

Holme Valley Civic Society Local History Group

Aspects of life in the New Mill Valley

Schools and School Days



Pamela Cooksey

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Titles in the Series **Aspects of Life in the New Mill Valley**
Chapels and Churches of the New Mill Valley

Pamela Cooksey 2009

Dedication

Allan Place, a longstanding member of the Holme Valley Civic Society and the Local History Group died in 2011. It is the wish of the members of the Local History Group that this book be dedicated to his memory in recognition of his great interest in researching local history and his commitment to the activities of the Group.

It was at Allan's suggestion that the project **Aspects of life in the New Mill Valley** was undertaken.

Front cover: Master and pupils Wooldale Board Mixed School 1902
Girls maypole dancing
Boys playing Finger thumb rusty bum

Pamela Cooksey 2009
Town School

Pamela Cooksey 2009
Hepworth Church School
Scholes J.M.I. School
New Mill National School
Wooldale J.M.I. School

2009
Back cover: Hepworth Old
School
Hepworth J.M.I. School
New Mill Old School

Schools
and
School Days
in the
New Mill Valley

Pamela Cooksey

SCHOOLS AND SCHOOL DAYS IN THE NEW MILL VALLEY

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Holme Valley Civic Society Local History Group

The members of the Group have been researching various aspects of the history of the New Mill Valley and the lives of those who lived in the villages of the area. The valley, through which the New Mill Dyke flows, lies between Mytholmbridge and Gatehead on the A 616.

This is the second in an anticipated series of books which when completed will provide an overall context for life in the valley and the intention is that each book should be read in conjunction with the others.

The topics of interest to be included in the series are schools, local industries, townships, population, health and daily living, chapels and churches, leisure and pleasure, co-operative societies, friendly societies, houses and families. The first book entitled **Chapels and Churches of the New Mill Valley** by Pamela Cooksey was published in March 2009.

Acknowledgements

Shirley Simmonds, prompted by her long-standing interest in the schools of the Holme Valley, has researched extensively the Log Books of several schools in the New Mill valley and the Minutes of the Wooldale and Cartworth School Board. Her findings have provided much of the material now presented in the section on School Life.

Margaret Charlesworth's agreement to our using her unpublished paper on the education in Hepworth was much appreciated.

We would like to thank the headteachers of Kirkroyds Infants School, Wooldale Junior School and Scholes J.M.I. School for making the School Log Books available to us and for their interest in the envisaged book.

We are grateful to Colin Battye, Jean Bean, Gordon Bedford, Ruth Brook, Kenneth Haigh, Neil Hollingworth, Barbara Horn, Nancy Sawyer, Lesley Turner and Leslie Tinker for kindly allowing us to include their photographs, to Angela Ramwell for information relating to the New Mill Udenominational Infants School and to Stuart and Susanne Minifie for the details of the Wesleyan Methodist Day School, Jackson Bridge.

We would like to extend our thanks to the staff of Huddersfield Local Studies Library, West Yorkshire Archives and the Yorkshire ' Archaeological Society, Leeds.

The portraits of Joseph Lancaster and the Reverend Andrew Bell are included with the permission of the National Portrait Gallery; the illustrative material on pages 7,15,27,30,35,42,69,169 with that of the West Yorkshire Archive Service and on pages 3,5,24 with that of the Borthwick Institute for Archives, The University, York.

Note on the text

This brief history is based on available written sources covering years up to the 1950s. These include School Log Books (mainly from the nineteenth century), archival documents, printed material, school celebratory booklets and newspapers. The large amount of information gleaned from these has made possible, for the first time, a fuller written account of the schools in the valley. 'For a book such as this it has been necessary to be highly selective regarding the content but it is hoped that this appropriately reflects the realities of life and daily experiences of both children and adults and also the way that a village school reflected the nature of its community and responded to the changing needs of those living within that community.

Following the publication of the Revised Education Code in 1862 headteachers were legally required to keep a School Log Book in which the staffing, curriculum, finances and organisation

of the school were to be described. There was, however, no prescribed way in which this was to be done. In the case of the valley schools the Log Books vary greatly in what was recorded but these accounts of school life are a rich source of information relating to the nature of the schools, those who taught in them, the pupils who attended them and the communities of which they were a part.

The many direct quotations from written sources appear in italics and are as in the original text.

Certain features of school life, such as school feasts and outings are not included, as these occasions are to be covered in a future publication *Leisure and Pleasure in the New Mill Valley*. Health, medical issues and the experiences of children during the years of the first and second World Wars will be included in another anticipated publication on family life.

The names of a number of the people who were associated with the establishment of the schools, of those who taught in them and the children who attended them have been included.

Introduction

The intention of those involved in the preparation of this book has been to record the development of the educational provision in the New Mill valley, the nature of the schools established, the people who were associated with their creation and continuance and the children and adults who attended them. Issues relating to school life such as staffing, financial matters, including fees and grants, attendance, discipline and the curriculum are also included.

It would appear that the provision for education and the various types of schools established in the New Mill Valley followed closely the development of educational provision in the country

as a whole. From the middle of the seventeenth century this included schools with some kind of charitable status, Church and Chapel Schools, Local Board Schools and Local Authority Schools. In addition to these there was the opportunity for parents to send their children to privately run schools, if they so chose.

During the years of the 1700s, when life was being re-established following the Civil War, it is within the provision of education outside the home that one of the major influences of that conflict can be seen. To break the age-long control of the Church of England over all matters relating to schools and the licencing of those who taught was of crucial importance to the followers of Cromwell, as was the commitment to establishing their own dissenting schools. During the years leading to the Civil War and the conflict itself unlicensed Puritan schoolmasters set up their own schools which were influential in the spreading of non-conformist and republican beliefs. After the Restoration of the Monarchy (1660) and the Act of Uniformity (1662) schools and those involved in teaching once more came under the sole jurisdiction of the Established Church.

All schoolmasters were again required to obtain a licence from a Diocesan Court. For those holding ecclesiastical authority it was necessary that such a person was: "*found meet as well for his learning and dexterity in teaching as for sober and honest conversation and also for right understanding of god's true religion.*" The latter meant that the applicant had to accept both the Book of Common Prayer and the 39 Articles. Many dissenting schoolmasters in defiance of the law still continued to teach and open schools. The ensuing separation of church and chapel profoundly influenced the history of the provision of education.

Although permitting a greater degree of freedom to worship in public the Act of Toleration (1689) initially did little to either change the position of dissenting schoolmasters or reduce the restrictions on their schools. A licence was granted to those who,

having presented an acceptable Nomination and satisfactory testimonies, gained the approval of the Church Authorities. Employment was then possible in a petty school (in which reading, writing and accounting were taught), a free grammar school (in which Italian was included in the curriculum), a private school or in the homes of the nobility and gentry.

Many schools established catered mainly for "the sons of gentlemen". No such school was established in the New Mill Valley as there were no wealthy Anglican families living in the neighbourhood. There is, however, evidence that during the late 1600s there were licenced schoolmasters in Hepworth and New Mill. Sharing a common concern to save the souls and improve the lives of the poor several local benefactors had made significant contributions to the early financing of schools in Hepworth (the Endowed School) and in New Mill (The Old School). Endowments, legacies, monies raised from the interest from trusts and investments and the giving of land on which a school could be built are well documented in the Court Rolls of the Manor of Wakefield for the relevant year

Changes to this situation began to take place as a result of the social and political unrest in the country brought about by the effect of the onset of the Industrial Revolution. The dislocation and disruption in the lives of those who left their homes to find employment in the expanding industrial towns created huge social problems. It was, however, not only the families who moved from the villages to these growing urban centres that experienced the demands of a new way of living. To a lesser extent many of those who remained in their homes found that the skills and knowledge of their traditional work were no longer needed. The introduction of power and new production methods brought with it the requirement for a range of new skills and technical knowledge. For both the new industries and the mechanised existing ones to succeed, workers had to be able to

deal with the demands of commerce and the requirements of rapidly developing technical industries. Employers were soon demanding a workforce that had sufficient knowledge to undertake their labour.

The Factory Act of 1802 revealed that the Government of the day failed to recognise that the realities of a rapidly changing society demanded a national solution. This legislation created a situation in which it was left to the initiatives of certain individuals to confront these issues. Convinced that the problems of the day could be tackled through the educational process these men inspired others to a shared belief and encouraged them to support these ideas with their actions. The result of their activities was the development of several hugely influential Societies that can be regarded as having shaped the early educational provision in this country. Prominent amongst their number were three men, Robert Raikes (1735—1811), Joseph Lancaster (1788-1838) and Andrew Bell (1753-1832).

Robert Raikes on opening the first Sunday school in 1780, in a slum area of Gloucester, set the basis on which the Sunday School Movement was to develop. Every Sunday, the four women he employed as teachers taught children aged five to fourteen. From 10am to 2pm there were reading lessons, lunch was then provided, this being followed by instruction in church on the Catechism until 5.30 pm.



Badge commemorating the work of Robert Raikes.

Sunday schools were quickly established country wide by those attending both parish churches and nonconformist chapels. These offered religious instruction and also classes for both children and adults when reading, writing and arithmetic were taught. Such schools were established by the Primitive Methodists at Gatehead, Jackson Bridge and Scholes, the Wesleyan Methodists in Jackson Bridge, Scholes and Wooldale, the United Free Methodists in Wooldale, the English Presbyterians at Lydgate Chapel in New Mill and by the Anglicans of the Parish Churches of New Mill and Hepworth.

In 1789 Joseph Lancaster, a Quaker, established a school in Southwark, London using a method of teaching in which he taught one class, those children then teaching the other children what they had learnt. Known as the monitorial system it was soon adopted as standard practice in the majority of schools. It was specifically used by those associated with The British and Foreign Schools Society. In these British Schools the religious teaching was non-denominational, so they were mainly run by nonconformists, as was the case in Scholes (The Town School) and Hepworth (The Endowed Town School) and New Mill (The Old School).



Joseph Lancaster

In the same year Andrew Bell, an Anglican clergyman, founded a similar movement. He also used the monitorial system but he demanded that religious education was taught according to the doctrines of the Church of England.



Reverend Andrew Bell

The National Schools Movement founded in 1811 with the financial support of the National Society for the Promotion of Religious Education took over the running of Bell's schools. After the Government introduced a scheme to make grants to schools in 1832 the status of these National Schools changed to that of Voluntary Aided or Voluntary Controlled. National Schools existed in both New Mill (The National School) and Hepworth (The Church School).

The Elementary Education Act of 1870 initiated the beginnings of the much needed national system of elementary education. Locally elected School Boards were then established with powers to control the schools for which they assumed responsibility, to

build new schools where these were needed and to raise a local rate in support of these.

The first meeting of the United Wooldale and Cartworth School Board was held on 29th July 1873. The schools for which the founder members, Edward Allan, Joshua Barber, Thomas Beardsell, Henry Butterworth, Robert Mellor, John Thorpe Taylor and John Francis Tinker, were initially responsible were those in Scholes, and Wooldale. One of the responsibilities of the newly created Local School Boards was the selection and payment of headteachers, and assistant teachers, and the selection, placement and payment of the pupil teachers and monitors.

Local School Boards were disbanded in 1902. It was then the responsibility of the Education Department of the West Riding County Council to provide the state educational facilities for the children living in the valley.

Schools of the New Mill Valley

Hepworth

The Town School

The earliest known evidence of a schoolmaster living in the valley appears in the Victoria County History of Yorkshire where it was stated that in 1642 the schoolmaster of Hepworth Town School was Mr A. F. Leach. There is, however, no information regarding when the school was established, whether or not it had any charitable status, where it was held, the children attending, the curriculum and the fees.

The Endowed Town School

The evidence of a free school being established in Hepworth is to be found in the Will of Richard Charlesworth dated 5th January 1649. Following his death or that of his wife Sara, if she survived him childless, his legacy was that the yearly profits from his lands in Hepworth were to be used for: "*a free school to be built within the Township boundary.*" The property consisting of six closes of land, about eight acres, at Fieldhead in Hepworth had been in the occupation of a yearly tenant, William Robinson, at a rent of 8 guineas. The circumstances of the deaths of Richard and Sara are not known but the fulfilling of the bequest is supported by both: "*There is a tradition that part of the land was sold and the purchase money applied in building a school.*"¹ and later the Charity Commissioners when reporting on the school, made reference to Richard Charlesworth as having been: "*the original benefactor.*"

¹ History of the Graveship of Kirkburton Dr. H. J. Morehouse

my debts which I owe unto any one be paid out of my whole goods & my funerall exps alsoe be paid out of the same Item I give unto my Sara my wife all my lands lyeing in Hepworth the yearly profits thereof duringe her life & if in case it please god that my wife shall be with child either sonne or daughter then after her decease to be & remaine to him or her & their heires forever & if she shall be not with child then I give it after her dese to the use & behoof of a Free Schole to be built withine the Towne of Hepworth for ever & soe to remaine to that use forever Item I give unto Will^m Charlesworth my Brother Twelve pence in full lieve of claymeinge any right to any of my goods & chattels Item

Extract from the Will of Richard Charlesworth 1649

The exact date when the school opened has not, as yet, been established but it must have been between 1649 (the date of will) and January 1696 when the application for approval of a Nomination paper for Abraham Hattersley to be granted a licence to be the schoolmaster was written by Joseph Briggs, Vicar of All Hallows Church, Kirkburton. In this it was stated that the post of schoolmaster: "hath been a long time vacant."

The whose names are here subscribed do Certifie that George Kattersley
 of Newworth is a person of an honest & sober life & constantly
 qualified for teaching a School in y^e aforesaid Town last do
 therefore humbly request y^e aforesaid George Kattersley
 may be licensed to teach a School at Albarnamby

Henry Bowden	William Hall	M ^r Inas Key Gorte
George Dixon	John Macfe	Christopher Key
Robert Bowden	Matthew Lindley	Josias Key Gorte
Stephen Whoolton	Josias Bowden	Joshua Key
Josias Dixon	Joshua Rhodes s ^r me	Sara Dias Wind
Thomas Moorhouse	Joshua Rhodes Junce	William Bowden
William Moorhouse	Josias Matheman	John Horsfull
Benjamin Maister	Thomas Millner	Abraham Horsfull
Wid. Booth	Thomas Smith	James Bowden
John Nathans Michill	James Marshall	Matthew Booth
George Tucker	George Tucker	Wid. Bowden
Christopher Tucker	Thomas White	Wid. Dorson
William Cottonwood		

Nomination Paper on page 3

We whose names and here subscribed do certify that George Hattersley of Hepworth is a person of an honest and sober life and competently and qualified for teaching a school in ye aforesaid Town we do therefore humbly request that ye aforesaid George Hattersley may bee Licenseed to work a school as Aboved named

Henry Beever	William Hall	Mr Jonas Kay Gent
George Dison	John Marsh	Christopher Kay
Godfre Beever	Matthew Lindley	Josias Kay
Stephen Wheeldon	Josias Bonner	Joshua Kay
James Dison	Joshua Rhodes senr	Sara Tias Wid
Thomas Morehous	Joshua Rhodes Junr	William Beever
William Morehous	Josias Matthewman	John Horsfull
Benjamin Masson	Thomas Millnar	Abraham Horsfull
Wid. Booth	Thomas Ffirth	Jams Bee
Johnnatham Mitchell	James Marshall	Mathew Booth
George Tinker	George Tinker	Wid Beevers
Christopher Tinker	Howell Whitther	Wid Do..son
William Littlewood		

Nomination Paper on page 5

Kirkburton January 1696-7

Know all whom it may concern that whereas the school in Hepworth in the parish abovesaid hath been vacant and several neighbours that have thought good to certify in ye of Abraham Hattersley of ye saim that he is qualified ... for ability and life. To teach a school and have besought me consent thereunto, I have examined him and do find him able to teach a petty school and do hereby bestow my consent that He shall be Licensed for such.

Witness my hand this day abovesaid

Jos: Briggs. Vic. of

Kirkburton

Inst. 27th. Janu(96.)

Kirkcubright Jan. 10. 1696

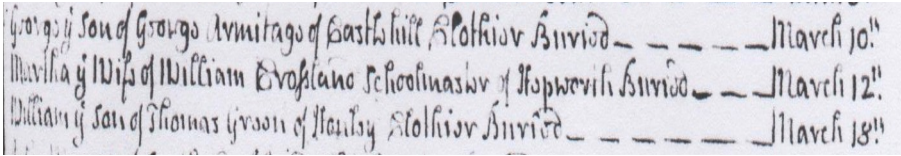
Know all whom it may concern that whereas the school in Hopwood in the parish
abovesaid hath been a long time ~~vacant~~ vacant & severall neighbours there have
thought good to certify in the presence of Abraham Huttonsley of the same that he is
qualified for ability & life to teach a school there & have besought me to
consul therunto. I have examined him & do find him able to teach a psch. school
& such as on they want & complain their children suffer thereby & therefore I do hereby
declare my consul that he shall be licensed therunto. witness my said hand the day abovesaid

Jas. Briggs, vic. of
Kirkcubright

Dat. 27. Jan. 1696.

The local Apothecary, Arthur Jessop (1682-1751) noted in his diary that on 8th March 1740: *"the Schoolmaster in Hepworth's mother buried (on Sunday) this day."* also four days later on the 12th March: *"the Schoolmaster of Hepworth's wife died of a fit on Monday 9th in the night and was buried at Almondbury."*

From this information we know that the schoolmaster was one William Crossland.

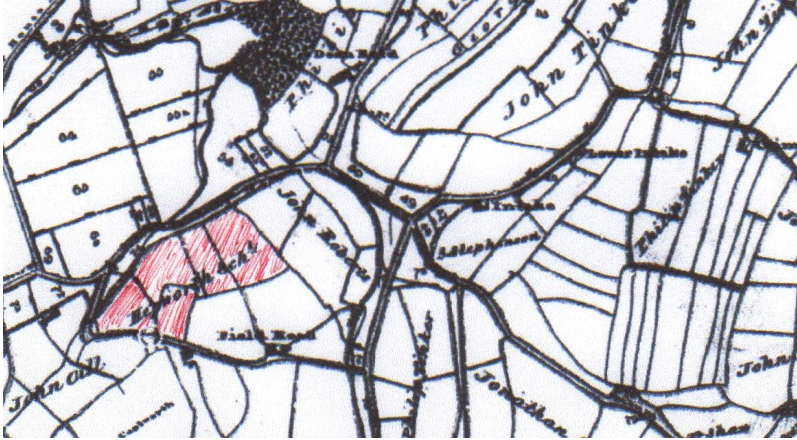


All Hallows Church Almondbury Burial Record 1740

It is thought that the site of the endowed school building was situated in the centre of the village, in that, in 1852 a school was taken down and another built upon the same site.

The school received a second endowment by the Will of Philip Bray, a grandson of Richard Charlesworth. Dated 16th January 1764, this provided £5 a year: *"to pay the schoolmaster for educating free four poor children of the township in reading and writing and accounts."* At this time apart from the nature of the curriculum nothing is known about the running of the school, there being no information available as to the name of the schoolmaster appointed, the children who attended, (including those who benefited from the legacy) and the fees.

The Will also required the executors: *"To settle and convey a messuage or tenement called Dean for the use of the Schoolmaster of the Free School of Hepworth for ever."*



Land at Fieldhead owned by the trustees of Hepworth Town School ²

Hepworth School Trusted of	}	Great Park	_____
		Quarry Park	_____
		Little D ^o	_____
		Neer Foot Gate	_____
		Far Foot Gate	_____
		Hand Hill	_____
		School, Cow House &c	_____

Extract from Henry Lumb's Register of Claims
Enclosure of Land Act 1834

The Return from the Chapelry of Holmfirth to the Government Enquiry into the Education provision of the poor in 1818 stated that in Hepworth: "the schoolmaster who is a Methodist preacher besides his salary of £12 2s receives from £8 to £12 annually from each

² Enclosure of Land Act Award Map 1834

scholar the number of whom amount to 30 but they are never sent to church and the master acknowledges he does not instruct them in the Church catechism, as it would give offence to their parents who are all Dissenters.” The unnamed school master was Mr Robert Marshall who was later described in the History Gazetteer and Directory of the West Riding of Yorkshire of 1838 as: “the master teaches six free scholars and charges only small quaterages for the others.”

During 1852 the old endowed school building was demolished and replaced by a new one, paid for by the inhabitants of Hepworth, the required money being raised by public subscription. Known as the Town School this building was established to provide for the teaching of reading and writing and accounts for 40 fee-paying pupils. It is now where the members of the Hepworth Sports and Social Club meet.

Interestingly, inspite of the date stone in the wall of the new building, in the Return for the Religious Census in 1851 it was recorded that the congregation worshipping according to the rites of the Church of England in Hepworth were meeting in the Town School. It was stated that this had recently been rebuilt and that it accommodated up to a hundred people.



Date stone for the rebuilt school



Hepworth Town School 1852-188



The Schoolmaster's House situated next to the new Town School

Following the 1870 Education Act assessments were undertaken into the nature and circumstances of local schools. The writer of the report for Hepworth was very critical stating that in both the village schools: “there is a large deficiency in proper accommodation.” The major concern was that: “The old Town School is very unsuitable for education being built in the very oldest style and it appears to be entirely unrecognised by the Government.”³ He further noted: “*the Church party intended to build a new school in connection with the church to meet the deficiency.*”

A meeting held on 8th October 1873 to discuss the findings expressed in the Report, attended by about sixty ratepayers, decided to accept the proposal for the creation of a School Board for the Township. In spite of the opposition of those associated with the Parish Church (see pages 20), when the motion was put to the vote, thirty-two were in favour and twenty-one against. It was, however, a decision that was never acted upon for by an Indenture dated 11th September 1875 the school was to be conducted as an undenominational public elementary school and as such it continued in the old premises until 1884. A contributing factor to this situation may have been the implications of the school having a charitable status.

In 1874 the Charity Commissioners received a letter from Mr Charles Shaw Tinker in which he expressed his concerns about the school endowments and the lack of trustees who were responsible for these. Writing in his capacity as: “*the acting trustee of the endowments of the school*” he stated that a less than satisfactory situation had arisen owing to the fact that no new trustees had been appointed since the original ones in September 1765. He further described the difficulties that had arisen over the recent appointment of the schoolmaster. This vacancy had occurred when the schoolmaster, Mr J. Pickard, appointed in 1865, had resigned and an elected committee

³ Huddersfield Chronicle 11th October 1873

of ratepayers of Hepworth had appointed his successor, Mr F. Booth. Mr Tinker stated clearly that they had no right to do this.

Investigations into these issues undertaken by the Commissioners led to the discovery of further problems arising from the selection of the free pupils. It was found that following the death of Mr Charles Shaw Tinker, children had been chosen by members of the Tinker family. Mr Philip Tinker had initially assumed this responsibility and then subsequently it was undertaken by his sons, Mr Tedbar Tinker, Mr Abel Tinker and Mr Ebenezer Tinker and his son, Mr Uriah Tinker.

A Report by the Charity Commissioners, following the Public Enquiry held in the village on 22nd June 1876 provides an interesting insight into the relationships within the hugely influential Tinker family and the difficulties created by the dominance of certain members in the management of the Charity Trust.

“The management and affairs of this charity are a subject of animation between two branches of the family of Tinker. Mr. John Tinker represents that the interest of the charity would be greatly advanced by removing the schoolroom which is dark, cold, damp to a more eligible position, and that on different occasions offers have been made by himself and others to subscribe money for the purpose of erecting another schoolroom but Mr. Uriah Tinker acts under feelings of hostility, and is influenced by a desire to commit his own comfort, by the removal of the school and scholars to a distance from his home rather than any wish to benefit the school”. (It should be noted here that the school building was situated between the houses belonging to Mr J. Tinker and Mr U. Tinker!)

The response of the Charity Commissioners to this unsatisfactory situation was firstly, to direct that the Official Trustees of Charity Lands were to take control of the trust property and secondly, that: *“twenty competent people were to be elected as*

trustees.” Those elected would then be responsible for the management of all other aspects of the school.

The following prominent men of the locality were then appointed trustees; Mr Thomas Shaw Tinker, Mr John Roebuck, Mr J. Turner, Mr J. Broadhead, Mr Isaac Beaumont, Mr John Hinchliffe, Mr John Holmes, Mr John Heppenstall, Mr Albert Thorp, Mr Joseph Wadsworth, Mr Edward Lindley, Mr John Crossley, Mr Fred Shaw, Mr Thomas Booth, Mr George Charlesworth, Mr James Henry Thorp, Mr Sam England, Mr Fred Booth, Mr James N. Holdsworth, Mr Jonas Charlsworth.

By 1880 owing to a significant increase in the number of children attending the school the premises were proving inadequate. On 17th May of that year an entry in the school Log Book referred to the report from the Education Department relating to the problems created by poor accommodation. It stated that the school could not be certified: *“as efficient in the present premises” on account of them being: “too small, damp and dark.”*

The following year the trustees sent a letter to the Charity Commissioners in which they put the case for a new school: *“in consequence of the presence school being far too small for the number of children attending part of them have to be taught in a cottage and there being no playground whatsoever nor any conveniences in connection with the school for the children. They have to go on the public road and on to private property and might be stopped at any time. The trustees after carefully considering the matter have come to the conclusion that there ought to be a new school built on another site. We therefore ask for a new school.”*

The reply from the Commissioners gave the necessary authority to: *“sell pull-down alter or convert”* the existing school building and to provide a new school in the township. It was soon agreed that the land and school house should be sold and that the monies obtained would pay for the building of the looked-for new

School. The money required to furnish and provide internal fittings was to be obtained from public subscription.

A site for the new school: “a field called Doddle Ing” situated in Main Gate was purchased on 12th December, 1882 for £64 16s. ⁴

Four weeks later by the agreement recorded in the Court Roll of the Manor of Wakefield of 19th January, 1883: “*All that building used for a school situate in Hepworth known as the Hepworth Endowed school*” was sold to Joseph Hinchliffe of Bullhouse in Thurlstone Book Keeper for £52 by: “*the Trustees of the Charity in the matter of the School founded by Richard Charlesworth, Thomas Shaw Tinker of Hepworth, Gentleman, Charles Shaw Tinker of Meal Hill, Colliery Proprietor, John Hinchliffe of Bullhouse in Thurlstone, Coal Proprietor, John Holmes of Hepworth, Farmer, Henry Winteringham Tinker of Ash Grove Holmfirth, Sanitary Tube Manufacturer, John Francis Tinker of Downshutts in Scholes, Solicitor, Henry Thorp of Spring Wood New Mill, Cloth Manufacturer, Josiah Thorp of Jackson Bridge, Cloth Manufacturer, Sam Shaw of Hepworth, Surveyor, George Charlesworth of Hepworth, Farmer, George Battye of Whiteley House in Thurlstone, Farmer, Thomas Booth of Hepworth, Farmer, John Francis Roebuck of Hepworth, Book keeper, Vincent Roebuck of Hepworth, Timekeeper, John Swallow Heppenstall of Lockwood near Huddersfield, Mason, Joah Swallow of New Mill, Joiner, Elijah England of Hepworth, Joiner and Fred Swallow of Deepcar near Sheffield.*”

The ten acres of land at Fieldhead of the Richard Charlesworth endowment were also sold being purchased by Tom Bennett, Coal Miner, of Martin Nest in Hepworth for £415. The allotment at Strines Moor was bought by Jonas Battye, Farmer, of Whiteley House in Thurlstone for £31. Interestingly the property of the Abel Tinker Endowment was not sold at this time.

⁴ The West Riding Registry of Deeds

The school premises having been sold it was necessary to vacate the premises. The entry in the Log Book, dated 7th January 1884, stated: "*school moved to Jackson Bridge Wesleyan Sunday school pending erection of a new school.*" This arrangement continued for nine months, the new school being opened on 4th October.

The trustees, then as managers, continued to fulfil their responsibilities for the school until 5th February 1906, this being the day the management of the school was transferred to the West Riding County Council. The school was described as: "*being situate in Doddledin*" and as having: "*two classrooms with Cloakrooms and outbuildings.*"⁵ The managers at the time were John Roebuck, Bookkeeper, George England, Mason Contractor, Luke Turton, Coke Drawer, Thomas Shaw Tinker Esq. Richard Hinchliffe, Printer and Brook Haigh, Farmer.

