



ENGLISH GRAMMAR SCHOOLS
BEFORE AND AFTER 1902

The legal and administrative process by which
(the great majority of) Endowed Grammar Schools
in England were assimilated into the system of
publicly financed Secondary Education developed
under the Balfour/Morant Act of 1902, considered
in its educational and social content - 1864-1928.

THESIS for the Degree of M.A. (History and Education)
IN THE UNIVERSITY OF ADELAIDE

Mrs. Anne Goward
B.A. Hons University of Liverpool
Dip. Ed. University of Adelaide

June 1981

Table of Contents

Chapter I	Introduction	1-22
Chapter II	Secondary Education in England Before the Act of 1902	23-42
Chapter III	The Changing Social Matrix	43-57
Chapter IV	The Government and Management of Secondary Schools in England Before and After the Education Act 1902	58-73
Chapter V	Teacher Training	74-95
Chapter VI	Curriculum	96-120
Chapter VII	Finance	121-142
Chapter VIII	The Direct Grant Schools	143-157
CONCLUSION		158-164

Appendices

- Appendix I - Public Record Office Class No. 12/307 B of Ed. File No. S609 B of Ed. List 61 HMSO (11) 28350 Confidential List of Schools eligible for grant in England 1914-1915 (eighth issue) With Supplementary List 165-243
- Appendix II - Table Showing the year and Number of New Schemes of Government based on: Public Record Office Class No. 12/89 B of Ed. File No. S604 B of Ed. List No. 53 HMSO 10167 Preliminary List of Secondary Schools in England revised 7.4.1908 244-246
- Appendix III - Graph showing overall number of Secondary Schools in England 1907-1926 within the purview of the Board of Education divided according to origins 247-248
- Appendix IV - Table showing numbers of pupils receiving Secondary Education either as fee-payers or as pupils receiving education under Board of Education Free Place Regulations 1907 249-263
- Appendix V - Board of Education Regulations for Secondary Schools 1907 264-299
- Appendix VI - Board of Education Circular 568 8th July 1907 300-305
- Appendix VII - a) Notes on the Various Types of Pupil-Teachership
b) Table Showing the Changing Pattern in the Origins of Intending Teachers 306-308
- Appendix VIII - Education Act 1918 Grant Regulations No. 4 309-312
- Appendix IX - Board of Education Circular 1259 2nd May 1922 313-315
- Appendix X - Board of Education Circular 1381 23 July 1926 316-318
- Appendix XI - Table showing Numbers of Secondary Schools and Board of Education Expenditure 319-320
- Appendix XII - Table showing Numbers of Pupils Receiving Secondary Education 1914-1915 with Reference to Free Places and Grant Monies 321-322
- Appendix XIII - Table showing Increasing Expenditure on Secondary Education 1913-1923 323-324
- Appendix XIV - An Analysis of Direct Grant Schools According to their Geographical Distribution (with accompanying map and explanatory notes) 325-328

<u>Appendix XV</u> - A Comparison of Numbers of Grant Aided Secondary Schools and Secondary School Pupils 1914-1915 and 1928-1929	329-331
<u>Appendix XVI</u> - An Analysis of Board of Education List 60 1928-1929 Showing the Distribution of Secondary Schools and SEcondary School Pupils.	332-334
List of Office Holders at the Board of Education	335
Bibliography	336-346

SUMMARY

The purpose of this study is to determine the way in which the ancient endowed schools developed as a result of the changed circumstances resulting from the Education Act 1902. The study also explores the increasing involvement of the local authorities in the provision of secondary education as well as the ways in which the Board of Education influenced the supply of secondary education by the provided and non-provided schools.

The Education Act 1902, though not universally popular, was the culmination of great effort on the part of educationists, administrators and legislators. This legislation had profound and lasting effects in both social and educational terms, providing the corner stone for much of the ensuing reform in England.

At the outset 304 ancient endowed schools were identified. These had been examined and reported on by the Schools Inquiry Commission (1868) and subsequently came within the purview of the Board of Education (1914-1915). Many of these schools enjoyed a new lease of life, benefitting greatly from the increased financial assistance afforded them by the Board and in many cases by the Local Education Authorities as well. These ancient endowed schools provided a nucleus of secondary education in 1902 and an administrative model for the new secondary schools provided by the Local Education Authorities. The supply of provided schools increased steadily and after 1915 the majority of secondary school pupils in England were being educated in them.

The evidence shows that the majority of ancient endowed schools relinquished their autonomy by conforming to the Regulations for Secondary Schools 1907; this they did to benefit from the enhanced grants provided by the Board of Education. While these schools ensured their financial viability, they became almost indistinguishable from the provided schools and in the process developed in a way not intended by their founders.

A thorough going reform of the funding of secondary education initiated as a result of the Education Act 1918 and refined as a consequence of the Committee on National Expenditure (1922) was completed in 1928 when non-provided schools chose either to become schools maintained by the Local Education Authorities or schools receiving their financial assistance directly from the Board of Education. The latter became the so-called "Direct Grant Schools".

It was found that fifty-nine ancient endowed schools adopted "Direct Grant Status" thereby retaining their own unmistakable individual ethos. Many of these schools remained within the purview of the central authority for four decades until the Direct Grant was abolished in 1975.

It was concluded that the policy of giving the oversight of secondary education to a central authority, while requiring Local Education Authorities to improve the provision of secondary education in areas where it was inadequate, enabled existing secondary schools to develop in line with Board of Education requirements. This resulted in local needs

being catered for and a rich variety in English secondary education unknown in either France or Germany. English secondary education after 1902 enjoyed a flexibility which enabled the ancient endowed schools to develop in the way that suited them best.

Author's Statement

The author certifies that the writing of this thesis and the original research were her own undertaking and that to the best of her knowledge and belief it does not contain material previously written or published by another person except when due reference is made in the text.

Anne Goward

ACKNOWLEDGEMENTS

The author wishes to thank Mr. A.F. Denholm, Chairman of the Department of History and the Revd. J.S. Dunkerley, formerly of the Department of Education, the University of Adelaide, for the helpful advice, criticism and encouragement they offered while acting as supervisors.

I am grateful to the University of Adelaide for permitting me to complete this study while I was in the United Kingdom.

I wish to thank Mrs. M. Robinson, Mrs. A. Jago, Mr. H.F. Coxon and the staff of the Barr Smith Library, the University of Adelaide; the staff of the library of the University of Western Australia; Mr. J.E. Vaughan, Tutor Librarian, the School of Education Library, the University of Liverpool, and Mr. J.R.V. Johnston, Education Librarian, the University of Leeds. I also wish to thank Mr. J.A. Partington, Senior Lecturer in Education, the University of Nottingham and Mr. J. Goodchild, Archivist to the Wakefield Metropolitan Council.

Transcripts of Crown-copyright records in the Public Record Office appear by kind permission of the Controller of H.M. Stationery Office and the Map in Appendix XIV appears by kind permission of George Philip and Son Ltd.

Finally I wish to thank Miss Susan A. Nemes for preparing the manuscript.

"The value of education is often overestimated by those who have had little of it and underestimated by those who have had much of it".

L.A. Selby-Bigge, The Board of Education. London 1929 p.66



CHAPTER 1

Introduction

English Education 1870-1902

Popular education has sprung out of the ideas and necessities of modern times, and the elementary school for the poor is an institution which has no very remote history. With the secondary school it is otherwise.¹

The first of the four Royal Commissions, each examining a particular facet of English education during the nineteenth century, was the Newcastle Commission of 1858. This Royal Commission was set up to examine "Popular Education", i.e., education for the boys and girls of the labouring classes. The Commission was to have far reaching consequences though legislation for elementary education was not enacted until 1870.

The Newcastle Commission which reported in 1861 noted that there needed to be made "... a further attempt to influence the instruction of the large body of inferior schools and of inferior pupils who have hitherto been little affected,"² by the provisions of the time.

The 1870 Education Act, sought only to rectify the deficiency in elementary education identified by the Newcastle Commission. The Education Act of 1870 became known as Forester's Act because as Hugh Owen said:

Mr. Forster in the conduct of the Bill, affecting as it did so many interests and prejudices, not only displayed great ability, broadness and catholicity of views, and a thorough appreciation of the difficulties attending the question but his rare tact and conciliatoriness of manner materially aided its passing.³

Forster's intention had been to obtain complete and efficient provision of elementary education with the least possible expenditure of public money, and the least possible injury to existing schools.⁴ To 'fill the gaps' in elementary education, new 'ad hoc' agencies, local school boards, were to be set up to provide elementary schools where the existing denominational provision was insufficient.

Forster's Act was both a landmark and a watershed in educational administration. It at once provided a universal system of elementary education, ending, at the same time, the era purely of state assistance and supervision of education provided by the churches.⁵ A fair basis was established for a lasting partnership between the state and local and ecclesiastical authorities. Hitherto grants had been paid only to schools connected with one of the nominated religious societies and grants had been conditional upon suitable religious instruction being given in the schools. After 1870 State responsibility was confined to secular education; School Managers and School Boards were permitted to arrange religious instruction, but it was neither examined nor did it attract state benefit. School Boards were forbidden the use of catechisms or formularies.

The Education Act 1870 hampered the progress of voluntary elementary schools which, though receiving an increase in a capitation fee, lost their building grants after the initial year of grace. Before 1891, because of financial difficulties, "the Church of England had surrendered almost a thousand of her schools".⁶ Nevertheless Voluntary agencies spent considerable sums of money, without benefit of matching Parliamentary grants, to avoid the compulsory establishment of School Boards in some areas.⁷

Protestant dissenters saw the continuance of single-school areas in the Education Act of 1870 as an intolerable grievance, since it meant that in rural areas the Anglican parish schools had a near monopoly of elementary education. The resentments of both the Church of England and of Nonconformists smouldered until after the Balfour Act of 1902, when the Church of England felt it had achieved some redress, but when, in consequence, the Nonconformists were correspondingly aggrieved.

The term "elementary education" within the meaning of the Act of 1870 was defined as "a school or department of a school at which elementary education is the principal part of the education there given, and does not include any part of the school or department of a school at which the ordinary payments for each school or department of a school exceed ninepence a week".

The 1870 Act left the Education Department free to determine the limits of its jurisdiction by administrative regulations. The Department made use of this discretion to

permit school boards to establish Higher Grade Schools which were not in the strict sense elementary schools. In 1880 the Department had to deal with the matter officially, following a request from the Nottingham School Board to organise a class in their Higher Grade School for children who had passed through the standards. Such classes were to earn grants from the Department of Science and Arts. However, Lord Spencer (Lord President of the Council in Gladstone's government) appended this warning to the Secretary's letter (September 3rd 1880), replying to the Nottingham School Board:

My Lords direct me to add that they may at some future day find it necessary to place some restrictions on the Higher Grade Schools, in order that no departure may be made from the terms on which the Parliamentary grant is made to primary education.⁸

Out of small beginnings the school boards invaded the sphere of secondary education. In some parts of the country school boards produced an elaborate system of higher education on top of the elementary school. Such schools were organised Schools of Science receiving, as has already been noted, grants under the Science and Arts Department.

This arrangement persisted until the Education Act of 1902 abolished the School Boards. They were replaced by Local Education Authorities related either to Borough Councils or to the County Councils established by the Act of 1888. Thereafter England no longer possessed bodies specially elected to administer education. The Act of 1902 ended, so far as running expenses were concerned, the distinction between

schools provided from the rates and the voluntary schools provided by and belonging to the various denominations; the latter were now put on the same financial footing in respect of maintenance as the former. Henceforth denominational elementary schools were assured of rate-aid, to the great disgust of the militant Nonconformists who continued to campaign against "Rome (not to mention Canterbury) on the rates". The Voluntary Schools, however, continued until 1944 to be denied the grants-in-aid of building which they had enjoyed before 1870.

The Industrial and Social Background to the Act of 1902

Many early attempts at promoting education other than elementary had resulted from concern about Britain's economic position in the world. By 1914, Britain formerly economically predominant amongst industrial nations, "now stood amongst equals,"⁹ and by the end of the First World War, Britain formerly the world's greatest creditor nation, had been forced into heavy borrowing.¹⁰

Agricultural education which started to receive grants from the Board of Agriculture in 1899 could do little to increase Britain's agricultural competitiveness; the economies of scale being achieved overseas were impossible in Britain. The Technical Instruction Act of 1889 gave the development of technical education into the hands of the Science and Arts Departments, merged in the newly created Board of Education, and the recently formed County Councils. Much of what ensued

could be described as secondary rather than technical education. Sydney Webb, Chairman of London County Councils technical education board,¹¹ with the help of A.H.D. Acland, a Vice-president of the Committee of Council of Education in Gladstone's government,¹² secured the widest possible definition of the meaning of technical education, until as Webb himself said, it included every conceivable subject other than Greek and Theology.¹³ Innovations in technical education catered mainly for evening students in full-time employment. This type of education went some way to remedying the defects in industrial and commercial instruction first noted at the International Exhibition in Paris in 1867.

Despite apparent improvements, there were underlying weaknesses in the British Economy. Production, though increasing in volume, did so more slowly than that of overseas competitors. Tariff barriers protecting Britain's foreign competitors caused divisions amongst Unionists over the issue of retaliatory tariffs. Economic difficulties were masked however by invisible earnings from shipping, finance and foreign investments. Expenditure on the South African War exacerbated the government's fiscal problem. Britain had other pre-occupations besides education, and education was competing with other causes for the limited resources that parliament was prepared to make available to government for social reform.

The growth in urbanisation which took place during the late nineteenth and early twentieth centuries was on an unprecedented scale. The size of the increase in the population

alone¹⁴ caused problems. At first there were few administrative bodies to organise the competing claims of health, housing, education and social welfare. Despite the introduction of a limited degree of welfare legislation the workhouse and poor relief remained spectres well into the twentieth century. The Liberal government introduced a system of Old Age Pensions in 1909 and a measure of unemployment relief came when Part II of the National Insurance Act became law in 1911.

There were improvements in the Penal laws with the Prisons Act 1895. A notable innovation was the Probation of Offenders Act 1907, which resulted in the establishment of the Probation Service. A further improvement in the penal code came with the Criminal Justice Administration Act of 1914; this legislation required the courts to allow reasonable time for the payment of fines before an offender was committed to prison for defaulting.

Improvements in public and personal health can be attributed in large measure to the implementation of legislation relating to public health; these laws were constantly being updated. Despite the overall improvement, infant mortality rates,¹⁵ continued to be a matter of concern and the Midwives Act 1902 was an attempt by government to improve the situation.

Housing was another area of social concern. Despite endeavours to increase the provisions of housing both qualitatively and quantitatively, the actual supply fell short of what was needed. The 1909 Housing Act produced a quicken-

ing in house building activity, but with the advent of the First World War, building was held up for the duration, and consequently the demand for houses in Britain still further exceeded the supply.

Conditions for industrial workers continued to improve as factory acts were consolidated and amended. The Factory and Workshop Consolidated Act of 1901 was an important piece of legislation. The Act embodied a 'Particulars Clause', i.e. written particulars of wage rates and work to be done. This legislation remained the Governing Act until 1937.

1902 The Reform of Secondary Education

It is against this background that the provisions of the Education Act 1902 concerning secondary education should be considered. Part II of the Act states:

The local education authority shall consider the educational needs of their area and take such steps as seem desirable, after consultation with the Board of Education, to supply or aid the supply of education other than elementary and to promote the general co-ordination of all forms of education

The legislation secured the provision of an increasing number of secondary schools which were to give a higher type of education at a moderate cost or, in the case of scholarship holders, no cost at all to the family. Parliament was securing a system of secondary education for the nation.

The Education Act 1902 is seen retrospectively as the pre-eminent educational and social reform in England during the early twentieth century. The Board of Education estab-

lished by an Act of 1899 began regulating the haphazard growth of educational establishments in England and Wales. The architects of the Education Bill aimed to bring about a national system of education and for the most part they were successful. Ensor says of the Act:

... it enabled secondary and technical education to be combined with the existing system of elementary education into something like a single state system administered through the main organs of local government.¹⁶

Halévy saw the Education Act as "a social revolution of the first magnitude".¹⁷ Yet Rowlands says of the Act that though it was an admirable measure in many respects it was not universally popular.¹⁸

The time was ripe for social reforms following the difficulties of the 'nineties which Ensor describes as;

... a period of unsettlement. The nation was out of health. It passed through a phase like adolescence; its temper was quarrelsome... In religion, in social relations, in politics, in business, men contemptuous of the old ideals were stridently seeking new ones.¹⁹

It was in this atmosphere that the Conservatives came to power in 1895. Dissension in and defections from the Liberal Party had seriously undermined its electoral appeal; financial difficulties resulted in fewer candidates being fielded, indeed one hundred and ten Conservative candidates were returned unopposed.²⁰ In Parliament the Liberals, divided and virtually leaderless, were an ineffective opposition.

The Liberal Party strength which had produced an educational compromise in 1870 was lost. In 1902 there was

the possibility that the Liberals might have treated the education issue as something above party considerations; but instead they strenuously opposed the Bill with a view to retaining the support of the Non-conformists, who felt their influence threatened by the abolition of the School Boards.

In 1870 there had been a general recognition in the country of the need for education for the masses but the recognition was bedeviled on two accounts; the first was divisive sectarianism; the second was the cost factor. Sectarianism raised its ugly head again in the debate leading up to the Education Act 1902. Britain, preoccupied with the financing of the Boer War, thought itself to be in no position to lavish money on education. However the 1902 Act was to establish an efficient, effective form of administration; educational considerations were to replace the bitter rivalries of School Boards and Voluntary School Managers; and Government Departments concerned with education were henceforth to be united in the cause of reform. This solid measure of educational reform was re-inforced as a result of the two world wars when further measures of reform were accomplished by the Education Act 1918 and the Education Act 1944.

The 1902 Act, (There was a separate but similar Act for London in 1903) was the culmination of over a decade of debate and several abortive attempts at legislative reform, the most notable of which had been the Bill of 1896 introduced by Sir John Gorst for the Unionist Government. The Cockerton

Judgement of 20th December 1900²¹ rendered a solution imperative. Mr. Justice Willis' pronouncement that the London School Board's provision for the instruction of children at levels higher than the Elementary Codes of the Education Department was illegal was a death sentence for the Higher Grade Schools. The thorough-going reform which ensued had to be achieved despite the persistent hostility of the Non-conformists.

Balfour, the leader of the Unionist Government, pressed the Bill in Parliament and, with the use of the guillotine, the Bill became law. The credit for the passage of the Bill rightly belongs to Balfour, though the Act could be more accurately described as the work of interested educationists who inspired and supported him. The most notable of these was Robert L. Morant²², a civil servant, and Sydney Webb of the London County Council.

In 1905, twenty years of Unionist government (broken only by the Liberal interlude of 1892-1895) were ended by the landslide election victory of the Liberals. The main cause of the Liberal's success should be seen in the divisions among the Unionists over the issue of tariff reform, and the attachment of the electorate to policies of cheap food. This cause was compounded, however, by the angry reaction of the Nonconformists to the abolition of the School Boards, without any corresponding rally to the Unionists of those, such as Webb, who desired this change.

Balfour either had not appreciated or did not care, that the 1870 sentiment of "Education for the Ignorant" did

not have the same appeal in 1902, and that administrative reforms seldom or never have popular appeal. As Rowland says of the Parliament of 1906:

It is all too easy to assume that... the men who occupied the Treasury Bench had long before prepared a comprehensive programme of reform and measures which they put into action... they desired to preserve the good old nineteenth century pattern of Liberalism without making any concessions to the twentieth. Free trade was to remain undefiled, the Education Act of 1902 and the Licensing Act of 1904 were to be replaced.²³

Probably the most interesting feature of the 1906 Parliament was the official birth of the "Labour Party" with twenty-nine MPs who elected their own officers and whips. Amongst the Socialist Societies which became affiliated to the newly formed Labour Party, it was the Fabian Society whose views on education (or more exactly, the views of the Fabian Society as represented by Beatrice and Sydney Webb), were most effectively promoted.²⁴

Trade Union Congress affiliation to the Labour Party ensured that the working man now had his own political party; he also had his own daily newspaper (the Daily Herald) founded by George Lansbury in 1911). The Trade Union Congress, unlike the Webbs, had opposed the Conservative Education Act because it abolished Higher Grade Elementary Schools which had been regarded by the Trade Union Movement as the chief avenue of advancement for the working-class child. For three years the Trade Union Congress organised opposition to Parliamentary candidates not pledged to alter the Education Act of 1902. When the Liberal government subsequently attempted to amend the Balfour Act the Labour Party, which

did not have a specific education policy but which did not support the Conservative government's reform measure, compromised by permitting its members to vote according to their conscience. The Catholic element in the Labour Party, especially in Clydeside in Scotland, had profound effects upon Labour Party attitudes.

The Labour Party was concerned more with education for the duties of citizenship than with the academic achievement of the schools.²⁵ Sydney Webb, along with other Socialists, did not regard secondary education as a method of general advancement.²⁶ Webb favoured the scholarship ladder; his concern was to provide an avenue of advancement for those capable of pursuing academic excellence, no matter what their social background. Liberals seemed no longer to concern themselves with educational policy per se. They allowed themselves to be bogged down in the religious controversy and the question of financial support for voluntary schools, and thus made no contribution to educational reform as it affected secondary education. The Conservative Party which had inaugurated the reform did not envisage the far-reaching results of the change: indeed Balfour is reported as having confessed surprise at the eventual increase in the bureaucracy which resulted from the Education Act of 1902.²⁷ The structure of English Secondary Education was undoubtedly greatly influenced by Robert L. Morant, who between the years 1902 and 1911 was Secretary to the Board of Education.

Some Social Corollaries of the Expansion of Secondary
Education After 1902

There were social corollaries to the expansion of secondary education after 1902 and women, an increasingly significant factor in the work-force, were to benefit from the changes. In 1901 4,763,000 women were members of the workforce compared with 11,548,000 men. By 1911 this number had risen to 5,424,000 compared with 12,930,000 men. These women provided labour for some manufacturing industries and personnel for the retail service industries, as well as domestic servants. Women already played an important part in the education system provided by the State. Women teachers predominated in elementary schools (partly one suspects for reasons of economy). The pattern persisted after the 1902 Act. The Act, however, gave an impetus to the career prospects of female teachers; the number of headships for women increased.

The Women's Suffrage Movement had little effect on the life of working women. The feminist movement drew support from a comparatively narrow base in society. Suffragettes were frequently from well-to-do families; often married, with few children and sufficient servants to attend to the household. For the most part the feminist movement failed to give sufficient weight to a broad social programme. It would seem that advances in women's rights resulted from the contribution women made to the life of the nation, especially during the First World War. Women were increasingly affected by the Education Act of 1902; concern for the education of girls

became more apparent, and at lower social levels, girls or mixed schools were established in the secondary sector.

The social gains consolidated by, or resulting from legislation in the Victorian and Edwardian eras were important in improving the daily lot of the less privileged in society. Such legislation as has been outlined needed to be effectively administered, and the outcome was an expansion of the bureaucracy. Not only was there a rise in the number of black-coated, white-collar, salaried workers; there was a corresponding increase in the professional classes. The teaching profession in particular expanded in number and improved in quality.

This expansion of job opportunities brought with it a demand for a general improvement in the standards of education. Even before the First World War the growing link between education and occupation was becoming evident. The opportunity for the middle-classes to rise in the social and economic scale came to depend less on accumulating small capital sums than on academic achievement. Certificates, degrees and diplomas now became the new currency and by the end of the Great War, there was an accelerating demand for secondary education.

The increasing demand, after the Education Act 1902, for Grammar School education can be seen not necessarily as a cry for academic gratification; rather it can be seen as a claim to social status. The Grammar School conferred more than academic distinction on those exposed to it: "the subtle qualities of speech, dress and manners²⁸ were learned there

and proved valuable in the ascent to desirable black-coated jobs". This comment of Banks is especially relevant when applied to those who expected to complete their education by the age of sixteen.

The Logistics of Expansion

The new Secondary Schools which resulted from the Education Act of 1902 attracted middle-class parents who were unable to afford even the unimportant public schools; ambitious working-class parents were also beginning to make use of these schools in the expectation that their children might join the salaried and professional classes. The secondary and Grammar Schools, based as they were on much of the old grammar school heritage, proved to be the greatest avenue of upward social mobility for the majority of both the middle and working classes in Britain in the twentieth century.

The ancient endowed grammar schools, many of them dating back to Tudor times, had provided secondary education for the sons of the middle classes. When the Education Act of 1902 brought secondary education into the national system of education, these schools for the most part provided the nucleus of the new system of secondary education. They did this in two ways. On the one hand these schools were initially more numerous than the County and Municipal Secondary Schools which had developed out of the old Technical Institutions, the organised Schools of Science and the Higher Grade Schools,²⁹ when the Education Act 1902 reached the Statute Book. It seems likely that the older grammar schools provided much of

the staff for the new system of secondary education and thereby imbued the state system with the traditions of these older institutions. For instance in the 1904 Board of Education Regulations for Secondary Schools it was stated that where more than one foreign language was taught Latin must normally be one of the languages.

Many of the Endowed Grammar Schools had already been receiving grants from public money either under the Technical Instruction Act of 1899 or by grants from the Departments of Science and Arts. After 1902 the central authority (the Board of Education) saw its position with regard to secondary education as that of adviser, i.e. it was to watch, encourage, warn, co-ordinate; "also (it was) to select for support, and to commend to localities, certain types (of schools) which are fundamental to any complete scheme of national provision".³⁰ The number of secondary schools in England under full popular control during this period was 178 out of 800 secondary schools receiving grants from the Board.³¹

Since there is no authoritative published work on the way in which the great majority of endowed schools were assimilated into the scheme of secondary education established under the Education Act of 1902, this thesis is intended to investigate how such schools came within the purview of the Board of Education for the purpose of earning grants.

The Central Government (the Board of Education) sought to regulate secondary education throughout the country by means of Codes of Regulations (the first of which was published in 1904). Compliance with the Code either by Local Education Authorities or individual endowed schools was not legally

obligatory, but such regulations were effectively compulsory, since compliance with them was a pre-condition of receipt of grants. The grants in the case of Local Education Authorities were matching grants from state funds in aid of the local education rate.

As a first step in my research it was decided to identify the ancient endowed grammar schools which were examined by, and reported on by the Schools Enquiry Commission (1868), and which subsequently appeared as grant-aided schools on the Board of Education's grant list for 1914/1915. 302³² schools were identified³³ and this study endeavours to determine the methods by which these were absorbed into the new system of secondary education.

Notes - Chapter I

1. Matthew Arnold, The Schools Inquiry Commission 1868
2. Newcastle Commission 1861 Pt. VI Statistical Report Ep.673

In 1858 the total population numbered	17,927,609
1858 the number of young people aged 5-15 yrs	4,006,174
1858 numbers of young people aged 5-15 yrs. on school books	2,108,592
1858 average attendance of those enrolled at a school	1,754,812
1858 total number of pupils subject to government inspection	736,716
3. Hugh Owen, Jnr., The Elementary Education Act 1870.
London 1870.
4. P.H.J.H. Gosden, The Development of Education Administration in England and Wales. Oxford 1966, p.22
5. The Newcastle Commission, "found at the time of their report, that the Church of England possessed nine-tenths of the elementary schools in the country with three-quarters of the children, the Roman Catholics five and a half per cent, the Wesleyans four per cent and the Congregationalists two per cent". J.K. Clark, The Making of Victorian England. London 1962, p.300 footnote 2. By 1850 Roman Catholic Schools numbered 500. M. Cruickshank, Church and State in English Education 1963, p. 9
6. Cruickshank, op.cit., p. 6 ff 3.
7. Special Reports on Educational Subject Vol. I 1897, p.31

	£
Church of England	7,575,402
Wesleyan	604,625
Roman Catholic (about)	1,850,000
British Undenominational and other schools (about)	1,000,000
8. Bernard Allen, Sir Robert L. Morant. London 1934, p.100.
9. P.A. Gregg, Social and Economic History of Britain 1760-1970. London 1957, Reprint 1970, p.358
10. P. Thompson, The Edwardians: The Making of British Society. London 1975, p.287
11. Sidney James Webb, Baron Passfield (1859-1947), Social reformer and historian. Entered the Civil Service in 1878 as the result of open competition. In 1892 Webb married Martha Beatrice Potter (1858-1943) and then there began "the firm of Webb" a married partnership for public

service and private happiness. Elected to London County Council he became in 1892 the Chairman of London County Council technical education board. He wrote a tract for the Fabian Society, "The Education Muddle and the Way Out" (1901) He influenced Balfour's thinking on Education

BIOGRAPHY
Dictionary of National Bibliography
Oxford 1959

12. Sir Arthur Herbert Dyke Acland, thirteenth baronet of Columb John Devon (1847-1926), politician and educational reformer. 1885 returned as M.P. for Rotherham. He at once became an authority on educational questions. He took a considerable part in promoting the Welsh Intermediate Education Act (1889) which anticipated the Education Act of 1902. In Gladstone's fourth ministry he became a member of the Cabinet as vice-president of the Committee of the Council of Education. Acland had entire control of the department. He was much concerned with the condition of school buildings. In 1893 under his auspices an Act was passed raising the compulsory school leaving age from ten to eleven years. He was also responsible for the Code for Evening Schools 1893 which was a distinct advance. He was the instigator of the Bryce Commission and instituted the special inquiries branch of the Department of Education. After he resigned his seat on the grounds of ill-health he continued to keep in close touch with his party on matters of education, he also kept in close touch with the Board of Education.

BIOGRAPHY
Dictionary of National Bibliography
Oxford 1959
and R. Ensor England 1870 - 1914
Oxford 1936 Report

13. A.M. McBriar, Fabian Socialism and English Politics. Cambridge 1966, p.21
14. R.C.K. Ensor, England 1870-1914, Census figures, Introduction p. xxi. In 1801 the population in England and Wales had numbered 8,872,980; by 1851 the number had risen to 22,712,266; and by the census of 1911 the figure had reached 36,070,492. Oxford 1930, Reprint 1960.
15. Registrar Generals Office: Infant mortality rate 1896-1900, 156 per thousand births
16. R.C.K. Ensor, op.cit., Introduction, p. xx.
17. E. Halévy, A History of the English People 1895-1905. London 1929, Reprint 1970, p.205.

18. P. Rowlands The Last Liberal Governments: The Promised Land, 1905-1910 London 1968 p3
19. Ensor, England p.304
20. Halévy A History of English People, p.7
21. Cockerton Judgement - As a result of certain items of expenditure on day and evening schools, the auditor Mr. T. Barclay Cockerton surcharged the London School Board. The Board resisted the surcharge and took the matter to Court 20th December 1900. Mr. Justice Willis pronounced that the whole of the work conducted by the London School Board beyond the instruction of children within the Codes of the Education Department (i.e. governing elementary education only) was illegal. The School Board had misunderstood the meaning of the Act of 1870.
22. Robert Laurie Morant (1863-1920) educated at Winchester and New College Oxford 1885 obtained a 1st Class honours degree in Theology. In 1886 he went to Siam as tutor to the Royal Family, while there he laid down a public system of education in Siam. He returned to England in 1894 and in 1895 he entered the Education Department as assistant director of special inquiries. Morant contributed to a series of valuable reports (including reports on foreign systems of education) edited by Sir M.E. Sadler. In 1899 he became private secretary to Sir John Gorst Vice-president of the Committee of Council on Education. In 1902 he was appointed private secretary to the eighth Duke of Devonshire. The Education Act 1902 owed much to his vision courage and ingenuity. November 1902 he became acting secretary of the Board of Education in 1903 he was appointed Permanent Secretary of the Board of Education. (Dictionary of National Biography, Oxford 1927)
23. P. Rowlands, p.30. The Last Liberal Governments
24. R. Barker, Education and Politics 1900-1957: A Study of the Labour Party. Oxford 1972, p.20
25. Barker, op.cit., p.1
26. Barker, op.cit., p.15
27. Halevy, p.207, A History of the English People
28. O. Banks, Parity and Prestige in Secondary Education. London 1950, Reprint 1970, p.241

29. In 1901-1902 the number of secondary schools receiving state aid under the control of the Municipalities was 69 Board of Education Report 1906-1907, p.4
30. Board of Education Report 1905-1906, p.45
31. op. cit.,
32. By 1900 the Birmingham Aston King Edward VI Grammar School had 5 schools upon the foundation. Three of these schools were girls' school.
33. See Appendix I
Public Record Office Class No. 12/307 B of Ed. File
No. 5609B. of Ed. List 61 HMSO (11) 28356 Confidential
Lists of Schools eligible for grants in England 1914-1915
(eighth issue) amended to show 304 Endowed Grammar Schools

CHAPTER II

SECONDARY EDUCATION IN ENGLAND BEFORE THE
EDUCATION ACT OF 1902

Education in Britain was the subject of four Royal Commissions in the nineteenth century. In 1861 a Royal Commission was appointed to "Inquire into the Revenues and Management of Certain Colleges and Schools and to Studies pursued and the Instruction given therein". This Commission, presided over by Lord Clarendon, examined nine schools, seven of which were included in the Public Schools Act which resulted from the recommendations of the Commission; they were Eton College, Winchester College, the College of St. Peter's, Westminster (or Westminster School), Charterhouse School, Harrow, Rugby and Shrewsbury Schools. The two schools examined by the Commission but not included in the Act were St. Paul's and Merchant Taylors; these two schools were principally day schools drawing their children from "London and the environs". These Public Schools had, according to the Clarendon Commission, long occupied "prominent positions as places of instruction for the wealthier classes in England and in England alone".¹

The Clarendon Commission had been preceded by the Royal Commission which examined "Popular Education", i.e. education for the boys and girls of the labouring classes (1861). It was presided over by Lord Newcastle, and as has already been noted, its report was to have far reaching consequences, though legislation was not enacted until 1870.

The third Commission, Schools Inquiry Commission, appointed in 1864 and presided over by Lord Taunton, referring to the Newcastle and Clarendon Commissions, declared, "All that lies between these limits belongs to the province of our inquiry".²

The definitions of a Public School used by the different Royal Commissions are not co-terminous. The Taunton Commissioners in their Report used the term "Public School" to distinguish the endowed school and the proprietary school from the private school.³

All ancient endowed schools, because of their statutes were described as grammar schools; the Public Schools and the Grammar Schools shared a common heritage, as Gardner puts it,

pre-Victorian secondary schools had a common history either as monastery schools, choir schools, chantry schools, reformation schools, privately endowed schools, city livery schools or religious schools.⁴

The endowed schools were defined by the Schools Inquiry Commission as "schools maintained wholly or partly by means of a permanent charitable endowment above elementary level.. notwithstanding that some of them might now actually be applied to elementary education only."⁵ The preamble of the Endowed Schools Act 1869 stated that the object of such schools was, "to put a liberal education within the reach of all classes". The nature of the education provided by such schools varied greatly from one to another. The education provided depended upon the size of the endowment and, where the endowment was adequate, on the manner in which it

was administered. Of the seven hundred and eighty schools examined by the Commission less than three hundred were actually giving some form of classical secondary education.

The remainder were giving a semi-classical or elementary education. The local endowed grammar schools, with few exceptions, enjoyed little prestige because of their limited endowments. There were a number of better schools, especially in rural areas, which attracted headmasters of some calibre; these became non-local schools, attracting as boarders⁶ the sons of clergy, lawyers and medical men. There were good grammar schools in urban areas, notably Birmingham, Leeds, Manchester and Newcastle, but they developed along quite different lines. A large proportion of the children of the middle classes, or more correctly their sons, since there were few establishments for girls, obtained such education as they received from these ancient endowed grammar schools.

Secondary education was the perquisite of the middle classes. The Endowed Schools Act 1869 spoke of all classes but this was in the context of the divisions of the middle-class as described by the Taunton Commission. It was not immediately expected or even though desirable that the poor should receive an extended education despite the sentiments of the Endowed Schools Act; in any case the provision of endowed schools was geographically haphazard because of their origins, and in spite of the revision of their endowments, incomes were insufficient to provide satisfactory secondary education which was ever increasing in cost. The headships of these schools were generally only available to clergymen; thus the church had an influence on these schools even more

persuasive and profound than its influence, through its parochial schools, on elementary education - and without the sectarian bitterness provoked by the latter.

In 1868 the Taunton Commission reported that it was clear that few of the endowments applicable to secondary education were being put to best use. The Commissioners pointed out that the reformation of such schools depended not only on good schemes of reform but upon effective legislation. Perhaps even more interesting were the Commissioners' comments on the problems presented by each school being treated as an isolated entity. The Commissioners saw a need for a system of secondary education with both a central authority and provincial authorities. Schemes for individual schools could be amended by the Charity Commissioners, but the Commissioners were handicapped because their powers permitted only the amendment of the rules of a charity and thus did not extend to proprietorial schools. Moreover the Commissioners possessed no specialist knowledge of education. Even in the limited field where they could operate, the Charity Commissioners, bound by a legalistic straight jacket, were commonly dependent upon the goodwill and consent of the majority of the trustees of charities with an annual value of more than £50.⁷

The Schools Inquiry Commission recommended sweeping changes, including the establishment both of a central authority and of provincial authorities with a view to providing an overall framework within which the work of individual schools could be assessed and reformed. The Report of the Commission resulted in the Endowed Schools Act 1869. While

this Act talked of "promoting greater efficiency and of carrying into effect the main designs of the founders thereof by putting a liberal education within the reach of children of all classes", the Act failed to provide for either a central authority or provincial authorities, thereby nullifying many of the Taunton Commission's recommendations. The 1869 Act was principally concerned with the reform of individual trusts. It should be remembered that at this time the structure for elementary education had not finally been decided upon.

Under the Act three Commissioners were appointed with power to "render any educational endowment most conducive to the advancement of the education of boys and girls, or either of them, to alter, and to add to any existing and to make new trusts, directions and provisions in lieu of any existing, trusts, directions and provisions which affect such endowment and the education provided thereby, involving the consolidation of two or more such endowments or the division of one endowment into two or more endowments". New endowments i.e. less than fifty years old were exempted from the Act. The Act made several other provisions, one of which enabled day scholars only to claim exemption from "attending prayers, religious worship or from any lessons or series of lessons on a religious subject without being deprived of the advantages of the endowment except such as may by the scheme be expressly made dependent on the scholar learning such a lesson". A notable reform concerned masters at such schools: "A person shall not be disqualified from being a master in

such a school by reason of his not being or not intending to be in Holy Orders". This was a Liberal Party measure, sympathetic to Nonconformist complaints. Clearly the Endowed Schools Act 1869 paved the way for a measure of reform, but the form the Act took doubtless delayed the introduction of a system of secondary education, thwarting the broad reforms considered necessary by the Schools Inquiry Commissioners.

The Endowed Schools Act 1869 and the Endowed Schools Act 1873 (which continued and amended the parent Act) experienced limited success. The manner in which the Endowed Schools Commissioners went about their work drew serious criticism and in 1874, after a Conservative Government had been returned to power, an Act to amend the Endowed Schools Act transferred the powers of the Endowed Schools Commissioners to the Charity Commissioners. This, reports Gosden, brought a legalistic and bureaucratic approach to reform, which lacked enthusiasm.⁸

Administrators saw the Act of 1874 as having legal and administrative advantages. Before 1874 the Endowed Schools Commissioners had been responsible for drawing up schemes for schools, while the Charity Commissioners had been responsible for the continued operation of these schemes, since in the legal sense, endowed schools were not only educational institutions but also charitable trusts subject to the provisions of the Charitable Trusts Acts. After 1874 schools had only to deal with one body, though the bureaucratic reform did little for the cause of secondary education.

After 1874 the Charity Commissioners derived their power from two sources, the Endowed Schools Act of 1869-1874 and from the Charitable Trusts Acts, the first of which was passed in 1853. The Charitable Trusts Acts authorised the Commissioners to require the production of accounts and information at all times and not merely at the time of reconsideration of the trust scheme. The Charity Commissioners were able to exercise a more continuous influence in theory, though in practice little follow-up was achieved because of the paucity of staff.

The new schemes designed by the Commissioners, "regulated the general scope of the school's work and organisation and regulated the constitution of the governing body". The position of Headmaster was defined: "he was, of course, subordinate to the Governors but was usually empowered to appoint and control his own assistants, he was assigned a fixed minimum salary".⁹ The schemes laid down the range within which fees might be charged in senior departments. The maximum and minimum age of pupils was defined, as was the curriculum. The governing bodies of the endowed schools were variously constituted in an effort to suit the needs of a particular locality. Prior to 1888, School Boards and Municipal Councils were offered the right to nominate some members for the governing bodies of endowed schools. After the Local Government Act of 1888 it became usual for councils to have nominees on the governing bodies of endowed schools. After the Technical Instruction Act of 1889 and the Local Taxation (Customs and Excise) Act of 1890, it became common for

councils to make annual grants to endowed schools to enable them to develop scientific and technical education.

Schemes of government for endowed schools were continually being re-cast. The reasons for this were various; property values altered, town values tended to rise whereas agricultural values tended to fall.¹⁰ The increased activity in amending the schemes of government of educational endowments can perhaps be attributed to the new conditions created by the Local Government Act of 1888, the increased interest in secondary education which resulted in the appointment of the Bryce Commission, and the debate subsequent to the Commission's Report. The evidence shows that immediately after the establishment of the Board of Education there was a substantial increase in the number of new schemes of government.¹¹ An era of real reform had begun.

The inspection and enforcement of schemes which had been redrawn under the Endowed Schools Act and the Charitable Trusts Acts was haphazard before 1887. After that date the Charity Commissioners acted upon the recommendations of the Select Committee 1886, and "a systematic inspection within certain geographical areas of all the schools and educational endowments appropriated by schemes under the Endowed Schools Acts to Secondary and Higher Education had been instituted."¹² Because of the staffing situation, schools were not inspected on an annual basis. The Charity Commissioners were not alone in providing inspection; the Department of Science and Arts as a condition of aiding schools or classes had the right of

inspection at all times and County Councils and a few County Boroughs provided for the inspection of schools which they aided. Such inspections were carried out by their own officers or inspectors appointed for the purpose. The Oxford and the Cambridge Syndicate for local examinations and the University of London also undertook when required to combine the inspection with the examination of schools. This was the position until the Board of Education Act 1899 established the Board of Education in 1900.

The fourth and final Royal Commission of the nineteenth century was the Royal Commission on Secondary Education presided over by James Bryce which reported in 1895. A.H.D. Acland induced Gladstone to appoint this Royal Commission. It was clear that the nations industrial and technical requirements were not being met. The haphazard growth of institutions providing education was nowhere near meeting the challenge presented by the United States, Germany, France, Belgium and Switzerland, all of whom had at least a 25 year advantage in reforming their respective systems of education.¹³

In an effort to provide information which might lead to a redressing of the balance in Britain, Acland set up the special inquiries branch in his department headed by Michael Sadler (afterwards Sir). This branch was to investigate and report on systems of education abroad. Incidentally it was as Sadler's assistant that Robert L. Morant entered the department.

The Bryce Commission 'proved to be a singularly fruitful one'.¹⁴

The outstanding weaknesses in the organisation of secondary education in 1895 were the absences of both a central authority and a local authority for secondary education, causing rivalry between different bodies with limited interests in secondary education, the multiplicity of external examinations and the unsuitability of many of them, and the inadequate supply of scholarships to enable poor children to enter secondary schools. There was also the problem of the anomalous and uncertain legal position of the higher grade schools.¹⁵

The recommendations of the Bryce Commission were designed to:

.... bring about the correlation of existing agencies and the economical application of existing funds, which are required for the proper organisation of Secondary Education we include Technical Education in the term secondary.¹⁶

The Commission proposed the setting up of a Central Authority. This was seen as having the oversight of actions which local authorities dealing with secondary education might take; the supplying of information and advice to those authorities; the power of framing or approving schemes for the re-organisation of endowments; the making of rules for the application of public funds; the deciding of appeals from local authorities - together with some measure of jurisdiction over those important educational foundations which, being used by the country generally, could not properly be subjected to local jurisdiction. "And with these will go the management of a Register of Teachers".¹⁷ It further recommended that in each county and county borough a local authority for secondary education should be set up; that in the case of London an independent body should be set up modelled on the Technical Board of the London County Council; that secondary schools previously aided by the county council

should be aided by the new local authorities, and that higher grade schools, higher elementary schools and evening schools hitherto carried on by the School Boards should be transferred to the new local authorities as part of the provision for secondary education.

The Bryce Commission also found that there were 75,000 scholars being educated in endowed schools, though it was thought that probably not more than 30,000 of these were receiving an education "which would be recognised either in point of quality or length of school life as a sound secondary education".¹⁸

The Bryce Commission made a pithy comment on the endowed schools. "It must be observed, however, that endowed schools whether good or bad, afford very inadequate provision for the secondary education of the country as a whole".¹⁹

Some attempt had been made by the School Boards to fill this deficiency with High Grade Schools. Lowndes²⁰ notes that in 1895 there were some 67 higher grade schools educating some 24,584 scholars. The bulk of these schools were to be found in the industrial towns and London. Lancashire had 14 such schools educating 7,664 scholars; in the West Riding of Yorkshire there were 12 schools educating 8,263 scholars. In some areas the endowed grammar schools were beginning to feel the competition of higher grade schools, "with their lower fees and more practical education, a competition which was seriously to reduce the numbers (of pupils) in the London endowed secondary schools before 1902".²¹

The number of private schools, boarding and day, "professing to give secondary education has been put as high

as 15,000 and the lowest estimate as 10,000, with the average number of pupils attending them being between 40 and 50 per school".²² Pupil-Teacher Centres also provided a form of secondary education for pupil teachers though many students attended on a half-time basis only. The Departmental Committee of 1896-1898 attempted to provide a more humane and liberal general education for intending teachers.

Some Local Authorities, recognising the need for secondary education, had founded scholarships; most of them tenable at the Endowed Schools.²³ Foundation scholarships were also offered by the Governors of Endowed Schools.

Financial support had been coming indirectly from central government. A substantial system of grants introduced in 1872, had provided for science and related courses and were administered on a triennial basis. The Science and Arts Department paid grants related to examination successes in a host of subjects embracing all but the Classics. The endowed schools adapted themselves to benefit from this public largesse, but in doing so they were obliged to alter their curriculae and a bias for early specialisation was inevitable, so too was the loss of their complete autonomy..

In 1896 a Bill was introduced to deal with the question of secondary education and to give effect to church demands for financial relief for voluntary schools. The Bill aroused serious hostility and renewed sectarian rivalry and it was withdrawn by the government.

In 1899, however, a single central authority for education was provided for in the Board of Education Act;

a single authority would in future deal with primary, secondary and technical education, "charged with the superintendence of matters related to Education in England and Wales". The Board of Education would be able henceforth by Order in Council to exercise, "any of the powers of the Charity Commissioners or the Board of Agriculture ... in matters appearing to her Majesty to relate to education."²⁴ The Charity Commissioners retained the power to determine whether an endowment or any part of an endowment should be applied to education. The Board of Education under the Act had the power to inspect "for the purpose of ascertaining the character of the teaching in the school", schools desiring to be inspected.

The Board of Education was established "to absorb the functions of the Committee of Council on Education and of the Science and Arts Department, and powers were taken to add to these the functions of the Charity Commission in respect of solely educational endowments ..."²⁵ The Board was to be organised in three branches, Elementary, Secondary and Technical. The Board reported in 1902-1903 that the functions of the Charity Commissioners and the new provisions of the Board of Education Act relating to Secondary education could only gradually be brought in; the necessary impetus for action was to come with the Education Act of 1902. The Cockerton Judgement of 1900²⁶ had provided the reason for a change in legislation, indeed it resulted in the Education Act of 1902.

The 1902 Education Act designed by R.L. Morant had

depended for its success in Parliament on the tenacity of the Prime Minister, A.J. Balfour. "It must be admitted", writes Eaglesham, "that there was nothing original in the general scheme".²⁷ This was true; even the provision for rate-aid to education other than elementary had its origins in the Welsh Intermediate Act of 1889. Morant's work nevertheless ensured that the provisions "in the all important secondary section of the Bill - were as far as possible general and permissive rather than detailed and mandatory."²⁸

The Education Act 1902 applied to England excluding London and Wales. A separate but similar Act applying to London was enacted in 1903. The 1902 Act designated the councils of every county and county borough as local education authorities replacing the School Boards. The local authorities were to delegate their authority to a specially constituted education committee.

The School Board Era had been a contentious one. These 'ad hoc' bodies born of compromise in 1870 had done valuable work, not least, in providing an education of a secondary nature in some areas where this was deficient.

Following the Cockerton Judgement an emergency bill had to be enacted in order that the Higher Grade Schools and post-elementary classes instituted by the School Boards might continue to function until more permanent legislation could be introduced. The Act of August 1901 was "An Act for enabling local authorities to empower School Boards temporarily to carry on certain schools; and for sanctioning certain School Board expenses". This measure was renewed in July

1902. Thus the Higher Grade Schools instituted by the School Boards were able to continue during the interim period.

The Education Act of 1902 gave the new authorities an additional responsibility; they were, "after suitable consultation with the Board of Education, to supply or to aid the supply of education other than elementary" in their areas. The local education authorities were also charged with promoting "the general co-ordination of all forms of education", in their area; this was to include teacher training. The power of raising money through the rates remained vested in the County or County Borough Councils. Nevertheless the legality of spending, on secondary education, money raised through the rates was established in England. Initially the sum allocated was not to exceed the product of a rate of two-pence in the pound.

The Act appointed the Board of Education as the consultative partner to the Local Authorities. Because the Board of Education had powers with regard to inspection and finance, it was able to exert great influence on the designs of schemes for secondary education proposed by Local Education Authorities. The Local Authorities were not only bound by the Education Act of 1902 but by the Codes of Regulations and circulars which emanated from the Board of Education. Advice, encouragement and warnings to Local Education Authorities from the Board of Education helped in the promotion of new schemes for secondary education as well as for the adaptation of existing schemes. Changes were brought about not only through legal devices but through administrative

reform: thus change was possible without constant recourse to Parliament.

Part II of the Education Act 1902 did not give the new authorities carte-blanche with regard to the provision of Higher Education. The councils were obliged by law to have, "regard to any existing supply of efficient schools or colleges, and to any steps already taken for the purposes of higher education under the Technical Instruction Acts 1889 and 1891". Thus in 1903-1904 endowed schools receiving grants from the Department of Science and Arts under Division A (i.e. schools with a predominantly scientific curriculum) numbered 159; endowed schools receiving grants under Division B (schools required to devote only a third of their time to science, mathematics and manual subjects), numbered 114.²⁹

Such secondary education as was available in 1902 was provided by the ancient endowed schools, the higher grade schools, the proprietary schools and the private schools. The Bryce Commission categorised the proprietary schools as follows; (1) purely philanthropic institutions, which made no return to those who advanced money for site and buildings; or (2) a company paying a limited interest or dividend to debenture holders or shareholders on sums advanced from site and buildings; or (3) a company paying dividends which may vary with annual profits.³⁰ The Commission noted that such schools made a valuable contribution to the secondary education of the country. The number of scholars (boys and girls), attending proprietary schools in certain selected counties³¹ was 8,710 compared with 21,878³² scholars receiving secondary

education in endowed schools over the same area.

The Education Act of 1902 provided the basis for a system of secondary education. Matthew Arnold's advice was at least being acted upon. In 1880 he had written:

What is really needed is to follow the precedent of the Elementary Education Act by requiring the provision throughout the country of a proper supply of secondary schools, with proper buildings and accommodation at a proper fee, and with proper guarantees given by the teachers in the shape, either of a university degree, or a special certificate for secondary instruction The existing resources for secondary education, if judiciously co-ordered and utilized would prove to be immense; but undoubtedly gaps would have to be filled, an annual State grant and municipal grants would be necessary.³³

The Board of Education strengthened its position in 1907 vis-a-vis Local Authorities having power under Part II of the Education Act 1902. "Every council . . . shall give the Board of Education such information with respect to the exercise of these powers as the Board from time to time require."³⁴ This Act provided that the Board of Education should have conclusive powers in determining questions as to the exercise of powers under Part II of the Education Act 1902.

There is little evidence of any popular demand for educational reform in the late nineteenth and early twentieth centuries. However, there is evidence that educationists and sectional interests, most notably commerce and industry, were deeply concerned that educational innovation depended entirely upon the unco-ordinated efforts of private enterprise. It was generally recognised that foreign competitors, such

as the United States, Germany, France, Belgium and Switzerland, had derived tremendous benefit from their reformed national systems of education. Successive British governments demonstrated their disquiet about the failure of education by providing investigative expertise to evaluate the problems. Yet no government could bring itself to accept the entire responsibility for providing an adequate system of education for England. The nation owes a debt of gratitude to A.H.D. Acland who was largely responsible for the setting up the Bryce Commission which ultimately led to a thoroughgoing reform of secondary education in England.

Notes - Chapter II

1. The Royal Commission "Appointed to Inquire into the Revenues and Management of Certain Colleges and Schools and to Studies Pursued and the Instruction Given Therein" 1864 (Clarendon Commission), p.3
2. Schools Inquiry Commission, Vol. 1, p.1
3. Reports from the Commissioners of the Schools Inquiry Commission 1867-8 (Taunton Commission) Vol. 1, p.104
4. B. Gardner, The Public Schools, London, 1973, p.2
5. Schools Inquiry Commission, Vol. 13, p. 1
6. "Some of the wealthiest schools were in quite small towns, they tended to develop as boarding schools, and, by the very fact that they did so, ceased to be attractive to those for whom the provision of higher education was of the greatest importance". Board of Education Report 1923-24, p.11
7. P.H.J.D. Gosden, The Development of Educational Administration in England and Wales, Oxford, 1966, p.59
8. Gosden, op.cit., p.70
9. Gosden, op.cit., p.73
10. Gosden, op.cit., p.75
e.g. The Wheelwright Grammar School Dewsbury amended its scheme of government seven times before 1900
P.R.O. File Board of Education 12/89 No. 604
Confidential Lists of Schools eligible for grants in England revised 7.4.1908
11. Appendix II Table showing the Year and Number of new schemes of government based on P.R.O. 12/89
12. Gosden, The Development of Educational Administration p.76
13. R. Ensor, England 1870-1914 Oxford 1936 reprint 1975 p.318
14. Ensor, op.cit., p.318
15. L. Connell, The Development of Secondary Education in Leeds 1895-1921. 1966 Unpublished Ph.D. Thesis, University of Leeds, pp.10-11

16. Secondary Education Commission Report 1895 Pt. IV, p.256
17. Op.cit., p.257
18. G.A.W. Lowndes, The Silent Social Revolution, Oxford 1937, Reprint 1950, p.54
19. Report of the Royal Commission on Secondary Education 1895, Vol. I, p.49
20. Lowndes, The Silent Social Revolution, p.54
21. Op.cit., p.55
22. Royal Commission on Secondary Education, Vol. 1, p.51
23. Board of Education Report 1911-12, p.7
24. The Board of Education Act 1899
25. The Board of Education Report 1902-1903, p.5
26. Cockerton, Judgement 1900 see Note 21 Chap I.
27. E.J.R. Eaglesham, "The Centenary of Sir Robert Morant", British Journal of Educational Studies, Vol. XII No. 1, Nov. 1963, p.6
28. Op.cit., p.7
29. Report of the Board of Education 1903-1904, p.54
30. The Royal Commission on Secondary Education 1895, Vol. 1, p.49
31. Op.cit., p.424 (Bedfordshire, Devon, Norfolk, Lancashire, Surrey, Warwickshire and Yorkshire West Riding)
32. Op.cit., p.50
33. Matthew Arnold quoted in Secondary Education Commission Report Appendix, p.447
34. Education (Administrative Provisions) Act 1907, Chap. 43 Ed. VII

CHAPTER III

THE CHANGING SOCIAL MATRIX

The growth in demand for secondary education accelerated in the early years of the twentieth century. There were many reasons for this: the concerted efforts of educationists; leadership and encouragement from the Board of Education and great energy on the part of many Local Education Authorities. Changing parental attitudes also played an important part, as did the improvement in the economic conditions of many families during the First World War. For a time men and women in Britain enjoyed a period of high wages and full employment. This meant that many families were able to forego their children's wages and maintain them at school for a longer period of time. Increased earnings meant that parents were more able to afford secondary school fees and many willingly did so.

This change in parental attitudes was very important. The Taunton Commissioners had reported that not only were parents indifferent and ignorant about educational matters, they considered it was parental attitudes which hindered educational progress.¹

It was the state which sought to impose education upon the nation. Compulsory education was introduced, by stages, between 1870 and 1876. It was the Education Act of 1870 which introduced a form of social control over an important phase in the life of all British children. This legislation

compelled parents who had made no other provision for the education of their children to accept elementary schooling for them.

At first elementary schools provided education for the children of the labouring classes as the Education Act 1870 intended. This situation gradually changed as the population increased and new residential areas in towns and cities were developed. The early years of the twentieth century saw a growth in suburbs which were predominantly occupied by skilled workers and the middle class; in such areas the elementary schools gained in popularity with middle-class parents who were prepared to allow their children to attend them. The popularity of elementary schools was further enhanced when the Board of Education's Regulation for Free Places in Secondary School (1907) became firm policy.² Attendance at elementary school ceased to be a real indication of family means or lack of means.

Education other than elementary education continued to be based upon the social and economic status of the parents rather than the academic promise of the child. Kazamias³ makes the point in his book that divisions of wealth and privilege in all their aspects were regarded as natural. Privilege continued to influence the course of educational progress as middle-class schools, (These comprised Provided County and Municipal Secondary Schools no less than formerly Endowed Grammar Schools coming after 1902 under Local Education Authority). The former were new foundations modelled on the grammar schools and not an outcrop of the elementary

system, from which they remained quite separate. The grammar schools with their separate history and ethos persisted and indeed extended their influence as the number of secondary schools increased. The Schools of the middle-classes had been examined and reported on by the Schools Inquiry Commission which divided them into three grades. These categories were upheld by the Royal Commission on Secondary Education when it reported twenty-eight years after the publication of the Schools Inquiry Commission Report. Each class of school served a distinct class of pupils.

The First Grade School served two different classes of pupils. On the one hand there were families almost identical with those who patronised the schools reported on by the Clarendon Commission, i.e. "men with considerable incomes independent of their own exertions, or professional men, and men in business, whose profits put them on the same level".⁴ Other parents, who themselves had enjoyed a good education, desired that their children should enjoy an equal educational opportunity and at the same time maintain their high social standing since they had "nothing to look to but their education".

Schools of the Second Grade gave an extended education to boys who were destined for employment which required a "special preparation generally starting at about sixteen years of age". Such employment included "the army, all but the highest branches of the medical and legal professions and civil engineering".⁵ Such families could often well have afforded to keep their children at school for longer periods

of time. Other parents were not as financially secure and required their children at 16 to "find their own living".

The Third Grade Schools identified by the Taunton Commissioners were Schools which provided an education of a limited nature for boys of a lower social class. The aim of these schools was "very good reading, very good writing and very good arithmetic". In other words these schools provided⁶ an education suitable for a clerk.

Changing attitudes did not immediately change institutions though the Royal Commission on Secondary Education recognised the need for change and made many recommendations about re-organisation. There was, however, little questioning of the public assumption that secondary education was in general suitable only for the children of the upper and middle classes, while a ladder of advancement for the use of the ablest individual children of the lower classes was to be selective scholarships: this latter provision was considered by many to be a munificence.

Some Local Authorities, most notably in northern industrial towns, had attempted, as we have seen, to redress the balance a little by providing an extended education for some elementary school pupils; these Higher Grade Schools perished in the aftermath of the Cockerton Judgement.⁷ This was seen by some as a triumph by others as a tragedy.

Robert Morant before his appointment as Secretary at the Board of Education had made a study of the Higher Grade Schools when considering secondary education before the drafting of the Education Bill of 1902. In a long office memoran-

dum he outlined what he saw as the defects in Higher Grade Schools. He was concerned that in some areas they were, with rate aid, trying to usurp the position of existing traditional grammar schools.⁸

In response to criticism of traditional grammar schools Morant went on "it is said, but the "masses" can't afford to go to your secondary schools . . . then spend your money on providing a scholarship system for them . . . " Morant's views reflected much of the educational philosophy of his time. The "sham" secondary schools which aroused his spleen were in some places attempting to provide an extended education in areas where there was either an absence or an inadequate number of secondary school places.

He was greatly concerned about the lack of University graduate teachers in Higher Grade Schools.⁹ In his Memorandum, he complained that many who attacked his point of view as designed to produce class conflict, were in fact "pursuing a short-sighted policy designed to keep those clever boys of the masses out of the Secondary Schools" . . . (they) are restricting them to what cannot in the nature of things be so good an education or intellectual stimulus and training, as they would get in true secondary schools". Morant made capital out of the fact that both Managers, School Board members and Head Teachers "have the sense to send their own children to secondary school."¹⁰

Robert Morant, and one can suppose that he was not alone, saw the ethos of the secondary school embracing "special control, strict, scholarly and sympathetic.... care

for corporate life, school games, literary and scientific societies etc. etc. mere part and parcel of secondary school tradition". He went on "This is unknown in Board Schools, no blame to them, it is impossible for their teachers to give it under existing conditions". He might well have added that indeed few Higher Grade School teachers had themselves enjoyed the benefits of a true secondary school education. Morant took the view that Higher Grade Schools were anti-democratic since they denied to the children of the masses a true secondary education. He rejected the view that secondary schools were "classy", saying that they welcomed every pupil who is to be taught to 16 and beyond".¹¹

There were those who did not see Higher Grade Schools as spurious pretenders to Secondary school status. Their defenders recognised that even the modest fees charged by those institutions put them beyond the reach of many families. It was not fees alone that deterred pupils and their parents from this or other forms of extended education, rather the stark reality was that poverty caused many families to rely upon the wages of their children.

