



This work is protected by copyright and other intellectual property rights and duplication or sale of all or part is not permitted, except that material may be duplicated by you for research, private study, criticism/review or educational purposes. Electronic or print copies are for your own personal, non-commercial use and shall not be passed to any other individual. No quotation may be published without proper acknowledgement. For any other use, or to quote extensively from the work, permission must be obtained from the copyright holder/s.

CHANGING PATTERNS OF EDUCATIONAL DEVELOPMENT  
IN SHROPSHIRE FROM THE RESTORATION UNTIL THE  
FIRST TREASURY GRANT

1660 - 1833

by

ROBERT HUME M.A. (Keele)

Submitted in fulfilment of the requirements for the  
degree of Doctor of Philosophy of the University of  
Keele

July 1982



## **IMAGING SERVICES NORTH**

Boston Spa, Wetherby  
West Yorkshire, LS23 7BQ  
[www.bl.uk](http://www.bl.uk)

# **PAGE NUMBERING AS ORIGINAL**

## CONTENTS

List of plates in the text	iii
List of maps in the text	iv
List of tables and figures in the text	v
List of appendices	vii
Abstract	viii
Acknowledgements	ix
Abbreviations	xi
INTRODUCTION	1
PART ONE: QUANTITATIVE ANALYSIS, 1660-1833	
I. The initial and ultimate extent of educational provision	39
II. The early and late geographical distribution of schools	47
III. The pace of educational development	59
IV. Social rank and educational opportunity	92
PART TWO: QUALITATIVE ANALYSIS	
I. Literacy, numeracy and education : Response to economic and social demands	100
II. Philanthropy, paternalism and self-interest : The nature and motives of benefactors to education	128
III. Those well-qualified; and those 'not worthy ye mentioning' : A survey of the varying calibre of teachers	165
IV. White lace to brown coat : The spectrum of children, their origins, progress and destinations	223
V. Anomaly or archetype : Shropshire's place in the emerging national trend	267
APPENDICES	310
BIBLIOGRAPHY	327
INDEX	363

List of plates in the text

1	The National Schools, Abbey Foregate, Shrewsbury	134
2	Sir Richard Corbett's School at Longnor	151
3	Inscription to the memory of Dr Benjamin Wainwright at Rushbury, 1821	155
4	The almshouse and adjoining school, erected under the will of Benjamin Wainwright at Rushbury, 1821	156
5	Inscription to the memory of Edward Phillips in 'The Old School' (est.1866), St Martin's	159
6	Plaque attached to the almshouses and school at St Martin's to the memory of Charlotte Viscountess Dungannon	160
7	The school erected by Charlotte Viscountess Dungannon at St Martin's, 1810	161
8	Inscription (first section) in the Church of St Mary's, Selattyn, to the memory of Charles Morris	162
9	Black Gate House, Oswestry (est.1621), site of a boarding school for 'Young Ladies' conducted by Miss Dorset and Mrs Holbrook at the opening of the nineteenth century	175
10	The usher's house, Ludlow	180
11	The Grammar School, Ludlow	181
12	Swan Hill Court, Shrewsbury, site of the Misses Wisemans' boarding school in the early nineteenth century	220
13	Claremont Buildings, Shrewsbury, site of Miss E.Puttrell's boarding school in the opening years of the nineteenth century	221
14	Nesscliffe School (est.1753)	248
15	Millington's Hospital School, Shrewsbury (est.1748)	259

List of maps in the text

1	Moll's map of Shropshire, 1724	3
2	Proportion of one and two Hearth Tax assessments, 1672 : percentages by constablewick	19
3	Proportion of one and two Hearth Tax assessments, 1672 : grouped	21
4	Occupiers exempt from the Hearth Tax, by hundred, 1672	22
5	Ecclesiastical jurisdiction in Shropshire	25
6	Dissent in the archdeaconry of Salop, 1799	34
7	Geographical distribution of documented schools, 1660	48
8	Geographical distribution of documented schools, 1833	51
9	The order in which schools under the aegis of the Society for Promoting Christian Knowledge were reported in its <u>Accounts</u> , 1704-31	85

(i) Tables

1	Bishops of the three principal dioceses, 1660-1833	26
2	The pace of educational development, 1660-1833	65
3	The geographical background of those making provision by will or deed for Shropshire education, 1660-1833	137
4	The social status of benefactors to Shropshire education, 1660-1833	139
5	The social status of subscribers to the Blue Coat Charity School at Ludlow, 1786-1809	141
6	The social status of subscribers to the Public Subscription Charity School, Shrewsbury, 1807-09	142
7	Qualifications of schoolteachers subscribing in the archdeaconry of Ludlow, 1662-1809	184
8	Qualifications of schoolteachers 'called over' in the archdeaconry of Ludlow, 1665-1778	184
9	Qualifications of schoolteachers subscribing in the archdeaconry of Salop, 1662-1829	185
10	Qualifications of schoolteachers 'called over' in the archdeaconry of Salop, 1779-1805	185
11	Qualifications of schoolteachers subscribing in the deanery of Marchia, 1704-1833	186
12	Qualifications of schoolteachers 'called over' in the deanery of Marchia, 1682-1830	186
13	Salaries paid to schoolmasters and schoolmistresses, 1660-1833	193
14	Geographical origins of children admitted to Bridgnorth Grammar School, 1825-33	227
15	The prevalence of particular skills in the curriculum of rural and urban schools in Shropshire, 1660-1833	236

16	Schools founded during the two halves of the eighteenth century requiring that the Catechism be taught	241
17	The social origins and appreniticeship of boys leaving Millington's School, Shrewsbury, 1756-76	258
18	Trades to which boys leaving Millington's School, Shrewsbury, were apprenticed, 1752-80	261
19	Destinations of boys apprenticed at Ludlow subscription school, 1790-1809	263

(ii) Figures

1	The pace of educational foundations, 1660-1833	72
2	The rate of benefactions to Shropshire education, 1660-1833	76
3	The rate of incoming letters to the S.P.C.K. with information on Shropshire schools, 1699-1736	84
4	Proportions of charitable funds 'available' to various activities in Shropshire, 1660-1786/88	90
5	Social status of benefactors to Shropshire education, 1660-1833	144
6	Plan of the school built from Dr Benjamin Wainwright's bequest at Rushbury, 1821, as it stood in 1870	157
7	Number of endowments by will to education in four counties, 1661-1800	294
8	Proportions of charitable funds 'available' to various activities in Shropshire as compared with Kent, 1660-1786/88	296



List of appendices

A	Foundation dates of individual day schools in Fig.1, 1660-1833	311
B(i)	Abilities of parishes to school their children: 1660; 1833	318
(ii)	Abilities of parishes to school their children: 1799	318
C	Poverty and schooling, 1672	320
D(i)	Subscription levels at Ludlow Blue Coat School, 1786-1809	321
(ii)	Subscription levels at Shrewsbury Public Subscription School, 1806-33	322
E(i)	Inventory of Ralph Adams, writing master, St Mary's, Shrewsbury, 1718	323
(ii)	Inventory of Arthur Dawson, schoolmaster, Whitchurch, 1728	325
F	Advertisement placed by R.Tomlins, writing master, in <u>The Shrewsbury Chronicle</u> , 1793	326

ABSTRACT

This study aims to investigate the nature and extent of education in so far as it concerned Shropshire children in the period between the Restoration and the first Treasury grant to education. A wide variety of hitherto largely unexploited sources, both local and more centrally-based, has been employed.

The whole falls into two main sections. In the first of these, the material is treated statistically. Parish provision is quantified in both 1660 and 1833, and the intervening period surveyed to determine the rate at which any development is likely to have proceeded. Figures are given for those of school age and the number of places provided for them. Conclusions are then drawn as to how effective the schools were in meeting the needs of the community.

The second section, which is thematic, opens by discussing the relationships between education and the social and economic theory of the time. The approach is fundamentally individualistic in the subsequent two chapters which deal with the origins and motives of the funders and purveyors of this education. The children, too, are studied as individuals, with their background, progress and eventual employment each receiving attention. A concluding chapter synthesises a number of findings for other counties during the same period and thereby highlights similarities and contrasts between Shropshire and elsewhere.

ACKNOWLEDGEMENTS

I wish to express my gratitude both to the staff of certain institutions and to several individual people, without whose help it would have been impossible to complete the present work.

Amongst the former I am indebted to the staff of a number of schools, particularly to Mr C.E.Aspinall, the headmaster of Thomas Adams' School, Wem; but also to the head teachers of a multitude of primary schools in the county, who had the patience to answer my enquiries into their foundation and subsequent history. The staff of the various libraries deserve to be thanked, too. The Archivist of the Society for Promoting Christian Knowledge, Mr Arthur Barker, was especially kind in allowing me to use the Library outside its official hours of opening, and for drawing to my attention items of particular interest. The staff of two other private libraries, those of the National Society and of the British and Foreign School Society, both in London, went considerably beyond their normal duties, too. I would not wish to overlook the help willingly given by the assistants at the various public depositories I have visited in connection with this study: the Shropshire Record Office, the Hereford Record Office and the National Library of Wales, not least for the trouble they have taken to provide photocopies of documents which would otherwise have taken

hours to transcribe.

Of those individuals whose help I would like to acknowledge, I would especially like to thank the Chairman of the Trustees of Millington's Hospital, Shrewsbury, Mr Dennis Salt, for permitting me to consult records covering the Hospital's early history, before they became available to the general public; Mr G.C.Baugh, editor of the Victoria History of Shropshire, for giving me access to typescript copies of a forthcoming volume, as well as for numerous miscellaneous pieces of information at odd times; and Miss Eileen Beard, Audio-visual Aids Officer, University of Keele, for her help in developing the photographs. These acknowledgements would be incomplete if I failed to mention my colleague and friend Mr Alyn Thomas of the University of Keele for all his thoughtful suggestions, constructive comments and sustained encouragement towards earlier drafts of this work.

