Primary and secondary education in Belfast, 1798 to 1914 [OLE3039]

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Contents

- Outline context of educational policy and developments in Ireland over Victorian and Edwardian era
- List some educational institutions in Belfast
- Explore life in schools; consider the experience at a national schools against that of a fee paying public school

Context: Education policy from 1798 to 1914

Early educational provision

- First school to open in Belfast was a Latin school opened in 1666 by The Earl of Donegal.
- In 1807, William Percy set up a school at 1 Pottenger's Entry, just of High Street.
- In 1810, Lancastrian schools were built for the working classes. Joseph Lancaster had devised a system of rote learning where the eldest child would be taught and in turn teach their siblings. This means one tutor could teach 1,000 students at a cost of 5s per pupil. A school was built in Frederick Street.

1831: Creation of the National School System

- The national system of education established by the state in 1831 was the outstanding educational innovation in nineteenth-century Ireland.
- The new national education board, the Commissioners of National Education, was administered by seven Commissioners: three Anglicans, two Presbyterians, and two Catholics.
- Aim of system set out in 1831 by Chief Secretary Edward Stanley. It was to be "a system of education from which should be banished even the suspicion of proselytism, and which, admitting children of all religious persuasions, should not interfere with the peculiar tenets of any."

Curriculum and funding

- Combined literary and moral instruction was to be given on 4/5 days of the week. It could not be doctrinal or dogmatic.
- Separate religious instruction was to be given on the other days of the week or before or after the school day.
- A sum of 30,000 pounds in public funds was put at the disposal of the Irish lord lieutenant for the board.
- Two thirds of the money required to build new national schools was available from the board, provided that one-third was raised locally.
- The board sought joint applications for aid to build schools from Catholic and Protestant ministers or from any combination of Catholics and Protestants.

Why the new system?

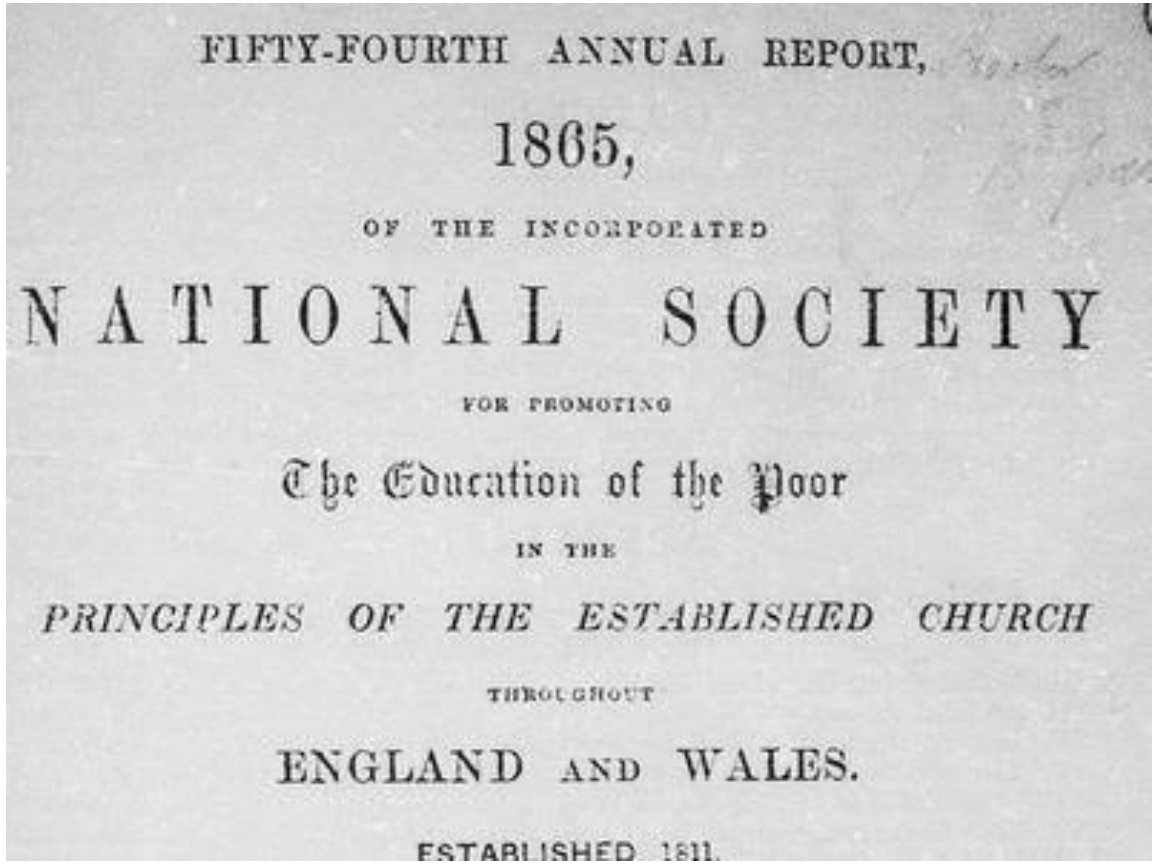
- In the 1820s education at the elementary level was a major battleground between Protestant evangelicals and the Catholic Church.
- Educational modernizers and the government hoped that the new national schools would replace the widespread "hedge schools" which were deemed to be unsatisfactory because of their primitive physical conditions, the poor quality of their teachers, and the antiquated curriculum that they taught.

Schools and numbers

- 1833: 789 schools with 107,000 children
- 1849: 4,321 schools with 481,000
- 1870: 6,806 schools with 998,999 pupils.
- 1871: still 2,661 schools with 125,000 children outside the national-school system. More than 1,100 of these were Church Education Society schools.

Church Education Society

- The Church Education Society was a Church of Ireland body set up in 1839 to promote Anglican Church primary schools in Ireland.
- Despite initial successes, the society suffered splits, and most Anglicans by the middle of the 19th century embraced the education reforms.
- Today the Society supports Church of Ireland children in national schools under sole or joint Church of Ireland patronage.


FIFTY-FOURTH ANNUAL REPORT,

1865,

OF THE INCORPORATED

NATIONAL SOCIETY

FOR PROMOTING

The Education of the Poor

IN THE

PRINCIPLES OF THE ESTABLISHED CHURCH

THROUGHOUT

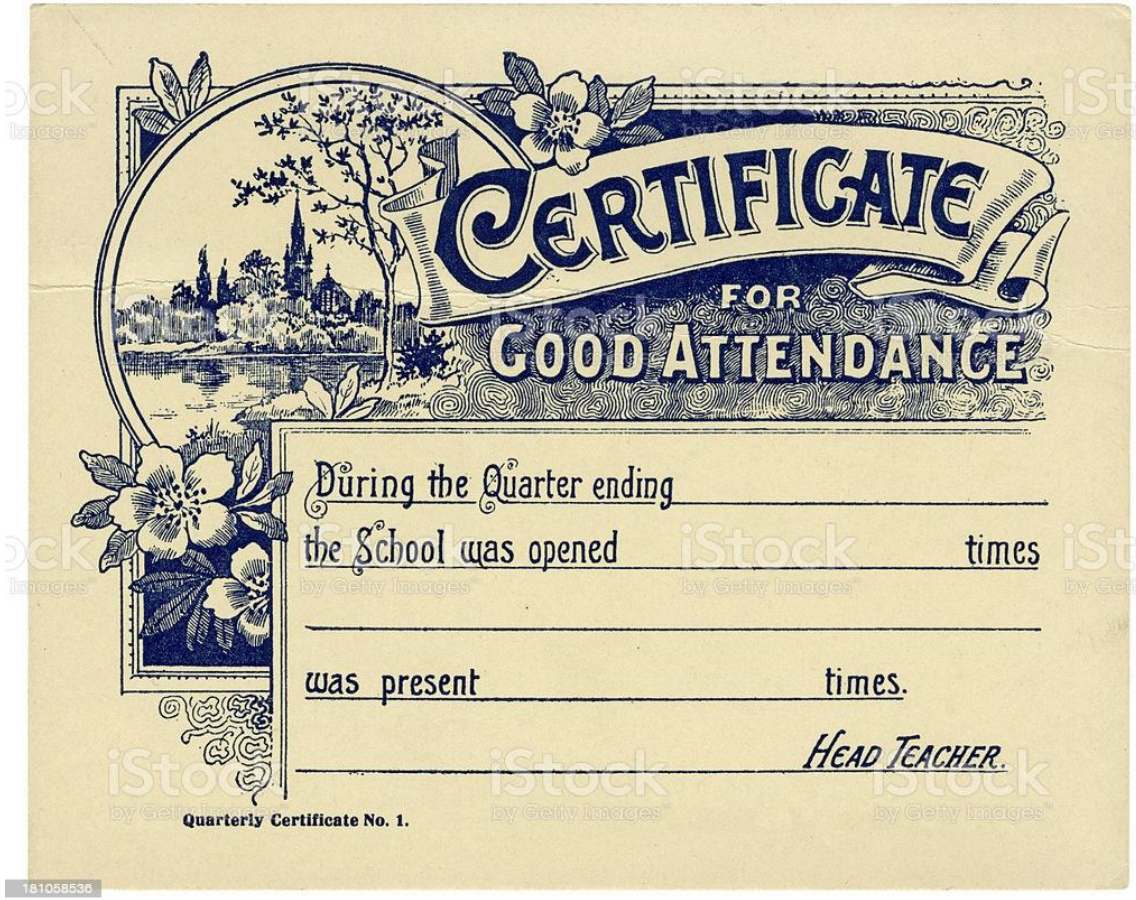
ENGLAND AND WALES.

ESTABLISHED 1811.

Attendance

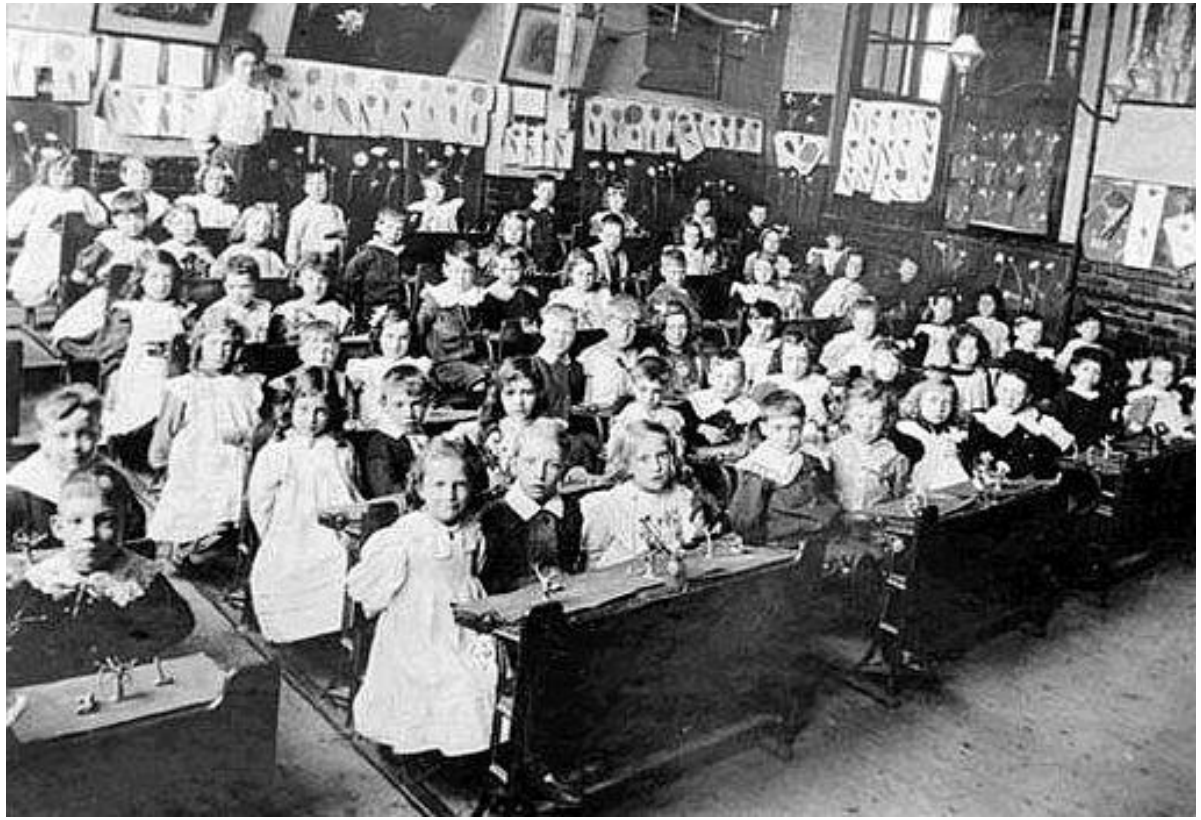
Voluntary attendance had long been poor.

- 1871 averaged only 37 percent.
- In 1892, for the first time, education was made compulsory for children between ages six and fourteen, but the legislation was full of loopholes. Daily attendance was only 62 percent in 1900.



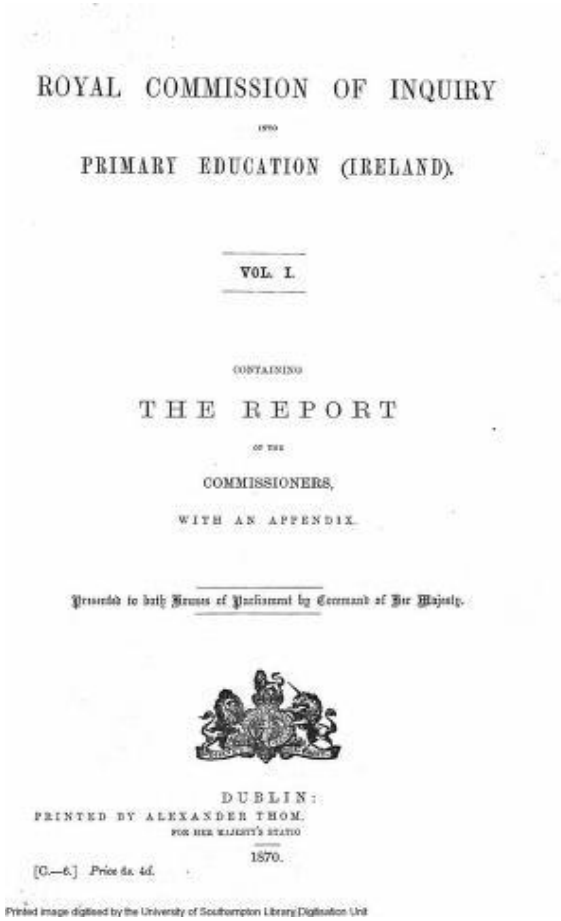
How did the system operate in Ireland?

- In 1862, the first year for which this information is available, 53.6 percent of all national schools were mixed.
- The total number of trained teachers in 1874 was 3,842; the number untrained was 6,118.
- 66% of teachers had not received formal training; only 27% of Catholics were trained, compared with 52% of Protestants.
- 1883: as a result of church pressure, denominational teacher training colleges were sanctioned.



1870: Royal Commission of Inquiry into Primary Education (Powis Commission)

- Followed English and Scottish commissions in recommending payment by results in order to improve standards
- The payment-by-results policy was introduced in 1872



ROYAL COMMISSION OF INQUIRY

1870

PRIMARY EDUCATION (IRELAND).

VOL. I.

CONTAINING

THE REPORT

OF THE

COMMISSIONERS,

WITH AN APPENDIX.

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

DUBLIN:

PRINTED BY ALEXANDER THOM,

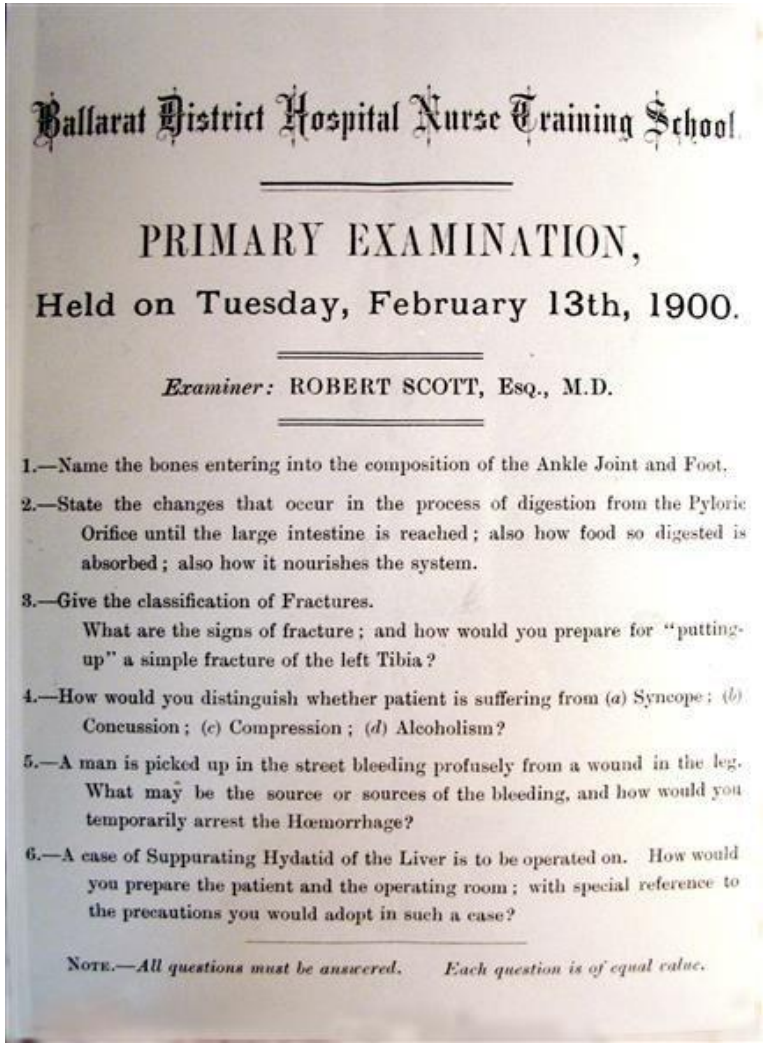
FOR HER MAJESTY'S STATIO

1870.

[C.—6.] Price 6s. 4d.

Payments by Results system: positives

- Helped the removal of illiteracy in English.
- 1851: 47% of those aged 5 years old and older could neither read nor write in English
- 1871: the corresponding figure was 33%
- 1901: it was 14%.



Ballarat District Hospital Nurse Training School.

PRIMARY EXAMINATION,

Held on Tuesday, February 13th, 1900.

Examiner: ROBERT SCOTT, Esq., M.D.

1.—Name the bones entering into the composition of the Ankle Joint and Foot.

2.—State the changes that occur in the process of digestion from the Pyloric Orifice until the large intestine is reached; also how food so digested is absorbed; also how it nourishes the system.

3.—Give the classification of Fractures.
What are the signs of fracture; and how would you prepare for "putting-up" a simple fracture of the left Tibia?

4.—How would you distinguish whether patient is suffering from (*a*) Syncope; (*b*) Concussion; (*c*) Compression; (*d*) Alcoholism?

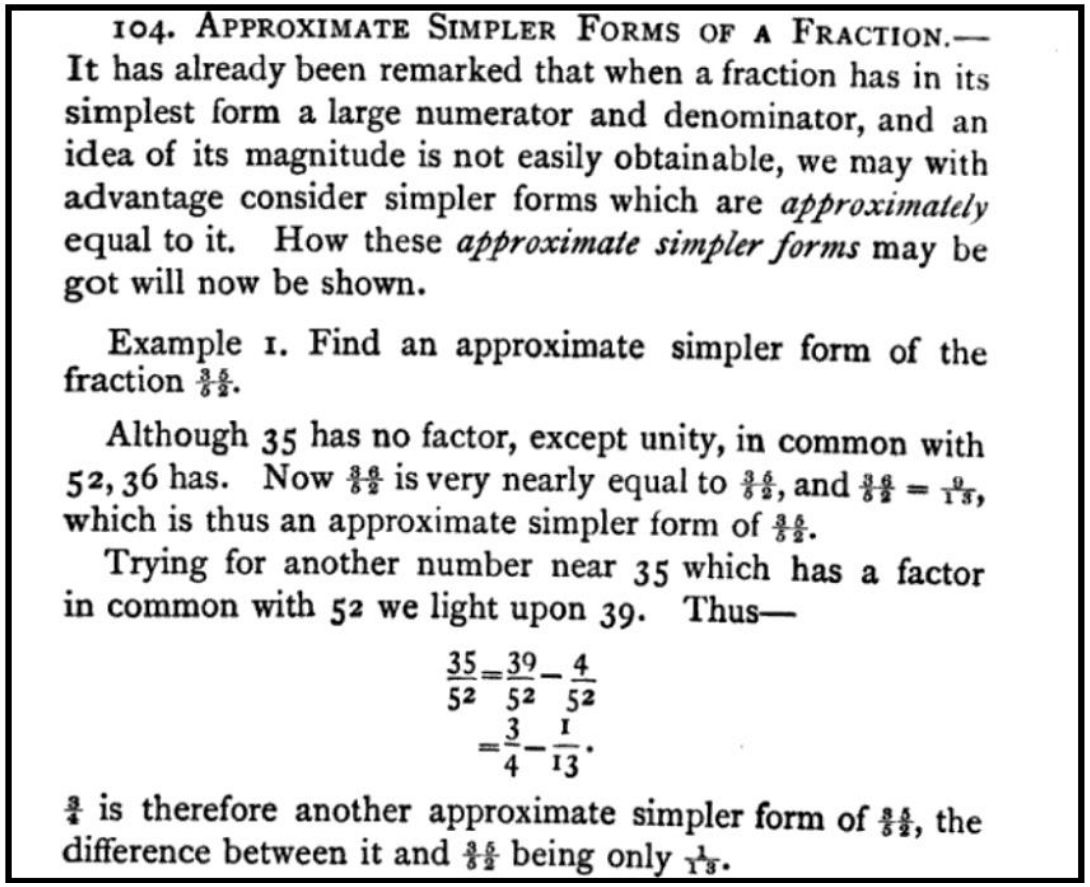
5.—A man is picked up in the street bleeding profusely from a wound in the leg. What may be the source or sources of the bleeding, and how would you temporarily arrest the Hœmorrhage?