The parity of esteem demanded by the Bryce Commissioners was impossible to achieve while the classification of secondary schools persisted. Schools Inquiry Commission had in 1868 produced a detailed digest of information on 769 of the schools they examined. Of these 769, 82 were closed at the time of the investigation. Another 143 schools were giving an education of an elementary kind. Schools of the third grade numbered 216, those of the second grade numbered

233 while there were only 95 first grade schools. Of the 304 schools reported on by the Schools Inquiry Commission which eventually came within the purview of the Board of Education,¹² 15 schools had been closed, 48 had been giving only an elementary education, 65 had been schools of the third grade, 123 had been schools of the second grade and 53 had been schools of the first grade. Most of these schools increased in size once they came within the purview (having in the case arising, been re-opened) of the Board of Education. From the figures it is clear that second grade schools were the most numerous and possibly enjoyed the greatest popularity. To some degree schools provided by Local Education Authorities after the Education Act of 1902 were based on schools of the second grade providing a secondary education in accordance with the Board of Education Regulations for Secondary Schools 1904. It should not, however, be forgotten that a minority of municipal county Secondary Schools, especially those in large centres of population did develop, in the years up to 1944, substantial sixth form work leading to university entrance.

The demand for what may be described as an extended education came rather from the Board of Education than the parents. As early as 1905 the Board of Education expressed its concern about the relatively short secondary school life of many pupils. In an effort to improve the situation the Board threatened to withdraw recognition (i.e. finance) from Schools where an inadequate number of pupils completed the third and fourth years of secondary school.¹³ In 1909 the Board of Education reiterated its policy of granting recognit-

ion only to those schools with an adequate number of pupils remaining at secondary school for at least four years. In 1909 The Board of Education in a further move aimed at improving the length of a pupil's school life recommended that parents be required to give an undertaking to keep children at secondary school for a suitable period.¹⁴ There was something of a breakthrough in the length of the secondary school pupil's life as a result of the First World War and its aftermath.

An interesting development in the length of the school life was that scholarship and free place holders were in the forefront of those pupils taking advantages of the advanced courses offered to pupils in secondary schools.¹⁵ This development stands in sharp contrast to the prophecies made in some circles about free place holders. Occasional notes in the Journal of Education August 1907¹⁶ declared that elementary schools could not provide Secondary School scholars in sufficient numbers. Education was still seen in terms of class, for the notes continued that "secondary schools would not be able to assimilate the foreign element". It was considered that manners and culture would suffer.

The First World War saw the old social order, if not overthrown, perceptibly and irreversibly changed. Frank Horst¹⁷ notes that "War time economy and ration tickets did much towards bridging the gulf which was fixed between the way of living of rich and poor, and both the new rich and the new poor have learnt that the old social orders are not immutable".

The Board of Education spoke out clearly in favour of a democratic approach to education. The Board's report of 1908-1909 clearly stated that,

an education based on a social class system would be contrary to the spirit of democracy and democracy itself is naturally jealous of anything which even seemed to suggest or resemble special treatment of a privileged class.¹⁸

The Board of Education¹⁹ let it be thought that "neither a government department nor a local authority can in fact move in advance of what general public opinion recognises as desirable or necessary". Yet it also stated that "demand for higher education was largely in excess of supply ... in other areas effective demand has largely to be created". The Board of Education was once again attempting by its policies to subtly influence if not public at least Local Education Authority opinion. By 1912²⁰ the Board of Education was observing that there was "an increasing conviction that the value of secondary education to a child from elementary school was not limited to children of exceptional ability, nor is it to be estimated solely by the difference which it makes in their worldly prospects, or by its failure to make such a difference."

Clearly the Board of Education was not resigned to merely following public opinion, rather it was actively seeking to influence public opinion in an attempt to improve the general and individual educational prospects of children of secondary school age. Yet it would be a great mistake to think that the ladder of advancement in education which had approval of leading educationists, or the policies of the Board of Education, could completely overthrow the old order.

However liberal may have been the Board of Education policies prior to the First World War, the increasing demand for secondary education immediately after the war began to outstrip the supply. The policies which resulted from the Geddes Committee's²¹ efforts, not only to curb but to reduce public spending in all spheres of government including Education, had the effect of converting the ladder of advancement in education into 'a greasy pole'.²² Lindsay suggests that much of the nation's "proved ability" was being denied a suitable secondary education.²³ Lindsay does not deny that the "formidable barriers of caste, influence and privilege were being broken down" yet he contended that "the majority of pupils at secondary schools continued to be drawn from families who either could afford or were in a position to make substantial sacrifices to enable them to pay the fees required for secondary education". Nevertheless increasing numbers of children were seeking places in secondary schools, among them the children of the working classes who though more numerous in secondary schools than earlier in the century, remained much the same as a percentage of the overall total of secondary school pupils.²⁴ The increasing demand for secondary education meant that by the 1930s there were insufficient free and fee-paying places in secondary schools.

It is clear from the Board of Education returns that certainly from 1914 onwards the increasing demand for secondary education was catered for by the provided schools²⁵ which could be identified in some respects with the second grade middle-class schools of the Schools Inquiry Commission.

It is important to make the point that because of the organisation of education in Britain it is impossible to make reference to national provision for education because of the powers devolved to Local Education Authorities. The provision of secondary education varied enormously from one Local Education Authority²⁶ to another yet it is clear that Board of Education policies had profound and beneficial effects on the provision of secondary education by Local Education Authorities. By 1914 over a third of the English Counties still relied upon Foundation Schools to provide the majority of secondary school places and a similar number of counties relied upon Foundation Schools to provide the bulk of the free places required by the Board of Education, London was numbered amongst these. Many counties were generous in their provision of secondary school places in Provided Schools. The most notable were Lancashire and Yorkshire. Cheshire, Cornwall, Derbyshire, Durham, Essex, Middlesex, Shropshire, Surrey and Sussex also made great efforts to provide secondary school places.

Between 1904 and 1907 the Board of Education required schools seeking recognition and grant-aid to charge a fee.²⁷ While the Board of Education after 1907 required secondary schools to provide 25% of their places as free places (though exceptionally some schools were exempted from this regulation), it is interesting to note that in Bedfordshire's schools a mere 18% of secondary school places were provided as free places, whereas Leicestershire schools provided some 41% of their places to free place pupils; in a further 12 counties

more than a third of the places were free places provided under the Board of Education Free Place Regulations.

The inescapable conclusion after examining all of the information available is that by 1914-1915 fee-payers made up between 59% and 82% of the pupils at secondary schools and despite efforts on the part of the Board of Education, Local Authorities and Boards of Governors, children enjoying secondary education came for the most part from homes willing and able to manage without the wages their children could have earned. By one means or another these families were able to afford the school fees and the incidental expenses associated with secondary education.

The Education Act 1902 was not designed to produce a more equitable social climate in England. Balfour, the Prime Minister responsible for the successful passage of the Bill against all odds, saw educational reform as essential "if Britain was to continue as a first class power".²⁸ Tenacious, shrewd, cunning, ruthless and the personification of conservatism, Balfour was an enlightened administrator who invariably "turned a blind eye to social reform".²⁹ His belief in the need for educational reform was unpopular and undoubtedly contributed to the Conservative electoral defeat of 1906. The Liberals won the election almost by default: it is true they were committed to economic and social reform but their programme remained vague and undefined. Part of their election pledge had been a promise to amend the Education Act 1902, but all their efforts at educational reform were thwarted in Parliament". They achieved some modest

measures of social reform e.g. Old Age Pensioners, but increasing unemployment and constitutional difficulties with the House of Lords were the hallmark of their period in office.³⁰

The period before the First World War saw little real social change. The "Free Place Regulations", introduced during the Liberal government's term of office, reflected the administration's desire to widen the avenue of advancement of poor but able pupils, in order that they might eventually use their talents for the benefit of the nation which faced an increasingly competitive and uneasy Europe.

Clearly the advances which accrued to secondary education following the Education Act 1902 did not herald an era of universal secondary education but important and irrevocable changes were being made and children from poorer homes were beginning to benefit.

Notes - Chapter III

1. Schools Inquiry Commission, 1868 Vol. I, p.15
2. These Regulations provided for free places at secondary schools for children who had spent at least two years in an elementary school.
3. A.M. Kazamias, Politics, Society and Secondary Education in England. Philadelphia, 1966, p.20
4. Schools Inquiry Commission, Vol. I, p.16
5. Op.cit., p.20
6. Op.cit., p.20
7. Cockerton Judgement note 21 Chap. I
8. Public Record Office Private Papers Ed. 24 Paper 14/25
9. P.R.O. Ed. 24/38
10. P.R.O. 24/38
11. P.R.O. 24/14
12. List of Schools in Appendix I
13. Board of Education Report 1904-5, p.45, quoted in L. Connell, The Development of Secondary Education in Leeds, p.190, Unpublished PhD Thesis, Univ of Leeds 1966
14. Board of Education Report 1909-1910, p.68
15. Board of Education Report 1910-1911. p.106
16. Kazamias, p.177 Policies Society and Secondary Education
17. F.W. Hirst, The Consequences of the War in Great Britain. London, 1934, p.7, quoted Kazamias, p.213
18. Board of Education Report 1908-1909, p.44
19. Board of Education Report 1910-1911, p.105
20. Board of Education Report 1911-1912, p.5
21. The Committee on National Expenditure 1922
(The Geddes Committee)
22. K. Lindsay, Social Progress and Educational Waste. London 1926, p.1
23. Op.cit., p.23

24. Board of Education Statistics of Public Education England and Wales 1920-1921, p.90
Table of Occupations of Fathers of Pupils in Secondary Schools
Unskilled Workmen
- | | Jan. 1913 | | March 1921 | |
|------------------------------------|-----------|------|------------|------|
| Boys | 2,254 | 2.4% | 4,795 | 2.8% |
| Girls | 2,100 | 2.6% | 5,228 | 3.2% |
| <u>Domestic and Other Servants</u> | | | | |
| Boys | 1,688 | 1.9% | 3,020 | 1.8% |
| Girls | 1,589 | 2.0% | 3,172 | 1.9% |
25. Appendix III Graph Showing overall number of Secondary Schools in England 1907-1926 within the purview of the Board of Education
26. Appendix IV Tables showing total numbers of pupils receiving Secondary Education either as fee-payers or as pupils receiving education under Board of Education Free Place Regulations 1907 (The tables show the types of Schools and the Geographical County Variations)
27. Regulations for Secondary Schools 1904-1905
Article 23 The School fees must be approved by the Board as suitable. Unless local circumstances can be provided to require exceptional treatment the Board will not recognise a school in which no fees are charged. They will, however be prepared to sanction the remission of fees to individual scholars on sufficient grounds. Holders of scholarships, exhibitions, and studentships may be
28. Young, K. A.J. Balfour. The Happy Life of the Prime Minister Statesmen and Philosopher 1848-1930
London 1963, p.204
29. Rowland, P. The Last Liberal Governments
The Promised Land 1905-1910 London 1968, p.48
30. Rowland, op.cit., p.213

CHAPTER IV

THE GOVERNMENT AND MANAGEMENT OF SECONDARY SCHOOLS
IN ENGLAND BEFORE AND AFTER THE EDUCATION ACT 1902

The government and management of secondary schools came under increasing scrutiny after the Act of 1902. The problems of the government and management of secondary schools had earlier pre-occupied the Clarendon Commissioners (1861). These Commissioners had been concerned with "defining the proper spheres of decision of two kinds of authority: the authority of trustees and governors acting in the public interest, and the authority of the headmaster derived from a narrow but well understood academic tradition."¹ The Commissioners recommended that clear lines should be drawn between the functions of the governors and the headmaster.

The Taunton Commissioners (1868) were faced with a greater variety of problems and numerous variations on the theme of governing bodies when they were recommending reforms for the Schools which were the subject of their inquiry. Their recommendations for day schools included a fixed number of co-optative trustees originally selected from the existing trustees; an equal number of selected householders of the town or parish (or in boroughs appointed by the Town Council or in other places by the local board); and an equal number appointed by the Provincial Board. These recommendations were never implemented. Different recommendations had been made for boarding schools. The Commissioners had recommended that

the headmaster "be assigned all the internal discipline, the choice of books and methods, the organisation and the appointment and dismissal of assistants."²

The Bryce Commission, reporting in 1895, had recommended that "governing bodies of endowed schools should continue as heretofore to be constituted or modified by scheme." It further recommended that "local authorities within whose jurisdiction a school lies and any local authority giving aid to a school should be entitled to appoint one or more persons to be members of the governing body of the school". It went on, "The right which the County Councils³ have exercised of making such appointments in the case of schools to which they grant money will naturally pass to the new local authorities."⁴

The Report of the Bryce Commission pointed to the reforming zeal of both the Endowed School Commissioners and the Charity Commissioners following the Endowed Schools Act 1869. They had brought about great improvements in the constitutions of the governing bodies of the ancient endowed schools. The Commissioners failed, however, to note that even before the Endowed Schools Acts, schemes of government were being altered, adapted and reformed. Of the 304 schools which form the basis for this study and which had been reported on by the Taunton Commission in 1868, 50 were described in the Report as non-classical and no comprehensive digest of information was provided by the Commissioners.

A further 123 schools described as classical were well documented by the Commissioners. These were being administered

under their original schemes of government. The remaining 131 schools were classical schools, well documented; these schools had by 1867 altered their schemes of government. Schemes had been altered by: Acts of Parliament; Schemes of Chancery; rules re-drawn by feoffes; new schemes designed by the Charity Commissioners; rules revised by the trustees; orders made by the corporation of a city; rules of the governors.⁵

Clearly the government and management of secondary schools depended on the origins of the schools themselves. The management of the endowed grammar school depended upon the governing body of the school. The governors of these schools were responsible for the continuity of the school and were, "in ultimate control of the property and financial resources of the school or schools".⁶ (Sometimes they acted for more than one school when the schools in question were on the same foundation). In the case of provided or maintained schools, after 1902, the managers and governors of the schools had only a limited responsibility since the local authority was responsible for the financial viability of the school. Further because of the nature of these establishments the governors always had to be responsive to local opinion.

Of the 491 secondary schools recognised for grant aid by the Board of Education in the year 1904-1905, 61 were controlled by the municipalities (formerly the School Board Higher Grade Schools or Pupil Teaching Centres).⁷ A further category of schools was juxtaposed between the provided and the non-provided schools after 1902; these were known as the

municipalised schools. The Board of Education invented a device whereby an educational endowment which was either inadequate or exiguous could be placed under the trusteeship of the local authority, thereby enabling the local authority to conduct a provided school on the non-provided premises. Especially after the 1907 Regulations for Secondary Schools, municipalised schools became in effect provided schools; however only 55 such schemes were made between 1905 and 1940.⁸

The number of governors on the governing bodies of schools varied, but in the main they numbered between twelve and twenty, some few schools having more or less. The municipalised schools fell within these limits. Of the 21 endowed schools municipalised by 1914-15, 11 had more than 50% of the governors appointed by the Local Education Authority. In general a third to a half of the governors under revised schemes of government were popular representatives.⁹

The Board of Education, until 1906 under a Conservative Government, firmly believed in the need for governing bodies for secondary schools. The Secretary to the Board of Education, R.L. Morant, along with a preponderant number of the Board's inspectorate, were the products of the public school system, and they saw the governing bodies as an instrument for achieving for schools a measure of independence from the local authorities. The aim was to maintain what was best in the tradition of the public schools and the old grammar schools. The existence of a governing body for each school was woven into the regulations for secondary schools.

In 1904 Morant stated in the Regulations that the Board of Education attached great importance to direct communications "with the Governing Body". In the following year Morant urged the strengthening of these bodies.

The Board of Education seemed well placed to enforce the establishment of independent governing bodies for secondary schools, having as it did the power over central government grants.¹⁰ It is unlikely that the Board of Education had any sinister motives for insisting upon such governing bodies for all schools. The existence of governing bodies appeared to the Board of Education to provide a bridge between a local authority and the Board, while enabling, as has already been noted, maintained and provided schools to have a measure of independence from the local authorities.

While both the Board of Education and the Local Authorities were occupied with the provision of secondary education, the Board of Education was concerned with national provision and improving standards. The local authorities on the other hand were frequently most concerned about reconciling local sectional interests and establishing a "firm pattern of administration in their area". National and parochial views needed to be reconciled.

The dichotomy of views and purposes resulted in a struggle between the Board of Education and the Local Authorities. The Board reiterated its views in the Regulations of 1909.¹¹

All grant-earning schools are required to have Instruments of Government approved by the Board.

In the case of Endowed Schools, this was either the scheme or a body of Regulations made under the scheme. For schools provided by a Local Education Authority, the Board had drawn up a model form of Articles of Government which embodied all the provisions which the Board required. The Articles stated "... Any alternative form of instrument may be proposed for acceptance which makes satisfactory provision for (a) the composition of the Governing Body; (b) the appointment and dismissal of assistant teachers; (c) the powers and responsibilities of the Headmaster or Headmistress; and (d) the relations of the Governing Body to the Local Education Authority in respect of finance ... There shall be secured to the Headmaster or Headmistress a voice in appointment and dismissal of the assistant staff, and a right to submit proposals to and be consulted by the Governing Body."¹²

The issue of model regulations was felt by some to be an attempt to mould all secondary schools in the old tradition. Indeed consideration of a minute by an officer of the Board concerning secondary schools in Kent would serve to confirm this fear,

How can we expect that the tone of the great Public Schools which, because of that tone, have been only recently described as amongst England's most cherished possessions, can possibly enter into and permeate these smaller secondary schools if they are governed by such feeble governing bodies as these local committees must necessarily be if they have no powers.¹³

The Board had clearly expected authorities to acquiesce in adopting the Model Articles. Morant did not express any anxieties on the part of the Board. Indeed he confidently wrote

I firmly believe - I think all the Inspectors share the belief - that schools benefit by having an instrument of government clearly defining the function of the Governing Body and the Headmaster and the relations between the Governing Body and the Headmaster and staff. I think we are quite strong enough to see such a regulation enforced and as soon as the Legal Branch have settled the Model Form of Regulations for Municipal Schools, we shall be in a position to lend the various local education authorities material assistance in the preparation of governing instruments for the Schools under their direct control. Such instruments would be especially useful in the case of Municipal Schools as tending to prevent the Organizing Secretary from exceeding his proper function, seeing that those positions and functions would be more clearly defined than they can be defined at present without such a governing instrument.¹⁴

When they were issued, the Articles were prescriptive to a degree which caused serious resistance on the part of some Local Education Authorities. J. Graham of Leeds was the most spirited in his opposition to them on behalf of his Local Education Authority. His memorandum to the Board of Education following the issue of the Model Regulations pointed to the problem:

.... apparently the Board's Model Scheme has been drawn up on the basis of the schemes governing the old type Grammar School. It appears from the Clauses in the Model Scheme that the officials responsible for the Scheme are unacquainted with the actual working conditions of the educational administration under large LEAs.¹⁵

At first the Board of Education penalised Local Education Authorities which did not conform to the Model Scheme. This they did by withholding grants.¹⁶ R.L. Morant, the Secretary to the Board of Education, finally recognised that the Board had slid into an untenable position. He acknowledged this in a minute to the President of the Board on the 30th March 1911.¹⁷

More radical and far reaching than the problems of the Model Articles were the changes inaugurated by the Regulations for Secondary School (1907). The Liberal government came to office in 1906 committed to reform the Education Act 1902. On the 2nd April 1906 Augustine Birrell the President of the Board of Education, introduced an Education Bill designed to appease Nonconformists outraged by the Education Act 1902. There was no real evidence that the country was demanding reform and as Rowlands says, "However admirable the purposes of the Bill, it was framed in such a manner as to provoke the maximum degree of opposition". The Bill did not reach the Statute book.¹⁸

There was a minor government re-shuffle and in January 1907 Reginald McKenna became President of the Board of Education. In February of the same year he introduced a one clause bill into the House under the Ten Minute Rule. This brief Bill was designed to relieve local authorities of the cost of special religious instruction in non-provided schools.¹⁹ The Nonconformists however were far from being impressed and the usual objections poured in from Churchmen.

It was against this background that the Regulations for Secondary Schools (1907) were introduced. The new regulations defined in a more precise way the Regulations of 1904-1905 in which Article 15 laid down that:

No scholar shall be required, as a condition of being admitted into or remaining in the school as a day scholar, to attend or abstain from attending any Sunday School, place of religious worship, religious observance or instruction in religious subjects in the school or elsewhere; and the times for religious worship or for any lesson on a religious subject shall be conveniently arranged for the purpose of allowing the withdrawal of any day scholar therefrom.

This Article was superseded by Article 5 of the 1907 Regulations²⁰

- (a) No catechism or formulary distinctive of any particular religious denomination may be taught in the school, except in cases where the parent or guardian of any scholar requests the Governors in writing to provide for the scholar religious instruction in the doctrines, catechism, or formularies distinctive of any particular denomination. In such cases the Governors may, if they think fit, and if the instrument under which the school is governed requires or does not prohibit the giving of such instruction in the school, comply with such requests and provided such instruction accordingly out of funds other than Grants made by the Board of Education or any Local Authority.
- (b) In schools where such instruction is given the Governors must make regulations as soon as practicable to secure observance of the provisions of this Article. A copy of such regulations must be given to the parent or guardian of each scholar.
- (c) Records must be kept of all requests made to the Governors in respect of religious instruction under (a) of this Article.

The Board issued a Circular,²¹ the aim of which was to assure Governing Bodies that the Board was willing to assist the Governors of schools to amend their schemes or other instruments of government in such a way as to enable them to comply with the changes in the Board's Regulations. In the case of Article 5 (a)²² - within certain limits, "Neither the direction that 'religious instruction in accord-

ance with the doctrine of' a particular denomination shall be given in the school nor the direction that 'religious instruction in accordance with the principles of the Christian Faith shall be given in the school' precludes compliance with the requirements of this part of Article 5."

Article 23 prescribed that a School,

- (a) must not require any members of the teaching staff to belong, or not to belong, to any particular denomination;
- (b) must not require a majority of the Governing Body whether in virtue of their tenure of any other office or otherwise to belong, or not to belong, to any particular religious denomination;
- (c) must not provide for the appointment of a majority of the Governing Body by any person or persons who, or by any body the majority of whom are required (whether in virtue of their tenure of any other office or otherwise) to belong, or not to belong, to any particular religious denomination.

The Board anticipated that these requirements would involve only a small number of schools and this proved to be so. Some schools, however, felt unable to comply with Article 24 which prescribed that the majority of School Governors should be representative Governors.

The Board of Education recognised an obligation to schools already on the grant list but unable to fulfil one or more of the conditions set out in the Regulations as to Articles 5, 18, 20, 23 or 24. Such schools, it decided, should continue to receive grants, but not at the new higher rate. However there were to be concessions where a Local Education Authority

passed a Resolution informing the Board of Education that the school is in their view required as part of the secondary school provision for their area, and that one or more of these conditions may be waived with advantage in view of the educational needs of the area, the Board of Education may, if they see fit pay the Grants in full under Article 36 to 41 of this Chapter.²³

The Board of Education was successful in modifying the governing bodies of endowed schools, the oversight of which had been conferred on it by the Board of Education Act 1899.

In the case of endowed schools under schemes having the force of statute, for the exact observance of which the Board are specially responsible, the governors have a direct and express liability to the Board.²⁴

The most cogent reason for endowed schools adopting the Board of Education's scheme to modify governing bodies was that for most their precarious financial position caused them to rely heavily on Board of Education Finance. Of the 304 schools with which in this study we are mainly concerned, 161 schools adopted new schemes in compliance with the 1907 Regulations. Some 81²⁵ of these schools adopted "Additional Governors' Clauses" to comply with Article 24 of the Regulations. For the purpose of this article "representative Governors" could only be counted if they were appointed or elected by Local Authorities. By 1911-1912 66 endowed schools were receiving grant on the lower scale or working under a Waiver of Article 24 for higher grants.²⁶

Perhaps the least controversial of the changes which the Board of Education proposed were those affecting Article

4a of the Regulations. These changes enabled Governors (with the written approval of the Board) to make special provisions for the education of boys (or girls) "who intend to become teachers in Public Elementary Schools", where schemes of government had previously precluded their admission to the Secondary School in question.

To some, the Board's policy was a betrayal of powers vested in it by the Charity Commissioners. We have seen how Morant had desired governing bodies for secondary schools to act as a bridge between the Board and the Local Education Authorities. Towards the end of the nineteenth century at least one of the Charity Commissioners had advised against the transfer of the powers to amend schemes for endowed schools from the Charity Commissioners to the newly created Board of Education.²⁷ Such a transfer, it was argued, would remove the "buffer state" between the Trustees of Foundations and the Central Government. The fear was that administratively the President of the Board who had to act in accordance with political directives might sooner or later find his political persuasions interfering with his powers under the Charitable Trusts Act which must necessarily be exercised in a quasi-judicial manner.

In 1908 Reginald McKenna issued a letter to the Trustees of endowments. He invited them to apply to the Board to change their deeds or instruments of government. This blurring of the dividing line between the two functions of the President drew criticism in a debate in the House of Commons.²⁸ To some extent McKenna's actions justified early fears that

political policy and quasi-judicial functions could not be carried out impartially and simultaneously by the Board of Education. The Board proceeded to alter schemes of government for endowed schools not necessarily in the interests of individual schools but rather in pursuance of a policy favoured by the governing political party of the day. The subsequent alteration to the balance in the governing bodies of many schools was a contributory factor to these schools eventually adopting the Local Authority as their intermediary and reshaping their futures in a way which their founders had not conceived.

Although with regard to provided schools the Board of Education's concept of a governing body was realised only in part and patchily, many endowed schools were more considerably affected by the Regulations for Secondary Schools 1907. Economic necessity forced many to comply with new Regulations and the change in the composition of the governing bodies of these foundations meant that henceforth Local Education Authorities held greater sway over their affairs and policies. The 1907 Regulations were the direct cause of many endowed schools subsequently accepting the Local Education Authority as their intermediary with the Board of Education. This led to a loss of autonomy on the part of many endowed schools. To all intents and purposes endowed schools with a governing body overwhelmingly composed of "representative Governors" became a provided school subject to the policies of the Local Education Authority.

Morant at the Board of Education had seen Liberal

government policy erode if not overthrow his commitment to a national education policy based on strong independent schools. The loss of autonomy on the part of many of the endowed schools left the way open for Local Education Authorities to foster education in their area in the way that they thought best, though they still depended heavily on Central Government for finance.

Notes - Chapter IV

1. G. Baron and D.A. Howell, The Government and Management of Schools, London 1974, p.11
2. Taunton Commission Report 1868, (The Schools Inquiry Commission) Vol. 1, pp.617-619 quoted in Baron and Howell, pp.13-14
3. A provision of the Technical Instruction Act 1899.
4. The Secondary Schools Commission (The Bryce Commission 1895), Vol. 1, p.298
5. Information relating to the alteration of schemes of government found in Public Record Office, Class no. 12/89. Board of Education File No. S5608, Board of Education List No. 53. April 1908.
6. Baron and Howell, The Government and Management of Schools. p.188
7. Board of Education Report, 1904-1905, p.44
8. Report of Ministry of Education and Statistics Education 1900-1950, 1951, p.17
9. i.e. Representatives appointed by a County Council, County Borough Council, Borough Council, Urban District Council, Rural District Council, the Board of Guardians or Parish Council or ex-officio governors, such as local members of Parliament, Mayors or Chairmen of Education Committee P.R.O. Ed 12/89 (List 53, 1908)
10. Baron and Howell, The Government and Management of Schools, p.15
11. op.cit. The Regulations for Secondary School 1909 - quoted more extensively in Baron and Howell, p.18
12. The Model Articles of Government 1908
13. Public Record Office File Ed. 53/103 quoted in Baron and Howell, The Government and Management of Schools, p.16
14. Public Record Office File Ed. 12/124 April 1908, quoted in Baron and Howell, op.cit. p.18
15. Public Record Office File Ed. 53/385. Memorandum on "Model Articles of Government for Secondary Schools Provided by a Local Authority", J. Graham, Director of Education Leeds, 1909 in Baron and Howell, op.cit., p.20

16. Op.cit. p.23, For a more detailed account see Baron and Howell, Ch. 2.
17. Ten authorities had adopted their Instruments of Government a clause identical with or similar to that in the Leeds Instrument which explicitly interposed the Director of Education or similar official between the headmaster or headmistress and the governing body. They were South Shields, Bolton, Manchester, Birmingham Leeds, Salford, Birkenhead, Bristol, Norwich and Plymouth. In the case of the first four on this list, the Board had approved their instruments. Grants were withheld by the Board from Leeds, Birkenhead and Bristol.
18. Rowlands, p.77 The Last Liberal Governments (1905-1910) London 1968
19. Rowlands, op.cit. p.113
20. Appendix V Regulations for Secondary Schools 1907
21. Circular 568, Appendix VI
22. Op.cit.
23. Regulations for Secondary Schools, 1907
24. Regulations for Secondary Schools 1905-1906
25. PRO File Ed. 53/385
26. J.H. Partington, The History of the System of Direct Grants to Secondary Education (Unpublished M.Ed. thesis, University of Durham, 1967), p.73
27. "...1899, Fearon of the Charity Commission advised the Duke of Devonshire against transferring the power to amend schemes for endowed schools to the newly created Board of Education", op.cit. p.100
28. op.cit. Partington, pp.101/102.

CHAPTER V

TEACHER TRAINING

In an earlier chapter it was noted that the government, instead of making full financial provision for certain services in education, purchased or encouraged particular facets of education. This meant that some of the services, which were provided by the various agencies, were woefully inadequate. Initially the provisions for training teachers were entirely inadequate and there were additional difficulties resulting from the policy of recruiting teachers for the poor from the poor.

The decision to recruit teachers for the children of manual workers from the manual labouring classes¹ meant that the methods of selecting staff for elementary and secondary schools were quite disparate and as a result the ethos of the secondary school was preserved intact. The decision also meant that intending elementary teachers were denied the benefit of a liberal secondary education. This hampered their intellectual progress and stultified much that was taught in the majority of elementary schools.

The policy also restricted the pool of talent available for the recruitment of teachers. Even more far reaching was the decision to choose candidates only from homes incapable of educating and maintaining them without considerable assistance from outside. In some instances School Managers were obliged to direct money away from purely educational purposes because of the need to improve the pay of pupil-teachers.

The poor pay and low status of the elementary school teachers generated other problems. The poor financial rewards for teachers resulted in a predominantly female profession anxious to retain the respectability of the families from which they came. Even when pay and conditions improved, the poor image of the profession discouraged the entry of ambitious, intelligent and adventurous working-class boys and proved a positive deterrent to middle-class girls. True, at the outset of the expansion of elementary education it was not anticipated that the children of middleclass families would choose the vocation of teachers of the poor.² The early years of the twentieth century saw a questioning of this assumption; after all middle-class girls were attracted into nursing the poor and social welfare work. By the 1890's conditions in some of the newer elementary schools in the predominantly middle-class suburbs of the larger towns and conurbations were a great improvement on the older schools where large classes were coupled with inadequate, or occasionally non-existent, amenities. Even more importantly, the schools in homogeneous middle-class suburbs were "nice" schools filled with "nice" middle-class children.

Eventually middle-class girls began to be attracted into the teaching profession. It was to take time for the image of the average publicly funded teacher to fade. Young people of talent were not attracted by the narrow, industrious, well meaning underpaid individual apparently devoid of any great ambition without either aspiration to advancement or wealth, grateful to have obtained reasonably secure employment in a profession where supply rarely exceeded demand.

It is necessary to trace the history of teacher education in order to demonstrate how the determined efforts of educationists ultimately affected government policy and to show the way in which officials at the Board of Education implemented these policies.

Well qualified and experienced teachers are an essential ingredient of any system of education. From the first, attempts to promote elementary education were to a large extent hampered by a shortage of properly qualified adult teachers. The consequence was the adoption of the Monitorial System which had already been tried and discarded on the continent. Mr. Bell and Dr. Lancaster of the National and the British Foreign Schools Societies saw great merits in the system. The monitors acted as assistants (or more accurately mouth pieces) of the masters. Some of the difficulties in this system were in part due to the poor quality of the teaching and in part to the early leaving of the majority of the monitors who rarely remained at school after the age of twelve. Less commonly they remained at school until the age of 14 or 15 because city schools sometimes paid them a small salary. Inspectors appointed by the Committee of Council between 1839 and 1846 reported that the schools they visited were in a deplorable condition.

Dr. Kay (afterwards Sir James Kay-Shuttleworth)³ sought to remedy the situation by experimenting with methods he had seen working successfully in Holland. In 1840 a Training College was established at Battersea to assist in the education of the new Pupil-Teachers. The following

description of a pupil-teacher was given in the Minutes of the Committee of Council 1839-40.⁴

"A young teacher, in the first instance introduced to the notice of the Master by his good qualities, as one of the best instructed and most intelligent of the children; whose attainments and skill are full of promise; and who, having consented to remain at a low rate of remuneration in the school, is further rewarded by being enabled to avail himself of the opportunities afforded him for attaining practical skill in the art of teaching, by daily practice in the school, and by the gratuitous superintendence of his reading and studies by the Master, from whom he receives lessons on technical subjects of school instruction every evening".

By 1839 the Anglican church, anxious to keep a grip on teacher training, set up Diocesan Training Colleges, relying heavily upon its own resources. Colleges had been established at Chester, Exeter, Oxford, Chichester, Gloucester and Norwich by the summer of 1840.⁵ These were residential establishments which bred an esprit de corps amongst teachers trained at them. The Committee of Council sought to put teacher education on a sound financial basis by paying pupil teachers a salary on a scale from £10 to £20 while at the same time increasing the head teacher's salary by annual sums of £3 in respect of each pupil teacher under instruction. Pupil Teachers were appointed as apprentices at the age of thirteen to teachers especially recommended by the Inspectors. The selection of candidates was based on both their character and educational attainments. Although pupil teachers were free to leave teaching when they had successfully completed their apprenticeships, it was expected that most would pass into Training Colleges. "Queen's Scholarships"

provided grant-aid to intending teachers in Colleges. The intention of the framers of the Pupil Teacher System was to supply elementary schools with assistant teachers (who were better equipped than their predecessors) for the work of such schools by reason of their greater maturity and their interest in their work.

The method of selecting candidates meant that Training Colleges were ensured of a constant supply of better quality candidates who were for the most part keen to succeed in their chosen profession. The practice was to select pupil-teachers from the scholars in the school in which they were to be employed.

By the beginning of 1849 more than two thousand apprentices were indentured. The cost of such a scheme was great and as an economy measure in 1856, small schools were excluded from the scheme. In 1859 the ratio of pupils to pupil-teachers increased from twenty-five to one to forty to one and no qualified teacher was to have more than four apprentices. By 1861 the number of pupil-teachers reached a peak of 13,871. The payments of grants and salaries had two distinct disadvantages. The first was that the financial inducements sometimes caused school managers and head teachers to put up large numbers of intending teachers as candidates for the Training Colleges thus making the task of careful selection difficult. The other problem was that the fifteen pound salary provided by the government was in some areas a totally inadequate sum for maintenance and School Managers had to improve the pupil teachers' salaries out of their own resources.

The Newcastle Commission (1861) examined and reported on the Pupil-Teacher System and the subsequent Revised Code of 1861-2 resulted from their recommendations. Payments by results became the order of the day and the indentured apprenticeship was replaced by an agreement between pupil-teachers and the managers. In the five years up to 1866 the number of pupil-teachers fell by 5,000 to 8,866. The ideal of one pupil-teacher to twenty five scholars had been abandoned and the ratio had deteriorated to one to fifty four by 1866. This resulted in a decline in the attainments of pupil-teachers at the time of their admission to training college. Even more serious was the loss of confidence amongst intending teachers which did little to benefit the cause of education in the short term.

The Education Department (1866), while expressing confidence in the pupil-teacher apprenticeship scheme, thought that candidates for training colleges should be recruited from other sources.

From 1867 onwards there was some improvement in recruitment resulting from an additional capitation grant, and from special grants to male pupil-teachers who entered training colleges after obtaining the "Queen's Scholarship" in the First and Second Division of the Examination. These examination grants were withdrawn in 1871 after the number of pupil-teachers rose from 11,031 in 1868 to 14,612 in 1870.

Educationists had been critical of the monitorial system because of, amongst other things, the poor academic qualifications of those instructing the monitors. Many saw

similar difficulties with the Pupil-Teacher System, which they accepted as a make-shift expedient; this applied particularly where pupil-teachers were made assistants to the head teacher without proceeding to a training college. Ex-pupil-teachers were encouraged to do this because of the salaries paid to them. These ranged from £20 per annum for female assistants to £25 per annum for male assistants. Arrangements were made for such candidates to be admitted to the examinations for certificates after three years without benefit of training college courses. Such instruction as intending teachers received was, on average, indifferent. Few head teachers were of sufficient calibre to educate others adequately, partly through lack of educational attainment on their own part, coupled with fatigue after an arduous working day. A law officer of one of the large School Boards pointed to the problems of the pupil-teacher in 1870:

"Their intellectual outfit was of the most meagre kind, and their life was by no means an easy one. After teaching five hours a day, they had lessons to prepare in the evening, and they were obliged to be at school for 7.45 a.m., to receive instructions from their Head Teachers. Of actual instruction they receive but little, for it is clearly impossible for a Head Teacher with Pupil-Teachers in various years of apprenticeship, and all doing different work, to give anything worthy of being called instruction in the short hours at his disposal".⁶

Educationists like Matthew Arnold expressed support for the Pupil-Teacher System in spite of its shortcomings for no other reason than its superiority over the Monitorial System which it had replaced. It should not be assumed that monitors no longer existed. In July 1903 Sir John Gorst⁷

(formerly Vice-President of the Council) said in Parliament "the monitors did not exist in the Education Code; but they still existed in the flesh". This must surely have been because of the persistent pressure of pupil numbers in the elementary schools.

From 1874 onwards attempts were made to remedy the deficiency in the system by arranging central classes for the instruction of pupil-teachers by specially chosen teachers. The Department of Education dragged its feet, declining to alter the Code; it held the view that there was no reason why the existing scheme should not be adequate. This brought the Department into conflict with some of the more enlightened school boards. Gradually the Department was obliged to retreat from the position it had adopted. An extension of central classes with a reduction in the working day went some way to improving the situation. The majority of the Cross Commissioners (1888)⁸, as might be expected, upheld the principal of the Pupil-Teacher System.

A Minority Report strongly dissented from the Majority Report and a further memorandum was attached to the Minority Report by some of its signatories; this contained a careful analysis of evidence given before the Commission as to the existing condition of pupil teachers:

"The complaint is generally that Pupil-Teachers teach badly and are badly taught, ... witnesses while complaining of the backwardness and ignorance of Pupil-Teachers lay special stress on their inability to teach, and on their ignorance of school management".

In 1896 the Minority Report was espoused by the Department of Education and immediately the minimum age for pupil-

teachership was raised to fifteen; fourteen being allowed only as an exceptional arrangement.

Meanwhile the development of central classes had been assisted by the Code of 1890 which permitted the instruction of pupil-teachers outside of school hours. There were to be financial sanctions against those school managers who failed to provide proper instruction and from 1894 Inspectors were responsible for the supervision of Central Classes. A Departmental Committee inquired into the working of the system and into the supply of teachers in 1896. In its Report two years later, it concluded that despite serious weaknesses in the system, it was 'capable of satisfactory revision by means of further administrative changes. The Committee observed:⁹

"We do not think that the Pupil-Teacher Centres under present conditions adequately fulfil the purposes of Secondary Schools; they are rather substitutes and supplements in an imperfect system. We cordially recognize the improvements brought about by them in the preparation of Pupil-Teachers, but they are the results of an attempt, costly in many senses, to fulfil a task impossible under present conditions. The best of them are provided with all the necessary apparatus and staff for excellent secondary training which the conditions of their existence prevent them from giving; while many of them are merely classes brought together for the purposes of "cram". It is inevitable that they should tend to produce professional and social narrowness of aim, and to subordinate educational aims to pressure of examinations. The cultivation of a healthy corporate life in them is a matter of extreme difficulty. In many cases the scanty staff is imperfectly qualified and narrowly trained, though if it is admitted to be desirable for Pupil-Teachers to pass through Secondary Schools, it is even more important that those who instruct them should have had ample means for securing a liberal education.

We look forward to the ultimate conversion of those Centres which are well staffed and properly equipped into real Secondary Schools, were although perhaps intending teachers may be in the majority, they will have ampler time for their studies and will be instructed side by side with pupils who have other careers in view...."

The more humane and liberal syllabus drafted by the Committee did not find universal acceptance. In particular the National Society (1898) disagreed with many of the recommendations; it felt that pupil-teachers should "be kept in touch with elementary education". Even later, others too dissented from the new proposals. Mr. Maddison (the Member of Parliament for Burnley) who had two daughters, both teachers, said

"... Girls' middle-class schools were in the main attended by pupils who came from suburban villas, and the pupils may know how to do their hair, what sort of frock to wear and how to hold their knife and fork - excellent things no doubt - but if a girl was not dressed up to the average of the others attending the school, she would have an unpleasant time. ... the girl was not necessarily in an atmosphere of culture. Let not the Committee run away with the idea. Culture was not necessarily to be found in suburban villadom ... he contended that all the culture and refinement that was necessary could be obtained as well in the pupil-teacher centres as in Secondary schools".¹⁰

The Secondary Schools Commissioner (1895) expressed the opinion that the Schools Inquiry Commission (1868), the work of the Charity Commissioners, together with legislation affecting Elementary education, had not only kindled an interest in education, it had led to a rise in public esteem for the work of the teacher. The Commissioners attributed the improved tone and dignity ascribed to the

teacher by society to university influence. They pointed to an increasing population of graduates in all grades of schools and to the general improvement in teacher education which resulted from the Department of Education generally adopting a more enlightened attitude to teacher training.

The Commissioners noted how the class consciousness of the British was wholly apparent in the lack of unity within the teaching profession as represented in the elementary and secondary sectors.

With two exceptions (Mr. Bowen of Harrow and a Mr. Raleigh),¹¹ the witnesses giving advice to the Secondary Schools Commission favoured professional preparation for teaching in secondary schools. This opinion applied equally to educational experts and masters and mistresses alike. There was general recognition of the need to minimize the proportion of teacher experience gained at 'the expense of the pupils'. Several suggestions were put forward for improving the professional training of teachers. An inherent problem arose out of the different kinds of education which teachers intended for secondary schools and teachers intended for elementary schools enjoyed. Intending teachers for secondary schools came from the secondary sector having benefitted from a good general education, whereas teaching candidates from elementary schools depended upon the training college to deepen and broaden their education while at the same time making them aware of their cultural heritage. It was held that training colleges should only provide the students for secondary schools with the elementary techniques of

pedagogy. The general view expressed by the Commissioners was that with some reform of the elementary system, intending teachers for both elementary and secondary schools would be able to train side by side in the colleges.

This did not mean that the same classroom methods could be employed by teachers in the elementary and secondary sectors. The economy of the elementary sector meant large classes with the consequent problem of group management which to some extent worked against the idea of "stimulus, suggestion and active effort" so necessary in secondary education.

It should be noted that the education provided by the training colleges was far from perfect. The Inspector of training colleges, Sir Joshua Fitch, reporting on Women's Colleges in 1886 spoke highly of the cheerfulness, order and seriousness of purpose which pervaded the colleges but expressed concern about the narrowness of the teaching. He said:

"The teaching staff of the Colleges consist very largely of certificated governesses selected on the ground of their success as college students or as mistresses of schools, but with necessarily limited reading and intellectual experience, and often with salaries inferior to those of the mistresses in Board Schools. The teaching, therefore, though for the most part extremely careful and conscientious, is often sadly lacking in breadth and vigour; ... The governing bodies of the best training colleges are very sensible of the defects of our English system in this respect; and as occasions arise, they are doing their best to remedy it. But in some of the smaller diocesan colleges the ideal formed by the managers of what a training institution ought to be and do appears to me to be lower and far less satisfactory. In several of them there is at the head a clergyman or chaplain, whose duty relates only to the religious instruction, and the conduct of daily worship, the correspondence and

the general moral supervision of the household, but who takes no part in the teaching of any secular subject. The salary of this officer sometimes equals the united income of all the rest of the staff. He is often the only member of it who has received a university education. Yet he exercises little or no intellectual influence, rarely or never hears a lecture ..."¹²

The two year training colleges provided a combined course of general education and professional training leading to the examination whereby students could qualify for recognition as Certificated Teachers. The courses were residential in the older colleges which were provided by voluntary bodies, principally religious organizations founded in the Victorian era. Many Universities and University Colleges established during the 1890's organised courses for the training of teachers. As a result of this development the Board of Education came to recognize three different kinds of examination in academic subjects for students at residential colleges:

1. Their own Final Examinations taken by the majority of students.
2. As in the case of colleges established by the Universities there were various University examinations leading up to degrees.
3. There were college examinations which were only accepted in the case of University students who had failed to pass their University examination.¹³

Those students incorporating a University Degree in their professional training extended their period of study over a third year. There were two further groups of students who

spent only one year at college. The first were teachers who had gained their certificate without attending College and were subsequently admitted to colleges for one year of professional training and general education in order that they might become eligible for headships under Board of Education Regulations. In the years 1912-1913 these students numbered 212. The second was an even smaller group of students who, having passed examinations of an advanced character, entered college for one year's professional training. In 1912-1913 these numbered only 7.¹⁴ After the Education Act of 1901 some of the largest Local Education Authorities provided non-denominational colleges out of public money. They did this as part of their empowerment to provide education, not merely secondary but, more largely "further than elementary".

In 1898 the Department of Education published a Return dealing with 43 Higher Grade Board schools having Schools of Science tops and 43 Local Secondary Schools in the same towns. In the Secondary Schools 60.3% of the staff were graduates while in the Board Schools only 11.3% of the staff were graduates. Morant in his Memorandum on Higher Grade Schools made capital out of this Return pointing out that even when the staff of Higher Grade Schools were graduates they were commonly "poll"¹⁵ men and not university scholars with honours degrees. He also made the further point that university graduates were studying education at universities both at home and abroad, though few had attended the denominational training colleges.¹⁶

Any consideration of teacher education in the elementary sector had to take into account the needs of the time. By 1902-1903 the average number of children in attendance at Public Elementary Schools had risen to 5,030,219 while the annual output of trained teachers was only 2,791.¹⁷ Constant re-adjustments to the Regulations governing pupil-teachers took place. In 1903 the right to supervise pupil-teachers was extended to all certificated teachers, though this could be withdrawn on the receipt of an unfavourable Inspector's Report. The creation of Pupil-Teacher Centres had been a valuable adjunct to teacher training, yet there was no equality of either accommodation or instruction. Some were purpose-built institutions provided by progressive school boards; these were generally organised by highly qualified staff. Some were departments of existing secondary schools while others were merely central classes where pupil-teachers met together but without the benefit of highly trained staff or specialist teachers.

The recognition of the many problems surrounding teacher education, coincided with the desire on the part of educationists to introduce an educational ladder reaching from the elementary schools to the universities. It was inevitable that the concept of making "a Secondary Education the natural avenue even for the sons and daughters of the labouring classes to teaching in all its branches" should attract official support. Indeed the process of recruiting elementary school teachers from the ranks of the lower middle-classes had already begun by 1902.

After the Act of 1902, the scheme for pupil teachers was continually modified and amplified until the years 1906-1907 when a completely new system was established which incorporated many of the recommendations of the Departmental Committee of 1896-1898. The reforms were based on two main principles. The first was the deferring of all employment in Public Elementary Schools until a later age

"... in order to facilitate the preliminary education of future teachers and the continuance as far as possible of that preliminary education during the age of Pupil-Teacher-ship."¹⁸

This was to be achieved by withdrawing the recognition of probationers as part of the staff of Public Elementary Schools and by raising the minimum age for the recognition of pupil-teachers to between sixteen and seventeen except in a few rural districts. The second principle was that pupil-teachers should be employed for only half the full-time sessions in Elementary Schools and that they should spend three hundred hours annually at classes either in fully equipped and staffed Pupil-Teacher Centres or an approved alternative institution.

We have noted that Pupil-Teacher Centres could be attached to secondary schools. In the year that the new regulations came into force, of the 674 secondary schools receiving or applying for recognition by the Board of Education, 357¹⁹ were also recognised or seeking recognition as Pupil-Teacher Centres. Of these secondary schools receiving or applying for recognition as Pupil-Teacher Centres 47% were ancient endowed schools.²⁰

Grants were made by the Board of Education to Pupil-Teacher Centres at the rate of £7 for pupil-teachers over the age of 16 and £4 for pupils aged between 15 and 16 years. Where pupil-teachers were not able to attend Centres, grants of £3 to £5 were made to local education authorities to enable them to give instruction to the pupil-teacher.

It was the policy of the Board of Education to educate intending teachers alongside pupils destined for other careers and this intention became firmly established by the Prefatory Memorandum of 1903.

In the academic year 1907-1908 the Board of Education introduced matching grants providing an alternative to the old pupil-teacher system. The Bursar system was introduced. This existed in tandem with the old system: it was a system providing financial support for pupils in secondary schools intending to become elementary school teachers. The bursary was a one-year award for secondary school pupils not younger than sixteen years of age and holding a free place. It carried with it, in addition to exemption from school fees, a maintenance allowance. The bursar system was in line with the Board's policy of extending the secondary education of intending elementary school teachers. The bursars were expected to proceed to training college, or to become student teachers practising under supervision.

The Secondary Schools were increasingly taking over the task of educating prospective teachers. Pupil-Teacher Centres could be organised in a variety of ways: (1) As an integral part of a secondary school; (2) attached to a

Secondary School in such a way that the two institutions though not completely unified under a single head .. enabled the easy transference of a pupil from one to another; (3) they could be attached under similar conditions to Higher Elementary Schools; or they could be separately organised, and be confined to boys and girls who were intending to be teachers.²¹ The Board of Education, through the Regulations for Secondary Schools 1907, and modification of Schools' schemes of government, (changed to accommodate intending teachers), made satisfactory progress in encouraging Local Education Authorities to use Secondary School accommodation and expertise where this was available. The following table illustrates this.

Distribution of Pupil-Teacher Centres²²

Year	Centres forming integral parts of Sec. Schools	Centres attached to Sec. Schools	Centres attached to Higher Elementary schools	Separately organised Centres	Total
1905-06	283	5	2	192	482
1906-07	395	5	4	182	586
1907-08	453	17	4	141	615
1908-09	497	9	3	107	616
1909-10	512	6	5	80	603

Despite the advantages of teaching aspirants to elementary school teaching in the same common schools as other pupils of the same age, there was the problem of quarter to half-time employment and training in an Elementary

School. The difficulty was especially emphasised where pupil-teachers in Secondary Schools were classified in the same forms as other scholars. Attempts were made to overcome the problem by arranging classes in which pupil-teachers did not participate, when pupil-teachers were absent from the Secondary Schools. The "block system", whereby pupil-teachers spent continuous terms at schools, was also experimented with but there were problems with continuity of work as well as with the staffing of Elementary Schools.

The Bursar system continued until after the First World War. It was dispensed with by the Training Teachers (Amending) Regulations (No. 1) 1921. The arrangements by Local Education Authorities for maintenance allowances to bursars were in future to be dealt with as part of the general arrangements of the Authorities for maintenance allowances to pupils attending institutions of Higher Education. By this time it was generally accepted that intending teachers required an extended secondary education. The changing pattern in the origins of intending teachers is clearly shown in Appendix VII.²³

This chapter has been devoted to a resume of teacher education; the emphasis has been on the education of intending elementary school teachers because of the profound changes brought about in their preparation for professional life. Such changes were directly related to the Education Act of 1902 which produced the environment required for the change. The ancient endowed schools together with the new local authority secondary schools provided the cultural background

and expertise which were to eventually give elementary education a new breadth and in time to contribute to a system of education which was to benefit the whole nation.

Notes - Chapter V

1. Board of Education General Report on the Instruction and Training of Pupil Teachers, 1903-1907, p.4
"Manual workers were to include simple policemen, coast guards and dock and railway porters".
2. Op. cit., p.4
3. Sir James Kay Shuttleworth, Secretary to the Education Committee of the Privy Council 1847
4. General Report on the Instruction and Training of Pupil Teachers, p.3
5. Burgess H.J. Enterprise in Education. London 1958, p.110
6. General Report on the Instruction and Training of Pupil Teachers, p.8
7. Parliamentary Debates (Hansard) July 9, 1903, Vol. CXXV Col. 210
8. The Cross Commission 1888, The Royal Commission to inquire into the working of the Elementary Education Acts, England and Wales
9. The Training of Pupil-Teachers, 1903-7, p.12
10. Hansard, July 16, 1906, Vol. CLX Col. 1423
11. The Bryce Commission, 1896, Part III, p.198
12. Report on the Training College for School Mistresses in England and Wales (Report of the Committee of Council on Education, England and Wales, 1886-87), p.441
13. Report of the Board of Education, 1912-1913, p24
14. Op.cit., pp.45-46
15. The term "poll" man is a slang term at Cambridge University for one who has graduated without honours.
16. Public Record Office, Ed.24/38, 1898
17. Board of Education, 1912-13, p.35
18. Board of Education Circular 573, Memorandum on the History of the Pupil-Teacher System, 1907, p.6
19. Board of Education Statistics on Public Education in England and Wales, 1906-7-8, p.241

20. Public Record Office, Board of Education Confidential List 53 Information on 1187 Sec. Schools (Revised 1908) Preliminary List (arranged under Local Education Authorities) of Secondary Schools in England. Information extracted from this list.
21. Board of Education Report, 1908-1909, p.53
22. Op.cit., 1908-1909, p.53
23. Appendix VII
 - a) Notes on the various types of Public Teacherships
 - b) Table Showing the Changing Pattern in the Origins of Intending Teachers

CHAPTER VI

CURRICULUM

Any account or investigation of secondary school curriculum following the Education Act of 1902 must take account of types of education which prevailed in England before the twentieth century.

On the one hand there were the Public Schools and the schools founded and endowed as grammar schools to teach Greek and Latin. By the time the Taunton Commission began their investigations many of these endowed schools were limiting their activities to what could only be described as elementary schooling. Their degradation arose either from the inefficiency and indifference of their governing bodies; or more commonly the depreciation of endowment income. Often income from endowments had become insufficient to maintain and staff schools at levels appropriate to their founder's intentions.

On the other hand there was the elementary school tradition with less secure antecedents. Embryonic in the late seventeenth century, elementary education came to general acceptance only well into the nineteenth century. At first elementary schools were denominational, and government assistance from 1833 onwards was given in the form of grants. There were many difficulties (not least sectarian rivalries) facing those desiring to establish a system of elementary education. Many of the upper and middle classes were hostile

to the spread of education to the poor. Early reformers like Hannah Moore and Patrick Colquhoun felt obliged to quieten the fears of the middle class by carefully defining the form of education they were attempting to establish. In 1806 Colquhoun wrote:

"It is not proposed that the children of the poor should be educated in a manner to elevate their minds above the rank they are destined to fill in Society . . . Utopian schemes or an extensive diffusion of Knowledge would be injurious and absurd."¹

In the succeeding years elementary education began to spread. The Education Act (1870) established a system of education by requiring School Boards to be set up to remedy deficiencies in areas where the existing demonstrational provision was insufficient. The Sandon Act 1876² compelled poor parents to send their children to school.

Elementary education consisted for the most part of rudimentary instruction in reading, writing and arithmetic while for girls needlework was obligatory. Sociologists and educationists have argued that even after the Education Act 1870 there was little enlightenment in elementary schools, which were designed to produce 'a labour force able to understand simple written instructions and make elementary calculations . . . and trained to be obedient and to have respect for the property of their betters'.³

The Education Act of 1870 can be seen as a natural outcome of the Reform Act of 1867. During a debate on that Bill, Robert Lowe⁴ told Parliament, "I believe it will be absolutely necessary that you should prevail on our future masters to learn their letters."⁵

Following the Act of 1870 a succession of Codes replaced the Revised Code of 1862 as amended in 1867. These Codes allowed a greater variety of subjects to be taught in elementary schools. By 1877 English Grammar, History and Geography had become ordinary class subjects taken by all children in the upper standards. By 1884 English Literature and Physical Geography had become compulsory. The range of subjects continued to increase: by 1897 the seven most popular extra examination subjects were: Algebra, Domestic Economy, Mechanics, Animal Physiology, French, German and Shorthand. Some areas of the curricula in secondary and elementary schools, which had previously been mutually exclusive, were beginning to overlap.

The solution to the problem of what constituted elementary education and what constituted secondary education was only finally resolved after the Cockerton Judgement (1901). The Education Act (1902) which was consequent upon the litigation enabled the Board of Education to resolve the dilemma. In 1904 the Board stated very clearly the purpose of the elementary school and its educational objective.

"The purpose of the Public Elementary School is to form and strengthen the character and to develop the intelligence of the children entrusted to it, and to make the best use of the school years available, in assisting both girls and boys, according to their different needs, to fit themselves, practically as well as intellectually, for the work of life.

With this purpose in view it will be the aim of the School to train the children carefully in habits of observation and clear reasoning, so that they may gain an intelligent acquaintance with some of the facts and laws of nature; to arouse in them a living interest in the ideals and achievements of mankind, and to bring them

to some familiarity with the literature and history of their own country; to give them some power over language as an instrument of thought and expression, and, while making them conscious of the limitations of their knowledge, to develop in them such a taste for good reading and thoughtful study as will enable them to increase that knowledge in after years by their own efforts.

The school must at the same time encourage to the utmost the children's natural activities of hand and eye by suitable forms of practical work and manual instruction; and afford them every opportunity for the healthy development of their bodies, not only by training them in appropriate physical exercises and encouraging them in organized games, but also by instructing them in the working of some of the simpler laws of health.

It will be an important though subsidiary object of the School to discover individual children who show promise of exceptional capacity, and to develop their specific gifts (so far as this can be done without sacrificing the interests of the majority of the children), so that they may be qualified to pass at the proper age into Secondary Schools, and be able to derive the maximum of benefit from the education there offered them."⁶

The endowed grammar schools were founded especially to fit boys for the universities.⁷ The Statutes of the Grammar Schools (some of which were founded as early as the fourteenth century) frequently made provision for poor scholars. Instruction in Latin Literature was a necessity as Latin was the language of Theology, Law, Science as well as Western European diplomacy right down to the first half of the eighteenth century.⁸ The narrow restricted curriculum which persisted was a consequence of the "inert" condition of the two ancient universities.

The Taunton Commissioners (1868) calculated that of all the endowed Schools only 166 in England and Wales were sending boys to the universities. However not all of these

schools sent boys to university regularly; between 80 and 90 endowed schools regularly sent boys to the university and could be said to be in any real sense fulfilling the intention of their founders. Less than 40 schools were sending an average of three students a year to university.⁹

The Commissioners found that grammar schools which sent one or less than one pupil a year to university had two particular problems. The first was the lack of intellectual competition for the few prospective university entrants. The second problem concerned pupils not desiring university entrance. Their "interests were often sacrificed to the predominant regulation of the school studies by the needs of the candidates for University." These twin problems, though recognised, were to persist until a more coherent curriculum for secondary education was designed in the twentieth century.

Besides the endowed schools, other institutions were giving 'other than an elementary education'. The late seventeenth and early eighteenth centuries saw a great increase in sea trade. This development resulted in a demand for boys with an adequate knowledge of mathematics, to become ships masters and officers. To satisfy this demand Mathematical Schools were established in coastal areas. These included Christ's Hospital Mathematical School (1673), Dartmouth (1679), Williamson's School at Rochester (1701), Neale's Mathematical School in Fetter Lane, London (1705), and Churcher's College at Petersfield (1722).¹⁰ Such schools made provision in their Statutes for the teaching of the "art of navigation and other mathematics".



Another interesting educational development was the establishment (from 1670 onwards) of Nonconformist academies. These provided a wide curriculum embracing not only Greek and Latin but also English, Modern Languages, Mathematics and a certain amount of Natural Science, principally Physics.¹¹ These institutions despite their many faults were receptive of new ideas and readier to experiment than other contemporary schools. Their experience influenced subsequent educational reforms.¹²

Certain of the endowed schools though wishing to be innovatory were hampered by the conservatism of their instruments of government. This conservatism was confirmed by Lord Eldon (1805) when he ruled in the Court of Chancery that no part of the funds of Leeds Grammar School could be expended in engaging teachers of French or German or in creating a subsidiary department for commercial training.¹³ The Grammar School Act (1840)¹⁴ gave some relief to grammar schools in this respect.