ABBREVIATIONS

- B.F.S.S. British and Foreign School Society
- B.L. British Library
- C.C.R. Charity Commissioners' Reports
- D.N.B. Dictionary of National Biography
- H.R.O. Hereford Record Office
- H.W.R.O. Hereford and Worcester Record Office
- L.J.R.O. Lichfield Joint Record Office
- n Sample size
- N 'Population' size
- N.L.W. National Library of Wales
- N.S. National Society
- P.R.O. Public Record Office
- S.L.S.L. Shrewsbury Local Studies Library
- S.P.C.K. Society for Promoting Christian Knowledge
- S.R.O. Shropshire Record Office
- T.S.A.S. Transactions of the Shropshire Archaeological Society
- uncat. Uncatalogued
- V.C.H. Victoria County History
- W.S.L. William Salt Library, Stafford

(i) THE SHROPSHIRE BACKGROUND

(a) Physical geography

Shropshire was described by the topographer the Rev. Thomas Cox in 1700 as 'an Inland County, counted by some the biggest of the kind...', encompassing an almost circular area of 890,000 acres<sup>1</sup>. This vast tract of land, comprising as it did no less than 170 parishes and including fifteen or more market towns<sup>2</sup>, was cut into two near equal halves by the River Severn. This river, into which poured numerous rivulets, divided the northern plains from the southern hills and dales. What especially distinguished Shropshire from the other Midland counties was that more than 80% of this land was already enclosed by the time Cox wrote, as compared with a mere 30-40% of theirs.

The physical position of Shropshire is a land locked one, and this contributed to its remoteness: its county town during the period under investigation, occupied a quite isolated

---

1 Rev. Thomas Cox A Topographical, Ecclesiastical, and Natural History of Shropshire (1700) p.601

2 A century later, Joseph Plymley listed seventeen in his General View of the Agriculture of Shropshire (1803) p.334

situation, far from the coast and the arteries of trade; Ludlow in the south, meanwhile, was buried in the Welsh Marches.

Communications in the county at this time were, thus, restricted to road and river. The roads, however, were notorious throughout the year, and were especially bad during the winter months when repair work was often quite impossible. Of the southern parish of Stoke St Milborough, Archdeacon Plymley Corbett wrote at the end of the eighteenth century that

the inhabitants must resort thither along a very bad road of fifteen miles for the purpose of justice;

1

whereas in the neighbouring parish of Clee St Margaret,

the roads are narrow and deep and during winter impassable to all except the natives who are well acquainted with their miry depths... most of the roads are impassable for horses even in summer through a part of this and neighbouring parishes.

2

His sister's remarks twenty years later tend only to bear out those of his own: 'the season of the year does not suit for dining at Longnor & going on to Ludlow... the weather & roads were very bad...'<sup>3</sup>. However, though most contemporary observers were agreed on the calamitous state of English roads generally in the eighteenth century: 'ruinous, miry, deep, broken, and

---

1 Cited in Trevor Rowley The Shropshire Landscape (1972) p.242  
 2 Ibid. pp.242-43  
 3 S.R.O., Archdeacon Plymley Corbett's sister's diary, Book 90, 20 Mar. 1812

- A. Oswestry Hundred
- B. Pimhill H.
- C. Bradford North H.
- D. Foord H.
- E. Shrewsbury Liberty
- F. Cundover H.
- G. Bradford South H.
- H. Clun H.
- I. Purslow H.
- K. Munslow H.
- L. Wenlock Franchises
- M. Brimstry H.
- N. Overs H.
- O. Stottisdon H.

P. of DEN :

BIGH

SH.

MONTGOMERY S.

Welch pole

Montg ery

P. of

P. of Knighton

RADNOR S.

P. of

HEREFORD S.

P. OF WORCESTER S.

# SHROPSHIRE

By  
H.Moll Geographer.

a. Part of Flint Shire  
b. P. of Hereford S.



3 Degrees West from London

Map 1: Moll's map of Shropshire, 1724



in great decay', as commented one<sup>1</sup>, L.C.Lloyd believes that roads in the Franchise of Wenlock (where these two parishes were situated) might, nevertheless, have been slightly better looked after than in other parts of the county<sup>2</sup>. Water transport, on the other hand, was in large part restricted to the Severn until 1796, when the Ellesmere Canal united the river with the Dee and Mersey, and so opened up communication with Bristol and Liverpool. This superiority of river over road transport determined economic development in east Shropshire. It also led to a dramatic increase in this area's population.

(b) Population

The two most frequently used indices of population in the late seventeenth century have been the Hearth Tax returns (1662-89) and the Compton Census (1676). The value of both sources is severely restricted, however, for neither is tailor made to provide such an estimate. The most complete surviving example of the former for Shropshire, that drawn up in 1672, recorded merely the number of householders in each

1 Burn Justice of the Peace, cited by the Webbs in King's Highway p.51

2 L.C.Lloyd 'Eighteenth-Century Highway Administration in an area of South Shropshire', T.S.A.S. LVI (1957-60) p.325

parish and hamlet (17,737)<sup>1</sup>. This means that a suitable multiple has to be chosen, based upon the relationship which these are thought to bear to the population as a whole. Though 4.5 is often selected as reasonable to embrace the householder's immediate family (so giving an estimated 79,817 inhabitants in the county in 1672), the problem is that a single house might well be occupied by more than one family. The Hearth Tax, by recording the head of the household alone, failed to take these other families into consideration<sup>2</sup>. Another major limitation of these returns for Shropshire, in common with elsewhere, is the difficulty in computing figures for individual parishes. Though many parishes certainly appear in the assessment, the Tax was based on the hundred and its divisions, which, beneath the upper and lower elements, were often 'boroughs' and constablewicks, now very difficult to trace.

The usefulness of the Compton Census is also subject to certain reservations. Compiled in order to estimate the feared growth of nonconformity in the years immediately

---

1 W.Watkins-Pitchford (ed.) The Shropshire Hearth-Tax Roll of 1672 (1949)

2 The folly of doing this at least for the beginning of the nineteenth century becomes very evident from the St Asaph visitation enquiry of 1806 which asked respondents to record both the number of families and the number of inhabitants. For Llanymynech 4.5 persons per family were reported, for St Martin's c.4.8, for Knockin and Llanyblodwell 5, for Whittington c.5.2 and for Oswestry c.6 persons per family. In 1809, as high a figure as 6.1 can be computed from the Whittington return.

succeeding the Restoration, it recorded the absolute numbers of conformists, nonconformists and Roman Catholics by parish (for Shropshire 55,913, 644 and 366 respectively), though there are forty-five omissions<sup>1</sup>. These figures are themselves a little suspect, too often being in multiples of ten; yet, it is claimed that when the three elements are added back together again, some sort of population statistic is obtainable. In the case of Shropshire, a figure of 56,923 is gleaned in this way. It is far from clear even then, however, exactly who in each parish was included in the enumeration: merely the total number of families, which, when juxtaposed against the figures from the Heath Tax seems far too high; or the full extent of the population, which is rather too low. It appears more likely that those included in the Survey were men, women and servants aged sixteen and over. This means that we must add on to this figure those who had not attained this age. On the basis of data collected from Lichfield, Gregory King computed that c.60% of the population were sixteen years of age or over in 1695<sup>2</sup>, which suggests that we should multiply our estimates, based on

1 Rev. W.G.D.Fletcher (ed.) 'Religious Census of Shropshire in 1676', T.S.A.S., 2nd series, I (1889) pp.75-92

2 D.V.Glass 'King's Population Estimate of England and Wales, 1695', Population Studies Vol.3 No.4 (Mar.1950) p.366

the Compton Census, by a factor of 1.67, so yielding 94,872, almost 20% above that obtained from the Hearth Tax analysis above. We must, therefore, be content by saying that at the beginning of the third quarter of the seventeenth century, the population of Shropshire is likely to have been somewhere between 80,000 and 95,000, or, on average, 57.68 people per square mile.

Though the value of early estimates of population from sources strictly designed for a different purpose is disputable, by the time of the 1801 census, we know that the county had a population of 167,639 and an average population density of 119 people per square mile. The scattered spread of its inhabitants is demonstrated especially vividly when comparison is made with the situation in Kent at this time. A county of very similar extent (995,015 acres), the latter contained almost twice as many people as did Shropshire, 307,624 in 1801, or 198 people per square mile. The most populous parishes in Shropshire at this date were Wellington (7,531), Oswestry (5,839) and Ellesmere (5,553), though the coalfield parishes of Broseley (4,832), Madeley (4,758) and Dawley Magna (3,869) were more dense. Indeed, at the beginning

of the nineteenth century, 17% of the population of Shropshire lived on the Shropshire coalfield. It was the industrial prosperity of this area, and in particular mineworking, which was largely responsible for a quite extraordinary increase in population here between 1750 and 1800. Madeley parish, to take an example, grew rapidly from 2,690 in 1782 to 3,677 little more than a decade later<sup>1</sup>, an increase of almost 40%. Broseley, too, in 1790 was described by contemporaries as 'a very populous parish'<sup>2</sup>, and the same source dubs Coalbrookdale and Madeley Wood as 'very large and populous, on account of their iron-founderies'<sup>3</sup>. The increase of population was also considerable at Lilleshall in the years before 1799<sup>4</sup>. A further 25% of the county's population at this time lived in Shrewsbury and the other market towns where rapid population growth was also occurring. Between 1768 and 1838, the population of Ludlow, for instance, more than doubled. The very busy nature of some of these market towns at the turn of the eighteenth century is testified to in the contemporary directories. Shrewsbury had markets for Welsh cottons, freezes and flannels; Shifnal, markets

---

1 Joseph Plymley General View of the Agriculture of Shropshire (1803) p.344

2 U(niversal) B(ritish) D(irectory) (1790) p.868

3 Ibid. p.867

4 S.R.O. 3916/1/1, Archdeacon John Chappel Woodhouse's visit. bk, f.69r., 30 Oct.1799

for cattle, horses, sheep and hops; and Ludlow for butter, corn, poultry and domestic articles. Others, especially the older market towns, e.g. Bishop's Castle (1,313) and Bitterley (1,083), were no larger than many Midland villages. Indeed, as Mr Rowley has already observed, the essential feature of Shropshire during this period was the hamlet or township, more common than the village proper, and consisting of only half a dozen or so dwellings<sup>1</sup>.

