might approve. 'A liberal education in a technological age' was being discussed as far back as 1952 at a Diploma Course on Secondary Education at the University of Leeds attended by the writer. 'There is a governance and provenance of art,' wrote Sir Thomas More. There is an art in living together, in living with difference instead of the lowest common denominator, as demonstrated by the Milnes Gaskell's spirit of service without patronage, pretension or snobbery. Thornes House Grammar School, immediately following upon family occupation in 1921, tried to promulgate this frame of mind in its teachers' acceptance of all under their care, as Martin Buber¹⁵ in 1925, of that same period, lectured at the Third International Educational Conference at Heidelberg when he suggested that the teacher includes every pupil in his survey of the classroom; that they are unique individuals each deserving particular diagnosis, but all equal care.

Elliott Eisner¹⁶ at a later date confirmed a carefully appraised curriculum:

'In an age when need for sensitive humans was never greater . . . one might speculate that as long as men are calloused to one another and to the

environment in which we all live, the likelihood of increasing the quality of life is small indeed. It would be an overstatement to say that education in the arts is sufficient; without it, however, the prospects look bleak.'

Lewis Thomas at the present time is putting that point of view from a scientist's angle, a view which takes in the best that has gone before, but looks ahead:¹⁷

'We have a wilderness of mystery to make our way through in the centuries ahead, and we will need science for this, but not science alone. Science will, in its own time, produce the data and some of the meaning in the data, but never the full meaning. For getting a full grasp, for perceiving a real significance when significance is at hand, we shall need minds at work from all sorts of brains, of poets of course, but also those of artists, musicians, philosophers, historians, writers in general.'

The Head Teachers W. G. Chinneck, E. G. Liddle, N. A. Y. Yorke-Lodge, C. C. Bracewell; the educationists Sir Michael Sadler, Sir Alec Clegg; the barrister Charles Milnes Gaskell, his friend A. H. D. Acland; writer-artist Elliott Eisner, writer-scientist Lewis Thomas, in their time and place exemplify the last quotation.

As also, Thornes House Grammar School exemplified a school in its time, when it played its part.

Part Three concluded the story of Thornes House, and the transfer of Thornes Park to the use of Wakefield College. A coda is added, since the few students remaining at Thornes House were transferred to form part of a new Cathedral School. The history of the Church of England education forms a good part of the educational history of the city and warrants a book. Sufficient to say here that at this point the paths of three institutions crossed: the outcome seems fair, but the trauma of reorganisation and the earlier unappreciated contribution needed to be recorded.

* * * * *

As in 1868 the time is ripe for a national advance in technical education, equally as crucial and as far-reaching as in that former day. There is a shifting of values: and a

crisis. Ideas of 'relevance,' skills 'caught' in passing, and 'social egalitarianism' crowd out the idea of inherent value in knowledge equally as a tick and cross training and inspection do.

Technology is about ways of living, social, economic, spiritual, not merely about complicated devices. It is about ways of thinking: an educational debate which goes back to the Greeks - should education be concerned with knowledge for its own sake or be purely instrumental?

The study of scientific ideas and practical technical knowledge was a hobby for the classically educated. A search for principles on which things worked discovered a magical world: practical application could be conveyed to their men. A good master trained his men and gave them a craft, but the brightest of these men touched the fringe of the magic and became artists as well as craftsmen. Aristotle gave technical education to the 'unfree,' the 'vulgar.' The freeman remained the amateur, the hobbyist, the dilettante. Plato in the 'Protagoras' distinguishes between the cultural and the vocational; mediaeval man distinguished between the 'savant' and the 'natural philosopher.' Elizabethan times brought industrial organisation through apprenticeships and Chartered Companies when a growing middle class and lower middle/upper working class disclosed a serious aim for education beyond 'petty school' across a wider social spectrum, which could encompass qualified, trained technicians. From being a hobby of the leisured, travelled man, practical technical knowledge became identified with this central, mobile, open-ended group; interest and commitment in technical education became limited to their section of the population.

Those workers who were units of their social groups, who formed part of impenetrable sectors with defined attitudes and values in common which were made relevant to all aspects of their lives, were concerned with essentials: wages, levels of apprenticeships and relations with journeymen. Michael Sadler, in 1908, wrote of the workers¹⁸ 'The Trade Union Movement, as such, has had until late years no direct

connection with educational movements.' This at a time when craft unions were predominant. It is understandable, therefore, that the first Governors of the Industrial and Fine Art Institution in Wakefield had difficulty always in drumming up support. It owes its life and success to the persistence of a few outstanding local men, sure of their own positions, and sensible enough vis-a-viz the social situation to agree with the remark of the earlier M.P. in 1846 to the effect that the most dangerous neighbourhood was that which had ill-educated and undisciplined people in the majority.

Interest in technical education was confined to this middle section of the population. Indeed, Swire Smith, the Keighley industrialist, lamented the fact that people in their group gave their sons a classical education when they should have had science/technology included. A technology can be liberalising. In giving the inaugural address at Dundee Technical Institute in October 1888, he stated:

(the manufacturer) . . . sends his son to a classical school to learn Latin and Greek as a preparation for cloth manufacturing, calico printing, engineering and coalmining . . .'

His travels abroad had convinced him of the need to identify the most able across all social groups, not only to maintain production in the face of competition, but to provide space and scope for innovators who could be found in all social classes.

The Institution owes its life and success to this small band to the point when a flourishing school was finally handed over to the city in 1899. A century later the succeeding institution has been given its autonomy - not quite back to the beginning. The early founders' attitude was basically conservative shot through with Whiggery. There was concern to preserve the system of government.

Progress to the universities became channelled through the public and grammar schools. There was a belief in advancement brought about by a suitable education available to most, but mostly middle class. One aspect was epitomised by Arnold at Rugby School - a liberal education for leadership. The problem of introducing studies

which encompassed a broader, general base to include scientific subjects and practical technology took a school like Rugby time to accommodate itself. The ideal of a 'science' curriculum was interpreted by Wakefield Grammar School as 'introducing some lessons.'

Acland and Smith,¹⁹ concluding their 'Studies on Secondary Education' quoted T. H. Green, historian:

'... It is one of the inconveniences attaching to the present state of society in England that all questions of education are complicated by distinctions of class. It embarrasses all the schemes of school reformers. Such or such a course of study is settled on logical grounds to be the best adapted for boys who are being educated for a certain kind of career in life. It gets the name of being the education of a gentleman, and immediately the schools which give it are crowded with boys not destined for such a career at all; while others, who have more real adaptation for it, are virtually excluded on social grounds. Another course is proposed with a view to a career which has to be entered upon earlier than the other, and requiring different qualifications. It gets the name of being less gentlemanlike ...'

There was a rise of merchant families in Wakefield from the seventeenth century which reached a peak in the eighteenth and nineteenth centuries. In their wake came the needed professional men and executives. Money was given towards endowment of schools - the Milnes Gaskells established three elementary schools in the locality of Wakefield. These were confident men, based in their solid worth, whose Victorian rhetoric, recorded in public meetings, comes down the years, making a point, a quotation, an insinuation, an aside;²⁰ totally confirmed in their opinions, never doubting they were right. Their reading would have been a wide range of subjects. Dickens, Thackeray, Trollope, Eliot, as well as newspapers and solid magazines of their day. They addressed meetings, patronised public assemblies, would know of the professional itinerant lecturers who travelled the country speaking on a wide range of subjects; later on they would be conversant with the ideas of the Trade Unionists on the one hand and the Fabians on the other. They began to admit the usefulness of technological education at higher levels and the civic universities took root: Firth College, Sheffield, was endowed by the steelmasters, the Clothworkers contributed to the Yorkshire College, Leeds.²¹ A local newspaper of the time stated: 'The most pressing problem, now, is the education of

the prospective captains of industry.’²² The change socially, politically, economically, brought about by the movement of people from the country to town, from land-owning patronage to financial patronage gave the self-made manufacturers and professional men servicing them in accounting and the law some weight, and advancement in professional status.²³ They looked for education and training concomitant with their ability and achieved social status but were upheld by their predilection for self-sufficiency and a conviction that they were any man’s equal. The early patrons of technical education were, as already noted, the few, far-sighted industrialists who found themselves in accord with the scientists and educationalists of their day. There would be a lively interaction of public and private sectors alongside the bureaucracy of central government and the developing bureaucracy of local government. There was a social conscience: the Poor Law Commissioners of 1838 noted the extreme poverty of the lowest of the poor. Edwin Chadwick, for the Poor Law Commissioners in 1842, gave a ‘Report on the Sanitary Condition of the Labouring Population.’ Both these Reports would be known to the Gaskell family at Thornes House. Lady Catherine’s ‘Idyls(sic) of the West Riding’ tacitly disclosed her knowledge.

This group of people, locally and nationally, needed trained workers, and although apprenticeships finished officially in 1814, the word gained a new meaning: a concept of ‘practical’ knowledge and ways of application. Higher Education became divorced from Further Education for several reasons, mainly the fact that industry, or to be ‘in trade’ was held in low regard. Also the manufacturers and businessmen thought that workshop training could teach specific practices adequately and guard against the dissemination of trade secrets. Itemised classes grew - for example, the wide range of difficulty of City and Guilds classes from elementary to advanced, the trades courses at the London Polytechnics, and the authorisation of technical specialist subjects by the Department of Science and Art. At the foundation of the City and Guilds of London Institute it was, nevertheless, stated that it would be advisable not to have any particular school teaching the actual skills of any trade. It was unfortunate, that ‘technology’ began to be associated exclusively with higher education, and ‘technical’ applied to elementary and continuation

schools. In spite of this fissure, it was recognised that a 'good general education' at secondary level to sixteen was the best start for boys and girls since it gave a humane basis for the human being. It has resulted in some Technical Schools and Colleges covering a wide span of subjects and I.Q. Their remit is extensive. A large staff is needed, with a range of skills and qualifications posing complicated problems of administration and evaluation. It is the ultimate snobbery to decree that 'technical' and 'technology' are derogatory terms for knowledge which subtends an arc taking with it a range of subjects swinging from elementary to the most advanced preparation for a degree. The exclusivity of the few, combined with the drab levelling down of self-styled 'egalitarians', where pseud justifies indolence and insolence through misapplied ideologies, where 'equality' counts more than excellence but is equated with the most drab sameness and accomplishment damned because it is not equitable, refuses to admit this wide span of difficulty across and within subjects. There are diverse needs, and once the educational cry was 'to each according to his need.' One can add his due, as well as his need. Perhaps there has been enough of laissez faire, of facile writing inviting expression of opinion without experience, of trashy literature²⁴ reflecting a fascination for shallow, ephemeral consumer values, of inordinate overreaching ambition to the point of deliberate destruction of anything or anyone in the path towards gratification.

There is certainly, generally, a shift in values. The structured reforms on comprehensive lines have not been enough on their own, and we are witnessing the introduction of a vocational element in the shape of NVQ and TVEI. France has introduced the 'technicians' baccalaureat, and Germany its equivalent. Wakefield College has discussed this, and, as with other Colleges in England, has had this technical/technological element from the beginning, plus the foundation of a general education.

Whether education is regarded as an instrument of social change, or the endorser of change that has occurred, the fact remains that the schools, students and teachers are the people seriously affected, looked at either as vehicles of change or the guardians of the

existing patterns of society and social class, and lastly, always sadly lastly, as human beings. At the present time the debate is around two views - a managerial model or a community model. There is a shift in values to an economic policy.²⁵ Words like 'efficiency,' 'yield' and 'output' are bandied about, the students are 'human resources,' and 'improvement in quality,' with 'limitation of damage' are key phrases. When concern is expressed it is for specific groups (whose serious need is acknowledged) - the handicapped, mentally ill, the inner city, rather than a general needed all-encompassing social policy. Justification for this policy is complex - competition from abroad, the computer revolution, the fall in the birth rate in England and other countries of Europe except Spain, Ireland and Greece.

Objectives and the remit of the schools are in debate, a cliché appearing as usual - the 'rhetoric' of discussion. The 'Great Humanistic Tradition' is being shot through with the unavoidable technological aspect. It is there: and, quoting Neave writing in 1988:²⁶

'An alternative view would be that what is involved in vocationalising education is *to make legitimate* for the elite of the school system the type of industry - related formation which has always been the lot of the remaining 80%'

To discard belief in liberal educational principles in which knowledge is a goal in itself is to throw the baby out with the bath water. Notions of relevance, skills, social egalitarianism, efficiency, yield, output, performance tables, denies any inherent value in education. Far more unobtrusive and sinister: it paralyses teaching as badly as Lowe's payment by results and turns teachers into instructors and crammers. There is a crisis of teaching values. The teachers are there to teach, with art and technique, to transmit knowledge, to be an authority in a discipline, to give students something which they otherwise wouldn't know; to have them, for example, recognise the core principles of mathematics (exactness, precision, reliability); or core principles of physics (energy), chemistry (bonding) and biology (life); that History and English Literature are not arcane subjects; to recognise that anti-intellectual English culture which acquiesces in 'facilitation,' 'learning skills' for what it is. To what end has been time spent in school if

they have not learned persistence, a technique in face of difficult concepts, difficult texts? Discovery learning starts with a prepared mind. The Phaedrus, concerned with language, presents the concept that a poor argument cannot be cancelled out by a worse one, that the whole is resolved by dialectic. The core problem is how to let the teachers teach once more.

'Facilitating' education is on the level of attitude as that embodied in the leaders' contempt for their own followers during the Miners' strike.²⁷ The sales of 'cheap' 'classics' which according to leading booksellers have taken off silently refutes the argument that 'artisans' only respond to easy entertainment. There is no room for indifference or contempt.²⁸

The opening paragraphs of this final section stated unequivocally 'technology is about ways of living . . . not merely about complicated devices . . .' A Channel Four programme, 'White Heat,' pointed out that progress lay in the steps taken on the way, and not in the end product. It is necessary to think about what the computer cannot do.

A computer is an underground railway of networks (arbitrarily constructed) and not a nervous system, - the traveller is confined to the lines. There is not that electrical jump from one synapse to another, as in a living, nervous system. The individual at large has imagination, sees cross relationships; is flexible, makes links; is empathic, seeks mutual transactions; makes mental leaps. Koestler,²⁹ in 'Act of Creation' defines creativity in three ways: scientific thinking which puts two concepts in juxtaposition, literary thinking expressed in metaphor and humour, the incongruous clash of two concepts. Science, however, is not 'commonsense' and technical achievement comes from flights of fancy. There is both the 'workshop' and the 'reading group.' Teacher training on occasion forsook 'theory' for 'workshops' as centres of learning. The danger is of self-constructed miscues.

The concept of technology as completely functional goes when imagination, like

cheerfulness, will keep breaking through, when the computer allows space for creative ability, to use information beyond the materialistic. It is usually assumed that the Industrial Revolution destroyed an innocent, bucolic world: the alternative point of view demonstrates cultural and social mobility enabling release in machinery design, in tools, and the products of the machines. There is interaction between general education, vocational, and technological beyond 'know-how.'³⁰ The men who worked through the Society for the Promotion of Technical Education grasped this concept and did not promote a unified science and literary culture, but regarded science and literary studies as two discourses amongst several. The idea of literacy is the unifying principle.

It comes to teaching in and through language,³¹ and at once there is the difficulty of levels of interpretation. It is, however, a unifying factor across the subjects, without trying to make artificial links. Halliday's³² idea of language presents it as meaningful social action accounting for diversity in speech and writing, in work-related problem solving, at various levels of difficulty. Study skills then take on meaning as 'basics', i.e. groundwork, the skill to list, summarize, write useful notes which make an intellectual pattern and produce more ideas and therefore do not die as soon as expressed; to identify the key sentence in a paragraph, a theme³³ and central concepts of a book. They are seen not as chores to get by an exam or planned torture for class. It is not the 'old style' grammar, but skills to underpin educated abilities to extract meaning and assess, to see through language, have trained insight in a range of social contexts and a range of themes across the curriculum. Charles G. Milnes Gaskell asked how much of the studies of the schoolboy were taken into adult daily life. In other words, were they so taught that they were enabled as adults to live at a satisfying *mental* level - he was not referring to social class. A mental level, he indicated, which operated at a level of self-awareness which included the other. This last is crucial since there will be even more cross referencing between many European languages in a future from which there will be no turning back, where translation will be vital in putting together networks of verbal inter-relations for problem solving, decision making, divergent thinking, thinking on one's feet.

Hodkinson³⁴ argues that the liberal/vocational educational points of view are not opposed but complete and complement each other, that the excessive respect that regards tradition as almost divine revelation (epitomised by the early antagonism of Wakefield Charities Governors towards the idea of a technical school) is the real enemy. He suggests a liberal/vocational partnership which would entail a fundamental realignment of teacher training and a restatement of what is being aimed for through 'examination'.

There is no place for boredom when the heart of the matter is the use of language to express ideas across the curriculum subjects covering narrative, exposition, description, the presentation of a point of view.³⁵ As stated, the increase in the sales of cheap classics refutes that contempt with its silent implication that people generally only respond to easy entertainment as an error. It rather suggests an encouraging rejection of the thought that because a few cannot grasp a difficult concept the whole group must suffer watered down material because no undue advantage could or must be given. A notion which has promoted light reading passing as literature.

Deprived areas must have and intensely deserve all support, but the majority of students, most of whom will look to Technical Colleges and the Technological Universities at the least, are not at risk. Special groups need most detailed special attention, but it is an unfortunate response to label a curriculum planned for breadth of ability 'elitist' if it also caters for those who can take harder studies. HMIs³⁶ concern, stated previously, 'some vessels are not rising with the tide,' requires a different investigation. Students who read facile stories of two-dimensional people will finish by looking no further and be unable, finally, to contend with anything else. The accepted idea of an education which helps individual talent implies provision for diversity. It is wasteful to regard a large group as a collection of blanks to be stamped with one die.