6.—A case of Suppurating Hydatid of the Liver is to be operated on. How would you prepare the patient and the operating room; with special reference to the precautions you would adopt in such a case?

NOTE.—*All questions must be answered. Each question is of equal value.*

Payment by Results system: challenges

- Led to a narrowing of the programme to the examinable subjects with methodologies employed by teachers being didactic and mechanistic in an effort to teach towards the examination.
- The obligatory subjects were reading, writing, spelling and arithmetic for all grades, while grammar, geography, needlework for girls and agriculture for boys were added from third class onwards.
- Positive attainment in literacy and numeracy but was growing disenchantment with the system at the close of the nineteenth century.
- Additional subjects could be taught but not introduced on a wide scale. Drawing and singing were the most popular subjects taught, while the remainder of the subjects rarely featured in Irish national schools



104. APPROXIMATE SIMPLER FORMS OF A FRACTION.—It has already been remarked that when a fraction has in its simplest form a large numerator and denominator, and an idea of its magnitude is not easily obtainable, we may with advantage consider simpler forms which are *approximately* equal to it. How these *approximate simpler forms* may be got will now be shown.

Example 1. Find an approximate simpler form of the fraction $\frac{35}{52}$.

Although 35 has no factor, except unity, in common with 52, 36 has. Now $\frac{36}{52}$ is very nearly equal to $\frac{35}{52}$, and $\frac{36}{52} = \frac{9}{13}$, which is thus an approximate simpler form of $\frac{35}{52}$.

Trying for another number near 35 which has a factor in common with 52 we light upon 39. Thus—

$$\frac{35}{52} = \frac{39}{52} - \frac{4}{52}$$
$$= \frac{3}{4} - \frac{1}{13}.$$

$\frac{3}{4}$ is therefore another approximate simpler form of $\frac{35}{52}$, the difference between it and $\frac{35}{52}$ being only $\frac{1}{13}$.

Extend of diversity in subjects, 1896

Table 1. Extent to which additional subjects were being taught in national schools in 1896

Subject	No. of schools (%)
Kindergarten	364 (4%)
Handicraft	15 (0.2%)
Drawing	1,515 (18%)
Cookery	83 (1%)
Laundry	1 (0.1%)
Domestic Science	151 (2%)
Hygiene	28 (0.3%)
Singing	1,217 (14%)
Irish	75 (1%)

Source: Commissioners of National Education (1897), p. 32.

(Table: Thomas Walsh, 'The Revised Programme of Instruction, 1900-1922', Irish Educational Studies Vol. 26, No. 2, June 2007, pp.129.)

State of schools in 1890s

- Schools were denominational. Though this was not the original idea, most were managed by the local clergyman. It was said that ‘education was parochially organised, denominationally segregated and clerically managed’.
- There were 8,700 schools were staffed by approximately 12,000 teachers of which 55.2% of teachers remained untrained in 1896.
- One-teacher schools comprised approximately sixty per cent of schools and it was not unusual to have up to sixty pupils per class in urban areas.

Irish Education Act, 1892

- The 1892 Act said that children aged 6 to 14 had to attend 150 days of school per year.
- 1892 legislation relating to compulsory school attendance but rates rested at only 65% in 1900.
- Today, children have to attend around 200 days of school in any calendar year.

1890s: Change in the system:

1. Payment by Results system outlined its use. Resulted in narrow range of subjects being taught, little room for physical or creative development.
2. Reform in Education emphasised a greater focus on the holistic development of the child by incorporating manual and practical subjects in the school programme. This was shown in the New Education Movement
3. Churches, Commissioners of National Education and prominent Irish educationalists for a revision of the programme to incorporate more practical subjects.

Commission on Manual and Practical Instruction (1898)

- Purpose was ‘The investigation was to determine how far, and in what form, manual and practical instruction should be included in the Educational System of the Primary Schools under the Board of National Education in Ireland.’
- Comprehensive national and international investigation into the desirability of introducing more manual and practical subjects into Irish national schools
- Held 96 public meetings, interviewed 186 people and visited 119 schools in Ireland, England, Scotland, Germany, Holland, Switzerland and Denmark.

Commission’s conclusions

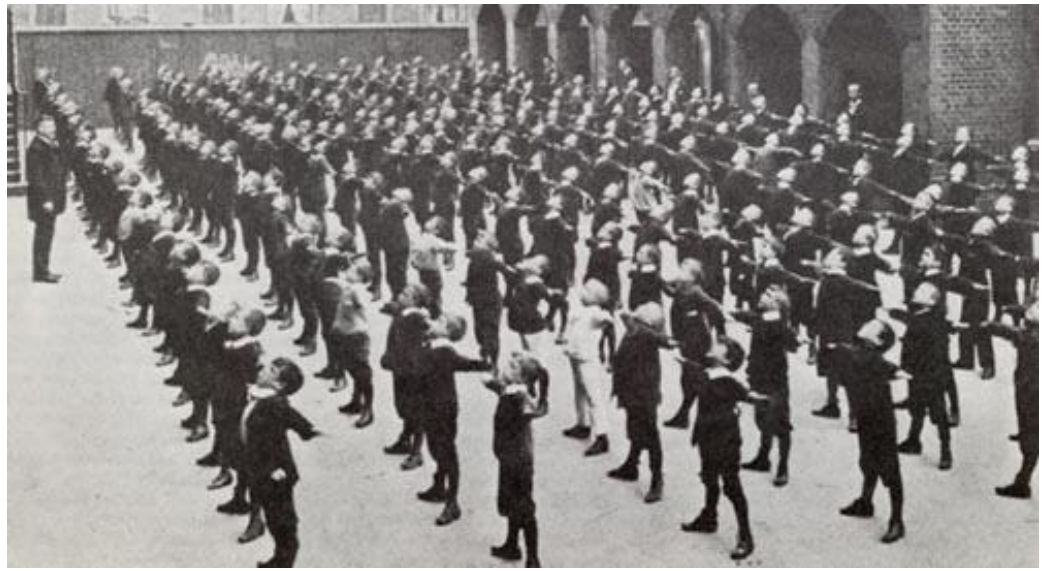
- Reported in 1898.
- The system with its literary bias, was in need of fundamental reform.
- A wider range of practical subjects were required with an emphasis on the infant classes, an alternative method of examining practical subjects other than individual examination, and that schools would become more interesting and enjoyable places.
- The final report proposed doubling the number of classes taught with the inclusion of kindergarten, educational handwork, drawing, elementary science, cookery, laundry and domestic science, singing, drill and physical exercise in the school programme.

Preparation and content of the Revised Programme of Instruction (1900)

- The Commissioners of National Education accepted the report
- The programme outlined the programme; was not prescriptive and didactic like the previous system.
- The system of Payment by Results was abolished.
- System was much more child-centred and liberal relative to its predecessor.
- It placed an emphasis on the active participation of children in learning, rather than memorisation, and proposed a wide range of subjects of a manual and practical character to redress the previous literary bias inherent in the programme.

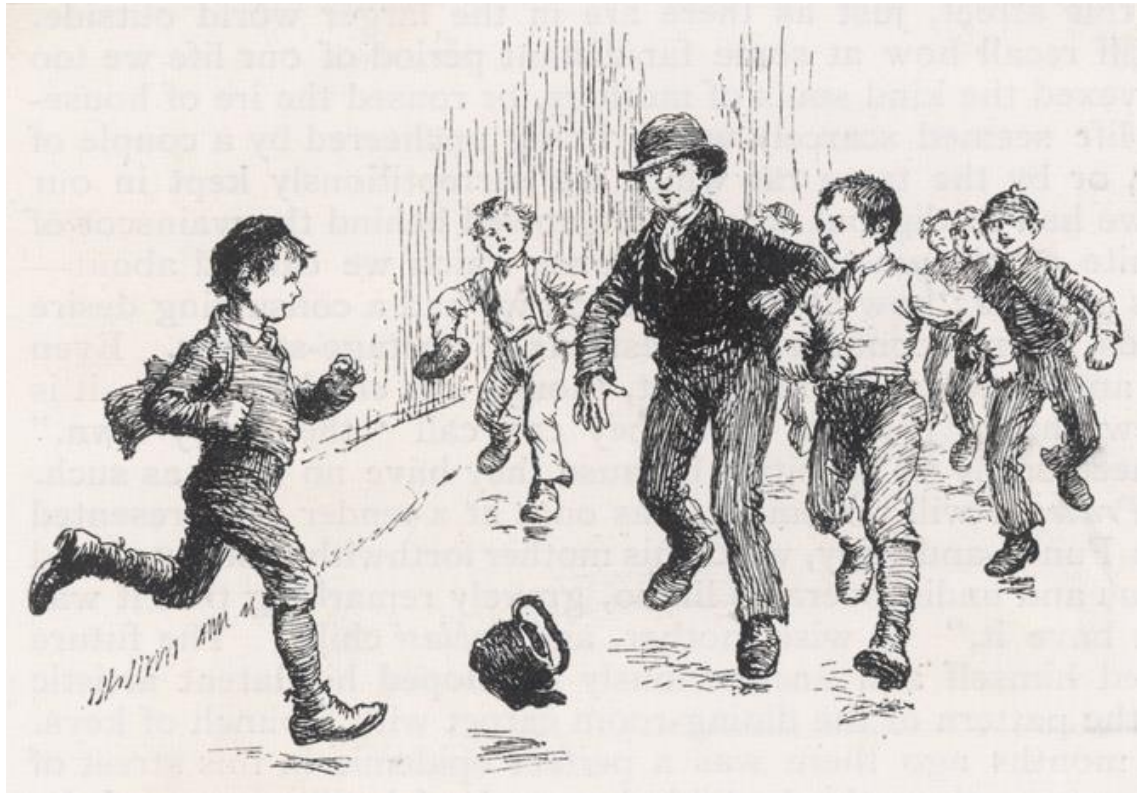
New subjects

- English and arithmetic were compulsory.
- Compulsory subjects: manual instruction, drawing, object lessons, elementary science, singing and physical drill were taught where qualified teachers were in post.
- For girls: cookery, laundry and needlework were to be taught to girls where teachers were qualified and equipment available.
- Other subjects could be taught if time/capacity allowed: Latin, French, mathematics, Irish and instrumental music.
- Compulsory subjects took 4/7 of the time; new subjects remaining 3/7.



Emphasis on practical and physical education

- Commission published a survey that that found that ‘the great mass of pupils in Irish…schools receive no training in physical education’. Only 4% of schools did ‘exercises and…games’.
- The report recommended that physical training be implemented as this would make pupils ‘alert and orderly’ and that drill and physical exercise be part of the school programme. This was especially ‘desirable in towns, where bodily training in games, garden-work and out-door occupations’ was lacking.
- The Inquiry’s rationale for this recommendation was that as ‘the great bulk of the pupils attending primary schools…will have to earn their bread by the work of their hands; it is therefore important that they should be trained, from the beginning, to use their hands with dexterity and intelligence’.



Changes to teacher training, wages and inspection

- Teachers at training colleges now learnt twenty-one optional subjects.
- Increased emphasis on the science and art of teaching, with these aspects receiving greater proportions of the marks in examinations
- These additions put great strain on the students and staff in the colleges, resulting in a highly structured timetable and continuous examinations

Challenges of retraining the teaching workforce

- However, in 1900, less than half of all teachers had any formal training; those that had were taught the core literary subjects and in the use of traditional didactic methodologies.
- Consequently, in a highly innovative move, a number of organisers were appointed to facilitate implementation in many of the new subjects that were largely unfamiliar to practising teachers.
- By 1904, approximately half of all practising teachers had attended training in singing, while two-fifths had been trained in needlework, cookery and laundry, manual instruction and elementary science.

Teachers' salaries

- Teachers no longer taught by exam results but by an inspector's report.
- Teachers classified into three grades, with a quota on the number in each grade and a fixed minimum and maximum salary.
- Therefore, promotion, regardless of ability, rested on the availability of a space in the next grade.

Implementation of the Revised Programme of Instruction

	1899	1900	1901	1902	1903	1904
Vocal music	1,475	3,963	6,032	6,439	6,550	6,683
Instrumental music	180	31	324	333	358	306
Drawing	2,146	5,942	8,349	8,532	8,601	8,614
Kindergarten and manual instruction	448	1,293	1,954	2,656	2,165	2,138
Cookery	125	263	409	631	727	362
French	89	24	188	179	193	205
Irish	105	88	1,198	1,586	2,018	1,983
Latin	28	6	74	81	109	101
Object lessons	–	*	7,673	8,189	8,281	8,392
Elementary science	–	*	1,745	2,623	2,499	2,217
Needlework	**	1,700***	5,851	5,985	6,140	6,207

Source: Commissioners of National Education (1905), p. 53.
*3,096 schools undertook object lessons and elementary science in 1900.
**No return, 172,337 pupils examined.
***Revised Programme of Needlework.

(Table: Thomas Walsh, 'The Revised Programme of Instruction, 1900-1922', *Irish Educational Studies* Vol. 26, No. 2, June 2007)

New system improved education

- Evidence from the inspector's reports, the Dale report, the Dill Inquiry and other contemporary commentators point to improved education for children after 1900.
- Why?
  - Better atmosphere for learning
  - A greater variety of subjects being studied
  - Improved methods for the teaching of subjects
  - But: a deterioration in the standards of some of the traditional subjects, most notably arithmetic, grammar and geography.

1904 Dale Review

- Review of system by English inspector, Mr F. H. Dale
- Stated that in general the standards achieved were lower in Irish schools than other parts of UK. Due to:
  - The poor condition of schools
  - The proliferation of small schools
  - The low attendance rates and the lack of public interest in education.
- System in place up until Partition in 1921.

Irish language added to the 1904 Dale Review

- From 1879 it became possible to teach Irish in national schools, though only outside school hours.
- 1904: Irish, for the first time, became the main medium of instruction in national schools in Irish-speaking areas.
- Change came about from a campaign by Gaelic League.

Successes of the 1900 Revised Programme of Instruction

[According to Thomas Walsh, 'The Revised Programme of Instruction, 1900-1922', *Irish Educational Studies* Vol. 26, No. 2, June 2007]

- Broke the old Payment by Results system of mechanical and narrow academic education.
- Range of subjects offered to pupils in national schools was greatly extended and enhanced, adding practical and creative subjects.
- The status and profile of infant education also increased greatly in this period
- Change in the philosophy of education. Child centred heuristic methods of teaching made education enjoyable and discovery-oriented in nature and more pleasant.

Shortcomings of the 1900 Revised Programme of Instruction

[According to Thomas Walsh, 'The Revised Programme of Instruction, 1900-1922', *Irish Educational Studies* Vol. 26, No. 2, June 2007]

1. Schools lacked physical space for equipment and additional classes.
2. Provisions where probably unrealistic as 60% schools were single teacher establishments. Many of the old teaching styles and academic focus remain as there was no systematic framework to train all teachers in the new subjects and methods.
3. The radical nature of the proposed changes also impacted upon success as it did not take into account the reality of the Irish educational context at this time, nor of the religious, socio-economic or cultural complexities of the Irish situation.
4. The proposed level of funding envisaged by the Commissioners never fully materialised; new subjects could not be taught as the equipment, space and resources did not exist. Other priorities – Boer War, naval expansion, etc meant money did not follow the reforms.

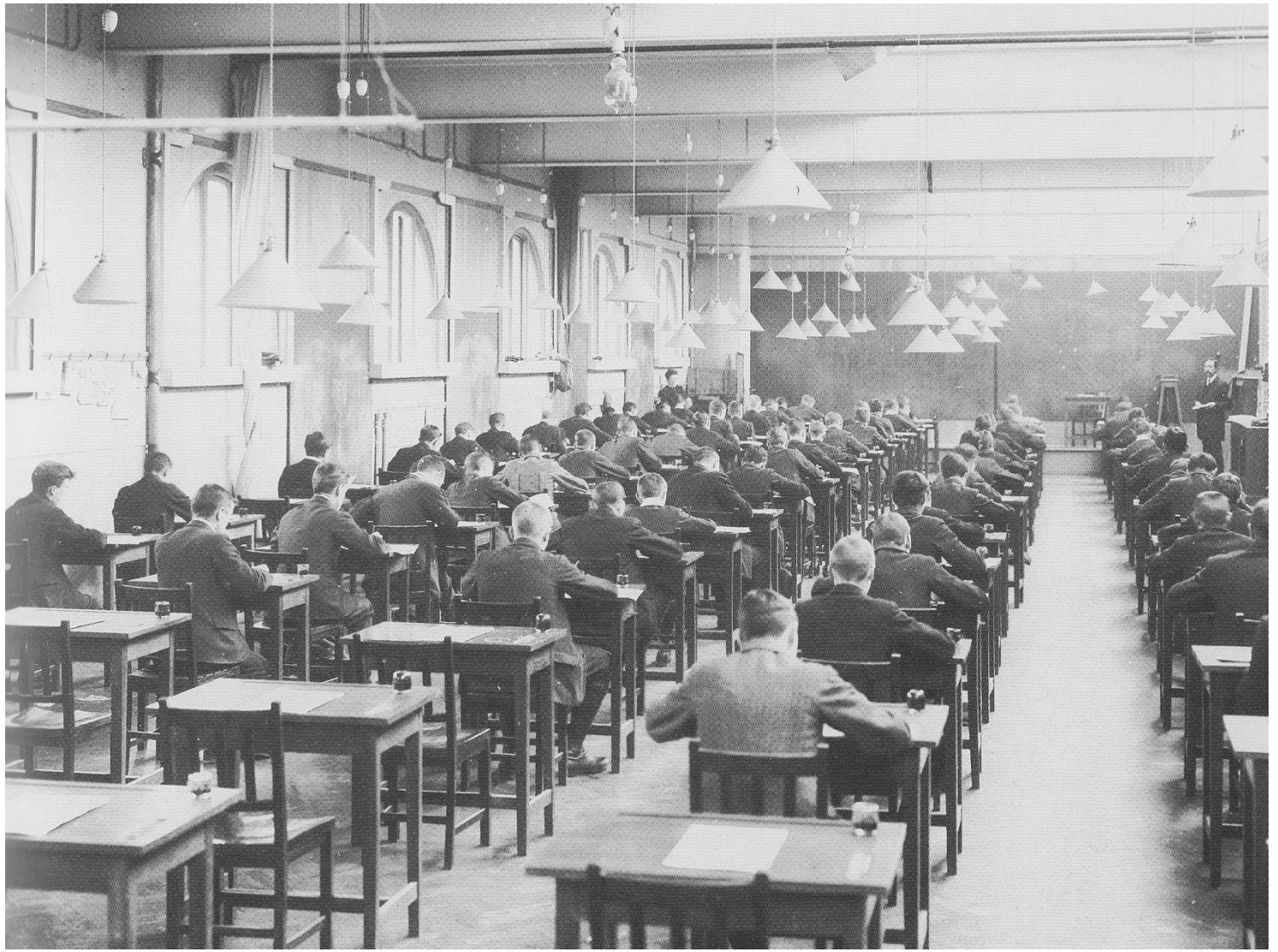
Rise of technical education

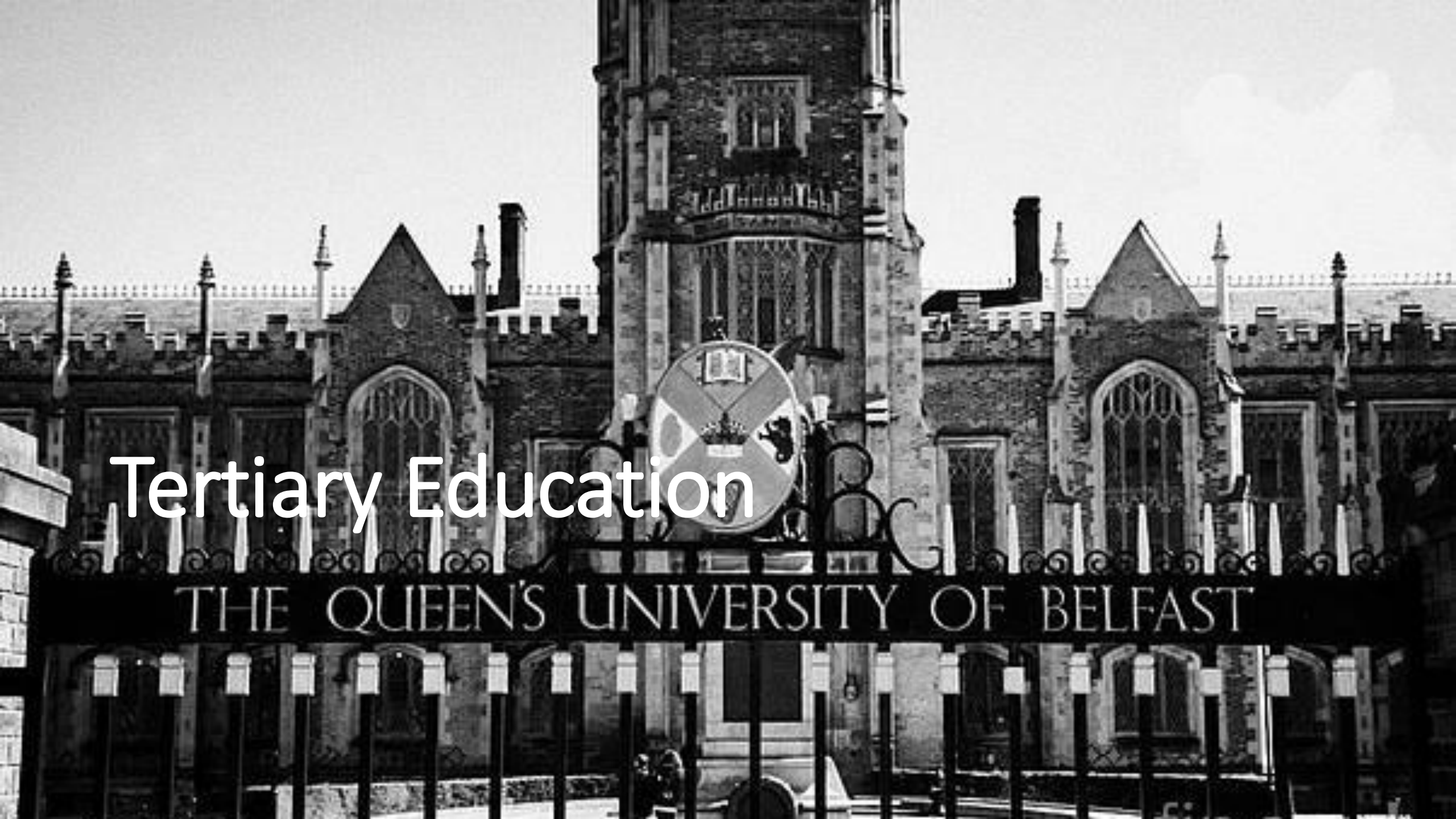
- Municipal Technical Institute in September 1906.
- Teach industry focused courses on providing skills for industry and emerging industries (e.g. automotive, chemical)

