

WHEN RINGMORE HAD A SCHOOL

Ringmore Mixed Council School opened on 13 January 1875 with thirty-five names on the register. The teacher was Mary Jane Adams and she was helped by a monitress. The classes were called Standards, numbered from 1 to V.

Prebendary F.C.Hingeston-Randolph was Rector of All Hallows at that time, in fact until 1910. He used to visit the school and mark the register. The children took examinations from time to time. Special mention was made of needlework and writing. In 1875 the playground had a fence around it, as it was getting dangerous when the children were outside playing.

Reports on the school were given every three months. Prizes were presented to the girls for sewing and knitting. First Prize: 4s/6d; Second Prize: 3s/0d; Third Prize: 2s/0d. Grants claimed by the school on average attendance amounted to £26-1s-4d every two years.

Discipline was rather poor at times and some children were absent for two or three weeks or came too late to get an attendance mark. The average school leaving age was twelve years, when a Labour Certificate had to be obtained.

A new Log Book was started in 1911. There were forty children on the register. Hingeston-Randolph's son, Herbert, succeeded him as Rector and he visited the school regularly. In this year (1911) a week's holiday was given to celebrate the coronation of King George V. Summer holidays lasted four weeks. An epidemic of scarlet fever was reported in 1916.

Children were examined regularly now in various subjects by the Schools Inspector.

Two children were given the job of filling the inkwells each day. New cupboards, a blackboard, desks and stationery were bought in 1912.

Heating the school was done by a small Devon grate (black). It had to be lit by the caretaker at seven o'clock each morning. He also helped to deliver the mail each day and he sometimes was late lighting the fire, and the school wasn't very warm.

A new headmistress took over in 1915. She taught the children quite well and they seemed to improve quite a lot in some subjects.

There were quite a lot of trees in the playground and the children played hide-and-seek, rounders, and catch. They did drilling and played marching songs.

The years went on and the last teacher took over in 1924. She was very good - used the cane quite a bit but got some good results. In 1928 chicken pox was reported, and that meant small attendances.

At the beginning of 1929 all the children were asked to go to the Rectory to listen to the Rector's new wireless.

From handwritten notes by Alice Mason

The following is in a hand that I don't recognise (Joan Baughan?)

Speculation written on it suggests that it may be memories given by Margaret Lock ...or even handwritten by her. Di Collinson (Chair) suggests that it was possibly written by Margaret because she would need to have a clear hand for her Post Office work.

The Heading : **RINGMORE SCHOOL** (Written by Margaret Lock ?)

" Ringmore Mixed Council School was opened on January 13th 1875 with 39 children on the roll. The teacher was **Mary Jane Adams** with the help of a monitress. The classes were divided into standards from No. 1 to No.5.

Rev. Prebendary Hingeston Randolph was the Rector at that time in fact until 1910. He used to visit the School and mark the Register. The children had Examinations from time to time. Special mention was made of needlework and writing. In 1875, the Playground had a fence put around it as it was getting dangerous when the children were outside playing. Reports on the School were given every three months. Prizes were given to the girls for sewing and knitting : 1st Prize 4s/6d, 2nd Prize 3s/0d 3rd prize 2s/0d. Grants claimed on average attendance amounted to £26-1s-4d every two years. Discipline was rather poor at times and some children were absent for two or three weeks, they often came too late to get a mark. The average school leaving age was 12 years and a labour certificate had to be obtained,

The next log book started in 1911 there were 40 children in the Register. The Rev. Hingeston Randolphs son became the new Rector. He used to visit the School regularly. A weeks holiday was given in 1911 to celebrate the Coronation of King George . Summer holidays lasted four weeks. N Epidemic of Scarlet Fever was reported in 1916. Children were examined regularly now in various subjects by the School Inspector. Two children were given the job of filling the Inkwells each day. New Cupboards. Blackboard. Desks and Stationary was bought in 1912.

Heating the School was done by a small Devon Grate. (Black) and had to be lit by the caretaker 7 o'clock each morning. He also helped to deliver the mail each day. And sometimes he was late lighting the fire. And the school wasn't very warm. A new Head Mistress took over in 1915. She taught the children quite well . And they seemed to improve quite a lot in some subjects . There was quite a lot of trees in the playground. And the children played Hide and Seek. Rounders. And Catch. They did drilling and played Marching Songs. The years went on . and the last teacher took over in 1924. She was very good used the

cane quite a bit . But got some good results. In 1928._ Chicken Pox was reported. And that meant very small attendances. The beginning of 1929 . The children were all asked to go to the Rectory to listen to the Rectors new Wireless Set. Everybody thought it was the most wonderful thing they had heard. They listened to the Empire Day Service./ before they went home they were given an orange & apple each. Then came the final blow. Letters were witten and reports made. Every effort was done to save the school but in OCTOBER 1929 . RINGMORE SCHOOL WAS CLOSED.

Typed from an original handwritten script
06/10/2009

Dennis Collinson

NOTES ON RINGMORE CHURCH SCHOOL LOG BOOKS AND ADMISSIONS REGISTER

The Ringmore School Log is held at the Records Office in Exeter.

535 pupils passed through the school between 1863, when it was founded by Prebendary Francis Hingeston-Randolph, and 1929, when it was closed.

Elementary education began early in the nineteenth century, organized by denominational and philanthropic bodies. It became impossible to raise sufficient money by these means and in 1833 the state began to make annual grants and also to inspect the schools it assisted. In 1870, School Boards, elected locally, were empowered to raise money through the rates for the schools. In 1880 attendance became compulsory. There was a kind of dual system of elementary education: schools run by the Boards and schools run by the denominations.

1899 Board of Education created

1902 Duties of School Boards taken over by local councils

1918 Fees abolished in Elementary Schools

1918 Compulsory attendance age raised from 11 to 14.

The Ringmore School Log reveals how diligent Prebendary Hingeston-Randolph, The Misses Hingeston-Randolph and some of the members of the School Board, notably Mr Farrer, were in visiting the school to inspect the Register and to monitor the progress or otherwise of the pupils.

It was vitally important to keep up attendance numbers because any grant made to the school depended on how many pupils attended. A teacher was obliged to record attendance numbers and to name non-attenders in the School Log, and the veracity of these records was checked through frequent visits from members of the Board. Many teachers bewailed poor attendance numbers, especially around the times of harvest and potato planting. Attendance marks could be given only if pupils arrived punctually and many an afternoon attendance mark was lost by Ringmore children arriving late or not at all for afternoon school, having yielded to the delights of an afternoon down at Lower Manor Farm or on Challaborough beach. Perhaps surprisingly, there are numerous Log entries that tell of children being kept at home because of snow or severe winter weather.

