section two

Extracts from School Histories Collection

This section includes a variety of extracts, mostly taken from the School Histories Collection in the Library of the Institute of Education.

The postcards in the pack relate to some of the extracts and to the four themes, into which they are grouped – Discipline, Uniforms, Classrooms, Sports.

Suggested teaching activities using the extracts and the postcards are provided in Section 3.

Teachers are able to photocopy the extracts and pictures or copy them from the CD to use them as resources in their teaching. The materials can also be downloaded from the website – www.ioe.ac.uk/library/histories

General information

Over the centuries there were various types of schools, for different social classes of pupils. This range of schools reflected a range of political and religious beliefs about education. On the whole, until the 1870’s, pupils came from predominantly middle and upper class backgrounds, because schooling incurred the payment of fees – some schools which were run on a charitable basis, or as a part of an industrial organisation were cheaper than the very expensive ones for the (few young ladies and) young gentlemen of the day.

For more information see Factsheets 3 and 4, and the References.
Discipline

**School rules**
The behavioural standards varied from school to school and across history. Disciplinary codes of practice were particularly stringent in many Tudor and some Victorian schools.

X1. Tudor discipline at Harrow School and other schools

*In 1580, masters were expected to tell the scholars that they should* “come not uncombed, unwashed, ragged, or slovenly; but before all things, he shall punish severely lying, picking, stealing, fighting, filthiness, or wantonness of speech and such like”. Other things forbidden by school statutes and rules are railing, wrangling, “giving by-names”, swearing, “vain shouting”, blaspheming, gaming, “behaving themselves unreverently at home or abroad,” wearing in school any dagger, hanger or other “weapon invasive” except a meat-knife, bringing any staff or “bat” to school, “making frays” in school and haunting ale houses. In one school, for every “oath or ribald word” spoken inside or out of school the scholar was to have three stripes, and in another, monitors were to be appointed to report rudeness, irreverence and unseemly behaviour in the streets, the church or at public sports.

X2. Rules for children at the Friends’ School, in Wigton, Cumberland 1817

To be strictly observed by Children at Wigton School, and to be read to them once a month:-

1. That they rise at 6 o’clock in the morning and dress themselves quietly and orderly, endeavouring to begin the day in the fear of the Lord, which is a fountain of life, preserving from the snares of death.
2. That they wash their faces and hands and at the ringing of the bell collect themselves in order, and come decently into the School; that they take their seats in a becoming manner without noise or hurry, and begin business when the master or mistress shall direct.
3. That they refrain from talking or whispering in School; and that when repeating their lessons to the master or mistress, they speak audibly and distinctly.
4. That they shall not be absent from School nor go out of bounds without leave.
5. That when the bell rings for breakfast, dinner, or supper, they assemble in silence and in due order, having their faces and hands clean and their hair combed, and so proceed quietly into the dining room.
6. That they make solemn praise before and after meals and that they eat their food decently and refrain from talking.
7. That they never tell an untruth, use the Sacred Name irreverently or mock the aged or deformed. That when strangers speak to them they give a modest and audible answer, standing up and with their faces turned towards those who speak to them.
8. That they avoid quarrelling, throwing sticks, stones or dirt, striking or teasing one another; and that they are enjoined not to complain about trifles, and when at play, to observe moderation and decency.
9. That they neither buy, sell, nor exchange, without leave; and that they strictly avoid gaming of all kinds.
10. That they shall not be possessed nor have the use of more money than one penny each per week; and if any other money be found on any of them it shall be taken by the Superintendent and retained or employed for their use.
11. That they observe a sober and becoming behaviour in Religious Meetings, also in going to and returning from them.
12. That their whole conduct and conversation be dutiful to their masters and mistresses, kind and affectionate to their school-fellows, and that in all cases they observe the command of Christ – “All things whatsoever ye would that men should do to you do ye even so to them.”
13. That in the evening they assemble themselves and take their seats in the dining-room, and after attending to such part of the Holy Scriptures or other religious books as may be read to them, they retire to their bed-chambers and undress themselves with as much stillness as possible, folding up their clothes neatly and putting them into their proper place; and that they are tenderly advised to close as well as begin the day with remembering their gracious Creator, whose mercies are over all His works.”
X3. Rules for nurses and students in 1791

The nurses should not sell “Fruit Tarts or other kind of trash to the children on any pretence whatever.”

X4. Rules for girls’ education in 1823

In 1883, girls at Alice Ottley School were forbidden from speaking in public to any boy at King’s Grammar School or any Grammar School, even if he was her brother.