Cookery classes, Municipal Tech

Sign writing class, 1910

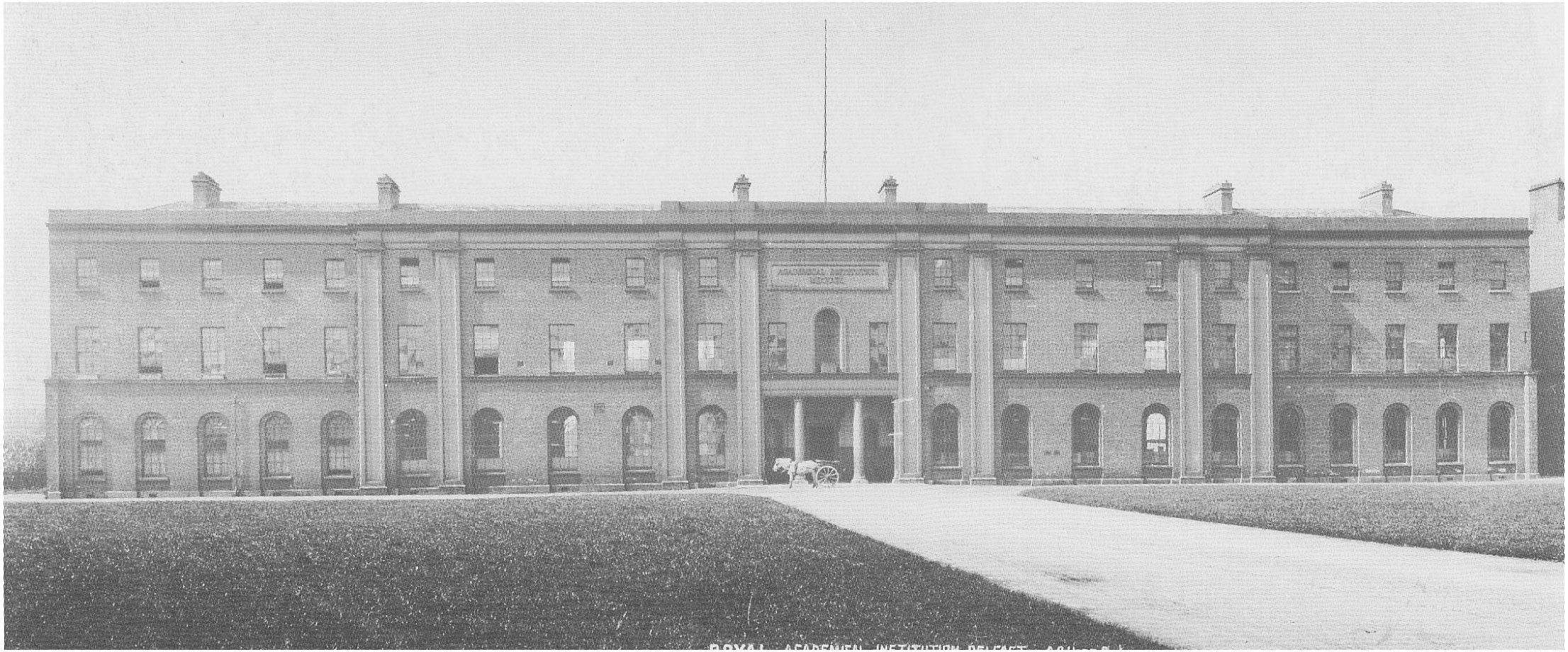
Exam at the tech





Tertiary Education

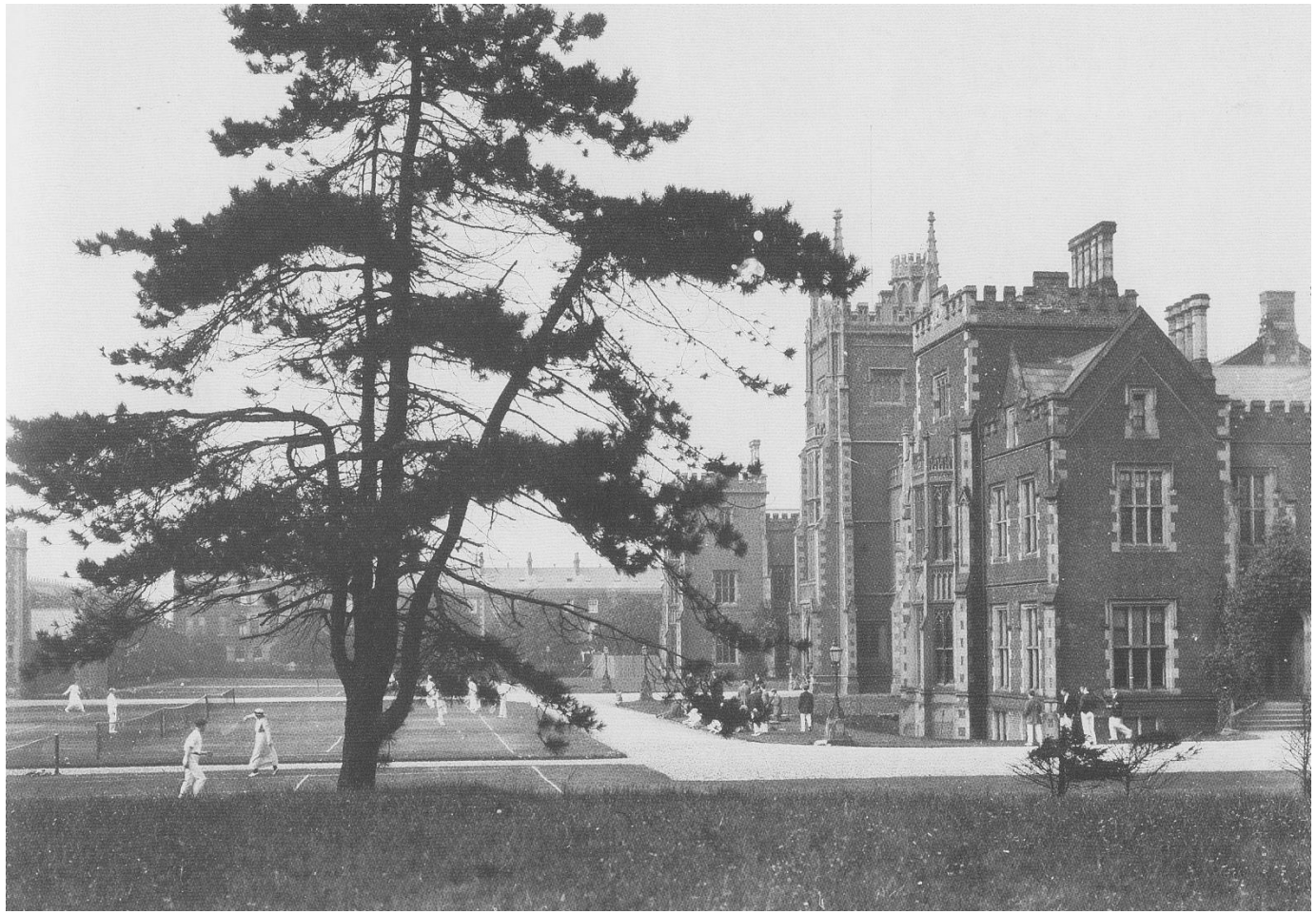
Belfast’s tertiary education provider



Queen’s University

- Queen’s University Belfast was founded by Royal Charter in 1845.
- Until 1849, when QUB was opened, Inst pioneered Belfast's first programme of collegiate education, teaching the equivalent to a degree of the Scottish Universities.
- QUB was founded by Queen Victoria as the Queen's University in Ireland
- It was designed to be a non-denominational alternative to Trinity College Dublin which was controlled by the Anglican Church.
- The University was made up of three Queen's Colleges - in Cork, Galway and Belfast.
- University had their own MP until 1950.

QUB, 1914



QUB staff and students, 1880s

Student Unions bazaar, Queen's College, 1894

QUB’s later history

- The first intake to Queen's was just 90 students.
- In 1909 there were around 600 students, mostly drawn from the historic nine counties of Ulster.
- The Irish Universities Act, 1908 dissolved the Royal University of Ireland, which had replaced the Queen's University of Ireland in 1879, and created two separate universities: the current National University of Ireland and Queen's University of Belfast.

Union Theological College

- Founded in 1853 as the theological college for the Presbyterian Church in Ireland
- There was a large influx of students in the wake of the 1859 Revival and the south wing with its dining hall and student accommodation was added in 1869.
- Granted a Royal Charter in 1881 to confer postgraduate academic degrees.

Institutions in Belfast

Private schools

Belfast Royal Academy

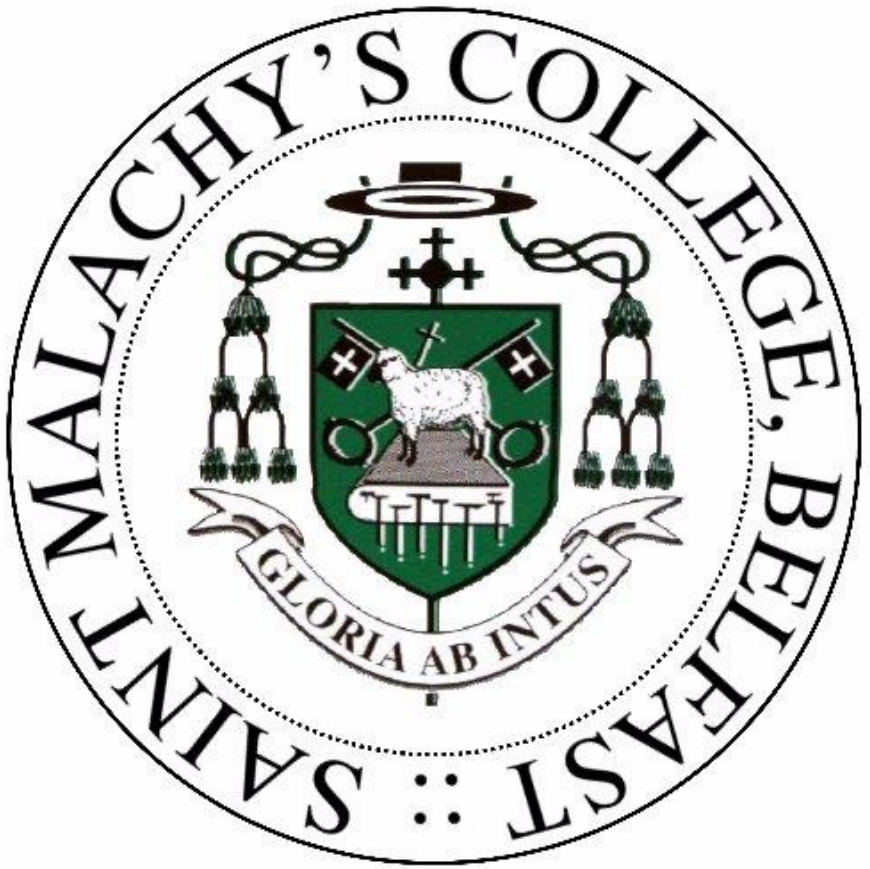
- Founded 1785 as Belfast Academy, an educational school for Presbyterian boys.
- On 12 April 1792, a group of schoolboys barricaded themselves in the mathematics classroom. In doing so they "declared war against the masters until their requests should be granted". As they expected to be holed up for some time, they had taken a quantity of provisions from the Academy kitchens; further they managed to arm themselves with 5 pistols and a large quantity of gunpowder and shot.
- The Academy authorities, in an attempt to break the siege, sent workmen to break down the door and pour water down the chimney, without success, as the boys opened fire on them.
- Finally the Sovereign of Belfast, William Bristow, was summoned, he read the Riot Act to the boys but failed to end the barring out, and one of the boys opened fire on him.
- The siege ended by negotiation between the governors and the boys soon after; the boys, however, refused to show remorse and were later beaten, all leaving the school shortly following their punishment.
- Queen Victoria granted permission for the school to style itself Belfast Royal Academy, and its name was officially changed in November 1888

Royal Belfast Academical Institution

- Founded in 1814.
- Dr. William Drennan said the main purpose of Inst, which was to ‘diffuse useful knowledge, particularly among the middling orders of society, as one of the necessities rather than of the luxuries of life; not to have a good education only the portion of the rich and the noble, but as a patrimony of the whole people’.
- Until 1849, when QUB was opened, Inst pioneered Belfast's first programme of collegiate education, teaching the equivalent to a degree of the Scottish Universities. It was instrumental in teaching presbyterian ministers and was embroiled in the Arian controversy in the early 19th century.
- 2nd half of 19th century, 2-300 boys attended; parents paid for courses their sons took.
- From 1902 until today, Inst has been a day school only.

St Malachy's College

- Founded by Bishop William Crolly, opened on the feast of Saint Malachy, 3 November 1833.
- Founded on same site as Vicinage Farm was owned by Thomas McCabe (United Irishmen), a watchmaker by trade, a strong liberal voice and advocate of Catholic Emancipation who was also a founder member of the Society of United Irishmen.



Victoria College

- Founded by Mrs Margaret Byers (1832–1912) in 1859.
- Established in Wellington Place and was first known as The Ladies' Collegiate School Belfast.
- Moved to the Malone Road in 1913

Methodist College Belfast

- Locally known as Methody, was founded in 1865 by the Methodist Church in Ireland as a school specifically for the education of sons of Methodist ministers.
- The school originally had a dual foundation as a school and a theological college.
- While day classes had been provided for girls for the early years, there was no provision for the daughters of ministers to board as the boys could. Purpose built residence built in 1891.
- In 1901, science in school expanded to two purpose built lecture rooms.

Christian Brothers' schools

- Order founded by Edmund Rice.
- Rice was (1762-1844), was a Catholic missionary and educationalist. He was the founder of two religious institutes of religious brothers: the Congregation of Christian Brothers and the Presentation Brothers.
- The Brothers had been invited by Patrick Dorrian, Bishop of Down and Connor, to educate the working class children of Belfast in 1860s.
- Original school founded in Divis Street by the Irish Christian Brothers in 1866
- In 1868 the Bishop asked the Brothers to open a second school, St. Patrick's, Donegall Street.
- In 1874 further expansion took place with the opening of the Oxford Street School.
- Schools provided primary and secondary education.
- One of the schools if now St. Mary's Christian Brothers' Grammar School in Glen Road.

Campbell College Belfast

- Founded in 1894 as a day and boarding boys private fee paying school.
- Aimed to deliver a ‘superior Protestant liberal education’.

CAMPBELL
COLLEGE

Est 1894
BELFAST

Belfast Technical Institute, College Sq

National schools

Purpose of National Schools

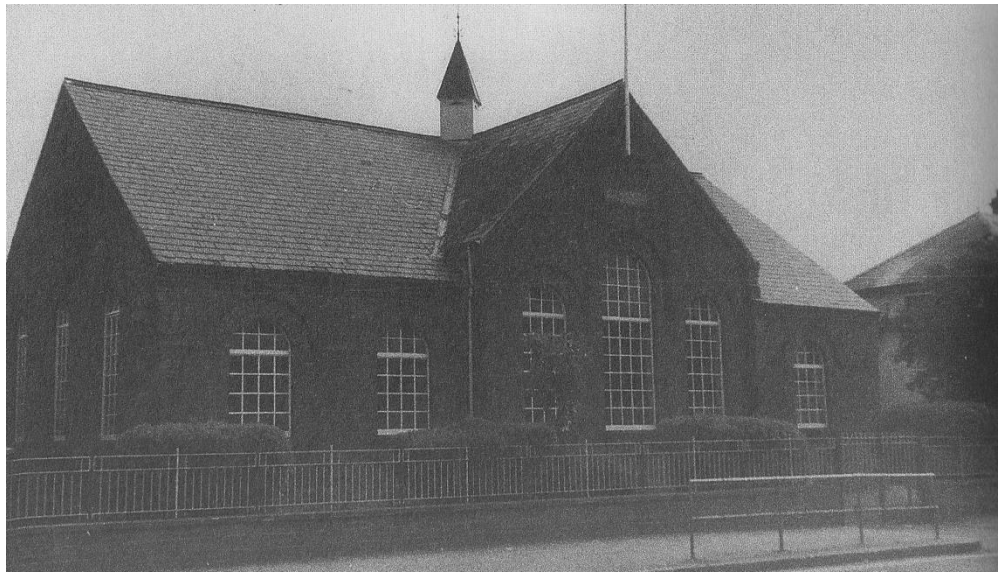
- At National Schools, educational authorities believed pupils should be trained to be better citizens and be trained for the jobs that they would be expected to do as adults.
- The Inspectors of schools in 1910 wrote that: ‘The chief aims of all primary education (is)…the formation of character, the training in good habits, and the development of intelligence.’
- Education authorities also thought to teach children where they stood in society. The Commissioners who inspected the schools thought that it was of the ‘very highest importance to school discipline’ to teach ‘punctuality, deportment, politeness, and good manners’.

“BIG BOGEY” IN IRELAND.

Cardinal C-ll-n. “HUBBABOO, ME DARLINTS! GO BACK, GO BACK! YE MUSTN’T BE ‘IN THE LIONS’ DEN’ WID THE LIKES O’ THIM WICKED ‘SWADDLERS,’ ANYHOW! AN’ YOU DO, I’LL ANATHEMATISE YE, &c. &c.”

National Schools in operation in 1838

- Donegall Street recorded to have 438 males attending.
- Shank Hill or Belfast recorded with 36 males attending.
- Upper Falls recorded with 49 males and 31 females.
- Upper Falls schools in 1837 reported having 66 pupils and one teacher.
- School recorded in Belfast workhouse in 1841.



Malone Primary School, Balmoral Road

Numbers and size

- In 1912, 56,321 pupils attended 388 schools in Belfast.
- Children could be as young as 3 when they started school and often left to work in the factories and mills before reaching ‘Standard IV’, the academic level expected for children aged 11 to 12.

Punishment and discipline

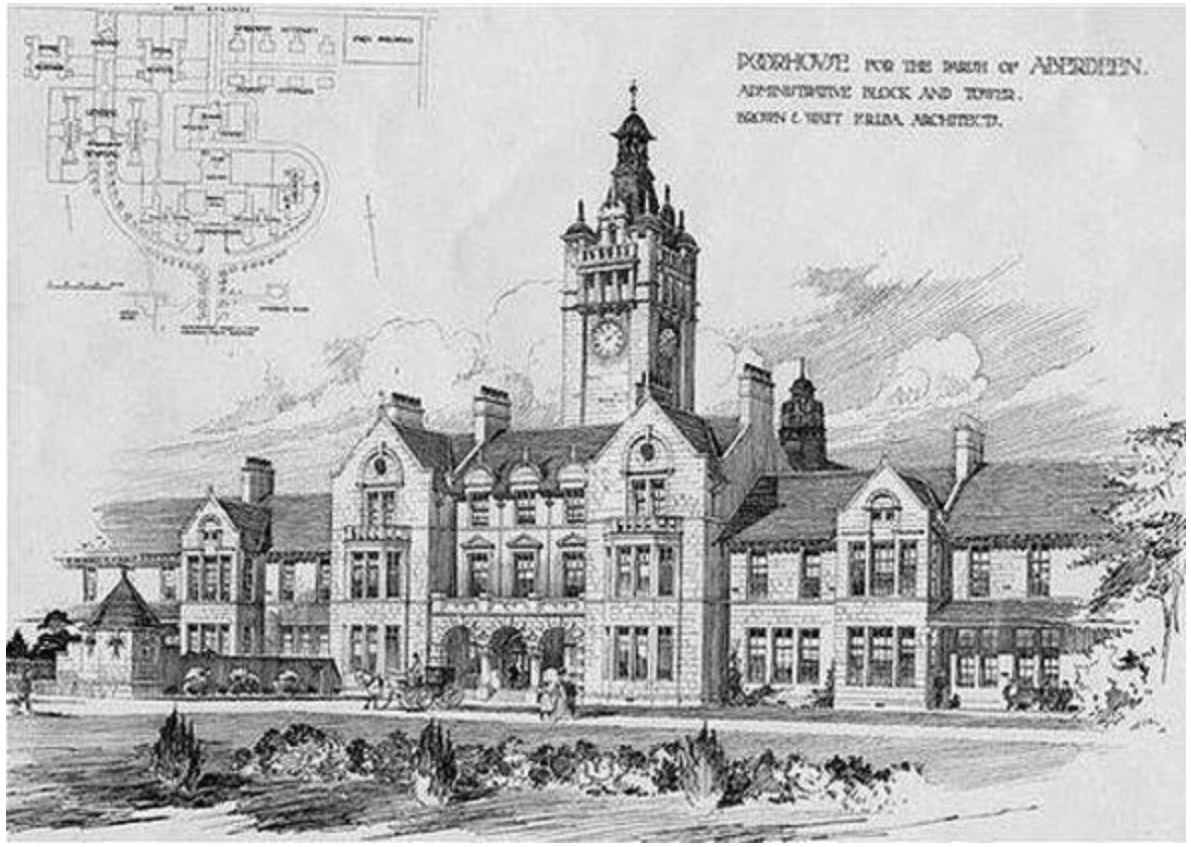
Commissioners believed that:

In connection with physical exercise the Commissioners attach the very highest importance to school discipline, punctuality, deportment, politeness, and good manners. In every Standard the Teacher should insist on immediate and cheerful obedience to direction, respect for superiors, gentle and orderly deportment, politeness in addressing any person or in replying to a question, and the avoidance of boorishness…on all occasions. In these respects the Teacher can instruct more by example than by lecture; but no opportunity should be lost of impressing on the children that the exercise of politeness, good manners, and respect for elders and superiors, is not a sacrifice or independence, as it is sometimes thought to be by the ill-mannered. It should also be explained to the children that success in life largely depends on politeness and good manners, and that natural gifts or educational attainments lose a great deal of their value and most of their charm if coupled with rudeness or incivility.