However, in a village where many were rightly proud of their Town school not all the villagers agreed with this action and some were outspoken in their criticism of those who were party to it. According to an unpublished paper on Hepworth amongst their number was Mrs J. Womersley who aired her grievance to one of the trustees of the school: "*To think, she said, that we have worked and sacrificed for that school all these years and now you have given it away.*"

⁵ Kidd Mellor and Fletcher, Solicitors, Holmfirth Clients Papers

Hepworth New Town School.

THIS SCHOOL WILL BE OPENED
On SATURDAY, OCT. 4th., 1884.

SANDWICH TEA
will be provided, at 4-50. Tickets, 1- each, may be had at the door. After which

A PUBLIC MEETING
will be held, to be presided over by

WRIGHT MELLOR, ESQ,
(Mayor of Huddersfield.)

The following and other Gentlemen are also expected to be present

Rev. DR. BRUCE, Rev. THOMAS CRAVEN,
Huddersfield. Holmfirth.

ALDERMAN WOODHEAD, J. P., J. E. WILLAN, ESQ, J. P.,
Huddersfield. Huddersfield.

J. T. TAYLOR, Esq. J. P., Holmfirth.

THE + THONGSBRIDGE + QUARTET + PARTY
will give Selections of Music at intervals during the Meeting. Meeting at 6-30, p. m.

Previous to the Meeting the HEPWORTH and HOLME Brass Bands
will give Selections of Music.

R. HINCHLIF, PRINTER & NEWSAGENT, HEPWORTH.

Poster advertising the Sandwich Tea and Public Meeting
to celebrate the opening of the new Town School



Hepworth New Town School 1884-1895

In October 1894 Hepworth Local Board took the decision to install gas lamps in Hepworth. According to the Minutes this work was undertaken as a matter of urgency for during the following January Mr James Hirst was appointed to: *“light and extinguish lamps until the end of the winter season, at 3/6 per week.”*



Hepworth New Town School after 1895

Hepworth

The Church School

The decision, taken in 1848, to create an ecclesiastical district of Hepworth had a significant impact on the educational facilities in the village. Members of the Anglican congregation were then able to plan for the building of a Parish Church. It very quickly became evident to those concerned in the decision making that the more pressing need was for a school. The decision then taken was that the proposed school was to be a Day School, in which morning and evening services would be held on Sunday. A Sunday school was also to be established.

In April 1852 land, known as Leyton Bank, was acquired from John Tinker on which the new school was to be built. Those involved in this transaction were the Reverends Richard Collins, Ebenezer Leach, James Holmes, Samuel Bardsby in association with John Tinker, the younger of Hepworth gent., Thomas Lister Charlesworth of Upper Farm gent., William Firth Morehouse, Manufacturer of Paris, George and Benjamin Thewlis, Manufactuters of Rock House Scholes, William Greaves, Manufacturer of Scholes Moor, Christopher Morehouse, Scribbling Miller of Paris, George Farrar, Dyer of Paris, James Hampshire, Clothier of Field Head Hepworth, George Hinchcliff, Manufacturer of Nab, William Crawshaw, Sadler, James Holmes, Manufacturer of Sandygate Wooldale and John Ramsden Manufacturer of Cliff.

According to an article in the Huddersfield Examiner in October 1862: "a neat and commodious room" was opened in the spring of 1853, providing accommodation for a Day school for infants and a Sunday school. Those to be enrolled on the school register were boys and girls, selected by the school trustees. The teachers to be employed were to be practising members of the Church of England who would

instruct the children in the doctrines of the Christian religion, according to the principles of the established Church. The school recognised as a National School was opened on 15th April 1853.



Hepworth Church School 1853-1923

At the time of the creation of Local School Boards those responsible for these bodies envisaged that the trustees and managers of Voluntary Church or Chapel schools would cooperate with the members of the Local School Board and work side by side in a given locality. However, the reality of this approach to educational provision was that frequently difficulties and disagreements arose within a community. This, it would appear, was the case in Hepworth.

The differing opinions of the inhabitants of Hepworth as to the desirability of a Local School Board and of having a Board School in the village led to much debate. The most satisfactory way of providing the anticipated number of school places and this at an acceptable cost became a most contentious issue. Members of the Parish Church congregation, who were already financially supporting their own school, objected strongly to the proposal for a Board School in the village and the prospect of having to pay the school rate, money that could not be spent on a Church school.

After much discussion of these matters, however, during a meeting held on 18th November, 1870, the Managers of the Church School decided to offer their building to the Town School as extra accommodation. The envisaged increase in the numbers of children attending school and the urgent need for these additional school places were the anticipated results of the requirements the Education Act of that year. It was also agreed that if this proposal was not accepted by those responsible for the Town School then application would be made for the school to be recognised as an Established Church School. Unfortunately there are no surviving records of the meetings or the nature of the discussions concerned with these issues.

It is evident, however, from the following letter sent by the Vicar, Rev. E. D. Marshall, to all the ratepayers of Hepworth, three years later and prior to the meeting at which it would be decided whether or not to create a School Board for the Township, that it was the second of these two proposals that had been adopted: *“the Education Department, in pursuance of enquiries made under the Elementary Education Act the 1870, have given notice that no suitable Public School accommodation is required in the village for 200 children. The Managers of the Hepworth Church School have consequently determined to make such alterations and additions to the premises as may be needed to adapt them to the requirements of the Act and to commence a Mixed Day School for Boys and Girls under a Master holding a Government Certificate with a mistress to*

take charge of the infants and to instruct in plain sewing and needlework. The proposed accommodation will be sufficient for about 215 children, which is in excess of the requirements of the Education Department and will render the formation of a School Board unnecessary.

On the other hand, in the event of a Board School being formed a salaried clerk must be appointed and a suitable plot of land purchased whereon to build a new school, the erection of furnishing of which will involve an outlay of between £1,000 and £2,000, and even if the money be borrowed from the Public Works Loan Commissioners at three and a half percent interest it must be repaid by fifty equal annual instalments extending over a period of about 50 years. The whole amount, both of principal and interest must ultimately be paid by the ratepayers, either out of the poor rate, to which every person rated to the relief of the poor will be called upon to contribute in proportions and to such rating. All ratepayers of Hepworth who do not desire to have the Township burdened with the School Board are therefore earnestly invited to attend a meeting to be held in the Town School on Wednesday the 8th day of October instant, at noon, and to resist the proposition of a School Board for Hepworth.

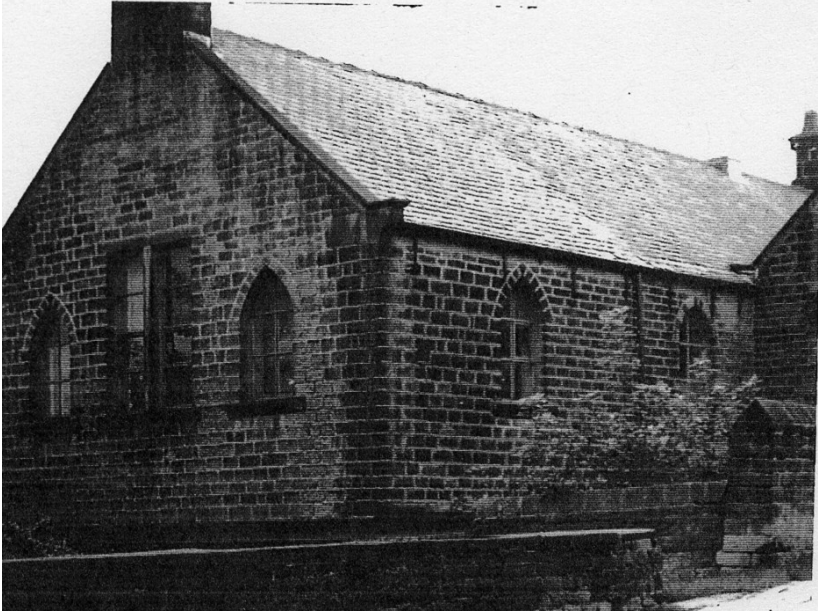
Hepworth 6th October 1873”⁶

Those ratepayers who had voiced their opposition to what they considered to be a costly School Board at the meeting held on 8th October 1873 (see page 10) then agreed to raise £400 for the necessary improvements to the premises of the Church School. The school then became a Church of England Mixed Public Elementary School and opened on the 10th March 1874.

Twenty years later in 1894 the average attendance was one hundred and forty-four pupils, although the School offered two hundred and

⁶ The History of Education in Hepworth Margaret Charlesworth

fifteen places. Interestingly, however, two years later, additional accommodation was being sought. At the cost of £600 an extra classroom and porch were built in 1896.



The extension to the original building 1896



The opening of the Local Board School in Scholes, and the continued popularity of the Town School in Main Gate seriously affected pupil numbers. The opening of new schools in Hade Edge, Hazelhead and Birdsedge also brought about a further reduction in numbers. By May 1919 the average attendance was only seventy-six children. Such was the concern about this situation a special meeting of the Church Council was held on 13th January 1920 at which: *“the Chairman made a lengthy report on the past history and present position of the Day School and asked for guidance of the council on the question as to whether the school should, or should not be closed.”*⁷ The advice and recommendation given was that it should remain open. However, by April 1923 the gradual decline in numbers was such that the decision was taken to close.

Responsibility for the maintenance of the building and the management of its use as a Sunday school and a Parish Room was then given to the members of the Parochial Parish Council.

⁷ The History of Education in Hepworth Margaret Charlesworth

New Mill

The Old School

According to the Court Roll of the Manor of Wakefield the site for the second school in the valley was acquired in 1693. In a document dated 2nd February of that year Annie Rhodes of Flockton and her two sons William and John surrendered to John Newton junior of Stackwood Hill and George Morehouse of Stoney Bank in trust: *“one parcel of land then being part of a close of land called the Royds containing ten yards in length and seven yards breadth in the occupation of John Newton on which to erect a school house for the benefit of the inhabitants of Fulstone and Wooldale”*

The tenure then remained with members of the Newton family until 1776. Following the death of John Newton of Thongsbridge in that year it was assumed by the husbands and descendants of his four daughters, Lydia, Elizabeth, Sarah and Mary.

Dr. H. J. Morehouse gave the date when the school opened as 1694 but unfortunately he failed to add any further information relating to it. It is, however, generally accepted that the land on which this school built was situated near the bottom of Sude Hill.

According to a Nomination Paper for a Schoolmaster submitted to the Archbishop of York in 1698 a: *“Jonathon Swallow of Scholes Batchlor having been formerly lycenced to teach a pettie School at Honley”* was teaching: *“at a pettie School at a certain place called New Mill.”* When he commenced his duties is not clear but it is evident that at that time Swallow was the established schoolmaster at the village school but teaching without the required licence: *“att wh said School he hath for sometime past allreadie taught and being unmindfull to presume to teach there longer without Lycence Humbly desireth he may call this opportunity and claiming have Lycence to and for the same.”*

To the Most Reverend Father in God by Divine Providence Lord Arch-Bishop of York primate of England Metropolitan

Whose names are hereunto subscribed Humbly sheweth that Jonathan Swallow of Scholes in the parish of Kirk-Custon your said Lord's Episcopall Batchler having been formerly licensed to teach a publick Schoole all the year within the parish of Kirk-Custon. And since hath been provided with the same by the Inhabitants of the said parish of Kirk-Custon to undertake teaching a publick Schoole at a certain place called Millers within the said parish of Kirk-Custon at which said Schoole he hath for some time past attended taught and being unwilling to proceed to teach there any longer without licence Humbly desires the said your grace to be pleased to grant him licence to do so for the said Schoole and of a good discreet conversation in all things conformable to the Church government. And in testimony whereof he hath subscribed his name in the said parish of Kirk-Custon in the County of Lincoln the 10th day of June 1698

Jos. Briggs vic. is
Wm. Norris is Curate

- Luton Wilson
- Geo. Morehouse
- Josias Charlsworth
- John Newton
- Mathew Morehouse
- Daniell Cartwright
- Philip Bray
- Phillis Bray
- John Barlye
- Benjamin Manbridge

Humphrey Briggs
Collett Curate

Subsg. Junij 1698
Wm

Nomination Paper for a Schoolmaster in New Mill 1698
Borthwick Archives: Nom. Sch. 1698/8

Described as having “Sufficient in Ability for performing his Daily (being a petty School) and of a Good Life and Conversation and in all things conformable to the Church Government” it is apparent that John Swallow had the full support of those whose names appeared on the Nomination Paper.

There are six entries in the diary written by the local apothecary, Arthur Jessop (1682-1751) relating to the school and of the schoolmaster between 1742 and 1746.

The entry for 11th October 1742 recorded: “I was at Newmill I called on the Schoolmaster and paid him 1s which Mr. Kenworthy gave me towards repairing the school.” This record gives the impression that the school had a continuing charitable status, in that a donation was given towards the maintenance of the building.

During the following year the entry dated 9th July 1743 informs that, at that time, the schoolmaster was a Jonathon Wadsworth: “Jonathon Wadsworth the Schoolmaster at Newmill paid me 7s 0d for a long table of ours which he fetched from Mythom Bridge to the School.”

It has not been possible to establish, whether or not, the Mr Wadsworth about whom Jessop wrote on 4th September 1744: “Mr Wadsworth got a fall; from his horse and died several weeks later very much lamented” was the schoolmaster. If this was the case, it is strange that Jessop did not, later, record the appointment of his successor. This not having been done may mean, of course, that the Mr Wadsworth who had died had not held this position and was perhaps a well-known and respected family member.

On 12th December 1745 Jessop wrote: “the Schoolmaster of New Mill sent a letter about the Rebels dated the 4th at 9 in the morning, which was read in the Club on the 5th, and he hath sent no letter since and nothing is heard of him.” The entry written on the following day referred to his return: “The Schoolmaster of New Mill came home yesternight.” It would appear that Jessop did not feel the need to record the name of the Schoolmaster, the contents of the

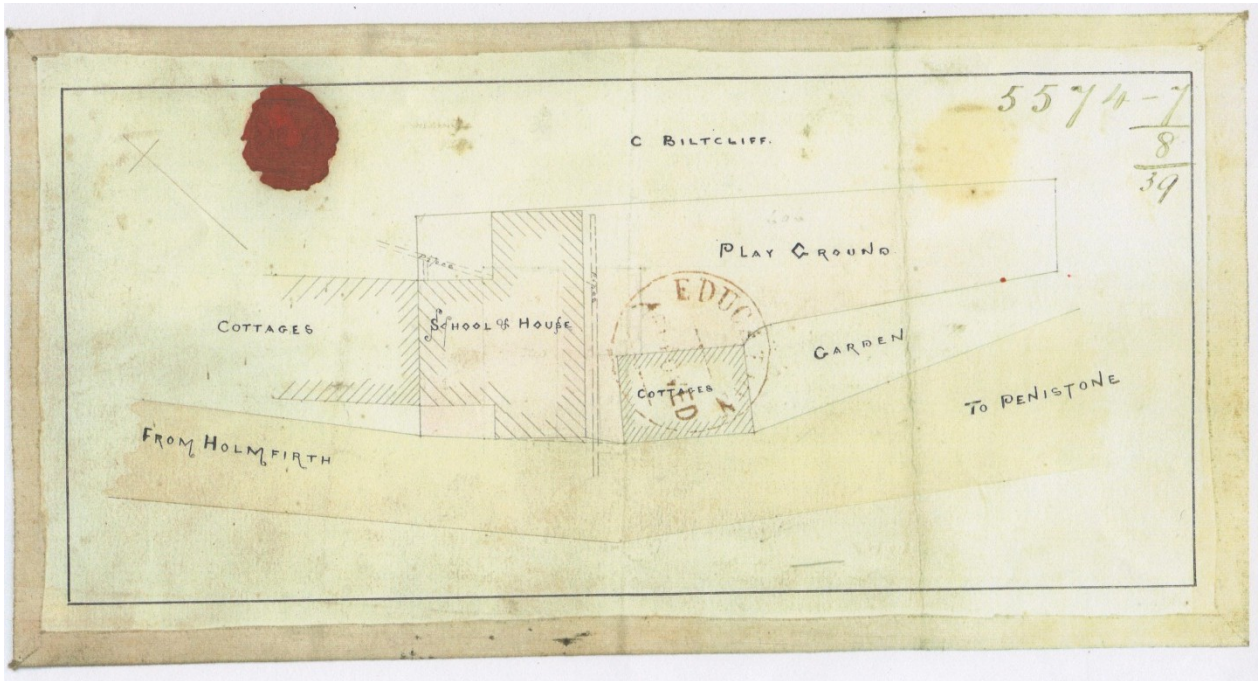
letter, the reason why the Schoolmaster had absented himself or indeed, exactly where he had been and with whom. Neither was any information given as to what happened in the school during his absence. The fact that the letter was read at “*the Club*” would suggest that the Schoolmaster was a member of the local Book Club of which Jessop was a founder member.

Two months later on 13th February 1746 he wrote: “*I was at New Mill at the School and the Schoolmaster made me 4 pens.*”



New Mill The Old School 2012

After the opening of the National School in the village, in 1838, the Old School premises accommodated what was known as the New Mill Undenominational Infants School.



Undated approved plan of the site of the Old School

New Mill

The Udenominational Infants School

Unfortunately no records have survived which can inform us as to why the decision was taken to retain this Infants school after the opening of the National school. There may have been those in the village who wished to have a school without any religious associations and it is likely that support for this came from amongst the nonconformists of the locality.

According to the Huddersfield Chronicle of 17th October 1840 a Ladies Bazaar was to be held: *“for the benefit of the New Mill Infant School.”* Alterations and improvements for the school having been planned it was stated that: *“about £100 is wanted to complete this undertaking. We hope that the laudable intentions of the ladies will be realised and that all who have the opportunity of assisting them by donations or purchases will avail themselves of it, and show that they are friendly to education.”*

Soon after the establishment of the new school Eli Wimpenny, Walter Platt and John Eastwood, (being the sons of the three daughters of John Newton of Thongsbridge,) made it clear that they no longer wished to remain tenants of the Manor of Wakefield for the premises or to continue to serve as School Trustees. So in 1842, as was recorded in the Court Roll of the Manor of Wakefield of 24th June they were replaced by: *“John Firth of High Flatts Gentleman, George Morehouse of New Mill Gentleman, Thomas Morehouse of Stoney Bank Farmer, William John Morehouse Scribbling Miller, Sidney Morehouse of Moorcroft Gentleman, Henry James Morehouse of Stoney Bank Surgeon, James Bates of Winney Bank Gentleman, Henry Marsden of Hollinggreave Clothier, George Walker of Jackson Bridge Clothier, Charles Morehouse of Stoney Bank son of Thomas Morehouse, William Parker Newton of Bellgreave Gentleman, Arthur*

Blenco Newton of Bellgreave Gentleman, and Thomas Marsden of Hollinggreave Clothier."

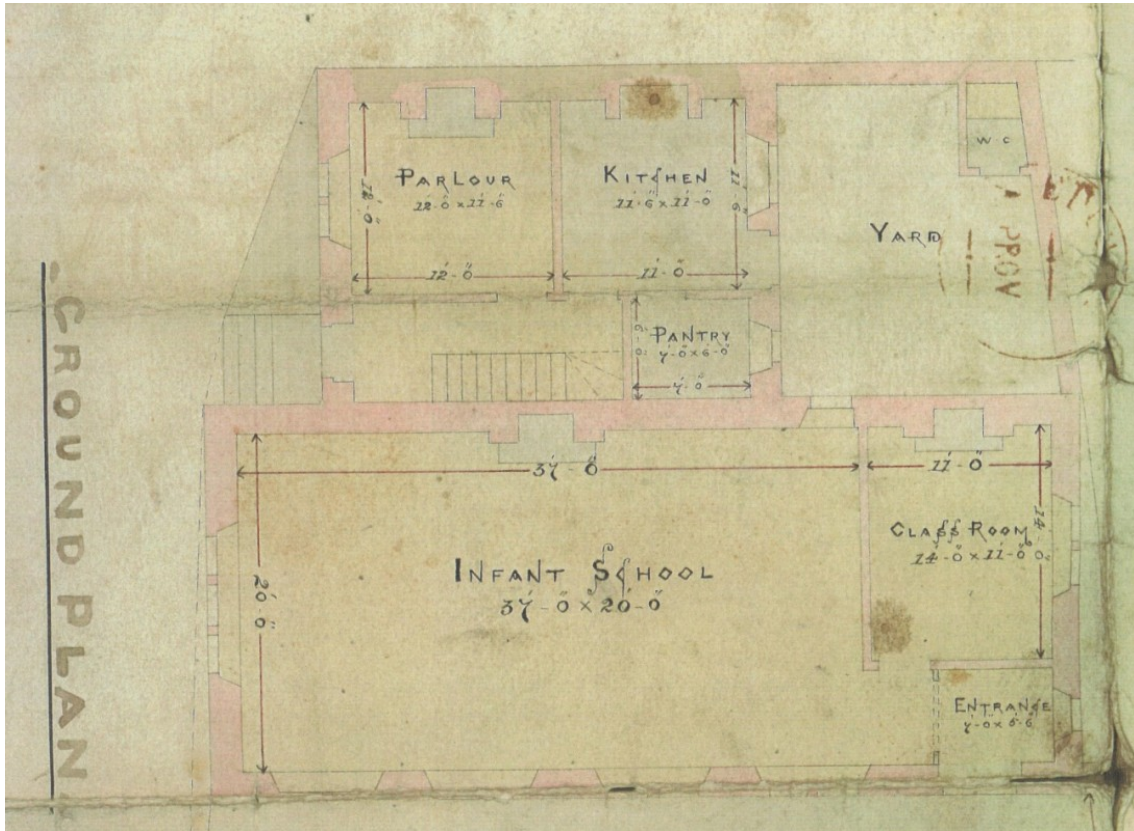
It may be of interest to note that John Firth was an influential Quaker and the members of the Morehouse family were associated with Lydgate Independent Chapel.

It was also in 1842 that the Charity Commissioners, acting under the Graveship of Holme Enclosure Act, awarded the trustees two further small pieces of land, adjoining the school.

During 1875 the school premises were rebuilt and enlarged and: "*a teacher's residence was added.*"⁸ These much needed improvements were paid for by a public subscription supplemented with a grant from public monies. It is quite possible that the plan on the next page dates from this time as the signatures on them were those of William Aspinall, Geo Booth, James W. Holmes, the Vicar of Christ Church, New Mill from 1843 to 1875 and the Headmaster of the National School from 1858 to 1876 Arthur Bennett.

The outcome of an application from the surviving trustees to the Charity Commissioners in 1877 was that the school site became the responsibility of the official Trustee of Charity Lands with the agreement that the school be used: "for the instruction of children and adults, or children only of the labouring, manufacturing, and poorer classes of the townships of Fulstone and Wooldale, as a public elementary school."

⁸ New Mill Udenominational School Log Book 1875



Undated approved ground plan of the Undenominational Infants School and School House

The school became New Mill County Infants School in 1906 when on 10th April the then Managers, Rev. Thomas Turnball Vicar of Christ Church, Arthur Lockwood Esquire, James Copley Esquire and Charles Henry Taylor Esquire, transferred the management and responsibility for the school to the West Riding County Council.

On 11th July 1921 notification was received from the Education Committee of the County Council that: *“the Board of Education had approved the proposal to amalgamate the two New Mill Schools under the Head Teacher of the Mixed Department and that this arrangement will come into operation on 1st August next.”* Clearly this amalgamation never took place the two schools continuing to co-exist as separate institutions.

The report following the visit of an H.M.I. on 21st April 1954 raised serious concerns over state of the premises and the facilities within these. After describing the origins of the school the stated conclusion was that: *“This history may account for the inadequacy of the school which could scarcely be more cramped and restricted.”*

The issues raised in the report added to the already existing concerns of those in the Education Department about the provision for elementary schooling in New Mill and Wooldale.

Discussions were commenced with all parties involved which resulted in two new schools being built. In 1969 a newly built school in Royds Avenue was opened as an Infant School. So it was after being a school for two hundred and seventy five years the doors of the Old School closed.


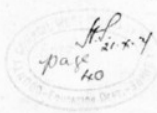
On the closure of the Junior School in Robert Lane in 1976 the school in Royds Avenue became a Junior School, the children of Infant age being transferred to the second new school in Kirkroyds Lane.

The building is now a private house.

Dated 3rd April 1906

The Managers of the New Mill Infants Udenominational School
to
The County Council of the West Riding of Yorkshire

Memorandum of Arrangement for the Transfer of the New Mill Infants Udenominational School.

E. 2327

Messrs. Edwards,
 West Riding Solicitors
 Wakefield.

24/4
16/12/07

Memorandum of
 Arrangement for the
 Transfer of the
 New Mill Infants
 Udenominational
 School
 1906

New Mill

The National School

This school was founded under an Indenture, recorded in the Court Roll of the Manor of Wakefield dated 5th April 1838, whereby a piece of Glebe land at the top of Sude Hill consisting of 24 perches, was conveyed by the Vicar of Kirkburton to nine trustees upon trust: *"for use as a Sunday School for the education of poor children of the inhabitants of the several townships within the Chapelry of New Mill"* and on other days: *"to be used for promoting the instruction in other branches of useful knowledge. Pupils were to be approved by the Minister of the Church of New Mill as many as might be accommodated therein."*

The main contribution to the financing of the school and school house is thought to have come from the National Society for the promotion of the Religious Education.

The Log Book dates from 1862 so there is no account of the management and life of the school during the previous twenty four years.

By an order of the Charity Commissioners in December 1872 the site and: *"the school buildings thereon erected were vested in the Official Trustee of Charity Lands on the trust to be used solely as and for a school for the instruction of children and adults, or children only, of the labouring, manufacturing, and other poorer classes in the several townships in the chapelry of New Mill."*

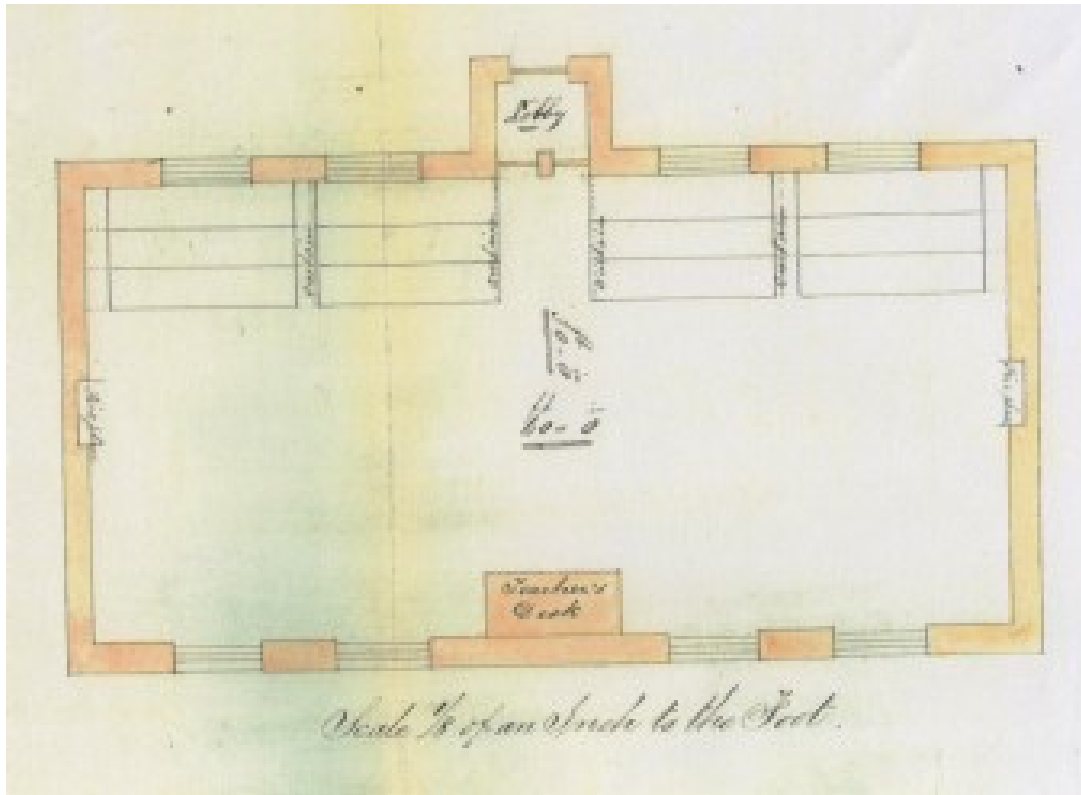
The management of the school became the responsibility of: *"a committee consisting of the officiating minister and six other persons, yearly subscribers to the school funds of 20s, members of the Church of England, and freeholders or residents in the Parish of Kirkburton or ecclesiastical district adjoining thereto, to be elected by subscribers of not less than 10s each year and similarly qualified."*

The committee would also be permitted to appoint: *"a further committee of not more than 12 ladies to assist them in the management of the girls and of the Infant School."*

The availability of public monies in 1875 made possible improvements to the premises, although, there is no available record as to the nature of these.