There was a common theme to many of the early reports on the school. Discipline, cleanliness and manners were usually praised, along with the proficiency of the girls in needlework and knitting. But writing, arithmetic and geography were frequently criticized severely and the infants were generally judged to be 'backward' and ill-taught. This was hardly surprising, since for most of the time one teacher, often an uncertificated novice, had somehow to cope with thirty to forty pupils aged between three and thirteen. It was only by delegating the more able 'senior' pupils to look after and teach the infants that any semblance of order could be maintained and some kind of instruction given.

Here is one of the best reports ever given to the school:

Report 1877

'It is scarcely possible to imagine a more satisfactory state of discipline and attainments than that shown in this little School. The children are particularly clean and well-mannered and did their work with great neatness and accuracy, the writing being especially worthy of praise. Much skill and taste were employed in the decoration, inside and outside of the School, such a use of flowers, provided it not allowed to interfere with the preparation of more important matters, is to be highly commended, for it causes Children to regard their School as a bright and cheerful place.' [I have transcribed the punctuation error exactly.]

At this time the teacher was Miss Elizabeth Anne Turner. Shortly after this report she received her certificate. The Inspector was Francis Farrer.

A year later the report was not so good:

Report 1888

'The style of teaching seems to lack brightness and energy'.

[No doubt Miss Turner had moved to advance her career. The less able teacher who succeeded her was Miss Edith Billing.]

Report 5 July 1879

'Reading is fairly taught and Arithmetic is slightly better, but the state of the school is not yet

satisfactory. More evidence is needed of skill, method and energy in the general style of instruction. The writing is below the mark. Grammar is not accurate. The presentation of geography of classes who are either utterly ignorant of the subject, or unable to answer the simplest questions only has the effect of discouraging the children and of furnishing additional evidence of defective teaching. Needlework is rather better, but not yet satisfactory. The attainments of the Infants are still so decidedly below the mark, that, unless improvement takes place, no Grant can be earned next year under article 19 (B/1(a)).

The children are obedient, possessed of very fair natural ability and fully capable of making sound and creditable progress.

The issue of a Certificate to Miss Billing is deferred for a more favourable report.'

By **June 1880** a new teacher, Miss Gay, was in place and some improvement was noted in the next Inspector's Report.

However, other problems became apparent:

Report 1885

'...a urinal must be provided for and used by Boys, and some divisions should be put between the seats in the closets'.

Seven years later, in the **1902 Report**, we read: '...and the seats in the offices should be divided by partitions'.

And a year later, **1903**: 'Proper lavatory accommodation should be provided, the fireplace should be properly guarded and the offices should be better looked after.'

Some teachers record persistent and irksome disciplinary difficulties, largely to do with insubordination and rudeness. In 1898, two of the Triggs children were particularly rebellious and uncooperative over a period of several months. Alice Triggs was noted in the Log as 'a very rude girl' (26.4.1898); 'very rude this afternoon' (12.7.1898); 'A.Triggs went out of school this afternoon and walked home; she had been very rude', and so on. Charlie Triggs manifested his frustrations in a slightly different way: 'C.Triggs would not do as I told him this morning and rolled on the floor' (28.6.1898). Charlie had another roll on 26 October.

From time to time it is noted in the Logs that boys left Ringmore School to go to Bigbury 'to be under the Master'.

The year 1886 yielded a bad Report of the school under Miss Bessie Lanyon's tutelage, and no grant: 'My Lords will expect a better report of the instruction next year' (30.4.1886).

Much of the teaching of these children was done by means of 'object lessons'. In the first decade of the twentieth century some of these 'objects' were as follows: Thrift, Clock-Face, Silver Comparing, Rats and Mice, Clouds, Tallowcandle, Frog, Post Office, Goose, Paraffin, Glue and Gum, the Camel, Gloves.

The twentieth century saw the school beginning to find some approval again:

Report 3.6.1914

'The children of this small school receive a useful training in habits of obedience, neatness and courtesy. They are however not very responsive and, though buoyant enough in the playground, their manner in school is unduly restrained.

The Report made in **1929**, just before the school's closure, was as follows:

'A very small school indeed but there is real life in it. The children were particularly bright and could think for themselves. Their answering was in every way satisfactory and showed that the Religious Instruction is being given on the right lines.

There is an excellent tone in the school, and the children's singing is worthy of special mention.'

(F.W.Moore, Inspector)

At its closure the school had ten pupils.

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There is a solid consistency in many of the early reports on the school. Discipline, cleanliness and manners were usually praised, along with the proficiency of the girls in needlework and knitting. But writing, arithmetic and geography were frequently criticised severely and the Infants were generally judged to be 'backward' and ill-taught. This is hardly surprising, since one teacher, herself often an uncertificated novice, had somehow to cope with thirty to forty pupils aged between three and thirteen. It was only by delegating the more able 'senior' pupils to work with the infants that any semblance of order could be maintained and appropriate instruction given.

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RINGMORE SCHOOL

Mistresses:

Mary Jane Adams 1-12/1875
 Elizabeth Turner 1/1876 - 12/1877
 Edith Billing 1/1878 - 12/1879 (dismissed)
 Elizabeth E. Gay 1/1880 - 9/1881
 Susan Savery Barber (temp.) 9-12/1881
 Elizabeth Ann Lanyon (Mrs Martin) 1/1882 - 12/1889
 Nellie Giles 1/1890 - 1925 (retired)

1861-1863 - Schoolmasters.

John Gaskill (Curate)
 Meredith Bevan.

1863-64. Schoolmistresses.

Jemima Puleston
 1864 Mary Ryder.

The 1818 Parliamentary Return showed no school in Ringmore, but that for 1833 gave two, both supported by donations and fees, and each with about 10 boys and 10 girls, established respectively in 1826 and 1833. These would have been cottage 'dame schools', and how long they survived does not appear; but in 1863 a purpose-built Church schoolroom was opened and that year received a £2 grant from the Diocesan Board for books and apparatus. In 1870 it was reported as 290 square feet in area, and with 15 boys and 15 girls. It was not under a certificated teacher, and therefore not qualified for government grant; and the last dame was Mrs Mary Ryder, whom the Erme & Avon School Board (formed in April 1873 for Ringmore, Kingston, and Bigbury) at first kept on as teacher at £10 p.a., having rented the building, for school hours only, from the incumbent for £1 p.a.