Reformatories and industrial schools

Punishments for juveniles – training establishments

- March 1869: A little girl named Jane Rice was sentenced to fourteen days imprisonment and to five years in the **Monaghan Roman Catholic Reformatory** for having stolen and illegally pawned a handkerchief, the property of a man named Tait.
- April 1880, John Gaynor, aged about 12, was charged with being disorderly in Arthur Street. He had seven previous convictions and was sent to the **Roman Catholic Industrial School**.
- June 1881: James Magill, aged 10, who appeared semi-naked in the dock, was charged with stealing a watch, property of Elizabeth Yates, of Corporation Street. He was gaoled for 14 days and sent to the **Malone Protestant Reformatory** for 5 years.



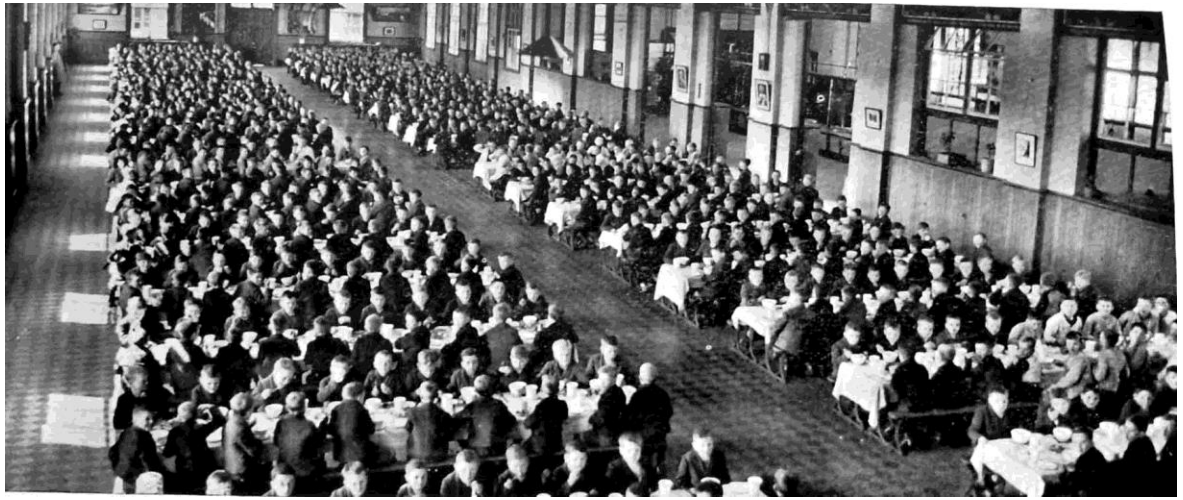
Oldmill Reformatory School for boys, Aberdeen

Industrial schools and reformatories

- To prevent proselytism or changes in the religion of a child committed, Catholic and Protestant children were sent to separate schools.
- Children sent to Industrial schools were destitute and those sent to Reformatories were juvenile offenders.
- Reformatories had an element of punishment, security and detention in their regime.

Industrial schools – inception and purpose

- Under the Industrial Schools Act 1868 to care for "neglected, orphaned and abandoned" children could be sent to a residential school.
- Industrial schools had two main objects, to instil in the children the habit of working and to develop the latent potential of the destitute child.
- They were intended to help those children who were destitute but who had not as yet committed any serious crime.
- The timetable was quite a strict one, the children rose at 6.00am and went to bed at 7.00pm.
- During the day there were set times for schooling, learning trades, housework, religion in the form of family worship, meal times and there was also a short time for play three times a day.
- The boys learned trades such as gardening, tailoring and shoemaking; the girls learned knitting, sewing, housework and washing.



Balmoral Industrial School, Home, West End (now Musgrave Park)

- BIS set up in 1897, took over from Belfast's Fox Lodge.
- Certified for 350 boys
- Boys leaving the school would attend the Balmoral Working Boy's Home, established in 1899, as a half way house between institutional and independent life.

Boot making class at Balmoral Industrial School, 1910

Nazareth House and Nazareth Lodge

- Opened in 1899 by the Sisters of Nazareth
- Room for 700 boys (1920)
- 1902 certified as an Industrial School.
- Inspection 1912 found the establishment there were 66 ‘committed inmates’, 135 voluntary inmates, 8 out on licence and 1 absconder.
- Staff were 10 sisters, 2 lay teachers and 5 domestic servants.

Nazareth House

Reformatories – purpose and inception

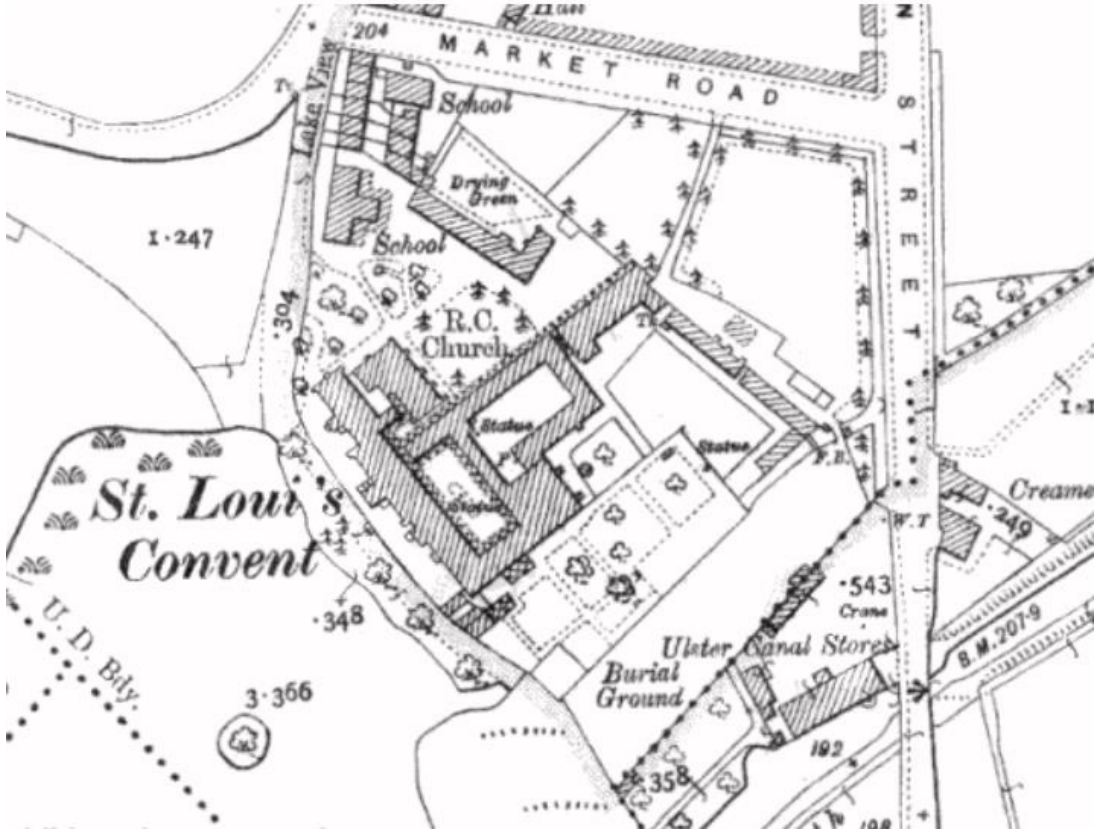
- Set up under the 1854 Youthful Offenders Act (the Reformatory Schools Act).
- Provide care for those who had been involved in criminal or anti-social behaviour.
- Aimed to teach manual trades to inmates such as agriculture, building or weaving.

Malone Protestant Reformatory

- Opened March 1860, Lisburn Road with accommodation for 60 inmates.
- 1866: nearly 40 acres of land attached. Boys instructed in agriculture, shoemaking, tailoring and sack-making.
- Boys could receive a visit once every 2 months. Only ‘first class boys’ were allowed to go out with a pass as messengers.
- 1911 inspection: 117 cases, 13 staff.

Spark's Lake Reformatory, Monaghan

- Opened June 1859; room for 60 inmates.
- An inspection report 1870 said that it all the most corrupt and refractory girls in other institutions. Mrs Beale was said to have succeeded in thoroughly reforming girls who had been considered incorrigible but were now well conducted and held responsible positions in life.
- Girls taught needlework, shirt making, dress making. They made lace and understood embroidery.
- Girls worked in the bakehouse, cooked for the Sisters and nearby convent school.
- 1880, average number of inmates was 65.
- It was closed in 1903.



Working boys homes

- Half way house between the reformatory/industrial school and society.
- Boys would stay there until they were settled in an apprenticeship or aged 18.
- Routines and regimes generally remained strict and restrictive.

The Working Boys Home, 27-29 May Street, 10 November 1909

Life at schools

National Schools

National School, Ulster Folk Park

School interior, Ulster Folk Park

Years of Victorian/Edwardian schools

- First Standard, 3 to 9 years
- Second Standard, 9 to 10 years
- Third Standard, 10 to 11 years
- Fourth Standard, 11 to 12 years
- Fifth Standard, 12 to 13 years
- Sixth Standard, 13 years and above

Subjects in the Edwardian period

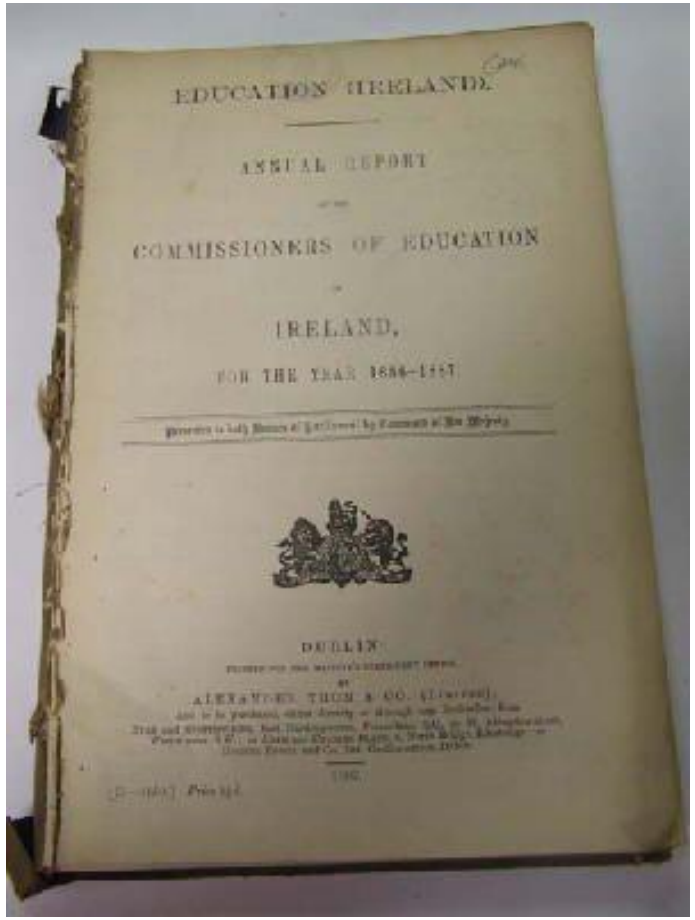
- Aged 3 to 14, boys and girls: the ordinary subjects were School subjects were: English, Arithmetic, Kindergarten and Manual Instruction (teaching of children around aged 3 to 5)
- Drawing, Elementary Science, Singing, School Discipline and Physical Drill (marching).
- Other subjects such as Irish, French, Latin, Mathematics, and Instrumental Music, could be taught in National Schools but only if they did not interfere with the other subjects listed above.
- Girls additional did cookery, laundry work and needlework.
- Boys did woodwork

Inspectors' reports

The Commissioners of Education in Ireland were the statutory agency that administered the state funded education system of National Schools, education policy and curriculum and carried out school inspections to maintain standards.

Between 1831 and 1918, inspectors from the Commissioners carried out visits to Belfast National Schools and the reports they compiled provide an insight into the health of National School students and the measures taken to protect their health.

The insights into National Schools based on those reports


EDUCATION IRELAND.

ANNUAL REPORT

OF THE

COMMISSIONERS OF EDUCATION

IN

IRELAND,

FOR THE YEAR 1856-1857.

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

DUBLIN:

PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,

BY

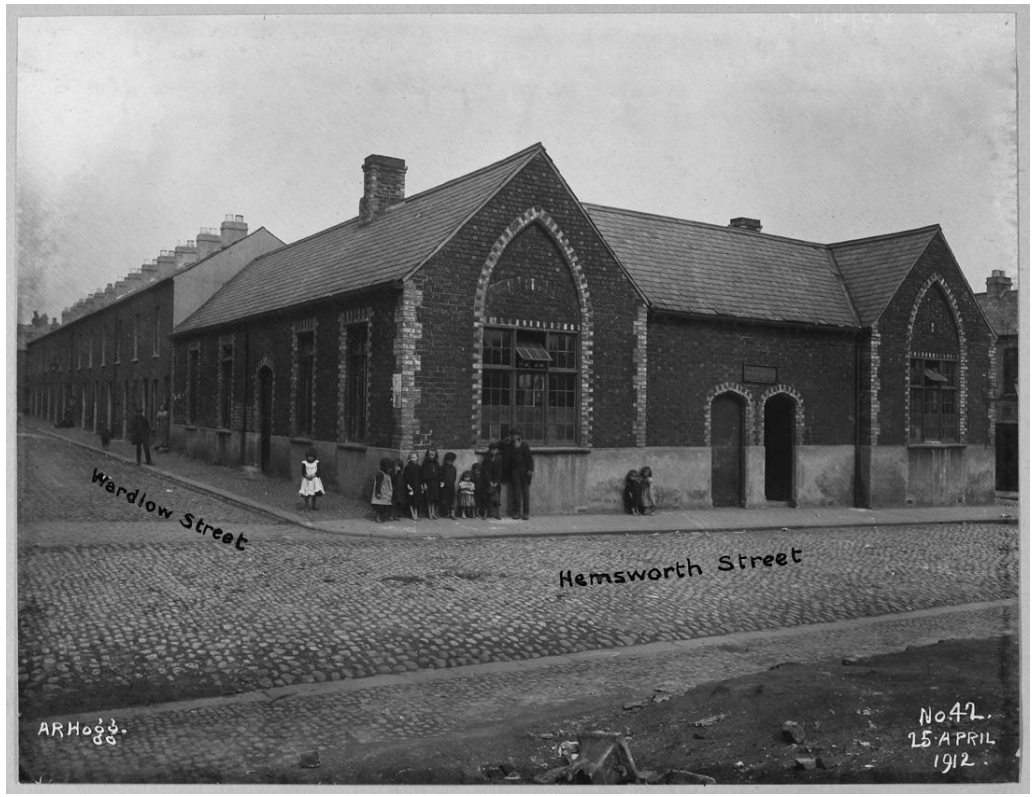
ALEXANDER THOM & CO. (LIMITED),

AND TO BE PURCHASED, EITHER DIRECTLY OR THROUGH ANY BOOKSELLER FROM

Price [illegible]

Mr McCallum's 1877 Report

- Schools in area covered by 44 day schools in south of city had places for 11,560 pupils. Average attendance was 8,579 (74%).
- The Inspector Mr McCallm found 'I have little reason to complain, however, of the houses in my district - they are, for the most part, suitable, substantial buildings, well heated' well lighted, well ventilated, and fitted up with all the appliances necessary for imparting instruction.'



Hemsworth Street National School

How did children perform in subjects

- Reading. —In a town like Belfast where there is much mental activity except, perhaps, among the very poor, among the very poor, almost all the children have access at home to books more interesting, and to them more intelligible than those presented in the school course…'
- Writing. —The proficiency table shows that a large per-centage of passes has been obtained in this branch but it does not show what is nevertheless true that the general character of the penmanship in the majority of the schools is not satisfactory…'
- Arithmetic. —The returns in arithmetic show that the teachers are able to get the classes well through the standards, except perhaps in the ease of the fourth class, where the number of failures is considerably above the average.
- Gigography, as at present taught, is little more than an exercise of memory and a trial of dexterity—of remembering names and finding places on the map.

Barrack Street, National School, 1913

His conclusion…

On the whole the prospects of primary education in this district are . hopeful and encouraging with the one drawback that I have mentioned already—the withdrawal from school at a comparatively early age of large numbers of the children of the poorer classes. The parts outside the town of Belfast are well supplied with suitable school-houses, and instruction is imparted by capable teachers.

- Appendix to the Forty Fourth *Report of the Commissioners National Education in Ireland (For the Year 1877)* (Dublin: HMSO, 1879), p.106.

Pupils at McQuiston National School, 1902

Mr J.P. Dalton's 1894 report

- Covered 131 schools in north Belfast.
- Sixtieth Report of the Commissioners National Education in Ireland (For the Year 1894) (Dublin: HMSO, 1879), pp.142-143.

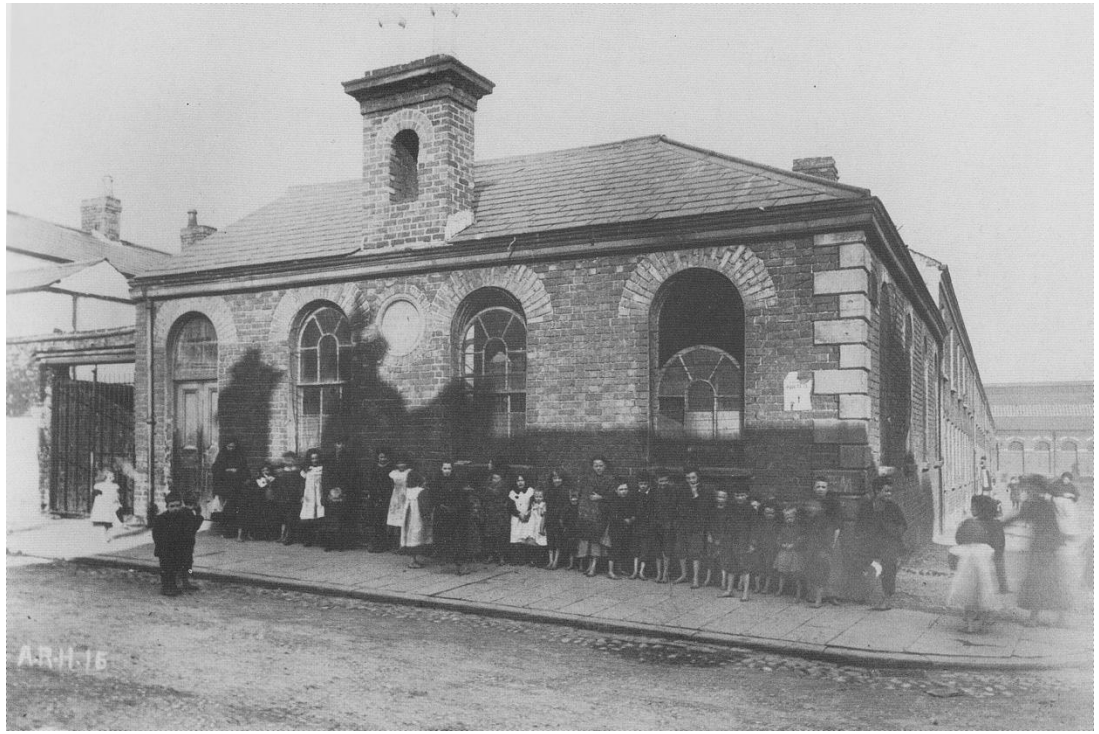
Classification of 116 urban schools according to—

Official designation.		Special character of attendance.	
Ordinary Schools,	109	Infant Schools,	20
Convent Schools,	6	Half-time Schools,	33
Poor Law Union Schools,	1	Schools of the usual class,	63

Half time children taught together…

‘A brief acquaintance with this description of schools suffices to make it clear that half-time pupils can be properly instructed only when kept by themselves They cannot be mixed with ordinary pupils without injury to the interests of the whole school, and of both sections of it. When the school is composed of half-timers, the lessons which one division of a class receives to-day will serve for the other division to- morrow ; all can be led forward together in an even line, and none be left behind…’

- *Sixtieth Report of the Commissioners National Education in Ireland (For the Year 1894)* (Dublin: HMSO, 1879), p.144.



Conway National School, Falls Road, 1902

On the other hand…

‘where half-time pupils are isolated and placed under kindly and attentive teachers, they make as good progress in learning and conduct as any other scholars. Among the very best Belfast schools of this district I would include five or six that are attended — principally by mill-working children.’

- *Sixtieth Report of the Commissioners National Education in Ireland (For the Year 1894)* (Dublin: HMSO, 1879), p.145.

