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Changing attitudes towards children 1900 - 1930

An analysis of the effects of legislation in Suffolk.



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## INTRODUCTION

The aim of this project is to analyse a changing attitude towards children that may be traced between 1900 and 1930. These dates were chosen because it is thought that in the period 1900-18 the traditional Victorian attitude might still be apparent and thus it may be used as a yardstick, whilst the latter period would enable a control to be established to examine the degree of change that has taken place.

The first chapter is divided into two sections and this deals with the periods 1900-30 respectively. It is based upon legislation passed during the period and deals with issues that effected change on a national scale.

The task of analysing the changes in attitude of a nation to it's children is, given my resources an impossible one, but more importantly it is something that a true historian would not consider. As Thea Thompson illustrates in her work based upon the memories of 560 Edwardians. (A project started to get information on family life for a social history of the Edwardian period which was written by Paul Thompson.) \*1

"One could continue the catalogue of atypicality and omissions, but it serves no purpose as these families are simply themselves and the accounts of childhood are chosen rather to illuminate the past of Edwardian families, than to speak for classes or catagories." \*2

It is therefore my aim as the project unfolds to look in more detail, as a micro-study, of an area in Suffolk developed from evidence researched in the local records office, from secondary sources, and from a personal investigation through interviews and a detailed examination of the school records in my village.

An assesment of this kind, one aspect of society, during a specific time period, must be seen in the context of that era. It was only as a result of a broader change in the attitude of society that the lives of children could have changed as they did. This change may be the result of two things, not simply the effect of key events during the period (in the short term) but also perhaps the long term trends, towards and away from paternalism, that Laurence Stone discusses. \*3 It is the former idea that I shall discuss here, (for the latter, see the conclusion.)

The extent of damage that has taken place may be appreciated more fully when one compares the popular image of the Victorian attitude towards children with that of today. In studying this period an underlying theme has emerged, the relationship between state and society. During this period of 30 years the governments concern with the empire turned to the people of Britian. I do howere see the period as merely a transitional stage. Changes or progress cannot be restricted to this time span, but what makes this period so important is that it sees the culmination of government realisation of responsibility for it's people.

## CHAPTER ONE

An examination of consultative committee reports, with regard to the welfare of children; and the legislative changes that resulted, during the period 1900-1930

1900-1918

At the turn of the century there was a positive upsurge in public concern for the educational and health needs of the population. Primarily, this was caused by the work of Margeret McMillian \*1 and others who illustrated the sheer horror of ill health and malnutrition, amongst the children particularly. Ordinarily this might not have effected the government, who up until this point had seen the defence of Empire and a sound economy as the best way of helping the population. But at a time when the Empire was crumbling the children provided hope for those who equated population with power. There was also a fear, particularly amongst the middle classes that there would be a degeneration of the race \*2 and so education became imperative. All this was tied with a less tangible desire for an improved standard of living, most apparent in the years following the accession of Edward VII. It was in the wake of such concern that successive governments, of both political parties, extended the scope and volume of welfare legislation and instituted inquiries into a range of social issues. The first of these reformatory actions, that I shall discuss because of it's specific relevance to children, is a report that was carried out in November 1901. This report lead to the most important act of the Edwardian era, The Education Act 1902 \*3 and subsequently The Employment of Children Act 1903.\*4

The 1901 enquiry into the question of the employment of children during school age \*5 confirmed what educationalists had feared for many years that " approximately 300,000 children combined paid work with school attendance." \*6 Polititians then began to consider (publically) what effect this was having upon the health and education of children.

It is important to consider contempory attitudes towards children, in stark contrast with a modern reaction to child labour. cruel, again one sees the image of Victorian hardship. Evidence from this enquiry indicates that although some witnesses argued for total prohibition of child labour, the majority took the view that

"Light suitable work of approximatly 20 hours per week was good for children." \*7

The influence of Victorian attitudes was still to be felt in terms of laissez-faire. Many found it hard to let go of often religiously based principles; believing that the function of the state was merely to supplement individual initiative not to replace it. The education system had been founded in this way up until 1870, by voluntary effort alone.

A further consideration has been the economic reasons why something was not done to prevent young children from having to work. With an increase in real wages which lifted the majority above Rowntree's poverty line \*8 the general standard of living showed some improvement; but this was suppressed by the rising cost of living. It was in such conditions that the 1902 act suffered hostility.

Brought in by the Conservatives in an attempt to unify the system of education, the act made education universal, compulsory but not free. This meant not only were :-

"Labouring men, deprived of the 3-5 shillings, which the eldest lad can earn, or of help in tending the house and family which the eldest daughter can render the mother." \*9

but with some of his 15-16 shillings a week \*10 he had to pay for an education he perhaps didn't even want for his children. As a result many children were forced to work longer hours before and after school attendance and so the act which sought to help children increased their burden effecting both their health and education. There was an answer, children could earn more by simply leaving school early and because of a weakness in the law only rarely was this done illegally. The school leaving age though set at 14, was subject to countless exemptions. This coupled with extremely lax child labour regulations meant that children in the twentieth century were gainfully employed at an early age. Some as young as 10 were found to be working even though the 1901 education act raised the minimum to 11.\*11 In 1909 this minimum working age of 11 had to be reinforced. The ordinary obligation of parents under the education acts up to that point was to send their child to school between 5 and 14 years of age. But all education authorities were required to make bye laws and a few fixed 13 as the school leaving age.\*12 The 'Partial Exemption from School Attendance' report of 1909 proposed that

"All partial exemption (from Jan 1911) total exemption under the age of 13 and the attendance certificate\* for total exemption should be abolished." \*13

The Liberal governments of 1905 to 1914 made a considerable attempt to come to terms with the anxiety about the nation's imperial and economic prospects, and as children were seen as the means of improving them, naturally children became the focus of attention. The education and health care of children became imperative and in their nine years the Liberals brought more than 12 acts to help children specifically. \*14 However into this was creeping the middle class idea that children should be improved. Education was obvious but more subtle was the introduction of a variety of clubs and associations which developed;:-

"The special character of childhood as a time of dependence and innocence, and the need for children to be cut off as much as possible from adult life and concerns." \*15

This situation did not ease resentment already felt by working class parents towards teachers (representative of financial burden) much favoured by historians today is an account of a young girl who was asked to go home and remove what was in fact a birth mark in order to satisfy demands of cleanliness. The account is notable for the near confrontation between mother and teacher. \*16

An accurate comparative estimate of the health and physique of the people \*17 was required and it was to start in schools with the examination of every elementary school child in the country. In 1904 allegations had been made in the press concerning

"The deterioration of certain classes of the population as shown by the large percentage of rejections for physical causes of recruits for the army." \*18

and to this end the Boer war had been tremendously significant. The grave state of health disclosed by the report induced the government to act. They began to follow recommendations which had been made in the Physical Training (Scotland) report of 1903:

"More time and more facilities for physical exercises should be given in all educational institutions, including continuation classes. . . There should be medical inspection and where there were cases of insufficient feeding, there should be cooperation with the voluntary agencies to provide suitable food, without cost to public funds." \*19

Such recommendations were to bring the Education (Provision of Meals) act 1906, under section 13 of the Education (Administrative Provisions) act 1907, provision was made for medical inspection. In 1909 this was confirmed with the Local Education Authorities (Medical Treatment) act. Also in 1908 though not strictly educational, was the Children Act.

"for the prevention of cruelty to children and young persons" \*21

and so the question arises how far were these measures enacted and from this how long did they take to become effective. (I have addressed these issues with reference to Suffolk, in chapter two) The reasons why little was done to follow these acts needs discussion.

By the end of the first decade of the twentieth century the Liberal administration had been referred to as a

"range of extinct volcanoes." \*22

After the defeat of the House of Lords and the parliament act of 1911 the Liberals confronted by the problems in Ireland, with the workers rebellion and the suffragette movement meant that no new social reform was introduced. The early ideas of developing care and attention to children faded from the public eye. Then what emerged from the smouldering

"Edwardian Crisis" \*23

was the crisis of The First World War.

The effect of the First World War upon children is rather more difficult to ascertain beyond the family. Some insight is offered within my interviews that suggests the impact was small. Though one must consider the conditions of my interviewees, they were not in the town and did not lose family members. The effect is more fully analysed in a report written in 1917 by Irene Osgood-Andrews \*24 who gives significantly, an American point of view.

"Almost the only hopeful feature of the effect of the war on working children is a changed point of view regarding their future needs." \*25

and she quotes the president of the National Teachers Union. .

"As never before, the nation now realises that efficient men and women are the best permanent capital the state possesses. Hence greater national concern is in evidence for the care and upbringing of the child." \*26

And of the last most important Departmental Committee reports (during this period) upon, Juvenile Education in Relation to Employment After the War March 1917 \*27 she says

"If the measure is enacted into law the final effect of the war on English child labor standards will be to lift them to a higher level than had been attained at any previous period."

1918 - 1930

After The Great War " A land fit for heroes to live in" \*1 was to be created from the ruins, and in a period supported by a revitalizing if short lived economic boom many issues of social policy were raised. Lloyd George proclaimed

" The nation is now in a molten state... we cannot return to the old ways, the old abuses, the old stupidities. \*2

and it was in this climate of hope that such innovations as the Medical Research Council were formed, taking advantage of this situation of reconstruction. By the end of 1918 the government was committed to implementing a Ministry of Health in 1919. In 1919 a Liberal, Christopher Addison, introduced the bill which brought a new Ministry of Food. Addison also introduced the Housing act of 1919 which was to influence future shapes of family life. But most crucial was his drawing attention to the thousands of children in elementary schools who were physically unfit and suffering.

"We have them in every age and every year, not a company or a brigade, but an army." \*3

Of the measures passed during this later period many seem to have had an indirect effect upon children, though not necessarily by design. However if one were to only look at the legislation with specific regard to children's welfare, it would seem that the government did little for children beyond education reforms (a feature which was so apparent pre 1914) Had anything changed?

One of the earliest and perhaps the most important reforms to take place during this period was the 1918 Education act\*4 It's first aim was to improve the administrative organisation of education. It abolished fees in elementary schools and fixed the school leaving age at 14. Which can be seen as a major advance upon the pre war situation. But most significant in terms of development were clauses within the act concerned with continued education beyond 14 and provision for raising the school leaving age to 15 at a later date.\*5 This too had been arranged for in 1909 but nothing had developed beyond "provisions" until 1926.

Evidence from a report made in 1921 \*6 maintains that children were still being employed to the detriment of both their health and education. The only measures to protect either were the Factory acts, and of course attendance laws, which were until 1918 rendered virtually ineffective by exemption. Minimal improvements had been made in some factories as a result of the "Health of Munitions Workers" report 1918 \*7 and the "Medical examination of young persons for factory employment" report 1924 \*8 But of course these only applies to those children working in factories, which was exactly the argument of Mr. Mundella in 1901 \*9 (he was overruled) and so how far had things progressed?



The first Labour government within a few weeks of taking office brought in The Hadow report upon "The education of the adolescent" which has since been deemed a revolutionary document. Indeed J. Stuart Maclure wrote

"This was the most important of the consultative committee's reports in the inter-war period. It laid down the lines on which development was to take place. . ." \*10

On the contrary I have proven these developments began between 1900 and 1918 and therefore use H.C. Dent's statement:

"It was a synthesis of current progressive thought and practice" \*11

to support my argument. Furthermore this extract from the report illustrates how the most important development was only a tentative one:

"It is desirable that legislation should be passed fixing the age of 15 years as that up to which attendance at school will become obligatory after the lapse of five years from the date of this report - that is to say, at the beginning of the school year 1932..." \*12

which in the event remained almost entirely inoperative.

Progress may have been hindered by a combination of the economic slump (in this period) and the personal objections of people such as Mr. Kenrick (which spans all periods) :- He disagreed with any proposal

"Which would disturb the existing relationship between the Local Education Authorities and the Ministry for Labour. \*13

## CHAPTER TWO

We turn now to my micro study of an area of Suffolk. This I have used to make a more pertinent investigation of how far the changes in government legislation altered the lives of children between 1900 and 1930. I focus upon questions raised by the study; How long did legislation take to have an effect upon Suffolk? Which factors instigated or hindered the process of change? and are these unique to Suffolk?

1900-1918

Of the sources available to me at the Suffolk Records Office I chose several types. These I have listed not in order of how useful they are, which is something quite difficult to define, but in descending order of the number of individuals to which they relate.\*1 The first to be examined was an over view of the general statistical or demographic material presented by historians. \*2 Secondary sources like these despite their level of generalisation are useful to help isolate the major factors contributing to change.

If it were not for the research I carried out for chapter one my analysis of local sources here could not have been in the same depth. For example the first primary sources that I examined: Extracts from the census reports of 1901 and 1911, which concern employment in rural Suffolk. \*3 (to be cited as source (Q) were initially veiwed very differently. Without my knowledge of exemptions the number of children employed, with some as young as 10, was shocking. It made me wonder whether in Suffolk laws concerning education and employment were ignored, or whether they simply didn't filter down to isolated communities at such time. I enquired who compiled these reports from the original census returns \*4 and found that they were "for government purposes." \*5 And so was it legally accepted that children were employed to such an extent at such an early age? Please refer to appendices.

As you can see this source prompted many questions which may only be answered more acturately with reference to legislation and in conjunction with other sources. The next source used\*6 (to be cited as Y) is a primary one, and is of great value for two reasons. It gives the personal opinions of those who in 1901 were to be effected by any legislation controling the education and employment of children. This of course relates to individuals in Suffolk specifically. Also the very nature of this source, as an inquiry, prompted further questions and helped to clarify others which I felt should be asked of all my local sources.

It is important to note that within my analysis of source (Q) I found that agriculture employed more people in Suffolk than any other occupation listed. And so I chose an extract (from the minutes of evidence which was to become source (Y)) that was predominantly concerned with agriculture. Source (Q) showed that agriculture employed 9.03% of working boys, however the most popular occupation for girls was domestic work, which employed 37.01%. And so I chose part of the same source that dealt with domestic employment also . . .

For a detailed examination of the census returns 1901,1911(and 1921) see appendices.

Therefore I was able to establish that children were employed in Suffolk, using general statistics. But the combination of sources used to answer the question: to what extent were children employed, which lead me to ask were exemptions used, and therefore consider was this legal?, was particularly complex.

Principally it seems that of the legislative measures discussed in chapter one, few came into effect in Suffolk very quickly, if at all. Thus it seems little change resulted. (This may be applied to much of the earlier period) This may have been for a number of reasons. The 190 report actually recognised that

"Outside the provisions of the education acts (which are often laxly enforced in country districts) there is no legislation."

The report continues

" Country teachers complain much of the way their schools suffer from irregular attendance; and there was conclusive evidence that many country Board Schools, often composed of the employers of the children, and in a less degree Union School Attendance Committees, are extremely lax in enforcing the law."

In Suffolk specifically this irregular attendance may be accounted for by the use of the Robinson act by-law which

" makes exemption in summer the reward of regular attendance in winter." \*7

This was particularly applicable to farm work. As this interview with Mr. H. Thirkettle illustrates.

9377 Are there any children employed in the harvest? - No as a rule the schools are closed.

9410 Boys are employed during harvest? - There are boys employed under 14.

9413 The holidays are fixed at harvest time? - Yes.

9414 You don't know of any cases where boys have been kept away from school at that time? - No.

Evidence from Mr. Clarke's interview sheds further light upon the situation.

9456 Is the attendance bad? - I am afraid it is ; that is largely owing to the demand for labour at certain seasons of the year.

Please refer also to the appendices section. This kind of exemption was not used extensively in Suffolk though, particularly in comparison to London \*8 Very often this was because

9488 "From the parent's point of view these relaxations are so difficult to understand that they don't often attempt to make use of them."

A further hinderance to the enforcement of legislation can be seen in the attitude of individuals. Evidence offered by farmers and educationalists appears to contradict the large numbers of children seen to be employed, in the census reports.

Mr. Harrison asks Mr. Thirkettle. . .

9365 Will you tell us exactly what employments there are for children? - They are employed by farmers to a very slight extent - helping in the house.

9368 Is there any employment in agriculture? - No.

9370 Is there any employment for children of school age? - No except a little stone picking.

The opinions voiced contradict not only the statistics but each other.

9421 Have you a certain number of children employed in the fen district in agricultural occupations? - Yes.

9422 There are children employed? - Yes. Of course as a rule they have left school.

9424 What is the sort of work that a child does? - It is purely agricultural where I am, but a little way from us there is a great deal of garden work.

I considered the status of each witness giving evidence. What would each stand to gain or lose from telling the truth about the extent of child labour in Suffolk? Mr. J. Sancroft Holmes was particularly voiciferous in opposing changes in legislation.

9493 By keeping children at school beyond a certain age you turn their minds to other pursuits, and disincline them to adopt the trade and calling of their parents.

As a landowner his motive is questionable. Equally the words of Mr.K. Rix belie his position . . .

"It has become practically impossible to obtain boys to scare crows and birds on the farms, or to pick fruit in the gardens."

as one who "obtained" boys to work for him.

Within my analysis of these sources, several other factors of change became apparent. Two of these play a role both as instigators and indicators of change, in this micro-study. These are to be discussed in chapter four. I have also made detailed reference to sources (Q) and (Y) within the appendices because I feel that their value outweighs the restrictions of a word limit. Most important to consider is that they touch upon a central theme which many historians have taken up. The question "What is the effect in your opinion of early labour upon children?" may be used to satisfy the social historian's concern with the "treatment" of children. \*9

Of the evidence that I have presented in this chapter there is a significant bias towards agriculture. This is justifiable when we consider the individual circumstances of this micro-study (this I shall discuss in chapter 4) However in order to make a balanced assesment of the impact of legislation upon this community it became necessary to use sources other than just the evidence of individuals, who generally opposed legislation. And so I have made use of documentary evidence that I loaned from what was once an Elementary School in Hopton, Suffolk. This was to provide a less personal reflection of legislation in Suffolk and covers a much wider period, (from 1892-1952) In order to analyse these sources\*10 many of which were statistical I again used the method of graphing my findings. This is an effective means of evaluating the long term changes or trends. However the central thread of my inquiry, legislature was difficult to follow through these local sources.

I had hoped to find specific references to the education acts, and so looked for a log book, as the most detailed daily account of the school.<sup>11</sup> But no log book exists for the period 1900-30. The one which I do have covers the period 1931-59 and is of limited use\*12 No 'specific references' were made in any of the written sources and so I had to refine my method of research. I learnt to take inferences from the evidence that did exist for Hopton. Such as admission registers and particularly the medical inspection register of 1909. This would not have come into being if it were not for the Education (Administrative Provisions) Act of 1907.\*13 I have enclosed relavant extracts from those legislative measures which can be directly related to my case study within the appendices section

The impact of legislation upon Hopton village school can only be traced within the admission registers\*14 when it is used in conjunction with other sources. The figures that I have attained for admission are deceptive. Initially I had felt they should correspond with fluctuations in the national attendance; such as an increase after major education acts and a decline during the war years. This is not the case in my micro study. (please refer to chapter four) Based upon this evidence alone, still it would appear that legislation had little discernible impact upon Hopton.

It became necessary to shift my focus (upon attendance) from one school, and so I examined the W.S.E.C. report( ) which concerns the largest area of my micro study. The perspective is also altered by the reason that this statement was written.

"The system adopted (under the elementary education act 1902) has proved most satisfactory, West Suffolk standing very high in the government statistical returns. The increased attendance has resulted in a very large increase in the amount of government grant recieved." \*15

This report is predominantly enthusiastic and largely self congratulatory in tone. Within his introduction Mr F.R.Hughes states "The report is necessarily a sketchy one, but at the same time it is true and correct so far as impressions and details are concerned."

Because his purpose was to:-

"Interpret some of the spirit of good will with which the (late) chairman, members and officials have faced their duties and the co-operation within which all have worked in the same interests."

I must conclude that Mr. Hughes was biased.\*16 The report forms a kind of memorial to The Hon H.W.L.Corry J.P. (chairman from 1903-1914) Mr.Hughes was understandably enthusiastic in promoting the excellent record of school attendance and added a table of statistics.\*17 But what this extract illustrates is the underlying motive for such enthusiasm. Government grant was of utmost importance to an education authority struggling to survive 'In the absence of further aid from the exchequer.' Nowhere can this be seen more clearly than within the evidence of a woman involved in education from 1914 until the late 1940's.\*18

"And so the more children you had nine to fourteen the more seven and sixes but of course I didn't have them I only had the younger ones! . ."A lot of little children only brought in half a crown a year!" \*19

## CHAPTER THREE

In the same way that chapter one has been divided I chose to separate the micro study into two sections. This division has served to maintain clarity, but the counter effect has been to accentuate the imbalance between the sources applicable to 1900-1918 and those for 1918-1930. The predominance of education and employment in my analysis of 1900-1918 has influenced and thus restricted my choice of sources for 1918-1930.