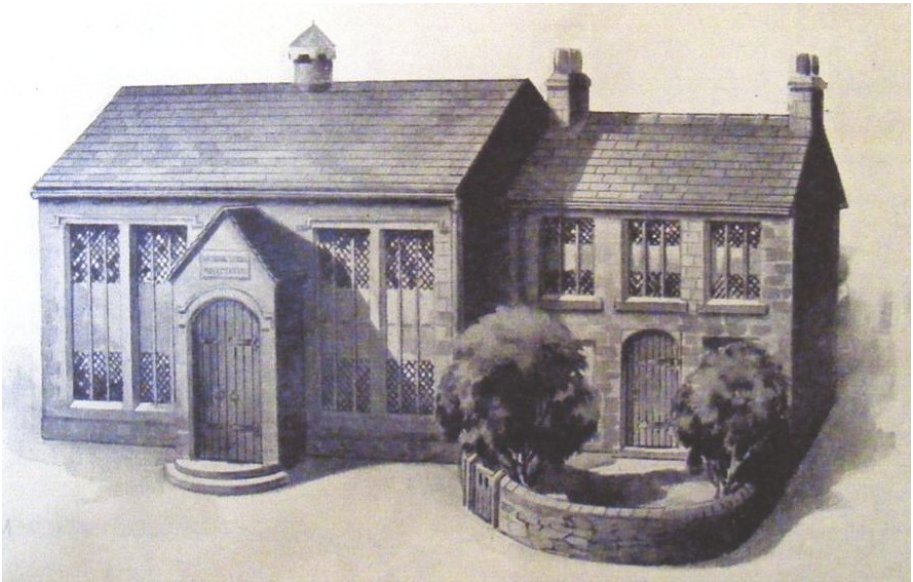
In the Returns to the Charity Commissioners in 1877 it was stated that the management of the school was to be the responsibility of a committee of thirteen persons. To qualify for such a position one had to have contributed at least 5s annually to the school funds and be a resident freeholder in the Parish of Kirkburton. When a vacancy occurred people who had annually donated at least 2s 6d to school funds were eligible to elect a replacement: *"one vote being given for each sum of 2s 6d but no person could have more than six votes."* It was also confirmed that the trustees had agreed that the site: *"would be vested in the Official Trustee of the Charity upon trust for a school for the instruction of children and adults, or children only of the labouring, manufacturing, and of the poorer classes of the several townships within the township of New Mill."*

It is clear from the H. M. Education Inspector's Report for the year ending 31st March 1886 that he was critical of the provision within the school, but commented that following the recent appointment of Mr Frederick Turner to the Headship: *"I feel sure that the new Master will do his best to make this an efficient school but the buildings are very poor and this greatly increases the difficulty of teaching. I hope the Managers contemplate either enlarging the present school or rebuilding it at some not very distant time."* The Managers response to this recommendation was immediate for two months later on 5th July Mr Turner noted in the Log Book: *"The school is immensely improved by the alterations, the ventilation especially."*



Undated plan of the National School New Mill
 (drawn before 1890, the year by which the porch had been removed)

The buildings were again a cause for major concern in 1889 the Managers having received a letter from the Department of Education that required them: *“to make extensive alterations or to erect new buildings.”* The result of their decision to make the required improvements, however, was then met by the reply from the Education Inspectorate that: *“a satisfactory reconstruction of the existing premises is not possible.”* In spite of this recommendation in February 1890 an agreement with the Education Department to the plans: *“for the enlargement and improvement of the School premises”* were made public by the Vicar.



New Mill National School and School House 1838 - 1890

In June the school moved to temporary accommodation in Holme Bottom Mill whilst the building work was undertaken, this being made available by Messrs. H. Thorp and I. Tinker. On 10th September 1890 Mr Turner's entry recorded: *"today we end our occupation at the Temporary Premises. Although the Mill has been a great convenience to us, the difficulty of teaching has been present, especially the strain on the teachers' voices, and the discipline."* The school was officially reopened six days later.

The redevelopment of the premises involved enlarging the School House (Mr Turner and his family having vacated this) and combining it with the Schoolroom. The details of the accommodation in the three classrooms created were recorded on the inside cover of the Log Book for 1891:

"Dimensions

Main room	Height	at centre	20yds 10
		at sides	15yds 3
	Length		46yds 0
	Breadth		30yds 0

West Classroom

Height	at centre	17yds 2
	at sides	15yds 3
Length		23yds 6
Breadth		22yds 6

East Classroom

Height	at centre	21yds 10
	at sides	15yds 3
Length		18yds 7
Breadth		13yds 7"

On 11th July 1921 the same notification from the Board of Education as had been sent to the Infants School was received. Clearly, those responsible for Church of England schools had agreed with the proposed amalgamation, what is not known is their reaction to it not taking place.

On 15th April 1953 the management and responsibility for the school was transferred to the West Riding County Council.

The school closed in 1976. The teachers and children then moved, with those from Wooldale Junior School, to the vacated Infant School premises in Royds Avenue.



New Mill National School

1890 - 1976

New Mill

The Lydgate Chapel School

In 1837 George Hebblethwaite Moorhouse of Moorcroft gave a piece of land adjacent the chapel yard as a site for a Parsonage and Schoolroom. These were built during 1842, the Schoolroom providing the much needed accommodation for the Sunday school, congregational activities and a night school. It is known that for a number of years a day school was held in these premises but unfortunately there are no surviving records relating to it.



Parsonage and Schoolroom

Lydgate Unitarian Chapel

In the 1848 edition of Whites Directory a Jane Chapman was described as a: *“Schoolmistress and Lydgate Fundholder.”*

Gatehead

The Primitive Methodist Chapel Day School

In 1836 the Primitive Methodist Chapel was built at the junction of the old road from Holmfirth, by way of Barnside, and the new Huddersfield to Sheffield Turnpike Road. As was the custom in such buildings it consisted of a Chapel and a schoolroom beneath this in which a Sunday school was established.



Gatehead Primitive Methodist Chapel in which a day school was held 1836-1884

Those responsible for the Sunday school classes, evening meetings, classes and lectures for adults soon realized the need there was for them to also provide a basic education for the children living in the remote cottages of the area whose parents chose to send them. A day school was established in 1836 which remained open until 1884, the year when the new and enlarged Hepworth New Town School opened.

During this time there were four schoolmasters, Jonas Charlesworth, Will Abbate, Joseph Bardsley, and Jabaz Bunting.

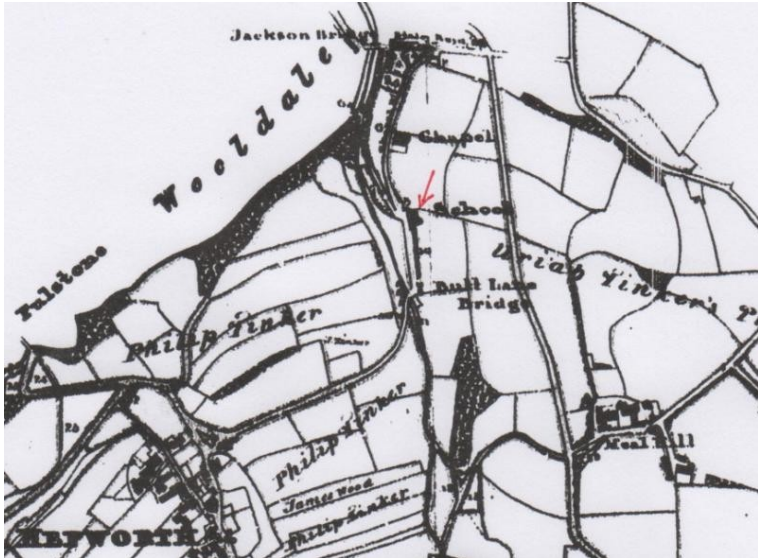
Jackson Bridge

The Wesleyan Methodist Chapel Day School

In an Indenture dated 1826 relating to the purchase of a close of land in Jackson Bridge called Meal Hill Bottom it was stated that the intention of those who were party to this transaction was to acquire land for: *“the purpose of Building thereupon a School and Dwellinghouse for the Master or Teacher of the said school.”* The description of the proposed building would imply that the school envisaged was a day school in which: *“the teaching therein of children of all religious Denominations without exception notwithstanding which the said school shall be a Methodist School of the Wesleyan Old Connexion.”*

Those involved in the decision to buy land and build a school were clearly men who were either closely associated with Wesleyan Methodism in the locality or supportive of the intention to have a school in Jackson Bridge. Among their number were Ebenezer Tinker, Philip Tinker, Uriah Tinker (the younger), Abel Tinker, Richard Brown, James Brooke, John Hincliffe, Abraham Taylor, John Ibbotson, Abraham Beaumont, George England, George Mitchell and John Stanley. They would have known that shortly after the opening of the new Wesleyan Methodist Church in Holmfirth in 1810 the premises were extended to accommodate both a Sunday school and a day school and that in 1818 the day school in nearby Scholes had been established by the Wesleyan Methodists in that village.

The school built consisted of one internal space entered by a door either side of the small front porch, one for the girls the other for the boys. The school bell was placed high in the wall between the two entrances. In such a building the teaching in the Sunday school would have been undertaken by leading members of the congregation, the appointed schoolmaster taking responsibility for the running of the day school.



Section of the Land Enclosure Act Award Map 1834 showing Jackson Bridge Wesleyan Methodist Day and Sunday school

In the Census Returns for Jackson Bridge in 1841 John and Susannah Whitehead described themselves as "a schoolmaster" and "a schoolmistress."

Jackson - -bridge	1 David Baranant	70	Labourer
	Mary da	60	
	David da	21	
	Judith da	21	
da	1 Jonathan	25	lab
	Hannah da	23	
	Thos da	4	
	William da	1	
da	1 John Whitehead	43	schoolmaster
	Marion da	59	do -

Census Return Jackson Bridge 1841

Ten years later John and Susannah Whitehead, similarly described as schoolmaster and schoolmistress, are recorded as living in Sude Hill in New Mill. As non-conformists it would have been highly unlikely for them to have been employed at the National School so it is possible that they were running a private school. Did they move from Jackson Bridge because they wished to or was it because the school there had closed? The date of closure has not been established, but it is likely that it was before 1851 as there is no record of a schoolmaster living in Jackson Bridge in the Census Return of that year.

For nine months in 1884 the teachers and pupils of the Town School in Hepworth moved into: "*the Sunday school in Jackson Bridge*" whilst the new school in Maingate was being built.

During the early 1890s the decision was apparently taken that the Sunday school premises were no longer suitable for the activities the chapel congregation wished to have in them. In 1895 a grand Bazaar was held in the Town school in Hepworth in aid of funds: "*for building a new school in connection with the Wesleyan Methodist Chapel in Jackson Bridge. The need for more accommodation has been long felt as the present building is too small for the number of scholars, is inconvenient for public meetings and has practically no classrooms.*" ⁹ During the celebratory event for the opening the new Hepworth Wesleyan Sunday school five years later one speaker described how: "*the old school long ago served its day and generation.*" ¹⁰

The redundant premises were sold in 1900 and converted into a house by the new owners.

⁹ Huddersfield Chronicle 19th April 1895

¹⁰ Huddersfield Chronicle 9th October 1900

Took all title by these Deeds, that I,
 Frederic William McDonald, President of the Conference
 of the People called Methodists, assembled at London
 in the County of Middlesex _____ do hereby testify
 and declare that the consent of the said Conference is given
 to the Sale of a piece or parcel of Land situate lying and being
 at Hesperwith in the Parish of Hesperwith in the
 County of York containing altogether two hundred
 and fifty six square feet a square yard is or thereabouts
 together with the Schoolhouse and Offices erected
 thereon or on some part or parts thereof of the said land
 and Schoolroom being no longer needed for Wesleyan
 Methodist West Methodist and School purposes having
 been erected in lieu thereof

Extract from Agreement for Sale 1900



The former Wesleyan Methodist Day and Sunday school
 Jackson Bridge 2012

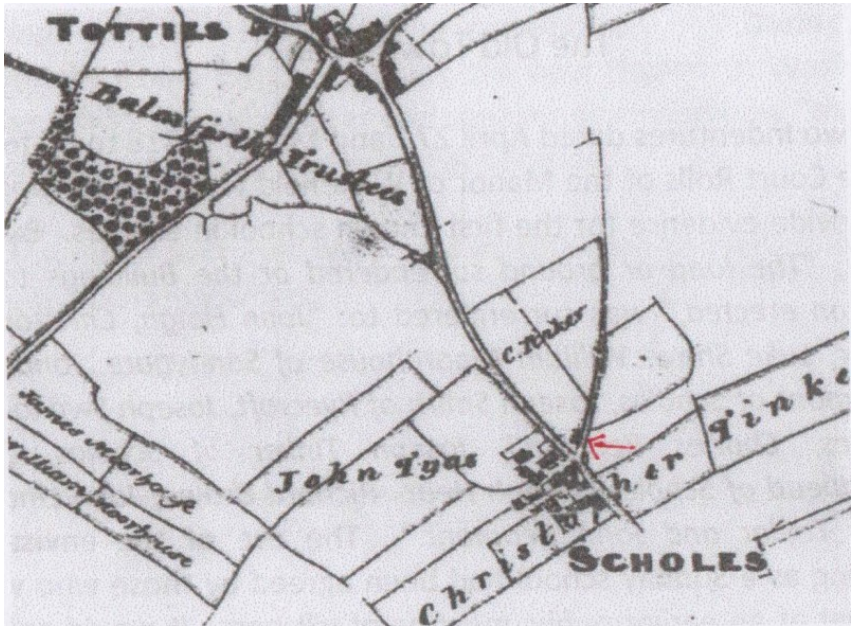
Scholes

The Old Town School

he two Indentures dated 27th April and 4th May 1818 to be found in the Court Rolls of the Manor of Wakefield for that year appear to provide evidence for the first known school in Scholes. By the latter: *"The land or ground surrendered or the Buildings to be thereon erected"* was surrendered to: *"John Haigh, Christopher Tinker, Luke Shaw, William Moorehouse of Sandygate, Jonathon Beaumont of Scholes, Joseph Smith of Rycroft, Joseph Swallow of Scholes, Charles Beardsall, Joseph Tinker of Scholes, John Broadhead of Scholes, Joseph Heap, Richard Brown, John Lindley, Peter Taylor and John Beamont."* The use of the envisaged building as a Sunday school had been agreed by those who were present at an earlier public meeting of villagers. It would appear that the majority of those attending were Methodists or had non-conformist sympathies for the building to be acquired was: *"for the use of the inhabitants of Scholes and the vicinity under the regulation of the Wesleyan Methodist inhabitants of Scholes for the purpose of educating and instructing such a number of boys and girls as should be decided on by a majority of the Trustees appointed."* It was also agreed that the Wesleyan Methodists: *"should have the privilege of opening the school house for divine worship."*

Sadly nothing is known about the early years of this school except that it was situated on land known as *School Croft* which lies at the top of Slater Lane situated near St. Georges Road.

The school was described in the 1848 edition of Slater's Directory as: *"the Subscription school"* and later in the Census of 1871 as: *"the Town school."*



Section of the Land Enclosure Act Award Map 1834
showing Scholes Old Town School

It continued to be the only school in the village until December 1869 when the trustees of the, by then, Primitive Methodist Chapel allowed a day school to be held in the Schoolroom. This was subsequently taken over by the newly formed Wooldale and Cartworth Local School Board in 1877. For the trustees of the Slater Lane School the implications of there being a Board School in the village, albeit only for Infant aged children, caused them to have real doubts regarding the future of the school. These were such that they immediately applied to the Charity Commission for permission to sell their premises. They also sought advice as to the best way to set up a scheme for the future regulation of their Charity monies. However, the Holmfirth Wesleyan Methodist Society then raised an objection to the sale of the building, claiming that they had the right to the

continued use of the premises under the provision of the original deed trust.

There is no record as to when the school closed but it would appear that it was between 1881 and 1886. In the Census Return for 1881 the School House was described as: "Hamlet of Scholes Towns School." It was also the home of the family of Allen Brook, a woollen header.

No. of Schedule	ROAD, STREET, &c., and No. or NAME of HOUSE	HOURS		NAME and Surname of each Person
		In-handled	Un-occupied (C) or Building (B)	
1	1 School House	1		Allen Brook
	Hamlet of Scholes			Alice do.
	(Towns School)	1		Ada Ellen do.
				Tom Shaw do.
				Thomas -
				John -
2	1 Westfield	1		Charles Lockwood
		1		Emma -

Census Return choles in Wooldale 881

It was not until 16th July 1886 that Charity Commissioners were in a position to give the existing trustees, John Tinker, Richard Swallow, Francis Brooke, Henry Tyas, Henry Swallow, Allen Haigh and Charles Lockwood the looked-for permission for the sale of the schoolhouse. From the proceeds of the sale 20s was to be paid to the Scholes Primitive Methodists towards the cost of enlarging their Schoolroom and to the Holmfirth Wesleyan Society to settle their earlier claim. The remaining sum was then to be invested, with the income from this being given to needy children in support of their education.

Describing the Old Town School the writer of the Return for Endowed Charities in 1899 stated: *“the School house had not been used for some time past nor as a Sunday School for over 30 years.”*



The building at the junction of Slater Lane and St. Georges Road at one time the premises of the Old Town School

Scholes

The Primitive Methodist Church Day School

In 1868, that is seven years after the opening of the Primitive Methodist Chapel, a building to accommodate the Sunday school and congregational activities was completed.

A year after the opening of the Sunday school building it was recorded in the Minutes of the Meetings of the trustees of the Primitive Methodist Chapel that a proposal for using the premises for a day school was under discussion. No details were given about the people party to this, so it cannot be established whether or not they were associated with the chapel or were a group of villagers wishing to set up a new school and the Sunday school building was seen by them as appropriate for this.

On 11th December 1869, however, the decision was taken: *“that the Trustees accept the sum of £4 as rent for the school for the present”* and that: *“the school pay its own cleaning and fire.”*

Regrettably no records have survived that would give information about this school. The occasional entries in the Minutes of the Meetings of the Chapel trustees were concerned solely with issues relating to the accommodation within the building.

Scholes

Local Education Board Infants School

On 3rd November 1875, two years after the creation of the United Wooldale and Cartworth School Board, several Board members visited the Primitive Methodist Chapel to ascertain if the Chapel trustees would agree to the Schoolroom being rented by the Board for an Infant Day School. A satisfactory agreement was reached in that the trustees approved this proposal. The Local Board Infants

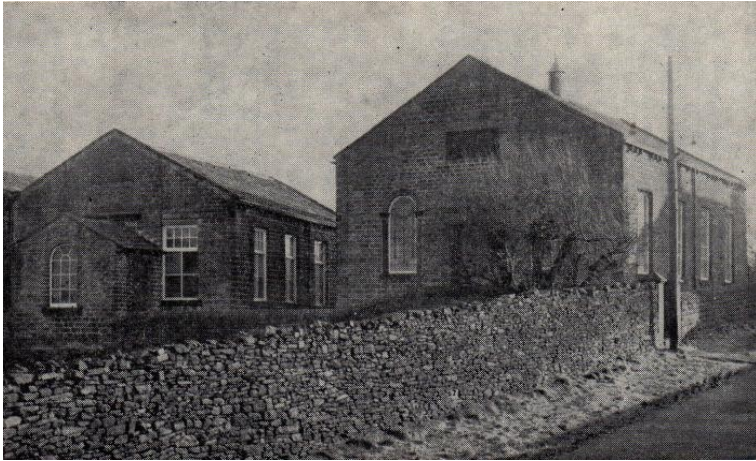
School held its Official Opening on 30th April 1877 with twenty children in attendance, but by the end of June numbers had increased sufficiently for the Headteacher, Miss Horsman, to form a second class.

There then being no provision for the older children in the village Board School parents had the choice of sending their junior aged children to the Board schools in Hepworth or Wooldale or the, by then, much depleted Slater Lane school.

The following year Miss Horsman received permission: "*to retain and admit children in Standard 1 that is between the ages of 7 and 8.*" However, two years later in May 1880 the School Board notified her that: "*the nineteen scholars who are nearly 8 years of age have been told they must go to Wooldale board school, they cannot be retained here.*" The reasons for the School Board's directive, in 1881, are not known but the outcome of it was regretfully recorded by Miss Horsman: "*21 children who are over 7 years of age have been dismissed today and told to go to Wooldale Board School.*"

The growing concerns about the unsatisfactory nature of this situation and the resulting difficulties for both children and parents led to a proposal that a new and full-age school should be built in the village. There were, however, those who opposed this suggestion, for in 1892 eighty six ratepayers signed a petition against it. As a result of this no action was taken and the school continued as it was.

The supporters of a new school must have greatly welcomed the directive of the Department of Education in 1895 that the Wooldale and Cartworth School Board were: "*to purchase a site and erect a school for infants and older children instead of the small hired buildings at Scholes without delay.*" Unfortunately, again no action was taken.



Primitive Methodist Chapel

The Sunday school building showing the porch built on in 1897

Scholes

Provided Elementary School

Shortly after the West Riding County Council assumed responsibility for educational provision in 1902 it was agreed that the Infants School would close to be replaced by the much-needed elementary school. A site in Wadman Road was purchased from James Turner, stone mason, in the autumn of 1905. During the following year the Education Authority informed the trustees of the Methodist Chapel that after the opening of this new school there would no longer be the need to rent their premises.

At the stone laying ceremony held on 2nd May 1908 two bottles containing copies of the day's newspapers and the names of the invited guests were placed under the corner foundation stone. The school, initially called Scholes New Provided School, opened in 1909.



Scholes Provided School Stone-laying by Councillor J.F. Roebuck 1908



Scholes Provided Elementary School 1909

Wooldale

Several meetings were held in the village during 1821 the purpose of which was to establish a school. However, in view of the differing religious allegiances of those attending agreement could not be reached. The clergy of Kirkburton proposed a National School, the Quakers favoured a Lancastrian School, the Methodists a Wesleyan School and others wished for a non- sectarian village school. The outcome of this difficult situation was that nothing happened and another twenty years passed before any form of schooling was available in the village.

This became possible when Joseph Swann assisted by Joseph Turner and Joseph Barker set up a Sunday school in 1840 in the larger of the two cottages used by the Wesleyan congregation for services. The room was furnished with forms and desks and accommodated forty scholars. Eight years later a new Sunday school was built, with seating for 100 people and was known as *“the School Chapel.”*

The writer of the Sunday school register for 1875 recorded: *“there were separate classes for boys and girls, and there were Bible classes Testament classes, Spelling classes and for girls only a “Select Class” and at the time “Sunday School was from 9.30am and 1.30pm and scholars stayed to the afternoon service.”*¹¹

The writer of an article in the Holmfirth Express of 5th March 1892 concerned with the opening of new premises for the Wesleyan Chapel in the village stated: *“of necessity has to serve as school and chapel, with social gatherings thrown in”* and that *“the children were fortunate in that they had use of a wellstocked library.”*

There is no evidence that any form of day school was ever held in the premises.

¹¹ Heritage for worship 150 Years of Methodism in Wooldale Neil Hollingworth

Wooldale

The United Methodist Free Chapel Day School



United Methodist Free Chapel and Schoolroom
in which there was a Day School 1868-1879

In 1860 forty one members of the Wooldale Wesleyan Methodist Chapel formed a Wesleyan Reform Society. On leaving the Chapel they held their services and the Sunday school in a cottage in the village. In July 1868 their new Chapel was opened in Lane Bottom (Robert Lane) consisting of a large room for worship with a Schoolroom beneath. One hundred and seventy three children attended the Sunday school at this time. Forty two teachers were appointed to give religious instruction and to teach basic reading and writing.

At some time between July 1868 and March 1871 the decision was taken to use the premises as a day school, for in the Census Return of that year a founder member of the Wesleyan Reform Society, Mr Emmanuel Booth was described as the School master.

Four years later those attending the meeting of the Wooldale and Cartworth School Board on 3rd November 1875 received a letter from the trustees of the Wooldale United Methodist Free Chapel Day School: "offering the transfer of the school to the Board." This proposal was readily accepted, for the newly elected members of the Board were looking to assume responsibility for some school facilities in the village. Following further negotiations, a month later, on 15th December agreement was reached that the Board would pay £15 a year for the use of the Chapel Schoolroom.

The transfer of the management of the school to the Wooldale and Cartworth School Board was recorded on 3rd January 1877. Mention was also made of the following expenses:

<i>"Salary</i>	<i>Headteacher</i>	<i>Mr Emanuel Booth</i>	<i>£140 per annum</i>
	<i>Assistant</i>	<i>Mrs Ellen Booth</i>	<i>\$16 per annum</i>
	<i>Sewing Mistress</i>		<i>£15per annum</i>
	<i>One Pupil Teacher</i>		<i>£12 10s per annum</i>
	<i>School cleaning daily</i>		<i>£6 per annum</i>
	<i>Fuel and Light</i>		<i>£2</i>
	<i>A new blackboard to be provided"</i>		

In the following June, a visiting Education Inspector wrote in his report: "*Considering that this school is held in the most unsuitable and inadequate premises, the result of the inspection are surprisingly good.*" The members of the School Board readily acknowledged the inadequacies of the premises and began to actively look for a site on which to build a new school. When acquired this was situated conveniently across the road from the Chapel. The Headteacher, staff and children were transferred to what was known as the Wooldale Local Board Elementary School in May 1879. On 30th June Mr Booth noted: "*The Infants were transferred to their own department this morning and placed under the care of Miss Buckley.*"

Wooldale

The Local Board Elementary School

One of the first decisions taken by the newly formed Wooldale and Cartworth School Board was that a site had to be found in Wooldale on which a new school could be built. It was agreed to ascertain from Mr Alfred Woodhead whether he was prepared to sell the whole or part of a field off Wooldale Lane for this purpose. If the outcome of discussions with him were unsuccessful then it was arranged that Mr William Cartwright be approached for the purchase of land also situated in Wooldale Lane.

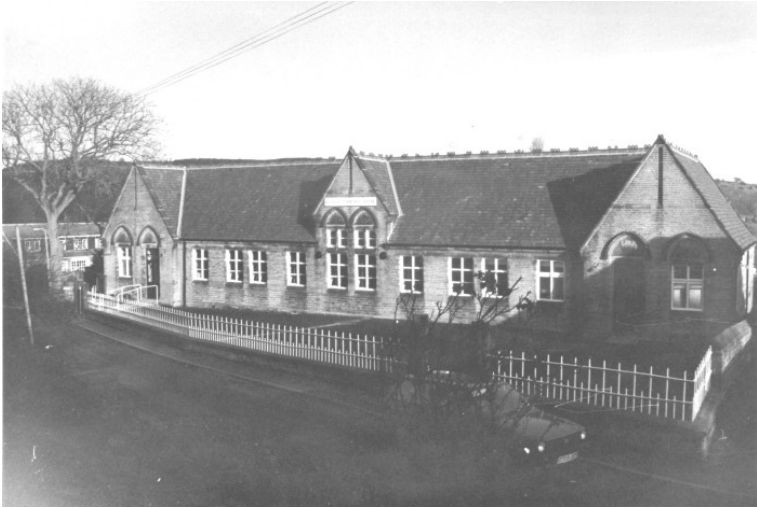
Those attending the Board meeting held on 7th February 1876 were delighted to approve the purchase of Mr Woodhead's land and to agree the negotiated price of 1s 6d per yard.