But the Board's original idea of keeping on the existing Dames for Infants and erecting a central school for Juniors had to be dropped, since a Board could not legally pay unqualified and unsupervised teachers, and no government grant would be paid for such schools. It was therefore decided to abandon the new central school project, and to keep the existing schools in the three villages, but under certificated and grant-earning teachers. The Ringmore school was leased from the Rector for 99 years at £3 p.a., and £41 spent on enlarging the schoolroom, and each school was appropriately fitted and furnished.

The first qualified mistress, Mary Jane Adams, started in January 1875, and when HMI made his first inspection the following May he noted that 'one sees how much it was needed from the fact that children of 10, 11, 12, 13, and even 14 have been presented in the 1st and 2nd Standards' (normally for children of 7 and 8). The average attendance was then 34.

The Fee Scale adopted by the Board was, per week:

labourers 3-11 1d, over 11 3d
 tradesmen 3-5 1d, 5-7 3d, 7-13 4d
 farmers 3-5 1d, 5-7 3d, 7-11 6d, over 11 1s (which last exceeded the legal limit of 9d for public elementary schools, and soon had to be dropped)

Miss Adams lasted for only one year; but her successor Elizabeth Turner, in her second Report, received the quite exceptional encomium that: "It is scarcely possible to imagine a more satisfactory state of discipline and attainments than that shown in this little school". With her certificate confirmed and an endorsement to the above effect on her 'Parchment', it is not surprising that she soon left for a better post elsewhere. The next, Edith Billing, was of very different calibre, and after a couple of bad Reports was asked to go, receiving the significant testimonial: "She is a conscientious teacher, but she has not been as successful in her work as the Board could wish. The Board believes she will for the present be more usefully employed in an Infant school, or as a subordinate teacher in a large town school". At a time when Managers were wont to praise bad teachers in the hope of shunting them elsewhere, this was unusually frank.

After this unfortunate let-down the school continued respectably under Elizabeth Gay and Elizabeth Lanyon (who became Mrs Martin). For 1888/9 its income was reported as: Rates £32 18s 2d, Grant £22 1s 11d, Fees £13 0s 9d, making a total of £68 0s 10d for an average attendance of 35, slightly under £2 per head.

Nellie Giles, who like other mistresses here had trained at Truro, took office in January 1890 (at £35 + $\frac{1}{2}$ Grant) and remained until she retired in 1925. After some initial trouble with discipline, she conducted the school with fair efficiency and lack of incident. In 1890 the Kingston and Bigbury

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master demanded and got a £10 rise, and as a result of their initiative Miss Giles had another £5 - but with the proviso that 'no no future increase at any time to be granted'. But in 1892 the Kingston master got another £10 rise, and Miss Giles another £5. Shortly afterwards she demanded yet another £5, and the Board not surprisingly refused and advertised for a successor. But they got so little response that they bit the bullet and paid to keep her. By this time government grant was more generous, besides a new 10s p.a. per head of average attendance in lieu of fees. In 1899 her salary became £63 (without grant-share), which it was when the County took over the school in 1903. Average attendance was then 82 at Kingston, 35 at Bigbury, but only 22 at Ringmore - for which by contemporary standards the £63 was adequate. She then had, as assistant, a monitress paid £4 p.a.

The Ringmore school finally closed in 1929, as the result of rural depopulation. In 1871 the parish had had 237 inhabitants, but by 1931 this had dropped to 146. The school had had its hour of glory under Miss Turner, and of the reverse under Miss Billing, but otherwise its career was rather a case of no news being good news. There could still be local people who remember Nellie Giles.

R.R. Sellman
1988

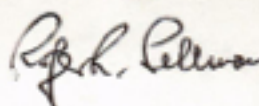
January 19th, 1989

Dear Col. Grimshaw,

I am very pleased to hear that you found my notes on the Ringmore school of interest. Unfortunately I have lately lost the sight of one eye through internal bleeding, and have been advised never to drive after dark, and otherwise to drive as little as possible. Much as I should like to talk to your Historical Society, I am therefore incapacitated from getting so far. Before this happened I used often to do that sort of thing, and in the more liberal days when it was possible to get authority to withdraw material from the Record Office, I regularly spent months each year working on the records of individual parishes in preparation for an Extra-Mural lecture session. But, unhappily, this is no longer possible.

I much appreciate your enterprise in producing a monthly newsletter for the parish, which should be a great help in reminding a television-ridden generation of their local roots. If any queries arise over the background to parish records, I should be very pleased to help if I can.

Yours sincerely,



R.R. Sellman

27th November, 1988

Dear Col. Grimshaw,

I note from the DHS membership list your interest in Ringmore history, and hope this brief note on the school may be of some interest. Unfortunately I have not found the logbook, which would have been much more informative, but the Minute Book of the Erme & Avon School Board is a valuable source, and some other evidence can be found in published reports and County records.

I was once County Inspector of Schools, and became so interested in the history of schools and the 19th century social background that I eventually made a doctorate of it. Now retired and with time on my hands, I welcome any opportunity to mount my hobby horse - no need to reply.

Yours sincerely,

R. R. Sellman

*Wrote & thanked -
Told of News Letter & Photo -
15/1/89.*

R.R. Sellman

*Margaret Roche. Taught by Mrs. Tenegeott
& Monica Ryder. Pitts Cottage 1931-37
when school moved 1st to Buxbury - Sea
then to Nodbury -
School closed in 1929 when Margaret was 6.*

124 1-2 RINGMORE SCHOOL

Mistresses:

Mary Jane Adams 1-12/1875
 Elizabeth Turner 1/1876 - 12/1877
 Edith Billing 1/1878 - 12/1879 (dismissed)
 Elizabeth E. Gay 1/1880 - 9/1881
 Susan Savery Barter (temp.) 9-12/1881
 Elizabeth Ann Lanyon (Mrs Martin) 1/1882 - 12/1889
 Nellie Giles 1/1890 - 1925 (retired)
 Miss Francis 1925 - 1929.

The 1818 Parliamentary Return showed no school in Ringmore, but that for 1833 gave two, both supported by donations and fees, and each with about 10 boys and 10 girls, established respectively in 1826 and 1833. These would have been cottage 'dame schools', and how long they survived does not appear; but in 1863 a purpose-built Church schoolroom was opened and that year received a £2 grant from the Diocesan Board for books and apparatus. In 1870 it was reported as 290 square feet in area, and with 15 boys and 15 girls. It was not under a certificated teacher, and therefore not qualified for government grant; and the last dame was Mrs Mary Ryder, whom the Erme & Avon School Board (formed in April 1873 for Ringmore, Kingston, and Bigbury) at first kept on as teacher at £10 p.a., having rented the building, for school hours only, from the incumbent for £1 p.a.