The technical sector offers this diversity, of I.Q. range, of subject range, of social range, and moves along an axis with 'general education' and elementary skills at one end and 'higher education' - scientific and humane at the other. The dissonance between fine

and applied art which occurred last century, C. P. Snow's arrogant 'two cultures', are implicit in an unconscious indication of a deeply hidden resistance to acceptance of an educated population.³⁷ There is a Berlin Wall. We accept the principles and artefacts of science for our comfort, and expect in extremis that science will bale us out. Levine³⁸ wrote:

'It is one culture, then, in two senses: first, in that what happens in science matters inevitably to what happens everywhere else, literature included; and second, in that it is possible and fruitful to understand how literature and science are continually shaped by their participation in the culture at large - in the intellectual, moral, aesthetic, social, economic, and political communities which both generate and take their shape from them.'
 . . . in spite of the conventions of literary hostility to science, and scientific indifference to literature, *the relationship matters.*'

There is too much to lose to allow the classical curriculum to go. It is imperative that the technical aspect is included at the level of imaginative thought not stopping at a mechanistic stage. The higher level where the two cultures meet was recognised by Michael Sadler, A. H. D. Acland, Charles George Milnes Gaskell, Sir Alec Clegg, teachers Elliot Eisner and Lewis Thomas - representatives of the man in the street, not cult figures. The nineteenth century curriculum, its devices for teacher training, its constructed balance of central and local government, were aimed at a growing population. The move from selection to egalitarianism³⁹ in the twentieth century proved the latter self-defeating. With a European dimension looming, and awareness of French and German histories of technical education becoming more common, perhaps sufficient tolerance will give unity in considerable diversity.

It is a pity that the liberal/vocational divide is prolonged. There is much in common as the aims of Wakefield College, which have been set out to speak for themselves, define. The division lies in the meaning attributed to words and interpretation put on statements. Students want personal autonomy and independence: parents also, and middle class parents for their children. The group-mind of one sector is a different matter - the word once spoken is the truth, all act together as sections contributing to the whole. All classes need an education which makes them able to reason and act from an informed

stance rather than going in the direction of the last thing that hit them. 'We can provide schools, but we cannot educate,' said Charles G. Milnes Gaskell in a pessimistic mood when giving one Triennial paper; and: 'instruction is not education,' at his farewell speech; 'the wider appreciation more than a single skill', endorsed Viscount Milton at one Prizegiving. These early comments appear uncannily up to date. Whitehead: 'Science has practically recoloured our mentality so that modes of thought which in former times were exceptions are now broadly spread through the educated world,'⁴⁰ and again, 'above all, we must make the children think.' Hodkinson in 1991⁴¹ (p.375) '... the essence is critical, rational thinking. This centrality of critical thinking to education for *all* post-16 students is a surprisingly radical idea . . . so much depends on how the subject is taught and assessed.'

Most people have a reasonable cast of mind and fairly equable temperament: the extreme tunnel-visioned academic and extreme, myopic artisan are rare species if not mythical beasts. Institutions like Wakefield College cater for the most part for the broad, middle band. Ideas and questions about a mixed society demand some sorting out. We need the humanizing power of an open mind which will accept diversity and allow the individual his place.⁴²

They left no books,
 Memorial to their lonely thought
 In grey parishes; rather they wrote
 On men's hearts and in the minds
 Of young children sublime words
 Too soon forgotten. God in his time
 Or out of time will correct this.

R. S. Thomas (1913-)

'The Country Clergy' in Poetry for Supper, (1958), Granada:
 Harper Collins.

Included:

all anonymous teachers,
 those informed County Councillors,
 and a few administrators.

CONCLUSION REFERENCES

1. 'The West Riding Council, however, stands by itself. The variety of its interests, of its industries, the size of the area which it administers, the number of its inhabitants, the large towns in its midst all give it a predominant position. Our statistics are ever shifting. There is no constant quantity, save the ignorance of the public regarding our work. Our commanding position has entailed certain disadvantages. We have roused jealousies and excited fears that smaller communities are free from. *Ministers themselves apparently are not exempt from them. Lord Ripon in his address of 18 years ago confessed that he often wished that our duties were a little more appreciated at a certain office in London.* The interval has not increased the appreciation. At our majority there is no sign of an addition to our allowance. We shall be fortunate if we escape being wheeled about tied into a perambulator by some Commissioner of the Local Government Board, who will prove a second Procrustes and amputate, if necessary, our legs and limbs to make us fit the bed aright. In times past we should have regarded ministers and departments with awe and deference, but the familiarity of deputations breeds indifference, and Yorkshire men are no longer as unsophisticated as they were 90 years ago when Sydney Smith, writing from his Rectory at Foston, some twelve miles from York, said, "At this distance from London no magistrate believes that a Secretary of State can be a fool." London is very near us now. No sane person expects gratitude, but he may reasonably hope for assistance. . . If truth lies at the bottom of a well, gratitude hides itself at the bottom of a disused coal shaft. Tourguéneff has given us an apologue illustrative of the situation. There was a banquet in heaven to which all the virtues were invited. Two of them were obviously complete strangers and the host perceiving this went up to them and introduced them to each other. Beneficence and Gratitude were their names.'

Charles G. Milnes Gaskell, Triennial Statement to the West Riding County Council, 12th January, 1910. pp. 1 & 2.

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3. Walker, J. W., 1934/1966, Wakefield: Its History and People, 3rd Edition, 2 Vols., S. R. Publishers Ltd.
4. 'Those who write about their schooldays are by definition self-selecting and tend inevitably to be the conformists, the innovators and the rebels. The other categories are apathetic. The writers may be recollecting in the tranquillity of old age and the golden glow of reminiscence an idealised youth in a prelapsarian paradise, or as propagandists and mythographers seeking to etch the system into the collective unconscious of the nation. Equally, they may be as newly emancipated young men, seeking to pay off old scores, rationalise hatred and misery, purge their soul in literary catharsis.'

'This leads in turn to three different kinds of literature, the conformist, which endorses the dominant ideology, the alternative, which proposes changes, and the oppositional, which proposes rejection and abolition.'

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 At Woolley Hall, Marjorie Hourd (Leeds University Institute of Education) said '... to know what the touchstones are.'
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19. Acland, A. H. D., & Smith, H. Llewellyn, 1892, *Studies in Secondary Education*, Percival & Co., pp. 304-305.
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20. They would enjoy over their lifetimes Peacock's 'Steam Intellect Society,' (Crochet Castle); 'Boz' in Bentley's *Miscellany* on the meeting of the 'Mudfog Society' and Mr. Pickwick's Eatanswill Election as well as Mr. Gradgrind and others. Charles G. Milnes Gaskell had an ironical turn of mind, referred to as his 'whimsical style,' on occasions. He could happily deliver a lengthy speech on two intellectual levels with considerable skill and grace.
21. 'We are in intimate relations with our two Universities, and the help we give them is no mean fraction of their income . . .' Charles G. Milnes Gaskell: *Triennial Statement to the WRCC*, 7th January, 1907.
22. C. G. M. Gaskell continued:
 'Bacon says that the reason why the excellent discourses of the ancients have so little effect upon our lives is that they are not read by men of ripe age, but wholly left to inexperienced youth. What influence have the attempts to acquire Greek and Latin had upon 98 per cent of the lads educated in our Secondary Schools during the last 100 years? Our greatest scholar, Richard Porson, said

that Greek and Latin were luxuries, and that if he had sons they should be taught French and German. When one branch of learning is disestablished, will the one that takes its place, French or German, science or domestic economy, be part of the permanent equipment of the man, and not the accidental environment of the Schoolboy?’

23. Reader, W. J., 1966, *Professional Men*, Weidenfeld & Nicholson.
24. Beaton, Peter, 1995, ‘Recipe Fictions . . . Literacy Fast Food? Reading Interests in Year 8,’ *Oxford Review of Education*, Vol. 21, No.1, March.
25. Tipple, C., 1995. President of the Society of Education Officers, Director of Education for Northumberland, from 1984, in: *Forum*, Volume 36, No.3.
(‘Back to basics’, a false cry, for ‘basics’ has been equated with the market place):

‘As we are being driven increasingly into the market place the concept of education as a public service has become far weaker and, in some places, seems almost to have disappeared. Yet it is, or should be, the mark of a civilised society that the best possible education is available to all its children. The market place cannot guarantee this. Whilst it is the sole objective of a public service to secure this, the market is subject to other, sometimes conflicting, priorities as well. It seems to me that we now need to restate, very strongly, the concept of education as a public service. We also need to stand up very firmly for the existence of a local education authority.’

The role of the local education authority in the market place must be kept in proportion. The authority has other very important jobs beyond buying and selling on the steps of the temple and a role which, if vacated, would create a very dangerous vacuum.’
26. Neave, Guy, 1988, ‘Education and Social Policy: demise of an ethic or change of values?’ *Oxford Review of Education*, Vol. 14, No.3, pp. 273-283.
27. Musgrove, Frank, 1990, *The North of England*, Blackwell. p. 319: ‘The strike failed from the egregious folly, the stupendous conceit, and at bottom the profound contempt for the rank-and-file on the part of those who led it.’
28. The foregoing note is comparable with the indifference shown by the Women’s Suffrage Movement towards education for social groups other than their own.
29. Koestler, Arthur, 1968, *Act of Creation*.
30. Best, David, 1991, ‘Creativity: Education in the Spirit of Enquiry,’ *British Journal of Educational Studies*, Vol. xxxix, No.3, August.
31. Lewis, T., & Gagel, C., 1992, ‘Technological literacy: a critical analysis,’ *Journal of Curriculum Studies*, 1992, Vol. 24, No. 2, pp. 117-138 - ‘It has become clear that technological literacy as a general educational goal cannot be claimed by any one sector or discipline within the curriculum. The sum of the conceptions of technological literacy we see the results in an amalgam which suggests a whole school approach to the problem.’ . . . ‘Our own position is that the study of language, science, social studies, history, mathematics, art, music, government, civics, or ethics, helps to shed light upon the nature of technology, and that concepts and understandings deriving therefrom must be considered requisite constituents of the knowledge base of the technologically literate person.’ (pp. 135, 136). That is, a pattern rather than isolated parts; dialogue is a sum, a resolution; rather than confrontation, finishing the other’s sentence.
32. Halliday, M. A. K., See note of relevant texts at end.
33. Lemke, J. L., 1983a, ‘Thematic analysis: systems, structures, strategies,’ *Recherches Semiotiques/Semiotic Inquiry*, (Toronto), 3, 159-187.
34. Hodkinson, Phil, 1991 ‘Liberal Education and the New Vocationalism: a progressive partnership?’ *Oxford Review of Education*, Vol. 17, No. 1, pp. 73-88.

35. The writer is indebted to Eric Bryan, late Headmaster of Skelmanthorpe School, Denby Dale, an old scholar of Queen Elizabeth Grammar School & Westminster College, Oxford well before 'reorganisation,' who requested from the writer (and collaborated in) an English course at the heart of which was 'English Well Used' across the curriculum. He wished students to be aware of the language of different subjects. Conscious of the latent ability of average pupils to extract meaning, he insisted that they should be encouraged into reading critically, imaginatively and creatively. Shallow extensive expression based on inexperience - merely making verbal gestures was discouraged - regarded as verbal mud.
 36. The need to have within themselves the capacity for renewal . . . ' the rising tide of national education is not lifting these boats.'
H.M.I. (now Office for Standards in Education), Report on Access Achievement in Higher Education, November, 1993.
 37. Macedo, D. P., 1993, 'Literacy for Stupidification: The Pedagogy of Big Lies,' Harvard Educational Review, Vol. 63, No. 2., Summer.
 38. Levine, G., (Ed.), 1987. One Culture: Essays in Science and Literature, University of Wisconsin Press, pp. 5 & 6.
 39. Tovey, Philip, 1983, 'Pupil Identity and Differentiation in British Public Schools,' British Education Research Journal, Vol. 19, No. 2, pp. 175-191. An interpretation of social background, cultural identity, and sub-cultural membership. Tovey identified three groups of parents each within two emphases, academic or character development: disciplined, traditional, or modernising including an individualistic mind looking for modern attitudes plus academic achievement; then two pupil groups - individualistic, cool; or co-existing in a loyal group, and these groups' disparity of perspective; finally at post-school relevance in work & play and the parallel expressions in attitude beyond school.
- It has to be noted that comprehensive schools' populations are equally as diverse, contain disparate groups, and have their sub-cultures. Egalitarianism has been equated with sameness.
40. Whitehead, A. N., 1948, Science and the Modern World, N.Y.: New American Library, p. 11.
 41. Hodkinson, P., previously quoted.
 42. Brighouse, T., 1995, Chief Education Officer for the City of Birmingham, Guardian Education, (c.), 28th February, 1995:
- 'Everyone has to wake up to the fact soon that the education system has to *educate* everyone. The skills we used, in the past, to direct children towards urbanised, industrialised areas have gone. There is only one option, pragmatically, as well as morally, and that is to *educate* everyone. (Italics the writers).

Relevant texts & papers

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2. BBC (1990), Language File, TV series, producer: P. Ashton.
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4. Crystal, D., 1988, Rediscover English Grammar, London: Longman.
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Cambridge: Cambridge University Press.
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12. Pring, R., 1987, 'General education in the 16-19 sector,' in Holt.
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4. Lewis, T., 1994, 'Bridging the Liberal/Vocational Divide: an examination of recent British and American versions of an old debate,' *Oxford Review of Education*, Vol. 20, No.2.
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8. Tipple, C., 1995, *President of the Society of Education Officers, Director of Education for Northumberland, Forum*, Volume 36, No. 3.
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11. Wilson, John, 1994, *First Steps in Governing Education*, *Oxford Review of Education*, Vol. 20, No. 1.

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Original Sources.

Statutes.

Authoritative Texts:

Books

Theses

Papers

Contemporary Material:

Books.

Papers.

Histories:

Wakefield.

Papers

Official and Government Reports.

Other Reports.

White Papers, command papers.

Relevance for Youth Employment.

Recent Papers

Time Scale

Newspapers, Periodicals, Journals.

General Bibliography

Books.

Papers.

Abbreviations.

BIBLIOGRAPHY

Note on the Bibliography and References

In tracing the development of Wakefield College from its start as the Wakefield Industrial and Fine Art Institution through several phases and descriptive titles to its incorporation in 1991 which brought round independence again, the fragmentary nature of papers and public records, and their brevity, made it necessary to rely to a fairly substantial extent on oral reflections of teachers and administrators who had experienced the later metamorphoses. Their professional assessment gave a clear view of procedures and events which were brought about by local interpretation of central diktat. The writer comprehended solid commitment and an abiding concern for students who, for the most part, would remain in the locality.

It was also useful to refer to Reports of Meetings and activities which appeared in early newspapers and in educational periodicals.

By the time the WRCC was finally divided into 14 sectors as largesse to nearby authorities, redistributed, and Wakefield Metropolitan District Council finally settled, papers and archival material had been moved on several occasions between buildings and people: Town Hall, County Hall, the Education Tower, Offices in houses, from one Administrator to another, some destroyed if not immediately relevant. Other archives, carefully stored, have been lost sight of, waiting dustily for the good fortune of a future researcher. They are, luckily, housed in listed buildings and hopefully will come to light. Consequently, some archival material referred to by Hepworth, 1977, cannot be traced.

The main sources for this thesis rest in WRCC, Wakefield City Council Minutes, early Log Books, school records, and verbal recollections. Authoritative background texts have been consulted which include books, papers and theses. Minutes of Meetings and other material, occasionally not of direct relevance, gave substance and silent evidence to that predilection for scientific and technical education. The historical break which came

between pure and applied art, pure and applied science, and the chasm between these and fundamental general technical foundation studies is demonstrated at local level. The general list of background texts gives some indication of the context in which the two educational institutions functioned. Therefore searches were made:

'Books in Print,'	1920-1965.
CD ROM	1965 - to date
Bookbank	Brynmor Jones Library, Hull
Historical Book Section,	Brynmor Jones Library
The Museum of Education,	University of Leeds.
Wakefield Metropolitan District Library. [The old WRCC Library].	
The City of Leeds Central Library, Reference Section.	
Personal friends	

There is a broad interpretation of the words 'technical education,' due to its links with agriculture, commerce and industry. The bibliography, therefore, spans theory and practice. It must be stated that earlier theses have covered ground in common, but from different angles: they have extensive bibliographies, several definitive. The bibliography of this thesis has been compiled to reflect the specialism of the subject and the research. As thorough a search as possible has been made of available material.

There is also a note of a number of theses of a very high order, also notes where official records could be found, in the hope that a later researcher might find more corroborative material to add to a record of two institutions which will produce positive evidence and contribute to the progress of one which remains and a second which has replaced the earlier establishment.

References are counterpoint to the text. Chapter references are numbered for each Part. General, central legislation is noted where that effectively set parameters but which inevitably received a local, idiosyncratic response.

ORIGINAL SOURCES

Where reference numbers are quoted in the text in relation to official papers of West Riding authorities, these are the numbers used by the Archives Department of the West Yorkshire Metropolitan County Council.

The writer very gratefully acknowledges the help of Ms Judith Alce, County Hall; Mrs Judith Beardsley, and the library staff, Wakefield College; Mr. Michael Bottomley and staff of the Archives Department, Newstead Road, Wakefield.

Also the help of Mrs Pat Vine, Wakefield College, for consultation, and loan of an extensive run of College Prospectuses. Wakefield School Board Reports.

Triennial Statements of the Chairman of the WRCC to 1910.

West Riding Education Committee Handbook, 1906.

Board of Education Regulations for Secondary Schools, 1907.

Technical Instruction Committee Minutes, 1889 to date of Education Committee.

West Riding County Council, those books covering work of the Education Committee, 1964-1974 - County Minutes, Education Committee Minutes and Sub-Committees.

Report on WDC and problems of reorganisation.

WMDC Education Committee.

WMDC Management Team: a review of employment and population trends.

WMDC Minutes of Governors of Wakefield College of Technology & Arts, full run from 1974-1993. (County Hall).

Wakefield College of Technology & Arts, 6.6.1974 - 8.5.1980. Wakefield District College, 2.7.1980 - 11.2.1993. Typescript reference numbers.)

Newspaper cuttings files at Wakefield College Library and archives.