A nineteenth century innovation in schooling for the middle-classes was the establishment of proprietary schools. These provided day and boarding places for the children of families who found the ancient Public School too expensive. Among the most famous of these schools were Cheltenham College (1841), Marlborough College (1843), Radley College (1847) and Wellington College (1853).

In 1848 the Woodard Society was founded¹⁵ to provide Anglican boarding schools for various sections of the middle classes.¹⁶ These new schools had to be responsive to the

needs of the time by offering an education which was both liberal and vocationally orientated.

The Clarendon Commissioners (1864) conscious of the advances being made elsewhere, yet acknowledging the pre-eminence of classics in the curriculum, recommended the teaching of additional subjects to all boys. All boys were to learn Arithmetic and Mathematics in addition to Religious Knowledge. The curriculum should contain at least one modern language, one branch of Natural Science and either drawing or music. Boys they felt should also acquire some general knowledge of Geography and English History and some acquaintance with Modern History and a command of pure grammatical English.¹⁷

The Taunton Commissioners (1868) were of the opinion that Language, Mathematics and Physical Science should form the basis of the Grammar School Curriculum. Modern education they held should be provided in separate Modern Schools.

The Endowed Schools Commission (1869-1874) established as a result of the Endowed Schools Act (1869) began to examine the statutes of endowed schools with a view to reform. Following the election of a Conservative government hostile to some of the Liberal government's reforms this Commission was merged with the Charity Commissioners (1874-1902). Although progress was slow new schemes were produced under the auspices of these bodies. Clauses regarding curriculum and external examinations were reformed doing much to improve the curricula of some schools.

Competitive examinations after 1850 determined the

curricula of the better secondary schools. The idea of a Statutory Council for Examinations in Secondary Schools was eventually dropped from the Endowed Schools Bill because it was not well received. The Civil Service Examinations designed to provide a greater degree of administrative efficiency indirectly affected secondary school curriculum. By ¹⁸⁷⁰1860, with few exceptions, the whole Civil Service was thrown open to free competition. This 'open' system inaugurated by the Gladstone government enabled candidates of proven ability to enter the civil service on merit and effectively increased the competency of the service.

These examinations complemented those of the College of Preceptors (1846). The College had established examinations for teachers and children and was concerned to promote sound learning and to advance the interests of education and thereby affected what was taught in schools.

Later the Oxford Delegacy was set up and it held its first examination in June 1858; the newly formed Cambridge Syndicate for Local Examinations held its first examination in December of the same year.

In 1873 the Oxford and Cambridge Schools Examination Board was established. This Board, commonly known as the Joint Board, acted as a joint examining body to schools which were sending students to University. By 1909, 4,000 candidates were being examined by the Board.

Alongside the examinations of these three bodies associated with the ancient universities, there grew up the London Matriculation Examination. Though this examination

was simply designed as an examination for university entrance, it gradually came to be used as a Leaving Examination for secondary school pupils at the end of school life, regardless of whether or not they were likely to proceed to the university. This came to be the case also with the examinations of the Oxford and Cambridge Joint Board and those of the School Examination Boards set up jointly by the new universities developing in the nineteenth century in the larger industrial cities of Birmingham, Leeds, Liverpool, Manchester and Newcastle. Much of what was taught was influenced by these examinations and they frequently had an adverse effect on teaching in the schools.

The requirements of various professional bodies undoubtedly indirectly influenced the secondary schools, although the General Medical Council, the Institute of Chemistry, the Pharmaceutical Society and the Royal College of Veterinary Surgeons did not themselves set entrance examinations.

Technical Education was to influence secondary education in a way scarcely conceived of before the Great Exhibition of 1851. As a result of the increasing importance of technology and because Britain was not keeping pace with changes on the European continent a Department of Practical Art was set up as part of the Board of Trade in 1852. In 1856 this became known as the Department of Science and Art and was organised as a branch of the Education Department. This Department was to have far reaching effects on secondary education.

In 1859 the Department of Science and Art at South Kensington instituted a general system of examinations in Science for teachers and students. Grants from this Department enabled "Schools of Science" to be set up. These were usually a part of an elementary or secondary school organised to receive South Kensington grants.

The Royal Commission on Scientific Instruction (the Devonshire Commission) sat from 1871 to 1875.¹⁸ It presented a series of Reports on the place of science in every grade of education. It is interesting to note that only 63 of the 128 endowed schools making a return to the Commission actually taught Science and of these only 13 had laboratories.¹⁹

In 1881 the Royal Commission on Technical Instruction under the Chairmanship of Sir Bernhard Samuelson was set up to compare the technical and other education of the industrial classes at home and abroad. Its final report was issued in 1884 but it was not until 1889 that the Technical Instruction Act was passed. Besides setting up Local Authorities for Technical education and empowering them to levy a penny rate for their work 'the Act enlarged the purview of the central authority, the Science and Art Department'.²⁰ The result of this Act was an increase in technical education much of which was of a secondary nature.

The Bryce Commission (1896) which, as has already been noted, profoundly affected secondary education found two distinct authorities administering education. The Department of Education with school boards giving a 'higher grade'

education and the Science and Art Department with the local authorities giving technical education. These bodies were supplying types of education which overlapped much of the work already taking place in secondary schools. The Commissioners did not lay down a model curriculum for schools; they contented themselves with expressing the view that the difference between secondary and technical education was not one of kind but of emphasis.²¹ The Report went on, "In organising the supply of schools it is of the utmost importance to provide adequately for the literary type of secondary education no less than the scientific type". The Commissioners principal concern was that "the means of transferring pupils of promise from a lower to a higher education should be increased and in doing this great care should be taken not to close the upward path against such pupils at too early an age".²²

As a result of the advances and reforms in education subjects were added to the curriculum without any real overall strategy being decided upon. Sometimes subjects were added to meet a real need, but at other times subjects were added because their inclusion in the curriculum enabled a school to benefit from the grant the subject attracted. A more coherent curriculum for secondary education was formulated by the Board of Education in the Regulations for Secondary Schools issued in 1904.²³

In June 1903 a Report on the teaching of literacy subjects in Secondary Schools was produced by one of His Majesty's Inspectors of Schools, Mr. J.W. Headlam.²⁴ The

Report was based on inspection of over 70 secondary schools of the second and third grade, very few of which sent boys on to university. Headlam noted that the majority of pupils at these schools had received their early training in the Public Elementary Schools. Nearly all of the schools in question were in receipt of grants from the Board of Education as Division 'A' Schools. This meant that Science, Art and Manual Instruction were pre-eminent in the curriculum and as a consequence literary subjects received inadequate attention; thus the balance which had at one time been biased in the Grammar Schools in favour of the classics had commonly (because of financial considerations) become biased in favour of the sciences. The extent of the anti-literary bias introduced by the availability of grant and rate aid under the Technical Instruction Act (1889) is indicated by the fact that in July, 1903, of the 386 schools receiving Grant Aid (325 of them were endowed "grammar" schools!) 226 were Division 'A' schools.

Literary study was represented by Modern Languages, English Subjects (History, Geography, Literature and Grammar) and in some cases a small amount of Latin.²⁵ Criticism was levelled at the lack of time on the timetable for literary subjects, the actual curriculum, the unsatisfactory methods of teaching, inappropriate preparation for examinations, the diversity of examinations and the lack of school libraries or indeed of any adequate text books. Headlam noted that many schools lacked the standard dictionaries of both English and other languages as well as standard works of reference for the teaching staff.

He further noted that schools of this nature provided the teachers, journalists and local government officers for the nation and he deplored the neglect of and indifference to the literary aspect of secondary education in these schools. Headlam's call was for a redressing of the balance in the curriculum of secondary schools. The Report was influential in causing the Board of Education to reform the pattern of grant aid to secondary schools and was to some extent responsible for the highly prescriptive nature of the 1904 Regulations. These set out in clear detail not only the subjects to be taught but also the amount of time to be spent on the subjects.²⁶ There were also special provisions for the education of girls who worked a shorter school day.

The Board defined a secondary school as one "offering up to and beyond the age of sixteen a general education ... of wider and more advanced degree than that given in Elementary Schools". Financial restraints restricted grants to the four year course (between twelve and sixteen) which was the one precisely laid down.

Although sections of the educational press²⁷ were critical of the new regulations they were in general acceptable to educationists;²⁸ and despite their subsequent fall from favour²⁹ they were in line with the thinking of the time and were welcomed by the Local Authorities. Morant has been vilified for attempting to foist the old grammar school tradition on the new secondary schools which resulted from the Education Act. Nothing could be further from the truth. Indeed, he was not even responsible for the fact that the

Board of Education required that "where two languages other than English are taken, and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the advantage of the school." Sir William Anson claimed in Parliament in 1910 that it was he (during his time at the Board of Education) who had been responsible for this clause aimed at retaining Latin in the curriculum.³⁰ The Headlam Report had certainly been a spur to change and not a defiance of changes as some had claimed.³¹

The Board of Education's intention was that in future secondary schools should be used as "the avenue for the sons and daughters of the labouring classes to enter the teaching profession".³² This was seen as one way of improving the quality of teachers. They, together with other pupils, were in future to benefit from a good general education provided by at least a balanced four year course of education.

The Board had made notable progress in the administration of secondary education and for the first time secondary schools were being treated as a single educational entity.

The foundations laid in 1904 eventually enabled the Board of Education to allow individual authorities a greater degree of flexibility and by 1907 the Board was giving encouragement to local initiative. The Board claimed that 'additional funds' allowed a liberalizing of the previous regime.³³ By 1909 the Board was giving encouragement to 'experimentation' with curriculum.³⁴

The West Riding of Yorkshire Local Education Authority was one of the authorities to make notable educational experi-

ments as a result of the challenge. In certain areas there were experiments with modified curricula aimed at assisting pupils to adapt to the occupations they might take up on leaving school. Early experiments, however, did not lead to the extensive development of practical subjects in the secondary schools.

The predominantly academic curriculum remained because of the general belief that a good general education was important. The National Union of Teachers (founded in 1870), which had previously been critical of some aspects of secondary education, concluded in the N.U.T. Higher Education Bulletin of March 1928 that 'industrial bias can have little place in secondary schools as at present organised'.

The Board of Education supplemented the Regulations for Secondary Schools by Circulars and Pamphlets issued on many aspects of the secondary school curriculum (excluding science). They advised on new methods of instruction, details of pronunciation in cases of language and in general gave advice and encouragement to teachers.³⁵

The 1904 Regulations for Secondary Schools replaced the old system of Science and Art grants by payment of a grant on the work of the school as a whole attested by inspection.³⁶ The District Inspectors worked on a day to day basis to improve the quality of the curriculum in secondary schools by discussing points of method with teaching staff. Such inspectors were able to disseminate new approaches to teaching as well as encouraging the implementation of Board of Education policy. They did valuable work in improving the overall

standards in secondary schools - not least because they had a broad view of what was actually taking place in a particular district.

The curriculum for secondary schools was not based solely on that of the endowed schools but was an amalgam of all that had contributed to education in the nineteenth century. At first the exclusiveness of the classics, and later the emphasis on technical and scientific subjects, had given way to a broader general education which attempted to strike a balance between competing trends in society. The intention was, by eliminating early and harmful specialisation, to develop a broad base from which advances could be made.

Examinations had influenced secondary school curriculum. They had been the butt of criticism by all the bodies that investigated secondary education. The preparation of pupils for a multiplicity of examinations frequently prevented coherent systematic courses of instruction being given in the schools. Despite the Board of Education policy and the Circular 849 issued in July 1914, examinations had an enduring influence on what was taught in schools. The Circular stated, "the examination should follow the curriculum and not determine it; secondly, that success in the examination should under certain conditions qualify candidates for entrance to Universities and to professions". The history of the examination has shown that the second purpose rapidly overshadowed the first.³⁷

The First Examination was devised for pupils of about sixteen years of age while a Second Examination encouraged a high degree of specialisation in one group of subjects. For the First Examination the subjects were divided into three groups: (1) English subjects, (2) Languages other than English, (3) Science and Mathematics. "In order to obtain success every candidate had to pass in each of these three groups, but at the same time a wide latitude was allowed as to the precise regulations within each group ..."

The numbers entering for the two examinations are set out in the following table:³⁸

	First Examination	Second Examination
1917-18	14,232	550
1919-20	25,588	2,064
1922-23	38,240	4,899
1923-24	39,973	5,336
1924-25	41,447	5,794
1925-26	43,092	6,380

Eight Examining Bodies were recognised to conduct these examinations the first of which proved valuable to boys and girls seeking posts in the commercial world. Indeed the Board of Education permitted no other examinations.

Another development of the War period was the positive encouragement of Sixth Form work which had strengthened with

the course of time. This encouragement led to an increasing number of pupils remaining at school to take the Second Examination. The Second Examination frequently enabled holders of the certificate to start University work at a higher stage than they would otherwise have done. By 1917 Mr. Fisher³⁹ had obtained additional money especially for the encouragement of Sixth Form work. The grant for an 'Advanced Course' was fixed at £400 but was inevitably confined to schools which could provide a reasonable number of pupils for a course.

'A' courses combined studies of Mathematics and Science, 'B' courses embraced the study of the Classics; 'C' Modern Studies; 'D' Classical with Modern Studies; 'E' Geography; 'F' Other combinations of subjects. Each advanced course had to provide 'continuous, coherent and systematic instruction in a group of subjects' which had an organic unity. The Board considered that the majority of schools were not in a position to provide advanced courses chiefly because many pupils had a relatively short school life. There was an unexpectedly rapid development in the number of schools qualified to receive such grants, a tribute to the success of the scheme. The following table shows the growth in the number of recognised Courses:

YEAR	A. Science and Mathe- matics	B. Classics	C. Modern Studies	D. Classical with Modern Studies	E. Geog- raphy	F. Other Combinat- ions of subjects	Totals
1917-18	82	20	25	-	-	-	127
1918-19	155	27	78	-	-	-	260
1919-20	189	29	118	-	-	-	336
1920-21	216	35	152	-	-	-	403
1921-22	230	37	180	-	-	-	447
1922-23	228	37	179	1	-	-	445
1923-24	230	37	188	4	1	-	460
1924-25	235	37	188	6	3	-	469
1925-26	233	38	189	7	5	3	475

Source: (reference 40)

By the year 1928-1929 Advanced courses were being undertaken in 318 schools. Of these 86 (27 per cent) were schools which had been reported on by the Taunton Commissioners and which had continued to develop alongside those provided by the local authorities. Of the Taunton Schools with a sixth form (Table I) some 27 had been 1st Grade Schools, 28 had been 2nd Grade Schools, 12 had been 3rd Grade Schools and 22 had been Elementary Schools (one of which had been closed at the time the Taunton Commissioners carried out their investigations). Perhaps the most interesting development related to those which through the assistance of the Board of Education had not only survived but were in the vanguard of sixth form development.

Table I

Numbers of Taunton Schools which were
providing Advanced Courses in 1928-1929

	Of the 304* schools on list forming the basis for this study	Providing Advanced Courses	Accepting the Board of Education Direct Grant + providing Advanced Courses
1st Grade	57	27	15
2nd Grade	123	28	17
3rd Grade	65	12	7
Elementary	48	31	3
Closed	15	1	0
TOTAL	308	89 99	42

* There were 5 schools upon the Birmingham Aston King
Edward VI Grammar School Foundation by 1900.

It is clear that the curriculum of the endowed schools was but one of many influences on the secondary school curriculum which emerged after 1902. The curriculum was and continued to be a development of what was taught in schools, having regard to: the needs of the pupils; the requirements of society; the developments in science, technology and the social sciences and the requirements of the various examining bodies associated with secondary education. While the myth was that examinations followed the syllabus that most suited the requirements of the school and locality, the reality of the situation was such that the syllabus of the examining body quite commonly dictated what was taught in the schools. Examination results remained the currency which enabled pupils to succeed in obtaining places at universities and opportunities in industry, commerce and banking.

It is interesting to trace the development of the schools reported on by the Taunton Commission and to note that although in the minority numerically, many were still making a worthwhile contribution to secondary education in their localities. It is interesting though not significant, to note that about half of the 1st Grade Schools had not developed along the lines encouraged by the Board of Education, while just less than half of the schools which had been giving an elementary education in 1867 had benefitted greatly from the Board's policies.⁴¹

Notes - Chapter VI

1. D. Lawton. Class, Culture and Curriculum, London, 1975, p.2.
2. Lord Sandon's Act 1876. This compelled local authorities to appoint attendance committees; declared it was the duty of parents to send their children to school from the age of 5 to that of 10 or failing certificates of attendance or proficiency to 14. The Board of Guardians was ordered to pay the fee of poor children.
3. D. Lawton. Class, Culture and the Curriculum, pp.1/2
4. Robert Lowe 1811-1892, Viscount Sherbrooke (1880), Barrister, entered Parliament 1852. 1859 Vice-President of the Committee of Council on Education. Associated with the Revised Code of 1862 and payment by results. Resigned after criticism in Parliament. December 1868 became Chancellor of the Exchequer. His Parliamentary career ended with the fall of Gladstone's Ministry, 1874.
5. Hansard Parliamentary Debates, 3rd Series, Vol. CLXXX Col. 1549
6. P. Gordon and D. Lawton, Curriculum Change in the 19th and 20th Centuries, London, 1978, p.22 quoting the Board of Education Elementary Code 1904
7. Schools Inquiry Commission 1868
8. Board of Education. Report of the Consultative Committee on Secondary Education with Special Reference to Grammar Schools and Technical High Schools, 1938, (The Spens Report), p.2
9. The Schools Inquiry Commission, Vol. I, p.138
10. The Spens Report, p.11
11. Spens, op.cit., p.12
12. Spens, op.cit., p.13
13. Spens, op.cit., p.15
14. 1840 An Act for Improving the Condition and Extending the Benefits of Grammar Schools, 3+4 Victoria, Chap. 77
15. Founded by Canon Nathaniel Woodard

16. Lancing was founded for the Gentry.
Hurstpierpoint for the Upper Middle Classes.
Ardlingley for the Lower Middle Classes.
It should be observed, however, that it proved impractical to maintain. In particular it was found impossible to provide school education at fees which the lower middle classes could afford.
17. The Spens Report, p.28
18. The Devonshire Commission followed closely on the heels of the Select Committee on Technical Education 1867-68 under the Chairmanship of Sir Bernhard Samuelson. The Committee provided an appraisal of British thinking on technology and technical education.
19. The Reports of the Royal Commission on Scientific Instruction and the Advancement of Science 1875 made a number of far reaching recommendations to Parliament amongst which was the establishment of a central authority to co-ordinate research and direct state involvement in large-scale scientific investigations in meteorology and solar physics.
20. R. Ensor, England, 1870-1914, Oxford 1936, p.319
21. The Secondary Schools Commission, 1895, Vol. I, p.58
22. op.cit., pp.284-285
23. Board of Education, Regulations for Secondary Schools 1904, Cmd.2128
24. Ed.24/383, The Headlam Report, 1903
25. Headlam, op.cit., p.5
26. 1904 Regulations for Secondary Schools, p.18
27. O. Banks, Parity and Prestige in English Secondary Education, London, 1955, "The School World" and "Education" attacked the new regulations, p.41
28. Sir Michael Sadler had done valuable work at the Department of Special Inquiries set up by AHD Acland. Lynda Grier in Achievement in Education (1952), p.69-70
Sadler feared the subordination of secondary to technical education. Sadler was subsequently the author of several important reports on Secondary education notably A Report on Secondary and Technical Education in Huddersfield (1903) and A Report on Secondary Education in Liverpool (1904)
29. Dr. Young's criticism of the 1904 Regulations for Secondary Schools in the 'Historical Sketch' to the Spens Report is but an instance.

30. O. Banks, Parity and Prestige, p.41
31. Ed.12/51, 1909
32. Board of Education General Report on the Instruction and Training of Pupil Teachers, p.15
33. Board of Education, Prefatory Memorandum to the Regulations for Secondary Schools, 1907, p.VI
34. Board of Education Report 1909
35. A comprehensive list of these Circulars may be found in J.E. Vaughan Board of Education Circulars: a finding list and index. Lancaster 1972
36. The work of the Secondary School Inspectorate took place under two heads - "district work and full inspectors. The two are of course closely connected"..

a) Full inspections took place with due notice every four to six years. It was carried out by at least two inspectors and not uncommonly by a team of six to eight depending on the size of the school and the nature of the curriculum. It concluded with a meeting of the Governing Body during part of which the Headmaster or Headmistress is present.

Such an inspection dealt with "the type of school and its place, if any, in the local system, its mode of government, its finance, its curriculum as a whole and in detail, its standard of work, its scholarship system, its out of school activities and its corporate life. On any of these subjects it may make recommendations and suggestions for alteration. In the case of secondary schools within the Board's jurisdiction, the Board may decide to take administrative action, and bring pressure to bear upon the school to carry out the recommendations.

pp.35/36 Board of Education Report 1913-14

b) The work of the District Inspector, (a district inspector had 30-50 grant aided schools to supervise), varied in character dealing with local administration and educational policy which touches Secondary Schools - "questions of provision of schools, school buildings, government of schools, finance, staffing and curriculum. In these and similar matters the Inspector is the eye and ear of the Board in his district... His work is easy or difficult according to the kind of relationship he is able to establish between the Local Authority and himself. He must be neither meddlesome, nor stand aloof. He must not parade or exaggerate the authority of the Board under which he acts, nor allow it to be ignored.

p.34 Board of Education Report 1913-1914

37. Board of Education, Curriculum and Examinations in Secondary Schools 1941, Chairman Sir Cyril Norwood, p.28
38. Board of Education, Educational Pamphlet No. 50, Some Account of the Recent Development of Secondary Schools in England and Wales, pp.24-25.
The table of figures includes only entries from Schools on the Grant list - other schools also used the examinations.
39. H.A.L. Fisher was recruited from academic life by Lloyd George to promote the Education Act 1918. He became President of the Board of Education in Lloyd George's Coalition Cabinet (November 1919)
40. Education Pamphlet No. 50, op.cit., p.21
41. See Supplementary List to Appendix I.

CHAPTER VII

Finance

Grants to education (other than those to augment funds raised by voluntary organisations for the building of schools) were a product of the initiative of Sir James Kay-Shuttleworth.¹ While it is true that his work was principally associated with elementary education, the grant system he was instrumental in designing developed a momentum of its own. The precedents Kay-Shuttleworth's provisions created paved the way for state assistance to secondary education later in the nineteenth century. From 1853 Endowed Grammar Schools began adapting themselves to be in a position to earn grants from the Department of Science and Art.

"The latter choice was usually made with great reluctance since it meant largely abandoning the schools' traditional curriculum in favour of more scientific subjects: and after 1872 only 16 endowed Grammar schools out of 264 which were receiving grants from the Department chose to become "Organised Science Schools" and therefore qualify for a higher rate of grant.¹ When, after 1895 (2) the Science and Art Department relaxed its regulations to include commercial, literary and practical subjects, the number of endowed Grammar schools receiving grant rose to 169."²

While such financial assistance was valuable, it nowhere near reached all of the ailing endowed secondary schools in England.

A subsequent form of financial assistance to secondary education came from money known by the unlikely name of

"Whiskey Money". The Local Taxation (Customs and Excise) Act 1890 assigned money to Local Authorities; these funds could be used either in support of technical education or to relieve the rates. Fortunately many local authorities channelled the monies to the educational purposes which were authorised by the Technical Instructions Acts of 1889 and 1891 and these included some forms of secondary education. In 1895 it has been estimated that this Local Authority aid to endowed grammar schools came to £750,000³ annually, a sum greater than the total value of their endowments.

The Education Act of 1902 enabled Local Authorities to further assist secondary education in England by the levying of a rate. The levy was discretionary. It enabled country areas to raise a rate not exceeding 2d. in the £ though there was no definite limit laid down for the county boroughs. Wales was ahead of England in giving rate-aid to Secondary Education - Welsh practice resulted from the Welsh Intermediate Act 1889.

Central government assistance to education in the form of Treasury grants came to be administered by a single central authority only after the setting up of the Board of Education in 1899. Treasury interest in administering education finance did not cease with the establishment of this single central administrative body. The Treasury had a vested interest in containing government funding of education. Indeed Public Record Office file Ed. 12/118 shows that as early as 1903 the Treasury advised the Board of Education that it expected to be notified well in advance of

the conditions under which grants to secondary schools were to be made, and particularly of any alterations from year to year.

The grant was the principle administrative device used by the Board of Education to encourage particular aspects of education. Grants were dependent upon the inspection of a school by the Board's inspectors who reported upon the condition of the school according to the Board's requirements and regulations. The early Regulations for secondary schools⁴ divided schools into Division A and Division B for the purposes of earning grants. Division A schools were organised with a predominantly science based curriculum while Division B schools were required to spend only a third of their time on science and related subjects. The Division A schools attracted a higher rate of grant aid and were consequently more numerous. It was reported to Parliament in July 1903 that the number of Division A schools was 226 and Division B was 160.⁵ The new regulations for secondary schools issued in 1904⁶ provided for payment of grants to secondary schools on an ascending scale over the four year secondary course. This method of payment was changed in 1907⁷ when a unified scale of grant was introduced. This was designed to alter the tendency of some schools to seek pecuniary advantage by pushing children into unsuitable courses. The grant was increased again in 1909. The programme of inspections was a refinement of the powers of inspection inherited from the Charity Commissioners.

From the outset the Board of Education was to concern

itself with both the quality and quantity of secondary education. It was clear that quality was to take precedence; and in the years immediately after 1902, such limited funds as the Board of Education had at its disposal were used as a lever for improving efficiency. The Regulations for Secondary Schools 1904 indicate the earnestness of the Board's policy.

Sydney Webb and other Fabians did not favour universal secondary education for England. They wished instead to design a ladder of success which would enable the poor but able child from whatever background to gain access to secondary or higher education. Morant was in complete sympathy with these views and they coloured early Board of Education policy. A result of this was a meritocracy for the children of the poor while children of families able and willing to pay fees enjoyed the benefit of secondary education. An early opportunity for real reform was lost, class distinction remained enshrined in English education. After 1911 children of quite average ability received free places at secondary schools. The policies of the Board altered as secondary school provision increased and public attitudes to secondary education changed. By this time too Morant had left the Board of Education.

During the early years a spirit of goodwill grew up between the Board of Education and the endowed schools. This sympathetic relationship was doubtless based upon the fact that the Board fostered the goodwill of the endowed schools by supporting them against undue interference from

the local authorities who were offering them financial assistance. In this the Board of Education was largely successful, as evidenced by the following extract from a Board of Education Office minute.⁸

It is noticeable that of those Authorities who have to deal with old endowed schools, a fair number profess anxiety to respect their traditional prestige and to abstain from unnecessary interference.

The Board and the endowed schools were allies in the cause of secondary education and the Board was to capitalize on their considerable experience of administering secondary education. While the Board sought to encourage Local Authorities in providing secondary schools, Morant in a minute to Bruce in 1903 wrote:

I do not want our new Act to increase the control of Municipalities over existing independent, secondary schools, or to subordinate all the State-aid to these schools to the idiosyncracies of the Municipal Authorities. To do so, and to place all our grants wholly at the disposal of the Local Authority to disburse as it pleases, would be, I think, to betray the high trust committed to the Board of Education, of fostering a high standard of Secondary Education in the true sense, and of preserving it against the strong forces of "bread and butter" studies. Our grants are our leverage for securing this standard, and for checking any (any in our view) retrograde tendencies in a Local Authority's educational policy, and for preserving good schools, doing fine work for the intellect of the rising generation, from the otherwise overwhelming ravages of a powerful Local Authority seeking to technicalise every school in the place.⁹

The Board sought to lay down guide lines to assist new provided schools to obtain a degree of independence from their providing authorities.¹⁰ While the Board found some

authorities very co-operative others were unco-operative and overall it is fair to conclude that Morant's policies left a legacy of animosity between some authorities and the Governing Bodies of non-provided schools.¹¹ He also contributed to many provided schools being hide-bound by the authorities.

It would be mistaken to conclude from this discussion that a coherent system of administration and finance for public education in general and secondary education in particular had been developed in England. State encouragement persisted as previously, principally as grant-in-aid; this resulted to a large degree in the cultivation of this or that aspect of education often without proper regard to the propagation of a nationwide system of secondary education. In Germany there was a state controlled, closely supervised, system of education. Elementary education consisted of eight years of free schooling but as Kandel points out, no provision existed to encourage the passage of pupils from the lower to higher school. This, he says, is illustrated by the fact that only one pupil in ten thousand passed to a secondary school.¹²

France had a more coherent system of education with free primary education for all children from the age of six years to thirteen years of age. Modest fees were charged for secondary education but there was a system of scholarships though they did not always benefit the poor.¹³

In America the system of education started at Kindergarten (where these existed), leading on to primary school,

leading on to high school through to college and university. Elementary and secondary education were free and twenty-seven of the forty-eight states made some sort of provision for widows with dependent children. Schools were also patronized by the better class.¹⁴ American states had individual systems of education; there was no oversight of the States by the Federal Bureau of Education which was merely a centre for the collection of statistics and the dissemination of information.

A brief examination of these three systems of education reveals one common criticism. That is, there was an inflexible uniformity about each country's programmes of study. The narrowness of the German aims is indicated by the desire of many prominent German educators to introduce those characteristics which made English schools so distinctive.¹⁵ The American system, (though there were wide local variations) would appear to have been the most progressive viewed in terms of a democratic approach to a universal system education. Not until after the Education Act of 1918 was it considered a public duty to provide and finance a coherent system of education in England and even then it was only elementary education which was to be provided without charge. Such secondary education as was provided free was provided under special regulations or scholarships.

Grant-in-aid was a nineteenth century device which attempted to relate a grant to a principle such as the amount of work achieved, or the number of pupils serviced. This concept continued well into the twentieth century. As Selby-Bigge wrote, "Broadly speaking the finance of public

education was for many years, and indeed up to and beyond 1902, a matter of purchase by the state of the provision of education or bits of education, or the improvement of education from voluntary agencies and in a limited field from 'ad hoc' or municipal local authorities."¹⁶

The Central Government while encouraging education in no way accepted full financial responsibility for the services provided. The Royal Commission on Local Taxation, (1901) while acknowledging the desirability of transferring the responsibility for national services amongst which it numbered education¹⁷ to the Central Government, recognised that such a solution was impractical.¹⁸

The Education Acts of 1902 and 1903 extended the powers of local authorities with regard to the provision of higher education. Indeed following the repeal of the Technical Instruction Act, restrictions imposed thereby were removed and the "Whiskey Money" which had hitherto been applicable to either technical education or the relief of rates was in future to be allocated definitely to higher education and, as has already been discussed, Local Authorities were given rating powers for the purposes of higher education.

In the early years of the Board of Education, Exchequer grants to local Education Authorities represented 53.9 per cent of net expenditure, but there was real concern among these local bodies when by 1911-1912 this grant assistance had fallen to 48.2 per cent,¹⁹ leaving Local Authorities with an additional burden.

The setting up of the Departmental Committee on Local Taxation was a move on the part of government to identify solutions to the increasingly vexed question of the growth of local authority expenditure and the rating system. The Kempe Report included amongst its various recommendations the automatic expansion of the education grant concurrently with an increase in local expenditure. The Report recommended the continuance of the existing grants for higher education which were administered by the Board of Education.

The Education Act of 1918 provided for the raising of the 2d. limit on the rate for higher education (imposed by the Act of 1902), which had hampered the county councils in making adequate secondary school provision. The Board of Education was given full powers to pay grants to Local Education Authorities in respect of any expenditure lawfully incurred. This normally took the form of not less than half the expenditure of a local authority on elementary or higher education, provided that the regulations laid down by the Board of Education were complied with. If the grant as calculated proved to be less than one half of the total net expenditure a deficiency grant was paid to make it up to one half. In calculating the deficiency grant any grant paid by any other government department would be taken into account.²⁰ Failure on the part of any local education authority to fulfil its obligations was by the same token open to penalty. This arrangement survived the Geddes Committee recommendations.

The complexity of administering higher education was

acknowledged by the Geddes Committee (the Committee on National Expenditure, in its Interim Report (1922)). It was noted that there were different methods of funding education depending upon the origin of the institution. Local Authority establishments after 1919²¹ ranked only for Local Authority assistance; Local Authorities for the most part received a flat fifty per cent of their expenditure on higher education from the Exchequer. Educational institutions not so controlled received assistance directly from the Board of Education and "not through any local authority as intermediary". Many such schools enjoyed an advantage denied to Local Authority provided schools, in that they commonly received supplementary financial assistance from local education authorities.

The Committee on National Expenditure viewed with alarm the increase in the cost of state subsidised education and this led the Committee to recommend a review by the Board of Education of the Grant List for Secondary Schools.²² The Committee recognised that frequently Local Authorities supported non-provided schools because it was cheaper for them to do this rather than incur the expense of setting up Secondary Schools of their own.

The Committee was not in favour of granting sums of public money "towards the cost of educating children whose parents can well afford to defray the whole expense themselves". In particular the Committee was critical of assistance given to schools, such as Bedford Modern School, Blundell's School Tiverton, and Berkhamstead Grammar School, which were on

the grant list, and of Dulwich College which had applied for inclusion. The Committee stated however that "we wish to make it clear that we do not recommend any serious reduction in free Secondary Education, but we suggest that it should be confined to children whose mental calibre justifies it and whose parents cannot afford to pay for it."²³ The Board undertook in 1922²⁴ in response to a request from the Treasury, to have the matter investigated. An inquiry was therefore circulated to all Secondary School inspectors asking whether they considered that there were any schools in their districts at which the great proportion of the parents were sufficiently well-off to pay the whole cost, and which accordingly might be expected to manage comfortably if all public aid were withdrawn from them.

The conclusion drawn from a consideration of the inspectors' replies was that the raising of fees which would result from a withdrawal of State Aid would entail a severe and unjustifiable hardship upon a number of parents. Many schools had pupils whose parents could pay the whole cost of their children's education; but few schools could raise fees without materially affecting its existing clientele. A further consideration was that withdrawal of state aid would mean the disappearance of the Free Place Scholars. Mr. Fisher subsequently agreed that any possible savings would cause a disproportionate amount of embarrassment and trouble. Subsequently the Board decided that the financial position of one school (The Royal Masonic School Bushey) was such as to warrant its withdrawal from the Grant List.

The Geddes Committee went on to recommend that, "... where a school receives financial assistance from a Local Authority, the direct grant from the Board should cease and, no further grant should be made to that school except through the supporting Local Authority as an intermediary". It was estimated that such a reform should save the Exchequer some £500,000 per annum and further it was anticipated that the Local Education Authorities themselves might effect further economies.

In May 1922 the Board of Education issued Circular 1259 which stated

The Government have decided that the present arrangement under which the Board pay grants direct to certain Secondary schools and other institutions or classes for higher education not provided by Local Education Authorities and also recognize for grant to the Local Education Authority the expenditure incurred by the Local Education Authority in aiding those forms of education, shall be terminated. The position which they feel bound to establish is one under which either substantive grant or deficiency grant, but not both, will be paid in respect of the same school.

In order to avoid hardship, and to allow the Local Education Authorities and the schools, in respect of which such duplicate aid is at present given by the Board, time in which to adjust themselves to the new conditions, the change will be spread over a period not exceeding five years.²⁵

This reform finally came about following the Issue of Circular 1381 on the 23rd July 1926. This gave effect to the revised policy which clearly stated that after 1st April 1927 no expenditure of a Local Education Authority in aiding a school was to "rank for grant if the school is also in receipt of a grant from the Board". The Circular further stated that

Secondary Schools not provided by Local Education Authorities for Higher Education that are now in receipt of grant under Grant Regulations 10 or 11 and do not give notice before the 31st July 1927 of their intention to receive such grant after that date may (other conditions being satisfied), continue to receive it after 31st July 1927, but no Local Education Authority's aid given to such schools in the year 1927-28 or any subsequent year will be recognised by the Board for grant to the Local Education Authority.²⁶

This reform did not preclude Local Authorities from giving assistance to non-provided Secondary Schools in receipt of a direct grant from the Board of Education as recommended by Geddes. It did however preclude Local Authorities from continuing to include such expenditure in their returns to the Board of Education. It was upon these returns that Local Authority grants were based. Thus the cost of any assistance given to non-provided schools by Local Education Authorities was henceforth to be borne entirely from their own resources.

This new arrangement concluded the period of transition in Exchequer assistance to education which had been precipitated by the Education Act of 1918. As a result of the 1918 Act the Board of Education had undertaken to meet half the net expenditure of Local Education Authorities after the Residue Grant of £807,000 had been deducted,²⁷ while at the same time abolishing the payments of Board of Education grants directly to provided secondary schools. Of the efficient secondary schools on the grant list for 1928-1929 (List 60)²⁸ 219 only were receiving a grant directly from the Board of Education. These schools became known as "Direct Grant Schools". They included schools organised by religious

orders (principally Roman Catholic), Girls Public Day School Trust Schools and a number of ancient Endowed Grammar Schools.

It had never been the intention, of either the Treasury or the Board of Education that secondary education should be free. Neither was it the Board of Education's intention to supplant local effort. From the outset the Board insisted on recognising for grant aid only those secondary schools which charged a fee. The lower limit of the fee charged was set at three pounds per annum. This policy of charging fees conflicted in some areas with the notion of the accessibility of secondary education for academically able but financially disadvantaged children. The Board of Education did not possess the power to compel Local Education Authorities to create scholarships for poor children at established secondary schools, though it is to their abiding credit that some Local Authorities were making free places available to poor pupils before the 1907 "Free Place" Regulations of the Board of Education.

The Departmental Committee on Scholarships and Free Places reporting in 1920 estimated that at that time about one third of pupils at grant-aided secondary schools were exempt from paying fees. Perhaps it is timely here to draw attention to the fact that even where fees were paid, these did not cover the whole cost of the pupil's education. There was no single source of free education: some pupils benefited from scholarships awarded from the endowment funds of foundation schools, others obtained Local Authority financed Scholarships and after 1907 grant-aided schools were charged with

providing twenty-five per cent of their places free to pupils who had attended Public Elementary Schools, though certain schools were partially exempted from these Regulations.

The Bryce Commission reporting in 1895 estimated that Local Authorities were providing two thousand five hundred scholarships for students at secondary schools. By 1900, this number had increased to about five thousand scholarships for boys and girls from Public Elementary Schools.²⁹ By 1906 it was estimated that the number of such scholarships had reached twelve thousand and if those awarded to intending teachers be included, then the number was twenty three thousand.³⁰

The Board of Education Regulations for 1907 formalised the concept of accessibility to secondary education for economically disadvantaged pupils. The criterion used to determine need was prior attendance at a Public Elementary School. It is clear that this was not a sound basis for measuring parents capacity to pay fees for secondary education. It has been noted earlier that elementary schools were finding greater acceptance in middle-class suburbs. Nevertheless the Regulations for 1907 laid down that:

In all schools where a fee is charged, arrangements must be made to the satisfaction of the Board for securing that a proportion of school places shall be open without payment of fee for scholars from Public Elementary Schools who apply for admission, subject to the applicants passing an entrance test of attainments and proficiency ... the proportion of school places shall ordinarily be 25 per cent of the scholars admitted.

By 1918-19 there were some 961 grant-aided secondary schools in England teaching 246,000 pupils, of these 72,386 enjoyed "free places".³¹ As has already been stated the Board of Education Report 1911-12³² noted that certain Local Authorities had brought secondary education "within the reach of children of quite average ability", which was a departure from earlier education policy. The Committee on National Expenditure 1921, sought to reverse this trend when it recommended that secondary education, "be confined to children whose mental calibre justifies it". Although the Board of Education did effect some economies, the free place policy ensured that a high percentage of pupils in Secondary Schools continued to receive their education as a charge upon the Exchequer.³³

The increase in expenditure on secondary education rose annually in the years before 1918 consistent with an increasing number of schools being recognised as eligible for grant implemented in 1917 and 1918.³⁴ The 308 Endowed Schools³⁵ which form the basis for this study in the years 1914-15³⁶ received 27.1% of Board of Education Grant monies. These schools were educating 27.2% of secondary school pupils. 30.4% of all Free Places were occupied by pupils at Endowed Schools forming the basis for the study.³⁷

Clearly non-provided schools were an important factor and force in the developing system of secondary education of England. The increasing numbers of secondary schools and school places in the provided sector were in fact barely coping with an increase in demand for secondary schooling.

It can be seen from Appendix XII that there was an unprecedented rise in expenditure on secondary education in the immediate post-war period. There were at least four reasons for this increase:

- i) The devaluation of money necessitating (inter alia) a large increase in teachers' salaries;
- ii) The return from war conditions to peace conditions
- iii) The increase of grants for Higher Education
- iv) Reforms and extensions in the system of education³⁸

It was noted by the Board in its Estimates for 1922-1923³⁹ that increases in grants to secondary schools could be accounted for by an expansion of the system and by the fact that pupils were staying longer at school. An early Board of Education Report⁴⁰ had noted that pupils taking up free places were staying at school longer than pupils for whom parents paid fees. It is clear that after 1921,⁴¹ the provided schools were educating more pupils than the non-provided schools. Nevertheless, the keen competition for places at secondary schools was such that the non-provided sector continued to be an important supplier of education, in a field where demand exceeded supply. In February 1921 the National Council of Women of Great Britain and Ireland wrote to the Board "expressing concern about the number of pupils excluded from secondary education through the shortage of efficient schools"⁴² and questions were asked in the House of Commons.⁴³

Following the introduction of Direct Grant Status on 1st April 1927 what have become known as the "Direct Grant" schools continued with the degree of individuality they had always enjoyed. The Boards of Governors of some fifty-nine of the schools forming the basis of this study decided that they would not receive their aid through the intermediary of their local education authority and thus remained free from local authority control. These schools remained free to decide their size and the role they would play in local communities, bearing in mind the regulations laid down by the Board of Education. The remaining two hundred and forty-nine schools accepted the Local Education Authority as their intermediary with the Board of Education for the purposes of grant. It seems that in doing so they were certain to lose the autonomy they had hitherto enjoyed. Nevertheless the increasing cost of providing secondary education probably necessitated their decisions. In areas where there was an insufficient supply of provided places or for reasons of loyalty towards a prestigious local foundation, many local education authorities continued to pay for places for pupils at "Direct Grant Schools".

The financing of secondary education is a complex affair: there was no single source of funding. Money came from endowments, scholarships, and fees from local authorities and from the Board of Education. Although a great deal of public money and money from endowments provided free education for many of the pupils in secondary schools, the bulk of pupils came from homes willing and able to make some

contribution in the form of fees to the education of their children. Finally, the cost of providing secondary education accelerated after First World War causing a thorough re-appraisal of the funding of secondary education and in the process a large majority of the ancient endowed schools relinquished their autonomy in order to obtain increased local education authority financial support.

Notes - Chapter VII

1. See Note 3 Chapter 5
2. J.H. Partington, The History of the System of Direct Grants to Secondary Schools, 1967 (Unpublished M.Ed. thesis, University of Durham, 1967) p.5
3. The Royal Commission on Secondary Education (The Bryce Commission) 1895 Vol. 1, pp.442/5
4. Regulations for Secondary Schools 1903-1904 pp12 and 15
5. Parliamentary Debates (Hansard), Vol. CXXV Col 173 (9.7.1903)
6. Appendix V Regulations for Secondary Schools 1907 p11
7. Public Record Office File Ed.12/276
8. Partington Direct Grants to Secondary Education, p.17
9. Partington Direct Grants to Secondary Schools p.19
10. Board of Education Model Articles for Secondary Schools 1908
11. Partington op.cit.
12. I.L. Kandel "Germany" in Comparative Education ed. P. Sandford London 1918 reprinted 1938 p.45
13. F.J.C. Hearnshaw Educational Advancement Abroad, London 1925 p.27
14. C. Brereton, Studies in Foreign Education, London 1913 p.294 Brereton later goes on to mention the difficulties associated with the negro question especially in the South.
15. Kandel in Comparative Education, p.155
16. L.A. Selby-Bigge, The Board of Education, Putnam 1927, pp.82/83
17. "Education is also national to a high degree. It confers great benefit, no doubt on those classes which participate in it, but it does little to increase the value of rateable proper in a particular locality".
Royal Commission on Local Taxation 1901
18. Final Report of the Royal Commission on Local Taxation England and Wales, 1901, p.12
19. Kempe Report. Final Report of the Departmental Committee on Local Taxation (England and Wales) 1914, p.6

20. Appendix VII Education Act 1918 Grant Regulations No. 4
21. Direct Grants continued to be paid to Secondary schools for two to three years to allow for any necessary adjustment.
22. Geddes Committee. Committee on National Expenditure (1922), p.113
23. Geddes, op.cit. p.122
24. Public Record Office File Ed. 24/1323
25. Appendix IX Board of Education Circular 1259, May 1922
26. Appendix X Board of Education Circular 1381, July 1926
27. Residue Grant. A charge on the Consolidated Fund and is the understood share of the local taxation (customs and excise) duties... transferred to Higher Education accounts under the provisions of Section 2(1) of the Education Act 1902
28. P.R.O. Ed. 12/307 List 61 was not published for the years 1929-30
29. Board of Education. Educational Pamphlets No. 63 Memorandum in Examinations for Scholarships and Free Places in Secondary Schools 1928, p.9
30. Report of the Departmental Committee on Scholarships and Free Places, 1920, pp.3/4
31. These composed 53,460 places awarded by Local Authorities, 16,548 awarded by school governors and 2,378 by other endowments
32. Board of Education Report 1911-1912, pp.5/6
33. Appendix XI Table showing numbers of Secondary Schools and Board of Education Expenditure
34. Partington Direct grant to Secondary Schools
Appendix App 2/3 Increases in Grants to Secondary Education 1914-1918
1914 4. Although changes in the Regulations giving to increased grants were proposed in 1914, the new Regulations were not, as a result of the First World War, issued until 1917. These new Regulations provided for grants as follows:
1917
(a) 2L. for each ex-Public Elementary School pupil between 10 and 11 (not 10 and 12 as previously).

- (b) 7L. per pupil for pupils aged 11 to 18 years at the beginning of the School year
- (c) A minimum grant of 350L.
- (d) A grant not exceeding 400L. for a recognised advanced course. In 1922 these grants were limited to a total not exceeding 1,200L
- (e) A grant not exceeding 20L for a teacher visiting another school for observation or study
- (f) The lower scale rates became 2L. for the Public Elementary School pupil and £4 - 10 - 0 for pupils between 11 and 18 years.

1918 5. In 1918 the capitation rates introduced in the previous year were continued, and a new grant not exceeding 2L. per pupil became payable in respect of each pupil entered for an approved first or second examination.

- 35. King Edward VI School Birmingham, Warwickshire had 5 schools upon the Foundation.
- 36. Included in PR Ed 12/307 Board of Education File No. S609 the Confidential List of Secondary Schools eligible for grants in England 1914-15
- 37. Appendix XII Table showing numbers of Pupils Receiving Secondary Education 1914-15 with Reference to Free Places and Grant Monies
- 38. Cmd 931 Expenditure on Education, 1920, p.3
- 39. Cmd 1638 Expenditure on Education, 1922-23, p.7
- 40. Board of Education Report 1910-11, p.104
- 41. Appendix XIII Table showing Increasing Expenditure on Secondary Education 1913-1923
- 42. P.R.O. Ed 12/836 140 January 1921
- 43. P.R.O. Ed 12/383 Parliamentary Debates (Hansard)
Parliamentary Questions 13.12.1917 Vol. C Col.1413
8.12.1920 Vol. 135 Col.2106
4.12.1922 Vol. 159 Col.1219

CHAPTER VIII

THE DIRECT GRANT SCHOOLS

The Direct Grant Schools were secondary grammar schools which, after the financial year 1927-1928, continued to receive financial assistance by way of grants paid directly by the Board of Education to the school and its governing body. The new arrangement followed a substantial revision of the grants system which was inaugurated by the Act of 1902, modified by the Board's Regulations for 1907¹, further modified by the Education Act of 1918 and further amended as a result of the Interim Report of the Geddes Committee (1922). These developments marked a dramatic change in the pattern of grant assistance to secondary education which had originated in the nineteenth century.

The Schools which became known as Direct Grant Schools had been enjoying financial advantages not available to provided schools. Non-provided schools generally charged higher fees; some had considerable private resources yet Local Education Authorities generally gave additional assistance by way of maintenance grants and through fees paid on behalf of pupils attending the Schools. The Board of Education Circular 1259 issued in 1922 gave notice that, in future, expenditure incurred by the Local Education Authority in aiding non-provided schools could no longer be recognised for grant purposes. In an effort to alleviate hardship, the change in funding was to take place over a period not

exceeding five years. In 1926 the Board issued Circular 1381 which gave effect to the revised policy. Some Local Authorities continued to give support to Direct Grant Schools in their own areas; this applied to many County Boroughs as well as County Councils.

By 1928 only two hundred and twenty-eight secondary schools out of a total of one thousand five hundred and twenty-three schools² were continuing to receive their grants directly from the Board. Previously all schools on the Board of Education Grant List received some financial assistance directly from the Board. After 1927-1928 one thousand two hundred and forty secondary schools received all their finance from and through their Local Education Authority.

The comparatively small number of schools which became known as "Direct Grant Schools" were essentially autonomous independent schools controlled and administered by their own governing bodies. This autonomy had been actively encouraged up to 1907 by the Board of Education. The position began to change after 1907 when alterations were made to the Secondary School Regulations. The new Regulations, which became known as McKenna's Regulations³, sought to increase political control over all secondary education. The Regulations laid down that grants on the new higher scale could only be paid to schools in receipt of the Board's grant in previous years.⁴ As a result of these Regulations, by 1911-1912 some sixty-six schools were receiving grants on a lower scale or working under waiver of Article 24. In the

main, these schools subsequently passed in to the Direct Grant System.

Included in the restricted grant list were some of the important ancient endowed grammar schools, a number of which were already members of the Headmasters' Conference.⁵ Also included were Girls Public Day School Trust Schools,⁶ which incidentally formed the largest single unit of Direct Grant Schools.⁷ Finally there were the Roman Catholic Schools organised and developed by diocesan authorities and religious orders and the Nonconformist schools established between 1812 and 1884.

Such schools increased their prestige as a result of the new arrangement by providing a valuable bridge between the independent and maintained schools, both socially and in terms of educational techniques. Certainly the lack of rigid administrative controls meant that there was the possibility of initiative and experiment in education. The schools were able to provide a democratic element in education because they selected their pupils from wide geographical areas frequently crossing the administrative boundaries of Local Education Authorities. Scholarships and the 'free place' system also meant that a good social mix was achieved. The denominational schools especially provided for a pupil population widely dispersed both geographically and socially.

The Direct Grant Schools came to be considered as something of an anachronism. They were the rump of an outdated administrative policy which had supported existing secondary schools as opposed to providing new secondary schools. Once the Local Education Authorities had developed

a satisfactory administrative framework for secondary education, many were critical of these institutions which remained outside of local political control. Many Local Education Authorities had not been in any great rush to provide secondary schools. Indeed Robert Morant had been critical of their tardiness in providing new secondary schools.⁸ It should be remembered that the 1902 Act had laid down that existing local provision of secondary education had to be taken into account when providing new schools. It was laid down that there was to be no spirit of competition between the non-provided and the provided sectors of secondary education.

The desire of certain schools to retain their individual autonomy presented problems both for local and central government. It was possible that Local Education Authorities which relied heavily on Direct Grant Schools could find themselves adversely affected by the legitimate decisions taken by individual governing bodies. There was always the possibility that Direct Grant Schools might choose to become entirely fee paying, or that they might alter their catchment area, thus involving dependent Local Education Authorities in additional and perhaps unexpected expenditure. It could be fairly said that in general the Local Education Authorities favoured the abolition of the Direct Grant System.

The Board of Education policy had been one of encouraging rather than supplanting local effort. From the outset the Board had been careful not to discriminate between different types of schools. Treasury approval for the 1904-1905 Regulations for Secondary Schools laid down that

"The school must be efficient; must not compete unduly with a neighbouring school; and from its character and financial position must be eligible to receive aid from public funds."⁹

From the beginning, the Board's encouragement of non-local schools was resented by many Local Education Authorities. The Board had been concerned to set a high educational standard, assisting as far as possible every school which needed assistance and which conformed to the Board's requirements.¹⁰ The Board was concerned with quality rather than quantity. Some Direct Grant Schools were in a good bargaining position; the more successful were even in a position to relinquish state-aid and adopt independent status. However, the governing bodies and head-teachers of many schools wished to provide an education for children, from whatever background, who could profit from the type of scholarship they provided.

Direct Grant Schools were always vulnerable to a change in the policy of the central government, although it was not until 1967¹¹ that a particular political ideology led the Labour government then in office to refuse an increase in the grant, in consideration of an increase in the Burnham award to teachers, contrary to all precedent.

Initially, opinion in the Labour Party was not hostile to the tripartite scheme of secondary schools envisaged by the Spens Committee (1938) and the Norwood Committee (1943) and implemented by the Butler Act of 1944.¹² It was only in the 1950's (when it became apparent beyond question that the parity of prestige between secondary grammar, secondary technical and secondary modern was not being attained;¹³

even though large sums of public money were being made available for the latter to providing authorities), that the majority of Labour opinion became hostile to the Grammar Schools and enthusiastic for comprehensive schools. The Local Education Authority maintained grammar schools presented little problem, they could be gradually eliminated by administrative measures, as a consequence Labour hostility was concentrated on the Direct Grant Schools which enjoyed certain legislative protection and were uniformly recalcitrant to amalgamation in the proposed comprehensive re-organisation of secondary education.

Direct Grant Schools always posed a threat to governments committed to a policy of free education. However, it was not the number of fee-paying pupils alone which distinguished them; rather it was the general level of scholarship, the strength of the sixth forms, and the numbers of pupils who passed into higher education. Many former Direct Grant Schools pupils' subsequently moved into the decision making areas of government, academe and industrial management. The prestige of these schools was out of all proportion to their numbers.

Following on the abolition of Direct Grant Status (1975)¹⁴ all but two of the boys' grammar schools on the list elected to become completely independent, dispensing with any financial aid from public funds. It can be argued that a unique avenue of scholarship was thus being lost to a significant number of able and promising children from financially and relatively culturally disadvantaged backgrounds.

Independent status will doubtless alter the character of former Direct Grant Status, though this change may be imperceptible at first.

At the outset Direct Grant Status was available only to those already on the Board of Education grant lists when the new Regulations for Secondary Schools came into force.¹⁵ Provided that this was the case, the Board was prepared to include, at a later date, schools which did not immediately opt for Direct Grant Status when the new provisions came into force, though the Board did not approve of attempts to opt in and out of the system at will. Indeed there is some evidence that the Board was not seeking a neat national system of secondary education; dialogue with the Headmasters' Conference and the Governing Bodies Association ensured the preservation of the individual characteristics of particular schools.¹⁶

Appendix XIV (An Analysis of Direct Grant Schools According to Their Geographical Distribution)¹⁷ shows that six countries had no direct grant schools. They were: Buckinghamshire, Cumberland, Dorsetshire, Huntingdonshire, Lincolnshire and Westmorland. In these counties, as a result of the 1907 Regulations for Secondary Schools, the majority of schools had adopted new schemes of government for compliance with the Regulations, in order to obtain grants at the enhanced rates. Such authorities, which included both County Boroughs and County Councils can be assumed to

have eventually gained popular control of the majority of non-provided schools in their areas. Thus the Local Authorities became the non-provided schools' intermediary with the Board of Education; in such areas there were no independent autonomous institutions for secondary education other than those which did not receive any financial assistance from any public body.

The remaining 36 geographical counties had between them 228 Direct Grant Secondary Schools educating 72,086 pupils or 20% of the total number of pupils in grant earning schools for the year 1928-1929. 23 Counties had 5 or less than 5 Direct Grant schools in their areas; 8 Counties had between 5 and 10 Direct Grant schools; 4 Counties had between 10 and 20 Direct Grant schools and the County of Lancashire had 49 Direct Grant schools within its boundaries.

Lancashire was in various ways different from other counties. It's population included a proportion of Roman Catholics well above the national average and 27 of the 49 Direct Grant schools in fact belonged to the Roman Catholic Authorities. Perhaps more interesting, this geographical area had, besides the Lancashire Education Authority, 17 other independent Local Education Authorities, all pursuing individual policies which would reward further study. The only other area with a like problem was the West Riding of Yorkshire which embraced 10 County Boroughs, each with an individual policy and had 24 Direct Grant schools.

It can, however, be misleading to examine the number of schools rather than the number of pupils educated in the schools. In Rutland for instance there was only one secondary school which was an ancient endowed school. This subsequently passed into the Direct Grant System; thus it can be said that 100% of Rutland's secondary school pupils were educated in the Direct Grant system.

Bedfordshire had 5 Direct Grant schools out of a total of 8 grant earning schools, and 72% of pupils were educated in the Direct Grant system. Nottinghamshire had 6 Direct Grant schools out of a total of 15 grant earning schools and 50% of pupils were educated in the Direct Grant system. In Hertfordshire and Lancashire 34% of pupils were educated in the Direct Grant System, yet it is not possible to draw a parallel between the two areas. Where Direct Grant Schools flourished it seems safe to assume that schools, other than those of a denominational character, were successful and capable of maintaining their independence. The Local Education Authorities in whose areas they were situated had made no determined attempt either to gain control of the governing bodies or to establish provided schools which would compete with those schools which eventually adopted Direct Grant Status, and thereafter their security was never in doubt.

Denominational Schools had other difficulties; many worked under Waiver of Articles through the assistance of their Local Education Authority, which gave a written

assurance to the Board that the school was required as part of secondary school provision. Others preferred to receive a reduced grant because they did not wish or were not able to comply with the regulations governing religious teaching in the school. Of the 103 Roman Catholic Secondary Schools on the Board of Education's "list 60" 1928-1929, 62 became Direct Grant schools, educating 15,866 pupils. By far the largest proportion (27) of these schools was to be found in the County of Lancashire. There were 14 Roman Catholic Schools in the area of London County Council's Education Authority, but none of these adopted Direct Grant status, though 10, all complying with the Free Place Regulations, were grant-aided schools. Five important Nonconformist schools also adopted Direct Grant status.

An important group of schools which, as a body, opted for Direct Grant status was the Girls' Public Day Schools Trust Schools which was an association of what had formerly been Company Schools. In 1928-1929 they numbered 23, educating some 8,254 girls. Of the 228 Direct Grant Schools 59 were schools examined by the Taunton Commission. They were educating 19,694 children, some 27% of all pupils educated in the Direct Grant System or 5% of all pupils educated in grant aided-secondary schools. These ranged from Manchester Grammar School, which in 1914-1915 had been educating 1,003 pupils (boys), 212 of whom had obtained free places as a result of the Board of Education's scheme, and which had obtained £4,519 in grants for the financial year.

By 1928-1929 the School had 1,216 pupils, 343 of whom had obtained free places under Article 15 of the Board's Regulations, with a consequent increase in income since fees were £24 per annum.

At the other end of the scale was Rothbury Sharp's School, Northumberland, which in 1914-1915 had 41 pupils (boys and girls) 16 of whom had obtained free places under Board of Education Regulations. By 1928-1929, the School numbers had dropped to 39, of whom 20 had obtained free places, and the fees were only £9 per annum.

The initial flexibility in secondary education had given way to a scheme of secondary education almost entirely devised by the Board of Education and administered by the Local Education Authorities. Schools had come increasingly under popular control, a development Robert Morant had sought to avoid. 249 ancient endowed schools had passed into popular control chiefly because of their need to attain financial viability. Their passage into the public system had been hastened by the McKenna Regulations. The Liberals had, by altering the Regulations for Secondary Schools, achieved by stealth what they could not achieve by legislation. Thus 249 of the 308 endowed schools which had been an essential component of the system of education inaugurated after the Education Act of 1902 became indistinguishable from the provided schools. It remained to the 59 Direct Grant Schools to continue in the traditions of their founders.

A comparison of the number of Secondary Schools examined by the Taunton Commission and appearing in the Board of Education Grant List 61¹⁸ in the years 1914-1915 and appearing in List 60 1928-1929 indicates that the number of ancient endowed schools within the purview of the Board of Education had dropped from 308 to 305.¹⁹

A comparison of the numbers of children attending secondary schools originally examined by the Taunton Commission in the fifteen year period between the compilation of two lists²⁰ had, with the exception of Westmorland and Wiltshire, shown a dramatic increase in the number of pupils being educated in the schools. Two conclusions may be drawn from the figures available. The first is that with the encouragement and substantial financial assistance from the Board of Education following the Education Act 1902, many of the ancient endowed grammar schools obtained a new lease of life. The second is that they were able to make a substantial and valuable contribution to secondary education in England. The Board of Education recognised both their experience and expertise in the administration of secondary education, and they provided a valuable model for the new administrative framework which had to be developed.

