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Research in Post-Compulsory Education 2nd International Conference

University of
HUDDERSFIELD
Inspiring tomorrow's professionals

Teacher supply for nineteenth-century British working-class education institutions

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Inspiring tomorrow's professionals



‘By studying the past it is possible to anticipate the future
and understand the present’

Emile Durkheim (1858 – 1917)

Early developments

- First generation of engineers, often from humble backgrounds, developed skills through trial and error,
- The evolving middle classes had a fascination for philosophy (science), such as the Cast Iron Philosophers in the 1790s and the Lunar Society. Members included Matthew Boulton, James Watt and William Murdoch (pictured right).



There was clearly a need for technical education and training.

The Industrial Revolution and the need for education and training

- Skills and training handed down from father to son and mother to daughter were no-longer applicable to a rapidly developing industrial age,
- Frances Anne Vane, Marchioness of Londonderry (Right),
- Malicious Injuries to Property Act (1861).



Beginnings of a Movement

- The Anderson Institution, Glasgow,
- Edinburgh School of Arts, opened in 1821,
- Glasgow Mechanics' Institute having separated from the Anderson Institution, was opened in 1823,
- London Mechanics' Institute, founded by Birkbeck (and Brougham), opened in 1823,

These early successes resulted in the Movement spreading across Britain.

Working-class institutions

- ‘Nearly the whole of the members are operatives in the receipt of weekly wages’,
- Classes were offered in grammar, geography, elocution, vocal music, mathematics, chemistry, architectural and mechanical drawing and ornamental design,
- Elementary classes in reading, writing and arithmetic, with average attendances being between 180 to 200 every evening’.

Teacher training

- Historically, teacher training was established for school-age rather than adult education,
- Borough Road Teacher Training College established by Quakers in 1798,
- St Mark's, Chelsea opened in 1838 by the Anglicans and re-located to Plymouth as St Mark and St John,
- Battersea Training College, opened in 1840, was founded by Dr James Kay MD,
- Many others were founded between 1846 and 1902 by Roman Catholics, Methodists as well as Anglicans, particularly after the passing of the 1870 Education Act.

Dr James Kay MD (Kay-Shuttleworth)

- Kay was a physician in Manchester at the time of the 1832 cholera epidemic,
- Inherited the title Sir James Kay-Shuttleworth through marriage,
- Supporter of free schools, libraries and adult working-class institutions,
- Like most Unitarians at the time, he mistrusted the establishment,
- He thought the monitorial system was inadequate until he saw it being used in several workhouse schools, Kay-S developed it into an apprenticeship in the art of teaching, which was only finally phased out in 1902.

Teacher supply for adults

- The 1848 Huddersfield *Report* made specific mention that: 'It is truly encouraging to find young men who have received instruction in our classes, so willing to impart their knowledge to others; and when it is remembered that they belong to the industrious classes, that their teaching is entirely voluntary, and that they attend regularly week after week ...the whole noble band of voluntary teachers are constituting the mainstay of the Institution'.

National Movement of working-class institutions 1850

1. Edinburgh	2,035
2. Leeds	1,852
10. Huddersfield	887

Ireland – The Great Famine 1845 -1852
Wales – Well-established Sunday schools



1850 Huddersfield

- An ex-student of the Institute taught the design class, having 'a practical knowledge of the loom, he teaches his pupils to adapt their designs to it',
- The purpose of the class was to provide 'competent and skilful native designers' to support local industry.

The Great Exhibition of 1851

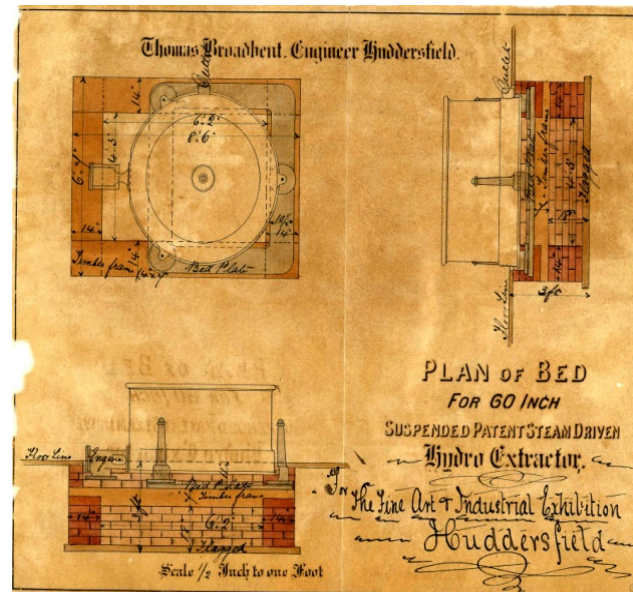
- The Great Exhibition was held in London,
- The quality of products and exhibits from overseas 'shocked' British industrialists,
- Establishment of the Government Department of Science and Arts for good **quality teaching.**
- Institutes had held exhibitions for many years previously as a source of income generation,
- Government inspectors visited institutes and where teaching was seen as a high standard, grants were given.