A special meeting of the Board was convened on 15th July 1877 the purpose of which was to discuss and approve the plan for the new school building.

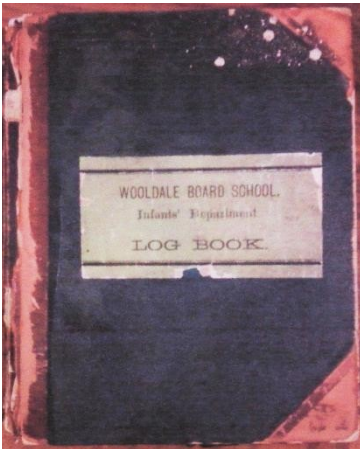
The ceremony for the laying of the foundation stone of the new Wooldale Local Board Elementary School was held on the 13th July 1878. During the proceedings a bottle containing a copy of the School Book, the Huddersfield Chronicle, the Huddersfield Examiner, the programme for the day and a parchment memorandum detailing the events of the day and including the words: *"This will be the first School erected by the Board of the district under their control and will provide accommodation for 400 children"* was placed under the stone.

Responsibility for the school was transferred to the West Riding County Council and in 1969 children of infant age from this school along with those from the New Mill Infants School were admitted to a new school built in Royds Avenue. On their transfer in 1976 to the newly built Kirkroyds Infants School all the junior aged children from

the schools in Wooldale and New Mill moved to the Royds Avenue building. The premises then became the Wooldale Community Centre.



Wooldale Local Board Elementary School 1879-1976.



Wooldale Board School Infants
Department Log Book 1879 to
1909

It is clear from the surviving Log Books that the Infant and Junior Departments were organised separately from 1879 to 1922. The pages of this Log Book provide information about the life of the Infants Department including staffing, the curriculum, annual H.M.I. Inspections, classroom furniture and equipment . Following the retirement of Miss Eugenie Buckley, Head of Infants, in 1922 the school worked as one unit.

Totties

The Old School



The House known locally as the Old School House 2012

As yet no archival evidence has been found to support the fact that this house is called the Old School House. Described in the relevant sale documents and wills dated between 1848 and 2010 as: *“one of six Cottages or Dwelling houses situate in Totties”* it is clearly a much older building than the others in the row adjacent to it.

There is a view held locally that the house may have been built at the time when Henry Jackson, then living at Meal Hill, was building Totties Hall which was completed in 1684. Henry Jackson was a much persecuted early Quaker and it is known others who shared his beliefs held Meetings in the Hall.

Local hearsay opinion is that a school was held in this building. It is thought that the upper floor was used as the schoolroom and that the schoolmaster and his family lived in the rooms below.

Prior to the establishment of the Quaker Boarding School at High Flatts: *“Quaker based education appears to have been conducted by individual members of the meetings like William Earnshaw of Totties.”*¹² William Earnshaw (1717-1802) was a member of one of a number of Quaker families living in Totties during the eighteenth century and early years of the nineteenth century. He attended Wooldale Meeting and was known to have been: *“an educated Friend who taught a school as well as pursuing employment as a clothier.”*¹³ In 1774 Joseph Haigh of High Flatts: *“went away to William Earnshaws of Totties to receive some schooling.”*¹⁴ Is it possible that it was in this building that William Earnshaw and his family lived and in which, at some time, he ran a small school?



¹² Plain Country Friends The Quakers of Wooldale High Flatts and Midhope
David Bower and John Knight

¹³ Ibid

¹⁴ Ibid

Private Education

There were a number of privately run schools in the valley that parents could choose to send their children. There were Dame Schools, small Private Schools and Academies.

The Census Returns and local Directories give account of a number of men and women who described themselves as a school master or a school mistress. It is however difficult to ascertain whether they taught children in their homes, in hired rooms or, if their names do not appear in the records of any of the village schools, where it was they were employed.

A Dame School was, in most cases, run by a single woman or a widow in her own home living in reduced or even impoverished circumstances. There are records relating to several such schools in the valley although little is known about them. The Census Returns offer the evidence of such women. Amongst their number were in 1841 Martha Hallas, aged sixty of Hey Gap; in 1851 Eliza Turner of Wooldale village whose husband was an agricultural labourer; Betty Hirst, a widow, living in Hill Top in Wooldale with her unmarried brother and a lodger, who had described herself as a Pauper/schoolmistress; Mary Barraclough of New Mill whose husband was a stone delver and Mary Heeley of Millshaw Grove whose husband was a collier. During the 1850s and 1860s Mrs Jane Broadhead, the wife of Joseph Broadhead, a Quaker, ran a school in her home in Hepworth. Miss Lindsay ran one in her house in Paris during the 1870s.

Charging a few pence a week for the small number of children attending women like these would, at best competently teach the basics in reading writing and simple arithmetic, or at worst offer low level child minding



Premises of a Dame School in Hepworth
later the home of Mr John Beaumont

Where the school that Mr Bennett referred to in an entry in the Log Book on June 1860: *“a boy left and gone to Fulstone school”* was held has yet to be established. Similarly in 1867 it was with obvious concern that he wrote: *“A woman in the village commenced a school in her house last week. I have heard of several of the smaller children from the school going there.”*

During the 1930s the Sunday school at Lydgate Unitarian Chapel was rented by Miss Walsh who, on five mornings a week held: *“a small private preparatory School.”*¹⁵ Unfortunately there is no surviving contemporary account of this school.

¹⁵ Lydgate Sunday School and Legal Papers Clifford Lord

Children from the more prosperous and aspiring families may well have been sent to one of the several private schools in Holmfirth described as Academies. In the 1830 edition of White's Directory the Academies listed in Holmfirth were those run by: *“John Aspinnall, Joseph Holmes, William Jefferies, Mary Moorhouse, Rev. Robert Taylor (boarding), Ann Wood, and in Scholes William Senior.”* Several of these were well established and of long-standing, for it was stated in the Holmfirth Express on 27th December, 1913 that: *“Sixty years ago Holmfirth boasted eight academies, three of which took boarders viz: Mr John Burton's, Mr John Wylie's and the Misses Hill's. Those where boarders were not taken were kept by Mary Ann Bradley, Henry and Mary Brook, John Sanderson, Sarah and Elizabeth Sykes.”*

On arriving in Holmfirth John Burton became an assistant teacher in the school run in the Parish vicarage by the Rev Robert Taylor, the Vicar of Holy Trinity Church. He later established his own Classical and Commercial Boarding Academy for Young Gentlemen at Shaley House, Huddersfield Road, Holmfirth. According to the Huddersfield Herald of 27th July 1908 this was an educational establishment which was regarded by many in the valley as: *“the Alma Mater of so many of Holmfirth's distinguished sons.”*



John Burton 1807-1892

**CLASSICAL & COMMERCIAL ACADEMY,
HOLMFIRTH.**

MR. BURTON continues to receive a limited number of Young Gentlemen to Board and Educate in the Greek and Latin Classics, the various branches of Mathematical Science, English Literature, and all the necessary parts of a liberal, intellectual, and systematic Education, on the following terms :—

	⌘ Annum.	
Pupils under Ten years of age	22	Guineas.
Pupils above Ten	24	”
Weekly Boarders	18	”

No Extras except for Stationery.

French, German, Music, and Drawing on the usual terms, by approved Masters.

A Quarter's Notice is required ; or payment for a Quarter prior to the removal of a Pupil.

Advertisement in the Huddersfield Chronicle 6th July 1850



Shaley House, Huddersfield Road, Holmfirth 2012

School Life: Staffing

Headteachers, monitors, pupil teachers and assistant teachers

Prior to 1846 there was no specific training leading to a recognised qualification for those men and women who were headteachers, assistant school masters and school mistresses. Those who educated the children of the manufacturing, labouring and poorer classes came from differing backgrounds and for a variety of reasons.

There were men and women, whose desire to teach came from a sense of religious or moral purpose. Amongst their number were those whose family circumstances meant that they were reasonably well-educated.

There were also those who were seen as appropriate for the position of a schoolmaster having taken advantage of the self-improvement classes offered by local Chapels and Churches. Such was the case at Gatehead Primitive Methodist Chapel Day School where a miner Mr Jonas Charlesworth was the first schoolmaster.

Frequently successful when applying for a post as a schoolmaster were those who having been employed in occupations and trades, in which they had gained more than a basic education, were able to undertake further studies. Mr Fred Booth who was a long-serving headteacher of Hepworth Endowed Town School had been a weaver in Holmfirth and when first appointed must have had sufficient knowledge of “the 3Rs” for the position. His uncle, Mr Emmanuel Booth, headteacher of Wooldale School, then persuaded him to undertake the studies necessary to passing the Government Teaching Certificate.

However, for many, it was the realities of their social position and financial circumstances that meant the only respectable employment open to them was to teach.

Those employed in the valley schools generally lived locally although an increasing number of certificated teachers came from other parts of the country to take up headship appointments. Several assistant certificated teachers employed at New Mill National School came from Wales, contact having been established with Bangor Training College.

Monitors

From 1789 the shortage of teachers had led to an acceptance of the monitorial system and the practice whereby older selected pupils, having been taught by the headteacher, were then required to teach what they had learnt to groups of younger children.

It was, however, a system that was entirely dependent on both the commitment of headteachers to find the time to instruct the monitors and their ability to do this in such a way that enabled them to control and teach the other children.

The use of monitors was generally accepted as an appropriate and efficient approach to teaching and certainly the valley schools were dependent on such appointments. In 1874 on taking up his post as the headteacher of the newly opened Church School in Hepworth Mr W. S. Taylor stated that being the only teacher his first priority was to appoint two monitors who would be paid 1s a week. Likewise Miss Kate Oswald on her appointment to New Mill Udenominational Infants School in 1876 as the only teacher faced similar difficulties. The number on roll meant that there were sufficient children for two classes. One of the recommendations made by the visiting Education Inspector was that there should be a paid monitor appointed to help her in this situation. At the time this was complied with. During the following year a similar request was made for assistance: *"if only a paid monitor to look after the babies."* On this occasion, however, there was no approval given for such an

appointment. Miss Oswald resigned from her post later that year, a decision possibly influenced by the lack of teaching support.

The difficulties caused by a lack of assistant teachers were sometimes alleviated by the temporary employment of a monitor. When such a situation arose at New Mill National School in October 1894 Mr Turner had to resort to using two boys from Standard V1 as monitors, his own fifteen year old son, Fred, and Walter Bailey aged twelve years.

Headteachers' experiences of monitors varied considerably for a variety of reasons, many of the youngsters were willing, cooperative and hard-working, others, it would appear were not successful in their duties.

The continuing concern of headteachers that the monitor was not fulfilling his or her duties properly is evident in many entries in the school Log Books. These failings appear to have arisen from a lack of the necessary subject knowledge, an inability to control and instruct the younger children and from frequently having too many commitments and responsibilities at home.

Shortly after Miss Horsman arrived in Scholes in 1877 as the headteacher of the newly created Infants School her request that a monitor be appointed in view of the increasing numbers on roll was granted. A village girl, Clara Lockwood, was taken on for a trial period. From her comment on the appointment Miss Horsman had some reservations about this but was hopefully confident that the situation would improve: *"She is rather backwards in her studies but is quick and willing to learn, and likely to teach well."* Clara's position was confirmed two months later, Miss Horsman noting at the time: *"she seems desirous of teaching well and improves in the work."* However, within six months the situation appears to have changed and she expressed her concerns writing: *"the monitress teaches fairly, but does not make so much progress in her own studies as she ought to do having to assist in the house work at home too much."*

When Clara left two years later Miss Horsman's assessment of Florence Green, her replacement, revealed a continuing concern: *"Miss F. E. Green teaches moderately. She has reached a fair attainment in Reading, Spelling but is backward in Grammar and Geography."*

Pupil teachers

Dissatisfaction and criticism with the inadequacies of the monitorial system and a growing recognition of the need for professional knowledge and skills resulted in the introduction of a new approach to these issues in 1846. It was during this year that a Government Education Certificate was available to practising teachers, the first Teacher Training College was opened and the practice of employing pupil teachers was established.

The Education Certificate was awarded to practising teachers who successfully passed an external examination, this then being an indication of professional competence. Teacher Training Colleges were established in various parts of the country offering the courses that in time would create a qualified teaching profession.

Pupil teachers were to be intelligent pupils of a good character and over the age of thirteen. Having been selected they would undertake a five year apprenticeship. It was frequently the case that a monitor who wished to remain working in a school would become a pupil teacher in the same or a neighbouring one.

The conditions of the pupil teacher apprenticeship years were that they would receive seven and a half hours instruction every week, before or after the school day, from the headteacher. They were to teach five and a half hours every day and they could be required to take any class and teach any subject. For this they would receive a salary over the years that ranged from £10 to £20 per annum. At the end of the five years they were required to sit the examination known as the Queen's, later the King's, Scholarship.

Successful candidates were then able to study at a Teacher Training College and return to school as certificated teachers.

Two pupil teachers, Alexander Shaw and John Lewis Lodge, employed at the National School in New Mill having been successful in the scholarship examination embarked on a Teacher Training course. It would appear that it was with a degree of satisfaction that Mr Bennett recorded on 17th December 1866: "*Shaw and Lodge two pupil teachers formally, came into school. They have given me a little information about college life at the present day.*"

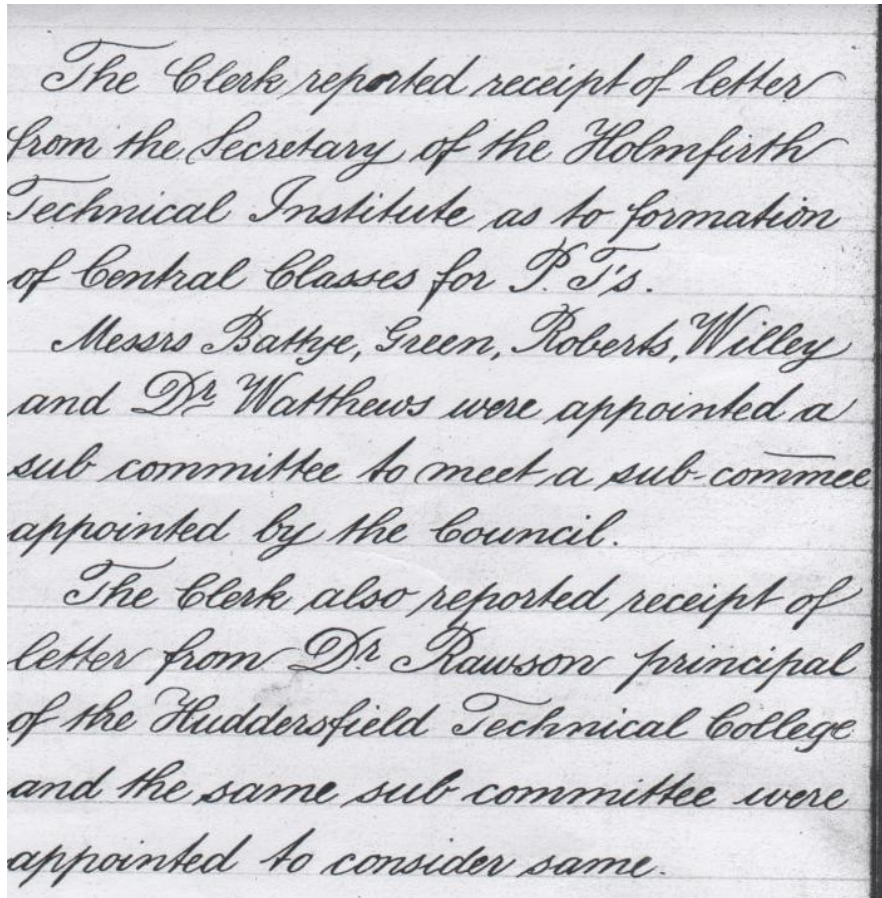
Those choosing not to enter teacher training could continue working as uncertificated assistant teachers. There were, of course, many pupil teachers who decided to leave teaching for better paid employment.

By 1881 pupil teachers were required to attend evening sessions at a local Pupil Teacher Centre. Such Centres were established at the Technical Colleges in Holmfirth and Huddersfield. This requirement was introduced as it became increasingly evident that some headteachers did not have the necessary qualifications or abilities to undertake the task of training pupil teachers. By 1884 the teaching commitment was modified to a half-time one thus allowing for half-day attendance at a Centre. It was necessary for those employed in National Schools to attend the Churches Central Pupil Teachers' Classes in Huddersfield every Monday afternoon, Wednesday morning and Saturday afternoon.

The inevitable disruption that these various absences created caused many difficulties for headteachers and for the smooth running and efficient working of a school.

The age at which a pupil teacher could be employed was raised to fifteen and then sixteen during 1896 and 1898. As the provision for secondary education was developing it was soon the case that many of the children most likely to be taking advantage of secondary schooling were those who previously might have become pupil teachers. The difficulties arising, as attempts were made to

make provision for the needs of pupil teachers in a secondary school, were soon very apparent. The resulting reduction in pupil teacher numbers meant that from 1904 many Pupil Teacher Centres closed. From 1907 entry into Teacher Training was only possible from secondary schools.



The Clerk reported receipt of letter from the Secretary of the Holmfirth Technical Institute as to formation of Central Classes for P.T.'s.

Messrs Battye, Green, Roberts, Willey and Dr Wattheus were appointed a sub-committee to meet a sub-committee appointed by the Council.

The Clerk also reported receipt of letter from Dr Rawson principal of the Huddersfield Technical College and the same sub-committee were appointed to consider same.

Extract from the Minutes of the Wooldale and Cartworth Local School Board relating to the formation of Central Classes for pupil teachers

Pupil teachers created additional responsibilities for the headteacher who had to instruct them both in their own subject studies and in the skills of teaching. Shortly after his appointment as headteacher of New Mill National School, in 1876, Mr Hill made the point: *“I often take the Pupil Teachers from 7.30am to 8.30am and occasionally from 1.00-1.30pm.”*

It would appear that it was not always easy to find a young person suitable for appointment to the post of pupil teacher. Miss Horsman commented on such a situation that had arisen in Scholes in July 1877 when the School Board had decided: *“a pupil teacher could be appointed instead of two monitors if one could be met with. Enquiries have been made for some time that as yet without success. It appears a difficult matter to obtain suitable pupil teachers in this district where education has been until lately neglected. Most of the parents being of the working class prefer to send their children to the mill rather than at school for the necessary advancement.”* A similar situation arose twenty years later in New Mill when in 1890 there was: *“no pupil teacher available”* to fill the vacancy created by the departure of Flora Haigh from the Infants School.

The following entries regarding pupil teachers in the Log Book of Hepworth Church School describe a representative range of the comments and concerns of headteachers and of the failures and successes of pupil teachers that reflect well the experiences of all the schools.

30th September 1885: *“A little extra attention has been paid of late to the pupil teachers, in view of their next examination taking place at an early date.”*

28th November 1887: *“The pupil teachers lessons are given from 7:50-8:50am. The junior pupil teacher is invariably late notwithstanding all remonstrance. This morning she entered school at 8:25 am.”*

28th August 1888: *"The senior pupil teacher makes a little progress in ability to handle a class. She wastes the time of the children."*

15th May, 1890: *"Lucy A. Heppenstall who completed her engagement as pupil teacher in the school on 31st March last is now assisting mistress in this school."*

27th September 1892: *"Pupil teacher examination is fixed for second October and she will have Wednesday mornings for private study until that date."*

Pupil teachers often found themselves undertaking responsibilities that were far in excess of those of their position. It was not uncommon for them to be in sole charge of large classes of children or on certain occasions the whole school. Such a situation arose owing to the absence of the headteacher of Scholes Infants School. According to the report of the meeting of the Wooldale and Cartworth School Board in the Huddersfield Chronicle of 7th February 1890 it was stated: *"that Miss Gelder had been prevented from attending to her duties at Scholes School by illness since the first week of January and that Miss Emily Goldthorpe a pupil teacher in Wooldale infants school had been in charge of the school for the week and afterwards Miss Alice Morton, a candidate pupil teacher had conducted the school and would continue to do so until Miss Gelder's return."*

As an employee of the School Board a pupil teacher could be sent from one school to be temporary cover in another that was experiencing staffing difficulties. The priority in these circumstances was the need of the school not that of the pupil teacher. Miss Gelder recorded that in September 1873: *"M. E. Eastwood has been sent by the Clerk for a few weeks on trial. She lives a long way from here in the Netherthong Road. In my letter from the clerk he says she is the owner of a scholarship for three years at Huddersfield technical. She has to be there three nights in the week and Saturday morning. It*

takes her an hour to walk from home to school so it will be 5:30 or thereabouts before she reaches home. Then she must leave home to catch the 7:00 train from Brockholes and reaches home at 10:30. After walking from Brockholes now what time has the girl to do the work of Standard VII. There are only two nights in the week when the girl is not fully occupied. It is too late for her to do anything after she returns from Huddersfield and it is out of more reason to expect a growing girl to go to bed at midnight and rise so very early. As it is she ought to leave home at 7:30 to be in time at school. It is folly to set her more work to do and her chances of passing standard VII in March are nil." By the first week in October it is clear that a very difficult situation had arisen: "This week has not passed very smoothly. M. E. Eastwood seems to have a very poor idea of teaching and the children have had fine games. I am glad it is Friday." At the end of the month she wrote: "cannot recommend M. D. Eastwood as a pupil teacher. Her mother paid the school visit. She seemed angry with me because I would not recommend her daughter as a teacher." Her final entry reads: "M. E. Eastwood has not come to school this week perhaps they think it is of no use after last week."

An account of the progression made by one girl from the position of monitor to that of pupil teacher to one of qualified assistant teacher is of interest. It illustrates well how, over a period of about sixty years, employment as a pupil teacher, offered many working class children an opportunity for higher education and was the main way for entry into the teaching profession.

Isabella Woodhead of West Nelly, Wooldale, left Wooldale Board School when she was fourteen. Shortly after she started working in a local woollen mill she successfully applied for the post of monitor at the newly opened Board Infants School in Scholes. Unfortunately she was four weeks late taking up her position having suffered an injury to her hand in the mill where she had been working.

On arrival in the school, the headteacher, Miss Horsman, considered her: *"a clean tidy respectable girl"* but a week later described her: *"as very backward in grammar and geography but in other subjects has reached a fair attainment."* In May the report following a school inspection stated that I. Woodhead: *"was failing in her work."* This situation appears to have continued for on 11th July Miss Horsman complained that: *"Isabella Woodhead does not study as she should, giving far too little time to home lessons."* Three years later however, in April 1880, when: *"Miss Horsman was absent from school on Monday due to sickness"* in this difficult situation: *"Isabella Woodhead conducted the work in School."*

In spite of the evident weaknesses in her work as a monitor Isabella was not seen as totally unsuitable by Miss Horsman. However, in December the following year, when Isabella attended the quarterly examination of the Pupil Teachers Association, Miss Horsman was still expressing doubts about her work: *"her lessons have been very badly prepared of late."*

Improvement was first indicated by a relieved Miss Horsman in January 1882: *"Isabella Woodhead gave an object lesson today rather better than previous ones."* This welcomed improvement was clearly maintained for in the following year the visiting Inspector stated in his report, that: *"I. Woodhead had passed fairly."* Was it the prospect of further examinations, were there fewer demands being made of her within the family or was it her own desire to actually be successful that brought about a gradual change in the effectiveness of Isabella's teaching?

It must have been with much satisfaction that the report of the next year's inspection was read for in July 1884 this stated that Isabella Woodhead: *"has passed well, she should be informed she is now qualified."* In January 1885 she was appointed an assistant teacher at Wooldale Board School.

Assistant Teachers

Over the years the term “assistant teacher” has variously described the status of a school master or mistress. Initially such people were unqualified but when the requirements of pupil teacher training had been passed they were referred to as “qualified.” Having successfully completed a course of teacher training they were recognised as being “certificated.” The gradual movement from a predominately unqualified teaching staff to one of qualified and certificated teachers is evidenced in the following section.

A selection of the headteachers, assistant teachers, pupil teachers and monitors employed in the schools in Hepworth, New Mill, Scholes, Wooldale and Gatehead.

The intention of this section is to provide information relating to some of those who were employed in the valley schools. It presents a far from complete account having been gathered from a variety of sources, some of which because of their very nature are incomplete in themselves. Dependent as such records are on the accuracy and frequency of those writing them the hope is that what is presented offers sufficient detail to show the development and changing character of the teaching profession. The names of many of those who were actively involved in making this provision have been included, but inevitably some of the particulars relating to their employment and status are only partially available to us. The names of the headteachers are in bold print.

WANTED, for the Hepworth Town's Day School, a **SCHOOLMASTER**, with wife or sister to teach sewing, &c. Salary—from endowment, £27 per annum, and children's pence.—Applications, in candidate's handwriting, stating qualifications and testimonials, may be sent, on or before the 8th day of April next, to Thomas S. Tinker, Hepworth.

Advertisement for a schoolmaster and sewing teacher
Huddersfield Chronicle 4th April 1874

The successful candidate was **Mr Fred Booth** and on his appointment the school staff consisted of Lydia Crookes and pupil teachers James Turner and Minnie Calvert. In 1897 his daughter, Marion joined the staff as a pupil teacher she then remained in post as an assistant teacher until her death in 1929. It has not been possible to identify the members of staff sitting with Mr Booth in the undated photograph. Between 1908 and 1918 the recorded staff names are Miss Crossley (Mrs Alfred Swallow), Miss England (Mrs Ernest Kenworthy), and Miss Swallow (Mrs Pickard), all being described as assistant teachers.



Hepworth Town Day School Mr Fred Booth and the staff undated

1919 - 1938	Mr L. Simpson	
1919 - 1929	Mrs Annie Brierley	
	Miss Hinchliffe	
	Miss Dearnley	
1930	Miss Taylor	certificated teacher
1931 - 1948	Miss K. Lockwood	certificated teacher
1938-1947	Mr C. C. Frankland	

Mr Frankland left Hepworth in 1947 to take up a post as a lecturer at Padgate Emergency Teachers Training College, newly established for the purpose of training ex-servicemen who wished to become teachers.

During the three years 1947 to 1950 the school experienced a period of temporary appointments to the post of headteacher **Mr J. W. Spivey, Mr C. Marsden, Mr W. Goddard** and **Mr Mitchell**. **Mr W. Goddard** appears to have returned to the post in 1950 remaining till his retirement in 1958.