## 1918-1930

The actual number and variety of primary sources that I was able to use for 1900 to 1918 is considerably greater than those surviving from the later period. Given that there is a general tendency amongst historical data to decrease in volume with age, it seems ironic that for the period after the first world war I was unable to uncover as much evidence (within the limits of my resources of course) as for a period longer ago. My research into secondary sources has shown that historians tend to concentrate more upon periods of optimism such as the Edwardian era, than upon the unattractive years of depression.\*1 (I perceive the Edwardian era as a period which held the crux of great changes not a turning point in itself.) Consequently there is an imbalance in secondary sources between 1900 and 1930 and this is reflected in the sources of my micro study.

Furthermore I encountered many problems which stemmed in fact from the fundamental question: How far can a changing attitude towards children be traced? What the question implies, and the method that I have used is comparison, consider the logic of the scientist, no accurate comparison can be made unless the variables are constant. For example within my research for the period 1900-1918 I used the census of 1901 and 1911 and so logically I wanted to use the equivalent information from the 1921 and 1931. Here however their statistics could not easily be compared. As I have illustrated in the appendices the format of 1901 and 1911 remain sufficiently alike for comparison (with a great deal of calculations) But by 1921 not only have the jobs changed\*2 but the method of tabulation is not even similar. This is also the case within the 1931. I became aware that as a historian the 'variables' may be altered, I changed my approach and got favorable results, thus using instinct history becomes an art.

Because of the new format 1921, census I was unable to create a table representing the most popular occupation for boys or for girls. What is significant though is the number of jobs categorically intended for males only. This is an attitude reflected in the curriculum. Domestic subjects were strictly 'for girls only' including the proper performance of ordinary domestic duties. . . \*3

I have no direct equivalent to the 1902 enquiry, but the oral sources that I do have, as interviews, compare because both offer personal opinions. My interviews may be considered more valuable because I am able to ask specific questions of the source literally. However this must be balanced against the fact the enquiry witnesses were more qualified to answer legislative questions. I asked questions of both Edith and

Nancy which reflected the legislation. But it would be unreasonable to expect answers to direct questions about the impact of acts that happened during their childhood. As a child one doesn't perceive legislation leave alone within the context of that which went before it. Although the education acts that have occurred in my lifetime obviously effected me I did not feel the impact. I have only since this project understood their real significance. Equally the evidence of these ladies has been effected by experience since. I did venture to ask Nancy:

53 "It is very interesting that you were a pupil teacher because that helps in my study of education as a whole. And so as a teacher do you think that any legislation put out by the government had any real effects on what you were doing at school, can you remember any particular changes?"

"No. Of course when I was at Riddlesworth that would be at the time that evacuees descended on us you see. When war started in 1939 in the September. . ."\*4

This evidence obviously cannot be restricted to this time period and as a living source should not be. Later in the interview Nancy made a particularly valid comment:

65 "Well all those years back there wasn't a great change. I think probably at the time I was at Riddlesworth we did have more than when I was at school. But not 'a great lot because you see there was not the money."

It is of course on a personal level as Nancy then proceeded to talk in much detail about how grants affected her. But much is to be gained from linking it to the earlier period with the Breviate 1916 pg. 312

The cost of raising the school age to 13 would be £53,000, of raising it to 14 £489,000, exclusive of loan charges, and of universal compulsory continuation classes up to 17 £2,625,000.

from this I deduce yet another reason for slow change. And that by the late 1920's the situation had not improved by much financially.



## CHAPTER FOUR

The aim of this project has been to use local sources to address an historical problem which is on a national scale. Thus given my evidence, how far can a change in attitude towards children be traced between 1900 and 1930?

Attitudes towards children did change. This is evident in the gradual improvement in the treatment of children this century which has been widely accepted as 'popular history! It must be of comfort to Whig historians that no longer are children of "six, seven and eight employed in factories and work-shops."\*1 Indeed by tracing the progress of education and employment legislation I have been able to identify reasons for changes in the welfare of children. I have shown a decline in the necessity for children to work, or at least as young as they did in Victorian times. Which coupled with extended education increased their chances of an "improved standard of living"\*2 in a nation ever more industrial and competitive particularly after the first world war. However what this project has taught me above all is to examine the process of change, it is not always fluid.

Contrary to the Whig belief my study of 1900-1930 does not show a steady progression towards better conditions. It is ironic when we consider that the period was dominated by liberal reformative legislation. I chose to use legislation because I felt it would be an indication of public attitude, and also by its nature an instigator of change. But before I had reached this hypothesis I had begun my research by trying to 'match' the local evidence to what historians had said and I had had some success with this. However I began to realise that this did no justice to my sources and that all I arrived at was further generalizations. The narrow perspective of a microstudy is more important in my understanding of Edwardian childhoods than a broad overview. This is because by concentrating on one area I have been able to identify factors that effected the process of change. These could not be attributed to the lives of all children at that time because I have studied children from the working class only, but more importantly because they are specific to Suffolk. I may only draw tentative conclusions upon the lives of other working class children in other agricultural regions without examining their community in depth.

My evidence for Suffolk has shown two such factors, that have both advanced and hindered progress, most clearly. Firstly the role of legislation itself in this area was made unique by the West Suffolk Education Committee's interpretation of bye-laws\*3 Although in this area they were not used to considerable extent at any one time, their use was prolonged. Thus the exemptions that I have traced through chapter one on a national scale can be recognised in Suffolk. But because within Suffolk these exemptions continued to be in use for much longer the gradual raising of the school leaving age during the period 1900 to 1930, had a retarded effect.

A second feature of Suffolk uncovered by my research, which had slowed the progress of change, is the fact that Suffolk was largely rural. Communication was poor and according to Mr. F.R. Hughs \*4 this was a cause for slow progress in education along with his concerns for financial aid.

Equally Nancy's account 52 (war)\*5 illustrates the situation.

By studying the agricultural aspect of this area question was raised which underlines the urgency with which historians believed improvement was needed. East Anglia has been described as 'the bread basket of the nation' and as such, agriculture obviously had a large role to play in the lives of those living in Suffolk. It was agriculture that employed more boys than any other occupation throughout the period as a whole. And so it comes as a surprise that few exemptions can be traced. Not as many as in the factory areas for example that would employ an equal number of children, boys or girls (here the majority of girls worked as domestics). But unlike factory work agriculture was not dangerous to the children, and so although early employment was maintained in this area for longer this employment had not been harmful in itself. And so it could be argued that in this area the 'treatment' of children had not been so bad that it needed improvement.

But of course those children employed would lose education and so a compromise was reached. At the time when farmers were losing workers to the schools; the teachers were learning farming methods; in order that the children might 'adopt the trade and calling of their parent's '\*6 They were from 1907-1913 (under the suggestion of the 1902 inquiry) 'adapting 'Our educational system to meet local requirements.)\*7

And so within my analysis of legislation throughout the period as a whole I have identified those acts which effected Suffolk. And I have established the fact that this legislation was slow to reach Suffolk. It is by using specific examples that I may illustrate the pace at which these acts managed to change the situation for children in Suffolk. Within the report of 1902 (source ) this opinion was voiced;

9416 Have you any other points to mention? - I think the policeman should not be employed with regard to the illegal employment of children.

9417 You would give it to the school attendance officer? - Yes.\*8

Not until much later in the West Suffolk Education Committee report do we see an ammendment to this problem.

The chief attendance officer supervises the work of the local officers and submits his report to the sub committee. \*9

I have incorporated other examples within the text which illustrate a sustained interest in assessing the slow pace of change in Suffolk.

A further means of assessing progress in the period as a whole was to use sources which I graphed.\*10 The kind of trends they present lend themselves very well to this. These trends represent change as a continual process, which it is, and so highlight the main problem that I had comparing two artificial 'era's'. By distinguishing these periods and contrasting them against each other I felt I would be able to assess the period as a whole more effectivly, but oral evidence and gphaped evidence could not be fitted into my arbitrary but neccessary classification. There were by contrast problems with the cenSus

which arose from the fact the information did not have continuity but the fact that the types of jobs available changed and increased between 1900-1921 is indicative of progress.

Therefore within this project I have used my local sources in two ways, to fulfil my principal aim to gain knowledge about those things which I felt were most significant to the lives of children but also to examine the value of legislation as an instigator of change. My micro study has shown that in this region legislation was very slow to come into effect and may therefore be considered one of the less important elements of causation. By marking it's progress a very slow change in attitude between 1900 and 1930 becomes apparent.

## CONCLUSION

The process of research and writing up this project raised in my mind a number of methodological issues: My principle concern has been to evaluate the relative values of the micro study against generalizations; that have been made by historians about the nature of childhood in the early twentieth century and those which I have made even within the small context of a micro study.

Initially my research was based around four main themes common to the study of childhood.\*1 Education, health, family life and employment. I soon realised that a sufficiently detailed study of all four throughout the whole period was beyond my resources. And so I employed legislation as a means of selection. I chose legislation because I felt it would have effected every aspect of the child's life. I have also found that it bridges the gap between the national and local situation (by being effective in both areas). Within my analysis of legislation There is a general tendency towards education and employment. This results from the sources themselves as these were predominant concerns in the period in question., and not from any bias that I might have placed upon the source. Therefore I began to use oral sources as a means of examining health and family life in more depth.

The problems that I have had with oral sources have caused me to wonder whether a less personal study would have been better. The historian must be wary of a personal involvement with sources to the point of bias, for example in my interview with Nancy I refer to the people of Hopton in a way that reveals that I have always lived here.. .

"Quite healthy around here were we?"

"We were all pretty healthy yes. Knowing it was quite a good place to live!"\*2

Therefore the microstudy may suffer problems of reliability where as a view based upon less emotional statistical evidence might be better from that respect.

I could have used statistics or demography as an alternative structure to legislation but I became wary of demography in isolation . . .

"Demographic Knowledge can contribute little more than a realisation of the basic facts.(in brief)

- 1 Mortality was much higher than in the past. . .
- 2 Fertility also was much higher. . . \*3

With either I would still have required the evidence of people. If I may parody an aphorism to express my feeling

"General tendencies do not decide alone, great personalities are always necessary to make them effective."\*4

Thus as a result of my study I began to feel that generalisations have their place but really only within a microstudy of an area, such as this, can be approximate the 'truth' about a society past. The influence of McFarlane \*5 may be felt in this, but the process of my inquiry has developed my thoughts beyond this. I do not believe that the generalisations that this 'truth' would ultimately imply are valid when they serve only to mask the value of individual sources. It is largely the individual circumstances of an area that have effected change within that region. These must however be examined within the context of the Nation or period which was made up of countless other factors of change, that have either advanced or hindered progress. Such as the national economy or the rise in the middle class 'Ideology of motherhood' \*6 It is rather like looking at the internal evidence\*7 of a primary source the external evidence is most important but the historian should not be influenced to greatly by his knowledge of these external factors.

## Chapter References.

### Introduction.

1 Thea Thompson *The Edwardians* (London 1981) page 2. Here she refers to Paul Thompson and Thea Vigne, 'Family life and work before 1918.' This project was carried out in North East Essex begun in 1967. I gained permission to use this source from Professor Paul Thompson personally in 1989 for an appraisal of this source and their methodology see Standish Meacham, 'A life apart' (London 1977) page 9.

2 *ibid* Thea Thompson.

3 Laurence Stone, *The Family Sex and Marriage in England 1500-1800* (London 1977) This account of the development of family type has been used as a model for many social historians. See also John Burnett, *Destiny Obscure* (London 1984) he discusses Stone's concept of affective individualism. (please refer to appendices section A.)

### First Chapter

#### Section One 1900-1918

1 H.C.Dent *1870-1970 A century of growth in English Education* (London 1970) pg 67 Belives the McMillans crusade on behalf of childrens health 'changed the face of education in the late 1890's.

2 For further discussion of this topic see *The Edwardian Era* edited by Jane Beckett and Deborah Cherry. Chapter two *Edwardian Childhoods* Anna Davis pg 151 Phaidon Press 1987.

3 J Stuart Maclure, *Educational documents England and Wales 1816-1968* (Great Britian 1965) pg 49 includes a speech by Mr. A.J Balfour, prime minister introducing the bill, house of commons, March 24th 1902. This was not my only reference for legislation, see bibliography books marked E.

4 *Employment of children act 1903* see appendices section B7.

5 See extracts from the report *Minutes of Evidence* appendices B7 to be cited and as source P.

6 See *A Breviate of Parliamentary Papers 1900-1916* (Oxford 1957) edited by P.G.Ford pg 231 extract in appendices B1 to be cited as source 74.

7 See 5 above.

8 Paul Thompson *The Edwardians the remaking of British society* (Britian 1975) Original source Seebohm Rowntree B. *Poverty a study of town life* (London 1901) see also *Breviate* 74 pg 288.

9 Source P pg 284 Evidence given by Mr J. Sancroft Holmes J.P. *Harleston 1901*

10 *ibid* see also *Cost of living index* appendices B4.

11 Irene Osgood Huchens *Economic effects of the war upon woman and children in Great Britian 1917.*

12 *Breviate* 74 pg 233 see appendices B8.

- 13 Breviate 74 pg 312 see appendices E.
- 14 Table of Statutes 1267 A.D. to 1978. RHF 23.5 - University of East Anglia.
- 15 Anna Davis op.cit.
- 16 Standish Meacham A life apart the English working class 1890-1914 (London 1977)
- 17 Breviate<sup>74</sup> and secondary sources marked E.
- 18 Breviate 74 pg 287 and secondary sources marked E.
- 19 Breviate 74
- 20 The Red Code 1902-1912 source O.
- 21 ibid.
- 22
- 23 Paul Thompson op cit chapter 5 The Edwardian Crisis - From the revolt of the upper classes and Ulster the labour unrest.
- 24 Irene Osgood Andrews op cit.
- 25 ibid pg 162
- 26 ibid pg 152 J Stuart Maclure ibid pg 167
- 27 J Stuart Maclure ibid pg 167 extract from the final report The Lewis report 1917 pp 5-29

#### Section Two 1918-1930

- 1 Lloyd George in his mansion speech.
- 2 A social history of England Asa Briggs pg 363 (Suffolk 1983)
- 3 Asa Briggs ibid pg 365
- 4 J.C.Maclure op cit pg 173 Commons statement by Mr. H.H.L.Fisher president of the board of education, introducing the education bill Hansard August 10th,1917
- 5 see bibliography marked E.
- 6 Irene Osgood Andrews op cit.
- 7 Munitions
- 8 Factories
- 9 H.C.Barnard A short history of English education from 1760-1944 (London 1947) pg 240.
- 10 J.Maclure op cit pg 180
- 11 H.C.Dent op cit pg 100
- 12 J.Maclure 187
- 13 Please refer to appendices B2 'Minutes of evidence'1902.

## Chapter Two.

- 1 Please refer to appendices section G.
- 2 Edward Royle Modern Britain a Social History (source 62)  
A.H.Halsey Trends in British Society Since 1900(source 77)
- 3 For analysis of census returns 1901,1911, and 1921 sources Q,R and S see appendices C1-9.
- 4 Phillip Redin Sources for Local History (London 1987 pg 124, 129.
- 5 *ibid.*
- 6 Departmental committee report on the employment of children 1902 source Y see appendices section B1.2 and 3.
- 7 Red Code 1902-1912 exact copies of official text, please refer to appendices B8.
- 8 *ibid* also please note the numbers 9377 for example come from the Minutes of Evidence. As seen in Theodore Rubb and Robert Rotsberg.
- 9 The Family in History Interdisciplining essays (Massachusetts 1971)
- 10 Please refer to appendices D5
- 11 The Red Code 1912 pg 62-64 Elementary code 1912 regulations for school records appendices F.
- 12 Hopton log book exists but originally was not listed in log because I felt it inapplicable however it gives important information about the school teachers still there.
- 13 Red code exact copy of official text pg 272
- 14 For analysis of sources D and E please refer to appendices section D5
- 15 West Suffolk Education Committee report upon the work of education 1902-1914.
- 16 *ibid* pg 2.
- 17 *ibid* pg 51 please refer to appendices E5
- 18 My second oral interview was with Mrs Nancy Ruddock she latter became a pupil teacher.
- 19 Please refer to my analysis of this oral source based upon a complete transcript, within appendices D.



### Chapter Three

- 1 I have consulted a range of secondary sources of which some are listed in the bibliography.
- 2 I have included examples from each census report within appendices section
- 3 'The Red Code'(1921) from the Elementary School Code 1921 curriculum section 10 domestic studies pg 9.
- 4 Oral interview with Nancy Ruddock. Nancy gives much more information about the Second World War and her experiences as a teacher during the 1930's

#### Chapter Four.

- 1 H.C.Dent op cit pg 24 see also appendices A4.
- 2 This desire is referred to by many social historians, Paul Thompson specifically in 'the Edwardians.' However I have evidence from the 1902 report to sustain the claim.
- 3 See appendices B 8 and 9.
- 4 Author of the W.S.E.C. report upon the role of education.
- 5 See appendices section D7.
- 6 Mr. J Sancroft Holmes minutes of evidence 1902 source Y apps B2.4
- 7 ibid.
- 8 Mr. Thirkettle source Y
- 9 W.S.E.C. chapter 9 school attendance see apps D4.

#### Conclusion.

- 1 John Burnett has typified these in Destiny obscure see apps A5
- 2 Mrs. Nancy Ruddock (nee Lebbon) oral interview on tape.
- 3 Etienne van de Walle.
- 4 Leopold von Ranke full extract appendices 6.
- 5 Alan MacFalave most influential work.
- 6 Anna Davin op cit.
- 7 Arthur Warwick The nature of history pg 137 (London 1970.)

## APPENDICES

### Contents

#### Secondary sources

- A 1 Extract from Edward Royle Modern Britian A Social History 1750-1985(62)
- 2 Edward Royle ibid.
- 3 Extract from A.H.Halsey Trends in British Society Since 1900
- 4 " " H.C.Dent Century of Growth in English Education
- 5 " " John Burnett Destiny Obscure.
- 6 " " " " " " " op cit compaired with Edith Goodman's interview.
- 7 Etienne van de Walle. The Family in History Interdisciplinary essay .
- 8 John Burnett's analysis of Laurence Stone's 'Affective Individualism' op cit pg 13-15.
- 9 Extracts from Thea Thompson Edwardian Childhoods
- 10 Thea Thompson ibid

#### Primary sources

##### B Employment of School Children

- 1 Inter departmental committee report 'H.M.I.S.' stated in extract from A Breviate of Parlimentary Papers 1900-1916.
- 2 Report on Employment of School Children, minutes from evidence.
- 2.1 Mr. Johnson.
- 2.2 Mr. Plesants.
- 2.3 Mr. Holmes.
- 3 Wages and Earnings of Agricultural labourers in the U.K.
- 4 Cost of living index.
- 5 Earnings and laws of labour.
- 6 Agricultural Education in England and Wales.
- 7 Employment of children act.
- 8 Bye-laws London.
- 9 " Devon.
- 10 The work of Education.

##### C Analysis of Census Information.

- 1 1901 Occupations of Males and Females of between 10 and 25years.
- 1.2 Key to occupations available in 1901 in Suffolk, East and West.
- 1.3 Most popular occupation for children 1901 " " " .
- 1.4 Example of original census information."
- 2 Statistical comparison of 1901 and 1911 census information to show progression.
- 3 1911 Occupations of Males and Females of between 10 and 25 years.
- 3.2 Key to occupations available in 1911, in Suffolk East and West.
- 3.3 Most popular occupation for children 1911 " " " .
- 3.4 Example of original census information " .
- 4 1921 Occupations of Males and Females of between 12 and 25years
- 4.2 Key to occupations available in 1921 in Suffolk East and West.
- 4.3 Example of original census information 1921.

##### D Analysis of oral evidence within context of legislation.

- 1 Careers.
- 1.1 Legislation.
- 1.2 Oral evidence.

2 Discipline within the family and at school with an analysis of the punishment book.

3 Church with photographs of Gabrielle Clears in 'Sunday clothes.'

4 Hopton Parochial School Details of the school building, teachers curriculum etc.

5 An analysis of school attendance with regard to exemptions and other legislation discussed within chapter one particularly. Includes an example of the Labour certificate of total exemption.

6 Health with analysis of Medical inspection register, and certificates (source G)

7 War.

E Extract from 'The Red Code' 1902-12 pg 4 The Elementary Code 1912

F List of all local sources used (in descending order) for reference to chapter two.