(c) Economy

Though much of Shropshire was still given over to agriculture, and the north-east and south of the county had been traditional farming districts for arable and dairy produce, increasingly during the period under study, fewer and fewer people were directly concerned with the production of foodstuffs, until, by the turn of the eighteenth century, almost one half might have been engaged in other activities. Indeed, apprenticeship indentures testify to the great variety of trade and industry in the county as early as the seventeenth century. Clothiers, glovers and victuallers could be found in

---

<sup>1</sup> Rowley, op. cit. pp.25-26

the towns, and coal and stone masters in the already expanding Coalbrookdale area.

Along the Severn and the canals was a flourishing water traffic industry during the latter part of the eighteenth and the first half of the nineteenth century. Shrewsbury, Coalbrookdale and especially Broseley were the great centres through which the traffic flowed. Lead, iron, bricks, tiles, pottery and pipes were exported via Liverpool; whilst imports included hay, hops, cider, timber and groceries.

Various kinds of mineral working were also prevalent in the county. By the early eighteenth century, Shropshire was a major iron-making centre. In 1708 Abraham Darby demonstrated a new method of smelting iron with coke rather than with the traditional charcoal, and the returns to the visitation articles of enquiry thereafter contain several references to iron-smelting in these eastern parishes. The churchwardens of Barrow noted in 1716 that 'We have a Furnace for melting of Iron-Stone in our Parish...'<sup>1</sup>. Furnace men were recorded at Madeley in the same year; and a furnace for the 'making of Iron' was also mentioned in the 1716 return for Willey<sup>2</sup>.

---

1 H.R.O., visit. arts of enq., Bishop Philip Bisse, 1716

2 Ibid.

At the end of the century, the Broseley section in the Universal British Directory (1790) recorded the presence of William Banks and John Onions, Esqrs of Benthall, and of John Wilkinson Esq. and Alexander Brodie, Esq., ironmasters; and for Dawley, Isaac Hawkins Browne, Esq. of Bagsore, together with Mr Thomas Botfield who owned a large coal and iron works, Messrs Francis and John Humphrey who owned another, and William Reynolds, Esq. who owned an iron furnace and several forges. These men had helped to bring about a revolution in the iron trade, as a result of which, for most of the second half of the eighteenth century, more iron was being produced in Shropshire than in any other county. The allied chain-making industry was also advancing, no more so than at Stirchley where, in the early nineteenth century, Gilbert Gilpin made improvements in chain-making which led to the substitution of chains for hempen ropes.

Coalmining was another important form of mineral working. Nationally, the Shropshire coalfield in the seventeenth century was second in importance only to that of Northumberland and Durham. At Madeley in 1790, the lord of the manor, Richard Reynolds, Esq., was the owner of extensive coal works<sup>1</sup>; whilst

<sup>1</sup> U.B.D. p.867



on the other side of the river at Broseley, the Earl of Dundonald was extracting mineral tar from coal<sup>1</sup>. Coal was being mined at Lilleshall, also, in 1824<sup>2</sup>. In the Morda valley in the south of Oswestry parish, coal had been mined since 1600.

Lime was a third mineral exploited. At Llanymynech during the first quarter of the nineteenth century, we know there to have been a great influx of people to work lime<sup>3</sup>.

These mineral-working industries - coal, iron and lime - were able to develop due to rich mineral resources, i.e. a geological determinant. This same determinant influenced the site of manufacture of building materials and household utensils. Clay was available from the Severn Valley, and in particular, from Broseley and its neighbourhood which were well known for both red and white clays. One of the more famous and extensive works to be set up was the Burton's white brick works in Benthall. There were also brick works in the Morda valley; whilst at Meole Brace in the early nineteenth century, brickmaking was undertaken by children in the summer months<sup>4</sup>.

Pottery had been made using the beds of clay in the Severn

1 U.B.D. p.868

2 S.R.O. 3916/1/3, Archdeacon Hugh Owen's visit. bk, 28 May 1824

3 'Application for Aid...', 14 Mar. 1825, National Society Archives

4 National Society Report IX (1820) p.176

Valley even to supply the ancient city of Uriconium. By c.1750 there was a porcelain works near Broseley dependent upon the plentiful supply of good fire-clay and the presence of coal lying close to the surface. Thomas Turner, Esq. had a large porcelain factory at Barrow in 1790<sup>1</sup>.

Another important group of industries was connected with the clothing trade. In this instance, a significant geographical determinant, the county's proximity to Wales, made possible associations to develop between, on the one hand, Welshpool and Montgomery, where white broad cloth was bought; and, on the other, Shrewsbury, where it was dressed. The Welsh influence was so strong in the county town that in the early eighteenth century 'on a market-day you would think you were in Wales'<sup>2</sup>. So dependent was the cloth trade on Wales, that with the improvement of roads in that country and the opening up of new markets for the cloth makers which this made possible, decay set in after 1790. Glove making, however, continued to flourish, both in Shrewsbury where there had been an ancient gild, and in Ludlow throughout the Napoleonic Wars. Hat making, too, was vigorously carried on in Shrewsbury during these years.

---

1 U.B.D. p.868

2 Daniel Defoe A Tour through the whole Island of Great Britain (reprint, 1978) p.398

At Bridgnorth, pillow lace making was introduced by the French refugee, Monsieur de la Motte sometime before 1781. Hemp and flax were grown by families at Wellington, Whitchurch, Lilleshall, Wrockwardine and Kinnersley at the close of the eighteenth century from which they made linen largely for their own use. Its growers were able to claim government bounties between 1784 and 1794, and it is interesting how many flax field names originate from these years<sup>1</sup>. At Felton, spinning wheels were present in every cottage, local weavers then making it up into towels and sheets. Tanning was carried out at Oswestry, which had a Tanners' Company; and at Newport, where there was an extensive tan-yard owned by a Mr Alcock until 1791.

A final category of industries embraced the victualling trade. Malt-grinding was conducted at Chirbury in the early eighteenth century, the churchwardens of that parish presenting William Farmer 'for grinding Mault on the Hand Mill' in the town one Sunday in 1719<sup>2</sup>. Malt was also made in Ludlow during the late eighteenth and early nineteenth century. Connected with this trade, though designed specifically to cater for the

---

1 Hilary Green 'The Linen Industry of Shropshire', Industrial Archaeology Review Vol. V No.2 (Spring 1981) pp.116-17

2 H.R.O., visit. arts of enq., Bishop Philip Bisse, 1719

leisured classes, was the manufacture of tobacco pipes in Broseley from the early seventeenth century.

Indeed, this leisure sector came to be a very important component in the economy of the county town. No more clearly is this evident than from a study of the advertisements placed in The Shrewsbury Chronicle from its commencement during the last quarter of the eighteenth century. Included in each weekly issue are advertisements for such luxury products as coffee, tea and chocolate<sup>1</sup>; brandy and rum; and snuff and tobacco. 'Chio' Italian paste was available for the ladies to enamel their necks, hands and face with, and give bloom to their skin; there was also honey suckle soap for ladies and ladies' hairdressing. Should still further aids to beauty be sought, silks, linens and cottons were all on offer in profusion. There are notices, too, concerning the Theatre, a music festival and horse-racing for the fashionable county gentry. Meanwhile, a circulating library tended to the needs of those with considerable surplus time on their hands.

---

1 There were some, however, who thought that these had now 'by use become necessities' (S.R.O., uncat., Archdeacon Plymley's sister's diary, Book 92, 19 June 1812)

(d) Society

Shropshire society in the period under review had a comparatively small upper section, widening only a little to take in a relatively slight middle class, and bulging finally to embrace a huge number of the various degrees of poor.

When the incumbents were asked in the episcopal visitation enquiries as to whether there were any families 'of rank' or 'of note' in their parishes, the overwhelming response was a negative one, and that their respective communities housed only farmers and labourers. More substantial men and women were reported in significant numbers only in the towns. Those in the return for St Chad's, Shrewsbury, in 1772, for instance, comprised for the town part General Severne, Roger Kynaston Esq., William Tayleur Esq., Mrs Wingfield, Col. Ackland, Col. Longreve, Robert More Esq. and Sir Lambert Blackwell Standish Esq.; whilst for the country part the names of Col. Cecil Forester, Humphry Sandford Esq., Mrs Kynaston, Richard Morhall Esq., Robert Burton Esq. and Thomas Massenbird Esq. were all cited. Though there were reportedly 'No Families of Rank' in the neighbouring parish of St Julian's in the returns to this enquiry, there were, nevertheless, 'some genteel

ones' there also. Ludlow too, after 1689, developed as a fashionable social centre for the gentry and nobility of the surrounding countryside. A prosperous middle class thereupon began to emerge in order to cater for their various needs. A century later, the Universal British Directory mentioned 'the residence of many people of rank and fortune' in Ludlow, and 'the best of company' who assembled for the annual horse races<sup>1</sup>. By this time, the generous brick houses of men from a growing professional class, together with those of local merchants, would have presented a very pleasing appearance with their Venetian windows and attractively varied door cases.