Hepworth

The Church School

1874-1877	Mr W.S. Taylor from St Pauls School Shepley	
1874-	2 monitors	
1874-	Miss Alcock	Infant Department
1877-1879	Mr Thomas Hepworth	
1879-1894	Mr Edwin Milling from Haslington Cheshire	
1885-	Miss Lydia Heppenstall	assistant teacher
c1891-	Miss Louisa Milling	assistant teacher
1894-	Miss Flora Bailey	pupil teacher
1894-1897	Mr John Branson	
1896-1901	Miss Florence Kilner	pupil teacher
1897-1898	Mr A. Dawson	certificated teacher

1897-1900	Mr Tom Spencer
1900 - 1902	Mr George A. Armstrong from Leeds
1903 - 1905	Mr Thomas Daykin
1905 - 1907	Mr Harold George Saywell
1907 - 1910	Mr John Gawthorpe
1910 - 1914	Mr F. W. Brayley
1914 - 1917	Mr Isaac Jackson
1917 - 1918	Mr N. Settle
1918 - 1921	Mr J. T. Bailey
1921 - 1923	Mr Proctor

New Mill

The Old School

c1689	Mr Jonathon Swallow	
c1744	Mr Jonathon Wadsworth	
c1818	Mr John Thomas Moorhouse	
c1822	Mr T. Green of Fulstone Township	Land Surveyor and schoolmaster
c1834	Mr Uriah Peace	

New Mill

The Nondenominational Infants School

c1851-before 1861	Miss Ann Minis from Ireland	schoolmistress
before 1861-by 1871	Miss Ann Roberts	schoolmistress
1876-1877	Miss Kate Oswald	schoolmistress
1877-1878	Miss Harriet Badgers	schoolmistress
1878-1883	Miss Mary Sophia Froggatt from Chapeltown	schoolmistress
1881-	Lucy Swallow	monitress

1883-1884	Miss Ann E. Barricks	schoolmistress from Clarksons Endowed Charity School Mansfield
1884-1886	Miss Laura H. Bamforth	schoolmistress
1884 -	Miss Mary J. Shaw	certificated mistress
	Alice Cawthra	monitress
1886-1892	Miss Helena Bamforth	from certificated mistress Slaithwaite
1888 -	Miss Battye	certificated mistress
-1888	Flora Cawthra	monitress
1888 -1889	Mary E. Swallow	monitress
1889 -1891	Gertrude Pennington	monitress
1891 -	Miss Mary Jane Allsop	Monitress/ pupil teacher
	-1892 Miss E.M. Longbottom	
1892-1911	Miss Mary Ann Hirst	certificated mistress
	-1894 Miss Charlotte A. Thackray	Monitress / pupil teacher
	-1904 Miss Elizabeth Hey	assistant mistress
1911-1925	Mrs Mary Annie Ballantyne	certificated mistress
1921-1923	Mrs Charlotte Lee	uncertificated teacher
1923 -1924	Miss Kathleen Shaw	
		appointed to Denby Dale School
1924 -1927	Miss Lucy Hirst	uncertificated teacher
1925 -1948	Mrs Flora Maugham	
1927 -1937	Miss M. Stockwell	uncertificated teacher
1931-	Miss Marion Rees	certificated teacher
1933 -	Miss H. Burgess	uncertificated teacher
1937 -1940	Mrs Brook	uncertificated teacher
1940 -1940	Miss Olive Turner	uncertificated teacher
1940 -1941	Miss Crompton	
1941 -1946	Miss Cartwright	
1946 -1964	Mrs Stephenson	certificated by long service

1948-1967

Mrs Mildred Liversedge (nee Fawcett)

1964 -

Miss Ann Sturrock

assistant teacher

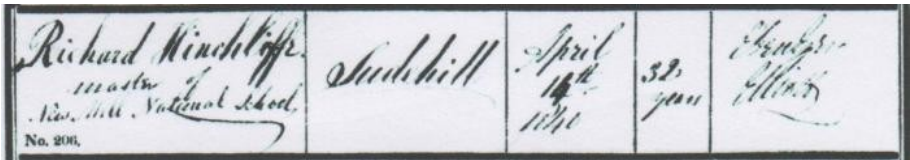
New Mill

The National School

1838-1840

Mr Richard Hinchliffe

school master



Christ Church New Mill Burial Register 1840

c1848-1850

Mr William Spencer

schoolmaster

from Leeds

Mrs Priscilla Spencer

schoolmistress

1858-1876

Mr Arthur Bennett

from Derbyshire



1858-c1871	Mrs Martha Bennett	schoolmistress
c1863	Alexander Shaw	pupil teacher
-1882	Mr John Lewis Lodge	pupil teacher / certificated teacher
1865 -1866	Mr Whiteley	assistant master
1866 -1870	Mr C. Fenton	assistant master
1869 -	Mr R. Beaumont	assistant master
1870 -	Ben Lockwood	monitor
1876-1886	Mr Alfred Hill from Pembrokeshire	certificated teacher



1876	Mrs Hill (wife of the Headteacher)	Sewing Mistress ex pupil teacher
c1871	Mr Greensmith Graves	pupil teacher/ assistant teacher
1876	Albert Mallinson	monitor
1877-	Mr I. L. Ormerod	assistant master
1882	Miss Annie Walker ex pupil teacher Longwood National School Huddersfield	assistant mistress
1882	Miss Clara Mallinson	
1882-1886	Miss Ada Smith ex pupil teacher from Shepley National School	assistant mistress
1882	Mr Hedley Settle	pupil teacher
1882-1888	Mr John William Mitchell	pupil teacher/ assistant teacher
1882	Fred Hirst	monitor
1883	Isaac Lodge	monitor

1886 – 1901

**Mr Frederick Turner**

from Barnack, Northamptonshire

certificated teacher
Battersea College London

Resigned on appointment to the post of Agent to the Conservative Party in the Holmfirth Parliamentary Division.

1886- by 1901	Mr Benjamin Barrow	Monitor/pupil teacher/ assistant master
1888 -1888	Miss Ada Mary Roodhouse	assistant mistress/ sewing mistress
1888 -1904	Miss Beatrice Ann Settle	pupil teacher/ certificated teacher
1889 -1890	Miss Rachel Pickles	certificated52 teacher
1890 -1896	Miss Rhoda Barnes	Monitress/ pupil teacher/ uncertificated teacher
1890 -1899	Miss Kate Fanny Taylor	certificated teacher
1891 -1891	Charles W. Turner	monitor
1892 -	Miss Sarah Walls	pupil teacher
1894-1898	Miss Beatrice Bailey	pupil teacher
1895-by 1900	Miss Lucy Hastings	pupil teacher
1896 -1907	Miss Katharine Turner	Monitress/pupil teacher
1898- by 1905	Miss Katherine Tinker	pupil teacher
1900 -1907	Miss Florence Kilner	certificated assistant
1900- by 1905	Miss Lucy Hirst	pupil teacher

1901 - 1905

**Mr Laurence Chambers**

from Burnley

certificated teacher

Resigned on appointment to the headship of
Holmfirth National School

1902-1914	Miss Gertrude Pennington	assistant teacher
1902-1903	Mr Oswin Day	assistant teacher
1904	Mr Ernest Percival Hirst	pupil teacher
1904-1916	Miss Ethel England	pupil teacher/ certificated teacher
1905	Mrs Hirst	assistant teacher
1905	Elsie Hirst	monitress
1905	Cissie Hirst	monitress

1901 - 1915

**Mr Edwin Taylor**

certificated teacher

Previously headteacher of the National School,
Stillingfleet, York.

Resigned to take up a similar headship in the East
Riding

1908 - 1913	Miss Edith Fallas	uncertificated teacher
1913	Miss Turner	
1913 - 1915	Miss Annie Hinchliffe	uncertificated teacher
1914 - 1916	Miss Lena Kaye	uncertificated teacher

1915 – 1948

Mr J.A. Wood

certificated teacher



1915-1925	Miss A. E. Hinchliffe	unqualified teacher
1917-1918	Mr Norman Settle	certificated teacher
1917-1918	Miss Sarah Bower	certificated teacher
1920-1931	Mrs Chambers	unqualified teacher
1925-1926	Miss M.E.Wyatt	certificated teacher
1925-1928	Miss E. J. Owen	certificated teacher
1929-1934	Miss L. Wood	certificated teacher
1929-1931	Miss M.E. Edwards	certificated teacher
1932-1933	Miss J. Walker	unqualified teacher
1933-by 1935	Miss M. E. Rees	certificated teacher
1933-1936	Miss H. Burgess	unqualified teacher
1934-1937	Miss H. Woodhead	certificated teacher
1935-1937	Miss A. Woodhead	unqualified teacher
1937-1937	Miss V. Witham	certificated teacher
1937-1938	Miss A.W. Bacon	unqualified teacher
1938-1939	Mrs Stephenson	unqualified teacher
1939-1950	Miss M. Smethurst (appointed Headteacher 1948)	certificated teacher
1939-1940	Mrs Kaye	unqualified teacher
1940-1963	Mrs Crossley	unqualified teacher

Scholes

The Old Town School

c1828	Mr William Senior	schoolmaster
c1841	Mr John Swain	schoolmaster
c1868	Mr James Slater	schoolmaster
	Mrs Hannah Slater	schoolmistress

The anonymous writer of an undated, unpublished paper on Hepworth stated that a recollection of the schoolmaster Mr James Slater was that he had: *“taught both boys and girls in reading, writing and arithmetic. He was a very good penman and collected the local rates.”*

Scholes

The Local Board Infants School

1877-1885	Miss Annie Horsman	certificated teacher
1877-1890	Miss Mary Ann Kaye	monitress/pupil teacher
1877-1884	Miss Isabella Woodhead	monitress/pupil teacher
1877-1879	Clara Lockwood Tyas	monitress
1879	Florence Green	monitress
1884-1899	Miss Alice Morton	pupil teacher
1885-1900	Miss Annie Gelder	certificated teacher
1890-1893	Edith M. Marsden	monitress
1894-1898	Miss Jane Wood	pupil teacher
1900-1905	Miss Edith H. Battye from Wooldale School	
-1906	Miss Copley	uncertificated teacher
1905-1921	Miss Flora England from Eckington Council School	
1906-1907	Lucy Broadhead	monitress
1906-	Miss Hudson	uncertificated teacher
1908-1914	Miss Mabel Battye	uncertificated teacher
1909-1914	Miss Edith Mettrick	certificated teacher
1909-1913	Miss Edith Tolson	uncertificated teacher

Scholes

The Provided Elementary Board School

Mixed Department

1909-1930

**Mr James Turner**

certificated teacher

-1921

Mrs Battye

certificated teacher

1913-1926

Miss Edith Fallas

certificated teacher

1915-1918

Mrs Annie Sherwood

certificated teacher

1918-1918

Mr Norman Settle

certificated teacher

1921-1924

Miss Annie Bailey

supplementary teacher

1922-1924

Miss Ada Kirk

certificated teacher

1922-1925

Mr Roger Hirst

certificated teacher

1924-1926

Mrs Marion Pickard

certificated teacher

1924-1926

Susie Whittaker

uncertificated teacher

1925-1926

Miss Nellie Broadhead

certificated teacher

1926-1926

Mr J.M. Salisbury

certificated teacher

1926-1938

Mr Norman Smith

certificated teacher

1927-1927

Mrs Mary Dyson

certificated teacher

1927-1930

Miss Dorothy Draper

uncertificated teacher

1928-1928

Miss Doris Iredale

certificated teacher

1928-1929

Miss Winifred Jackson

certificated teacher

1928-1938

Miss Edith Wightman

certificated teacher

1930-1932

Miss Constance Fitton

certificated teacher

1931-1935

Mr Lawrence Hinchliffe

certificated teacher

1931-1935

Miss Lucy Hirst

uncertificated teacher

1933-1936

Miss Lena Jessop

certificated teacher

1935-1959	Mr Samuel Price Owens	certificated teacher
1933-1941	Mr S.A. Cartwright	
-1940	Miss M. Matthews	
1939-1942	Miss A. Haigh	
1940-1942	Miss D. Washington	
1942-1945	Mrs E. Windle (nee Crossland)	
1943-after 1950	Mrs Annie Hoyle	
1942-1944	Miss W. Green	

Wooldale

The United Methodist Free Church School

1909-1930

Mr Emmanuel Booth



c1868-1879	Mrs Ellen Booth	assistant mistress
1874	Henry Hudson	pupil teacher
	A sewing teacher	
1874-1881	Mr Arthur Farrington	pupil teacher/ assistant teacher
1876-1878	Mr Thomas E. Clark	assistant teacher
1877	Mr J. W. Bellarby	pupil teacher
1877-1879	Mr J. W. Fox	assistant teacher

Wooldale

The Local Board Elementary School

1879-1882

Mr Emmanuel Booth

1879-188t	Mr John Lees	pupil teacher/ assistant teacher
1879-1880	Mr Greensmith S. Graves	assistant teacher appointed to the Headship of Choppards School Holmfirth
1879-1922	Miss E. Buckley	assistant teacher
1879-1885	Miss Harriet Wordsworth	monitress/pupil teacher
1880-1883	Mr C. E. Hamer	assistant teacher from Gale near Littleborough
1880-1882	Mr Robert Stoney	from Cowcliffe National School, Huddersfield
1883-1889	Mr Herbert Beck	pupil teacher/ assistant teacher
1883-1884	Mr Arthur Thornton	assistant teacher
1884-1893	Miss Isabella Woodhead	assistant teacher
1884-1890	Miss Miriam Haigh	pupil teacher/ assistant teacher
1884-1884	Clarence Whittles	monitor
1885-1891	Annie Silverwood	monitress
1885-1890	Emily Goldthorpe	monitress
1886-1890	Miss A.E. Bray	pupil teacher
1887-1891	Edith Longbottom	monitress
1887-1889	J. R. Kaye	monitor
1889-1890	Mr Oliver Tordof	assistant teacher
1890	Mr Thomas Heppleston	assistant teacher
1890-1892	Miss Gertrude Mellor	pupil teacher
1890	Ernest Noble	monitor
1891	Edith A. Bower	monitress
1891-1893	Mr Willie Walker	assistant teacher
1891-1896	Miss Annie Booth	pupil teacher
1891	Miss Mary Jane Wright	pupil teacher

1892-	Miss Emily Buckley	pupil teacher
1892-1921	Miss Nelly England	monitress/pupil teacher
1894-1895	Miss Mary H. Sykes	assistant teacher
1893-1896	Miss Annie Booth	pupil teacher
1894-1897	Mr S. V. Heap	assistant teacher
1893-1895	Mr Eric Noble	pupil teacher
1896-1904	Miss Edith Helen Batty	certificated teacher
1896-1896	Gertrude Longbottom	monitress
1896-1900	Mr Albert Heeley	pupil teacher
1897-1906	Mr James Turner	assistant teacher
1897-1900	Mr E. S. Tolson	pupil teacher
1898-1900	Mr M. E. Hobson	pupil teacher
1898-1920	Mr W.T. McLintock	
1899-1899	Miss Elizabeth Crossley	pupil teacher
1899-1899	Mr Benjamin Green	pupil teacher
1900-1901	Miss Mary J. Wright	pupil teacher
1900-1903	Mr John Dyson	pupil teacher
1900-1908	Miss Mabel Lee	pupil teacher/ uncertificated teacher
1901-1929	Miss Rhoda Barnes	certificated teacher
1901-1905	Miss Martha Scott	assistant teacher
1902-1929	Miss Jessie McLintock	pupil teacher/ uncertificated teacher
1902-1908	Miss Hannah Fallas	pupil teacher
1902-1902	Mr Clement Holmes	pupil teacher
1905-1912	Mr Oswin Day	certificated teacher
1919-1921	Miss Mary Sulch	uncertificated teacher
1920- 1924	Mr M. Pickles	
1921-1921	Miss England	assistant teacher
1922-1950s	Miss Myra Moxon	assistant teacher
1922-1925	Mr Alexander Brogden	pupil teacher/ assistant teacher
1924- 1948	Mr C. E. T. Sutcliffe	
1926-1929	Mr Donald Salisbury	certificated teacher
1927-1930	Miss Murial Holden	certificated teacher

	1927	Miss Auty	uncertificated teacher
	1930-1933	Mr Ernest Quarmby	certificated teacher
	1930	Miss Nelly Biltcliffe	uncertificated teacher
	1930-	Miss Bower	
	1930-1946	Miss Hilda Stockwell (Mrs Sutcliffe)	certificated teacher
	1931-1934	Miss Qwendoline Llovell	certificated teacher
	1942	Miss D. Coldwell	
1948		Mr Joseph Johnson	
	1948-	Miss M Exley	
		Mr Roy Whitehead	

Gatehead

Primitive Methodist Chapel Day School

There are Chapel records for the years 1836 to 1884 in which the names of four schoolmasters appear.

These being

Mr Jonas Charlesworth

Mr Will Abbate

Mr Joseph Bardsley

Mr Jabaz Bunting

Pupils of the valley schools

It is hoped that this selection of photographs will provide an informative visual account of some of the children who attended a number of the valley schools. Dates or approximate dates, if known, have been included. Where it has been possible the names of pupils have also been added.



Hepworth Provided Elementary School Two classes 1908



Hepworth Provided Elementary School undated



Hepworth JMI School 1938



Hepworth Church of England School Class B 1904



Hepworth Church of England School Class D 1908



New Mill National School undated (Mr Hill)
(1876-1886)



New Mill National School Group E 1906



New Mill National School Group F 1906



New Mill National School undated (Mr Taylor)
(1905-1915)



New Mill National School undated



New Mill National School 1948

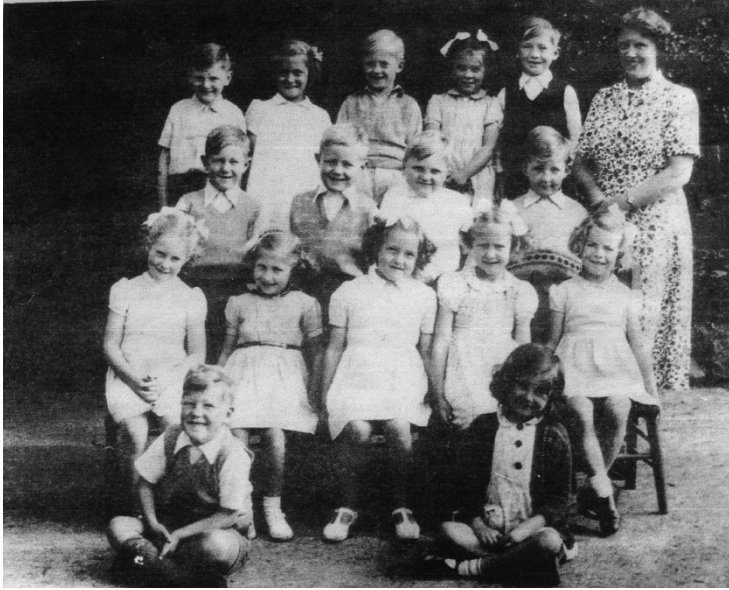
Tony Curran Cedric Marsh Gordon Castle Stanley Hartley Peter Mosley
 Malcolm Wade Trevor Holmes Robert Holmes
 C. Tinker (assistant) Robert Taylor Michal Hinchliffe Barbara Littlewood
 Christine Booth Joan Heeley Elaine Kaye Donald Firth Alan Bates
 Mary Howard Barbara Sewell Margaret Greatex Mary Swallow
 Christine Nowell Jennifer Craven Mary Tinker Jean Vollans



New Mill National School c1950



New Mill Udenominational Infants School c1920



New Mill Udenominational Infants School c1950



Scholes Infants School 1892
Pupils outside Infant Classroom in the Primitive Sunday school building



Scholes Council School undated



Scholes Council School Class A 1904



Scholes Council School Class A 1906



Scholes Provided Elementary School 1909



Scholes Provided J.M.I. School Infant Children in the garden 1915

This photograph was sent with one of vegetable and flowers grown by the children to a competition "The Gardener" published by Messrs Cassell and Co. Ltd. A special prize was received on 8th August 1915.



Scholes Provided J.M.I. School undated but before 1930

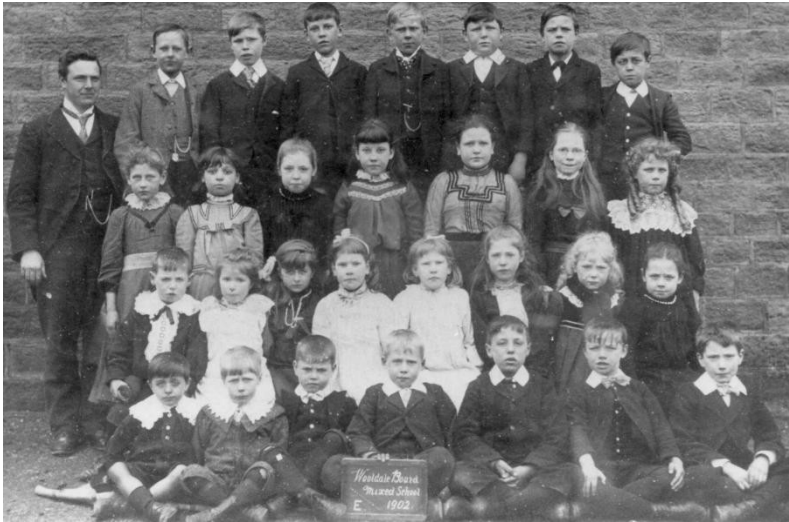


Scholes Provided J.M.I. School early 1930s



Frank England	?	?	Doreen Hirst	?	Pat Wright	Jean Hampshire
Barbara Mellor	?	?	?	Maurice Varley		Miss Matthews
Colin Day	?	?	?	Raymond Senior	?	?
			Doreen Holt	Edith Bedford	Bernard Heap	Pat Booth
?	Edward Booth	Roy Castle	Stanley Ellis	?	Derek Hirst	Gordon Bedford
	Winnie Jessop	?	?	?	Dorothy Marsden	Murial Haigh

Scholes Council School 1937



Wooldale Board Mixed School Class E 1902



.....Joe Heeley Bert Gill Herbert Wilson Brook Ernest Sanderson
 L.P.Green Roy Ramsden Frank Ramsden Tom Dearnley Harold Hoyle
 Molly Earnshaw Edith Barroclough Marion Turner Nellie Brook Louise
 Brown Hilda Donkersley Clara Charlesworth Gladys Lodge Annie Kaye
 Mr McLintock Jack Coldwell Harry Booth Eleanor Child Edith Dearnley
 Arthur Sanderson Lesley Hagyard Mr Oswin Day

Wooldale Council School Class E 1909



Mary Booth F.Chambers Wilson Sykes Lewis Hollingworth
 John Tinker Mary Robinson Miss Moxon
 Hilda Fitton George Charlesworth Douglas Haigh Douglas Lockwood
 Raymond Butterfield Lily Sanderson Marion Broadhead
 Frank Sandford Mavis Broadbent Albert Davies Harold Castle
 Frank Whitehead Mildred Hebblethwaite Kathleen Hebblethwaite

Wooldale Board Elementary School 1922



H. Hebblethwaite Kenneth Lodge Jack Heppenstall Eric Dearnley
 Eric Wimpenny Norman Lee Douglas Heywood David Batley Herbert Kaye
 Amy Bray Phyllis Hebblethwaite Mary Cartwright Hilda Ellis Mildred Battye
 Ella Broadbent Winnie Lockwood Renee Booth Irene ?
 Ivy Porter Hilda Massey Edna Mavis ? George Bailes Ronnie Dickinson
 Nora ? Ella Hiseman

Wooldale Board Elementary School c1925



Douglas Lockwood Harold Castle Eric Wimpenny Jack Scholfield
 Eric Dearnley Kenneth Lodge John E. Turner
 Winnie Lockwood Bessie Ludlum May Booth Winnie Shaw Hilda Fitton
 Marion Broadhead Mildred Battye
 George Charlsworth Harold Whitehead Mary Robinson Mary Cartwright
 Edna Mavis Brierly Phyllis Brook Stanley Beardsall Fred Hirst

Wooldale Elementary School c1926



Phyllis Large Billy Large Margaret Kaye Ernest Kaye Eric Pearson
Jean Pearson Roy Howard

Qwendoline Tinker Murial Tinker Phyllis Aspinall Joan Robinson Enid
Mallinson Brenda Rhodes Joyce Dearnley Hazel Woodcock Leslie Kaye

Dennis Thompson Norman Braithwaite Joan Robinson Dorothy Taylor
Sybil Hellowell Eileen Nicklin Peggy Hudson Doreen Kaye

Wooldale Board Elementary School c1934



Tony Aspinall Paul Mellor John Walker John Booth John Denton
 Billy Smith Keith Armitage Clive Marshall Malcolm Wilkinson
 David Marshall Maurice Edinburgh Mr Johnson

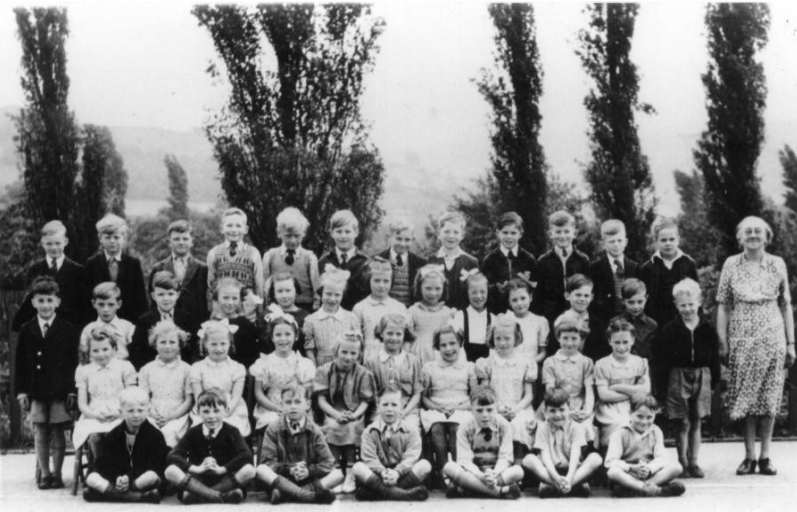
Cecil Porter Peter Hobson Elaine Marshall Joan Hellawell June Baxter
 Sheila Kaye Rosamond Mitchell Marlene Bailes Hartley
 Roy Whitehead

Neil Wimpenny Vivienne Boyes Edna Battye April Kaye Ruth Taylor
 Margaret Fish Brenda Pearson Wendy Bowman Wendy Taylor
 Dorothy Denton Neil Hollingworth

Wooldale Board Elementary School 1949



Wooldale Board Elementary School c1955



Wooldale Board Elementary School 1950s

Attendance

Attendance at the earliest schools, in New Mill and Hepworth, must not have been an option open for most children, even if their parents wished it. The majority of families maintained a livelihood from farming and handloom weaving, and in most homes family finances were dependent on all members working. For many children any form of schooling would only have been a possibility if charity monies covered the necessary payments.

It is likely, however, that the children from more prosperous families attended a local village school or a privately owned one. One or more of the children from such homes might then have served an apprenticeship to learn a specific trade, such as that of a currier, a wheelwright, a cordwainer, a shoemaker or a dressmaker. These children then received as much learning as was required by the trade.

When the woollen mills, mines and quarries were later established in the area further employment opportunities became available for both adults and children outside the home.

There is no surviving evidence that the owners of the earliest mills in the valley established at Mytholmbridge, Ing Nook Mill in New Mill, Woodbottom near Hepworth and in Jackson Bridge fulfilled the conditions covering apprentices as laid down by the Factory Act of 1802. These required that such children had to receive instruction in reading, writing and arithmetic but only after they had worked a twelve hour shift. This radical ruling however was easily evaded by employers who, instead of apprenticing the children, simply employed them for as many hours as they determined necessary. The Minutes of Evidence taken before the Committee on Factories Bill in 1832 clearly revealed the conditions of the employment of children from five years old in woollen mills in the valley. For many it was usual for the working day to be all the hours of daylight. Replying to

the question: *“Can children employed in this way obtain any instruction from day-schools?”* Mr A. Whitehead, a clothier from Scholes clearly stated that: *“There is no possibility of that.”* His evidence further showed that children knew of the proposed Ten Hour Act and that they had expectations of it and what it might mean for them: *“but since this Factory Bill has been agitated, when I have been at mills the children have gathered round me for a minute or two as I passed along, and have said, “When shall we have to work 10 hours a day? Will you get the Ten Hour Bill? We shall have a rare time then; somebody will set up a neet (night) school; I will learn to write, that I will.”*

The notion that, for children who were employed, the day should be divided into one period of time spent at work and one at school was first suggested by Robert Owen in his evidence to the Peel Committee in 1818. It was however, 15 years later that this idea was accepted by the government of the day and embodied in an Act of Parliament. Following the aforementioned Enquiry an attempt to place some controls on the employment of children was embodied in the Factory Act of 1833. This required that no child should work more than nine hours a day, no more than forty-eight hours in a week and should receive two hours schooling each working day. Children under the age of nine years were not to be employed in mills or factories, those between the ages of nine and thirteen could only be employed on the production of a schoolmaster's certificate confirming that during the previous week school had been attended for at least two and a half hours a day. In reality attempts to enforce the requirements of the Act met with little success, even following the appointment of regional factory inspectors, the enforcement of the Act was largely ineffective.