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STATUTES

- 1868 Public Schools Act.
- 1869 Endowed Schools Act. Three Commissioners appointed.
- 1870 Education Act. School boards; 'school districts'; elementary education between 5 & 12. Fees charged.
- 1873 Endowed Schools Act.
- 1880 Education Act. Compulsory attendance universal.
- 1887 A Bill to make Further Provision for Technical Education.
- 1887 A Bill to facilitate the Provision of Technical Instruction.
- 1887 Charitable Trusts Act.
- 1888 A Bill to facilitate the Provisions of Technical Instruction.
- 1888 Local Government Act.
- 1889 Technical Instruction Act. A penny rate - 'to supply or aid in supplying technical or manual instruction.' Power to levy given to county councils.
- 1889 Welsh Intermediate Education Act. Schemes for intermediate and technical education. Secondary schools where needed.
- 1890 Education (Cole) Act.
- 1890 Local Taxation (Customs & Excise Act). County Councils could raise funds from sources other than rates.
- 1891 Education Act. School fees abolished in public elementary schools.
- 1897 Voluntary Schools Act.
- 1899 Schools for Science and Art Act.
- 1892 Public Libraries Act.
- 1892 Board of Education Act. The Science and Art Department ('South Kensington' and the Education Department Whitehall) amalgamated. A Board of Education set up as the central authority for primary, secondary and technical education.
- 1901 Public Libraries Act.
- 1902 Education Act. Education reorganised - part of local government. School Boards abolished. Elementary and secondary education the responsibility of county and county borough councils. 'Part III authorities' and urban districts with sufficient population responsible for their elementary education, not secondary. 'Non-provided,' i.e. denominational schools included in the state system.
- 1918 Education Act. A Board of Education with supervising powers over local education authorities. Two categories:
- i) elementary, (councils of county boroughs, certain boroughs and urban districts, and county councils if necessary).
 - ii) higher, (county and county borough councils). No specific provision for higher education ('secondary') and Board to make grants to the local education authorities since they were to provide 'secondary' education, 14-18, at which attendance was obligatory.
- 1936 Education Act.
- 1944 (This Act is one of the Acts which may be cited by this collective title).
- 1944 Education Act: Clause 35, School Leaving Age.
- Clause 41, Further Education
 - Clause 47, Interim provision for FE.
 - Clause 114 Specific meaning attributed to words and phrases
- 1944 Education Act. A new educational system. Central Advisory Councils for England & Wales. Secondary education for all, 11-18. Further education a local authority duty. County colleges, 15-18, Attendance compulsory; to include 'physical, practical and vocational training.' Municipal and urban district authorities abolished. Divisional administration (e.g. West Riding) where appropriate.

- 1946 Education Act. Compulsory attendance at County colleges indefinitely postponed.
- 1946 Education Act. Amendments 1948 & 1953. Miscellaneous provisions.
- 1948 Adjustments to 1946 Act.
- 1953 Education Act. Miscellaneous provisions. Additional financial relief where new voluntary Schools are needed and with the enlargement of existing voluntary schools.
Administration simplified.
- 1959 'An Act to enlarge the powers of the Ministry of Education to make contributions, grants, and loans in respect of aided Schools and Special Agreement schools, and for purposes connected therewith.'
- 1962 Awards and grants by l.e.as and the Secretary of State.
- 1964 'To enable county schools and voluntary schools to be established for providing full time education by reference to age-limits differing from those specified in the Education Act, 1944, to enable maintenance allowances to be granted in respect of pupils at special schools who would be over compulsory school age.'
- 1967 Education Act 'to enlarge the powers of the Secretary of State to make contributions, grants and loans in respect of aided schools and special agreement schools and to direct l.e.as to pay the expenses of establishing or enlarging controlled schools; and to provide loans for capital expenditure occurred for purposes of colleges of education by persons other than local education authorities.
- 1970 Education Act, - Handicapped children.
- 1973 Education Act "To make provision for terminating and in part replacing the powers possessed by the Secretary of State for Education & Science and the Secretary of State for Wales under the Charities Act 1960 and consequently with the Charity Commissioners as under the Endowed Schools Acts 1869-1948, and enlarging certain other powers of educational trusts.'
- 1973 Education Act 'to enable education authorities to arrange for children under school-leaving age to have work experience as part of their education.
- 1975 Education Act 'to make further provision with respect to awards and grants by local education authorities; to enable the Secretary of State to bestow awards on students in respect of their attendance at adult education colleges; and to increase the proportion of the expenditure occurred in the maintenance or provision of aided or special agreement schools that can be met by contributions and grants from the Secretary of State.
- 1976 Education Act: school leaving dates.
- 1979 Education Act 'to establish, maintain, changing character of enlarging, or ceasing to maintain certain schools or voluntary schools). Clause 1. Abolition of duty to give effect to comprehensive principle.
- 1980 Education Act 'to amend the law relating to education.' (Governors; parental preferences; admission to schools; establishment; discontinuance and alteration of schools; awards and grants; school meals; nursery education; non-maintained schools; relaxation of Ministerial control of l.e.as; definition and registration of independent schools.'
- 1980 Education Act: 'Overseas Development and Co-operation Act.'
- 1983 Education Act 'to make provision with respect to fees charged by universities and other institutions to students not having requisite connections with the UK, the Channel Islands or the Isle of Man and exclusion of such students from eligibility for certain discretionary awards.
- 1984 Education Act 'to make provision for education support grants to l.e.as in England and Wales.'

- 1985 Education Act 'to empower l.e.as to supply goods and services through Further Education establishments and to make loans to certain other people for them to do so.'
- 1986 Education Act 'to increase the limit in section 2(1) Education Grants & Awards not 1984 on expenditure approved for education support grant purposes, and to exclude remuneration for midday supervision from the Remuneration of Teachers Act 1965.'
- 1986 Education Act 'to provide for the making of grants by the Secretary of State to the Fellowship of Engineering and the Further Education Unit. . .'
- 1986 Education Act (No.2). School Government . . . 'Duty of every l.e.a. to state curriculum policy; county, controlled, and maintained special schools; aided and special agreement schools; terms, holidays and sessions; discipline; exclusion of pupils, reinstatement; reserve power of l.e.a; annual reports to parents; staff complement; school premises.'
- Part IV: Freedom of speech in Universities, polytechnics, and colleges; political indoctrination; abolition of corporal punishment; appraisal of staff; grants for teacher training; Reports to Secretary of State; information and training for governors; grouped schools.'
- 1988 Education Reform Act. 'The curriculum; admission of parents to county and voluntary schools; finance and staffs. Agreements for the establishment of city technology colleges, and city colleges for the technology of the arts. Higher and Further Education. Education in Inner London. Academic tenure; grants; identification of bodies granting or providing courses for recognised awards.
- Schedule 2. The Curriculum.
- Schedule 7. The Higher Education Corporation.
- Schedule 11. The University Commissioners.
- 1990 Education Act: student loans.
- 1991 Education Act: School Teachers' pay and conditions.
- 1992 Education Act 'to make provision for Further & Higher Education'.
- I Further Education.
- Ch.1 Responsibility for Further Education.
- Ch.2 Institution within Further Education.
- Ch.3 General, e.g.: duty to give information.
- Inspectors.
- Reorganisation of schools involving establishment of Further Education corporation.
- Reorganisation affecting provision of Further Education for schools.
- 1992 Higher Education. New funding councils; funds; Further Education; Institutions in the Higher Education Sector; dissolution of CNA.
- 1992 Education Act: 'Schools Act.' Office for Standards in Education. '. . . to make provision with respect to the inspection of schools and with respect to information about schools and their pupils.'
- 1993 Education Act amendments.
- 1994 Education Act.

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- 1982 (Swinnerton-Dyer) 'To consider how far the present scale and nature of provision for postgraduate education initially in the fields covered by the Science & Engineering Council, the Natural Environment Research Council and the Social Science Research Council, meet manpower needs, and consider the role of Councils in meeting them.'
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- 1988 (Kingman) 'To recommend a model of the English language whether spoken or written which would serve i) as a base of how teachers are trained to understand how the English language works, ii) informal professional discussion of all aspects of English teaching. To recommend the principles which should guide teachers on how far and in what ways the model should be made explicit to pupils to make them conscious of how language is used in a range of contexts.'
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- 1892 H. Llewellyn Smith, 1892, Report to the Special Committee of the London County Council on Technical Education.
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- Organisation for Economic Co-operation and Development. (OECD).
- 1993 The Impact of European Community Policies for Research and Technological Development upon Science and Technology in the United Kingdom. 'The Cabinet Office.'
- 1993 Freeman, Joan, 'Quality Basic Education: the development of competence.' UNESCO
- 1993 National Commission on Education. 'Learning to Succeed: Report of the National Commission.'
- 1993 (Dearing). 'The School Curriculum and its Assessment.' London: School Curriculum and Assessment Authority.
- 1994 The Curriculum Redefined: 'Schooling for the 21st Century. A comprehensive review of curriculum reform over the past decade.' (OECD).

Time Scale to 1991

Time Scale

- 1974. Manpower Services Commission established by the Employment and Training Act.
- 1975. 'Vocational Preparation of Young People' published by MSC.
- 1976. Callaghan's speech at Ruskin College on the educational debate.
- 1978-1983. Youth Opportunities Programme: YOP.
- 1981. White Paper and MSC document: 'New Training Initiative.' (NTI).
- 1982. Training and Vocational Education Initiative set up. (TVEI).
Department of Education and Science proposal for CPVE.
- 1983. 14 TVEI project started.
One-Year Youth Training Scheme (YTS) launched.
- 1984. White Paper: Training for Jobs.
- 1985. Department of Trade and Industry launches 'Mini Enterprise in Schools Project' (MESP).
- 1985. CPVE introduced.
TVEI now in progress in every LEA.
- 1986. National Council for Vocational Qualifications (NCVQ) established.
City Technology Colleges announced by Kenneth Baker.
Two-year Youth Training Scheme introduced.
GCSE introduced.
'Enterprise in Youth Training Scheme' set up by MSC.
- 1987. Extension of TVEI.
MSC launches EHE programme: Enterprise in Higher Education.

1988. 'Compact Initiative launched nationwide.
(Defined as 'bargains between young people, employers and schools or colleges).
The Education Reform Act.
First City Technology Colleges open.
The Manpower Services Commission re-absorbed into the Department of Employment.
The Manpower Services Commission becomes a Training Commission.
Training and Enterprise Councils announced in a White Paper: 'Employment for the 1990s.'
1989. LECs launched in Scotland.
'Enterprise Awareness in Teacher Education (EATE) project begins.
- 1990 YT. 'Youth Training' replaces YTS.
1991. NCVQ completes its review.
1992. TVEI in place.

NEWSPAPERS, PERIODICALS AND JOURNALS

The early, local newspapers give a variety of details about events and local people. They are listed for future reference and in detail in 'Newsplan' (Brynmor Jones Library); various copies in the British Library, Balne Lane Library, Wakefield (the old West Riding County Council Library), and odd issues in the Wakefield Museum.

Wakefield Advertiser (General Advertiser).
 Wakefield Advertiser and Gazette.
 Wakefield Halifax Journal and Yorkshire and Lancashire Advertiser.
 Wakefield and West Riding Examiner.
 Wakefield and West Riding Herald.
 West Riding Herald.
 Wakefield Commercial and Agricultural Journal.
 Wakefield and West Yorkshire Magpie.
 Wakefield Citizen.
 Wakefield City Sun.
 Wakefield Echo and Commercial Advertiser.
 Wakefield Echo.
 Wakefield Evening Herald.
 Wakefield Evening Press.
 Wakefield Forward.
 Wakefield Free Press and West Riding Advertiser.
 Wakefield Free Press Evening News.
 Wakefield Guardian and Yorkshire Commercial Advertiser.
 Wakefield Journal and West Riding Herald.

The Wakefield Express - Microplan, 1852-date. (Balne Lane).

1. Wakefield Express, Barnsley, Pontefract & Dewsbury Advertiser.
2. Wakefield Express, Barnsley, Normanton, Horbury and Dewsbury Advertiser.
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ABBREVIATIONS

ACA	Association of Chartered Accountants
ACIS	Association of the Chartered Institute of Secretaries.
ACCS	Association of Chartered Company Secretaries.
ACWA	Association of Cost and Works Accountants.
ACSET	Advisory Committee on the Supply and Training of Teachers.
AEB	Associated Examining Board.
AEIC	Association for the Advancement of Education in Industry and Commerce.
ATI	Association of Technical Institutions.
APTI	Association of Principals in Technical Institutions.
A level	Advanced level GCE examinations.
AS level	Advanced Supplementary level.
AVCI	Association of Vocational Colleges International.
BACIE	British Association for Commercial and Industrial Education.
BTEC	Board of the Training and Enterprise Council.
CAL	Computer Assisted Learning.
CBEVE	Central Bureau for Educational Visits and Exchanges.
CBET	Competence Based Education and Training.
CDT	Craft, design and technology.
CGLI	City and Guilds of London Institute.
DFE	Department for Education.
DVE	Diploma of Vocational Education
EEC	European Enterprise Council.
EOWP	Equal Opportunities Working Party.
ERA	Education Reform Act 1988.
ESF	European Social Fund.
ESG	Education Support Grant.
ETPS	European Teacher Placement Scheme.
FBI	Federation of British Industries.
FEDF	Further Education Development Fund.
FEU	Further Education Units (DES based).
GCSE	General Certificate of Secondary Education.
GNVQ	General National & Vocational Qualifications.
HMI	Her Majesty's Inspectorate, now OfStEd. (Office for Standards in Education).
HND	Higher National Diploma.
INSET	In Service Education Training.
OND	Ordinary National Diploma.
ISVF	International Study Visit Fund.
IT	Information Technology.,
JIIG-CAL	Job Ideas and Information Generator; Computer-Assisted Learning.
LCC	London Chamber of Commerce.
LEA	Local Education Authority.
LEATGS	Local Education Authority Training Grants Scheme.
LFM	Local Financial Management.
LMS	Local Administration of Grant Accountability. Local Management Schools.
MSC	Manpower Services Commission, now TEED.

NACEIC	National Advisory Council on Education for Industry and Commerce.
NATFHE	National Association of Teachers in Further and Higher Education.
NCE	National Commission on Education.
NFER	National Foundation for Educational Research.
NPRA	Northern Partnership for Records of Achievement.
NSG	National Steering Group of TVEI.
NVQ	National Vocational Qualifications.
O level	Ordinary level of GCE examinations, now replaced by GCSE.
OfStEd.	Office for Standards in Education.
PSE	Personal and social education.
QSG	Quality and Standards Group of TVEI
RANSC	Records of Achievement National Steering Committee.
RoA	Record of Achievement.
RSA	Royal Society of Arts.
SATS	
SEAC	Schools Examination and Assessment Council.
SEC	Secondary Examination Council, now SEAC
SEM	Single European Market.
SEN	Special Educational Needs.
TA	Training Agency, Department of Employment, now replaced by TEED.
TDLB	Training Development Lead Body.
TEC	Training and Enterprise Council.
TEED	Training Enterprise and Education Directorate.
TOC	Training and Occupational Classification (Wakefield College).
TRIST	TVEI-related in-service training.
TVEI	Training and Vocational Education Initiative.
UCCA	University Council for the Co-ordination of Admissions.
UCCLMS	University of Cambridge Combined Local Management Syndicate.
UDACE	Unit for the Development of Adult Continuing Education.
WMDC	Wakefield Metropolitan District Council.
WRCC	West Riding County Council.
WCC	Wakefield City Council.
YTS	Youth Training Scheme.
Year 7	indicates the first year of secondary education.
Year 8	indicates the second year of secondary education.
Year 9	indicates the third year of secondary education.
Year 10	indicates the fourth year of secondary education.
Year 11	indicates the fifth year of secondary education.

The Technology Transfer Centre (TTC) of Yorkshire and Humberside enables businessmen and companies to become aware of new technology applications and offers training in their use: e.g. an engineering information service and 'hands on' opportunity

APPENDIX

ONE:

Agenda for the Meeting of 1st July, 1887, of the National Association for the Promotion of Technical Education; together with a short statement of the proposed objects of the Association.

TWO:

Brochure of the Wakefield Technical and Art School, 1898, giving origin, history, and work.

THREE:

A note on the Mechanics' Institute, Wakefield.

FOUR:

The Question of Religious Instruction.

FIVE:

The First Triennial Report, 13th January, 1892, of the West Riding County Council. Given by the Marquess of Ripon.

SIX:

The training of Teachers and the place of pupil teaching.

SEVEN:

The Milnes-Gaskell family.

EIGHT:

Thornes House School.

NINE:

Wakefield Metropolitan District Council: Post-16 Education and Training Plan, 1990-1993. Section on Wakefield District College.

ONE:

Agenda for the Meeting of 1st July, 1887, of the National Association for the Promotion of Technical Education; together with a short statement of the proposed objects of the Association.

PROMOTION OF TECHNICAL EDUCATION.

AGENDA FOR MEETING OF JULY 1, 1887.

1. Lord HARTINGTON—Introductory Statement.

2. That a National Association for the Promotion of Technical (including Commercial and Agricultural) Education be formed; that Lord Hartington be invited to be President, and the following gentlemen Vice-Presidents—Lord Granville, Lord Ripon, Lord Rosebery, Lord Spencer, The Bishop of London, Mr. Broadhurst, M.P., Mr. Burt, M.P., Mr. George Dixon, M.P., Professor Huxley, Sir John Lubbock, M.P., Mr. Mundella, M.P., Sir Lyon Playfair, M.P., Sir B. Samuelson, M.P., Professor Stuart, M.P., Dr. Sullivan, and Sir R. Temple, M.P.

Conf. 2nd ed.

Proposed by SIR LYON PLAYFAIR, M.P.

Seconded by MR. JOHN MORLEY, M.P.

3. That the Provisional Executive Committee (which consists of the President and Vice-Presidents, with the following Gentlemen—Sir F. Abel, Mr. A. H. D. Acland, M.P., Mr. C. T. D. Acland, M.P., Rev. S. A. Barnett, Mr. John Burnett, Mr. S. Buxton, M.P., Sir E. H. Currie, Mr. C. Flower, M.P., Mr. G. Howell, M.P., Sir U. Kay-Shuttleworth, M.P., Sir Joseph Lee, Sir Philip Magnus, Mr. Munro Ferguson, M.P., Sir H. Roscoe, M.P., Mr. H. S. Saunders, Mr. Swire Smith, and Mr. Woodall, M.P.) shall be the Executive Committee of the Association, with power to add to its number, to draw up the Constitution of the Association and to appoint Treasurer and Secretaries.

Proposed by ~~LORD SPENCER~~ *Sir John Lubbock.*

Seconded by ~~PROFESSOR HUXLEY~~ *Mr. Temple.*

4. That those present at the Conference be invited to join the Council.

Proposed by MR. MUNDELLA, M.P. *Lord Rosebery.*

Seconded by ~~SIR R. TEMPLE~~, M.P.

5. General discussion of the proposed objects of the Association (to be limited to forty minutes—no speaker to exceed five minutes). *Baldwin, Collings, Dick, Harris, Richardson.*

Introduced by SIR H. ROSCOE, M.P.

6. That assistance be invited from the large towns and chief industrial centres.

Proposed by ~~SIR JOHN LUBBOCK~~, M.P. *Sir B. Samuelson.*

Seconded by MR. HOWELL, M.P.