Beneath the nobility and this quite small urban middle class, the remainder shared agricultural interests. Though some large, freeholding farmers were noted, as at Donington in 1772<sup>2</sup> and at Kinnerley in 1791<sup>3</sup>, the vast majority of farmers were of a much more humble status. 'Farmers & cottagers - none rich' were reported at Hinstock in 1799<sup>4</sup>, 'mostly farmers' at Upton Magna in 1772<sup>5</sup>, and farmers 'and by no means enlightened men' at Clunbury in 1823<sup>6</sup>.

1 U.B.D. (1790) p.612

2 L.J.R.O. B/V/5, visit. enq. Bp Brownlow North, 1772, art. I

3 N.L.W. SA/QA/6, visit. enq. Bp Lewis Bagot, 1791, art. I

4 S.R.O. 3916/1/1, Archdeacon John Chappel Woodhouse's visit. bk, f.46 (12), 21 Sept. 1799

5 L.J.R.O. B/V/5, visit. enq. Bp Brownlow North, 1772, art. I

6 'Application for Aid...', 3 Dec. 1823, National Society Archives

Most inhabitants were of a still more inferior status. In the Clee Hills at the beginning of the eighteenth century, the inhabitants were 'chiefly Collyers & other poor untaught people'<sup>1</sup>. Colliers were also reported at Wrockwardine and Sheinton in 1772<sup>2</sup>. At Wellington in 1799, 'The greater part of the Inhabitants are colliers & low educated people who are not easily brought to the Sacrament'<sup>3</sup>. At Caynham a little later, we are told how most of the dwellers were colliers with large families and whose means were 'very contracted'<sup>4</sup>.

Outside these industrial parishes, seasonally-employed unskilled labourers comprised the bulk of the population.

All below the freeholding farmers were indisputably poor in that they lived only marginally above subsistence level and were liable to flounder should there be a poor harvest. The 1672 distribution of one and two hearth properties - the typical abode of such men - is illustrated in Map 2. Unfortunately, no account can be taken of paupers exempt from the Tax in the individual parishes (strictly, constablewicks), for these in the Shropshire assessment were listed by hundred.

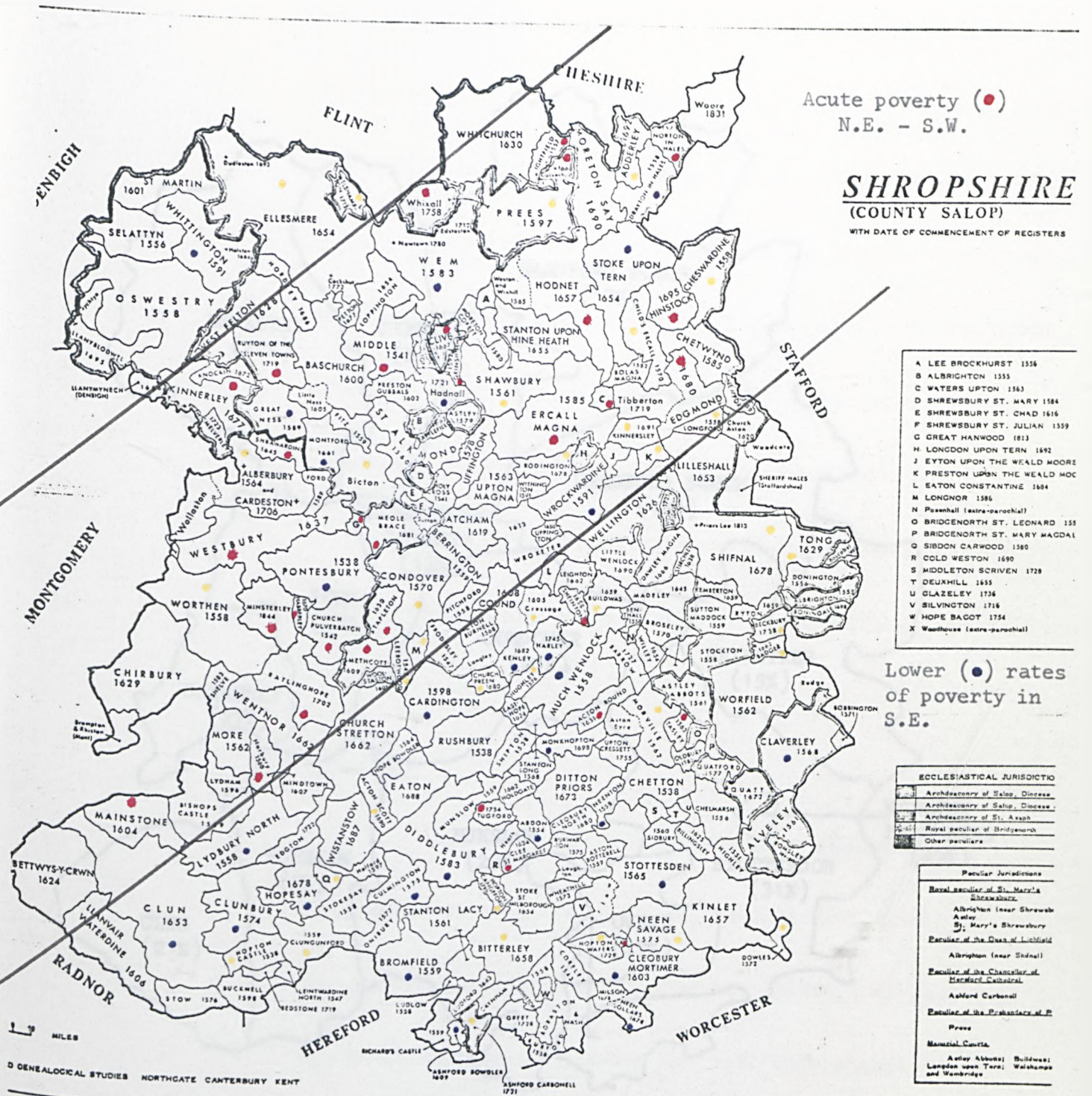
- 
- 1 S.P.C.K. A.L.B. v.7 5039, 6 Dec. 1716
  - 2 L.J.R.O. B/V/5, visit. enq. Bp Brownlow North, 1772, art. I
  - 3 S.R.O. 3916/1/1, Archdeacon John Chappel Woodhouse's visit. bk, f.24r. (12), 16 Sept. 1799
  - 4 Letter from Philip Whitcombe, curate, 15 Oct. 1833, to the Rev. J.C.Wigram, Secretary of the National Society.





This means that the figures arrived at represent bare minimums.

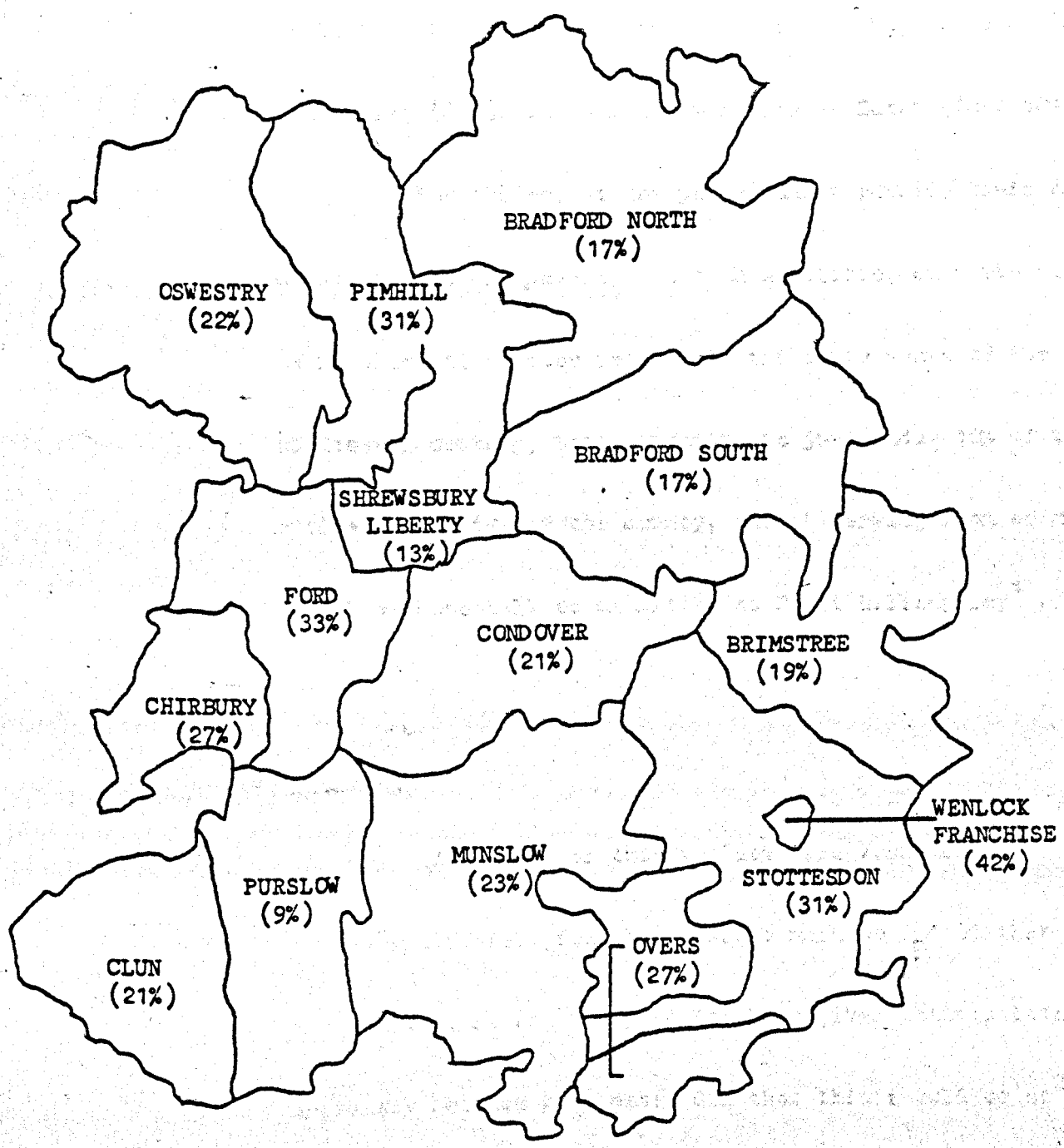
The situation becomes rather more clear when different poverty levels are grouped (See Map 3), whereby it emerges that the least poor areas were concentrated in the south-east of the county, whilst the areas of acute poverty fell within a fairly well defined band, stretching from Norton-in-Hales and Ightfield in the north-east, to Norbury and Mainstone in the south-west. This picture is confirmed from an examination of the numbers of those exempt from the Hearth Tax on a hundredal basis (See Map 4). Especially poor was the hundred of Purslow in the south-west. Here, there were very few exemptions indeed because above the absolutely destitute all were poor; thus the characteristically high proportions of chargeable poor in this region, including Norbury (94%), Bucknell (94%), Weston (89%) and Sibdon Carwood (89%). Within this band, Shrewsbury, together with both divisions of Bradford Hundred, also contained well below the average number of exemptions from the Tax. The Franchise and Liberties of Much Wenlock in the south-east, on the other hand, emerges as the wealthiest area in the county, for, clearly, such a high proportion of householders (42%) could