It is clear that there was an increase in the size of most of the schools. This proved to be not incompatible with an increase in administrative efficiency and was a necessary pre-condition for the growth of six forms and for meeting the increasing parental demand for secondary education. Many

schools, however, were obliged to seek additional financial aid to undertake this expansion. Local Education Authorities were an obvious source of aid, but this inevitably led to an increase in Local Authority influence.

To sum up, before the Liberals came to power in 1906, the Board of Education had worked hard to enable schools to remain as far as possible outside of local political control. The Liberal government sought to change this; although it was not able to obtain statutory powers to do so, administrative devices invoked by the President of the Board of Education brought about considerable change. Fortunately it was not the blanket change which legislation would have achieved, yet, nevertheless, many of the ancient schools were to succumb to Local Authority control. The schools which remained beyond the control of the Local Education Authorities became known as the Direct Grant Schools. Some 59 of the ancient endowed schools applied for Direct Grant Status, thus retaining a high degree of autonomy, while at the same time continuing to make a valuable contribution to secondary education in England.

Notes to Chapter VIII

1. Board of Education Regulations for Secondary Schools, 1907 subsequently known as the McKenna Regulations after the President of the Board of the Liberal Administration
2. Board of Education List 60 1928-1929 Secondary Schools and Preparatory Schools in England Recognised by the Board as Efficient. Information obtained from the list.
3. See note 1
4. Board of Education Regulations for Secondary Schools, 1907
5. PRO 12/90 10/8/09. List of 19 Efficient Secondary Schools represented at the Headmasters' Conference. Only one of the endowed schools which subsequently chose Direct Grant Status was listed as a Member of the Headmasters' Conference though 21 such schools subsequently became Members of the Headmasters' Conference
6. The Girls Public Day School Trust.
A complex scheme, devised by M.A.F. Leach, which empowered the Council to create a Trust by buying back from the shareholders all dividend earning shares within a period of fifty years and was accepted as the basis for earning grants in 1905.

J.A. Partington, The History of the System of Direct Grants to Secondary Schools 1967 (unpublished) M.Ed. Thesis, University of Durham, p.73
7. The Direct Grant School 1968
Pamphlet issued by the Headmasters' Conference, p.13
8. Partington, Direct Grants to Secondary Schools (1967)
p.35
9. PRO Ed 12/118 Treasury/R.B.M. 24.6.04. quoted in Partington, p.27
10. PRO Ed. 12/118 Minute/R.B.M. 8.6.05 quoted in Partington, p.27
11. The Direct Grant School H.M.C. (1968), p.4

12. The Butler Act, An Act to Reform the Law Relating to Education in England and Wales 1944
13. Banks, O., Parity and Prestige in English Secondary Education London 1955 reprint 1970 pp242/243
14. Department of Education and Science Circular 7/75
 "Phasing out of Direct Grammar Schools".
 The Regulations issued with this circular gave notice to local authorities and the governors of Direct Grant Schools of the intention of the government, as announced by the Secretary of State for Education and Science in the House of Commons on 11 March 1975, to end the system of Direct Grants to Grammar Schools.
15. The list remained closed until 1957 when the list was opened for applications for Direct Grant Status to schools not previously in receipt of grant.
16. Partington, Direct Grants to Secondary Schools (1967), p.23
17. Appendix XIV: An analysis of Direct Grant Schools according to their geographical distribution
 (Information obtained from Board of Education List 61 1914-1915 List 60 1928-1929).
18. Appendix XV: Comparison of Numbers of Grant Aided Secondary Schools and School Pupils, 1914-1915 and 1928-1929
 (see footnote to Appendix XV)
19. The following schools appeared on List 61 1914-1915 but do not appear on List 60 1928-1929
 Kent Faversham Wreights School (Boys) recognised 1902.
 London Westminster St. Martin's School (Girls) recognised 1905.
 London Westminster Temson's School (Boys) recognised 1902.
20. List 61 and List 60.

CONCLUSION

The Education Act 1902 was the culmination of great efforts on the part of educationists, administrators and legislators. The legislation had profound effects in both educational and social terms and ultimately provided the corner stone for much subsequent educational reform in England as well as increasing the possibility of the upward social mobility of pupils who were educated in the secondary schools. Furthermore the Act put Britain on a par (in educational terms), with her industrial competitors.

The development of secondary education was encouraged by the Board of Education in such a way that the Board's requirements were met, yet at the same time, where possible, local loyalties were preserved and local needs were taken into account. Initially, changes were brought about through legislation; thereafter administrative devices were the principle vehicles of change. Changes resulted from Inspectors' Reports, Educational Pamphlets, Reports of Committees on Finance, and the recommendations contained in the Reports of Departmental Committees. The changes were brought about by changes in the Regulations for Secondary Schools, which were issued annually, the issuing of Model Regulations, Board of Education Circulars and by financial inducements invariably the most successful method of promoting change.

From the outset the Board of Education provided grants directly to individual schools once they had been

inspected by His Majesty's Inspectors and placed on the Board's list of Efficient Secondary Schools. Many schools were inspected and appeared on the Board of Education's Lists of Efficient Secondary Schools, yet they received no financial assistance from any public body. Such schools either did not wish, or were not able to fulfil the requirements which would have brought them within the purview of the Board. By 1928-1929 there were in this category 319 secondary schools educating 58,371 pupils. Many of these schools were well known prestigious Public Schools.

The financial administration of education was a complex affair and was acknowledged to be so by the Geddes Committee. After 1919 some of the complexities were eliminated from the system. Thereafter Local Authority Secondary Schools received financial assistance only from the Local Authority, the Board of Education's contribution being paid directly to the Local Authority by way of a Deficiency Grant. Higher Educational Institutions not so controlled received financial assistance directly from the Board. Non-provided secondary schools which decided for one reason or another to continue to receive grants directly from the Board, after the issuing of the Board of Education Circular 1381 (1926), became known as Direct Grant Schools.

Many endowed schools received considerable financial assistance from the Board of Education and some received additional monies from Local Authorities. The majority of these endowments were ancient endowments dating back to the late Tudors and early Stuarts. This study has identified 308

such schools which were examined by the Taunton Commission (1868) and which subsequently came within the purview of the Board of Education and were listed in the Board of Education's Confidential List of Schools 1914-1915. By 1928-1929 this figure had been reduced to 305; nevertheless during that period there was a 70% increase in the number of pupils being educated in these schools. The growth in the size of secondary schools was similar to that which was taking place in the provided sector.

A minority of ancient endowed schools had always received their financial assistance through the Local Authorities because of schemes of municipalisation which made them, to all intents and purpose, provided schools.

The ancient endowed schools benefitted from the new financial help which resulted from the Education Act of 1902. Some schools which had been virtually moribund were granted a new lease of life. They provided the Board with a nucleus of secondary education. They were both available and willing to provide a secondary education in keeping with the Board's requirements. Changes in government policies resulted in changes in the character of many of the endowed schools. Government grants both before and after 1902 laid certain constraints and obligations upon schools. These were emphasised by the Regulations for Secondary Schools 1907. The new Regulations were designed to promote change in the administration of schools by offering new financial inducements. In order to obtain the additional monies schools were to appoint additional representative governors to their

governing bodies. The Board also required schools to free themselves of their obligation to meet certain religious requirements. This was a Liberal attempt to redress Conservative policies and to placate Free-churchmen. A number of schools found themselves unable to fulfil the new requirements and had to forego the enhanced grants. Some schools, with a degree of connivance on the part of their Local Authority, worked under Waiver of Regulations and obtained financial assistance. Schools which accepted the new Regulations did in fact experience a change in character; they became virtually indistinguishable from the provided schools, and the change in emphasis is clear when a study is made of schools adopting Direct Grant Status.

The steady rise in the number of provided schools was a tribute to the Board's encouragement of secondary education. In the year 1903-1904, 368 schools were receiving Board of Education grants; by the year 1904-1905 this number had increased to 492, of which 61 were municipalised or county schools. By 1908-1909 the number of grant-aided schools had increased to 802, included in this figure were the 431 Endowed Schools and 294 Local Authority Schools. By 1910-1911 the number of Endowed Schools fell slightly but there was a continuing increase in the number of Local Authority or provided schools. By 1913-1914, the number of provided schools was greater than the number of endowed schools. After 1915, the majority of secondary school pupils were being educated in provided schools. By 1914-1915 there were 929 schools receiving grants and of these 436 were

provided or Local Authority Schools. Between 1914-1915 and 1928-1929 (Appendix XVI) there was an increase of 30% in the numbers of secondary schools providing secondary education. During the same period there was a 100% increase in the number of pupils being educated in grant-aided schools.

The ancient endowed schools made valuable contributions to the new scheme of secondary education in terms of both curriculum development and teacher training. Indeed, the secondary school was adopted by the Board of Education as the institution pre-eminently suitable for the education of pupil teachers.

The free place system established by the Board of Education resulted in increasing numbers of children obtaining a true secondary education and benefitting from an extended school life. It also enabled them to obtain academic qualifications in terms of the reformed examination system which promoted new and improved standards in the secondary schools. The free place system far surpassed the meagre supplies of scholarships provided by some foundations and brought about a more equitable distribution of secondary education, having regard to the parsimony of those local education authorities which had failed to provide scholarships to assist poor but able scholars.

The ancient endowed schools, though relatively few in number, made a valuable contribution to the general improvement of secondary education in Britain. They were not the only institutions to do so, though in the immediate post

1902 era they were the most numerous. They enabled the Board of Education to move forward successfully using them as an administrative model for the new scheme of education that it sought to bring about. It is fact that in the process of change, the majority of the ancient endowed schools which came within the purview of the Board of Education ultimately became indistinguishable from the provided schools. This change resulted from the desire of individual schools to ensure their financial viability in a time of increasing costs and improving standards. Local Authorities which provided financial assistance to non-provided schools found themselves penalised by the change in financial arrangements after 1919, and consequently pressure was brought to bear on schools whose governing bodies had been reformed as a result of the McKenna Regulations (1907-1908). This resulted in many old foundations cutting their direct link with the Board of Education.

There remained, however, an interesting minority of schools which retained their individual autonomy. They remained free from Local Authority interference and retained their individual unmistakable ethos. Many remained within the purview of the central authority for more than four decades presenting a challenge alike to local education authorities and politicians.

The policy of giving the oversight of secondary education to a central authority, yet requiring Local Education Authorities to improve the local supply secondary education resulted in a rich variety in secondary education unknown in

either France or Germany. This flexibility in English secondary education enabled ancient endowed schools to develop in ways that suited them best, having regard to their financial situation and Board of Education policy. The influence of these schools resulted in the Consultative Committee on the Education of the Adolescent (1926), The Hadow Report, recommending that the name grammar school should be applied to the County and Municipal Secondary Schools which had been founded since 1902 and not just to the old foundations commented.

"... the name seems to us to have several advantages. It suggests a predominantly academic curriculum, in which languages and literature along with mathematics and natural science play a considerable part. It links newer developments of secondary education to an ancient and dignified tradition of culture. Its associations are valued by the public..."¹

The tradition of the ancient endowed schools had indeed come into its own.

1. Report of the Consultative Committee on the Education of the Adolescent (The Hadow Report) 1926, p99 quoted in O'Banks, "Parity and Prestige in Secondary Education", 1955 p.121

Appendix I

Public Record Office Class No. 12/307 B. of Ed. File
No. S609 B. of Ed. List 61 HMSO (11) 28350 Confidential
Lists of Schools eligible for grant in England 1914-1915
(eighth issue).[†]

Amended by * to show the 304 Endowed Grammar Schools
Reported on by the Schools Inquiry Commission 1868

with

Supplementary List of the 304 Schools showing:

- (1) Whether or not the schools were well documented by
the Schools Inquiry Commission. (+)
- (2) Grade given to Schools by Schools Inquiry Commission
- (3) Information as to Advanced Courses in the Schools
(1928-1929) Board of Education (List 60)
- (4) Identification of Schools adopting 'Direct Grant
Status'.

[†] Transcript appears by kind permission of the Controller
of H.M. Stationery Office

For the use of the Office
and Inspectorate only.

List 61.
(*Eighth Issue.*)

BOARD OF EDUCATION.

CONFIDENTIAL LIST OF SECONDARY
SCHOOLS ELIGIBLE FOR GRANT.

ENGLAND.

1914—15.

(iii)

EXPLANATORY NOTES.

I. *General.*—This List is the eighth issue of the Confidential List of Efficient Secondary Schools recognised as eligible for Grant, and relates to the School Year 1914-15. The information given in it is intended to be supplementary to that contained as regards the same schools in the List of Secondary Schools in England recognised as Efficient (List 60), the 1914-15 edition of which will be published early in 1916.

II. *Notes to individual Columns.*—A distinctive type is used in the columns giving percentages.

Column 1.—The names of Schools receiving Grant on the lower scale are printed in heavy type.

Column 2 indicates the type of Responsible Body. The letters used for this purpose are those indicated in paragraph 68 of Rules 50, viz. :—

- P. = School provided by a single Authority.
- J. = School provided jointly by more than one Authority.
- M. = Fully Municipalised School.
- F. = Foundation School.
- F.R. = Roman Catholic School under Trust.
- D. = Girls' Public Day School.
- R. = Roman Catholic School not under Trust.
- O. = Other School.

Column 3.—The year given is the calendar year in which the date of initial recognition fell. Schools first recognised from the 1st January in 1907 and subsequent years are specially indicated.

It must be remembered that many of the Schools entered as recognised under R.S.S. since 1902 were previously recognised for grants by the Science and Art Department.

The particulars respecting leaving age and school life which were given in previous issues (columns 12-22) have been omitted in this issue, in consequence of the war.

W. N. B.
14 May 1915.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.B. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under L.E.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offerred.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
BEDFORDSHIRE.										
THE ADMINISTRATIVE COUNTY OF BEDFORD.										
* Bodford, Modern School for Boys.	F.	1902	—	—	0	0	352	42	692l.	
* Dunstable, Ashton Grammar School. (Boys.)	F.	1906	—	25	30	12	40	118	36, 38	419l.
Luton Modern School. (Boys and Girls.)	J.	1904	—	25	25	27	105	350	36, 38	1,352l.
BERKSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF BERKS.										
* Abingdon, Roysse's School. (Boys.)	F.	1904	—	12½	13	2	21	62	36, 38	326l.
Maidenhead County Boys' School.	P.	1910	—	25	27	8	27	78	36, 40	300l.
Maidenhead County Girls' School.	P.	1907	—	25	26	6	30	83	36, 40	300l.
Newbury County Girls' School.	P.	1905	—	25	26	8	33	137	36, 38	409l.
* Newbury, St. Bartholomew's Grammar School. (Boys.)	F.	1903	—	25	26	8	37	118	36, 38	417l.
New Windsor, Windsor Boys' Secondary School.	P.	1908	—	25	30	6	19	68	36, 40	300l.
* Wallingford County Grammar School. (Boys and Girls.)	M.	1904	—	25	25	5	22	58	36, 40	300l.
* Wantage, King Alfred's Grammar School. (Boys.)	F.	1903	—	25	35	6	24	78	36, 38	317l.
* Winkfield, Bracknell, Ranelagh School. (Boys and Girls.)	F.	1908	—	25	25	11	35	106	36, 38	354l.
(2) THE COUNTY BOROUGH.										
Reading School. (Boys.)	M.	1908	—	12½	13	4	22	106	36	506l.
Reading, Kendrick Girls' School.	M.	1903	—	25	28	16	50	175	36, 38	479l.

* Reduced to 12½ % for the year 1914-15.

2

NAME OF SCHOOL.	Responsibility.	Recon- nised under R.S.S. since—	Articles of Regula- tions waived.	Free Places (Art. 20), 1st Oct. 1914.				Num- ber of full- time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re- quired.	offered.						10.	11.
I.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
BUCKINGHAMSHIRE.										
THE ADMINISTRATIVE COUNTY OF DUCKS.										
* Amersham, Dr. Challoner's Grammar School. (Boys and Girls.)	F.	1905	—	25	25	8	33	114	36, 38	408/.
* Aylesbury Grammar School. (Boys and Girls.)	F.	1907	—	25	28	16	57	156	36, 38	591/.
* Buckingham, Royal Latin School. (Boys and Girls.)	F.	1907	—	25	45	14	36	105	36, 38	319/.
* Chepping Wycombe, Wy- combe High School. (Girls.)	F.	1906	—	25	26	11	43	157	36, 38	654/.
* Chepping Wycombe, Wy- combe Royal Grammar School. (Boys.)	F.	1903	—	25	29	12	44	153	36, 38	540/.
* Marlow, Sir William Borlase's School. (Boys.)	M.	1903	—	25	26	7	41	100	36, 38	403/.
* Slough Secondary School. (Boys and Girls.)	P.	1912 (Jan.)	—	25	28	16	40	174	36, 38	560/.
* Wolverton County Second- ary School. (Boys and Girls.)	P.	1906	—	25	30	12	47	127	36, 38	512/.
CAMBRIDGESHIRE.										
(A) THE ADMINISTRATIVE COUNTY OF CAMBRIDGE.										
* Cambridge and County School for Boys.	P.	1902	—	25	30	24	85	272	36, 38	1,279/.
* Cambridge and County School for Girls.	P.	1902	—	25	44	20	93	233	36, 38	1,054/.
* Cambridge, Perse School for Boys.	F.	1902	—	10	11	7	37	232	36, 38	913/.
* Soham Grammar School. (Boys.)	F.	1902	—	25	47	7	30	56	36, 40	300/.
(B) THE ADMINISTRATIVE COUNTY OF THE ISLE OF ELY.										
* Ely High School for Girls.	P.	1905	—	25	50	7	44	110	36, 38	352/.
* March Grammar School. (Boys.)	F.	1903	—	25	27	7	28	110	36, 38	396/.
* March High School for Girls.	P.	1907	—	25	25	5	25	87	36, 40	300/.
* Wisbech Grammar School. (Boys.)	F.	1902	—	25	28	5	21	66	36, 40	300/.
* Wisbech High School for Girls.	P.	1905	—	25	26	9	40	161	36, 38	508/.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under U.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				ret. quired.	offered.						8.	10.	11.
CHESHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF CHESTER.										
Altrincham County High School for Boys.	P.	1912	—	% 12½	% 12½	6	18	166	36	2997.
Altrincham County High School for Girls.	P.	1910	—	12½	13	6	27	192	36	4107.
Crewe County Secondary School. (Boys and Girls.)	P.	1902	—	25	33	25	90	302	36, 38	1,2187.
* Hoylake and West Kirby, Calday Grange Grammar School. (Boys.)	F.	1902	—	12½	15	7	25	184	36	5567.
Hoylake and West Kirby, West Kirby, The County High School for Girls.	P.	1913	—	12½	—	8	14	147	36	2307.
Hyde, The County School. - (Boys and Girls.)	P.	1902	—	25	41	30	103	241	36, 38	8507.
* Lymm Grammar School. - (Boys and Girls.)	F.	1902	—	25	†22	11	34	148	36, 38	3687.
Macclesfield County High School for Girls.	P.	1903	—	12½	15	9	33	217	36	6027.
* Macclesfield Grammar School. (Boys.)	F.	1908	—	25	26	17	76	248	36, 38	8377.
* Nantwich, Nantwich and Acton Grammar School. (Boys and Girls.)	M.	1903	—	25	26	7	50	131	36, 38	5197.
* Northwich, Sir John Deane's Grammar School. (Boys and Girls.)	F.	1905	—	25	26	24	91	308	36, 38	1,0897.
Runcorn County Secondary School. (Boys and Girls.)	P.	1902	—	25	31	13	47	128	36, 38	4757.
Sale County High School for Girls.	P.	1906	—	12½	14	6	22	178	36	3167.
* Sandbach School. (Boys.)	F.	1909	—	25	35	11	42	99	36, 38	3867.
(2) THE COUNTY BOROUGH.										
Birkenhead, Convent of Faithful Companions of Jesus School. (Girls.)	R.	1903	23, 24	25	25	15	40	188	36, 38	6107.
Birkenhead Council Secondary School for Girls.	P.	1906	—	25	27	20	77	250	36, 38	1,3027.

* Specially accepted as new School.

† Deficiency made good later.

4.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						10.	11.
J.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
CESHIRE—cont.										
(2) THE COUNTY BOROUGH										
—cont.										
Birkenhead High School. (Girls.)	D.	1905	—	%	%	0	0	148	42	1907.
Birkenhead, Higher Transmere High School for Girls.	R.	1909	—	12½	13	3	13	123	36	3177.
Birkenhead Institute School. (Boys.)	M.	1902	—	25	27	25	89	329	36, 38	1,1917.
Chester City and County School for Boys.	P.	1902	—	25	28	11	49	133	36, 38	5777.
Chester City and County School for Girls.	P.	1905	—	25	35	14	58	161	36, 38	6667.
* Chester, King's School. (Boys.)	F.	1904	18(b), 23, 24	10	18	5	80	154	36	4887.
Chester, Queen's School. (Girls.)	F.	1906	23, 24	10	21	6	20	132	36	3807.
* Stockport Grammar School. (Boys.)	F.	1904	—	10	12	6	29	183	36	5487.
Stockport High School for Girls.	P.	1904	—	10	11	8	30	233	36	5887.
Stockport Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	28	35	150	392	36, 38	1,8087.
Wallasey Grammar School. (Boys.)	M.	1902	—	12½	14	16	63	491	36	1,2707.
Wallasey, The High School for Girls.	P.	1906	—	10	10	7	37	307	36	6597.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1911.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
CORNWALL.										
THE ADMINISTRATIVE COUNTY OF CORNWALL.										
Bolmin County Secondary School. (Boys and Girls.)	P.	1905	—	%	%	15	45	118	36, 38	512 <i>l.</i>
Callington County School. - (Boys and Girls.)	P.	1908	—	25	25	6	30	79	36, 38	352 <i>l.</i>
Camborne County School for Girls.	P.	1906	—	25	30	14	72	188	36, 38	727 <i>l.</i>
Falmouth County High School for Girls.	P.	1908	—	25	28	7	33	115	36, 38	428 <i>l.</i>
Falmouth Grammar School. (Boys.)	P.	1906	—	25	26	9	28	111	36, 38	391 <i>l.</i>
* Fowey Grammar School. - (Boys and Girls.)	F.	1905	—	25	*23	6	30	64	36, 40	300 <i>l.</i>
Helston Secondary School. - (Boys and Girls.)	P.	1905	—	25	37	13	43	118	36, 38	505 <i>l.</i>
Lanteglos by Camelford, Sir James Smith's Grammar School. (Boys and Girls.)	M.	1906	—	25	27	6	19	54	30, 40	300 <i>l.</i>
Lannceston, Horwell Grammar School. (Boys and Girls.)	P.	1912	—	25	34	12	26	76	36, 38	301 <i>l.</i>
Liskeard County School. - (Boys and Girls.)	P.	1908	—	25	31	11	51	115	36, 38	487 <i>l.</i>
Newquay County School. - (Boys and Girls.)	P.	1910	—	25	*23	8	34	101	36, 38	397 <i>l.</i>
Penzance County School for Boys.	P.	1910 (Jan.)	—	25	29	12	49	160	36, 38	644 <i>l.</i>
Penzance County School for Girls.	P.	1913	—	25	—	†6	24	71	36, 40	300 <i>l.</i>
Redruth County Secondary School. (Boys.)	P.	1907	—	25	26	14	54	169	36, 38	651 <i>l.</i>
St. Austell County School. - (Boys and Girls.)	P.	1908	—	25	33	8	32	86	36, 38	340 <i>l.</i>
Stratton and Bude, Bude County School. (Boys and Girls.)	P.	1909	—	25	26	7	29	84	36, 40	300 <i>l.</i>
* Truro College. - (Boys.)	F.	1904	23(c), 24	20	20	8	30	144	36	598 <i>l.</i>
Truro County School for Girls.	P.	1906	—	25	26	9	34	118	36, 38	455 <i>l.</i>
Truro High School for Girls.	F.	1905	—	—	0	0	0	100	42	146 <i>l.</i>

* Deficiency made good later.

† Specially accepted as new School.

6

NAME OF SCHOOL.	Responsibility.	Recognised under U.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.A. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
CUMBERLAND.										
(1) THE ADMINISTRATIVE COUNTY OF CUMBERLAND.										
* Alston with Garrigill, Samuel King's School. (Boys and Girls.)	M.	1909	—	% 25	% 55	6	27	52	36, 40	3007.
Brampton County Secondary School. (Boys and Girls.)	P.	1909 (Jan.)	—	25	29	9	36	79	36, 38	3817.
* Keawick School. - (Boys and Girls.)	F.	1902	—	25	28	8	37	101	36, 38	3987.
Millom Secondary School. - (Boys and Girls.)	J.	1905	—	25	56	9	50	86	36, 38	4607.
Penrith, Girls' Secondary School.	P.	1909 (Jan.)	—	25	25	9	33	98	36, 38	3997.
Penrith Grammar School. - (Boys.)	F.	1909	—	25	31	10	43	110	36, 38	3277.
Whitehaven County Secondary School. (Boys and Girls.)	P.	1908	—	25	25	14	56	147	36, 38, 39	6487.
Wigton, Nelson School. - (Boys.)	F.	1902	24	25	39	11	34	81	36, 38	2877.
* Wigton, Thomlinson Girls' Grammar School.	F.	1907	—	25	31	5	22	65	36, 40	3007.
Workington Secondary School. (Boys and Girls.)	P.	1902	—	25	31	19	49	281	36, 38	1,3407.
(2) THE COUNTY BOROUGH.										
Carlisle County High School for Girls.	J.	1906	—	25	25	15	61	238	36, 38, 39	7137.
* Carlisle Grammar School. - (Boys.)	F.	1902	—	25	27	14	56	164	36, 38	5697.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
DERBYSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF DERBY.										
* Ashbourne, Queen Elizabeth's Grammar School. (Boys and Girls.)	F.	1902	—	25	22	6	29	98	36, 38	3627.
* Bakewell, Lady Manners' School. (Boys and Girls.)	F.	1902	—	25	26	10	42	139	36, 38	6017.
Belper Herbert Strutt Secondary School. (Boys and Girls.)	P.	1913	—	25	25	24	71	205	36, 38	8607.
Duxton, Cavendish High School for Girls.	P.	1912	—	25	26	10	32	91	36, 38	3187.
Chesterfield Girls' High School.	P.	1903	—	25	25	15	52	245	36, 38	7007.
* Chesterfield Grammar School. (Boys.)	F.	1902	—	25	32	23	78	230	36, 38	8117.
* Dronfield Grammar School. (Boys and Girls.)	F.	1902	—	25	—	†7	27	118	36, 38	4587.
Glossop Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	30	11	35	112	36, 38	4887.
Heanor Secondary School. (Boys and Girls.)	P.	1902	—	25	26	19	65	224	36, 38	8997.
Ilkeston County Secondary School. (Boys and Girls.)	P.	1913	—	25	26	18	40	177	36, 38	4837.
Long Eaton County Secondary School. (Boys and Girls.)	P.	1913	—	25	—	‡14	58	184	36, 38	6387.
New Mills Secondary School. (Boys and Girls.)	P.	1902	—	25	27	17	35	166	36, 38	6737.
* Staveley, Netherthorpe Grammar School. (Boys and Girls.)	F.	1902	—	25	42	15	40	116	36, 38	3727.
* Wirksworth, Anthony Gell's Grammar School. (Boys and Girls.)	F.	1902	—	25	28	8	25	93	36, 38	3537.
(2) THE COUNTY BOROUGH.										
* Derby School. (Boys.)	M.	1902	—	10	10	4	20	154	36	4227.
Derby Municipal Secondary School for Boys.	P.	1904	—	25	34	20	72	242	36, 38	1,0037.
Derby Municipal Secondary School for Girls.	P.	1904	—	25	47	30	142	273	36, 38	1,0727.

* Deficiency made good later.

† Specially accepted.

‡ Specially accepted as new School after award of an additional free place.

8

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1911.				Number of Full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offer-ed.						9.	10.	11.
DEVONSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF DEVON.										
* Ashburton Grammar School. (Boys and Girls.)	F.	1902	—	%	%	9	21	64	36, 40	3007.
Barnstaple Grammar School for Boys.	P.	1910	—	25	28	7	37	98	36, 38	4247.
Barnstaple Grammar School for Girls.	P.	1910	—	25	27	7	31	99	36, 38	3917.
* Biddeford Grammar School. (Boys.)	F.	1907	—	25	26	8	30	93	36, 38	3367.
Colyton Grammar School. (Boys and Girls.)	F.	1915 (Jan.)	—	25	25	4	4	*69	—	—
Crediton High School for Girls.	F.	1910	—	25	†22	6	22	84	36, 40	3007.
* Crediton, Queen Elizabeth's Grammar School. (Boys.)	F.	1902	—	25	28	7	35	99	36, 38	4077.
* Kingsbridge Grammar School. (Boys.)	F.	1902	—	25	26	6	22	74	—	‡—
Newton Abbot Secondary School. (Boys and Girls.)	P.	1911 (Jan.)	—	25	44	22	74	164	36, 38	7157.
Ottery St. Mary, King's School. (Boys and Girls.)	P.	1906	—	25	38	15	43	103	36, 38	3907.
* Tavistock Grammar School. (Boys.)	F.	1903	—	25	56	8	20	60	36, 40	3007.
* Tiverton, Blundell's School. (Boys.)	F.	1902	—	—	0	0	0	239	42	5907.
* Tiverton, Boys' Middle School	F.	1906	24	25	25	7	33	93	36, 38	3537.
Tiverton Girls' School.	F.	1906	24	25	28	7	42	126	36, 38	3687.
Torquay Secondary School. (Boys and Girls.)	P.	1913	—	25	25	25	64	195	36, 38	7107.
* Totnes Grammar School. (Boys.)	F.	1902	—	25	37	7	26	66	36, 40	3007.
West Buckland, Devon County School. (Boys.)	F.	1902	—	25	25	9	26	118	36, 38	5317.
(2) THE COUNTY BOROUGH.										
* Exeter School. (Boys.)	F.	1904	—	10	†0	0	0	98	42	1727.
Exeter, Episcopal Modern School for Girls.	F.	1906	23 (a), 24	25	26	22	89	314	36, 38	1,0827.
* Exeter, Hele's School. (Boys.)	F.	1907	—	25	26	18	87	285	36, 38	1,0617.
Exeter, Maynard's Girls' School.	F.	1904	—	—	0	0	0	140	39, 42	2457.
* Plymouth College and Mannamend School. (Boys.)	F.	1906	24	10	10	6	30	222	36, 39	6517.
Plymouth, Convent of Notre Dame High School. (Girls.)	R.	1905	23, 24	20	20	10	25	169	36	4367.
Plymouth Corporation Grammar School. (Boys and Girls.)	P.	1902	—	25	28	28	132	237	36, 38	1,0577.
Plymouth, Devonport High School for Boys.	P.	1906	—	25	25	22	91	317	36, 38	9837.
Plymouth, Devonport Municipal Secondary School for Girls.	P.	1908	—	25	26	19	92	313	36, 38	1,0197.

* These figures relate to 1st February 1915.

† Deficiency made good later.

‡ Grant not yet paid.

§ Became separate Schools for Boys and Girls from May 1915.

9

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				% required.	% offered.					
I.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
DORSETSHIRE.										
THE ADMINISTRATIVE COUNTY OF DORSET.										
* Beaminster, Beaminster and Netherbury Grammar School. (Boys and Girls.)	F.	1903	—	% 25	% 28	9	23	78	36, 40	3007.
* Blandford Forum, Blandford Secondary School. (Boys and Girls.)	F.	1903	—	25	33	6	23	98	36, 40	3007.
Bridport Secondary School. (Boys and Girls.)	F.	1909	—	25	33	10	38	82	36, 38	3277.
* Dorchester Grammar School. (Boys.)	F.	1902	—	25	39	7	29	79	36, 40	3007.
* Gillingham Grammar School. (Boys.)	F.	1902	—	25	45	9	32	59	36, 40	3007.
Poole Municipal Secondary School. (Boys and Girls.)	P.	1904	—	25	26	14	68	212	36, 38	8907.
Poole, Parkstone School. (Boys and Girls.)	F.	1906	23, 24	25	29	8	39	114	36, 38	4057.
* Shaftesbury Grammar School. (Boys.)	F.	1902	—	25	26	10	32	120	36, 38	4367.
* Sherborne, Foster's School. (Boys.)	F.	1902	—	25	30	9	26	77	36, 38	3137.
Sherborne, Lord Digby's School. (Girls)	F.	1908	—	25	26	8	31	94	36, 40	3007.
Weymouth and Melcombe Regis Secondary School. (Boys and Girls.)	P.	1912	—	25	32	27	82	185	36, 38	7977.
* Wimborne, Queen Elizabeth's Grammar School. (Boys.)	F.	1902	—	25	25	5	24	78	36, 38	3257.

10

NAME OF SCHOOL	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20, 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which grant was paid.	Total Amount paid.
				% required.	% offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
DURHAM.										
(1) THE ADMINISTRATIVE COUNTY OF DURHAM.										
Barnard Castle, North Eastern County School. (Boys.)	F.	1902	—	% 12½	% 14	12	43	270	36	1,100l.
Bishop Auckland Girls' County School.	P.	1909	—	25	35	27	103	234	36, 38	1,068l.
* Bishop Auckland, King James's School. (Boys.)	M.	1902	—	25	30	26	85	192	36, 38	899l.
Blaydon Secondary School. (Boys and Girls.)	P.	1911	—	25	25	18	74	211	36, 38	886l.
Chester-le-Street Secondary School. (Boys and Girls.)	P.	1909	—	25	27	18	62	141	36, 38	603l.
Consett Secondary School. - (Boys and Girls.)	M.	1903	—	25	*24	23	129	256	36, 38	1,207l.
Durham Girls' County School.	P.	1902	—	25	—	†26	115	231	36, 38	926l.
Durham, Johnston School. - (Boys.)	M.	1902	—	25	29	28	91	224	36, 38	814l.
Hartlepool, Henry Smith School. (Boys and Girls.)	M.	1902	—	25	35	31	95	245	36, 38	999l.
Jarrow Secondary School. - (Boys and Girls.)	P.	1902	—	25	32	35	144	252	36, 38	1,045l.
Ryhope Secondary School. - (Boys and Girls.)	P.	1911	—	25	32	27	117	284	36, 38	1,178l.
Stockton-on-Tees Grammar School. (Boys.)	F.	1902	23, 24	25	35	6	21	88	36, 38	241l.
Stockton-on-Tees, Queen Victoria High School. (Girls.)	F.	1909 (Jan.)	—	10	13	2	9	109	36	309l.

* Deficiency made good later.

† Specially accepted.

NAME OF SCHOOL	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						10.	11.
J.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
DURHAM—cont.										
(1) THE ADMINISTRATIVE COUNTY OF DURHAM—cont.										
* Stockton-on-Tees Secondary School for Boys.	P.	1902	—	25	26	33	122	184	36, 38	1,701l.
* Stockton-on-Tees Secondary School for Girls.	P.	1902	—	25	26	33	122	200		
* Wolsingham Grammar School. (Boys and Girls.)	M.	1909	—	25	50	24	64	134	36, 38	480l.
(2) THE COUNTY BOROUGH.										
* Darlington Grammar School. (Boys.)	F.	1902	—	25	26	15	64	175	36, 38	554l.
Darlington High School for Girls.	P.	1907 (1 Jan)	—	25	†16	12	62	234	36, 38	834l.
Darlington, The Immaculate Conception Secondary School. (Girls.)	R.	1904	—	—	39	14	66	130	42	260l.
Gateshead Secondary School. (Boys and Girls.)	P.	1902	—	25	36	59	155	462	36, 38	2,069l.
South Shields High School for Boys.	P.	1902	—	15	15	7	23	134	36	300l.
South Shields, Westoe Secondary School. (Boys and Girls.)	P.	1902	—	25	29	42	175	424	36, 38	1,977l.
Sunderland, Bede Collegiate School for Boys.	P.	1902	—	25	26	29	102	352	36, 38	1,282l.
Sunderland, Bede Collegiate School for Girls.	P.	1902	—	25	25	30	88	341	36, 38	1,371l.
Sunderland, St. Anthony's Secondary School. (Girls.)	R.	1906	23, 24	25	25	14	72	216	36, 38	767l.
West Hartlepool, Municipal High School for Girls.	P.	1912	—	25	28	15	68	225	36, 38	954l.
West Hartlepool, St. Joseph's Convent School. (Girls.)	R.	1903	23, 24	25	27	13	59	181	36, 38	491l.
West Hartlepool Secondary School. (Boys.)	P.	1902	—	25	25	16	78	164	36, 38	762l.

* Became separate Schools for Boys and Girls from 1st January 1915. † Deficiency made good later.

12

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.			Total in School.	Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.			Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offer-ed.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
ESSEX.										
(1) THE ADMINISTRATIVE COUNTY OF ESSEX.										
Braintree County High School. (Boys and Girls.)	P.	1907	—	% 25	% 27	15	48	144	36, 38	4771
Brentwood County High School for Girls.	P.	1913	—	25	—	*3	7	68	36, 40	3007.
* Brentwood, Sir Anthony Browne's School. (Boys.)	F.	1902	—	12½	13	10	40	251	36	7167.
Chelmsford County High School for Girls.	P.	1907	—	25	26	13	42	161	36, 38	6537.
* Chelmsford, King Edward VI. School. (Boys.)	F.	1902	—	12½	13	8	28	182	36	4967.
* Chigwell School. (Boys.)	F.	1904	24	10	11	8	12	96	36	3337.
Colchester County School for Girls.	P.	1907	—	25	25	13	43	171	36, 38	6237.
* Colchester Royal Grammar School. (Boys.)	F.	1905	—	10	10	6	23	190	36	6577.
* Earl's Colne Grammar School. (Boys.)	F.	1904	—	25	29	4	19	80	36, 38	3267.
* Grays Thurrock, Palmer's Endowed School. (Boys and Girls.)	F.	1902	—	25	25	31	116	380	36, 38	1,5247.
* Halstead Grammar School. (Girls.)	F.	1909	—	25	25	4	20	68	36, 40	3007.
Harwich County High School. (Boys and Girls.)	P.	1910	—	25	26	6	33	105	36, 38	3627.
Ilford County High School for Boys.	P.	1904	—	25	26	24	86	279	36, 38	1,3097.
Ilford County High School for Girls.	P.	1904	—	25	25	16	78	263	36, 38	1,2077.
Leyton County High School for Boys.	P.	1902	—	25	28	10	57	114	36, 38	5187.
Leyton, Leytonstone County High School for Boys.	P.	1907	—	25	26	14	57	206	36, 38	8397.

* Specially accepted as new School.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.	11.
ESSEX—cont.										
(1) THE ADMINISTRATIVE COUNTY OF ESSEX—cont.										
Leyton, Leytonstone County High School for Girls.	P.	1905	—	% 25	% 31	23	99	308	36, 38	1,313 <i>l.</i>
Loughton High School for Girls.	P.	1906	—	25	25	13	41	151	36, 38	455 <i>l.</i>
Maldon Grammar School. - (Boys and Girls.)	P.	1912 (Jan.)	—	25	—	*8	25	131	36, 38	331 <i>l.</i>
* Newport Grammar School. - (Boys.)	F.	1909	—	25	—	*6	22	76	36, 40	300 <i>l.</i>
Romford County High School. (Girls.)	P.	1907	—	25	26	12	73	184	36, 38 39	819 <i>l.</i>
* Saffron Walden Grammar School. (Boys.)	F.	1906	—	25	25	2	12	28	36, 38	136 <i>l.</i>
Walthamstow County High School for Boys.	P.	1902	—	25	28	14	51	158	36, 38	769 <i>l.</i>
Walthamstow County High School for Girls.	P.	1903	—	25	28	22	74	281	36, 38	897 <i>l.</i>
* Walthamstow, Sir George Monoux's Grammar School. (Boys.)	F.	1902	—	10	16	6	27	188	36	513 <i>l.</i>
(2) THE COUNTY BOROUGHES.										
East Ham Secondary School. (Boys and Girls.)	P.	1905	—	25	31	36	114	356	36, 38	1,524 <i>l.</i>
Southend-on-Sea High School for Boys.	P.	1902	—	20	20	33	97	409	36	1,503 <i>l.</i>
Southend-on-Sea High School for Girls.	P.	1913	—	20	20	18	59	255	36	873 <i>l.</i>
West Ham Grammar School. (Boys.)	R.	1904	—	25	26	14	61	139	36, 38	543 <i>l.</i>
West Ham Municipal Central Secondary School. (Boys and Girls.)	P.	1906	—	25	41	64	374	593	36, 38	2,469 <i>l.</i>
West Ham, St. Angela's High School. (Girls.)	F.R.	1904	23(a)	25	26	30	119	351	36, 38	1,607 <i>l.</i>

* Specially accepted.

14

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offerred.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
GLOUCESTERSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF GLOUCESTER.										
* Cheltenham, Pate's Grammar School for Boys.	F.	1902	—	% 25	% 26	10	50	156	36, 38	596l.
Cheltenham, Pate's Grammar School for Girls.	F.	1904	—	25	25	7	45	158	36, 38	579l.
* Chipping Campden Grammar School. (Boys and Girls.)	F.	1906	—	25	—	*7	20	82	36, 40	300l.
* Chipping Sodbury Endowed School. (Boys and Girls.)	F.	1913 (Jan.)	—	25	—	*7	19	66	36, 40	300l.
* Cirencester Grammar School. (Boys and Girls.)	F.	1902	—	—	6	3	16	158	42	271l.
Coleford, Bell's Grammar School. (Boys and Girls.)	F.	1911 (Jan.)	—	25	34	7	28	73	36, 40	300l.
Lydney Secondary School. - (Boys and Girls.)	F.	1903	—	25	25	16	60	178	36, 38	759l.
Stroud Girls' High School. -	F.	1904	—	25	25	9	27	82	36, 40	300l.
Stroud, Marling School. - (Boys.)	F.	1904	—	25	25	7	38	120	36, 38	450l.
* Tewkesbury Grammar School for Boys.	F.	1905	—	25	57	4	24	40	36, 40	300l.
Tewkesbury, High School for Girls.	F.	1905	—	†12½	15	4	28	100	36, 40	300l.
* Thornbury Grammar School. (Boys and Girls.)	F.	1906	—	25	32	6	28	65	36, 40	300l.
* Wotton - under - Edge, Katharine Lady Berkeley's Grammar School. (Boys and Girls.)	F.	1904	—	25	25	9	22	94	36, 38	306l.

* Specially accepted.

† Reduced to 12½% for 1914-15.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under U.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				Re- quired.	offer- ed.						9.	10.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
GLOUCESTERSHIRE —cont.										
(2) THE COUNTY BOROUGH.										
Bristol, Christian Brothers' College. (Boys.)	R.	1904	23, 24	25	26	6	22	121	36, 38	3957.
Bristol, Clifton High School for Girls.	F.	1906	—	—	0	0	0	209	42	3227.
Bristol, Fairfield Secondary School. (Boys and Girls.)	P.	1903	—	25	26	35	114	395	36, 38	1,8897.
* Bristol Grammar School. (Boys.)	F.	1903	24	10	10	11	41	448	36	1,4277.
Bristol, Merchant Venturers' Secondary School. (Boys.)	O.	1902	24	25	49	46	127	287	36, 38	1,2057.
Bristol, Merrywood Secondary School. (Boys and Girls.)	P.	1906	—	25	25	16	61	217	36, 38	9697.
Bristol, Redland High School for Girls.	F.	1905	24	10	10	7	31	253	36	8897.
Bristol, St. George Secondary School. (Boys and Girls.)	P.	1902	—	25	28	25	100	343	36, 38	1,5717.
Bristol, The Colston Boys' School.	F.	1903	23(a), 24	25	28	17	78	172	36, 38	8227.
Bristol, The Colston Girls' School.	F.	1903	24	25	25	35	117	517	36, 38	2,1427.
* Gloucester, Crypt Grammar School. (Boys.)	F.	1906	—	10	22	5	25	110	36	3647.
Gloucester Girls' High School.	F.	1906	—	25	26	19	107	312	36, 38, 39	1,2037.
* Gloucester, Sir Thomas Rich's School. (Boys.)	F.	1906	—	25	25	17	61	225	36, 38	9707.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.			Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.		
				Percentage—		Number awarded.		Total in School.	Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
HAMPSHIRE.										
(A) (1) THE ADMINISTRATIVE COUNTY OF SOUTHAMPTON.										
Aldershot County School. - (Boys and Girls.)	P.	1912	—	% 25	% —	*19	46	195	36, 38	565l.
* Alton, Eggar's Grammar School. (Boys and Girls.)	F.	1902	—	25	†20	7	22	66	36, 40	300l.
* Andover Grammar School. - (Boys.)	F.	1902	—	25	27	10	32	104	36, 40	300l.
Basingstoke High School for Girls.	P.	1908 (Jan.)	—	25	39	9	32	76	36, 40	300l.
* Basingstoke, Queen Mary's School. (Boys.)	F.	1902	—	25	†19	4	24	53	36, 40	300l.
Fareham, Price's School. - (Boys.)	F.	1908 (Jan.)	—	25	26	9	30	128	36, 38	396l.
Gosport and Alverstoke Secondary School. (Boys and Girls.)	J.	1902	—	25	50	21	67	133	36, 38	567l.
* New Alresford, Perin's Grammar School. (Boys and Girls.)	F.	1902	—	25	35	8	36	74	36, 40	300l.
* Odiham, Robert May's Grammar School. (Boys and Girls.)	F.	1904	—	25	40	12	35	84	36, 40	300l.
* Petersfield, Churcher's College. (Boys.)	F.	1902	—	25	26	6	26	78	36, 38	310l.
Winchester County School for Girls.	P.	1906	—	25	48	12	47	94	36, 38	336l.
Winchester High School for Girls.	F.	1905	—	—	0	0	0	132	42	237l.
Winchester, Peter Symonds' School. (Boys.)	F.	1902	—	25	26	17	62	184	36, 38	589l.

* Specially accepted.

† Deficiency made good later.

NAME OF SCHOOL 1.	Responsibility. 2.	Recognised under R.S.S. since— 3.	Articles of Regulations waived. 4.	Free Places (Art. 29), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914. 9.	Grant paid under H.S.S. for 1913-14.	
				Percentage—		Number awarded. 7.	Total in School. 8.		Articles under which Grant was paid. 10.	Total Amount paid. 11.
				re-quired. 5.	offered. 6.					
HAMPSHIRE—cont.										
(A) (2) THE COUNTY BOROUGH.										
Bournemouth School. - - (Boys.)	P.	1902	—	25	25	22	95	319	36, 38	1,232l.
Bournemouth Endowed High School for Girls.	F.	1903	23(a), 24	10	13	9	40	230	36, 39	964l.
Portsmouth Council Secondary School for Boys.	P.	1904	—	25	25	47	121	476	36, 38	2,119l.
Portsmouth Council Secondary School for Girls.	P.	1904	—	25	25	37	125	467	36, 38	2,268l.
* Portsmouth Grammar School. (Boys.)	F.	1902	—	10	*9	6	29	215	36	833l.
Portsmouth High School. (Girls.)	D.	1905	—	—	0	0	0	101	39, 42	187l.
Southampton Council Grammar School for Girls.	P.	1907	—	25	29	15	88	194	36, 38	959l.
* Southampton, King Edward VI. Grammar School. (Boys.)	F.	1902	—	25	25	16	71	235	36, 38	825l.
Southampton, La Sainte Union des Sacrés Cœurs Secondary School. (Girls.)	R.	1904	—	—	0	0	0	158	42	203l.
* Southampton, Taunton's School. (Boys.)	F.	1902	—	25	25	23	107	309	36, 38	1,128l.
(B) THE ADMINISTRATIVE COUNTY OF THE ISLE OF WIGHT.										
Newport County Secondary School. (Boys and Girls.)	P.	1907	—	25	73	57	139	195	36, 38	930l.
Sandown County Secondary School. (Boys and Girls.)	P.	1903	—	25	59	40	145	200	36, 38	993l.
HEREFORDSHIRE. THE ADMINISTRATIVE COUNTY OF HEREFORD.										
* Bromyard Grammar School. (Boys and Girls.)	F.	1907	—	25	—	†6	15	63	36, 40	300l.
Hereford High School for Girls.	P.	1915 (Jan.)	—	25	—	‡16	16	‡90	—	—
Hereford Secondary School for Boys.	P.	1912	—	25	26	9	27	93	36, 38	319l.
* †Kington, Lady Hawkins's School. (Boys and Girls.)	F.	1907	—	25	31	5	23	41	36, 40	300l.
Leominster Secondary School. (Boys and Girls.)	P.	1909	—	25	25	13	45	181	36, 38	655l.
Ross Secondary School. (Boys and Girls.)	P.	1912 (Jan.)	—	25	25	5	23	80	36, 38	308l.

* Deficiency made good later. † Specially accepted. ‡ Recognised under Article 2(b).

§ Specially accepted as new School. ¶ These figures relate to 1st February 1915.

NAME OF SCHOOL.	Responsibility	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.	11.
I.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
HERTFORDSHIRE.										
THE ADMINISTRATIVE COUNTY OF HERTFORD.										
* Barnet, Queen Elizabeth's Grammar School for Boys.	F.	1906	—	% 12½	% 17	5	21	184	36	4017.
Barnet, Queen Elizabeth's Grammar School for Girls.	F.	1906	—	12½	14	8	41	230	36	6097.
Bishop Stortford Girls' High School.	J.	1909 (Jan.)	—	25	25	10	38	116	36, 38	3077.
Bushey, Royal Masonic School for Boys.	O.	1903	—	—	0	0	0	400	42	7167.
Great Berkhamstead, Berkhamsted Girls' Grammar School.	F.	1906	—	—	0	0	0	177	42	3117.
* Great Berkhamstead, Berkhamsted Grammar School. (Boys.)	F.	1902	24	10	10	12	56	471	36	1,5987.
* Hertford Grammar School. (Boys.)	F.	1902	—	25	46	12	45	106	36, 38	3887.
Hitchin Girls' Grammar School.	F.	1905	24	12½	13	4	27	127	36	4017.
* Hitchin Grammar School. (Boys.)	F.	1902	24	12½	16	6	33	119	36	4117.
* St. Alban Grammar School. (Boys.)	F.	1902	—	25	25	17	60	244	36, 38	7777.
* Stevenage, Alleyne's Grammar School. (Boys.)	F.	1909	—	25	25	5	18	63	36, 40	3007.
* Ware Grammar School. (Girls.)	F.	1906	—	25	38	15	42	173	36, 38	5287.
Watford Grammar School for Boys.	F.	1902	—	25	25	18	92	322	36, 38	1,0957.
Watford Grammar School for Girls.	F.	1902	—	25	26	18	70	284	36, 38	1,1077.
HUNTINGDONSHIRE.										
THE ADMINISTRATIVE COUNTY OF HUNTINGDON.										
* Huntingdon Grammar School. (Boys and Girls.)	F.	1903	—	25	30	13	51	109	36, 38	6197.
* Kimbolton Grammar School. (Boys.)	F.	1902	—	25	34	11	32	70	36, 40	3007.
Old Fletton, Fletton County Secondary School. (Boys and Girls.)	P.	1910	—	25	40	12	50	99	36, 38	3857.
* Ramsey Grammar School. (Boys and Girls.)	F.	1908 (Jan.)	—	25	30	3	19	57	36, 40	3007.

NAME OF SCHOOL.	Responsibility.	Recognized under H.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
KENT.										
(1) THE ADMINISTRATIVE COUNTY OF KENT.										
Ashford, County School for Girls.	P.	1907	—	% 25	% 28	7	33	75	36, 40	3007.
* Ashford Grammar School. - (Boys.)	F.	1903	—	25	—	*8	26	109	36, 38	4027.
Beckenham Secondary School. (Boys.)	P.	1902	—	25	25	17	69	209	36, 38	6107.
Borden Grammar School. - (Boys.)	F.	1902	—	25	29	7	33	79	36, 38	3097.
Bromley, County School for Boys.	P.	1911	—	25	25	19	62	232	36, 38, 39	6407.
Bromley, County School for Girls.	P.	1905	—	25	28	11	73	187	36, 38	6767.
Bromley High School. (Girls.)	D.	1905	—	—	0	0	0	177	42	2357.
Chatham, County School for Girls.	P.	1907	—	25	27	13	51	167	36, 38, 39	6017.
* Cranbrook School. - (Boys.)	F.	1902	—	12½	18	3	18	79	36, 40	3007.
Dartford, County School for Girls.	P.	1905	—	25	25	13	52	176	36, 38	6047.
* Dartford Grammar School. - (Boys.)	F.	1905	—	25	25	14	60	189	36, 38	6277.
Dover, County School for Boys.	P.	1902	—	25	26	10	45	147	36, 38	5257.
Dover, County School for Girls.	P.	1902	—	25	25	7	36	113	36, 38	4657.
Erith Secondary School. - (Boys and Girls.)	P.	1905	—	25	25	16	59	254	36, 38	8927.
* Faversham Grammar School. (Boys.)	F.	1911 (Jan.)	—	10	10	1	6	81	36, 40	3007.
Faversham, W. Gibbs' School for Girls.	F.	1905	—	25	27	6	24	76	36, 40	3207.
* Faversham, Wright's School for Boys.	F.	1902	—	25	25	7	27	88	36, 38	3077.
Olkestone, County School for Girls.	P.	1905	—	25	27	13	43	130	36, 38	4537.
Olkestone, The Harvey Grammar School. (Boys.)	P.	1905	—	25	—	*11	53	165	36, 38	4937.

* Specially accepted.

20

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.L.S.B. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.
I.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
KENT—cont.										
(1) THE ADMINISTRATIVE COUNTY OF KENT—cont.										
Gravesend, County School for Boys.	P.	1902	—	25	26	12	30	114	36, 38	799L.
Gravesend, County School for Girls.	P.	1902	—	25	25	8	34	117		
* Maidstone Grammar School. (Boys.)	F.	1902	—	25	25	10	49	138	36, 38	475L.
Maidstone Grammar School for Girls.	F.	1906	—	25	—	*9	50	196	36, 38	664L.
Ramsgate, County School for Boys.	P.	1909	—	25	26	11	53	186	36, 38	618L.
Ramsgate, County School for Girls.	P.	1905	—	25	26	6	85	101	36, 38	382L.
* Rochester Grammar School for Girls.	F.	1906	—	†25	25	19	78	265	36, 38, 39	852L.
* Rochester, Sir Joseph Williamson's Mathematical School. (Boys.)	F.	1902	—	†25	26	33	133	397	36, 38	1,221L.
* Sandwich, Sir Roger Manwood's Grammar School. (Boys.)	F.	1903	—	25	25	7	22	100	36, 38	322L.
Sittingbourne, County School for Girls.	P.	1905	—	25	25	8	38	142	36, 38	495L.
Tonbridge, County School for Girls.	P.	1905	—	25	25	10	41	144	36, 38	437L.
Tunbridge Wells, County School for Girls.	P.	1905	—	25	†23	11	48	150	36, 38	569L.
Tunbridge Wells High School. (Girls.)	D.	1905	—	—	0	0	0	96	39, 42	145L.
* Tunbridge Wells, The Skinners' Company's School. (Boys.)	F.	1904	—	—	0	0	0	164	42	300L.
(2) THE COUNTY BOROUGH.										
Canterbury, Simon Langton School for Boys.	F.	1902	—	25	25	14	63	223	36, 38	848L.
Canterbury, Simon Langton School for Girls.	F.	1906	—	25	27	15	55	207	36, 38	608L.

* Specially accepted.

† Will be reduced to 12½% for three years commencing 1st August 1915.

‡ Deficiency made good later.

NAME OF SCHOOL 1.	Responsibility. 2.	Recognised under R.S.S. since— 3.	Articles of Regulations waived. 4.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914. 9.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded. 7.	Total in School. 8.		Articles under which Grant was paid. 10.	Total Amount paid. 11.
				re-quired. 5.	offered. 6.					
LANCASHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF LANCASTER.										
Accrington Secondary School. (Boys and Girls.)	P.	1902	—	%	%	33	105	368	36, 38	1,352L.
* Ashton-in-Makerfield Grammar School. (Boys and Girls.)	F.	1906	—	25	29	13	47	177	36, 38	776L.
Ashton-under-Lyne Secondary School. (Boys and Girls.)	P.	1902	—	25	35	22	89	233	36, 38	999L.
Chorley Municipal Secondary School. (Boys and Girls.)	P.	1907	—	25	25	14	50	183	36, 38	697L.
* Clitheroe Grammar School for Boys.	F.	1914	—	25	32	6	18	88	—	—
Colne Municipal Secondary School. (Boys and Girls.)	P.	1903	—	25	39	16	56	130	36, 38	504L.
Darwen Secondary School. (Boys and Girls.)	P.	1902	—	25	27	9	38	102	36, 38	441L.
Eccles Municipal Secondary School. (Boys and Girls.)	P.	1911	—	25	*23	22	100	326	36, 38	1,230L.
Great Crosby, Convent of the Sacred Heart of Mary School. (Girls.)	R.	1904	23, 24	25	33	5	30	84	36, 38	405L.
* Great Crosby, The Merchant Taylors' Boys' School.	F.	1904	—	10	10	8	43	332	36	1,052L.
Great Crosby, The Merchant Taylors' Girls' School.	F.	1911	—	10	14	6	21	233	36	480L.
Haslingden Secondary School. (Boys and Girls.)	P.	1905	—	25	25	11	50	152	36, 38	688L.
Heywood Municipal Secondary School. (Boys and Girls.)	P.	1912 (Jan.)	—	25	29	6	41	87	36, 38	357L.
* Hindley, Hindley and Abram Grammar School. (Boys and Girls.)	F.	1905	—	25	34	19	84	178	36, 38	744L.
* Kirkham Grammar School. (Boys.)	F.	1907	—	25	27	8	29	98	36, 38	396L.
Lancaster Girls' Grammar School.	P.	1907	—	25	25	16	69	262	36, 38	941L.
* Lancaster Royal Grammar School. (Boys.)	F.	1903	—	25	33	27	63	232	36, 38	800L.
* Leigh Grammar School. (Boys and Girls.)	F.	1902	—	25	35	29	139	305	36, 38	1,402L.
* Leyland, Balshaw's School. (Boys and Girls.)	F.	1904	23(b)	25	25	12	56	135	36, 38	517L.
Lytham, King Edward VII. School. (Boys.)	F.	1908	—	10	10	5	19	154	36	491L.

* Deficiency made good later.

22

NAME OF SCHOOL.	Responsibility.	Recognised under R.E.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offerred.						9.	10.
I.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LANCASHIRE—cont.										
(1) THE ADMINISTRATIVE COUNTY OF LANCASTER—cont.										
* Middleton, Queen Elizabeth's Grammar School. (Boys and Girls.)	M.	1911	—	25	26	10	66	155	36, 38	709L.
Nelson Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	62	42	126	248	36, 38	946L.
* Ormskirk Grammar School. (Boys and Girls.)	F.	1904	—	25	28	15	68	176	36, 38	627L.
Rawtenstall, Bacup and Rawtenstall Joint Secondary School. (Boys and Girls.)	P.	1913	—	25	—	*19	73	218	36, 38	749L.
* Rivington, Rivington and Blackrod Grammar School. (Boys and Girls.)	F.	1905	23(a)	25	34	18	58	149	36, 38	512L.
Ulverston, Victoria Grammar School. (Boys and Girls.)	P.	1902	—	25	26	16	77	231	36, 38	1,045L.
* Upholland Grammar School. (Boys and Girls.)	F.	1909	—	25	30	10	42	118	36, 38	441L.
Waterloo - with - Seaforth Secondary School. (Boys and Girls.)	P.	1912	—	25	26	30	79	287	36, 38	815L.
Whitefield, Stand Grammar School. (Boys and Girls.)	P.	1907	—	25	—	†23	55	316	36, 38	722L.
Widnes Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	28	21	77	260	36, 38	1,059L.
(2) THE COUNTY BOBOUGHS.										
Barrow-in-Furness Municipal Secondary School for Boys.	P.	1902	—	25	25	16	94	343	36, 38	1,364L.
Barrow-in-Furness Municipal Secondary School for Girls.	P.	1902	—	25	46	37	103	323	36, 38	1,223L.
Blackburn, Convent of Notre Dame Secondary School. (Girls.)	R.	1907	23, 24	25	36	15	37	161	36, 38	467L.
* Blackburn Grammar School. (Boys.)	F.	1903	—	25	32	15	45	157	36, 38	533L.
Blackburn High School for Girls.	F.	1907	—	25	51	28	78	210	36, 38	526L.
Blackpool Secondary School. (Boys and Girls.)	P.	1906	—	25	41	42	110	365	36, 38	1,702L.
Bolton, Church of England Educational Institution School. (Boys and Girls.)	F.	1904	23(a), 24	25	29	19	58	228	36, 38	807L.

* Specially accepted as new School.