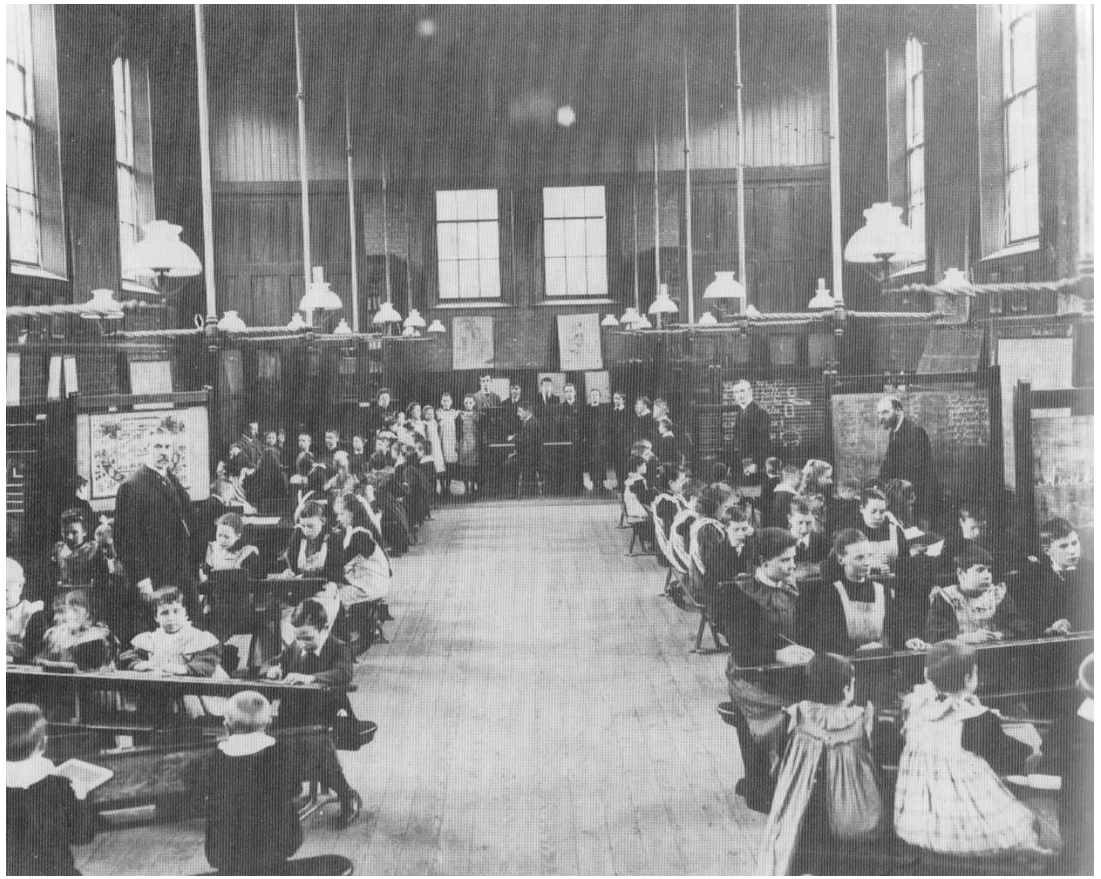
Pupils at McQuiston National School, 1902

Discipline and order

At both my examinations of one of these schools, I was able to report on the discipline and efficiency pupils in as high terms of commendation as perhaps it has ever been in my power to employ. I transcribe an extract from one of my minutes of observations. “ I may say ” of the pupils—“ that their refinement of manner, their enthusiasm towards their studies, and the intelligence and exactness of their knowledge are rarely to be met with even in schools most favourably circumstanced as regards the class of children who compose their attendance.”

On the same occasion I had to pass some remarks of quite a different character on the order and tone of the adjoining male department. It would be unjust to describe these children as “bad material” a phrase with which Inspectors are painfully familiar. Of course they of require more than ordinary care to correct the ill-formed habits which children they will necessarily have acquired. But with sympathetic handling they are thoroughly amenable to discipline, and the extreme regularity of their attendance is a great help to their advancement.

Sixtieth Report of the Commissioners National Education in Ireland (For the Year 1894) (Dublin: HMSO, 1879), p.145.



School class, date unknown

How good were the schools?

'In estimating the standard of proficiency for each Results report, I invariably calculate the per-centage of pass marks assigned in obligatory subjects to all the pupils presented ; and to fix the position of the school in the grade of efficiency, I adopt the following scale as a general guide…'

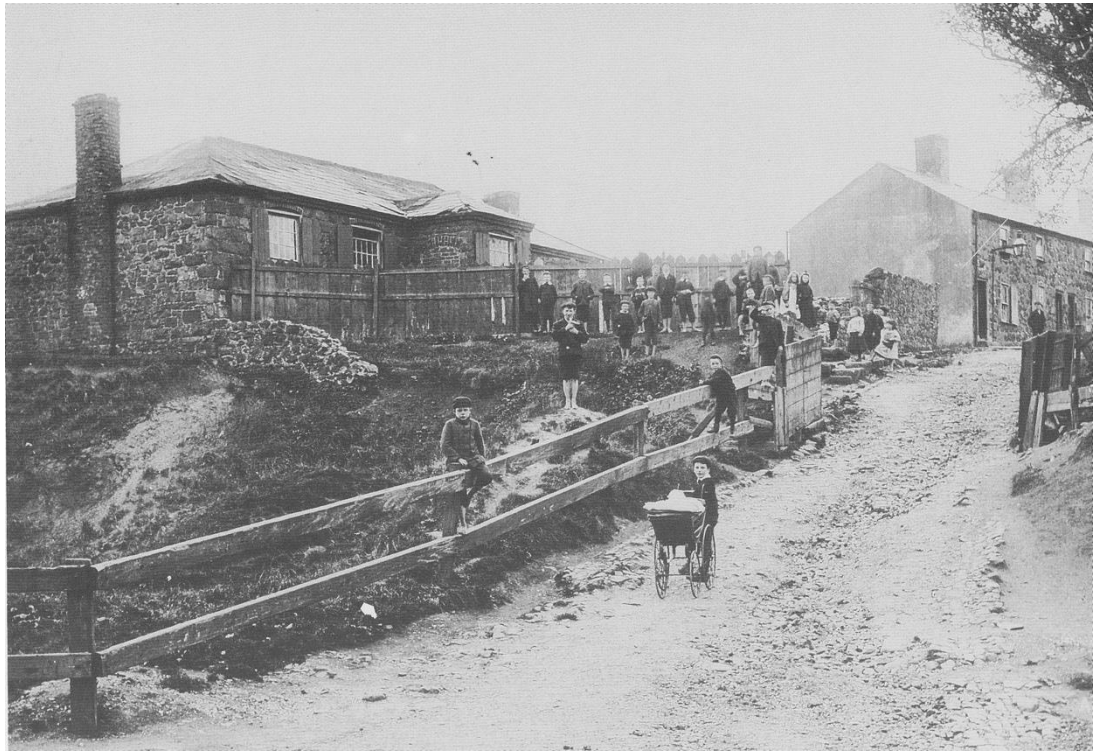
'During the past year I have examined 130 schools, and in accordance with the principles just explained, I have thus adjudged their efficiency: excellent, 25 : good, 59; very fair, 31 ; fair, 8 ; middling, 4 ; bad, 3.'

- *Sixtieth Report of the Commissioners National Education in Ireland (For the Year 1894)* (Dublin: HMSO, 1879), p.146.

Percentage of passes.	Character of School.
95-100	Excellent.
85-95	Good.
80-85	Very fair.
75-80	Fair.
65-75	Middling.
Under 65	Bad.

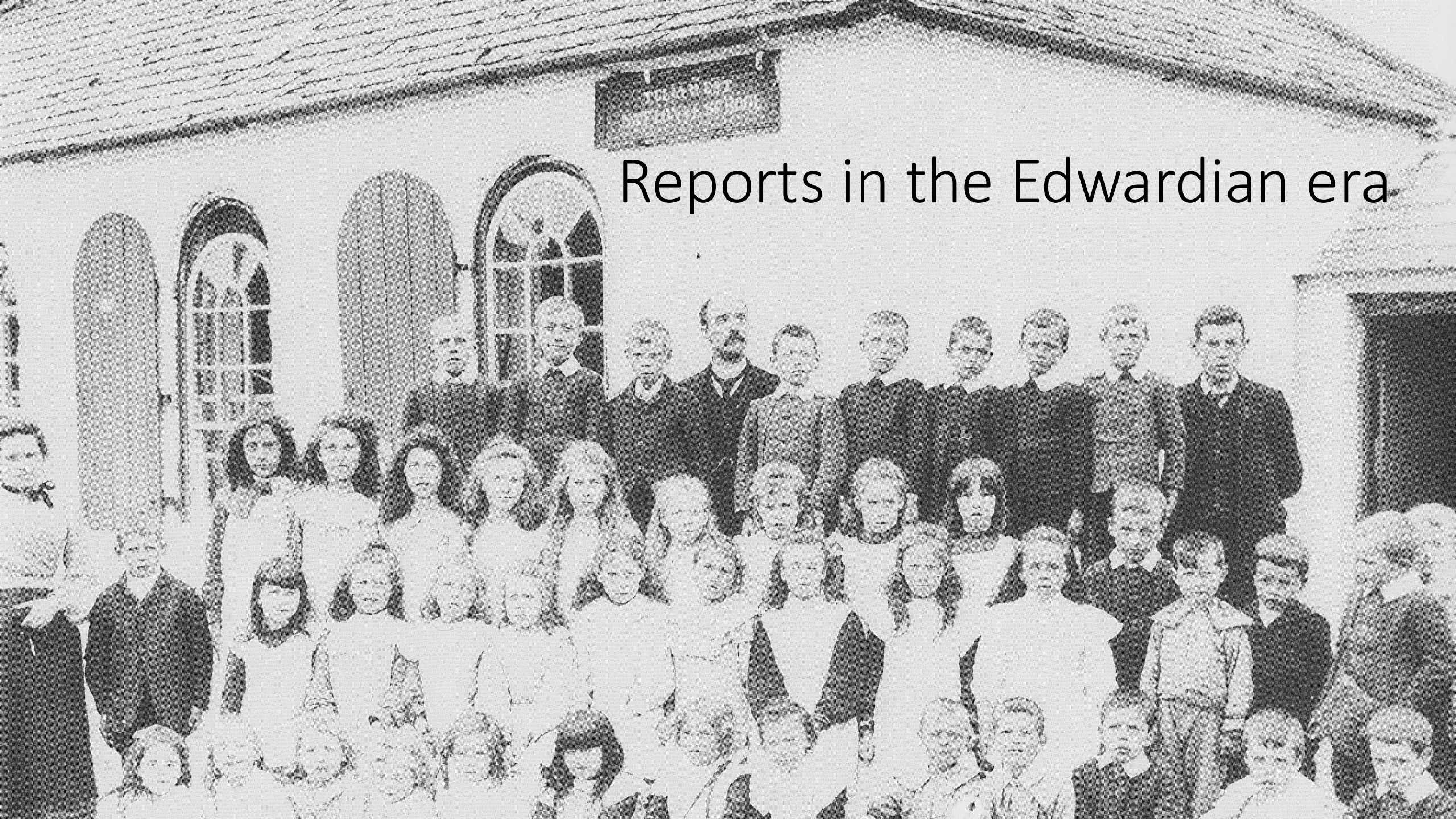
Why were they performing well?

- Foremost among these I would place the competition among the schools themselves.
- In a large school there is sure to be a healthy rivalry among the teachers as to which can put forward the teacher best prepared class for examination ; and the breakdown of any class fixes on the delinquent more than the ordinary stigma of disgrace
- Another agent of efficiency is found in the steady influx of teachers Supply of certified competency. A city like Belfast furnishes many attractions teachers, to an ambitious teacher.



Springfield National School, 1902

Reports in the Edwardian era



Teacher skills and training

- A report on teachers in 1914 in National Schools in Belfast reported: “The teachers as a body are hard-working, and many discharge their duties with marked ability. The women assistant teachers especially deserve praise for the readiness and zeal they show often at considerable expense and labour, in their efforts to fit themselves better for the teaching of branches which require special training.”
- However, it was reported that only ‘80 per cent of the male teachers are trained (and)…only about 50 per cent of females.’

Health of the pupils

- 1908: an inspector Mr Mangan reported that pupils he saw were ‘as a rule were well-fed, and healthy’.
- 1914: another inspector concluded ‘pupils on the whole seem robust, wonderfully so, considering the conditions of some of their lives’. However, this inspector noted that ‘in schools which touch the social low-water mark they naturally appear degenerate’

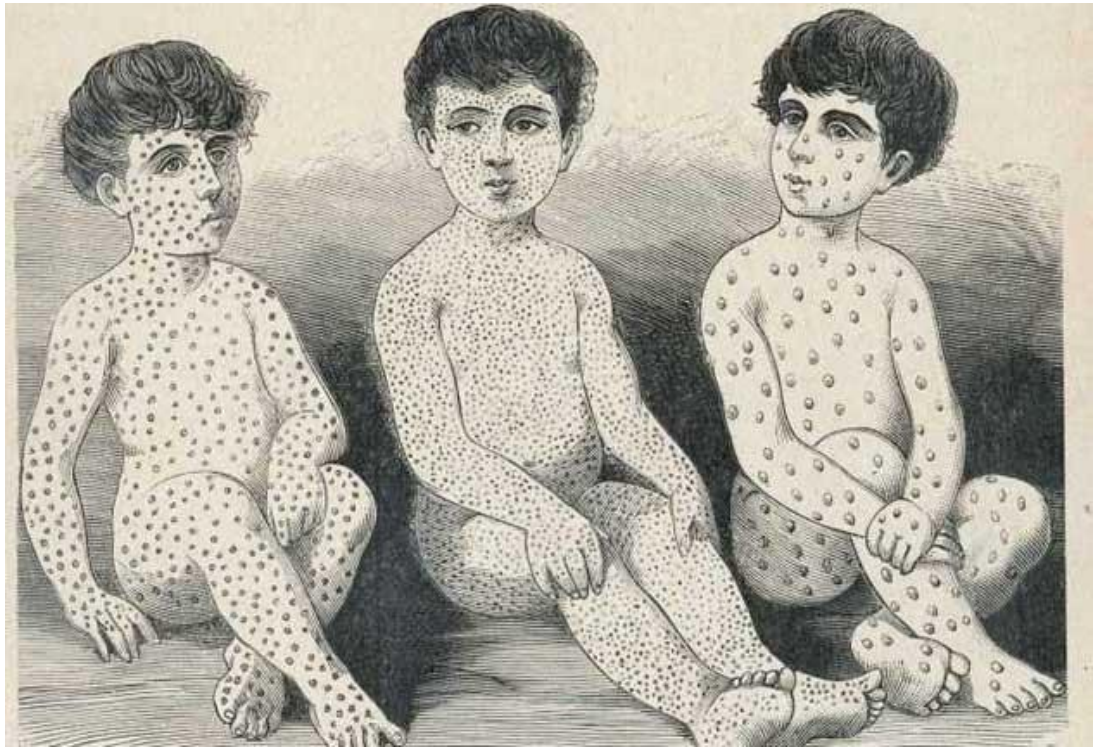
Health problems

- Oral health: many reported that ‘defective teeth…[were] common in the city schools’
- In 1913-14, an ‘examination by an expert’ of nearly 200 children aged 6 to 10 found under 5% ‘to be free from any defect’.
- Epidemics: there were frequent ‘epidemics of scarlatina [scarlet fever], whooping-cough, diphtheria and measles’ that were ‘rife’. These outbreaks often necessitated ‘the closing of many schools for long periods’.
- 1910, Apr to Jul: measles and whooping-cough had killed 688 children
- 1912: seven ‘zymotic’ (infectious) diseases such as whooping cough, diphtheria, scarlet fever and measles killed around 650 children.

Outbreaks often closed schools

One inspector found in 1914 that:

‘Epidemics of scarlatina, whooping-cough, diphtheria and measles have been very prevalent all over the circuit during the past year, necessitating the closing of many schools for long periods. As may be expected, these epidemics have had a serious effect on the attendance at the schools, as parents frequently keep their children at home long after all danger of the spread of the disease has disappeared.’



Health could improve in some schools

- Some inspectors reported progress; for example, Mr Keith noted in 1908 that ‘greater interest has been taken in recent years in the cases of defective sight. Many children needing them wear spectacles’.
- In other areas, action was limited. For instance, in the 1914-1915 report, it was detailed that ‘a dental clinic has been in operation for many years in the Jaffe National School…at which the children from several schools attend’. However, the report concluded ‘dental treatment of school children has not yet received the attention it deserves’.

Attendance varied

One inspector reported:

‘The attendance, as a whole, continues much the same as in previous years, and cannot be considered satisfactory. Many children only make the attendances required to escape prosecution, and the numbers present on Mondays and Fridays are usually smaller than on the other days of the week.’

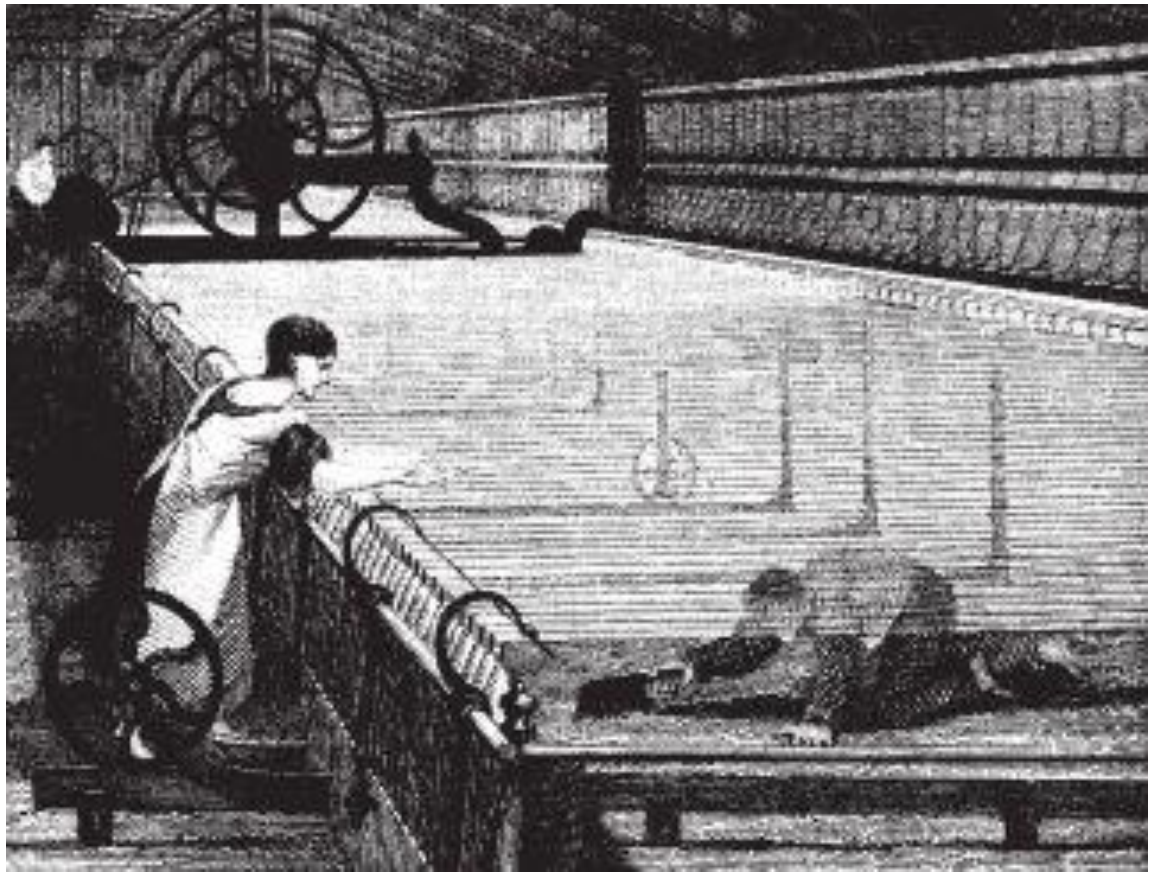
Little playground space

- Mr Honan, an inspector on the Belfast area, reported that in 1914:
- ‘About 50 per cent, of the city schools have no playgrounds; 20 per cent have playgrounds of moderate dimensions ; and 30 per cent, are suitably supplied’

Entry and exit from the school system

An inspector, Mr Honan, wrote:

‘The age at which children go to school varies with the locality and distance to be travelled. In the city they go at about three years of age. The parents being poor, the mothers too 'often have to work," and as the school is the nearest approach to a Creche, the ‘babies ’ are sent to get them out of the way and off the streets. As a rule they leave as soon as the law permits. If they spend a year in fifth standard they can leave school and go to work, which is the first consideration with the majority of parents, who are too poor to apprentice them to a trade; and in this way too many of the children are forced into ‘blind alley’ occupations to become later ‘the pathetic residuum of our social system’.