Supported by MAYORS OF LEICESTER, STOCKPORT, AND BELFAST.

7 and 8. Votes of thanks to Society of Arts, and the Chairman.

H. E. ROSCOE,

ARTHUR H. D. ACLAND,

} Hon. Secs.
pro. tem.

NATIONAL ASSOCIATION

FOR THE

PROMOTION OF TECHNICAL EDUCATION.

SHORT STATEMENT OF THE PROPOSED OBJECTS OF THE ASSOCIATION.

IN view of the general expression of opinion throughout the country as to the necessity of a reform of our system of National Education, with the object of giving it a more practical direction, it has been thought well to establish a National Association for the Promotion of Technical (including Commercial and Agricultural) Education. The general aim of the Association will be to bring into force the recommendations already made by several Royal Commissions, as well as to effect such reforms in our educational system as will develop in the best way the intelligence of those of all classes upon whom our industries depend.

The following objects will probably engage the early attention of the Association :—

1. The encouragement of Educational Reform, whether by legislation or otherwise, to be carried out by the following amongst other means :—

- (a) The promotion in our primary schools of the better training of the hand and eye by improved instruction in drawing, in the elements of science, and the elementary use of tools.
- (b) The introduction of such changes in the present system of primary instruction as may be necessary to enable children to take advantage of technical teaching.
- (c) The more extended provision of higher elementary schools, where technical education may be provided for those who are fit to take advantage of it.
- (d) The reform of the present system of Evening Schools, with special provisions for the encouragement of Technical (including Commercial and Agricultural) instruction.

(e) The development, organisation, and maintenance of a system of Secondary Education throughout the country, with a view to placing the higher Technical Education in our Schools and Colleges on a better footing.

(f) The improvement of the training of teachers, so that they may take an effective part in the work which the Association desires to forward.

2. The formation of a central consultative body, which will give opportunities for conference between persons of various classes and from different localities, will form and influence public opinion, and will obtain public support for the furtherance of Technical Education.

3. The collection of information as to the existing means for carrying out the work of Technical Education, and the best methods of extending and organising it throughout the United Kingdom.

4. The preparation, in a popular form, of information to be obtained from Reports of Commissions, Consular Reports, and from various other sources (including, if necessary, special inquiries at home and abroad), for diffusion throughout the country.

By these and other means the Association desires to bring about the organisation and co-ordination of the Industrial Education of both sexes in accordance with the needs of various localities.

With the view of assisting the Executive Committee in their work, it is proposed to form from the Council several Sub-Committees, for the purpose of considering the various subjects with which the Association proposes to deal.

TWO

Brochure of the Wakefield Technical and Art School, 1898, giving origin, history and work.

TEXT BOUND CLOSE TO THE SPINE IN THE ORIGINAL THESIS



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OFF IN THE ORIGINAL**

What is being done in other places.

The Loans in 1896 raised on the security of local rates under the Technical Instruction Acts

amounted to ...	...	...	...	£179,500
Loans in 1897	do.	do.	...	£131,130
Total in two years				<u>£310,630</u>

In 130 Non-County Boroughs or Urban Districts the Technical Institutions are being maintained or are in course of being established by the municipal authorities. 48 Technical Schools have been transferred to local authorities (24 County Boroughs), and in addition to these 74 have been established by the local authorities (20 county boroughs) and are working under direct municipal control, whilst only one has divested itself of this control (Burnley).

Of 215 Boroughs, 72 are making grants.

Of 743 Urban Districts, 127 are making grants.

In Lancashire 18 Schools are under municipal or local control.

In Kent 15	do.	do.	do.
In Cheshire 12	do.	do.	do.
In Surrey 10	do.	do.	do.

Whilst in only 3 Counties does the number under voluntary control exceed those under public management. These are Wiltshire, Somerset, and the West Riding of Yorkshire.



WAKEFIELD

TECHNICAL AND ART SCHOOL

(Formerly the Wakefield Industrial School)

Origin, History, and Work



WEST YORKSHIRE PRINTING CO. LIMITED

1898

The school was handed over to the Wakefield Corporation in 1900 — (April) The only reason for asking the Corporation to take it was the necessity for extension, as the school was free from debt & able to meet the Annual Expenditure —

The necessity for extension was felt so long ago as 1896 — when plans were adopted but the Managers were unable to obtain the money necessary for the extension.

The most urgent needs are:

Larger Elementary Art room — There are often over 100 in the present room which is much overcrowded.

Workshop — The present temporary wooden erection has been condemned for years & only ^{recognised} ~~allowed~~ on sufferance for Physical Laboratory. For practical Classes

Commercial Classes. 3 Class rooms required for these classes which are now temporarily housed in very

Wakefield Technical and Art School

(FORMERLY THE WAKEFIELD INDUSTRIAL AND FINE ART INSTITUTION).

ITS ORIGIN AND HISTORY.

THE Wakefield Industrial and Fine Art Institution was founded to administer the profits of the Wakefield Industrial and Fine Arts Exhibition held in 1865. The Council of the Institution was formed of the promoters of that Exhibition, and this Council met to elect officers and adopt rules on January 9th, 1867. The purposes of the Institution are set forth in the second rule, which reads:—
“The purposes of this Institution shall be such of the following as the Governing Body shall from time to time determine, namely, a School of Art, a Museum of Industry and Art, and periodical Exhibitions for the encouragement of Art and Industry, and such other of the purposes, not included in the above, as are mentioned in the 33rd Section of the Literary and Scientific Institutions Act, 1851, and which purposes shall be carried out by such means as the Governing Body shall think best.”

At a meeting of the Council on March 8th, 1867, it was agreed to take over the funds—upwards of £3000—subject to any claims that might be made upon them. On April 5th, 1867, the Council bought a property, situated in Queen Street, at a cost of £460; subsequently in the same year they purchased the old National School and Land in Bell Street for £680, and in January, 1868, the Queen Street property was resold for £470.

The old School was considerably altered, and opened as a School of Art and Museum on March 30th, 1868.

The Treasurer's report for August 28th, 1868, stated the total receipts from all sources (including the re-sale of Queen Street property) to be £4040 19s. 4d. The expenditure had been—On Real Estate £1201 9s. 9d., Altering Buildings £783 12s. 1d., Furnishing £38 13s. 5d., School of Art Examples, &c., £151 5s. 7d., Expenses of Art Exhibition, 1868, £270 15s. 0d., leaving a balance to be carried forward of £1356 16s. 10d.

For a number of years expenditure exceeded income, and notwithstanding the receipt in 1872 of a donation of £100 from Richard Holdsworth, Esq., the balance in 1875 was reduced to £924 3s. 9d. The annual income of the School now became sufficient for its maintenance, and the balance slightly increased each year until in 1885 it stood at £961 3s. 1d. In 1886 the receipt of a legacy from the late Robert Bownas Mackie, Esq., brought the balance in that year up to £1973 9s. 1d. This was carefully husbanded with a view to extending the School, and in 1889 this work was commenced. A new Building was erected, and in 1891 it was opened by H.R.H. the late Duke of Clarence on the 30th March. The total cost of Building, Furnishing, and Fitting was £6554 9s. 6d., which was defrayed in the following manner:—Grants from Science and Art Department (including one for Fittings) £1064 18s. 6d., Donations £2562 5s. 0d., Grants from County Council £500, Grant from City Council £100, Grant from Cloth Workers' Company £100, Bankers' Interest £9 13s. 0d., and drawn from the General Fund £2137 13s. 0d.

In 1889 a new Trust Deed was executed, enlarging the scope of the work. The surviving trustees are William Ash, Isaac Briggs, J. Shaw Briggs, Samuel Bruce, the Bishop of Bathurst, William Crossley, J. H. Dixon, William Hartley Lee, and Edward Aldam Leatham. In 1887 a more representative character was given to the Council by the addition of members representing the Governors of the Charities (2), the Wakefield School Board (2), the

Wakefield Chamber of Commerce (1), the Mechanics' Institution (2), the Church Institution (2), the Holy Trinity Parochial Rooms (1), the Working Men's Technical Institution (3), the Elementary Teachers' Association (1), and the Ladies' Council of Education (2); and in 1896 six representatives of the Wakefield City Council were added. In 1890 the name of the Institution was changed from the Wakefield Industrial and Fine Art Institution to the Wakefield Technical and Art School. In 1892 the Council received a gift of £1000 from Miss and Mr. Joseph Thompson, out of the estate of their brother William, to be appropriated for the fittings, furniture, &c., the purchase of books for a reference library, and apparatus, and the Council decided, with the consent of the Donors, that this should be known as the William Thompson Memorial Fund. £450 of this was used to pay for the apparatus and fittings of the new School. In 1891 the Governors of the Wakefield Charities commenced to make an annual grant of £150 to this School in accordance with the new scheme sanctioned by the Charity Commissioners. In 1891 the Wakefield City Corporation also paid a grant of £50 to the General Fund of the School, in 1892 this was increased to £150, in 1893 to £175, in 1895 to £200, and in 1896 to £220.

The work of the School has gone on increasing, and in 1895 1500 yards of land for further extension was purchased at a cost of £375, and in 1896 plans for extension were prepared and passed by the Corporation, but owing to inability to obtain the necessary funds the Council has been unable to carry out the work.

The Report presented last April shows that over 1200 students were enrolled during the preceding 12 months, and the Accounts show a balance carried forward of over £200. Donations for Prizes and Annual Subscriptions averaging about £35 have been received. Last year they amounted to £37.

THREE

A note on the Mechanics' Institute, Wakefield.

THREE

THE MECHANICS' INSTITUTE

The Mechanics' Institute had been established before the Industrial and Fine Art Institution, yet towards the end of its life it became practically an addition to the school. From 1825 there was a move to encourage artisans in science and technology. This movement came from the middle class which had other educational needs and the curriculum became biased in favour of a group which was looking for intellectual entertainment rather than 'improvement' through lectures and demonstrations; and which had more in common with the organising Committee than the 'mechanics' for whom it had been instituted. A West Riding, later Yorkshire, Union of Mechanics' Institutes had been formed in 1837.

The first and second attempts to establish a Wakefield Mechanics' Institute had foundered. Attitudes were ambivalent. The Wakefield & Halifax Journal of 27th April, 1827, had reported a Dr. Naylor who epitomised the attitude, 'so far, no further,' 'to keep to their station.' He suggested 'not to make mechanics philosophers, but reasonable men, good neighbours, useful citizens, and obedient subjects.' There was, perhaps, a certain lack of realism, or lack of empathy, the facilities were not very attractive and the fees high for working men. Also independently minded workers did not relish having good done to them. The Wakefield Mechanics' Institute was finally on its feet by 1841. Joseph Holdworth, the newly elected M.P., was President. The Institute was supported by all denominations including the Church of England until that Church founded its own Institution in 1845.

James Hole, Secretary, of the Yorkshire Union of Institutes in an Essay on the History and Management of Literary, Scientific and Mechanics' Institutions, 1853, (1970 edn. p. 92), indicated that the Institution had 'a sectional and party character foreign to its design and nature.' Hepworth, (1977), states 'by the middle of the century the lower middle class were firmly in control: in 1848, for example, all ten members elected to Committee were middle-class; schoolmaster, furniture broker, banker's clerk, draper, clerk, post office, clerk of the Police's Office, printer, accountant, ironmonger, officer, House of Correction.' This change of balance tipped the scales in favour of more popular cultural topics from instructive lectures and precise scientific instruction. By the time the Industrial and Fine Art Institution was opened, technical classes, which it started, were urgently needed. It had become very clear that workers lacked the basic knowledge on which to build scientific studies. In addition, the simple expedient of charging high fees excluded them. The general cultural interests of the middle class and upper working class prevailed on the agenda.*

Another factor working against the Mechanics' Institute was the lack of first rate apparatus to accompany the courses of science lessons given across the years. This lack was questioned and local enthusiastic amateur chemists gave way in the 1870s to experts. In the Annual Report of 1875-6, the Mechanics' Institute Committee wondered if the Institution was fulfilling its educational role, but rather sacrificing this to 'entertainment, to the neglect of the scientific.'

The Institute's main contribution to the City was the Institute Library which was well used, and recorded as such in the Wakefield Journal of 3rd September, 1847.

In 1852 the Institute bought the Music Saloon in Wood Street for £3,000, where, in due course, the Industrial and Fine Art Institution held overspill lectures and lessons.

*NOTE: Hepworth (1977) has a full Chapter on the early stages and growth of Wakefield Mechanics' Institute: its rise and decline, dominance by leading Nonconformists, the rivalry between the Mechanics' and Church Institutes.

FOUR

The question of religious instruction.

FOUR

THE QUESTION OF RELIGIOUS INSTRUCTION

Education Bill.

- 1870 Left room for Voluntary effort, school fees, and private endowments. School Districts and School Boards meetings. Schooling was not free, 'not to exceed ninepence a week.'
 The Cowper-Temple Clause, Section 7(i): 'It shall not be required, as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday School, or any place of religious worship, or that he shall attend any religious observance or instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, attend the school on any day set apart for religious observance by the religious body to which his parent belongs.'
 No compulsion, and the 'conscience claim' was obligatory on all schools which received Government grant. (Barnard, p. 118).
 T. H. Huxley, in presenting the case for science, interpreted the Cowper-Temple clause in terms of the syllabus. (Barnard, p. 142, 3).
- 1886 The Cross Commission. Elementary education since the 1870 Act. Majority and minority Reports. Majority Report wished to see the Cowper-Temple clause withdrawn, to enable denominational teaching in the Board Schools. (Barnard, p. 175).
 Voluntary effort to have equal right with the School Boards, and aided from the rates. The Minority Report agreed for an undenominational school for every child whose parents desired one; and no rate aid to voluntary schools. (Barnard, p. 175).
- 1894 The Bryce Commission and the 1902 Act.
 The Cowper-Temple Clause to be abolished, and denominational religious instruction to be allowed in board schools.
- 1902 Act. L.E.As. Education Committee.
 Counties and County Borough Councils: 120.
 Part III authorities - elementary education only: 180.
 Voluntary schools became 'non-provided,' rate aided.
 Religious instruction subject to the Cowper-Temple Clause.
- 1918 Act. Sections 1 - 7. A National System of Public Education.
 Religious education in all schools. Conscience clause.
- 1921 Act. Part VI: Higher Education, pp. 43-50.

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| H. C. Barnard, | 1961, | A History of English Education, U.L.P. Ltd. |
| Sir Michael Sadler, | 1908, | 'The Care of the Church for her Members Between the Ages of 14 and 21, Church Congress, Manchester. |
| | 1920, | 'The Churches and the Schools,' lecture: The University of Leeds, 11th March. |
| | | (in: Higginson, J. H., 1979, Selections from Michael Sadler). |

Article: 'The Universe.' 15th February, 1918,' The Bishops and the Education Bill.'
Charles G. Milnes Gaskell, Triennial Statement for 9th January, 1907, to the West Riding
County Council: RR/1/91-96), p. 16:

'What is called the West Riding Judgement has excited so much attention that I cannot in any review of our work pass it over in silence. . . The notion for making deductions in the salaries of teachers in Non-Provided Schools commensurate with the time occupied in giving denominational instruction not in accordance with the provisions of the Cowper-Temple Clause, came before us on 16th March, 1904, and was given effect to in 1905. A mandamus was granted by the King's Bench Division against the County Council in June, 1906, and on the 6th July we had to consider whether we would appeal against that decision. One third of the Council voted on the occasion, and by 21 to 19 it was determined to appeal. The case came before the Court of Appeal who gave their judgement on August 4th, with the result that the decision of the lower court was reversed. The Board of Education appealed to the House of Lords, and on December 17th last the eight judges reversed the decision of the Court of Appeal. It must be a satisfaction to most of us that finality has been reached, and that we cannot appeal to any further Court, one composed for instance of the Emperor of Germany and President Roosevelt.' (Too early for the EEC).

FIVE

**The First Triennial Report, 13th January, 1892, of the West Riding County Council.
Given by the Marquess of Ripon.**

FIVE

The First Triennial Report prepared by the Marquess of Ripon and given to the West Riding County Council on 13th January, 1892.