† Specially accepted.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offer-ed.						8.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LANCASHIRE—cont.										
THE COUNTY BOROUGHS—cont.										
* Bolton Grammar School. - (Boys.)	F.	1903	—	% 10	% 11	5	22	207	36	592 <i>l.</i>
Bolton High School for Girls.	F.	1904	—	10	11	5	12	164	36	443 <i>l.</i>
Bolton, Mount St. Joseph Secondary School. (Girls.)	M.R.	1905	23, 24	25	27	13	55	175	36, 38	542 <i>l.</i>
Bolton Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	47	79	291	593	36, 38	2,784 <i>l.</i>
Bootle Secondary School for Boys.	P.	1902	—	25	26	20	78	296	36, 38	1,096 <i>l.</i>
Bootle Secondary School for Girls.	P.	1910	—	25	25	16	51	211	36, 38	850 <i>l.</i>
* Burnley Grammar School. - (Boys.)	M.	1902	—	25	31	36	136	244	36, 38	936 <i>l.</i>
Burnley High School for Girls.	P.	1909	—	25	40	39	165	271	36, 38	1,151 <i>l.</i>
Bury, Convent High School. (Girls.)	F.R.	1905	—	—	17	8	14	131	42	160 <i>l.</i>
* Bury Grammar School for Boys.	F.	1902	24	10	31	10	36	165	36	613 <i>l.</i>
Bury Grammar School for Girls.	F.	1905	24	10	15	5	30	165	36	567 <i>l.</i>
Bury Municipal Secondary School. (Boys and Girls.)	P.	1907	—	25	35	24	73	301	36, 38	1,054 <i>l.</i>
Liverpool, Aigburth Vale High School for Girls.	P.	1908	—	12½	13	8	34	233	36	842 <i>l.</i>
Liverpool Catholic Institute Secondary School. (Boys.)	R.	1904	23, 24	25	29	33	100	416	36, 38	1,694 <i>l.</i>
Liverpool College for Girls.	F.	1904	23, 24	25	27	12	48	150	36, 38	577 <i>l.</i>
Liverpool Collegiate Commercial School. (Boys.)	P.	1904	—	25	26	33	79	334	36, 38	1,533 <i>l.</i>
Liverpool Collegiate High School. (Boys.)	P.	1902	—	12½	19	20	83	388	36	1,468 <i>l.</i>
Liverpool, Everton Valley, Notre Dame Collegiate School. (Girls.)	R.	1902	23, 24	25	31	22	109	303	36, 38	1,153 <i>l.</i>

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offerred.						10	11.
I.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LANCASHIRE—cont.										
THE COUNTY BOROUGHES										
—cont.										
Liverpool Institute High School for Boys.	M.	1902	%	% 12½	13	21	83	460	36	1,843l.
Liverpool Institute High School for Girls.	M.	1905	—	25	27	8	51	118	36, 38	646l.
Liverpool, Mount Pleasant, Notre Dame High School. (Girls.)	R.	1903	23, 24	25	28	19	61	232	36, 38	854l.
Liverpool, Oulton Secondary School. (Boys and Girls.)	P.	1907	—	25	26	25	91	263	36, 38	1,245l.
Liverpool, Queen Mary High School for Girls.	P.	1910	—	12½	14	6	33	182	36	733l.
Liverpool, St. Edmund's College, Colquitt Street Secondary School. (Girls.)	F.	1907	23, 24	25	30	21	85	233	36, 38	1,108l.
Liverpool, St. Francis Xavier's College. (Boys.)	R.	1902	23, 24	15	22	23	106	366	36	1,400l.
Liverpool, The Belvidere School. (Girls.)	D.	1905	—	—	0	0	0	206	42	289l.
Liverpool, The Holt Secondary School. (Boys and Girls.)	P.	1907	—	25	—	*21	111	343	36, 38	1,341l.
Manchester Central High School for Boys.	P.	1902	—	25	29	63	222	612	36, 38	2,692l.
Manchester Central High School for Girls.	P.	1911	—	25	33	65	217	584	36, 38	2,716l.
* Manchester Grammar School. (Boys.)	F.	1903	24	15	17	47	212	1,003	36, 39	4,519l.
Manchester, Harpurhey Municipal High School for Girls.	P.	1914 (Jan.)	—	25	—	†10	20	131	36, 38	124l.
Manchester High School for Girls.	F.	1903	24	10	10	15	97	566	36, 39	2,392l.
Manchester, Hulme Grammar School. (Boys.)	F.	1913	—	10	11	9	18	317	36	797l.
Manchester, Notre Dame High School. (Girls.)	R.	1905	23, 24	25	25	12	30	116	36, 38	455l.
Manchester, Whalley Range High School for Girls.	P.	1908	—	25	26	16	80	347	36, 38	987l.
* Oldham, Hulme Grammar School for Boys.	F.	1902	24	10	2	5	27	144	36	503l.

* Specially accepted.

† Specially accepted as new School.

NAME OF SCHOOL	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LANCASHIRE - cont.										
THE COUNTY BOROUGHES - cont.										
Oldham, Hulme Grammar School for Girls.	F.	1904	24	% 10	% 20	9	45	147	36	4867.
Oldham Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	30	42	211	467	36, 38	1,9077.
Preston Catholic College. - (Boys.)	R.	1902	23, 24	25	25	12	65	161	36, 38	5677.
Preston Grammar School. - (Boys.)	P.	1904	—	25	35	22	70	214	36, 38	7417.
Preston, Park Secondary School for Girls.	P.	1907	—	25	40	26	129	246	36, 38	1,0517.
Preston, Winckley Square, Roman Catholic Girls' School.	R.	1907	23, 24	25	37	19	60	178	36, 38	7287.
Rochdale Municipal Secondary School. (Boys and Girls.)	P.	1907	—	25	45	31	124	260	36, 38	1,1987.
St. Helens, Cowley Middle School for Girls.	F.	1906	—	25	27	18	51	212	36, 38	6267.
St. Helens, Cowley Secondary School. (Boys.)	P.	1903	—	25	34	13	41	122	36, 38	4977.
St. Helens, Notre Dame High School. (Girls.)	R.	1907	23, 24	25	25	8	30	163	36, 38	4817.
Salford, Adelphi House Secondary School. (Girls.)	R.	1904	23, 24	20	*16	10	45	152	36	4677.
Salford, Broughton and Crumpsall High School for Girls.	F.	1908	—	10	16	7	23	142	36	3167.
Salford Municipal Secondary School for Boys.	P.	1902	—	25	53	43	149	262	36, 38	1,2617.
Salford Municipal Secondary School for Girls.	P.	1902	—	25	64	62	251	332	36, 38	1,5637.
Salford, Pendleton High School for Girls.	F.	1905	24	10	19	6	20	143	36	4157.
Southport Girls' Secondary School.	P.	1907	—	25	28	22	85	285	36, 38	1,0277.
* Warrington Grammar School. (Boys.)	F.	1904	24	10	16	4	22	120	36	3997.
Warrington Secondary School. (Boys and Girls.)	P.	1903	—	25	41	26	99	224	36, 38	1,0117.
Wigan, Convent of Notre Dame High School for Girls.	R.	1904	23, 24	25	25	14	65	251	36, 38	7157.
Wigan Girls' High School. -	P.	1906	—	25	27	17	60	204	36, 38	6137.
* Wigan Grammar School. - (Boys.)	F.	1902	—	25	*22	15	64	213	36, 38	8057.

* Deficiency made good later.

26

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LEICESTERSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF LEICESTER.										
Ashby-de-la-Zouch Girls' Grammar School.	F.	1902	—	25	38	20	57	199	36, 38	312 <i>l.</i>
* Ashby-de-la-Zouch Grammar School. (Boys.)	F.	1902	—	25	47	15	63	109	36, 38.	462 <i>l.</i>
* Barrow-on-Soar, Humphrey Perkins' School. (Boys and Girls.)	M.	1906	—	25	37	6	32	79	36, 40	300 <i>l.</i>
Coalville County Grammar School of King Edward VII. (Boys and Girls.)	P.	1909	—	25	38	11	50	114	36, 38	462 <i>l.</i>
Hinckley Grammar School. (Boys and Girls.)	F.	1906	—	25	*24	8	41	110	36, 38	373 <i>l.</i>
* Kibworth Beauchamp Grammar School. (Boys and Girls.)	M.	1907	—	25	25	7	21	67	36, 40	300 <i>l.</i>
* Loughborough Grammar School. (Boys.)	F.	1902	—	25	41	13	50	122	36, 38	471 <i>l.</i>
Loughborough High School for Girls.	F.	1906	—	25	26	14	49	171	36, 38	586 <i>l.</i>
* Lutterworth Grammar School. (Boys and Girls.)	M.	1907	—	25	37	7	23	45	36, 40	300 <i>l.</i>
* Market Bosworth, Dixie Grammar School. (Boys.)	F.	1902	—	25	25	8	34	52	36, 40	300 <i>l.</i>
Market Harborough County Grammar School of King Edward VII. (Boys and Girls.)	P.	1907	—	25	32	11	46	101	36, 38	445 <i>l.</i>
Melton Mowbray County Grammar School of King Edward VII. (Boys and Girls.)	P.	1910 (Jan.)	—	25	25	18	46	171	36, 38	578 <i>l.</i>
* Quorndon, Rawlins Grammar School. (Boys and Girls.)	F.	1902	—	25	26	8	38	95	36, 40	300 <i>l.</i>
(2) THE COUNTY BOROUGH.										
Leicester, Alderman Newton's School. (Boys.)	P.	1902	—	25	29	20	78	255	36, 38	1,148 <i>l.</i>
Leicester, The Newark Secondary School. (Boys and Girls.)	P.	1908	—	25	25	30	151	402	36, 38	1,816 <i>l.</i>
Leicester, Wyggeston Grammar School for Boys.	M.	1902	—	25	29	31	133	578	36, 38	2,033 <i>l.</i>
Leicester, Wyggeston Grammar School for Girls.	M.	1905	—	25	—	†21	119	530	36, 38	1,812 <i>l.</i>

* Deficiency made good later.

† Specially accepted.

NAME OF SCHOOL	Responsibility.	Recognised under R.S.B. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.B. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LINCOLNSHIRE.										
(A) THE ADMINISTRATIVE COUNTY OF THE PARTS OF HOLLAND.										
* Boston Grammar School. - (Boys.)	F.	1905	—	% 25	% 52	14	39	94	36, 38	306l.
* Donington Grammar School. (Boys and Girls.)	F.	1908	—	25	25	7	35	123	36, 38	516l.
* Spalding Grammar School. - (Boys and Girls.)	F.	1902	—	25	41	21	71	150	36, 38	640l.
(B) THE ADMINISTRATIVE COUNTY OF THE PARTS OF KESTEVEN.										
Grantham, Kesteven and Grantham Girls' Secondary School.	P.	1909 (Jan.)	—	25	25	12	53	182	36, 38	664l.
* Grantham, King's School. - (Boys.)	F.	1903	—	25	33	12	32	110	36, 38	373l.
* Sedgebrook, Dame Margaret Thorold's Grammar School. (Boys.)	F.	1902	—	25	29	6	23	67	36, 38	316l.
* Sleaford, Carre's Grammar School. (Boys.)	F.	1902	—	25	30	9	33	103	36, 38	375l.
* Stamford School. - (Boys.)	F.	1903	—	25	25	6	21	86	36, 40	300l.
Stamford High School. (Girls.)	F.	1906	—	25	26	5	22	114	36, 38	395l.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offerred.						9.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LINCOLNSHIRE—cont.										
(C) (1) THE ADMINISTRATIVE COUNTY OF THE PARTS OF LINDSEY.										
* Alford, Queen Elizabeth's Grammar School. (Boys.)	F.	1907	—	% 25	% 30	4	13	41	36, 40	300l.
* Brigg Grammar School. (Boys.)	F.	1908 (Jan.)	—	25	29	8	28	93	36, 38	332l.
* Caistor Grammar School. (Boys and Girls.)	F.	1908	—	25	30	7	28	65	36, 40	300l.
* Gainsborough Grammar School. (Boys.)	F.	1902	—	25	26	6	27	76	36, 38	358l.
* Horncastle, Queen Elizabeth's Grammar School. (Boys and Girls.)	F.	1909	—	25	44	11	26	76	36, 40	300l.
* Louth, King Edward VI. Grammar School for Boys.	F.	1902	—	25	25	6	26	90	36, 38	351l.
Louth, King Edward VI. Grammar School for Girls.	F.	1905	—	25	26	8	39	94	36, 38	353l.
* Market Rasen, De Aston School. (Boys.)	F.	1902	—	*15	19	5	25	93	36, 40	300l.
* Spilsby Grammar School (Boys and Girls.)	F.	1914	—	25	38	8	19	43	—	—
* Weelsby, Clee, Humberstone's New Foundation School. (Boys.)	F.	1904	—	25	26	9	82	129	36, 38	463l.
(C) (2) THE COUNTY BOROUGH.										
Grimsby, Wintringham Secondary School. (Boys and Girls.)	P.	1902	—	25	27	40	133	500	36, 38	1,476l.
* Lincoln, Christ's Hospital Girls' High School.	F.	1904	—	25	32	20	82	264	36, 38	911l.
* Lincoln Grammar School. (Boys.)	F.	1904	—	10	16	6	23	100	36	314l.
Lincoln Municipal Technical School, Secondary School for Boys.	P.	1902	—	25	29	22	60	215	36, 38	929l.

* Reduced to 15 per cent. for 1914-15.

NAME OF SCHOOL.	Responsibility.	Recognised under H.E.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.E.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offer-ed.						9.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LONDON.										
THE ADMINISTRATIVE COUNTY OF LONDON.										
Battersea, Clapham, The County Secondary School. (Girls.)	P.	1909	—	% 25	% 31	35	177	489	36, 38	2,041l.
* Battersea Grammar School. (Boys.)	F.	1904	—	25	30	29	136	820	36, 38	1,147l.
Battersea, Notre Dame High School. (Girls.)	R.	1905	23, 24	25	26	11	43	142	36, 38	336l.
Battersea, Polytechnic Boys' Secondary School.	F.	1902	—	25	27	23	99	255	36, 38	1,120l.
* Battersea, Sir Walter St. John's School. (Boys.)	F.	1902	—	25	25	27	89	312	36, 38	1,099l.
Battersea, Wandsworth Common, Emanuel School. (Boys.)	F.	1905	—	25	25	32	204	574	36, 38	2,130l.
* Bermondsey, St. Olave's and St. Saviour's Grammar School for Boys.	F.	1909	—	25	42	47	237	457	36, 38	1,686l.
Bermondsey, The County Secondary School. (Girls.)	P.	1906	—	25	45	15	88	146	36, 38	589l.
* Bethnal Green, Parmiter's School. (Boys.)	F.	1902	—	25	30	33	159	371	36, 38	1,416l.
* Camberwell, Dulwich, Alley's School. (Boys.)	F.	1902	—	*15	19	25	186	631	36	2,245l.
* Camberwell, Dulwich, James Allen's Girls' School.	F.	1908	—	15	19	13	70	344	36, 38	1,201l.
* Camberwell, Mafy Datchelor Girls' School.	F.	1902	—	25	53	52	289	476	36, 38	1,851l.
Camberwell, Peckham, The County Secondary School. (Girls.)	P.	1906	—	25	46	35	126	224	36, 38	914l.
* Camberwell, Wilson's Grammar School. (Boys.)	F.	1906	—	25	40	48	227	387	36, 38	1,552l.
Chelsea, Carlyle School. (Girls.)	P.	1908	—	25	27	15	95	209	36, 38	897l.
Chelsea, Sloane School. (Boys.)	P.	1902	—	25	25	41	136	388	36, 38	1,448l.
* Deptford, Addey and Stanhope School. (Boys and Girls.)	F.	1902	—	25	27	25	103	305	36, 38	1,270l.
* Deptford, Haberdashers' Aske's Hatcham Boys' School.	F.	1905	—	25	41	40	231	433	36, 38	1,746l.
Deptford, Haberdashers' Aske's Hatcham Girls' School.	F.	1905	—	25	31	24	135	332	36, 38	1,222l.
Finsbury, Central Foundation Boys' School.	F.	1902	—	25	40	66	274	563	36, 38	2,354l.
* Finsbury, Dame Alice Owen's Boys' School.	F.	1902	—	25	28	33	161	420	36, 38	1,688l.
Finsbury, Dame Alice Owen's Girls' School.	F.	1914	—	25	31	21	137	233	—	—
Fullham, The County Secondary School. (Girls.)	P.	1905	—	25	28	20	120	301	36, 38	1,220l.

* Reduced to 15 per cent. for 1914-15.

NAME OF SCHOOL <i>i.</i>	Responsibility. <i>g.</i>	Recognised under R.S.S. since— <i>h.</i>	Articles of Regulations waived. <i>i.</i>	Free Places (Art. 70), 1st-Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914. <i>g.</i>	Grant paid under U.S.S. for 1913-14.	
				Percentage—		Number awarded. <i>h.</i>	Total in School. <i>i.</i>		Articles under which Grant was paid. <i>j.</i>	Total Amount paid. <i>k.</i>
				re-quired. <i>l.</i>	offered. <i>m.</i>					
LONDON—cont.										
THE ADMINISTRATIVE COUNTY OF LONDON—cont.										
* Greenwich, Roan School for Boys.	F.	1902	—	25%	28%	23	121	335	36, 38	1,4957.
Greenwich, Roan School for Girls.	F.	1902	—	25	27	24	105	311	36, 38	1,4807.
Hackney, Dalston, The County Secondary School. (Girls.)	P.	1905	—	25	34	21	141	222	36, 38	1,1637.
* Hackney, Lady Eleanor Holles' School. (Girls.)	F.	1902	23 (a), 24	25	33	32	148	375	36, 38	1,3297.
Hackney, London County Council Hackney Downs School. (Boys.)	M.	1905	—	25	32	41	209	491	36, 38	1,8407.
Hackney, South Hackney, The County Secondary School. (Girls.)	P.	1906	—	25	77	41	183	210	36, 38	9847.
Hammersmith, Convent of the Sacred Heart School. (Girls.)	F.R.	1904	23, 24	25	28	5	22	114	36, 38	2657.
* Hammersmith, Godolphin and Latymer Girls' School.	F.	1906	—	25	26	27	147	510	36, 38	1,8487.
* Hammersmith, Latymer Upper School. (Boys.)	F.	1902	—	25	30	40	229	546	36, 38	2,1167.
Hampstead, Haberdashers' Aske's Hampstead Boys' School.	F.	1905	—	12½	13	17	78	496	36	1,4307.
Hampstead, South Hampstead High School. (Girls.)	D.	1905	—	—	5	3	22	239	42	3327.
Islington, Highbury Hill High School for Girls.	M.	1904	—	25	25	21	91	342	36, 38	1,0047.
Islington, Holloway, The County Secondary School. (Boys.)	P.	1907	—	25	43	32	157	249	36, 38, 39	1,0337.
Islington, Northern Polytechnic Secondary School. (Boys and Girls.)	F.	1902	—	25	25	24	89	262	36, 38	1,0507.
Kensington High School. (Girls.)	D.	1905	—	—	3	2	2	101	42	1597.
Kensington, Nottingham Hill and Bayswater High School. (Girls.)	D.	1905	—	—	1	1	7	116	39, 42	1957.
Lambeth, Kennington School for Girls.	O.	1905	—	25	31	11	56	99	36, 38	4407.
Lambeth, Strand School. (Boys.)	P.	1908	—	25	—	38	208	422	36, 38	1,8397.
Lowisham, Blackheath High School. (Girls.)	D.	1903	—	—	0	0	0	320	42	4247.

* Specially accepted.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulation waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under J.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LONDON—cont.										
THE ADMINISTRATIVE COUNTY OF LONDON—cont.										
Lewisham, Brockley, The County Secondary School. (Boys.)	P.	1908 (Jan.)	—	25	95	38	102	178	36, 38	4951.
Lewisham, Catford, St. Dunstan's College. (Boys.)	F.	1904	—	10	17	24	106	539	36	2,0091.
Lewisham, Forest Hill, The County Secondary School. (Girls.)	P.	1905	—	25	51	20	82	153	36, 38	6971.
Lewisham Grammar School for Girls.	F.	1906	—	25	*24	22	105	403	36	1,2331.
Lewisham, Sydenham High School. (Girls.)	D.	1905	—	—	0	0	8	235	42	8271.
Lewisham, Sydenham, The County Secondary School. (Girls.)	P.	1906	—	25	25	17	58	183	36, 38	7511.
Paddington and Maida Vale High School. (Girls.)	P.	1905	—	25	26	23	103	233	36, 38	8481.
Poplar, Coborn School for Girls.	F.	1904	—	25	32	22	92	266	36, 38	8681.
Poplar, George Green's School. (Boys and Girls.)	M.	1903	—	25	37	38	142	313	36, 38	1,1691.
Poplar, Howrah House High School for Girls.	R.	1904	23, 24	25	39	15	48	136	36, 38	3951.
St. Marylebone Grammar School. (Boys.)	M.	1906	—	25	33	16	69	132	36, 38	5581.
St. Marylebone Polytechnic Secondary School. (Boys.)	F.	1902	—	25	25	18	76	192	36, 38	1,0081.
St. Marylebone Polytechnic Secondary School. (Boys.)	F.	1902	—	25	25	16	62	191	36, 38	7731.
St. Pancras, Camden School for Girls.	F.	1902	—	25	33	28	188	802	36, 38	1,3541.
St. Pancras, Clarendon Square, St. Aloysius Convent School. (Girls.)	R.	1902	23, 24	25	25	10	52	166	36, 38	6521.
St. Pancras, Highgate Road Convent School. (Girls.)	R.	1903	—	—	0	0	0	99	42	1857

* Deficiency made good later.

32

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LONDON—cont.										
THE ADMINISTRATIVE COUNTY OF LONDON—cont.										
St. Pancras, Kentish Town, The County Secondary School. (Girls.)	P.	1906	—	% 25	% 25	28	167	342	36, 38	1,572 <i>l.</i>
St. Pancras, North London Collegiate School. (Girls.)	F.	1907	—	25	36	34	110	333	36, 38	1,561 <i>l.</i>
St. Pancras, William Ellis School. (Boys.)	F.	1902	—	25	40	30	111	295	36, 38	1,109 <i>l.</i>
Southwark, St. George's Road, Notre Dame High School. (Girls.)	R.	1903	23, 24	25	27	19	75	181	36, 38	781 <i>l.</i>
Southwark, St. Saviour's and St. Olave's Grammar School for Girls.	F.	1909	—	25	45	36	192	357	36, 38	1,377 <i>l.</i>
Stepney, Central Foundation Girls' School.	F.	1902	—	25	39	43	166	375	36, 38	1,414 <i>l.</i>
* Stepney, Coopers' Company's School. (Boys.)	F.	1903	—	25	25	37	158	545	36, 38	2,216 <i>l.</i>
* Stepney, Raine's School for Boys.	F.	1902	—	25	*24	17	74	255	36, 38	922 <i>l.</i>
Stepney, Raine's School for Girls.	F.	1904	—	25	26	24	83	219	36, 38	688 <i>l.</i>
* Stepney, Whitechapel Foundation School. (Boys.)	F.	1902	—	25	53	35	131	203	36, 38	865 <i>l.</i>
Wandsworth, Clapham High School. (Girls.)	D.	1905	—	—	3	3	18	413	42	606 <i>l.</i>
Wandsworth, Putney High School. (Girls.)	D.	1905	—	—	6	2	11	122	42	231 <i>l.</i>
Wandsworth, Putney, The County Secondary School. (Girls.)	P.	1908 (Jan.)	—	25	31	39	188	427	36, 38	1,641 <i>l.</i>
Wandsworth, Streatham Hill and Brixton High School. (Girls.)	D.	1905	—	—	3	2	9	232	42	279 <i>l.</i>
Wandsworth, Streatham, The County Secondary School. (Girls.)	P.	1906	—	25	—	†31	156	475	36, 38	1,715 <i>l.</i>
Wandsworth Technical Institute Secondary School. (Boys.)	O.	1902	—	25	31	39	156	363	36, 38	1,447 <i>l.</i>

* Deficiency made good later.

† Specially accepted.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. rules—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under 11,5,5,5. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
LONDON—cont.										
THE ADMINISTRATIVE COUNTY OF LONDON—cont.										
* Westminster, Burlington School. (Girls.)	F.	1905	—	25	25	13	59	168	36, 38	496L.
* Westminster City School. (Boys.)	F.	1905	—	25	45	66	344	621	36, 38	2,426L.
* Westminster, Grey Coat Hospital School. (Girls.)	F.	1908	—	—	32	34	166	385	42	714L.
* Westminster, St. Martin's School. (Girls.)	F.	1905	—	25	27	11	48	156	36, 38	468L.
* Westminster, Tenison's School. (Boys.)	F.	1902	—	25	27	13	61	148	36, 38	559L.
Woolwich, Eltham, The County Secondary School. (Girls.)	P.	1906	—	25	30	11	66	195	36, 38	832L.
Woolwich, Plumstead, The County Secondary School. (Girls.)	P.	1913	—	25	38	37	156	240	36, 38	831L.
Woolwich Polytechnic Secondary School. (Boys.)	F.	1902	—	25	50	34	112	224	36, 38	852L.
MIDDLESEX.										
THE ADMINISTRATIVE COUNTY OF MIDDLESEX.										
Acton County School. (Boys.)	P.	1906	—	25	25	15	80	251	36, 38	1,003L.
Acton, Haberdashers' Aske's Acton Girls' School.	F.	1905	—	12½	13	15	73	539	36	1,547L.
Ashford County School. (Boys and Girls.)	P.	1911 (Jan.)	—	25	48	20	68	197	36, 38	705L.
Ealing County School. (Boys.)	P.	1913	—	25	—	*25	39	257	36	492L.
* Edmontou, Latymer School. (Boys and Girls.)	M.	1910	—	25	26	16	75	211	36, 38	801L.
Enfield County School for Girls.	P.	1909	—	25	25	19	81	237	36, 38	1,014L.
* Enfield Grammar School. (Boys.)	F.	1902	—	25	25	22	74	266	36, 38	1,025L.
Finchley, Christ's College. (Boys.)	P.	1902	—	12½	14	10	52	248	36	867L.
Finchley County School. (Boys and Girls.)	P.	1909	—	25	25	18	115	317	36, 38	1,509L.

* Specially accepted as new School.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						10.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
MIDDLESEX—cont.										
THE ADMINISTRATIVE COUNTY OF MIDDLESEX—cont.										
* Hampton Grammar School. (Boys.)	M.	1902	—	25	25	19	70	239	36, 38	944l.
Harrow-on-the-Hill County School for Boys.	P.	1911 (Jan.)	—	25	25	22	97	299	36, 38	1,042l.
Harrow-on-the-Hill County School for Girls.	P.	1914	—	25	—	*15	19	136	—	—
Hendon County School (Boys and Girls.)	P.	1914	—	25	—	*20	22	109	—	—
* Heston and Isleworth, Isleworth County School for Boys.	F.	1902	—	25	25	13	69	196	36, 38	878l.
* Heston and Isleworth, Isleworth, The Green Secondary School for Girls.	F.	1906	—	—	14	6	31	120	42	245l.
Hornsey County Secondary School. (Boys and Girls.)	P.	1908 (Jan.)	—	25	26	20	91	332	36, 38	1,427l.
Hornsey, Stroud Green High School for Girls.	P.	1909 (Jan.)	—	12½	21	7	32	117	36	423l.
Hornsey, The Stationers' Company's School. (Boys.)	F.	1903	—	12½	12½	13	47	297	36	879l.
Southall-Norwood County School. (Boys and Girls.)	P.	1907	—	25	27	21	111	269	36, 38	1,250l.
Southgate County School. (Boys and Girls.)	P.	1907	—	25	26	26	114	361	36, 38	1,427l.
* Tottenham Grammar School. (Boys.)	F.	1906	—	12½	20	9	44	202	36	811l.
Tottenham High Road County School. (Boys and Girls.)	P.	1902	—	25	†24	30	138	405	36, 38	1,880l.
Tottenham High School for Girls.	P.	1905	—	12½	23	13	49	193	36	747l.
Tottenham, St. Ignatius College. (Boys.)	R.	1906	23, 24	25	25	15	62	248	36, 38	918l.
Twickenham County School. (Girls.)	P.	1909	—	25	27	23	85	274	36, 38	982l.
Uxbridge County School. (Boys and Girls.)	P.	1907	—	25	27	12	71	176	36, 38	877l.
Willesden, Brondesbury and Kilburn High School for Girls.	F.	1902	—	25	†24	13	69	237	36, 38	872l.
Willesden, Kilburn Grammar School. (Boys.)	P.	1909 (Jan.)	—	25	25	27	91	296	36, 38	1,065l.
Wool Green County School. (Boys and Girls.)	P.	1910	—	25	26	23	83	264	36, 38	1,015l.

* Specially accepted as new School.

† Deficiency made good later.

NAME OF SCHOOL.	Responsibility.	Recognised under U.F.S. since	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under U.F.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid
				re-quired.	offered.						9.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	11.	
NORFOLK.										
(1) THE ADMINISTRATIVE COUNTY OF NORFOLK.										
Diss Secondary School. (Boys and Girls.)	M	1909	—	%	%	5	22	56	36, 40	3007.
East Dereham Secondary School. (Girls.)	P.	1912 (Jan.)	—	25	47	18	56	151	36, 38	6317.
* King's Lynn, King Edward VII. Grammar School. (Boys.)	F.	1902	—	25	25	16	53	181	36, 38	7377.
King's Lynn, West Norfolk and King's Lynn High School for Girls.	F.	1903	—	25	25	13	48	195	36, 38	6877.
* North Walsham, The Paston School. (Boys.)	F.	1904	—	25	36	15	64	148	36, 38	6147.
* Swaffham, Hamond's Grammar School. (Boys.)	F.	1902	—	25	33	8	27	94	36, 38	3037.
Thetford Grammar School for Boys.	F.	1905	—	25	23	10	33	88	36, 38	3637.
Thetford Grammar School for Girls.	F.	1905	—	25	38	9	32	97	36, 38	4317.
(2) THE COUNTY BOROUGH.										
* Great Yarmouth Grammar School for Boys.	F.	1902	—	25	41	12	44	144	36, 38	4257.
Great Yarmouth High School for Girls.	F.	1909	—	25	28	15	46	170	36, 38	6307.
Norwich High School. (Girls.)	D.	1905	—	—	0	0	0	124	42	1557.
* Norwich, King Edward VI. Grammar School. (Boys.)	F.	1909	—	10	11	4	16	139	36	3707.
Norwich Municipal Secondary School for Girls.	F.	1902	—	25	34	28	80	305	36, 38	1,3157.
Norwich, The City of Norwich School. (Boys.)	P.	1902	—	25	37	44	167	487	36, 38	1,7907.
NORTHAMPTON-SHIRE.										
(A) THE ADMINISTRATIVE COUNTY OF NORTHAMPTON.										
Brackley, Magdalen College School. (Boys.)	O.	1902	24	10	19	2	12	67	36, 40	3007.
Daventry County School. (Boys and Girls.)	P.	1913	—	25	—	†6	16	73	36, 40	3007.
Kettering Grammar School. (Boys.)	P.	1913	—	25	—	†12	25	139	36, 38	3747.
Kettering High School for Girls.	P.	1913	—	25	—	†16	30	137	36, 38	4427.
Wellingborough County High School. (Girls.)	P.	1908	—	25	36	16	39	137	36, 38	4517.
Weston Favell, Northampton Town and County School for Boys.	J.	1902	—	25	25	27	107	346	36, 38	1,4237.
(B) THE ADMINISTRATIVE COUNTY OF THE SOKE OF PETERBOROUGH.										
* Peterborough, Cathedral Grammar School. (Boys.)	F.	1906	23, 24	10	15	3	9	76	36, 40	3007.
Peterborough County School for Girls.	P.	1907	—	25	30	14	65	212	36, 38	8257.
* Peterborough, Deacon's School. (Boys.)	F.	1903	—	25	27	15	52	149	36, 38	5107.

* Deficiency made good later.

† Specially accepted as new School.

36

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
NORTHUMBERLAND.										
(1) THE ADMINISTRATIVE COUNTY OF NORTH-UMBERLAND.										
Alnwick, The Duchess' School. (Girls.)	O.	1902	24	25	40	12	60	132	36, 38	5517.
Alnwick, The Duke's School. (Boys.)	O.	1902	24	25	33	8	43	105	36, 38	5097.
* Berwick-upon-Tweed Grammar School. (Boys.)	F.	1902	—	25	42	11	40	82	36, 38	3011.
Berwick-upon-Tweed High School for Girls.	P.	1903	—	25	27	6	21	61	36, 40	3007.
Myth Secondary School for Boys.	P.	1902	—	25	—	*6	31	105	36, 38	4587.
Blyth Secondary School for Girls.	P.	1902	—	25	—	†11	43	143	36, 38	6737.
Hexham Grammar School for Boys.	P.	1910	—	25	27	10	53	115	36, 38	4827.
Hexham Grammar School for Girls.	P.	1910	—	25	47	14	50	99	36, 38	4427.
* Morpeth Grammar School. (Boys.)	F.	1902	—	25	44	18	53	134	36, 38	5367.
Morpeth High School for Girls.	P.	1908	—	25	29	12	51	129	36, 38	5957.
* Rothbury, Sharp's Schol. (Boys and Girls.)	F.	1902 (Jan.)	—	25	29	4	16	41	36, 40	3097.
Wallsend Secondary School for Boys.	P.	1913 (Jan.)	—	25	42	8	21	50	36, 38	5997.
Wallsend Secondary School for Girls.	P.	1913 (Jan.)	—	25	—	†8	40	87		
Whitley and Monkseaton High School for Boys.	P.	1914	—	25	40	21	21	52	—	—
Whitley and Monkseaton High School for Girls.	P.	1914	—	25	28	21	21	74	—	—
(2) THE COUNTY BOROUGH.										
Newcastle - upon - Tyne, Central High School for Girls.	D.	1905	—	—	0	0	0	167	42	1657.
* Newcastle-upon-Tyne Royal Grammar School. (Boys.)	F.	1902	—	10	10	13	62	481	36	1,4867.
Newcastle - upon - Tyne, Rutherford College Boys' School.	M.	1902	—	25	27	63	218	599	36, 38	2,8807.
Newcastle - upon - Tyne, Rutherford College Girls' School.	M.	1907	—	25	28	35	136	456	36, 38	2,2277.
Newcastle-upon-Tyne, St. Cuthbert's Grammar School. (Boys.)	R.	1902	23, 24	25	26	19	62	192	36, 38	7877.
Tynemouth Municipal High School. (Boys and Girls.)	P.	1904	—	25	38	39	123	294	36, 38	1,4067.

* Specially accepted after award of an additional free place.
 † Specially accepted after award of four additional free places.

‡ Specially accepted.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.B. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.B. for 1912-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				required.	offered.						5.	6.	7.	8.	9.	10.	11.
NOTTINGHAMSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF NOTTINGHAM.										
* East Retford, King Edward VI. Grammar School. (Boys.)	F.	1904	—	25	27	13	37	140	36, 38	522/.
East Retford, Retford County High School for Girls.	P.	1913	—	25	26	16	24	142	36, 38	492/.
* Mansfield, Queen Elizabeth's Grammar School. (Boys.)	F.	1903	—	10	25	8	29	128	36	365/.
Mansfield, Queen Elizabeth's School for Girls.	F.	1904	—	10	12	9	29	254	36	633/.
Mansfield, The Brunts School. (Boys and Girls.)	F.	1902	—	25	50	39	131	296	36, 38	1,247/.
Newark, Lilley and Stone's Girls' School.	F.	1910	—	25	27	8	33	113	36, 38	430/.
* Newark, Maguus Grammar School. (Boys.)	F.	1903	—	25	31	9	29	113	36, 38	371/.
* Southwell, Southwell Minister Grammar School. (Boys.)	F.	1907	—	15	24	4	22	67	36, 40	300/.
(2) THE COUNTY BOROUGH.										
Nottingham County Secondary School for Girls.	P.	1907	—	25	82	22	51	83	36, 38	435/.
Nottingham, High Pavement Secondary School. (Boys and Girls.)	P.	1905	—	25	89	86	315	368	35, 38	1,784/.
Nottingham High School for Girls.	D.	1905	—	—	0	0	0	228	42	326/.
Nottingham, Mundella Secondary School. (Boys and Girls.)	P.	1905	—	25	73	91	463	559	36, 38	2,467/.
OXFORDSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF OXFORD.										
Banbury Municipal School. (Boys and Girls.)	P.	1902	—	25	26	14	47	145	36, 38	535/.
* Burford Grammar School. (Boys)	F.	1902	—	25	26	6	28	63	36, 40	300/.
Thame, Lord Williams's School. (Boys.)	F.	1902	—	25	25	6	24	79	36, 40	300/.
* Witney Grammar School. (Boys and Girls.)	P.	1902	—	25	40	14	25	78	36, 40	300/.
(2) THE COUNTY BOROUGH.										
Oxford High School for Girls.	D.	1905	—	—	0	0	0	169	42	292/.
Oxford, Milham Ford School. (Girls.)	F.	1907	24	25	26	9	28	93	36, 38	421/.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under 11488. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
RUTLAND.										
THE ADMINISTRATIVE COUNTY OF RUTLAND.										
* Oakham School. - (Boys.)	F.	1902	24	% 10	% 20	4	13	93	36	3497.
SHROPSHIRE.										
THE ADMINISTRATIVE COUNTY OF SALOP.										
* Bridgnorth Grammar School for Boys.	M.	1902	—	25	29	8	28	93	36, 38	3027.
Bridgnorth Grammar School for Girls.	M.	1908 (Jan.)	—	25	29	8	29	101	36, 38	3457.
* Cleobury Mortimer, Child's School. (Boys.)	F.	1902	—	25	27	8	18	60	36, 40	3007.
Ludlow Girls' Public High School.	P.	1910	—	25	—	*6	23	86	36, 40	3007.
* Ludlow Grammar School. - (Boys.)	F.	1907	—	25	31	9	23	76	36, 40	3007.
Market Drayton County Grammar School for Boys.	P.	1910	—	25	†17	3	15	58	36, 40	3007.
Market Drayton County Grammar School for Girls.	P.	1910	—	25	25	5	24	102	36, 40	3007.
* Newport, Adams' Grammar School. (Boys.)	F.	1905	—	25	27	7	39	143	36, 38	5757.
Oswestry County High School for Boys.	P.	1914 (Jan.)	—	25	—	†9	27	77	36, 40	2007.
Oswestry Girls' Public High School.	P.	1908 (Jan.)	—	25	32	12	50	128	36, 38	5797.
Shrewsbury High School for Girls.	D.	1905	—	—	0	0	0	108	39, 42	1527.
Shrewsbury, Priory County School for Boys.	P.	1911	—	25	28	13	45	124	36, 38	4447.
Shrewsbury, Priory County School for Girls.	P.	1911	—	25	25	14	54	151	36, 38	5547.
Wellington County School for Boys.	P.	1912	—	25	31	11	28	85	36, 38	2777.
Wellington County School for Girls.	P.	1908	—	25	33	14	50	152	36, 38	5087.
* Wem, Adams' Grammar School. (Boys.)	F.	1904	—	25	28	7	22	58	36, 40	3007.
Wenlock, Coalbrookdale County School for Boys.	P.	1911	—	25	25	5	19	67	36, 40	3007.
Wenlock, Coalbrookdale County School for Girls.	P.	1911	—	25	31	4	22	51	36, 40	3007.
Whitchurch Girls' Public High School.	P.	1908 (Jan.)	—	25	28	7	24	99	36, 40	3007.
* Whitchurch Grammar School. (Boys.)	F.	1902	—	25	33	7	26	65	36, 40	3007.

* Specially accepted. † Deficiency made good later. ‡ Specially accepted as new School.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
SOMERSETSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF SOMERSET.										
* Bridgwater, Dr. Morgan's Endowed School. (Boys.)	F.	1902	—	% 25	% 34	13	39	134	36, 38	473 <i>l.</i>
* Bruton, Sexey's Boys' School.	F.	1902	—	25	30	12	43	125	36, 38	520 <i>l.</i>
Bruton, Sunny Hill Girls' School.	F.	1911	—	25	43	12	30	89	36, 38	399 <i>l.</i>
* Crewkerne Grammar School. (Boys.)	F.	1902	—	25	25	4	17	43	36, 40	300 <i>l.</i>
* Hminster Grammar School for Boys.	F.	1902	—	25	32	9	26	76	36, 40	300 <i>l.</i>
Hminster Grammar School for Girls.	F.	1907	—	25	25	5	29	100	36, 38	306 <i>l.</i>
* Langport Grammar School. (Boys.)	F.	1902	—	25	34	8	23	73	36, 40	300 <i>l.</i>
* Shepton Mallet Grammar School. (Boys.)	F.	1902	—	25	33	8	31	68	36, 40	300 <i>l.</i>
Taunton, Bishop Fox's Girls' School.	F.	1905	—	25	26	12	48	139	36, 38	495 <i>l.</i>
* Taunton, Huish's School. - (Boys.)	F.	1902	23(a), 24	25	31	15	57	156	36, 38	548 <i>l.</i>
Welmore, Blackford, Sexey's School. (Boys and Girls.)	F.	1902	—	25	29	10	34	97	36, 38, 39.	582 <i>l.</i>
Wellington, The Wellington School. (Boys.)	F.	1902	—	15	16	6	23	126	36	457 <i>l.</i>
Wells, Blue School for Boys.	F.	1902	—	25	27	6	26	91	36, 38	321 <i>l.</i>
Wells, Blue School for Girls.	F.	1902	7	25	26	7	24	91	36, 38	369 <i>l.</i>
Yeovil County School. - (Boys.)	J.	1906	—	25	31	11	33	101	36, 38	396 <i>l.</i>
Yeovil Girls' High School. -	F.	1906	1	25	28	9	24	75	36, 40	300 <i>l.</i>
(2) THE COUNTY BOROUGH.										
Bath City Secondary School. (Boys and Girls.)	P.	1902	—	25	34	16	61	161	36, 38	789 <i>l.</i>
Bath High School for Girls.	D.	1905	—	—	0	0	0	109	42	152 <i>l.</i>

* Recognised under Article 2 (b).

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.L.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						10.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
STAFFORDSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF STAFFORD.										
* Brewood Grammar School. - (Boys.)	F.	1904	—	% 25	% 9	1	18	33	36, 40	300l.
Leek High School. - (Boys and Girls.)	P.	1902	—	25	25	15	44	183	36, 38	562l.
* Lichfield Grammar School. - (Boys.)	F.	1903	—	25	29	5	17	49	36, 40	300l.
* Newcastle - under - Lyme High School. (Boys.)	F.	1902	—	10	13	4	22	143	36	542l.
* Newcastle - under - Lyme, Orme Boys' School.	F.	1908 (Jan.)	—	25	27	17	73	257	36, 38	1,026l.
Newcastle - under - Lyme, Orme Girls' School.	F.	1906	—	25	25	19	107	335	36, 38	1,447l.
* Rugeley Grammar School. - (Boys.)	F.	1905	—	25	*23	7	25	73	36, 40	300l.
Stafford Girls' High School.	P.	1907	—	25	28	11	40	126	36, 38	427l.
* Stafford, King Edward's School. (Boys.)	F.	1903	—	25	27	12	37	133	36, 38	475l.
* Stone, Alleyne's Grammar School. (Boys.)	F.	1907	—	25	29	5	16	34	36, 40	300l.
* Tamworth Girls' High School.	P.	1909	—	25	25	8	26	104	36, 38	317l.
* Tamworth Grammar School. (Boys.)	F.	1902	—	25	26	8	34	90	36, 40	300l.
* Uttoxeter, Alleyne's Grammar School. (Boys.)	F.	1903	—	25	25	6	20	58	36, 40	300l.
(2) THE COUNTY BOROUGH.										
* Burton-upon-Trent Girls' High School.	F.	1906	—	25	36	22	114	266	36, 38	916l.
* Burton-upon-Trent Grammar School. (Boys.)	F.	1906	—	25	48	25	79	173	36, 38	711l.
Stoke-on-Trent, Hauley Secondary School. (Boys and Girls.)	P.	1902	—	25	26	40	124	520	36, 38	2,434l.
Stoke-on-Trent, Longton High School. (Boys and Girls.)	M.	1902	—	25	37	25	86	236	36, 38	975l.
Stoke-on-Trent, St. Dominic's High School for Girls.	F.R.	1906	—	25	27	13	58	167	36, 38	472l.
* Walsall Grammar School. - (Boys.)	F.	1902	—	25	47	33	129	269	36, 38	1,010l.
Walsall High School for Girls.	F.	1905	—	25	33	25	96	264	36, 38	1,193l.
West Bromwich Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	35	44	125	370	36, 38	1,412l.
Wolverhampton Girls' High School.	J.	1909	—	25	26	24	108	357	36, 38	1,156l.
* Wolverhampton Grammar School. (Boys.)	F.	1902	—	25	25	21	82	317	36, 38	974l.

* Deficiency made good later.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
I.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
SUFFOLK.										
(A) (1) THE ADMINISTRATIVE COUNTY OF EAST SUFFOLK.										
Beeches, Sir John Leman School. (Boys and Girls.)	P.	1914	—	25	34	28	64	83	—	—
* Eye Grammar School. (Boys and Girls.)	M.	1902	—	25	36	9	43	98	36, 38	4507.
* Framlingham, Albert Memorial College. (Boys.)	F.	1903	24	12½	12½	6	29	223	36	8847.
Framlingham Mills Grammar School for Girls.	F.	1914	—	25	29	4	8	64	—	—
Leiston - cum - Sizewell, Leiston Secondary School. (Boys and Girls.)	P.	1914	—	25	35	17	39	108	—	—
Lowestoft Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	29	24	94	279	36, 38	1,1077.
Stowmarket Secondary School. (Boys and Girls.)	P.	1909	—	25	53	20	62	163	36, 38	6287.
(A) (2) THE COUNTY BOROUGH.										
* Ipswich School. - (Boys.)	F.	1902	—	10	10	3	15	169	36	4357.
Ipswich High School for Girls.	D.	1905	—	—	0	0	0	192	39, 42	2767.
Ipswich Municipal Secondary School for Boys.	M.	1902	—	25	26	28	125	464	36, 38	1,3707.
Ipswich Municipal Secondary School for Girls.	M.	1906	—	25	30	26	99	325	36, 38	1,2527.
(B) THE ADMINISTRATIVE COUNTY OF WEST SUFFOLK.										
* Bury St. Edmunds, East Anglian School. (Boys.)	F.	1903	—	—	0	0	0	110	42	2257.
Bury St. Edmunds, West Suffolk County School. (Boys and Girls.)	P.	1904	—	25	28	18	54	184	36, 38	8587.
Sudbury Grammar School. - (Boys.)	M.	1909 (Jan.)	—	25	25	6	25	64	36, 40	3007.

42

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
SURREY.										
(1) THE ADMINISTRATIVE COUNTY OF SURREY.										
Caterham Valley Congregational School. (Boys.)	F.	1902	—	—	4	2	6	153	42	2907.
* Chertsey, Sir William Perkins's Secondary School for Girls.	F.	1914	—	25	—	*6	6	55	—	—
Coulsdon and Purley, Purley Secondary School for Boys.	P.	1914	—	25	25	12	12	48	—	—
Dorking High School. (Boys.)	O.	1902	—	25	25	6	27	73	36, 40	3007.
Farnham Girls' Grammar School.	P.	1905	—	25	31	8	36	105	36, 38	3877.
* Farnham Grammar School. (Boys.)	F.	1902	—	25	25	10	44	142	36, 38	5421.
Guildford County School for Girls.	P.	1906	—	25	25	15	75	220	36, 38	7437.
* Guildford, King Edward VI. Grammar School. (Boys.)	F.	1902	—	25	25	14	61	167	36, 38	7457.
* Kingston - upon - Thames Grammar School. (Boys.)	M.	1902	—	10	11	3	10	97	36	2767.
Kingston - upon - Thames, Tiffin Boys' School.	M.	1902	—	25	25	23	81	302	36, 38	1,2037.
Kingston - upon - Thames, Tiffin Girls' School.	M.	1902	—	25	†24	21	93	281	36, 38	1,2117.
Merton, Rutlish School. (Boys.)	F.	1902	—	25	25	30	105	324	36, 38	1,3457.
Reigate County School for Girls.	P.	1908 (Jan.)	—	25	25	12	39	162	36, 38	5817.
* Reigate Grammar School. (Boys.)	F.	1902	—	25	30	15	47	150	36, 38	6067.
Richmond County School for Boys.	P.	1902	—	25	25	15	71	222	36, 38	8517.

* Specially accepted as new School.

† Deficiency made good later.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 29), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under U.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
SURREY cont.										
(1) THE ADMINISTRATIVE COUNTY OF SURREY—cont.										
Richmond County School for Girls.	P.	1905	—	25	29	12	52	180	36, 38	558/.
Sutton County School. (Boys.)	P.	1902	—	25	25	16	69	200	36, 38	706/.
Sutton High School for Girls.	D.	1905	—	—	0	0	0	209	42	252/.
Wallington County School for Girls.	P.	1904	—	25	—	*18	77	223	36, 38	674/.
Warlingham, Whyteleafe County School for Girls.	P.	1907	—	25	—	*11	55	171	36, 38	483/.
Wimbledon County School for Girls.	P.	1907	—	25	33	18	65	162	36, 38	658/.
Wimbledon, King's College School. (Boys.)	F.	1912 (Jan.)	—	10	†9	6	22	250	36	862/.
Wimbledon, Wimbledon Hill School. (Girls.)	D.	1905	—	—	0	0	0	282	39, 42	416/.
Woking County Secondary School for Boys.	P.	1914	—	25	27	13	13	49	—	—
(2) THE COUNTY BOROUGH.										
Croydon, Convent of the Ladies of Mary Secondary School. (Girls.)	R.	1902	23, 24	15	16	8	24	176	36	621/.
Croydon High School for Girls.	D.	1905	—	—	0	0	0	330	42	365/.
Croydon, Old Palace Girls' School.	O.	1904	23, 24	12½	16	7	37	303	36	767/.
Croydon Secondary School for Boys.	P.	1904	—	25	25	29	88	281	36, 38	1,121/.
Croydon Secondary School for Girls.	P.	1904	—	25	26	23	112	365	36, 38	1,493/.

* Specially accepted.

† Deficiency made good later.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.L.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						10.	11.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
SUSSEX.										
(A) (1) THE ADMINISTRATIVE COUNTY OF EAST SUSSEX.										
Lewes County Secondary School for Girls.	P.	1913	—	25	—	9	19	96	36,38	3137.
* Iye Grammar School. (Boys and Girls.)	F.	1908	—	25	27	6	25	58	36,38	2817.
* † Uckfield, Saunders' Foundation School. (Boys.)	F.	1902	23 (a)	25	28	8	32	101	36,38	3067.
(A) (2) THE COUNTY BOROUGHES.										
Brighton and Hove High School. (Girls.)	D.	1905	—	—	0	0	0	187	39,42	2577.
Brighton, Hove and Sussex Grammar School. (Boys.)	J.	1905	—	10	15	18	59	322	36,39	1,1037.
Brighton Municipal Secondary School for Boys.	P.	1902	—	25	27	50	182	621	36,38	2,3897.
Brighton Municipal Secondary School for Girls.	P.	1902	—	25	26	30	141	398	36,38	1,7347.
Eastbourne Municipal Secondary School for Boys.	P.	1902	—	25	25	14	48	154	36,38	5207.
Eastbourne Municipal Secondary School for Girls.	P.	1905	—	25	26	11	47	135	36,38	4707.
* Hastings Grammar School. (Boys.)	F.	1902	—	25	23	14	35	127	36,38	5667.
Hastings Secondary School for Girls.	P.	1911	—	25	47	21	64	110	36,38	4097.
(B) THE ADMINISTRATIVE COUNTY OF WEST SUSSEX.										
Chichester High School for Girls.	P.	1910 (Jan.)	—	25	26	9	36	119	36,38	3877.
* Horsham, Collier's School. (Boys.)	F.	1902	—	25	37	16	46	143	36,38	4957.
* Midhurst Grammar School. (Boys.)	F.	1903	—	25	27	8	34	113	36,38	4427.
* Steyning Grammar School. (Boys.)	F.	1912	—	25	43	6	14	54	36,40	3007.
Worthing High School for Girls.	P.	1909 (Jan.)	—	25	27	15	38	118	36,38, 39	3657.

* Specially accepted as new School.

† Recognised under Article 2 (b).

‡ Deficiency made good later.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.B. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in this School on 1st October 1914.	Grant paid under R.S.B. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total amount paid.
				re-quired.	offered.						9.	10.	11.
WARWICKSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF WARWICK.										
Alcester Grammar School. (Boys and Girls.)	P.	1912 (Jan.)	—	25	25	7	27	108	36, 40	300L.
* Atherstone Grammar School. (Boys.)	F.	1902	—	25	36	5	16	47	36, 38	171L.
* Coleshill Grammar School. - (Boys.)	F.	1908	—	25	25	4	18	60	36, 40	300L.
Nuneaton High School for Girls.	P.	1909	—	25	26	21	70	226	36, 38	706L.
* Nuneaton, King Edward VI. Grammar School. (Boys.)	F.	1904	—	25	32	7	35	81	36, 38	356L.
Royal Leamington Spa Municipal School for Boys.	P.	1902	—	25	26	8	40	121	36, 38	443L.
Royal Leamington Spa Municipal School for Girls.	P.	1902	—	25	25	8	41	116	36, 38	469L.
Rugby, Lower School of Lawrence Sheriff. (Boys.)	F.	1905	—	25	26	11	40	151	36, 38	550L.
* Solihull Grammar School. - (Boys.)	F.	1904	—	12½	12½	5	24	144	36	514L.
* Stratford-upon-Avon, King Edward VI. Grammar School. (Boys.)	F.	1906	—	25	25	10	30	97	36, 40	300L.
* Sutton Coldfield Grammar School. (Boys.)	F.	1902	—	12½	15	6	25	203	36	591L.
* Warwick, King's School. - (Boys.)	F.	1902	—	25	27	13	44	182	36, 38	692L.
Warwick, King's School for Girls.	F.	1905	—	25	27	17	75	237	36, 38, 39.	766L.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of irregularities waived.	Free Places (Art. 20), 1st Oct. 1914.			Total in School.	Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.			Articles under which Grant was paid.	Total amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
WARWICKSHIRE—cont.										
(2) THE COUNTY BOROUGH.										
* Birmingham, Aston, King Edward VI. Grammar School for Boys.	F.	1909 (Jan.)	—	% 25	% 25	27	79	344	36, 38	1,235 <i>l.</i>
* Birmingham, Camp Hill, King Edward VI. Grammar School for Boys.	F.	1908	—	25	26	25	105	372	36, 38	1,391 <i>l.</i>
* Birmingham, Camp Hill, King Edward VI. Grammar School for Girls.	F.	1908	—	25	25	21	97	310	36, 38	1,245 <i>l.</i>
* Birmingham, Five Ways, King Edward VI. Grammar School for Boys.	F.	1908	—	25	27	25	104	297	36, 38	1,034 <i>l.</i>
Birmingham, George Dixon Council Secondary School for Boys.	P.	1902	—	25	27	22	86	260	36, 38	1,026 <i>l.</i>
Birmingham, George Dixon Council Secondary School for Girls.	P.	1902	—	25	25	19	78	273	36, 38	1,071 <i>l.</i>
Birmingham, Handsworth Grammar School. (Boys.)	F.	1904	—	25	27	15	74	242	36, 38	756 <i>l.</i>
* Birmingham, Handsworth, King Edward VI. Grammar School for Girls.	F.	1911	—	25	25	31	123	486	36, 38	2,042 <i>l.</i>
Birmingham, King's Norton Council Secondary School for Boys.	P.	1911	—	25	*24	19	69	201	36, 38	647 <i>l.</i>
Birmingham, King's Norton Council Secondary School for Girls.	P.	1911	—	25	25	15	65	200	36, 38	776 <i>l.</i>
Birmingham, St. Paul's Secondary School. (Girls.)	R.	1908	24	25	26	10	35	115	36, 38	373 <i>l.</i>
Birmingham, St. Philip's Grammar School. (Boys.)	R.	1903	23, 24	25	26	13	39	141	36, 38	492 <i>l.</i>
Birmingham, Suffolk Street Council Central Secondary School. (Boys.)	P.	1902	—	25	25	25	100	305	36, 38	1,323 <i>l.</i>
Birmingham, Waverley Road Council Secondary School. (Boys and Girls.)	P.	1902	—	25	26	33	167	481	36, 38	2,090 <i>l.</i>
Birmingham, Yardley Secondary School. (Boys and Girls.)	P.	1906	—	25	27	18	65	228	36, 38	821 <i>l.</i>
* Coventry, Blakelake School. (Boys.)	F.	1902	—	25	29	30	130	361	36, 38	1,480 <i>l.</i>
Coventry, Barr's Hill Secondary School. (Girls.)	P.	1908	—	25	25	19	82	281	36, 38 39	1,058 <i>l.</i>
* Coventry Grammar School. (Boys.)	F.	1902	—	10	12	4	18	129	36	418 <i>l.</i>

* Deficiency made good later.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.			Total in School.	Number of full-time pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.			Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offerred.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
WESTMORLAND.										
THE ADMINISTRATIVE COUNTY OF WESTMORLAND.										
* Ambleside, Kelsick's Grammar School. (Boys and Girls.)	F.	1908	—	% 25	% 50	5	20	45	36, 40	300l.
* Appleby Grammar School. (Boys.)	F.	1902	—	25	25	5	20	66	36, 40	300l.
* Heversham Grammar School. (Boys.)	F.	1906	—	25	27	6	24	83	36, 38	312l.
Kendal Girls' High School. (Boys.)	F.	1910 (Jan.)	—	25	25	10	37	147	36, 38	555l.
* Kendal Grammar School. (Boys.)	F.	1902	—	25	25	9	30	106	36, 38	331l.
* Kirkby Lonsdale Grammar School. (Boys and Girls.)	F.	1906	—	25	27	9	26	77	36, 40	300l.
* Kirkby Stephen Grammar School. (Girls.)	F.	1909 (Jan.)	—	25	27	4	20	50	36, 40	300l.
Windermere Grammar School. (Boys.)	F.	1903	—	25	29	4	14	51	36, 40	360l.
WILTSHIRE.										
THE ADMINISTRATIVE COUNTY OF WILTS.										
Bradford-on-Avon County School. (Boys and Girls.)	F.	1902	—	25	41	12	21	81	36, 40	300l.
* Calne County School. (Boys and Girls.)	F.	1902	—	25	30	6	17	68	36, 40	300l.
Chippenham District County School. (Boys and Girls.)	F.	1902	—	25	35	13	58	121	36, 38	512l.
Devizes Secondary School. (Boys and Girls.)	F.	1906	—	25	38	14	47	130	36, 38	462l.
Malmesbury and District County Secondary School. (Boys and Girls.)	P.	1902	—	25	47	7	27	57	36, 40	300l.
* Marlborough Grammar School. (Boys and Girls.)	F.	1905	—	25	26	10	31	113	36, 38	462l.
* Salisbury, Bishop Wordsworth's School. (Boys and Girls.)	F.	1902	—	25	30	37	111	332	36, 28	1,112l.
Swindon and North Wilts Secondary School. (Boys and Girls.)	P.	1902	—	25	47	30	129	253	36, 38	1,266l.
Trowbridge and District High School for Boys.	P.	1902	—	25	26	14	40	151	36, 38	482l.
Trowbridge and District Secondary School for Girls.	P.	1902	—	25	33	16	41	121	36, 38	424l.
Warminster County Secondary School. (Boys and Girls.)	P.	1902	—	25	46	11	36	69	36, 40	300l.
West Lavington, Dauntsey Agricultural School. (Boys.)	F.	1902	—	25	25	1	11	67	36, 38	336l.

48

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.B. since -	Articles of Regulations waived.	Free Places (Act. 27), 1st Oct. 1914.			Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.S. for 1913-14.		
				Percentage—		Number awarded.		Total in School.	Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offerd.						9.	11.
WORCESTERSHIRE.										
(1) THE ADMINISTRATIVE COUNTY OF WORCESTER.										
Bromsgrove Secondary School. (Boys and Girls.)	P.	1906	—	% 25	% 27	10	41	112	36, 38	4707.
Evesham, Prince Henry's Grammar School. (Boys and Girls.)	P.	1910	—	25	25	15	45	146	36, 38	6387.
* Halesowen Grammar School. (Boys and Girls.)	F.	1906	—	25	46	23	85	166	36, 38	6157.
* Hanley Castle Grammar School. (Boys.)	F.	1908	—	25	67	6	14	30	36, 40	3007.
* Hartlebury, Queen Elizabeth's Grammar School. (Boys.)	F.	1908	—	25	26	7	18	80	36, 40	3007.
Kidderminster High School for Girls.	P.	1912	—	25	—	9	45	154	36, 38	4727.
* Kidderminster, King Charles I. School. (Boys.)	F.	1907	—	25	32	7	30	69	36, 40	3007.
Oldbury Secondary School. (Boys and Girls.)	P.	1904	—	25	26	13	44	148	36, 38	6457.
Redditch Secondary School. (Boys and Girls.)	P.	1901	—	25	25	11	47	132	36, 38	6397.
* Stourbridge, King Edward VI. Grammar School. (Boys.)	F.	1906	—	25	30	15	72	220	36, 38	8497.
Stourbridge Secondary School for Girls.	P.	1908	—	25	36	12	38	116	36, 38	4967.
(2) THE COUNTY BOROUGH.										
Dudley Girls' High School.	J.	1910	—	25	43	33	114	284	36, 38	9327.
* Dudley Grammar School. (Boys.)	F.	1903	—	25	47	21	65	195	36, 38	6487.
Worcester, City of Worcester Secondary School for Girls.	P.	1902	—	25	37	20	62	177	36, 38	6927.
* Worcester, Royal Free Grammar School. (Boys.)	F.	1902	—	25	37	23	86	222	36, 38	9987.