A major difficulty immediately experienced was that it was frequently impossible to determine the age of a child. This could not be done with any degree of certainty until 1837 when the national registration of a birth was introduced and a certificate issued.

Employers were strongly opposed to the requirements of the legislation objecting on the grounds of disruption to the working day, and the additional costs of having to provide accommodation, in which classes could be held, and for the payment of the schoolmaster. Parents opposed the changes being introduced taking exception to a reduction in their children's earnings, money which many could ill afford to do without. Children protested against the stated hours of schooling being added to their working day.

During the following years as attempts were made to resolve these vested interests it is highly probable that for the children living in the homes scattered throughout the valley life remained untouched, unaffected by national developments.

It was, perhaps, following the Factory Act passed in 1844, that the first external requirements impinged upon their lives. Albeit only applicable to children employed in textile and woollen mills this introduced a system by which employed children were to receive their schooling. The passing of the Ten Hour Act in 1847 limited the hours of employment for women and children to ten hours a day and created the circumstances in which this was to take place.

“ that it would be well if a careful enquiry were instituted to ascertain under what modification it could be applied to other employments besides that of factories.”

By 1860 the acceptance of the validity of part-timing as an approach to meeting the demands of child labour and schooling meant that the requirements of legislation had been extended to those employed in all other occupations.

In 1878 it became illegal to employ children who were under ten years of age and children receiving full-time education had to remain at a school until they were fourteen.

The manner in which the owners of the local mills, such as Mytholmbridge Mill, Ing Nook Mill, Woodbottom Mill, Valley Mill,

Stoneybank Mill, Lee Mills, Dobroyd and Wildspur Mills, Holme Bottom Mill, Ford Mill, Upper Mytholmbridge Mill, Kirkbridge Mill and Moorcroft Mill, responded to the demands of this legislation is not documented. Likewise, how those responsible for the employment of children in the coal mines in the areas around Sinking Wood, Horn Bottom, Butterley, Mount, Foster Place, Low Moor and Gatehead, at Hepworth Iron Company or the Rope works in Wooldale satisfied these requirements is unrecorded. However, within the entries in school Log Books the way in which this pattern of child employment, once established, influenced and affected the organisation and work of the local schools is made very clear indeed.

The part-time system presented those responsible for children's schooling with a formidable task. Fully realising this situation a few months after his appointment to New Mill National School, where seventy children attended were part-time, Mr Hill wrote: *"The very heavy work falls on me every day and a great amount of worry to. Being a half-time school double work is required and as a consequence long hours. Since I have been at this school I have rarely dismissed School before 5 o'clock, often after that time."*

Many of the children attending the two schools in Hepworth were also half-timers. Interestingly no reference was made in the Log Book for the Town School with regard to these youngsters. It was in the Log Book of the Church School that their presence was acknowledged. In August 1874 an entry stated that all children employed by Hepworth Iron Company Brick Works had to attend the Town School. Two years later it was noted that attendance had been greatly reduced due to other half-timers moving to the Town School. This situation may possibly have been due to what appears to have been Mr Milling's negative attitude towards such pupils and the half-time system.

It was frequently the case that the half-timers were children from the poorest families, whose parents were only too pleased if their children could work, albeit for fewer hours than previously. As such

they were often under-nourished and sickly and most struggled to meet the demands of the teacher. For them time in school came either in the morning after a late shift as noted by Mr Hill of New Mill National School in March 1882: *“Two boys tell me that they work to 12 o’clock midnight”* or in the afternoon after a morning spent in manual work. In these circumstances the children were often late arriving, were unable to concentrate on their work, many were so tired that they fell asleep during class time. For such offences they would certainly have incurred a punishment.

Given these circumstances it is hardly surprising that the half-timers were greatly disadvantaged as they competed in class with the full-time attenders, children who in their turn experienced the drawbacks of the disruption caused by these children who inevitably held up the progress of the class.

When six of the boys attending New Mill National School were to start working in a local pit in March 1882 Mr Hill realistically noted: *“I have always found it to be true that as a child begins the life of a colliery boy, he soon loses most part of what he had hitherward learnt and appears to get duller every day and I cans quite understand it.”* Mr Milling made numerous references to the half-timers attending Hepworth Church School and expressed similar concerns related to these children’s capabilities and ability to learn: *“The half timers are in a really backward state in their work and their homework is unsatisfactory. Several are so backward and dull that I fear all time spent over them will be worse than wasted.”* It is clear that he regarded half-timers as a thorough nuisance and the system unacceptable: *“I hear that Emily A. Kilner has commenced work and has thus become a half-timer, adding one more to the number of teacher’s pests. This half time system is radically unfair to all concerned. It presses very hardly on the child and teacher besides being a loss to the Managers (more half timers fail and hence less grant) and besides it gives little satisfaction to parents as half timers work is so poor and unsatisfactory. The half time system in my*

opinion ought to be abolished in the interests of all concerned." Absence was a constant feature of the school attendance of half-timers and as he pointed out in December 1888: "The irregularity of the half timers has become a marked feature of late." It is evident that any attempt by members of the school staff to improve this situation created difficulties. Following one such an initiative he observed in December 1888: "Interference on the part of the Schoolmaster with the attendance of half timers causes friction with the parents." Interestingly the last reference to the presence of these children in the school was made on 6th September 1901 when Mr Armstrong commented: "The half timer is gradually growing extinct. Only two are now on the books."

In the main employers viewed schooling as unnecessary, so on many occasions they were unsympathetic to the requirement of school attendance as they demanded that the children in their employ worked extra hours. This pressure meant that half-timers were frequently absent from school. Joseph Bower of Wooldale was one such employer and for his non-compliance with the law in April 1854 it was reported in the Huddersfield Chronicle that he had been summoned by J. Bates Esq. Inspector of Factories: *"for two offences against the Factory Act namely working a child Joe Baker morning and afternoon and for not sending him to school."* A penalty of 5s and expenses was inflicted for the first offence the second appears to have been judged less important for it was withdrawn on the payment of costs.

A difference in interpretation of the Code by which half-timers worked and attended school frequently led to disputes between headteachers, employers and the children. Typical of these was the one involving Joe Bennett, about whom Mr Milling recorded in April 1893: *"Joe Bennett makes four appearances per week and insists that*

workers in the coal mines are only compelled to attend four times per week for part timers."

References were made in school Log Books to the legal requirement of keeping a record of a half-timer's attendance at school, to Mill Books and Weekly Attendance Certificates. In order to carry out the provisions of the Education Act of 1876, with reference to the attendance and employment of children, from 1st January 1878 headteachers were required to complete a weekly record of the relevant information in each pupil's Child's School Book.

There were many other reasons why schools experienced poor attendance, all reflecting the nature of the children's lives and the environment in which they and their families lived.

Sickness was one of the most common excuses given for non-attendance. Living conditions in many homes were cramped, due to overcrowding, and insanitary as the most basic facilities were lacking. These plus the customary inadequate diet meant that for many adults and children alike poor health was a norm of life.

Serious epidemics of the prevalent illnesses were a great worry to headteachers. They were both concerned for the wellbeing of their pupils and the average attendance figures on which so much financially depended. Epidemics of measles, smallpox, scarlet fever, whooping cough and influenza struck with relentless regularity particularly in 1863, 1870, 1876, 1891 and 1893. These gave rise to many children being absent suffering the particular illness or kept away from school by parents frightened that it was there that the sickness would be caught.

An illness could sweep through an isolated locality, as happened in September 1876 when at the National School in New Mill all the children from the remote settlements of Snowgatehead and Hilltop were absent because of scarlet fever.

Much sickness was again experienced in the New Mill area in August 1891 when the National School had to close because of an outbreak of smallpox. Later in the year the attendance in December was again very poor: *“62 children absent with scarlet fever, whooping cough and face eruptions.”* Following such outbreaks strict procedures of disinfecting, cleaning, whitewashing and ventilating would be carried out. During the scarlet fever epidemic of January 1870 Mr Bennett recorded that due to the scarlet fever epidemic only 27 children were in school as opposed to 130 the previous week and that the Doctor had ordered the school: *“to be closed and cleaned so that there could be no complaint about the school.”*

Poor attendance was also experienced due to the demands of local agriculture, many families being dependant, in some measure, on farming. Members of the household, both old and young, were employed both in the growing of crops such as oats, turnips and potatoes and animal keeping. Fathers in fact employed their children as part of their daily living and especially at certain times such as ploughing and planting, harvest, lambing and sheep shearing. During the summer months Mr Bennett regularly complained that: *“the scholars away haymaking.”*

The local manufacturers in New Mill and Wooldale had land belonging to their mills. Mr Bennett fully recognising the reality of this situation with a degree of resignation noted on 2nd August 1880: *“hence they employed the children to work in the land where ever they get a chance and consequently there will only be a poor average attendance at this time of year.”*

The realities of home life also gave rise to absences from school in families where other considerations took precedence. Children had to help with the domestic chores, and from Mr Bennett’s comment on 6th October 1865 in many of the homes in New Mill Friday appears to have been the day when this was required: “Girls absent as usual. Many at home to assist with the cleaning.”

It was not uncommon for a parent to then send their child with a note containing an explanation for the absence, such as the one from the parent of Alfred Hill: *"They have been fetching water. Please let them off."*

It was not unusual for parents of a large number of children to keep an older daughter at home to look after the younger ones, this was particularly the case after the birth of another baby. This practice also allowed mothers to assist with the family hand loom weaving or to take other employment elsewhere. In the Census Returns these girls were sometimes described by their parents as a nurse.

Children were frequently required to run errands. The one most likely to cause absences was making and then taking lunch to a parent in their place of work. For both the full-time pupil and the half-timer afternoon absence was seen as preferable to incurring the punishment for lateness.

It is hardly surprising that one of the chief contributors to a low attendance was the weather. With the distances that many children had to walk between home and school, and the place of work and school, weather conditions could greatly influence a child's decision whether or not to make the required effort to attend school. This was particularly the case during the winter months. In December 1882 when there had been the worst snowfall for fifty years Mr Hill recorded: *"No children in school"* and Mr Milling's entry stated: *"On account of a severe snowstorm which fell yesterday and during the past night the school is almost entirely deserted this morning and only very few children were present this afternoon."* During February 1888 Miss Gelder recorded the difficulties created by the severe weather and a heavy fall of snow in Scholes: *"The thermometer registered 30 degrees when we entered school this morning"* and a week later: *"Very few children present this morning some of the roads are impassable because of the snow which fell yesterday. We did not open school but allowed the children to play and listen to a few*

stories which we read to them. We do not know whether it was right to keep them in school and not Mark them but it were better than sending them home because the parents would not have made the effort, another rough day." The first snow of the following winter fell on 26th November 1889 and this clearly worsened what was already a problem in the school. A frustrated Miss Gelder complained: "The first snow of winter has come today. Our playground is in a dangerous state for the children to use at any time but now it is far worse. The attention of the Board has been called upon to do this several times but nothing has been done yet."

There were occasions when children absented themselves as they indulged in what could be referred to as pleasure seeking truancy.

"A travelling menagerie went through the village this morning, several scholars followed it instead of coming to school." was Mr Bennett's entry in the Log Book on 18th March 1863. In September 1870 he recorded: "Two mill boys absent - heard they were gone blagging" (blackberrying) also that there had been a: "sale at the Duke of Leeds several children absent having gone to this." During the following month he would have been greatly displeased with the twelve boys, who on the day he went to Hollingreave, were discovered to be: "away hunting." He did not however note the punishments these children received on their return to school. Hunting had always been an integral part of the life in the valley. For many village boys the thrill of following the beagles must have held a great attraction. As they were enjoying the chase they did so ignoring the inevitable consequences. One such occasion was in October 1863, Mr Bennett recorded: "Twenty boys away this afternoon playing hare and hounds. The ringleaders punished."

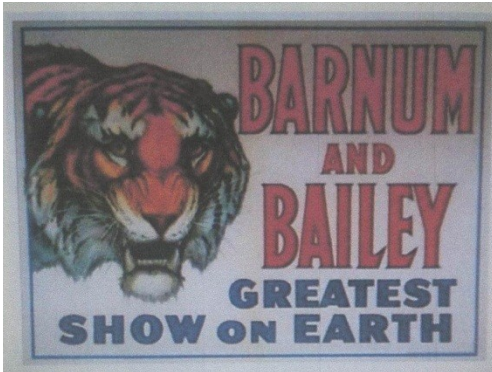


A huntsman with beagles and followers in Jackson Bridge

There were, however, approved absences in the form of an additional half-day holiday or school closure other than official holidays. This was permitted when it was thought that the children's education would be broadened by an out-of-school experience.

It was clearly seen as beneficial to the children's knowledge of wild animals for them to see such creatures when the nationally popular menageries and circuses were in the locality. In July 1878 Mr Hill closed the school for the afternoon so that the children could see the famous Wombwells Wild Beast Menagerie pass through New Mill. How excited the youngsters must have been to see the wild and exotic animals in their cages, animals that had only previously been seen in pictures or read about.

On 6th October 1881 Fossetts Circus visited New Mill. Mr Bennett recorded: *The manager called with some tickets asking me to take the scholars and that he wanted 15 to practice so as to act Cinderella told him they could not go before 12 o'clock. Reverend B. J. Holme said he would go with me. So we took all the scholars at 2 pm and those scholars who acted Cinderella did their part well.*"



It must have been a much enjoyed occasion when the school was closed so that the children could attend the Barnum and Baileys World Famous Circus in 1898.

Other events considered worthy of such a school closure in New Mill were recorded by Mr Turner in June 1897: *"the school will be closed tomorrow owing to the jubilee celebration when the scholars all have tea, a penny, medal, and participation in a gala."* and Mr Hill in 1900 when the School Managers decided to give two half day holidays, one to celebrate the relief of Mafeking and the other, Her Majesty's eighty first birthday.

It must have been with great excitement and anticipation that all the children from the valley schools waited to see King George V when he passed through New Mill on 11th July 1912 as they enjoyed the half-day holiday granted to celebrate such an important visit.

On November 11th 1918 Mr Wood, who during the war years had assisted members of the New Mill Working Mens Club to produce and distribute the Bulletin that families sent to those serving abroad recorded: *"As news of the signing of the Armistice and stoppage of hostilities reached the school about 1.45pm and as many*

parents came demanding their children to take them to Huddersfield and elsewhere for the rejoicings the Scholars were dismissed and attendance for the afternoon cancelled."

Other absences were permitted for an event involving a leading member of the local community. Such occasions in New Mill were; the marriage of Ambrose Morehouse, owner of Ing Nook Mill in October 1876, when fifty-nine half-timers, who he employed, were given a half-day holiday to attend the celebratory tea; on the day when the boys, who were choristers at Christ Church, were allowed time away from school to sing at the wedding of Miss Lockwood the daughter of James Lockwood, a leading local manufacturer and a School Manager; following the death of James Lockwood, about sixty children, mostly of half-timers in his employ were given permission to attend his funeral.

The keeping of the village feast was of the utmost importance. During the days before and after any of these festivities families were very much busied with relatives gathering. Children were kept at home to assist with all the preparations as was the case in Hepworth: *"Many children are absent helping their mothers to clean down for the Feast."*¹⁶ Family members were also greatly involved in preparing the festive activities at the chapel or church they attended, for the choir or band they belonged to.

The inevitability of absence from school on such occasions was explained by Miss Horsman as she noted on 17th June 1877: *"Attendance this week has not been good On Monday there were two school feasts at Hepworth and several children were absent in consequence."*

Once schooling was made compulsory in 1873 it was the responsibility of the Wooldale and Cartworth Local School Board to guarantee the attendance of all children, between the ages of five and thirteen years in their district. For those aged between ten and

¹⁶ The History of Education in Hepworth Margaret Charlesworth

thirteen who wanted to leave school and seek employment it was then necessary for them to obtain a Labour Certificate. This could be granted on a total or partial exemption and had to be signed by the visiting School Inspector. The requirement for this was to have passed Standard III or to have registered two hundred and fifty attendances annually during in the previous five years.

On the occasion when the parents of twelve year old Sarah Ann Booth were before the magistrates for her only having attended school seventy times out of a possible ninety six the Clerk of the court advised the Bench that the child, who had passed Standard V, was entitled to a half-time (Exemption) Certificate.

The decision to discontinue the conditions under which children who had obtained exemption certificates could work provoked great consternation during late 1911. Mr Taylor recorded one such incident that occurred in New Mill on 29th January 1912: *“At noon today a contingent of scholars from schools and schools were waiting outside and armed with sticks, etc., peacefully persuaded some 70 of our scholars to go on strike as a protest against the new bylaws issued by the Authority abolishing partial and full exemption certificates.”* The following day: *“There is a diminution of strike fever today. 50 returned to this morning after a half day’s glory not unmixed with regret, I expect all to be over by Wednesday.”*

The Local School Board had the right to appoint an Attendance Officer whose duty it was to ascertain the level of non-attendance and the reasons for this. After visiting schools, checking the registers, interviewing non-attending children and their parents he had powers to enforce attendance. When persuasion and coercion failed parents were summoned to appear before the magistrates at the Holmfirth Petty Sessions, for the habitual neglect of the education of their children. The members of the Wooldale and Cartworth School Board when considering the returns of children whose attendance at school was very irregular decided that: *“The compulsory clauses contained in the bye-laws should be strictly adhered to.”*

The process currently referred to as naming and shaming was then practiced. Accounts of the court proceedings, the offences, the court orders given and fines imposed were regularly published in the local newspaper, such as on 30th June 1896 in the Huddersfield Daily Chronicle.

<i>“ Joseph Ashton</i>	<i>20 attendances</i>	<i>out of a possible</i>	<i>87</i>
<i>William Brook</i>	<i>18</i>	<i>out of</i>	<i>87</i>
<i>James Lee Roebuck</i>	<i>none</i>	<i>out of</i>	<i>100</i>
<i>Joseph Hall</i>	<i>15</i>	<i>out of</i>	<i>100</i>
<i>Dan Sanderson</i>	<i>none</i>	<i>out of</i>	<i>78</i>
<i>Seth Roberts</i>	<i>26</i>	<i>out of</i>	<i>78</i>
<i>James Senior</i>	<i>96</i>	<i>out of</i>	<i>206</i>
<i>Sarah Heap</i>	<i>none</i>	<i>out of</i>	<i>206</i>

In the case of no appearances having been made a fine of 5s inclusive of costs was inflicted. In the other cases Orders for attendance were made. ”

When all the efforts of the Headmaster and the Attendance Officer failed the decision could be taken to remove a child from the offending parents. The child would then be sent to a truancy or Industrial school.

SCHEDULE III.

School District of

W. I. C.

LABOUR CERTIFICATE.

AGE AND EMPLOYMENT.

*From
Aug 28/77*

I certify that *Martha Jane Both*,
residing at *Same Bottom*,
was, on the *29* day of *March* 18*88*, not
less than 10 years of age, as appears by the registrar's certificate [or the

(1) Strike out what follows if the child is qualified for full time employment.

statutory declaration] now produced to me, (1) and has been shown to the satisfaction of the local authority for this district to be beneficially and necessarily employed.

(Signed) *Dan Stairs*
School Comm.

(1) or other officer,
(2) School Board or school Attendance Committee.

(2) Clerk to the (1) for the above district.

PROFICIENCY.

I certify that *Martha Jane Both*
residing at *Same Bottom*
has received a certificate from *J. B. Holt*
one of Her Majesty's Inspectors of Schools,
that he (or she) has

(4) reached the *III* Standard.

(Signed) *W. B. L.*

Principal Teacher of the *W. B. L.*
School.

or (2) Clerk to the (1)

for the above district.

Dated the *23* day of *March* 18*88*

(4) "reached" means passed in reading, writing, and arithmetic, in the standard mentioned, or a higher standard.

Labour Certificate 1888

SCHEDULE VI.

Board of Education.
Form 144 (c).

Certificate of School Attendance for the purpose of employment under Section 5, Elementary Education Act, 1876, or for total or partial exemption under the Bye-Laws.

Hepworth Council *School.

I hereby certify that the following particulars with respect to the Attendances made by the Child named below, at this School after attaining the age of 5 years, are correctly taken from the Registers of the School.

Name in full, and Residence of Child.	Number of Attendances made within the 12 months ending the 31st December.	
<i>Annie Cartwright.</i>	1906	389
	1907	424
<i>Jackson Bridge.</i>	1908	410
	1909	417
	1910	418

Signed this *21* day of *Nov* 1911.

Fred Brough
Principal Teacher of the above-named School.

WEST RIDING
EDUCATION COMMITTEE
DEC 12 1911
DIVISION 11

WEST RIDING
EDUCATION COMMITTEE
DEC 12 1911
DIVISION 11

* Enter name in full, and state whether a Public Elementary, or Certified Efficient, School.

Printed for E.M. Stationery Office by Gale & Polden, Ltd., 2, Amen Corner, E.C.

Certificate of School Attendance for the purpose of employment 1911

Financial Matters

School Fees and Government Grants

Many of the entries in the surviving school Log Books provide evidence that two of the major concerns of the headteacher were the number of children on the school roll and the need for a high level of attendance. There were good reasons for this, for the salaries of headteachers and teachers, the payments made to pupil teachers and school monitors and general school expenses were covered by the fees paid by parents to the headteacher. Good average attendance figures were of the utmost importance, because following the Government introduction of grants these were awarded only after certain conditions within each school had been met, two of these being numbers on roll and average attendance figures.

It was not unreasonable therefore for headteachers to have a very strict requirement of members of staff that they both undertook the collecting of the fees and accurately marked the class register at the beginning of each morning and afternoon session. There was also the necessity to follow up the non-attenders, as was the case in March 1886 at the Church School in Hepworth when Mr Milling recorded: *"The monitors have been out enquiring about absentees"* and again in November 1888 he noted: *"this morning two of the teachers have been out for 1 and a half hours looking up absentees."* In his frustration at the low attendance in the school in August 1899 Mr Spencer recorded: *"Attendance has been wretched all week, the greatest number present being 125. Exhortations and warnings are of no use and it is dangerous to report with the authorities for fear of a child leaving.... A child may be kept from school to work but it seldom enters the bucolic mind to keep the child from work so that it may attend school."*

Attendance figures were seriously affected by the frequent lateness of part-time attenders, for on many occasions they arrived in class too late for registration and so their attendance contributed nothing to the average figures. This problem was a matter of concern for Mr Hill of New Mill National School in April 1876, as he recorded: *"Several half-timers marked absent for coming late"* but revealing some understanding for this he added: *"they come a long way off and often come from their work late."*

Whether or not a child attended school was largely determined by parental financial circumstances. The non-attenders were children whose parents were simply too poor to pay the school fee; part-time attendance was possible for children who themselves contributed to the family income; full-time attendance was only likely for the children of more prosperous parents. These included clothiers, the full-time skilled employees in the mills and those involved in shop keeping and businesses such as millinery, dressmaking and shoemaking, who increasingly settled in the hamlets of the valley.

Fees varied according to the school attended, as did any requirement to buy class books and slates. This must surely have influenced where some parents, particularly the lower paid, decided to send their children.

From the entries in the Log Books of both the Town and Church Schools and the reports of the meetings of the Local School Board it appears that before 1891 the weekly fees for children under the age of five were 2d a week, those aged five to ten years and half-timers were 3d or 4d. After 1891 the under-fives were free and all children over five years of age paid 1d.

Parents of the children attending New Mill National School prior to 1871 paid a weekly fee of 3d, for in this year this increased to 4d. In 1878 for an unexplained reason the decision was taken that boy scholars were to pay 6d and that they must attend from 8am in the morning. This ruling must surely have affected the situation of

some half-time attenders. In 1891, in line with neighbouring schools, all full-time children were required to pay 1d, but for half-timers the charge was 2d. (Did this mean that half-timers were to be discouraged?) In recognition of the difficulties experienced by parents on low incomes the concession was made that no family was to pay more than 4d. It was at a meeting in 1900 that the managers unanimously decided: *“To declare the school entirely free from the payment of school fees from this day.”*

In September 1878 Miss Horsman noted that the weekly fee of 3d for those attending the Scholes Methodist Day School was similar to those in both the Hepworth schools.

The emphasis placed by headteachers on the recording of issues relating to the payment of fees in their school Log Books differed. It is however these entries that reveal that the dependence on the uncertainties of parental fee paying was a continuing anxiety for them. All would have agreed with Mr Bennett’s comments in December 1862 that staff experienced: *“great trouble in collecting the pence”* and *“the Master busy with pence and books, several of the parents came to pay the school pence.”* Both these statements clearly reflected the beginning of the school day in most classrooms.

Poverty was a continuing reality for many families on low incomes, and the loss of income arising from periodic unemployment, short time working and strikes were the major causes for non-payment. For many parents the payment of their children’s school fees was a considerable commitment, especially those with a number of children, even those making great efforts to support their children’s schooling, found it was with great difficulty they were able to find the “school pence.”

In February 1863, two weeks after the new Local Board Infants School opened in Scholes, a parent told the headteacher that her children would no longer be attending, the reason given being: *“that her husband had not had much work lately and they were too poor to pay their child’s school wage.”*

When members of a family were employed and some money was coming in it was possible for the school fees to be paid, but industrial unrest in the mills and mines of the valley created tensions and non-more so than when strikes took place. The loss of pay at these times led to children not attending school and the resulting reduced income was of deep concern to headteachers. During the strike in all the local mills that lasted from May to July 1878 the situation in Scholes was such that in June, at the height of the men's action, it was a much concerned Miss Horsman who recorded that the strike was: "*causing great depression in trade and keeps the children from school.*" Two months later Mr Hill described the reality for many families during another strike at a local mill: "*many families in debt, can only pay for half time schooling.*"

After the setting up of the Local School Boards parents, when unable to pay the school fees, could apply to the Local School Board for a "free ticket." In certain circumstances parents would be advised to apply to the Local Board for assistance or remission of the fees. Two examples of a parent accepting such guidance were when Martha Marsden, in 1878, made a successful application to the Local School Board for permission to send her two children to Scholes free of charge, and likewise in 1881 Joshua Greenwood of Jackson Bridge received similar approval of the School Board for his two children. Parents who had been supported in this way, however, if later they were in receipt of parish relief then they had to pay the school fee, as in the case of George William Hampshaws of Scholes, who having been previously excused the cost of school fees by the Local School Board, in November 1882, was required to pay these, relief having been received from the Board of Guardians.

The Local School Board was permitted to grant free places for up to three years to children who held an Honour Certificate. Between 1876 and 1881 these were awarded to children who: "*had passed Standard IV at ten years of age and held a Certificate of regular attendance for five years.*" For instance, in June 1880, it was reported in the minutes of the Wooldale and Cartworth Local

SchoolBoard that the fees for the seven children attending Wooldale Elementary School who held such Certificates were included in the £3 16s 8d granted to the school.

An alternative source of financial support, albeit a very limited one, was a local Chapel Charity Fund. One such case was when in February 1888, Scholes Sunday School Trust paid Jonas Littlewood's school fees for 40 weeks. After the closure this Charity the trustees used the income to pay the school fees of six poor children who attended schools elsewhere.