X5. Rules at Hazelwood School (1827)

Silentiary
Art 1. The duty of this Officer is to preserve silence by levying fines on those who disturb the peace or order of the school.
2. The Silentiaries shall act at all times during school hours, and at such other times as the Teachers may consider necessary.
3. The Silentiary shall wear his hat, to distinguish him from other boys; and he shall wear light shoes, that he may move about in silence. – Sanction 10 marks for either omission.
4. In order to avoid speaking, even on the part of the officer himself, he shall apprise an individual that he has incurred a fine by a silent signal, as by touching him. (pp.31-2)

STRICT ORDER (Enacted by the Committee)
Art. 1. It shall be unlawful, during the time of school business of any kind, to commit an act which shall in any degree violate strict order, neatness, or silence.
2. It shall be unlawful to commit an act at any other time, if it give unjustifiable annoyance to others. Examples of Offences included in this Law, with their respective Fines.
3. Disturbing in a slight degree, or doing that which has a tendency so to disturb the peace or general order, at the time of school business – as, by whispering; by walking otherwise than with the heels raised; by standing at the muster otherwise than in the right line, with the body erect, the hands by the sides, and the heels together; by being out of proper place, &c – 5 marks.
4. Making a loud noise in school hours, but at such time as strict order is not required; namely, at the time which elapses between the ringing of the bell as the signal for a muster (assembly), and the beating of the drum as the notice of the commencement of the muster, – 10 marks.
   Making a noise in the court during school hours, or remaining in the court at that time – 10 marks
   1. Being in a slovenly or uncleanly state – 10 marks
   2. Having a desk or other repository of books in a disorderly state – 20 marks
   3. Not being passed when first examined for personal cleanliness – 20 marks
   4. An additional and double fine shall be levied, when a boy allows the whole time of examinations to expire without his being passed and checked.
   5. Being in the habit of trifling, romping, smoking, talking irreverently or inopportune; or being habitually slovenly, whether as regards person, dress, graphic productions, or property of any kind; or habitually stooping – A weekly tax
   6. Leaving any article out of place, or having any article which has not the owner’s name upon it – 5 marks
   7. Articles which are found, and of which the owners are unknown, shall be put into a place called the Trovery, where they shall be exposed to public view.
   8. An officer shall attend every day to deliver up such things as are claimed by their owners, on the payment of a fine of 20 marks each.
   9. When an article shall have remained three days without being claimed, it shall be sold for the benefit of the School Fund; unless the owner demand it at the time of sale and pay 50 marks.
Sanctions

Corporal punishment in state-funded schools was legal in the UK until 1986 and in private schools until 1999 (although many schools stopped before then). Local LEAs laid down guidelines for the use of corporal punishments in local state schools.

X6. Punishment at a Tudor school

For the defaulting school boy flogging was the usual punishment, and the old pillar in the Elizabethan Hall became “the whipping post”. In this matter, as a rule the master had a free hand, and frequently a heavy one..... To check this tendency the regulations provided that the Schoolmaster or Usher be careful that they do not give any immoderate correction to any scholar; and that they do not strike them on or about the head, neck, back, shoulders, or belly with the ferula or stump end of the rod” (referred to in an article on the School, published by Charles Dickens in 1851)

X7. Punishments in 1913

Mr Barker was a strict disciplinarian and he records the purchase of ‘3 canes 42 and a half inches x 3/8ins at 3/9d’. Pupils who were punished were caned by the head and this was recorded and inspected in the Punishment Book. Apparently, the caning was dispensed by the Head with a pencil between his teeth.

X8. Examples of punishments at Balham Central School, 1963/4

<table>
<thead>
<tr>
<th>Punishment</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firing pellets from elastic band</td>
<td>1 on seat</td>
</tr>
<tr>
<td>Writing on text books</td>
<td>1 on hand</td>
</tr>
<tr>
<td>Misbehavior</td>
<td>1 on each hand</td>
</tr>
<tr>
<td>Dumb insolence</td>
<td>2 on hands</td>
</tr>
<tr>
<td>Failing to work in a lesson</td>
<td>2 on seat</td>
</tr>
<tr>
<td>Leaving school without permission</td>
<td>2 on seat</td>
</tr>
<tr>
<td>Playing around in class</td>
<td>1 on seat</td>
</tr>
<tr>
<td>Causing chaos with itching powder</td>
<td>2 on seat</td>
</tr>
<tr>
<td>Swearing</td>
<td>2 on seat</td>
</tr>
<tr>
<td>Rudeness to a master – personal insults during lesson</td>
<td>1 on each hand</td>
</tr>
</tbody>
</table>

X9. Punishing truancy in 1701

A Horse Lock Chaine was purchased by St Anne’s Charity School in Soho with which to punish truants. We do not wonder that we find so much about truants in the early days of the school, when we remember that up to this time the boys had run wild in the streets and in the brickfields which surround Soho. It took a long time for school discipline, severe as it was, to eradicate the bad habits....

X10. In court for truancy

Mrs Jones appears in answer to a summons for not sending her son Adolphus regularly to school.

Visitor [truancy officer] (reading from his notes): “Adolphus, aged 11, working in Standard II. Has made 47 attendances out of 80.”