* Specially accepted.

NAME OF SCHOOL.	Responsibility.	Enacted under R.S.S. since—	Article of Regulations waived.	Free Places (Art. 20, 1st Oct. 1914.				Number of full-time pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						5.	10.	11.
YORKSHIRE.										
(A) (1) THE ADMINISTRATIVE COUNTY OF THE EAST RIDING OF YORK.										
* Beverley Grammar School. - (Boys.)	F.	1903	—	%	%	5	17	65	36, 40	300/.
Beverley High School for Girls.	J.	1909 (Jan.)	—	25	40	6	89	73	36, 38	307/.
* Bridlington Grammar School. (Boys.)	F.	1902	—	12½	14	10	34	193	36	695/.
Bridlington High School for Girls.	J.	1906	—	12½	23	10	29	136	36	359/.
* Pocklington School. (Boys.)	F.	1910	—	12½	17	2	6	55	36, 40	300/.
(A) (2) THE COUNTY BOROUGHIS.										
Kingston-upon-Hull, Boulevard Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	35	40	166	495	36, 38	1,892/.
Kingston-upon-Hull, Brunswick Avenue Central Secondary School. (Girls.)	P.	1902	—	25	36	40	180	515	36, 38	2,057/.
Kingston - upon - Hull, Craven Street Municipal Secondary School. (Boys and Girls.)	P.	1904	—	25	40	47	196	463	36, 38	1,804/.
Kingston-upon-Hull Grammar School. (Boys.)	M.	1909 (Jan.)	—	25	25	19	69	301	36, 38	982/.
* Kingston - upon - Hull, Hymers College. (Boys.)	F.	1902	—	10	25	13	65	283	36	920/.
Kingston - upon - Hull, St. Mary's High School for Girls.	R.	1905	23, 24	12½	20	9	22	108	36	333/.
* York, Archbishop Holgate's Grammar School. (Boys.)	F.	1902	—	25	34	32	118	274	36, 38	1,176/.
York Municipal Secondary School for Girls.	P.	1908	—	25	35	32	148	278	36, 38	1,191/.
* York, St. Peter's School. (Boys.)	F.	1903	—	—	0	0	0	94	42	205/.
(B) (1) THE ADMINISTRATIVE COUNTY OF THE NORTH RIDING OF YORK.										
Ensingwold Grammar School. (Boys and Girls.)	P.	1911	—	25	42	5	21	65	36, 40	300/.
* Guisborough Grammar School. (Boys.)	F.	1903	—	25	45	10	28	64	36, 40	300/.
* Malton Grammar School. (Boys and Girls.)	F.	1911	—	25	25	12	36	102	36, 38	422/.
* Northallerton Grammar School. (Boys and Girls.)	F.	1909	—	25	37	15	48	*132	36, 38	695/.
Pickering, Lady Lumley's Grammar School. (Boys and Girls.)	F.	1905	—	25	26	9	39	83	36, 38	381/.

* The figures in Columns 6-9 relate to the 1st February 1915.

50

NAME OF SCHOOL.	Responsibility.	Recognized under R.S.S. since—	Article of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	ffered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
YORKSHIRE—cont.										
(D) (1) THE ADMINISTRATIVE COUNTY OF THE NORTH RIDING OF YORK—cont.										
* Redcar, Sir William Turner's School. (Boys.)	F.	1902	—	25	25	13	37	116	36, 38	434/.
* Richmond Grammar School. (Boys.)	F.	1904	—	25	33	9	7	41	36, 40	300/.
Saltburn-by-the-Sea High School for Girls.	P.	1907	—	25	56	20	56	134	36, 38	551/.
Scarborough Municipal Secondary School. (Boys and Girls.)	P.	1902	—	25	44	47	227	404	36, 38	1,645/.
Whitby, The County Secondary School. (Boys and Girls.)	P.	1912	—	25	26	10	26	157	36, 38	556/.
* Yarm Grammar School. (Boys and Girls.)	M.	1913 (Jan.)	—	25	—	*7	20	87	36, 38	302/.
(D) (2) THE COUNTY BOROUGH.										
Middlesbrough High School for Boys.	M.	1902	—	25	43	41	120	307	36, 38	1,253/.
Middlesbrough High School for Girls.	M.	1905	—	25	38	23	102	211	36, 38	974/.
Middlesbrough, St. Mary's College. (Boys.)	R.	1905	23, 24	25	28	9	27	74	36, 38	277/.
Middlesbrough, St. Mary's Convent School. (Girls.)	R.	1903	23, 24	12½	13	6	27	137	36	357/.
Middlesbrough, The Kirby Secondary School. (Girls.)	P.	1911	—	25	30	14	39	189	36, 38	371/.
(C) (1) THE ADMINISTRATIVE COUNTY OF THE WEST RIDING OF YORK.										
* Batley Grammar School. (Boys.)	F.	1902	—	25	39	18	92	155	36, 38	604/.
Batley Grammar School for Girls.	P.	1905	—	25	44	15	63	147	36, 38	495/.
* Bingley Grammar School for Boys.	F.	1902	—	25	33	5	22	69	36, 40	300/.
Bingley Grammar School for Girls.	F.	1903	—	25	28	5	19	66	36, 40	300/.
* Brighouse, Rastrick Grammar School. (Boys.)	F.	1902	—	25	26	9	34	122	36, 38	462/.
Brighouse Secondary School for Girls.	P.	1910	—	25	32	9	39	97	36, 38	355/.
Castleford Secondary School. (Boys and Girls.)	P.	1906	—	25	32	14	76	156	36, 38	526/.
Cleckheaton, Whitcliffe Mount School. (Boys and Girls.)	P.	1908	—	25	39	12	57	103	36, 38	437/.

* Specially accepted after award of additional free-places.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.B. scheme—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1911.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under U.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.						9.	10.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
YORKSHIRE—cont.										
(C) (1) THE ADMINISTRATIVE COUNTY OF THE WEST RIDING OF YORK—cont.										
* Doncaster Grammar School. (Boys.)	F.	1902	—	%	%	20	66	191	36, 38	7307.
Doncaster Municipal High School for Girls.	P.	1905	—	25	29	22	78	270	36, 38	9127.
* Drax, Read's School. (Boys.)	F.	1907	—	25	27	7	31	74	36, 40	3007.
Elland and District Secondary School. (Boys and Girls.)	P.	1911	—	25	46	13	52	121	36, 38	3877.
Goole Secondary School. (Boys and Girls.)	P.	1909	—	25	36	22	76	195	36, 36	7657.
Handsworth, Woodhouse Secondary School. (Boys and Girls.)	P.	1909	—	25	45	23	58	146	36, 38	5667.
Harrogate, Ashville Collogo. (Boys.)	F.	1906	—	—	0	0	0	74	42	1537.
Harrogate Municipal Secondary School. (Boys and Girls.)	P.	1903	—	25	33	32	110	281	36, 38	1,1187.
Hebden Bridge United District Secondary School. (Boys and Girls.)	P.	1905	—	25	44	11	47	89	36, 38	3757.
Heckmondwike Secondary School. (Boys and Girls.)	P.	1902	—	25	32	19	79	204	36, 38	9407.
* Hipperholme Grammar School. (Boys.)	F.	1905	—	25	30	6	21	82	36, 40	3007.
Holmfirth Secondary School. (Boys and Girls.)	M.	1907	—	25	43	9	28	66	36, 38	2617.
* Ilkley Grammar School. (Boys.)	F.	1904	—	25	26	10	36	167	36, 38	4747.
* Keighley, Drake and Tomson's School. (Girls.)	F.	1904	—	25	25	11	66	228	36, 38	8117.
Keighley Trade and Grammar School. (Boys.)	M.	1902	—	25	42	30	124	259	36, 38	9707.
Knarborough, Rural Secondary School. (Boys and Girls.)	P.	1908	—	25	28	7	33	92	36, 38, 39	5227.
Leeds Secondary School. (Boys and Girls.)	P.	1910 (Jan.)	—	25	59	43	121	258	36, 38	7647.
* Mirfield Grammar School. (Boys and Girls.)	F.	1902	—	25	32	9	33	61	36, 38	2977.
Morley Municipal Secondary School. (Boys and Girls.)	P.	1906	—	25	44	27	71	185	36, 38	5827.

52

NAME OF SCHOOL.	Responsibility.	Recognised under H.S.S. since	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.			Number of full-time Pupils in the School on 1st October 1914.	Grant paid under H.S.S. for 1913-14.		
				Percentage—		Number awarded.		Total in School.	Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
YORKSHIRE—cont.										
(C) (1) THE ADMINISTRATIVE COUNTY OF THE WEST RIDING OF YORK										
—cont.										
Normanton Girls' High School.	F.	1906	—	% 25	% 33	9	31	114	36, 38	4557.
* Normanton Grammar School. (Boys.)	F.	1902	—	25	54	13	43	94	36, 38	4067.
Ossett Grammar School. (Boys and Girls.)	M.	1905	—	25	28	14	66	129	36, 38	4707.
* Penistone Grammar School. (Boys and Girls.)	F.	1902	—	25	33	16	83	151	36, 38	7147.
Pontefract and District Girls' High School.	P.	1911	—	25	25	12	41	128	36, 38	4457.
* Pontefract, King's School. (Boys.)	F.	1902	—	25	33	15	45	148	36, 38	4777.
Pudsey Secondary School. (Boys and Girls.)	P.	1905	—	25	53	19	60	135	36, 38	3867.
Rawdon, Apperley Bridge, Woodhouse Grove School. (Boys.)	F.	1902	—	—	3	1	3	107	39, 42	2437.
Ripon Girls' High School.	P.	1909	—	25	27	6	25	79	36, 38	3047.
* Ripon Grammar School. (Boys.)	F.	1902	—	25	37	7	26	102	36, 38	4277.
Selby Secondary School. (Girls.)	P.	1908 (Jan.)	—	25	28	5	19	64	36, 40	3007.
Fettle Girls' High School.	P.	1907	—	25	—	*6	22	65	36, 40	3007.
Shipley, Salt School for Boys.	M.	1902	—	25	35	11	36	116	36, 38	3107.
Shipley, Salt School for Girls.	M.	1904	—	25	26	10	63	185	36, 38	4877.
* Skipton, Ermysted's Grammar School. (Boys.)	F.	1902	—	25	25	8	42	126	36, 38	4637.
Sowerby Bridge and District Secondary School. (Boys and Girls.)	P.	1910 (Jan.)	—	25	28	9	39	138	36, 38	4477.
Todmorden, Secondary School. (Boys and Girls.)	P.	1902	—	25	47	17	64	112	36, 38	4807.
* West Thirsk, Thirsk Grammar School. (Boys and Girls.)	F.	1906	—	25	29	8	47	107	36, 38	3847.
Yeadon, Yeadon and Guiseley Secondary School. (Boys and Girls.)	P.	1910	—	25	26	21	66	233	36, 38	8687.

* Specially accepted.

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.		Number awarded.	Total in School.	Number of full-time Pupils in the School on 1st October 1914.	Grant paid under R.S.S. for 1913-14.	
				Percentage—					Articles under which Grant was paid.	Total Amount paid.
				re-quired.	offered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
YORKSHIRE—cont.										
(C) (2) THE COUNTY BOROUGH.										
Barnsley and District Holgate Grammar School. (Boys.)	F.	1902	—	25	50	31	91	212	36, 38	8867.
Barnsley High School for Girls.	J.	1905	—	25	43	36	105	234	36, 38	1,0357.
Bradford, Belle Vue Secondary School for Boys.	P.	1902	—	25	69	94	326	478	36, 38	1,7287.
Bradford, Belle Vue Secondary School for Girls.	P.	1902	—	25	68	77	330	442	36, 38	1,7797.
Bradford, Carlton Street Secondary School for Boys.	P.	1904	—	25	63	44	200	246	36, 38	9727.
Bradford, Carlton Street Secondary School for Girls.	P.	1904	—	25	131	54	195	226	36, 38	8967.
Bradford Girls' Grammar School.	F.	1903	—	—	2	2	45	386	42	5977.
* Bradford Grammar School. (Boys.)	F.	1902	—	25	27	39	186	584	36, 38	2,0707.
Bradford, Grange Road Secondary School for Boys.	P.	1905	—	25	100	49	159	217	36, 38	7707.
Bradford, Grange Road Secondary School for Girls.	P.	1905	—	25	82	68	184	276	36, 38	9687.
Bradford, Hanson Secondary School for Boys.	P.	1902	—	25	82	67	257	323	36, 38	1,1927.
Bradford, Hanson Secondary School for Girls.	P.	1902	—	25	83	57	209	309	36, 38	1,1827.
Bradford, St. Beale's Grammar School. (Boys.)	F.R.	1902	23, 24	25	77	24	82	122	36, 38	3767.
Bradford, St. Joseph's College. (Girls.)	F.R.	1905	23, 24	25	81	31	100	181	36, 38	5357.
* Bradford, Thornton Grammar School. (Boys and Girls.)	F.	1906	—	25	58	14	33	84	36, 40	3007.
* Dewsbury, Wheelwright Grammar School for Boys.	F.	1902	—	25	27	10	51	164	36, 38	5197.
* Dewsbury, Wheelwright Grammar School for Girls.	F.	1902	—	25	27	14	48	174	36, 38	5247.
Halifax Council Secondary School for Boys.	P.	1902	—	25	87	47	145	194	36, 38	7687.
Halifax Council Secondary School for Girls.	P.	1902	—	25	88	49	149	239	36, 38	1,0277.
* Halifax Grammar School. (Boys.)	F.	1902	—	10	19	6	31	169	36	4957.
Halifax High School for Girls.	F.	1908	—	10	10	2	14	114	36	3027.
* Huddersfield, Almondbury Grammar School. (Boys.)	F.	1902	—	25	25	10	37	109	36, 38	3727.

54

NAME OF SCHOOL.	Responsibility.	Recognised under R.S.S. since—	Articles of Regulations waived.	Free Places (Art. 20), 1st Oct. 1914.				Number of full-time Pupils in the School on 1st October 1914.	Grant paid under I.S.S. for 1913-14.	
				Percentage—		Number awarded.	Total in School.		Articles under which Grant was paid.	Total Amount paid.
				re-quired.	ffered.					
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
YORKSHIRE—cont.										
(C) (2) THE COUNTY BOROUGH—cont.										
Huddersfield College Municipal Secondary School for Boys.	P.	1902	—	% 25	% 47	35	126	264	36, 38	8907.
Huddersfield Municipal High School for Girls.	P.	1908	—	25	62	46	141	318	36, 38	1,2807.
Leeds, Catholic College. (Boys.)	R.	1906	23, 24	25	25	12	40	153	36, 38	5637.
Leeds, Central High School. (Boys.)	P.	1902	—	25	31	62	217	601	36, 38	2,3397.
Leeds, Cockburn High School. (Boys and Girls.)	P.	1902	—	25	26	48	170	606	36, 38	2,2347.
Leeds Girls' High School.	F.	1906	—	—	0	0	0	311	39, 42	4737.
* Leeds Grammar School. (Boys.)	F.	1906	24	10	12	9	45	333	36	1,0497.
Leeds Modern School for Boys.	P.	1902	—	10	10	13	54	403	36	1,3097.
Leeds Modern School for Girls.	P.	1902	—	10	10	8	35	280	36	8557.
Leeds, Notre Dame Collegiate School. (Girls.)	R.	1905	23, 24	25	36	15	45	116	36, 38	5427.
Leeds, St. Mary's College. (Girls.)	R.	1903	—	—	27	8	36	92	42	1917.
Leeds, Thoresby High School. (Girls.)	P.	1905	—	25	28	42	184	514	36, 38	2,1277.
Leeds, West Leeds High School for Boys.	P.	1907	—	25	31	19	70	232	36, 38	6387.
Leeds, West Leeds High School for Girls.	P.	1907	—	25	29	15	61	224	36, 38	6457.
* Rotherham Grammar School. (Boys.)	F.	1902	—	25	39	22	79	154	36, 38	5677.
Rotherham Municipal High School. (Girls.)	P.	1906	—	25	40	18	91	195	36, 38	7407.
Sheffield, Central Secondary School for Boys.	P.	1904	—	25	31	40	147	438	36, 38	2,0537.
Sheffield, Central Secondary School for Girls.	P.	1906	—	25	32	40	161	411	36, 38	2,2737.
Sheffield High School for Girls.	D.	1905	—	—	0	0	0	259	39, 42	3737.
Sheffield, Notre Dame High School. (Girls.)	R.	1904	23, 24	25	34	18	46	188	36, 38	4717.
Wakefield Girls' School.	F.	1903	—	25	27	24	106	384	36, 38	1,2347.
* Wakefield Grammar School. (Boys.)	F.	1902	—	25	41	28	111	297	36, 38	1,0307.

I N D E X.

Place.	County.	Page.	Place.	County.	Page.
Abingdon . . .	Berkshire . . .	1	Borden . . .	Kent . . .	19
Accrington . . .	Lancashire . . .	21	Boston . . .	Lincolnshire . . .	27
Acton . . .	Middlesex . . .	33	Bournemouth . . .	Hampshire . . .	17
Alcester . . .	Warwickshire . . .	45	Brackley . . .	Northamptonshire . . .	35
Aldershot . . .	Hampshire . . .	16	Bradford . . .	Yorkshire (W.R.) . . .	53
Alford . . .	Lincolnshire . . .	28	Bradford-on-Avon . . .	Wiltshire . . .	47
Alnwick . . .	Northumberland . . .	36	Braintree . . .	Essex . . .	12
Alston with Garrigill . . .	Cumberland . . .	6	Brampton . . .	Cumberland . . .	6
Alton . . .	Hampshire . . .	16	Brentwood . . .	Essex . . .	12
Altrincham . . .	Cheshire . . .	3	Brewood . . .	Staffordshire . . .	40
Ambleside . . .	Westmorland . . .	47	Bridgnorth . . .	Shropshire . . .	38
Amersham . . .	Buckinghamshire . . .	2	Bridgwater . . .	Somersetshire . . .	39
Andover . . .	Hampshire . . .	16	Bridlington . . .	Yorkshire (E.R.) . . .	49
Appleby . . .	Westmorland . . .	47	Bridport . . .	Dorset . . .	9
Ashbourne . . .	Derbyshire . . .	7	Brigg . . .	Lincolnshire . . .	28
Ashburton . . .	Devonshire . . .	8	Brighouse . . .	Yorkshire (W.R.) . . .	50
Ashby-de-la-Zouch . . .	Leicestershire . . .	26	Brighton . . .	Sussex . . .	44
Ashford . . .	Kent . . .	19	Bristol . . .	Gloucestershire . . .	15
Ashford . . .	Middlesex . . .	33	Bromley . . .	Kent . . .	19
Ashton-in-Makerfield . . .	Lancashire . . .	21	Bromsgrove . . .	Worcestershire . . .	48
Ashton-under-Lyne . . .	" . . .	21	Bromyard . . .	Herefordshire . . .	17
Atherstone . . .	Warwickshire . . .	45	Bruton . . .	Somersetshire . . .	39
Aylesbury . . .	Buckinghamshire . . .	2	Buckingham . . .	Buckinghamshire . . .	2
			Burford . . .	Oxfordshire . . .	37
			Burnley . . .	Lancashire . . .	23
Bakewell . . .	Derbyshire . . .	7	Burton-upon-Trent . . .	Staffordshire . . .	40
Banbury . . .	Oxfordshire . . .	37	Bury . . .	Lancashire . . .	23
Barnard Castle . . .	Durham . . .	10	Bury St. Edmunds . . .	Suffolk . . .	41
Barnet . . .	Hertfordshire . . .	18	Bushey . . .	Hertfordshire . . .	18
Barnsley . . .	Yorkshire (W.R.) . . .	53	Buxton . . .	Derbyshire . . .	7
Barnstaple . . .	Devonshire . . .	8			
Barrow-in-Furness . . .	Lancashire . . .	22	Caistor . . .	Lincolnshire . . .	28
Barrow-on-Soar . . .	Leicestershire . . .	26	Callington . . .	Cornwall . . .	5
Basingstoke . . .	Hampshire . . .	16	Calne . . .	Wiltshire . . .	47
Bath . . .	Somersetshire . . .	39	Camberwell . . .	London . . .	29
Batley . . .	Yorkshire (W.R.) . . .	50	Camborne . . .	Cornwall . . .	5
Battersea . . .	London . . .	29	Cambridge . . .	Cambridgeshire . . .	2
Beaminster . . .	Dorset . . .	9	Canterbury . . .	Kent . . .	20
Beccles . . .	Suffolk . . .	41	Carlisle . . .	Cumberland . . .	6
Beckenham . . .	Kent . . .	19	Castleford . . .	Yorkshire (W.R.) . . .	50
Bedford . . .	Bedfordshire . . .	1	Caterham Valley . . .	Surrey . . .	42
Belper . . .	Derbyshire . . .	7	Chatham . . .	Kent . . .	19
Bermondsey . . .	London . . .	29	Chelmsford . . .	Essex . . .	12
Berwick-upon-Tweed . . .	Northumberland . . .	36	Chelsea . . .	London . . .	29
Bethnal Green . . .	London . . .	29	Cheltenham . . .	Gloucestershire . . .	14
Beverley . . .	Yorkshire (E.R.) . . .	49	Chepping Wycombe . . .	Buckinghamshire . . .	2
Bideford . . .	Devonshire . . .	8	Chertsey . . .	Surrey . . .	42
Bingley . . .	Yorkshire (W.R.) . . .	50	Chester . . .	Cheshire . . .	4
Birkenhead . . .	Cheshire . . .	3, 4	Chesterfield . . .	Derbyshire . . .	7
Birmingham . . .	Warwickshire . . .	46	Chester-le-Street . . .	Durham . . .	10
Bishop Auckland . . .	Durham . . .	10	Chichester . . .	Sussex . . .	41
Bishop Stortford . . .	Hertfordshire . . .	18	Chigwell . . .	Essex . . .	12
Blackburn . . .	Lancashire . . .	22	Chippenhams . . .	Wiltshire . . .	47
Blackpool . . .	" . . .	22	Chipping Campden . . .	Gloucestershire . . .	14
Blandford Forum . . .	Dorset . . .	9	Chipping Sodbury . . .	" . . .	14
Blaydon . . .	Durham . . .	10	Chorley . . .	Lancashire . . .	21
Blyth . . .	Northumberland . . .	36	Cirencester . . .	Gloucestershire . . .	14
Bolton . . .	Cornwall . . .	5	Cleckheaton . . .	Yorkshire (W.R.) . . .	50
Bolton . . .	Lancashire . . .	22, 23	Cleobury Mortimer . . .	Shropshire . . .	38
Boole . . .	" . . .	23			

Place.	County.	Page.	Place.	County.	Page.
Clitheroe	Lancashire	21	Framlingham	Suffolk	41
Coalville	Leicestershire	26	Fullham	London	29
Colchester	Essex	12			
Colford	Gloucestershire	14	Gainsborough	Lincolnshire	28
Coleshill	Warwickshire	45	Gateshead	Durham	11
Colne	Lancashire	21	Gillingham	Dorset	9
Colyton	Devonshire	8	Glossop	Derbyshire	7
Cousett	Durham	10	Gloucester	Gloucestershire	15
Coulsdon and Purley	Surrey	42	Goole	Yorkshire (W.R.)	51
Coventry	Warwickshire	46	Gosport	Hampshire	16
Cranbrook	Kent	19	Grantham	Lincolnshire	27
Crofton	Devonshire	8	Grave-send	Kent	20
Crewe	Cheshire	3	Grays Thurrock	Essex	12
Crewkerne	Somersetshire	39	Great Berkhamstead	Hertfordshire	18
Croydon	Surrey	43	Great Crosby	Lancashire	21
			Great Yarmouth	Norfolk	35
			Greenwich	London	30
Darlington	Durham	11	Grimby	Lincolnshire	28
Dartford	Kent	19	Guildford	Surrey	42
Darwen	Lancashire	21	Guisborough	Yorkshire (N.R.)	49
Darventry	Northamptonshire	35			
Deptford	London	29	Hackney	London	30
Derby	Derbyshire	7	Halesowen	Worcestershire	48
Devizes	Wiltshire	47	Halifax	Yorkshire (W.R.)	53
Dewsbury	Yorkshire (W.R.)	53	Halstead	Essex	12
Diss	Norfolk	35	Hammersmith	London	30
Doncaster	Yorkshire (W.R.)	51	Hampstead	London	30
Donington	Lincolnshire	27	Hampton	Middlesex	34
Dorchester	Dorsetshire	9	Handsworth	Yorkshire (W.R.)	51
Dorking	Surrey	42	Hanley Castle	Worcestershire	48
Dover	Kent	19	Harrogate	Yorkshire (W.R.)	51
Drax	Yorkshire (W.R.)	51	Harrow-on-the-Hill	Middlesex	34
Dronfield	Derbyshire	7	Hartlebury	Worcestershire	48
Dulley	Worcestershire	48	Hartlepool	Durham	10
Dunstable	Bedfordshire	1	Harwich	Essex	12
Durham	Durham	10	Hastingden	Lancashire	21
			Hastings	Sussex	44
Faling	Middlesex	33	Heanor	Derbyshire	7
Earls Colne	Essex	12	Hebden Bridge	Yorkshire (W.R.)	51
Easingwold	Yorkshire (N.R.)	49	Heckmondwike	" "	51
Eastbourne	Sussex	44	Helston	Cornwall	5
East Dereham	Norfolk	35	Hendon	Middlesex	34
East Ham	Essex	13	Hereford	Herefordshire	17
East Retford	Nottingham	37	Hertford	Hertfordshire	18
Eccles	Lancashire	21	Heston and Isle-	Middlesex	34
Edmonton	Middlesex	33	worth.		
Elland	Yorkshire (W.R.)	51	Heversham	Westmorland	47
Ely	Isle of Ely	2	Hexham	Northumberland	36
Enfield	Middlesex	33	Heywood	Lancashire	21
Erith	Kent	19	Hinckley	Leicestershire	26
Evesham	Worcestershire	48	Hindley	Lancashire	21
Exeter	Devonshire	8	Hipperholme	Yorkshire (W.R.)	51
Eye	Suffolk	41	Hitchin	Hertfordshire	18
			Holmfirth	Yorkshire (W.R.)	51
Falmouth	Cornwall	5	Horncastle	Lincolnshire	28
Fareham	Hampshire	16	Hornsey	Middlesex	34
Farnham	Surrey	42	Horsham	Sussex	44
Faversham	Kent	19	Hoylake and West	Cheshire	3
Finchley	Middlesex	33	Kirby.		
Finsbury	London	29	Huddersfield	Yorkshire (W.R.)	53, 54
Fletton, Old	Huntingdonshire	18	Hull	Yorkshire (E.R.)	49
Folkestone	Kent	19	Huntingdon	Huntingdonshire	18
Fowey	Cornwall	5	Hyde	Cheshire	3

Place.	County.	Page.	Place.	County.	Page.
Iford	Essex	12	Mailstone	Kent	20
Ilkeston	Derbyshire	7	Maklon	Essex	13
Ilkley	Yorkshire (W.R.)	51	Malmesbury	Wiltshire	47
Ilminster	Somersetshire	39	Malton	Yorkshire (N.R.)	49
Ipswich	Suffolk	41	Manchester	Lancashire	24
Islington	London	30	Mansfield	Nottinghamshire	37
			March	Isle of Ely	2
Jarrow	Durham	10	Market Bosworth	Leicestershire	26
			Market Drayton	Shropshire	38
Keighley	Yorkshire (W.R.)	51	Market Harborough	Leicestershire	26
Kendal	Westmorland	47	Market Rasen	Lincolnshire	28
Kensington	London	30	Marlborough	Wiltshire	47
Keswick	Cumberland	6	Marlow	Buckinghamshire	2
Kettering	Northamptonshire	35	Melton Mowbray	Leicestershire	26
Kibworth Beauchamp.	Leicestershire	26	Merton	Surrey	42
Kidderminster	Worcestershire	48	Mexborough	Yorkshire (W.R.)	51
Kimbolton	Huntingdonshire	18	Middlesbrough	" (N.R.)	50
Kingsbridge	Devonshire	8	Middleton	Lancashire	22
King's Lynn	Norfolk	35	Midhurst	Sussex	44
Kingston-upon-Thames.	Surrey	42	Millom	Cumberland	6
Kington	Herefordshire	17	Mirfield	Yorkshire (W.R.)	51
Kirkby Lonsdale	Westmorland	47	Morley	"	51
Kirkby Stephen	"	47	Morpeth	Northumberland	36
Kirkham	Lancashire	21			
Knaresborough	Yorkshire (W.R.)	51	Nantwich and Acton	Cheshire	3
			Nelson	Lancashire	22
Lambeth	London	30	New Alresford	Hampshire	16
Lancaster	Lancashire	21	Newark	Nottinghamshire	37
Langport	Somersetshire	39	Newbury	Berkshire	1
Lanteglos by Camel-ford.	Cornwall	5	Newcastle-upon-Tyne	Northumberland	36
Launceston	"	5	Newcastle-under-Lyme.	Staffordshire	40
Leeds	Yorkshire (W.R.)	51	New Mills	Derbyshire	7
Leek	Staffordshire	40	Newport	Essex	13
Leicester	Leicestershire	26	Newport	Isle of Wight	17
Leigh	Lancashire	21	Newport	Shropshire	38
Leiston-cum-Sizewell	Suffolk	41	Newquay	Cornwall	5
Leominster	Herefordshire	17	Newton Abbot	Devonshire	8
Lewes	Sussex	44	Normanton	Yorkshire (W.R.)	52
Lewisham	London	30, 31	Northallerton	" (N.R.)	49
Leyland	Lancashire	21	Northampton	Northamptonshire	35
Leyton	Essex	12, 13	North Walsham	Norfolk	35
Lichfield	Staffordshire	40	Northwich	Cheshire	3
Lincoln	Lincolnshire	28	Norwich	Norfolk	35
Liskeard	Cornwall	5	Nottingham	Nottinghamshire	37
Liverpool	Lancashire	23, 24	Nuneaton	Warwickshire	45
Long Eaton	Derbyshire	7			
Loughborough	Leicestershire	26	Oakham	Rutland	38
Loughton	Essex	13	Oldham	Hampshire	16
Louth	Lincolnshire	23	Oldbury	Worcestershire	48
Lowestoft	Suffolk	41	Oldham	Lancashire	21, 25
Ludlow	Shropshire	33	Ormskirk	"	22
Luton	Bedfordshire	1	Osselt	Yorkshire (W.R.)	52
Lutterworth	Leicestershire	26	Oswestry	Shropshire	33
Lydney	Gloucestershire	14	Ottery St. Mary	Devonshire	8
Lymm	Cheshire	3	Oxford	Oxfordshire	37
Lytham	Lancashire	21			
			Paddington	London	31
Macclesfield	Cheshire	3	Penistone	Yorkshire (W.R.)	52
Maldenhead	Berkshire	1	Penrith	Cumberland	6
			Penzance	Cornwall	5
			Peterborough	Northamptonshire	35
			Petersfield	Hampshire	16

Place.	County.	Page.	Place.	County.	Page.
Pickering	Yorkshire (N.R.)	49	Skipton	Yorkshire (W.R.)	52
Plymouth	Devonshire	8	Sleaford	Lincolnshire	27
Pocklington	Yorkshire (E.R.)	49	Slough	Buckinghamshire	2
Pontefract	" (W.R.)	52	Soham	Cambridgeshire	2
Poole	Dorsetshire	9	Solihull	Warwickshire	45
Poplar	London	31	Southall-Norwood	Middlesex	34
Portsmouth	Hampshire	17	Southampton	Hampshire	17
Preston	Lancashire	25	Southend-on-Sea	Essex	13
Pudsey	Yorkshire (W.R.)	52	Southgate	Middlesex	34
			Southport	Lancashire	25
Quorndon	Leicestershire	26	South Shields	Durham	11
			Southwark	London	32
			Southwell	Nottinghamshire	37
Ramsey	Huntingdonshire	18	Sowerby Bridge	Yorkshire (W.R.)	52
Ramsgate	Kent	20	Spalding	Lincolnshire	27
Rawdon	Yorkshire (W.R.)	52	Spilsby	"	28
Rawtenstall	Lancashire	22	Stafford	Staffordshire	40
Reading	Berkshire	1	Stamford	Lincolnshire	27
Redcar	Yorkshire (N.R.)	50	Staveley	Derbyshire	7
Redditch	Worcestershire	48	Stepney	London	32
Redruth	Cornwall	5	Stevenage	Hertfordshire	18
Reigate	Surrey	42	Steyning	Sussex (West)	44
Richmond	"	42, 43	Stockport	Cheshire	4
Richmond	Yorkshire (N.R.)	50	Stockton-on-Tees	Durham	10, 11
Ripon	" (W.R.)	52	Stoke-on-Trent	Staffordshire	40
Rivington	Lancashire	22	Stone	"	40
Rochdale	"	25	Stourbridge	Worcestershire	48
Rochester	Kent	20	Stowmarket	Suffolk	41
Romford	Essex	13	Stratford-on-Avon	Warwickshire	45
Ross	Herefordshire	17	Stratton and Bude	Cornwall	5
Rothbury	Northumberland	36	Stroud	Gloucestershire	14
Rotherham	Yorkshire (W.R.)	51	Sudbury	Suffolk (West)	41
Royal Leamington Spa.	Warwickshire	45	Sunderland	Durham	11
Rugby	"	45	Sutton	Surrey	43
Rugeley	Staffordshire	40	Sutton Coldfield	Warwickshire	45
Runcorn	Cheshire	8	Swaffham	Norfolk	35
Rye	Sussex	44	Swindon	Wiltshire	47
Ryhope	Durham	10			
			Tadcaster (West)	Yorkshire (W.R.)	52
St. Alban	Hertfordshire	18	Tamworth	Staffordshire	40
St. Austell	Cornwall	5	Taunton	Somersetshire	39
St. Helens	Lancashire	25	Tavistock	Devonshire	8
St. Marylebone	London	31	Tewkesbury	Gloucestershire	14
St. Pancras	"	31, 32	Thame	Oxfordshire	37
Saffron Walden	Essex	13	Thetford	Norfolk	35
Sale	Cheshire	8	Thornbury	Gloucestershire	14
Salford	Lancashire	25	Tiverton	Devonshire	8
Salisbury	Wiltshire	47	Tolmorden	Yorkshire (W.R.)	52
Salthurn-by-the-Sea	Yorkshire (N.R.)	50	Tonbridge	Kent	20
Sandbach	Cheshire	8	Torquay	Devonshire	8
Sandown	Isle of Wight	17	Totnes	"	8
Sandwich	Kent	20	Tottenham	Middlesex	34
Scarborough	Yorkshire (N.R.)	50	Trowbridge	Wiltshire	47
Sedgebrook	Lincolnshire	27	Truro	Cornwall	5
Selby	Yorkshire (W.R.)	52	Tunbridge Wells	Kent	20
Settle	"	52	Twickenham	Middlesex	34
Shaftesbury	Dorsetshire	9	Tynemouth	Northumberland	36
Sheffield	Yorkshire (W.R.)	54			
Shepton Mallet	Somersetshire	39	Uckfield	Sussex	44
Sherborne	Dorsetshire	9	Ulverston	Lancashire	22
Shipley	Yorkshire (W.R.)	52	Upholland	"	22
Shrewsbury	Shropshire	38	Uttoxeter	Staffordshire	40
Sittingbourne	Kent	20	Uxbridge	Middlesex	34

Place.	County.	Page.	Place.	County.	Page.
Wakefield -	Yorkshire (W.R.) -	51	Whitefield -	Lancashire -	22
Wallasey -	Cheshire -	4	Whitehaven -	Cumberland -	6
Wallingford -	Berkshire -	1	Whitley and Monk- scaton.	Northumberland -	36
Wallington -	Surrey -	43	Widnes -	Lancashire -	22
Wallsend -	Northumberland -	36	Wigan -	" -	25
Walsall -	Staffordshire -	40	Wigton -	Cumberland -	6
Walthamstow -	Essex -	13	Willesden -	Middlesex -	34
Wandsworth -	London -	82	Wimbledon -	Surrey -	43
Wantage -	Berkshire -	1	Wimborne -	Dorsetshire -	9
Ware -	Hertfordshire -	18	Winchester -	Hampshire -	16
Warlingham -	Surrey -	43	Windermere -	Westmorland -	47
Warminster -	Wiltshire -	47	Wind-or -	Berkshire -	1
Warrington -	Lancashire -	25	Winkfield -	" -	1
Warwick -	Warwickshire -	45	Wirksworth -	Derbyshire -	7
Waterloo-with-Sea- forth.	Lancashire -	22	Wisbech -	Isle of Ely -	2
Watford -	Hertfordshire -	18	Witney -	Oxfordshire -	37
Welmore -	Somersetshire -	39	Woking -	Surrey -	43
Weelsby -	Lincolnshire -	28	Wolsingham -	Durham -	11
Wellingborough -	Northamptonshire -	35	Wolverhampton -	Staffordshire -	40
Wellington -	Shropshire -	38	Wolverton -	Buckinghamshire -	2
Wellington -	Somersetshire -	39	Wood Green -	Middlesex -	31
Wells -	" -	39	Woolwich -	London -	33
Wem -	Shropshire -	38	Worcester -	Worcestershire -	48
Wenlock -	" -	38	Workington -	Cumberland -	6
West Bromwich -	Staffordshire -	40	Worthing -	Sussex (West) -	44
West Buckland -	Devonshire -	8	Wotton-under-Edge	Gloucestershire -	14
West Ham -	Essex -	13			
West Hartlepool -	Durham -	11	Yarm -	Yorkshire (N.R.) -	50
West Lavington -	Wiltshire -	47	Yarmouth (Great) -	Norfolk -	35
Westminster -	London -	33	Yendon -	Yorkshire (W.R.) -	52
Weston Favell -	Northamptonshire -	35	Yeovil -	Somersetshire -	39
Weymouth -	Dorsetshire -	9	York -	Yorkshire (E.R.) -	49
Whitby -	Yorkshire (N.R.) -	50			
Whitechurch -	Shropshire -	38			

Supplementary List to Appendix I

Column 1 Schools well documented by the Schools Inquiry Commission

2 Grades in Schools Inquiry Commission

1st - 1st Grade

2nd - 2nd Grade

3rd - 3rd Grade

E - Elementary or Non-classical

C - Closed or in Abeyance in 1868

3 Advanced Courses

A denotes Science and Mathematics

B Classics

C Modern Studies

D Classical and Modern Studies

E Geography

F Other combinations of subjects

4 DG denotes Direct Grant Status

Supplementary List to Appendix 1

<u>Schools according to Counties</u>	1	2	3	4
<u>Bedfordshire</u>				
Modern School for Boys	+	1st	AC	DG
Dunstable Ashton Grammar School	-	E	A	DG
<u>Berkshire</u>				
Abingdon Roysse's School	+	1st	B	
Newbury St. Bartholomew's Grammar School	+	2nd		DG
Wallingford County Grammar School	+	C		DG
Wantage King Alfred's Grammar School	+	2nd		DG
Winkfield Bracknell. Ranelagh School	+	E		DG
<u>Buckinghamshire</u>				
Amersham Dr. Challoner's Grammar School	+	2nd		
Aylesbury Grammar School	+	2nd		
Buckingham Royal Latin School	+	2nd		
Chepping Wycombe Wycombe Royal Grammar School	+	2nd		
Marlow Sir William Borlase's School	+	E		
<u>Cambridgeshire</u>				
Cambridge Perse School for Boys	+	1st	AB	DG
Sohan Grammar School		E		
<u>Administrative County of Ely</u>				
March Grammar School	+	2nd		
Wisbech Grammar School	+	2nd		

Cheshire

Hoylake and West Kirby Caldby Grange Grammar School	+	E	A	
Lymm Grammar School	+	3rd		
Macclesfield Grammar School	+	1st	AC	DG
Nantwich and Acton Grammar School	+	2nd		
Northwich St. John Deane's Grammar School	+	2nd	AC	DG
Sandbach	+	2nd		DG

County Boroughs

Chester Kings School	+	3rd	AD	DG
Stockport Grammar School	+	2nd		DG

Cornwall

Fowey Grammar School	+	3rd		
Truro College	+	2nd	A	DG

Cumberland

Alston with Garrigill Samuel King's School	+	2nd		
Keswick School	+	E		
Wigton Thomlinson Grammar School	+	2nd		

County Borough of Carlisle

Carlisle Grammar School	+	2nd		
-------------------------	---	-----	--	--

Derbyshire

Ashbourne Queen Elizabeth's Grammar School	+	1st		
Bakewell Lady Manners' School	+	3rd		

Chesterfield Grammar School	+	2nd	ACF	DG
Dronfield Grammar School	+	2nd		
Staveley Netherthorpe Grammar School	+	3rd	A	
Wirksworth Anthony Gell's Grammar School	+	2nd		

County Borough of Derby

Derby School	+	1st	A	
--------------	---	-----	---	--

Devonshire

Ashburton Grammar School	+	2nd		
Bideford Grammar School	+	2nd		
Crediton Queen Elizabeth's Grammar School	+	2nd		
Kingsbridge Grammar School	+	2nd		
Tavistock Grammar School	+	2nd		
Tiverton Blundell's School	+	1st	AF	DG
Tiverton Boys Middle School			E	
Totnes Grammar School	+	2nd		

County Boroughs

Exeter School	+	1st	A	
Exeter Hele's School	-	3rd		
Plymouth College and Mannamead School	+	C	AB	DG

Dorsetshire

Beaminster and Netherbury Grammar School	+	3rd		
Blandford Forum Secondary	+	1st		
Dorchester Grammar School	+	2nd		

Gillingham Grammar School	-	E	
Shaftesbury Grammar School	+	C	
Sherborne Forster's School	-	E	
Wimborne Queen Elizabeth Grammar School	+	2nd	

Durham

Bishop Auckland King James School (originally for the ecclesiastical district of St. Andrews)	+	3rd	
Wolsingham Grammar School	+	3rd	

County Borough of Darlington

Darlington Grammar School	+	2nd	A
---------------------------	---	-----	---

Essex

Brentwood Sir Anthony Browne's	+	2nd	AC	DG
Chelmsford King Edward VI School	+	1st		
Chigwell Endowed Schools	+	3rd	B	DG
Colchester Grammar School	+	2nd		
Earl's Colne School	+	3rd		
Gray's Thurock School	+	3rd		
Halstead Grammar School	+	3rd		
Newport Grammar School	+	2nd		
Saffron Walden Grammar School	+	3rd		
Walthamstow Sir George Manoux's School	+	3rd		

Gloucestershire

Cheltenham Pate's Grammar School	+	1st	AC
Chipping Campden Grammar School	+	1st	

Chipping Sodbury Endowed School	+	C		
Cirencester Grammar School	+	2nd		
Tewkesbury Grammar School	+	2nd	AB	
Thornbury Grammar School	+	E		
Wotton-under-Edge Lady Berkeley's Grammar School	+	3rd		

County Boroughs

Bristol Grammar School	+	1	AB	DG
Gloucester Crypt Grammar School	-	3rd		
Gloucester Sir Thomas Rich's School	-	2nd		

Hampshire

Alton Eggar's Grammar School	+	2nd		
Andover Grammar School	+	3rd		
Basingstoke Queen Mary's School	+	2nd		
New Alresford Perin's Grammar School	+	2nd		
Odiham Robert Mays' Grammar School	-	E		
Petersfield Churches' College	+	3rd		

County Boroughs

Portsmouth Grammar School	+	3rd	ABC	DG
Southampton King Edward VI Grammar School	+	2nd	AC	DG
Southampton Taunton's School	-	E		

Herefordshire

Bromyard Grammar School	+	3rd		
Kingston Lady Hawkins' School	-	3rd		

Hertfordshire

Barnet Queen Elizabeth's Grammar School	+	3rd		
Great Berkhamstead Grammar School	+	1st	ABC	DG
Hertford Grammar School	+	2nd		
Hitchin Grammar School	+	2nd		
St. Albans Grammar School	+	1st	A	DG
Stevenage Alleyne's Grammar School	+	3rd		
Ware Grammar School	-	E	C	

Huntingdonshire

Huntingdon Grammar School	+	2nd		
Kimbolton Grammar School	+	2nd		
Ramsey Grammar School	+	3rd		

Kent

Ashford Grammar School	+	2nd		
Cranbrook School (boys)	+	1st		
Dartford Grammar School	+	C		
Faversham Grammar School	+	2nd		
Faversham. Wreight's Boys School	-	2nd		
Maidstone Grammar School	+	1st		
Rochester Grammar School	+	C		
Rochester Sir Joseph Williamson's Mathematical School	+	3rd	A	
Sandwich Sir Roger Manwood's Grammar School	+	C	A	
Tunbridge Wells The Skinner's School	+	1st		

Lancashire

Ashton-in-Makerfield Grammar School	+	3rd	A	
Clitheroe Grammar School	+	1st		
Great Crosby Merchant Taylor's Boys School	+	2nd	ABC	DG
Hindley and Abram Grammar School	-	E	A	
Kirkham Grammar School	+	2nd		
Lancaster Royal Grammar School	+	1st	ABC	
Leigh Grammar School	+	2nd		
Leyland Balshaws School	+	E		
Middleton Queen Elizabeth's Grammar School	+	2nd		
Ormskirk Grammar School	+	2nd		
Rivington and Blackrod Grammar School	+	3rd	A	
Upholland Grammar School	+	3rd		

Lancashire County Boroughs

Blackburn Grammar School	+	2nd	AC	
Bolton School	+	2nd	F	DG
Burnley Grammar School	+	2nd	A	
Bury Grammar School	+	2nd	A	DG
Manchester Grammar School	+	1st	ABC	DG
Oldham Hume Grammar School	+	2nd	A	DG
Warrington Grammar School	+	1st		DG
Wigan Grammar School	+	2nd		

Leicestershire

Ashby-de-la-Zouch Grammar School	+	2nd		
Barrow-on-Soar Humphrey Perkin's School	+	3rd		
Kibworth Beauchamp Grammar School	+	3rd		

Loughborough Grammar School	+	1st	AD	DG
Lutterworth Grammar School	-	E		
Market Bosworth Dixie Grammar School	+	3rd		DG
Quorndon Rawlin's Grammar School	+	2nd		DG

Lincolnshire

Admin. County of Parts of Holland

Boston Grammar School	+	1st		
Donington Grammar School	+	2nd		
Spalding Grammar School	+	3rd		

Administrative County of Kesteven

Grantham King's School	+	1st		
Sedgebrook Dame Margaret Thorold's Grammar School	-	E		
Sleaford Carre's Grammar School	+	3rd		
Stamford School	+	2nd	A	

Administrative County of Parts of Lindsay

Alford Queen Elizabeth's Grammar School	+	3rd		
Brigg Grammar School	+	2nd		
Caistor Grammar School	+	2nd		
Gainsborough Grammar School	+	1st		
Horncastle Queen Elizabeth Grammar School	+	2nd		
Lowth King Edward VI Grammar School	+	1st		
Market Rasen De Aston School	+	3rd		
Spilsby Grammar School	+	2nd		
Weelsby Clee Humberstone's New Foundation	+	3rd		

County Boroughs

Lincoln Christs Hospital School	-	2nd	
Lincoln Grammar School	+	2nd	

London

Battersea Grammar School (boys)	-	E	AC	
Battersea Sir Walter St. John's School	-	E	AC	
Bermondsey St. Olave's St. Saviour Grammar School	+	2nd	AB	
Bethnal Green Parmiter's School	-	E		
Camberwell Dulwich Alleyne's School	+	C		
Camberwell James Allen's Grammar School	-	E		
Camberwell Mary Datchelor Girls' School	-	E	AC	
Camberwell Wilson's Grammar School	+	C	A	
Deptford Addey and Stanhope School	-	E	A	
Deptford Haberdasher's Aske's Hatcham School	-	E	AC	
Finsbury Dame Alice Owen's Boys School	+	3rd	AC	
Greenwich Roan School for Boys	-	E	A	
Hackney Lady Eleanor Holles School	-	E	AC	DG
Hammersmith Godolphin and Latymer School	+	1st	AC	
Hammersmith Latymer Boys' School	-	E	AC	
Stepney Cooper's Company School	+	2nd	A	
Stepney Raine's School for Boys	-	E	A	
Stepney Whitechapel Foundation	+	2nd		
Westminster Burlington Street	-	E		
Westminster Grey Coat Hospital School	-	E	C	
Westminster City School	+	C	AE	
Westminster St. Martin's School	-	E		
Westminster Tenison's School	+	2nd		

Middlesex

Edmonton Latymer School	-	3rd		
Enfield Grammar School	-	2nd		
Hampton Grammar School	-	3rd		
Heston and Isleworth Girls School	-	E		
Heston and Isleworth County School	+	3rd		
Tottenham Grammar School	+	3rd		

Norfolk

King's Lynn King Edward VI Grammar School	+	1st		
North Walsham The Paston School	+	3rd		
Swaffham Hammond's Grammar School	-	E		

County Boroughs

Great Yarmouth Grammar School	+	2nd		DG
Norwich King Edward VI Grammar School	+	1st	C	DG

NorthamptonshireThe Administrative County of the Soke
of Peterborough

Peterborough Cathedral Grammar School	+	1st		
Peterborough Deacon's School	-	E		

Northumberland

Berwick-upon-Tweed Grammar School	+	2nd		
Morpeth Grammar School	+	2nd	A	DG
Rothbury Sharp's School	+	2nd		DG

County Borough

Newcastle-upon-Tyne Royal Grammar School	+	2nd	A	DG
--	---	-----	---	----

Nottinghamshire

East Retford King Edward VI Grammar School	+	2nd		
Mansfield Queen Elizabeth School	+	C		DG
Newark Magnus Grammar School	+	1st	A	DG
Southwell Minster Grammar School	+	2nd		

Oxfordshire

Burford Grammar School	+	C		
Witney Grammar School	+	2nd		

Rutland

Oakham School	+	1st	B	DG
---------------	---	-----	---	----

Shropshire

Bridgnorth Grammar School	+	2nd		
Cleobury Mortimer Childe's School	-	E		
Ludlow Grammar School	+	1st		
Newport Adam's Grammar School	+	2nd		
Wem Adam's Grammar School	+	2nd		
Whitchurch Grammar School	+	2nd		

Somersetshire

Bridgewater De Morgan's Endowed School	-	E		
Bruton Sexey's Boys School	+	2nd		
Crewkerne Grammar School	-	2nd		
Ilminster Grammar School	+	2nd		
Langport Grammar School	+	2nd		
Shepton Mallet Grammar School	+	2nd		
Taunton Huish's School	+	3rd		

Staffordshire

Brewood Grammar School	+	1st		
Lichfield Grammar School	+	2nd		
Newcastle-under-Lyme High School	+	1st	AC	
Newcastle-under-Lyme Orme Boys' School	-	E	C	
Rugeley Grammar School	+	2nd		
Stafford King Edward's School	+	2nd		
Stone Alleyne's Grammar School	+	2nd		
Tamworth Grammar School	+	C		
Uttoxeter Alleyne's Grammar School	+	2nd		

County Boroughs

Burton-upon-Trent	-	3rd	A	DG
Walsall Grammar School	+	2nd	ABC	DG
Wolverhampton Grammar School	-	2nd	ABC	DG

SuffolkAdministrative County of East Suffolk

Eye Grammar School	+	3rd		
Framlingham Albert Memorial College	+	2nd		DG

County Borough

Ipswich School	+	1st		
----------------	---	-----	--	--

Administrative County of West Suffolk

Bury St. Edmunds East Anglian School	+	1st		DG
--------------------------------------	---	-----	--	----

Surrey

Chertsey Sir William Perkin's Secondary School	-	E	
Farnham Grammar School	-	3rd	
Guildford King Edward VI Grammar School	+	1st	
Kingston on Thames Grammar School	+	2nd	DG
Reigate Grammar School	+	2nd	

SussexAdministrative County of East Sussex

Rye Grammar School	+	3rd	
Uckfield Saunder's Foundation School	-	E	

County Borough

Hasting's Grammar School	+	3rd	
--------------------------	---	-----	--

Administrative County of West Sussex

Horsham Collier's School	+	3rd	
Midhurst Grammar School	+	C	
Steyping Grammar School	+	2nd	

Warwickshire

Atherstone Grammar School	+	1st	
Coleshill Grammar School	+	3rd	
Nuneaton King Edward VI Grammar School	+	3rd	C
Solihull Grammar School	+	2nd	
Stratford-upon-Avon King Edward VI Grammar School	+	2nd	
Sutton Coalfield Grammar School	+	2nd	
Warwick Kings School	+	1st	A

County Boroughs

Birmingham Aston King Edward VI High School for Boys	+	1st		
(By 1900 there were 5 schools on the foundation of which 3 were girls schools)				
Coventry Bablake School	-	E	AC	DG
Coventry Grammar School	+	2	C	DG

Westmorland

Ambleside Kelwick's Grammar School	+	3rd		
Appleby Grammar School	+	1st		
Heversham Grammar School	+	1st		
Kendal Grammar School	+	3rd		
Kirby Lonsdale Grammar School	+	2nd		
Kirby Stephen Grammar School	+	3rd		

Wiltshire

Calne County School	+	3rd		
Malborough Grammar School	+	1st		
Salisbury Bishop Wordsworth's School	+	C		

Worcestershire

Halesowen Grammar School	+	2nd	C	
Hanley Castle Grammar School	+	E		
Hartlebury Queen Elizabeth's Grammar School	+	2nd		
Kidderminster King Charles I School	+	3rd		
Stourbridge King Edward VI Grammar School	+	2nd	AD	

County Boroughs

Dudley Grammar School	+	2nd	A	DG
Worcestershire Royal Free Grammar School	+	3rd	AC	DG

YorkshireAdministrative County of the East Riding
of Yorkshire

Beverley Grammar School	+	2nd		
Bridlington Grammar School	+	E	A	
Pocklington School	+	1st		DG

County Boroughs

Kingston-upon-Hull, Hymers' College	+	2nd		DG
York Archbishop Holgate's Grammar School	+	2nd	A	DG
York St. Peter's School	+	1st	AF	DG

Administrative County of the North Riding
of Yorkshire

Guisborough Grammar School	+	2nd		
Malton Grammar School	+	2nd		
Northallerton Grammar School	-	E		
Redcar Sir William Turners' School	-	E	AD	DG
Richmond Grammar School	+	1st		
Yarm Grammar School	+	3rd		

Administrative County of the West Riding
of Yorkshire

Batley Grammar School	+	2nd	A
Bingley Grammar School	+	2nd	
Brighouse Rastrick Grammar School	+	3rd	
Drax Read's School	+	3rd	
Hipperholme Grammar School	+	2nd	
Ilkley Grammar School	-	E	
Keighley Drake and Tenison's School	+	3rd	
Mirfield Grammar School	+	C	
Normanton Grammar School	+	E	A
Penistone Grammar School	+	3rd	AC
Pontefract King's School	+	2nd	
Ripon Grammar School	+	1st	
Skipton Ermysted's Grammar School	+	1st	
Tadcaster Grammar School	+	E	

County Boroughs

Bradford Grammar School	+	2nd	ABC	DG
Bradford Thornton Grammar School	+	2nd		
Dewsbury Wheelright Grammar School	+	2nd	A	
Dewsbury Wheelright Grammar School (Girls)	+	E	C	
Doncaster Grammar School	+	1st		
Halifax Grammar School	+	1st	B	
Huddersfield Almondbury Grammar School	+	2nd	A	
Leeds Grammar School	+	1st	AB	DG
Rotherham Grammar School	+	2nd		
Wakefield Grammar School	+	2nd	AB	DG

Appendix II

Table showing the Year and Number of New
Schemes of Government based on:

Public Record Office Class No. 12/89 B of Ed. File No.
S604 B. of Ed. List No. 53 HMSO 10167 Preliminary List
(arranged in LEA's) of Secondary Schools in England
revised to 7.4.1908

Appendix II

Showing Year and Number of New Schemes of Government established under the Endowed Schools Acts¹ and the Charitable Trust Acts² of the 308 schools identified from the Board of Education Confidential Lists of Schools eligible for grant in England 1914-1915.¹

Year	E.S.A.		C.T.A.		Total overall
	England	London	England	London	
1871	5	2	-	-	7
1872	8	-	-	-	8
1873	18	6	-	-	24
1874	15	-	-	-	15
1875	14	3	-	-	17
1876	18	1	5	1	25
1877	16	1	4	-	21
1878	21	2	1	1	25
1879	19	1	4	2	26
1880	11	3	5	2	21
1881	10	-	4	-	14
1882	14	2	6	-	22
1883	6	-	7	2	15
1884	7	2	7	-	16
1885	6	-	3	1	10
1886	12	1	1	2	16
1887	11	-	1	-	12
1888	14	1	5	-	20
1889	4	-	5	2	11

Year	E.S.A.		C.T.A.		Total overall
	England	London	England	London	
1890	3	1	10	-	14
1891	5	2	6	-	13
1892	4	2	7	1	14
1893	21	3	17	-	41
1894	14	17	7	1	39
1895	33	-	8	-	41
1896	25	-	14	-	39
1897	15	1	5	7	28
1898	23	-	20	1	44
1899	23	2	13	1	39
1900	14	-	16	6	36
1901	79	18	25	3	125
1902	3	1	14	-	18
1903	4	-	21	3	28
1904	-	-	13	3	16
1905	1	-	25	4	30
1906	3	1	34	2	40
1907	4	-	11	-	15

1. Charitable Trusts Acts 1869 to 1907

2. Endowed Schools Acts 1869 to 1907

Information obtained from PRO. Ed. 12/89 List 53
Preliminary List of Secondary Schools in England revised
to 7.4.1908

Appendix III

Graph showing the overall number of Secondary Schools in England 1907 - 1926 within the purview of the Board of Education divided according to origins.

Overall number of Secondary Schools



Endowed Schools receiving Board of Education Grants



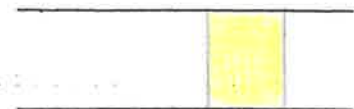
Schools Provided by Local Authorities



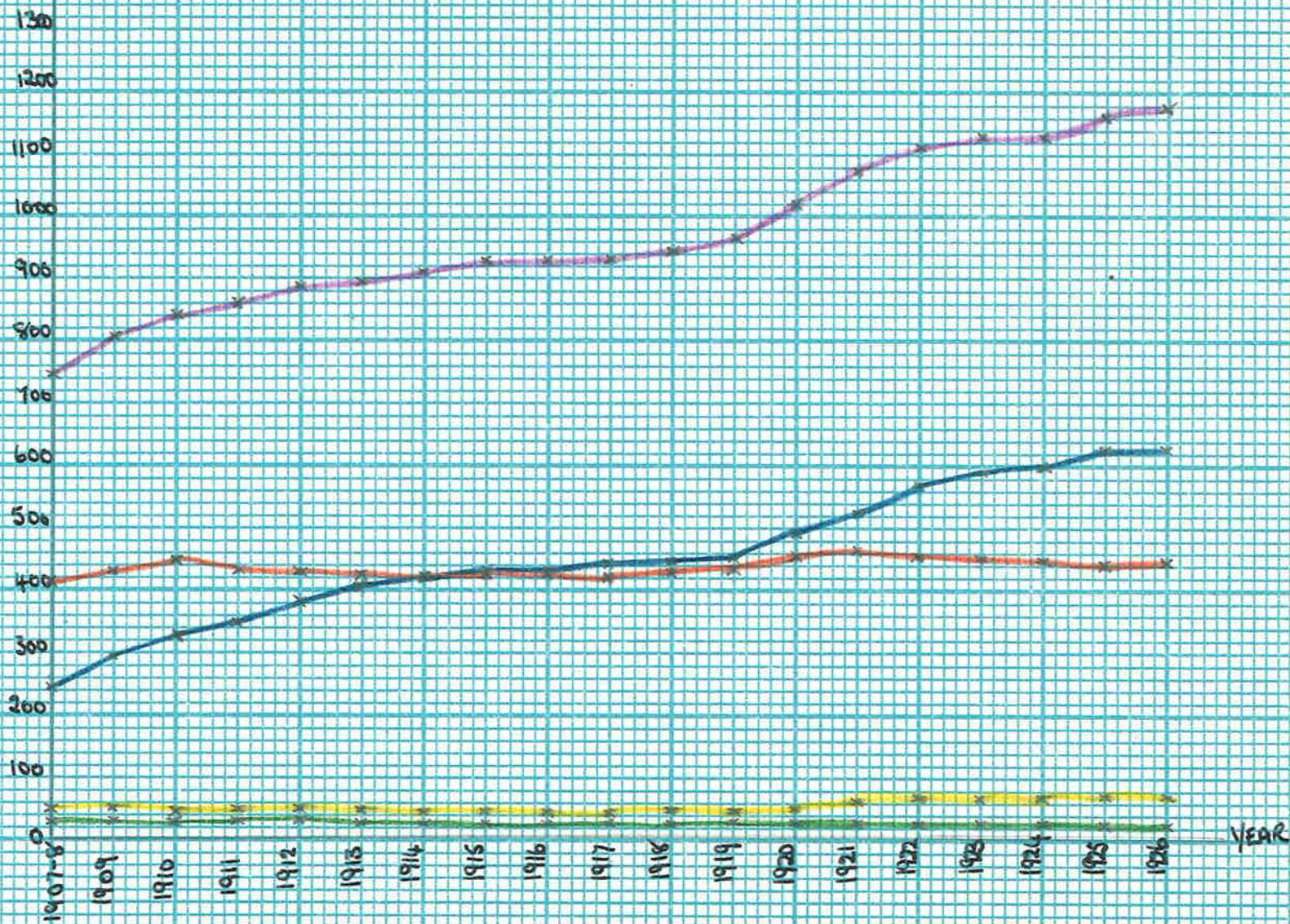
Girls Public Day School Trust



Roman Catholic Schools



NUMBER OF SCHOOLS



Appendix IV

Tables showing total numbers of pupils receiving Secondary Education either as fee-payers or as pupils receiving education under Board of Education Free Place Regulations. 1907.