Map 3: Proportion of one and two Hearth Tax assessments, 1672: grouped

- 90% and above
- 80% - 89%
- 70% - 79%

© GENEALOGICAL STUDIES NORTHGATE CANTERBURY KENT



Map 4: Occupiers exempt from the Hearth Tax, by hundred, 1672  
(rounded percentages)

not have been made exempt from the Tax unless the remaining 58% had been able to contribute in no small amount. The figures for chargeable poor are very considerably lower than for Purslow above, with a maximum being recorded at Much Wenlock (77%), middle values at Shipton (69%), Broseley (65%) and Willey (62%), and a minimum figure at Eaton (just 50%).

For the end of the period under review, there are no statistics of 'poverty' as such available, only the number of inhabitants on poor relief. In the early years of the nineteenth century, these amounted to just under 10% of the entire population of the county, though varying from as much as 89% at Posenhall to as little as 2% at Billingsley<sup>1</sup>.

(e) Religion

The ideas of this society were fundamentally determined by religious beliefs, so much so indeed that the wealthy, it was thought, had been given their estates expressly because it pleased God that this should be so<sup>2</sup>. Beyond this, 'evil things' were held to hasten one's end<sup>3</sup>; and illness was commonly explained in terms of 'what pleased

1 Abstract of Returns Relative to the Expence and Maintenance of the Poor (1804); A Digest of Parochial Returns made to the Select Committee appointed to inquire into the Education of the Poor II (1819) p.151

2 Richard Gough The History of Myddle (1981 reprint) p.278

3 Ibid. p.60; 90; 126; 149

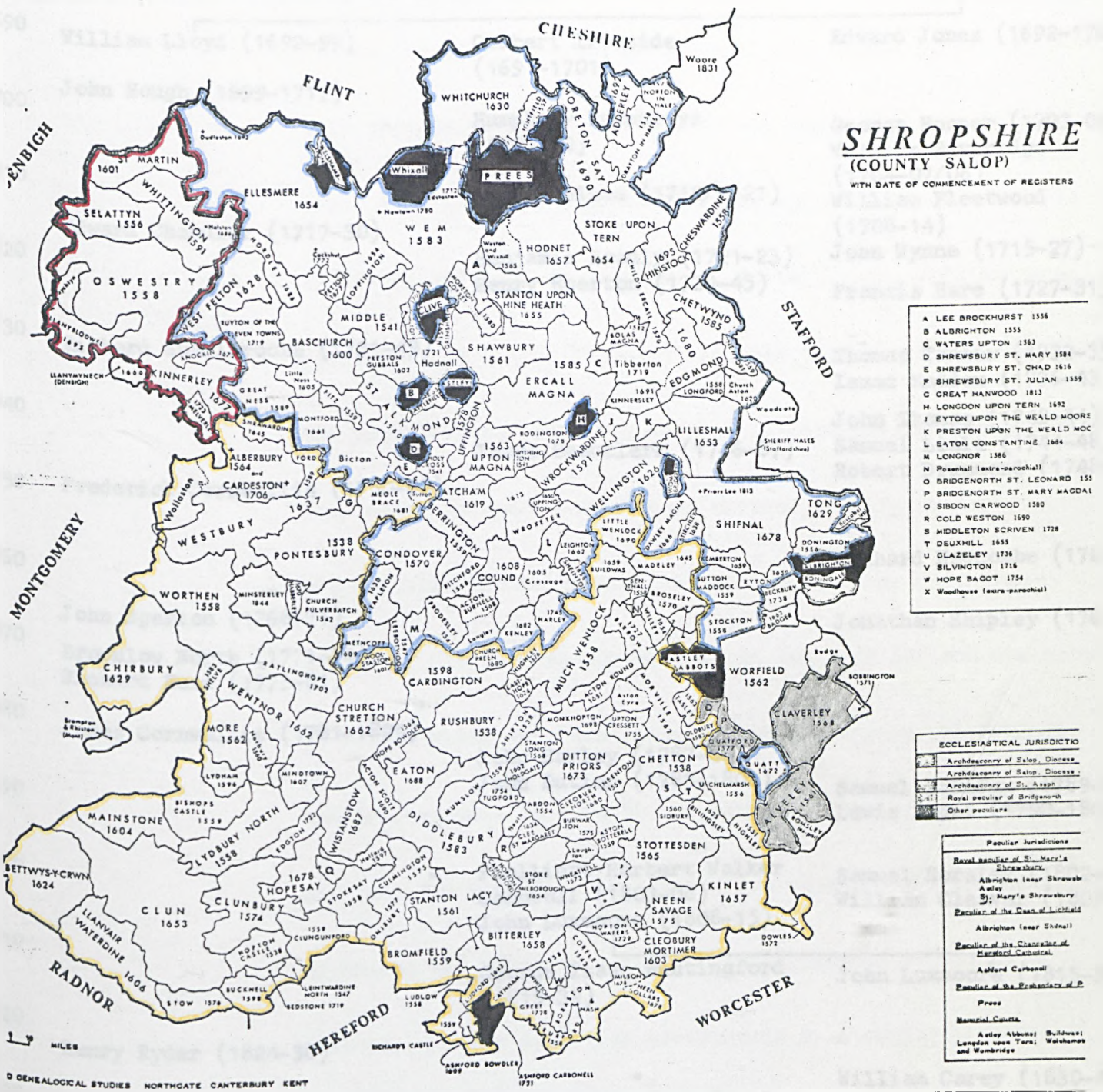
God'<sup>1</sup> How were these beliefs fostered? What was the strength of the Church after the Restoration; and how important were the various competing sects in Shropshire?

The overseeing function of the Established Church had placed the county largely within three dioceses: first, the vast and unwieldy diocese of Lichfield & Coventry, into which fell the whole northern part of the county, save its western extremity; secondly, the diocese of Hereford, which was responsible for administering the south and west of Shropshire; and finally the diocese of St Asaph in the province of York, into which came nine parishes in the extreme north-west of the county, forming the deanery of Marchia. Halesowen, however, until early in this present century was part of the diocese of Worcester (See Map 5).

