Bubbenhall Village School – A History

1864 -1975

Kay Morison

1975 with a new Preface 2021

A Local Study of Bubbenhall School

by

Kay Morison

Edits by Alan Roe

Contents

Acknowledgements 5
Preface to the 2021 Publication 5

1 Introduction 1
2. The Village and the Church 2
3. Education in Bubbenhall 4
4. The Building of the National School 5
5. National Education at the time 6
6. Bubbenhall School Log – Opening Entry 8
7.The Life of the School - 1877-1930 9
8. The Years 1930 to 1975 34
9. Conclusion: Appraisal of this Study 36
10. Appraisal of the Institution Studied 37

Appendix A: Log Books and Church Magazines – Extracts 40
Appendix B: Additional Photographs 59
Appendix C: Correspondence with Mary Ruck 62
Appendix D: Mr. W Johnson's Description of Pupil Teaching 67
Bibliography 71
Other Sources of Information 71

Acknowledgements

It has been a great pleasure to see the History of Bubbenhall School which I wrote in 1975 typed up in a more modern way using up to date technology which was not available when I first wrote this study. So I do want to thank Mandy Eaton very much indeed for the hard work and effort she has put into re-typing this History. I am very grateful to her for the time spent on this project and for all her endeavour. I am grateful too for the financial support of Bubbenhall Parish Council which helped with this re-typing. My gratitude also extends to Jan Lucas and others who are managing the publication of this History on the Village web site. I do give my warm thanks to all these people and others involved in this project, mostly of course Alan Roe, who has been the driving force behind reproducing this History of Bubbenhall School since my original copy was first given to him by Jackie Lloyd . My gratitude to you each one of you.

Kay Morison.

About the Author

"I am never going to teach" were words I often said as I saw what a demanding profession it was for my parents and other members of my wider family. However when my husband moved from being a Parish Vicar to a full time Diocesan role, I began to see I needed to "eat" those words. The early 1970s were a time when the Government were encouraging married women with children to train to teach. The lecture hours fitted in with school hours. So several years after finishing school at 18 and then qualifying at a London Secretarial College, I joined Coventry College of Education to train to be a teacher. On finishing, I taught in Stoke Park and then in South Africa, returning to London to teach ethics and sociology at the Church Army Training College and finally back to class room teaching in Derby. Retirement over 20 years ago, brought us to live in Poole, Dorset.

Preface to the 2021 Publication

I wrote this work in 1975 when resident in Bubbenhall at the new Rectory which is located next to the Bubbenhall village school - the subject of my study. At the time my husband was the Youth Officer for the Diocese of Coventry and I was combining the care of my own children with study for my Bachelor of Education degree awarded by Warwick University. At that time my near-neighbour at the school house was Mrs. Trow who for many years was the Headmistress of the school.

My study of Bubbenhall School was prepared as one component of my work for my degree. It covers the period from when the village school

was first established in 1864 until 1975. Although I am grateful to see this work being made more widely available so many years after its conception, I am conscious that my end-date of 1975 – some 45 years ago - is not entirely satisfactory. So I am very grateful that Alan Roe and the Bubbenhall Parish Council plan to arrange a short supplementary section to my own work to record the key events subsequent to my own ending date.

At the time of writing my own final remarks in 1975 as set down in Section 10 below, it was already known that from 1976 onwards the school in Bubbenhall would become merely a First School, with children after the age of 8 years moving to the Cubbington Combined School to complete their junior education. This reform did of course happen as planned and it meant that after 1976 only the younger children of the village were taught at the Bubbenhall school. That change presumably made even more persuasive the argument that there were serious limits to the education that could be provided by a small village school with typically only two teachers. I myself countered this argument in part by arguing (Part 10) that a small local school can ensure that each child is known thoroughly as an individual and will also have a sense of security and personal worth which can perhaps be unknown in larger schools. During its existence, Bubbenhall School clearly did establish admirably close links between home and school and in the years of my own experience as a parent this aspect of school life was very much valued.

I understand that when the plans to finally close the school were put forward in 1998 and 1999, village residents of that later period mounted a strenuous campaign to prevent closure using some of the arguments in favour of smaller local schools that I myself had articulated. The many children who by then had gone from the school to later achieve places at top Universities including Oxford and Cambridge, as well as very distinguished careers (including at least one CEO of a significant national Company and one leading brain surgeon) constituted persuasive arguments that small local schools could indeed be a good starting place for a successful education. My own son and daughter both achieved places at prestigious Universities after starting their education in Bubbenhall. Certainly none of the children known to me personally have ever expressed any sense of disappointment, let alone deprivation, at having started their education at Bubbenhall Village School.

Finally let me say how happy I am to have this opportunity to put the record of the school into its full historical perspective. I hope that this record will be of interest to both past, present and future residents of Bubbenhall. It is satisfying for me to know that it will now be so much more widely available – via the good offices of the Bubbenhall Village web site - than has been the case for the past 45 years.

Kay Morison
November 2021

1. Introduction

I have taken a village school in Bubbenhall, Warwickshire, and studied its life during the period 1864 -1975. The overall aim has been to study a local example of education in order to illustrate the general developments in Education during this period. To pursue this aim I have visited the Warwickshire Reference Library, and consulted both the school Log Books and four extant copies of the Church Magazines for Bubbenhall from 1879 to 1882. As mentioned in the text I have also made use of a duplicated "*History of Bubbenhall*", written by Miss F E Twigger, and have been in conversation with people who can recall the school and village in past years.

The Study consists of a brief introduction to the history of Bubbenhall village followed by a survey of the life of the school set into the context of national educational movements. Only one teacher in Bubbenhall disregarded the instructions in the Log Book that "*no reflections or opinions of a general character are to be entered in the Log Book",* and so I have used her time in the school for a more detailed study.

The later years of the school's life are briefly mentioned but I did not consult the Log Book in use in the most recent period since my own children were at school during that period when I was writing this.

Extracts from the Log Books and Church Magazines which are of special interest have been photocopied and these are placed both in the text and in Appendix A at the end of the Study. Photographs of the village and school buildings are to be found in the Study and also in Appendix B. I have had some correspondence with Miss Mary Ruck, who lived in the School House from 1898 to 1922. These letters from Miss Ruck give detailed descriptions of the atmosphere of the school during these years with fascinating comments on a number of aspects of the education provided. Her letters also shed light on the life in the village and the general conditions prevalent at that time. This correspondence with Miss Ruck is to be found in Appendix C.

During my research I have been able to obtain first-hand information from several sources on the training of teachers during the early years of this century. Of particular interest are the descriptions of pupil teaching given by Mr W Johnson. I have placed these in Appendix D.

Figure 1: Ruck's Shop, Church House and St Giles Church -1970s

Figure 2: Manor House (likely site of first Saxon Hall) - in the 1970s

2. The Village and the Church

Bubbenhall is an ancient Manor, known in Saxon times as "Bobenhull" and to the Norman invaders as "Bubbenhalle". It lies five miles to the south-east of Coventry and was once in the estates of King Edward the Confessor. The lands lie on rising ground above the broad valley of the River Avon with meadows on the southern flanks and a total acreage of 1,178 acres. The Saxon method of strip farming of the open fields has left its mark in various places in the village. Similarly the mill mentioned in the Doomsday Book (and valued at 4s. 0d.) has left its traces behind on the river a short distance below the Church. The Manor lands passed, over the centuries, from family to family, and in 1717 were given to William Bromley whose family, the

Bromley Davenports, maintained the land together with the Baginton Estate until the whole estate was broken up and sold in lots at auction held in 1917.

There is a Manor House in the village centre today of a new construction but quite likely to be on the site of the first Saxon Hall. The Church which stands above the River Avon dates from about 1150 and by 1219 was a Prebend of the See of Lichfield. The Prebend's stall in the Choir in that Cathedral still carries the ancient Saxon name "Bobenhull".

(The above information is from "*The History of Bubbenhall*" by F.E. Twigger, privately produced in 1962).

Figure 3 : Farm land in the Centre of Bubbenhall

Figure 4: Miss Twigger's Cottage – 1970s

3. Education in Bubbenhall

The earliest information recorded on this subject is that in 1775 Hannah Murcott left £100 towards the education of the poor children in the village. This legacy was held by Mr John Bushby Murcott and paid interest of £5 (Kelly's directory). In the School Accounts this legacy is listed as "Murcott's Charity" and by 1880 was producing £3 4s. 2d per annum. I have not found any actual details as to how this money was used though Miss Twigger states that this sum was "to establish a Charity School in the parish" (op cit page 7).

Such a school would have had as its aim, "*the reformation of the manners of the poorer classes, the reduction of crime through the teaching of religion and the teaching that the poor should accept their inferior position in life as part of the Divine plan*". (Sylvester, Education Documents, page 170). Such schools met with two opposing views, one that these school were "*the glory of the age we live in"*, (Joseph Addison quoted in Lawson and Silver, "A Social History of Education in England, page 185), and the other that educating the poor was dangerous socially and economically. However, by the time Hannah Murcott left money for the education of the poor in Bubbenhall the hey-day of the Charity School movement was over and Miss Twigger goes on to say that the legacy might later have been put to use in a Dame School. Such schools had existed since Elizabethan times and their influence continued into the 1830s and 1840s. Such institutions were often kept in the most deplorable conditions. The Manchester Statistical Society reported in 1834-5 that for the greater part such schools "*are kept by females, but some by old men, whose only qualification for this employment seems to be their unfitness for every other*". (Lawson and Silber ibid page 280). However, in a small village such a school might have been somewhat less squalid though probably no better academically.

Figure 4a: The School – 1970s

Figure 4b: The School showing date of its establishment – 1864

4. The Building of the National School

Kelly's Directory records that in 1864 a National School was built in Bubbenhall. The cost which varies from one Kelly's Directory to another was between £900 and £1,000, and was raised by public subscription. I find it interesting that in such a small community (the population for 1861 is given as 346 by the Lascelles & Co. Directory and Gazetteer) such money could have been found at the same time as a vast programme of Victorian church restoration was also being carried out. No doubt some impetus for these endeavours came from the fact that in 1863 by Order in Council Bubbenhall became an ecclesiastical parish in its own right. Until that time a curate had been in charge of the village and the most famous of these was the Reverend Frederick Maurice. No house was available for him but he stayed in hired dwellings for about two years until moving to London, where he founded Queen's College ("Maurice, F.M., McClain, page 24).

Soon after these events a large rectory was built within sight of the school, though some distance from the church. This proximity of school and rectory was to play an important role in the life of the school: a role new severed with the selling of the old rectory and the ecclesiastical amalgamation of the village to other neighbouring villages.

The school in Bubbenhall was soundly constructed of red brick, was lofty and well lighted and was built to accommodate about 50 children. The house for the master or mistress was attached to the main building.

5. National Education at the time

Two rival religious denominations (the Church of England and the Free Churches) were mainly responsible for elementary education in England until 1870. The National Society was formed by the Church of England and claimed to have paid out building grants to the extent of £105,000 between 1811 and 1854 (Richmond, "Education in England", 1945). However, as in the case of Bubbenhall School, three times the above-mentioned amount was raised throughout the country by public subscription. The money came from private families and from the general public as well as from church collections. (Please refer to school accounts 1879-1882, Annex A). J.W. Docking writing about Coventry schools in "Victorian Schools and Scholars" writes "*At least seven schools had a regular income provided from collections taken after special charity sermons*" (Ibid page 11).

From 1833 the Government began to give grants to education. The first was £20,000 to be distributed through the National Society and the British Society to pay for half the cost of school buildings. The British Society was the name given to the education group which was mostly comprised of dissenters along with some low Anglican church men who preferred to throw in their lot with the free church rather than with the high Anglicans. This grant of £20,000 was a pitiful gesture when as pointed out by Richmond (op cit page 68) that the Royal Stables received £50,000 in the same year. Six years later as requests from the two societies continued to pour in, the Government appointed a special Committee of the Privy Council to oversee the distribution of school grants. Dr James Kay-Shuttleworth became its Secretary and as such the first man in English history to have a state role in education. Under his leadership, amongst other items, teacher training increased and the inauguration of formal pupil teaching began[1]. Referring to the new Committee, Lawson and Silver write, "*The new body was the outcome of pressures for a body to supervise the proper use of parliamentary grants and was placed under the Privy Council partly in an attempt to keep education out of parliamentary controversy*". (Lawson and Silver op cit page 268).

In 1856 the Education Department was created as the administrative instrument of the Committee of Council. Two years after this the Newcastle Commission was set up and its terms of reference were, "*To enquire into the present state of education in England and to consider and report what measures, if any, are required for the extension of sound and cheap elementary instruction to all classes of people*". (Maclure, "Educational Documents", page 70). This Commission showed for the first time the actual situation in England of elementary education though Maclure calls some of the statistics of doubtful value. However the poor quality of the teachers and the general inefficiency of the schools gave Robert Lowe justification, to himself, for his Revised Code of 1862 which brought

[1] Sir James Phillips Kay-Shuttleworth, 1st Baronet of Gawthorpe Hall, Lancashire, was a British politician and educationalist. Among other achievements, he established the first training college for teachers: at Battersea in 1839-40.

education back to a "down to earth" level. The only recommendation adopted by the Government from the Newcastle Commission was that of payment by results.

"*Grant from Country Rate… The examiner shall examine every child presented to him… individually in reading, writing and arithmetic…* "

"The manager of all schools fulfilling the conditions specified… shall be entitled to be paid out of the county rate a sum varying from 22s. 6d. 21s. for every child who has attended the school during 140 days in the year preceding… and who passes an examination". (Extracts from Newcastle Commission quoted in Maclure ibid page 72). When Robert Lowe as Vice-President of the Committee of Council spoke in the House of Commons on this matter he said that he could not promise "*that this system will be an economical one, and I cannot promise that it will be an efficient one, but I can promise that… if it's not cheap it shall be efficient; if it is not efficient it shall be cheap*". (Quoted in Lawson and Silver, op cit, page 290).

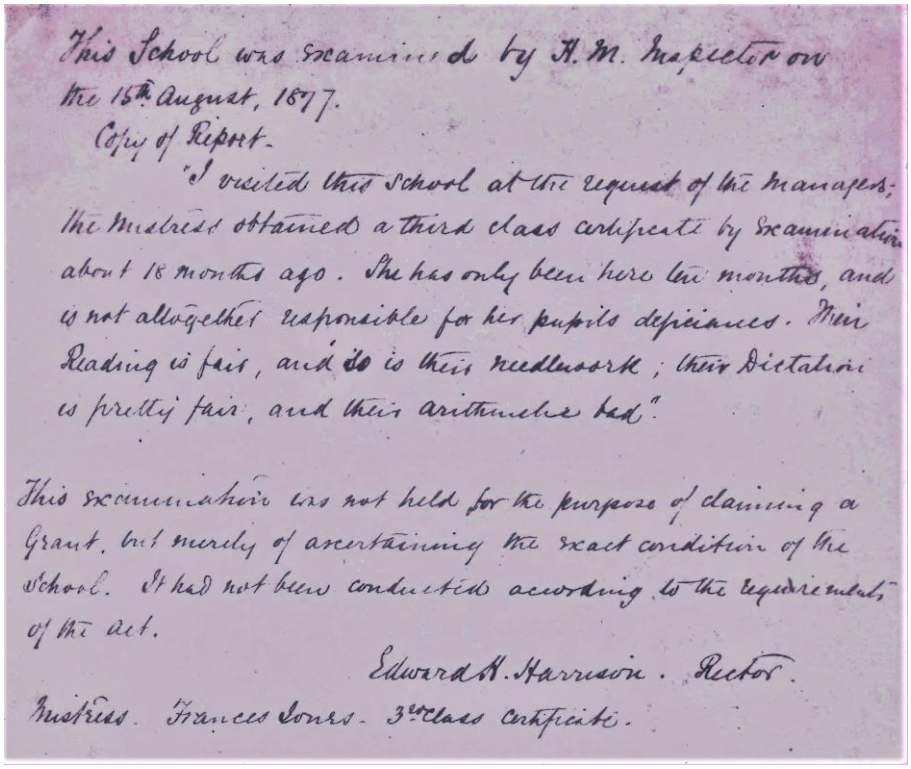
The overall grant was now paid directly to the Managers who in turn negotiated salaries with the teachers in their schools. The basic figures of the grant were: each child over six earned the school a grant of 4s. on the basis of attendance and 8s. by individual examination by the Inspector. Of the 8s., 2s. 8d. was lost respectively for failing to satisfy the Inspector in the three basic lessons – reading, writing and arithmetic. Children under six (and from the Bubbenhall logbook this might comprise quite a large percentage) earned the school 6s. 6d. on condition that the Inspector was satisfied with the type of education they were receiving. Lawson and Silver sum up the unintended results of this Revised Code:

> "*The result was generally an increase in rote learning, and even inspectors not opposed to the principle of the revised code reported its deadening and disheartening effects. The need to drill the children to meet the inspection requirements was reflected in the schools' activities throughout the year. Frequent testing became common. Some of the improvements of the 1850s in curriculum and method in many schools were cut short. The logbooks which the Code required teachers to keep, record obsessively notes of fluctuations in attendance due to weather, the races and a host of other factors over which the teacher had no control, but on which standards and income depended*". (Lawson and Silver, ibid, page 291 and 292).

This Code was modified slightly in 1867 so that other subjects such as history or geography could be taught and individual children could earn a grant.

It was into this national situation of the Revised Code and payment by results that Bubbenhall School came into existence. It would appear that the school did not apply for any government grant though there are no extant documents to confirm this statement. However I have based this assumption on the first extract from the earliest logbook dated 15th August 1877.

Seven years previous to this first entry in Bubbenhall National School Log Book, W.E. Forster had presented his Education Bill. Lawson and Silver summarise the effect of the Act that resulted. "*The Elementary Act of 1870 was the most workable piece of compromise legislation in English Nineteenth Century history. It did not introduce free or compulsory education but it made both possible. It did not supersede the voluntary schools, it supplemented them. It brought the state into action in education as never before. It created, in the school boards, the most democratic organ of local administration of the century, but left the Board's opponents in positions of strength*". (Lawson and Silver, op cit., page 314.



This School was examined by H.M. Inspector on the 15th August, 1877.

Copy of Report.

"I visited this School at the request of the managers; the Mistress obtained a third class certificate by examination about 18 months ago. She has only been here ten months, and is not altogether responsible for her pupils deficiences. Their Reading is fair, and so is their needlework; their Dictation is pretty fair, and their arithmetic bad."

This examination was not held for the purpose of claiming a Grant, but merely of ascertaining the exact condition of the School. It had not been conducted according to the requirements of the act.

Edward H. Harrison. Rector.

Mistress. Frances Jones. 3rd class certificate.

Figure 6: First Examination by Her Majesty's Inspector, 1877

6. Bubbenhall School Log – Opening Entry

" *School was opened on Monday morning (24th September 1877) by the Rev. E.H. Harrison who assisted in the forenoon of each day during the week. School visited on Thursday by Miss N. Dalgliesh and on Friday by the Misses Dalgliesh and two friends who examined the needlework.*

It is thought best to note that from this week a whole set of new registers are being used in the school, comprising a daily attendance and Admissions Register, Summary and Log Book.

It has been a difficult matter to ascertain the admission numbers of the children, the last being 393, there having been no register kept with their admission numbers in. We are compelled to begin giving each child its number. This may be referred to at any time."

7.The Life of the School - 1877-1930

The passing of the 1870 Education Act would appear to have had little effect on the life of Bubbenhall School. As has been noted the village is small, and was in those early days both fairly self-contained and some distance from the nearest town. There were no free churches in the village and as the school erected in 1864 was clearly adequate for the number of children, there was no need for a School Board to 'fill the gaps'. Hence there was one school, a Church of England school and this served the community. There were similar village schools within two or three miles (Stoneleigh 2 miles, Ryton 2 miles and Cubbington 3 miles) built at about the same time. It would seem therefore, that children attending Bubbenhall school could not have been too far from the village, making the journey feasible in most weathers. However, it is interesting to note that in the Log Book the weather either the heat, the rain or the snow are often given as reasons for children not being able to get the school.

A new Rector in Bubbenhall was appointed in 1877 and it is from this year that the Log Book dates. The Rev. E.H. Harrison, like his successors, played a vital role in the life of the school and I would suggest that it was his arrival in the village and as Manager of the School which brought forth the above mentioned inspection of the school on the 15th August 1877. (Imagine any H.M.I. or school working on that date nowadays!)

"*The conscientious clergyman was not only responsible for much of the financial burden of supporting the school, but also spent a great deal of time in superintending the work of the school and assisting the teacher in hearing lessons.*" (Tropp "The School Teachers", page 27.)

Within two weeks of the opening of the first Log Book, the teacher had left. "*Miss Frances Jones, the Mistress of this School left on 9th October, the Managers permitting her to resign her situation without notice. The children did not meet on that day."* The Rector wrote thus in the Log Book and for the next few weeks (10th October to 6th November) he was regularly conducting lessons aided by his wife and various members of the Grimes' family who owned land in the village, were descendants of Hannah Murcott and also churchwardens and parish officers, both then and now. The lady members of the Grimes family were frequently in school to assist with the needlework whilst the Rector daily opened the school and took Scripture classes. The Rector or his wife were often present when the school was dismissed and the Rector also took the opportunity *"to reprove the boys for bad conduct on Sundays".*

In the space of the first two years recorded by the Log Book there were five different mistresses in charge of the school. The Log Book is silent as to the reasons for this speedy turnover. However, from the national point of view the lot of the teacher was not a happy one. There was a rivalry between the 'old' and the 'new', those who had been pupil teachers under 1846 Minutes and gone to college or had taken the certificate by private study, and the uncertificated teacher. There was uncertainty about the social status of the elementary school teacher. Sir James Kay-Shuttleworth had been the product of his age in this matter; realising that an efficient teacher is the key to so much and thus arguing to increase salaries and benefits but at the same time wanting to keep the teacher in a subordinate position, working out the sense of vocation and duty, and not for monetary reward. Kay-Shuttleworth said there was a need for guarding the teachers' mind from "*the evils to which it is especially prone, intellectual pride, assumption of superiority, selfish ambition*" (Tropp, page 14).

In a village such as Bubbenhall the schoolmistress would have been conscious of her social position and Asher Tropp suggests an awareness of the relative social condition between herself and the Rector. "*What prevented this tension (between teacher and clergy) from leading to open conflict was primarily the deep religious feeling of the vast majority of the teachers. The whole nature of their training had been religious, and even where they differed from individual members of the clergy, their loyalty to the church remained unshaken. Many of the clergy were, moreover, willing to relinquish all the work of the school to an efficient teacher.*" (Tropp, ibid., page 28). There was a high demand for teachers, due to increased building around 1870 coupled with an expanding population, so new posts could be secured relatively easily. However, under the rigours of the 1862 Code of Payment by Results a teacher who left before the annual inspection lost any augmentation grant which he or she might have earned for work done during that year (Tropp, loc cit). As regards salaries, Tropp says that complaints of low salaries were not common at the time under review, but that some shifty statistics were used to campaign for higher salaries. In a footnote on page 39, Tropp gives the average figure for a certificated mistress of 1872 with house as being £62 13s. 10d. Salaries tended to be higher in industrial areas rather than in the country and in non-church schools, so on those two counts the mistress at Bubbenhall would come off badly.

One other reason I would give for the rapid change of staff at Bubbenhall is the isolation of the village. Coventry and Leamington are five miles away with Rugby double that distance, and it could well be a lonely and miserable existence for a young teacher. Extract from General Report of H.M.I. (Quoted in Lowndes "The Silent Social Revolution", page 24), *"Forlorn indeed is the lot of the young mistress in some of these outlying rural nooks. It is not surprising that many of them become mere birds of passage; that the country teacher is dying out and being replaced by the failures of the towns. The marvel and the honour is that not a few of them do so well and bravely against wind and tide".*

On 31st May 1878 the first comment by an Inspector is recorded. This was from the Diocesan Inspector (Worcester Diocese until 1918) and was as follows: "*Some Old Test Pictures are wanted for the Infants, who require special attention, as do also the six girls in Division I. The children in Division II gave excellent answers. Division III is also satisfactory. John T. Thorn, Diocesan Inspector."*

During the year 1878 the Log Book records such village activities as a May Pole, the Wake, harvesting and the annual treat for the children held in the schoolroom instead of outside due to unfavourable weather. Later a concert was given by the children one evening in the school. The needlework made by the children is sold and the children have a half holiday on this occasion.

The following year (1879) sees the first inspection by an H.M.I., Mr J N B Faber, and regular visits by the School Attendance Officer, "*who came to enquire if there was any complaints to be made of children not attending regularly*". The 1870 Act had left compulsion to local boards but this left areas like Bubbenhall untouched. Hence the Sandon Act of 1876 provided for School Attendance Committees. The Mandella Act of 1880 compelled all School Boards and School Attendance Committees to make bye-laws. "*Complete attendance was required between the ages of five and ten. Between ten and thirteen exemption on attendance alone, whatever his proficiency, and at fourteen he was free from the requirements of either attendance or proficiency*" (Smith, op cit., page 299). Children from Bubbenhall took their proficiency exams at Ryton. However bye-laws in adjoining parishes could vary differentially and even when fixed could not always be enforced – too many vested interests were involved. On the question of attendance, the country districts were behind the towns. This is an interesting point to consider when so much emphasis is often placed on the rigours of town life and industrialisation. "*Potato picking in the Autumn, turnip singling and potato dropping in Spring, pea picking and the hay harvest in the early Summer gave far too many farmer members of the School Boards a direct interest in irregularity of attendance and supplied far too many parents with the wherewithal to pay any small fine which might be imposed.*" (Lowndes, op cit., page 29). In Bubbenhall there are no recorded details of any case being brought against parents. Quite often absence had genuine hardship behind it, i.e. the illness of one parent or quite simply the inability of the remaining parent to cope. There is also much lee-way given over the needs of the farmers who clearly contributed to the upkeep of the school and were influential in the village.