The Magistrate: “What have you to say, Mrs Jones?”

Defendant: “Please sir, I ain’t got no boots to put on ’is feet. My ’usband’s been out of work this four months, and I’ve got six little ones at ’ome.”

Superintendent: “This is a bad case, sir. The boy has been constantly seen playing in the streets. There are two previous convictions.”

Magistrate: “You must send the boy to school, and if you want boots, you should apply to the missionary. Ten shillings or fourteen days.”
X11. Truant school
It is generally a tearful and spiritless truant who is ushered by a policeman into the presence of the Governor at the Highbury or Homerton school; for the Truant School is the Tartarus (dark and gloomy place) of the truant’s imagination. ...

From the moment when he dons the livery of the Truant School, the boy’s life becomes a complete antithesis of what it has hitherto been. The boy who has been accustomed to his own sweet will does everything now by the rule; he who knows no restraint knows no liberty; the wild boy of the streets, who was the despair of parents and teachers, has become a paragon of docility.

X12. Reminiscence from Gillingham Grammar School, 1946-53
The master in charge of that particular room.. possessed a cricket bat with the blade sawn off to a length of about six inches. About three times an hour, in response to the most trivial infractions, he would paddle some boy’s behind with a vigour that would do credit in a Test Match. One of the most frequent causes of friction was the accident prone character of the ink-wells in that particular room.... At that time they served mainly to provide an essential ingredient of ink pellets (balls of blotting paper soaked in ink flicked from the back of a ruler at the bald head of le professeur sitting at his desk) and as the solvent for pellets of calcium carbide. The resulting pungent odour of impure acetylene was usually blamed on the chemistry lab along the corridor and a boy was always sent to close the door.

X13. Reminiscence from Gillingham Grammar School, 1946-53
‘Bill’ was a fine teacher. When severely provoked he was a chalk thrower but in his more controlled moments he would point to some hapless student and bellow: “Silly boy, smack his head!” This was a signal for the boy’s nearest neighbour to spring up and beat him on the head. In the event of there being a dispute as to who was the nearest neighbour then the system was fail-safe in that all claimants belaboured the poor unfortunate.

(In School Assembly) As soon as (the headteacher) had finished collecting the Lists (of pupils who had come top of their classes in tests) he would turn to another queue of children on the other side of his table. Each of these children waited in turn for their misdemeanours to be read out by Mr Rowson telling everyone what they had done wrong. And then he caned them.

X15. Reminiscence from Balham Central School, 1957
Smack, smack, smack. This is what I remember vividly of my school day: the cane, which I had to endure several times. Those school days are now a bit of a blur, maybe because I was never really academic, but I do remember always wanting to go out and play, especially football. I think my teachers found me to be an unruly pupil, but really I was just playful and always active. So classes and lessons never suited me. I started at the school in 1957 and nobody had heard of children’s rights — especially in a single sex boys’ school.

Not surprisingly I would get into trouble. We would be made to go up the back stairs to the headmaster’s office and wait outside. When you were there, you could hear the punishment of another boy and it made things worse as you waited for your turn. It was obvious that the headmaster did this on purpose. When a teacher disciplined you, they would use other instruments, such as a large table tennis bat.
X16. Reminiscence from Burston Strike School School

In 1914, the longest strike in history took place at Burston School in Norfolk. Tom and Kitty Higdon, the headteacher and teacher at the school fell out with the parish council, which ran the school, because the Higdons had complained about bad conditions for the pupils – it was too cold, dark and damp, stuffy and dirty.

The Strike School lasted until 1939, 25 years, the longest recorded strike in history.

Reminiscence of ex-Burston pupil, Emily Wilby, aged 10

We came on strike on April 1st 1914. We came on strike because our Governess and Master were dismissed from the Council School unjustly. The parson got two Barnardo children to say that our Governess had caned them and slapped their faces, but we all knew she did not. Then our Governess lit a fire one wet morning to dry some of our clothes without asking the Parson. So the head one said that our Governess and Master must be got rid of. They had their pay sent and two days ‘notice to leave the School. Governess did not know we were going on strike. She bought us all some Easter eggs and oranges the last day we were at the Council School.

Violet Potter brought a paper to School with our names on it, and all who were going on strike had to put a cross against their names. Out of seventy-two children sixty-six came out on strike.

The first morning our mothers sent the infants because they thought they did not matter, but in the afternoon they too stopped away and only six answered the bell.

The next morning the sixty-six children lined up on the Crossways. We all had cards round our necks and paper trimmings. We marched past the Council School and round the ‘Candlestick’ (a local name for a route round the village). When we got to the foster-mother’s house, she came out with a dustpan to ‘tin’ us, but when she saw our mothers she ran in. She put a card in her window with ‘Victory’ on it, but she has not got it yet. Some of our parents gave us cake and drink and many other things. When we got to the Crown Common we had a rest. Mrs Boulton, the lady from the Post Office, gave us some lemonade and sweets and nuts. She also gave us a large banner and several flags. At twelve o’clock we went home for dinner. At one we marched again. ...