- Society for the Encouragement of Arts, Manufactures and Commerce (Society of Arts),
- Union of Mechanics' Institutes formed in 1855,
- Rev Dr James Booth, Chief Examiner for the Society of Arts.
- Many institutes were members of the Union,
- The original Examination Centres was in London.
- 1856 Huddersfield became the Centre for the North of England,
- From 1858 examination centres were established across the country.

- It is hoped that a class of...teachers may be raised among members themselves, receiving a small remuneration and regularly recognised as part of the educational staff of the Institution where they have received a considerable portion of their education (General Minutes, 1855).

- During the autumn of this year (1855) being at Chester, I visited the Training College...the training of masters there seems to me to be admirably fitted for teachers in such institutes as yours (Huddersfield). There is a scientific and commercial school attached to it...in which youths are instructed in the application of science and business life (Dawes, 1855).

Thomas Broadbent's Suspended Patent Steam Driven Extractor



Heritage Quay University of Huddersfield Archives.

- The Classes continued to be well-organised with committee members acting as class inspectors visiting each one every week. Members of the Committee took it in turns to do this on a weekly rota, reporting back 'any defects or irregularities they may observe'. In all there were 87 Classes, 20 being taught by paid teachers and 38 by volunteers. The number of classes per subject varied between 14 arithmetic classes and 2 chemistry and correspondence classes.

- Institutes, such as Huddersfield, began to offer CPD for school-trained teachers in vocational courses.

Several masters and mistresses of the day schools have availed themselves of the opportunity of study drawing here; it is hoped that in a very few years it will be the rule to have education in drawing in all our elementary schools. This will form a valuable nursery to such an institution as this (Annual Report 1876, p.157).

- It seems several did their CPD in drawing and then became employed in local Board Schools (Forster Act).

1876 Supporting teachers with continued professional development

- ‘Several masters and mistresses of the day schools have availed themselves of the opportunity of studying drawing here; and it is hoped that in a very few years it will be the rule to have education in drawing in all our elementary schools. This will form a very valuable nursery to such an institution as this’.

1886 Huddersfield Mechanics' Institute and Technical School

- A complete (Department of Science and Arts) scheme is now in operation, whereby the School practically does the work of a training college. This should be a great boon to all ex pupil teachers in the neighbourhood who want their teacher's certificate without going to college for it' (1886 Annual Report, p.108).

1886 – 1887 Teacher Training at Huddersfield

- Subjects offered included French, drawing, English literature, mathematics, geography, history and Latin,
- The course was open to both males and females,
- The programme was delivered over three years:
- students presented each week in their school at a criticism lesson (feedback on teaching),
- all notes on lesson taught and lectures were examined by H M Inspectors as the annual visit,
- the Whole of the third year concentrated on revision for the examinations which took place at the end of the year.

1880s National Examinations

- Department of Science and Art, South Kensington,
- Society of Arts
- Yorkshire Union examinations
- The City and Guilds of London Institute for the advancement of Technical Education were involved in setting and managing the examinations in relationship to the cloth manufacture class, paying teachers delivering the subjects on their results.