By 1881 1,200 sets of bye-laws had been compiled. "*Such Acts were most necessary, for in 1880 average attendance was 71 percent in board schools, and 62 percent in voluntary schools. Employers and parents, as well as children, attempted to evade the law. The police often acted as whippers-in, and truancy was frequently a grave problem. School attendance officers were active and even today their successors are known as "school boards" in some areas. Teachers were not guiltless and in 1876 fifty six teachers had their certificates suspended for falsifying their registers in order to procure better grants."* (Midwinter, "Nineteenth Century Education", page 44.)

The Log Book continues to record the many visits of the School Attendance Officer, together with almost daily visits from the Rector and also from various ladies of the village, who were Managers of the School.

The schoolmistress resigned on 9th May, and the next began her duties on 11th May 1879, until September of that year. (The Rector's comments on the resignation of Miss Cox are photocopied at the end of this study.)

The children had new reading books but the schoolmistress had her own problems with spelling and grammar– it is "*Witsun" week and a child is off school with a diseased "ancle".* However, *attendance is good and the mistress only has one case of irregular attendance to report to Mr Thornett. The weekly average has not altered much and is about 34 children so a school which was built for 55 children is just over half full".* The next teacher records for the first time the number of children on the book – 40, and begins to show more concern about attendance and the reasons for absence.

The H.M.I. paid an unexpected visit on 16th December 1879 and wrote in the Log Book *"I visited the school without notice and found all the children properly at work. The Registers are accurately marked and the entries in the Log Book made with regularity. The report received from the Education Department ought to be entered in the Log Books as soon as it is received and signed by the Corresponding Manager. The present mistress holds a 2nd Class Certificate and I quite hope things will rapidly improve*" (J.N.B. Faber, Her Majesty's Inspector).

The Rector hastily put into the Log Book the report which had been received in February after the H.M.I.'s first visit. "*Another set of books should be provided for the Standards. A paling must be erected so as to separate the approaches to the offices.*" The Church Magazine for March 1879 records that the Education Department certified the school as "efficient" under Section 48 of the 1876 Education Act.

The year 1880 began and the mistress recorded, *"The infants and Standard I commenced their weekly Object Lesson today from 10.45 to 11.35".* The Object Lesson was a feature of Infant School life in England from about 1830 until the end of the century. The idea originated with Pestalozzi[2] and his "sense impression". Pestalozzi wanted his children to feel, touch and handle objects of every kind and from this first-hand experience through the senses, then talk about the objects. The Pestalozzian principle was interpreted for the English teacher by the Rev. Charles Mayo and his sister Elizabeth. Mayo had spent three years with Pestalozzi at Yverdun in Switzerland and on his return to England set up his own school to put into practice the methods he had seen on the continent under Pestalozzi. Elizabeth wrote two books, "*Lessons on Objects*" and "*Lessons on Shells*", but once Pestalozzian ideas were put between covers the spark of intuitive genius seemed to disappear and the whole idea became distorted and modified. Instead of each child

[2] Johann Heinrich Pestalozzi, was a Swiss social reformer and educator. He is is known as the Father of Modern Education. The modern era of education started with him and his spirit and ideas led to the great educational reforms in Europe in the nineteenth century

feeling, smelling, touching, discovering, etc., for him or herself, the teacher often held up the object, e.g. a nutmeg, gave some information to the class about it and then asked questions. In reply to the teacher's questions concerning the qualities of the nutmeg the class should be able to answer, *"It is sapid, hard, oval, dingy, brown, dull, opaque and dry. Its surface is uneven. It is vegetable, natural, inanimate, foreign, pungent, conservative, pulverable, agreeable to taste, aromatic, odorous".* Miss Mayo then suggested that "the teacher, recognising the importance of sense training and the necessity of giving the pupils exact impressions, endeavours to establish the difference between 'odorous' and 'aromatic'.

The Object Lesson was satirised by Charles Dickens in "*Hard Times*" when Dr Gradgrind asks Sissy Jupe whose life is spent with horses to give a definition of a horse and she is silent. The correct answer was given "*Quadruped, graminivorous, forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring, in marshy countries sheds hoofs too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth*".

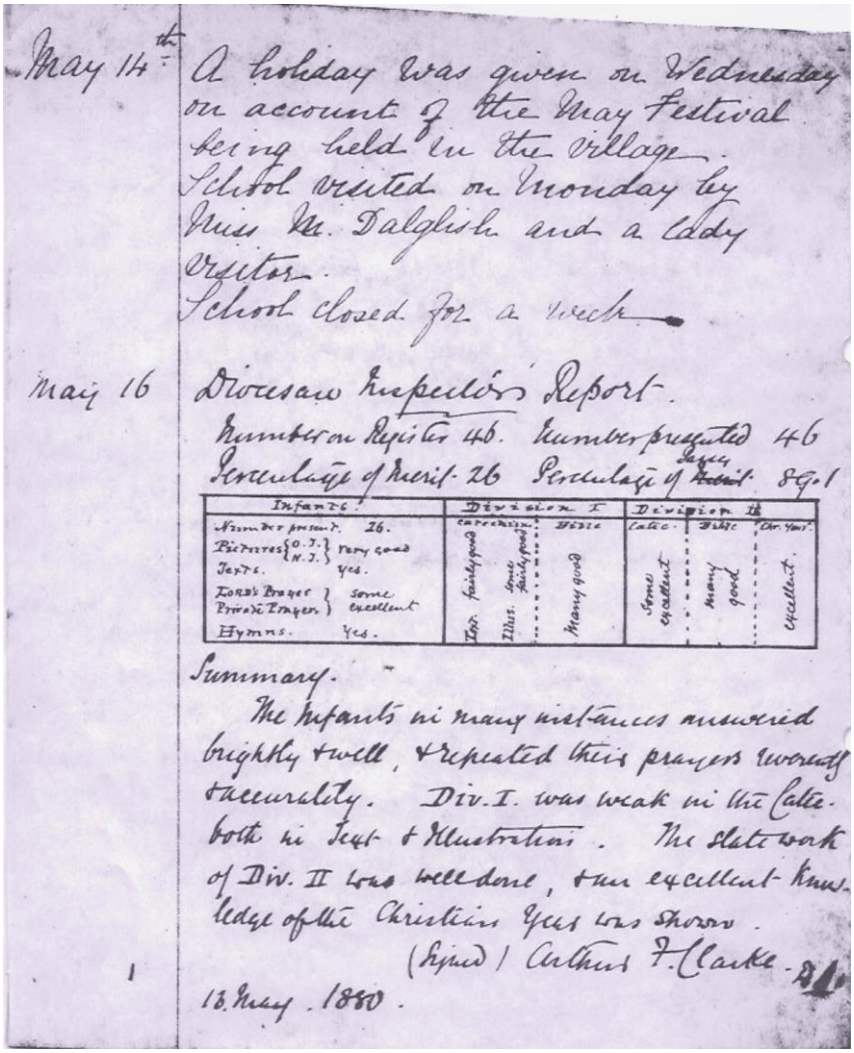
It is clear that the Object Lesson as later criticism suggested could become a merely mechanical method of putting large words into children's mouths and getting them to repeat them without any real understanding. However, the Object Lesson in the right hands could be a good teaching instrument, (in the same way as the Monitorial Method in the hands of its founders and enthusiasts could be a good teaching system) and another visitor to Pestalozzi, Charles Reiner has accounts of such a good lesson around the object "glass".

In the same year as the infants began to receive object lessons so the older children in Bubbenhall School began to be examined by the H.M.I. under the Code. The mistress also records that the older children attended an examination at Stoneleigh. This was the Annual Examination of the Coventry Arch-Deaconal Church Extension Society and appears to have been a test of Bible knowledge and sewing for girls. Bubbenhall pupils seemed to achieve various prizes under this scheme and these were presented in Coventry. Twenty-eight children were inspected on Monday 23rd February 1880, while thirty-eight were present in school. A list of songs prepared for examination is also given for the first time. By 1882 there was "*A grant for singing of 1s.0d. (if by note) or 6d. (if by ear".* (Smith, "History of Elementary Education, page 316).

The Inspector's Report is summarised as follows:

> "*The offices now satisfy the requirements of article 17(c), a paling have been erected to separate the approaches. The frequent changes of mistress during the past year has been much against the efficiency. The present mistress has been in charge since October last, and I quite think that under her, things will rapidly improve. The weak place in the School is*

the Infants' Department, and to the improvement of the little children she must devote all her energies".



May 14th A holiday was given on Wednesday on account of the May Festival being held in the Village.
School visited on Monday by Miss M. Dalglish and a Lady Visitor.
School closed for a week.

May 16 Diocesan Inspector's Report.
Number on Register 46. Number presented 46
Percentage of merit 26 Percentage of passes merit 89.1

Infants.	Division I			Division II		
Number present. 26.	Copperplate	Hand		Calc.	Hist.	Gr. Knowl.
Pictures {O.T. / N.T.} very good						
Texts. Yes.	Gen. fairly good	Illus. some fairly good	Many good	Some excellent	many good	excellent.
Lord's Prayer / Private Prayer } some excellent						
Hymns. Yes.						

Summary.
The Infants in many instances answered brightly & well, & repeated their prayers correctly & accurately. Div. I. was weak in the Calc. both in Text & Illustration. The slate work of Div. II was well done, & an excellent knowledge of the Christian Year was shown.
(Signed) Arthur F. Clarke.
18 May. 1880.

Figure 7: Diocesan Inspector's Report 18th May 1880

Frequent collective lessons on common objects of life should be given with a view to drawing out their power of observation. The discipline and management of the School are good, and signs of intelligence are not wanting, especially in the second standard. I should like to see a fuller supply of needlework presented for inspection."

The amount of grant given for the period of nine months ending 31st January was £22 19s. 9d.

The interest shown in object lessons in reflected in the Inspector's report and the emphasis on collective lessons is comparatively new after some years of the Monitorial system. Similarly there is a contrast between the "grammar" learning of the public school or grammar school when a child learnt a lesson, and queued up to say it is to the master. Dr Kay-

Shuttleworth had been one of the first to see the value in class teaching, "simultaneous" teaching as he named it, and he gave detailed instructions to his inspectors as to how this method was to be achieved.

This is the first time that a grant had been given to Bubbenhall School and it is clear that because of this, there is now greater concern about absenteeism in the school. Every week some reason is given for the poor average attendance and the blame usually rests with the weather. As the seasons go round, so the list of reasons for absence differs, *'to scare the birds at sowing time*' and then later the harvest and eventually potato crop. The Inspector is concerned for the infant children and it is clear from the Log Book that children were being admitted at the age of three. In fact when the Diocese Inspector visited the school on 16th May 1880, twenty-six out of forty-six children were in the infants. It is the infants whose inability to attend school is noted most often since the weather often prevented them returning after mid-day.

Punishment begins to be mentioned in the Log Book at about this time but mostly consists of being kept in from playtime or after school. As the cane is not mentioned by name, this does not rule out its presence or use. Reasons for punishment are given as "being unruly", "being late", and "poor work", especially in dictation or spelling. With the pressure of Payment by Results weighing upon the teacher, school life was often hard and seemingly cruel. "*To look at a photograph of a class in a school of those days – hands folded on the rail in front, backs straight, eyes on the teacher – is to realise something of the iron code of authority which was in many schools a seemingly inseparable concomitant of the system. The amount of punishment which was inflicted in the five day week must in many cases have far exceeded that now inflicted in five months or even five years in most modern schools. In boys' schools every sum wrong, every spelling mistake, every blot, every question which could not be answered as the fateful day of examination drew near, was liable to be visited by a stroke on the cane."* (Lowndes, op cit., page 17).

The following year the Inspector visited again and the children were *"placed in their different standards on Monday according to their progress the previous Friday".*

The Inspector suggested a Pupil Teacher or Stipendiary Monitor to help especially with the work on the infants. This Monitorial system has been mentioned briefly before in contrast to class teaching. The system was the "invention" of both Joseph Lancaster and Alexander Bell and in their hands succeeded fairly well, showing that a dedicated, enthusiastic exponent of a system (however bad it may seem to us) can make that system work well. The schoolmaster taught the elder children, who in return passed on that lesson to the younger pupils. In this way it was sometimes said that one master could teach up to 500 children. The pupil teacher system, in some respects a follow-on to the Monitorial system, is credited to Sir James Kay-Shuttleworth. Certainly, Kay-Shuttleworth was responsible for the passing of the 1846 Minute whereby in certain schools young people could be

selected at the age of 13 as pupil teachers and given a small salary during their five-year apprenticeship. At the end of this time they could compete for a Queen's Scholarship to complete their training in college. The Revised Code of 1862 had reduced the incentives to both teachers and pupil teachers with a corresponding drop in the number of children entering the ranks of pupil teachers. However, after 1870 the number of pupil teachers rose again from 14,612 in 1870 to 34,000 in 1895 (Figures from Tropp, op cit., page 114).

When Bubbenhall School had its first pupil teacher, Mary Ann Abbey in 1881, she would have taught in school for most of the day (25 hours per week), and also worked at night under the instruction of the schoolmistress. As the Century progressed so day training centres arose as well as evening classes and Saturday morning sessions at a Pupil Teacher Centre. The whole concept of the pupil teacher met with two extreme points of view. Matthew Arnold called them "*the sinews of English public instruction*". The Cross Report of 1888 spoke in its majority report of pupil teachers "*as being on the whole the best as well as the main source of supply of certificated teachers".* The minority report however considered the pupil teacher system as the weakest part of our education machinery and suggested that great changes were needed (Maclure, op cit., p. 131 ff).

The name of Bubbenhall's first Pupil Teacher was first taken off the school pupil register as she began her new duties but after the Inspector called on the school without notice, her name was put back on again. I deduce this was for the purpose of grant earning. The Inspector also records that forty-three children were present in school. The Diocesan Inspector wrote on 20th May 1881, "*The infants passed a fairly good examination, the weak point being the repetition of a prayer other than the Lord's prayer. Most of the children in Division I know the text of the Commandments accurately. Some of them evinced a knowledge of their meaning by citing instances of the break and observance of them. The work of Division II was very good. I am glad to be able to report a slight advance in the efficiency of the school".*

During the year the children were given a day and a half holiday for the wedding of one of the lady managers – Miss H.Dalgliesh, whose name as a visitor to the school appeared weekly in the Log Book. (The press report of this village wedding is appended in the Annex to this study.)

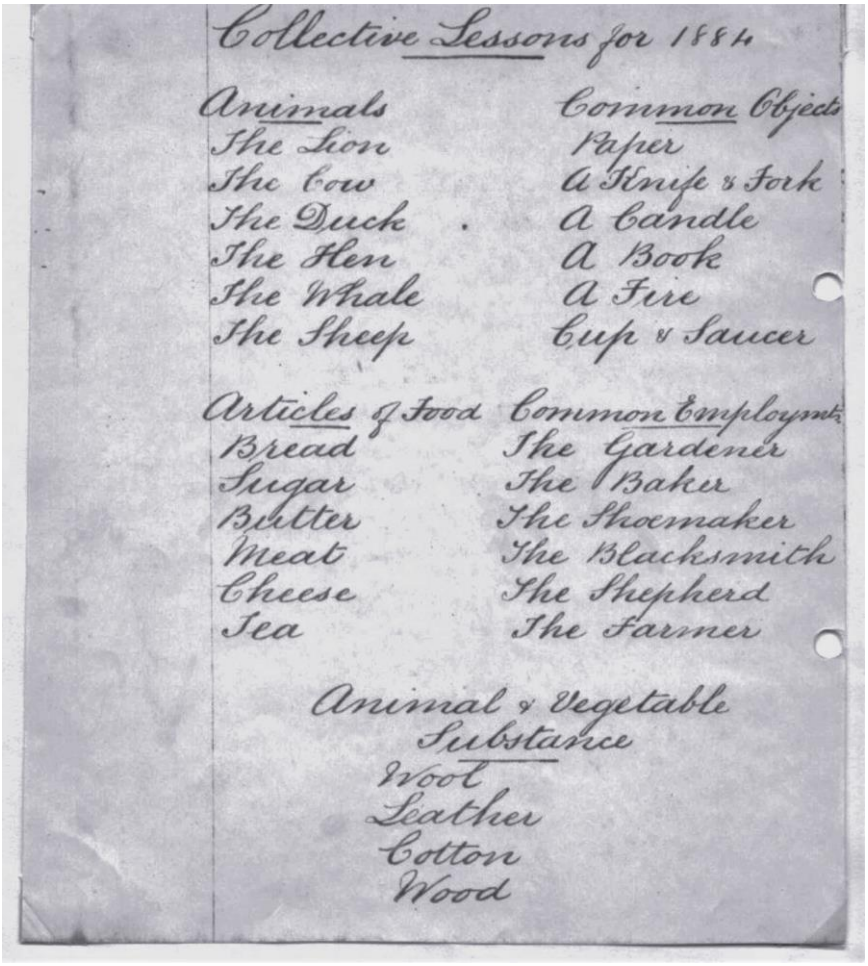
The work of the Pupil Teacher was satisfactory for when the H.M.I. reported a year later in 1882 he said, "*The addition of a Monitor to the staff has already had an improving effect on the infants. Last year the Infant Division was the weak place in the school and there is decided improvement in their work".* The work of the school as a whole seems to have improved, perhaps due to the steadying influence of a more permanent schoolmistress. The number of children in school had gone up as had the number presented for examination. The Inspector mentions the acquisition of a table and a new set of books but stresses the need for a set of picture cards for Infant Object Lessons. Here is an indication that the original Pestalozzian idea of touch and handling the real object had gone and had become a more general

knowledge about things. The Inspector concluded "*Good, careful work has been done throughout the school during the past year and steady advances towards efficiency is being made. The discipline is good and the needlework very fair".* The total grant for the year 1882 was £39 9s. 0d.

Throughout the years under review the Log Book records the weekly toil of the teacher in her teaching. "*The spelling in all the standards is very weak."* The ebb and flow of ability in arithmetic is recorded as is the arrival of any new books. From this time on after each yearly examination the children who pass their examinations successfully are presented with prizes from the Rector.

Bubbenhall School was by 1883 fuller than ever before with fifty-four children on the register – the school was built to hold fifty-five but in the time under review the floor area required per child was still less than a square yard. One Inspector commented "*Unfortunately the size of the teacher does not vary with the size of her class".* "*One hopes that the aphorism was intentional but candour compels one to admit that he was probably thinking of the space occupied by the teacher's desk, blackboard, etc.*" (Lowndes, op cit., page 27).

Apart from numerical growth the work of the school was gaining ground. The next Inspector's Report said, "*There is much that is pleasing in this school and sound thorough work has been done*". He mentions as weak points the geography of the upper standards (geography had been added as a 'specific' subject to the Revised Code in 1867) and the meaning of words from reading books in the Standard IV. The Pupil Teacher was in her second year and her work with the infants was praised. The total grant was £44 4s. 0d. The Diocesan Inspector too has praise for the school in his report of 23rd May 1883. "*Great credit is due to Miss Draper for the zeal and ability shown in so good a result.*" One of the amusing items on the Diocesan Inspector's report is that he says "*Number on Register – 54, Number presented 55.*" To explain this he wrote at the foot of his Report, "*One more child (a visitor) was presented than are at present on the Register".* Tales of children being brought in from elsewhere or carried to school ill were common at the time of the Revised Code when on the Inspector's test depended the whole income of the school. Entries appear in the Log Book from this time onwards to the effect that "*Attendance checked this afternoon*" or "*Checked register each morning this week*" and signed by the Record. Tropp says that under the Revised Code the teacher had become the servant of a Manager (rather than a servant of the State), and to Miss Draper it must have seemed that her work and her honesty in marking the registers were being checked.



Collective Lessons for 1884

Animals	Common Objects
The Lion	Paper
The Cow	A Knife & Fork
The Duck	A Candle
The Hen	A Book
The Whale	A Fire
The Sheep	Cup & Saucer

Articles of Food	Common Employmt
Bread	The Gardener
Sugar	The Baker
Butter	The Shoemaker
Meat	The Blacksmith
Cheese	The Shepherd
Tea	The Farmer

Animal & Vegetable Substance

Wool
Leather
Cotton
Wood

Figure 8: Collective Object Lessons for 1884

For the first time the Log Book shows in 1884 a list of Collective Lessons for the coming year. The infants had continued to receive Object Lessons in "birds", "trees" and "silkworms". Lowndes sees in these early object lessons the first faltering beginnings of science teaching. "*Few developments in education during the last decade of the Nineteenth Century exercised a greater influence in changing the attitude of children to their work.*" (Lowndes, op cit., page 35). In Bubbenhall such lessons were at this time being given by an older pupil since the first Pupil Teacher had been away from school, ill for some time. In fact in the next H.M.I.'s Report (20th March 1884) we read, "*My Lords regret that the state of Miss A Abbey's health renders it necessary to remove her name from the Register of Pupil Teachers serving at this school*". Illness is a recurrent theme in the Log Books and this will recur all through this period. One child was away ill from school for 19 weeks. "*Measles, whooping cough and scarlatina, spread by nature's provision for the cleaning of slates (spit and coat sleeves!) were regarded and treated as trifles.*" (Lowndes, ibid., page 29). Doctors had predicted at the time of the Forster's Act of 1870 that universal popular education would spread infectious disease and some of their predictions were nationally and locally true.

Bubbenhall School was reported as being "nicely taught" and a good tone pervaded it. The Diocesan Inspector also commented that the "*tone and order are very good*". The other frequent visitor, the school attendance officer, is still faced with various absentees. One is recorded as having been to work for a fortnight and he had not reached the third standard.

The School was clearly in a good working order when there was a change in Rector. From November onwards it is the name of the Rev. V. Fortescue who visits regularly as Manager. However, Miss Draper the school mistress, who stayed from 1879 until 1885 left.

The H.M.I.'s report for 1886 stated that the school had improved since last year under its new mistress. The Inspector also wrote, "*I wish all Managers took as much interest in their schools as the Rector of this Parish does in his*". The story of the Managers of Church schools was quite stormy during the 19th Century. As previously mentioned there was a dichotomy between "*the 'old' style of teacher who looked to the clergyman for guidance, advice and support and the 'new' teacher, trained and on the way up the social ladder who disliked any advice from "his ex-officio superior with no necessary knowledge of the subject".* In 1852 there was the Management Clause Controversy. The Government wanted greater lay involvement in the management of church schools, but the National Society demanded that the entire control of the secular as well as the religious instruction should rest, in church schools, with the clergy. At one point it seemed that the schoolmaster could be dismissed "*on account of his or her defective or unsound instruction of the children in religion, or on other moral or religious grounds*", and that the clergy had the right "*to suspend such teacher pending such reference as aforesaid to the Bishop*". The church teachers banded together in the first type of teachers association to press the Government to withdraw such a Minute which gave the clergy such arbitrary power. This the Government did do so.

The early days of the Associated Body of Church Schoolmasters deliberated at length as to whether to admit clergymen to its membership. At its third annual meeting the following amendment was passed: "*That while cordially recognising the value of the countenance of the clergy, and their cooperation with the teacher, in the education of the young, and while anxious to cherish that important and desirable connection, this meeting is nevertheless of opinion that the general working of the A.B.C.S. would necessarily be impeded by the admission of members of any other profession whatever."* (Tropp, op cit., page 53).

Some clergy were antagonistic to an independent teachers' association, others were sad at the lost opportunity to work together and a few were in favour of schoolteachers forming their own scholastic profession (Tropp, ibid., page 53). However, the Revised Code brought the teacher again into great dependence upon the clergy manager. Lowe himself stated, "*another advantage of the system is that it gives the managers almost unfettered freedom in regulating their schools as they please… some of these gentlemen do not seem grateful for the privilege*". (Trop, ibid., footnote,

page 90). The teacher was at the mercy of the managers for under the Revised Code, the class of his certificate might be raised at five year intervals but there could be no revision if more than one move had been made in their period. The teacher had no right of appeal directly to the State over any matter connected with the Inspectorate but had to appeal through the Manager. The Manager in turn might be unwilling to involve himself in the troubles of his schoolteacher or might be in "league" with the Inspector. At every turn the schoolteacher was in a position of subservience to the Manager. Often this subservience extended beyond the daily duties of the school and took in such tasks as playing the organ, training the choir, teaching in Sunday School and, being literate, performing a variety of parochial offices. By 1891 the N.U.T. found that out of 1,200 teachers, 400 of them were placed in their positions as teacher dependent upon the performance of extraneous work. The end of such irresponsible one man management systems in voluntary schools was one of the aims of the N.U.T.