G Official regulations as to the School records and registration for comparison with documents from Hopton school. Did they stick to the rules?

## Section A Secondary sources

### 1 Extract from Edward Royle Modern Britian.

"Dispite the rising population the number of children under 15 years old recorded as employed fell from 423,000 boys and 237,000 girls in 1851 to 346,000 boys and 200,000 girls in 1911. The single most important measure to reduce the participation of children in the labour force was the extension of schooling," . 1867

By this date th ough women's work in the fields was in decline. Victorian sensabilites were aroused at the prospect of women and children working in labour gangs under harsh gang-masters, which was common in the Eastern Counties and survived parlimentary condemnation in 1843.

### 2 Extract from Edward Royle Modern Britian.

"For many unmarried women, domestic service was the best source of employment. In 1851 1027,000(37%) of the female workforce over the age of 15 was in domestic service, slightly more than were employed in textile manufacture and dressmaking. Even as late as 1911 domestic service remained by far the largest single catagory of female employment, having almost doubled in size during the period 1851-1911 to 2,127,000(39% of the total female occupied population). Textiles and clothing industries are next, together employing 1,695,000(31%) There was little choice for most women until changes in the structure of employment brought new opportunities at the begining of the 20th century."

### 3 Extract from A.H. Halsey Trends in british society since 1900.

"With as many as 1500 districts and 10,000 parishes involved a detailed analysis of the changes which have taken place this century would fill at least a volume in itself"(and so a brief summary)"The period 1888-1969 can broardly speaking be divided into four convienient sections. From 1888-1929 there was a period best described as a 'free for all', where structural change depended very much on local inittitave and took place in a piecemeal fashion. The 1929 local government act may be seen as the begining of reform.

- 4 Extract from H.C.Dent, Century of Growth in English Education 1870-1970 (London, 1970) page 24.

"Thus again and again one is forced to realise the limitations of man's thought and feeling at any given point of time. During the first half of the 19th century devout Christians, deeply religious according to their lights, argued with all sincerity in favour of employing children of six, seven and eight years in factories and workshops."

- 5 Within the preface to his most valuable collection of autobiographies, John Burnett has made generalization justified by his extensive research.

"It is notable that in describing their childhoods writers generally address themselves to a fairly restricted set of themes which, by inference, they regard as of particular significance - for example, their earliest memories, their first realization of identity, their fantasies and religious beliefs, their discipline and duties within the home, the extent of child-care, the end of childhood and their first entry to full-time work and the adult world."

"Yet the happiest memories of child life generally came from large working-class families which, by modern standards, had no luxuries and very few comforts, but which stood somewhat above the level of the very poor."

- 6 Edith

16 "We had enough food to eat, and we were kept tidy that sort of thing, but we never had a lot of money, not in those days. Even though my father was in bussiness." He was a carrier, on wednesdays and saturdays. The children had to take parcels for their father ot people in the village, by foot, and would only get tuppence for a parcel, "Sometimes the people would give us halfpenny sweets." And on weekdays after school chores would be done, and looking after their pet's.

- 7 Extract from 'The family in history interdisciplinary essays' Etienne van de Walle.

"Demographic knowledge can contribute little more than a realisation of the basic facts.

1 mortality was much higher in the past and therefore the risk of being orphaned or (from the point of view of the parents) of losing children in infancy was much greater prior to the 19th century than it is now.

2 Fertility also was much higher and therefore a younger age distribution existed and children made up a higher part of the population. "

## John Burnetts Analysis of Lawrence Stone's 'Affective Individualism'

So much may be regarded as historical fact and largely uncontroversial, but lively debate has recently surrounded the work of Lawrence Stone and his concept of the development of 'affective individualism'. Stone distinguishes six types of child-rearing practices which are in part chronological and in part class-specific. He argues that the Early Modern family was characterized by high mortality and low affect. Among the aristocracy, the attitude towards children had been largely one of indifference once the needs of succession has been met by the birth of a male heir: children were abandoned to nurses, tutors and other surrogates and little direct care or affection was evidenced. During the seventeenth and eighteenth centuries there was a marked growth of civility, polite manners and language, campaigns against cruelty and a decline in formality of relations between parents and children; greater privacy was introduced into family life and greater concern for children's health and education. These new forces came into full development in the third type of family pattern, among the wealthy bourgeoisie of the eighteenth century where family life was now child-oriented, affectionate and permissive; traditional practices such as swaddling, wet-nursing and severe punishment declined, and more education took place at home rather than at boarding-schools. But, although affection had now largely superseded neglect, a further change occurred in the closing decades of the eighteenth century associated with the Methodist Revival – the concept of the child as naturally sinful and requiring his will to be broken by stern discipline. In many middle-class households there was therefore a reversion to a more patriarchal, authoritarian family type, though involving intense emotional and religious concern for children's welfare, which held sway roughly from the 1770s to the 1870s. Among the working classes, it is argued, these changes did not reach very far. Here, ignorance and lack of resources still caused heavy infant mortality, drove children out to work at a tender age, and brutalized relationships between spouses and between parents and children. Until real incomes rose in the later nineteenth century, until family size began to decline and more infants survived, there was little time or space in working-class life for strong emotional investment, and children had to take their share in the common struggle for survival. The final stage of Stone's model is reached in the late nineteenth century, when there is a gradual return to permissiveness, child-centredness and emotional affect, again beginning in the middle-class intelligentsia but caused by a variety of new influences – the decline of strict religiosity, women's emancipation, family limitation and the new psychological theories of child development. These trends ultimately affected all social classes in the twentieth century in one way or another, resulting in the small modern family characterized by a high concentration of affection and attention, a decline in paternal authority, more 'natural' child-rearing practices and more democratic sharing of roles. In the modern family, where infant death is exceptional, where the length of children's dependence is increased by extended education, and where marriage itself now often endures for fifty or more years, love and affection have become increasingly important as the primary bonds of family life.<sup>9</sup>

I cannot express in a clearer way the feelings that I share with Thea Thompson illustrated in this passage from *Edwardian Childhoods*

9 "Everyone's childhood memories are interesting to listen to but after the spoken word has passed into the recorded word and then into the typewritten word, much is lost and in some interviews information which is useful and valuable can make dull reading, especially for those who are not in a position to recall the tone of a man's voice as he remembers his mother, or the tension in a woman's face and hands as she talks about poverty and disappointment. The tape recorder cannot do justice to those who communicate more readily with the language of gesture, eyes and body than with words."

Within her book Thea Thompson also refers to Lawrence Stone

10 "I have found his model a useful one and his accounts of family types helped my understanding of Edwardian families,..."

"By 1700 among upper bourgeoisie, professional and gentry families, a trend away from patriarchal households was apparent. The decision-making power and standing of women increased, though their economic power did not, and they became increasingly occupied with nurturing and rearing children. They became more child-oriented and so became more permissive in bringing up their children. It is no coincidence that at this time, in the eighteenth century, the infant mortality rate began to fall and it became more worthwhile to invest love and care in a child. Stone notes a trend back to paternalism in the late eighteenth century, the re-emergence of the subordination of women and children, of discipline and sexual repression. This was to be followed in the last quarter of the nineteenth century by a counter-trend which by the Edwardian period had established itself as a move away from the hierarchical obedience of Victorian family life."



## B Employment of school-children

1 Inter-dept. Cttee. Rep. pp. 25. 1901. Mins. of ev., apps., index. 1902.

1902 Cd. 849, xxv, 261. Mins. of ev., etc.; 1902 Cd. 895, xxv, 287 apptd. Jan., sgd. Nov., 1901  
H. H. S. Cunynghame (ch.), Troup, Lindsell, Harrison, Smith.

"To inquire into the question of the employment of children during school age, and to report what alterations are desirable in the laws relating to child labour and school attendance and in the administration of those laws."

The Committee was set up as the result of serious facts disclosed by the Return on Wage Earning Children (1899 (23) (205) lxxv). Approximately 300,000 children combined paid work with school attendance, probably 50,000 worked 20 hours per week and a considerable proportion of this number worked 30, 40 and 50 hours per week. Many worked longer than the factory hours allowed for children of the same age. In evidence, Mr. Mundella argued that as the statutes regulating factories and mines could not apply to the thousands of little shops, etc., the Education Authority should be given powers, through bye-laws, to issue labour certificates to school children.

The appendices C1 to C3.4 illustrate just some of my analysis of the census returns, this was my first primary source in the study of employment and inherently education. The 1902 report was of utmost importance giving personal opinions upon the legislation proposed. The above is what the report intended to do and an extract from the secondary source 74 A Breviate of Parliamentary Papers 1900-16 (Page 230). This is particularly important in marking the progression of such a report. Thus I follow it through until the final piece of legislation, Employment of Children act 1903. Discussed also in "Careers" (apps.) and beyond into the 1910 inquiry. (apps.)

I felt it of great importance to include reports throughout the period also to mark change even improvement but equally this illustrates how slow change was. As discussed in chapter two these ideas have been extended to apps.

B2 Departmental Committee on Employment of School Children:  
Minutes of Evidence.

Mr. Clark, called; and Examined.

Mr. Clark, a farmer, gave evidence on 23rd. May 1901.  
This is an extract from his interview with the committee chairman:  
Mr. Cunynghame. Page 256

9430. Don't the children join gangs? - Not small children; the gangs consist of women and young persons from 15-20 years of age.

9431. What is the effect in your opinion of early labour upon children? - I think it beneficial as regards health, but there are different opinions as to the moral effect.

9432. What is the cause of its being bad for their morals? - Where you get a lot of young people together they will chatter about something.

9433. I suppose the gangs are composed of a good many riff-raff? - Sometimes they are.

9434. Are the men and women who make up the gang as good as your ordinary labourer? - That is rather hard to say.

9435. As a general principle you would be in favour of some form of bye-law making to regulate child labour? - I think so; these gang masters have to take out a licence; it would be a serious thing if the gangs were put on one side.

9436. (Mr. Lindsell) The gang system is rather peculiar to the Fen district? - Yes.

9437. This fen farm work is done by gangs to a great extent? - Yes, at certain seasons; potatoes for instance.

9438. The gang master contracts? - Yes, in a good many cases.

9439. He would contract for fruit and flowers, and potatoes? - Yes we give him 2s. an acre for setting potatoes.

9440. Are there many children under 14 in these gangs? - I don't think so.

9441. It would not affect the farmer if children under 14 were kept out of these gangs altogether? - I don't think it would.

2.1 Mr. O. D. Johnson, c.c., J.P., Farmer, Bury St. Edmunds.

This complete report can be found on page 581.

I find in this parish children under the age of thirteen years, and who are entitled to leave school by being certified as having passed Standard V., are employed only as follows:-

Some few, maybe three or four, on Saturdays, on which days the school is not open; and a good many, most of those who are old enough to be of service during harvest time, when school is closed for the annual holiday.

I have no knowledge of any being employed in agriculture when school is open.

The attendance of scholars in our national school here is, for older scholars in the standards 125. On enquiry I find there are now the following who are under 13 years of age, and have not passed Standard V. They are not, however, employed in agriculture:-

Six boys out of school hours, who are described as "errand boys," for about one hour after 12 o'clock, and for a time after school in the afternoon. Two boys assist a shopkeeper during the same hours, and the two lose one or two attendances in most school weeks on this account.

One girl is employed at 12 o'clock for a time, and after school in the afternoon.

The schoolmaster tells me a boy, who about a year since was employed at 12 o'clock in the day, and in the afternoon appeared tired and not so brisk at work as he should be; otherwise (with the exception of the loss of attendances made by the two boys mentioned) I have no knowledge of any evil effect on either health, education or character of the children employed as above stated.

There are no children of small farmers who work either in agriculture or otherwise, who are under the age when by statute they are compelled to attend school.

2.2 Memorandum by Mr. Pleasants.

Mr.C.W. Chaston, Agent, Harleston. Said of Mr.Pleasants.

'Amongst those I have consulted relative to the questions asked are Mr. H. Thirkettle and Mr.C. Pleasants, both of whom are exceptionally well qualified to give information and opinions. I therefore endorse the notes they have supplied me with.

Mr. Pleasants has achieved great success as a school master, and as chairman of a Parish Council and a member of a District Council.

Memorandum in full to be found on page 581.

Operation.- Children, speaking generally, are employed in helping at farm work as follows:-

- (1) Farmers' boys, to help feeding cattle before and after school and Saturdays. These are well fed and clothed.
- (2) Poorer children, lads, engaged in a similar way at per weekly wage, about 1s. 6d.

Operation.- These often are tired out during day school, and show effects of early morning work.

Effect.- In this district are fairly fed and clothed, and no particular hardship is noted. No persistent oppression. It gives a better chance of food and clothing in a large family. It gives insight into technical work.

Causes.- Labourers too independent to submit to hardships of this kind, and too fondly ignorant of children's work, unless obliged, for food and clothing.

Reason of Child Labour.- (a) Scarcity of manual workers. Rural depopulation. Eagerness for town life, and to get off the land.

Garden Work.- Occasional help, but not persistent; unpaid.

School Hours.- Tendency to work occasionally owing to (a) at threshing, stonepicking, cattleminding, as orders; baby-minding (girls). Mothers are generally very prone to encourage this latter towards their own assistance in domestic and outside work. It is one of the greatest drawbacks to attendance in rural parts.

Fruit picking.- None.

Evil.- Children are not overworked.

2.3 Mr. J. Sancroft Holmes, J.P., landowner, Harleston.

This extract is from a letter offered in evidence. It sums up Mr. Holmes' opinions. Page 284 (He had been interviewed on 2nd. May 1901).

An alteration of the law as to the employment of children is called for in the interests of agriculture, but the real crux of the question seems to be in the aduption of our educational system to meet local requirements, the better to enable those who must perforce get their living out of the land, to get an education which will fit them for their trade in life. Practical experience in the actual work upon which children will depend should not be sacrificed to a hard-and-fast standard of age, excellent as it may be for other employments. Parents hardly pressed to provide the actual necessaries of life for their families should not be bound by the same regulations as parents whose incomes are such as to free them from any necessity to seek help from the employment of their children. The circumstances as to rural schools, the distance that many children have to travel, and the inclemency of the weather should be taken into account in calculating the attendances required.

Wages and Earnings of Agricultural Labourers in the United Kingdom

Rep., apps. pp. x, 269. 1900 1900 Cd., 346, lxxxii, 557

A. Wilson Fox.

The report describes the various classes of agricultural labourers, their duties, and the terms of their engagements, hiring fairs, etc. An account is also given of the different ways in which the labourers' nominal wages are augmented, e.g. by piecework, extra earnings at harvest, etc., and by allowances in kind, such as free cottages, potatoes, fuel, etc., which are frequently an important factor of their total earnings. The rates of wages paid to the various classes of men in each county are given, and also their total earnings, including all cash payments and the value of allowances in kind. Charts show changes in the rate of wages over a period of 50 years. There is a section of migratory Irish labourers in England and Scotland.

---Second Report, apps. pp. xii, 263. (1905) 1905 Cd.2376, xcvi, 335

In addition to information on rates of wages and yearly earnings, this report deals also with the cost of living of farm workers, the hours of work and general conditions of labour.

110.0 compared with 121.0, 144.0 compared with 162.0, 150.0 compared with 130.0, and 110.0 compared with 101.0 respectively.

TABLE 4.11  
The Cost of Living in the United Kingdom, 1900-1968

Year	Index	Year	Index
1900	58.1	1923	112.8
1901	57.6	1924	115.0
1902	57.6	1925	111.8
1903	58.1	1926	110.7
1904	58.7	1927	105.3
1905	58.7	1928	105.3
1906	59.2	1929	104.3
1907	60.9	1930	100.0
1908	59.2	1931	92.4
1909	59.8	1932	90.3
1910	60.9	1933	89.2
1911	62.0	1934	89.2
1912	63.6	1935	92.4
1913	65.3	1936	94.6
1914	63.6	1937	100.0
1915	79.5	1938	98.9
1916	91.3	1939	101.0
1917	113.9	1940	114.5
1918	130.1	1941	124.7
1919	140.8	1942	132.3
1920	170.9	1943	138.0
1921	126.8	1944	140.6
1922	115.0	1945	145.7
		1946	150.8
		1947	159.0
		1948	169.8
		1949	174.9
		1950	180.5
		1951	197.1
		1952	215.0
		1953	221.8
		1954	225.9
		1955	236.0
		1956	247.8
		1957	257.0
		1958	264.6
		1959	266.0
		1960	268.8
		1961	278.0
		1962	289.8
		1963	295.7
		1964	305.4
		1965	320.0
		1966	332.5
		1967	340.5
		1968	356.6

Note: 1930 = 100.

Source: The cost-of-living index for 1900-39 is derived from Phelps Brown and Hopkins, *op. cit.*, pp. 276 and 281 which, in turn, is based on Bowley's index for 1900-14 and the Ministry of Labour's for 1914-39. For 1940-68, the index is derived from L.C.E.S., *The British Economy, op. cit.*, which in turn is based on R. G. D. Allen's estimates for 1940-7 and the Ministry of Labour's for 1947-9. For 1950-68, the index is derived from *Statistics on Incomes, Prices, Employment and Production, loc. cit.*

Source and Notes for Table 4.12

The trade union membership figures are those published annually by the Department of Employment and Productivity in the November issue of the *Employment and Productivity Gazette*. The figures for 1962-8 are provisional and are subject to revision as additional information becomes available. For each year the latest revised figure was used.

The potential union membership figures for 1968 are from the *Employment and Productivity Gazette*, LXXVII (March, 1960), p. 22.3. Those for 1948-67 were supplied by the DEP from unpublished data and are comparable to the 1968 figures. The pre-1948 figures are from the Census of Population for England and Wales, Scotland, and Northern Ireland (and Southern Ireland prior to 1922) with linear interpolations for the intervening years. All these figures exclude employers, self-employed, and members of the armed forces, but include the unemployed, and they have been rounded off to the nearest thousand. Because the figures have been interpolated and rounded independently, some rounded totals may differ from the sum of the rounded components.

#### THE COST-OF-LIVING AND RETAIL PRICES

The cost of living and retail price index of the U.K. for 1900-68 is given by Table 4.11. The prices used are those actually charged and as far as possible are adjusted for changes in quality. The major factor affecting the utility of the index is the way in which it has been weighted over the years.

The most frequently quoted source, and the one used in Table 4.11, for the pre-1914 period is Bowley. His index is weighted according to a 1904 Board of Trade survey of working class consumption patterns.<sup>1</sup> In 1914 an official index was started, the weighting of which was largely based on the 1904 family expenditure survey modified to give effect to the estimated distribution of expenditure in 1914. It covered only those goods and services which were regarded as the 'necessities of life', as it was intended to measure the percentage increase in the cost of maintaining a minimum or subsistence standard of living among working class households in 1914. For this reason the series quickly became known as the 'cost-of-living' index. The series continued on this basis until 1947.<sup>2</sup>

Almost from the outset the index was criticised on the grounds that it was based on an excessively narrow and normative definition of the 'necessities of life' and that the weights based on the 1904 family expenditure survey did not reflect current working class consumption patterns. By 1937-8 these criticisms had convinced the Ministry of Labour that the index should be completely revised, and a further expenditure survey of working class families was undertaken. But the outbreak of the Second World War delayed the construction of a new index until 1947.

Despite the chorus of criticism, the fact remains that this index is the only continuous and consistent source of cost-of-living changes for the period 1914-47. And the opinion of most statisticians, including Devons<sup>3</sup> is that except for the years 1939-47, it is a reasonable guide to *movements* in the cost-of-living. Hence it provides the basis for the cost-of-living series given in Table 4.11 for the period 1914-39.

For the period 1939-47 the official index is completely inadequate.<sup>4</sup>

<sup>1</sup> See A. L. Bowley, *Wages and Income in the United Kingdom Since 1860* (C.U.P. 1937), pp. 118-26, for a discussion of how his index was constructed.

<sup>2</sup> For a detailed explanation of this index see *The Cost of Living Index Number: Method of Compilation* (HMSO 1944).

<sup>3</sup> *Op. cit.*, pp. 184-5.

<sup>4</sup> For a discussion of this point see the *Interim Report of the Cost of Living Advisory Committee* (HMSO 1947).

5 Earnings and Hours of Labour of Workpeople of the United Kingdom.

Enquiry. 1. Textile trades in 1906. Rep., apps. pp. lxxiv, 250. 1909

1909 Cd. 4545, lxxx, 1

G. R. Askwith.

The continuous record of changes in the rates of wages requires to be supplemented at intervals by large scale investigation into weekly earnings. The statistical returns received cover 44 per cent of the 1,171,000 employed in the Textile Trades. The average wage for a full week in 1906 was 28s.1d. for men and 15s. 5d. for women, an average increase since 1886 of 20 per cent for men and 22 per cent for women; but a comparison of 1884-8 and 1904-8 however shows increases of 16 per cent and 18 per cent respectively. Working time has fallen by 2 per cent.