Headteachers and members of the Local School Board understood well the reasons for the parents' failure to pay the school fee but also the necessity of action against the persistent offenders. One such case was that of Mr Ben Booth of New Mill who in July 1882 was sent a bill of arrears having continually defaulted on the payment of the fees for his three children. Interestingly this was sent to the owner of the mill where Mr Booth was employed, who also happened to be a school manager. The bill published in the Huddersfield Daily Chronicle in July 1882 was for:

<i>Fred Booth</i>	<i>23 weeks at 3d</i>	<i>£5 9s</i>
<i>Lucy Booth</i>	<i>5 weeks at 4d</i>	<i>£1 8s</i>
<i>Eliza Booth</i>	<i>33 weeks at 3d</i>	<i>£8 3s</i>

Headteachers regularly made reference to their anxieties over irregular attendance, but more importantly when there was a fall in numbers on the school roll, for whatever reason. For them the loss of income this caused and the impact on the all-important average attendance figures had far-reaching implications. A school opening in a neighbouring village was a matter for concern, as in the case of Mr Bennett, when in 1867 children living in Fulstone who had registered at the New Mill National School did not attend, going instead to the new school opened in Shepley. The reason given for this being: *"because their younger brothers and sisters are not allowed admittance to our mixed school"* and again in October 1878 the

fact that: "a new school has been built and opened under a certificated Master at Birdsedge two miles away and Wooldale Board School built for 400 children will be opening next March" caused Mr Hill to fear that existing pupils would leave and others would not enrol.

Other anxieties arose from families leaving the locality as when Mr Hill noted in September the same year: "every week a family or two is leaving New Mill neighbourhood and going to Dewsbury Batley or Paddock and other places. All this causes the attendance of our school to decrease awfully." A year later his continuing worries were further recorded in March 1879: "awful weather - deep snow. This has been a dreadful winter and has tended to lessen the average attendance for the year, together with the strikes and bad trade, which latter has caused me the loss of about 40 scholars or more, whose parents had gone to live in Batley, Dewsbury, Paddock" and again eight months later: "Great depression in trade makes the numbers of children attending very low for about half the houses in New Mill neighbourhood are destitute."

This situation in New Mill appears to have remained for on 1st April 1907 Mr Taylor expressed his overwhelming concern about a school roll of forty-four pupils: "I am at a loss what to do to increase the numbers of the upper part of this school There are now only 11 on No.1 Register, 17 having left, 15 with exemption certificates, 1 left the district, 1 a scholarship winner, 2 have left Standard 5 making 19 scholars - nearly half the school have left."

Those attending the Local School Board monthly meetings were informed of the average attendances and fees collected. These details were then made public in the Huddersfield Chronicle as on 9th January 1886:

	<i>" No. on books</i>	<i>Average Attendance</i>	<i>Fees</i>
Wooldale	212	144	£8 16 6
Do Infants	82	52	£2 1 3
Scoles	78	47	£1 8 6"

In 1891, the Elementary Education Act was passed by which a special School Fee Grant of ten shillings per child was introduced thus allowing school fees to be abolished or reduced to 1d a week.

This fundamental change in how schools were to be financed was obviously welcomed by the trustees of Hepworth Church School: *"It has been decided to accept the Fee Grant and T. S. Tinker Esq. has written to inform the Education Department of the decision commencing 1st September 1891 children under five will be free the rest 1d a week."*

In a similar manner a circular was sent to headteachers in which the Clerk of the Local School Board stated: *"I am desired to inform you that on and after the 1st September next no payment will be required of any child attending your school for fees but they will continue to pay for their school books as before."* The paying for school books appears to have remained a contentious issue, for in 1893 a letter from the Local School Board to school managers stated that schools were to provide for all children attending: *"a proper supply of books, slate and other school apparatus."* Parents were no longer required to acquire these for their own children either by payment in the form of fees or from the necessity to buy them. It would be permissible however for parents, if they so wished, to purchase school books, these then being the property of the children for their personal use.

Once the school fee was abolished the trustees of the Scholes Sunday School Trust agreed to seek the permission of the Charity Commissioners: *"for an annual competitive examination for children living within the hamlet of Scholes who attended some public elementary day school."* Their request was granted on the condition that the value of the prizes for the successful candidates would not exceed 10s however, the examination never took place and the trust money was invested under the name of the Scholes in Holmfirth Sunday School Charity Fund. In January 1896 the income was £18 19s 4d.

From 1862 to 1900 the government scheme for making annual grants to schools had a profound influence on the work of headteachers and teachers. The allocation of a grant depended on a school having been inspected by one of Her Majesty's Inspectors and found to be satisfactory. Under this scheme, widely known as "payment by results," the grants payable were conditional on the requirements of each category of grant having been satisfactorily met and the recommendations made by the Inspector regarding the level of grant to be awarded. The three main criteria on which the Inspector's judgement was crucial were the state of the school premises, the average attendance of pupils and the level of achievement by the children in the tests set for each Class Standard. The categories of grant were fair merit, good merit and excellent.

It must have been with great relief and satisfaction that following an inspection in 1866 Mr Bennett learnt that a grant of £75 was to be awarded to New Mill National School, previously it had been £12 5s 0d! However, his successor Mr Hill in 1878 expressed great concern about the financial position of the school and dissatisfaction with the Grant system. At the time an increase in absent children had not only resulted in a loss of £70 from pence payments but a lowering in the crucially important average attendance numbers. The absences having occurred at the same time as the annual Education Inspector's visit caused a reduction in the size of the possible grant, as no compensation was allowed for the fact that twenty-five children had scarlet fever and were therefore unable to take the examinations.

The following paragraphs contain a number of illustrative examples of inspection assessments and grants awarded.

It was stated in the report in the Huddersfield Chronicle on 23rd June 1877 that there were one hundred and fifty eight pupils present when the Education Inspector visited Wooldale Chapel School. Passes recorded were; reading 155, writing 154 and arithmetic 148. The recommended grant was £168 15s.

The Inspector's assessment of the Mixed Department (Junior) of Wooldale Elementary School in June 1881 was: *"This department is under good discipline, and has passed a really creditable examination in the ordinary and extra subjects. The points requiring attention are spelling in the fourth and composition in the fifth and sixth standards."* Of the Infant School it was: *"The children in the first class read with fair fluency. Writing is irregular, though it had some good points; their knowledge of number is fair. Amount of grant £198 14s 4d."*

In June 1890 the report following the Inspection of Wooldale Elementary School stated: *"The mixed school is in a very fierce state of efficiency, the good merit grant being in 93 passes and an average attendance of 178, the excellent grant has been made."*

Hepworth Town School did not benefit from a Government grant until 1884 when it was visited by a Government Inspector during May of that year. At the time classes were being held in temporary accommodation whilst the new school was being built. The attendant problems of this situation were probably the reason for only a Fair Merit Grant being recommended. In February the following year it must have been with a great sense of relief that Mr Booth wrote: *"T. S. Tinker, Esquire, received a letter this morning from the Education Department stating that the school will now be placed on the list of schools receiving Annual Grants."*

The first Inspector's report on Scholes Local Board School in 1877 awarded a grant of £13 14s 6d but clearly stated: *"the conditions of the grant under Article 19a3 will have to be insisted on in the future."* It would appear that at that time of the inspection there were inadequacies in the provision within the school and possibly shortcomings in the teaching. The situation appears to have improved in that in the following year the grant awarded was £40 17s 2d. Miss Horsman must have been delighted in 1879, for the grant increased to £48 12s 0d and she received her parchment certificate.

In the Inspector's report dated 6th June 1890 written following his visit to Scholes Provided School the mixed school is described as:

"in a very fair state of efficiency." The good merit grant was awarded in the light of 93 passes in the subject tests and an average attendance of 178. The children in the infants school it was stated: *"were very well advanced in the elementary subjects, object lessons and varied occupations had all received due attention"*. The excellent grant was made on the average attendance of 67. The total grant for the whole school was £237 19s 6d.

Grants received from public monies and parent paid school fees were augmented through money produced by voluntary activities and local fund raising. For many years the main purpose of the Hepworth village Feast was to raise money for the upkeep of the school: *"The school had to be cleaned, warmed and the building kept in repair, and the money needed for this had to be raised voluntarily."*

Classrooms and Curriculum

There are no surviving descriptions of the schoolrooms of the first valley schools, but it is highly likely that children, of all ages, were taught in one classroom. After the introduction of the Standards this space may have been sub-divided into the Standard groupings by perhaps curtaining or high cupboards. Local Board Schools built to accommodate larger numbers of children often had one classroom for the Infants and one, possibly two, for the older children. Additional teaching space may have been provided by a gallery at one end of the largest space, as was the case in Wooldale School and New Mill National School.

The features of the Victorian classroom are well documented and many of these would have been found in the valley classrooms.

Windows were usually set high in the walls on which hung alphabet and number charts, named single objects printed on pictures, phonic based spelling charts and the four rule tables, maps of the British Isles and the world and pictures of natural history objects and animals. It would appear that such wall hangings were not replaced in New Mill Infants School until October 1911. The newly appointed headteacher, Mrs M. Ballantyne, when recording an early improvement and her reasons for taking such action recorded: *"I have taken down the ancient roller illustrations from the wall and replaced them with a few simple home framed pictures. The walls look much neater and the pictures can be easier dusted."* In front of open bench seating, rows of basic seating, benches, known locally as *"seven-in-a-seat,"* (not discarded at New Mill National School until September 1934!) or double desks, was the teacher's high desk and chair, possibly on a raised platform; near this stood a large blackboard and in the junior classroom a table on which a globe was usually placed, on which everything marked in pink was the Empire! Tall cupboards in which slates, sand boxes, exercise books, ink bottles,

boxes of pens and nibs, readers and arithmetic books were kept stood, if space allowed, in the classrooms, if not, then in an adjoining corridor.

In winter before heating was installed such classrooms were bitterly cold. In these circumstances the timetable was frequently abandoned to allow for the children when standing by their desks, to do exercises to keep warm, as was the case at New Mill National School on 22nd January 1907: *“Very rough this morning, a bitterly cold day. The timetable was slightly altered as we had to change the lessons frequently for physical exercise and marching.”* Likewise at Hepworth Church School on the 14th March 1911 the children were: *“marched round and drilled to promote better circulation and warmth.”* On days when temperatures dropped too low the children were sent home. The first heating was provided by coal and wood fires or stoves situated at either end of the classroom. Frequently smoking and regularly needing attention throughout the school day, these created a stuffy atmosphere. In the winter of 1911 Miss Hirst complained that the main classroom at New Mill Infants School was: *“very close when the fires are on. It cannot be ventilated by through current only by side windows. These have been kept open, still the air is very oppressive and extremely dry.”* Fires presented other problems particularly with the younger children, as happened in Scholes Infants School on 29th October 1894. Recording the incident Miss Gelder stated that: *“E. Senior burnt her hands by taking a hot bottle from the stove. She kept fast hold till I got to her and told her to put it down. Putting it on the floor never entered her head. We bound it up with castor oil.”*

On the very frequent rainy and snowy days wet clothes were hung to dry wherever space made this possible, if not they dried as the children sat in them. This must have been the reality for the pupils at New Mill National School, for in January 1889 a recommendation in the visiting Education Inspector’s report was: *“I would request the consideration of the Managers of the ventilation and of the wet clothes hanging round the room.”* It would appear

that there was a similar situation at Scholes Infants School which had clearly become unacceptable to Miss Gelder. Following her complaining to the Local School Board and the matter being referred to the Education Department the reply received from the latter was: *“Adverting to your letter dated the 18th instant. I am directed to state that if the children reach school so wet that sitting in school for the usual school hours is likely to be injurious to their health, the Managers may properly send them home at once, and not open the school or give any instruction to them. If the school is opened the register must be marked.”* Cloakrooms were not seen as necessary until much later.

In the summer months classrooms were frequently hot and equally airless. It was then that classes were held outside in the playground as at Scholes Endowed School. In the first week of July 1909: *“Most of the lessons have been taken outside during the week.”* and again in September 1910: *“During the summer on suitable days the infant classes have been conducted in the playground. Games and free exercises will still be taken outside when weather permits.”*

An already unsatisfactory environment for teaching and learning was often made worse by overcrowding. Large numbers of mixed-aged children of differing ability were either taught as a single class or, when staffing allowed it, in groups, albeit frequently in the same classroom. On many occasions children under the age of five are known to have sat on the second row of benches so that they could fall asleep on the backs of the children in the front row!

The trustees of Hepworth Town School in describing the conditions in the old school building in 1881 gave an insight into the realities for the children and those teaching them: *“Sometimes in the morning 100 - 200 children are packed like herrings in a barrel in the vacant space among school furniture and there is difficulty in moving.”* However, the looked-for replacement school that opened in 1884, failed to ease this situation. Overcrowding remained a

continuing problem, for in 1903 three classes were still being accommodated in the one large classroom.

Difficult teaching situations were a very common feature of the valley schools. One such appears to have arisen in Scholes Infants School in July 1908, for in the first Log Book entry that month a much concerned Miss England recorded: *"Many of the lessons taken together in standard I, and II and III as I am without assistance the number of children present was 70."*

The desired *"good order"* in class was difficult to obtain in such conditions, problems sometimes being compounded when there was a lack of suitable seating, as was in the case of Scholes Infants School in August 1899 when Miss Gelder, rather despairingly, stated: *"We do not have desks enough for every child to have its own seat which does conduce to good order."* Soon after taking up her headship of New Mill Infants School Mrs Ballantyne complained that the desks in Class 1: *"are very old, unhygienic and the surfaces extremely rough, they have no backs and the seats are most uncomfortable."* It was with much pleasure that several weeks later she recorded the delivery of new dual desks.

Even when space and appropriate furniture were available the effectiveness of the teaching was hampered and the looked-for benefits that might have been realized were minimised by inadequate staffing. In 1895 Miss Hirst described a critical situation at New Mill Infants School when having examined the children in Class III she wrote revealing a degree of frustration: *"Found them backward in reading. It is impossible for me to devote much time to them when I have Classes I and II with only a Standard V1 girl to help me."* In his report after visiting Scholes Provided Elementary School on 3rd June, 1920 the Education Inspector expressed his concerns regarding the position of the headteacher who had: *"various and demanding responsibilities within the whole school"* and the effectiveness of his teaching: *"the headmaster cannot teach so many (50 children) and*

supervise other sections of the school. It is not surprising, therefore, to note some lack of alertness and intelligence in all subjects and readiness in response when scholars are questioned."

In the all-age school a priority was usually given to accommodate the youngest children (three to six year olds) in a separate room if this was possible. It is clear that headteachers were prepared to accept under-age children to boost the numbers on the school roll. In such cases their presence did not count towards the average attendance figures, but the fees were welcomed. They were also willing to help out when mothers had seasonal employment and wished to leave the youngest children with family members in school. There were, however, difficulties arising from having accepted those children, referred to frequently as the babies. The Rev. Warburton, Vicar of Christ Church, New Mill recognised the needs of the youngest children attending the village Infant School for on 23rd August 1918 Mrs Ballantyne noted in the Log Book that he had: *"presented the Baby Room with a Hammock for the sleepy tots to rest in."*

Miss Horsman, three months after the opening of Scholes Infants School wrote: *"On Monday three children under three years of age were admitted and placed in the attendance Register in a separate column, as their attendance cannot be counted. These little ones slightly interfere with the order of the school, but as their parents so desire of sending them during the season (hay time) that it has been thought best to take them."* However three months later she noted: *"It has been thought the best by the members of the School Board not to admit any more children under three years of age as they interfere somewhat with the order of the school."*

During the years of Miss Gelder's headship this decision had obviously been reversed for she stated in October 1887: *"The new desks are not the right height for the babies they have to sit with their feet not touching the floor."*

The requirements of the system of payment by results had an all-pervading effect on what was taught and the approach to teaching. The measure of success in the examinations on the nationally prescribed content of the school curriculum, as set out in the Standards 1 to V11 was the determining factor in the grant allocation received by a school. Teachers therefore tended to concentrate the majority of class time to teaching the set tasks of those subjects in which the children would be examined, those being reading, writing, spelling and arithmetic. A child's proficiency in these subjects was all important as failure to pass a specific test resulted in money being forfeited. Since no child could be examined twice in the same Standard children who were likely to fail were frequently absented from school during an Inspector's visit.

A difficult situation could arise during an inspection that was quite outside the control of the headteacher, one that had the potential to affect the nature of the visiting Inspector's judgement on the effectiveness of the teaching, as happened in 1866 at New Mill National School. In his report the Inspector stated: "*the children seem slow at understanding what is said to them.*" The headmaster wrote: "*The inspector was suffering from a severe cold consequently it was almost impossible for the children to hear him.*"

The content of the Curriculum is too vast a subject for the scope of this book so it is hoped that the following brief and of necessity incomplete overview will be sufficient to show how the early curriculum changed and developed over the years. A number of illustrative Log Brook entries are included.

Reading, writing, and arithmetic have always been taught in schools as the basic subjects of the curriculum. It is evident from the intentions of those who endowed the various charity schools or provided the money for a certain number of free places at a fee

paying village schools that the ability to read, write and do accounts was seen to be desirable. However, as early as the 1850s elementary drawing and needlework were being added to this staple diet.

Until 1872 headteachers had determined the content of the basic subjects but in that year National Educational Standards were firmly imposed upon the curriculum. These were prescribed in both content and levels of achievement and were carefully determined in relation to the skills contained within the 3Rs. Children over the age of seven were divided into classes referred to as Standards 1 to VII. These did not correspond to age related year groups but were formed on merit, movement to a higher grade being based solely on successful annual test results. This regulation meant that classes frequently contained children of mixed ages and wide abilities. In this situation the younger children frequently attained better results than their “held down” under-achieving older classmates. Parents were often unwilling to accept that their child, having performed poorly in the tests, would either not progress to the next Standard or be relegated to the previous one. It was not uncommon in such situations for the child to be taken to another school. Meeting with such a parental reaction on 8th August 1899 Mr Spencer of Hepworth Church School noted: *“A boy in St. III has been threatened with St. II again. His parents have told Mr Bollard (the Vicar) if he is put down he will leave and go to another school. Another evidence of the delights of a teachers life.”*

Reading began with letter recognition. This was a class activity the children chanting letter sounds. On being able to recognise the twenty six letters of the alphabet single word sheets were introduced. These mastered, a child was then put on the first class reader. Frequently, progress was recorded in the Log Book as in July 1877 Miss Horsman was pleased to note: *Several children transferred from alphabet class to reading sheets*” and six months later: *“Some children have been transferred from sheets to books.”* A set number

of elementary readers were assigned to each Standard. When all had been read they were re-read and re-read! Reading practise was undertaken to achieve a good level of fluency and expression which was indicative of a child's comprehension of what was being read.

Small sand trays were well-used items of classroom equipment, for writing began with the learning of letter shapes. This was a class activity, the children drawing the shape of letters using a sand tray, making the required outline with a finger or a short piece of wood. When all twenty-six letters had been mastered slates were introduced, the writing implement used being a sharpened piece of slate. Slates remained in very common usage until the early 1900s, for they were re-useable being cleaned with moist sponges or more often, spat on and rubbed with a sleeve or hand. For many children their great advantage was that mistakes could be quickly eradicated! There was however one problem with them as Mr Hill of New Mill National School referred to on 15th June 1870: "*Slates frightfully greasy. Sent two boys to wash them at the brook.*" Pupils proficient in the use of a slate progressed to paper and pencil, these then becoming the principal tools for learning, first as sheets then in exercise books. Older children learned to use a pen and ink, but frequently the pens had badly fitting nibs that leaked over the writing, spilling ink and creating "blotted" work.

Writing was thought to improve with the use of Copy Books. A sentence copied from the blackboard or from a card was then written repeatedly. Great emphasis was placed upon the neatness and accuracy of writing. This was frequently aided by both slates and books being lined. A practiced much favoured by Mr Hill who in February 1876: "*made teachers rule all the slates for Standard 1.*" This done he commented: "*I find the writing throughout the school is improving nicely.*"

Great emphasis was placed on Spelling. Spelling lists and spelling tests were an integral part of the school week. Success in these was of paramount importance, as spelling was an essential

element of dictation, and, for the older children, of composition. This, however, was sometimes rather elusive as was the case described by Mrs Ballantyne of New Mill Infants School on 1st March 1912: *“the spelling was according to phonetic ideas and in some cases had to be interpreted by the children themselves.”*

The learning of a poem or passage of scripture by heart was an ability required of all older children. Considered to develop memory, good speech and, in performance, personal confidence and achievement. Recitation lessons were enjoyed by some but disliked even feared, by others. For the latter Miss Gelder of Scholes Infants School had a proven strategy! This she described on 25th August 1891: *“On Tuesday we changed recitation for arithmetic. Sometimes it is necessary to dodge a bit, one child does not like recitation and contrives to stay away for that afternoon if he knows it will be that lesson. I shall change about a bit until he knows the dreaded lesson.”*

Once a child could recognise and write numbers the abacus was used as an aid for counting and then for addition, subtraction, multiplication and division. Tables were displayed on wall hangings, written on the blackboard and endlessly chanted. Mental arithmetic was given a high priority with the regular setting of tests based on the four rules.

Early Inspection reports dealt almost exclusively on the teaching of “the 3RS”

Scholes Infants School

1877: *“This little school has done very fairly for a first inspection. It has only been open 11 months and a large proportion of children were exceedingly ignorant when admitted considerable progress has already been made in writing reading and selling; examination in number and objects was not so satisfactory.”*

1879: *“This school has made no progress at all since last inspected, writing is badly shaped, number has not been at all well taught, and reading is of the worst possible description I have seldom if ever heard more miserable singing and monotony. The children are*

also very ignorant and unintelligent. Discipline is somewhat better than it was last year but there is plenty of room for improvement. The issue of a certificate to Miss A Horsman is deferred until a more satisfactory report the school is received."

1880: *"In the first standard the children have well mastered the mechanical difficulties in reading, but still read with little regard to expression and knowledge of the subject matter, and the writing, spelling and arithmetic are creditable for a country school. The lower classes have passed a satisfactory examination. I am pleased with the tone of the school and with the conscientiousness of the mistress in all her work in spite of her delicate health."*

By 1875 the obligatory subjects were being complemented with other class subjects such as a nature study/science, geography, plain needlework and physical exercise in the form of military P.T. or Swedish drill.

At the beginning of each academic year a list was drawn up to form the basis of the Object lessons in which topics of Nature Study / Science were illustrated. Teaching equipment supplied by the Local School Board regularly included Specimen Picture cards in Natural History from Arnolds Ltd. Children were required to observe the picture of an object or animal and then write about it.

The realisation that the children's interest could be stimulated and more effective learning achieved if they experienced "the object" first hand had a profound effect on how teachers taught this subject. Log Book entries describe many occasions when the children were taken out of their classrooms.

New Mill National School

1901 August: *"This morning Miss Kilner and Miss Hirst have taken standards 1 & II to a field in Fulstone to give a lesson on "the cow in the field."*

Hepworth Church School

1902 25th July: *“As the elder children are studying trees this year I took them to note the kinds of trees in Butt Lane and the Carrs. They were very interested.”*

1908 11th July: *“Nature lesson in Carr Wood and Dean Wood for Class I and Class II, we were very interested and neglected the time.”*

Scholes Infants School

1903 4th May: *“the children went to visit a rookery to observe the rooks, during the time of the Object Lesson this morning.”*

1906 20th July: *“Children went to an orchard this morning during the time for object lesson (berries).”*

1906 6th September: *“Class III went out this afternoon into a cornfield to watch a threshing machine at work.”*

1908 28th September: *“The children were taken out for the Nature lesson this morning. Many specimens of leaves, flowers and wild fruit were brought back to school.”*

The desire to extend and enrich the children’s learning experiences in the classroom was achieved in a variety of ways. Certain people could be invited into school, as happened at New Mill National School on 14th November 1884. On this occasion: *“There was a deviation from the Time Table this afternoon on account of a potter being allowed to exhibit to the children the manner in which pots of various descriptions are made. The children were delighted and no doubt were very much instructed.”*

The practice also developed of sending for specimen and samples related to object lesson topics, as was the case at Scholes Infants School. In March 1891 Miss Horsman recorded having taken delivery of: *“specimens of the manufacture of mustard and rice starch from Messers. Colman of Norwich”* and: *“a box from Bryant and May containing specimens of the manufacture of matches.”*

In July 1935 Mr Wood was pleased to write of an educational initiative that would benefit the pupils of New Mill National School:

“by a partnership with Holmfirth Senior School we have fixed up shows for school of two educational films per month. The first films shown were “Yellowstone National Park” (travel) and “From Flower to Fruit (nature study).”

Taking the children out of school became a feature of school life, as the benefits of such experiences were increasingly acknowledged. Half-day outings, day trips to both local and distant places were valued and enjoyed. Extended visits lasting several days were also embarked upon. In 1909 Mr Gawthorpe of Hepworth Church School took the unprecedented initiative of taking twenty-five pupils on a visit to Liverpool and New Brighton his intention being: *“to help them take an interest in the outside world.”* Excursions to exhibitions and museums were then regularly recorded in the Log Book. In August 1924 staff and children from New Mill and Wooldale Council Schools went to London and Wembley. An account of this was provided by Mr Wood: *“On 18th August the children saw the Tower of London, St. Paul’s, Whitehall, Houses of Parliament, Westminster Abbey and Buckingham Palace. Tuesday and Wednesday 19th and 20th were spent at the Exhibition and on Thursday morning a visit was paid to Regent’s Park and the Zoo.”* During the years of Mr Wood’s headship of New Mill National School educational journeys were regularly organised.

Needlework was seen as a desirable skill for girls to learn both as a domestic ability and for the possibility of apprenticeship as a mender or a dressmaker. These being two of the female employments frequently described in the later Census Returns for the valley. The importance attached to this subject is reflected in that the first female assistant teachers were sewing teachers. When first introduced it was taught only to the girls but it was not long before it became a general subject for all the children. In September 1884 the proficiency of some of the boys at Scholes Infants School was such

that it was deemed noteworthy by Miss Horsman: *“the boys have improved much in knitting and sewing.”*

Numerous difficulties must have arisen as small children learnt to use a needle and thread but these did not warrant recording. The principal problem at Scholes Infants School in February 1878 was apparently *“Grubby hands.”* A lack of washing facilities was overcome in the simplest of ways: *“A tin bowl and towels have been procured for little girls to wash their hand to keep their sewing clean.”* The entry 4th May 1888 would imply that the sewing curriculum included garment making for Miss Gelder recorded: *“Sold all the Kindergarten work and some of the garments. Several girls in the old Standard 1 have brought edge work to sew on their garments.”*

The acquisition of the various skills required for the completion of some of the stitches on the prescribed sewing curriculum must have presented difficulties for both teachers and the taught. It was therefore with obvious relief that Miss Gelder wrote in September 1890: *“It is with great pleasure we note the withdrawal of hemming in the lower division. It has always been more plague than profit in my opinion.”*

Elementary Drawing appears in the early curriculum at Hepworth Church School and in February 1890 a timetable for Wooldale School was submitted for approval of the School Board that included: *“45 minutes drawing instruction for all the boys for three days in each week.”* The subject was quickly extended to all the children.

Geography consisted mainly of copying the names of countries from the Globe or a classroom map of the world, names of rivers, mountains, capital cities etc. Chanting these lists and copying the maps was the approach to learning these facts. Interestingly this subject was not introduced at Hepworth Endowed School until 1890.

Wooldale Elementary School appears to be the first school with woodwork on the curriculum. In March 1890 it was reported that an enquiry from the Department of Education had been received and that the Clerk of the School Board had been instructed to fill in the necessary particulars as to Wooldale School. Mr Booth was informed that: *"The illustrated syllabus and information that the proper form for the examination of the school in March 1891 would be sent in due course."*

Within the Scholes Provided School opened in 1909 there was a Handicraft Centre which the older boys from New Mill National School and both the Hepworth schools attended. A similar centre in Holmfirth made provision for the boys from the Wooldale School. These Centres also provided facilities for cookery and laundry work. (see page 166)

Scripture and Church teaching at New Mill National School and Hepworth Church School consisted of biblical studies, catechism and the Prayer Book Service. Children in these schools then sat an annual religious knowledge examination. The approach to general Christian Principles and Scripture teaching in the Endowed and Provided Schools and the later Local Board Schools was non-denominational.