But the Board's original idea of keeping on the existing Dames for Infants and erecting a central school for Juniors had to be dropped, since a Board could not legally pay unqualified and unsupervised teachers, and no government grant would be paid for such schools. It was therefore decided to abandon the new central school project, and to keep the existing schools in the three villages, but under certificated and grant-earning teachers. The Ringmore school was leased from the Rector for 99 years at £3 p.a., and £41 spent on enlarging the schoolroom, and each school was appropriately fitted and furnished.

The first qualified mistress, Mary Jane Adams, started in January 1875, and when HMI made his first inspection the following May he noted that 'one sees how much it was needed from the fact that children of 10, 11, 12, 13, and even 14 have been presented in the 1st and 2nd Standards' (normally for children of 7 and 8). The average attendance was then 34.

The Fee Scale adopted by the Board was, per week:

labourers	3-11 1d, over 11 3d
tradesmen	3-5 1d, 5-7 3d, 7-13 4d
farmers	3-5 1d, 5-7 3d, 7-11 6d, over 11 1s (which last exceeded the legal limit of 9d for public elementary schools, and soon had to be dropped)

Miss Adams lasted for only one year; but her successor Elizabeth Turner, in her second Report, received the quite exceptional encomium that: "It is scarcely possible to imagine a more satisfactory state of discipline and attainments than that shown in this little school". With her certificate confirmed and an endorsement to the above effect on her 'Parchment', it is not surprising that she soon left for a better post elsewhere. The next, Edith Billing, was of very different calibre, and after a couple of bad Reports was asked to go, receiving the significant testimonial: "She is a conscientious teacher, but she has not been as successful in her work as the Board could wish. The Board believes she will for the present be more usefully employed in an Infant school, or as a subordinate teacher in a large town school". At a time when Managers were wont to praise bad teachers in the hope of shunting them elsewhere, this was unusually frank.

After this unfortunate let-down the school continued respectably under Elizabeth Gay and Elizabeth Lanyon (who became Mrs Martin). For 1888/9 its income was reported as: Rates £32 18s 2d, Grant £22 1s 11d, Fees £13 0s 9d, making a total of £68 0s 10d for an average attendance of 35, slightly under £2 per head.

Nellie Giles, who like other mistresses here had trained at Truro, took office in January 1890 (at £35 + $\frac{1}{2}$ Grant) and remained until she retired in 1925. After some initial trouble with discipline, she conducted the school with fair efficiency and lack of incident. In 1890 the Kingston and Bigbury

(continued)

masters demanded and got a £10 rise, and as a result of their initiative Miss Giles had another £5 - but with the proviso that 'no no future increase at any time to be granted'. But in 1892 the Kingston master got another £10 rise, and Miss Giles another £5. Shortly afterwards she demanded yet another £5, and the Board not surprisingly refused and advertised for a successor. But they got so little response that they bit the bullet and paid to keep her. By this time government grant was more generous, besides a new 10s p.a. per head of average attendance in lieu of fees. In 1899 her salary became £63 (without grant-share), which it was when the County took over the school in 1903. Average attendance was then 82 at Kingston, 35 at Bigbury, but only 22 at Ringmore - for which by contemporary standards the £63 was adequate. She then had, as assistant, a mistress paid £4 p.a.

The Ringmore school finally closed in 1929, as the result of rural depopulation. In 1871 the parish had had 237 inhabitants, but by 1931 this had dropped to 146. The school had had its hour of glory under Miss Turner, and of the reverse under Miss Billing, but otherwise its career was rather a case of no news being good news. There could still be local people who remember Nellie Giles.

R.R. Sellman
1988

Ringmore Church School was opened in 1863. It was planned and designed by Prebendary Francis Hingeston-Randolph, then Rector of All Hallows, funded partly by the Diocesan Board, and built in Rectory Lane, to the east of the church and commanding a view of the confluence of ways at the head of the village.

This new school was not the first in Ringmore. Some thirty years earlier two schools were in existence, each having about twenty pupils on roll; a surprisingly large number for such a small village. Both these schools were independent of the church and were maintained by fees and donations. It is likely that their teaching took place in private houses and that it was probably undertaken by unqualified people.

The new 1863 school was built in Victorian style. With All Hallows church, in whose shadow it stands, it must have formed an impressive cluster of substantial stone buildings. It consisted of one large schoolroom with a fine, vaulted, timber ceiling and a large, open fireplace that senior pupils were required to replenish with coal when necessary. A separate room was reserved for the Infants, the youngest of whom would not have been more than three years old. Outside were the water closets, two for girls and two for boys. A patch of rough grass served as a playground. There was no house attached to the school for the schoolmistress or schoolmaster to live in. The succession of teachers found quarters in various cottages and farmhouses in the village.

The closure of the school, sixty-six years later in 1929, came about as the result of the steady decline of the village's population. At a later date, the school building was converted to a private dwelling house by means of additions and improvements that have made it into a comfortable and attractive home. Its stone walls are now painted white and the whole building retains its original character and its compatibility with the general vernacular architecture of the village as well as its close affinity with the church.

What was it like to learn and teach in a Devon village school in the late nineteenth century? We cannot begin to appreciate the nature of such experiences without first reminding ourselves of the conditions, the resources, and the aims and ideals of those who sought to impart and acquire education at that time.

First of all we have to remember that both the provision and quality of education in rural areas were patchy and uneven. School attendance did not become compulsory until 1880 and the establishing and maintenance of schools depended on a fortuitous mix of local initiative and patronage. The elementary education that began early in the nineteenth century was organised by denominational and philanthropic bodies, but it became clear that it was impossible for these bodies to raise enough money to run the schools. Accordingly, in 1833, the state began to give annual grants and to make regular inspections of the schools they assisted. Much later, in 1870, locally elected School Boards were empowered to raise money for their schools through the rates. This resulted in a kind of dual system, consisting on the one hand of schools run by the Boards and on the other of schools run by the religious denominations.

In 1899 the Board of Education was created and the minimum school leaving age was raised from 10 to 12. In 1902, the duties of School Boards were taken over by local councils and in 1918 compulsory attendance was raised to the age of 14 years. It was during this time of steady development that the Ringmore Church School came into being, flourished, and eventually waned.

Diane Colhinden

Schools

In 1833 there were two schools in Ringmore, both supported by donations and fees and each with about 10 boys and 10 girls. They were cottage 'dame' schools.