--- 11. Clothing Trades in 1906. Rep., apps. pp. lxvi, 237. 1909

1909 Cd. 4844, lxxx, 325

Of the total of 1,500,000 workers engaged in these trades in 1906, 789,000 (205,000 males and 584,000 females) were employed in factories and workshops, the rest working in their own homes for employers or on their own account. The statistics, which refer to those engaged in factories and workshops only, show average cash wages of 28s. 3d. for men 13s. for women, 9s. 7d. for lads and 5s. 8d. for girls. The average yearly earnings would be approximately £37 per head.

---111. Building and Woodworking Trades in 1906. Rep., apps. pp. xl, 188. 1910

1910 Cd. 5086, lxxxiv, 1

The return covered 14 per cent of the 1,250,000 workers employed, but in nearly every town of importance wage rates were fixed by agreement and were well recognized. The average earnings in the building trades were 31s. 6d. for men, 36s. 4d. for skilled men and 24s. 5d. for labourers. The earnings of men in works of construction (harbours, roads, etc.) were 27s., in sawmilling 27s. 1d., in cabinet making 32s. 1d.

---1V. Public Utility Services in 1906. Rep., apps. pp. xxviii, 194. 1910

1910 Cd. 5196, lxxxiv, 229

The average earnings of all workers in these industries were £67 per head, varying from £78 in gas supply, £70 in water supply to £62 10s. in urban and £41 10s. in rural road and sanitary services.



---V. Agriculture in 1907. Rep., apps. pp. xxvi, 58. 1910

1910 Cd. 5460, lxxxiv, 451

The average annual earnings of full-time adult male farm servants in 1907 were in England £47 15s., in Wales £46 16s., in Scotland 50 19s. and in Ireland £29 4s. The average weekly wage varied from 22s. in Durham to 16s 4d. in Oxfordshire, 19s. 3d. in Glamorgan and 16s. 6d. in Cardiganshire. The average earnings of the predominant class of agricultural labourer in 1907 was greater than in 1898 by 5 per cent in England and 8 per cent in Scotland.

---V1. Metal, Engineering and Shipbuilding Trades in 1906. Rep, apps. pp. lii, 200. 1911

1911 Cd. 5814, lxxxviii, 1

Returns were received covering one-half the 1,500,000 workers employed. The average weekly earnings of men varied from 42s. in tinplate manufacture to 31s. 4d. in the manufacture of light iron castings. In iron and steel manufacture the average was 39s.1d. in shipbuilding 35s. 11d. There were wide differences of earnings within the occupations in iron and steel manufacture, 24 per cent of the men earning less than 25s. while 3 per cent earned £5 or more. The earnings in many important trades had risen in twenty years by 21 per cent; in pig iron manufacture the increase was 3 per cent. in shipbuilding 23 per cent. But 1886 was a depressed and 1906 a prosperous year.

---V11. Railway Service in 1907. Rep., apps. pp. xxix, 258. 1912

1912-13 Cd. 6053, cviii, 1

The bulk of the employees in the industry were full-time male workers, nearly all of them being 'six-day' workers, except on electric railways, where one-half were 'six-day' workers. Average actual weekly earnings, excluding uniform and other allowances, varied from 45s. 11d. for engine drivers, 31s. 2d. for goods guards, 27s. 6d. for signalmen to 19s. 9d. for porters. Two-thirds had annual holidays of 3 to 6 days with pay.

---V111. Paper, Printing, etc., Trades; Pottery, Brick, Glass and Chemical Trades; Food, Drink and Tobacco Trades; and miscellaneous Trades in 1906. Rep., apps. pp. xxxv, 298. 1913

1912-13 Cd. 6556, cviii, 289

The average earnings of men working full-time varied from 23s.4d. in the paper and printing trades, 29s.2d. in the pottery, brick and chemical trades, to 26s. 4d. in food, drink and tobacco trades and 27s.1d. in the miscellaneous trades. There were considerable variations round these averages - 29.7 per cent in the paper and printing group earning from 20s. to 30s. as compared with 55.4 per cent

in the food, drink and tobacco trades. The average weekly hours were under 50 for 17 per cent of the workpeople and between 54 and 60 for 43 per cent.

#### 6 Agricultural Education in England and Wales

There were between July 1908 and May 1913 a series of 11 reports carried out to enquire what advantage would be gained from teaching those children (lads) from rural areas agriculture, horticulture and other allied subjects. The first which was entitled Agricultural Education England and Wales. was proposed in March 1907. Lord Reay was chairman of the departmental committee report:-

"To inquire as to the provision which has now been made for affording scientific and technical instruction in agriculture in England and Wales, and to report whether, in view of the practical results which have already been obtained, the existing facilities for the purpose are satisfactory and sufficient, and if not, in what manner they may, with advantage be modified or extended."

While at the time of the last direct enquiry into agricultural education in 1887-8 there were only four or five institutions providing courses in agriculture, there were now at least 24.

This was followed by subsequent reports and then the Rural Education Conference 1st, Report 1910. The second of these reports is relevant to this micro-study:-

#### The Qualification of Teachers of Rural Subjects,

apps. pp. 23. 1911 1911 Cd. 57773, viii, 553 sgd May 1911  
H. Hobhouse (Ch)

"To call attention to the lack of teachers properly qualified for giving instruction in rural subjects in the Elementary Schools, and the means which should be taken to raise the standard of efficiency in these subjects."

The curriculum in rural schools should be less purely literary. As the children in country schools are rarely more than 13 years old, observation, nature study and manual work are important. Their teachers should have a broad general education, together with a familiarity with country life and rural science. The instruction should be part of ordinary teaching done by regular members of the staff, and not specialized teachers.

#### Manual Instruction in Rural Elementary Schools and the Individual Examination of Children in Rural Elementary Schools,

apps. pp. 23 1913 1912-13 Cd. 6571, xi, 193 sgd Dec., 1912  
H. Hobhouse (Ch)

"That this Conference should consider - (a) the possibility and advisability of introducing Manual Instruction throughout the whole of a child's School Life into the Rural Elementary Schools as a new method of teaching rather than as a new subject; (b) whether a system of periodic, independent, individual Examination of children in Rural Elementary Schools should be initiated."

By manual instruction was meant cookery, laundry work, housewifery, dairy work and gardening for girls, and gardening handicrafts and light woodwork for boys.

7 77 Employment of Children Act, 1903  
Dept. Cttee. Rep. pp. 23. (1910.) Mins. of ev., apps., index. 1910  
1910 Cd. 5229, xxviii, 1. Mins of ev., etc.; 1910 Cd. 5230, xxviii,  
25 apptd. July, 1909. sgd. April, 1910

J. A. Simon (Ch), Gladstone (Mrs.), Chambers, Gulland, Richards,  
Sherwell, Whitehouse, Bridgeman, Delevigne, Guinness, Law.

"To inquire into the operation of the Employment of Children Act, 1903, and to consider whether any and what further legislative regulation or restriction is required in respect to street trading and other employments dealt with in that Act."

Section 2 of the employment of Children Act, 1903, gives local authorities power to make bye-laws . . .

8 Bye-laws made by the London County Council under the Employment of Children Act, 1903 Rep., apps. pp. 28. 1906  
1906 Cd. 2809, xc, 1 sgd. Nov., 1905 C. Jones.

"A local inquiry with respect to the bye-laws made by the London County Council under the powers conferred on them by the Employment of Children Act, 1903, and with respect to the objections thereto."

On the recommendation of the 1902 Committee, the 1903 Act gave powers to Local Authorities to make bye-laws regarding the employment of children, and in pursuance of these powers the London County Council made a set of bye-laws.

9 The Bye-law made by the Devon County Council under the Employment of Children Act, 1903, and on objections thereto  
Rep., apps. pp. 15. 1913 1913 Cd. 6988, xxiii, 885 sgd. June 1913  
S. Pope.

A bye-law which allowed parents to withdraw their children entirely from school during the time of religious instruction had been largely abused for the purposes of employment, but because of the desire to preserve liberty of conscience the Education Committee would not withdraw it.

10 Extact from The West Suffolk Education Committee report upon "The Work of Education 1903-1914" compiled by the Secretary for Education for this County Frederick Richard Hughes in 1914

"The Model Bye-laws of the Board of Education were adopted in November 1903. Previous to that date the Attendance Bye-laws in the County varied greatly and caused considerable friction with parents, who could not understand why the Regulations in one Parish were different from another."



1.2 Key to Occupations Available in 1901

Occupations	Main Title	No. of Divisions
i	General or Local Government of the Country	2
ii	Defence of the Country	2
iii	Professional Occupations and their Subordinate Services	12
iv	Domestic Offices or Services	6
v	Commercial Occupations	3
vi	Conveyance of Men, Goods and Messages	8
vii	Agriculture	9
viii	Fishing	1
ix	In and about, and Dealing in the Products of, Mines and Quarries	2
x	Metals, Machines, Implements, and Conveyances	10
xi	Precious Metals, Jewels, Waxes, Instruments and Games	2
xii	Building and Works of Construction	7
xiii	Wood, Furniture, Fittings and Decorations	4
xiv	Brick, Cement, Pottery, and Glass	2
xv	Chemicals, Oil, Grease, Soap, Resin etc.	5
xvi	Skins, Leather, Hair and Feathers	3
xvii	Paper, Prints, Books and Stationary	4
xviii	Textile Fabrics	7
xix	Dress	6
xx	Food, Tobacco, Drink and Lodging	10
xxi	Gas, Water and Electricity Supply and Sanitary Service	2
xxii	Other, General and Undefined Workers	5
xxiii	Without Specified Occupations or Unoccupied	3

1.3 Most Popular Occupation for Children 1901

<u>Males 10-25</u>			
	No.	% of boys	% of total workforce
1 (vii) Agriculture	10313	9.03	28.66
2 (xii) Building and works of construction	1410		25.23
3 (vi) Conveyance of men, goods and messages	1285	0.47	31.31
4 (iv) Domestic offices or services	1215	5.74	28.94
5 (xx) Food, tobacco, drink and lodging	977	1.88	17.44
<u>Females 10-25</u>			
	No.	% of girls	% of total workforce
1 (iv) Domestic offices or services	5892	37.01	43.58
2 (xix) Dress	737	1.43	16.21
3 (iii) Professional occupations and their subordinate services	649	2.16	29.02
4 (xvi) Skins, leather, hair and feathers	285		1.41
5 (xviii) Textile Fabrics	259	2.05	10.25

COUNTY OF SUFFOLK—continued. AGGREGATE of RURAL DISTRICTS in the ADMINISTRATIVE COUNTIES of EAST SUFFOLK and WEST SUFFOLK.

TABLE 35.—OCCUPATIONS (Condensed List) of MALES and FEMALES AGED 10 YEARS and upwards at FIVE GROUPS of AGES, 1901—continued.

Table with columns for Age of Males (10-14, 15-19, 20-24, 25-29, 30 and upwards, Total Males), Occupation, Sex (Males, Females), and Age of Females (10-14, 15-19, 20-24, 25-29, 30 and upwards, Total Females). Rows include categories like National/Local Government, Defence, Professional Occupations, Domestic Offices, Commercial, Conveyance, Agriculture, Fishing, Mining, and Metal/Machinery.

2 Statistical comparison of 1901 and 1911 census information to show progression

Information from:- Table 35 - OCCUPATIONS (condensed list of MALES and FEMALES aged 10 years and upwards at five groups of ages 1901 - continued. Aggregate of Rural Districts in the administrative counties of East Suffolk and West Suffolk. page 76 - 77.

1901		
MALES	OCCUPIED AND UNOCUPIED	FEMALES
98389	ALL AGES	98189
23142	UNDER 10 YEARS	22766
75747	10 YEARS AND UPWARDS	75403

Information from:- Table 23 - OCCUPATIONS (condensed list of MALES and FEMALES aged 10 years and upwards, 1911 - continued. SUFFOLK(East) Aggregate of Rural Districts. Page 51 - 53. SUFFOLK(West) Aggregate of Rural Districts. Page 57 - 59. (Which I amalgamated.)

1911		
MALES	OCCUPIED AND UNOCUPIED	FEMALES
62,601	ALL AGES	59,669
12,736	UNDER 10 YEARS	12,690
49,865	10 YEARS AND UPWARDS	46,979



Occupations of Males and Females of between 10 and 25 years in Rural Suffolk (East and West) 1911. (With total figures of working population, for comparison.)

Occupations	Males			Females			Total Workforce
	10-15	16-25	10-25 Total Males	10-15	16-25	10-25 Total Females	
i	49	304	353	3	153	156	963
ii	152	1295	1447	/	/	/	1651
iii	25	316	341	7	1023	<sup>2</sup> 1030	3928
iv	574	3916	<sup>2</sup> 4490	1231	6187	<sup>1</sup> 7418	18262
v	12	339	461	3	39	42	653
vi	404	1413	<sup>3</sup> 1835	2	8	10	2203
vii	5341	29935	<sup>1</sup> 35276	118	1001	119	73296
viii	12	525	537	/	/	/	886
ix	5	54	59	/	3	3	172
x	182	1153	1335	/	2	2	2388
xi	3	21	24	/	1	1	75
xii	97	1623	<sup>4</sup> 1720	/	/	/	3956
xiii	16	167	183	1	4	5	431
xiv	10	114	124	1	1	2	271
xv	4	195	199	1	1	2	388
xvi	21	237	258	56	54	110	1506
xvii	15	56	71	/	18	18	138
xviii	39	238	277	88	514	<sup>4</sup> 602	1428
xix	33	260	293	103	681	<sup>3</sup> 784	2219
xx	211	1319	<sup>5</sup> 1602	24	421	<sup>5</sup> 445	5787
xxi	/	48	48				102
xxii	109	1204	1313	19	166	185	7313
xxiii	9954	980	10934	12315	18515	30830	86989

3.2 Key to Occupations Available in 1911

Occupations	Main Title	No. of Divisions
i	General or Local Government of the Country	2
ii	Defence of the Country	2
iii	Professional Occupations and their Subordinate Services	11
iv	Domestic Offices or Services	11
v	Commercial Occupations	3
vi	Conveyance of Men, Goods and Messages	11
vii	Agriculture	13
viii	Fishing	1
ix	In and about, and Dealing in the Products of, Mines and Quarries	2
x	Metals, Machines, Implements, and Conveyances	11
xi	Precious Metals, Jewels, Watches Instruments and Games	2
xii	Building and Works of Construction	10
xiii	Wood, Furniture, Fittings and Decorations	4
xiv	Brick, Cement, Pottery and Glass	2
xv	Chemicals, Oil, Grease, Soap, Resin etc.	5
xvi	Skins, Leather, Hair and Feathers	4
xvii	Paper, Prints, Books and Stationary	5
xviii	Textile Fabrics	4
xix	Dress	8
xx	Food, Tobacco, Drink and Lodging	18
xxi	Gas, Water and Electricity Supply and Sanitary Service	2
xxii	Other, General and Undefined Workers	7
xxiii	Without Specified Occupations or Unoccupied	3

### 3.3 Most Popular Occupation for Children 1911

Males 10-25	No.	% of boys	% of total workforce
1 (vii) Agriculture	35276	12.71	45.01
2 (iv) Domestic offices or services	4490	6.93	47.51
3 (vi) Conveyance of men, goods and messages	1835	2.01	56.69
4 (xii) Building and works of construction	1720	4.62	32.31
5 (xx) Food, tobacco, drink and lodging	1602	4.08	32.14
Females 10-25	No.	% of girls	% of total workforce
1 (iv) Domestic offices or services	7418	12.28	61.75
2 (iii) Professional occupations and their subordinate services	1030	0.26	38.09
3 (xix) Dress	784	11.55	67.45
4 (xviii) Textile fabrics	602		72.00
5 (xx) Food, tobacco, drink and lodging	445	7.30	48.30

TABLE 23.—OCCUPATIONS (Condensed List) of MALES and FEMALES AGED 10 YEARS and upwards, 1911—continued.  
SUFFOLK (EAST). AGGREGATE OF RURAL DISTRICTS.

AGES OF MALES 10 YEARS AND UPWARDS.													AGES OF FEMALES 10 YEARS AND UPWARDS.																			
10	12	14	15	16	17	18	19	20	25	35	45	55	65 and upwards.	MALES.						FEMALES.												
														OCCUPIED AND UNOCCUPIED.						Total Females.												
AT AGES 10 YEARS AND UPWARDS.													AT AGES 10 YEARS AND UPWARDS.																			
TOTAL OCCUPIED AND UNOCCUPIED.													TOTAL OCCUPIED AND UNOCCUPIED.																			
Retired or Unoccupied (Order XXIII.)													Retired or Unoccupied (Order XXIII.)																			
Engaged in Occupations (Orders I.—XXII.)													Engaged in Occupations (Orders I.—XXII.)																			
I. GENERAL OR LOCAL GOVT. OF THE COUNTRY.													I. GENERAL OR LOCAL GOVT. OF THE COUNTRY.																			
II. DEFENCE OF THE COUNTRY.													II. DEFENCE OF THE COUNTRY.																			
III. PROFESSIONAL OCCUPATIONS AND THEIR SUBORDINATE SERVICES.													III. PROFESSIONAL OCCUPATIONS AND THEIR SUBORDINATE SERVICES.																			
IV. DOMESTIC OFFICES OR SERVICES.													IV. DOMESTIC OFFICES OR SERVICES.																			
V. COMMERCIAL OCCUPATIONS.													V. COMMERCIAL OCCUPATIONS.																			
VI. CONVEYANCE OF MEN, GOODS, AND MESSAGES.													VI. CONVEYANCE OF MEN, GOODS, AND MESSAGES.																			
3,399	1,277	1,323	1,451	2,024	1,344	1,077	1,020	4,735	8,335	7,232	6,431	4,741	4,964	49,865	46,979	20,007	22,739	4,233	3,907	1,250	1,193	1,015	944	916	846	778	4,127	9,202	7,359	6,383	4,733	5,326
3,971	807	354	178	124	66	50	43	116	177	187	264	408	2,048	8,688	36,636	11,918	21,586	3,102	3,905	1,459	845	502	451	372	312	315	2,105	6,317	5,213	5,360	3,973	4,806
23	429	569	1,273	1,900	1,378	1,027	989	4,619	8,208	7,045	6,170	4,335	2,918	41,177	10,343	8,089	1,153	1,101	2	91	848	512	493	544	534	463	2,021	1,885	1,146	1,023	760	520
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)
I. GENERAL OR LOCAL GOVT. OF THE COUNTRY.													I. GENERAL OR LOCAL GOVT. OF THE COUNTRY.																			
1. National Government													1. National Government																			
2. Local Government													2. Local Government																			
II. DEFENCE OF THE COUNTRY.													II. DEFENCE OF THE COUNTRY.																			
1. Army (at Home)													1. Army (at Home)																			
2. Navy and Marines (Ashore and in Port)													2. Navy and Marines (Ashore and in Port)																			
III. PROFESSIONAL OCCUPATIONS AND THEIR SUBORDINATE SERVICES.													III. PROFESSIONAL OCCUPATIONS AND THEIR SUBORDINATE SERVICES.																			
1. Clerical.													1. Clerical.																			
2. Clergymen, Priests, Ministers													2. Clergymen, Priests, Ministers																			
3. Legal.													3. Legal.																			
4. Barristers, Solicitors													4. Barristers, Solicitors																			
5. Law Clerks													5. Law Clerks																			
6. Medical.													6. Medical.																			
7. Physicians, Surgeons, Registered Practitioners													7. Physicians, Surgeons, Registered Practitioners																			
8. Midwives, Sick Nurses, Invalid Attendants													8. Midwives, Sick Nurses, Invalid Attendants																			
9. Others													9. Others																			
10. Teaching													10. Teaching																			
11. Literary, Scientific, and Political													11. Literary, Scientific, and Political																			
12. Engineers and Surveyors													12. Engineers and Surveyors																			
13. Engineers and Surveyors													13. Engineers and Surveyors																			
14. and 8. Art, Music, Drama, etc.													14. and 8. Art, Music, Drama, etc.																			
IV. DOMESTIC OFFICES OR SERVICES.													IV. DOMESTIC OFFICES OR SERVICES.																			
1. Domestic Indoor Service.													1. Domestic Indoor Service.																			
2. In Hotels, Lodging, and Eating Houses													2. In Hotels, Lodging, and Eating Houses																			
3. Other Domestic Indoor Servants													3. Other Domestic Indoor Servants																			
4. Domestic Outdoor Service													4. Domestic Outdoor Service																			
5. Domestic Coachmen, Grooms													5. Domestic Coachmen, Grooms																			
6. Domestic Gardeners													6. Domestic Gardeners																			
7. Gamekeepers													7. Gamekeepers																			
8. Other Servants													8. Other Servants																			
9. Hospital, Infirmary, & Benevolent Socy. Service													9. Hospital, Infirmary, & Benevolent Socy. Service																			
10. Day Girls, Day Servants													10. Day Girls, Day Servants																			
11. Charwomen													11. Charwomen																			
12. Laundry Wks., Washers, Ironers, Mangleers, etc.													12. Laundry Wks., Washers, Ironers, Mangleers, etc.																			
13. Others													13. Others																			
V. COMMERCIAL OCCUPATIONS.													V. COMMERCIAL OCCUPATIONS.																			
1. Merchants, Agents, and Accountants													1. Merchants, Agents, and Accountants																			
2. Commercial or Business Clerks													2. Commercial or Business Clerks																			
3 and 4. Dealers in Money; Insurance													3 and 4. Dealers in Money; Insurance																			
VI. CONVEYANCE OF MEN, GOODS, AND MESSAGES.													VI. CONVEYANCE OF MEN, GOODS, AND MESSAGES.																			
1. On Railways													1. On Railways																			
2. On Roads.													2. On Roads.																			
3. Coachmen (not Domestic); Cabmen													3. Coachmen (not Domestic); Cabmen																			
4. Horsekeepers, Grooms, Stablemen (not Domestic)													4. Horsekeepers, Grooms, Stablemen (not Domestic)																			
5. Motor Car Drivers (not Domestic); Motor Cab, Motor Van, etc.—Drivers													5. Motor Car Drivers (not Domestic); Motor Cab, Motor Van, etc.—Drivers																			
6. Cartmen, Carriers, Carters, Waggoners (not Farm)													6. Cartmen, Carriers, Carters, Waggoners (not Farm)																			
7. Van, etc.—Guards, Boys													7. Van, etc.—Guards, Boys																			
8. Others													8. Others																			
9. On Seas, Rivers, and Canals													9. On Seas, Rivers, and Canals																			
10. In Docks, Harbours, etc.													10. In Docks, Harbours, etc.																			
11. In Storage, Portage, and Messages.													11. In Storage, Portage, and Messages.																			
12. Messengers, Porters, Watchmen. (not Riv. or Govt.)													12. Messengers, Porters, Watchmen. (not Riv. or Govt.)																			
13. Others													13. Others																			

4 Occupations of Males and Females of between 12 and 25 years in Administrative County\* Suffolk (East and West) 1921. (With total figures of working population, for comparison.)