Table 1 records the successive bishops in these three principal dioceses during the period under study. It is apparent how there were almost as many men in the St Asaph see as in those of Lichfield & Coventry and Hereford combined. The discrepancy can be explained largely in terms of the

---

<sup>1</sup> Richard Gough The History of Myddle (1981 reprint) p.268



Map 5: Ecclesiastical jurisdictions

- Archdeaconry of Salop, diocese of Lichfield & Coventry
- Archdeaconry of Ludlow, diocese of Hereford
- Deanery of Marchia, diocese of St Asaph
- Royal peculiar of Bridgworth
- Other peculiars

D GENEALOGICAL STUDIES NORTHGATE CANTERBURY KENT

	<u>Diocese of Lichfield &amp; Coventry</u>	<u>Diocese of Hereford</u>	<u>Diocese of St Asaph</u>
1660	John Hacket (1661-70)	George Cole (1636-60) Nicholas Monck (1661) Herbert Croft (1662-91)	George Griffith (1660-66)  Henry Glenham (1667-70) Isaac Barrow (1670-80)
1670	Thomas Wood (1671-92)		
1680			William Lloyd (1680-92)
1690	William Lloyd (1692-99)	Gilbert Ironside (1691-1701)	Edward Jones (1692-1703)
1700	John Hough (1699-1717)	Humphrey Humphreys (1701-12)	George Hooper (1703-04) William Beveridge (1704-07/08)
1710		Philip Bisse (1712/3-21)	William Fleetwood (1708-14)
1720	Edward Chandler (1717-30)	Benjamin Hoadly (1721-23) Henry Egerton (1724-45)	John Wynne (1715-27) Francis Hare (1727-31)
1730	Richard Smallbrooke (1731-49)		Thomas Tanner (1732-35) Isaac Maddox (1736-43)
1740		James Beauclerk (1746-87)	John Thomas (1743-44) Samuel Lisle (1744-48) Robert Drummond (1748-61)
1750	Frederick Cornwallis (1750-68)		
1760			Richard Newcombe (1761-65)
1770	John Egerton (1768-71) Brownlow North (1771-74) Richard Hurd (1775-81)		Jonathan Shipley (1769-85)
1780	James Cornwallis (1781-1824)	John Harley (1787-88) John Butler (1788-1802)	
1790			Samuel Halifax (1789-90) Lewis Bagot (1790-1802)
1800		Ffolliott Herbert Walker Cornwall (1803-08) John Luxmoore (1808-15)	Samuel Horsley (1802-07) William Cleaver (1807-15)
1810		George Isaac Huntingford (1815-32)	John Luxmoore (1815-30)
1820	Henry Ryder (1824-36)		
1830		Edward Grey (1832-37)	William Carey (1830-46)

n=12

n=15

n=23

Table 1: Bishops of the three principal dioceses, 1660-1833

attractiveness of the latter sees, not because of their substantially greater wealth<sup>1</sup> - for it was normal to hold the episcopate at St Asaph with the archdeaconry there - but because of their rather more central location. Indeed, the remote, westerly diocese of St Asaph was liable to attract only those - of whom Isaac Barrow was one - who occupied the still more isolated and impoverished see of Sodor and Man (1663-70; 1670-80) or possibly of Exeter, where William Carey (bishop of St Asaph, 1830-46) had held the episcopate during the whole of the preceding decade. In 1692 Edward Jones, having been eager to escape four years earlier from Tyrconnel's pro-Catholic administration in Ireland where he had been bishop of Cloyne, was consecrated in the same see and commenced an office which was 'distinguished by corruption, negligence, and oppression'. In 1700 he was brought to trial on three charges: for promoting to a canonry a notorious person 'accused of crimes and excesses'; for permitting laymen to act as curates; and for disposing preferments by simoniacal contract. To all of these charges he confessed and he was suspended in 1701<sup>2</sup>.

---

1 They were still 'second division' sees under the Rev. Norman Sykes's classification, and commanded a revenue of only between £1,000 and £1,400 p.a. in the 1760's. (See his Church and State in England in the XVIIIth Century (1934) p.61)

2 D.N.B.



Men used the St Asaph see, indeed, merely as a stop gap measure whilst looking for better things. This explains why three appointees during this period stayed for a matter of months only, and how a further six held office for five years or less before receiving a very welcome translation. George Hooper, for example, occupied the see for less than a year before being translated to Bath & Wells in 1704, where he was to remain for almost twenty-five years. The diocese's distant location, far removed from the main arteries of communication, presented especially great problems of invigilation. Jonathan Shipley's one month attendance each year on St Asaph (1769-87) was, however, lax even for the standards of the times, and scarcely better than that of the proverbial Hoadley when he was at Bangor. Still less scrupulous was Isaac Maddox (bishop of St Asaph, 1736-43), who, secure in a country house in Little Marlow, Buckinghamshire, often failed even to make the customary summer inspection of his diocese. In 1743 his unenviable situation improved when he was translated to Worcester.

The calculating 'chess board'-type, ever-eastward manoeuvres of men in the sees of Lichfield & Coventry and of

Hereford, made possible on securing the appropriate patronage, give grounds for concern - the ruthlessly efficient William Lloyd apart<sup>1</sup> - about their diligence, or even interest, in their present dioceses. Gilbert Ironside had only needed to bide his time for two years in the impoverished see of Bristol (with which he had been rewarded after the Revolution) before being offered the much more lucrative prize of Hereford in 1691; the man who succeeded to the same see in 1712/3, Philip Bisse, had been waiting in the 'wings' for a similarly short period of time at another decidedly third division see, St David's. The careers of John Egerton and of Ffolliott Herbert Walker Cornwall each included their appointment to three different sees. Consecrated bishop of Bangor in 1756, Egerton was translated to Lichfield & Coventry in 1768, where he remained for less than three years before his succession could be secured at Durham. Cornwall's climb, which began with his relatively humble ordination as canon at Windsor in 1784

---

1 Nominated bishop of Lichfield & Coventry in July 1692, this exceptionally learned man 'continued at Lichfield the policy which had made him so notorious in St Asaph'. After his predecessor, Thomas Wood's lax rule, Lloyd's disciplining both clergy and laity was much resented. In a letter written to Bishop Watson of St David's in 1702, one of his clergy referred to Lloyd's 'despotical government' in the diocese which included this 'cruel inquisitor's' entering descriptions of the clergy in secret in a special long book, the 'Lichfield Diocese Valor', 1693-98, preserved today at the William Salt Library, Stafford. (A.Tindal Hart William Lloyd 1627-1717 Bishop, Politician, Author and Prophet (1952) pp.138-40

and then as dean of Canterbury in 1793, was accelerated when he was awarded his first bishopric at Bristol in 1797. Once elevated to the bench, his progress thereafter was speedy, little more than a decade later he being consecrated in his third see, Worcester (1808), having been given Hereford in 1803. At least on one occasion we know that straight money payments were made in order to further a career. The wealthy Edward Chandler, consecrated bishop of Lichfield & Coventry in 1717, would appear to have given £9,000 for the see of Durham to which he was appointed in 1730<sup>1</sup>. For Brownlow North, on the other hand, preferment could be both assured and especially rapid, relying, as he could, on the assistance of his half-brother, Frederick, Lord North, minister of George III. Appointed bishop of Lichfield & Coventry in 1771, North was translated to Worcester in 1774, at that time worth some £3,000 p.a., and thence to the still more enviable prize of Winchester (£5,000 p.a.) in 1781<sup>2</sup>.

When considering the motives of the episcopate outlined above, and taking into account also the vast tracts of land which these bishops had to cover in order to effectively

---

1 D.N.B.

2 Wealth of sees from Sykes, op. cit. (1934) p.61

administer their dioceses during those few summer months when they were not in London, it seems surprising that there was not a quite infectious spread of people who, able successfully to disregard the dictates of the Established Church, became dissenters. And yet, commenting on the figures for early nonconformity given in the Compton Census of 1676, the Rev. W.G.D.Fletcher could quite legitimately write that

... considering that only sixteen years had elapsed since the Puritans were in power, and comparing the Shropshire figures with those of other counties, it is evident that Nonconformity was not popular in Shropshire.

Those few dissenters who were present were in evidence in the traditionally Puritan centres of Bridgnorth, Ludlow and Clun in the south of the county; and in the north in the county town and its surrounding district and as far out as Whitchurch and Wem where they were numerous. Oswestry, in the north-west, was also a (relatively) strong centre of dissent.

To consider two of the individual sects in more detail, we know that the towns of Shrewsbury, Bridgnorth, Broseley, Shifnal and Ludlow had early Baptist societies. The Quakers, who had suffered very great persecution both

---

1 Rev. W.G.D.Fletcher (ed.) 'Religious Census of Shropshire in 1676', T.S.A.S., 2nd series, I (1889) pp.75-92

during the years immediately preceding 1662 and during the thirty years after, were present at Shrewsbury, Broseley, St Martin's and Chirbury in the early eighteenth century.

The Evangelicalism which developed later that same century, in contrast, presented a far more serious threat to established patterns, and has been viewed as of equal importance as industrialism in shaping a new type of society<sup>1</sup>, one in which great economic and social change was taking place particularly for those living in east Shropshire. The threatening relationship between industry and nonconformity was seen by more astute contemporary observers. Charles Cameron, chairman of the managing committee of Wrockwardine Wood National School, observed how 'there being extensive coal and iron works in the neighbourhood, it was rendered 'a most disorderly place and a Nursery of Sectarianism'<sup>2</sup>.

By the time of Archdeacon John Chappel Woodhouse's 1799 visitation enquiry, a considerable increase had taken place in the number of nonconformists, as at this date an estimated 7,000, or approximately one ninth of the county's

- 
- 1 Barrie Trinder The Industrial Revolution in Shropshire (1973) p.3  
 2 Chas. Richd Cameron to the National Society, 'Application for Aid...', 27 Mar. 1826, National Society Archives, File 173, 1826-1939

population were dissenters<sup>1</sup>. But an over all figure of this sort is misleading for it hides the internal variations. Indeed, whereas at Moreton Corbett and at Ellesmere the dissenters were said to be 'very few', and at Broughton a mere two dissenters were recorded; at Wellington and Dawley, in contrast, where a mere twenty communicants were reported in a population of 3,869, one sixth or even as much as one fifth of the entire population were Methodists, and their strength had recently been greater still. At Wem, the negligence of the rector was imputed to be responsible for the dramatically rising number of Methodists in that parish. Indeed, in the county as a whole, about half of all dissenters were reckoned to be Wesleyan Methodists who had not entirely broken away from the Church.