'I come now to a Committee which has the great and signal advantage that its expenditure is not paid out of the County Rate - I mean the Technical Instruction Committee. The Technical Instruction Committee have had a pull on the Exchequer, and therefore their work has been in many respects of less difficulty than it otherwise would have been. I will therefore endeavour to be as brief as I can with regard to it, but at the same time it is a matter of great importance and interest. It is entirely and absolutely a new work. As you know, a Technical Instruction Act was passed in 1889 which was very faulty, so faulty and imperfect in many respects that we found it extremely difficult to work in the West Riding, and that we had really truly to hold our hands for a considerable time until we could get the Act amended. At first the only source from which funds could be got for the purposes of technical instruction was the local rates, but there came a day when, by reason of one of the most singular events that has ever occurred even in the history of this most illogical people, a sum of three-quarters of a million which was intended for one purpose was diverted to another, and we have obtained our share of that three-quarters of a million, and have got no less than £28,000 for the purposes of technical education. That vote, as you are aware, is taken year by year, but I venture to say that after the steps that have been taken in this Riding and in different parts of the country for the application of that money to the purposes of technical instruction, no Government can possibly withdraw it, and I think we may look upon it as being really a permanent provision. (Cheers.) Now, £28,000 a year is a large sum, and the duty of distributing that sum for the purpose of encouraging technical education in all parts of this great Riding, with all its varied interests, has been a task of great difficulty and responsibility, but in my opinion it has been most ably done. (Hear, hear.) As I have said, the Committee were unable to do much until they had got that grant and had got the Act of Parliament amended in certain particulars. The Act of Parliament was amended last year, and since its amendment the Committee has been able to undertake its duties with at least some of the shackles which had been before upon it removed. It has been a most arduous task, but we have been most fortunate in having had, connected with the Technical Instruction Committee, a man like Mr. Alderman John Brigg, who has given so much of his valuable time to the Committee. (Cheers.) I do not see my friend Mr. Brigg here today, - I hope he is not absent from illness or any cause of that kind, - but as he is not here I must say that I have marvelled at the devotion with which he has given himself to this work in the interests of the inhabitants of this Riding. (Cheers.) Then, we have had great assistance from outsiders, and especially from Mr. Swire Smith, well known in connection with this subject, and from Mr. Alderman Davis, the present Mayor of Halifax; but we should have done but little in spite of all this aid had it not been for the loving and the devoted labours - I cannot call them anything else - of Mr. Dixon. He has impaired his health by his labours in connection with this question, but it has been to him I know a labour of love, and he has mastered the question, with which he was probably imperfectly acquainted when we began, in a manner which is very remarkable to all who have had to judge of his work and of the amount of labour which it has required. (Cheers.) You must remember, gentlemen, that we have had to deal not merely with one interest with regard to this question of technical education but with a variety of interests throughout the Riding. We have had the manufacturing interest, and all that relates to technical instruction in our great manufacturing industries, - we have had the agricultural interest and all that relates to technical instruction in agriculture, - and we have had the mining interest and all that relates to technical instruction in mining. We have tried to deal with them all, but we could not have done what we have done or done it so well but for the existence of various institutions, of many kinds, from the highest Technical Colleges, of which we have had some for several years, down to Mechanics' Institutions and even smaller bodies than those. They have enabled us to make an earlier start than we otherwise could have been able to do, but they related mainly to the department of manufactures. In regard to agriculture and equally almost with regard to mining we have had new work altogether to do, and the Committee have, I think, done a good deal in all these three directions, for the manufacturing, mining and agricultural

interests. (Cheers.) One of the most important and difficult points they have had to deal with has been the distribution of this fund between local and general requirements. By local requirements I mean the requirements for technical instruction in each particular district: by general requirements I mean those requirements that can only be met by certain large institutions possessed of an extensive professional staff and large plant. I need not tell you that every locality has had a desire to have a considerable share for itself of this £28,000, nor need I remind you that, although I called £28,000 a large sum just now, it is not a very large sum when it comes to be divided amongst all the local districts in the West Riding, and the difficulty which the Committee have had to deal with in regard to a fair distribution as to local requirements, has, I am confident, been very great. I am quite sure that they have not pleased everybody, for no one can, - but I believe they have been actuated by fair, just, and reasonable principles, and that they have endeavoured to apply those principles equally in all districts. They have allowed considerable elasticity in particular instances, especially where they found that technical instruction required to be encouraged, but of course in these respects, I daresay they will draw the rein tighter as time goes on. One of the things which the original Act of Parliament would not allow us to do was to grant Scholarships, but the new Act remedied that and allowed us to grant them, and I think it is the feeling of all of us that the granting of scholarships is one of the most useful directions in what we can apply the funds at our disposal. We have applied them in that way to the extent of £5,650 a year, a most useful application of the money because it applies to the whole Riding and enables us to draw youths, talented youths, boys and girls, from all parts of the Riding and to send them by means of this assistance to higher institutions which otherwise they would not be able to attend. I have spoken of girls. (Hear, hear.) We have not neglected the question of girls' education. We have made a grant to the Committee of the Yorkshire Ladies' Council of Education, which will be employed in giving instruction in cookery, in domestic industries, in home dress making, in laundry work, and also in providing for health lectures. You must recollect that all our grants for scholarships are open to girls as well as to boys. (Hear, hear.) We have made that a condition in all cases, and at the present moment, - it may be of interest to some who are paying particular regard, and most justly so, to female education, to know this - there are 33 girls who hold technical day scholarships under this Council, 39 who hold exhibitions, and 4 who hold County Scholarships of £50 or £60 a year. Those who are special advocates of female education may say that that is only a small share, but at the same time it is a beginning and it shows the principle upon which the Committee have acted. The County Council has agreed with the Councils of the other two Ridings on a large scheme of agricultural education to be carried out by the Yorkshire College, and I rejoice to find that it has worked well so far, and that some of the lecturers have been very acceptable in the centres to which they have been sent. Then again, we have had coal mining instruction established in great centres, at Barnsley and elsewhere, and to me it has been a source of particular satisfaction that the coal mining scholarships which were competed for some time ago, were won, in several instances, by men who were actually engaged in the daily work of coal mining. (Cheers.) We have also given aid to the University Extension Lectures, upon which I have not time to touch except to say that they are of the very highest value in my opinion, and that in them we have a means of bringing the highest and the best education in the country within the reach of all those who may desire to avail themselves of the opportunity. Then, gentlemen, we have issued a Directory, prepared and compiled by Mr. Dixon, which, as I think I told you a short time ago, has been looked upon in many parts of the country as a model of what such a book ought to be, and has been followed and copied in various directions. I am happy to say that the accounts I have received of those who have taken our Scholarships, especially our higher County Scholarships, are in the highest degree satisfactory. I have some means of knowing about that matter, and I believe that the material we are sending to our highest institutions by means of these scholarships is very good material, and that the Principals and other Authorities of these institutions think so too. I need not detail you longer in connection with this branch of the subject than is necessary to point out to you that by these means an entirely new life has been given to technical education in this Riding and other parts of England. What in 1889 was regarded by those of us who felt an interest in the matter as a dream of a somewhat distant future is to-day realised, and to have been the means of carrying out a great work of that kind in this part of the country is a matter of which I think the Technical Instruction Committee of this Riding may well feel proud. (Cheers.)'

SIX

The training of teachers and the place of pupil teaching. This topic, when it is relevant to the WRCC and Wakefield is dealt with in the text. The writer is indebted to the Head Archivist at Newstead Road, Wakefield, and to the WMDC Authority for permission to reproduce early documents and to quote from Minutes.

SCHEDULE REFERRED TO.

TRAINING OF TEACHERS.

The County Council is giving, or presumably will give, direct financial assistance in every successive stage of the career of the Teacher until he is fully trained, and it is necessary to consider how some effectual assurance that the several stages of the instruction and training shall be proceeded with and that the Council shall ultimately obtain for its outlay some security that some substantial service shall be rendered by the teacher when trained. The Government also desire to obtain some like security.

County Minor Scholars.—Although a number of the Competitors **Stage 1.** enter with a distinct intention of training as teachers, it is not thought right that at this early age either they or their parents should be asked for any definite assurance, except that they will carry out the conditions attached to all Scholarships of this class. (a) County Minor Scholarship Form.

Intending Pupil Teacher.—At the age of 15 or thereabouts **Stage 2.** Bursaries extending over two years are offered to suitable young people who are definitely intending to enter the Teaching profession. The Regulations of the Committee prescribe that any person failing to go through the course of instruction shall be liable to make good the expenditure incurred up to an amount of £5, and this, coupled with an undertaking to proceed with the course of instruction, and that an agreement of apprenticeship shall be entered into, have been for the present considered sufficient security at this stage of the Teacher's career.

It has, however, been pointed out that such an undertaking gives no assurance that upon the expiration of the Pupil Teachership, the ex-Pupil Teacher shall go forward with his training, and it is proposed that the form of undertaking to be given upon the Award of a Bursary shall be amplified as appears in Form O 4. 48.

The Pupil Teacher.—Upon the termination of the Bursary an **Stage 3.** agreement is entered into between the Authority on the one hand and the Pupil Teacher and a Surety (the Parent or Guardian) on the other; and this agreement with the substantial salary at stake may be assumed to be sufficient guarantee for the period of Pupil Teachership. But it affords no security that a further Course of Training will be proceeded with, still less that any services shall be given by the Teacher when trained. The assurance given prior to the grant of a Bursary still holds good, but it is suggested (a) that such assurance should be repeated when the Pupil

13th and 20th December, 1904

154

SCHEDULE REFERRED TO, continued.

Teacher is articulated, and (b) it is a matter for consideration whether there should be a further undertaking that if the Pupil Teacher does not go forward with his training some substantial proportion of the expenditure incurred should be repayable by a Surety. It has to be borne in mind that the recovery of any large amount would sometimes be a matter of extreme difficulty. It is probable, however, that the liability to repay a considerable sum would act as a deterrent upon parents who think that when their children have reached the age of 18 they should be earning something substantial.

It would be a question whether any guarantee of this description should be embodied in the Articles of Agreement or be a separate Document.

Stages 4
and 5.

Period of Training and afterwards.—The following observations are only applicable to such as receive Scholarships to provide for their further training. The Scholarship coupled with the ordinary undertaking required in all cases, is presumably sufficient to cover the period during which the Scholarship actually runs, but the question arises how an effective guarantee is to be obtained that adequate service shall be given by the Teacher when trained.

It would probably be impracticable to carry out the transaction so as to constitute a binding agreement during minority, but in any case an undertaking or assurance which would probably be recognised as morally binding, may be signed, and this may be ratified on attaining majority so as to be legally binding, and if the period of training extends for any considerable period after the age of 21 is reached, the continuance of the Scholarship may be made conditional upon the signing of this further undertaking.

Form of
undertaking
not yet
drafted, as
Instructions
are awaited.

As to the form of the undertaking, it should provide that the Teacher should perform such services and upon such *terms* as might be stipulated and inserted in the undertaking, or in default should repay certain sums decreasing in ratio to the services given, no payment however to be recoverable in case of death, permanent incapacity, or other sufficient reason.

If the Teacher desired to leave the West Riding (which term here includes the area under all the Part III Authorities) with a view to service as a Teacher elsewhere, the amount due to the County Council (but not any proportion which might be due to the Government) ought still to be paid, either by the Teacher, or the Authority taking the Teacher, to the Training Authority. But in the first instance the amount would be payable by the Teacher.

Later on when the question of Government Aid has been settled, and all the Authorities have been brought into line as regards Training of Teachers, it may be possible to allow the free and unfettered interchange of Teachers between the different Authorities. This might probably be

SCHEDULE REFERRED TO, continued.

arranged throughout the geographical county of the West Riding at an early date if the County Boroughs take their fair share of the training, and the Salaries of the Teachers are made approximately similar throughout the Riding.

SUMMARY OF SUGGESTIONS.

County Minor Scholarships.—No further action.

Stage 1.

Intending Pupil Teacher.—Amplify assurance and undertaking so as to include (a) future training, (b) Service in the Riding. Stage 2.

Pupil Teacher.—(a) Repeat the last mentioned Assurance, (b) Consider whether the Parent or Guardian shall guarantee the repayment of some definite amount if the Teacher does not proceed to a College. Stage 3.

Further Training. The Trained Teacher.—(a) On award of Scholarship the intending Teacher to give an assurance on the lines suggested (b) On attaining 21 years of age to sign binding undertaking, (c) Consider whether any undertaking shall also be obtained from the Parent or Guardian. Stages 4 and 5.

N.B. The Parents undertaking, if given at Stage 3 might be made wide enough to cover the subsequent stages.

SCHEME AND TIME TABLE.

FIRST WEEK.						SECOND WEEK.			
Day.	Hour.	Year I.	II.	III.	IV.	I.	II.	III.	IV.
Monday.	P.M. 5.15 to 6.15	History.		History.		Geography.		Geography.	
	6.15 to 6.45	School Management, including Principles and Methods of Teaching.		School Management, including Principles and Methods of Teaching.		School Management, including Principles and Methods of Teaching.		School Management, including Principles and Methods of Teaching.	
Wednesday	5.15 to 6.45	Reading and Composition.		Reading and Composition.		Grammar, &c., and Recitation.		Grammar, &c., and Recitation.	
Saturday.	A.M. 9.30 to 10.30	Arithmetic.		Arithmetic.		Males, all 4 years. — Mensuration.		Females, all 4 years. Domestic Economy and Needlework.	
	10.45 to 11.45	Penmanship, Dictation, and Spelling.				Music, all 4 years, Male and Female. — Theory and Singing.			

N.B.—All Male Pupil Teachers are to attend a Class in Mathematics, Stage One.

						£
Estimated Cost	...	{ Teaching Staff...	...	...	...	90
		{ Other Expenses	...	...	...	30
						<hr/>
						£120

Suggested Fees... { For each Teacher of the 1st and 2nd year, 20s. a year.
Do. do. 3rd and 4th „ 30s. „

Resolved.

That the Minutes of the Finance Committee held on the 11th June be approved & that the accounts referred to therein be paid -

William Briggs
Chairman

NYAS, WAKEFIELD

Ref. *WAB 5-23*

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SEVEN

The Milnes Gaskell Family.

THE MILNES GASKELL FAMILY

The extent of the Milnes Gaskell family's engagement in local affairs, as well as the lively commitment to politics of early members of the family is well illustrated in material gathered through the generosity of local people, Miss Muriel Furbank of Much Wenlock and Mr. James Milnes Gaskell's permission to photograph family portraits.

Material relevant to the work of Charles George Milnes Gaskell has been included in this thesis, in the first Interlude. Other material has been included with the copy given to the WMD Archives in Newstead Road, Wakefield.

Many extracts from local papers of the time give a picture of the family's social and political life in London which balanced their strongly established commitment to Wakefield and its people. Some of these were included in the writer's account of 'Thornes House: the Story of a School.'

Charles George Milnes Gaskell's responsibilities as a Privy Councillor were recorded in these local records - attendance at Royal levées, a visit to Thornes House by Mr. Gladstone. Reported accounts of his Chairmanship of the West Riding County Council give evidence of local involvement, and the note of a presentation of an oil painting, now hanging in the Committee Room of County Hall records appreciation. On his death in 1919 the Council recorded their sympathy and appreciation. His brother, Gerald, has a memorial window in Wakefield Cathedral.

Lady Catherine Milnes Gaskell gave voluntary work in this district — on behalf of the Clayton Hospital where two wards were named Gaskell Wards, and in V.A.D. work during World War I; The Ladies Council for Education; the children at the workhouse; the Order of St. John of Jerusalem. On retirement to Much Wenlock Abbey, their other estate in Shropshire, she continued her interest in people. A local paper, 'The Journal,' gave an account of her life there, in 1973, through the eyes of her daughter, herself old and widowed by that time.

Charles George Milnes Gaskell died in 1919. Wakefield Council recorded:

'It was moved by the Mayor and seconded by Mr. Alderman Foster, and resolved - 'that this Council convey to Lady Milnes Gaskell and family their fullest condolences with them in the loss which they have sustained by the death of the Right Honorable C. G. Milnes Gaskell, M.A., J.P., D.L., an ex-Chairman of the WRCC, a Member of H.M. Privy Council, Honorary Freeman of this City, and again place on record their recognition of and admiration for the eminent personal qualities and the high public service which the deceased gentleman rendered to this City, to the County, and to his Country, and realise that in his death there had passed away a gentleman of outstanding merit and distinction as a citizen, a Yorkshireman, and a Representative Englishman.'

At his farewell to the Council in 1910, he had said:

'I am under deep obligation to the Council . . . I trust I have given offence to few of my colleagues . . . At any rate I have been given so many signal tokens and proofs of their personal regard that I shall venture to count them as signs of their forgiveness. . .
'I would ask you to hold me for some brief space of time in kindly remembrance as one whose chief ambition it has been to live in amity with his colleagues, and to uphold the claims and enhance the dignity of the West Riding County Council.' (p. 26)

* * * * *





IMAGING SERVICES NORTH

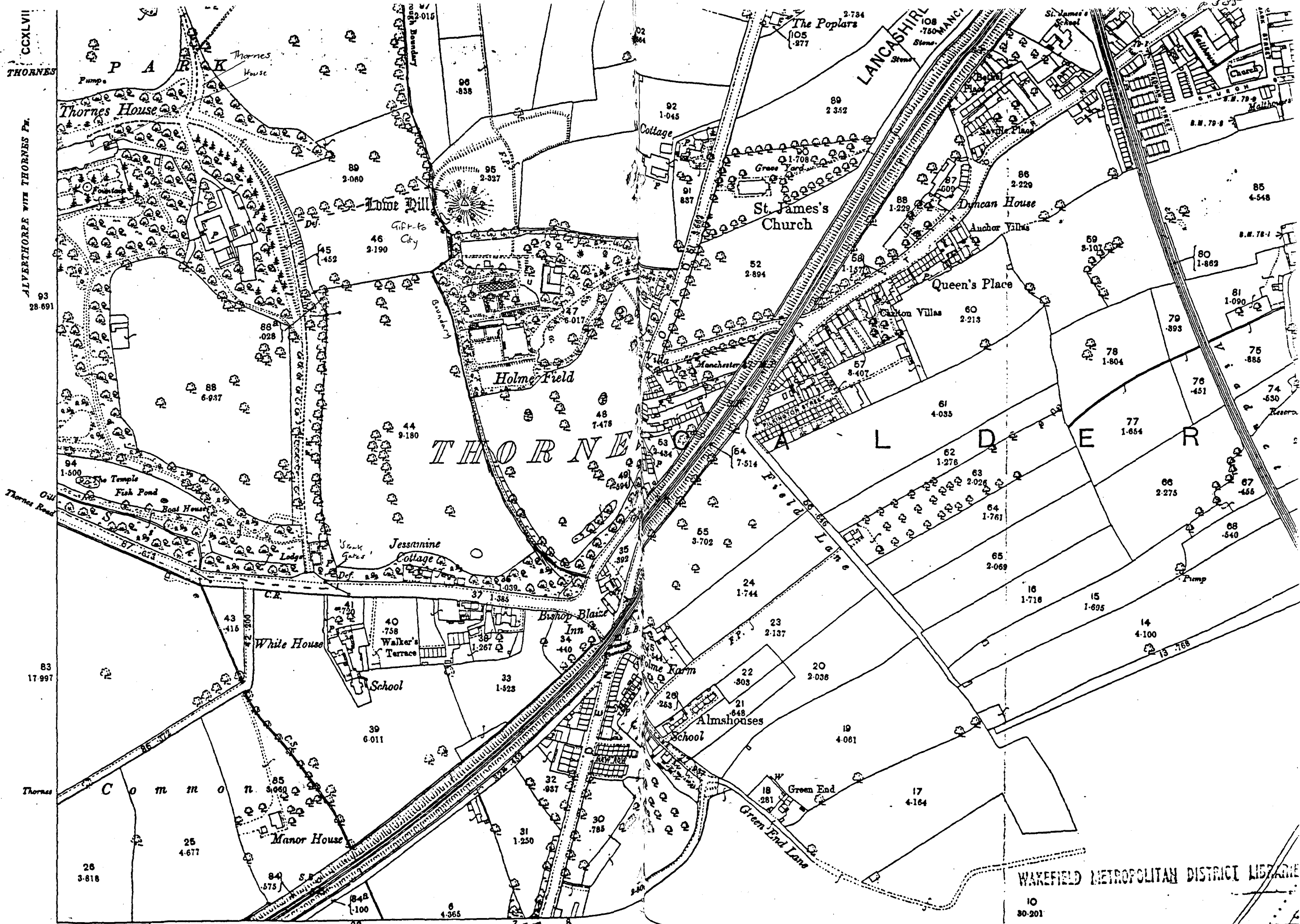
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West Yorkshire, LS23 7BQ

www.bl.uk

**MISSING PAGE/PAGES
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TEXT BOUND CLOSE TO THE SPINE IN THE ORIGINAL THESIS



Surveyed in 1888-90
Re-print 50/96.