Occupations	Males				12-19 Total Males	Employed <sup>#1</sup> and Self Employed* Total Workforce
	12-13	14-15	16-17	18-19		
i	/	13	49	62	124	1970
ii	19	197	224	176	616	3776
iii	/	/	40	75	115	1983
iv	25	/	117	56	198	1825
v	10	68	146	53	277	1917
vi	/	13	29	44	86	1934
vii	3	97	294	322	716	3908
viii	/	42	125	125	292	1750
ix	/	35	167	177	379	1965
x	/	69	85	109	263	1792
xi	/	102	109	71	282	1802
xii	3	146	121	68	338	1918
xiii	6	107	184	147	444	5819
xiv	11	133	334	303	781	5370
xv	17	205	223	147	592	3926
xvi	26	288	196	145	655	3666
xvii	1	75	118	116	310	3067
xix*						
xx*						
xxi	/	3	19	45	67	1981
xxii	159	1370	570	482	2583	7912
xxiii	19	289	394	362	1062	8863

Occupations	4 Females				12-19 Total Females	Employed* <sup>1</sup> and Self Employed* Total Workforce
	12-13	14-15	16-17	18-19		
i*						
ii*						
iii*						
iv*						
v*						
vi*						
vii*						
viii*						
xix*						
x*						
xi*						
xii	7	256	310	247	820	1999
xiii	8	496	1035	1048	2587	7956
xiv	18	223	145	180	566	1759
xv	/	56	395	270	721	1984
xvi	/	335	935	807	2077	3991
xvii*						
xviii*						
xix*						
xx*						
xxi*						
xxii	38	403	278	432	1151	3986
xxiii	9	299	516	603	1427	5434

4.2 Key to Occupations Available in 1921

Occupations	Main Title	No. of Divisions
	Male	
i	Fishermen	
ii	Agricultural occupations	
iii	Mining & quarrying occupations	
iv	Mkrs. of coke, lime, cement &c.	
v	Mkrs. of bricks, pottery, glass	
vi	Wkrs. in chemicals, paints, &c.	
vii	Metal workers	
viii	Workers in precious metals &c.	
ix	Electrical appts. makers, fitters &c.	
x	Makers of watches, clocks, &c.	
xi	Workers in skins; leather gds. makers	
xii	Textile workers	
xiii	Makers of tex. gds. & articles of dress	
xiv	Makers of foods, drinks & tobacco	
xv	Workers in wood and furniture	
xvi	Paper workers; printers &c.	
xvii	Builders, bricklayers, &c.	
xviii	Painters and decorators	
xix-xx	See table 16*	
xxi	Workers in gas, water, and elec. supply	
xxii	Transport workers	
xxiii	Commercial & financial occupations	
xxiv	Public administration and defence	
xxv	Professional occupations	
xxvi	Persons empld. in entertainments &c.	

4.2	xxvii	Persons empld. in personal service
	xxviii	Clerks, draughtsmen, typists, &c.
	xxix	Warehousemen, packers &c.
	xxx	Stationary engine drivers, &c.
	xxxi	All other occupations



## 4.2 Key to Occupations Available in 1921

Occupations	Main Title	No. of Divisions
	Female	
i-ix	See table 16*	
xii	Textile workers	
xiii	Mkrs. of tex.gds.& articles of dress	
xiv	Mkrs. of foods, drinks, tobacco	
xv	Workers in wood and furniture	
xvi	Paper workers, printers &c.	
xvii-xxi	See table 16*	
xxii	Transport workers	
xxiii	Commercial & financial occupations	
xxiv	Public administration and defence	
xxv	Professional occupations	
xxvi	Persons empld. in entertainments &c.	
xxvii	Persons empld. in personal service	
xxviii	Clerks, typists, &c.	
xxix	Warehousewomen, packers &c.	
xxx-xxxii	See table 16*	

TABLE 20.—OCCUPATIONS (CONDENSED LIST), PROPORTION PER 1,000 IN EACH GROUP OF OCCUPATIONS BY MARITAL CONDITION, COUNTY (WITH ASSOCIATED COUNTY BOROUGH).

4.3 INDUSTRIAL STATUS AND 12 AGE GROUPS.

MARITAL CONDITION.			INDUSTRIAL STATUS.			OCCUPATION OF PERSONS OVER 12. For details of each Group see Order or Code Numbers in Table 16. Figures shown in italics are included in the respective Order totals. * Excluding employers, managers and foremen.	TOTAL OVER 12.	AGE LAST BIRTHDAY.												
Married.	Widowed or Divorced.	Employers.	Employees.	Workers on own Account.	TOTAL OVER 12.			12-13	14-15	16-17	18-19	20-24	25-34	35-44	45-54	55-59	60-64	65-69	70 & over	
								k	l	m	n	o	p	q	r	s	t	u	v	
<b>Males.</b>																				
329	644	27	30	910	60	I Fishermen.	1,000	—	13	49	62	145	281	207	154	50	32	18	9	
322	556	52	91	844	65	II Agricultural occupations.	1,000	3	47	62	48	91	162	173	171	77	69	54	43	
336	698	66	41	788	171	27, 025 Gardeners and their labourers.	1,000	2	51	52	37	73	142	144	183	84	81	70	81	
329	621	—	17	966	17	III Mining & quarrying occupations.	1,000	—	—	17	52	172	196	276	190	—	52	34	17	
319	625	56	125	875	—	IV Mkr. of coke, lime, cement, &c.	1,000	—	—	42	36	69	277	264	111	42	83	56	—	
326	566	58	35	957	8	V Mkr. of bricks, pottery, glass.	1,000	—	39	50	43	93	202	228	171	66	54	19	35	
186	792	22	22	978	—	VI Wrks. in chemicals, paints, &c.	1,000	—	13	7	22	51	221	236	235	103	47	40	25	
404	566	30	31	931	38	VII Metal workers.	1,000	0	29	80	78	132	226	198	136	42	33	24	12	
412	547	41	—	997	3	210-212 Fitters.*	1,000	—	16	59	94	178	245	194	123	36	32	17	—	
417	541	42	250	583	167	VIII Workers in precious metals, &c.	1,000	—	42	—	125	167	291	125	208	—	—	47	6	
453	533	14	17	957	26	IX Electrical appts. makers, fitters, &c.	1,000	—	26	96	70	192	261	185	132	21	10	5	2	
371	614	15	129	447	424	X Makers of watches, clocks, &c.	1,000	—	53	53	61	76	241	189	152	74	53	23	23	
306	611	53	78	802	120	XI Workers in skins; leather gds. makers.	1,000	—	22	40	42	82	206	195	214	64	55	40	40	
353	587	60	68	849	83	XII Textile workers.	1,000	—	83	53	23	90	128	225	157	45	53	68	75	
275	664	61	98	557	345	XIII Makers of tex. gds. & articles of dress.	1,000	—	19	21	26	79	192	191	179	89	86	59	59	
199	658	43	—	717	283	404 Tailors.*	1,000	—	19	24	11	102	199	222	178	75	70	49	49	
199	619	71	—	448	552	412-415 Boot, shoe and clog makers.*	1,000	—	18	24	31	88	201	149	166	89	97	75	71	
322	416	32	108	836	56	XIV Makers of foods, drinks & tobacco.	1,000	0	20	46	45	102	220	207	197	68	43	34	18	
326	427	27	142	777	81	430-449 Makers of foods.	1,000	1	27	52	55	117	230	192	183	60	33	33	17	
347	617	36	34	869	97	450-459 Makers of drinks.	1,000	—	5	28	22	71	192	243	230	86	65	36	22	
313	645	42	—	970	90	XV Workers in wood and furniture.	1,000	—	45	63	43	101	203	207	146	65	57	42	28	
386	581	33	62	900	38	474 Carpenters.*	1,000	—	38	53	35	98	193	221	148	79	62	47	35	
391	578	31	62	809	39	XVI Paper workers; printers, &c.	1,000	—	42	53	46	121	201	199	163	71	54	29	21	
273	676	51	78	880	42	520-549 Printers, bookbinders, &c.	1,000	—	42	51	47	122	199	168	164	70	55	30	22	
141	704	53	—	918	82	XVII Builders, bricklayers, &c.	1,000	—	16	31	29	65	169	262	191	81	72	51	33	
292	670	38	35	869	96	565, 572 Bricklayers and masons.*	1,000	—	23	34	28	54	135	285	180	84	90	54	33	
467	507	26	44	898	58	XVIII Painters and decorators.	1,000	1	16	42	29	84	217	242	181	63	52	47	21	
191	757	52	6	994	32	XIX-XX See Table 16.	1,000	—	37	116	79	154	213	174	112	47	28	29	11	
406	564	30	14	954	32	XXI Workers in gas, water, and elec. supply	1,000	—	3	19	32	55	194	263	249	81	52	36	16	
331	639	28	—	1,000	—	XXII Transport workers.	1,000	2	108	57	49	109	211	190	147	51	42	23	11	
199	631	39	—	906	66	700-709 Railway workers.	1,000	—	8	38	52	162	252	174	149	51	57	20	6	
395	627	8	—	989	11	710-729 Road transport workers.	1,000	—	20	39	48	113	262	214	165	53	47	25	14	
335	634	31	174	581	245	758, 759 Messengers and porters.	1,000	11	615	172	37	24	31	36	28	14	15	11	6	
178	816	46	367	135	448	XXIII Commercial & financial occupations.	1,000	0	38	46	44	90	207	214	186	70	49	30	26	
137	754	9	—	995	5	770 Proprietors, &c., of dealing businesses.	1,000	—	0	3	4	35	181	266	256	98	71	45	41	
154	837	9	—	1,000	—	773-774 Commercial Travellers, Commissionaires.	1,000	—	2	2	7	77	277	278	205	86	36	23	7	
149	817	34	8	974	21	775-776 Salesmen, shop assistants, &c.	1,000	—	98	128	113	186	239	131	76	21	13	8	4	
676	317	7	—	1,000	—	793-795 Ince. officials, agents, &c.	1,000	—	—	—	5	48	258	244	252	95	61	21	16	
284	681	35	75	782	143	XXIV Public administration and defence.	1,000	—	122	289	44	153	167	132	59	14	10	5	5	
288	675	37	24	913	63	XXV Professional occupations.	1,000	—	3	13	31	66	196	289	198	91	74	43	46	
347	569	34	25	902	73	850-851 Teachers.	1,000	—	—	9	28	61	254	285	191	89	61	7	15	
292	667	41	123	604	273	XXVI Persons empl. in entertainments, &c.	1,000	—	53	56	56	112	195	236	176	50	34	17	14	
127	829	44	—	254	518	XXVII Persons empl. in personal service.	1,000	2	52	48	34	59	159	185	231	82	68	48	32	
533	450	17	—	1,000	0	914-915 Innkeepers, barmen, &c.	1,000	—	6	14	19	28	113	237	301	109	84	61	34	
480	611	39	2	990	8	XXVIII Clerks, draughtsmen, typists, &c.	1,000	—	27	86	92	184	265	179	103	25	21	11	7	
212	748	40	—	983	17	XXIX Warehousemen, packers, &c.	1,000	—	37	63	61	88	195	198	210	60	37	33	18	
387	562	51	1	996	3	XXX Stationary engine drivers, &c.	1,000	—	—	15	35	61	238	276	207	94	40	25	9	
360	588	52	—	1,000	—	XXXI All other occupations.	1,000	—	21	36	41	121	212	194	168	74	57	46	30	
385	77	38	61	864	75	970-971 General or unclassified labourers.	1,000	—	14	31	35	109	216	201	178	79	60	46	31	
633	—	—	—	—	—	Total occupied.	1,000	1	45	67	50	106	199	194	161	63	51	37	26	
420	530	50	—	—	—	XXXII Unoccupied, including retired.	1,000	358	126	29	9	20	31	32	42	27	40	53	233	
						Total occupied and unoccupied.	1,000	52	57	62	44	94	174	171	144	58	50	39	55	
<b>Females.</b>																				
888	199	133	127	821	52	I-XI See Table 16.	1,000	—	39	96	97	214	159	111	123	48	39	38	36	
1,000	—	—	—	1,000	—	100-139 Mkr. of bricks, pottery, glass.	1,000	—	—	—	333	667	—	—	—	—	—	—	—	
297	47	59	35	965	—	140-179 Metal workers.	1,000	—	59	199	206	262	142	78	14	21	7	14	7	
325	339	36	1	983	14	330-349 Wrks. in skins, leather gds. mkr.	1,000	—	63	112	112	377	175	77	49	21	—	14	—	
888	61	56	28	752	220	XII Textile workers.	1,000	—	189	212	154	255	112	38	14	7	6	4	—	
327	32	41	—	961	39	XIII Mkr. of tex. gds. & articles of dress.	1,000	—	68	136	109	201	189	118	86	38	25	19	11	
328	53	49	—	491	509	404 Tailoresses.*	1,000	—	86	166	145	257	153	85	42	26	20	15	5	
307	38	55	—	809	191	405 Dress and blouse makers.*	1,000	—	63	88	68	161	235	168	119	47	24	21	15	
323	106	71	41	944	15	407, 408, 410 Embroiderers, milliners, &c.	1,000	—	51	162	133	203	197	80	60	38	42	37	9	
887	48	65	16	911	73	XIV Mkr. of foods, drinks, tobacco.	1,000	1	190	128	147	246	115	77	46	22	13	7	8	
953	30	17	4	985	11	XV Workers in wood and furniture.	1,000	—	56	145	145	307	146	81	48	24	24	16	8	
670	15	15	5	985	10	XVI Paper workers, printers, &c.	1,000	—	158	216	176	249	128	47	11	9	6	—	—	
835	55	110	77	923	10	520-549 Printers, bookbinders, &c.	1,000	—	167	223	194	235	115	44	7	10	5	—	—	
827	128	45	14	972	14	XVII-XXI See Table 16.	1,000	—	44	154	165	230	176	88	44	—	55	33	11	
958	45	17	—	1,000	—	XXII Transport workers.	1,000	—	100	124	128	203	208	155	41	14	10	10	7	
783	146	71	43	818	139	754-756 Telegraph and telephone operators.	1,000	—	8	68	161	280	395	151	25	—	—	—	—	
301	325	292	219	149	641	XXIII Commercial & financial occupations.	1,000	—	60	125	122	212	182	111	101	26	26	20	15	
758	157	85	—	1,000	—	770 Proprietors, &c., of dealing businesses.	1,000	—	—	5	3	27	131	185	135	87	101	80	66	
846	89	65	12	893	95	773-774 Shop assistants, &c.	1,000	—	76	160	156	267	196	86	49	9	6	3	1	
824	57	119	6	860	125	XXIV Public administration and defence.	1,000	—	2	45	97	217	257	154	124	45	25	17	17	

D

## Analysis of oral evidence.

#1 CAREERS

Originally in order to research employment legislation I consulted the 'Table of Statutes'(source70) at the University of East Anglia. This accounts for all legislation between 1276 and 1978 in the British Isles.\*1 I systematically went through each year from 1900-1930 and recorded those cases of most relevance to childhood under these categories; Education, Health, Family life and Employment. A limited few were recorded that were of relevance but not restricted to this structure.

Those below are recorded with reference to the table's format, i.e. with year but also monarch. (I used a similar method with the Breviate of Parimentary Papers.\*2 From this and my research into census information evolved certain questions that I could put to my oral sources, but also a concern with the increase in assistance offered 'with respect to the choice of suitable employment'\*3 throughout the period 1900-1930. This I see as an improvement, and it can be traced from the 1902 'Education Act' It is strongly maintained with the 'Education (choice of employment) act,' 1910 see part 1.-(1) below

"The powers conferred upon the councils of counties and county boroughs as local education authorities under section two of the Education Act, 1902 (in this act called the principal Act), shall include a power to make arrangements, subject to the approval of the Board of Education, for giving to boys and girls under seventeen years of age assistance with respect to the choice of suitable employment, by means of the collection and the communication of information and the furnishing of advice.\*4

- 1.1 1902 (2 Edw.7.). C42 Education (source 0 and 74 many others)  
 1903 (3 Edw.7.) C45 Employment of children act 3/5,6.8  
 (source 70)  
 1905 Labour bureux report (source 74) 1 of only 2 nonmuniciple bureux was set up in Ipswich Suffolk  
 1910 (Edw 7 and 1Geo 5) c37 Education (choice of employment)Act  
 (source 0)  
 1918 Unemployment insurance made universal dole introduced.  
 1920 (10 and 11 Geo 5) c65 Employment of women and young children (source 70)  
 1929 Industrial assurance and freindly societies 2/1-5; 4/3  
 (source 70)

These two acts were detrimental to the case of children at work children were not applicable for insurance until the age of 16 although many were employed from the age of 12 part time and 14 full time. This is examined within 'Night employment of young persons in factories and workshops' Dept Cttee report 1921-13.

1.2 The evidence of Edith and Nancy was most important, illustrating the effect of legislation, without which the legislation holds no meaning.

Edith.

6 "The school mistress begged my father and mother to let me be a school teacher but my father wouldn't he said he wasn't going to make chalk of one, you see my other sisters had gone out into work, and cheese of the other."

"Was dressmaking your choice?"

"Well yes that was the next best thing...to teaching."

"Where there any other jobs available?"

7 "Well there wasn't not in those days, not much. You either went into domestic service ... or factory work well there weren't any factories in Hopton so no I can't think what they did do."

8 "You see when you live so far out there wasn't the means of getting anywhere. My sisters went right away you see." Both were dressmakers then one went into the Post Office the other worked in a large house; as Edith did though she was a ladies maid dressmaking.

Nancy.

"When you left school did you continue your education? did you read a lot?"

42 "I had a private tutor for some time and then I passed my pupil teacher's exam and then I went to Riddlesworth."

"Oh and you taught at Riddlesworth as pupil teacher?"

"Yes."

"How long was that for?"

"Seventeen years."

"Goodness and that was your first employment?"