Mr Starr the attendance officer, sent our mothers a paper saying if they did not send their children to the school they would be summonsed, but our mothers did not care about the papers; some put them on sticks and waved them......

One day a policeman went round to twenty houses with summonses because we had not been to school. .. at Court the fine was half –a-crown each... The next day our mothers thought we might begin school on the Common while it was fine weather. We had school on the Common a little while, then we went into the very cottage that the Barnardo children had lived in for a year and a half. Our mothers lent stools, tables, chairs, etc. Mr Ambrose Sandy said we could have his (carpenter’s) shop for a strike school. Sam Sandy came and whitewashed it out and mended the windows. He put a ladder up so we could go upstairs. Our mothers were soon summonsed again... Our parents did not have to pay a penny of the fine. It was all collected on the Green and in the streets.
School log books
Since 1862 Headteachers of schools that received Government grants were obliged by law to keep a log book—a daily record of events that occurred, beyond the usual timetabled lessons. The contents of these logbooks vary. They might include inspectors’ visits, weather and school closures, incidents and misdemeanours.

Below are samples from logbooks written between 1863 and 1882:

**X17. Extracts from the first log book of the British Boys’ School in Romsey June 1863**
June 22nd Readmitted two old scholars who had left to go to work. The boys left school at 4.15 instead of 4.30 this afternoon.
23rd Alfred Williams my late Pupil Teacher took a group this morning.
24th The heat was excessive this afternoon. The want of new ventilation was greatly felt. Alfred Williams rendered me some assistance again this afternoon.
25th Edwin Newport and Frederick Floyd came in at 3.25 this afternoon being 25 minutes after time. Alfred Williams came again this afternoon and stopped until school was dismissed.
26th The fourth group were examined today in Standard 4. Most of the papers were done neatly and cleanly. Alfred Williams was here a little while this afternoon.
29th The school has a holiday today Coronation day falling on Sunday. This is, generally, kept as such.

**X18. Extracts from the log books of the headteacher of Busbridge School, Godalming 1881-2**
Nov 24 (1881) I received a letter from Mrs Oliver this afternoon complaining about me boxing her little girl’s ears. I sent word back and told her that she was quite mistaken. I merely gave her child a nudge when passing. I do not box their ears very often because I know that it does them an injury. Still, in the hurry of the moment I sometimes forget myself and do so. But I am glad to say that this is not very often the case.

June 16 (1882) Mrs Matthew sent a note this morning, complaining that I beat her little girl yesterday and made her eye swell. I myself do not remember it, none of the children in the school saw it done and even those children who were sitting next to her know anything about it.

Apr 20 (1882) Sent Bertha Johnson home today with her little brother. He had a stone up his nose.

**Complaints and protest**
Below are extracts relating to complaints and to “rebellions” that took place at several leading public schools between 1780 and 1880.

**X19. Complaints about Eton by a parent, in 1834**
They (the boys) are COMPELLED to attend chapel, exclusive of Sundays at the least four, very often five, sometimes even six, times in the week. ...The prayers are read in a slovenly manner, being usually accomplished in 25 minutes. Very frequent COMPULSORY attendance on Divine Worship, even if properly done, can have none but a bad effect on MEN.... but upon the YOUNG the consequences are incalculably disastrous.
X20. The treatment of fags, written by a parent in 1834
I have spoken about the discomforts of the Collegers, but the subject to which I am principally desirous of attracting attention is, the treatment of the lower Collegers, or fags. Perhaps there is no state of existence so destitute of enjoyment, or rather so utterly replete with misery, as that of a boy who ‘goes into College early’. Besides the common sources of grief, (and they are no trifling ones), of leaving a fond mother and the social endearments of home for the anticipated terrors of the rod and the grammar, the younger Colleger at Eton has to undergo hardships and privations which are probably unequalled even by those of the most miserable slave in the West Indies, or the most wretched inmate of a modern manufactory. Deprived of his blankets in the coldest nights, and the more piercing the cold the greater the liability – subjected to physical pain from the upper boys at the most trifling mistake or trivial delay – kept out of bed frequently till one, two, or even three o’clock in the morning – as completely a slave as any acceptance of the word ca imply – compelled to clean knives, light fires, make beds, and other the most menial offices, – unable to learn his lessons from the appropriation of time which is thus extracted from him, yet, conscious that he will be punished for not having done so, – between floggings of the Master and the beatings of the boy to whom he is a fag, his life is as miserable as life can well be made.