CHARACTERISTICS AND SYMBOLS FOR BOUNDARY

County.....	C	Municipal Wards.....	W	Change of Boundary, indicating which the character of a Boundary	Every parcel is numbered, thus.....	27
(County.....)	C	Local Board Districts.....	D	Antiquities (Site of)	Its area is given underneath in Acres, thus.....	4.370
					Boundaries indicating that the spaces so connected are.....	

WAKEFIELD METROPOLITAN DISTRICT LIBRARY

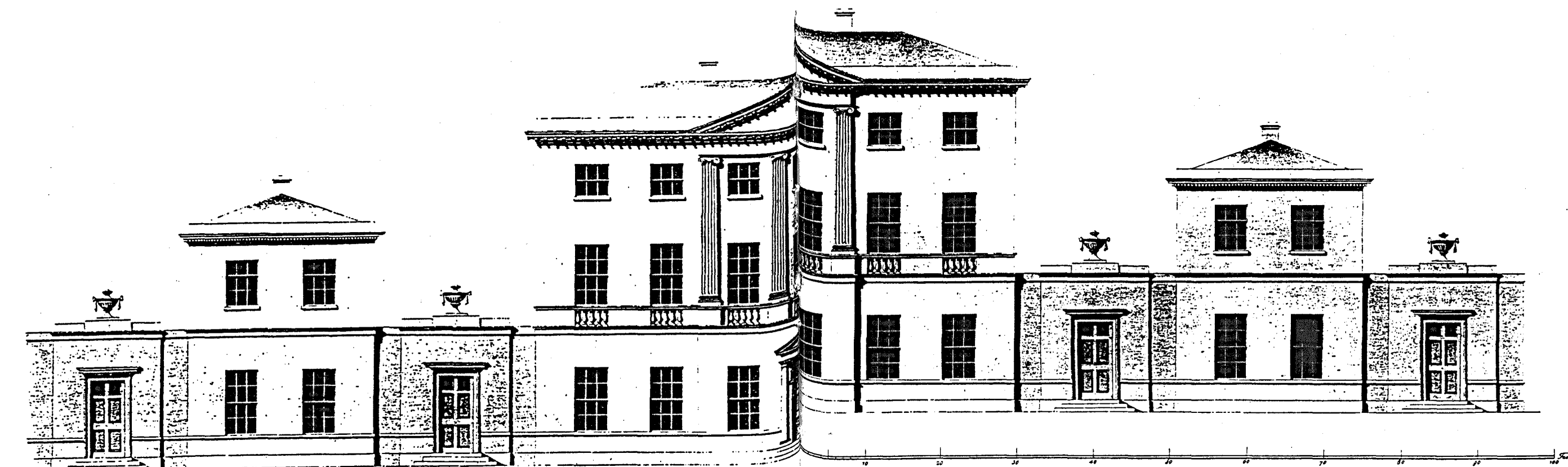
Photocircographed and Published at the Ordnance

The Altitudes are given in Feet above the assumed Mean Level of the Sea at Liverpool. Altitudes indicated thus (e.g., 10.201) refer to Bench Marks on Buildings. W.M. 1.

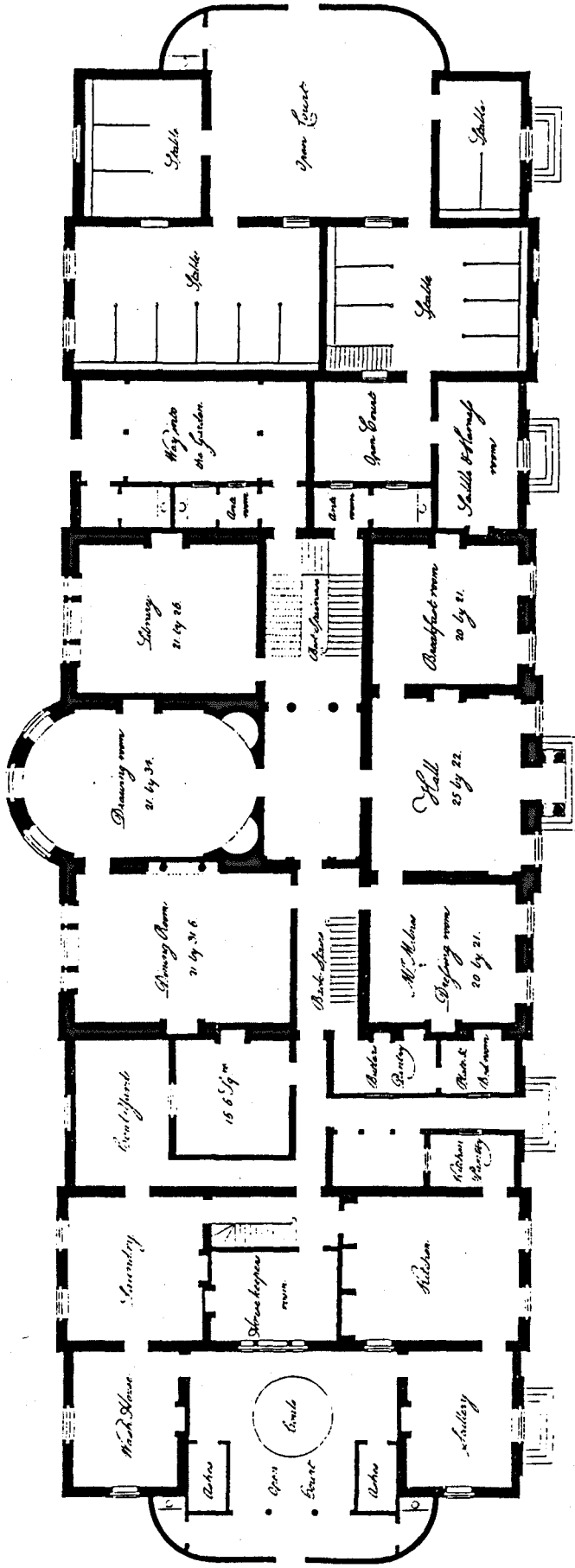
LII

LIII

*North Elevation of Thorne House, in Yorkshire, the Seat of James Milnes, Esq.
John Carr, of York, Architect.*



London Dec: 20th 1800. Engraved & Published by George Richardson.



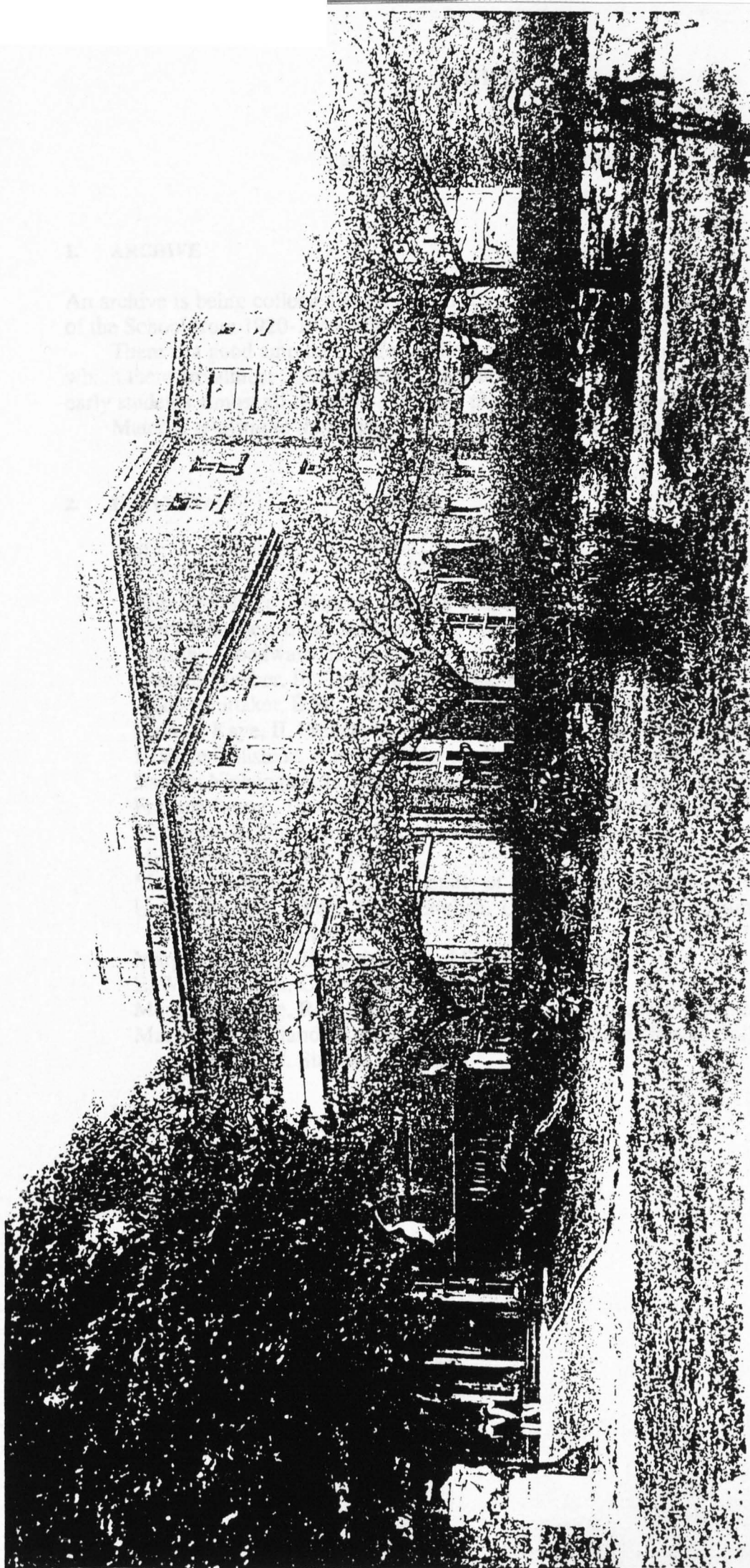
London: Parson's 20, 10.30 Engineers & Published by George. Graham. Son.

EIGHT

Thornes House School

Photograph: Thornes House Grammar School.

- 1. Archive**
- 2. Early staff.**
- 3. The Roll of Honour and the Memorial Furniture.**
- 4. Music**
- 5. The Fire**
- 6. Dramatic Work.**



EIGHT

THORNES HOUSE SCHOOL

1. ARCHIVE

An archive is being collected at Newstead Road which will, in time, give the full history of the School from 1920-1965, and some fairly extensive material to 1993.

There is a good amount of information to be obtained from the School Magazines of which there are almost complete sets. Old scholars have given photographs and thanks to early students almost all the people in these photographs have been named.

Material relevant to this thesis has been included in this section.

2. EARLY STAFF

GIRLS

Winifred Grace Chinneck, London Teachers' Diploma: French, English.
 Mary Knowles, B.Sc. Science.
 Dorothy Woodward, B.Sc. Maths.
 Frances Webber, Iii, Teaching Diploma, Maths.
 Alice Whittaker, B.Sc., Hons., 1st Class, University of Liverpool. Ph.D.
 Ruth A. Kaye, II. French. University of Leeds. 4th Year in Bordeaux.
 Beatrice Dillistone, A.R.C.A. Brighton School of Art, Royal College of Art, London.
 Barbara Nightingale, 1st Class Diploma, Distinction, Liverpool Training College. P.E.
 Frances Brown, 1st Class Diploma, Liverpool Training College, P.E.
 M. Sharp, II. University of Leeds. Geography, Geology.
 Miss Freer, Domestic Science.
 Maggie McKechnie, B.A., University of Manchester, French.
 Ursula Buchan Whate, B.A., English. University College, Nottingham. Teacher Training: Sheffield (?).
 Margaret Waring. Iii. University of Sheffield. History.
 E. Wightman, Iii. University of Birmingham. History.
 Monica Le Mare, Royal Academy of Music, plus Teachers' Course.
 Margaret Markland, Bishop Otter Training College, Royal College of Music, A.R.C.M. Singing and Piano.

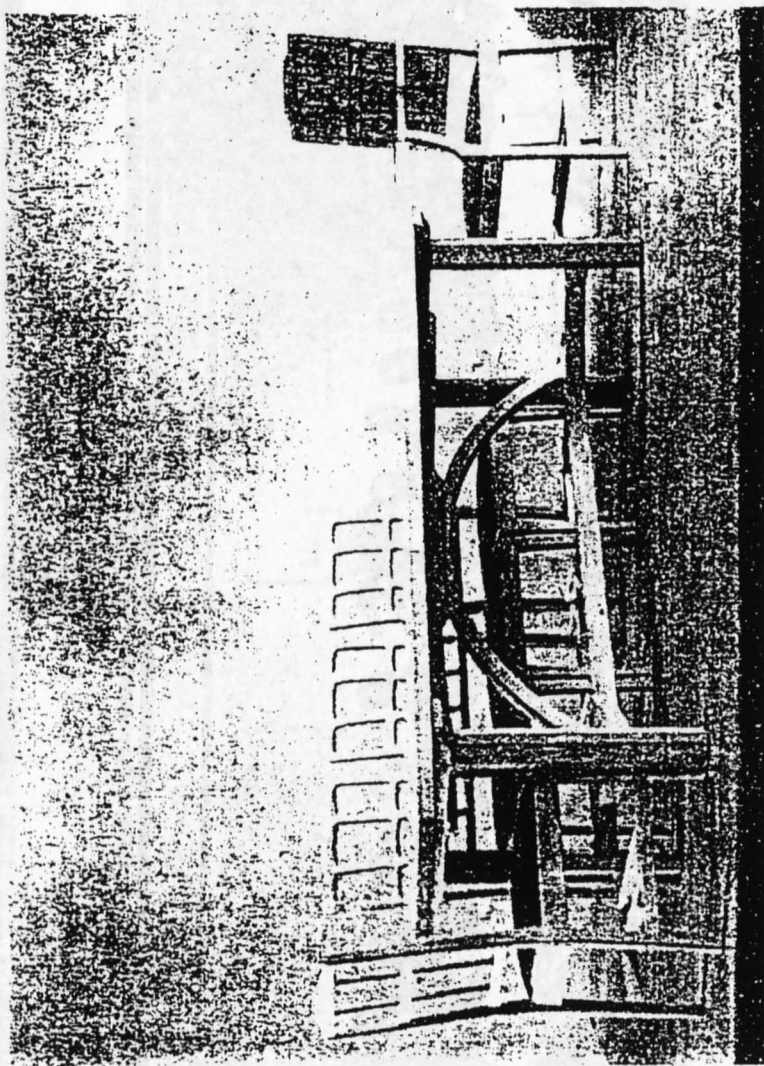
BOYS

George E. Liddle	R.E., Maths
Roland H. Hill	French
H. A. Peter	English
John Tillett	English
L. Beddis	English
S. A. Akhurst	Maths
G. A. German	Science
G. F. Pearce	Science
C. N. Harrison	Art
G. W. Anderson	P.E.
J. R. Davies	P.E.
W. J. Emery	Music