In 1863 the rector established a purpose-built church school room on glebe land. The first qualified mistress started in 1875 and when HMI made an inspection the following May he noted, 'one sees how much it was needed from the fact that children of 10, 11, 12, 13 and even 14 have been presented in the 1st and 2nd standards (normally for children 7 & 8).

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	over 11	3d

Tradesmen	3 - 5	1d
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	7 - 13	4d

Farmers	3 - 5	1d
	5 - 7	3d
	7 - 11	6d

Devon County Sites and Monuments Register

Parish Ringmore Near Kingsbridge	National Grid Reference SX 6530 4601	Number (leave blank)	
Subject The Old School	Measurements (Sketch with scale overleaf if possible) Originally 290 sq.ft.		
Description , history, field notes and other information. (Please fill in a separate sheet for each separate item) This building was erected in 1863, as a Church School, which closed in 1929. The building was converted into a dwelling and successive additions were built around the original one-room school.		Reference for each piece of information "Devon Village Schools" R.Sellman. 1967	Date of each entry 1992
Please continue overleaf if necessary			
Owner/ Tenant Name and address Mrs H.Macintosh The Old School Ringmore		Recorder Name and address Mrs A.C.Bennett Hill Cottage Ringmore	

The Education Archive

A Brief History of Education in England

June 1998, updated November 2001

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BEGINNINGS

The earliest examples of schools in England were the Song Schools of the Middle Ages where the sons of gentlefolk were educated and trained to sing in cathedral choirs. Some cathedrals still have them today. In the sixteenth century Elementary Schools began to be established to cater for other sections of the community. These were also run by the church. By the seventeenth and eighteenth centuries a variety of schools were in existence: Dame Schools, Parochial Schools, Private Schools etc. Until 1880 - when universal compulsory education was established - virtually all schools were run by the church.

In his book *English Primary Education* (1965) Blyth talks of three traditions of primary education in England.

1 Elementary

'One can - we did - have both elementary schools and secondary schools, but one cannot have both elementary and primary schools. For elementary schools are a whole educational process in themselves and one which is by definition limited and by implication inferior; a low plateau, rather than the foothills of a complete education.' (Blyth 1965)

Features of the Elementary Schools:

- catered for children up to 14
- based on system of 'payment by results' from 1862
- for the working class
- restricted curriculum
- emphasis on 3Rs
- other objectives were less clearly defined but included social-disciplinary objectives (acceptance of the teacher's authority, the need for punctuality, obedience, conformity etc)

The earliest example of Infant Departments (catering for children up to 7) was Robert Owen's Infant school in New Lanark, set up in the 1820s. By the 1860s the main objective in separating the infants was to ensure that 'the teaching of the older children should not be unduly disturbed by what Matthew Arnold referred to as "the babies".' (Galton, Simon and Croll 1980). The Code of Regulations of 1871 created an infant stage below Standard 1 for the 5-7 age range, so seven became the age of transfer from the infant school or department to the Elementary School. The provision of infant departments for children as young as 3 or 4 was unique at the time, though by 1930 only half of 5-7 year olds were in such schools.

2 Preparatory

The term was never legally established but has been 'invested by tradition with a very precise and important meaning which is still current and influential. In one sense indeed it is nearer to the developmental than to the elementary tradition, for it does at least take some account of sequence rather than of social status as a principle of differentiation. But at the same time it implies in name what "junior elementary" often implied in fact, that the education of younger children is mainly to be conceived in terms of preparation for the later stages of education rather than as a stage in its own right.' (Galton, Simon and Croll 1980) The preparatory tradition has become embedded in the upper and middle sections of English society. The education of younger children should be geared to what was to follow. 'For prep-school boys indeed, the next phase in the life cycle was often regarded as its zenith, with regrettable results. (Blyth 1965)

'The twentieth century has seen a complex interaction between these two traditions but this has in its turn been overshadowed by the impact on both of the third, or developmental, approach.' (Blyth 1965)

3 Developmental

This approach was based on the principles of child development. 'Its origins cannot be sought earlier than the eighteenth century, for that was when education itself began to acquire some form of autonomy.' (Blyth 1965) Much of its motivation came from overseas. Blyth distinguishes five factors which gave impetus to the developmental tradition during the first half of this century:

- The growth of developmental psychology.
- The writings of Dewey, especially his emphasis on the 'curricular importance of collective preparation for change, and on liberation from the traditional thought-patterns which could be regarded as undemocratic whether in the home, the school or society at large.' (Blyth 1965)
- The 'great wave of emancipation that characterised the years after 1918. Children were to be given the chance to be themselves at any age and in concert with their peers of both sexes.' (Blyth 1965)
- The growth of what is now rather loosely described as the 'Welfare State'.
- The rapid growth of the concept of 'secondary education for all' officially enunciated for the Labour Party by Tawney in 1923.

Secondary Education

The 1902 Education Act established new forms of 'secondary schools'. In 1904 the Secondary Regulations introduced a subject-based curriculum. The Scholarship and free place system was established in 1907, though it existed before that in some places. By about 1910 selective 'central' schools were established in London, Manchester and elsewhere. All these schools recruited pupils from the elementary schools at around the age of 11.

The 1926 Hadow Report proposed the division of the elementary school system into two stages, junior and senior, with a break at eleven for all. 'It is worth noting that the motivation for this fundamental change did not arise from any serious consideration of the needs and character of children aged seven to eleven (or five to eleven). It arose solely from a consideration of the needs of the older (senior) children. Indeed the 1926 Report on which the decision was based was called "The Education of the Adolescent".' (Galton, Simon and Croll 1980)

BETWEEN THE WARS

Primary Schools

Proposed by the Hadow Report of 1926, these catered for the age range 5-11 and were government policy from 1928. They bore all the marks of the elementary system 'in terms of cheapness, economy, large classes, obsolete, ancient and inadequate buildings, and so on.' (Galton, Simon and Croll 1980). They demonstrated the legacy of Elementary School curriculum. Primary schools were formally established by the 1944 Education Act.