Such is the background to the role of the Manager. Clearly there could be nothing written about the Manager by the schoolmistress in the Bubbenhall Log Book, but it does appear that the Rectors took a real interest in the school and even if they expected the schoolmistress to work hard, the Rector himself did likewise. Here are two of the Rector's comments in the Log Book showing his devotion to hard work. "*As one of the Managers of the School who has very frequent opportunities of visiting all the children, I hereby (in accordance with the note of the 'Exception Schedule') declare that Lousie Dumcombe is in delicate health and her name will therefore be entered this year upon the said schedule.*" And … "*As one of the Managers of the school I have checked the Registers Monday and Tuesday, both morning and afternoon this week. This makes 351 times during the school year and I hereby certify that on each occasion I have found them correctly kept. I have on no occasion given notice of any of my visits.*" As already noted the lay managers also showed an active interest in the school and their visits are recorded regularly week in week out.

The first mention of children paying school pence is recorded in the Bubbenhall Log Book in 1886, when on Wednesday a child was sent home for his school money. There is no obvious example however of a child being kept away all week, if he/she missed Monday's school. The Log Book records children returning to school after absence at any time during the week.

The Diocesan Inspector concluded his remarks in 1886 "*Nothing can be better than the discipline and tone of the School*". Numbers had dropped slightly but the school was at a high peak of academic achievement.

The next two years see the school continuing at this peak. The H.M.I. wrote in 1887, "*I am much pleased with the advance made during the past year and am glad to be able to recommend the highest merit grant. Arithmetic is remarkably well done, only 10 sums being worked incorrectly out of 103 set. The rest of the instruction is of almost equally high order. I think the Reverend Manager deserves some of the credit. The School now ranks*

among my very best". The Diocesan Inspector calls the school "*a very good specimen of a village school*" and said that … "*the singing was particularly pleasant and tone, order, etc., etc., all that could be desired*". The high standard continued into the next year when the H.M.I. was even more glowing. "*Needlework is very fair; otherwise I have nothing but unqualified praise to bestow upon the way in which the school is managed and taught. The children pass without failure in the elementary work and out of 120 sums set, 109 are worked correctly. I have seen few schools of this character.*" The Pupil Teacher qualified under both articles 50 and 52, but the mistress who had achieved such work left.

After the arrival of the new mistress the Rector records that "*in accordance with the requirements of the Education Department I paid a surprise visit on Friday evening to the mistress of the School during the hour devoted to the instruction of the Pupil Teacher. I found all correct. The pupil Teacher being engaged in a geography lesson".* Later on when the schoolmistress was ill, the Pupil Teacher was in charge though the Rector/Manager was present some of the time both morning and afternoon.

The high standard continued under the new teacher and the H.M.I. gave her great credit for having so well maintained the efficiency of the school. "*The work is done in thoroughly good style throughout and the general results are excellent."* After this examination there is the prize giving and for the first time the "children's parents" are mentioned as having been present. Up until this time there has been no recorded comments about the children and their families.

In the Inspector's report for 1890 he shows dissatisfaction with the work of the Pupil Teacher despite the fact that the Manager has made sure, by surprise visits, that she was at work with the mistress at night. The Inspector wrote, "*She has passed an unsatisfactory examination. Should she be required to complete the Staff and fail to the same extent next year, the grant will have to be reduced under article 115 (ii)".* The Managers were asked as to whether they wished her to continue. The Pupil Teacher left and a new girl was appointed.

The life and work of Bubbenhall school clearly reached a peak in the last few years of the 1880s. At least those who inspected the school were satisfied that the school was working according to the laid down Codes of that time. The progressive type of educationalist, such as Matthew Arnold, Sir John Lubbock and Sir Philip Magnus who could look back to the days of Kay-Shuttleworth's work and his influence on the schools would not have been so contented. Frank Smith in his "History of Elementary Education" looks upon the '80s as the worst and last period of payment by results. "*The schools were fast in a vice, and there were few signs of release. The requirements of the Code were as rigid as the general reports of the Education Department were dull and unchanging. There is no period in the history of education when the official publications were so uninviting and unimaginative as in the 'eighties of the last century"* (Smith, op cit., page 319). The earlier years 1882-83 had seen the 'over-Pressure' controversy

Dr J Chrichton-Browne alleged that excessive school work was causing headaches, and insomnia, serious diseases and even deaths among the school population. He advocated free milk and school meals for poor children to combat the poor health and under-nourishment of many children. J.G. Fitch, a senior school inspector, was asked to reply. Dr Browne had said, "*The children want blood and we offer them a little brain polish; they ask for bread and receive a problem; for milk and the tonic-sol-fa system is introduced to them*". Fitch replied "*A school is established for the purposes of instruction and not for the purpose of dispensing new milk",* and went on to add that the child's health was the parents concern, not the school's, and too much indulgence by the school would lead to any spare money being used by the parents for drink (Goldstrom, Elementary Education 1780-1900, pages 155-158).

However, there were two more hopeful signs of a change in educational thinking, during the decade. One was that parents began to appreciate the value and importance of school and started to show a desire for their children to receive its benefits. Such a change of attitude came slowly and by no means universally, but just as compulsory schooling had come in easy stages, so people gradually accepted the role of the school in daily life. Michael Sadler said, "*This change in public opinion has made possible much which the zeal of educational reformers, the goodwill of local authorities, the liberality of subscribers and the experience and devotion of teachers would otherwise have been powerless to effect. It has permitted great expenditure in order that, within the lifetime of a single generation dangerous deficiencies might be removed*" (Quoted in Smith, op cit., page 314).

The other sign of change was that the National Union of Elementary Teachers founded in 1870 found an ally in Mr Mundella, the Vice President of the Education Department, and after his appointment in 1880 the Union had an interview with him. Smith records that this was the first time in history that representatives of the teaching profession and the official of the Department had met in this way (Smith, ibid., page 315). However, the outcome was merely another Code: that of 1882 which modified previous rules slightly but still maintained as its basis payment by results. Grants were now to be reckoned not on individual children but on the average attendance of the school (Bubbenhall Log Book recorded this faithfully week by week) and this stopped fraudulent registration. A Standard VII was added and their examinations were "*To read a passage from Shakespeare or Milton, or any standard author or from a History of England. To write a theme or letter, composition, spelling and handwriting to be considered. In arithmetic to work sums in averages, percentages, discount and stocks*". Some element of real teaching, rather than book swotting had arrived with this "theme or letter". Similarly in the infant school the 1882 Code brought improvements and some Kindergarten methods could now be used – singing, dancing, and play – Froebel's influence[3], if sometimes misunderstood, was being felt.

[3] Friedrich Wilhelm August Froebel (Fröbel) (1782 – 1852) was a German educationalist, best known as the originator of the 'kindergarten system'.

The Cross Report whose terms of reference had been "to enquire into the wording of the Elementary Education Acts, England and Wales" was published in 1888. Its wide membership and the still controversial religious question meant that the Report had both a majority and a minority section. Frank Smith has summarised this long report as follows: in the majority report the main recommendations were "*increased help to voluntary schools by rate said and new grants, improvements in staffing, the encouragement of science, drawing and technical instruction; the continued recognition of denominational and the establishment of un-denominational training colleges; the modification of the system of payment by results; and the revision of the evening school regulations*". The minority report emphasised "*the importance of higher elementary education, the provision of better qualified teachers; the abolition of payment by results, and generally, a bolder and more progressive programme of development*". The minority report also spoke of more practical matters, better hygienic conditions in school as well as more suitable furniture and equipment and the provision of playgrounds (Smith, ibid., pages 329-330).

In 1890 the Secretary to the Education Department was Sir G.W. Kekewich and the Vice President was Sir W. Hart Dyke, both of whom were sympathetic to the teacher's point of view and took notice of the Cross Report. The result was the Code of 1890 which abolished grants for the three R's. The fixed grant was to be 12s. 6d. or 14s. and grants were to be paid for subjects such as needlework, singing and cookery. Drawing was made compulsory for boys in higher standards and optional for infant school boys. Manual instruction, science and physical exercise whether taught on the premises or not were to count as school attendance, providing the inspectors were satisfied with the arrangements and instruction.

Thus by 1890 the worst evils of payment by results were abolished. The Secretary, Kekewich, later wrote his autobiography and taking full credit for the changes wrote as follows. "*My creed was that the children come first, before everything and everybody. Inter alia the abolition of cramming, the limitation of home lessons of the practice of keeping in after school hours, discouragement of excessive corporal punishment, and the substitution of methods of teaching which led the child to good habits and true knowledge through intelligence and interest, instead of driving him by fear and force, were among the objects which I thought should be attained…*" The Code was based, as far as the actual teaching of the children was concerned on two main principles. The first was to substitute for the bald teaching of facts, and the cramming which was then thought necessary in order that the children might pass the annual examination and earn the grant, by the development of interest and intelligence, the acquirement of real substantial knowledge. The second main principle of the Code was the recognition for the first time of the duty of the State to care for the physical welfare of the children, and to make physical culture an integral part of their school life. Physical education, sports and games, out of door teaching in fresh air, were therefore encouraged. (Quoted in Smith, ibid., pages 331-2).

The following year, 1891, an Act of Parliament allowed parents the right to the free education of their children. Two years later the school leaving age was raised to 11.

It is clear that a tremendous change took place in education during the 1880s and the first years of the last decade of the century, but the effect of 30 years did not wear off overnight as we shall see in Bubbenhall.

The first report of 1891 finds the Inspector still pleased with the school. The very words 'interest' and 'intelligence' used by Kekewich are also used by the Inspector in describing the children in the village. "*I am glad to find this school going on very well. The children are intelligent and interested in their work and the work is done in very good style. The school's influence, too, seems good. Needlework is nicely done. The Infants read and write well and do other things very fairly*". *The grant awarded was £56 10s. The influence of the school had been seen to be important since the Code of 1875 which wanted the school to bring up the children in habits of punctuality; of good manners and language, of cleanliness and neatness; and also to impress upon them the importance of cheerful obedience to duty, of consideration and respect for others, of honour and truthfulness in word and act."* For the first time Poetry for Recitation was listed together with the Object Lessons and Songs for the year 1891. The Inspector checked this list and substituted the "Wreck of Hesperus" for Standard II. The 1890 Code is seen at work in Bubbenhall for on 17th April 1891, "*the boys had their first lesson in drawing"*. This lesson was given twice a week in the afternoons and by the following year the boys were taking a drawing examination. Also in 1892 the children were allowed to substitute geography for grammar with the approval of the H.M.I. and received their first lesson in that subject in March of that year.

The Diocesan Inspection of 1893 revealed the school in very good order. He gave three out of four sections "very good" and wished the school to note that this is the highest mark given. He went on "*This is an excellent specimen of a village school. The viva voce of all the children was very satisfactory and the written work much improved since last year. I am very glad to be able to raise the school again to class A. The children are in excellent order and the school is a very pleasant one to examine"*. The H.M.I. seconded such comments and also remarked favourably on a successful first year's work in geography. However he concluded his report, "*Having regard to the circumstances that the school possesses a large increasing balance in hand, My Lords do not feel justified in paying the special grant under Article 104 and 105 of the Code*". Hence the grant given was less than the previous year, amounting to £44 6s. while the number of children on the books was 55, the highest yet mentioned, though by the end of 1893 this had fallen to 40 children. The Pupil Teacher was not awarded a grant under Article 73 of the Code for by the time the school role had fallen to 40, her services were not necessary to fulfil the minimum staff of the school.

In 1888 changes in local government had led to the creation of County Councils and Borough Councils but such institutions are not mentioned in the Bubbenhall Log Book until 1895, when the mistress and pupil teacher attended a class under the County Council. Later that year they attended a cookery class. One other entry in the Log Book for 1895 is of local interest – the admission of Frances Elizabeth Twigger to school. I have mentioned Miss Twigger's book on the history of Bubbenhall but in the years between these two events, she went through school, became a pupil teacher, left college and then taught from 1936 to 1954.

For a detailed study I have chosen one year as recorded in the Log Book by a mistress who chose to disregard the Code that states that *"No reflections or opinions of a general character are to be entered in the Log Book".* Her comments by contrast with this instruction provide a vivid picture of the School and its children of benefit for future readers.

The year 1897 begins thus, *"I, Annie Peart, took charge of this school this morning*", and after several changes of staff over the past few years another episode begins. As the national survey had shown this was an era of slight change but the fact that tradition dies hard had also been noticed. The two previous H.M.I.'s reports had begun to hint at a need for change away from the type of teaching which the 1862 code required. "*The teaching secures accuracy rather than intelligence.*" (Report of visit on 15th February 1895) and even more strongly in the succeeding report received from the Education Department which says, "*The teaching is earnest and effective up to a certain point, but advantage has not yet been taken of the greater freedom allowed by the new system. More intelligence may be expected when this is fully realised*" (27th February 1896).

The new mistress began her time at the school with a thorough clearing up, commenting that the things "*were very much out of order*". Having settled the cupboards and drawers, attention is soon given to examinations. Despite the easing off from the harshness of continual testing necessary for the Inspector's visits, there is still great emphasis on the monthly exam which the mistress takes herself. Lawson and Silver mention that by 1896 the compulsory subjects were the three R's, needlework for girls, drawing for older boys and objects lessons for class lessons (Lawson and Silver, op cit., page 330); and in Bubbenhall *"the boys had their first lesson in drawing in 1891!, and by the period under review were having a drawing exam by the Inspector for drawing."*

The monthly exam, marked in two days, shows that "*reading is a good subject in all classes, except the Infants who are much more forward in arithmetic. Writing is fair in style but wanting in neatness. Arithmetic is decidedly bad, especially problematic".* The mistress forbids the use of large quantities of scrap paper for the working out of sums. A month later at the next examination the mistress is commenting that the results show a great improvement on the previous month's efforts. Apparently some boys had gained no marks in the January exam, but by the succeeding month had gained 30 to 50 marks. The mistress reveals her interest not just in the exam

results but in the attitude of the children. "*All the children took great pains with their work which contrasted favourably with their former apparent indifference.*" After this exam the children move up the standards. The H.M.I. has underlined this extract from the March exam, showing again a great interest in the children as people rather than either grant-earners or mere objects to be tested. "*There is a much greater desire to excel on the part of all the children, which following upon their former indolence and care-nothingness is a very hopeful sign.*" By May 1897 the children in their new standards were receiving suitable exams as befitting their position, but composition was very weak and the school was closed for some time due to whooping cough so that the next examination in July found the children making a slight improvement in spite of the absence of schooling.

The greater freedom in the curriculum, mentioned earlier, is reflected during this year, with comments on geography books being received as well as other textbooks and equipment. The syllabus for geography in Standard II is "*Geographical terms simply explained and illustrated by reference to the map of England, Australia and India*". The Code of 1875 by which class lessons could earn a grant is still seen in 1896 when the H.M.I. brackets the above reference to geography as well as the long list of 'object lessons' as class subjects. Among these Object Lessons topics include: Minerals, Spring Flowers, Fruits for the Seasons, a Ship, Steam and Vapour, Banks and Post Offices, Railways, Salt, Pepper and Nutmeg. The emphasis for the girls on needlework is stressed. They began the year practising in readiness for garment making and experienced "*some difficulty in finishing on and off, etc.*" For the first time in their school life the girls learnt to fix their own garments. They were also allowed to choose and supply their own material. Nightdresses and flannel petticoats are recorded, and they experienced some difficulty with the long seams, gathers, etc. Again another comment about the pupils, "*being quite convinced of the usefulness of being able to do so, they are taking great pains to perform it to the best of their ability*".

Annie Peart introduces her pupils to singing from note, using the Staff notation. She writes later, "*All the children were much interested and in their composition 'letters' expressed their pleasure in various ways*". A few weeks later the mistress comments, that singing by note is progressing well, "*although there is much room for improvement in the quality of the notes, the boys only idea of singing being a kind of loud 'bawling' or leaving off altogether".* The children also learn new songs and sing a round for the first time which interests them though the boys have coarse voices and are "*difficult to manipulate*". It is also a problem for all the children to sing to time.

The children were also introduced to Drill under the regime of Miss Peart. She comments, "*The children are beginning to take a greater interest in their Drill and to perform the exercises with a fair amount of alacrity and smartness".*

Even though the children under six had not been put in for the examinations as they were in one schoolroom with all the other pupils, the atmosphere of

rote learning and facts as in "Hard Times", - "*Teach these boys and girls nothing but facts. Facts alone are wanted in life. Plant nothing else and root out everything else*", must have affected the infant part of Bubbenhall School. By 1896 the infants had a Pupil Teacher who devoted most of her time to them but in the section under review the infants horizons are being enlarged by such occupations as mat weaving. The mistress comments that the infants are delighted with these and show great aptitude in using their fingers. However, there is still much work to be done and the mistress is concerned that the 2nd Division of infants were not doing well with their alphabet. She writes that this is "*partly owing to the fact that the teacher persists in allowing them to repeat it straight forward, parrot-like manner, although she has been repeatedly remonstrated with on the subject*". So the mistress takes the little ones herself and requests again that the Pupil Teacher carries out instructions.

The Pupil Teacher at this time is an ex pupil of the school, and as part of her contract has to take lessons from the mistress at a fixed hour. Similarly the Manager, as part of his duties has to drop in unexpectedly and see that both pupil and teacher are working according to the code. This is recorded several times in the year under review, as is the comment by the mistress that "*The Pupil Teacher attends to her duties with regularity and carefulness*". However, it was at about this time that the system of pupil-teaching came under attack for allowing immature and inefficient apprentices (the lower age range was 13) in the classroom for lack of further instruction (Lawson, page 333). The Pupil Teacher at Bubbenhall was examined by the H.M.I. along with the rest of the school, but as yet there is no Pupil Teacher who has passed from Bubbenhall into teacher training.

Annie Peart gives several interesting glimpses into the life of children in Bubbenhall of 1896. They were affected by illness of both a minor and more serious nature. The school was closed for nearly three weeks because of the whooping cough, and some children seemed to succumb twice, or as the comment for 2nd July 1896 says, some were absent "with an excuse for it". The Hunt was a cause of great interest amongst the children, so much so that playtime was deferred. One child decided to follow the hounds and not return to school, "*his attendance was cancelled*". Next day the offender "*received chastisement, was very rebellious, used threatening language, but was eventually submissive*". Otter hunting and hay making are local activities which seemed to prevent children from attending school, and a curious local custom was that 11th May was given as a holiday, being Old May Day.

Queen Victoria's Diamond Jubilee was also a cause of celebration in the school and the children were given a holiday to keep this occasion, as well as singing the special Jubilee Hymn and the National Anthem the following day in school. The mistress felt the celebrations affected the concentration of her pupils. "*The approaching Jubilee Festivities do not tend to promote diligence among the children.*" Miss Peart continues with her analysis of the children in Bubbenhall. "*The children here are peculiarly liable to such distractions as they lead a happy butterfly sort of life, apart from their school*

work, most of them belonging to small families, and well cared for, without any effort or responsibility of their own, which makes it difficult to get them to retain serious thought for even a short lesson." A few days later she continues in similar vein. "*The chief difficulty with these children is owing to the irresponsible, sheltered lives they lead without the least care or trouble which renders them no scope for self-reliance."*

The Rector of Bubbenhall continued to play a considerable part in the life of the school. He visited often, checked the registers, took Scripture classes, accompanied the inspectors on their visits and as Corresponding Manager seemed to be responsible for the purchasing of all equipment. The Rector also gave the children various lessons and exercised them in arithmetic and dictation. The mistress writes, "*received from Rev. V. Fortescue a large quantity of school apparatus which much delighted the children, and they are starting work for the year in very good spirits*". The Rector's wife visited the school with her husband and watched the children drill, sing, and inspected the needlework. School was curtailed for a confirmation service and during Holy Week, the school children had a daily service in church. At a time when the mistress of the school changed often, a fact commented upon from time to time by the inspectors, the Rector remained a constant figure from 1884 to 1906. The H.M.I.'s report as early as 1886 said, "*I wish all Managers took as much interest in their school as the Rector of this Parish does in his".*

For the year 1897 the H.M.I. reported that "*It is satisfying to find the children are brighter and more intelligent than formerly*".

Annie Peart resigned on 25th September 1897 and the interesting and enlightening comments in the Log Book finish with her resignation.

The Bubbenhall School Role comprised only 26 children when the new temporary teacher took over in September 1897. The population had dropped from 346 in 1861 to 234 in 1891. The permanent teacher's first entry is "*Some of the children are backward, but they are obedient and willing and seem anxious to learn, and under such conditions it is a real pleasure to teach*". After two weeks as mistress she writes these comments, "*The Reverend Rector visited and taught, as he always does when not absent from home. Have taught the children some rounds and two new school songs. The pupil teacher, Elizabeth Sparrow, will receive her instruction 7.45 to 8.45am in the School House. Have examined all the children's papers and duly recorded their marks in the various subjects. There is a plentiful supply of school requisites of every description, the choice of reading books, affording great pleasure to the children, and given me at the same time, an insight into their ideas and dispositions*". It is interesting to note that at the time when voluntary schools were under financial difficulties, Bubbenhall seems adequately supplied with equipment. Also the interest in the children themselves is gradually coming to the fore as an antidote to the days of the Revised Code when they were so often looked upon as heads to stuff full of facts in order to earn the school some money.

The Rector called at 8.10am one morning and did not find the pupil teacher at work as mentioned above. For the first time this teacher gives a personal glimpse of this worthy Rector. "*The Rector's method of questioning and eliciting answers from the children is highly interesting, amusing and instructive and helps the ordinary instruction greatly*." The school's average attendance is often as low as 18 in this period and the report from the Education Department (which became the Board of Education in 1899) mentions as the best feature the discipline and comments that Object Lessons should be properly prepared and illustrated.

A new period in the life of the school began in April 1898 when Mrs H A Ruck became the mistress. She stayed until 1922 and her family are still in the village. Mrs Ruck's son, grandson, and great grandson each went from the village to Warwick School and teaching is still very much a family occupation. She began her work by organising the timetable, giving a list of object lessons and other subject lessons for the year. The Pupil Teacher is taught once more in the evening, but has apparently studied very little, but three months later she had died. The Rector wrote: "*To the inexpressible regret of the Managers, the teacher, and the children of this school, Elizabeth Susan Sparrow has been removed by death. She was in the school at her duties on Friday 1st July, up to 12 o'clock and passed away at 10.20am on Saturday 2nd July."*

"*I am aware that no reflection or opinion of a general character may be entered in this Book but as this is an exceptional case, I wish on behalf of the Managers to put on record the very serious loss which we consider the School has sustained. Diligent at her studies, most careful and painstaking in her teaching, she won the respect and appreciation of all with whom she came in contact*." The school was closed for the funeral and everyone attended. It would appear that the next Pupil Teacher was a sister or some close relation – Ethel Sparrow began her duties a few days later. The children were also present the same month for the funeral of one of the school managers – Mr W H Grimes.

The first school outing is mentioned in 1898. Nationally encouragement was given in 1895 for visits to museums and art galleries and a year later to national and historical buildings. The Rector paid the expenses of this visit to Leamington for the "Barrum and Bailey's Show". After the turn of the century the older children and teachers went by excursion to Blackpool, and two years later in 1905 to Yarmouth, and in 1906 to Warwick.

The H.M.I.'s last report for the 19th Century is one of cautious optimism. "*There is good reason for thinking that the new teacher will eventually do well. Much care has been bestowed on the instruction. When this takes the right direction and the children enter more heartily into the work, better educational results are sure to follow*." Mrs Ruck would receive her certificate on 10th October 1899, upon the application of the Manager if she continues in this school till that date. The grant was given thus *"Principal 19s., Discipline and Organisation 1s. 6d., Singing 1s.,*

Object Lesson 1s., Drawing (total) 27s. 6d., Girls Needlework 2s., Class Subject 2s. "

The Inspector wanted the school to have more modern desks and these were supplied, and Mrs Ruck also records all the stock given to her by the Rector – drill bells, mat weaving, prickers for cane as well as reading books. The curriculum might be widening in Bubbenhall but new entrants from elsewhere presented a problem. Mrs Ruck records four children from one family who were admitted, *"Louise is nine years old. She cannot write her name or say her letters. The others know nothing whatever but appear bright children*". These four and other children soon contracted scarlet fever and the school was disinfected and closed. So much so that the H.M.I. report for 1902 commented, "*Though the school has been open 400 times, the instruction has been interfered with by the presence of scarlet fever in the school house and elsewhere. The work albeit somewhat lacking in finish is done in a thorough and conscientious manner and managerial interest is strongly in evidence*."

1902 saw the most comprehensive Education Act yet. The background already mentioned of the last years of the 19th Century, especially the Cross Commission and the Bryce Report on Secondary Education paved the way for this Act. Nevertheless it was only passed after a stormy, acrimonious time in Parliament and its provision for voluntary schools to be aided from the rates caused heated controversy and much protest. In Wales during the ensuing few years, 70,000 people were prosecuted for refusing to pay their rates. This rate aid would have affected Bubbenhall School but one of the main provisions of the 1902 Act was the creation of local education authorities and the demise of the school board. The County Boroughs or Councils were now to have oversight of all branches of education, elementary, secondary or technical. An education committee had to be set up to include some non-council members and at least one woman! This committee had to take over the board schools now termed 'provided' and also be responsible for secular education in old voluntary schools, now called 'non-provided'. The religious bodies (by now mostly Anglican or Roman Catholic as most non-conformists had passed over their schools to the boards) had to accept building costs.