X21. 1793 and 1818 rebellions at Winchester College
..the boys, neglected and without proper supervision, were driven to frenzy by the pinpricks and downright low dodges of their ‘parental’ Warden. There was nothing to which he would not stoop. He would break his word, lay traps for their youthful inexperience and their quixotic loyalty to each other, take back a promised amnesty and quell by a trick what by a trick he had incited. He would invoke the magistrates and the Riot Act, bring the troops with fixed bayonets upon his own boys, and expel children of a year’s standing. It is quite true, as Huntingford claimed, that the rebellion of 1818 was ‘outrageous and ferocious, totally unlike any acts of disobediences which we ever saw or heard in the days of our puerility.’ The soldiers were not the only ones who were armed, and the ‘peer of Parliament’ was imprisoned for the night in his own house by boy sentries armed with axes. In both rebellions College was manned and fortified for a siege; in 1793 the Red cap of Liberty fluttered over Middle Gate, and a half the stones of chamber court were taken up for ammunition. The young gentlemen of Old England could be ugly customers when driven to it, and meanness was to them the unforgiveable offence.

X22. Comments on the Winchester College rebellions
Our sense of the magnitude of the problem is increased if we consider the type of boys involved in the various rebellions from 1774 to 1828. They included the very flower of England. As Adams says of those expelled in 1793, there were ‘determined spirits among them – a fact to which some of the sternest of the Peninsular battlefields bore witness’. Three future Generals, Dalbiac, Cama and Lionel Smith, had to leave: so had a future Bishop, Mant,... the two Malet brothers, the elder afterwards a distinguished diplomatist (were) .. expelled in 18128 and 1828... Another future Lord Chancellor, Roundell Palmer, afterwards Lord Selborne, was among the Commoner Prefects deemed to have failed in 1828.

X23. International rebellions in the late eighteenth century
The French Revolution (in 1789) Warton could not entirely evade. It was regrettably thrust upon his attention by the Gallic Red Cap of Liberty placed on College Tower in 1793 by the ringleaders of the fourth, and most serious rebellion of his reign.
X24. Rebellions at Harrow School

Bryant notes how Harrow reflected the political trend of the outside world and the period of upheaval which produced the American and French Revolutions, and that there no fewer than three revolutions in the little world on the Hill. (Harrow School is situated in Harrow-on-the-Hill).

Harrow pupils were displeased at the appointment of a new Headmaster, who had taught at Eton College, another public School.

The first (rebellion) occurred when, on the sudden death of Dr Sumner, in 1771, the Governors appointed as his successor, Benjamin Heath, another Eton under-master, and ignored the petition of the boys on behalf of the popular usher Dr., Parr. “As most of us are independent of the foundation” (i.e. full fee-payers), they wrote, “we presume our inclinations ought to have some weight in the determination of your choice... A school of such reputation as our late master has rendered this, ought not to be considered as an appendix to Eton... A school cannot be supported when every individual is disaffected towards the master; neither will the disregarded wishes of the members want opportunities in showing resentment.” There followed riots, in the course of which occurred the famous incident when the coach of one of the Governors was dragged out of the Yard to the King’s Head, stoned, rolled down the hill to the Common, where are now the cricket fields, and there smashed to pieces. The governors sent the School home for over a week, and expelled the ringleaders altogether. Among them was Richard Wellesley, aged eleven, the future Governor-General of India and conqueror of Mysore and the Mahrattas. Just then his only trophy was a tassel from the coach, but he waved it triumphantly about shouting “Victory” even when he reached his guardian’s house in London.

X25. Lord Byron – a rebel at Harrow School

A similar rebellion took place in 1805 when the pupils disliked the appointment of another headmaster, preferring the brother of the previous head. This rebellion was led by the poet, Byron.

Byron’s blood was up and he was an unscrupulous rebel. He was also a monitor. The poetical satires of a budding genius were not the greatest of the discomforts which the “usurper” had to endure. A train of gunpowder was laid in one of the passages; fortunately, however, the appeal of another boy (afterwards a judge) not to destroy the walls where their fathers’ names had been cut, had a stronger influence on sentimental boys than the daring brilliance of a genius. However, the Headmaster had his gratings pulled down, because, said Byron, “they darkened the hall”, and his courtly invitation to this young antagonist to dinner was peremptorily refused on the grounds that “he should never think of asking Dr. Butler to dine with him”....