The influences which changed the style of education in primary schools were:

- The kindergarten Movement, based on Froebel's theory and practice from the 1890s onward - 'natural development', 'spontaneity' etc. This had been adapted to the Board schools' drill practice in an extremely mechanistic manner, so losing its educative significance.
- The work of Dr Maria Montessori in the early 1900s, with its emphasis on structured learning, sense training and individualisation. Its main impact was in infant schools, especially middle-class private schools.
- Margaret and Rachel McMillan and their emphasis on improving hygienic conditions, overcoming children's physical defects, and providing an appropriate 'environment' for young children.
- 'What is and What Might Be', published by Edmund Holmes, ex-Chief Inspector of Elementary Schools in 1911. This was 'the first striking manifesto of the "progressives" in its total condemnation of the arid drill methods of the contemporary elementary school.' (Galton, Simon and Croll 1980)
- Susan Isaacs' two books of 1930 and 1933 on the intellectual and social development of children.

All these influenced the Hadow Reports of 1931 and 1933. 'The approach of the "new" educationalists had, by 1939, become the official orthodoxy; propagated in training

colleges, Board of Education in-service courses, by local authority inspectors, and the like. How far it affected actual practice in schools is, however, another matter.' (Galton, Simon and Croll 1980) 'A good school is a community of young and old, learning together.' (Hadow)

The new Primary Schools soon became the battleground for a number of forces, especially those of child development and those of the 'scholarship' examination. They were seen as a 'sorting, classifying, selective mechanism.' The committee which produced the 1931 Hadow Report included Cyril Burt and Percy Nunn who asserted the 'the absolute determination of "intelligence" by hereditary or genetic factors. They therefore strongly advocated the necessity of streaming as the basic form of internal school organisation.' (Galton, Simon and Croll 1980)

'The basic class teaching approach, with the main emphasis on literacy and numeracy, continued in the new junior schools after the Second World War; in fact the tradition derived from 1870 was still dominant. The continued existence of large classes through the late 1940s and 1950s reinforced this method of school organisation with its related pedagogy.' Galton, Simon and Croll (1980).

Before the Second World War, about ten per cent of elementary school pupils were selected to go on to secondary schools. The rest either remained in 'all-age' schools or went on to senior schools.

THE 1944 EDUCATION ACT

The Act established the Ministry of Education - there had been not been one previously. It increased the powers of the Secretary of State in relation to educational policy making and over LEAs, and required him/her to ensure sufficient facilities for teacher training.

Rab Butler was the Minister who devised the Bill - against Churchill's wishes. He wanted to tackle the private schools but the church wouldn't let him - he needed the support of the church since it owned most of the schools so in the end he did a deal, leaving the private schools intact but including the religious clauses. Labour won a landslide victory in the General Election after the war so it was a Labour government which implemented most of the Act's provisions.

The principle feature of the Act was the triangular division of responsibility between:

- Central Government, which set national policies and allocated resources;
- the Local Education Authorities (LEAs), which set local policies and allocated the resources to schools; and
- Head Teachers and Governing Bodies, which set school policies and allocated resources within the schools.

Note that national government policies included practically nothing on the curriculum (except Religious Education). This was left to the teaching profession - Head Teachers were very much in control in the schools and would continue to be so until the 1980s.

Central Government

The Secretary of State had 'the duty to secure the effective execution by the local authorities under his control and direction of the national policy for providing a varied and comprehensive education service in every area.' (1944 Act) S/he was responsible to parliament and exercised this responsibility through the DES (the Department of Education and Science, subsequently renamed the DFE (the Department for Education), then the DfEE (the Department for Education and Employment) and, since June 2001, the DfES (Department for Education and Skills). 'The Secretary of State does not provide schools or colleges, nor employ teachers or prescribe textbooks or curricula.' But s/he 'can identify areas for development and place duties on local authorities.' (Shipman 1984).

Until the 1980s, education was rarely the subject of debate at Cabinet level. The Secretary of State did not have the legal right to determine the content of education and, in the phrase first used by a Minister of Education, was not expected to enter 'the secret garden of the curriculum.' 'The only influence is an indirect one that is exercised through HMIs, through DES participation in the Schools Council, and through government sponsored research projects like the one on comprehensive education. The nearer one comes to the professional content of education, the more indirect the Minister's influence is, and I am sure this is right.' (Kogan 1971).

Local Government

The bulk of the 1944 Act sets out the way in which the national service should be locally administered.

The LEAs were to build and maintain the county schools and the one-third of schools provided by voluntary, usually religious, bodies. They usually appointed and always paid the teachers. They allocated resources to the schools, including staff, buildings equipment and materials. They did not have detailed control of the curriculum but were to 'contribute to the spiritual, moral, physical and mental development of the community by securing that efficient education shall be available to meet the needs of the population of their area.' They were to provide sufficient places for 5-16 year olds, set the length of school terms, the school day etc. All this must be done without 'unreasonable public expenditure'.

'Over the years these local authorities have often developed distinctive styles of administration and forms of school organisation. Cross a local government boundary and you may find different ages of transfer between schools, whether from primary to secondary, primary to middle or middle to secondary. There are sixth forms in schools, consortia of schools, tertiary and sixth-form colleges. Some LEAs pioneered comprehensive secondary schooling, while others doggedly fought for the survival of their grammar schools.' (Shipman 1984).

Every local authority must have an Education Committee consisting of elected councillors. The Chief Education Officer or Director of Education heads the salaried officers of the LEA. (For further information see my article [The Chief Education Officer](#)

- the real master of local educational provision?)

The Schools

The Head had control of the school curriculum and resourcing in consultation with the governors.

Secondary Education

The 1944 Education Act introduced the 'Tripartite System'. The secondary schools became Grammar Schools (for the most able), the senior schools became Secondary Modern Schools (for the majority), and there were also to be Secondary Technical Schools (for those with a technical/scientific aptitude). In practice, very few of this last group were ever opened.

The success of their pupils in the selection process at eleven (the '11+') became the measure by which the new junior schools were judged. 'Once again, the fate of the junior school and its educational role depended on developments at the upper levels.' (Galton, Simon and Croll 1980).

Religious Education and Worship

The 1944 Act made Religious Education and a daily Act of Worship a statutory requirement.

THE 1960s

'Educational developments in the 1960s were rapid, all-embracing, and, in retrospect, perhaps surprising. Some of the problems facing primary education today clearly have their roots in this period and the apparent subsequent reaction from ideas and practices then regarded as positive.' (Galton, Simon and Croll 1980). The 1960s saw not only the swing to comprehensive secondary education - which freed the primary schools from earlier constraints - they also saw the acceptance in full of the targets for a massive expansion of higher education as proposed in the Robbins Report *Higher Education* (1963) and of the perspectives 'outlined (if somewhat ambiguously) in the Newsom Report *Half our Future* (1963).' (Galton, Simon and Croll 1980)

1964 Education Act

This allowed the setting up of three-tier systems and so permitted the establishment of middle schools.