The 1902 Act clearly benefited the small voluntary village school. The Grant assessed for 1902 was £64 6s. 0d. which was clearly an improvement over the previously quoted figures. The Inspector also left it open to the Managers as to whether they wished to press their claim for a grant under Article 101.

The early years of this century brought forth a wind of change in educational thinking. There was a growing emphasis, as already noted, on the child. An Inspector wrote in 1900, "*The centre of our education system is no longer the State, the Department, the Inspector or the teacher. It is the child*" (Smith, op cit., page 340). Particularly relevant to Bubbenhall was the Circular on Rural Schools of 1900 which urged the importance "*of making the education in the village school more*

consonant with the environment of the scholars than is now usually the case". The Object Lesson is still around but this is no longer to be a description from a textbook but "*the practising ground for observational and inference, and that they should be constantly illustrated by simple experiments and practical work in which the children can take part, and which they can repeat for themselves at home with their own hands*" (Quotations from Board of Education Report 1899-1900 in Smith, ibid., page 341).

The 1904 Elementary Code brought with it details of the Balfour Act and how the changes were to affect the schools. The Introduction to this Code gives the aims of public elementary education as follows:

> *The purpose of the Public Elementary School is to form and strengthen the character and to develop the intelligence of the children entrusted to it, and to make the best use of the school years available, in assisting both girls and boys, according to their different needs, to fit themselves, practically as well as intellectually, for work of life.*
>
> *With this purpose in view it will be the aim of the School to train the children carefully in habits of observation and clear reasoning, so that they may gain an intelligent acquaintance with some of the facts and laws of nature; to arouse in them a living interest in the ideals and achievements of mankind, and to bring them to some familiarity with the literature and history of their own country; to give them some power over the language as an instrument of thought and expression, and, while making them conscious of the limitations of their knowledge, to develop in them such a taste for good reading and thoughtful study as will enable them to increase that knowledge in after years by their own efforts.*
>
> *The School must at the same time encourage to the utmost the children's natural activities of hand and eye by suitable forms of practical work and manual instruction; and afford them every opportunity for the healthy development of their bodies, not only by training them in appropriate physical exercises and encouraging them in organized games, but also by instructing them in the working of some of the simpler laws of health.*
>
> *It will be an important though subsidiary object of the School to discover individual children who show promise of exceptional capacity, and to develop their special gifts (so far as this can be done without sacrificing the interests of the majority of the children), so that they may be qualified to pass at the proper age into Secondary Schools, and be able to derive the maximum of benefit from the education there offered to them.*

> *And, though their opportunities are but brief, the teachers can yet do much to lay the foundations of conduct. They can endeavour, by example and influence, aided by the sense of discipline, which should pervade the School, to implant in the children habits of industry, self-control, and courageous perseverance in the face of difficulties; they can teach them reverence what is noble, to be ready for self-sacrifice, and to strive their utmost after purity and truth; they can foster a strong respect for duty and that consideration and respect for others which must be the foundation of unselfishness and the true basis of all good manners; while the corporate life of the School, especially in the playground, should develop that instinct for fair-play and for loyalty to one another which is the germ of a wider sense of honour in later life.*
>
> *In all these endeavours the School should enlist, as far as possible, the interest and cooperation of the parents and the home in a united effort to enable the children not merely to reach their full development as individuals, but also to become upright and useful members of the community in which they live, and worthy sons and daughters of the country to which they belong (Maclure, page 154).*

By 1907 the School Medical Service had been inaugurated as well as the dental service and the possibility of local authorities providing meals for children 'unable by reason of lack of food to take full advantage of the education provided for them' (Lowndes, op cit., page 233). Lowndes comments that because of the school medical service, teaching had become a healthier and more attractive occupation even if such advances had brought with it more clerical work (Lowndes, ibid., page 165). It is this combination of an increase in clerical work and the continuing presence of the medical service behind the school's activities which are perhaps the most notable features of Bubbenhall's life in the next twenty years.

The Rector who had been such an integral part of the school's life left in 1906 when the school was once again numerically strong with 51 children on the books. The era of the pupil teacher seems to be declining as a Supplementary Teacher is appointed from 1907 and a supply teacher is also used in 1908. A Supplementary Teacher had to be over the age of 18, vaccinated and able to show the Inspector that she was proficient in class room teaching. The instructions to rural schools seem to have been well received for it is recorded for the first time in that year. "*The upper division of the school went for a walk this morning from 10.50 to 11.25 during their Nature Study Lesson, collecting leaves, berries, etc. on their way. A description of the collection will form the lesson on Friday afternoon.*"

It was in 1909 that the Log Book was able to record the first visit of the Doctor and Nurse to inspect several children, both those leaving school

(at 12 by now) and those with defective eyesight. This was one of the most common discoveries of the medical service and there are accounts elsewhere of children who had never been able to see the blackboard. Children with ringworm were absented from school for one month, then re-checked. One particular child was away for 10 months.

During this period the Headmistress's daughter, Mary, had been acting as a supplementary teacher and had also gone to another school for special training in infant work. She left Bubbenhall in 1911 to go to the Cheltenham Training College for two years training (see also Appendix C).

In 1913 a screen was erected in the school in order to divide the infants from the rest of the school. This same screen has just recently been removed since the school has expanded in the 1970s and now has a temporary classroom for infants. Miss Elizabeth Twigger commenced as teacher of the infants in the same year and the Nurse becomes a frequent visitor, giving the Seniors various lessons on hygiene, cleanliness, and fresh air. Mrs Ruck was away ill from the school for the period Easter 1914 to January 1915.

It is not until 1917 that any mention of the war enters the Log Book. Along with much other clerical work and various forms, comes a letter from Warwick Education Office re "Prevention of Waste Food". To put such a precept into practice the Education Committee requested that the children go blackberry picking for the Army and Navy. As a result no less than 62 lbs. were sent from Bubbenhall to the centre at Kenilworth. Similarly the children were requested to start collecting eggs for the wounded and after the Armistice, for which the school was closed, the children repaired the soldier's socks.

Mrs Ruck left the school on 31st October 1922, after 24 years and 7 months. The school, like the rest of the country, was at a low ebb in every respect. The new Head Teacher lays much emphasis in the Log Book on faithfully recording all the forms she sent off to the Office, and how much coal is received. The medical aspect of school life continues and the dentist also visits. The last report from the H.M.I. in the Log Book says "*The School is conducted in a homely fashion and the education of the older children is sound and suitable. The infants are not so well taught and even though there are seven children over the age of seven, few of them can read with any fluency."* The result of such a report was that the infant school was visited, presumably by an infant inspector and a new reading scheme was introduced.

The Log Book closes in a homely way recording that the Rector brought in horse chestnuts and apples for the children who had a good view of the R101 on her second trial flight.

Figure 9 : Kitchens and Toilet Block photographed in 1958

Figure 10: Storage Shed photographed on 19th July 1961

8. The Years 1930 to 1975

The new Log Book begins by mentioning how children over the age of 11 would benefit by being able to transfer to neighbouring schools at which there is *"provision for practical subjects and where Senior Classes have recently been established"*. This concern with the education of the older range of children continues throughout this Log Book and is reflected in comments on "*Special Place*" examinations, "*Free Place examinations*" and eventually mentions the 11+ examination. The national interest shown in methods of testing intelligence are reflected also in the use of

these tests and the Headteacher records the I.Q. of the children concerned.

During this period milk is introduced into the school (1934) and this causes the usual problems of not enough being left, etc., and also constant complaints that splinters of glass are found in the bottles! In 1945 school dinners are served in the school under what must have been difficult circumstances. There was still no water or sanitation in the school. In 1953, 29 children had to wash in three enamel bowls and all water had to be carried in and out from the school house pump. The dinner washing up was done in 15 gallons of water, but the detergent blocked the soak away drain so the water was thrown over the garden! Electricity came to the school for the first time only in 1949 for the total cost of £78, and after this the school began to benefit from film projectors and gramophone records. Elsans were put into the school in 1953, but three years later a new extension was built onto the school to comprise a school meals kitchen, new flush toilets, wash basins and cloakrooms. Hot water came only in 1974.

These years also reflect the continuing expansion of the school medical service. To the earlier dental and medical inspections are added eye testing and orthopaedic check-ups. Inoculations take place for the first time in 1941.

Two episodes occur during this period which are in contrast with the years previously recorded. One is the neglect of the school by the Rector, and this included two complaints against him for physical maltreatment of a child. "*Gordon… received injury to his nose – it was attended to and it appears it was from the Rector's walking stick. It all happened in the school yard at 12.05pm*" (Letter sent to office). In 1948 the Headmistress "*took a petition round the village to be sent to the Bishop regarding Rev. W. Sneath's neglect of Bubbenhall children of all ages".* The second incident is that for the first time the use of the cane is mentioned in the Bubbenhall Log Book.

The passing of the 1944 Act is reflected in Bubbenhall in the fact that in September 1946 the children over 11 left the village for school in Leamington. Most of them attended Campion Secondary Modern School and not more than half a dozen children throughout this period are reported as having passed the 11+ exam (or its predecessors) for education at the Grammar schools in the vicinity. In January 1949 the school became a "Controlled" school and each parent filled in the necessary form concerning denominational teaching. "*The Rev. Angus agreed that since all the parents had signed the forms, we could take C of E teaching in separate forms as before".*

As late as 1942 the school was recorded as being "technically closed" for potato picking and also "*Mr Franklin applied for three boys to help in pea picking. Exception granted*". Throughout this period there is much emphasis on using the woods, fields and river nearby as well as the newly

acquired village playing field (after 1953). P.T. and dancing features more often and there is a new interest in gardening both for flowers and vegetables. In 1945 there is a first mention of the mothers and other women of the village coming to school to see the work of the children.

Since 1966 the population in the village has increased with the arrival in that year of mains drainage. The school has benefitted from the building of houses both Council and private, and the school role which was as low as 22 in 1971 is now up to 47. A temporary classroom was given to the school and put on glebe land behind the 1864 buildings, and this is now used by the infants. The partition in the one main school room has now been removed and the entire space is used by the junior children. Oil fired central heating was installed over Christmas 1974.

The school is now taught by two full time teachers with the help of a part-time teacher for two mornings. There is also a clerical assistant, an infant helper (who also supervises the children at dinner and play), a dinner serving lady, a traffic warden and a cleaner. Bubbenhall School is scheduled to become a First School only in September 1976, and the older children will then be transferred to Cubbington School.

9. Conclusion: Appraisal of this Study

I have thoroughly enjoyed studying the life of Bubbenhall School since its building in 1864 up until the present time (1975).

A local study of this nature provides a good method of understanding changes in education. It is one way of "earthing" knowledge, lectures and reading concerning the history of education, though I have found in Bubbenhall that it is only general trends that are noticeable. This had been particularly evident in the Inspector's comments in the Log Book concerning curriculum, atmosphere and the attitude to children. Perhaps in some respects this village school has been too small and too remote from other places to be used as a good example of what was happening nationally. It took many years before national trends could be seen to have affected the school. This could also however be true in other places since I have commented in the text that many years of one method of teaching (in this instance the Revised Code regulations) cannot be changed quickly. Teachers are in many cases conservative in their outlook and we have often remarked in college that we tend to teach what we ourselves learnt in school.

I am particularly pleased to have had the correspondence with Miss Mary Ruck filed in Appendix C. I find this particularly valuable since this first hand evidence (Miss Ruck must now be about 82) will not be available for much longer. We noted in our college lectures on the value of oral evidence that memories tend to be sharpest concerning the distant past rather than the events of a few years ago. It was especially interesting to find confirmation in Miss Ruck's words about the isolation of Bubbenhall

when I had quoted from Asher Tropp about the loneliness of village school life. Bearing in mind Miss Ruck's comments about life in the school house, I can see more readily why the single ladies who were Mistresses of the school were not inclined to stay long in Bubbenhall.

I do not feel this local study would have had the same reality to me if it had been impossible to find someone with first-hand knowledge of the past life of the school. On the other hand perhaps a larger school in a small town would have provided a greater wealth of information, or if the teachers at Bubbenhall had expressed their views more freely in the log books I would have gained a deeper insight into their style of education.

This lack of detailed information has meant that only a short period of nine months has been looked at closely. I have found that 1864 to 1975 has been a long period of time to cover in this study, for I have been loath to leave out any particular range of years. I have not found it personally satisfying to precis forty years into just a few pages of writing, but there would seem to be no readily available alternative. Obviously these comments apply to my own chosen situation and are perhaps not applicable to this type of study generally.

10. Appraisal of the Institution Studied

It is a hard task to appraise an institution over a lengthy period when educational thinking has undergone so much change. So I do not think I can appraise with the eyes of 1975 the work done (as recorded in the Log Book) by an institution nearly a hundred years ago. Clearly it is necessary to look at the school as it was looked at by its contemporaries. In this light it is obvious from the text that the school's ability as a school waxed and waned considerably. Its early years were plagued by too many staff changes and this problem is still evident in some schools today, though not particularly so in Bubbenhall. The school reached a high peak in the last decades of the 19th Century when the Inspectors both from the Government and the Diocese were able to report in glowing terms about its work, atmosphere and tone. It was only as education expanded out of the narrow framework envisaged by the Revised Code and its aftermath that the school began to feel the restrictions of being too small an establishment. Due to its size the school is possibly not able to give its pupils the all-round education expected today. The children in Bubbenhall school today have little experience of games, gymnastics, swimming and little opportunity for art and music. Clearly when a school has only one or two teachers, these teachers cannot be expected to be experts in every branch of a child's education and some aspects must suffer through space problems, small numbers or lack of staffing.

Today, the children in the school lack competition and encouragement from their peers since there are so few of any one age group in the school. This must have been true throughout its life since the school has never

been over large. This lack of a range of friends is a drawback in any small community but it also has its compensations. I have noticed that the children have learnt how to get on with each other despite the age range amongst them. Also there is no early demarcation into the "boys" versus the "girls" and "*never the twain shall play together*". With only four children aged 11 in the school it is inevitable that they play together in and out of school hours.

Throughout the life of the school the mistress has lived on the premises. Clearly in the early days of its life the provision of a house was a tremendous asset to a schoolmistress. I doubt if this is quite so true today considering that the house was built in 1864 and has many building problems attaching to it today. A bathroom was only added to the house within the last few years. It is always a debateable point as to whether the teacher should live amongst her pupils. I can well remember the problems of being the headmaster's daughter in a larger village than Bubbenhall! However, the situation in this village today does mean that the headmistress knows her pupils' homes and backgrounds well and can interpret them accordingly. Each child is known thoroughly as an individual and has a sense of security and personal worth which is perhaps unknown in larger schools: a quality I believe to be of increasing importance in these days of large impersonal organisations. There can be close links between home and school and much care and understanding of the individual child can take place.

From the Church magazines of the early 1880s it is clear that the school played an important part in the life of the village. Miss Ruck mentions the role her mother had to play in the church work and these activities would all be closely linked and interchangeable. The school was used as a centre for meetings, for the library, for outside speakers and for any number of social gatherings. All this has passed. Perhaps this is due to the overall lack of interest in such meetings today; however for many years there has been a Reading Room in the village where bingo and jumble sales take place and the Youth Club can meet[4]. The school is even more isolated with the upgraded A445 trunk road between the school and village taking ever increasing traffic. The children cannot come and go to school as they please but require an adult's supervision until they are well into Junior school. This reduces the role the school can play in the village and could be a drawback to any future schemes of greater home/school/community work.

In its early days the school was financially very secure. However with the gradual cessation of the idea of voluntary effort coupled with the greater need for educational expenditure the school must have fallen on harder times. Gradually the Education Acts mentioned in the text have alleviated some of the burden upon the church for the provision of the school, and at the same time the very close links between the Rectory

[4] Editor's Note. Since this history was written a detailed history of the Reading Room has been published. See Alan Roe, *From Reading Room to Village Hall: Windows on Bubbenhall History*, private publication, Bubbenhall, 2020

and the school have ceased. It was enlightening to see from Miss Ruck's notes of the part played by the Rector of Bubbenhall in Warwickshire education and I am sure the influence, hard work and financial support of the early Rectors of the parish played an enormous part in the life of the school. Nevertheless, today the school is still regularly visited by the Priest-in-Charge of the Parish who lives in Ryton.

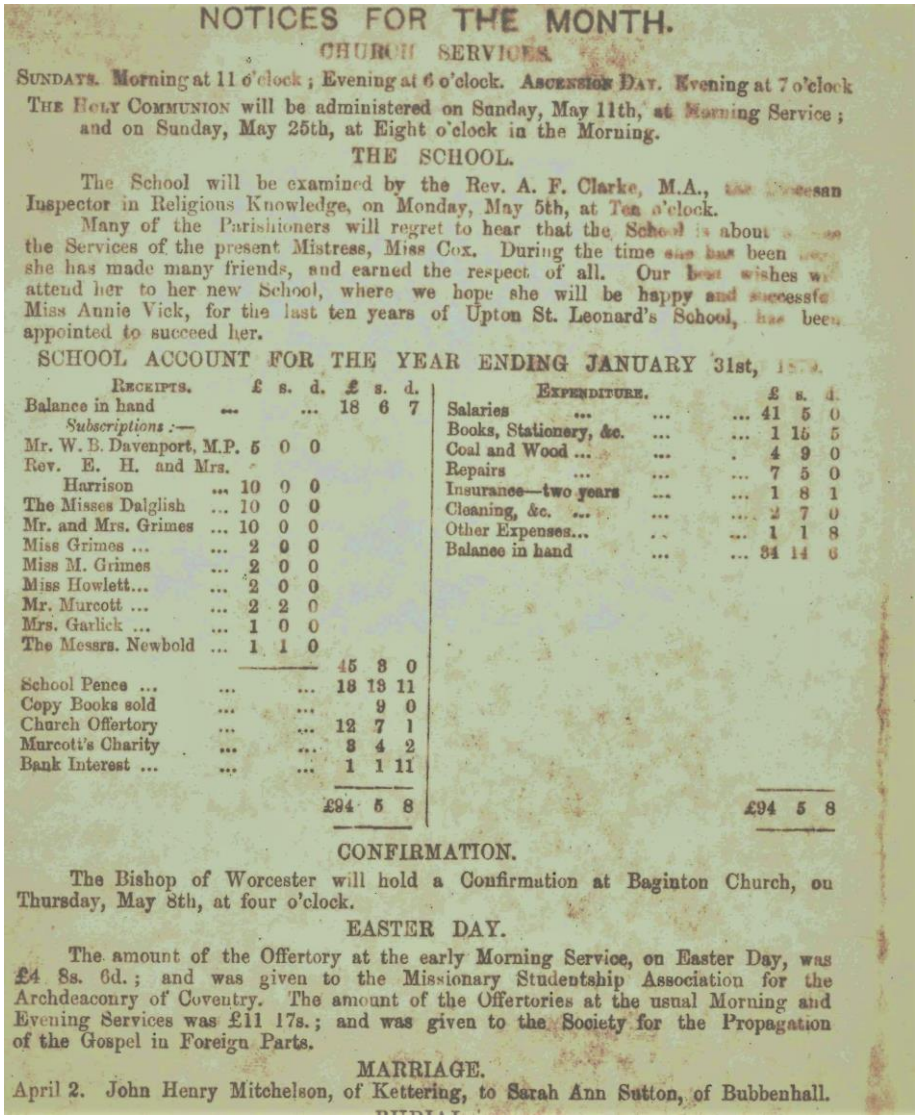
It is hard to unearth the various pressures placed upon the school. In its early life it served the farm workers and labourers of the village and children were required from an early age to help on the land. It is not until very recent years that the village has had any new private housing development, but with this has come a very different pressure on the school. This is the last year that the children will sit the 11+ examination and within the village there are many who have "voted with their feet" and have sent their children to private schools even before secondary age. There are real pressures now upon the school from the articulate and more socially mobile members of the village to ensure that their children "get on" and are "drawn out". Clearly with such a wonderful staffing ratio the children have every opportunity to receive almost individual tuition. However as I found on my final teaching practice in a village school even smaller than Bubbenhall, the tinier the class the more unusual are the problems for the staff.

In 1976 the school in Bubbenhall will become a First School and the older children will move to Cubbington Combined School. The fact that soon only first school children will be taught in the village school reflects modern policy in education, but it could be argued sometimes that "progress" is mistaken for the thinking that "big is best". It is hard to weigh the balance between the advantages of being a total part of a village community and the advantages of a more extensive and broadening education which cannot be available in a small school. With the mythically "perfect" teachers a village school like Bubbenhall, coupled with mobile well-educated parents who can fill the gaps in their children's experiences with trips to swimming, music lessons, games coaching, etc., would be ideal. However with the increasing price of petrol[5], activities outside the village (and there is only a very restricted bus service) may have to be curtailed and the children's general horizons limited.

My personal interest and recent close association with Bubbenhall School have made this a rewarding and fascinating study, one which I would have liked to have had time to expand and develop even more fully.

[5] Editor's Note. 1975 was just one year after the OPEC oil crisis when the retail costs of fuels increased almost four-fold in a very short period of time.

Appendix A: Log Books and Church Magazines – Extracts



NOTICES FOR THE MONTH.

CHURCH SERVICES.

SUNDAYS. Morning at 11 o'clock; Evening at 6 o'clock. ASCENSION DAY. Evening at 7 o'clock

THE HOLY COMMUNION will be administered on Sunday, May 11th, at Morning Service; and on Sunday, May 25th, at Eight o'clock in the Morning.

THE SCHOOL.

The School will be examined by the Rev. A. F. Clarke, M.A., [illegible] Inspector in Religious Knowledge, on Monday, May 5th, at Ten o'clock.

Many of the Parishioners will regret to hear that the School is about [illegible] the Services of the present Mistress, Miss Cox. During the time she has been [illegible] she has made many friends, and earned the respect of all. Our best wishes w[illegible] attend her to her new School, where we hope she will be happy and successfu[illegible] Miss Annie Vick, for the last ten years of Upton St. Leonard's School, has been appointed to succeed her.

SCHOOL ACCOUNT FOR THE YEAR ENDING JANUARY 31st, 1[illegible]

RECEIPTS.	£	s.	d.	£	s.	d.
Balance in hand ...			...	18	6	7
Subscriptions :—						
Mr. W. B. Davenport, M.P.	5	0	0			
Rev. E. H. and Mrs. Harrison ...	10	0	0			
The Misses Dalglish ...	10	0	0			
Mr. and Mrs. Grimes ...	10	0	0			
Miss Grimes	2	0	0			
Miss M. Grimes ...	2	0	0			
Miss Howlett... ...	2	0	0			
Mr. Murcott	2	2	0			
Mrs. Garlick	1	0	0			
The Messrs. Newbold ...	1	1	0			
				45	8	0
School Pence			...	18	13	11
Copy Books sold ...			...		9	0
Church Offertory ...			...	12	7	1
Murcott's Charity ...			...	3	4	2
Bank Interest			...	1	1	11
				£94	5	8

EXPENDITURE.	£	s.	d.
Salaries	41	5	0
Books, Stationery, &c. ...	1	15	5
Coal and Wood	4	9	0
Repairs	7	5	0
Insurance—two years ...	1	8	1
Cleaning, &c.	2	7	0
Other Expenses... ...	1	1	8
Balance in hand ...	34	14	6
	£94	5	8

CONFIRMATION.

The Bishop of Worcester will hold a Confirmation at Baginton Church, on Thursday, May 8th, at four o'clock.

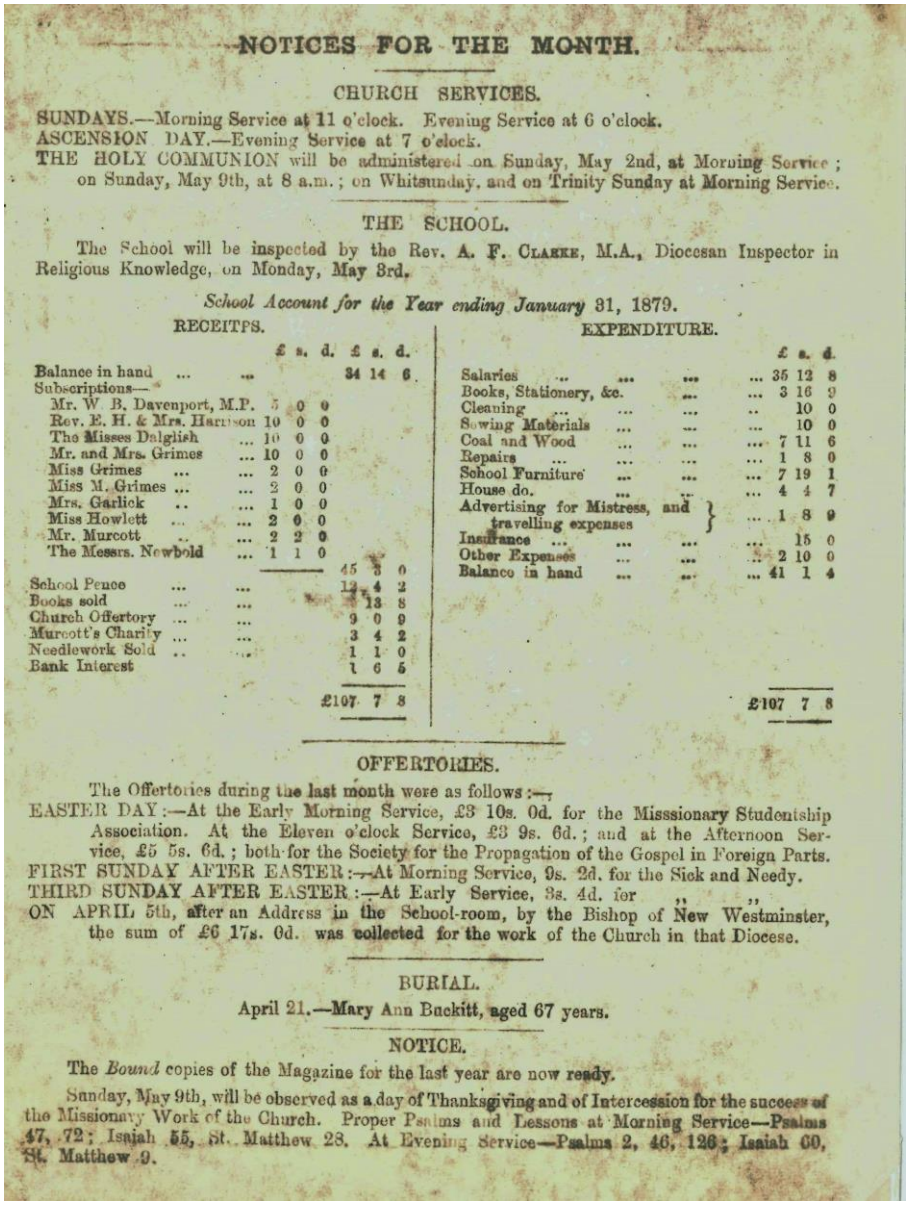
EASTER DAY.