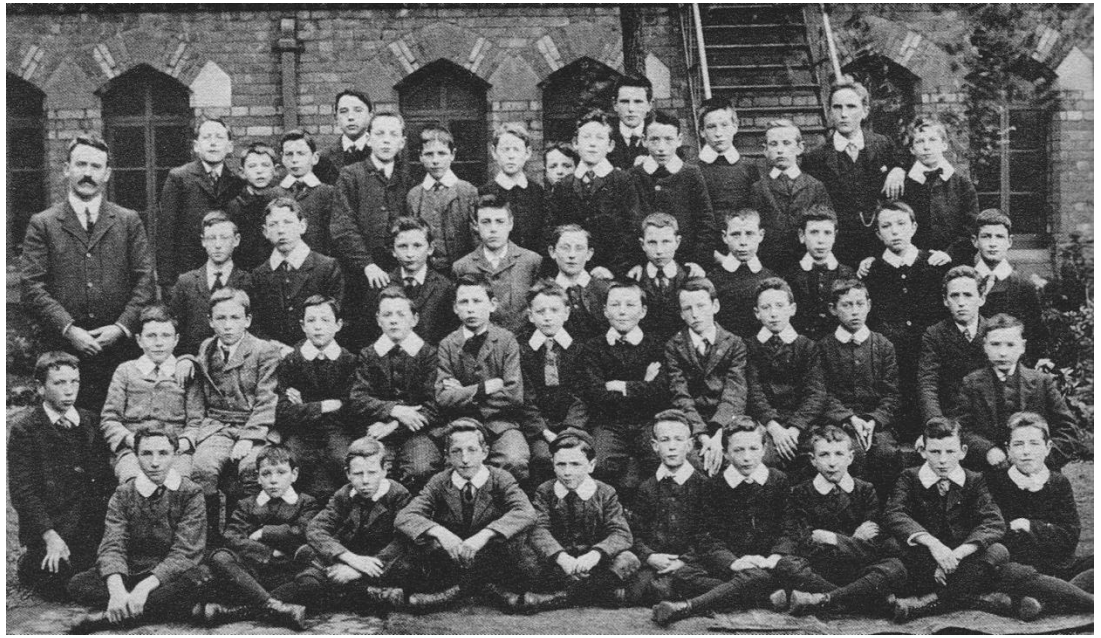


Problems with the National School system

In 1914, 15,000 children in Belfast were without a school place and for thousands more non-attendance was a regular occurrence.

Only one child in sixty passed from national to secondary school.

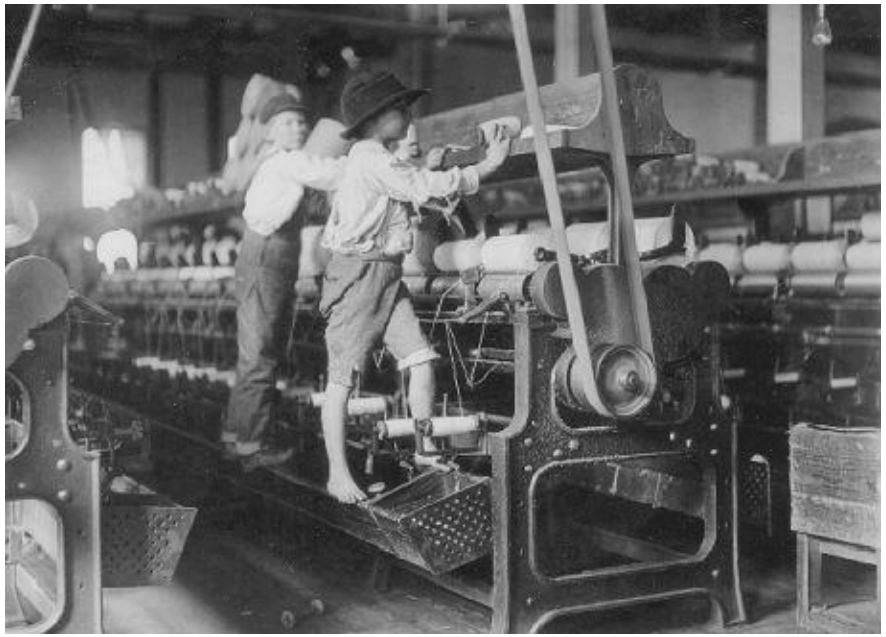
With few scholarships on offer, secondary school was the preserve of those who could afford it.



Half timers

Miss Kelly wrote in 1908:

“Regularity of attendance depends largely on locality. In poor areas, where a hand-to-mouth existence prevails, children come to school only when they must, and leave when they can. Many never reach standard IV and few get beyond it, before the mills claim them for ‘half-time’. In these industrial districts, too, the girls are often kept at home day after day for duties which the mothers, being out at work, are unable to perform, and thus their chances of education are still further reduced.”

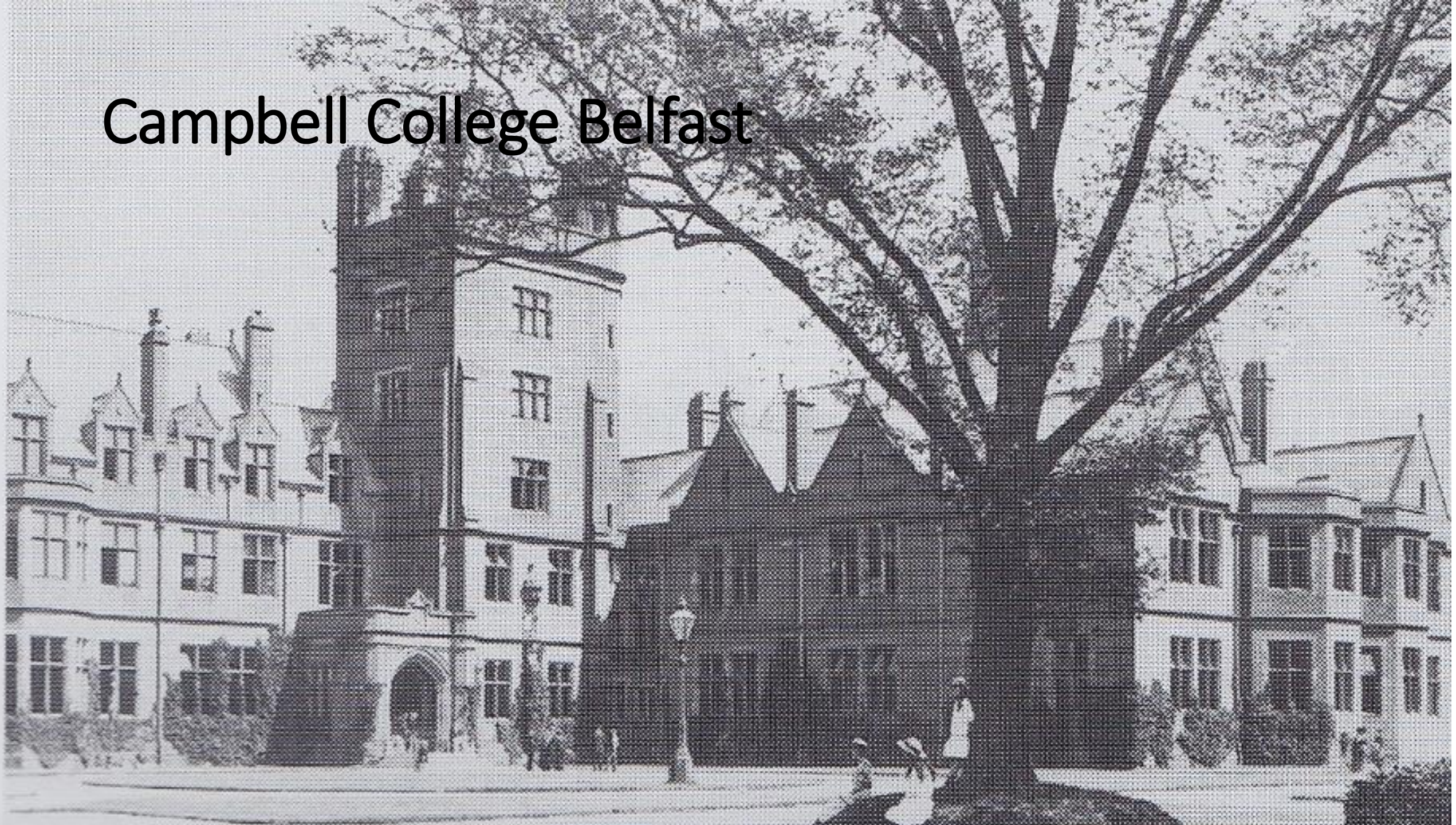


Parental priorities

One report noted:

‘The majority of the children leave school and “go to work” as early as the law permits. I have no doubt that the small sum of money earned by the child is a consideration with many of the parents, but, with ordinary thrift and economy, children might be permitted to remain much longer at school without imposing any unnecessary hardship on their parents.’

Campbell College Belfast



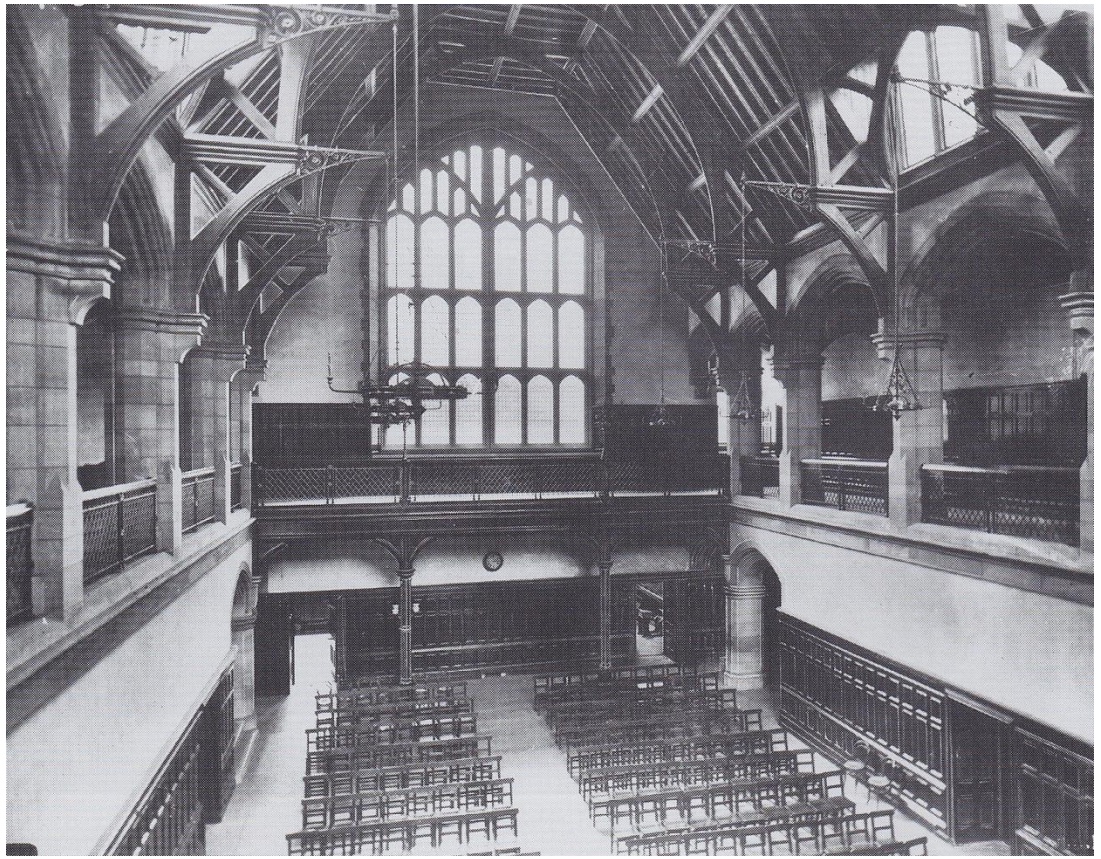
Background

- Campbell College was named after Henry James Campbell (1813-89). Born in Newtownards and of Ulster-Scots heritage, Campbell made his fortune through linen manufacturing.
- He learned the trade through working for companies based in Belfast and Liverpool before establishing his own company, Henry Campbell and Co. in Mossley Mill, Newtownabbey in 1859.
- When Campbell died as a bachelor in 1889, he left behind an estate worth £240,000 (around £29 million in today's money!), for the founding of a school or a hospital.

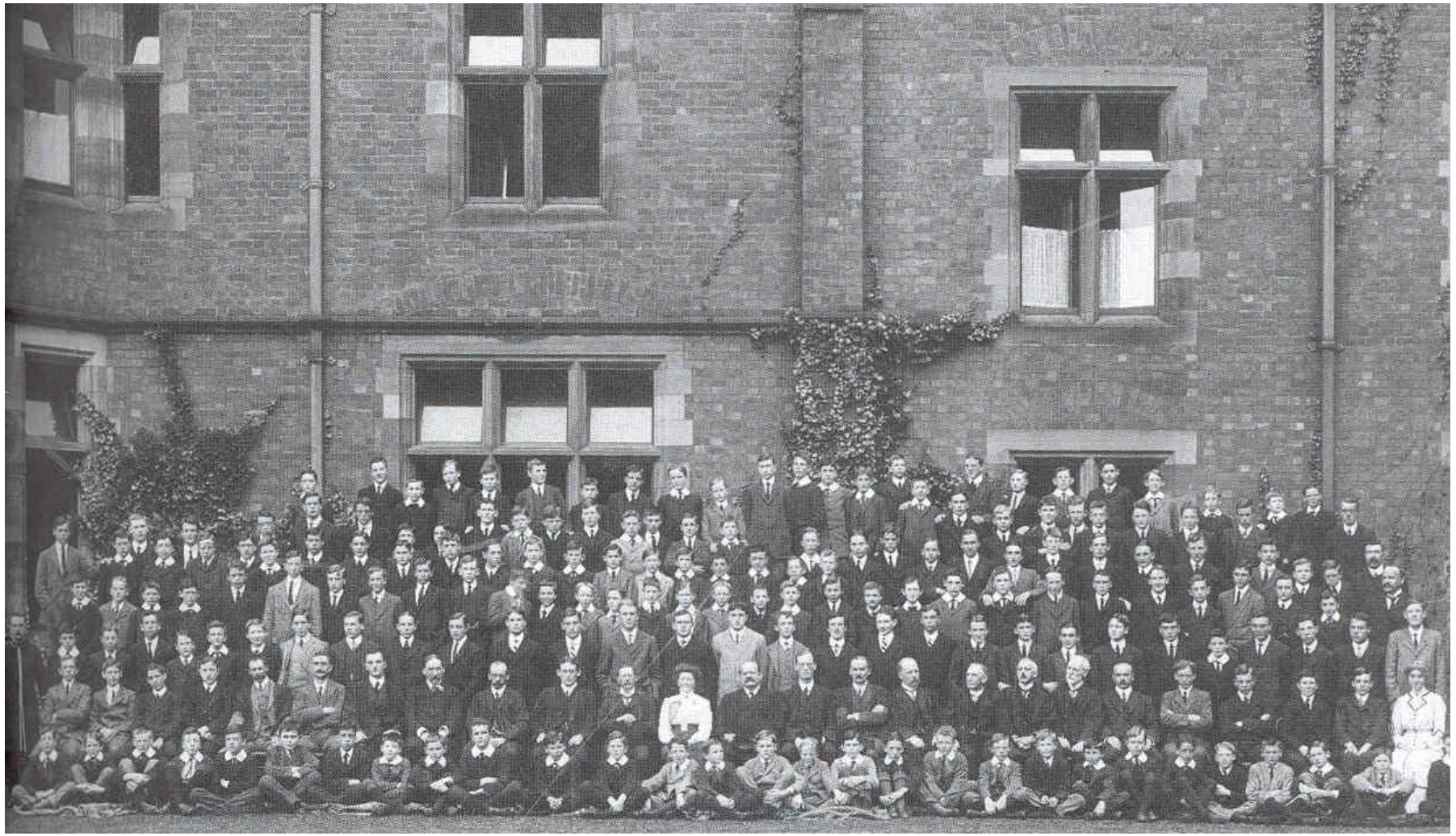
Above: A College prospect (1895); scaffolding adorns the roof.

Experience of daily life

- Memoirs: Eric Robertson Dodds, Henry Cronne, John McDermot, C.S. Lewis, William McQuitty
- Diaries: Nelson Russell



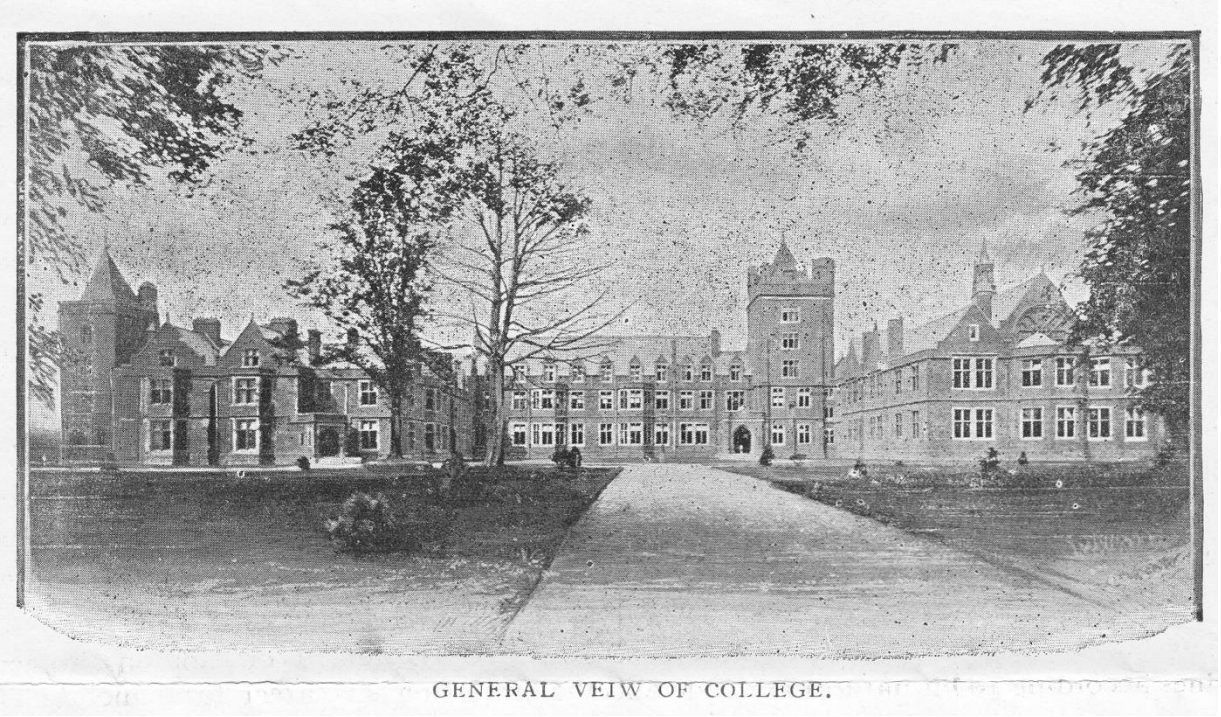
School in 1910



CAMPBELL COLLEGE. DINING HALL.

Campbell's school

- Trustees aimed decided to establish a school.
- Opened in 1894 to give the sons affluent middle classes a 'superior Protestant liberal education'.
- All boys private fee paying school for day and boarding pupils.
- The cost of boarding at Campbell in 1913 cost £78 per year but the cost of attending just day-time tuition was £16.
- 1894: 213 pupils (57 of which were boarders).
- Keith Haines calculated that of the 1,052 pupils who entered its gates in its first 20 years from 1894, only 4% came from beyond the island of Ireland


GENERAL VEIW OF COLLEGE.

Subjects

- Lower School (for those aged 9 to 13) Subjects studied included: English (broad subject covering reading, elocution, grammar and biblical instruction), Arithmetic, Latin, French, Natural and Physical Sciences, Drill and Gymnasium.
- Upper School (aged 13/14 to 18) Curriculum in the Upper School was tailored to meet an individual's 'intellectual powers… or special needs'. Subjects included: Latin, Mathematics, Modern Languages, English (which included History, Language and Literature), Physical and Natural Sciences and a Business Studies equivalent subject that included elements of accounting, banking and insurance

Staffing, facilities and teacher training

- In 1908, Campbell College had 16 masters, giving a ratio of around one teacher for every 12 pupils.
- Campbell College wrote in its prospectus that it ‘stands in grounds nearly 70 acres in extent, thus affording ample room for playing fields of every description’.
- All teachers had been to university.
- In Belfast National Schools, the ratio of teachers to pupils was around 44 to one.
- In 1904, 60% of all national schools were single teacher schools and teachers were often responsible for multiple age groups at once.

Robert MacFarland

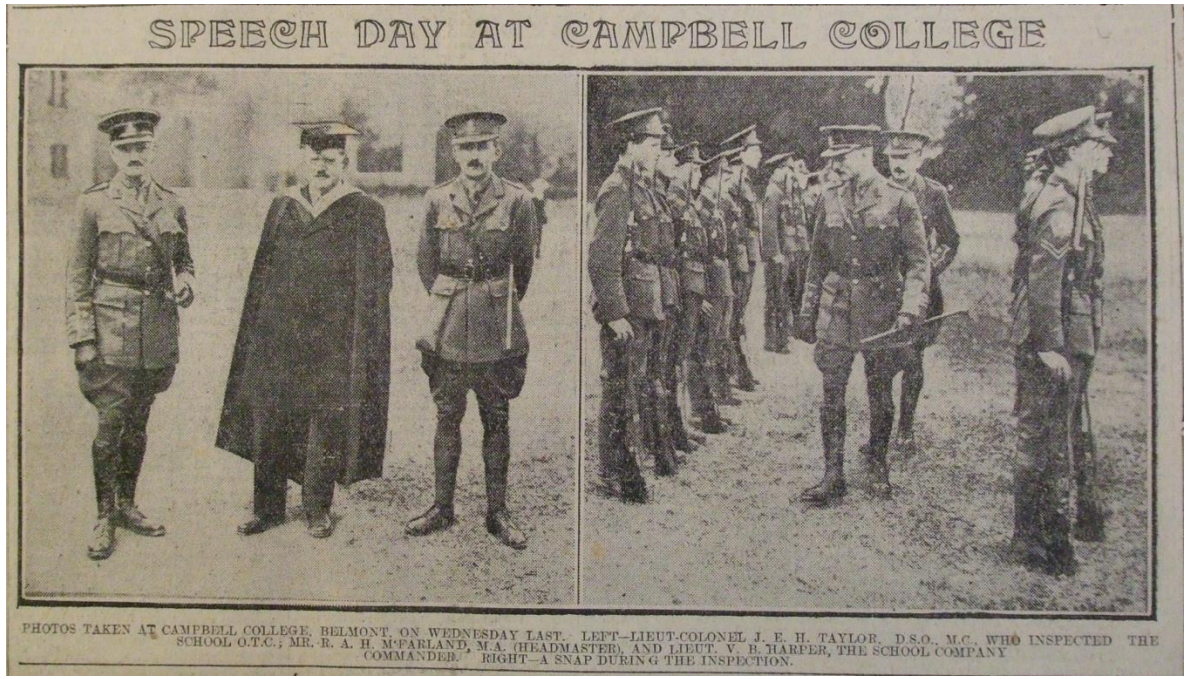
- Headmaster from 1907 to 1921
- Former master at Repton school, Yorkshire.
- Believed that the end ‘product’ that Campbell sought to produce was a boy that was ‘self-disciplined, self-controlled, strong in character, strong in body, (and) strong in intellect’ so they could be ‘useful citizens’ of the Empire.