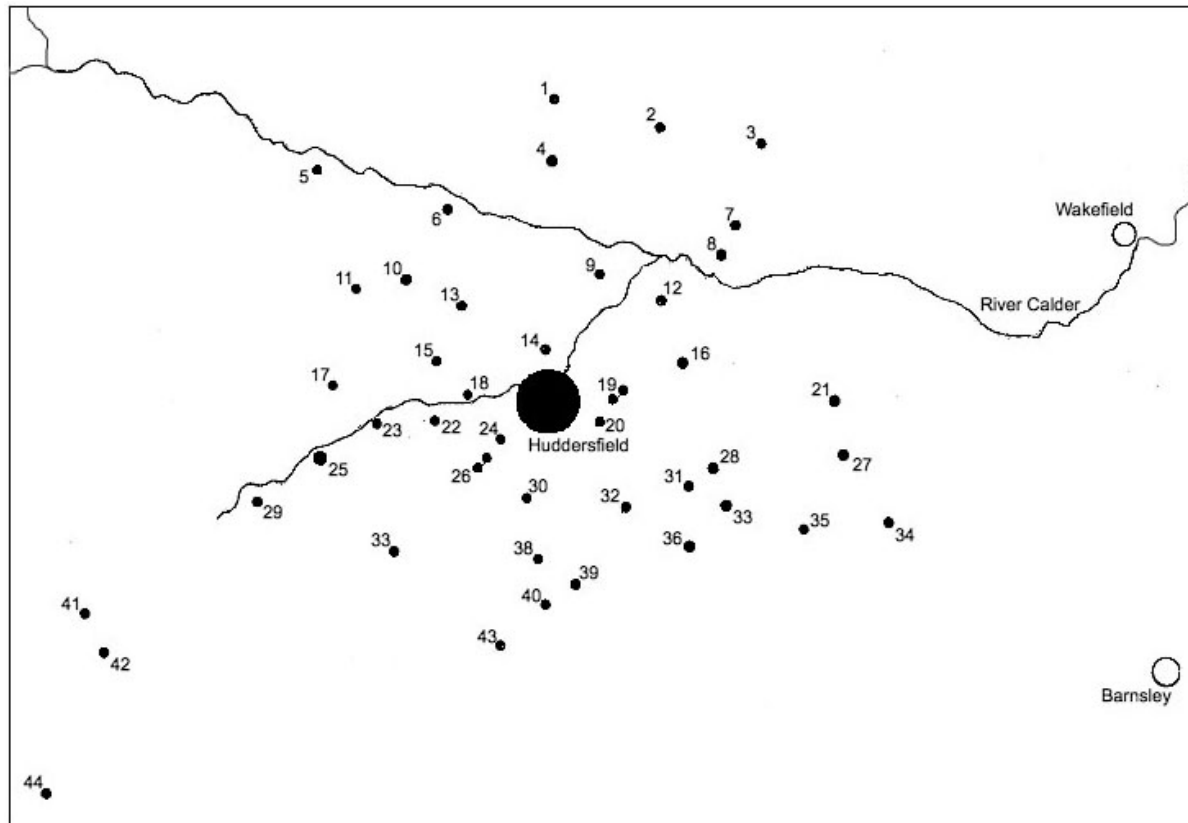
Progression of student learning

- ‘Men who in early life received little or no education, which is the great majority, on entering this Institution read very indifferently, few could write well, fewer still could spell correctly, and not many were able to work the elementary rules in arithmetic’,

To

- Former students of the Institute were ‘at work with the principal manufacturers and tradesmen of the town, not merely employed as mechanics and workmen, but in places of trust, which they have attained by their intelligence and good conduct’.

Huddersfield and District Cluster Names of Yorkshire Union of Mechanics' Institutes



1888 Higher education

- Oxford and Cambridge Universities had concerns that they had no presence outside their respective towns,
- Durham also became involved,
- Tutors went out to the provinces and delivered lectures in the classics,
- The Oxford University extension lectures were delivered at Huddersfield and were successful, both in numbers attending, with over 400 seated in the large Hall, and income received.

Government takes control....

- Technical Instructions Act 1889 which gave local authorities the power to levy a penny rate in order to provide technical courses, appoint teachers and provide grants to schools and mechanics' institutes.
- Tax on Spirits
'To distil wisdom out of whiskey, genius out gin and capacity for business out of beer',
- Education Act of 1902

Summary

- Technical and vocational education was best delivered by workers who had attended institutes in relation to their trades and occupations,
- Pupil-teacher taken from schools was adopted by adult institutions but training colleges did not support post-compulsory education and training (teacher training),
- Shared teaching with school qualified teachers,
- Shared expertise across institutions,
- Post-war Colleges of education (technical),
- City and Guilds London Institute (CGLI) in-service.

Questions

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