The amount of the Offertory at the early Morning Service, on Easter Day, was £4 8s. 6d.; and was given to the Missionary Studentship Association for the Archdeaconry of Coventry. The amount of the Offertories at the usual Morning and Evening Services was £11 17s.; and was given to the Society for the Propagation of the Gospel in Foreign Parts.

MARRIAGE.

April 2. John Henry Mitchelson, of Kettering, to Sarah Ann Sutton, of Bubbenhall.

Figure A1: School Accounts 1879



NOTICES FOR THE MONTH.

CHURCH SERVICES.

SUNDAYS.—Morning Service at 11 o'clock. Evening Service at 6 o'clock.
ASCENSION DAY.—Evening Service at 7 o'clock.
THE HOLY COMMUNION will be administered on Sunday, May 2nd, at Morning Service; on Sunday, May 9th, at 8 a.m.; on Whitsunday, and on Trinity Sunday at Morning Service.

THE SCHOOL.

The School will be inspected by the Rev. A. F. CLARKE, M.A., Diocesan Inspector in Religious Knowledge, on Monday, May 3rd.

School Account for the Year ending January 31, 1879.

RECEIPTS.

	£ s. d.	£ s. d.
Balance in hand		34 14 6
Subscriptions—		
Mr. W. B. Davenport, M.P.	5 0 0	
Rev. E. H. & Mrs. Harrison	10 0 0	
The Misses Dalglish ...	10 0 0	
Mr. and Mrs. Grimes ...	10 0 0	
Miss Grimes	2 0 0	
Miss M. Grimes	2 0 0	
Mrs. Garlick	1 0 0	
Miss Howlett	2 0 0	
Mr. Murcott	2 2 0	
The Messrs. Newbold ...	1 1 0	
		45 3 0
School Pence		12 4 2
Books sold		13 8
Church Offertory		9 0 9
Murcott's Charity		3 4 2
Needlework Sold		1 1 0
Bank Interest		1 6 5
		£107 7 8

EXPENDITURE.

	£ s. d.
Salaries	... 35 12 8
Books, Stationery, &c.	... 3 16 9
Cleaning	.. 10 0
Sewing Materials	... 10 0
Coal and Wood	... 7 11 6
Repairs	... 1 8 0
School Furniture	... 7 19 1
House do.	... 4 4 7
Advertising for Mistress, and travelling expenses	... 1 8 9
Insurance	... 15 0
Other Expenses	.. 2 10 0
Balance in hand	... 41 1 4
	£107 7 8

OFFERTORIES.

The Offertories during the last month were as follows:—
EASTER DAY:—At the Early Morning Service, £3 10s. 0d. for the Misssionary Studentship Association. At the Eleven o'clock Service, £3 9s. 6d.; and at the Afternoon Service, £5 5s. 6d.; both for the Society for the Propagation of the Gospel in Foreign Parts.
FIRST SUNDAY AFTER EASTER:—At Morning Service, 9s. 2d. for the Sick and Needy.
THIRD SUNDAY AFTER EASTER:—At Early Service, 3s. 4d. for ,, ,,
ON APRIL 5th, after an Address in the School-room, by the Bishop of New Westminster, the sum of £6 17s. 0d. was collected for the work of the Church in that Diocese.

BURIAL.

April 21.—Mary Ann Buckitt, aged 67 years.

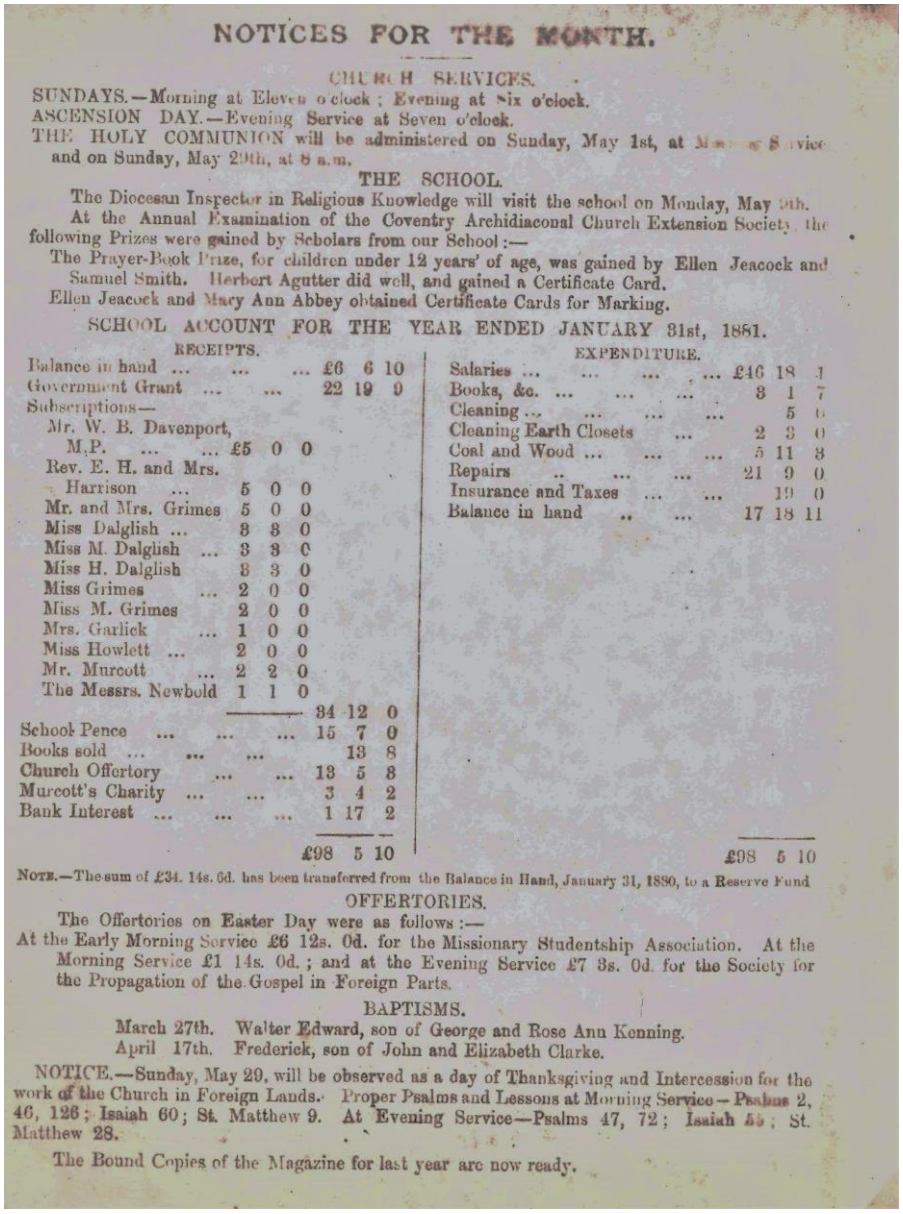
NOTICE.

The *Bound* copies of the Magazine for the last year are now ready.

Sunday, May 9th, will be observed as a day of Thanksgiving and of Intercession for the success of the Missionary Work of the Church. Proper Psalms and Lessons at Morning Service—Psalms 47, 72; Isaiah 55, St. Matthew 28. At Evening Service—Psalms 2, 46, 126; Isaiah 60, St. Matthew 9.

Figure A2: School Accounts 1880[6]

[6] It seems likely that there was an error in the original print – the date should refer to January 31st 1880



NOTICES FOR THE MONTH.

CHURCH SERVICES.

SUNDAYS.—Morning at Eleven o'clock; Evening at Six o'clock.
ASCENSION DAY.—Evening Service at Seven o'clock.
THE HOLY COMMUNION will be administered on Sunday, May 1st, at M[illegible] Service and on Sunday, May 29th, at 8 a.m.

THE SCHOOL.

The Diocesan Inspector in Religious Knowledge will visit the school on Monday, May 9th.

At the Annual Examination of the Coventry Archidiaconal Church Extension Society, the following Prizes were gained by Scholars from our School:—

The Prayer-Book Prize, for children under 12 years' of age, was gained by Ellen Jeacock and Samuel Smith. Herbert Agutter did well, and gained a Certificate Card.

Ellen Jeacock and Mary Ann Abbey obtained Certificate Cards for Marking.

SCHOOL ACCOUNT FOR THE YEAR ENDED JANUARY 31st, 1881.

RECEIPTS.						EXPENDITURE.			
Balance in hand			£6	6	10	Salaries	£46	18	1
Government Grant			22	19	9	Books, &c.	3	1	7
Subscriptions—						Cleaning		5	0
Mr. W. B. Davenport, M.P.	£5	0	0			Cleaning Earth Closets ...	2	3	0
Rev. E. H. and Mrs. Harrison ...	5	0	0			Coal and Wood	5	11	3
Mr. and Mrs. Grimes	5	0	0			Repairs	21	9	0
Miss Dalglish ...	3	3	0			Insurance and Taxes		19	0
Miss M. Dalglish ...	3	3	0			Balance in hand	17	18	11
Miss H. Dalglish	3	3	0						
Miss Grimes ...	2	0	0						
Miss M. Grimes	2	0	0						
Mrs. Garlick ...	1	0	0						
Miss Howlett ...	2	0	0						
Mr. Murcott ...	2	2	0						
The Messrs. Newbold	1	1	0						
				34	12	0			
School Pence				15	7	0			
Books sold					13	8			
Church Offertory				13	5	8			
Murcott's Charity				3	4	2			
Bank Interest				1	17	2			
			£98	5	10		£98	5	10

NOTE.—The sum of £34. 14s. 6d. has been transferred from the Balance in Hand, January 31, 1880, to a Reserve Fund

OFFERTORIES.

The Offertories on Easter Day were as follows:—

At the Early Morning Service £6 12s. 0d. for the Missionary Studentship Association. At the Morning Service £1 14s. 0d.; and at the Evening Service £7 3s. 0d. for the Society for the Propagation of the Gospel in Foreign Parts.

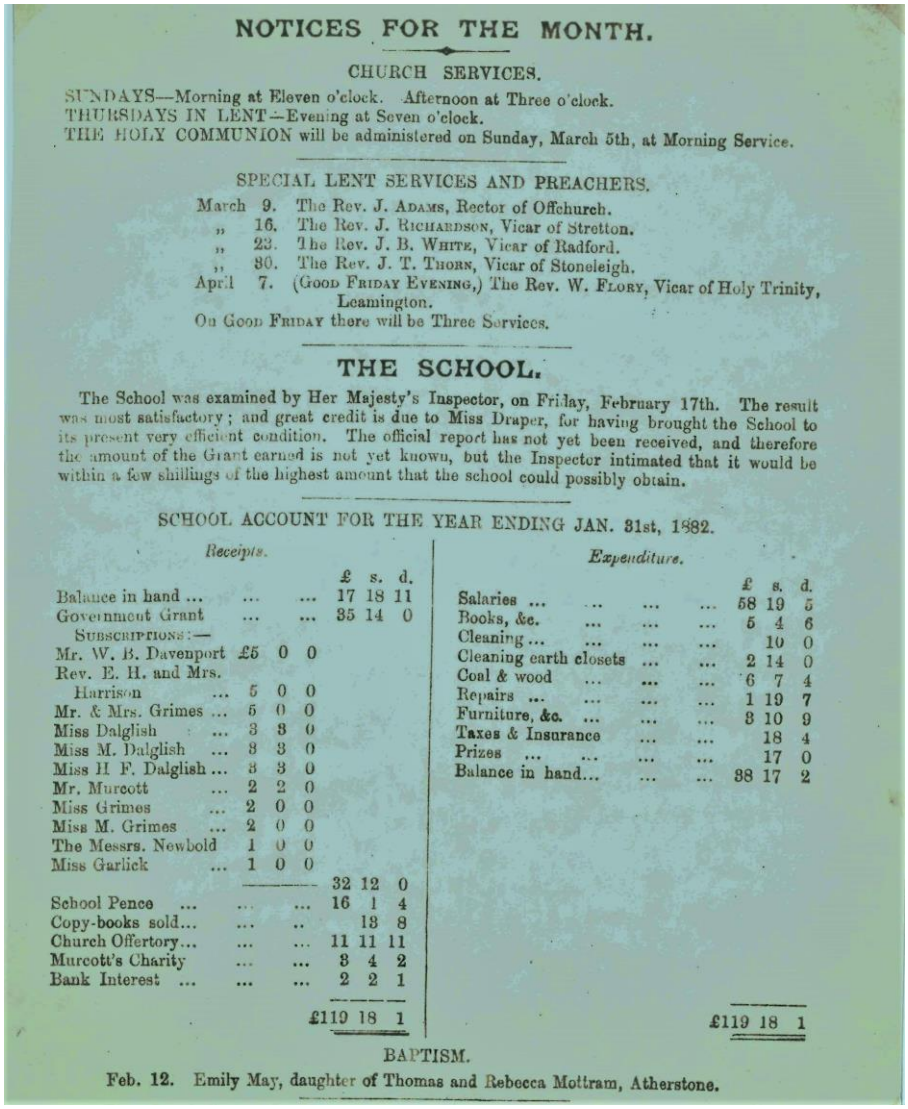
BAPTISMS.

March 27th. Walter Edward, son of George and Rose Ann Kenning.
April 17th. Frederick, son of John and Elizabeth Clarke.

NOTICE.—Sunday, May 29, will be observed as a day of Thanksgiving and Intercession for the work of the Church in Foreign Lands. Proper Psalms and Lessons at Morning Service—Psalms 2, 46, 126; Isaiah 60; St. Matthew 9. At Evening Service—Psalms 47, 72; Isaiah 55; St. Matthew 28.

The Bound Copies of the Magazine for last year are now ready.

Figure A3: School Accounts 1881



NOTICES FOR THE MONTH.

CHURCH SERVICES.

SUNDAYS—Morning at Eleven o'clock. Afternoon at Three o'clock.
THURSDAYS IN LENT—Evening at Seven o'clock.
THE HOLY COMMUNION will be administered on Sunday, March 5th, at Morning Service.

SPECIAL LENT SERVICES AND PREACHERS.

March 9. The Rev. J. Adams, Rector of Offchurch.
" 16. The Rev. J. Richardson, Vicar of Stretton.
" 23. The Rev. J. B. White, Vicar of Radford.
" 30. The Rev. J. T. Thorn, Vicar of Stoneleigh.
April 7. (Good Friday Evening,) The Rev. W. Flory, Vicar of Holy Trinity, Leamington.
On Good Friday there will be Three Services.

THE SCHOOL.

The School was examined by Her Majesty's Inspector, on Friday, February 17th. The result was most satisfactory; and great credit is due to Miss Draper, for having brought the School to its present very efficient condition. The official report has not yet been received, and therefore the amount of the Grant earned is not yet known, but the Inspector intimated that it would be within a few shillings of the highest amount that the school could possibly obtain.

SCHOOL ACCOUNT FOR THE YEAR ENDING JAN. 31st, 1882.

Receipts.

	£	s.	d.
Balance in hand	17	18	11
Government Grant	35	14	0
Subscriptions:—			
Mr. W. B. Davenport £5 0 0			
Rev. E. H. and Mrs. Harrison ... 5 0 0			
Mr. & Mrs. Grimes ... 5 0 0			
Miss Dalglish ... 3 3 0			
Miss M. Dalglish ... 3 3 0			
Miss H. F. Dalglish ... 3 3 0			
Mr. Murcott ... 2 2 0			
Miss Grimes ... 2 0 0			
Miss M. Grimes ... 2 0 0			
The Messrs. Newbold 1 0 0			
Miss Garlick ... 1 0 0			
	32	12	0
School Pence	16	1	4
Copy-books sold...		13	8
Church Offertory...	11	11	11
Murcott's Charity	3	4	2
Bank Interest	2	2	1
	£119	18	1

Expenditure.

	£	s.	d.
Salaries	58	19	5
Books, &c.	5	4	6
Cleaning		10	0
Cleaning earth closets	2	14	0
Coal & wood	6	7	4
Repairs	1	19	7
Furniture, &c.	3	10	9
Taxes & Insurance		18	4
Prizes		17	0
Balance in hand...	38	17	2
	£119	18	1

BAPTISM.

Feb. 12. Emily May, daughter of Thomas and Rebecca Mottram, Atherstone.

Figure A4: School Accounts 1882

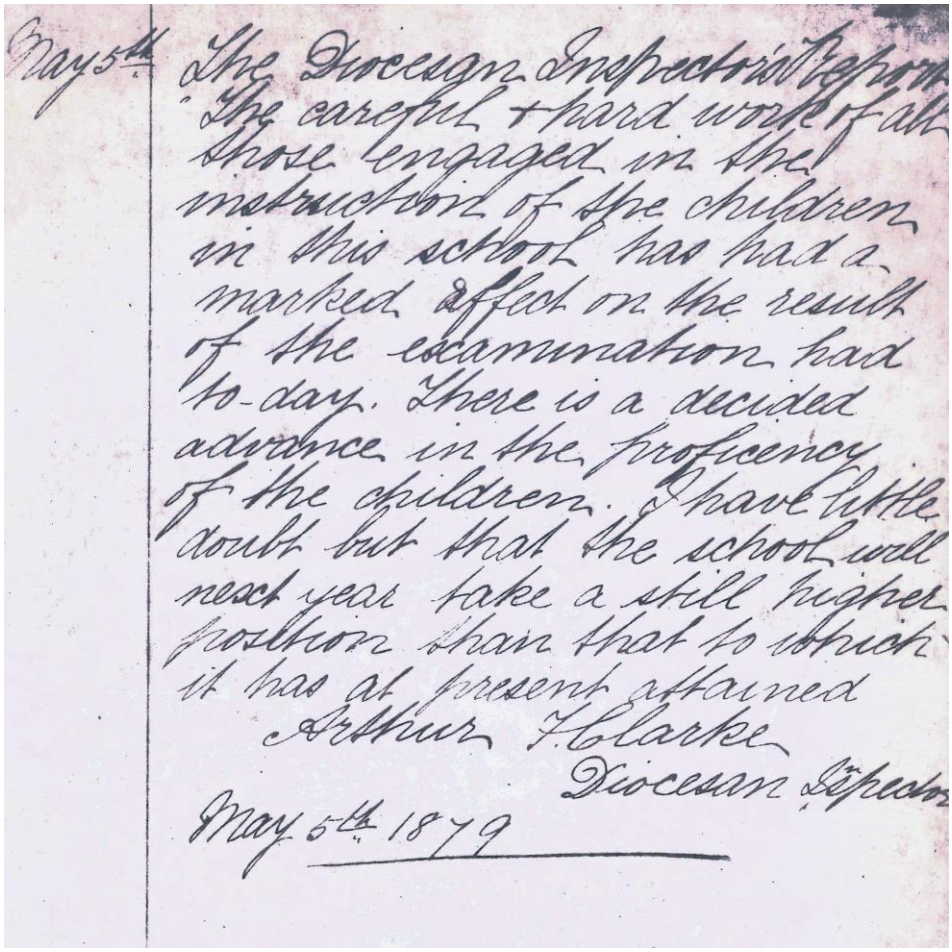
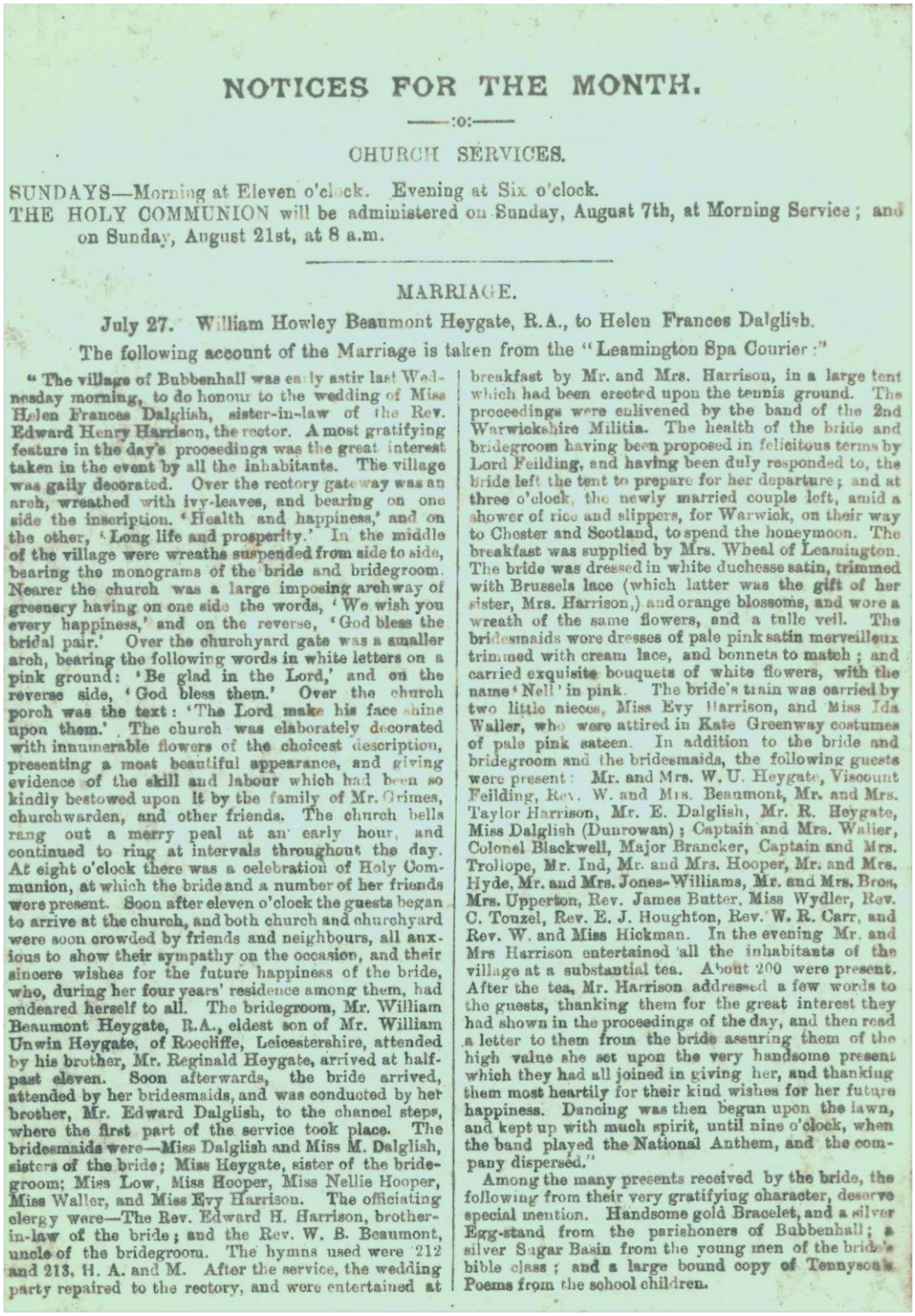

May 5th The Diocesan Inspector's Report
The careful + hard work of all
those engaged in the
instruction of the children
in this school has had a
marked effect on the result
of the examination had
to-day. There is a decided
advance in the proficiency
of the children. I have little
doubt but that the school will
next year take a still higher
position than that to which
it has at present attained
Arthur F. Clarke
Diocesan Inspector
May 5th 1879

Figure A5 : Diocesan Inspector's Report May 1879



NOTICES FOR THE MONTH.

—:o:—

CHURCH SERVICES.

SUNDAYS—Morning at Eleven o'clock. Evening at Six o'clock.
THE HOLY COMMUNION will be administered on Sunday, August 7th, at Morning Service; and on Sunday, August 21st, at 8 a.m.

MARRIAGE.