"Yes that's right yes."

"Would you have liked to have stayed at school longer?"

"What you mean instead of leaving at 14?"

44 "Yes."

"Yes I think I would have done really but ther wasn't the chance as there are nowadays."

"Were there any careers open to you, you know what employment was there about had you not become a teacher?"

"well there wasn't much really. I wanted to be a teacher but apart from that if I haddn't passed and couldn't have got in I would have liked to have been a shop assistant but then that would have meant going into town and there was no means of getting backwards and forwards you see."

"When you were growing up were you given any information about the types of job available and work or were you left to fend for yourself? Did your father or mother explain to you what perhaps you could do when you left school?"

"No, no I think they knew what I wanted to do."

These extracts from my oral interviews relate directly to the legislation that I have discussed which effected Suffolk.

I asked Nancy:-

12 "Did the school provide any meals?"

"Oh no not in those days I think everybody went home you see they lived in the village noone lived out of the village in those days and so they went home to dinner."

Medical Inspection and Feeding of Children Attending Public Elementary Schools.

Inter-Dept.Cttee. Vol.I.Rep.,apps. pp.vii.147.1905. Vol.II.Mins. of ev., apps.,index 1905.

1906 Cd. 2779,xlvii,1. Mins.of ev.,etc.; 1906 Cd.2784,xlvii,157 apptd. March,sgd. Nov.,1905

H.W.Simpkinson (Ch.), Parsons, Jackson, Lawrence(Maude),Walrond.

1. "To ascertain and report on what is now being done and with what result in respect of Medical Inspection of Children in Public Elementary Schools.
2. And further, to inquire into the methods employed, the sums expended and the relief given by various voluntary agencies for the provision of meals for children at public Elementary Schools, and to report whether relief of this character could be better organized, without any charge upon public funds, both generally and with special regard to children who, though not defective, are from malnutrition below the normal standard."

"Local authorities had no power to spend money on feeding school children, which was in the hands of voluntary agencies. These existed in 55 out of 71 county boroughs and in 38 boroughs and 22 urban districts The problem in country districts was different, being that of ensuring adequate midday meals for children from a distance."

Edith

12 "At school we had dumbells for exercising... oh yes we had drill."

This was outside but Edith couldn't remmember how often per week.

Nancy

24 "Did you have any sporting facilities?"

"Sport? no we only had the playground you see we had rounders and I can't get it all. And I think some children played they had their skipping ropes they used to skip quite a lot and of course ball games that's about all we could do in that playground."

It is interesting to note that Edith believes a younger brother Wally went to school early.

1 "Well my younger brother I think he went a bit earlier, it was during the war years I think he may have been a bit younger than. . I don't know."

"You said in a previous interview that perhaps he was about 3½ which I found suprising."

"Yes I think he was."

School attendance of children below the age of 5 consultative committee report 1908 A.H.D Holand Chairman

"Although it had been the practice for children between the ages of 3 and 5 to attend school if their parent's wished, . . . Many medical authorites held that the public elementary school was not the proper place for young children, some maintaining that a poor home was preferable to the atmosphere of existing classrooms."

When I checked the admission register because of the descerepancies in continuity between two registers her brother Wallace Goodman had been entered twice, once as 169 and in the next register as 8.

Nancy

"Was the attendance good at your school do you think?"

19 "Oh I think so they would be as you see from this 'likes to play truant' because they didn't like. . . (here Nancy refers to the punishment book) Of course in those days it was not a happy place for those who didn't like school but I did I loved it you see so I did like school but there was no variation of activites for them and very much the same and if they didn't like it or got wrong with the headmistress it was just too bad."

## 2 DISCIPLINE

"School education to do any good must be supplemented by a good home." A.J. Swinburne

These wise words come from a man well qualified to judge. A.J. Swinburne had been a school inspector in Leicester and Suffolk for years. This extract is from 'Memories of a school inspector: '(source 45) This is an issue addressed in the first of two consultative committee reports carried out in 1906 and 1908 upon school attendance of children below the age of five.

If they had good homes it would be better to keep them there, but those of poorer parents are improved in physique by the regularity of school life, and should go to nursery schools rather than ordinary schools.

The subject discipline is of obvious importance in considering the question of the 'treatment' of children. And in this micro-study I have used a selection of sources to investigate aspects of discipline both within the home and school. After source 45 the first piece of primary evidence used was 'The Punishment Book of Hopton Parochial School.' This covers the years 1900-28 (source F) which shows that the cane was used throughout the period. This is in spite of the infamous strikes of 1911 (there is no evidence to suggest that this wave of strikes affected Hopton) The extent to which the cane was used and indeed the type of offence punished at Hopton, depended very much upon the individual teacher. As my graph illustrates there is a pattern which follows the different teachers. This source is also very useful as a means of identifying the members of staff at Hopton at any one time. For although in 1903 and 1904 no canings were reported E.H. Mills still signed his name for those years I was unable to identify the gender of each teacher from this source alone. An entry in 1923 indicates that it was not always the headteacher who punished the children. Four boys were accused of :-

"Bad behaviour during temporary absence of headteacher." This was signed by G.H. Boggis as were preceding punishments (Boggis was not therefore the headteacher.) A further point to note is that the first entry of F.E. Pickworth in September 1915, The children evidently wrote their own offence in many cases. This new practice was maintained thereafter.

A further source that I used to investigate discipline is the two oral interviews that I carried out.

From the initial summary that I made of Miss Edith Goodman's evidence:

### Within the Family.

15 "My father was very good we had a see-saw which a good many children never had. He was a very strict father, he was very strict, but he was kind in that way and if it was very frosty weather, of course it had to be out of the way of the horses, he would put down some water down to make a slide, because he was fond of sliding." but did not play with them he was too busy working. Then when he came home toy's had to be tidy and the children in bed by 7.00. They ate their tea with him.

16 "We had enough food to eat, and we were kept tidy that sort of thing, but we never had a lot of money, not in those days. Even though my father was in bussiness." He was a carrier, on wednesdays and saturdays. The children had to take parcels for their father ot people in the village, by foot, and would only get tuppence for a parcel, "Sometimes the people would give us halfpenny sweets." And on weekdays after school chores would be done, and looking after their pet's.

Within the School.

21 "I can see Cecil Fiske, he was a naughty boy he used to hold us... had to come out, course they used to have to do the caning in front of the school. Which I think was prbably a good thing that made them a little bit more ashamed not that it did him because he didn't care. But he'd hold his hand out to be caned and then draw it back. And I can see Mr. Rose's face going redder and redder."

One of the greatest values of the oral interview is this kind of adult perception offered in retrospect.

22 "We were disciplined more I think, and I think we were more shy years ago. Sunday school was a source for respectability children were taught the ten commandments and that was the rule to live by."

The following extracts come from the transcript I made of Mrs. Nancy Ruddock's interview.

"Within your household did you have a very strict routine? Did you have chores? Jobs within the house?"

38 "No.. not until I was in my teens, as a child I didn't no."

"Were your parents strict?"

40 "Strict no"

"Did you ever have to run errands for your parents?"

"Sometimes yes oh,yes occassionaly."

"Can we talk about discipline in the home. How were you treated in the home."

60 "At home, oh well, just like anyone else really." (chuckle)

"I read somewhere that it was generally the mother who would think up a punishment but the father would enforce it if you had done anything wrong."

"Oh no I don't know that I was ever punished no I must have always been good mustn't I. That's why I haven't got my name in the punishment book!"



Mrs Ruddock gave an account of an incident at Riddlesworth, after 1930, which illustrates a change in methods of punishment but what is most important is that this seems to have been a personal decision, unaffected by legislation:-

Miss Lebbon called a little girl to the front and looked at her sternly:-

70 "All at once she started to cry I said "Oh what are you crying for? She said "I don't know!" I said "That's a funny to cry for something and you don't know what you're crying for." I said "But I think I know!" And then I told her she was a naughty little girl and had to do it all again. Now you see perhaps in these days (Nancy indicated the books from 1900-1918 they'd have just given the child a cane for bad writing you see!"

ings of the children. Those operations and things with which the people are concerned in their daily occupations should furnish some of the subjects of arithmetical problems, observation lessons, nature study, and drawing lessons. It must also be remembered that handwork properly correlated with the other subjects of instruction not only gives concreteness to the school work and develops the constructive and mechanical faculties of the scholars, but also tends to stimulate their general intelligence.

*Moral Instruction* should form an important part of the curriculum of every elementary school. Such instruction may either (1) be incidental, occasional and given as fitting opportunity arises in the ordinary routine of lessons, or (ii) be given systematically and as a course of graduated instruction.

The instruction should be specially directed to the inculcation of courage; truthfulness; cleanliness of mind, body and speech; the love of fair-play; consideration and respect for others; gentleness to the weaker; kindness to animals; self-control and temperance; self-denial; love of one's country; and appreciation of beauty in nature and in art.

The teaching should be brought home to the children by reference to their actual surroundings in town or country, and should be illustrated as vividly as possible by stories, poems, quotations, proverbs, and examples drawn from history and biography.

The object of such instruction being the formation of character and habits of life and thought, an appeal should be made to the feelings and the personalities of the children. Unless the natural moral responsiveness of the child is stirred, no moral instruction is likely to be fruitful.

#### *The Syllabus.*

3. The teaching given in every school should be in accordance with a syllabus framed with special regard to the circumstances of the school, so as to provide an organised curriculum throughout the classes.

*Moral Instruction.*—Additional notes on this subject will be found in the "Suggestions for the Consideration of Teachers and Others," etc. in "The Companion to the Red Code."

**Art. 3.** *Syllabus.*—Teachers about to prepare the Syllabus for the year should read the chapter on the subject in the "Suggestions for the Consideration of Teachers and Others," etc.

**Art. 3.** Teachers would be well advised in securing the Inspector's approval of the syllabus to submit a skeleton syllabus, and on ascertaining that the general course of instruction there set forth would be accepted, to proceed afterwards to meet the requirements of this Article. The syllabus should be prepared in sufficient detail to enable both head teacher and class teachers to indicate to the Inspector the amount of work which has been achieved by the date of his visit. His inspection would naturally be directed to that portion of the year's work. It will be observed that the decision respecting the character of the syllabus rests with the Board, to whom the Local Education Authority may appeal in case of dispute with an Inspector.—[Ed.]

*Scheme of Work.*—Extract from "Suggestions for the Consideration of Teachers and Others," 1906:—"At the beginning of each period of instruction the teacher will draw up a general scheme of the work to be done. The Inspector may at any time require this scheme to be submitted to him, and may require its modification in any particulars that he considers unsuitable. An abstract in sufficient detail to show the work proposed for each class should be entered in the log-book at the beginning of the year of instruction. If in the course of the year it appears to be necessary in the interest of the scholars, the teacher is at liberty to depart, to a reasonable extent, from the scheme either in the way of omission, or enlargement, or curtailment of the various parts, but any considerable change must be duly recorded."

#### INTRODUCTION.

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 organised games, but also by instructing them in the working of some of the simpler laws of health.

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

And, though their opportunities are but brief, the teachers can yet do much to lay the foundations of conduct. They can endeavour, by example and influence, aided by the sense of discipline which should pervade the School, to implant in the children habits of industry, self-control, and courageous perseverance in the face of difficulties; they can teach them to reverence what is noble, to be ready for self-sacrifice, and to strive their utmost after purity and truth; they can foster a strong sense of duty, and instil in them that consideration and respect for others which must be the foundation of unselfishness and the true basis of all good manners; while the corporate life of the School, especially in the playground, should develop that instinct for fair-play and for loyalty to one another which is the germ of a wider sense of honour in later life.

In all these endeavours the School should enlist, as far as possible, the interest and co-operation of the parents and the home in an united effort to enable the children not merely to reach their full development as individuals, but also to become upright and useful members of the community in which they live, and worthy sons and daughters of the country to which they belong.

### 3 CHURCH, FESTIVALS, HOLIDAYS, GIRL GUIDES ETC.

Edith accounted for religion in the school because it was a Church Parochial School. The school day began with a prayer and a hymn and

2 "We had scripture once a week, Friday mornings...With the clergyman."

"Did you go to Sunday school?" "Yes!"

"Where was the Sunday school?"

3 "I think it was held in the school because we used to march up to church. And then we would have our childrens service once a month in the church in the afternoon. That's when christenings were. We had to march up to church on assention day which was enjoyable.

17 The whole family would attend church every Sunday.

"We had Sunday clothes, we always had our Sunday and week day clothes you see. We all wore pinafores always white on Sunday."

Please refer to photograph

#### Nancy.

39 "Did your family attend church?"

"Yes."

"Quite regularly."

"Yes."

"Did everybody in those days do you think?"

"Go to church. A lot more than they do now and attend the two chapels as well."

"There is a notion of 'respectability' that I have been reading about. Do you think that the church gave you any moral guidance?"

46 "Church, no I don't think so I think it gradually came to me with going to a church all my life we were used to it."

"During your school years did you ever have any other kind of entertainment, did you ever go on trips to the seaside perhaps?"

29 "No I do remmember the church used to have Sunday school outings."

"Were you a member at all?"

"Yes yes I was in the choir for a number of years and we used to go down to Yarmouth every year."

"Did you celebrate festivals such as Easter,Whitsun, Christmas at home or at school?"

30 "No well the only thing even today I miss is what we called Empire day the 24th of May that was a great day because we used to there was a flag staff in the playground and we used to hoist the flag and sing patriotic songs in the morning and then had half day holiday which was nice."

"Did you enjoy the songs?"

"Yes."

"What games did you play?"

"Apart from that I don't know that we had any holidays from school. We had our summer holidays of course."

Edith.

"On Jubilee year we had a party down on the field then and the Coronation."

Edith was in the girl guides and the girls friendly society held at the rectory where they did sewing. There was scouts for the boys but in the village there couldn't be much.

Nancy.

"When you were a child were you a girl guide or anything like that?"

28 "Oh I was for a long time oh yes we had a girl guide company here in Hopton and I was patrol leader. And then I. . when they finished I joined. . you see the captain was the daughter of the rector at Blo'Norton. And her sister was county district commisioner really and she had the Blo'Norton guides and so there was a little competition between the two you see. Well then I became a guider, that's an older one, well then eventually whether I left or they finished I don't know I came out of it anyway. So I was a guide. And then I belonged to the Garboldisham Folk Dancing Club."



These Photographs are of a child in Sunday best.  
This is Gabrielle Clears my grandmother born 1907 died 1986.  
Not Edith Goodman. They were school friends in Hopton.

The extracts from 'The Red Code' overleaf (outlined) illustrates two boys in which moral guidance was imparted. The character of 'The Elementary School Code, 1912' is typical of the legislation that I have been dealing with.

HOPTON PAROCHIAL SCHOOL

For this the evidence of Edith and Nancy is of prime importance. Edith attended the school from 1908 to 1917. Nancy attended the school from 1914 to 1923 (Nancy's later employment as pupil teacher elsewhere might of course effect her judgement in some way.)

School Building.

Edith was able to recall aspects of the school it's exterior but regretted not having a photograph. I have looked at the actual building myself and spoken to the owner. (It is now a private house.) I also have photographs of the school taken whilst Nancy Lebbon was there. Conditions in the school were cold and not particularly comfortable. Not overcrowded.

Nancy.

- 2 "Can you tell me anything about the building itself?"  
 "The school?"  
 "Yes, was it too cold or too hot in summer or anything else?"  
 "Er, um, well what can I say? I don't know what to say about it, really I always was very comfortable in school we had er, of course just the one fireplace and probably the windows were, they didn't fit properly and so anybody sitting near them would find it very drafty of course."
- 3 "Was there much light in the classroom?"  
 "Plenty of light yes, oh yes, there were very big windows."
- 4 "How many classrooms were there?"  
 "Two - yes."
- 5 "How many pupils were there?"  
 "Pupils about 95 to 100"
- 6 "And did you find it overcrowded or noisy do you think?"  
 "Probably at times yes more so than in recent years because I don't think the numbers went up to 100."
- 8 "And what did you sit on in the classroom?"  
 "Oh the long forms I think there were about four of us at one form and in the juniors then we moved up to the seniors they were two seaters I called them. Rather hard and er, with backs to them and inkwells."
- 9 "Were you required to pay for any books or pens?"  
 "We didn't have to pay for anything, no."
- 10 "How did your school day begin, at what time?"  
 "9 o'clock in the morning."
- 11 "Did you walk to school?"  
 "Yes and we left I think at 12 and then in again at 1.30."

Teachers.

14 Edith enjoyed school and had a good relationship with teachers.  
 "They used to bring us easter eggs at Eastertime... and I used to take things you know to give the teachers. There was a school treat in summer on a field that belonged to the rectory, where the new school is now built." Amongst games were marbles, skipping, tops, hoops

Nancy.

23 "Did you have a very good relationship with the teachers do you think?"

"Friendly relationship? well I did but those who played truant evidently didn't! you see. I liked them all I suppose it's because I liked school and I liked the lessons."

20 "Which teachers did you have then. . . during your time at school?"

"What teachers? oh you mean their names."

"Er I remmember a Miss Blackey, a Miss Spinks, who is now grandma of the teacher at the school here now, and er Mrs, Miss Fairweather who later became Mrs Driver and lived at Barningham."

21 "Where they for diferent subjèts or were they for. . ."

"Oh no they took the same class all the time they didn't specify any particular subjects no."

22 "Did you have pupil teachers?"

"Pupil teachers I can't remmember I don't think I did."

Curriculum.

When I asked Edith about the curriculum she remembered arithmetic, and sewing for girls. I asked her if this helped her when she became a dressmaker :-

4 "Well I expect it would yes, I mean it helped all the girls really because they had to make things years ago..."

Nancy.

62 "Did you cook at school or were you to young?"

"Cook No no."

13 "How many lessons did you have in a school day do you know?"

"We always started off with a hymn and prayers and then scripture."

14 "Was scripture every day?"

"Yes I can't think what followed next but I think it might have been what we called in those days arithmetic and then play was at 11 until 11.15 and then we came in for various subjects history, geography, english and in those days we had copy writing."

"Oh yes."

"It meant the headmistress would write a piece on the board something probably from Shakespear or some well known verse and from some poet or some author. And we were supposed to copy it."

"Did you learn from that?"

"No, learn the verse?"

"Off by heart?"

D4 Analysis of H.M.I. Mr H.W.Claughton's report for  
Suffolk (W) L.E.A.

Also inclosed within the documents for Hopton Parochial school were four copies(contemporary) 'for the information of the managers' and for entry in the log book(art.23)' of reports made by H.M.I. Mr. Claughton. His name occurs within the W.S.E.C. report The report chapter 6 is 'curriculum' and lists 14 recomnded subjects. There are extensive notes on gardening. Reference is made to swimming this was rare but in Haverhill there were facilities. These are discussed at length in my oral source I have proof of nine of these subjects in Hopton school from oral evidence, the H.M.I. reports and even the punishment book. The H.M.I. reports were made in 1906,1909,1910 and 1911. These are the only four that remain as evidence but unwittingly testomy in the paper for 1909 implies that these reports were carried out annually. "in the infants' class long sums in abstract numbers are still given in spite of the remarks in last year's report." "Points in which implerment is possible were pointed out to the head master on the day of inspection."

Extract from the 1909 report: by H.M.I. Suffolk (W) L.E.A.

" The school is adequatly staffed and there are signs of industrious teaching. . . Too much time is devoted to needlework (6 hours a week).

Extract from the 1910 report;

"The infants room is too full of desks to allow the free movement usual in good infant's schools." Many remarks are as ambivilant as this was a'good' school in his opinion.

Extract from the 1911 report:

"As 3 classes are taught in the main-room a carefully arranged timetable is very neccesary. The time at present devated to physical training is not a good one."

"Was the attendance good at your school do you think?"

" Oh I think so they would be as you see from this "like to play truant" because they didn't like . ..(here Nancy refer s to the punishment book,) Of course in those days it was not a happy place for those who didn't like school but I did I loved it you see so I did like school but there was no variation of activites for them and very much the same and if they didn't like it or got wrong with the headmistress it was just too bad."