Three years later, however, he (the headmaster) was in for trouble again, though Byron had left. The third Harrow Rebellion (1808) seems to have been most serious of all. It arose out of trouble with monitors (similar to prefects), who were claiming an independent authority, both refusing to take the Headmaster into their confidence in dealing with serious misconduct in the School, and insisting on their right to use the cane with such severity as they thought fit. The doctor confiscated their canes and declared their right to inflict corporal punishment to be a usurpation. The ten monitors resigned. The School was behind them, for when the monitors apologized, the School indignantly protested, and drove five of them into organizing a rebellion. For four days there was a general strike. It was conducted with a commendable thoroughness, for not only was attendance at school rigorously boycotted and “Liberty and Rebellion” and “No Butler” bannered about the streets, but the arm of the law was paralysed by the seizing of the keys to the birch cupboard, and communications with London and parents cut off by the barricading of the London Road. The headmaster responded by snatching the keys from the boys and expelling seven of the monitors.
School Uniforms

**School uniform**

Pupils have had to wear school uniforms throughout the history of schooling in many schools. In the nineteenth century, and earlier, pupils in very poor schools were excused from wearing uniforms. Some schools provided uniforms, and others expected mothers to make uniforms out of specific materials and patterns. Other schools had specified school wear, such as school colours, berets, caps or blazers, to represent a distinctive school brand.

X26. Uniform and endowment for the charity school in Henley

*(now Henley Tertiary College)*

In 1609, Dame Elizabeth Periam founded a charity school in Henley “for the education in writing, reading, and casting accounts, clothing, and apprenticing twenty poor boys of the said town”.

“She endowed the school with land around Henley and from that income she decreed for her pupils that “there be bestowed yearly at Easter £12 in broad cloth to make them doublets and breeches and £3 for canvass to line the same. Each of them shall have one pair of stockings sh.13, one pair of shoes price sh.2, cloth for 2 shirts and 2 bands, and the same to cost in the whole £3.10., and 10 sh. yearly to be allowed for the making of them”.”

X27. School uniform at Chigwell School, 1713

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 2 pair of knit worsted stockings</td>
<td>7/- (£3.50)</td>
</tr>
<tr>
<td>For a pair of shoes</td>
<td>4/- (£2.00)</td>
</tr>
<tr>
<td>For a pair of shoe buckles</td>
<td>6d (£0.25)</td>
</tr>
<tr>
<td>For a pair of Gloves</td>
<td>1/3 (£0.83)</td>
</tr>
<tr>
<td>For 6 shirts at 3 yd and 1/2 apiece at 15d yd &amp; making and washing at 1/2½ a piece in all</td>
<td>1-13-6 (£1.675)</td>
</tr>
</tbody>
</table>

X28. Girls’ school uniforms in 1797

Five prizes of school uniforms were given to the girls, aged between 7 and 14 who attended Lady Palmerston’s School of Industry for poor children in Romsey, where they learned a trade.

The outfit consisted of a new gown, petticoat, shift, pair of stockings, pair of shoes and a hat. The first prize-winner received the entire outfit, and the rest were graded, so the fifth won a pair of stockings and handkerchiefs.

Lady Palmerston wrote in her Charity Book:

The girls had a gown of light grey trimmed with a dark blue binding made high up the neck, with a fake waistcoat to tye. The dress made round. A flannel petticoat, 2 shifts, 2 pair of stockings, 1 handkerchief (a wrap), 1 beaver black hat with a black ferret (ribbon made from spun silk) to tie it on. The boys, a suit of clothes of cloth edged with purple, the same as the girls, 2 pair of stockings, 1 pair of shoes, 2 shirts and a beaver hat.
X29. Uniform of the Carpenter Scholars at Tonbridge School in 1830
The outfit provided for each boy was as follows:
2 suits of Clothes and 2 extra pairs of Summer Trowsers
6 Linen Shirts
2 Cotton Shirts
1 Hat
1 Cap
6 pair of Worsted Stockings
6 “ Cotton Stockings
3 pairs of shoes
6 pocket handkerchiefs
1 Great Coat
2 Black Silk handkerchiefs

Note;
The school fees and costs for the Carpenter Scholars at Tonbridge School were paid for by the City of London.

X30. Boys’ school uniform in the 1870s
Tom Slater, the son of a chemist, wrote about his school uniform in Romsey, Hampshire:
“In my time the boys’ uniform was a dark blue skirted coat with brass buttons, chamois leather knee breeches, grey worsted stockings, a soft cloth hat pulled down all round with a white band and a tassel to it, white turned down collar and band at the throat, similar to those worn by lawyers and ministers of religion."

X31. Reminiscence about school tunics at Newland High School in 1917
The first tunic, worn with a white shirt blouse and tie, was the familiar box-pleated, navy-blue serge tunic. It is true that it was very hot, especially when worn, winter and summer, alike, with black woollen stockings; it is also true that when we attempted to give ourselves a shapely silhouette by pulling the girdle tight, we tended to balloon above, like a pouter-pigeon, and the girdle, under the strain, tended to become more and more like a piece of string; but this tunic remained with us until just before the last world war.

X32. And haircuts around 1915
I can still recall the time when ‘bobbed’ hair first came into fashion, and the daily thrill of seeing how many bold spirits had challenged what we – probably quite incorrectly – believed to be the disapproval of the school authorities, by having plaits chopped off.
Schools, Classrooms and Lessons

The school curriculum
Like today, over the past centuries, debates have taken place over what to teach and how to teach it. Different subjects were offered to pupils in the range of different schools. Public schools and Grammar schools tended to teach Latin and Greek, while elementary and technical schools taught more practical subjects, with less focus on grammar.