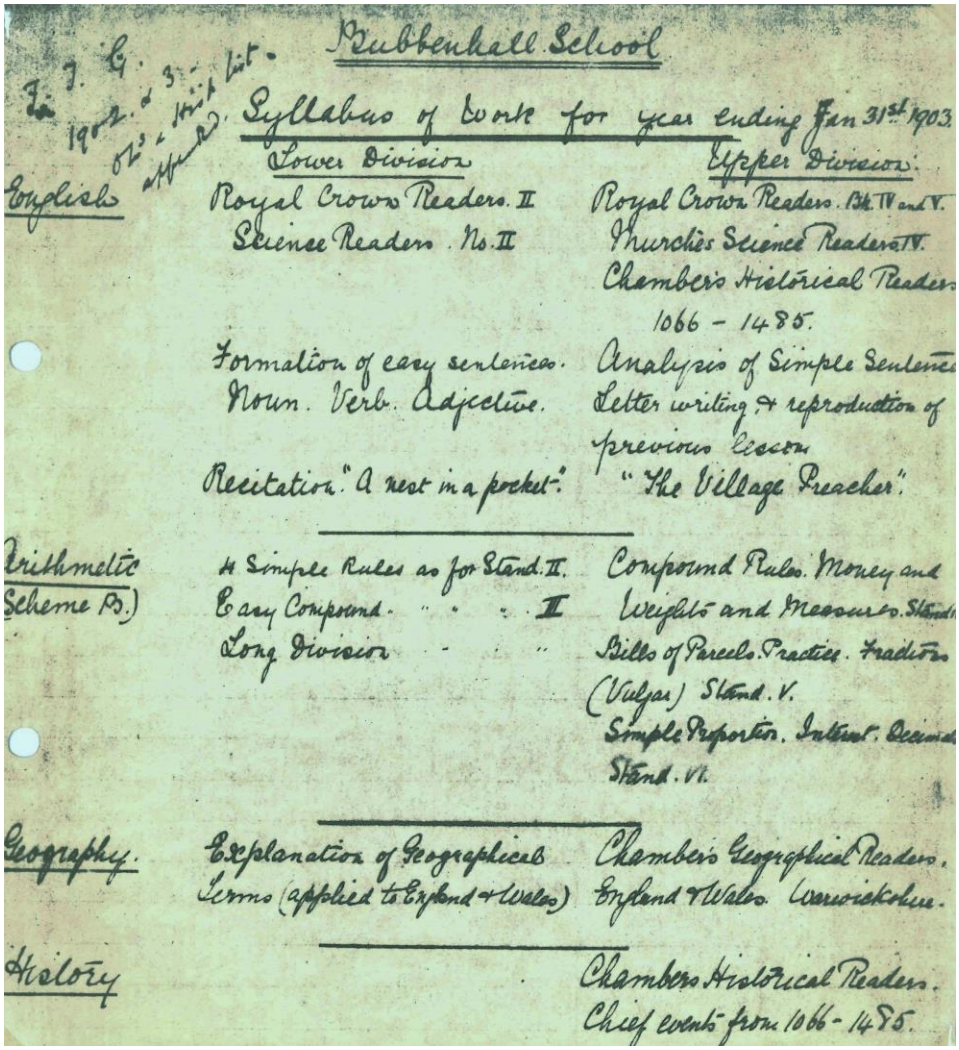
July 27. William Howley Beaumont Heygate, R.A., to Helen Frances Dalglish.

The following account of the Marriage is taken from the "Leamington Spa Courier:"

"The village of Bubbenhall was early astir last Wednesday morning, to do honour to the wedding of Miss Helen Frances Dalglish, sister-in-law of the Rev. Edward Henry Harrison, the rector. A most gratifying feature in the day's proceedings was the great interest taken in the event by all the inhabitants. The village was gaily decorated. Over the rectory gateway was an arch, wreathed with ivy-leaves, and bearing on one side the inscription, 'Health and happiness,' and on the other, 'Long life and prosperity.' In the middle of the village were wreaths suspended from side to side, bearing the monograms of the bride and bridegroom. Nearer the church was a large imposing archway of greenery having on one side the words, 'We wish you every happiness,' and on the reverse, 'God bless the bridal pair.' Over the churchyard gate was a smaller arch, bearing the following words in white letters on a pink ground: 'Be glad in the Lord,' and on the reverse side, 'God bless them.' Over the church porch was the text: 'The Lord make his face shine upon them.' The church was elaborately decorated with innumerable flowers of the choicest description, presenting a most beautiful appearance, and giving evidence of the skill and labour which had been so kindly bestowed upon it by the family of Mr. Grimes, churchwarden, and other friends. The church bells rang out a merry peal at an early hour, and continued to ring at intervals throughout the day. At eight o'clock there was a celebration of Holy Communion, at which the bride and a number of her friends were present. Soon after eleven o'clock the guests began to arrive at the church, and both church and churchyard were soon crowded by friends and neighbours, all anxious to show their sympathy on the occasion, and their sincere wishes for the future happiness of the bride, who, during her four years' residence among them, had endeared herself to all. The bridegroom, Mr. William Beaumont Heygate, R.A., eldest son of Mr. William Unwin Heygate, of Roecliffe, Leicestershire, attended by his brother, Mr. Reginald Heygate, arrived at half-past eleven. Soon afterwards, the bride arrived, attended by her bridesmaids, and was conducted by her brother, Mr. Edward Dalglish, to the chancel steps, where the first part of the service took place. The bridesmaids were—Miss Dalglish and Miss M. Dalglish, sisters of the bride; Miss Heygate, sister of the bridegroom; Miss Low, Miss Hooper, Miss Nellie Hooper, Miss Waller, and Miss Evy Harrison. The officiating clergy were—The Rev. Edward H. Harrison, brother-in-law of the bride; and the Rev. W. B. Beaumont, uncle of the bridegroom. The hymns used were 212 and 213, H. A. and M. After the service, the wedding party repaired to the rectory, and were entertained at breakfast by Mr. and Mrs. Harrison, in a large tent which had been erected upon the tennis ground. The proceedings were enlivened by the band of the 2nd Warwickshire Militia. The health of the bride and bridegroom having been proposed in felicitous terms by Lord Feilding, and having been duly responded to, the bride left the tent to prepare for her departure; and at three o'clock, the newly married couple left, amid a shower of rice and slippers, for Warwick, on their way to Chester and Scotland, to spend the honeymoon. The breakfast was supplied by Mrs. Wheal of Leamington. The bride was dressed in white duchesse satin, trimmed with Brussels lace (which latter was the gift of her sister, Mrs. Harrison,) and orange blossoms, and wore a wreath of the same flowers, and a tulle veil. The bridesmaids wore dresses of pale pink satin merveilleux trimmed with cream lace, and bonnets to match; and carried exquisite bouquets of white flowers, with the name 'Nell' in pink. The bride's train was carried by two little nieces, Miss Evy Harrison, and Miss Ida Waller, who were attired in Kate Greenway costumes of pale pink sateen. In addition to the bride and bridegroom and the bridesmaids, the following guests were present: Mr. and Mrs. W. U. Heygate, Viscount Feilding, Rev. W. and Mrs. Beaumont, Mr. and Mrs. Taylor Harrison, Mr. E. Dalglish, Mr. R. Heygate, Miss Dalglish (Dunrowan); Captain and Mrs. Waller, Colonel Blackwell, Major Brancker, Captain and Mrs. Trollope, Mr. Ind, Mr. and Mrs. Hooper, Mr. and Mrs. Hyde, Mr. and Mrs. Jones-Williams, Mr. and Mrs. Bros, Mrs. Upperton, Rev. James Butter, Miss Wydler, Rev. C. Touzel, Rev. E. J. Houghton, Rev. W. R. Carr, and Rev. W. and Miss Hickman. In the evening Mr. and Mrs Harrison entertained all the inhabitants of the village at a substantial tea. About 200 were present. After the tea, Mr. Harrison addressed a few words to the guests, thanking them for the great interest they had shown in the proceedings of the day, and then read a letter to them from the bride assuring them of the high value she set upon the very handsome present which they had all joined in giving her, and thanking them most heartily for their kind wishes for her future happiness. Dancing was then begun upon the lawn, and kept up with much spirit, until nine o'clock, when the band played the National Anthem, and the company dispersed."

Among the many presents received by the bride, the following from their very gratifying character, deserve special mention. Handsome gold Bracelet, and a silver Egg-stand from the parishoners of Bubbenhall; a silver Sugar Basin from the young men of the bride's bible class; and a large bound copy of Tennyson's Poems from the school children.

Figure A6: A Village Wedding in 1881

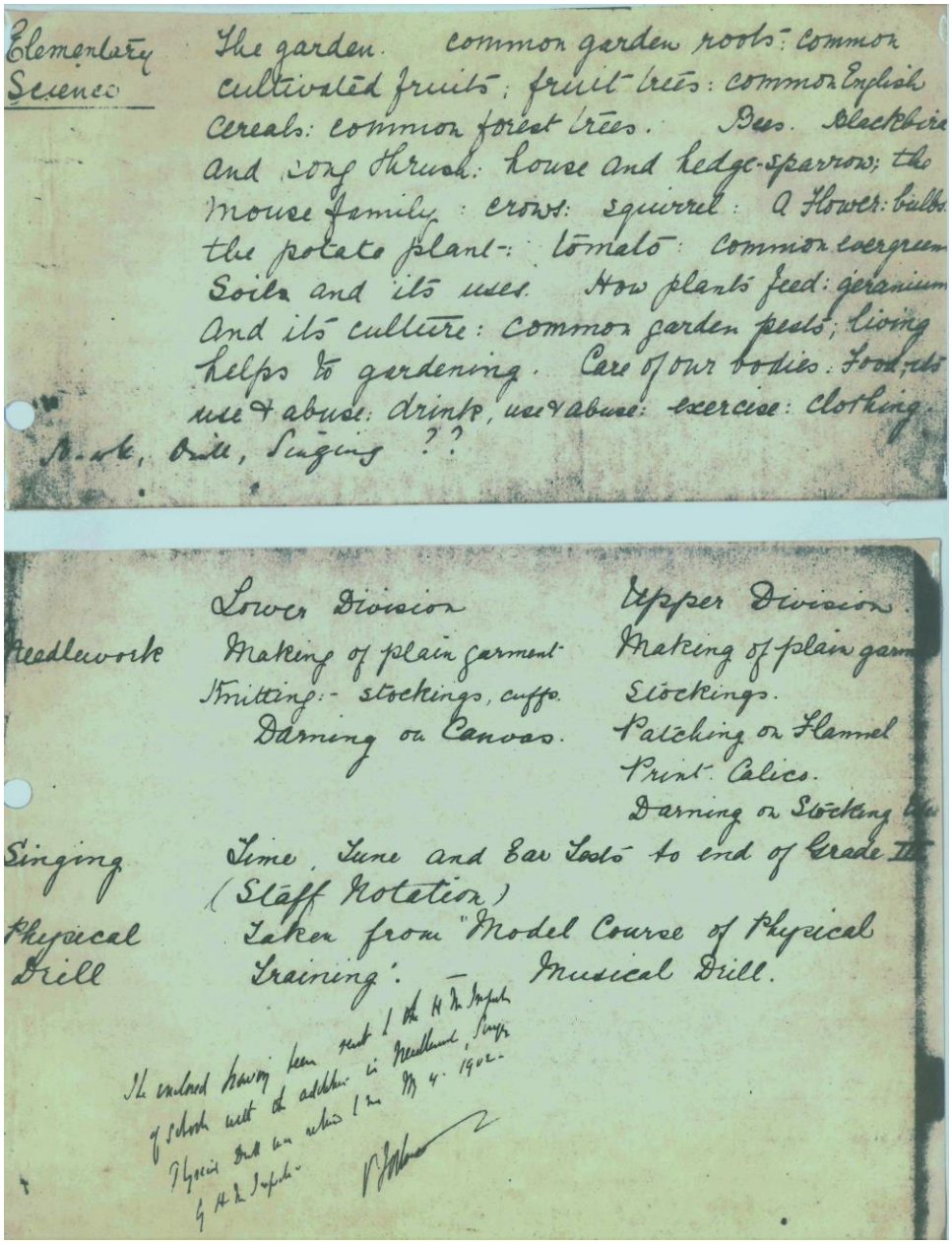


Bubbenhall School

Syllabus of work for year ending Jan 31st 1903.

	Lower Division	Upper Division
English	Royal Crown Readers. II Science Readers. No. II	Royal Crown Readers. IIIrd. IV and V. Churchis Science Readers. IV. Chambers Historical Readers 1066 – 1485.
	Formation of easy sentences. Noun. Verb. Adjective.	Analysis of Simple Sentence Letter writing & reproduction of previous lesson
	Recitation "A nest in a pocket"	"The Village Preacher".
Arithmetic (Scheme B.)	4 Simple Rules as for Stand. II. Easy Compound " " " II Long Division " "	Compound Rules. Money and Weights and Measures. Stand Bills of Parcels. Practice. Tradesm (Vulgar) Stand. V. Simple Proportion. Interest. Decimal Stand. VI.
Geography.	Explanation of Geographical Terms (applied to England & Wales)	Chambers Geographical Readers. England & Wales. (Warwickshire.
History		Chambers Historical Readers. Chief events from 1066 - 1485.

Figure A7: School Syllabus - 1902-1903

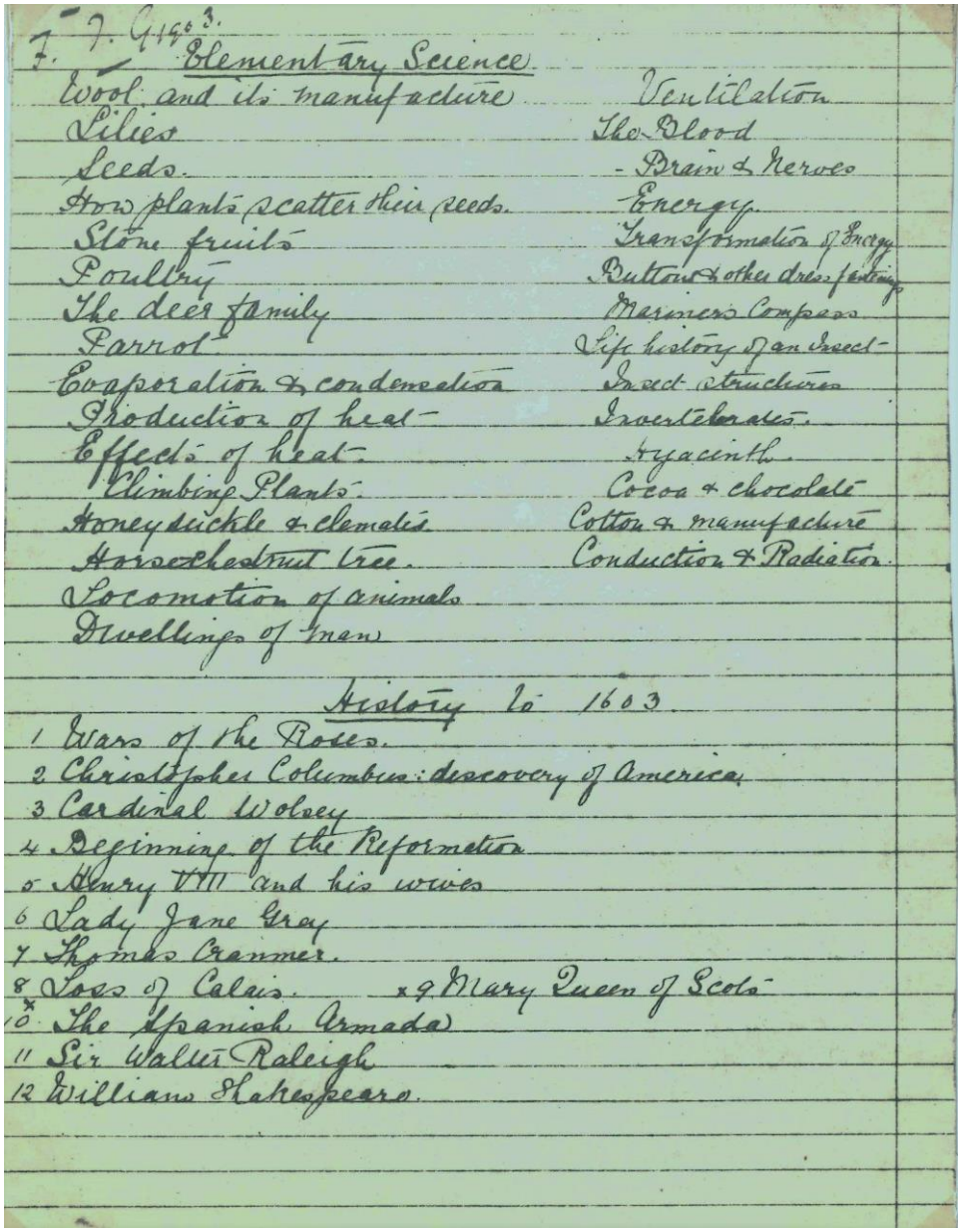


Elementary Science — The garden. common garden roots: common cultivated fruits; fruit trees: common English cereals: common forest trees. Bees. Blackbird and song thrush: house and hedge-sparrows: the mouse family: crows: squirrel: A flower: bulbs the potato plant: tomato: common evergreen Soils and its uses. How plants feed: geranium And its culture: common garden pests; living helps to gardening. Care of our bodies: Food, its use & abuse: drink, use & abuse: exercise: clothing. Work, Drill, Singing ??

	Lower Division	Upper Division.
Needlework	Making of plain garment- Knitting:- stockings, cuffs. Darning on Canvas.	Making of plain gar... Stockings. Patching on Flannel Print. Calico. Darning on Stocking...
Singing	Time, Tune and Ear Tests to end of Grade II (Staff Notation)	
Physical Drill	Taken from "Model Course of Physical Training". —	Musical Drill.

I, the undersigned, having been sent by the H.M. Inspector of Schools with the addition in Needlework, Singing, Physical Drill and Musical Drill on May 4. 1903.
H.M. Inspector.

Figure A7 : Syllabus 1903 - continued



7. 7. Class 3.

Elementary Science.

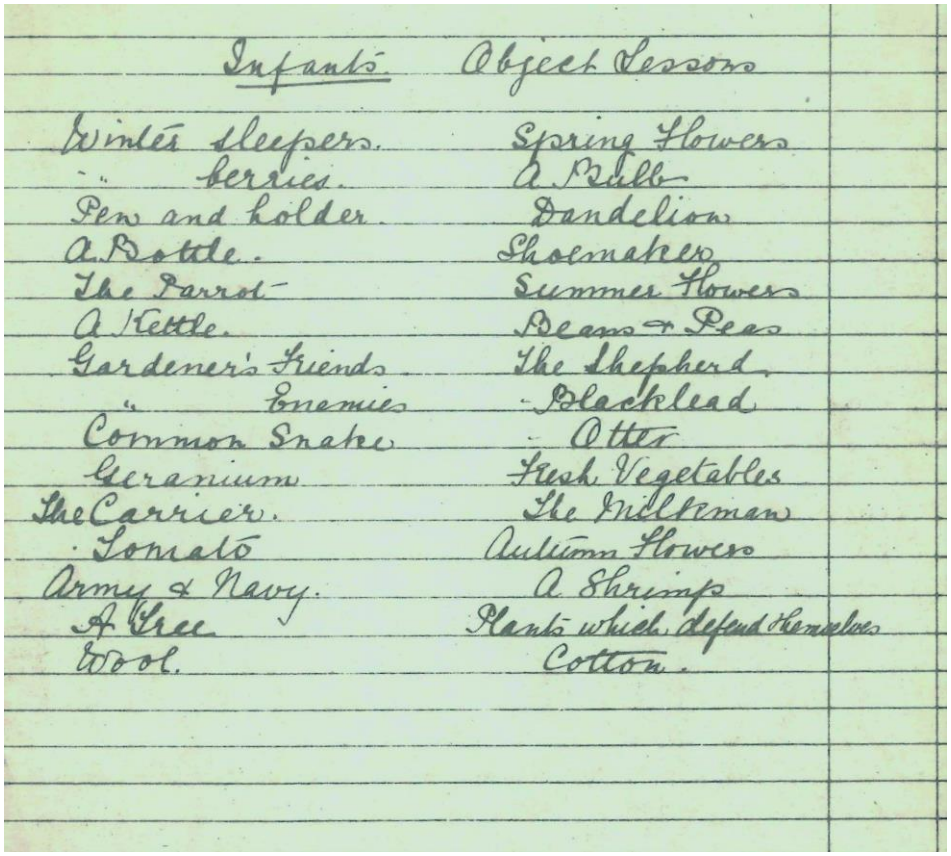
Wool and its manufacture
Lilies
Seeds.
How plants scatter their seeds.
Stone fruits
Poultry
The deer family
Parrot
Evaporation & condensation
Production of heat
Effects of heat.
Climbing Plants.
Honeysuckle & Clematis
Horsechestnut tree.
Locomotion of animals
Dwellings of man

Ventilation
The Blood
- Brain & Nerves
Energy.
Transformation of Energy
Buttons & other dress fastenings
Mariners Compass
Life history of an Insect -
Insect Structures
Invertebrates.
Hyacinth.
Cocoa & chocolate
Cotton & manufacture
Conduction & Radiation

History to 1603.

1 Wars of the Roses.
2 Christopher Columbus: discovery of America
3 Cardinal Wolsey
4 Beginning of the Reformation
5 Henry VIII and his wives
6 Lady Jane Grey
7 Thomas Cranmer.
8 Loss of Calais. x 9 Mary Queen of Scots
10 The Spanish Armada
11 Sir Walter Raleigh
12 William Shakespeare.

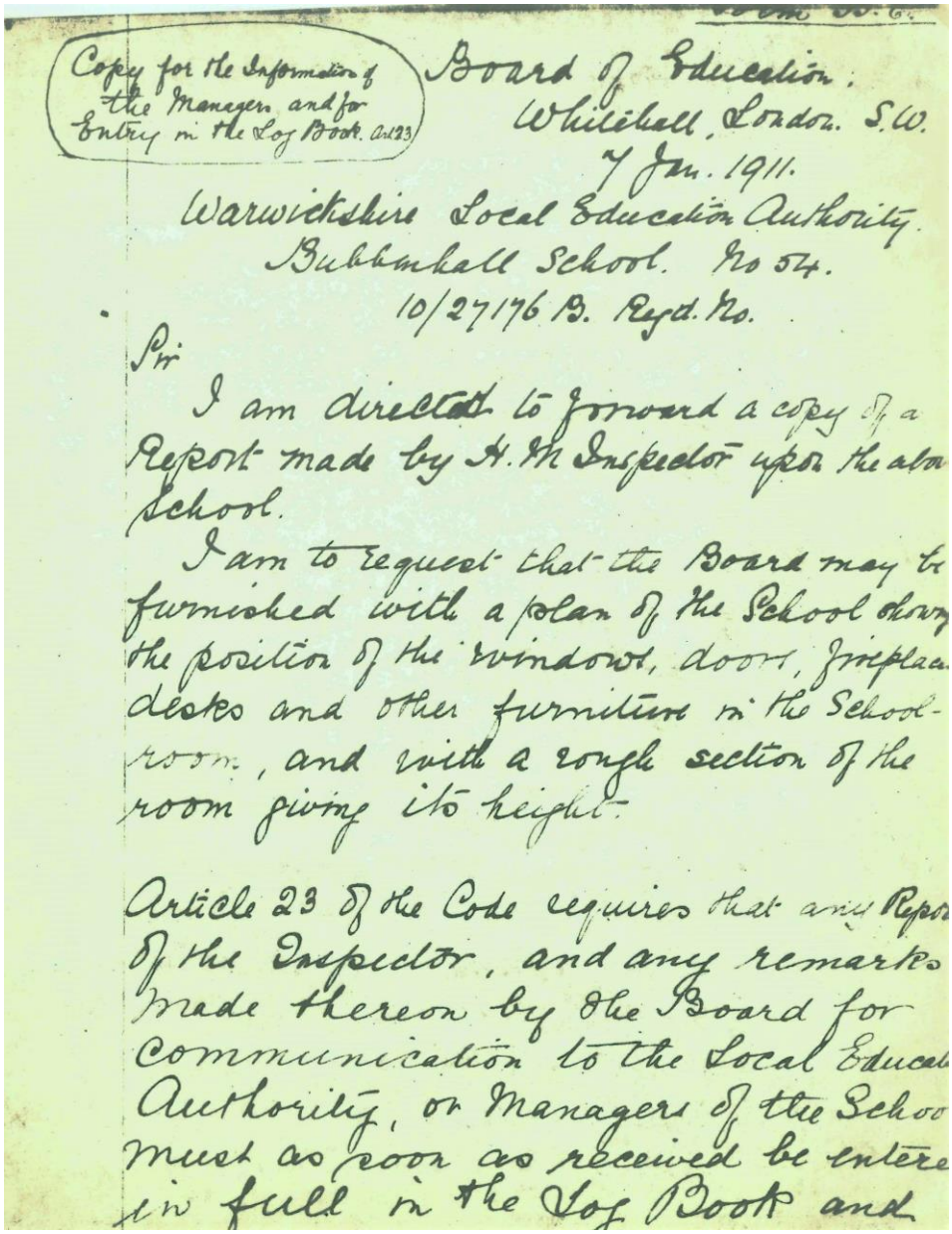
Figure A7: Syllabus 1903 – continued



Infants. Object Lessons

Winter sleepers.	Spring Flowers
" berries.	A Bulb
Pew and holder.	Dandelion
A Bottle.	Shoemaker
The Parrot	Summer Flowers
A Kettle.	Beans & Peas
Gardener's Friends	The Shepherd.
" Enemies	Blacklead
Common Snake	Otter
Geranium	Fresh Vegetables
The Carrier.	The Milkman
Tomato	Autumn Flowers
Army & Navy.	A Shrimp
A Tree	Plants which defend themselves
Wool.	Cotton.