Map 6 records the geographical spread of dissent in the archdeaconry of Salop at the close of the eighteenth century. Woodhouse, whose painstaking notes included pages of averages and analysis, summarized the situation thus

The Dissenters are found chiefly in the towns & populous places, for in 43 parishes there appear to be no Dissenters at all, and in only 15 are to be found any excepting the Westleian Methodists

2

1 S.R.O. 3916/1/1, Archdeacon John Chappel Woodhouse's visit. bk, f.112, 1799

2 Ibid. f.112



Map 6: Dissent in the archdeaconry of Salop, 1799

- Roman Catholics
- Methodists
- Quakers
- Other

GENEALOGICAL STUDIES NORTHGATE CANTERBURY KENT

The map illustrates how Methodism, which had developed largely through the initiative of the Hill family and John Fletcher, vicar of Madeley, and was especially attractive to the poorer inhabitants<sup>1</sup>, had by this date penetrated quite far flung parishes; but that the other sects (in particular the Quakers) were concentrated on the coalfield or in Shrewsbury, where Unitarians and Presbyterians were also in evidence. In addition, there were occasional 'pockets' of Catholicism as at Acton Burnell, where the exiled College of Douay held a seminary and school at the Hall and, in 1799, were in the process of building a large chapel. In Langley, too, they were observed to be 'so busy'. Elsewhere, however, and in scattered parishes, no more than one or two families were of this persuasion.

---

1 At Grinshill, we are told how 'One fourth of the poorer Inhabitants frequent the methodist meetings at Clive...' (S.R.O. 3916/1/1, Archdeacon John Chappel Woodhouse's visit. bk, f.99 (12), 13 Nov. 1799



(ii) THE SCOPE OF THE STUDY

The purpose of the present work, which employs as wide as possible range of sources, including the ostensibly unpromising or oblique, will be to examine educational development within the very particular confines of this county, and to investigate how the quite individual economies and social structures of certain regions and sub-regions within it shaped first the foundations of schools and subsequently the class of children admitted, the type of curriculum implemented and the degree and nature of absenteeism encountered.

This uniqueness will be further stressed in the emphasis which will be placed on personality throughout the study, with the psychology of the benefactors, teachers and children all receiving attention;

for, all too often the history of education is written from an

administrative rather than an individualistic viewpoint. To indicate

the immense variety, too, of schools on the ground, as equal

prominence will be given to those schools, indeed the majority, which

were of a non-institutional kind and of a low organizational value.

No sections devoted exclusively to rules and regulations, or to 'styles of architecture' will be found within these pages, therefore. The

underlying structure of the work, meanwhile, reflects the author's

belief that in county or regional histories of education, quantitative

analysis merits as equal attention as qualitative evaluation.

An opening date of 1660 has been chosen partly so as to put into perspective the 'phenomenal' growth in the number of schools normally reported to have taken place during the first quarter of the eighteenth century; and also so as not to get embroiled in the turbulent years of the Civil War, a period for which records are scant. The date also marks the point when the first soundings were made in the direction of government intervention in education, though these had to be quashed in the impending strife. The year 1833 has been taken as a closing date for this study because it marks the end of the voluntary phase and the first government intervention in education through a Treasury grant. An Abstract of schools for the entire country at this date can also conveniently be employed.



I THE INITIAL AND ULTIMATE EXTENT OF EDUCATIONAL PROVISION

In 1660 there is documented week day provision in twenty-five of the 200 or more Shropshire parishes. In 1833, by way of contrast, of 228 parishes, or their divisions, appearing in the Abstract for that year, 176 parishes etc. had week day educational provision of some type, which left fifty-two without any such form of provision. In other words, there were week day schools in slightly more than three quarters of the parishes at this date<sup>1</sup>. Sunday schooling, normally of very recent foundation, was available in 127 places (i.e. rather more than half). In six of these: Hughley, Longdon-upon-Tern, Melverley, Middleton Scriven, Sheinton and Shrawardine, this seems to have been the only form of instruction offered.

There are, however, quite severe methodological problems in computing the number of schools on the ground at the earlier date. It is tempting, for instance, to put great reliance on schoolmasters' subscriptions to the oaths of allegiance and supremacy as a source for revealing educational activity in the Shropshire parishes. The difficulty is that this class of records begins in 1662

---

1 These figures are not able to take account of private tutors.

rather than 1660 proper, though they do, plainly, contain the names of men who had been teaching in an unlicensed capacity before this date. Furthermore, they only seem to include the more affluent or at any rate more well established schoolmasters, doubtless due to the initial cost of obtaining and the further cost of exhibiting a licence, leaving aside the whole inconvenience of doing so and the difficulties experienced by the episcopate in enforcing this regulation<sup>1</sup>. This helps to explain why in the archdeaconry of Ludlow only twenty of a possible 117 or more parishes appear in this documentation at any time. Moreover, of these twenty, a mere nine: Bitterley, Cardington, Chirbury, Cleobury Mortimer, Ludlow, Lydbury North, Pontesbury, Church Stretton and Much Wenlock are regularly featured, with the remaining eleven appearing on a single occasion only. There is also a suspiciously large percentage of graduates to be found in the subscription books; they reveal nothing about the humble, and far more typical, schoolteacher.

There are weaknesses in the churchwardens' presentments, too, when employed as a source to quantify educational provision. The purpose behind their drawing up was to investigate various

---

1 For an excellent discussion on the value of ecclesiastical sources generally, see Rosemary O'Day 'Church Records and the History of Education in Early Modern England, 1558-1642 : A Problem in Methodology', History of Education Vol.2 No.2 (June 1973) pp.115-32

infringements and irregularities, which, when it came to schools, meant the presence of teachers working without a licence, or their failure to catechize the scholars; nowhere do they require that all schools be reported. This explains why, of the 117 or so Shropshire parishes comprising Ludlow archdeaconry, in no year do more than about one fifth of the returns (twenty-two in 1662) actually have anything to say beyond 'Nothing to present'. More normally, indeed, less than a handful have any information whatsoever to give, and often the returns are entirely unrevealing. The number of positive identifications of schools in the presentments falls off markedly from the flourish of 1662 and (less so) that of 1663, to the characteristic one, or none at all thereafter reported in the archdeaconry. The impression gained is that the churchwardens soon became less scrupulous, occasioned, perhaps, by the authorities' greater calm following their initial anxiety over dissent in the years directly after the Restoration; perhaps, too, the very novelty of the articles of presentment might also have encouraged (unnecessarily) conscientious completion in the years immediately after 1662. From 1711, no presentments are available for Ludlow archdeaconry. At this point the source, which as we have seen, had never been useful as a statistical device due to the exact phrasing of the educational title, now becomes redundant

also for providing a qualitative commentary.

There are strong drawbacks in using libri cleri, also, as a yard-stick up against which to measure the number of schools. These are especially evident for the archdeaconry of Ludlow, where we are tempted to draw the (surely untenable) conclusion that the number of schoolmasters (as 'called') in 1660 was identical to that a century later. It would seem safer, and in line with all the other evidence, to conclude that at the later date schoolteachers in charge of the more insignificant schools had long ceased to be recorded by successive bishops.

Even the rigorously particular episcopal questions tend to be singularly disappointing. Not only do they survive haphazardly, but their reliable completion depended very much upon the differing degrees of conscientiousness displayed by individual respondents. The sidesmen of the south Shropshire parish of Bromfield were by no means untypically 'Silent' in response to those articles concerning schools at a rather later date<sup>1</sup>. In common with libri cleri, the articles of enquiry in any case present the investigator with a sample strongly biased in the direction of the rather more wealthy endowed classical schools. Too often, one obtains the impression that

---

1 L.J.R.O. B/V/5 visit. enq., Bp Brownlow North, 1772, arts XXII and XXV

chronological gaps and blank spaces fail to do justice to the actualities.

There are suggestions, indeed, that in 1660 there were far more schools than is normally given credit. The churchwardens of the parish of Ludford reported in their presentment of 1662 that

we have no hospitall, Alms-house, or free-Schoole... Nor any that keep schoole (except it be some teaching Children to read)

1

One wonders how many more schools like this there were. The evidence of the churchwardens of Middleton Scriven lends support to our suspicions that they formed by no means a minority:

... we have never a Schoole master in our pish  
But only there is a poore man wth in our pish  
the wch is olde & lame & one that canott doe  
any thinge else towards gettinge him a livelyhood  
the wch I hope is not to be pesented for teachinge  
two ore three boyes or childrin the primer

2

On the contrary, might these in fact not have been the most prevalent schoolteachers of the lot? At Greet there was 'onely a poor woman that teaches to spell and read part of the yeare not worthy ye mentioning'<sup>3</sup>; whilst neighbouring Burford had 'one or two petty schools to teach children to spell & read a little not

---

1 H.R.O. C.W.P. Tit: 6, my italics

2 H.R.O. C.W.P., 23 June 1674 Tit: 6

3 H.R.O. C.W.P., 20 Nov. 1693 Tit: 6



worth ye menconing'<sup>1</sup> . The foregoing are examples of small schools providing some sort of rudimentary literacy, and almost certainly in existence elsewhere, too, yet escaping the 'net' which all too many educational researchers tend to cast around their source material. It is simply a pity that the presentment, because it is not a census, is only useful for positive identification<sup>2</sup> .

-The chance survival of a note book belonging to the Rev. Robert Goodwin, vicar of Cleobury Mortimer during the late seventeenth century, exposes further what is emerging as the most typical arrangement. In December 1660 it was agreed that he should 'keep and well to educate' Mary Burton for seven years. The following year we know that he taught fourteen children, some of whom were boarders. In 1676, Richard Walker paid him fifteen shillings 'toward teaching his children when we last reckoned at his House upon Shrove Tuesday'<sup>3</sup> .