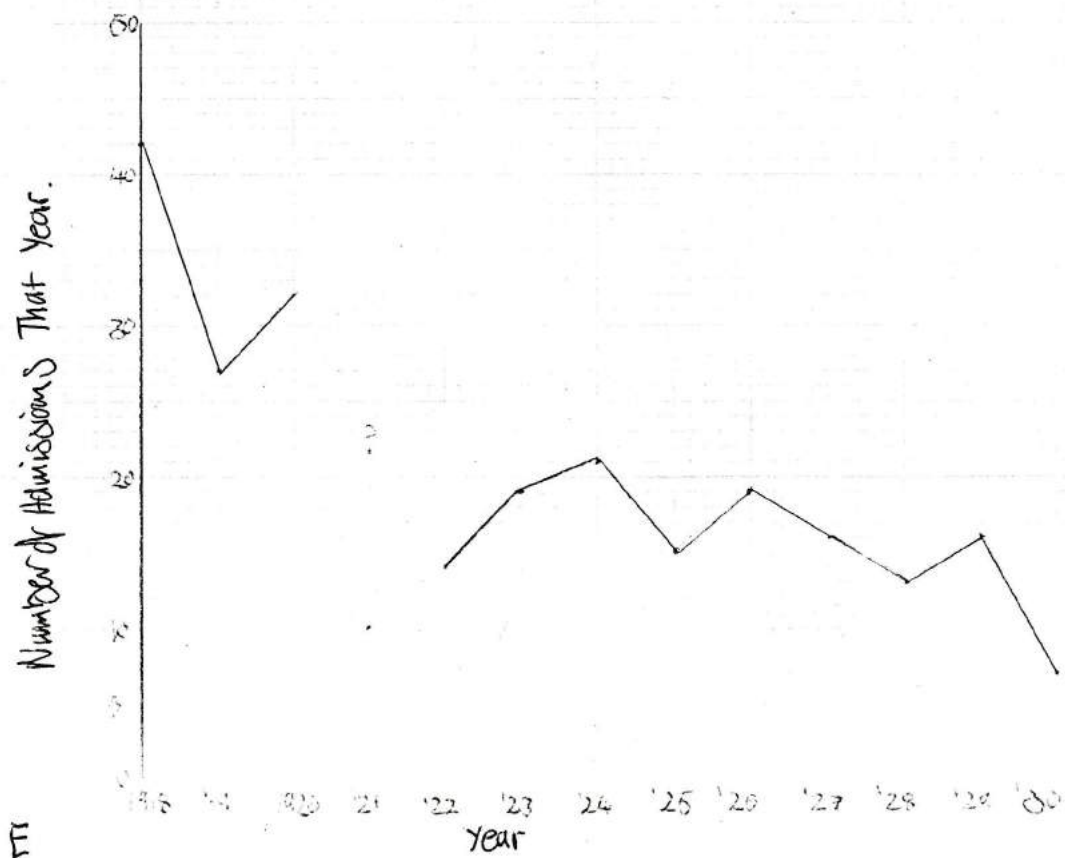
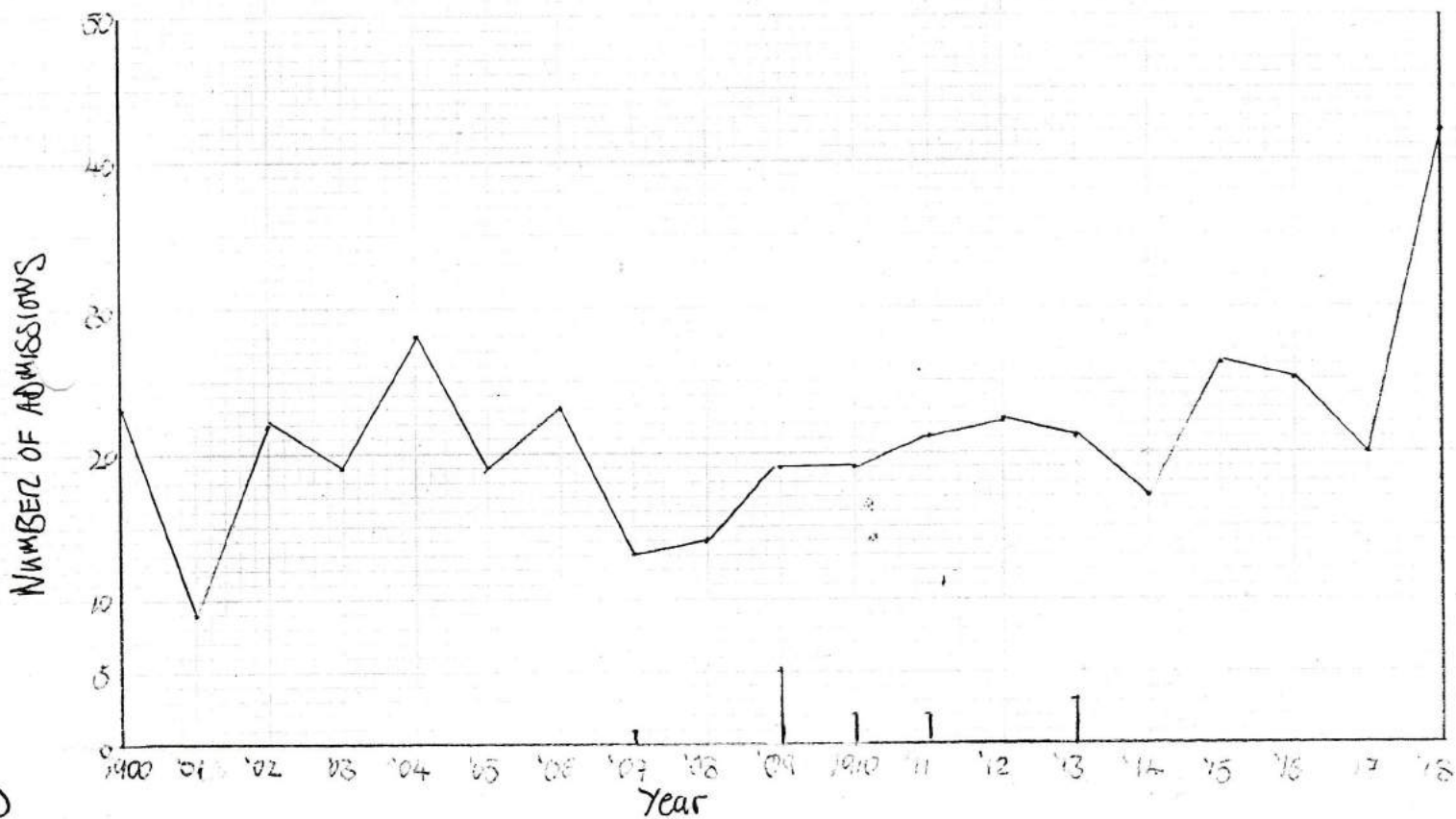
## D5 An analysis of school attendance.

The information on these tables D and E represent the analysis I carried out upon sources. Both books were different and so continuity of the graphs was not easy. This illustrates the weakness in my method of division for comparison. For the historian classification into era's is arbitrary. Statistical sources and oral alike should not be boxed they illustrate progression.

When I compiled a table for analysis of this data it was important to assess every feature. Page number, Year, Number of admissions that year, Number of readmissions, and if children were readmitted what was their original number, two boys, brothers, were readmitted four times.



5 Analysis of sources D and E: Admission Register 1892-1921  
 Admission Register 1921-1975, both from Hopton Parochial School.



### 9.—SCHOOL ATTENDANCE.

The late Mr. G. W. A. Baldwin was Chairman of this Sub-Committee from the "Appointed Day" until February, 1900, when he was succeeded by Mr. FAVOR PARKER, who was Chairman till February, 1911, when the present Chairman, Lieut.-Col. Henry Spencer Follett, was appointed.

Previous to the operation of the Elementary Education Act, 1902, the work of enforcing School Attendance in the County was under the direction of the respective School Boards and School Attendance Committees of the Boards of Guardians. The number of School Board Attendance Officers at that time was 24, and 14 Officers under Boards of Guardians. These Officers were automatically taken over under the provisions of the above mentioned Act. The Education Committee decided that it was essential for the efficient carrying out of the work that full time officers should be appointed, and a scheme was finally adopted, dividing the County into six attendance districts, each under a local Attendance Officer and a Chief Attendance Officer, with an office at Bury St. Edmund's. The system adopted has proved most satisfactory, West Suffolk standing very high in the Government Statistical Returns. The increased attendance has resulted in a very large increase in the amount of Government Grant received. In addition to the work of controlling attendance at the Public Elementary Schools the Attendance Sub-Committee deals with the attendance of blind and deaf children at certified institutions. The Chief Attendance Officer supervises the work of the Local Officers and submits his report to the Sub-Committee. The Attendance Officers also carry out the Census

work for the purpose of Small Population Grants, and also for ascertaining child population where necessary. The Chief Attendance Officer acts as Special Officer under the Children Act, 1908, and also as Supervisor of cases released on licence from Industrial Schools. The Local Attendance Officers act as Probation Officers in respect of juvenile offenders.

The Attendance Sub-Committee also deal with matters connected with Extra District children, and children under Boards of Guardians, and in this respect a considerable sum is received in payment from other Authorities.

The percentage of attendance in the year 1903 was about 84, the average percentage now being 93.

#### Statistics.

The following table gives Statistics of Attendance for each year from 1905 to 1914:—

Year ended 31 March, 1905	...	92.1 per cent.
Year ended 31 March, 1906	...	93.0 per cent.
Year ended 31 March, 1907	...	92.7 per cent.
Year ended 31 March, 1908	...	92.5 per cent.
Year ended 31 March, 1909	...	91.9 per cent.
Year ended 31 March, 1910	...	92.2 per cent.
Year ended 31 March, 1911	...	92.5 per cent.
Year ended 31 March, 1912	..	92.0 per cent.
Year ended 31 March, 1913	...	92.5 per cent.
Year ended 31 March, 1914	...	91.9 per cent.

During the period of Colonel the Hon. H. W. L. Corry's chairmanship the County has held second premier position for the Counties in all England for five years and third position for one year.

SCHEDULE VI.

Board of Education.  
Form 144 (c).

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

Hopton \*School.

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

Name in full, and Residence of Child.	Number of Attendances made within the 12 months ending the 31st December.	
Gabriella Clews The Vicar Hopton	1918	396.
	1917	389
	1916	401.
	1913	372.
	1912.	391.

Signed this 23<sup>rd</sup> day of Dec. 1920  
G.A. B. 0996  
 Principal Teacher of the above-named School.

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

Printed for H.M. Stationery Office by McCorquodale & Co., Ltd.

FORM 4.

WEST SUFFOLK EDUCATION COMMITTEE.  
SCHEDULE III.

School District of West Suffolk.

Labour Certificate No. 1 (a) (for total exemption after thirteen years of age).

Age and Employment.

I Certify that Mary G. Clews  
 residing at Hopton  
 was on the 31 day of Decr 1921  
 not less than thirteen years of age, having been born on the  
25 day of Decr 1907  
 as appears by the Registrar's Certificate (or the statutory  
 declaration) now produced to me, and has been shown to  
 the satisfaction of the local authority for this district to  
 be beneficially employed.

(Signed) Geo. E. Bandler  
 Chief Attendance Officer.

Previous Attendances.

I Certify that Mary G. Clews  
 residing at Hopton  
 has made 350 attendances in not more than two Schools  
 during each year for five preceding years, whether con-  
 secutive or not, as shown by the Certificate furnished by  
 the Principal Teacher of the Hopton V.  
 School.

(Signed) Geo. E. Bandler  
 Chief Attendance Officer.

This Labour Certificate entitles the holder to exemption from attendance at School between the ages of 13 and 14 on condition that such child is beneficially employed. In the event of the Child becoming unemployed, HE OR SHE MUST RETURN TO SCHOOL until 14 years of age.

## 6 HEALTH

Edith was able to recall the illnesses in her family and their cures, which were from the doctor. The children were vaccinated.

9 "Yes, well you see my mother lost the first one, a boy!.. at birth it is presumed.

"Nancy when she was three years old got whooping cough and she died with that."

"Was that quite common at that time?"

"Yes oh yes a lot of sickness then. Scarlet fever, diphtheria and whooping cough measles.

"Did many people die from that then?"

10 "Well I think perhaps they did I mean children you know died from those sorts of things in those days. That there was an epidemic during the first world war when a lot of grown ups, that was flu, there's a lot died and the babies died too."

All the children had been born at home. Dr. Petherick brought her into the world!

I had asked Edith when do you think childhood ended? The tape has stopped and Edith began

"Well they are today at 14 I mean."

"And so childhood you would say would end when you went to work."

19 "Yes but I mean we weren't so old as they are today, you know we didn't know things. . well we had no sex education for one thing. But no we had our childhood, it seemed to go on a bit longer then well put it that way than it does today."

As a result of Edith's comment I was able to ask her directly

"Did you speak to your parents about sex education?"

20 "No that was taboo we never spoke about it. And they never spoke about that sort of thing in front of us."

Nancy.

Nancy however equated the end of childhood with education.

"When do you think childhood ends? "

64 "Children nowadays they. . . Children nowadays far more advanced. And in so many more subjects than they were years ago. They just didn't have the chance. The curriculum was very small in those days."

"Were you healthy as a child?"

47 "Oh yes very healthy. As far as I can remember the only complaint I had as a child was measles.

After considering illness in later life Nancy suddenly said;-  
48 "Oh I have yes yes I did have tonsillitis once or twice I  
had tonsillitis not too bad but a bit."

"Did any of your friends become very ill? seriously ill?"

"No."

"Quite healthy around here were we!" \*

"We were all pretty healthy yes knowing it was quite a good  
place to live."

And again Nancy punctuates her speech with a chuckle.

"Another thing diet, what did you eat at home?"  
61 "Very much like I do today. Just plain cooking and fresh  
vegetables. Of course I had a nice garden which I miss now for  
vegetables and fruit."

Circular 576.

## BOARD OF EDUCATION.

MEMORANDUM ON MEDICAL INSPECTION OF CHILDREN IN PUBLIC  
ELEMENTARY SCHOOLS,under Section 13 of the Education (Administrative  
Provisions) Act, 1907.

## ANALYSIS.

## SCOPE AND PURPOSE OF THE ACT.

1. The aim of the new Act.
2. The terms and effects of section 13.
3. Its scope.

## ORGANISATION.

4. Respective duties of the Board and of Education Authorities.
5. The public health basis of the new duties.
6. The reasons for this basis.
7. Medical administration.

## SUBSIDIARY AGENCIES.

8. The teacher, school nurse, and parent.

## CHARACTER AND DEGREE OF MEDICAL INSPECTION.

9. Principles of medical inspection.
10. Additional medical work.
11. Summary of points of inspection.

## REGULATIONS.

12. Number and period of medical inspections.
13. Sundry regulations.

## AMELIORATION AND PHYSICAL IMPROVEMENT.

14. Principles of ameliorative action.
15. Conclusion.

## SCOPE AND PURPOSE OF THE ACT.

1. The Education (Administrative Provisions) Act, 1907, in so far as it concerns the medical inspection of school children, is the outcome of a steady movement of public opinion throughout the entire community. For some years past evidence has been accumulating that there exists in certain classes of the English people a somewhat high degree of physical unfitness which calls for amelioration, and, as far as possible, for prevention. The Legislature resolved that to grapple effectively with this problem, or at least part of it, it was necessary first to improve the health conditions, both personal and in regard to environment, of the children of the nation. A consideration of the gravity of the need led to the conclusion that medical inspection of school children is not only reasonable but necessary as a first practical step towards remedy. Without such inspection we not only lack data, but we fail to begin at the beginning in any measure of reform. The reasonableness of such inspection, if it is conducted on sensible lines leading to an improvement of the surroundings and physical life of the children, must become evident both to the parents and to the nation as a whole.

The Board desire therefore at the outset to emphasise that this new legislation aims not merely at a physical or anthropometric survey or at a record of defects disclosed by medical inspection, but at the physical improvement,

For Education (Administrative Provisions) Act, 1907, see page 572.

and, as a natural corollary, the mental and moral improvement, of coming generations. The broad requirements of a healthy life are comparatively few and elementary, but they are essential, and should not be regarded as applicable only to the case of the rich. In point of fact, if rightly administered, the new enactment is economical in the best sense of the word. Its justification is not to be measured in terms of money, but in the decrease of sickness and incapacity among children and in the ultimate decrease of inefficiency and poverty in after life arising from physical disabilities.

2. The section of the Education (Administrative Provisions) Act, 1907, which concerns medical inspection of school children (section 13) is as follows:—

“13.—(1) The powers and duties of a local education authority under Part III. of the Education Act, 1902, shall include—

- (a) Power to provide for children attending public elementary schools, vacation schools, vacation classes, play centres, &c.]
- (b) The duty to provide for the medical inspection of children immediately before or at the time of or as soon as possible after their admission to a public elementary school, and on such other occasions as the Board of Education direct, and the power to make such arrangements as may be sanctioned by the Board of Education for attending to the health and physical condition of the children educated in public elementary schools:

Provided that in any exercise of powers under this section the Local Education Authority may encourage and assist the establishment or continuance of voluntary agencies and associate with itself representatives of voluntary associations for the purpose.

(2) This section shall come into operation on the first day of January nineteen hundred and eight.”

From this it will be seen that two main provisions are incorporated in the section, namely, first, the duty, laid upon all Local Education Authorities, of the medical inspection of children at a stated time and on such other occasions as the Board of Education may direct; and secondly, the power given to all Local Education Authorities of making arrangements, to be sanctioned by the Board, for attending to the health and physical condition of the children in elementary schools.

3. Almost all Local Education Authorities have taken steps of some kind in the promotion of school hygiene, and many have conducted some form of medical inspection. Hitherto, however, such inspection has been concerned only or chiefly with children selected from the school or class as being in some way obviously defective or diseased. The general routine, where such inspection has been practised, has been for a medical man to visit schools at intervals, make a sanitary survey of the buildings, and examine more or less thoroughly children presented to, or selected by, him. Such cases have, however, as a rule, been imperfectly followed up and much of the advice given has been ignored or inappropriately applied. Much also has been left undone in the way of adapting the methods of teaching to the special physical needs of the children. Moreover, in many districts not only have serious defects of sanitation, such as bad lighting and lack of ventilation, injuriously affecting the children, been ignored, but even the means of preventing the extension of infectious diseases have been neglected in greater or less degree. The present Act is not intended to supersede the powers which have long been exercised by Sanitary Authorities under various Public Health Acts, but is meant to serve rather as an amplification and a natural development of previous legislation.

It is founded on a recognition of the close connection which exists between the physical and mental condition of the children and the whole process of education. It recognises the importance of a satisfactory environment, physical and educational, and, by bringing into greater prominence the effect of environment upon the personality of the individual child, seeks to secure ultimately for every child, normal or defective, conditions of life compatible with that full and effective development of its organic functions, its special senses and its mental powers which constitute a true education.

## MEDICAL INSPECTION.

## CHARACTER AND DEGREE OF MEDICAL INSPECTION.

9. From what has been said it will be clear that the fundamental principle of section 13 of the new Act is the medical examination and supervision not only of children known, or suspected, to be weakly or ailing, but of all children in the elementary schools, with a view to adapting and modifying the system of education to the needs and capacities of the child, securing the early detection of unsuspected defects, checking incipient maladies at their onset, and furnishing the facts which will guide Education Authorities in relation to physical and mental development during school life. It is evident that—although this work involves (a) medical inspection of school children at regular intervals, (b) the oversight of the sanitation of the school buildings, and (c) the prevention, as far as may be, of the spread of infectious and contagious diseases, including skin diseases—action in these three directions will be incomplete unless (d) the personal and home life of the child are also brought under systematic supervision. The home is the point at which health must be controlled ultimately.

The character and degree of medical inspection will depend on the standpoint from which the subject is viewed, the difficulty being of course to attain a due sense of proportion and uniformity, particularly as to fundamental points. Valuable to science though the findings of a more thorough and elaborate medical examination might be, it is the broad, simple necessities of a healthy life which must be kept in view. It cannot be doubted that a large proportion of the common diseases and physical unfitness in this country can be substantially diminished by effective public health administration, combined with the teaching of hygiene and a realisation by teachers, parents, and children of its vital importance. The spread of communicable diseases must be checked; children's heads and bodies must be kept clean; the commoner and more obvious physical defects, at least, must be relieved, remedied, or prevented; schoolrooms must be maintained in cleanly condition, and they must be properly lighted, well ventilated, and not overcrowded; the training of the mental faculties must not be divorced from physical culture and personal hygiene. It is these primary requirements which must first receive attention.

10. The directions given in this circular as to the degree and frequency of inspection refer only to the minimum medical inspection, the effectiveness of which will in future be one of the elements to be considered in determining the efficiency of each school as a grant-aided school. They are not intended to exclude other medical work, which the Board trust will be undertaken by Local Education Authorities according to their abilities and opportunities. For example, the re-testing of the eyesight of every child periodically would be most valuable; an annual measurement of height and weight; the more frequent examination of particular children, especially of those suspected to be suffering from deficient nutrition or found to be defective at former inspections; careful anthropometric surveys or special inspections at various ages of school life; and similar investigations of a special nature undertaken in particular districts, come within the category of additional medical work wholly desirable where practicable, and calculated to advance school hygiene. Such work, however useful, should be looked upon as subsidiary to the main purpose of the Act.