Figure A8: Object Lessons for the Year ending January 31st 1903



Copy for the Information of the Managers and for Entry in the Log Book. Art 23

Board of Education,
Whitehall, London. S.W.
7 Jan. 1911.

Warwickshire Local Education Authority.
Bubbenhall School. No 54.
10/27176 B. Rpt. No.

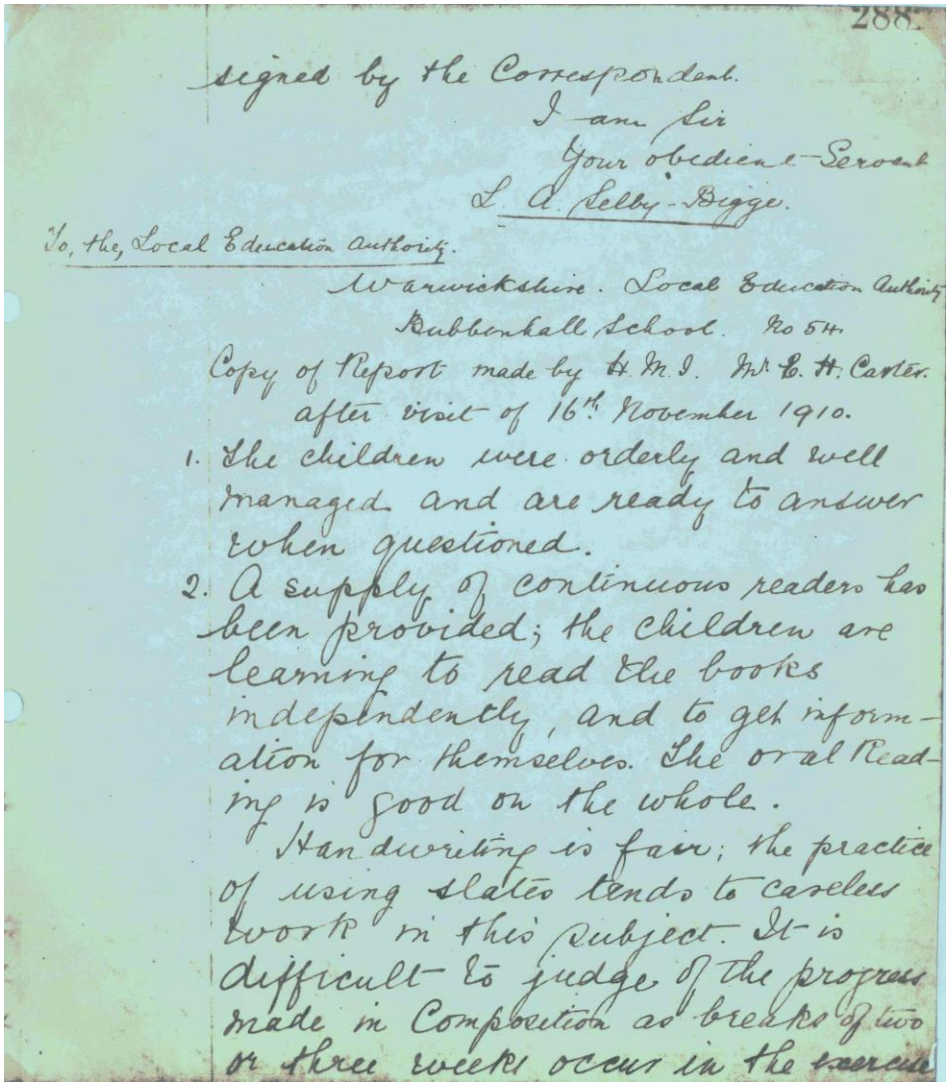
Sir

I am directed to forward a copy of a Report made by H. M. Inspector upon the abo School.

I am to request that the Board may be furnished with a plan of the School showi the position of the windows, doors, fireplac desks and other furniture in the School-room, and with a rough section of the room giving its height.

Article 23 of the Code requires that any Repo of the Inspector, and any remarks made thereon by the Board for communication to the Local Educat Authority, or Managers of the Schoo must as soon as received be entere in full in the Log Book and

Figure A9: His Majesty's Inspector's Report dated 7th January 1911



288

signed by the Correspondent.

I am Sir

Your obedient Servant

L. A. Selby-Bigge.

To, the Local Education Authority.

Warwickshire. Local Education Authority

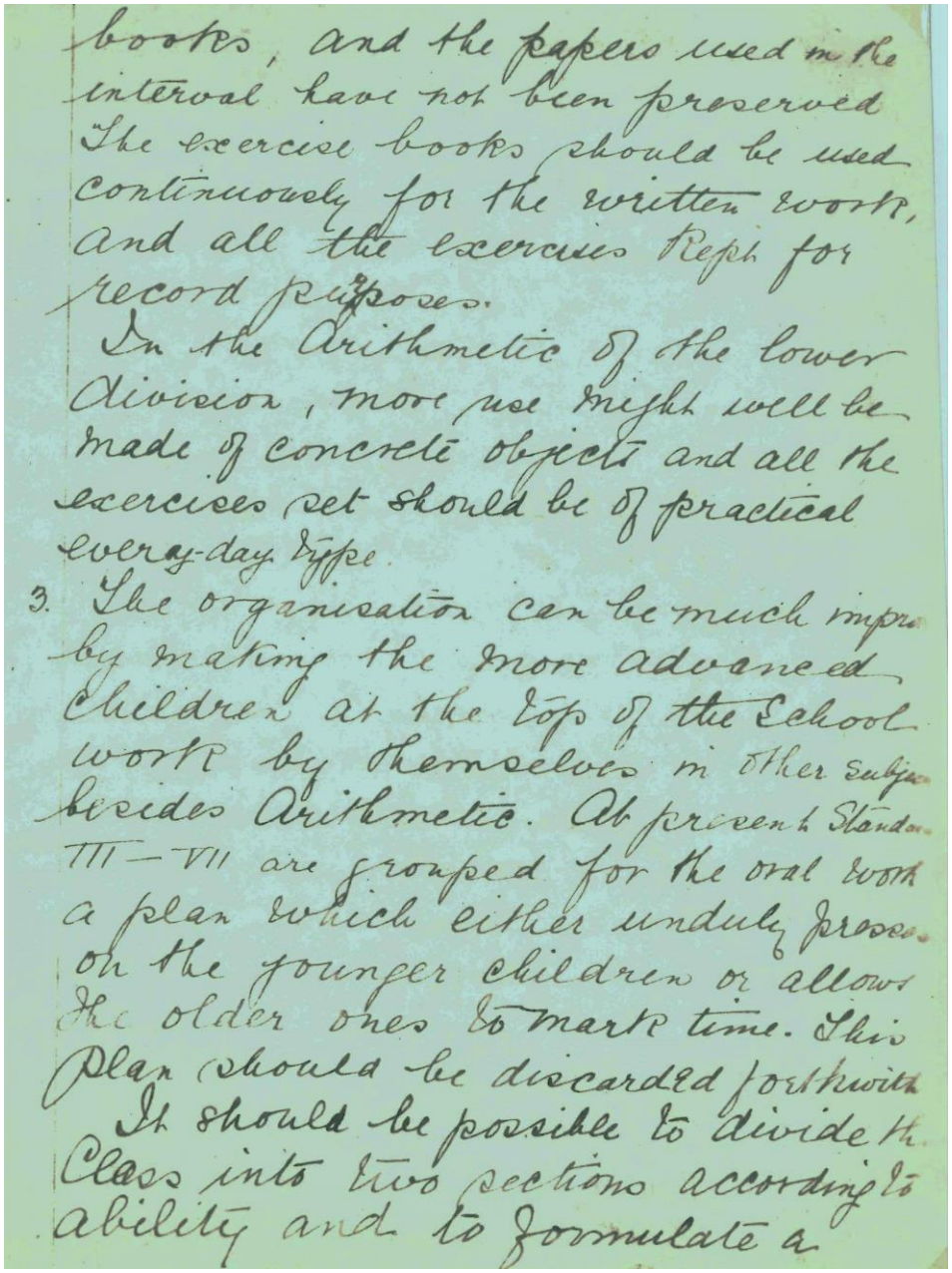
Bubbenhall School. No 54.

Copy of Report made by H.M.I. Mr C. H. Carter. after visit of 16th November 1910.

1. The children were orderly and well managed and are ready to answer when questioned.
2. A supply of continuous readers has been provided; the children are learning to read the books independently, and to get information for themselves. The oral Reading is good on the whole.

Handwriting is fair; the practice of using slates tends to careless work in this subject. It is difficult to judge of the progress made in Composition as breaks of two or three weeks occur in the exercise

Figure A9: Continued



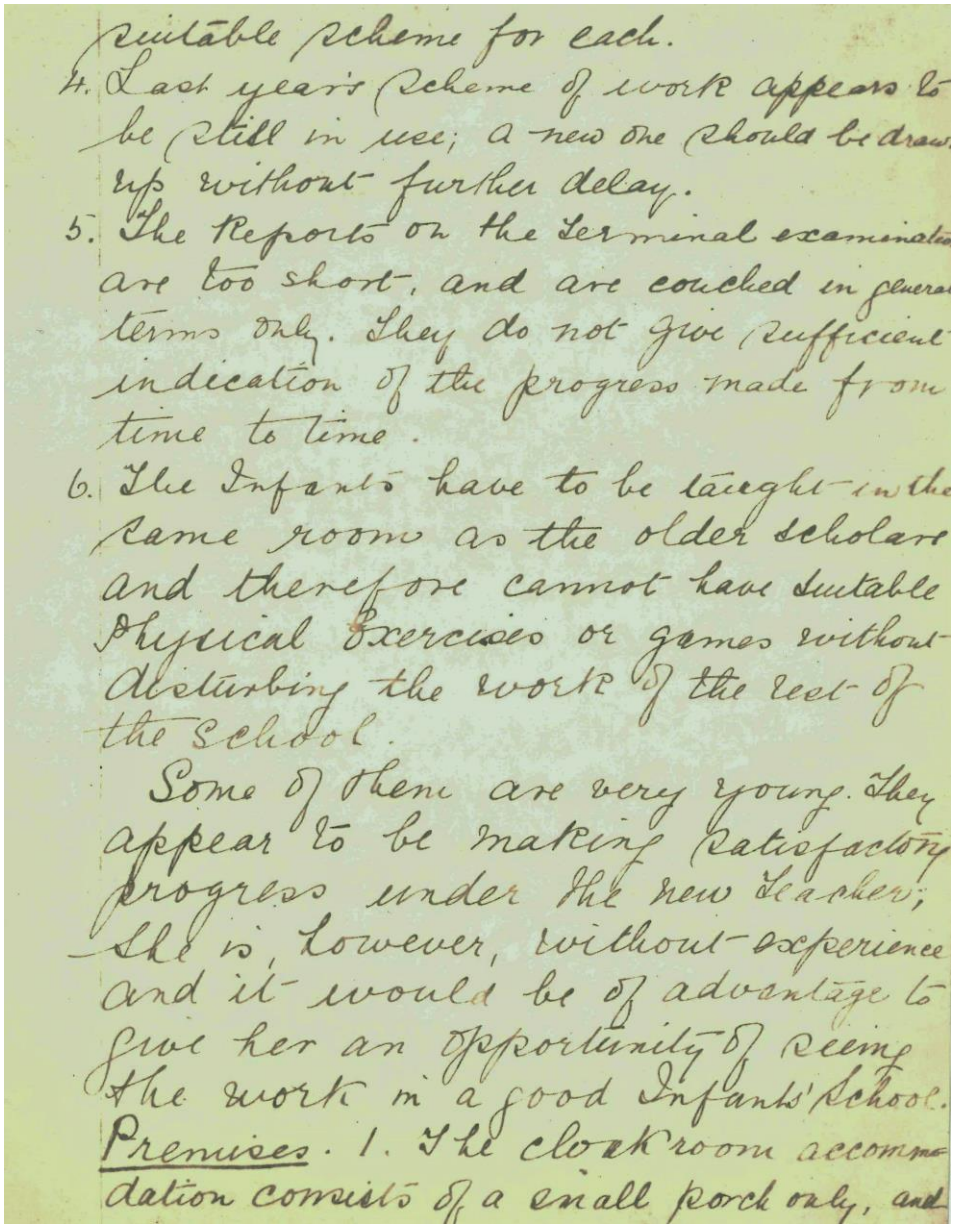
books, and the papers used in the interval have not been preserved. The exercise books should be used continuously for the written work, and all the exercises kept for record purposes.

In the Arithmetic of the lower division, more use might well be made of concrete objects and all the exercises set should be of practical every-day type.

3. The organisation can be much improved by making the more advanced children at the top of the School work by themselves in other subjects besides Arithmetic. At present Standards III – VII are grouped for the oral work on a plan which either unduly presses on the younger children or allows the older ones to mark time. This plan should be discarded forthwith.

It should be possible to divide the Class into two sections according to ability and to formulate a

Figure A9: Continued

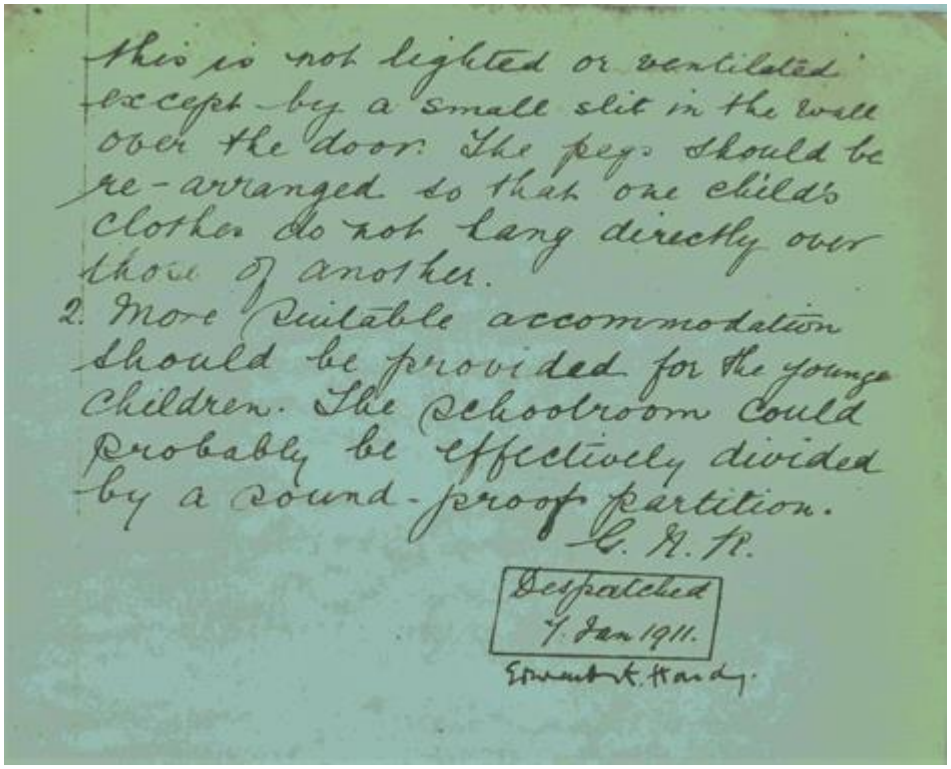


suitable scheme for each.
4. Last year's scheme of work appears to be still in use; a new one should be drawn up without further delay.
5. The Reports on the Terminal examinations are too short, and are couched in general terms only. They do not give sufficient indication of the progress made from time to time.
6. The Infants have to be taught in the same room as the older scholars and therefore cannot have suitable Physical Exercises or games without disturbing the work of the rest of the School.

Some of them are very young. They appear to be making satisfactory progress under the new Teacher; she is, however, without experience and it would be of advantage to give her an opportunity of seeing the work in a good Infants' School.

Premises. 1. The cloak room accommodation consists of a small porch only, and

Figure A9: Continued

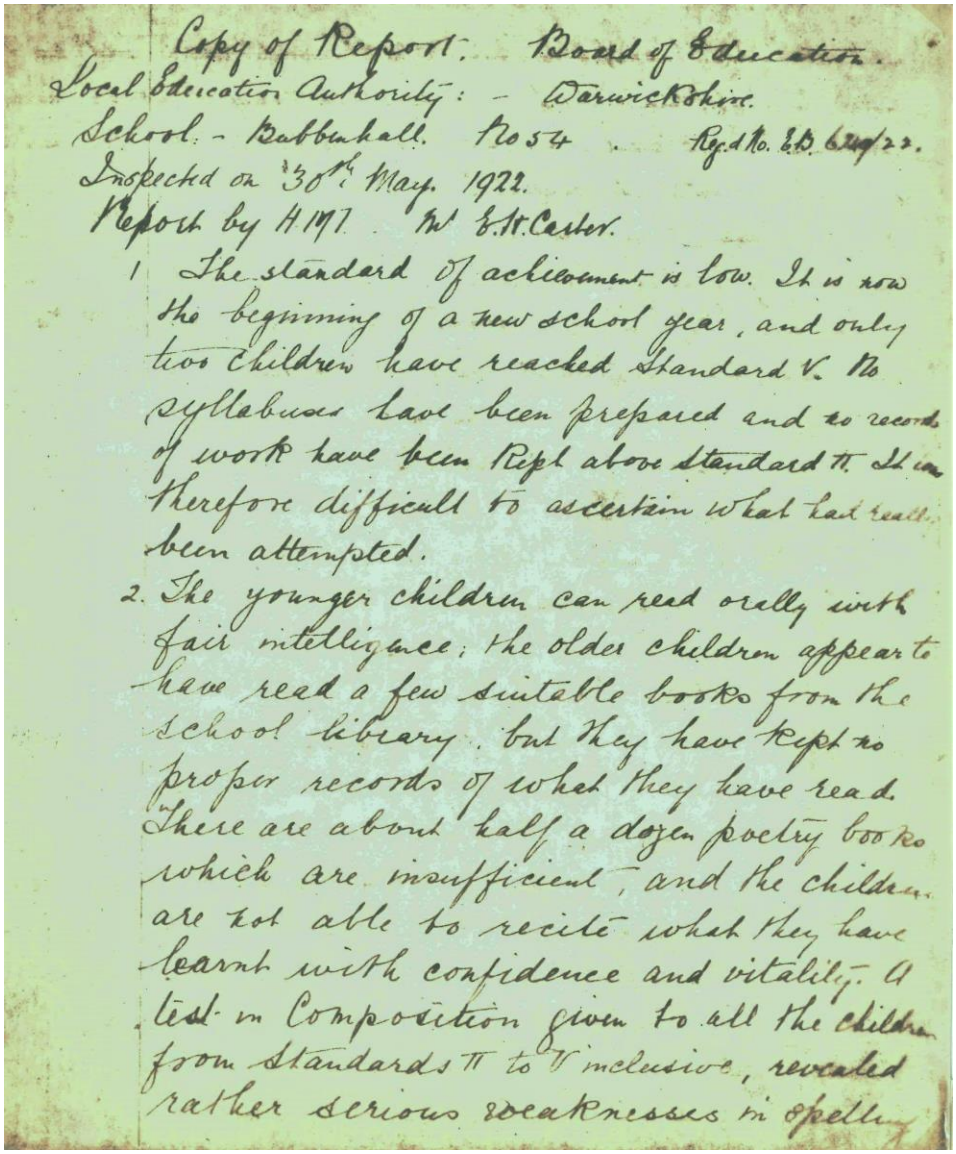

this is not lighted or ventilated except by a small slit in the wall over the door. The pegs should be re-arranged so that one child's clothes do not hang directly over those of another.

2. More suitable accommodation should be provided for the younger children. The schoolroom could probably be effectively divided by a sound-proof partition.

H. M. I.

Despatched
7 Jan 1911.
Edward K. Handy.

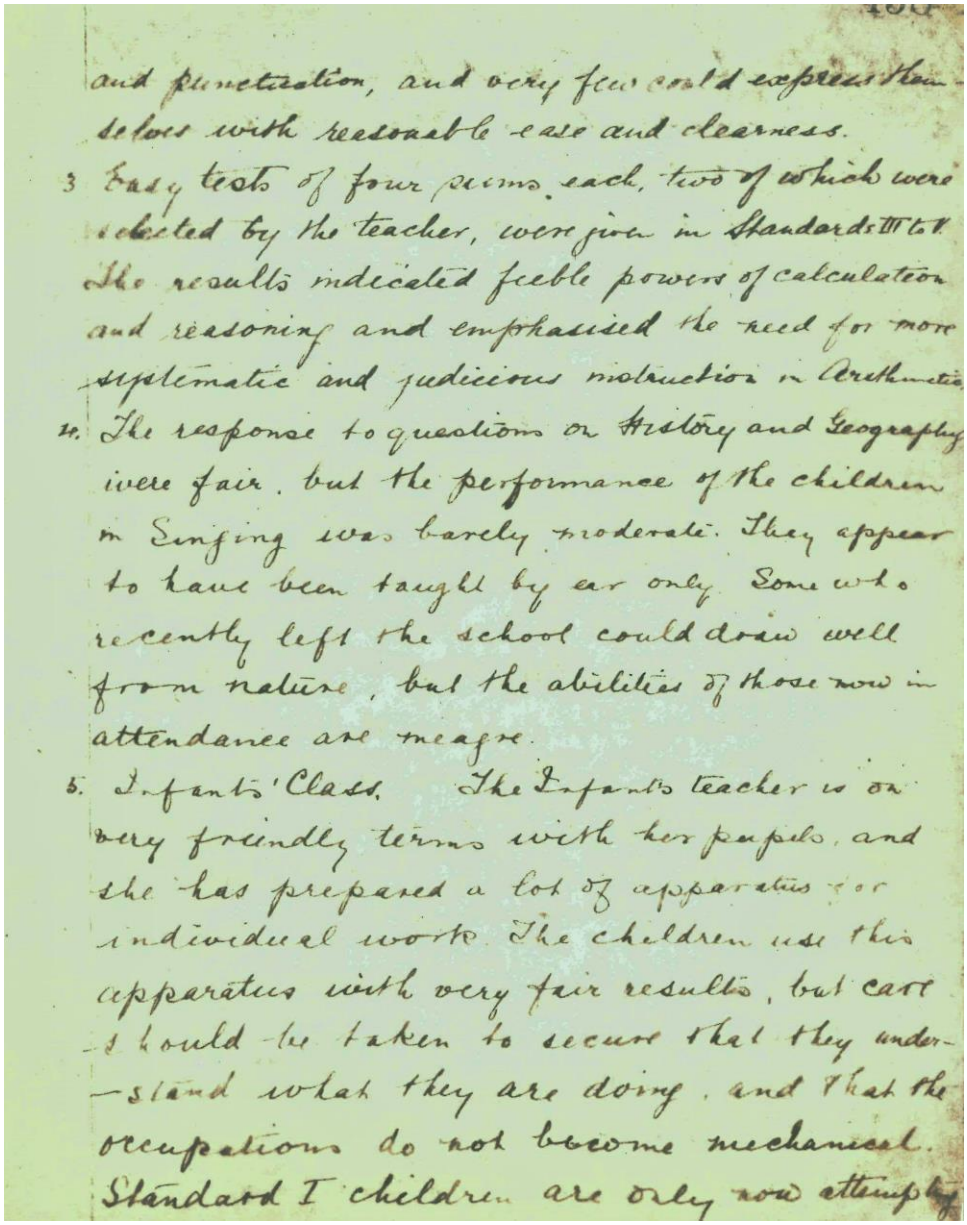
Figure A9: Continued



Copy of Report. Board of Education.
Local Education Authority: - Warwickshire.
School - Bubbenhall. No 54. Reg. No. 6.D. 6249/22.
Inspected on 30th May. 1922.
Report by H.M.I. Mr E.H. Carter.