N.B. Tables show the types of Schools and the Geographical County Variations and overall totals.

Based on PRO Class No. 12/307 Board of Education File

S.I.C. = Schools Inquiry Commission
R.C. = Roman Catholic
G.P.D.S.T = Girls Public Day School Trust

Total Numbers of Places in All Secondary Schools in England
receiving Grant Aid from the Board of Education 1914 - 1915

	Free Places 1914-1915	Overall Free Places	Overall Fee Payers 1914-1915	Total Number of pupils	Proportion of Free Places %	Proportion of Fee Payers %
Foundation	5373	22390	49855	72245	31	69
Foundation S.I.C.	3490	13784	32420	46204	30	70
Provided	7723	28953	50944	79897	36	64
Municipalised	817	3206	6189	9395	34	66
Jointly Provided	293	960	1791	2751	35	65
R.C.	633	2077	4719	6796	31	69
G.D.P.S.T.	13	62	4491	4553	1	99
Maintained	6	19	35	54	35	65
Others	131	518	1511	2029	26	74
Totals	14989	58185	119535	177720	33	67

Secondary Schools grouped according to method of establish-
ment or maintenance

Provided	)	Fee Payers	58924	64%
)			
Jointly Provided	)	Free Places	33119	36%
)			
Municipalised	)	Total	92043	
Foundation	)	Fee Payers	55857	71%
)			
G.P.D.S.T.	)	Free Places	22970	29%
)			
Others	)	Total	78827	
		Fee Payers	4719	69%
		Free Places	2077	31%
R.C.		Total	6796	

	A	B	C	D	F		
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places	Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Bedfordshire</u>							
Foundation	12	40	470	430	9	91	
Foundation S.I.C.	12	40	470	430	9	91	
Jointly Provided	27	105	350	245	30	70	
Overall Total	39	145	820	675	18	82	
<u>Berkshire</u>							
Foundation	27	117	364	247	32	68	
Foundation S.I.C.	27	117	364	247	32	68	
Provided	28	109	366	257	30	70	
Municipalised	25	94	339	245	28	72	
Overall Total	80	320	1069	749	30	70	
<u>Buckinghamshire</u>							
Foundation	60	213	685	472	31	69	
Foundation S.I.C.	49	170	528	417	34	66	
Provided	28	87	301	214	29	71	
Municipalised	7	41	100	59	41	59	
Overall Total	95	341	1086	745	31	69	
<u>Cambridgeshire</u>							
Foundation	26	116	464	348	25	75	
Foundation S.I.C.	26	116	464	348	25	75	
Provided	65	287	853	566	34	66	
Overall Total	91	403	1317	914	31	69	

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C%	Fee Payers Total Pupils D/C %
<u>Cheshire</u>						
Foundation	87	347	1456	1109	24	76
Foundation S.I.C.	87	347	1324	-	26	-
Provided	198	737	3037	2300	24	76
Municipalised	48	202	951	749	21	79
R.C.	15	49	188	139	26	74
G.P.D.S.T.	-	-	148	148	-	100
Overall Total	348	1335	5780	4442	23	77
<u>Cornwall</u>						
Foundation	14	60	308	248	19	81
Foundation S.I.C.	14	60	208	148	29	71
Provided	151	560	1709	1149	33	67
Municipalised	6	19	54	35	35	65
Overall Total	171	639	2071	1432	31	69
<u>Cumberland</u>						
Foundation	48	192	521	329	37	63
Foundation S.I.C.	27	115	330	218	35	65
Provided	51	174	605	431	29	71
Municipalised	6	27	52	25	52	48
Jointly Provided	24	111	324	213	34	66
Overall Total	129	504	1502	998	34	66

	A	B	C	D	F	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C%	Fee Payers Total Pupils D/C %
<u>Derbyshire</u>						
Foundation	69	241	794	553	30	70
Foundation S.I.C.	69	241	794	553	30	70
Provided	178	602	1919	1317	31	69
Municipalised	4	20	154	134	13	87
Overall Total	251	863	2867	2004	30	70
<u>Devonshire</u>						
Foundation	124	487	2244	1757	22	78
Foundation S.I.C.	57	204	1393	1189	15	85
Provided	145	564	1526	962	37	63
R.C.	10	25	169	144	15	85
Overall Total	279	1076	3939	2863	27	73
<u>Dorsetshire</u>						
Foundation	81	297	878	581	34	66
Foundation S.I.C.	46	162	589	427	28	72
Provided	38	150	397	247	38	62
Overall Total	119	447	1275	828	35	65

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Durham</u>						
Foundation	46	88	642	554	14	86
Foundation S.I.C.	15	64	175	111	37	63
Provided	394	1419	4073	2654	35	65
Municipalised	132	467	1051	584	44	56
R.C.	43	197	464	267	42	58
Overall Total	615	2171	6230	4059	35	65
<u>Essex</u>						
Foundation	79	319	1539	1220	21	79
Foundation S.I.C.	79	319	1539	1220	21	79
Provided	358	1438	4327	2889	33	67
R.C.	40	91	258	167	35	65
Overall Total	477	1848	6124	4276	30	70
<u>Gloucestershire</u>						
Foundation	207	871	3648	2777	24	76
Foundation S.I.C.	73	307	1434	1127	21	79
Provided	76	275	955	680	29	71
R.C.	6	22	121	99	18	82
Others	46	127	287	160	44	56
Overall Total	335	1295	5011	3716	26	74

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Hampshire</u>						
Foundation	138	552	1999	1447	28	72
Foundation S.I.C.	92	382	1218	836	31	69
Provided	301	917	2659	1742	34	66
Jointly Provided	21	67	133	66	50	50
R.C.	-	-	158	158	-	100
G.P.D.S.T.	-	-	101	101	-	100
Overall Total	460	1536	5050	3413	31	69
<u>Herefordshire</u>						
Foundation	11	38	107	69	36	64
Foundation S.I.C.	11	38	107	69	36	64
Provided	43	111	444	333	25	75
Overall Total	54	149	551	402	27	73
<u>Hertfordshire</u>						
Foundation	193	607	2447	1840	25	75
Foundation S.I.C.	72	275	1310	1035	21	79
Provided	12	50	99	49	51	49
Jointly Provided	10	38	116	78	33	67
Others	-	-	400	400	-	100
Overall Total	215	695	3062	2367	23	77

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Free Places Total Pupils D/C %
<u>Huntingdonshire</u>						
Foundation	27	102	296	194	34	66
Foundation S.I.C.	27	102	296	194	34	66
Provided	12	50	99	49	51	49
Overall Total	39	152	395	243	38	62
<u>Kent</u>						
Foundation	153	639	2340	1701	27	73
Foundation S.I.C.	107	410	1459	1049	28	72
Provided	203	1194	2759	1565	43	57
G.P.D.S.T.	-	-	275	275	-	100
Overall Total	356	1833	5374	3541	34	66
<u>Lancashire</u>						
Foundation	506	2650	7081	4431	37	63
Foundation S.I.C.	312	1296	4241	2945	31	69
Provided	1146	4209	12139	7930	35	65
R.C.	278	810	2889	2079	28	72
G.P.D.S.T.	-	-	206	206	-	100
Overall Total	1930	7669	22315	14646	34	66

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Leicestershire</u>						
Foundation	81	332	798	466	42	58
Foundation S.I.C.	26	185	378	193	49	51
Provided	85	250	621	371	40	60
Municipalised	72	328	1299	971	25	75
Overall Total	238	910	2718	1808	33	67
<u>Lincolnshire</u>						
Foundation	178	644	2011	1367	32	68
Foundation S.I.C.	151	524	1803	1279	29	71
Provided	74	246	987	741	25	75
Overall Total	252	890	2998	2108	30	70
<u>London</u>						
Foundation	1282	6081	15425	9344	39	61
Foundation S.I.C.	657	2940	7446	4506	39	61
Provided	509	2500	5286	2786	47	53
Municipalised	116	511	1278	767	40	60
R.C.	49	197	756	559	26	74
G.P.D.S.T.	13	62	1778	1716	3	97
Others	50	212	362	150	59	41
Overall Total	2019	9563	24885	15322	38	62

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Middlesex</u>						
Foundation	76	431	1857	1426	23	77
Foundation S.I.C.	50	218	784	566	28	72
Provided	366	1332	4743	3411	28	72
Municipalised	35	145	450	305	32	68
R.C.	15	62	248	186	25	75
Overall Total	492	1970	7298	5428	27	73
<u>Norfolk</u>						
Foundation	102	353	1234	881	29	71
Foundation S.I.C.	55	195	700	505	28	72
Provided	86	303	946	643	32	68
Municipalised	5	22	56	34	39	61
G.P.D.S.T.	-	-	124	124	-	100
Overall Total	193	678	2360	1682	29	71
<u>Northamptonshire</u>						
Foundation	18	61	225	164	27	73
Foundation S.I.C.	18	61	225	164	27	73
Provided	64	175	698	523	25	75
Jointly Provided	27	107	346	239	31	69
Others	2	12	67	55	18	82
Overall Total	111	355	1336	981	27	73

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils DEC %
<u>Northumberland</u>						
Foundation	46	171	738	567	23	77
Foundation S.I.C.	46	171	738	567	23	77
Provided	156	458	1209	751	38	62
Municipalised	98	354	1055	701	34	66
R.C.	19	62	192	130	32	68
G.P.D.S.T.	-	-	167	167	-	100
Others	20	103	237	134	43	57
Overall Total	339	1148	3598	2450	32	68
<u>Nottinghamshire</u>						
Foundation	90	310	1111	801	28	72
Foundation S.I.C.	35	117	448	331	26	74
Provided	215	886	1152	266	77	23
G.P.D.S.T.	-	-	228	228	-	100
Overall Total	305	1196	2491	1295	48	52
<u>Oxfordshire & Rutland</u>						
Foundation	36	118	406	288	29	71
Foundation S.I.C.	24	66	234	168	28	72
Provided	14	47	145	98	32	68
G.P.D.S.T.	-	-	189	189	-	100
Overall Total	50	165	740	575	22	78

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Shropshire</u>						
Foundation	38	128	402	274	32	68
Foundation S.I.C.	38	128	402	274	32	68
Provided	103	381	1183	802	32	68
Municipalised	16	57	204	147	28	72
G.P.D.S.T.	-	-	108	108	-	100
Overall Total	157	566	1897	1331	30	70
<u>Somersetshire</u>						
Foundation	136	473	1483	1010	32	68
Foundation S.I.C.	70	232	675	443	34	66
Provided	16	61	161	100	38	62
Jointly Provided	11	33	101	68	33	67
G.P.D.S.T.	-	-	109	109	-	100
Overall Total	163	567	1854	1287	31	69
<u>Staffordshire</u>						
Foundation	210	869	2494	1625	35	65
Foundation S.I.C.	146	552	1629	1077	34	66
Provided	118	359	1303	944	28	72
Jointly Provided	24	108	357	249	30	70
Municipalised	25	86	236	156	36	64
R.C.	13	58	167	109	35	65
Overall Total	390	1480	4557	3077	32	68

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Suffolk</u>						
Foundation	9	52	566	514	9	91
Foundation S.I.C.	9	44	492	448	9	91
Provided	107	294	808	514	36	64
Municipalised	69	292	941	649	31	69
G.P.D.S.T.	-	-	192	192	-	100
Overall Total	185	638	2507	1869	25	75
<u>Surrey</u>						
Foundation	83	288	1246	958	23	77
Foundation S.I.C.	23	77	514	437	15	85
Provided	205	726	2638	1912	28	72
Municipalised	47	184	676	492	27	73
G.P.D.S.T.	-	-	482	482	-	100
Others	13	64	676	612	9	91
Overall Total	348	1262	5718	4456	22	78
<u>Sussex</u>						
Foundation	58	186	596	410	31	69
Foundation S.I.C.	58	186	596	410	31	69
Provided	159	575	1751	1176	33	67
G.P.D.S.T.	-	-	187	187	-	100
Overall Total	217	761	2534	1773	30	70

	A	B	C	D	E		
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places	Total Pupils B/C %	Fee Payers Total Pupils D/C %
<u>Warwickshire</u>							
Foundation	277	1049	3748	2699	30	70	
Foundation S.I.C.	228	887	3355	2468	26	74	
Provided	214	890	2800	1910	32	68	
R.C.	23	74	156	82	47	53	
Overall Total	514	2013	6704	4691	30	70	
<u>Westmorland</u>							
Foundation	52	191	625	434	31	69	
Foundation S.I.C.	38	140	427	287	33	67	
Overall Total	52	191	625	434	31	69	
<u>Wiltshire</u>							
Foundation	79	252	782	530	32	68	
Foundation S.I.C.	46	180	513	333	35	65	
Provided	92	320	781	461	41	59	
Overall Total	171	572	1563	991	37	63	
<u>Worcestershire</u>							
Foundation	102	370	982	612	38	62	
Foundation S.I.C.	102	370	982	612	38	62	
Provided	90	322	984	662	33	67	
Jointly Provided	33	114	284	170	40	60	
Overall Total	225	806	2250	1444	36	64	

	A	B	C	D	E	
	Free Places 1914-1915	Overall Free Places 1914-1915	Total Pupils in School	Fee Payers	Overall Free Places Total Pupils B/C %	Fee Payers Total Pupils DEC %
<u>Yorkshire</u>						
Foundation	512	2055	7233	5178	28	72
Foundation S.I.C.	444	1702	5441	3739	31	69
Provided	1623	5895	13434	7539	44	56
Jointly Provided	116	277	740	463	37	63
Municipalised	164	628	1661	1033	38	62
R.C.	122	430	1033	603	42	58
G.P.D.S.T.	-	-	259	259	-	100
Overall Total	2537	9285	24360	15075	38	62

Appendix V

Board of Education Regulations for
Secondary Schools 1907

BOARD OF EDUCATION.

REGULATIONS

FOR

SECONDARY SCHOOLS.

(IN FORCE FROM 1ST AUGUST 1907.)

Presented to both Houses of Parliament by Command of His Majesty.



LONDON:
PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
BY WYMAN AND SONS, LIMITED, FETTER LANE, E.C.

And to be purchased, either directly or through any Bookseller, from
WYMAN AND SONS, LTD., FETTER LANE, E.C.; and
32, ABINGDON STREET, WESTMINSTER, S.W.; or
OLIVER AND BOYD, TWEEDDALE COURT, EDINBURGH; or
E. PONSONBY, 116, GRAFTON STREET, DUBLIN.

1907.

[Cd. 3592.] Price 2½d.

These Regulations supersede those for the year 1906-1907.

Copies of any of the forms referred to in these Regulations will be supplied on application, personally, or by letter addressed to The Secretary, Board of Education, Secondary Schools Branch, Whitehall London, S.W.

Official communications should be written upon foolscap paper and sent in envelopes addressed to The Secretary, Board of Education, Secondary Schools Branch, Whitehall, London, S.W. The postage need not be prepaid, and it is particularly requested that Post Cards and Correspondence Cards may not be used.

Telegraphic Address: "Secondary Education, London."

CONTENTS.

	PAGE.
PREFATORY MEMORANDUM - - - - -	v
REGULATIONS FOR SECONDARY SCHOOLS.	
CHAPTER I.—CURRICULUM AND ORGANISATION :	
1. Definition of Secondary School - - - - -	1
2. (a) Length of School life. Leaving age - - - - -	1
(b) Special provision for Rural Schools- - - - -	1
3. Schools with more than one Department - - - - -	2
4. Curriculum and Time-table- - - - -	2
5. Denominational Religious Instruction - - - - -	2
6. Subjects to be comprised in Curriculum - - - - -	2
7. Physical and Manual Instruction and Singing - - - - -	3
8. Omission of languages other than English - - - - -	3
9. Special Courses in certain cases - - - - -	3
10. Special provision for Girls - - - - -	3
11. External Examinations - - - - -	3
12. Duration of School session - - - - -	3
CHAPTER II.—TEACHING STAFF :	
13. (a) Adequacy of staff - - - - -	4
(b) Limit to size of Classes - - - - -	4
14. Extraneous duties - - - - -	4
15. Future requirement as to training - - - - -	4
16. Salaries - - - - -	4
CHAPTER III.—ADMISSION AND FEES :	
17. Admission of Scholars - - - - -	5
18. Conscience Clause for (a) Day Scholars - - - - -	5
" " (b) Boarders - - - - -	5
19. Fees - - - - -	5
20. Provision of free places for scholars from Public Elementary Schools - - - - -	5
21. Records of admission, attendance, etc.- - - - -	6
CHAPTER IV.—MANAGEMENT :	
22. System of Management - - - - -	7
23. Restrictions on donominational character of Governors and Staff - - - - -	7
24. (a) Representative character of Governing Body - - - - -	8
(b) Appointment and dismissal of Head Master - - - - -	8
25. Requirements as to inspections and production of documents - - - - -	8
26. School Correspondent - - - - -	8
CHAPTER V.—GENERAL CONDITIONS :	
27. General conditions of eligibility for Recognition - - - - -	9
28. School not to be conducted for private profit - - - - -	9
29. Premises and Equipment - - - - -	9
30. Application for Recognition- - - - -	9

CHAPTER V.—GENERAL CONDITIONS—*continued.*

31. Minimum number of scholars - - - -	9
32. Submission of Curriculum for approval - -	10
33. Time-table - - - - -	10
34. Accounts - - - - -	10
35. School Year - - - - -	10

CHAPTER VI.—GRANTS:

A.

36. Grants (a) for scholars between 10 and 12 from Public Elementary Schools - - -	11
" (b) for scholars between 12 and 18 - -	11
37. Registers of Attendance - - - - -	11
38. Method of assessing Grant - - - - -	11
39. Special augmentation of Grant - - - - -	11
40. Minimum Grant - - - - -	12
41. Temporary provision for continuance of certain higher Grants - - - - -	12

B.

42. Grants on lower scale to Schools not fulfilling certain requirements - - - - -	12
43. Waiver of certain of these requirements at instance of the Local Education Authority -	13
44. Restriction of lower-scale Grants to Schools on Grant List for 1906-07 - - - - -	13

C.

45. Special Payment in respect of school year 1906-07	13
46. Schools eligible for this special Payment - -	13

47. Instalment of Grant - - - - -	14
48. Discretionary power of the Board - - - -	14

CHAPTER VII.—PUPIL-TEACHERS AND BURSARS:

49. Schools eligible for reception of Bursars and Recog- nition as Pupil-Teacher Centres - - - -	15
---	----

CHAPTER VIII.—LIST OF EFFICIENT SECONDARY SCHOOLS:

50. List of efficient Secondary Schools - - - -	16
51. Application and Recognition - - - - -	16
52. Inspection - - - - -	16
53. Report - - - - -	16
54. Withdrawal and lapse of Recognition - - -	17

APPENDIX.—GRANTS IN AID OF LOCAL SCHOLARSHIPS:

1. Continuance of Grants in Aid - - - - -	18
2. Conditions of tenure - - - - -	18
3. Contributions by the locality and the Board - -	18
4. Procedure as to Application - - - - -	18
5. Procedure as to Payment - - - - -	19

[v]

Prefatory Memorandum.

1. The following Regulations embody important changes of two kinds. They lay down new rules as to the eligibility of Secondary Schools for public aid in respect of freedom from denominational restrictions or requirements, representative local control, and accessibility to all classes of the people.

They also carry out a further development of the system laid down in the Regulations of 1904, in which it has now been found possible to allow more elasticity, to give more encouragement of local initiative and local effort, and to get rid of certain admittedly defective features in older Regulations which could only be superseded by or merged in the new gradually, after due preparation, and by the help of additional aid from public funds.

2. The Regulations for Secondary Schools grew up round the old provisions of the Directory of the Science and Art Department. Detached Science Classes were gradually built up into Schools of Science. Schools of Science were subsequently widened into Schools of what was known as the "Division A" type, providing a Course of instruction in Science in connection with, and as part of, a Course of general education. Aid was afterwards extended to Schools of the "Division B" type, in which Science did not form the preponderating element in the instruction given. In 1904 the Board recast the Regulations so as to bring all Schools aided by Grants within the general definition of a School offering a general education up to and beyond the age of 16 through a complete graded Course of instruction, the object of which should be to develop all the faculties, and to form the habit of exercising them. In view of the limited funds then at the Board's disposal, and of the importance of concentrating aid where it would be most useful, grants were made in respect of a four years' Course only, covering the period from 12 or 13 up to 16

[vi]

or 17 years of age. This Course was regarded as the minimum which any Secondary School should provide. But the earlier education leading up to it, and the later education continued beyond it, were regarded as forming together with it a single organic system, and the whole curriculum of the School was brought under the review and made subject to the approval of the Board.

3. In Schools satisfying these conditions a uniform scale of grants was instituted, that scale being at the rate of £2, £3, £4, and £5 respectively on scholars in the first, second, third, and fourth years of the Course who made 80 per cent. of attendances at the registered meetings of the School during the whole session. But it was necessary for practical and administrative reasons to treat Schools providing special and advanced instruction in Science on an exceptional footing, in view of the responsibility which the Board shared for their creation and the liability which the Board had accepted as regards their maintenance. To these Schools a special grant was made in addition to the ordinary grant. Its amount was fixed by the Board with regard to the circumstances of each School, upon a scale which was the practical equivalent of the scale previously applicable to Schools of this type, up to a maximum which doubled the ordinary grant. A higher limit of age was fixed for commencement of the Course in these Schools, and they had to satisfy the Board that the special instruction which they provided was of a sufficiently advanced character, and was specially suitable to the circumstances of the locality. In 1905 the list of these Schools taking a full Special Course was closed, and at the same time a provision already made for a Special Course, with Special Grants attaching to it, in the last two years only of the full four-years' Course, was extended to cover Language and Literature as well as Science.

4. The additional funds placed this year at the disposal of the Board enable the formal limit of a four-years' Course to be enlarged as regards eligibility of scholars for grants, and also allow of the merging of Special Courses, whether for the whole or for part only of the four years, in a curriculum admitting of large variation and flexibility in its content according to the

[vii]

requirements of the area and the aim which the School sets before itself. The essential core of education which all recognised Secondary Schools have to provide must at least include progressive organised instruction in certain specified subjects or groups of subjects, to an amount which the ordinary scholar beginning it about the age of 12 may be expected to cover in about four years. But emphasis is now laid rather on the full curriculum of the School than on this indispensable minimum. It is expected that the school will normally include junior classes leading up to it, and that in a large number, if not the majority of Schools, provision will be made for continuing instruction beyond it.

5. A uniform grant will accordingly now be paid on scholars following an approved curriculum and between 12 and 18 years of age. The Board have also taken advantage of the opportunity given by the increased and unified scale of grant to change the method of its assessment. It may be assumed that scholars will, as they in fact do, enter the School not only at the beginning, and leave it not only at the end of the School year, but in intermediate terms as well; and this being so, a rule making only those scholars eligible for grant who had attended throughout the School year fails to give the School credit for the full work done by it. The number of scholars eligible for grant will now be taken early in each term, and grant paid on one-third of the sum of the three numbers.

6. Irregular attendance without sufficient reason is rare in Secondary Schools; and the Board have not thought it necessary to take precautions against it further than by reserving power to disqualify for purposes of grant any scholars whose attendance is reported by the Inspector as habitually irregular. Nor again is it to be apprehended that scholars will be either unduly pressed forward or unduly kept back when the temptation offered by differential grants is removed. Full freedom of classification and promotion is therefore now given, subject only to the provision that scholars may be disqualified for grant who are reported as unfit to attend the classes in which they are being taught.

[viii]

7. In the main portion of the School, the curriculum must, as hitherto, provide instruction, duly graded and duly continuous, in the English Language and Literature, in Geography and History, in Mathematics, Science, and Drawing, and unless by special dispensation in exceptional cases, in at least one language other than English. But the Board have now determined to dispense with the rules under which in each year of the Course a certain definite minimum of time had to be given to these subjects or groups of subjects. That rule was necessary when instituted, and has been of great service in practically impressing on Schools the necessity of a certain breadth and solidity in the education given. But it was contemplated from the first as being only a temporary expedient. The measure of its necessity was the measure of its success; and the measure of its success is now in turn the measure of the degree to which it has ceased to be necessary. A great advance has been made in recent years in the whole conception of Secondary Education and in the whole organisation of Secondary Schools. There has been a growth of interest, of knowledge, and of experience. The Board are now in a position, through their Inspectorate, to keep a watch and exercise a guidance over the planning and working of School curricula which were previously impossible. Detailed reports following upon full inspections, and the more constant if less obvious influence exercised through informal visits, conferences, reports and suggestions, may now be relied upon to guard against the risks of one-sided education, of ill-balanced schemes of instruction, and of premature or excessive specialisation. For these reasons, formal rules, which it was often difficult to adapt to the circumstances of particular Schools, are now dispensed with. It is only laid down that the arrangement of work must provide for due continuity of instruction, for an adequate amount of time being given to each subject taken, and for the disallowance of subjects which are not of educational value, or of time spent on them which is in itself excessive, is insufficient to admit of effective progress, or is such as to interfere with proper instruction in other subjects. In carrying out the spirit of these rules the Board confidently look forward to the co-operation of Local Education Authorities and Governing Bodies, of Head Masters and Head Mistresses, and of educated public opinion generally.

[ix]

8. Further elasticity is also given to the organisation of Schools by a provision that Physical Exercises and Manual Work shall be elements duly considered in the whole curriculum, instead of being definitely prescribed for certain years; and in order to emphasize the importance of practical training for life in the case of girls, a provision has been inserted allowing Science to be wholly replaced by an approved scheme of instruction in Practical Housewifery for girls over 15 years of age.

9. The problem of higher education in rural areas and less populous urban or semi-urban Districts presents features of peculiar difficulty. In such areas it is sometimes impossible to expect that an effective demand will exist for education continued up to the age of 16, or that an effective local supply of such education can be provided. For the few children who will stay at school up to that age it may sometimes be more advantageous that they should take advantage of larger and more fully staffed and equipped schools elsewhere. On the other hand, the attempt to supply the absence of a Secondary School by a scholarship system enabling children to continue their education elsewhere may in many instances not only involve expense disproportionate to the benefit gained, but give a further impulse to the movement against which so much effort, legislative and otherwise, is directed, the continual replenishment of the towns at the expense of the country, and the draining of the country of some of the best elements in its life. Neither the development of "tops" to rural elementary schools, nor the extension to rural areas of the special type known under the name of Higher Elementary Schools, can at present meet this difficulty effectively; nor would such expedients be of any help to the small Grammar Schools, even if they were brought under representative public control and aided by County funds. In such areas the Board have accordingly taken power to accept 15 instead of 16 as the normal leaving age. This concession will only be made where a consideration of local circumstances shows that it will be of distinct educational advantage to the district and that a longer School life is not under actual conditions possible.

[x]

10. Further special provision for aid to Secondary Schools is now made in the Regulations as follows :—

(a) The Board have for several years past laid much emphasis on the importance of getting scholars into the Secondary School at an early age. In their last Annual Report they pointed out that “the Secondary School may be regarded either as taking over, at a certain age and a certain stage of proficiency, the children of the Elementary School, and developing their education in a larger manner to a higher point; or as providing an education which either from the very beginning or from a very early stage is differently planned from that of the Elementary School. Both these types are well established, but the former is, and must tend more and more to be, the predominant type as regards the bulk of the nation. The age of 12 is that about which transference from the Primary to the Secondary School normally occurs, and is the age up to which the transference can be effected with comparatively little loss, though it is the experience of teachers that the loss even then is considerable, and that better results are obtained when the transference takes place earlier.” It is the experience both of School Authorities and of the Board’s Inspectors that scholars who have entered the Secondary School at the age of 10 or 11 have been able to take fuller advantage of the instruction provided for them at a later stage, and to make more satisfactory progress in it, than those who did not enter the Secondary School until the age of 12 or 13. Hitherto the transference of scholars from the Elementary to the Secondary School before they were ready for admission to the grant-earning Course has involved the loss of grant which they would have been earning for the former without any compensation through grant paid on their account to the latter. In order to obviate this drawback, and to give greater freedom to Local Authorities in their arrangements for linking up Public Elementary and Public Secondary Schools, and thus advancing towards a unified system of public education, a grant of £2 (being the near equivalent of the total grant per head paid on

[xi]

scholars in Public Elementary Schools) will be made under Article 36 (a) of these Regulations on account of scholars transferred to the Secondary Schools between the ages of 10 and 12. To prevent misuse of this provision this grant is restricted to scholars who have been at least two years under instruction at a Public Elementary School before their transfer.

(b) In the preface to the Regulations of 1904, it was pointed out that a uniform scale of grant given to all types of Secondary School which complied with the Regulations did not imply the assumption that the cost of maintaining a School was a uniform, or approximately uniform, sum per head. It is obvious that even with a less extended curriculum and a lower scale of equipment, the expenditure of a small School on fixed charges is greater in proportion than that of a large School, and that however small the School may be, the expense of maintaining it in efficiency cannot be reduced below a certain point. The Board will not in any case place a Secondary School on the Grant List in which there are less than 20 scholars over 12 years of age; and in the case of a small School which has more than this absolute minimum of scholars, they require to be satisfied that there is reasonable prospect of its solvency, and that its existence and the support given to it are justified by its necessity towards a due supply of higher education for the district. If satisfied on these points, the Board may make up its grant to a sum of £250.

(c) The Board have also taken power, under Article 39 of the Regulations, to augment grant at their discretion in exceptional cases where a School has adopted special educational appliances or methods which involve extraordinary expense and which in the opinion of the Board are likely to be of value to educational progress generally, as experiments or as models.

11. The Regulations continue to prescribe, as hitherto, that in order to be qualified for recognition and aid, a School must be efficient, must not compete

[xii]

unduly with a neighbouring School, and must be subject to a conscience clause as regards its day scholars. This last condition is now extended to boarders, with a provision for meeting the case of Schools governed by Schemes containing the provisions prescribed by Section 16 of the Endowed Schools Act, 1869. Conditions are now further expressly laid down which were only implied in previous Regulations, namely, that the curriculum and time-table of the School must be approved, and that no scholar may be refused admission except on reasonable grounds, of which the Board are to be the final judges. The further conditions previously prescribed in general terms, namely, that the School must be eligible from its character to receive aid from public funds, and that the constitution and functions of the Governing Body, and their relation to the teaching staff and the Local Education Authority, must be such as the Board can approve, are now defined as follows.

12. The instrument, of whatever nature, under which the School is governed—

(a) must not require any members of the teaching staff to belong or not to belong to any particular denomination;

(b) must not require a majority of the Governing Body (whether in virtue of their tenure of any other office or otherwise) to belong or not to belong to any particular religious denomination;

(c) must not provide for the appointment of a majority of the Governing Body by any person or persons who, or by any body the majority of whom, are required (whether in virtue of their tenure of any other office or otherwise) to belong or not to belong to any particular religious denomination.

13. No catechism or formula distinctive of any particular religious denomination may be taught in the School, except in cases where the parent or guardian of any scholar requests the Governors in writing to provide for the scholar religious instruction in the doctrines, catechism or formularies distinctive of any particular denomination. In such cases the Governors may, if they think fit and if the instrument under which

[xiii]

the School is governed requires or does not prohibit the giving of such instruction in the School, comply with such request and provide such instruction accordingly out of funds other than grants made by the Board of Education or by any Local Authority.

14. The Governing Body of the School must contain a majority of representative Governors, appointed or constituted by local representative authorities or elected by popular local constituencies; and the appointment and dismissal of the Head Master or Head Mistress of the School must be in the hands of a Governing Body so constituted, and must not be subject to any further approval except that of a local representative authority or combination of local representative authorities. Provision is, however, made for cases in which appointing or electing bodies do not think fit to exercise their powers, and consequently the Governing Bodies do not actually contain a majority of representative Governors.

15. The fulfilment of these conditions as to the freedom of the School from denominational restrictions and requirements in respect of government, teaching staff, and religious instruction, and as to its being placed under local popular control, will in some cases involve a change not only in the actual conduct of a School which has hitherto been recognised for grants, but in its constitution. This is particularly the case with Schools governed by Schemes made under the provisions of the Charitable Trusts Acts or Endowed Schools Acts, where such an alteration of the instrument of government as will bring the School into compliance with these conditions cannot be effected without the authority of an amending Scheme made under these Acts. In such cases, the Board will be prepared to regard a School as having complied with the conditions sufficiently to be eligible for grants for the year 1907-8 if the Governors of the School have taken all the steps in their power to obtain the necessary alteration of the instrument of government, although the necessary procedure may not have been completed within that year.

16. The conditions just set forth will hold good generally for all Schools, whether provided by Local Education Authorities or not, which continue to receive

[xiv]

grants from the Board on the increased scale now offered, and also for all Schools which have applied, or may henceforth apply to the Board for initial recognition for grants under the Regulations for Secondary Schools. There may, however, be cases of Schools now receiving grants, which, although unable or unwilling to come under full local public control or to divest themselves of denominational restrictions or requirements, are nevertheless regarded by the Local Education Authority as supplying an important or even an indispensable part of the provision required in any complete scheme of Higher Education for their district. The Regulations therefore provide (Article 43) that the general conditions as to freedom from denominational restrictions and requirements, and as to public local control, may be waived, if the Board see fit, in the case of a School already on the Grant List if the Local Education Authority pass a resolution informing the Board that the School in question is in their view required as part of the Secondary School provision for their area, and that one or more of these conditions may be waived with advantage in view of the educational needs of the area.

17. The Board have also taken measures to secure that all Secondary Schools aided by grants shall be made fully accessible to children of all classes. It is accordingly provided (Article 20) that in all such Schools where a fee is charged, a proportion of places shall be open without payment of fee to scholars from Public Elementary Schools applying for admission. This proportion will ordinarily be not less than one quarter of the whole number of scholars admitted. Where however the character and circumstances of the School indicate that exceptional treatment is desirable, the Board may accept a smaller proportion. In order to secure that this provision shall not have the effect of lowering the standard of the education provided by the School, applicants for free places under this rule may be required to pass an entrance test of attainments and proficiency, suited to their age and previous instruction, and of a standard such as the Board can approve as ensuring their fitness to profit by the education given in the School. It will be open to the Governing Body of any School either to submit a scale of fees subject to

[xv]

this condition for the approval of the Board, or to make the School wholly free.

18. Schools which comply with these conditions, and which in other respects meet the requirements laid down in the Regulations, will be placed on the list of Secondary Schools recognised for grants, and will continue to be so recognised so long as they comply with the Regulations annually issued by the Board. The Board may, however, withdraw recognition at any time from a School which in any way fails to meet the requirements of the Regulations, and, in particular, which ceases from any reason to provide an education suitable to the circumstances of the locality.

19. A number of Schools are now in receipt of grants from the Board which, while complying with the Regulations in other respects, may be unable or unwilling to meet the requirements as to undenominational character, representative popular control, and accessibility to all classes set forth above, and in which the Local Education Authority may not decide to recommend, or the Board see fit to grant, a waiver of these requirements so far as they are not fulfilled. These Schools will for the present continue eligible to receive grants, but not on the enhanced scale now instituted. The scale of grants applicable to them in future is set forth in Article 42 of the Regulations. It has been fixed at such a figure as represents the substantial equivalent of what, in the aggregate, these Schools have hitherto been receiving. Such Schools will not be eligible for the special augmentation of grant under Article 39, for the enhanced minimum grant under Article 40, or for the temporary allowance towards meeting any transitory loss incurred owing to the changed system of assessment of grant under Article 41.

20. The Board propose to establish a list of Secondary Schools recognised by them as efficient, which shall include both Schools aided by grants under these Regulations, and also other Schools not eligible, or not applying, for aid from public funds. The provisions set forth in Articles 51 to 54 of the Regulations with regard to the inclusion in this list of Schools not eligible, or not applying, for grants remain sub-

[xvi]

stantially unchanged, but the period after which this recognition lapses unless renewed in the result of a fresh inspection has been extended from three to four years. The Board propose to publish at an early date a first list of Schools so recognised.

21. It was stated in the Regulations for the Preliminary Education of Elementary School Teachers, already issued, that the Regulations for Secondary Schools would indicate the Secondary Schools in connection with which Pupil Teacher Centres not already recognised before the 1st August, 1907, would be recognised henceforth, and which would be recognised for the education of Bursars during the period of their bursarships. These Schools are now defined (Article 49) as (i.) those on the list described in paragraph 20 of this Memorandum which are recognised for grants, and (ii.) those on that list which, while not recognised for grants, are not conducted for private profit or farmed out to the Head Master or Head Mistress. Bursars receiving education at these Schools will be on the same footing as ordinary scholars of the School in respect of grants (if any) payable to the School. Where the School is not on the Grant List, no grant will be payable to it on account of the instruction of Bursars. The Bursary Grant, under Article 33 of the Regulations for the Preliminary Education of Elementary School Teachers, will be payable in both cases, provided that the Bursar has received continuous and suitable instruction throughout the year of Bursarship.

BOARD OF EDUCATION.

Regulations for Secondary Schools.

(The present Regulations as now issued are made for England only, and not for Wales or Monmouthshire. The Board will determine at a later date whether the new Regulations shall be applied to Wales and Monmouthshire also; or whether separate Regulations shall be made for those areas.)

CHAPTER I.

CURRICULUM AND ORGANISATION.

1. A School placed on the list of Secondary Schools recognised by the Board must offer to each of its scholars an education of a wider scope and higher grade than that of an Elementary School, and provide a progressive course of instruction (with the requisite organisation, teaching staff, curriculum, and equipment) in the subjects necessary to a good general education upon lines suitable for scholars of an age-range at least as wide as from 12 to 16 or 17. Provision made for scholars below the age of 12 must be similarly suitable, and in proper relation to the work done in the main portion of the School.

2. (a) A School will not be recognised as a Secondary School unless (i) an adequate proportion of the scholars remain at least four years in the School, and (ii) an adequate proportion of the scholars remain in the School up to and beyond the age of 16. In determining what is an adequate proportion of scholars for either of these purposes, the Board may (where circumstances justify it) take into account scholars who have left the School and are pursuing their studies in some other Secondary School approved for this purpose.

(b) Three years may be substituted for four years, and the age of 15 for the age of 16, in applying this Article to Schools in rural areas and small towns, when this appears to the Board advantageous in view of local circumstances.

3. Where the same School comprises more than one department the Board have power to decide whether a department is, or is not, a separate School for the purpose of these Regulations.

4. The curriculum and time-table for the whole School must be approved by the Board, and must provide for due continuity of instruction in each of the subjects taken, and for an adequate amount of time being given to each of these subjects. The Board may require modifications in the curriculum or the time-table, if a subject is taught which is not of educational value, or if the time spent on particular subjects interferes with proper instruction in other subjects, or if the time given to any subject is insufficient to allow of effective progress being made in it, or for other similar reasons.

5. (a) No catechism or formulary distinctive of any particular religious denomination may be taught in the School, except in cases where the parent or guardian of any scholar requests the Governors in writing to provide for the scholar religious instruction in the doctrines, catechism, or formularies distinctive of any particular denomination. In such cases, the Governors may, if they think fit, and if the instrument under which the School is governed requires or does not prohibit the giving of such instruction in the School, comply with such request and provide such instruction accordingly out of funds other than Grants made by the Board of Education or any Local Authority.

(b) In Schools where such instruction is given the Governors must make regulations as soon as practicable to secure observance of the provisions of this Article. A copy of such regulations must be given to the parent or guardian of each scholar.

(c) Records must be kept of all requests made to the Governors in respect of religious instruction under (a) of this Article.

6. The curriculum must provide instruction in the English Language and Literature, at least one Language other than English, Geography, History, Mathematics, Science and Drawing. Where two

CURRICULUM AND ORGANISATION.

§

Languages other than English are taken, and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the educational advantage of the School. The instruction in Science must include practical work by the scholars.

7. Organised games and suitable physical exercises should be provided throughout the School. Provision should be made for Manual Instruction, and for Singing, in some portion at least of the School.

8. By special permission of the Board, Languages other than English may be omitted from the curriculum, provided that the Board are satisfied that the instruction in English provides special and adequate linguistic and literary training, and that the Staff is qualified to give such instruction.

9. Advanced scholars or special classes may, with the approval of the Board, follow a course of study different from that approved for the School.

10. Provision should be made for the elements of Housewifery in the case of girls; for those over 15 years of age an approved Course in Practical Housewifery may be taken instead of Science.

11. Scholars under 15 years of age may not, except with the express permission of the Board, be presented for any external examination except one which comprises the whole School, or which is held solely for the award of scholarships or exhibitions.

12. The School must meet regularly during not less than 36 weeks in the course of the School Year, the hours of morning School and afternoon School, and the arrangements as to vacations, being approved by the Board as satisfactory. Cases of closure under order of a medical or sanitary authority, or for other unavoidable cause, must be notified to the Board, and will be taken into account for the purpose of this Article.

TEACHING STAFF.

CHAPTER II.

TEACHING STAFF.

13. (a) The teaching staff must be sufficient in number and qualification for providing adequate instruction in each subject of the approved curriculum; and (b) the number of scholars taught together at one time must not as a rule exceed 30, and must in no case exceed 35.

14. The teachers may not undertake any other duties which in the opinion of the Local Education Authority or the Governors of the School, as the case may be, or of the Board, would interfere with the efficient discharge of their duties in the School.

15. After the 31st July, 1908, the Board may, on consideration of the teaching staff as a whole, require that a certain proportion of all new appointments shall consist of persons who have gone through a course of training recognised by the Board for the purpose.

16. The salaries of the teaching staff must in no case be subject to variation according to the amount of Grant received.

CHAPTER III.

ADMISSION AND FEES.

17. No scholar may be refused admission to the School except on reasonable grounds. Any dispute arising under this provision shall, if necessary, be determined by the Board.

18. (a) No scholar shall be required, as a condition of being admitted into or remaining in the School as a day scholar, to attend or abstain from attending any Sunday School, place of religious worship, religious observance, or instruction in religious subjects in the School or elsewhere; and the times for religious worship or for any lesson on a religious subject shall be conveniently arranged for the purpose of allowing the withdrawal of any scholar therefrom.

(b) This provision shall also apply to boarders as well as day scholars, provided that in cases where the School is governed by a Scheme made under the Endowed Schools Acts, and containing the provisions prescribed by Section 16 of the Endowed Schools Act, 1869, compliance with such provisions of the Scheme shall be regarded as compliance with this regulation.

19. The School may be with or without fees, but any scale of fees must be approved by the Board.

20. In all Schools where a fee is charged, arrangements must be made to the satisfaction of the Board for securing that a proportion of School places shall be open without payment of fee to scholars from Public Elementary Schools who apply for admission, subject to the applicants passing an entrance test of attainments and proficiency such as can be approved by the Board for the School in question, having due regard to (1) the age of the applicants, (2) the subjects in which they have been receiving instruction, (3) the standard of attainments and proficiency required for admission of

fee-paying scholars. The proportion of School places thus required will ordinarily be 25 per cent. of the scholars admitted, but this requirement may be reduced by the Board on sufficient grounds in the case of any particular School. Scholars from Public Elementary Schools who hold scholarships covering payment of their fees at the Secondary School will in any case be held as counting towards the required proportion.

In this Article the term "scholars from Public Elementary Schools" is held to mean boys or girls who have been for at least two years under instruction in a Public Elementary School immediately before entering the Secondary School.

21. Records must be kept of the admission, attendance, and date of leaving, of all scholars and of the fees paid by them. The admission record must show the full name and address, date of entry, date of birth, parent's occupation, and place of previous education of each scholar. Record should also be kept, so far as possible, of the place of further education, if any, to which a scholar proceeds on leaving the School.

MANAGEMENT.

7

CHAPTER IV.

MANAGEMENT.

22. The system on which the School is conducted and managed must be such as the Board can approve. It must define clearly both the ultimate responsibility for general control, and also the immediate responsibility for the details of management, including that of the Head Master or Head Mistress and the teaching staff for carrying on the School within the lines laid down for its work.

Where the School is not provided by a Local Education Authority, it must be conducted by a body of Governors acting under and in accordance with a Scheme or other written instrument or body of regulations which defines the constitution and functions of the Governing Body and their relation to the teaching staff, and which is approved by the Board. A copy of the Scheme or instrument or body of regulations must be deposited with the Board, and no departure from or variation of its provisions may be made, so long as the School is recognised, without the approval of the Board. The relations of the Governing Body to the Local Education Authority must be such as the Board can approve.

23. The instrument under which the School is governed (whether in the form of a Trust Deed, Scheme, Charter, Act of Parliament, Statutes, Regulations, or Minutes):—

(a) must not require any members of the teaching staff to belong, or not to belong, to any particular denomination;

(b) must not require a majority of the Governing Body (whether in virtue of their tenure of any other office or otherwise) to belong, or not to belong, to any particular religious denomination;

(c) must not provide for the appointment of a majority of the Governing Body by any person or persons who, or by any body the majority of whom, are required (whether in virtue of their tenure of any

other office or otherwise) to belong, or not to belong, to any particular religious denomination.

24. (a) The Governing Body of the School must contain a majority of representative Governors appointed or constituted by local representative authorities (such as County or Borough Councils, Urban or Rural District Councils, Parish Councils, Boards of Guardians, etc.), or elected by popular local constituencies (such as Parish Meetings, etc.), provided that

- (i) a person who is entitled to act as Governor in virtue of holding the office of Mayor or Chairman or Vice-Chairman of a representative Council or Body shall be counted as one of the Governors so appointed or elected ; and
- (ii) if any authority or constituency abstains from exercising or fails to exercise any power of appointment or election exercisable by it and by reason only of such abstention or failure the Governing Body does not contain a majority of Representative Governors, the School may nevertheless be regarded as complying with these Regulations.

(b) The appointment and dismissal of the Head Master or Head Mistress of the School must be in the hands of a Governing Body so constituted, and must not be subject to any approval except that of a local representative authority or combination of local representative authorities.

25. A meeting of the Local Education Authority or of the Governors, as the case may be, of which sufficient notice will be given, must be held, if required, when the School is inspected, and the accounts and any other papers necessary for enquiry into the control and conduct of the School must be produced when required by the Board or by an Inspector of the Board.

26. The Local Education Authority, or the Governors of the School, as the case may be, must appoint a person to act as Correspondent for the School with the Board.

GENERAL CONDITIONS.

9

CHAPTER V.

GENERAL CONDITIONS.

27. The School must be efficient ; must not compete unduly with a neighbouring School ; must be eligible from its character, financial position, and scale of fees, if any, to receive aid from public funds, and must be open at all times to inspection by the Board.

28. The School must not be conducted for private profit or farmed out to the Head Master or Head Mistress.

29. The School premises must be sanitary, convenient for teaching purposes, adapted to the circumstances of the School, and provided with adequate equipment and appliances for the approved curriculum. Suitable provision should be made for organised games. The plans of both site and buildings for new Schools or enlargement of existing Schools must be submitted to the Board for approval.

30. Application to the Board for placing a School on the list of Secondary Schools recognised for grants must be made by the Local Education Authority where the School is provided by them, or by the Governors when this is not the case. The Board before granting the application will have regard to the suitability of the education provided by the School in view of the circumstances of the locality, and to the relation of the School to other schools and places of education available for the area. Where the School is not provided by a Local Education Authority, the Board will consult the Local Education Authority. Recognition may be withdrawn at any time by the Board.

31. A School will not be placed on the Grant List until it has at least 20 scholars who on the first day of the School Year are over 12 years of age.

GENERAL CONDITIONS.

32. A School applying for recognition must submit its whole curriculum with such other information as the Board may require, on such dates as the Board may name in each case. Permanent alterations which it is desired to make in the approved curriculum of a recognised School must be submitted to the Board at convenient dates for approval.

33. The time-table of every School on the Grant List must be forwarded each year in duplicate to the Board on the forms supplied for that purpose, at such times as the Board may prescribe. Instruction must be given in accordance with the approved time-table, and temporary deviations from it should not be made, except in a case of special emergency, without previous notice to the Inspector.

34. A full account of the income and expenditure of the School must be furnished annually in such form as the Board may require. The salary paid to each member of the staff must be shown.

35. The School Year will be held to begin on the 1st August, and end on the 31st July. In special cases, however, the Board will be prepared to recognise a School Year beginning on the 1st January and ending on the 31st December.

GRANTS.

11

CHAPTER VI.

GRANTS.

A.

36. In Secondary Schools placed on the Grant List and complying with these Regulations, grants will be payable on account of scholars receiving instruction in accordance with an approved curriculum as follows:—

- (a) a Grant of £2 on account of each scholar who was between 10 and 12 years of age on the first day of the School year, and who had been for at least two years under instruction in a Public Elementary School immediately before entering the Secondary School.
- (b) a Grant of £5 on account of each scholar who was between 12 and 18 years of age on the first day of the School year.

37. The attendance of all scholars in respect of whom grants are claimed must be registered in the special registers provided by the Board, and in accordance with the instructions printed thereon. The Local Education Authority, or the Governors, as the case may be, are responsible for the accuracy of these records.

38. For the purpose of estimating each of the above Grants, the number of registered scholars fulfilling the conditions named will be taken on 1st October, 1st February, and 1st June in each School year, and one-third of the sum of these numbers will be the number on which Grant is payable. Any scholars who are reported by the Inspector as unfit to attend the classes in which they are being taught, or as habitually irregular in attendance (except from certified illness or risk of infection) may be disqualified for Grant.

39. The Board may in certain cases augment the Grant payable to a School by a further payment to such amount as they think fit towards meeting expense incurred by the School in respect of special educational experiments approved by the Board.

40. Where owing to the smallness of the numbers in a School the Grant payable under the foregoing Articles is less than £250, the Board may, after considering the greater proportional cost required for its efficient maintenance, and its importance towards a due provision of higher education for the area, make up the Grant to £250.

41. Where the total Grant payable to a School under Articles 36 to 40 of these Regulations is less than the Grant which was received by the School under the Regulations for 1906-7, the Board may, if they see fit, after considering the financial circumstances and educational efficiency of the School, pay for the School year 1907-8 a Grant not exceeding the Grant last named.

GRANTS.

B.

42. A School which was on the Grant List for the year 1906-7, but which during the School year 1907-8 fails to fulfil one or more of the conditions set out in these Regulations as to—

- (i) denominational religious instruction (Article 5),
- (ii) a conscience clause for boarders (Article 18 (b)),
- (iii) arrangements for securing that a proportion of places shall be open without payment of fee to scholars from Public Elementary Schools (Article 20),
- (iv) absence of denominational restrictions for the teaching staff and Governing Body (Article 23),
- (v) provision for a representative Governing Body and for control by such a body over the appointment and dismissal of the Head Master or Head Mistress of the School (Article 24),

may, if it satisfies the Regulations in other respects,

GRANTS.

13

continue to receive Grants for the School year 1907-8, but

- (a) the grants thus payable will be at the rate of £2 and £2 10s., in lieu of £2 and £5 as set out in Article 36 above, and
- (b) the additional Grants under Articles 39 to 41 above will not be payable.

43. If, as regards the conditions set out in Articles 5, 18 (b), 23, and 24 (but not as regards the conditions set out in Article 20) of these Regulations, the Local Education Authority pass a Resolution informing the Board of Education that the School is in their view required as part of the Secondary School provision for their area, and that one or more of these conditions may be waived with advantage in view of the educational needs of the area, the Board of Education may, if they see fit, pay the Grants in full under Articles 36 to 41 of this Chapter.

44. No Grants are payable under the provisions of Articles 42 and 43 in respect of Schools not on the Grant List for the year 1906-7.

GRANTS.

C.

45. In or before March, 1908, there will be payable to all Schools on the Grant List for the year 1906-7 which fulfil the conditions set out in Articles 5, 18 (b), 20, 23, and 24 of these Regulations, such additional sums, if any, as in addition to the Grants paid or payable under the Regulations for 1906-7 will make up the grant for that school year to an amount not exceeding £5 for each scholar on account of whom grant is paid or payable under those Regulations.

46. A School will be considered eligible for the special payment set out in Article 45 if

- (a) as regards the conditions of Articles 5, 18 (b), 23, and 24, (i) all such steps have been taken towards compliance with these conditions as in the Board's opinion have been possible

within the time available, or (ii) the Board have accepted the School as qualified to receive full Grants for the year 1907-8 under the provisions of Article 43 above; and

- (b) as regards the conditions of Article 20, either (i) a number of scholars from Public Elementary Schools have been admitted without payment of fee in the School year 1907-8 which the Board are able to regard as satisfying the object of that Article; or in cases where the Board are satisfied that this is not possible within the time available, (ii) a scheme has been adopted by the Local Education Authority or the Governors, as the case may be, and approved by the Board, by which it is secured that these conditions will be satisfactorily met at the commencement of the School year 1908-9.

47. An instalment of Grant amounting ordinarily to one-half of the Grant received for the previous year is payable shortly after 1st April where the School year begins on 1st August, and shortly after 1st July where the School year begins on the 1st January, on a certificate from the Local Authority or the Governors (as the case may be) and from the Inspector that the School is being satisfactorily conducted in accordance with the Regulations.

48. If there has been failure to fulfil any of the conditions of Grant in these Regulations, other than those contained in Articles 5, 18 (b), 23 and 24, but subject, so far as concerns this exception, to the provisions of Article 43 above, the Board have power, either to withhold the Grant or, if they think fit, to pay it with or without deductions; and if any question arises as to the interpretation of these Regulations or as to the fulfilment of any of the conditions of Grant, the decision of the Board shall be final.

CHAPTER VII.

PUPIL-TEACHERS AND BURSARS.

49. (a) Bursaries under Articles 29 and 31 (e) of the Regulations for the Preliminary Education of Elementary School Teachers will be tenable at Secondary Schools, and Grants may be paid under Articles 11 (c) and 26 of those Regulations on account of the instruction of Pupil-Teachers at Centres attached to Secondary Schools, provided that these Schools—

- (i) are on the List of Secondary Schools recognised for Grants under Chapter VI. of these Regulations; or
- (ii) though not on the Grant List are on the List of Secondary Schools recognised as efficient under Chapter VIII. of these Regulations, and are not conducted for private profit or farmed out to the Head Master or Head Mistress.

(b) It will be a condition of the payment of the Bursary Grant under Article 33 of the Regulations for the Preliminary Education of Elementary School Teachers that the Bursar shall have received continuous and suitable instruction throughout the year of his Bursarship to the satisfaction of the Board.

(c) In cases falling under (a) (ii) of this Article no Grant will, notwithstanding anything contained in Article 33 (a) of the Regulations for the Preliminary Education of Elementary School Teachers, be payable to the Governing Body of the School on account of the instruction of a Bursar.

(d) Classes in Secondary Schools falling either under (a) (i) or under (a) (ii) of this Article will not be recognised as Preparatory Classes under Article 20 of the Regulations for the Preliminary Education of Elementary School Teachers, unless they were so recognised before 1st August, 1907.

CHAPTER VIII.

LIST OF EFFICIENT SECONDARY SCHOOLS.

50. The Board are establishing a List, for publication, of Secondary Schools recognised by them as efficient, whether in receipt of Grant or not, in the areas of the various Local Education Authorities. Schools on the Grant List will be placed on this List, and other Schools will be eligible for admission to the List as hereinafter provided.

51. The Governing Body or persons responsible for the management of any Secondary School (as defined in Articles 1 and 2 of these Regulations) not eligible, or not applying, for Grants under these Regulations may apply to the Board for the School to be placed on the list of efficient Secondary Schools.

The Board will determine the efficiency of the School by inspection, and must be satisfied that the School has an adequate staff, provides a suitable curriculum and efficient instruction and possesses adequate premises and equipment.

52. The inspection will be an inspection of both premises and instruction. The former will include sanitary arrangements, provision for recreation, and arrangements for the boarding of teachers and scholars. The latter will deal with all the subjects comprised in the curriculum of the School. The inspection will be without charge.

53. The Report of the Board on the efficiency of the School at the time of inspection will be sent to the Head Master or Head Mistress of the School, to the persons responsible for its management if other than the Head Master or Head Mistress, and also to the Local Education Authority, but not for publication by the Authority without consent of the body or persons responsible for conducting the School. The Report, if published, must be published in its entirety.

LIST OF EFFICIENT SECONDARY SCHOOLS. 17

54. A School may be removed from the list of efficient Secondary Schools at any time at the discretion of the Board, and will in no case be kept on that list for a longer period than four years without a fresh inspection. So long as the School is on the list it must be open at all reasonable times to inspection by the Board.

Robert L. Mervais

June, 1907.

APPENDIX.

GRANTS IN AID OF LOCAL SCHOLARSHIPS.

1. Grants are made by the Board to aid the continuance for a third year of local Science and Art Scholarships sanctioned under the Regulations for 1906-7.

The Board's grants are made to meet sums provided for the purpose by the contributions of living persons. Contributions from a rate under Part II. of the Education Act, 1902, are held as satisfying this condition. Funds derived from endowments, or from moneys held in trust, the donor being dead; subscriptions not raised for this definite purpose; and other mere surplus funds, are not so held.

Pupil-Teachers and Bursars recognised under the Regulations for the Preliminary Education of Elementary School Teachers are ineligible for these Scholarships.

2. The scholar must continue to attend the approved School regularly during its recognised School year, and must be presented at the May or June examinations in one or more subjects of Science or of Art, and show by the results he obtains that he has made satisfactory progress, or, in the case of a Scholarship held in a Secondary School, must satisfy the Board as to his progress.

3. The Managers of the local fund must contribute £5 in respect of each scholar. The Board supplement the local contribution with a grant of £10.

4. Applications for continuance of grants in aid of Scholarships for a third year must be made on Form 473 as soon as the Board's grant for the preceding year has been paid, and not later than one month after the beginning of the School year.

5. Where the Managers of the local fund are a Local Education Authority under the Education Acts they will make their own arrangements for paying the sum representing the local contribution to the parent or guardian of the scholar during the School year. The Board's grant will be paid to the Local Education Authority after the end of the School year, on a certificate being given that payment of the sum representing the local contribution has been so made, and the conditions of the Scholarship fulfilled.

Where the Managers of the local fund are not a Local Education Authority, they must lodge the sum representing the local contribution with the Board before the 5th April or 5th October, according as the Scholarship is held in a School of which the School year runs from 1st August or 1st January. One moiety of the local contribution will be paid by the Board to the parent or guardian of the scholar, or, where the parent or guardian has given consent in writing, to the Managers, shortly after the 1st September or 1st February, and the other moiety shortly after the 1st February or 1st July, on the receipt of a certificate (Form 1066) from the Managers that the scholar is making satisfactory progress. The Board's grant in aid will be paid after the end of the School year, provided that the conditions of the Scholarship have been fulfilled. Application for its payment must be made on Form 282.

Appendix VI

Board of Education Circular 568

8th July 1907

BOARD OF EDUCATION,
WHITEHALL, LONDON, S.W.

REGULATIONS FOR SECONDARY SCHOOLS (1907).

MEMORANDUM for the Information of Governors of Schools
on certain Legal Questions arising under the Regulations.

1. In introducing certain changes into the Regulations made by them for Secondary schools the Board have taken into consideration the fact that many existing schools are governed by schemes or other instruments the provisions of which are binding on both the Governors and the Board, until altered by competent authority, but do not permit of entire compliance with the new Regulations without certain alterations. Where such alterations are necessary, and desired by the Governors, the Board will gladly consider any suggestions made by the Governors for effecting them as quickly and easily as is practicable, and in cases of special doubt and difficulty the Board's officers have been instructed to give the Governors every assistance, whether by correspondence or by means of personal discussion.

2. This memorandum has been prepared with the view of indicating the points on which technical difficulties are most likely to arise, and of preventing misunderstanding as to the position created by the new Regulations. It deals with certain selected Articles in the order in which they appear in the Regulations.