Very few girls were educated until compulsory education was introduced.

X33. The motto of the Girls’ Public Day School Company, founded in 1872
Knowledge is no more a fountain sealed.

X34. Sir William Petty in the 17th century
I who a country Boy was put to School
Where I was borne, to a pedantic foole
And there formed verbs, did scan, construe, and parse
Make verse and themes, but all to save my arse.

When he was 12 Petty considered that he had a competent smattering of Latin and was entered into the Greek.

At 25 years of age, he wrote that children would be given an easier and more pleasant experience of schooling if they were be taught about things that were familiar to them as opposed to parrot-like repeating of .. Nouns and Verbs.

X35. Living letter alphabet in the 1880s:
The children form themselves into living illustrations of the letters; they are provided with boxes containing straight and curved strips of coloured card, and out of these they construct each letter for themselves, afterwards drawing it on their slates: the letters are compared with familiar objects, and a verse is said or sung about each. Thus the reading lesson becomes at once a calisthenic exercise, a kindergarten game, a drawing exercise, a lesson in form, number and colour, and a conversation lesson introducing new words and ideas; and all the time the children are interested, busy and happy.

X36. Girls’ and boys’ curriculum at St Anne’s School in 1704
The amount of teaching which was given to Girls two hundred years ago so far as books were concerned was even less than that given to Boys. At first they were only taught to read, and it was not until the school had been in existence ten years (by 1714) that any of them were taught to write....

The girls learnt knitting sewing and mending. In addition to making nearly all their own clothing, they made shirts and knitted stockings for the Boys.... Laundry work was also part of the school business.
X37. Expectations of the Master’s duties

Rules to be Observed by the Master of the Grammar School (about 1700)
(Sang School, in the Orkneys) spellings as written at the time

1. You are to injoin the Scholars to convene at seven in the morning, and a little thereafter, to cite the Catechism, and to begin with prayer, to dismiss them at twelve, convene them at two, and on Munday, Wedensday & Friday to keep that at there studies until near six, when you are to cause read some part of the holy Scriptures, sing psalms & pray, & this to be done every night that is not a play day.

2. On the Tuesday & Thursday you are to allow them to take their recreation at four afternoon, & injoin them if the weather be fair, to go to the fields & they are to have the whole afternoon on Saturday for their diversion.

3. You are to cause them learn exactly the Vocables, and to oblige them to speak Latine the best they can, not only in the School, but in the Streets or elsewhere when they are conversing with one another.

4. You are to appoint Censors of such as speak English, swear, curse or lie, & of such as throw stones in the streets, go to the sea in boats or are late out of their beds.

5. You are to direct them to say there prayers at home, and as convenience can allow, to visite their parents and to enquire anent their behaviour.

6. You are to cause them learn the Catechism, & such as have the same most exactly are to repeat the same in the Church, according to use & wont.

7. You are to go with them to the Church on the Sabbath days and other days when there is publick worship, and sit with them in the School Loft and observe their behaviour, and after the publick worship is over on the Sabbath to convene them in the School and enquire how they have profited.

8. Whoever have been guilty of any fault on the Sabbath, such as sleeping talking or laughing in the Church, are to be called to answer for it on Munday morning.

9. The several Censors are to give in on Saturday what they have observed with respect to any of the Schollars, who are to be admonished, reproved, or corrected, as you see cause.

X38. Uniforms, class and needlework in 1805

A new gown was provided every year for each girl, while boys and girls were provided with wool to knit stockings for themselves. Needlework was a central part of the instruction provided, which is neatly summed up as follows — “… but as the children are of the lowest order, Mrs. Doyley does not admit of any fine work, writing, or anything above their station, lest she should injure both them and the public, by preventing them getting their livelihood in the station wherein they have been placed by Providence, and thus deprive the community of that class of people who are of such essential consequence to the welfare of the country at large.”
Ragged schools
Ragged schools were established in 1844 for the very poorest children to “save the forlorn and neglected children of the great metropolis from the debasement and misery in which large number of them were growing up” (Montague, 1904:16). These schools were free, unlike most other schools at the time, and often taught the pupils in the evenings and/or at weekends. They were often run by church organisations.

X39. Charles Dickens on ragged schools
Ragged Schools. The name implies the purpose. They who are too ragged, wretched, filthy, and forlorn, to enter any other place: who could gain admission into no charity school, and who would be driven from any church door; are invited to come in here, and find some people not depraved, willing to teach them something, and show them some sympathy, and stretch a hand out, which is not the iron hand of Law, for their correction.