1. The standard of achievement is low. It is now the beginning of a new school year, and only two children have reached Standard V. No syllabuses have been prepared and no records of work have been kept above standard II. It is therefore difficult to ascertain what had really been attempted.
2. The younger children can read orally with fair intelligence; the older children appear to have read a few suitable books from the school library, but they have kept no proper records of what they have read. There are about half a dozen poetry books which are insufficient, and the children are not able to recite what they have learnt with confidence and vitality. A test in Composition given to all the children from Standards II to V inclusive, revealed rather serious weaknesses in spelling

Figure A10: Report of His Majesty's Inspector dated 1st July 1922



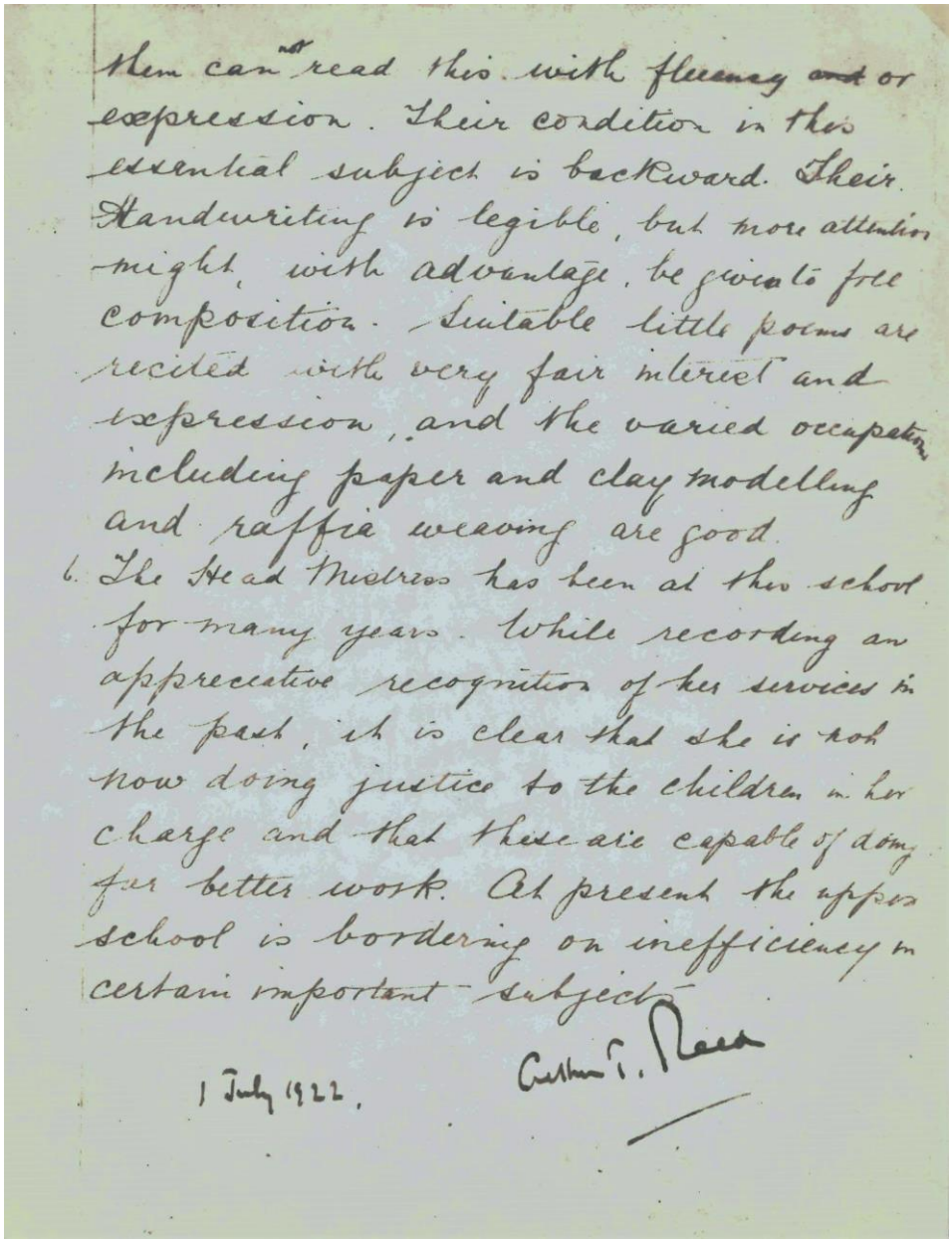
and punctuation, and very few could express themselves with reasonable ease and clearness.

3 Easy tests of four sums each, two of which were selected by the teacher, were given in Standards III to V. The results indicated feeble powers of calculation and reasoning and emphasised the need for more systematic and judicious instruction in Arithmetic.

4. The response to questions on History and Geography were fair, but the performance of the children in Singing was barely moderate. They appear to have been taught by ear only. Some who recently left the school could draw well from nature, but the abilities of those now in attendance are meagre.

5. Infants' Class. The Infants teacher is on very friendly terms with her pupils, and she has prepared a lot of apparatus for individual work. The children use this apparatus with very fair results, but care should be taken to secure that they understand what they are doing, and that the occupations do not become mechanical. Standard I children are only now attempting

Figure A10: Continued

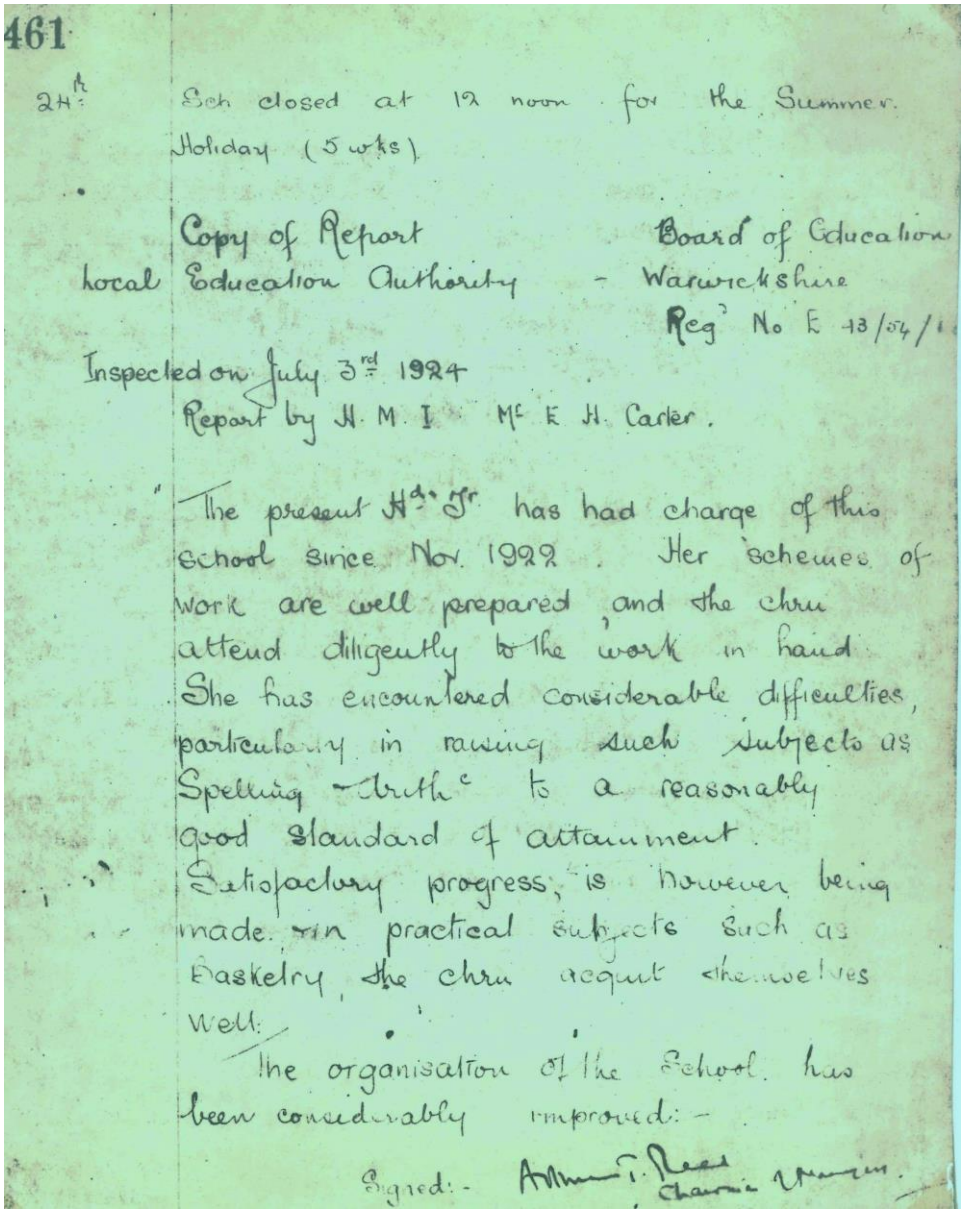


them can read this with fluency and or expression. Their condition in this essential subject is backward. Their Handwriting is legible, but more attention might, with advantage, be given to free composition. Suitable little poems are recited with very fair interest and expression, and the varied occupations including paper and clay modelling and raffia weaving are good.

6. The Head Mistress has been at this school for many years. While recording an appreciative recognition of her services in the past, it is clear that she is not now doing justice to the children in her charge and that these are capable of doing far better work. At present the upper school is bordering on inefficiency in certain important subjects.

1 July 1922. Arthur J. Reed

Figure A10: Continued



461

24th Sch closed at 12 noon for the Summer Holiday (5 wks)

Copy of Report Board of Education
local Education Authority - Warwickshire
Reg' No E 13/54/1

Inspected on July 3rd 1924
Report by H. M. I Mr E H. Carter.

The present Hd. Mr has had charge of this school since Nov. 1922. Her schemes of work are well prepared, and the chn attend diligently to the work in hand. She has encountered considerable difficulties, particularly in raising such subjects as Spelling - Arithc to a reasonably good standard of attainment. Satisfactory progress, is however being made. In practical subjects such as Basketry, the chn acquit themselves well.

The organisation of the School has been considerably improved: -

Signed:- A Thomas T. Rees Chairman Managers.

Figure A11. His Majesty's Inspector's Report dated July 3rd 1924

Appendix B: Additional Photographs

Figure B1: Bubbenhall School 1864 photographed in the 1970s

Figure B2: Temporary Classroom erected on Glebe Farming Land

Figure B3: The Temporary Classroom

Figure B4: The Temporary Classroom – another Angle

Figure B5: The Temporary Classroom in its Setting

Appendix C: Correspondence with Mary Ruck

Miss Mary Ruck moved to Bubbenhall in 1898 at the age of five and lived in the Schoolhouse until 1922. Her mother was the Headmistress of the School during the years stated (and so the person criticised in the HMI Report of 1922 – Figure A10 above), and Mary was the first person from the village to go to Teacher Training College. She mentions in her comments that in 1975 she was still closely in touch with Cheltenham College of Education and year Secretary of the Old Student' s Association

Feb 11th 1975 1
Bromleigh Villas,

Baginton,
Coventry.

Dear Mrs Morison,

Thank you for your letter this morning I am never at home on Friday mornings and during these still short days it is difficult to suggest a convenient time, though perhaps a little later in the year it might be possible to meet some Tuesday evening.

In the meantime, if you care to send me a list – a sort of questionnaire – of the details that interest you I will do my best to remember, and to reply to all you wish to know.

As an appetiser I feel sure you will be interested to learn that the head's salary in 1898 was £50 per year – which included acting as unpaid Church organist, and head of the Sunday School - a full day's work.

Good luck to your venture.

Yours sincerely,

Mary A. Ruck

These memories, stirred up by your letter, ran through my mind while I was doing my domestic chores and I jotted them down. I'm afraid they are very much at random, but if any of them interest you make use of them, if not, ask more questions.

I hope you will excuse poor writing as I have a bad cataract.

Looking forward to hearing more of your project.

M.A. Ruck

Period 1898-1922.
Christmas trees and treats were keenly looked forward to. Two were of special note: the first early on by the combined Grimes family; and the second, in the later stage, given by Major G.H.I. Cowley, of the Manor House, and his mother.

Concerts, in which every child took part, were an almost yearly event of these early days, the proceeds being used to give the children their only knowledge of the sea, and particular pleasure to those parents who accompanied them.

One entertainment that stood out in this series was a performance of "Midsummer Night's Dream" which received great praise from all the local Press.

A number of old boys lost their lives in the First World War, and much work was done by the School to provide socks and other knitted comforts for all the old boys, and to collect cwts. of blackberries etc; for the troops' blackberry and apple jam. Money contributions were made to all possible wartime charities.

Well in advance of the cult of handicrafts in modern times, a flourishing, out-of-school-hours, basketry class made a greater variety of articles than one sees now-a-days.

From about 1910 onward Folk dancing and Cecil Sharp's Folk songs were regularly practised and much enjoyed, and the interest for quite a number lived on in their adult lives. In the latter part of this period the school had a keen mixed cricket team.

At its peak the school had a roll of about 60 pupils aged from 3 to 14 years. In the early years of this period it was very unusual for any child not to start school at 3 years, and if, as frequently happened, an even younger child couldn't be prevented from running to school with the others he/she was happily accommodated.

Religious teaching was notable. The Rev. V.K. Fortescue – later Canon Fortescue – was an almost daily visitor to the school. Any survivor of this time will remember his jovial manner which was always appreciated. Some highlights of the year were the yearly religious examinations, for many years conducted by the Rev.T. Robson, and the yearly visits to St. Mary's Hall, Coventry for successful candidates in the Coventry Arch-deaconal Association's contest to receive "Rewards for Good Character and General Scripture Knowledge", i.e. a prayer book weighing about 3 lbs, or a bible weighing over 7lbs, (or a money prize.) which had to be taken to church the following Sunday. Prizes were also won for Needlework and Knitting. These events put the seal on devoted and dedicated teaching.

At a time when a farm worker's pay was never more than 15/- per week, and there was no school medical or meals service it is not surprising that the

head teacher was frequently, sometimes continuously – called upon to provide medical and dental treatment, also food, and clothes (at his/her own expense out of that £50 per year) salary) for the needy.

Penny Bank, Coal, and Clothing Clubs centred on the school and created extra unpaid work. It is interesting to note that coal was delivered for school use at 15/- a ton. Pupil teachers had to be coached for their exams after school hours.

Empire Day parades with the theme "One God, one King, one Empire" took place annually during this period, and May Songs had always to be practised in April, for the May Day festivities.

One wonders when one hears these same old songs being made much of on the Radio how they reached such an out of the way place as Bubbenhall so very long ago.

Discipline was very different there, and then. A former pupil now about 90 who later became an assistant teacher at Bubbenhall School, and a career-long teacher elsewhere, still exclaims, *"In all my teaching career I couldn't do it, and I don't know how she did it, but Mrs. Ruck had only to walk into the room and the whole school was hers".*

Not surprisingly there was no cane. It wasn't needed.

More than one series of First Aid lectures and practical work conducted by Dr. R.C. Tweedy of Abbey House, Kenilworth, and Home nursing were held in the school in these early years for both men and women, and many medals were won. (A profitable time this for the boys who were paid for acting as casualties.)

These, and very practical carpentry classes too where quite large furniture – cupboards, bookcases, kitchen tables, also wheelbarrows and such, – were produced under the guidance of the village carpenter – Mr. A. Eaton (also the caretaker of the Village Hall), helped to keep the adult population pleasantly and profitably occupied during the dark winter evenings, with Poultry lectures to add variety.

The school has been the scene of many sumptuous "spreads", notably the May Day teas always provided, in their time, by the Rector, the Rev. V.K. Fortescue and Mrs. Fortescue (with a domestic staff of about 13); and the equally fine repasts regularly served up to the village cricket team, and their visiting opponents, by Bubbenhall's captain, the Ven.Archdeacon E.A. Hardy, the succeeding Rector, – whose domestic staff amounted to 2!

School & School House

The School and School House were bleak and isolated, and how the wind howled round them. "After dark" no light could be seen even at the Rectory. In illness or severe weather a telephone number would have been a godsend.

The frequent passing of many tramps from one work house to another was a menace.

Heating: The School was heated with one large coal and coke stove in the early years. An open coal fire was added in the infants section after the partition had been erected.

Sanitation was definitely primitive: buckets that were emptied once a week. The only water supply was from a pump near the back door of the school house.

Desks: At first long oak desks. Later shorter ones with movable tops to seat four. The infants had the regulation Kindergarten type with adjustable tops and seats. There were also plain wooden forms, and chairs for occasional use.

Curriculum: It is quite a fallacy to think this included nothing but religion and the three R's. All the usual school subjects were studied regularly, plus others, such as grammar, that have since become neglected, needlework drawing and singing were, of course, included.

Inspectors: In retrospect the three R's test seemed merely a routine affair. I remember only one, and that solely because the composition the inspector had set me to write for him amused him so much. He was hilarious! But I can imagine that in general the children, being perhaps less extrovert than those of today, may have been at a disadvantage by being somewhat overawed, and so less at ease to do their best.

Managers: The Rev. V.K. Fortescue was Chairman of the Warwickshire County Council Education Committee and, of course, everything was over-board in his time and the managers co-operative; but later newcomers obviously hadn't the qualities needed for the job.

Pupil Teachers were out of date before my time. Yes, I was the first person from Bubbenhall to go to College as my mother was the first in her district.

Travel: Our family had cycles at the end of the last century but very few other people in the village had. The carrier, in some part, helped to convey the children to Brandon, Birdingbury and other stations on the sea outings, but friendly farmers also helped by fixing seats on their farm lorries as the occasion occurred. In the last resort a horse brake from Coventry had to be hired.

Slates were extensively used early on. A pencil made of slate was used which wrote quite smoothly and did not scratch. Small individual sponges were provided for cleaning the slates.

Books: Ordinary exercise books were always used. As far as my knowledge goes, exercise books have been unchanged for at least 90 years. Copy books were used for good writing, and large foolscap sized books consisting of

mixed plain, lined, and squared pages for examination purposes in all subjects.

Text-books: Comprehensive series of history, geography, literature, science, and nature study in all stages; children's classics poetry anthologies etc, etc; also much supplementary reading material including such variety as Arthur Mee's Children's Encyclopaedias and his later publications, and the use of an extensive library.

Corporal punishment: The only evidence I ever saw of corporal punishment was at a school I attended when I was five, in Worcestershire. Having been promoted to the senior school two years before the usual time I very much regretted that promotion when the Head Master (a lout) not getting to the bottom of some school misdemeanour caned the whole of his senior classes, one by one, in front of the younger ones, in order to make sure he punished the real culprit. An appalling sight for a five year old!

Reading at Warwick: I never heard of it.

Scarlet Fever: I remember quite clearly having this - caught from a child who, during the Wake had been in contact with gypsies who always attended it, and spending six weeks in the isolation hospital. Infections cases were always isolated in this way, and the school and the home of the sufferer fumigated.

Lizzie Sparrow was I think the teacher you mention who died so suddenly. I remember vividly her staying a little while on her way home from school that last day to join us – all very small children – in a game of rounders full of life! We were shocked and very distressed next day to hear of her death which was said to be the result of domestic trouble at her home "The Three Horse Shoes";

P.S. I did so much "heels rise, knees bend" etc, that from habit I have kept on my toes ever since. Earlier a rhythmic Swedish drill with musical apparatus provided real recreational activity.

There is so much that I am having to curtail to meet your date-line. As even after 60 years I am still Year Secretary for Cheltenham St. Mary's Old Student's. Association, and in constant communication with the College and the rest of the Year, my spare writing time is limited, so please excuse hurried writing and the effects of old age, and cataract.

Appendix D: Walter Johnson's description

The Pupil Teacher System as administered by Northampton Borough Education Committee in the early years of the C20th

The Centre in my time was a Methodist Chapel- Stimpson Avenue Methodist – and this was the headquarters for all Pupil Teachers during their four-year course: 14+ to 18+. This was before the time when it was thought necessary to spend £20,000 on any school building, and this rented building provided adequate accommodation at a reasonable cost. We used the actual Chapel for our morning assemblies and State occasions, and there were plenty of classrooms, and a special laboratory was built outdoors.

To become a Pupil Teacher (P.T) it was necessary to pass a competitive exam at the age of 14+ which was open to all boys and girls of the Town, who came mainly from the Elementary Schools of that time, although in my time there were a number of Grammar School competitors as well. The candidates were usually nominated by local Heads of Schools from their best pupils, and so, early in 1906 one other boy and myself were entered from Barry Road Boys School. The exam was pretty searching for that age and there was quite a long and formidable oral test. The ordeal lasted two days, and after several weeks I was astounded to learn that I had passed 2nd, out of 40 boy candidates: unfortunately, my school pal had failed; and they only took the first 10 on the list. I was bucked to know that of those below me – were four Grammar School boys.

At the same time the girls took their exam and 20 were selected so the new class of 1906, consisting of 10 boys an 20 girls, entered the P.T. Centre in September 1906.

There were four classes, or years at the Centre, and for the first two years we attended full time, first following an ordinary Secondary School (Grammar) curriculum. For me this involved starting some new subjects like Latin, French and Physics, and more advanced Mathematics. The head was the chief Mathematics Master, very good and very strict. There were about eight masters and mistress, all very able, good disciplinarians and no trendy cranks such as seem to flourish today. I particularly remember Arthur Poulton, my English and Geography master. If these became my pet subjects it was entirely due to his masterly teaching, for his example still inspires me, though he has been dead for many years.

By the way in the first two years we received what was known as a "Bursary" of £12 er annum which was intended to pay the cost of books but only just about did that.

At the send of our second year, in the summer of 1908, our class has to take a second examination, again in all academic studies pursued in the past two years. As a result of this several girls were eliminated and the class proceeded with 25 members, 10 boys a 15 girls. In this 3rd year, each P.T was sent back to school – usually the School and department from which they had come – to get to grips with practical teaching.

This meant that during one week, the P.T spent five morning or afternoon sessions in his or her allotted school going through a pretty severe appr6enticeship in teaching practice, and a further five sessions at he P.T Centre continuing their studies.

This meant that doing anyone week, the PT spent five mornings all afternoon sessions in his allotted school going through a pretty severe apprenticeship in teaching practise, and a further five sessions at the PT Centre continuing his own studies.

At Barry Road school I was attached to one particular Master and his form, and I had to observe his methods very thoroughly both in the manner he handled the boys and approached the subjects of the curriculum. If any teacher was absent for only a few hours, or even for weeks, the PT was entirely responsible for that form doing the hours when he was working in the school. In his own form he was most useful to the full master in assisting, by taking the odd lesson, and particularly by keeping all exercise books regularly marked up.

The PT's *piece de resistance* was what was known as the weekly criticism lesson. Regularly each week the PT would be given a lesson to be prepared and delivered at a set time in any one of the forms in the school. The subject to be treated and the amount of matter involved, likewise the method or devices to be adopted to hold the attention of the audience all had to be formally written in a special book which was handed to the headmaster, and at the time appointed he came into the classroom and sat with the form master to watch the performance. Afterwards they both delivered their criticisms to the teacher and the formal report was written by the headmaster in the book. This book was forwarded to the PT centre at the end of each term so that the authorities had had a good knowledge of the candidate's teaching prowess. I should mention that if any HMI was about in the school, he would be sure to come into the criticism lesson.

I think that you would agree that this was a stern test for a boy or girl of 16 + to have to cope with the class of any age from 7 to 14 in any subject but it served one very good purpose. If you couldn't teach and if you couldn't maintain discipline you were gently advised at the end of the third year to give up teaching a very merciful termination to what would otherwise have been a miserable existence. If you had any ability you acquired confidence and by the end of the fourth year could cope with most classes in most situations. And by the way classes were classes them and if you ever found one with under 50 inhabitants you were lucky.

At the same time of course we were still working pretty hard at the PT Centre for half of the week, our studies leading up to the exam usually known as the "Kings Scholarship" at the end of the four years. How it came by this name I do not know but this was its popular name amongst teachers all over the country and it was a national examination held at the same time all over England for all the pupil teachers of 18 +. Actually its official title was "The Preliminary Examination for the Elementary School Teachers Certificate" . Again the subjects were all academic and the standard was quite high. With this examination over, at the end of our fourth year, our apprenticeship as people teachers ended. By the way I forgot to say that we were paid £25 per annum during each of these last two years.
If I take my nine male colleagues and myself, and say a word about our later experiences, it will give you some idea of what the Pupil Teacher system achieved for the benefit of education.

All ten of us passed the "Kings Scholarship" which meant that we were recognised as "Uncertificated Teachers", competent forthwith theoretically to take charge of a class anywhere. The normal procedure was to enter college – if your parents could afford it – for two or three years at the end of which time you became a "Trained Certificated Teacher". If you could not afford it as was my lot you were offered a job as an "Uncertificated Teacher" and went to work full time. This was of course long before the days of Burnham Committees and each education authority had its own scale of pay some much lower than others. Needless to say the Northampton scale was one of the lowest in the country so I started full time teaching at £60 per annum. It was easy to remember as I received one crisp old Bank of England note every month. You would then besides your normal day's work study in your spare time for the "Acting Teachers Certificate" in two year's time. This again involved normal subjects and a lot of Theory of Education and teaching practice.

I went through this stage and in 1912 at the age of 20 became a Certificated Teacher earning 80 pounds per annum. Those who had been to college bore the label of "Trained Certificated Teacher" and started at £90 per annum.
Of the ten potential young men teachers of my year, three never started teaching at all but elected to enter for and pass various Civil Service Examinations which offered brighter opportunities. The fourth who was the brightest scholar of us all decided he would never make a teacher and he was wise, for his discipline was never very good. So he went in for journalism and did very well.

That left six of us and three went to college and three of us started in local schools: all remained in the teaching profession.

When I say that many of us could not afford to go to college I mean just that. You must understand that there were no Government Grants whatsoever, nor local education authority subsidies. In my time there were no loans even, they came later when the authorities lent you the money to go to College, to be repaid when you came back and started to work for them.

So we started in an inferior grade knowing that our hopes of promotion were very small. I got the idea of further improving myself and at 18 - rather than late in the day - went to London and took London University matriculation with a view to obtaining an external degree. But soon after I became certificated I became involved in the war of 1914-18 and spent four years khaki - three years in trenches on the Western Front. When I came back I never thought I should continue in teaching but I started again got into the rut I never got out of it. I did see to it however that much later I took a London BSc degree which helped me up the ladder a little.

I think that this is all I can tell you about the PT system as it existed in my time. It faded out during the 1914-18 war I believe, and thereafter candidates for teaching went straight from the Grammar schools to College without any practical experience.

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