Morning assembly appears not to have been introduced in the Local Board Schools until December 1886. Headteachers received a copy of the resolution that had been passed which stated it had been: *"Resolved that the schools be opened by the singing of a hymn appointed by the Board. The Lord's prayer to be said by the Teacher and repeated by the children. That a portion of the Scriptures be read to the children by the Headteacher, with suitable explanation, but sectarian or controversial teaching should be excluded."*

Standards of education in schools in England set in 1872

Standard I

Reading	Read one of the narratives that comes after monosyllables in an elementary reading book used in the school
Writing	Copy in manuscript handwriting a line of print, and write from dictation a few common words
Arithmetic	Simple addition and subtraction of numbers of not more than four figures, and the multiplication tables to multiplication by six.

Standard II

Reading	Read a short paragraph from an elementary reading
Writing	Write a sentence from the same book, slowly read once, and then dictated in single words
Arithmetic	The multiplication table, and any simple rule, as far as short division

Standard III

Reading	Read a short paragraph from a more advanced reading book
Writing	Write a sentence slowly dictated once by a few words at a time from the same book
Arithmetic	Long division and compound rules (money)

Standard IV

Reading	Read a few lines of poetry or prose, at the choice of the Inspector
Writing	Write a sentence slowly dictated, by a few words at a time, from a reading book, such as is used in the first class of the school
Arithmetic	Compound rules (common weights and measures)

Standard V

Reading	Read a short ordinary paragraph in a newspaper, or other modern narrative
Writing	Another short ordinary paragraph in a newspaper, or of the modern narrative, slowly dictated words by a few words at a time
Arithmetic	Practice and bills of parcels

Standard VI

Reading	Read with fluency and expression
Writing	Write a short theme or letter, or an easy paraphrase
Arithmetic	Proportion and fractions (vulgar and decimal)

A representative School Curriculum for the year

Hepworth Church School 1897-1898

Standards VI, V	Mr Milling	Headmaster
Standard IV	Flora Bailey	pupil teacher 4 th year
Standard III	Florence Kilner	pupil teacher 2 nd year
Standard I, II	A. Dawson	certificated teacher
Infants	Mrs Milling	assistant teacher

Class Subjects

Geography

Standards IV, V, VI	British possessions in South Africa
Standard III	England
Standards I, II	Points of the compass Cardinal points Geographical definitions

Object lessons

Standards I, II	20 Lessons on common objects and natural phenomena
-----------------	--

History

Standards IV, V, VI	Reigns of James 1, Charles 1 and the Commonwealth
---------------------	---

Poetry

Standards I, II	Victoria Promise
Standard III	Night of the Armada
Standards IV, V, VI	Paul Revere's Ride

The only relief for the children from sitting for hours in their desks was P.T. which consisted of drilled physical exercises performed frequently standing by their desks and, where space permitted it, marching. Interestingly it was not until the early 1900s that the records show that on fine days this lesson was taken in the playground. In 1904 as late in the year as 12th October Mr Booth

recorded with obvious pleasure: *“This has been a splendid day, all classes have had Physical Exercises in the open air.”*

Team games were only introduced in the early 1900s. It would appear that the boys of Hepworth Endowed School were the first to play football at school. It was on 19th October 1900 that Mr Booth referred to this fact: *“I gave the boys a first lesson at football at 4:30 today. We have obtained the use of a field for the games to be played in.”* It was four years later that those at the Church school were allowed the same opportunity. Mr Spencer recorded: *“A football Club has been established in connection with the school. The boys play two or three evenings a week under my supervision.”* By 1906 it is clear that football was being played in local valley schools to the extent that teams competed in the Schools League. On 9th February of that year Mr Taylor noted in the New Mill National School: *“H. Atkinson and H. Hilton gone to Holmfirth to fetch football suits for tomorrow’s match - Semi-final in Schools League.”* It was, however, not until October 1920 that Mr Wood introduced into the school’s Timetable: *“Organised Games (1 hour).”*



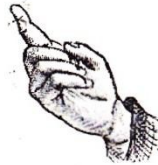
Wooldale County Junior and Infants School P. E. lesson 1953

On 12th November 1886 a course for teachers on the Tonic-Solfa method of teaching singing was held at New Mill National School. This resulted in the teachers who had attended adopting this approach in their classes, with a marked degree of success. In the Education Inspector's Annual reports for Scholes Infants School in 1894 it was stated: "Writing, Needlework and singing by note are good, the rest of the work is as a rule very fair." and in 1902 for the National School in New Mill: "Singing is especially praiseworthy."



soh

The GRAND or *bright* tone.



te

The PIERCING or *sensitive* tone.



me

The STEADY or *calm* tone.



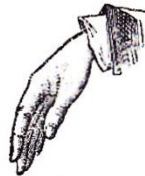
ray

The ROUSING or *hopeful* tone.



doh

The STRONG or *firm* tone.



lah

The SAD or *weeping* tone.



fah

The DESOLATE or *discouraging* tone.

Tonic-Solfa method of teaching singing
Manual signs of tone in key

Daily Timetable

The entries in the nineteenth century School Log Books described a school day that normally ran from 9.00am to 5.00pm with a two hour lunch break in which the children returned home for lunch. Both the morning and afternoon sessions were divided into blocks of time, enforced by the constant use of the school bell. Determined by the headteacher these were predominately devoted to the teaching of reading, writing, arithmetic, whilst allowing for additional activities and instruction, as was thought appropriate.

Headteachers of the Local Board Schools had to submit the timetables they had devised for approval. In September 1900 the newly appointed headteacher at Scholes Infants School, Miss Battye, clearly very concerned about the timetable she inherited from her predecessor stated: *"I find it impossible to work according to the timetable, especially on Monday mornings Thursday afternoon."* In the circumstances it would appear that she sought the advice of a Board member, this action having the satisfactory outcome in that: *"So Mr Dunn advised me to make another timetable and try for one month before sending it to be signed. He gave me permission to change several of the Object Lessons."* She was pleased to note that further support was received when: *"Miss Baynard, Head Mistress of Holmfirth National Schools paid us a visit this afternoon, and gave me many valuable teaching points."*

Time keeping was of the essence to a good adherence to the Timetable. Problems relating to time-keeping appear to have arisen at New Mill National School in 1907, for Mr Taylor recorded: *"Time book introduced yesterday. The School clock to be followed."* He then interestingly explained that: *"the church clock is somewhat erratic"* and that: *"the time in the village is usually set by the mill whistles."*

Examples of a typical daily timetable:

Hepworth Endowed Town School in 1897

Morning

9.20 – 10.00	10.00 – 10.30	10.30 – 10.35
Singing	Reading	Recreation
		Physical Exercise
10.45 – 11.00	11.00 – 11.30	11.30 – 12.00
Mental arithmetic	Dictation	Arithmetic
Tables	Grammar	

Afternoon

1.45 – 2.15	2.15 – 2.45	2.45 – 3.25
Geography	Drawing and	Dictation
	Needlework	Reading
3.25 – 3.30	3.30 – 4.15	4.15 – 4.45
Recreation	Arithmetic	Dismissal
Physical Exercise		

In the Spring Term of 1925 Mr Wood entered in his Log Book that the pupils in: *“Standards VII and VIII have completed a month’s work on a modified Dalton Plan which allows them a choice of time within certain limits during which they may do their individual work, they appear to progress quite well.”*¹⁷ The Dalton Plan was devised by Helen Pankhurst in 1919. Based on monthly assignments it allowed pupils to be free to continue, without interruption, to work on any subjects they were interested in, for: *“when children are interested they are mentally keener, more alert and capable of mastering any difficulties that may arise in the course of their study.”*¹⁸ In view of the improvement in the work of the older children Mr Wood noted his intention to partially abandon whole class teaching and continue with his adaptation of the Timetable for a further three months.

¹⁷ New Mill National School Log Book 25th March 1925

¹⁸ The Dalton Plan Helen Pankhurst 1919

Following the decision to introduce a morning and afternoon break or playtime into the daily timetable the freedom of the time spent in the playground or the roadway outside school was greatly enjoyed. Tag and similar chasing games, hopscotch, football, ball throwing and catching games, stone throwing, hiding and creeping up games, skipping, marbles and seasonal games such as conkers would be played as would the leapfrogging game of finger thumb rusty bum depicted on the front cover.

Discipline and Rewards

All cases of punishment had to be recorded in the Log Book. There was no requirement for the nature of the punishment to be detailed, although frequently this was done. These entries give a clear insight into the range of behavioural offences which incurred the annoyance, disapproval or wrath of the teacher.

It is clear that the maintenance of a good discipline in class and around the school generally was of the utmost importance. Based on compliance and orderliness this required each child's complete obedience to the demands and will of the teacher. Conformity to rules and procedures were fundamental facets of school life. Both in behaviour and application to lessons, what displeased the teacher was a punishable offence.

The entries written by those assuming the responsibilities of a new Headship reveal that issues of discipline were of immediate concern.

In article in the Huddersfield Chronicle on 7th December 1861 relating to the Education Inspector's report on the National School in New Mill it was stated that Mr and Mrs Bennett who had been at the school three years had: "*at the time of entry on their duties found the*

school in a very disorderly state from a lack of discipline which had prevailed."

When arriving at the newly opened Church School in Hepworth during March 1874 Mr Taylor was both appalled at the behaviour of the children and clear as to the reason for this: *"The children were very disorderly not having been used to any discipline."*

During her first year as the headteacher of Scholes Infants School Miss Horsman recorded that on 10th May 1877 she had received the annual report from the Education Inspector in which he stated: *"I shall look next year for a decided improvement in the discipline: at present the children are far too noisy and talkative."* Unfortunately she did not add any comment as to her reaction to this observation.

A possible unlooked consequence from disciplinary action being taken was discovered on one occasion by Mr Milling of Hepworth Church School who noted on 3rd July 1888: *"I learn today that Matthew Waterhouse whom I had reason to punish last week has gone to the Endowed school. Moral - do not correct children or they take refuge in leaving you."*

According to the entries in Log Books the nature of punishments varied according to the misdemeanour. Corporal punishment was inflicted with a short stick, a pointer or a cane. Loss of free time was a commonly used punishment. This was mostly achieved by denying a child time for recreation during the school day or making him or her stay behind after school. "Being spoken to" was the way in which the adult, whilst reprimanding a child, both held him or her to account for the offending behaviour and made possible the giving of direct instruction or comment. The setting of a task was usually linked to the nature of the offence committed in the form of "more of the same".

Corporal punishment was an accepted feature of school life for both children and teachers. It was frequently carried out in front of the class in order to punish the offender and as a deterrent to others.

Mr F. Booth the long-serving headteacher of Hepworth Endowed Town was according to one of his pupils Mr John Beaumont: *"a very short tempered man and frequently caned the children."* It was known that his daughter, Miss Marion Booth who taught the infants: *"would stand crying at the side of the children being caned."*

¹⁹

Although aware of the need for good discipline headteachers were frequently uneasy over a too frequent use of the cane. This was possibly the reason for the concerns expressed by Mr Bennett on 27th January 1871 that: *"Teachers too ready with short sticks."* Likewise Mr Taylor, after his first three months as the headteacher of Hepworth Church School recorded: *"resolved if possible to use the rod more sparingly than lately."* The entry made by Mr Hill on 20th February 1877: *"there has been no corporal punishment since Tuesday last"* revealed that he also found too frequent use of the cane unacceptable.

After receiving a directive relating to corporal punishment in August 1894 Mr Turner wrote of his approach to the use of the cane: *"The chairman of managers has given me instructions prohibiting the punishment of children corporately or by detention in school for absence or unpunctuality this is to include cases of loitering and truancy. I have never made a practice of punishment for absence unless it was a case of truancy. Latecomer is detained at playtime or after-school. Loiterers have been caned if the cases were bad."*

On 3rd February 1909 all headteachers received the circular relating to the requirement for the minimum use of corporal punishment. This it was stated was to be submitted to all teachers for their information. In full agreement with the directive and an obvious sense of relief Mr Taylor of New Mill National School

¹⁹ The History of Education in Hepworth Margaret Charlesworth

observed: *"I may say that I have reduced Corporal punishment to a minimum. This has been my aim ever since I became Head Teacher."*

Adult insistence on obedience meant that disobedience was dealt with severely. The entry for 26th July 1891 in the Log Book for the National School in New Mill reads: *"Albert Booth (Standard 1V) disobedience during the arithmetic lesson, when corrected he refused to work, I gave him two stripes on the shoulder, he was then saucy so I gave him three more."* Commenting on this incident Mr Hill stated: *"This is the worst case of gross insubordination which we have had for the last few years."*

Behaviour that was deemed unseemly was not to be tolerated. Fighting, swearing, urinating, throwing stones, chasing and playing about and smoking were unacceptable. Many of the Log Book entries dealt with the punishing of children for fighting, but the cause, be it high spirits or personal disagreement, was not noted.

Amongst the children attending New Mill National School stone-throwing was clearly a popular game amongst the boys. Unfortunately, though it could have an unlooked-for result, as was the case for the two boys, reprimanded by Mr Bennett on 15th June 1863: *"for throwing stones and breaking one of the church windows."* Playing marbles was another popular game. Mr Bennett's response on the occasions when the players in their eagerness became too noisy was to confiscate the marbles: *"as the only preventative."* On 12th October 1867 having: *"Caught a boy running about school"* Mr Bennett: *"set him to run about the church six times."* In the entry on 2nd May 1869 Mr Bennett did not detail the school rule that was disregarded or the circumstances in which this was done as he recorded: *"caught two girls speaking to one of the boys gave them all a severe reprimand."* Having caught several boys smoking in November 1876, Mr Hill did not give the details of their punishment he did, however, elaborate on how he had: *"set before them that it*

is a filthy, unnecessary and impertinence for such little boys to practice."

The lack of toilets for the children must have been a constant problem. The manner in which this was resolved is open to speculation but in 1876 at the beginning of the school year when taking up the headship of New Mill National School Mr Hill had a very clear message for the children as he: *"warned the whole school that the first boy or girl found making water against or about the school premises, I should severely punish."* The following year on 18th March he: *"punished two children today. They are too dirty children and have been told repeatedly to go down the playground but it is of no use."*

Teachers were very aware of the need to improve the children's spoken language. They knew all too well that swearing and the use of what was considered bad language was frequently the norm in their homes and work-place. It was in school therefore that a more correct way of speaking had to be learnt, this, however, was difficult to achieve. After a case relating to this ever-present problem arose in New Mill National School in July 1879 Mr Bennett made mention of: *"A complaint in writing came to me from a parent about teacher R. Beaumont ill-using a girl in his class, reprimanded him about it. I find she is a very bad girl uses bad language."* Similarly on 19th October 1883 Miss Horsman stated: *"Allan Cartwright has been punished with a pointer also kept in after-school for swearing. It has been discovered that a bad example has been set at home by parent and brother."*

Children certainly played truant and for a variety of reasons, one of which being that they did not wish to be in school (!) as was the case at Scholes Infants School on 9th September 1887 with Annie Hellawell: *"Yesterday afternoon she ran off at playtime so I put her on the bench to stay in. We have often had to fetch her from home before, and the mother has been asked to bring her back."* The entry in the Log Book

on the day following the presentation to Mr Turner on his leaving New Mill National School stated: *"a few cases of truancy occurred yesterday afternoon. They were carefully dealt with this morning."* No details were given as to the nature of the escapade or that of the punishment.

Instilling into children a sense of right and wrong and personal responsibility for their behaviour was seen by many to be an important responsibility of the school. It was necessary that they understood the difference between honest and dishonest actions. The distinction between these must surely have been made by Mr Hill who on 1882 21st September 1882: *"punished three boys in 1st Standard for spending 6½d on spice and snuff while one ought to have paid it for his clogs mending sent the box home to his mother."* Likewise on 26th July 1889: *"punished two boys for spending another boy's school money."*

Failure in a required task, laziness, lack of concentration and producing untidy work were unacceptable to the teacher. All were ever-present in the classroom, for amongst the children were those of low ability, those who had learning difficulties and those who for tiredness and poor health were not able to meet the demands of the teacher. Unfortunately from the Log Book entries there appears to have been little recognition of these realities or understanding of the implications of them for the children. The belief was that if children only applied themselves better then there would be an improvement in their work. It was the task of the teacher to find a way of encouraging or making them do this. A formidable task according to Mr Milling whose rather despairing comment on the children in Hepworth Church School in October 1888 was: *"To overcome what might be called the inertia of the children, their apparent dislike to move themselves or say more than is really forced out of them is enough to destroy a strong man's nerves."* Describing a similar situation in August 1917 Mrs Ballantyne of New Mill Infants School

wrote: *“much lassitude is discernible in the mornings owing probably to the lateness of the hour at which the children are put to bed at night.”* Her concern about the well-being of the children continued into the early 1920s for she recorded in 1921: *“The children appear to be suffering from want of sleep. It is hard work to rouse them during the morning session and left to themselves they are drowsy and sleepy”* and later in the following year: *“Several children are sick many are very pale and heavy eyed and not capable of any mental effort.”*

Failing children were frequently referred to as being stupid and called dunces. On 25th March 1879 Mr Hill declared: *“Third Standard are stupid in their numeration. They have given me much trouble all year - for they are a most unintelligent lot of children I have ever taught; but I am proud to think they have brightened up lately and show signs of great improvement. This success I attribute to my constantly talking seriously to them after school hours, for we rarely close school before 5 or after at nights.”* On 26th January 1888 a somewhat vexed Miss Gelder recorded: *“Kept all children in standard 1 and class 1; who have got a sum wrong every day this week.”* and again on 12th February 1892 she noted: *“Work as usual”* adding *“some of the dunces have been kept in for reading.”*

There is, however, no evidence that the well-documented practice in many Victorian classrooms of making a child, who having made too many mistakes in his or her work was made to wear a Dunces cap and stand on a stool or face the wall in a corner of the classroom was present in valley classrooms.

Rewards

The Log Books and results of Inspection tests reveal that there were many able, hard-working children who achieved success in their school tasks. To gain this looked-for success many were aided in their

efforts by parents who, realising their children would benefit from more than a basic education, encouraged and supported them. To take every opportunity for self-improvement was seen as opening up better employment prospects and improved living standards. For children whose parents had neither time for schooling or for any of the envisaged advantages arising from it, success was more difficult to achieve. For less-able children and those with learning difficulties success in prescribed tasks with fixed attainment levels was basically unattainable with or without supportive parents.

Rewards were regarded as a way of promoting the desirability of success. To reward children for good work and behaviour clearly became a notion much favoured by headteachers. In so doing successful children were urged to make greater effort in order to achieve more. Rewards were also given as an incentive to others to realize similar achievements. Applied primarily in the all-important areas of attendance and subject test results, a variety of ways for acknowledging success were introduced, for example, names were made public, prizes were awarded to individual children, shields were presented to groups, privileges were granted and outings arranged.

At Hepworth Endowed School in 1880, in recognition of the good work done by the children who passed the various standards during an Education Inspector's visit, £4 was spent on prize books. As an incentive to the children attending Hepworth Church School in 1886, Mr Milling decided to have a monthly examination about which he stated: "*Children of various standards will be arranged in places in order of merit and lists of their names in order of merit will be hung on the walls of the school.*" His hope was that the children low down on the lists would make the extra effort to achieve a higher position which would then be publicly acknowledged. On taking up his appointment as headteacher of Scholes Elementary School in August 1930 Mr Lawrence Hinchcliffe introduced: "*a house system giving a shield as a reward for work and also for sport.*"

Various rewards were also offered to encourage children to attend on a more regular basis. At Scholes Infant School in 1881 during April: *“The prize scheme recommended by HMI to induce regular punctual attendance was commenced. 57 have received a ticket for the above out of an average of 75.”* In December 1888: *“A Magic Lantern entertainment was given by Mr Brooke of Huddersfield”* at New Mill National School and the reward for: *“those children who had made full attendances”* was that they were: *“admitted free, the others had to pay one penny.”* Being concerned about attendance figures at Hepworth Church School in January 1898 Mr Spencer: *“started a library as an incentive to attend school. When a child had attended ten times he or she could borrow a book.”*²⁰ Perfect attendance was recognised at New Mill National School in November 1902: *“Twenty four prizes (in the form of books) rewards were distributed to those scholars who have never been absent from School during the year ending March 1902. Willie Rowley who has made perfect attendance for 6 years was presented with a silver medal with engraved monograms.”* In February 1907: *“deserving scholars”* attending Hepworth Church School had the opportunity to enjoy: *“illustrated lessons in Geography, Nature and History in an evening”* a magic lantern having been recently purchased.

²⁰ HMI Her Majesty’s Inspector was a Government Education Inspector

Secondary Education

The Education Act passed in 1902 introduced far-reaching changes in the educational system, for it allowed the then newly created local county and borough councils to promote education "*other than elementary.*" Three years later the West Riding Education Committee decided that, in addition to the secondary school provision at Nabb School and the Holmfirth Technical Institute, established in 1892, known locally as "*Holmfirth folly*" would accommodate a new Holmfirth Secondary School, with the proviso that it did not disrupt the work of the Institute.

Holmfirth Secondary School opened in 1907 and the Headmaster Mr John Hanson Green welcomed the first forty eight pupils who were expected to wear the regulation school uniform, a blue cap with the school badge on it for the boys and a white straw hat with a blue band bearing the same badge for the girls. Subjects taught were taught by seven full-time and part-time teachers and included English, Mathematics, French, Science, Art and Physical Exercise (in the Drill Hall). Children who were successful in the written and oral entrance examinations then benefited from a selective education. Unsuccessful pupils or those not entered for the examinations either remained in their local elementary schools or moved to the secondary school at Nabb.

Initially the fees were £6 a year but by 1926 these had risen to £9:9s. Financial assistance to meet these payments was given by the Scholes Chapel Charity and County Minor Scholarships and Governors Scholarships were regularly awarded. These Scholarships also supported children to attend Hillhouse Secondary School and the Commercial School in Huddersfield.

When the Scholes New Provided Elementary School was opened in September 1909 the building also included accommodation in the basement for a Centre for cookery and woodwork classes. Children

from schools in New Mill, Hepworth and Hade Edge also attended the Centre there being no facilities for these subjects in their own schools. Six months later owing to the popularity of the cookery classes it was agreed that more hours would be devoted to this subject: *“the Instructress shall attend at the Scholes Centre three half days a week.”*²¹ It would seem however that this particular subject was not to every girls liking, for in 1911 Edith Shaw: *“left Scholes school to go to Thurstonland to avoid cookery.”*

In October 1913 local schools received the directive from the West Riding Education Department: *“Instruction in Laundry work. This Course will commence at the Scholes Centre. I am sorry I cannot say exactly how many of the Scholars from your school can be accommodated.”*

At some time drain-cleaning was added to the domestic subjects taught.

The Centre closed in December 1958.

Centre for Cookery: Staffing

Cookery	1909-1934	Alice Bott
	1934-1935	D. Barbara Martin
	1935-1937	C. Mildred Axson
	1937-1939	Catherine Turner
	1939-1942	Patricia Leeson
	1942-1944	Barbara Wakefield
	1944-1957	Constance Sykes
	1957-1958	Margaret Hoyland

A Log Book for the Centre was begun in 1932 a year after Mr Hinchliffe was the appointed Headteacher of the School and Centre.

²¹ Scholes Log Book Feb. 28th 1910

REPORT Xmas 1922.

CONFIDENTIAL.

Holmfirth Secondary School.

Name Lincoln Bryan Form 1

Attendance Late — Absent — Form Teacher J. H. Whitlam

Conduct Good No. in Form 28 ^{B. 13} _{E. 15}

SUBJECT.	Term Order.	Exam. Order.	REMARKS.
Arithmetic ...	23	22	Fair only - needs care.
Geometry ...	8	7	Very good. <i>Est</i>
Algebra ...	24	11	Good.
Geography ...	19	5	Good.
Science ...	13	11	Satisfactory &
English L'ture ...	13	16	Satisfactory - shows interest.
English Language and Essay...	17		<i>Est</i>
History ...	11	20.	needs care <i>Est</i> .
Scripture ...	—	20	fair <i>Est</i>
French ...	22	17.	Quite satisfactory. <i>O.S.</i>
Latin ...	—	—	
Drawing ...	15	3.	Good. <i>H.W.</i>
Music ...	—	—	Will do nicely. <i>W.H.</i>
Citizenship ...	—	5	Good. <i>S.</i>
Needlework...	—	—	
Cookery ...	—	—	
Woodwork ...	11	12.	Fairly good <i>H.W.</i>

The next Term opens Jan 9/23.

Fair progress

J. HANSON GREEN, M.A., Principal.

N.B.—This Report is for the Private information of the Parent, and can have no value for any other purpose. It is not to be used as a Testimonial.

HOLMFIRTH
County Secondary School,
Technical Institute,
— AND —
EVENING CONTINUATION SCHOOLS.



Session 1927-28.

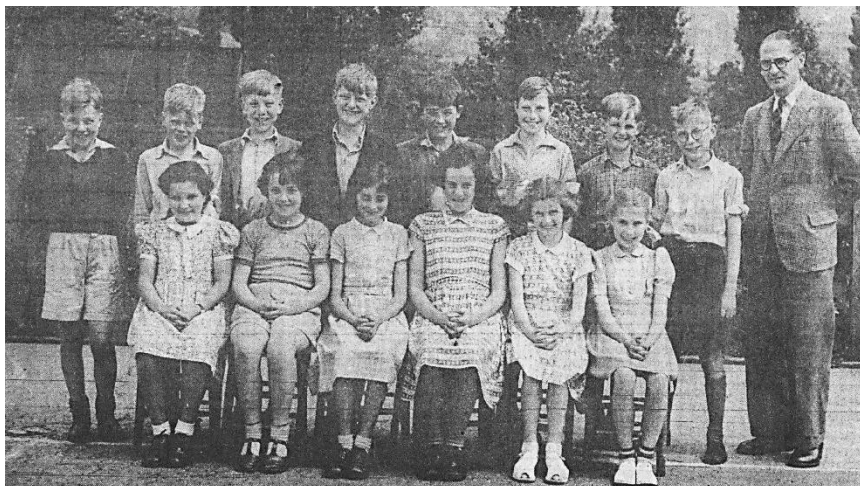
Eli Collins & Co., Ltd., "Express" Office, Holmfirth.



Holmfirth Secondary School Football Team 1925

The overcrowding that had become increasingly a problem in Holmfirth Secondary School was solved by a new school being built in 1932 at Honley. This was a fully selective Grammar School with admission being dependant on success in the annual Entrance Examination. It was only children for whom it was thought a grammar school education would be beneficial that were entered for this. It was envisaged that all remaining pupils would go to the secondary school at Nabb and the vacated Institute premises would revert to its previous status. The latter move however never happened. Severe overcrowding at the Nabb School meant that Holmfirth Secondary School continued in the Institute. The facilities for art, woodwork and cookery were fully used by pupils from both schools. At the age of fourteen the majority of the children secured unskilled work or apprenticeships leading to skilled employment. A transfer to the Higher Grade School in Huddersfield or to the Huddersfield Technical College was possible for those who achieved good results in the County Scholarship Examination.

The Butler Education Act of 1944 introduced the 11+ examination which was taken by all children in the final year at Primary. Those children who passed attended Holme Valley Grammar School, those who failed went to one of the two newly created Secondary Modern Schools, these being accommodated in the premises at Nabb and in the Institute buildings.



Harry Helliwell David Hoyle Neville Jessop Mansell Bearstow
 Peter Stangroom Duncan Booth Roderick Ballantyne Trevor Berry
 Mr Johnson

Wendy Kaye Dorothy Wadsworth ? Pauline Smith
 Marina Johnson Enid Lyles

Wooldale Junior School entrants to Honley Grammar School 1953



Holmfirth Secondary Modern School and Technical Institute, at time of writing Further Education Centre



Secondary Modern School at Nabb now Holmfirth J.M.I. and Nursery School

The situation in both the unselected schools became increasingly difficult with those involved experiencing accommodation problems arising from both increasing numbers and new requirements for teaching a changing and expanding curriculum. In 1959 a new secondary modern school opened in Heys Road, Thongsbridge, on land that had been purchased by the West Riding County Council in 1931.

Appendix

Sources

School Log Books

Court Rolls of the Manor of Wakefield

The West Riding Registry of Deeds

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