X40. Having visited a ragged school in West Street, Saffron Hill, in Clerkenwell, North London, Dickens wrote:
The close, low chamber at the back, in which the boys were crowded, was so foul and stifling as to be, at first, almost insupportable. But its moral aspect was so far worse than its physical, that this was soon forgotten. Huddled together on a bench about the room, and shown out by some flaring candles stuck against the walls, were a crowd of boys, varying from mere infants to young men; sellers of fruit, herbs, lucifer-matches, flints; sleepers under the dry arches of bridges; young thieves and beggars—with nothing natural to youth about them: with nothing frank, ingenuous, or pleasant in their faces; low-browed, vicious, cunning, wicked; abandoned of all help but this; speeding downward to destruction; and UNUTTERABLY IGNORANT.

X41. Ragged school timetable
The annual report of the York Ragged School for 1859 shows the kinds of subjects that were taught at the ragged schools.

7 to 8 o’clock  The children admitted – bathe, wash and change their dress
8    The door closed
8.15  The children drilled and inspected to ensure cleanliness of dress and person – marched orderly into school
8.15 to 8.45  A hymn sung, a portion of Scripture read by the master, the children questioned on its purport, and instructed in the practical influence it should have on their conduct – a short prayer
8.45 to 9.30  Breakfast, the grace sung before and after
9.30  The school lessons commence
9.30 to 10.30  Writing and arithmetic
9.30   The girls retire to their own school room
10.30  In the yard – the school room ventilated
10.45 to 11.15  Spelling and reading
11.15  Scripture lesson
11.45  In the yard – school room ventilated
12    Drill
12 to 1.15  Walking or recreation in the yard
1.15 to 2    Dinner – the children wash

The afternoon followed a similar pattern, the lessons ending with a hymn, a Scripture reading and a prayer as in the morning. Supper was then provided after which the children changed back into their clothes and were dismissed.
School Sports

School sports and physical training
From the beginning of the nineteenth century most private schools had active sports – cricket and forms of football for the boys, and very little until the end of the century for girls.

X42. Eton College hockey and wall game in 1840’s
Hockey flourished for a few years; I regret it is out of fashion. A mistaken notion prevailed that it was a subterfuge for boys too careful of their shins at football. Well played, it was a far more artistic game than ‘the wall’, and the legs of the players were plentifully battered by the sticks, instead of the football shoes of the opponents. To an impartial observer, the wounds received at hockey were equally honourable, if a little less savage, than the maiming and disabling in the football matches.

(For more on the Wall Game at Eton College, please see their website: http://www.etoncollege.com/WallGame.aspx)

X43. Fagging on the cricket field at Winchester in 1842
I can hear to-day the strident, high-pitched voice of V.C. Smith, the captain of the Eleven, whose bat had propelled it, “fetch up that ball, and then come here.” I stood before him – a strong boy of nineteen or twenty. “Why did you shirk that ball?” – and as he spoke he gave me a “clow” or box on the ear which knocked me down and left the glands swollen and painful for days. Per contra a fag who made a catch was released for the rest of the hour. The result was that with whatever detriment to fingers, skin, chest, or face, we somehow stopped balls. We watched out bareheaded. I have felt my hair so hot as to be painful to the touch, and have seen the heads of other juniors steaming in the sun. At last a boy called Lewis was struck down with brain fever after several hours of this sport; his father wrote to the Times; with the result that an edict went forth empowering fags to wear hats while on the cricket field.

X44. Teaching drill in 1870
The great aim of teachers generally seemed to be to get the boys to march and turn around and wheel with clockwork precision and to hold themselves as stiff as pokers. The drill sergeant rather than the gymnastic teacher was their model.

Later Swedish drill was introduced into the girls’ schools and a system of physical exercises ...was generally adopted in boys’ schools... Physical exercise took a definite place in the time-table of every Board School.

Once a year at the Albert Hall a great demonstration is given of the physical exercises taught in the London Board Schools... The exercises shown are of considerable variety: the programme at the 1903 display included, beside extension exercises without apparatus, displays with dumb-bell and Indian clubs, flag drill, ball drill and fencing and quarter-staff exercise.

X45. Horizontal bars in the 1870s
Another well-intentioned but useless development which belongs to the early days of the school Board was the provision of fixed gymnastic apparatus in some of the school playgrounds. The horizontal bars were too thick for little hands, and the width of the parallel bars was far too great; and as the boys were left to fall about on these unsuitable appliances without instruction or supervision, accidents occurred, and it was found necessary to remove the apparatus.

X46. Reminiscence about gym tunics at Newland High School in 1917
In a way ..., one’s status at school seemed to be closely linked with the length, or shortness, of one’s gym-tunic. The decencies, it is true, had to be preserved, but after that the aim was to wear a tunic as short as they would allow. This matter of inches was in some odd way bound up with ‘being good at games and gym’ – the important thing was that the inches should be on to the leg and off the tunic...