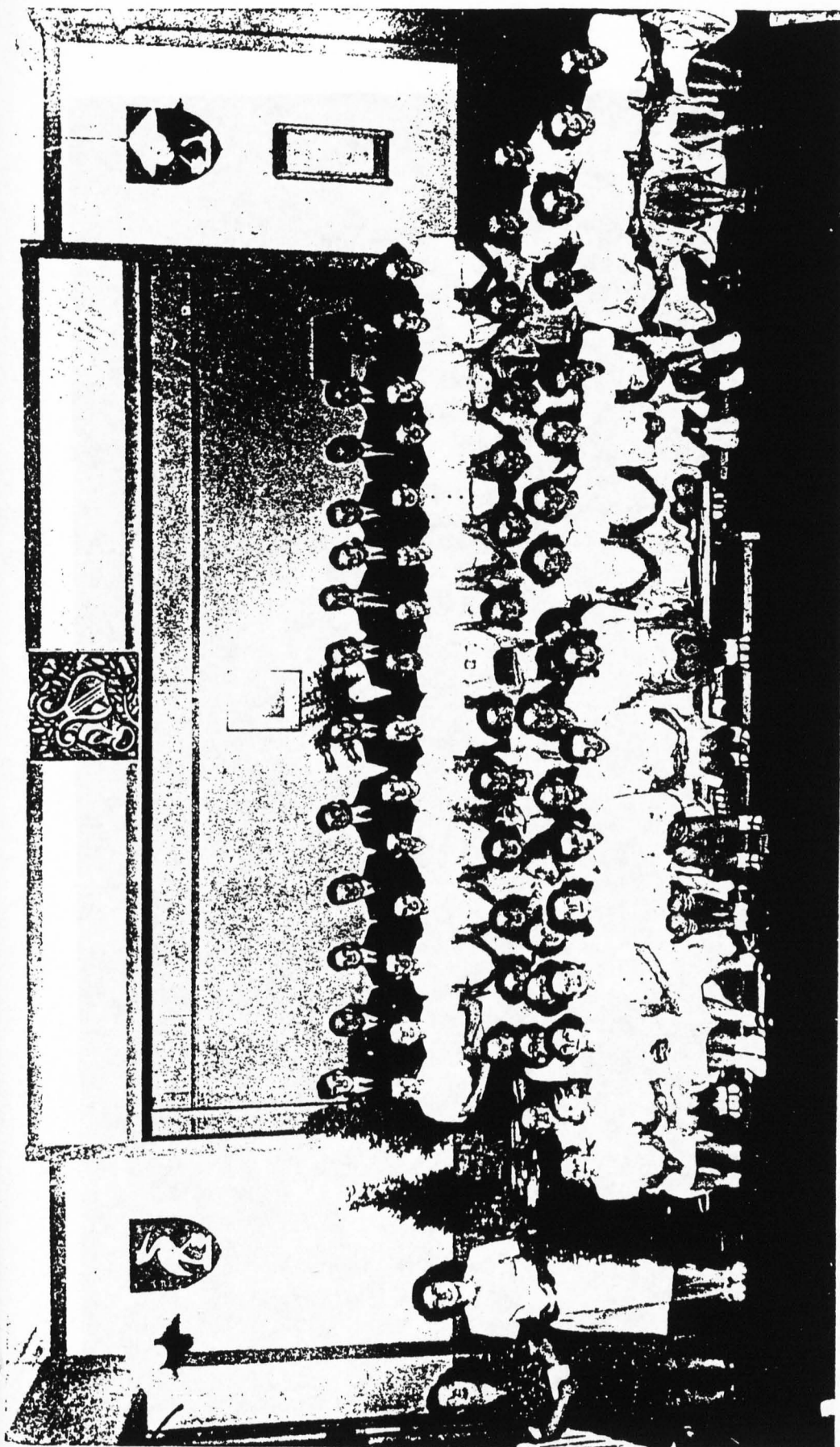
ROLL OF HONOUR

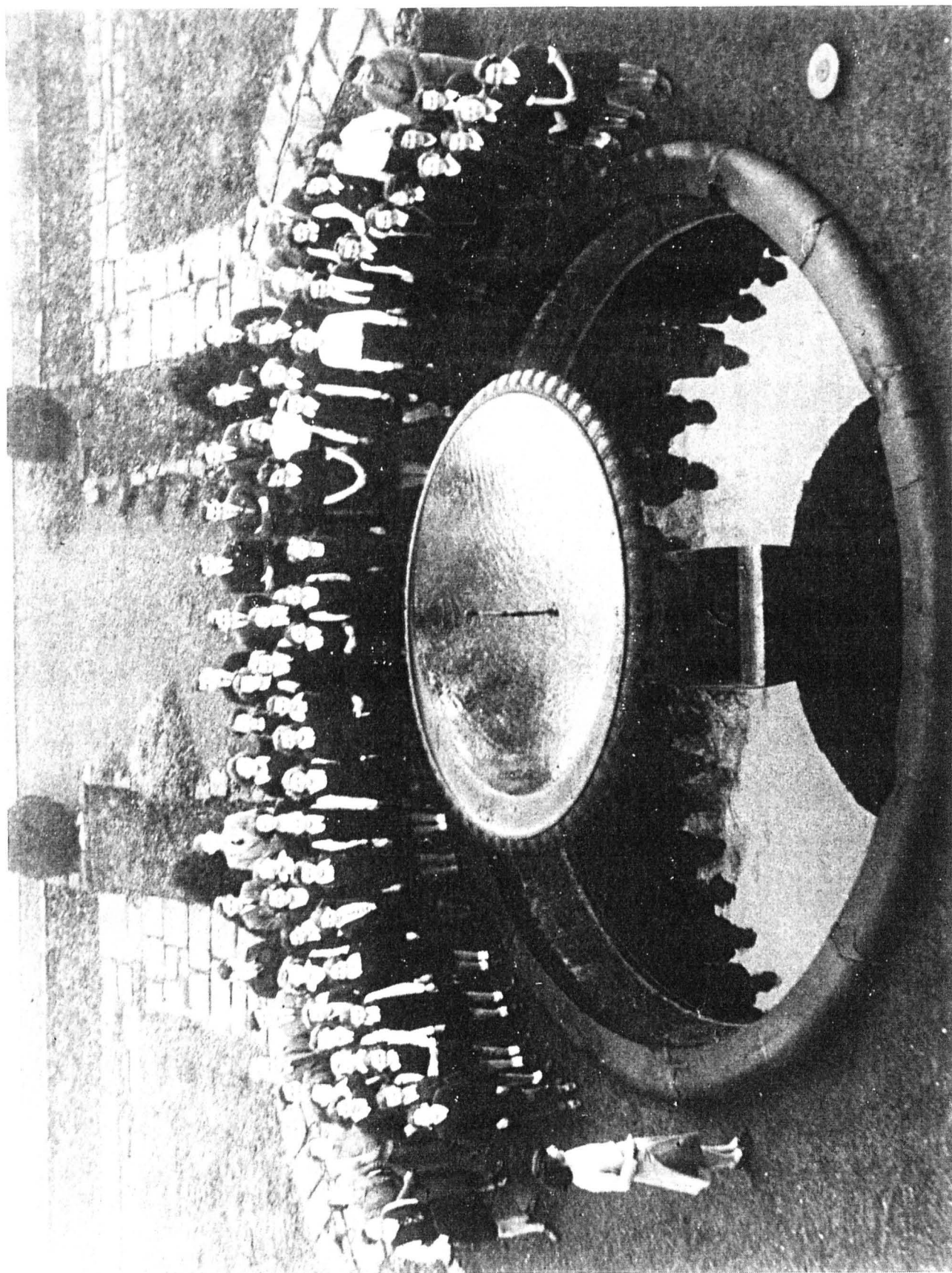
1939 + 1945

- Frank Abell
- Ernest William Allen
- Harry Ames
- Sydney Phillip Bell
- Arthur William Cant
- Herbert Carter
- John Cooling
- Wilfred Cheetham
- Clifford Clarke
- Bernard Cleary
- Joseph Crossley
- Geoffrey Allison Danby
- Bernard Murray
- Albert Eccles
- Ronald Ellis
- James Steele Vesthuna
- Arthur Cooper Hughes
- Charles Melville Harrison
- William Noel Hartley
- William Haddon
- James Henry Hickley
- Walter Hinchliffe
- Wallace Joseph Holberry
- Walter Hodgson
- Geoffrey Holmes
- Samuel Harry Holmes
- Jack Nettleton Hopkinson
- Charles Ronald Hughes
- Clarence Melville Johnson
- Joseph Bapish
- Leonard Hookwood
- Frederick Thomas Isbitt
- Philip Morris
- Derek Morton
- Buster Noble
- Albert Oxley
- Arthur Padgett
- Jack Perrett
- Harry Kingsley Perot
- Maurice Desmond Pickersgill
- Henry Popplewell
- Harry Ferguson Senior
- Joseph Harrison Senior
- John Henry Shaples
- Bessie Smith
- Gertrude Snowden
- Ronald Stokes
- Geoffrey Storr
- Donald William Frost Walker
- Douglas Whitt
- Harry Whitworth
- Leonard Wilson
- Douglas Wright

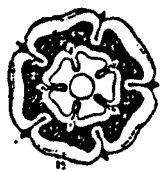


Memorial Furniture.
Now in Cathedral High School.





Return from the Music Festival, 1951



British Federation of Music Festivals.



NATIONAL COMPETITIVE MUSIC FESTIVAL

1951



YORKSHIRE SEMI-FINALS

THIRD IN CLASS

Awarded to

Thomas House Grammar School.

in

Grand Voice Choir (maximum 60 voices)

W. Jackson
Judge

JANUARY, 1951

Frederick Francis Jackson

- The First of a - Series of Concerts

at

Wakefield Road Methodist Church
Normanton

Wednesday, September 17th, 1947
at 7-0 p.m.

Artistes:

Francis Jackson, B.Mus., F.R.C.O.,
(Organist and Master of Choristers,
York Minster)

Frederick Noble
(Baritone)

Thornes House Grammar School
Madrigal Choir
(Conductor: Margaret Markland, A.R.C.M.)

James W. Dixon, A.R.C.O., L.T.C.L.,
(Accompanist)

Silver Collection at each Concert.

Programme 6d.

WAKEFIELD



CATHEDRAL

Thornesian Guild of Singers

(Affiliated to the National Federation of
Music Societies)

The Passion According To St. Matthew

1666

Heinrich Schütz

English text by H. M. Adams

on

Tuesday, April 5th, at 7.15 p.m.

Evangelist	William Brotherton (Tenor)
Jesus	Edward Darlington (Bass)
Pilate	Oliver Broome (Bass)
Pilate's wife	Christine Gemmell (Soprano)
Judas	Harry Marshall (Counter Tenor)
Peter	Donald Graham (Tenor)
Calaphas	Oliver Broome (Bass)
Maid	Christine Gemmell (Soprano)
Tenor duet	Harry Beaumont, David Grundy
Rehearsal accompanist	Ian Stirling

CONDUCTOR: MARGARET MARKLAND

Programme 2/6d.

575

5. **DRAMA OF THE THORNES HOUSE FIRE**
Wakefield Express, Saturday, July 21, 1951
Historical building almost destroyed
Problem of New School Accommodation.

'TRADITION has it that most boys and girls dislike school and all that goes with it, but tradition was proved wrong this week by the pupils of Thornes House Grammar School, which was almost totally destroyed by a disastrous fire early on Sunday morning. Through their actions in standing by the staff and working like Trojans to salvage books and equipment from the ruined classrooms, the boys and girls have gained the admiration and praise of the citizens of Wakefield. As a result of their efforts hundreds of pounds-worth of valuable materials have been salvaged.

On Sunday evening while the school was still smouldering, the nationally-famous school choir went to fulfil a date in the burnt-out shell of St. James's Church, Chapelthorpe, to help the church's Restoration Fund. Many of the choir members had toiled throughout the day at Thornes House. As they sang and heard the Vicar (Rev. H. M. Doidge Harrison) speak of their joint misfortunes, some of the girls wiped tears from their eyes.

Salvage work started at the school while the fire was still blazing. First member of the staff to arrive on the scene was Mr. H. C. Dixon, the chemistry and physics master, who lives at Milnthorpe Lane, Sandal. He was awakened by a milkman, Mr. J. Ingham, an 'old boy' who had seen the blaze. Hurrying to the school, Mr. Dixon found the middle floor still intact. His immediate concern was £40 in cash, representing choir and school magazine funds. This was later found in the safe.

THEY "RESCUED" GRAND PIANO

Seeing that the grand piano - the pride of the choir - was surrounded by swirling smoke with flames but a few feet away, Mr. Dixon, with the help of several other men, struggled through the smoke and pushed the piano to the end of the main hall. There they took off the legs and carried the instrument through the French windows to the rose gardens and safety.

One of the tragedies of the fire is that many of the personal reference and record books owned by the staff were destroyed along with hundreds of pounds-worth of personal belongings. Some teachers lost notes they had been making over the last 20 years. One schoolboy lost a valuable stamp collection, others lost caps, coats, satchels, and one girl lost her prized piece of knitting.

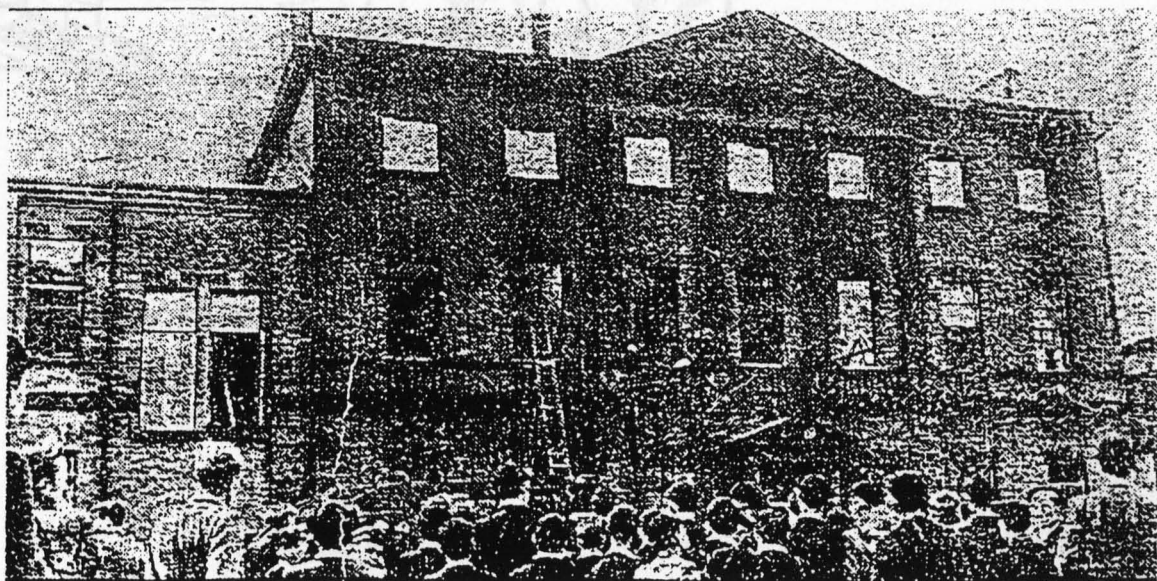
VALUABLE RECORDINGS DESTROYED

The music mistress, Miss Margaret Markland, probably suffered most. Apart from destroying her own music books and musical scores, the fire devoured a valuable collection of gramophone records. They included recordings of the school choir broadcasting and singing at various important events. Of special value was the record of them singing for Princess Elizabeth when she visited Wakefield two years ago.

The fire at 6.30 a.m.



A fireman at work on one of the gutted classrooms.

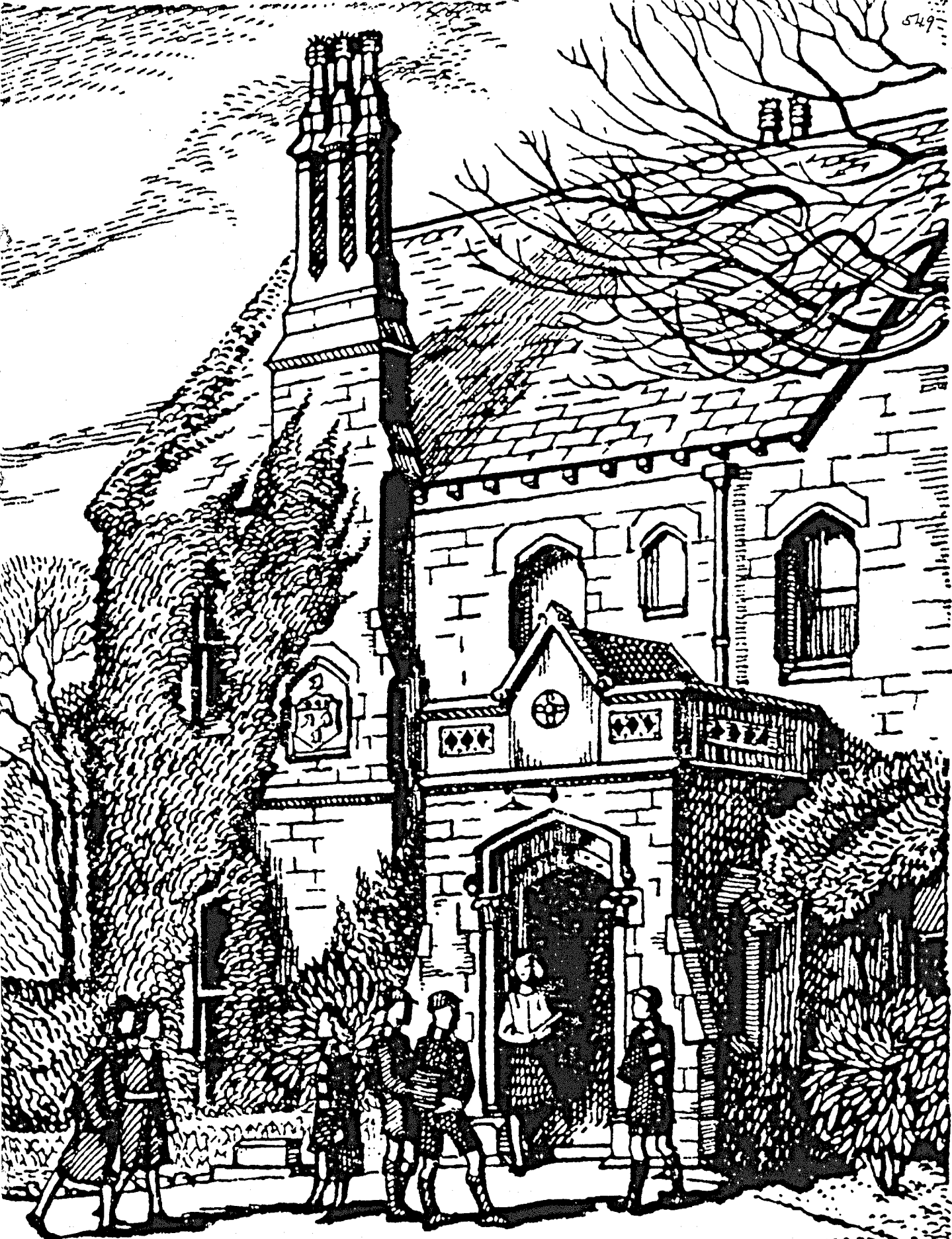


PUPILS examining the burned-out school today.



Felling the Trees

B. Dunford



HOLMEFIELD HOUSE, in park adjoining Thornes Park.

Temporary home to Thornes House Grammar School, 1951-1956.
 later on, temporary accommodation for the Cathedral School.

6. DRAMA STUDIES

Dramatic work in Thornes House has been approached as an essential component of the curriculum: from Ursula Whate's day onwards plays read (One-Act Plays of Today, Shakespeare, Goldsmith) to writing and producing end-of-term entertainments, or a group production such as 'Children of Time,' to later theatre studies for examination work. It has been regarded as a creative activity which could give insights directly and significantly into human life. Later drama specialists added personal approaches as theatre in schools became accepted as an integral part of the curriculum. More demanding as a subject and on the teachers than is apparent to the onlooker, drama studies could accommodate a wide span of intellectual ability. Pupils could begin to think about their own psychological personalities plus a playwright's point of view through character study and equally enjoy translating the writers' ideas into action. Their understanding of theatre, as their understanding of art and artists, deepened appreciation of social history also. In acting out scenes and plays, learning was associated with pleasure which was far from superficial through imitation and interpretation. They learned something of innovation of modern acting theory as well as traditional methods. Jargon free, occasionally quite unconsciously, they learned something of the art of understanding people, to value their own and other cultures, and gained some appreciation of the origins of drama and group play making; not least, the inextricable mesh of language and thought in exposition, narration and interpretation. There were many Reports over a long period in 'The Stork' and also in the 'Wakefield Express.' Three items have been selected and these brief accounts are followed by Mr. Starkie's (the present Head of Drama) seriously light-hearted account of what he has termed 'Memorable School Productions.' Dates are unimportant: levels of the learning process are well illustrated.

Heil Caesar

'An interesting and encouraging new development this term is the production of Heil Caesar by John Bowen, by a group of sixth-formers. The producer, John Hartley, and stage director, Paul Lockwood, have been rehearsing throughout the term and hope to present during the week of 21st June with a cast, many of whom will be taking part in a stage production for the first time. The play itself is a modern version of Shakespeare's Julius Caesar setting the story in a police state and using the devices of the modern media to rouse the feelings of the crowds. The characters are those of the original and still typical as politicians and public figures. The proposed style of performance - in the school hall but on floor level - should also prove interesting and we hope that this initiative will be well supported.

'Double Bill at Thornes House School.'

The 'Wakefield Express' reported two experiments:

1) School Group give plays fresh approach.

'Parents, friends, students and past students of Thornes House know of the tradition of school plays, particularly musicals, which have been presented with such style over the past few years.