Belfast News Letter & Industrial Review

- After the Great War, the newspaper the believed that Campbell College represented the ‘British System’ public school system in that it ‘produce(d) men with individuality and initiative, capable of acting on their own’.
- This education was valuable because ‘there are many lessons a boy learns at school outside the curriculum, which may not win him universal distinctions, but make him a man who can do service to the Empire; and when one who is little more than a boy in years takes his place in India or Africa or the Malay States, and finds himself face to face with the responsibilities of jurisdiction and command, dealing with subject races with no one near to turn to for advice, it is just these lessons that stand him in good stead’

MacFarland's ideal

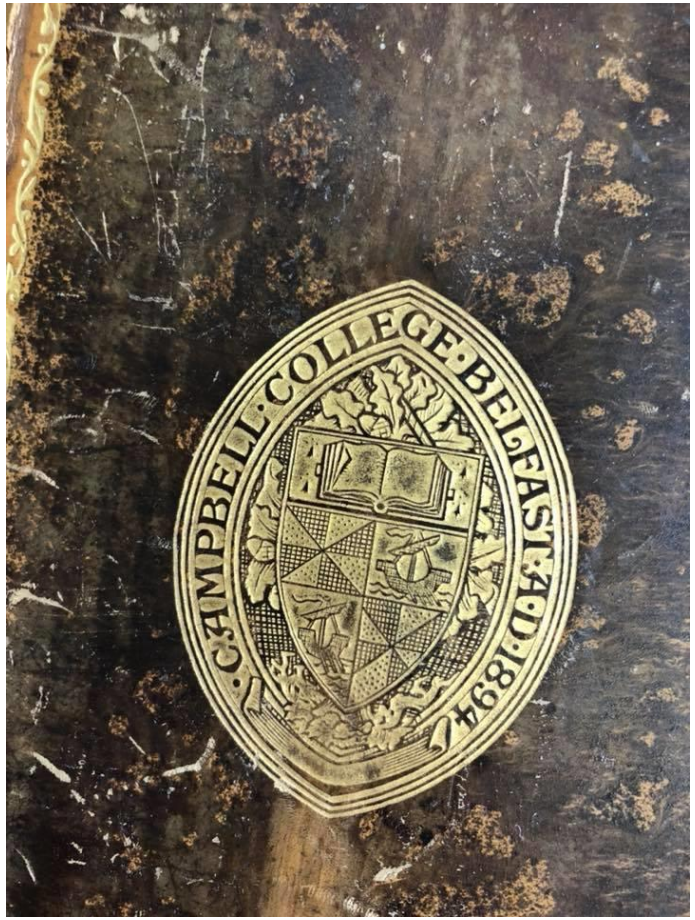
- MacFarland believed the College's objective was to 'develop the boys in body, mind, and, above all, character, so training them to lead the lives of Christian gentleman'.
- This 'gentleman' would be a man 'free from side, self-disciplined, self-controlled, strong in character, strong in body, [and] strong in intellect' so they could be 'useful citizens' of the Empire.
- The school song, composed in 1910, celebrated the fact that the "School makes the man". It believed that OCs had the 'love of man, clean lives and Duty's call' [sic]. When they entered the 'game of life' after leaving school they played it 'straight, and, keen, and cool' with 'no shabby tricks, no self-display'.


SPEECH DAY AT CAMPBELL COLLEGE

PHOTOS TAKEN AT CAMPBELL COLLEGE, BELMONT, ON WEDNESDAY LAST. LEFT—LIEUT-COLONEL J. E. H. TAYLOR, D.S.O., M.C., WHO INSPECTED THE SCHOOL O.T.C.; MR. R. A. H. M'FARLAND, M.A. (HEADMASTER), AND LIEUT. V. B. HARPER, THE SCHOOL COMPANY COMMANDER. RIGHT—A SNAP DURING THE INSPECTION.

MacFarland's English importations

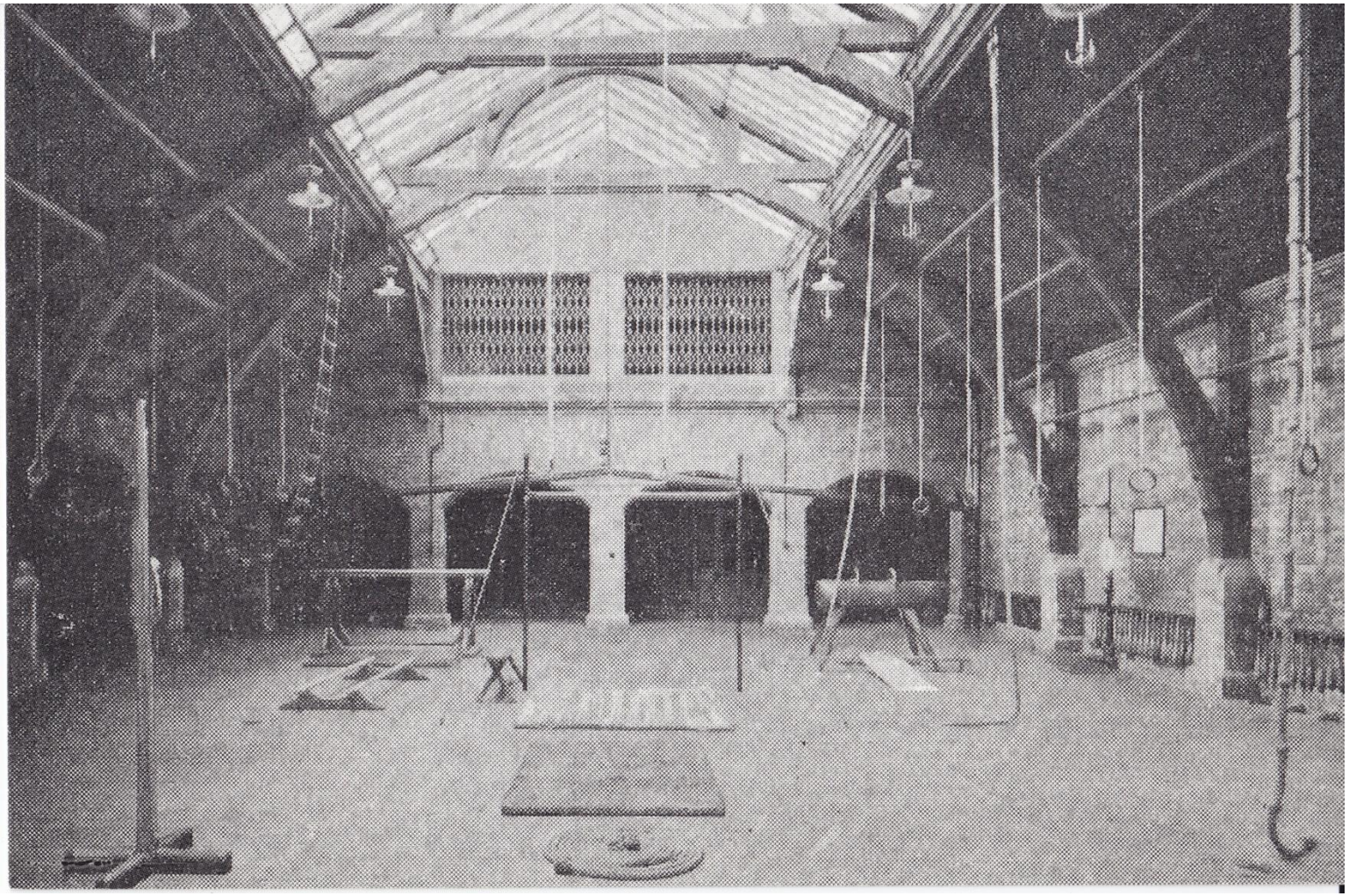
1. Compulsory sports
2. Officer Training Corps
3. Prefects supervising the student body
4. Regular celebrations of Empire Day



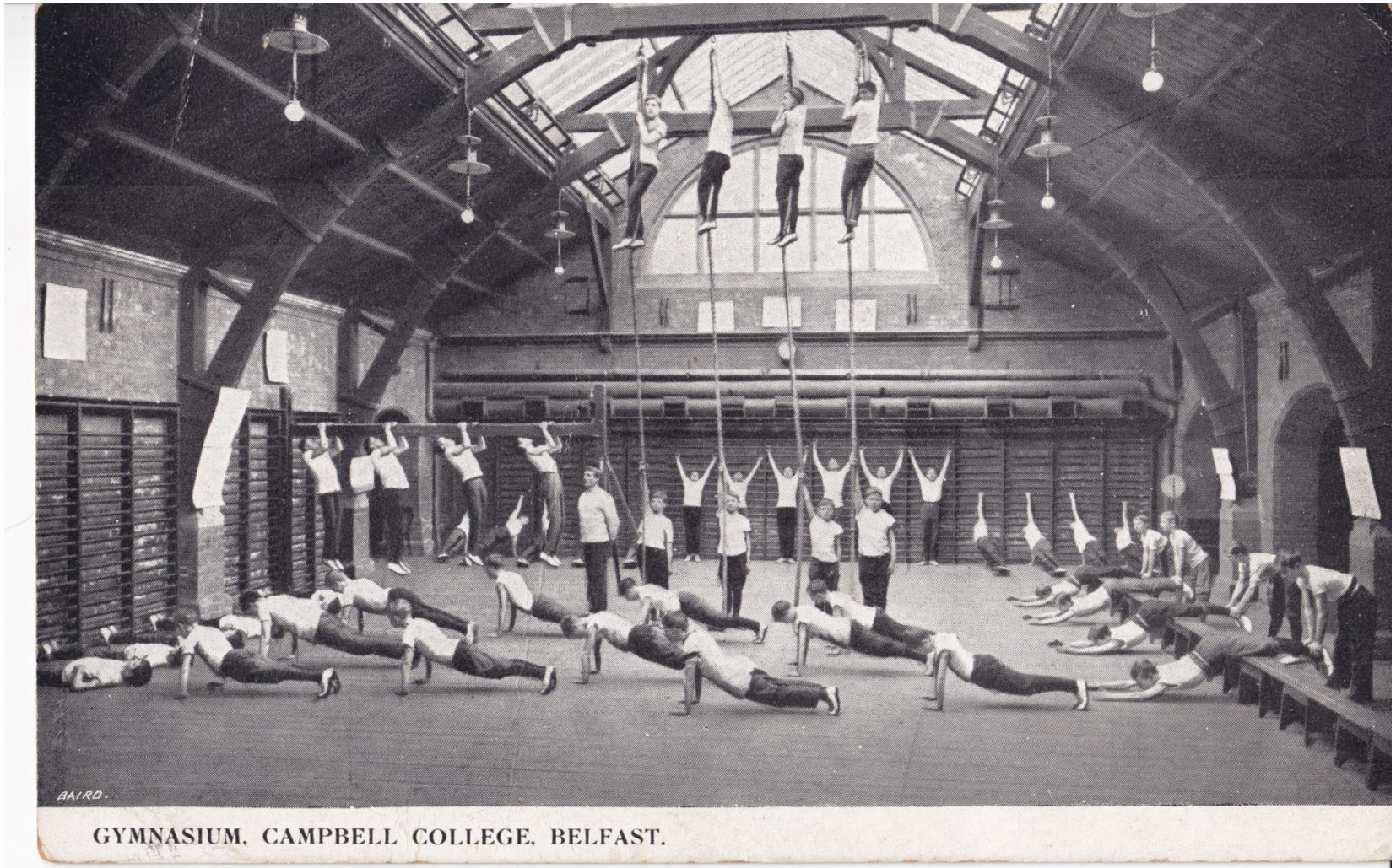
1. Compulsory sports

- A wide range of sports were contested at Campbell, including boxing, fencing, hockey, tennis and soccer. The most popular sport without a doubt was rugby
- At the first Speech Day in 1901, Campbell's first Headmaster Robert McNeill proclaimed: "It is now acknowledged that physical education is as necessary as intellectual and moral, and our athletics have been organised with the object of giving the exercise and recreation necessary to keep the body in the best condition for doing their fullest mental work."
- The next headmaster, Robert MacFarland also felt strongly about the boys participating in sports
- and physical activity. To ensure that all boys received the positive benefits of 'games', he made them compulsory.

The gym



Gym 2

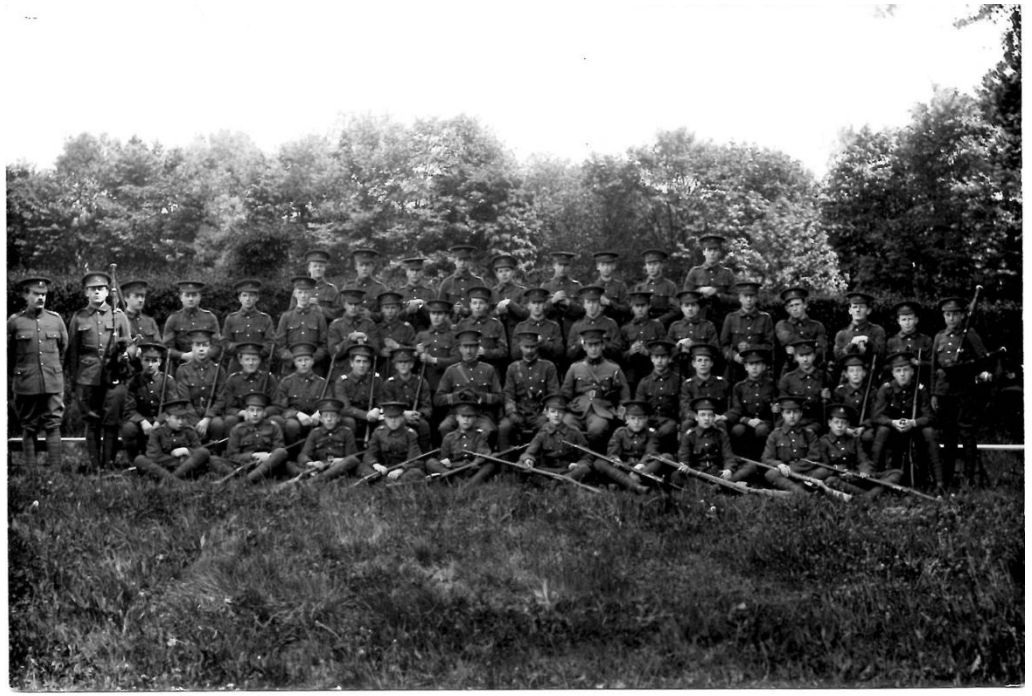


2. Officer Training Corps

- OTCs began to emerge in 1906 when the Secretary of State for War, Lord Richard Burdon Haldane introduced a number of reforms, designed to strengthen and reinvigorate the British Army.
- The Corps was split into two divisions: a Junior Division for public and grammar schools and a Senior Division for universities. OTCs were established in Queen's University of Belfast and Dublin University in 1908 and 1910, respectively.
- Campbell College became the first school in Ireland to establish an OTC in 1909.
- The OTC held their first annual camp in April 1910. The unit marched to Scrabbo Tower and back to CCB and undertook maneuvers
- By 1913, the strength of the corps was 51 which included three members of staff.

CAMPBELL COLLEGE. OFFICERS' TRAINING CORPS. FORMED SEPTEMBER, 1909.

The OTC: ‘a marked effect’



Giving a talk at Speech Day in 1910 he believed that the OTC, which had only been running a year, had:

‘already a marked effect on the bearing and demeanor of the boys who have joined it, but indirectly on the whole school…Respect for authority, habits of discipline and obedience, and of smartness and neatness must be of value to the boy where ever he goes. I have no doubt whatever that the corporate spirit engendered by the training will make the boys better men, better citizens, and better fitted to play their part in building the Empire’.

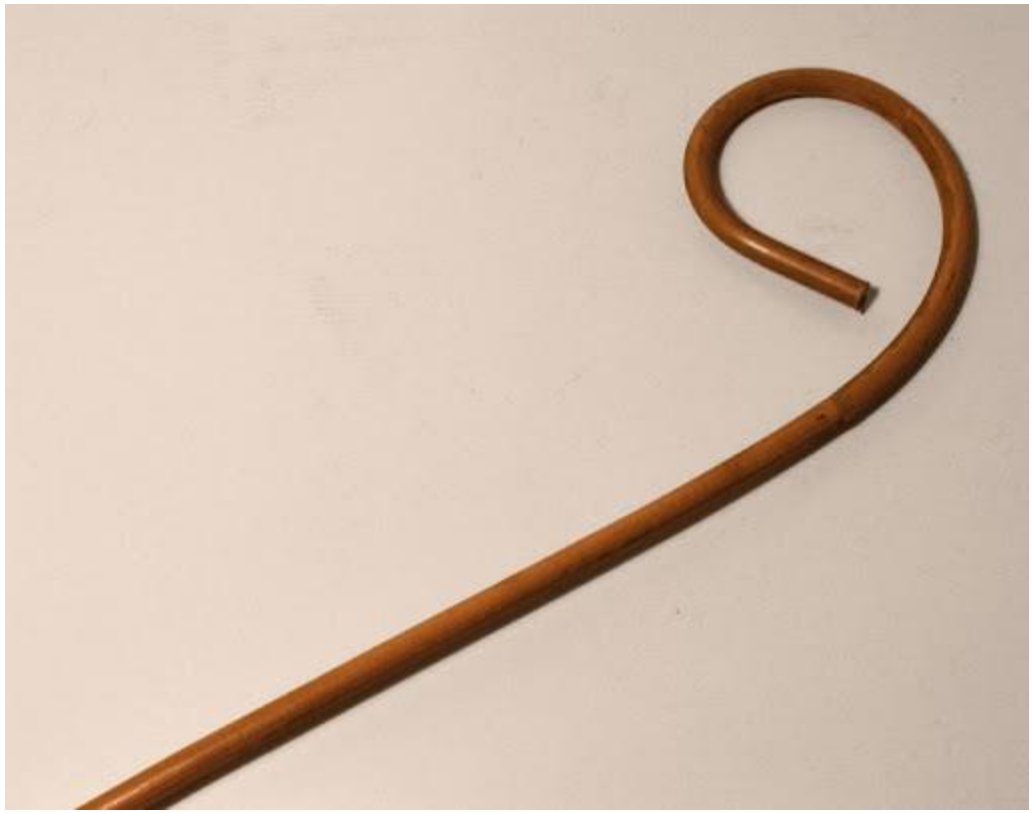
3. Empire Day, 24 May

4. Prefectural system

- Prefects, appointed by the headmaster, maintained discipline and order among the pupils.
- MacFarland believed that junior pupils learned by example from the prefects the ‘practical meaning of responsibility and duty’.
- For senior boys, they developed a ‘sense of duty and responsibility’ from the experience of their formal office.
- In 1914, the Irish Presbyterian believed this system had utility in that ‘many a valued servant of the state had learned

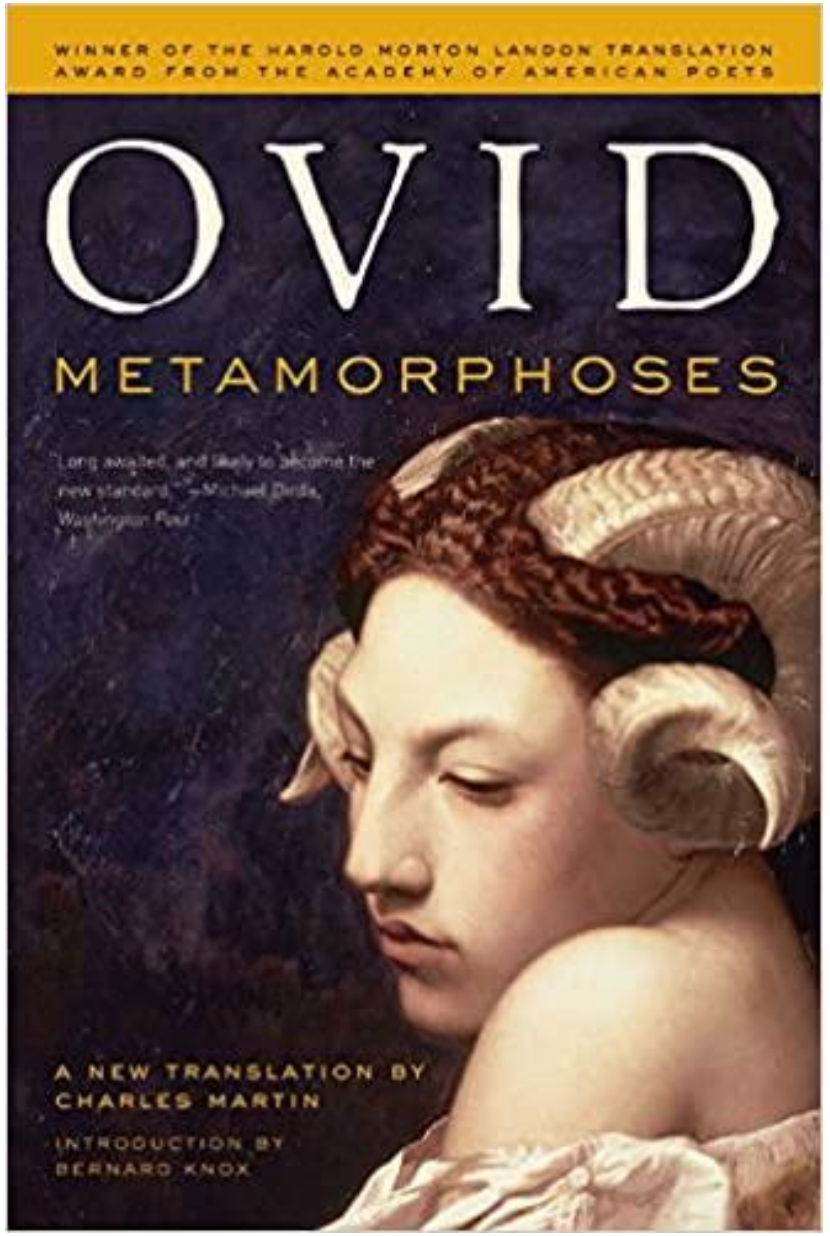
Discipline and Punishment

- The prefects recorded who they punished, with what penalty, and for what offence in their Prefects' Log Book and the one for Campbell has survived.
- In 1909, the Head Prefect Robert Boyd (OC 867) explained to the new prefects their duties which included to 'ensure promptness of boys at meals', 'to enforce by example and precept good behaviour at meals' and make sure 'boys must get permission before leaving studies during prep time'.