The Plowden Report 1967

Of major importance to primary education was the Plowden Report *Children and their Primary Schools* (1967) which 'clearly and definitely espoused child-centred approaches in general, the concept of "informal" education, flexibility of internal organisation and non-streaming in a general humanist approach - stressing particularly the uniqueness of

each individual and the paramount need for individualisation of the teaching and learning process.' (Galton, Simon and Croll 1980) (For further information see my article Plowden and the Primary Curriculum: Twenty Years On)

Other factors in the 1960s

- the 'permissive society'
- heightened consciousness among young people of their role in society - full employment, relative affluence and so increased independence and autonomy
- local authorities encouraged innovation in schools
- head teachers allowed high degree of autonomy to class teachers - increased professionalisation of teachers
- decline in the inspectorial role of HMI and local authority inspectors
- new open plan schools

Comprehensivisation

This began in the mid-1960s. The abolition of the eleven-plus freed the curriculum of the junior schools. Oxfordshire was one of the first counties to scrap the exam, along with Leicestershire, the West Riding of Yorkshire, Bristol and London. 'It was in these areas, also, that the system of streaming, which reinforced the methodology of class teaching, was most rapidly discarded. The swing from streaming in the junior schools in these and other areas, which started very slowly in the mid-1950s, meeting strong opposition, suddenly took off with extraordinary rapidity in the mid- to late-1960s, gaining influential support from the Plowden Report of 1967.' (Galton, Simon and Croll 1980).

THE 1970s

The desire of the DES to influence the curriculum became visible in the 1970s with the publication of various papers, mainly produced by HMI, and by the setting up of the Assessment of Performance Unit.

The Black Papers

These papers, written by right-wing educationalists and politicians, demonstrated the beginning of 'the general disenchantment with education as a palliative of society's ills, which first found expression in the USA following the supposed (and some hold premature) evaluation of the Headstart programmes as a failure. This coincided with the beginning of a world economic recession (late 1960s), providing a rationale for economic cutbacks in education not only in England but in most advanced western industrial countries.' (Galton, Simon and Croll (1980) The developing economic climate also provided the context for the views presented in the series of Black papers, of which the first, published in 1969, specifically focussed on new developments in the primary schools as 'a main cause not only of student unrest in the universities but of other unwelcome tendencies or phenomena.' (Galton, Simon and Croll (1980) Bennett's 1976 Black Paper *Teaching Styles and Pupil Progress* was represented in the media as 'a condemnation of so-called "progressive" methods in the primary school.' (Galton, Simon and Croll 1980)

The William Tyndale Affair

The Black Paper writers were given ammunition by the 'William Tyndale Affair'. William Tyndale was a primary school in north London where, in 1974, some of the staff introduced radical changes associated with an extreme form of romantic liberalism. The result was a violent dispute among the staff and between some of the staff and the school managers. Chaos ensued. Local government politicians and the local inspectorate became involved and, ultimately, there was a public inquiry in 1975-6 into the teaching, organisation and management of the school.

The affair raised a number of crucial questions which centred on issues such as:

- the control of the school curriculum
- the responsibilities of local education authorities
- the accountability of teachers
- the assessment of effectiveness in education.

Callaghan's Ruskin Speech and 'The Great Debate'

'All this formed the background to Prime Minister Callaghan's speech (18 October 1976) in Ruskin College, warning against certain current tendencies in education, and the events which followed: "The Great Debate", DES and HMI initiatives regarding the curriculum, the establishment of the Assessment of Performance Unit, the beginning of mass testing by local authorities, and so on.' (Galton, Simon and Croll 1980)

Callaghan called for a public debate on education which was 'to give full opportunity for employers and trades unions, and parents, as well as teachers and administrators, to make their views known. ... The curriculum paid too little attention to the basic skills of reading, writing and arithmetic. Teachers lacked adequate professional skills, and did not know how to discipline children or to instil in them concern for hard work or good manners. Underlying all this was the feeling that the educational system was out of touch with the fundamental need for Britain to survive economically in a highly competitive world through the efficiency of its industry and commerce.' (DES 1977) *Education in Schools: A Consultative Document*

The Consultative Document said 'Primary schools have been transformed in recent years by two things: a much wider curriculum than used to be considered sufficient for elementary education, and the rapid growth of the so-called "child-centred" approach.' The document then commended many aspects of these developments. 'In the right hands, this approach has produced confident, happy and relaxed children, without any sacrifice of the 3Rs or other accomplishments - indeed, with steady improvement in standards. Visitors have come from all over the world to see, and to admire, the English and Welsh "primary school revolution".'

However, it went on to suggest that few teachers had sufficient experience and ability to make the new approach work. 'It has proved to be a trap for some less able or less experienced teachers who applied the freer methods uncritically or failed to recognise that they require careful planning of the opportunities offered to children and systematic

monitoring of the progress of individuals.'

It concluded that 'the challenge now is to restore the rigour without damaging the real benefits of the child-centred developments.'

THE 1980s

The Government of Education

The triangular framework of responsibility (central government, the local authorities and the schools) set up in 1944 was still largely in place. But there were various problems for LEAs which started during the 1970s and increased rapidly during the 1980s:

- Local government was reorganised in the 1970s, the number of local authorities reduced from 146 to 104. Many of the reorganised authorities embraced corporate management policies which led to some widely publicised resignations of CEOs who felt they no longer had control over the service.
- Since reorganisation in 1974, 'there has been a tendency for local politics to consolidate along national party lines.' (Shipman 1984).
- Public spending was constrained in the 1980s and the differences between the spending of different authorities widened. As contraction replaced expansion, power tended to ebb back to central government.
- From 1979, the Thatcher governments were determined to weaken the powers of the local authorities, many of whom they regarded as 'the loony left'. A raft of new

RINGMORE SCHOOL

Mistresses:

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 Elizabeth E. Gay 1/1880 - 9/1881
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 Nellie Giles 1/1890 - 1925 (retired)

The 1818 Parliamentary Return showed no school in Ringmore, but that for 1833 gave two, both supported by donations and fees, and each with about 10 boys and 10 girls, established respectively in 1826 and 1833. These would have been cottage 'dame schools', and how long they survived does not appear; but in 1863 a purpose-built Church schoolroom was opened and that year received a £2 grant from the Diocesan Board for books and apparatus. In 1870 it was reported as 290 square feet in area, and with 15 boys and 15 girls. It was not under a certificated teacher, and therefore not qualified for government grant; and the last dame was Mrs Mary Ryder, whom the Erme & Avon School Board (formed in April 1873 for Ringmore, Kingston, and Bigbury) at first kept on as teacher at £10 p.a., having rented the building, for school hours only, from the incumbent for £1 p.a.