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Recently some sixth-formers have formed an experimental group to work on the plays of well-known modern writers through improvisation techniques.

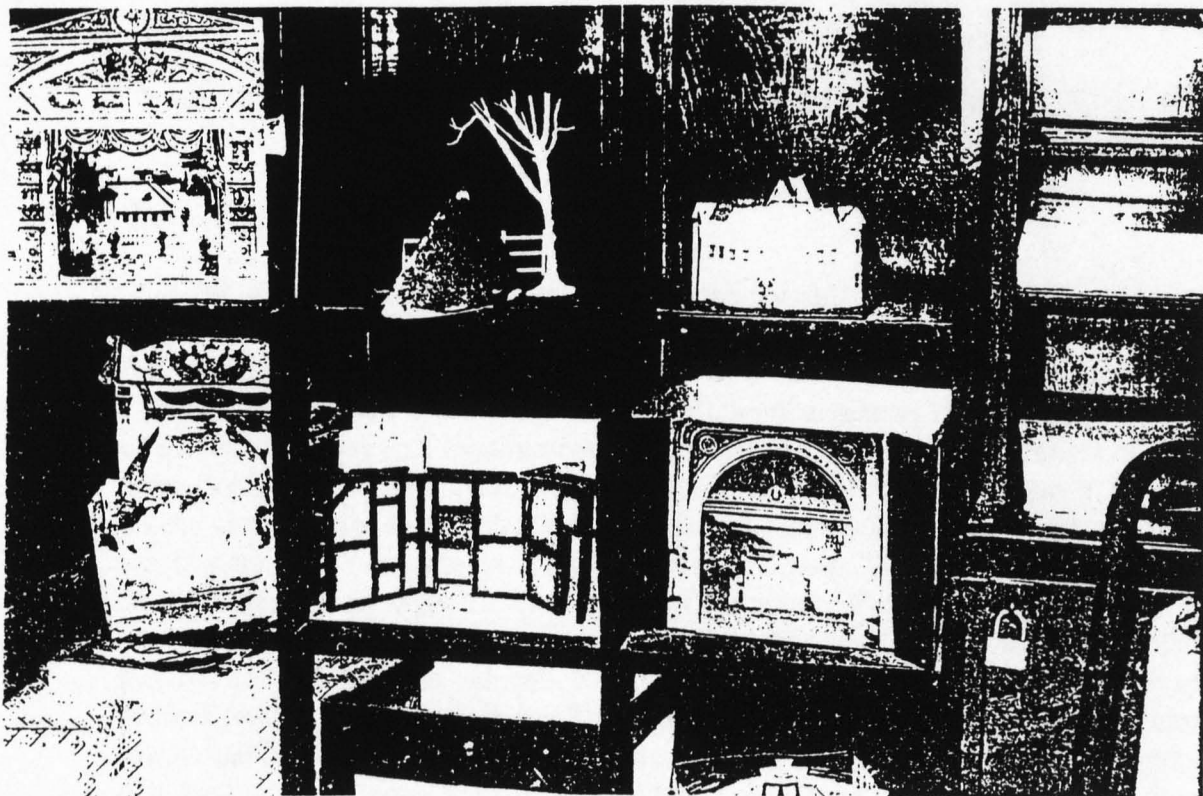
Their first production was Pinter's "Birthday Party" in June. On Tuesday and Wednesday evenings this week they presented "Funeral Games" by Joe Orton and "The Room" by Pinter.

Mrs. Shelton, a member of the drama staff, writes:

"The group have worked hard on this production in a style that many of them are not used to. We have left the traditional stage and moved into a more informal acting situation.

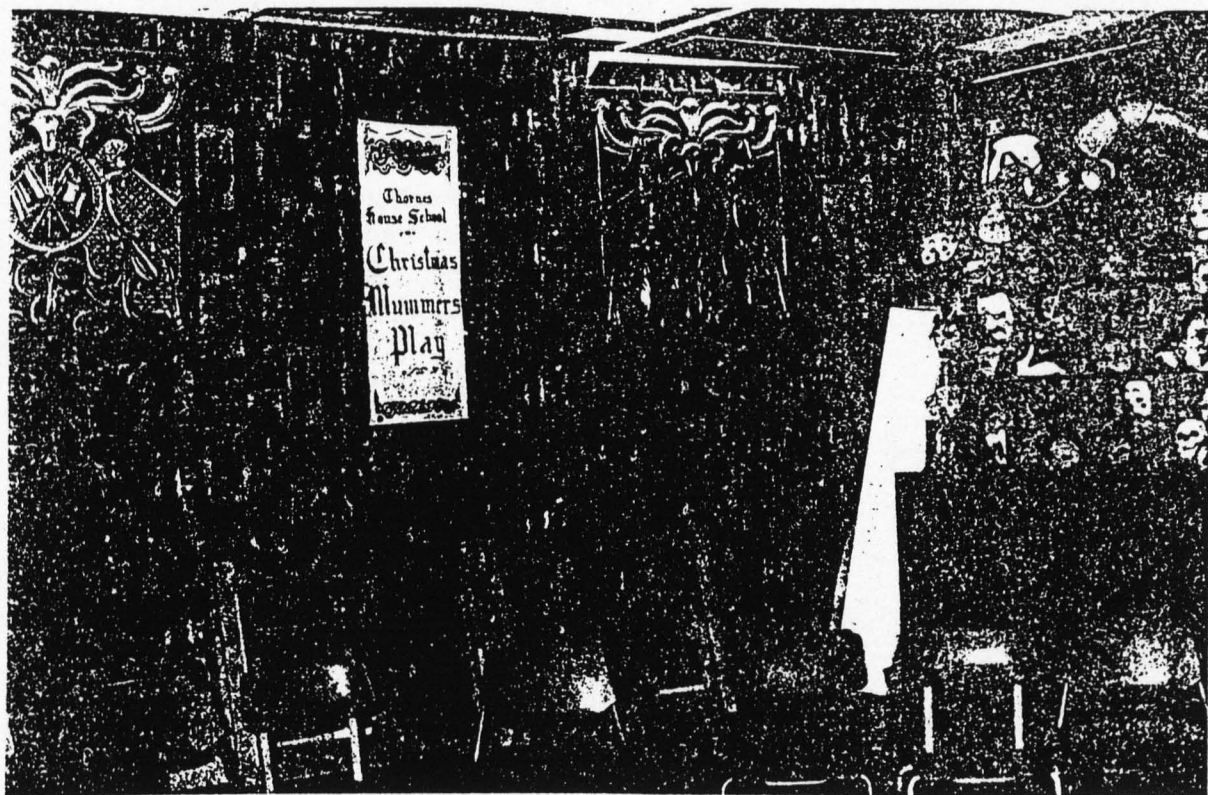
The intricacies of Pinter and Orton are far removed from the family entertainments these students have been involved with in the past. By experimentation, discussion and use of their innate intellect they have come to understand much more about these playwrights.

Earlier experimentation has brought about a significant alteration in our production of "The Room" for which I hope Pinter will forgive us. Work on role-reversal brought us to the point where the roles of two main characters were transposed and this has remained in our production."



Wakefield Metropolitan District Council: Post-16 Education and Training Plan, 1980-1993. Section on Wakefield District College

Workshop



NINE

Wakefield Metropolitan District Council: Post-16 Education and Training Plan, 1990-1993. Section on Wakefield District College

NINE

WAKEFIELD METROPOLITAN DISTRICT COUNCIL POST-16 EDUCATION AND TRAINING DEVELOPMENT PLAN, 1990-1993.

The College's Remit

The WMDC Training Development Plan for this period immediately before the College became independent covered all aspects of training for the district within which the College played a crucial part. The list of contents for the College section of the planning runs to four detailed A4 pages. Following a general overview, specific aspects of advanced educational requirements are detailed which indicate awareness of necessary education and training for the entire population. The provision is there if advantage is taken, and traditional aspects of studies are taken into account as well as innovation where external developments require forward planning. The provision moves therefore from 'Provision for Specific Groups' to 'Community Provision.' The section headed 'Progression' covers pre-College entry requirements with regard to scholastic attainment through to 'Post-College' education which covers preparation for University or specific professional or business/industry links. The government's prescriptive 'Technical and Vocational Education Initiative' has been taken on board and there are school links. Links with business and industry have been widened to include preparations for the 'European Dimension,' 'Management' and the place of information technology. 'Funded Projects' provide a widening horizon from the 'Education Support Grant,' the 'European Social Fund' and the 'Further Education Development Fund.' Regular development projects include the 'Technology Transfer Centre' and 'Business Management Centre.' Alongside 'Services to Business' is a section given to 'Services to People.' Included are: 'Human Studies,' 'Creative and Performing Arts,' 'Physical & Social Sciences,' and 'Communication and Languages.' A separate section covers 'Engineering and Mining Technology' which are based mainly at the Whitwood and Hemsworth linked Colleges.

The curriculum has covered trade, commercial and professional expectations, as well as requirements for Higher Education, and provision has been spread over the three constituent establishments which form Wakefield College.

'Staff Development' has also included a 'Centre for Adviser and Inspector Development' and a 'Regional Headship Unit.'

STAFF DEVELOPMENT: WAKEFIELD DISTRICT COLLEGE

1. LEA Training Grants Scheme

LEATGS funding has been available to the College under the appropriate National Priority areas during 1989-90 to the sum of £51,660.

Under the Local Priorities the College has been allocated in total £64,710 to be used for (i) long part-time and (ii) extra District short courses. In addition, travel expenses for extra LEA courses are reimbursed from the central fund and a weekend at Woolley Hall has been reserved and set against INSET.

There are also elements of training financed from ESF and ESG.

2. College-based INSET 1989/90

(i) Introduction

In-service training within the College can be classified as being either Sector based or centrally based.

Sector based INSET will generally be very specific to one subject or one course whilst the centrally based training covers a much broader educational spectrum.

(ii) Currently Planned Courses (Centrally Based) (Autumn Term 1989)

(a) RSA Counselling Skills in the Development of Learning

To enable course members to develop the skills of helping and supporting others in their work roles and situations.

(b) RSA Modular IT Scheme for Teachers and Trainers

To allow participants to acquire IT skills and to practise their use in the classroom and to enhance the learning process. Support will be given to develop schemes of work and course ware. Accreditation and Certification will be based on a logbook of each participant's evidence of meeting RSA criteria.

(c) Introduction to the Apple Macintosh

To give staff sufficient basic knowledge to enable them to use the Macintosh facilities within the College.

(d) St. John's First Aid Certificate

(e) Using dBase 3+

To give staff sufficient knowledge of dBase 3+ package to develop simple database applications

(d) Using BBC Micros

To give staff a general introduction to the BBC Micro. Those without previous knowledge are welcome.

/contd...

(g) Using Uniplex 2+

This course will cover most applications of the Uniplex 2+ Integrated Office System currently on the College Hewlett-Packard computer. This system is run under an open access policy and is therefore available for staff at any time.

(h) Computer Aided Engineering

To create an awareness of the facilities available within the technology centre for staff who may be called upon to respond to industrial clients at an initial level discussion.

(i) Special Needs Provision with Sectors

With a growing emphasis on special needs provision within Sectors, numbers of tutors involved in special needs teaching are increasing. This course offers the opportunity to share ideas on the development of this area of work.

(j) Induction of New Staff

(k) Reading: "New Shapes of the Art"

To allow staff to investigate more effective methods of teaching English Literature.

(l) Student Entitlements

To investigate DSS and Awards Section rules and regulations as applied to College students.

(m) Solvent Abuse by Teenagers

To consider aspects of Solvent abuse on a national and local level.

(n) Assertiveness

An introduction to assertiveness giving definitions, techniques and applications

(o) Wakefield MDC Skills Survey

To study the report and its implications for the College.

(p) Marketing the College

A course involving study of "The Responsive College".

(q) IT for Tutors

A workshop to exchange ideas and examples of good practice

(r) Coping with Stress

A course to look at causes of stress and its control.

(s) BTEC, Requirements and Practices - Update

(t) NVQ Update

(u) Equal Opportunities Courses

- (i) Personal Harassment
- (ii) Recruitment and Selection Skills
- (iii) "The Time for Slogans is Past"
- (iv) Language Awareness
- (v) Workshop for Sector Equal Opportunities Representatives
- (vi) Strategies for Fair Selection and Recruitment

3. Some Centrally based INSET to be developed during the 1990-93 period

- (a) Accreditation of prior learning
- (b) Working with young offenders
- (c) Training needs analysis
- (d) Enabling students to manage their own learning
- (e) Competence based learning
- (f) Alcohol abuse amongst young adults
- (g) Study skills
- (h) Post ERA Managing Marketing
 Managing Financial Planning
 Managing Course Costing
- (i) Management Information Systems

4. Sector Based INSET

Much staff development is being done via Sectors; varying from extended staff meetings examining curricular issues, to subject team meetings, extended courses and residential weekends.

Communications and Languages

- (a) Working with volunteer tutors
- (b) Making optimum use of "Spelling it out"
- (c) Working in the English Workshop
- (d) Sector support for Language awareness

Computer Studies

- (a) Creative use of dBase 3+
- (b) UNIPLEX - an integrated system
- (c) Desk top publishing

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Business and Related Studies

Training for delivery and assessment of NVQ courses

Construction

- (a) NVQ and the CITB
- (b) Using information technology in the construction industry
- (c) Computer awareness and design

Subject groups within sectors (and across sectors) meet regularly to monitor, develop, and evaluate:

5. In-house courses bearing awards for staff

- (a) RSA MISTT Scheme - 36 weeks
- (b) C & G Certificate in Open Learning Delivery - usually 36 weeks
- (c) St. John 1st Aid Certificate - 12 weeks
- (d) RSA Counselling Skills - 36 weeks
- (e) C & G 730 FE Teachers' Certificate Part I - 20 weeks
- (f) C & G 730 FE Teachers' Certificate Part II - 52 weeks
- (g) C & G 731/4 Teachers of Students with Special Needs in FE - 36 weeks
- (h) YHAFHE Part-time Teachers in Continuing and Further Education -
Stage I - 16 weeks
- (i) YHAFHE Part-time Teachers in Continuing and Further Education -
Stage II - 40 weeks
- (j) C & G Initial Certificate in Teaching Adult Literacy and Basic
Skills
- (k) RSA Diploma in Teaching and Learning in Adult Basic Education
- (j) C & G Certificate in Teaching Basic Communication Skills



CENTRE FOR ADVISER AND INSPECTOR DEVELOPMENT

1. Introduction

The Centre for Adviser and Inspector Development was established in March 1986 to provide professional training for LEA Advisers and Inspectors on a national basis. The early stages were largely concerned with the development of a range of taught courses both at the Centre and in individual LEAs. Recent changes in legislation have, however, prompted a diversification and expansion of provision.

2. Proposals in 1989-92 Plan

No specific proposals.

3. Changes in the Context

The implementation of the Education Reform Act and, in particular, the increasing emphasis on the monitoring role, has led to a demand for training programmes to meet new needs both in terms of course content and method of delivery.

4. Developments/activities which have taken place

- (i) The continuing success of CAID has enabled a Deputy Director to be appointed for two years from 1st January, 1990.
- (ii) LEA affiliations have now reached 46 and a range of additional services (eg. LEA database, fellowships) is being developed for this group.
- (iii) More attention is being given to the delivery of on-the-job training and resource packs for advisory teams, including "Open Learning" materials. (A one year evaluation of distance-learning programmes is currently being undertaken with support from the Department of Education and Science).
- (iv) Greater regional provision across the country and direct support for advisers in their evaluation roles (post ERA) are being planned.

5. Proposals for 1990-93

In addition to the range of courses already offered, Open/Distance Learning materials will be developed in the following areas:

- (i) Performance Indicators;
- (ii) Advisory teachers;
- (iii) Monitoring the Early Years Phase;
- (iv) Masters Degree in Evaluation (in collaboration with Sheffield University);
- (v) Joint Training of Advisers/Education Officers (in collaboration with the Society of Education Officers/Local Government Training Board)

REGIONAL HEADSHIP UNIT

1. Introduction

From its inception the RHU has mounted six-week management courses each half-term for experienced headteachers for the 11 LEAs of Yorkshire and Humberside, with an agreed commitment from each Authority to nominate two headteachers for each course. In addition, a part-time 20-day course for recently appointed secondary heads and occasional 3 day courses on current management issues have been offered.

2. Proposals in 1989-92 Plan

Discussions are currently taking place to explore the extent to which the Regional Headship Unit can meet other regional needs and further support individual authorities' management development programmes.

3. Changes in the Context

The financial year 1989-90 has been one of great significance for the Unit. The changes in education funding have created severe difficulties both for the contributing LEAs and for the RHU.

- (i) From 1st April 1989 the entire budget has had to be generated through course fees, due to the removal of NAB funding under the ERA.
- (ii) A number of LEAs, whilst recognising the quality and value of the full-time courses, have been unable to meet their past commitment of nominating two headteachers for each of the six courses, because on-costs (particularly supply cover) have taken up a large proportion of an already limited budget.
- (iii) In July 1989 the professional staff complement of the Unit was reduced from three to two with the departure of the seconded research fellow. None of the LEAs was subsequently able to offer an appropriate secondment to maintain a professional staffing establishment of three.

4. Update on 1989-92 Proposals

Despite the severe pressure on staff a number of strategies were adopted to compensate for the reduced commitment.

- (i) A series of 3-day residential courses was mounted.
- (ii) Some outside commissions were taken up by the Directors, including the planning and delivery of a 3-day course for Kirklees.
- (iii) An individual affiliation scheme with an annual subscription was launched to up-date headteachers (to date there are 150 members).

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- (iv) A one-day conference for 120 headteachers is planned for March 1990.
 - (v) Two 3-day courses are planned for the Spring Term 1990.
 - (vi) A number of RHU publications continue to be produced for sale.
 - (vii) The fees for full-time courses have been raised by £50 per course member.
 - (viii) LEAs were asked to confirm their level of commitment to the 6-week courses for Financial Year 1990-91. It is clear that it will now be possible to run four courses on a cost-effective basis of about 20 participants per course. This will release the equivalent of a term to mount a series of residential short courses on themes negotiated with the LEAs to ensure full take-up of places.

5. New Proposals and Roll Forward

- (i) The Planning Group of the Steering Committee are currently developing a clear framework for future planning and implementation in order to meet the management and development needs of the region whilst securing a firm financial base for future operations.
- (ii) Alternative programmes will be offered to accommodate more appropriately the needs of the LEAs.
- (iii) It is probable that the work of the unit will be extended beyond Yorkshire and Humberside.