11. A consideration of these matters has led the Board to the conclusion that as far as practicable the statutory medical inspection should, at entrance or at subsequent inspection, take account of the following matters:—

- (1) Previous disease, including infectious diseases.
- (2) General condition and circumstances—
  - (a) Height and weight.
  - (b) Nutrition [good, medium, bad].
  - (c) Cleanliness [including vermin of head and body].
  - (d) Clothing [sufficiency, cleanliness, and footwear].

**Par. 11.** in making the inspections the provisions of Sec. 123 of the Children Act must be kept in mind.—See page 307.—[Ed.]

## 320 MEDICAL INSPECTION.

qualifications and experience should be selected, even though they may not be called upon to give the whole of their time to these duties, and it should be noted that there are many cases in which women are likely to be specially suitable. In making such appointments preference should be given to medical men and women who (1) have had adequate training in State Medicine or hold a Diploma in Public Health, (2) have had some definite experience of school hygiene, and (3) have enjoyed special opportunities for the study of diseases in children. The particular needs and circumstances of the area or group of schools concerned should receive due consideration, and great care must be taken to see that school hygiene really forms an integral and fundamental part of the public health administration of the district, and is not subordinated to other less important sanitary questions.

All school medical officers, whether they are holding statutory office as Medical Officers of Health in the area in which they are carrying out the new Act or not, must obviously work in close co-operation with the Sanitary Authorities throughout the county and must be kept informed as to the occurrence of notifiable diseases within their educational areas. This applies in a special degree to the County Medical Officer. It is imperative that the close inter-relation between school hygiene and general hygiene, particularly that of the home of the child, should be secured and maintained.

## SUBSIDIARY AGENCIES.

8. The Board are convinced that the work of medical inspection cannot be properly accomplished by medical men without assistance. The teacher, the school nurse (where such exists) and the parents or guardians of the child must heartily co-operate with the school medical officer. In whatever way the system be organised, its success will depend, immediately and ultimately, upon the cordial sympathy and assistance of the teachers. Some Authorities will find that the teachers are able to undertake, without undue strain, a share of the work of furnishing data respecting each child, and even perhaps to carry out some portion of the inspection; and it is clear that the successful application of the principles of hygiene to school life will depend almost entirely upon their efforts. What the mother is in the home, the teacher is in the school. Experience shows that when the teachers understand the necessities and opportunities of the situation they are both willing and able to take their share. Their co-operation in the work already done in this direction has been beyond praise. The school nurse and health visitor are also important agents in school hygiene. They may serve as links between the school and the home, and can assist in recording the results of inspection, in securing and maintaining personal cleanliness, and in carrying out medical advice concerning simple complaints. They are also able to give counsel in the home, to visit the children at home or in the school, and in many other ways to advance the cause of school hygiene. The Board are satisfied that this work offers a great field of valuable service for the school nurse, and they recommend that, wherever practicable, Education Authorities should secure, especially in rural districts, the benefit and true economy which may be thus obtained. It is essential, however, that the teacher, school nurse, or health visitor assisting in the administration of this Act should act strictly under the instruction and supervision of medical authority. Nor must the influence which the parent can exercise by example and precept be neglected. One of the objects of the new legislation is to stimulate a sense of duty in matters affecting health in the homes of the people, to enlist the best services and interest of the parents, and to educate their sense of responsibility for the personal hygiene of their children. The increased work undertaken by the State for the individual will mean that the parents have not to do less for themselves and their children, but more. It is in the home, in fact, that both the seed and the fruit of public health are to be found. All-round co-operation between school medical officer, teacher, nurse, health visitor, and parent will prove both effective and economical, and the full utility of the Act will not be secured unless, in advising Local Education Authorities, the medical officer pays careful attention to considerations of expenditure and to the relative urgency of the reforms he proposes to undertake.

## 7 THE FIRST WORLD WAR

These extracts from my oral interviews illustrate simply the effect of war upon children within the rural community this evidence shows it to be minimal, again the evidence of Nancy shows how useful the adults perception is, children couldn't comprehend these things.

Edith

- "Did the war have an effect on your school life do you think?"  
 18 "Oh yes I can remember having to draw aeroplanes."  
 "You said in a previous interview that you had soldiers in your house."  
 "Yes we did, we all had them. In the Vine in the club room there." The Vine was a public house:  
 "Everyone in the village?"  
 "Anyone that could...well I don't know how we managed to put them up."

Nancy

- "Did the war have any effect upon your education do you think?"  
 49 "The war. . Now you're talking about the First World War are you? No I wasn't really old enough to realise what was happening and we didn't know much about what was happening, in England in these days you see you didn't get German planes over you see. Our men went to Germany and France but they didn't come here you see. We didn't know what it was in England."  
 "So you didn't have any soldiers billeted anywhere?"  
 "And so being young it didn't mean anything to me."

- 51 "Edith said that she drew aeroplanes. Do you remember going that? because it was part of the war.  
 "Drew aeroplanes? well probably she did yes I do remember something about Zeppelins. German Zeppelins coming over. . .

- 52 "But as a child I wasn't concerned it didn't worry me really. Now well of course with the last war children knew about it as well as adults didn't they? and there weren't papers you see no media no radio and television so you didn't know much."  
 "Parish magazines though?"  
 "No I wouldn't have thought so no. Until a soldier came home on leave he might have told you something that's about all you ever knew. They did have the air force, what they call the... I suppose they called it the air force. We say R.A.F. don't we? They did because I remember one or two fellows when I was young they were men 20-30 who were in the air force you see so they did have it but there wasn't planes over here."

Edith

A lot of them were poor really in Hopton at that time. Because it was war time and the men were called up... But they were better off I think then when the men were called up more or less because otherwise they would be in the pubs drinking."  
 Edith was not strictly warned against drinking but her father didn't drink. My grandmother lived in the Public House opposite Edith's home and so as they played together they became aware of 'drunks'



F All Local Primary Sources Used; listed in descending order of the number of individuals to which they relate.\*

Origin	Description	My classification	Date
R.O.B.	Suffolk Census 1901	Q	1901
R.O.I.	" " 1911	R	1911
R.O.I.	" " 1921	S	1921
R.O.B.	Dept.cttee report on the employment of children of school age minutes of evidence.	Y	1902
R.O.B.	West Suffolk Education Committee report on the work of education.	O	1903-1914
R.O.B.	List of schools in Suffolk aided by parliamentary grants.	T	1902
H.CofE.	Hopton Parochial School admission register	D	1892-1921
"	" " " " " "	E	1921-1975
"	Punishment book of Hopton Parochial School	F	1900-1919
"	Medical inspection register with medical inspection card.	G	1909
"	Reports of religious instruction Certificates for the diocese of Ely	H	1906-1916
	Labour certificate of Miss M.G.N. Clears	B	1921
	Oral interview (cassette tapes)		
#	An interview with Miss Edith Goodman	1	
#	second " " " " "	2	
	on tape summer 1989		
#	An interview with Mrs Nancy Ruddock, nee Miss Lebbon on tape summer 1989 with full transcript	3	
R.O.I.	Education and life experiences tape no.(414)	4	
R.O.I.	General life history Haverhill Mr A. Backler tape no.(200)	5	1914-1945
	(Radio four programme upon oral history with an interview on tape.)	6	

Key: \* see chapter two (chapter reference 2)  
 R.O.B. Suffolk Records Office Bury St. Edmunds.  
 R.O.I. " " " Ipswich.  
 H.C.of E. Hopton Church of England School as it is now in a new building.  
 # These interviews I recorded myself. The tapes are not professional but very interesting. Edith is a close family friend.  
 I sent for the B.B.C. booklet 'Telling it how it was a guide to recording oral history'(see above 6)  
 It was written by professor Paul Thompson and Dr. Robert Perks. I have spoken to them both personally and both were helpful and encouraging.

Please note an additional source of great importance:  
 H.M.I. Mr H.W. Claughton's report for Suffolk (W) local education authority. 1906,1909,1910,1911. see appendices D4 for all analysis.

64 THE ELEMENTARY SCHOOL CODE, 12. *Schedule IV.*  
 not increase the number present at any lesson beyond the limit specified by Rule 29 of these Regulations. Such attendances must be entered in a supplementary list.  
 30. *Omitted.*

HANDICRAFT.

31. Instruction should as a rule continue during the whole Special Subjects Year.  
 32. Subject to the exceptions allowed by Rule 14, scholars registered in a Class should be over 11 years of age.  
 36. (i) *Omitted.*  
 36. (ii) *Omitted.*—See note at the foot of this schedule.

GARDENING.

39. (a) Subject to the exceptions allowed by Rule 14, the scholars registered in a Class must be over 11 years of age at the date of the first lesson they attend.  
 (b) Individual scholars may be allowed to attend particular lessons of a Class in which they are not registered, provided that their attendance does not increase the number present at any lesson beyond the limit specified in Rule 40. Such attendances must be entered in a supplementary list.  
 40. There must, as a rule, be at least one teacher for every 14 scholars. In the case, however, of a two years' course of instruction where separate plots are worked by a first and second year scholar together, and in other cases where special circumstances make it desirable, if the consent of the Board has been obtained beforehand, a few additional scholars may be registered, provided that in no case does the total number of scholars taught by one teacher at any time exceed 20.  
 41. *Omitted.*

NOTE.—In addition to the Block Grant payable under Article 34 (b), a separate grant in respect of instruction in Light Woodwork will be payable on the conditions stated in Rule 36 (ii) in Schedule III. A.

SCHEDULE IV.

Regulations as to School Records and Registration.

1. Every school must have—  
 (a) A Diary or Log Book, which should be a bare record of the events which constitute the history of the school.

*Sched. IV. (1) (r).* Asked whether the terms of Schedule IV. (1) (a) of the Code of the Log Book from the school to the place where the managers or local education authorities hold their usual meetings, or whether the prohibition applies only to the hours during which the school is open for the instruction of scholars, the Secretary to the Board of Education answered: "The Log Book must be kept at the school, but there would be no objection to temporary removal when required at meetings of the managers or of the Local Education authority." (July 20th, 1905.)

*Sched. IV. (1) (a).* Log Book.—It is most necessary that the Head Teacher should be thoroughly familiar with the rules for keeping the Log Book. Failure to make required entries or the admission of irregular ones may lead to considerable trouble. An entry made in error should be cancelled, with a note explaining the circumstances. Leaves should not be torn out. Wherever it becomes necessary to make an entry respecting the conduct of any person, it should be strictly limited to a record of fact without any expression of opinion thereon.  
 When a Log Book has to be sent to a managers' meeting or to the office of a local authority, it is generally desirable that the book should be provided with a lock or that it should be sent and returned in a closed envelope. Log Book entries respecting conduct should be regarded as confidential, but should be shown to any teacher affected thereby.—[En.]  
*Sched. IV. (1) (r).* Confidential Reports and Log Book Entries.—The question of the House of Commons, Mr. Hudson, M.P., suggesting that teachers suffer great hardship

Schedule 1 THE ELEMENTARY SCHOOL CODE, 1912. 65

The Log Book should be stoutly bound and contain not less than 300 ruled pages. It must be kept at the school under the care of the Head Teacher. He should enter in it, from time to time, such events as the introduction of new books, apparatus, or courses of instruction, any plan of lessons approved by the Board, the visits of managers, absence, illness, or failure of duty on the part of any of the school staff, or any special circumstance affecting the school that may, for the sake of future reference or for any other reason, deserve to be recorded. The provisions of Article 23 made be observed, and the Local Education Authority may also direct that the reports made to them by their Committees, or by their Inspectors, or by other officers, shall be entered in the Log Book; but otherwise the Log Book should contain statements of fact only, and should contain no expressions of opinion on conduct or as to the efficiency of the school.

Entries in the Log Book should be made by the Head Teacher as occasion may require. Entries should be made only by the Head Teacher, by the Correspondent, by the Managers who check the registers, or by the officer (if any) authorised by the Local Education Authority.  
 The Log Book should contain an explanation of the reason for the closing of the school on all occasions on which it is closed. It should also contain an account of all important variations in the attendance, and all deviations from the ordinary routine of the school.

- (b) A book for recording Minutes of Managers' Meetings.
- (c) A portfolio to contain official letters.
- (d) The Code of the Board of Education in force for the time being.
- (e) A Punishment Book in which all cases of corporal punishment must be recorded.

Registers.

2. Every school or department must have:—  
 (a) A register of admission and withdrawal.  
 (b) Attendance registers.  
 (c) A partial exemption register if necessary; and  
 (d) A register of summaries.

General Rules for the use of Registers.

3. The names of the school, of the department, and, in the case of attendance registers, of the class, must be distinctly written on the cover of each register; and on the title-page there must be the signature of the correspondent and the date on which the register was issued to the teacher.

4. The pages of all registers must be numbered consecutively, no leaf must be inserted in or withdrawn from any register, and no blank spaces should be left between the entries.

5. Entries must be original and not copies, and must be made in ink without pressure or insertion.  
 If it is necessary to make any correction this should be done in such a manner

when reported to Education Committees without their knowledge, without a copy of the report being supplied to the person affected, and without any opportunity being given for defence. In reply the Parliamentary Secretary to the Board of Education stated that the matter is mainly one of internal administration, and is dealt with by some Local Education Authorities in their regulations or standing orders.  
 The following regulation has been adopted by certain Authorities:—"Head Teachers who comment adversely upon the work or conduct of an Assistant Teacher, either in an Official Report or Log Book entry, are required to show the comment at the time to the teacher concerned, who may take a copy of the same and submit a defence in writing, which shall be attached to the adverse report or noted in the Log Book entry, and filed for reference."  
*Sched. IV. (1) (a).* By the alteration in the provisions of Schedule IV. (1) (a) the school need not in future be limited to reports made by H.M. Inspector. It will be within the competence of the Local Education Authority to authorise the entry of any report made under its sanction.

*Sched. IV. (1) (d).* This edition of the Code satisfies the requirement expressed in *Sched. IV. (1) (e).* "Handbook of Education" prepared by the Editors of this edition of the Code.

*Sched. IV. (2).* Registers. See footnote to Art. 48, p. 41.

have two registers, one for those above, the other for those below that age, and similarly for classes containing scholars above and below the age of fifteen years. The name of a scholar must be transferred from one of these to the other not later than the end of the week in which he attains his fifth or fifteenth birthday, as the case may be.

Registers for Special Subjects.

- 14. (a) A Special Register must be kept for every subject in which secular instruction according to the approved Time Table is given under Article 44 (a) to the Scholars of a Public Elementary School elsewhere than at the School.
- (b) A Special Register must be kept for every subject of instruction for which a Special Grant is made under Article 34 and Schedule III., whether such instruction is given at a Public Elementary School or elsewhere.
- (c) Every Class instructed in any subject under Schedule III. must be separately entered in the Special Register, under its indicative letter, together with the name and qualification of the teacher, the number of hours of instruction to be given, and the dates and times at which the meetings are to be held. Any alterations subsequently made in these dates and times should be shown in red ink.
- (d) The name of every scholar registered in a Class under Schedule III. must be entered in a Special Register not later than the second day on which instruction is given to the Class (or in the case of Handicraft or Gardening before the first lesson which the scholar attends) together with the date of birth of such scholar and the Public Elementary School to which he belongs, and a statement of any courses of instruction in the same special subject that have been previously taken by him.
- (e) All attendances made by each scholar registered in a Class must be marked in such a way as to show the actual number of hours during which that scholar has been under instruction.
- (f) A supplementary list must be kept in the Special Register of all attendances made in a Class by scholars not registered in that Class for the purpose of receiving lessons which they have missed in the Classes in which they are registered.
- (g) If any scholar registered in a Class for a special subject ceases to attend a Public Elementary School before the completion of the course of instruction, the fact and the date must be recorded in the Special Register.
- (h) Subject to these requirements, the Special Registers should be kept in accordance with Rules 3 to 6 and 15 to 23, so far as these are applicable.

Special Rules for Attendance Registers.

15. There must be columns for the admission numbers and names of the scholars, both of which must invariably be entered at the same time. There must be a column for the attendances at each meeting in the school year. Each of these columns should be properly dated before any entry of attendance or absence is made in it. The columns must be grouped in weeks, and at the foot of each there should be spaces for entering the total number of children present when the registers are marked for the last time, and the total number withdrawn before completing an attendance for the purposes of Grant. There must be spaces for recording the total attendances made by each child in the quarter. If the school is worked in terms, the total attendances made by individual scholars may be recorded for terms instead of quarters.

16. If school fees are entered in the register, they should be kept quite separate from the entries of attendances; the best place will be the extreme left of the page before the names of the scholars.

that the original entry and the alteration made are both clear on the face of the record.  
 During any time in which school registers are with the Board for inspection under Article 48, the record of attendances made by each scholar must be kept in a temporary register, and the totals of such attendances must be transferred to the original registers as soon as these are returned by the Board. The temporary register must be preserved.

6. Registers should be kept for ten years after they have been filled. The Head Teacher of a school or department is held responsible for the proper keeping and preservation of the records of that school or department, and should not delegate to a subordinate any part of this work except the keeping of attendance registers.  
 Pupil-teachers of the first year may not be employed in registration; other pupil-teachers may register the attendances of their own classes.

Special Rules for Admission Register.

7. An entry should be made in the admission register for each scholar on the first day on which he attends the school or department. No name should be removed while the child is under the legal obligation to attend school, unless, either (a) it has been ascertained that he or she is dead, is attending another school, or has left the neighbourhood, or (b) the School Medical Officer has certified that in his opinion there is no likelihood of the child being in a fit state of health to attend school before being legally exempt from the obligation of school attendance. If no information is obtainable the name may be removed after a continuous absence of four weeks.

8. Successive numbers must be allotted to the scholars on their admission so that each may have his own number, which he should retain throughout his career in the school or department. This number will then serve to identify him.  
 When any scholar whose name has been removed from the register is re-admitted a new entry must be made, but the scholar should resume his old number and cross reference should be made to the entries.

9. This register must show distinctly for each scholar who has actually been present in the school or department—

- (a) His number on the register.
- (b) The date of his admission (and re-admission)—day, month, and year.
- (c) His name in full.
- (d) The name and address of his parent or guardian.
- (e) Whether exemption from religious instruction, or from attendance at the school during the time of religious instruction where the bye-laws permit this, is claimed on his behalf.
- (f) The exact date—day, month, and year of his birth.
- (g) The last school he attended before entering this school. If this is his first school, the word "none" should be entered in this column.
- (h) If he has left, the date of his last attendance at this school and the cause of his leaving.

10. This register should have an alphabetical index.

Rules as to the Provision of Attendance Registers.

11. (Cancelled.)  
 12. For each class in a school or department there should be a separate attendance register, containing the names of all children in the class, including the partial exemption scholars.

13. Each class containing children above and below the age of five years must

*Sched. IV. (13).* Note that separate registers are required for children over the age of 15, in order that the average attendances for the purpose of Fee Grant as distinguished from Parliamentary Grant may be readily ascertained.—[Ed.]

*Sched. IV. (13).* Children under three years of age are allowed to attend school, but their attendances are not registered for any purpose. This is now subject to Art. 55. (Parl. Sec., Board of Education, March 10th, 1904.)

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 Paul Thompson The Edwardians the remaking of British society.  
 Thea Thompson Edwardian childhoods.  
 Margaret Sherry Podgaska The way of my world autobiography.

Key; Those marked (E) are upon English education, with reference to the reference 3. introduction.

The above list is of all secondary sources used..Those primary sources used have already been listed to illustrate my method in chapters 2 and 3 the microstudy. However those sources listed below were used but were not specific to Hopton in all cases. For example Irene Osgood Andrews Economic effects of the war upon women and children in Great Britian (written in 1917)

C	Ixworth education records log book boys	1863-1905
H	Log book St.Jane girls school Bury st. Edmunds	1863-1905
I	Barningham (where Gabrielle was born) log book	1907-1937
J	" " " "	1937-1974
K	" " Admission Register	1912-1952
L	" " Managers minutes	1926-1937
M	" " Minute book	1894-1937
N	" " Punishment book	
U	Report on pupil teacher training and center East ad West Suffolk	
V	Report on pupil teacher center Leiston East Suffolk.	
W	Minutes of East Suffolk education committee on curriculum on religious education 1906.	
X	60 years of the ragged school movement	
Z	Report of full inspection of Leiston Higher elementary school.	

Note. All sources above were at Suffolk Records Office Bury St. Edmunds.

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