But the Board's original idea of keeping on the existing Dames for Infants and erecting a central school for Juniors had to be dropped, since a Board could not legally pay unqualified and unsupervised teachers, and no government grant would be paid for such schools. It was therefore decided to abandon the new central school project, and to keep the existing schools in the three villages, but under certificated and grant-earning teachers. The Ringmore school was leased from the Rector for 99 years at £3 p.a., and £41 spent on enlarging the schoolroom, and each school was appropriately fitted and furnished.

The first qualified mistress, Mary Jane Adams, started in January 1875, and when HMI made his first inspection the following May he noted that 'one sees how much it was needed from the fact that children of 10, 11, 12, 13, and even 14 have been presented in the 1st and 2nd Standards' (normally for children of 7 and 8). The average attendance was then 34.

The Fee Scale adopted by the Board was, per week:

labourers	3-11 1d, over 11 3d
tradesmen	3-5 1d, 5-7 3d, 7-13 4d
farmers	3-5 1d, 5-7 3d, 7-11 6d, over 11 1s (which last exceeded the legal limit of 9d for public elementary schools, and soon had to be dropped)

Miss Adams lasted for only one year; but her successor Elizabeth Turner, in her second Report, received the quite exceptional encomium that: "It is scarcely possible to imagine a more satisfactory state of discipline and attainments than that shown in this little school". With her certificate confirmed and an endorsement to the above effect on her 'Parchment', it is not surprising that she soon left for a better post elsewhere. The next, Edith Billing, was of very different calibre, and after a couple of bad Reports was asked to go, receiving the significant testimonial: "She is a conscientious teacher, but she has not been as successful in her work as the Board could wish. The Board believes she will for the present be more usefully employed in an Infant school, or as a subordinate teacher in a large town school". At a time when Managers were wont to praise bad teachers in the hope of shunting them elsewhere, this was unusually frank.

After this unfortunate let-down the school continued respectably under Elizabeth Gay and Elizabeth Lanyon (who became Mrs Martin). For 1888/9 its income was reported as: Rates £32 18s 2d, Grant £22 1s 11d, Fees £13 0s 9d, making a total of £68 0s 10d for an average attendance of 35, slightly under £2 per head.

Nellie Giles, who like other mistresses here had trained at Truro, took office in January 1890 (at £35 + $\frac{1}{2}$ Grant) and remained until she retired in 1925. After some initial trouble with discipline, she conducted the school with fair efficiency and lack of incident. In 1890 the Kingston and Bigbury

masters demanded and got a £10 rise, and as a result of their initiative Miss Giles had another £5 - but with the proviso that 'no no future increase at any time to be granted'. But in 1892 the Kingston master got another £10 rise, and Miss Giles another £5. Shortly afterwards she demanded yet another £5, and the Board not surprisingly refused and advertised for a successor. But they got so little response that they bit the bullet and paid to keep her. By this time government grant was more generous, besides a new 10s p.a. per head of average attendance in lieu of fees. In 1899 her salary became £63 (without grant-share), which it was when the County took over the school in 1903. Average attendance was then 82 at Kingston, 35 at Bigbury, but only 22 at Ringmore - for which by contemporary standards the £63 was adequate. She then had, as assistant, a mistress paid £4 p.a.

The Ringmore school finally closed in 1929, as the result of rural depopulation. In 1871 the parish had had 237 inhabitants, but by 1931 this had dropped to 146. The school had had its hour of glory under Miss Turner, and of the reverse under Miss Billing, but otherwise its career was rather a case of no news being good news. There could still be local people who remember Nellie Giles.

R.R. Sellman
1988

The following is in a hand that I don't recognise (Joan Baughan?)

Speculation written on it suggests that it may be memories given by Margaret Lock ...or even handwritten by her. Di Collinson (Chair) suggests that it was possibly written by Margaret because she would need to have a clear hand for her Post Office work.

The Heading : **RINGMORE SCHOOL** (Written by Margaret Lock ?)

" Ringmore Mixed Council School was opened on January 13th 1875 with 39 children on the roll. The teacher was **Mary Jane Adams** with the help of a monitress. The classes were divided into standards from No. 1 to No.5.

Rev. Prebendary Hingeston Randolph was the Rector at that time in fact until 1910. He used to visit the School and mark the Register. The children had Examinations from time to time. Special mention was made of needlework and writing. In 1875, the Playground had a fence put around it as it was getting dangerous when the children were outside playing. Reports on the School were given every three months. Prizes were given to the girls for sewing and knitting : 1st Prize 4s/6d, 2nd Prize 3s/0d 3rd prize 2s/0d. Grants claimed on average attendance amounted to £26-1s-4d every two years. Discipline was rather poor at times and some children were absent for two or three weeks, they often came too late to get a mark. The average school leaving age was 12 years and a labour certificate had to be obtained,

The next log book started in 1911 there were 40 children in the Register. The Rev. Hingeston Randolphs son became the new Rector. He used to visit the School regularly. A weeks holiday was given in 1911 to celebrate the Coronation of King George . Summer holidays lasted four weeks. N Epidemic of Scarlet Fever was reported in 1916. Children were examined regularly now in various subjects by the School Inspector. Two children were given the job of filling the inkwells each day. New Cupboards. Blackboard. Desks and Stationary was bought in 1912.

Heating the School was done by a small Devon Grate. (Black) and had to be lit by the caretaker 7 o'clock each morning. He also helped to deliver the mail each day. And sometimes he was late lighting the fire. And the school wasn't very warm. A new Head Mistress took over in 1915. She taught the children quite well . And they seemed to improve quite a lot in some subjects . There was quite a lot of trees in the playground. And the children played Hide and Seek. Rounders. And Catch. They did drilling and played Marching Songs. The years went on . and the last teacher took over in 1924. She was very good used the

cane quite a bit . But got some good results. In 1928._ Chicken Pox was reported. And that meant very small attendances. The beginning of 1929 . The children were all asked to go to the Rectory to listen to the Rectors new Wireless Set. Everybody thought it was the most wonderful thing they had heard. They listened to the Empire Day Service./ before they went home they were given an orange & apple each. Then came the final blow. Letters were written and reports made. Every effort was done to save the school but in OCTOBER 1929 . RINGMORE SCHOOL WAS CLOSED.

Typed from an original handwritten script
06/10/2009

Dennis Collinson

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