3. *Article 5 (a).*—In the case of schools governed by Schemes made under the Charitable Trusts Acts or Endowed Schools Acts it is seldom the case that the terms of the Scheme preclude the Governors from complying with this Article, which requires them to confine the giving of denominational religious instruction to those scholars in respect of whom a written request for such instruction is made, and, if such instruction is given, to provide it out of funds other than grants made by the Board of Education or any Local Authority. Neither the direction that "religious instruction in accordance with the doctrines of" a particular denomination shall be given in the school nor the direction that "religious instruction in accordance with the principles of the Christian Faith shall be given in the school" precludes compliance with the requirements of this part of Article 5.

For the purposes of this Article, "guardian" may be taken to include any person who is liable to maintain or has (otherwise than as a schoolmaster) the actual custody of any scholar.

If the Governors resolve to make provision for denominational religious instruction under the provisions of this Article their resolution should be communicated to the Board, whether any requests for such instruction are received by them or not.

4. *Article 5 (b).*—As regards Article 5 (b), however, some temporary difficulty may arise owing to the "common form" provision inserted in Schemes in pursuance of Section 11 of the Endowed Schools Act, 1873, which directs that "where a Scheme under the principal Act (the E. S. A., 1869), gives the Governing Body of any endowed school power to make regulations respecting the religious instruction given at such school, the Scheme shall also provide for any alteration in such regulations not taking effect until the expiration of not less than one year after notice of the making of the alteration is given."

Where, therefore, the Governors have made regulations in exercise of their powers under a Scheme containing the provision referred to, and such regulations do

not give effect to the requirements of Article 5 (b), the Governors should at once give notice of such alteration in the regulations as is necessary, and the Board will regard the issue of such notice as a provisional compliance with Article 5 (b) of the new Regulations.

Two copies of any Regulations made, or notice issued by the Governors, should be sent to the Board.

5. *Article 18 (b).*—The provisions of Section 16 of the Endowed Schools Act 1869, are as follows:—

“In every scheme (except as hereinafter mentioned) relating to an endowed school the Commissioners shall provide that if the parent or guardian of, or person liable to maintain or having the actual custody of, any scholar who is about to attend such school, and who but for this section could only be admitted as a boarder, desires the exemption of such scholar from attending prayer or religious worship, or from any lesson or series of lessons on a religious subject, but the persons in charge of the boarding-houses of such school are not willing to allow such exemption, then it shall be the duty of the governing body of such school to make proper provisions for enabling the scholar to attend the school and have such exemption as a day scholar, without being deprived of any advantage or emolument to which he would otherwise have been entitled, except such as may by the scheme be expressly made dependent on the scholar learning such lessons. And a like provision shall be made for a complaint by such parent, guardian or person as in the case of a day school.”

It was held by the Judicial Committee of the Privy Council in 1889 that, in cases to which the above section applied, the proper course was to insert in the Scheme a provision following exactly the provisions of the section. The section was designed to secure, in a particular manner, freedom of conscience for all scholars in schools *not* entitled to claim exemption, on denominational grounds, under Section 19 of the Act of 1869, and the Board are bound to regard compliance with the provisions of the section as adequate compliance with the Regulations in this respect.

In cases where the school was entitled to and claimed exemption on denominational grounds and the provisions of Section 16 were consequently not inserted in the Scheme, the Board's Regulations in this respect will be satisfied if the Governors make Regulations in accordance with the provisions of Section 16.

In all other cases the provisions of the Article must be strictly carried out.

6. *Article 20.*—It is possible that in some cases an arrangement accepted by the Board as satisfactory for the admission of scholars from Public Elementary Schools without payment of fees cannot be carried into effect, owing to restrictions placed on the Governors' discretion by provisions in the schemes or other instruments by which the school is governed. In some cases the total number of scholarships entitling the holders to exemption from payment of fees is expressly limited to a definite number or a definite proportion of the total number of scholars in the school (*e.g.*, 10 per cent.); in other cases the conditions under which scholarships have to be awarded do not admit of any preference being given to scholars from Public Elementary Schools or not to a sufficient extent; in other cases the conditions of scholarship examinations cannot be adapted to the arrangements accepted by the Board for examination of scholars from Public Elementary Schools for the purposes of Article 20.

7. It is possible, of course, that such provision for scholarships tenable in the school by scholars from Public Elementary Schools may in some cases be made by a Local Authority, or out of endowments not attached to the school, as to render an alteration of the scholarship provisions of the governing instrument unnecessary; but in other cases the only method for enabling the school to comply with the new Regulations may be that the Board of Education should be asked to make a Scheme either (a) conferring additional powers on the Governors, or (b) substituting or empowering the Governors to substitute new provisions for some or all of the existing scholarship provisions.

The following alternative draft clauses have been prepared, the introduction of which by Amending Schemes may serve to give to existing Schemes sufficient elasticity for the purposes of this Article:—

(a) "The Governors may from time to time, with the approval of the Board of Education (signified by writing under their seal), make such regulations for the admission of scholars who have previously attended Public Elementary Schools and for the exemption of any such scholars from payment of tuition fees as are necessary to enable the Governors to comply with any conditions as to grants or additional grants contained in or required under any regulations made by the Board of Education."

(b) "Notwithstanding anything contained in the Scheme of 18 , the Governors may from time to time, with the approval of the Board of Education (signified by writing under their seal), make such regulations for the admission of scholars who have previously attended Public Elementary Schools and for the exemption of any such scholars from the payment of fees as are necessary to enable the Governors to comply with any conditions as to grants or additional grants contained in or required under any regulations made by the Board of Education, and any such regulations made by the Governors may be made to take effect in substitution for all or any of the provisions of the said Scheme relating to free places, scholarships, or exhibitions.

"Provided that nothing in any such regulations shall

(a) abridge any privilege or educational advantage to which any particular class of persons are under the said Scheme entitled (whether as inhabitants of a particular area or otherwise); or

(b) be inconsistent with the provisions of the Endowed Schools Acts, 1869, 1873 and 1874."

8. In deciding what proportion of free places in a school must be offered to scholars from Public Elementary Schools the Board must be guided by considerations of educational policy and not by considerations of what is or is not permitted under the provisions of an existing Scheme or governing instrument, which were usually framed in view of circumstances widely different from those now existing. The Governors must, therefore, prepare themselves to take or concur in any steps which may be necessary to remove any obstacles caused by such provisions.

9. *Article 22.*—Where the school is governed by a Scheme or Schemes made under the Charitable Trusts Acts or Endowed Schools Acts, the Governors need not send a copy of such Schemes to the Board, and if the school complies with the Regulations in other respects a Scheme made under either of those groups of Acts may for the present be regarded as "approved" by the Board for the purposes of this Article.

In all other cases a copy of the governing instrument must be deposited with the Board, and the Board will consider whether in their view any alterations are required in it for the purposes of this Article.

In particular, the Board will require to be satisfied that there is a governing body constituted in such a manner and exercising such effective control over the school that its responsibility in respect of the functions assigned to it is not open to question, and this point will require special attention where the governing instrument of a school (not provided by the Local Education Authority) does not create or declare a permanent trust.

10. *Article 23.*—The number of cases in which the provisions of this Article will require an alteration in the governing instrument in order to qualify the school for full grants will probably not be large, and though the question involved is important, it is comparatively simple.

11. *Article 24.*—It is well known that the Charity Commissioners and the Board of Education have for many years acted on the principle that in all Schemes made by them for the regulation of Endowed Schools substantial provision should be made

for representation of Local Authorities or popular constituencies on Governing Bodies and that principle was given statutory authority by Section 1 (1) (e) of the Technical Instruction Act, 1889.

12. In consequence of that provision it was the practice of the Charity Commissioners to introduce into Schemes a clause providing that

“There shall be added to the Governing Body such additional representative Governors, if any, as may be appointed for the purposes of the Technical Instruction Act, 1889, by a Local Authority under that Act.”

But the Technical Instruction Act of 1889 was repealed by the Education Act, 1902, and the presence of this clause in a Scheme does not render possible the appointment of additional Representative Governors where an addition to their number is required for the purposes of Article 24 of the new Regulations for Secondary Schools.

13. In some Schemes of recent date, however, the following clause (or a similar clause) appears :—

“Additional Governors may be appointed by a Local Authority in consideration of a grant by the authority in aid of the school, to such number as may be fixed by the authority with the consent of the Governors and subject to the approval of the Board of Education.”

In these cases, such a clause does enable the Governors to consent (without any alteration of the Scheme) to the appointment of additional Representative Governors (sufficient to place the Representative Governors in a majority), by a Local Authority which makes a grant to the school, and if this consent is given the requirements of Article 24 will be satisfied. Article 24 (a) (ii.) makes it clear that the actual appointment of additional Governors by a Local Authority is not essential, but only that a Local Authority should have the option of appointing them.

14. In cases where the Scheme or governing instrument provides for a minority of Representative Governors, and fixes the constitution of the Governing Body, and gives no power to appoint additional Representative Governors, an amendment of the Scheme will be required, and the Board will usually (where it is not for other reasons considered necessary or desirable to re-constitute the Governing Body) be satisfied with introducing the following provision, which will place the Governors in a position to comply with Article 24 :—

“If an increase in the number of Representative Governors is required to comply with any conditions of a grant made by a Local Authority or by the Board of Education, or is considered desirable for any other reasons, Representative Governors or additional Representative Governors may, with the consent of the Governors and the approval of the Board of Education (signified by writing under their seal) be appointed by a Local Authority.”

15. In the case of schools in London the following provision of Schedule I. (9) of the Education (London) Act, 1903, will in many cases relieve the Governors from the necessity of applying for an Amending Scheme :—

“Where Governors or Managers are appointed by the Local Education Authority on the governing body of any institution aided by grant from the Local Education Authority, the provisions of the Scheme or Trust Deed of the institution imposing any limit on the number of the members of the governing body, or requiring any qualification for those members, shall not apply as respects such Governors or Managers.”

This provision enables the London County Council, in the case of any school to which they have the right of appointing a Governor, to appoint, so long as they aid the school, any number of additional Governors, and therefore satisfies the conditions of Article 24, in the case of any such school.

16. It must be remembered, however, in all cases that Governors who are described as "representative Governors" in a Scheme cannot be counted as "representative Governors" for the purposes of Article 24 unless they are (or can be) appointed or elected by such representative Local Authorities or popular local constituencies as are therein referred to.

17. *Article 49.*—In some cases the scheme by which the school is governed contains provisions (*e.g.*, as to the ages of scholars) which preclude the Governors from admitting and educating, whether as "pupil teachers" or "bursars," children who intend to become teachers in Public Elementary Schools, although the Board are willing to recognise the school for that purpose. In such cases the Board are prepared to introduce into the scheme the following clause:—

The Governors may, with the approval in writing of the Board of Education, make special provision in, or in connection with, the School, for the education of boys [or girls] who intend to become teachers in Public Elementary Schools, and may, with the like approval, make such modifications in the foregoing provisions relating to ages, instruction, examination and fees, as they think suitable for the purpose.

18. *General.*—The observations made in this Memorandum as regards Articles 5, 18 (b), 23 and 24 are, of course, subject to the special provisions of Articles 42 and 43 of the Regulations, and it is open to the Governors of schools which are on the Grant List for the year 1906-7 to communicate with the Local Education Authority (with a view to an application to the Board under Article 43) instead of at once applying to the Board for a modification of the Scheme or governing instrument, where such modification is required. It is, however, very desirable that the Board should be informed as soon as possible of any steps in this direction which the Governors are taking or contemplating, in order that delay and confusion in dealing with particular schools may be avoided.

L. A. S. B.

8th July, 1907.



Appendix VII

- a) Notes on the various types of Pupil Teacherships
- b) Table showing the Changing Pattern in the Origins of Intending Teachers

Appendix VII

a) Various Types of Pupil Teacherships¹

1. Rural Pupil Teacher (arrangements closely resemble the primitive type of Pupil Teachership)
2. Pupil Teachers in independent institutions or Centres educating future Pupil Teachers from 14 to 16 years.
3. Pupil Teacher Centres attached to Elementary Schools (the limits of age for instruction in such schools being extended under Section 26 of the Act of 1921 so as to permit attendance up to 16), where the Pupil Teachers continue their education between 16 and 18.
4. Pupil Teachers in Secondary Schools who up to the age of 17 were for educational purposes indistinguishable from the other Secondary School pupils.

1. The Report of the Departmental Committee on the Training of Public Elementary Schools Board of Education 1925 pp 13/14

Appendix VII

Table showing the Changing Patterns in the Origins of Intending Teachers¹

Year beginning 1st August	Pupil-Teachers recognised for the first time during the year				Bursars		Student- Teachers who had not been Bursars		Total entrants		
	Boys 2	Girls 3	Boys 4	Girls 5	Boys 6	Girls 7	Boys 8	Girls 9	Boys 10	Girls 11	Total 12
1905	2,146	7,747	263	681	-	-	-	-	2,409	8,428	10,837
1910	673	2,253	17	61	828	2,206	40	107	1,558	4,627	6,185
1915	377	1,777	45	426	797	3,133	85	407	1,304	5,743	7,047
1916	301	1,669	38	358	677	3,001	81	419	1,097	5,447	6,544
1917	265	1,579	32	406	577	2,924	54	423	928	5,332	6,260
1918	229	1,346	26	487	482	2,972	72	474	809	5,279	6,088
1919	253	1,202	47	473	633	3,277	161	558	1,094	5,510	6,604
1920	324	1,360	57	623	791	3,851	178	673	1,350	6,507	7,857
1921	356	1,509	61	502	*	*	747	3,501	1,164	5,512	6,676
1922	328	1,283	56	288	*	*	842	4,012	1,226	5,583	6,809

* The Board ceased to recognise Bursars in 1921

1. The Report of the Departmental Committee on the Training of Teachers for Public Elementary Schools
Board of Education 1925 Appendix V p.176

Appendix VIII

Education Act 1918 Grant Regulations No. 4

Presented to Parliament by Command of His Majesty.

Education Act, 1918:
Grant Regulations, No. 4.

STATUTORY RULES AND ORDERS,
1920, No. 61.

EDUCATION, ENGLAND AND WALES.
Higher Education.—Regulations for Deficiency
Grant.

THE HIGHER EDUCATION (DEFICIENCY GRANT) REGULATIONS, 1920, DATED 24TH JANUARY, 1920, MADE BY THE BOARD OF EDUCATION UNDER SECTION 44 OF THE EDUCATION ACT, 1918 (8 & 9 GEO. 5, C. 39), FOR THE PURPOSE OF DETERMINING HOW THE AMOUNT OF ANY DEFICIENCY GRANT PAYABLE UNDER SECTION 44 OF THE EDUCATION ACT, 1918, IN RESPECT OF EDUCATION OTHER THAN ELEMENTARY SHALL BE ASCERTAINED.

1. The Education Act, 1918 (Section 44 (2) and (3)), provides as follows:—

(2) Subject to the regulations made under the next succeeding subsection, the total sums paid to a local education authority out of moneys provided by Parliament and the local taxation account in aid of elementary education or education other than elementary, as the case may be, shall not be less than one half of the net expenditure of the authority recognised by the Board of Education as expenditure in aid of which parliamentary grants should be made to the authority, and, if the total sums payable out of those moneys to an authority in any year fall short of one half of that expenditure, there shall be paid by the Board of Education to that authority, out of moneys provided by Parliament, a deficiency grant equal to the amount of the deficiency, provided that a deficiency grant shall not be so paid as to make good to the authority any deductions made from a substantive grant.

(3) The Board of Education may make regulations for the purpose of determining how the amount of any deficiency grant payable under this section shall be ascertained and paid, and those regulations shall, if the Treasury so direct, provide for the exclusion in the ascertainment of that amount of all or any sums paid by any Government department other than the Board of Education and of all or any expenditure which in the opinion of the Board of Education is attributable to a service in respect of which payments are made by a Government department other than the Board of Education.

[Cmd. 538.] *Price 1d. Net.*

2. The Treasury have directed that the regulations shall provide for the exclusion, in the ascertainment of the amount of any Deficiency Grant, of—

- (a) the Treasury Grant under the Welsh Intermediate Education Act, 1889;
- (b) all sums paid by any Government Department other than the Board of Education, except the Residue Grant (Local Taxation (Customs and Excise) Act, 1890); and any expenditure which in the opinion of the Board is attributable to a service in respect of which those sums are paid.

Thus the sums paid as grants by the Board of Agriculture, and the expenditure on Agricultural Education, will be excluded.

The contributions paid by Local Education Authorities to Universities and University Colleges which are in receipt of grants from the Treasury will be excluded as from 1st April, 1920, onwards.

3. For the purpose of these Regulations a deficiency is the amount, if any, by which in the financial year beginning 1st April, 1919, or in any subsequent financial year, the total sums payable to a Local Education Authority by the Board of Education and out of the Local Taxation Account, fall short of half of the Authority's net expenditure as defined in Article 7.

4. The sums payable by the Board of Education in a financial year include all sums payable in a year, whether by way of instalment or final balance. A list of the annual substantive grants which are payable under existing regulations in aid of education other than elementary is shown in the Schedule appended hereto, with particulars as to the times when they are payable. This list is subject to additions or amendments as occasion may arise.

The Board will treat as payable in the year any sums that would under the Regulations be payable if the Authority supplied correct information and returns punctually to the Board.

5. The sum payable to an Authority in any year out of the local taxation account is the amount of the Residue Grant under the Local Taxation (Customs and Excise) Act, 1890, payable to the Authority in the year, subject to adjustments with other Local Education Authorities within the year in respect of Residue Grant.

6. The Board will ascertain the expenditure (Article 3) of the Local Education Authority from the portion of the Statutory Financial Statement relating to Higher Education (Revenue Account), but will exclude—

- (a) the sums excluded by the direction of the Treasury (see Article 2 above).
- (b) Any expenditure not recognised by the Board as expenditure in aid of which parliamentary grants should be made.

7. "Net expenditure" means expenditure as calculated under Article 6, less all receipts relating thereto except receipts from rates raised by the Authority, or from Grants.

8. A Deficiency Grant, equal to the deficiency (Article 3) as ascertained in accordance with these regulations, will be payable for the financial year beginning 1st April, 1919, and for subsequent years, to the Local Education Authorities for Education other than Elementary, in those areas in which the conditions of these regulations are satisfied.

9. The Grant will be payable by instalments during the year, and will be finally adjusted after the audited accounts for the year and any other returns required by the Board for the purpose have been received and examined.

The total amount payable by way of instalment during the year will be such sum as appears to the Board to be payable in order that the provisions of Section 44 (2) of the Education Act, 1918, may be satisfied.

10. The Grant is conditional upon the Board being satisfied that the Authority—

- (i) has performed its duties under the Education Acts;
- (ii) has supplied punctually such information and returns as the Board require.

If the Board are not satisfied on any of these matters they may withhold or make a deduction from the Grant.

If a deduction is made exceeding five hundred pounds, or the amount which would be produced by a rate of one halfpenny in the pound, whichever is the less, a report stating the amount of and the reasons for the deduction will be laid before Parliament (Education Act, 1918, Section 44 (5)).

11. If a deduction has been made by the Board from any substantive grant on account of a failure to comply with its conditions, a deduction of that amount will be made from any Deficiency Grant that would otherwise be payable.

12. The Grant will be calculated to the nearest pound, a fraction of a pound in the final result being ignored or reckoned as a pound, according as it is, or is not, less than ten shillings.

13. If any question arises as to the interpretation of these Regulations, or as to the inclusion or exclusion of any items of receipt or expenditure for the purpose of calculating the Deficiency Grant, the decision of the Board shall be final.

14. These Regulations may be cited as the Higher Education (Deficiency Grant) Regulations, 1920.

Given under the Seal of Office of the Board of Education this 24th day of January, 1920, and laid before Parliament pursuant to Sub-section (6) of Section 44 of the Education Act, 1918.

L. A. Selby-Bigge,
Secretary to the Board of Education.

Appendix IX

Board of Education Circular 1259

Copy of Circular No. 1259

Circular to Local Education Authorities
for Higher Education

2nd May 1922

All communications should be addressed to:

"THE SECRETARY"

B O A R D O F E D U C A T I O N ,

Whitehall, S.W.1.

HIGHER EDUCATION

1. The Government have decided that the present arrangement under which the Board pay grants direct to certain Secondary schools and other institutions or classes for higher education not provided by Local Education Authorities and also recognize for grant to the Local Education Authority the expenditure incurred by the Local Education Authority in aiding those forms of education, shall be terminated. The position which they feel bound to establish is one under which either substantive grant or deficiency grant, but not both, will be paid in respect of the same school.

In order to avoid hardship and to allow the Local Education Authorities and the schools, in respect of which such duplicate aid is at present given by the Board, time in which to adjust themselves to the new conditions, the change will be spread over a period not exceeding five years.

2. For the purpose of giving effect to this decision the Board have under consideration the addition of words to Article 6 of Grant Regulations 4 so as to exclude, from the expenditure ranking for deficiency grant, 1922-23, one-fifth of an amount equal to either (i) the contributions paid by a Local Education Authority to the maintenance of schools (other than schools provided by the Local Education Authority) which are in receipt of grant from the Board; or (ii) the substantive grants paid by the Board to those schools, whichever is the less. For the year 1923-24 the proportion to be excluded would be two-fifths and would in subsequent years be increased by one-fifth annually, until total exclusion is effected. Thus in the year 1926-27 a sum equal to the whole of one of these two amounts would be excluded from the expenditure, and as from 1st April, 1927, no expenditure by an Authority in aiding a school would rank for grant if the school were also in receipt of grants from the Board.

3. Payment of the fees of individual students attending schools which fall within the scope of this regulation will, generally speaking, not be treated as contributions to the maintenance of the schools; but the Board are aware that in some cases it is doubtful whether a payment made by a Local Education Authority properly falls within the category of "aid to students" or that of "contribution to maintenance", and they reserve discretion to determine each case on its merits.

4. Before making a regulation in these terms the Board would be glad to receive any observations which the Authority may desire to offer on the proposed means of carrying out the decisions announced in paragraph 1 of this Circular. If the Authority desire to offer remarks on this subject the Board would hope to receive them within three weeks of the present date.

5. The Board have also had under consideration the replies to Circular 1230, on the principles and methods at present followed by Local Education Authorities in administering aid to Secondary Schools. Before taking into account for Deficiency Grant any expenditure incurred by a Local Education Authority on aiding a secondary school or other institution for higher education, the Board will take steps to satisfy themselves that the aid was required to meet a reasonable school expenditure and was not expended on purposes, e.g. the payment of a salary in excess of that to which the teacher would be entitled under a correct interpretation of the Burnham Report, such as the Board could not take into account in a School provided by the Authority. Before, therefore, determining the amount of aid to be given to a school in any financial year, the Authority should examine, not only the audited accounts for past years, but also estimates of the income and expenditure for the financial year under review. Where the amount of aid is quite small the Authority may find it sufficient to obtain an assurance from the Governing Body or Managers that the salaries paid are in strict accordance with the Burnham Scales, but normally it will be essential that the Authority should satisfy themselves that individual salaries have been correctly calculated.

6. Under existing financial conditions it must not be assumed that the Board will take into account for grant any expenditure involved in aiding a school to provide additional accommodation or equipment, and any such proposal should be submitted before hand for their approval.

7. The Board cannot under any circumstances take into account for grant expenditure on aiding schools conducted for private profit. Aid to other schools not in receipt of grant may be taken into account in exceptional cases if the aid is moderate in amount and affords for the time being the best and most economical method of providing facilities for education of the pupils attending the school.

(Signed) L.A. Selby-Bigge

Appendix X

Board of Education Circular 1381

*Circular to Local Education Authorities
for Higher Education and Governing
Bodies of Secondary Schools, etc.*

Circular 1381
23 July, 1926

All communications should
be addressed to
THE SECRETARY.

BOARD OF EDUCATION,
WHITEHALL, LONDON, S.W.1.

HIGHER EDUCATION.

1. In order to give effect to the policy announced in Circular 1259 and Article 3 (c) of Grant Regulations 4, under which after 1st April, 1927, no expenditure of an Authority in aiding a school is to rank for grant if the school is also in receipt of grant from the Board, the following arrangements will apply.

2. Secondary Schools not provided by Local Education Authorities for Higher Education that are now in receipt of grant under Grant Regulations 10 or 11 may, if they choose, cease to receive such grant as from 1st August, 1926. Grant under Grant Regulations 10 or 11 for the year to 31st July, 1926, will be payable to any schools so ceasing, and that will be the last payment of direct grant made to them. If Local Education Authorities aid those schools in the financial year 1926-27, the Board will recognise for grant to Local Education Authorities only so much of the aid given by the Authority to any such school as exceeds the aid given by the Board to the School. The full amount of such aid given by Local Education Authorities in subsequent financial years will be recognisable for Grant.

3. Secondary Schools not provided by Local Education Authorities for Higher Education that are now in receipt of grant under Grant Regulations 10 or 11 may if they choose, continue to receive it until 31st July, 1927, and give notice, before 31st July, 1927, of their intention to cease to receive it from 1st August, 1927. Grant under Grant Regulations 10 or 11 for the year to 31st July, 1927, will be payable to any schools so ceasing and that will be the last payment of direct grant made to them. If Local Education Authorities aid those schools in the financial year 1927-28, the Board will recognise for grant to Local Education Authorities only so much of the aid given by the Authority to any such school as exceeds the aid given by the Board to the School. The full amount of such aid given by Local Education Authorities in subsequent financial years will be recognisable for Grant.

4. Secondary Schools not provided by Local Education Authorities for Higher Education that are now in receipt of grant under Grant Regulations 10 or 11, and do not give notice before 31st July, 1927, of their intention to cease to receive such grant after that date may (other conditions being satisfied) continue to receive it after 31st July, 1927, but no Local Education Authority's aid given to such schools in the year 1927-28 or any subsequent year will be recognised by the Board for grant to the Local Education Authority.

5. Similar arrangements will apply in the case of Institutions for Higher Education other than Secondary Schools, the appropriate date being substituted for the 31st July where the school year does not end on that date. As regards Schools and Courses aided under the Adult Education Regulations (Grant Regulations 33), however, the arrangements set out in the third paragraph of Article 3 (c) of Grant Regulations 4 will continue in force.

6. Local Education Authorities and Governing Bodies should confer at an early date with a view to determining which of the alternatives they desire to adopt.

7. Any amendments of the existing Regulations necessary to give effect to these arrangements will be made in due course.

8. In the above, where reference is made to the recognition or non-recognition by the Board of Local Education Authority's expenditure after 1st April, 1927, it should be understood that in the event of the introduction of any new grant system whereby a block grant would be payable to Local Education Authorities, the block grant would be adjusted so as to give effect to the principles stated above.

AUBREY V. SYMONDS.

Appendix XI

Table showing Numbers of Secondary Schools
and Board of Education Expenditure

Appendix XI

Table Showing Numbers of Secondary Schools
and Board of Education Expenditure

Year	Endowed ¹ Schools	2	3	4
1906-7	-	677	-	£254,210
1907-8	418	742	104	£342,393
1908-9	431	802	108	£506,449
1909-10	447	841	109	£610,400
1910-11	432	862	109	£656,722
1911-12	428	885	110	£668,437
1912-13	424	898	112	£704,486
War Years				
1918-1919	437	961	118	£1,568,570
1920-21	463	1076	129	£2,072,473

1 Number of Endowed Secondary Schools in England

2 Total Number of Secondary Schools in England

3 Total Number of Secondary Schools in Wales

Figures from Annual Board of Education Reports

4 Total Board of Education Finance to Secondary Schools

1906-9 Cmd 5147 p.3

1909-10 Cmd 6551 p.3

1910-13 Cmd 8054 p.3

1918-21 Cmd 931 p.3

Appendix XII

Table showing Numbers of Pupils Receiving
Secondary Education 1914-15 with
Reference to Free Places and Grant Monies

Appendix XII

Table Showing Numbers of Pupils Receiving
Secondary Education 1914-1915 with
Reference to Free Places and Grant Monies

	Number of Pupils	%	Free Places	%	Grant Monies	%
Total number of pupils receiving secondary education in schools eligible for Board of Education Grant in 1914-15	180,189	100	49,018	100	£655,355	100
Total number of Endowed School Pupils in Schools forming the basis of the study	48,971	27.2	14,896	30.4	£177,595	27.1
Total number of pupils receiving their secondary schooling in schools other than those forming the basis of the study	131,218	72.8	34,122	69.9	£477,760	72.9

Appendix XIII

Table showing Increasing Expenditure
on Secondary Education 1905-1924

Appendix XIII

Table showing Increasing Expenditure
on Secondary Education 1905-1924¹

	1905-06	1909-10	1911-12	1920-21	1923-24
From Rates	£517,627	£987,914	£911,273	£3,066,464	£3,321,555
From taxes					
Board's Grant	£423,631	£753,908	£758,518		
Residue Grant	£356,064	£315,291	£572,534	£4,068,870	£4,275,029
Total	£788,695	£1,069,199	£1,331,052	£4,068,870	£4,275,029
Final Total	£1,306,322	£2,057,113	£2,242,325	£7,135,334	£7,596,584

For 1905-06 the total Residue Grant (or "Whiskey Money") was £843,000

For 1909-11 the total Residue Grant (or "Whiskey Money") was £643,000

For 1911-12 the total Residue Grant (or "Whiskey Money") was £1,220,000
(owing to receipt of arrears)

Since 1912-13 the grant has been fixed at £807,000 annually.

1. Information obtained from the Report of the Board of Education for the year 1923-1924 p.31

Appendix XIV

An Analysis of Direct Grant Schools
According to their Geographical
Distribution (with accompanying map
and explanatory notes)

Appendix XIV

An Analysis of Direct Grant Schools according to their
Geographical Distribution (see accompanying map and
explanatory notes)

- (1) Counties
- (2) Number of County Boroughs
- (3) Number of Secondary Schools on Board of Education Grant List 1928-1929
- (4) Number of Pupils in Grant Earning Secondary Schools 1928-1929
- (5) Number of Direct Grant Schools 1928-1929
- (6) Number of Pupils in Direct Grant Schools 1928-1929
- (7) % of Pupils in Direct Grant Schools of all grant earning pupils 1928-1929
- (8) Number of Taunton Endowed Schools on Grant List 1914-15
- (9) Number of Taunton Endowed Direct Grant Schools 1928-1929
- (10) Number of pupils in Taunton Endowed Direct Grant Schools 1928-1929
- (11) Total number of Roman Catholic Schools 1928-1929
- (12) Number of Roman Catholic Direct Grant Schools 1928-1929
- (13) Number of Pupils in Catholic Direct Grant Schools 1928-29
- (14) Number of Girls' Public Day School Trust Direct Grant Schools 1928-1929
- (15) Number of Pupils in G.P.D.S.T. Direct Grant Schools 1928-29
- (16) Number of Nonconformist Direct Grant Schools 1928-1929
- (17) Number of Pupils in Nonconformist Direct Grant Schools 1928-1929

Information obtained from
Public Record Office Class No. 12/307 Board of Education File
No. 5609B Confidential Lists of Schools eligible for grants
in England 1914-1915

List 60 Board of Education 1928-1929. Secondary Schools and
Preparatory Schools in England recognised by the Board as Efficient



IRISH SEA

NORTH

SEA

Cardigan

Bristol Channel

C George Philip & Son Ltd.

SCILLY ISLES
On same scale

St. Ives
Penzance
Land's End
Scilly Isles
St. Mary's

Guernsey
Sark
Peter Port
Channel Islands
Jersey
St. Helier

Cherbourg
Barfleur
Valognes
Quineville
Carentan
Périers
Vierville
Arromanches
Bayeux
Caen
St. Lô
Fécamp
C. d'Antifer
C. de la Hague
Le Havre
Trouville
Honnin
Pont l'Évêque
Lisieux
Bernay
Rouen
Dieppe
St. Valéry
Yvetot
Caudébec
Elbeuf
Louviers

Appendix XIV

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Bedfordshire	0	8	3,515	5	2,534	72	2	2	775	0	0	0	0	0	0	0
Berkshire	1	14	2,911	5	846	29	5	4	629	1	0	0	0	0	0	0
Buckinghamshire	0	8	1,921	0	0	0	5	0	0	1	0	0	0	0	0	0
Cambridgeshire	0	10	2,431	2	660	27	4	1	343	1	0	0	0	0	0	0
Cheshire	4	37	12,575	11	3,052	24	8	5	1,483	5	3	640	1	313	0	0
Cornwall	0	22	3,247	2	354	11	2	1	231	0	0	0	0	0	1	231
Cumberland	1	11	2,691	0	0	0	4	0	0	0	0	0	0	0	0	0
Derbyshire	1	22	6,245	1	542	9	7	1	542	0	0	0	0	0	0	0
Devonshire	2	39	8,603	8	2,019	23	11	2	726	1	1	255	0	0	2	310
Dorsetshire	0	13	2,328	0	0	0	7	0	0	0	0	0	0	0	0	0
Durham	5	34	11,223	7	1,320	12	3	0	0	4	4	791	0	0	0	0
Essex	0	42	14,626	9	3,270	22	10	2	441	5	5	1,533	0	0	0	0
Gloucestershire	2	38	9,789	10	3,125	32	10	1	179	2	2	413	0	0	0	0
Hampshire	2	33	10,188	5	2,085	20	9	2	935	3	1	359	1	344	0	0
Herefordshire	0	9	1,402	1	201	14	2	0	0	0	0	0	0	0	0	0
Hertfordshire	0	14	4,938	4	1,655	34	7	2	959	0	0	0	0	0	0	0
Huntingdonshire	0	5	872	0	0	0	3	0	0	0	0	0	0	0	0	0
Kent	1	46	13,564	7	1,716	13	10	0	0	1	1	203	2	536	0	0
Lancashire	17	131	45,881	49	15,710	34	20	6	2,890	28	27	7,458	1	259	0	0
Leicestershire	1	21	6,393	4	860	13	7	3	553	0	0	0	0	0	0	0
Lincolnshire	2	32	7,120	0	0	0	18	0	0	0	0	0	0	0	0	0
London	0	91	36,363	12	5,313	15	23	1	374	14	0	0	6	2,311	0	0
Middlesex	0	48	18,831	1	621	3	6	0	0	4	0	0	0	0	0	0
Norfolk	2	17	4,137	5	1,121	27	5	2	497	1	0	0	1	276	0	0
Northamptonshire	1	14	3,252	3	422	13	2	0	0	2	1	149	0	0	0	0
Northumberland	2	29	6,678	8	1,948	29	4	3	898	2	2	439	1	314	0	0
Nottinghamshire	1	15	4,332	6	2,152	50	4	2	482	0	0	0	1	425	0	0
Oxfordshire	1	12	2,078	2	409	20	2	0	0	0	0	0	1	240	0	0
Rutland	0	1	239	1	239	100	1	1	239	0	0	0	0	0	0	0
Shropshire	0	21	3,206	1	281	9	6	0	0	0	0	0	1	281	0	0
Somersetshire	1	27	4,575	4	1,250	27	7	0	0	2	0	0	1	154	0	0
Staffordshire	6	34	9,124	6	1,827	20	12	3	989	3	3	538	0	0	0	0
Suffolk	2	21	4,456	5	970	22	4	2	370	0	0	0	1	354	1	162
Surrey	1	41	13,216	11	4,450	34	5	1	329	6	2	546	3	1,661	0	0
Sussex	0	23	5,518	1	361	7	6	0	0	1	0	0	1	361	0	0
Warwickshire	2	38	12,653	2	761	6	15	2	761	3	0	0	0	0	0	0
Westmorland	1	8	855	0	0	0	6	0	0	0	0	0	0	0	0	0
Wiltshire	0	15	3,176	1	107	3	3	0	0	0	0	0	0	0	0	0
Worcestershire	2	16	4,482	3	1,070	24	7	2	868	0	0	0	0	0	0	0
East Riding of Yorkshire	2	16	7,898	5	1,595	20	6	4	1,338	2	1	257	0	0	0	0
North Riding of Yorkshire	1	21	4,337	4	858	20	6	1	83	3	3	493	0	0	0	0
West Riding of Yorkshire	10	107	37,232	17	6,283	17	24	3	1,780	8	6	1,634	1	425	1	234
TOTAL	-	1,204	359,101	228	72,087	20	308	59	19,694	103	-62	15,866	23	8,254	5	937

Appendix XV

Comparison of Numbers of Grant Aided
Secondary Schools and Secondary School
Pupils 1914-1915 and 1928-1929

Appendix XV

Comparison of Numbers of Grant Aided Secondary Schools
and Secondary School Pupils 1914-1915 and 1928-1929

- (1) Number of Grant-Aided Secondary Schools List 61.
Confidential List of Secondary Schools eligible for
grants in England 1914-1915
- (2) Number of Taunton Commission Schools Receiving Grant-Aid.
List 61, 1914-1915
- (3) Number of Pupils in Taunton Commission Schools Receiving
Grant-Aid List 1914-1915
- (4) Total Number of Pupils in Grant-Aided Secondary Schools.
List 61, 1914-1915
- (5) Number of Pupils in Grant-Aided Taunton Commission Schools.
List 60, 1928-1929
- (6) Total Number of Pupils in Grant Aided Secondary Schools.
List 60, 1928-1929
- (7) % Increase in Pupils in 1928-1929 compared with 1914-1915.

Appendix XV

County	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Bedfordshire	3	2	470	820	775	3,515	329
Berkshire	11	5	364	1,069	773	2,911	172
Buckinghamshire	8	5	628	1,086	1,066	1,921	77
Cambridgeshire	9	4	464	1,317	751	2,431	85
Cheshire	28	8	1,456	5,803	2,364	12,575	117
Cornwall	19	2	308	2,071	289	3,247	57
Cumberland	12	4	360	1,502	704	2,691	79
Derbyshire	17	7	794	2,867	1,886	6,245	118
Devonshire	26	11	1,393	3,930	2,215	8,603	119
Dorsetshire	12	7	598	1,267	983	2,328	84
Durham	28	3	501	5,789	1,023	11,223	94
Essex	31	10	1,539	6,374	2,444	14,626	129
Gloucestershire	26	10	1,434	5,011	2,164	9,789	95
Hampshire	25	9	1,218	4,299	2,418	10,188	137
Herefordshire	6	2	107	551	161	1,402	154
Hertfordshire	14	7	1,310	2,966	2,106	4,938	66
Huntingdonshire	4	3	296	395	615	872	120
Kent	35	9	1,459	5,422	2,324	13,564	150
Lancashire	94	20	4,241	23,242	7,400	45,881	97
Leicestershire	17	7	408	3,140	1,088	6,393	104
Lincolnshire	23	18	1,803	2,908	3,250	7,120	145
London	82	23	7,446	24,967	9,073	36,363	46
Middlesex	29	6	562	7,298	2,615	18,831	158
Norfolk	14	5	700	2,382	1,144	4,137	74
Northamptonshire	9	2	225	1,336	495	3,252	143
Northumberland	21	4	738	3,598	997	6,678	86
Nottinghamshire	12	4	448	2,491	779	4,332	74
Oxfordshire	6	2		647	299	2,078	221
Rutland	1	1	234	93	239	239	157
Shropshire	20	6	402	1,887	844	3,206	70
Somersetshire	18	7	675	1,854	862	4,575	147
Staffordshire	23	12	1,629	4,577	2,898	9,124	99
Suffolk	14	4	492	2,496	741	4,456	79
Surrey	29	5	514	5,994	1,458	13,216	120
Sussex	16	6	596	2,856	1,146	5,518	93
Warwickshire	31	5	3,355	6,763	5,037	12,653	87
Westmorland	8	6	427	625	581	855	37
Wiltshire	12	3	513	1,563	579	3,176	103
Worcestershire	15	7	982	2,251	1,974	4,482	99
East Riding of Yorkshire	14	6		3,333	1,839	7,898	137
North Riding of Yorkshire	16	6	5,441	2,303	848	4,337	88
West Riding of Yorkshire	91	24		18,683	7,103	37,232	99
TOTAL	929	308	46,204	179,826	78,350	359,101	100

Appendix XVI

An Analysis of Board of Education List 60
1928-1929 Showing the Distribution of
Secondary Schools and Secondary School Pupils

Appendix XVI

An Analysis of Board of Education List 60
1928-1929 Showing the Distribution of
Secondary Schools and Secondary School Pupils

- (1) Total Numbers of ALL Secondary Schools List 60 1928-1929
- (2) Total Numbers of Boarding Schools List 60 1928-1929
- (3) Total Number of Secondary School Pupils List 60, 1928-1929
- (4) Secondary Boarding Pupils as a Percentage of All Secondary School Pupils 1928-1929
- (5) Total Number of Grant-Aided Secondary Schools 1928-1929
- (6) Total Numbers of Grant-Aided Secondary School Pupils 1928-1929
- (7) Numbers of Secondary Schools Not Receiving Grants 1928-1929
- (8) Numbers of Pupils in Schools Not Receiving Grants 1928-1929
- (9) Direct Grant Pupils as a Percentage of All Secondary School Pupils

Appendix XVI

County	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Bedfordshire	8	5	3,515	16.1	8	3,515	0	0	72.1
Berkshire	27	18	5,572	51.6	14	2,911	13	2,661	15.2
Buckinghamshire	11	5	2,428	18.3	8	1,921	3	507	0
Cambridgeshire	13	9	3,007	17.3	10	2,431	3	576	21.9
Cheshire	42	13	12,999	3.7	37	12,575	5	424	23.5
Cornwall	26	7	3,726	8.5	22	3,247	4	479	9.5
Cumberland	15	8	3,099	13.6	11	2,691	4	408	0
Derbyshire	28	9	7,140	9.8	22	6,245	6	895	7.6
Devonshire	49	23	9,934	15.9	39	8,603	10	1,331	20.3
Dorsetshire	18	14	3,194	31.0	13	2,328	5	866	0
Durham	38	7	12,092	5.8	34	11,223	4	869	10.9
Essex	51	20	16,207	9.1	42	14,626	9	1,581	20.2
Gloucestershire	45	21	12,812	23.3	38	9,789	7	3,023	24.4
Hampshire	45	25	11,991	16.0	33	10,188	12	1,803	17.4
Herefordshire	9	4	1,402	11.3	9	1,402	0	0	14.3
Hertfordshire	27	21	7,906	40.6	14	4,938	13	2,968	20.9
Huntingdonshire	5	2	872	15.6	5	872	0	0	0
Kent	66	36	16,598	20.1	46	13,564	20	3,034	10.3
Lancashire	141	25	47,490	2.9	131	45,881	10	1,609	33.1
Leicestershire	21	7	6,393	2.2	21	6,393	0	0	13.5
Lincolnshire	33	18	7,186	7.1	32	7,120	1	66	0
London	112	20	41,452	1.8	91	36,363	21	5,089	12.8
Middlesex	66	20	22,872	11.0	48	18,831	18	4,041	2.7
Norfolk	20	10	4,622	11.1	17	4,137	3	485	24.3
Northamptonshire	17	8	3,743	9.4	14	3,252	3	491	11.3
Northumberland	31	3	7,302	0.7	29	6,678	2	624	26.7
Nottinghamshire	16	6	4,627	8.5	15	4,332	1	295	46.5
Oxfordshire	16	9	2,830	27.5	12	2,078	4	752	14.5
Rutland	1	1	239	83.3	1	239	0	0	100.0
Shropshire	23	10	3,487	11.9	21	3,206	2	281	8.1
Somersetshire	43	29	7,022	42.7	27	4,575	16	2,447	17.8
Staffordshire	39	15	10,068	10.3	34	9,124	5	944	18.1
Suffolk	22	10	4,731	17.9	21	4,456	1	275	20.5
Surrey	65	26	17,417	15.3	41	13,216	24	4,201	26.1
Sussex	68	51	11,913	48.0	23	5,518	45	6,395	3.0
Warwickshire	44	13	14,625	7.5	38	12,653	6	1,972	5.2
Westmorland	11	10	1,194	36.1	8	855	3	339	0
Wiltshire	20	7	4,366	26.1	15	3,176	5	1,190	2.5
Worcestershire	24	13	6,548	29.2	16	4,482	8	2,066	16.3
East Riding of Yorkshire	21	13	8,662	9.4	16	7,898	5	764	18.4
North Riding of Yorkshire	26	9	4,913	13.2	21	4,337	5	576	17.5
West Riding of Yorkshire	120	31	39,276	6.8	107	37,232	13	2,044	16.0
TOTAL	1,523	611	417,472	13.5	1,204	359,101	319	58,371	17.3

Office Holders at the Board of
Education 1900-1928

Presidents of the Board of Education

1900 - 1902	The Duke of Devonshire (the eighth Duke)
1902 - 1905	The Marquess of Londonderry
1905 - 1907	Rt. Hon. Augustine Birrell
1907 - 1908	Rt. Hon. Reginald McKenna
1908 - 1911	Rt. Hon. Walter Runciman
1911 - 1915	Rt. Hon. Joseph A. Pease
1915 - 1916	Rt. Hon. Arthur Henderson
1916 -	The Marquess of Crewe
1916 - 1922	Rt. Hon. H.A.L. Fisher
1922 - 1924	Rt. Hon. E.F.L. Wood
1924 -	Rt. Hon. C.P. Trevelyan ^{TREVELYAN}
1924 - 1929	Rt. Hon. Lord Eustace Percy

Permanent Secretaries at the Board
of Education

1900 - 1903	Sir George Kekewich
1903 - 1911	Robert L. Morant (later Sir Robert L. Morant)
1911 - 1925	L.A. Selby-Bigge (later Sir L. Amherst Selby-Bigge)
1925 -	Sir Aubrey V. Symmonds

BIBLIOGRAPHYUnpublished Board of Education Documents from the Public
Record Office Files (London)

Ed.12/3 (Board of Education List No. 57 1908-1909

(typescript only))

Ed.12/4

Ed.12/51, S.449, Ed.12/59, S.486, Ed.12/69, S.669, Ed.12/80
S.602, Ed.12/88, S.602, Ed.12/89, S.604 (Preliminary List
{arranged in LEA's} of Secondary Schools in England revised
to 7.4.1908), Ed.12/90, S.607, Ed.12/118, S.667, Ed.12/119,
S.668, Ed.12/120, S.667, Ed.12/121, S.667, Ed.12/122, S.667,
Ed.12/123, S.667, Ed.12/124, S.667, Ed.12/134, S.613,
Ed.12/136, S.703, Ed.12/155, S.708, Ed.12/276, S.536, Ed.12/307
S.609 (Confidential List of Schools eligible for Grant in
England 1914-1915 (eighth issue)), Ed.12/308, S.610, Ed.12/328,
S.654, Ed.12/379, S.613, Ed.12/383, Ed.12/452, S.769, Ed.12/1323,
Ed.24/14/25 Private Office Papers 7/8, Ed.24/38 Private Office
Paper 15, Ed.24/1320, Ed.24/1323

Public Record Class Number Ed.

Board of Education File Number S.

Board of Education Documents (Published)Board of Education Annual Reports 1900-1930Board of Education Statistics on Public Education 1907-1926Regulations for Secondary Schools. 1903-1904, 1904-1905, 1907, 1908, 1909Model Articles of Government 1908Memoranda on Board of Education Estimates 1920, Cmd.931, 1922, Cmd. 1638, 1923, Cmd.1841Board of Education CircularsCircular 537 Memorandum on the History of the Pupil Teacher System 1907Circular 568 Regulations for Secondary Schools 1907Circular 1259 2.5.1922 "Higher Education"Circular 1381 2.7.1926 "Higher Education"Educational PamphletsNo. 50 Some Account of the Recent Development of Secondary Schools in England and WalesNo. 60 The New Prospects in EducationNo. 63 Memorandum on Examinations for Scholarships and Free Places in Secondary Schools 1928Board of Education Secondary Schools and Preparatory Schools in England Recognised by the Board as Efficient List 60 1928-1929REPORTS ON EDUCATIONSpecial Reports on Educational Subjects Vol. I 1897Report on the Training Colleges for Schoolmistresses in England and Wales (Report of the Committee of the Council on Education England and Wales) 1886-1887General Report on the Instruction and Training of Pupil Teachers 1903-1907Report of the Consultative Committee on Examinations in Secondary Schools 1911Report of the Departmental Committee on Scholarships and Free Places 1920Report of the Departmental Committee on the Training of Teachers for Public Elementary Schools 1925Report on Curriculum and Examinations in Secondary Schools (Norwood Report) 1941

Education 1900-1950 (Report of the Ministry of Education with Statistics) 1951

The Taylor Report (Chairman T. Taylor) Department of Education and Science H.M.S.O. 1977

Government Documents

Final Report of the Departmental Committee on Local Taxation (England and Wales 1914) (Kempe Report)

Committee on National Expenditure 1922 (Geddes Committee)

Education Act 1918 Grant Regulations No. 4

The Report of the Consultative Committee on the Education of the Adolescent (The Hadow Report) 1926

The Report of the Consultative Committee on Secondary Education with special reference to Grammar Schools and Technical High Schools (The Spens Report) 1939

Reports of Royal Commissions

Report of the Commissioners Appointed to Inquire into the State of Popular Education in England (The Newcastle Commission) 1861

Inquiry into the Revenues and Management of Certain Colleges and Schools and the Studies Pursued and the Instruction given therein, (The Clarendon Commission), 1864

The Schools Inquiry Commission (The Taunton Commission), 1867-68

The Report of the Royal Commission on Scientific Instruction and the Advancement of Science 1875

The Cross Commission 'The Royal Commission to inquire into the working of the Elementary Education Acts, England and Wales 1888

The Royal Commission on Secondary Education (The Bryce Commission) 1895

Final Report of the Royal Commission on Local Taxation England and Wales, 1901

Public Schools Commission (The Donnison Commission) 1970

Acts of Parliament

3 & 4 Victoria Chapter 77 An Act for Improving the Condition and Extending the Benefits of Grammar Schools

32 & 33 Victoria Chapter 56 Endowed Schools Act 1869

36 Victoria Chapter 7 Endowed Schools Act (1869) Amendment 1873

37 & 38 Victoria Chapter 87 Endowed Schools Acts Amendment 1874

39 & 40 Victoria Chapter 79 An Act to make further provision for Elementary Education 1876

40 Victoria Chapter 23 Education Act 1880

50 & 51 Victoria Chapter 49 Chartable Trusts Act 1887

51 & 52 Victoria Chapter 41 Local Government Act 1888

62 & 63 Victoria Chapter 33 Board of Education Act 1899

2 Edward VII Chapter 42 Education Act 1902

3 Edward VII Chapter 24 Education (London) Act 1903

7 Edward VII Chapter 43 Education (Administrative Provisions) Act 1907

8 & 9 George V Chapter 39 The Education Act 1918

11 & 12 George V Chapter 51 The Education Act 1921

Parliamentary Debates (Hansard) 1899-1933

Periodicals

The Contemporary Review. Vol. LXXIX January-June 1901
 " " " Vol. LXXX July-December 1901

The Fortnightly Review. Vol. LXX (New Series)
 July-December 1901
 " " " Vol. LXXI (New Series)
 January-June 1902

'Punch'
 December 3rd 1902
 " 10th 1902

The Quarterly Review Vol. 193 January and April 1901
 " " " Vol. 197 " " 1903

"The Spectator" Vol. 89 July 5th to December 1902
 Vol. 90 January 3rd to June 27th 1903

School Government Chronicle and Education Authorities Gazette
Newspapers 1915-1928

The Times 1900-1903

The Times Educational Supplement 1910-1930

The Direct Grant School

(A Memorandum prepared by the Direct Grant Committee of the
 Headmasters' Conference) London 1968

Unpublished Theses

Connell L, The Development of Secondary Education in Leeds
1895-1921 Unpublished Ph.D. Thesis, 1966

Partington J.A., The History of the System of Direct Grants
to Secondary Schools 1967. M.Ed. Thesis University of
 Durham, 1967

White, L.F.W. Administration of Education 1902-1914
 Unpublished Ph.D. Thesis 1934 University of London

Bibliography contd.

JournalsBRITISH JOURNAL OF EDUCATIONAL STUDIES

Vol. 8 November 1959 - May 1960

1. Hughes, K.M., "A Political Party and Education"
2. Rogers, A. "Churches and Children - A Study in the Controversy over the 1902 Education Act".

Vol. 9 November 1960 - May 1961

Eaglesham, E.J.R. "Planning the Education Bill of 1902"

Vol. 9 November 1961 - May 1962

Eaglesham, E.J.R. "Implementing the Education Act 1902"

Vol. 12 No. 1 November 1963

Eaglesham, E.J.R. "The Centenary of Sir Robert Morant"

Vol. 12 May 1964

Cannon, C. "The Influence of Religion on Educational Policy 1902-44"

Vol. 16 No. 2 June 1968

Pugh, D.R. "The Search for Compromise"

Vol. 24 No. 1 February 1976

Sherrington, G.E. "The 1918 Education Act: Origins, Aims and Development"

BRITISH JOURNAL OF SOCIOLOGYVol. 2 1951

Guttsman, W.L. "The Changing Social Structure of the British Political Elite, 1886-1935"

Vol. 5 1954

Guttsman, W.L. "Aristocracy and the Middle Class in the British Political Elite 1886-1935"

Vol. 12 1961

Bamford, T.W. "Public Schools and Social Class"

Vol. 13 1962

Wilkinson, R. "Political Leadership and the Late Victorian Public School"

Vol. 15 1964

Little, A and Westergaard, W. "The Trend of Class Differentials in Educational Opportunity in England and Wales"

Books

Allen, Bernard, Sir Robert L. Morant, (1863-1920) London 1934

Andrews, Lawrence. The Education Act 1918, Routledge 1976

Ashford, L.J., and C.M. Howarth. The History of the Royal Grammar School High Wycombe 1562-1902, High Wycombe 1962

Banks, Olive, Parity and Prestige in English Secondary Education, London 1955 Reprint 1963

Barker, Rodney. Education and Politics 1900-1951, (A Study of the Labour Party) Oxford 1972

Baron, G. and Howell, D.A. School Management and Government (GB Royal Commission on Local Government in England), Research Studies No. 6, HMSO 1968

Baron, G. and Howell, D.A. The Government and Management of Schools, London 1974

Bennett, A.C. and Parsons, E., A History of the Free School at Andover, Andover 1920

Blake, Robert. The Conservative Party from Peel to Churchill, London 1970

Brand, J.L. Doctors and the State, Baltimore, USA 1965

Briggs, A.S.A. The Age of Improvement 1783-1867, London 1959 Reprint 1967

Brereton, C., Studies in Foreign Education, London 1913

Burton, A.A.C, King Henry VIII School 1545-1945 Coventry, Coventry 1945

Burgess, H.J. Enterprise in Education, London 1958

Butler, R.A.B. Lord. The Art of the Possible, (Memoirs) London 1971

Clark, G.K. The Making of Victorian England, London 1962

Cole, G.D.H. British Working Class Politics 1832-1914, London 1941 Reprint 1965

Cole, G.D.H. Studies in Class Structure, London 1961

Coulson, D.H. The Supply of Education in England and the growth of Public Provision 1833-1921, 2 Vols, London 1939

- Cox, M. and Hopkins, L.A. Sir John Deane's Grammar School Northwich, Manchester 1975
- Cruikshank, Marjorie, The Church and State in English Education, London 1963
- Curtis, S.J. History of Education, London 1948 reprint 1961
- Davis, R. The Grammar School, London 1967
- Dodd, E.E. A History of Bingley Grammar School 1529-1929, Bradford 1930
- Douglas, Roy. A History of the Liberal Party 1895-1970, London 1971
- Dyson, A.E., Lorelock, J. Education and Democracy, London 1975
- Egremont, M. Balfour, London 1979
- Elliott, B. History of Kibworth Beauchamp Grammar School, Market Harborough 1957
- Elliott, Bernard. The History of Humphrey Perkins School, Leicestershire 1965
- Ensor, R.C.K. England 1870-1914, Oxford 1936 Reprint 1960
- Fink, D.P.J. Queen Mary's Grammar School 1554-1954, Walsall 1954
- Fisher, H.A.L. An Unfinished Autobiography Oxford 1940
- Fox, Levi. A County Grammar School, Oxford 1967
(A History of Ashby de-la-Zouche Grammar School 1567-1967)
- Gardener, B. The Public Schools, London 1976
- Glass, D.V. Social Mobility in Britain, London 1956 reprinted 1963 and 1966
- Gollin, Alfred. Balfours' Burden, London 1965
- Gordon, P. and Lawton, D. Curriculum Changes in the Nineteenth and Twentieth Century, London 1978
- Gosden, P.H.J.H. The Development of Educational Administration in England and Wales, Oxford 1966
- Gourlay, A.B. A History of Sherborne School, Winchester 1957
- Graham, J.A. The Manchester Grammar School 1515-1965, Manchester University Press 1965
- Gregg, P. A Social and Economic History of Britain 1760-1970, London 1957 reprinted 1971
- Grier, Lynda.. Achievement in Education, (The work of Michael Ernest Sadler 1885-1935) London 1952

- Grounds, A.D. A History of King Edward VI Grammar School, Retford Worksop 1970
- Halévy, Elie. A History of the English People, (Vol. I 1895-1905 Vol. II 1905-1915) London 1929
- Hazelhurst, C. A Guide to the Papers of British Cabinet Ministers 1900-1951, Royal Historical Society 1974
- Hearnshaw, F.J.C. Educational Advancement Abroad, London 1925
- Hill, G.P. A History of Bristol Grammar School, Bath 1957
- Hinchliffe, G. A History of King James's Grammar School at Almondbury, Huddersfield 1961
- Honigsbaum, F. Struggle for the Ministry of Health, London 1970
- Hyan, R. The History of Isleworth Grammar School, Brentford 1969
- Jenkins, Roy. Asquith, Gt. Britain 1964
- Johnson, W., Whymen, J., Wykes, G.W. A Short Economic and Social History of Twentieth Century Britain, London 1967 reprint 1968
- Kay, M.M. A History of Rivington and Blackrod Grammar School, Manchester 1931 reprint 1966
- Kozamias, A.M. Politics, Society and Secondary Education in England, Philadelphia 1966
- Lawson, J. A Town Grammar School Through Six Centuries, Oxford 1963
- Lawton, D. Class Culture and Curriculum, London 1975
- Lindsay, K. Social Progress and Education Waste, London 1926
- Lowndes, G.A.W. The Silent Social Revolution, Oxford 1969
- Luft, H.M. A History of Merchant Taylor's School Crosby 1620-1970, Liverpool 1970
- Mack, E.C. The Public Schools and British Opinion Since 1860, New York 1941 reprinted 1971
- McBriar, A.M. Fabian Socialism and English Politics 1884-1918, Cambridge 1966
- Newsome, D. Godliness and Good Learning, London 1961

- Owen, D. English Philanthropy 1660-1960, London 1965
- Pelling, H. and Bealey, F. Labour and Politics 1900-1906, London 1958
- Pelling, H. A Short History of the Labour Party, London 1961
- Pickles, W. The History of the Wheelwright Grammar Schools, Dewsbury 1973
- Price, M. and Glenday, N. Reluctant Revolutionaries, (A Century of Headmistresses 1874-1974) London 1974
- Protheroe, M.J. A History of Caldy Grange Grammar School West Kirby, Birkenhead 1976
- Roger, P.W. A History of Ripon Grammar School, Ripon 1954
- Rowland, Peter. The Last Liberal Governments: The Promised Land, London 1968
- Rowland, Peter. The Last Liberal Governments: Unfinished Business 1911-1914, London 1971
- Russell, C. F. A History of King Edward VI School Southampton, Privately 1940
- Sadler, M.T.A. ^eMichael Ernest Sadler (1861-1943), London 1949
- Sampson, G. English for the English, Cambridge 1970
- Selby-Bigge, L.A. The Board of Education, Putnam 1927
- Simon, B. Studies in the History of Education, 1780-1870 London 1960
- Simon, B. Education and the Labour Movement 1870-1920, London 1965
- Simon, B. and Bradley, I. (Editors) The Victorian Public School: Studies in the Development of an Educational Institution, Dublin 1975
- Southgate, D. ed. The Conservative Leadership 1832-1932, London 1974
- Taylor, A.J.P. English History 1914-1945, Oxford 1965 reprinted 1966 and 1976
- Thompson, D. England in the Twentieth Century, England 1965 reprint 1966
- Thompson, Paul. The Edwardians: The Remaking of British Society, London 1975

Thompson, R.S. Classics or Charity: The dilemma of the 18th Century Grammar School, Manchester 1971

Tripp, C.C. A History of the Queen Elizabeth Grammar School Barnet, Cambridge 1935

Vaughan, J.E. Board of Education Circulars: A Finding List and Index, Lancaster 1972

Varley, B. The History of Stockport Grammar School, Manchester 1957

Vincent, W.A.L. The Grammar School: Their continuing tradition 1660-1714, London 1969

Wallis, P.J. Histories of Old Schools, (A revised List for England and Wales) Newcastle 1966

Webb, B. ed. B. Drake and Margaret I. Cole Our Partnership, London 1948

Williams, D. A History of Modern Wales, London 1950

Young, K. A.J. Balfour, (1845-1930) London 1963

Zebel, S.H. Balfour: A Political Biography, London 1973