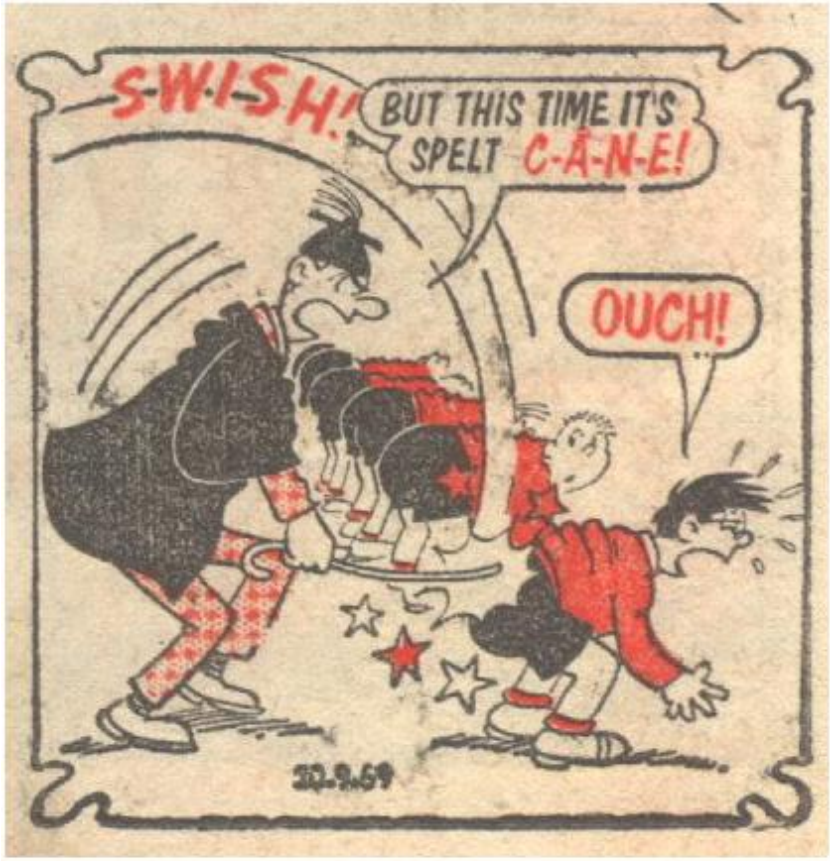
Penalties

- Prefects and teachers had several punishments available to them to enforce the rules.
- For less serious offences, perpetrators were given lines of Latin text books to copy out, often by the Roman authors Virgil or Ovid.
- Boys were normally given a couple of hundred lines of text to duplicate but on one occasion in September 1912, James Atkinson (OC 1015) was given 11 pages. His offence was ‘being observed…trying to attract by his movements the attention of girls who were passing on the footpath’ [sic]. The prefects recorded that ‘since he could give no satisfactory excuse it was decided to give him [Atkinson] a stiff imposition…and was warned that the next time it would mean a caning’.



The Birch

- The standard penalty for more serious crimes was corporal punishment.
- In May 1915, Ronald Hunter (OC 1188) and his brother John Hunter (OC 1224) were identified as being guilty of ‘disorderly’ conduct during a special school assembly arranged by Mr Yates to practice the School Song. The Hunter brothers were charged with ‘mocking the School Song’ which ‘insulted Mr Yates’ and both were given ‘200 lines of Virgil’ by the prefects. Additionally, John was given ‘3 strokes’ for ‘impertinence to the Prefects’.
- Boys were caned for some offences could appear trivial by today’s standards. In October 1912, John Redding (OC 1198) and Frank Hitchcock (OC 1185) were charged with being ‘out of bounds on the Knock football fields during a ladies’ hockey match. Redding went over to fetch a ball which had been kicked over, and Hitchcock purposely kicked it back again and went over and got it’. Both were caned.



A 1950s School Magazine (Dennis the Menace (UK) (www.corpun.com)

Counter measures

- Boys took counter measures to try and outwit their punishers. On 11 March 1912, Nelson and Bert (Robert) Greacen (OC 1033) were caught by the Headmaster ‘wrestling on the bed’ in their dormitory and were punished with ‘eight juicy ones’ the next day (12 March).
- Though Bert and Nelson had ‘padded’ up to minimise the pain of their impending thrashing on their behinds but Nelson’s effort was useless as his padding was ‘too low’.
- The punishment was painful. Though Nelson ‘did not wince once’ during his caning, he noted in his diary that it was ‘rotten sitting down…[j]olly sore’. The next day (13 March 1912), he wrote he ‘still fe[lt] a bit sore in the rear’.
- The prefects were wise to such moves. In June 1915, then Head Prefect Richard Hemphill (OC 1067) was disciplining a whole dormitory for a variety of crimes and ‘discovered that some of them were padded and made them remove the obstacles before being punished’.

Rebellion

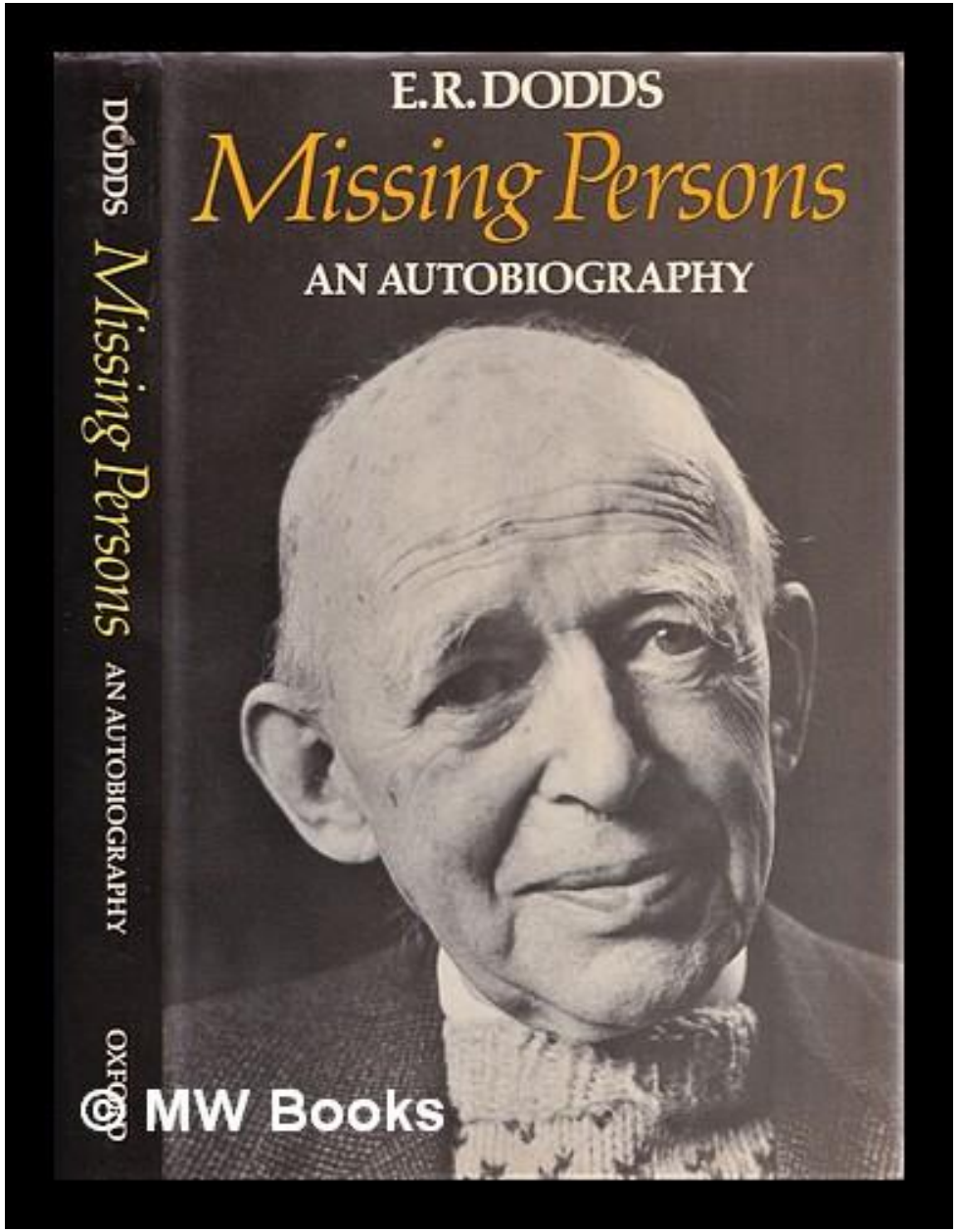
- One OC said that trying to impose the strict English ‘disciplinary code on Ulster boys’ caused ‘wide spread disaffection’.
- J. Ernest Davey (OC 729) believed that some prefects were able to exercise discipline in a fair way but ‘in some cases boys who were old enough to be prefects but were never chosen to be such – these boys [were]…often the most difficult or dangerous in the school in the matter of keeping order’.

The trigger

- On 22 March 1912, MacFarland caned a sixth former, Stewart Clarke (1126).
- The offence for which he was spanked is not known but there was a dispute about whether he had committed the act for which he was punished.
- Eric Dodds (OC 1023) said that the sixth formers regarded the incident as ‘an outrage. Quite apart from the injustice of the act [the caning], it was against Campbell tradition to cane a sixth-former’.
- As a result, three prefects, Cecil Bailey (OC 1077), John Deacon (OC 898) and William Semple (OC 913), resigned.
- Russell reported there was disorder in the College with ‘great scrums in [the] passages at night. The resigned Prefects were in the middle. Poor Bill Yates [master] was on duty and did very well. Of course he couldn’t stop it’.
- MacFarland gave the three recently resigned prefects a choice, to give a public apology or face expulsion; they took the former.

The Expulsion

- However, this was not the end of the affair.
- Eric Dodds (OC 1023) was expelled three weeks later for writing a ‘long and patronising’ letter to MacFarland ‘explaining to him exactly what was wrong both with his behaviour on [the] occasion and…his general conduct in the school’.
- It was reported that this letter was regarded by MacFarland as ‘gross, studied and sustained insolence’ which justified the ultimate sanction of expulsion.



The Governors

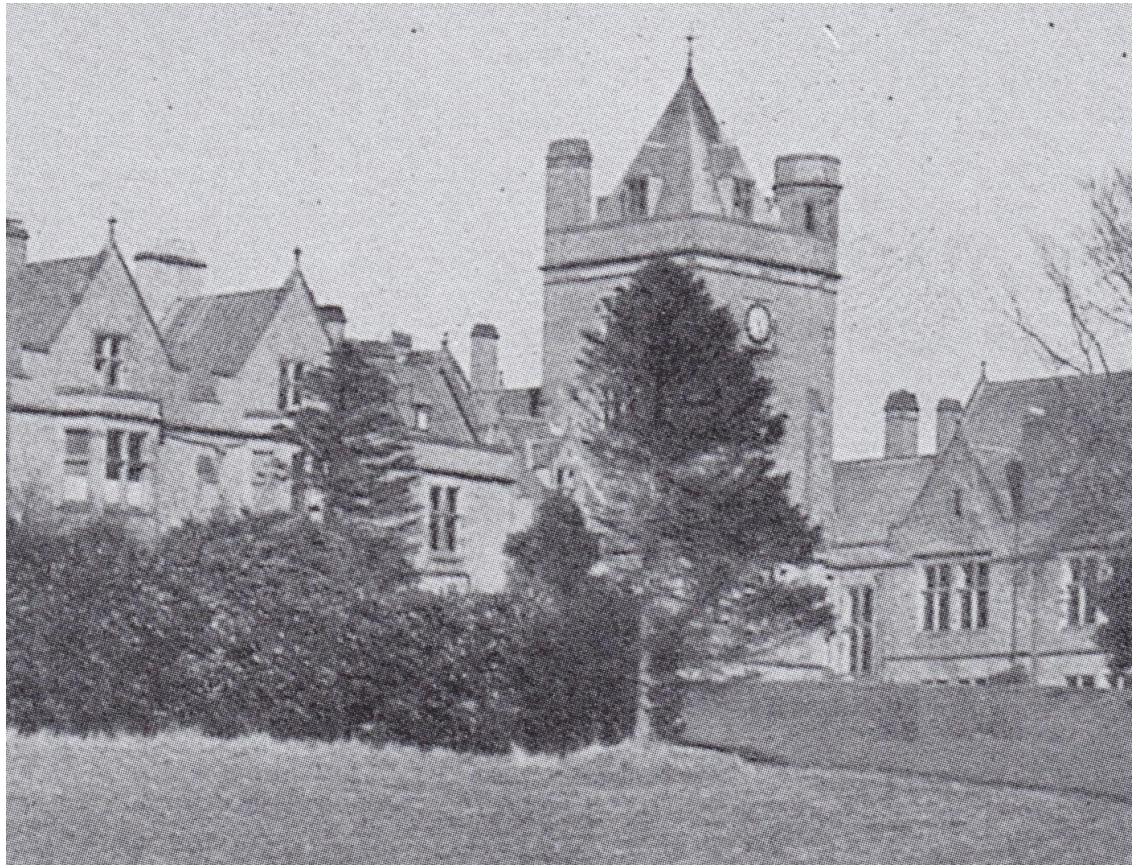
- The resignation of the prefects caused disquiet among the governors.
- In the spring of 1912, they established a special committee to ‘confer with the Headmaster as to the recent breaches of discipline on the part of the prefects that ha[d]…occurred in the last two years’.
- The chair of the committee questioned whether the English ‘prefect system [was] suited to this particular type of school in Ireland’.
- Recommendations were made about suspending the prefectural system for a year but no action appears to have been taken on the issue.

Elistism

- When Dodds started at Campbell in 1908 there were around 200 pupils of which around 160 were boarders. He noted that the boarders regarded the day boys ‘contemptuously’ as ‘day dogs’
- On 10 October 1912, Russell was forced to attend a ‘bally’ Missionary Conference on that made a ‘rotten afternoon’ because a there was a ‘rough-duty crowd of kids from National Schools’.
- Dodds, though a confessed ‘socialist of sorts’ at Campbell at the time, recorded that he did not use public libraries to get his reading material because they were ‘for the use of the Lower Classes only [and]…one might catch a disease from the thumbed and bescrawled pages’ of their books [sic].

Daily life

- From Russel's diary, it is possible to get an idea of what the average day was like for a boarder at Campbell
- 7am: get up.
- 8.30: Breakfast. Russell reported a strange variety of dishes being served that included 'horse and balls' and 'fallen eggs'. There is no indication of what these dishes may have been.
- Lessons followed breakfast.
- 16.00: lessons ended.
- 16:00-18:00: homework or 'prep'
- After prep, many boys attended clubs and societies that were organised at the school, such as the Photographic and Camera Club.
- Dinner followed this and was reported to be served as late as 9.30pm.



Health problems

- Epidemics affected the school. In the summer of 1900, it housed nine pupils with scarlet fever.
- 1905, 40 pupils went down with mumps.
- The headmaster reported in 1907 that 'parents were showing uneasiness with regard to the outbreak of…Spotted Fever [scarlet fever]'.
- 1905: school expanded its existing its existing sanatorium. It was enlarged and built specifically as a 'hospital for scarlatina cases' at the cost of £2,000.
- School had regular medical screenings, medical support and nursing staff (matrol).

Bullying

- Though not officially sanctioned, ‘bullying was a fact of life’ at Campbell, as it probably was at all Edwardian public schools.
- Bullying was tough and unpleasant and incidents are mentioned in four accounts.
- To survive, boys had to develop ‘manly’ values such as conformity to community defined codes and self-reliance.
- For instance, William McQuitty, a boarder at CCB from 1917 to 1922, said that ‘sneaking was unknown’ and the boys maintained a ‘silence equalling that of the Mafia’. He was left to fend for himself as ‘self-help was all one could expect’. As a result, McQuitty joined the ‘boxing…and gymnastic classes’.
- Boys held their place in the school as their ‘fists and mother wit could win’.
- George Buchanan, who was at CCB with McQuitty, recalled that he travelled ‘along nicely’ through Campbell using ‘joke and wit’ to avoid trouble and found using the ‘weapon of sarcasm’ a help ‘in dealing with larger and clumsier boys’.

ARTHUR, TOM, AND EAST WERE TOGETHER ONE NIGHT

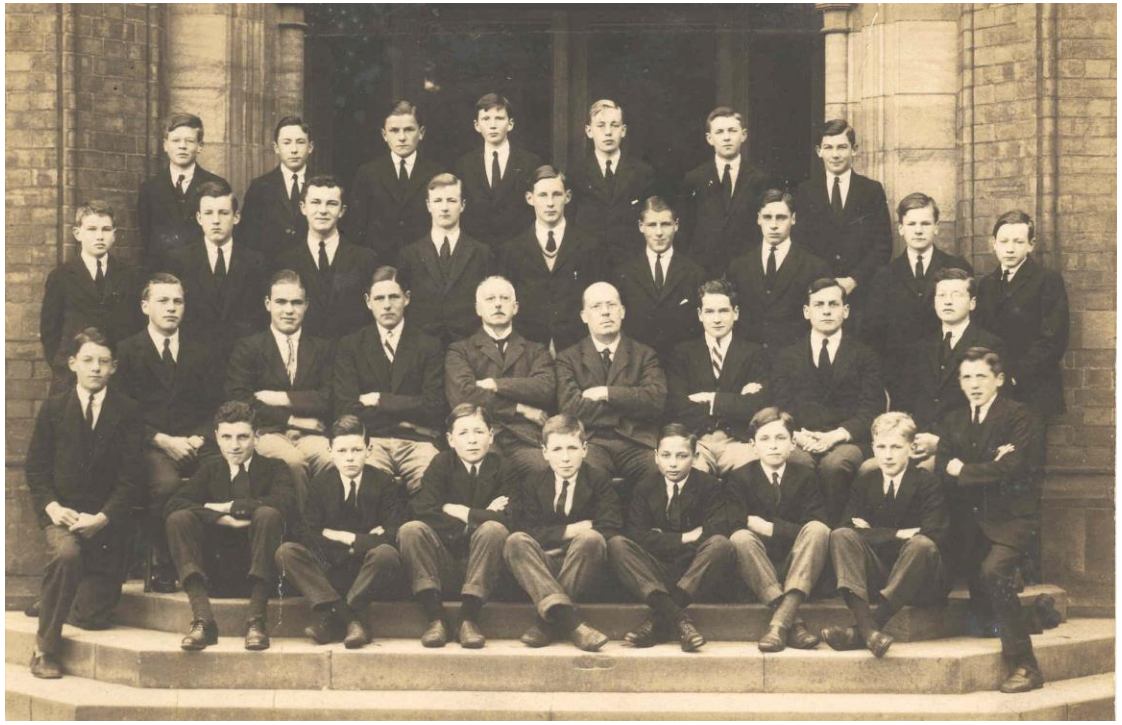
Relationships with masters

- Headmaster MacFarland was ‘Billy’.
- Mathematics master Raymond Beaven was known as ‘spitter’.
- Corrie Chase, who taught modern languages, was known as ‘Chevy’ and classics master Lewis Alden was known as ‘Octie’, or ‘the Octy’, on account of his eyes would swell like those of an octopus when roused to anger.
- Senior maths teacher William Allison was known as ‘Julius’ given his Roman resemblance to Julius Caesar

Bubbles Hughes

Roby Davis, Classics master

- Eric Dobbs, who went on to be Regis Professor of Greek at the University of Oxford, recalled:
- Davis: ‘wielded the authority of a true scholar. It was he who first convinced me that Greek and Latin Literature was actually literature, i.e. something waiting to be enjoyed as well as construed. He encouraged me to read for myself in Greek and Latin…as a result I became proficient in translating all sorts of Greek and Latin into English…We disagreed thoroughly and enjoyably on almost all questions. His taste was classical, mine romantic, he respected religious belief as I did not; his political outlook was conservative while I was…a socialist…His criticism of my earnest but often crudely showy efforts was a perfect lesson in the technique and the good manners of controversy – how to use the rapier against the bludgeon and how to kill a bad argument’.



Lewis Alden, English Teacher

- Alden to who taught Dobbs ‘how to use words with discrimination, how to arrange a paragraph, how to argue in public without losing my head …[and] most important he lent me books from his personal collection’.
- Alden was also credited with inspiring Robert McConnell (OC 938) to become an ‘enthusiast for English and English Literature’ and to study it at university.

Raymond Beaven

- Not all relationships were positive.
- Francis Knolleys Stokes (OC 1572) recalled that Raymond Beaven ‘was a horrid, vindictive man, always on the prowl, anxious to catch out individuals. He took pleasure in inflicting punishment, or getting pupils into trouble’.

Questions?