Another important, but hitherto largely unexploited, record which can be used to complement those more normally referred to is that with the at first sight unpromising title of 'Bishop's visitation citations and processes' which are extant

---

1 H.R.O. C.W.P., 18 Nov. 1693 Tit: 6

2 It is extremely rare for any source to yield firm negative evidence. An exception, however, is The Shrewsbury Chronicle for 19 May 1820, which stated that Clun 'is at present without any Schoolmaster: whatever' (p.3)

3 F.C.B.Childe (ed.) 'Extracts from the Notebook of a Shropshire Vicar, 1656-1691', T.S.A.S., 3rd series, V, p.199

for the diocese of Lichfield and Coventry, 1605-1797<sup>1</sup>. The purpose behind the documentation was stated squarely in the preamble. It was 'to correct and reform the ill customs of our subjects and to root out those vices which undisturbed may vilify true virtue and conduce to the destruction of our subjects'<sup>2</sup>. The sequence includes the citations of clergy, churchwardens and 'all Schoolmasters and Instructors of Children both private and publick'<sup>3</sup> to episcopal visitations, normally held at three, four or five year intervals. Supplementary to these are the citations of individuals to peripatetic meetings of the consistory court. Though by far the main business recorded at these sessions was the probate of wills, individuals might, nevertheless, be summoned before the court for such flagrant offences as the frequenting of ale houses; fornication; clandestine marriage; conceiving bastard children; and, of particular interest here, for teaching without a licence. The special value which this source has for the local historian of education is that it is able to act as quite a powerful antidote to the ostensibly very gloomy extent of educational provision as it is conveyed in the more usually consulted sources, and in particular the

---

1 L.J.R.O. B/V/4

2 Ibid. 15 May 1736

3 Ibid. 15 May 1736

subscription books. The 'citations' offer us a glimpse at the other side of the 'ledger', as those appearing individually were being called to account to exhibit a licence specifically when it was suspected (or was actually common knowledge) that they had failed to subscribe and purchase one.

In sum, it is evident that no single source is ideal, or even near to satisfactory, for the purpose of estimating the extent of educational provision in 1660. Indeed, taken on their own they are prone to tell dangerously conflicting tales. Instead, the picture must be assembled by using an amalgam of those scanty sources which survive. The source material for 1833, on the other hand, is virtually tailor-made to fit our ends. For, in this year, the first in which Treasury grants began to be made to education, there was an educational enquiry, the findings of which were published in a comprehensive Abstract of the same year.

II THE EARLY AND LATE GEOGRAPHICAL DISTRIBUTION OF SCHOOLS

The distribution of parishes with some week day educational provision in 1660 shows a fairly disparate scatter, reflecting, as it does, the lack of urban conglomerations (of the type present in the north-west and north-east of the county of Kent, for instance, during the same period) (See Map 7). Nevertheless, the pattern is not entirely random. Indeed, schools tended to be present in two distinct 'species' of parish: first, in those (at this early date far flung) relatively populous parishes; and secondly, in those parishes which had the good fortune to be blessed with a benefactor to education. Half of those twenty-five parishes with provision at this date had close to, or more than, 1,000 inhabitants: Alberbury-with-Cardeston (1,538), Bridgnorth St Leonard (?), Condover (868), Drayton-in-Hales (1,927), Halesowen (935), Ludlow (2,293), Newport (1,242), Oswestry (3,942), Shifnal (1,663), Wem (2,365), Whitchurch (3,403) and Worfield (1,183)<sup>1</sup>. Indeed, as Mr Dodd has already pointed out, [even] by the end of the sixteenth century all the larger centres of population

<sup>1</sup> All estimates of population based on the Compton Census, 1676, and computed by summing the number of conformists and non-conformists, and multiplying by a factor of 167% to allow for those under the age of sixteen. (Rev. W.G.D.Fletcher (ed.) 'Religious Census of Shropshire in 1676', T.S.A.S., 2nd series, I (1889) pp.75-92



were possessed of a school...'<sup>1</sup> .

Included in the second 'species' of parish with a school in 1660 were Acton Burnell and Barrow, both of which had educational endowments from a benefactor who had made his fortune in London - in the first instance as a merchant<sup>2</sup> , in the second as a merchant tailor<sup>3</sup> . Tong, on the other hand, was blessed with an Old College foundation, established c.1550.

The one real area of relative neglect in 1660 was the western and south-western part of the county, encompassing the hundreds of Clun, Purslow and Chirbury. Remote and poor (See Maps 2-4), it comprised entirely rural parishes with widely-scattered populations completely devoid of both sufficiently motivated educable material and those with sufficient means to fund education.

In contrast, there were parishes, including Wellington (2,573) and St Chad's, Shrewsbury (2,568), with a considerable number of inhabitants in 1660, but apparently with no school at all<sup>4</sup> .

1 J.P.Dodd 'Rural Education in Shropshire in the Nineteenth Century' (unpub. M.A. thesis, Univ. of Birmingham, 1958) p.5

2 V.C.H. Shropshire VIII p.13

3 C.C.R. 3 (1820) p.300

4 Many of the records, however, e.g. the subscriptions (1662 - ) and the second cluster of citations and processes (1666 - ), do not commence, as has been said, until a few years after the Restoration. We certainly know that there was educational provision earlier in the century at Wellington, for, c.1625, one Rowland Griffiths, schoolmaster, was elected constable of Walcot in the same parish. He was still teaching in the same capacity at least as late as 1639 when the same source presented 'two of Mr Griffiths scholars for tearing his garden hedge' (S.R.O. 112 box 90 manor court presentment) (My thanks to Mr G.C.Baugh for this item).

Of those parishes without schools in 1833 (See Map 8), none had a population of more than 680 (Munslow), and most had 200 inhabitants or less. Yet, schools might be present, too, in quite sparsely populated parishes at this date. In minute Deuxhill, for example, with a population of a mere fifty-five, there was a day and Sunday school. Similarly, Battlefield, with just seventy inhabitants, had a day school catering for twenty boys and twenty-six girls, some of whom clearly came from outside the parish boundary, no doubt from Shrewsbury where it derived its support.

Which types of schools were represented in which areas at the opening and close of the period under consideration? We are severely hampered in researching into this issue by the fact that terms used to describe schools never had any distinct definitions, so making the uncritical use of contemporary terminology quite perilous as a source of analysis in modern day research. The uses to which the term 'free school', for example, was being put by the eighteenth century were indeed multifarious. The correspondent from the north Shropshire township of Tilstock, for instance, in his reply to Bishop Henry Ryder's 1832 articles of enquiry, used the expression 'Free School' to refer to a school which the





dissenters were then in the process of building alongside their meeting house<sup>1</sup>. In what sense could the school be described as 'free'? Plainly, the school was 'free' from the control of the Established Church. On the other hand, it was scarcely 'free' in the sense of being 'public', or genuinely open to all. His contemporaries, however, might style the new dissenters' subscription schools simply as 'daily' or 'Sunday', and reserve the expression 'free' for those schools on some firmly-established, ancient, foundation. For instance, the incumbent of Welshampton in the extreme north of the county in his return to the same enquiry, described the school held in the small anabaptist chapel outside his parish as a 'daily school', but the more substantial Ellesmere school founded by deed in 1719 as a 'free school'.

The interpretations put upon the term 'free school' by the beginning of the present century were so diffuse that A.F. Leach set about trying to put the record straight. In his article 'The True Meaning of "Free School"'<sup>2</sup>, he discussed in turn what were then three current definitions. By some, the school was seen as providing the ars libera in its curriculum. This is the sense in

1 L.J.R.O. B/V/5 Salop archdeaconry, Tilstock, art.9, 31 Jan. 1832

2 Journal of Education 39 (New series, 30) June 1908, pp.378-80

which Christopher Wase had used the term in his Considerations concerning free schools, as settled in England (1678). Others, amongst whom was Leach himself, saw the qualifying 'free' as indicating the gratuitous nature of the education being offered, i.e. 'free' from fees. The third rendering was that such a school was exempt, or 'free' from the ecclesiastical jurisdiction of the ordinary.

Similar problems of definition surround the term 'Public School'. In the preliminary statements for obtaining grants from the Department of Education during the nineteenth century, a 'Public School' was defined as one 'held in premises secured by Deed for Education, with Managers acting under that Deed, who appoint and control the Teacher'. In other words, it was a definite institution which had an existence in perpetuity, quite independent of the coming and going of an individual teacher. This was by way of contrast to a 'Private School' which was governed by private managers acting independently of any deed. However, the correspondent on behalf of the Blue Coat School at Bridgnorth (est. c.1780), Alfred Tuon, quite legitimately took issue with the officially stated definition, for the school in his parish, though matching the Department's definition of a 'Public School' in all other ways,

was manifestly not 'held in premises secured by Deed'<sup>1</sup> .

Quite often, 'public' and 'free' were used interchangeably not only in the replies of correspondents but in the official censuses themselves. Indeed, this imprecision was fostered by the very form of articles preliminary to visitation, such as that in the 1738 enquiry for St Asaph diocese which appears to employ the terms in a conjunctive sense rather than disjunctively: 'Is there any Publick or Charity School, endow'd, or otherwise maintain'd, in your Parish?'<sup>2</sup> . Conversely, respondents might use both the terms, as did Richard Lloyd, vicar of St Martin's, when he described a 'Publick Charity School' in his parish in 1753<sup>3</sup> . Even the more eminent schools shared this fate. Shrewsbury School was designated as 'the ffree Grammar School' when Leonard Hotchkis subscribed to the articles of allegiance and supremacy in December 1735; as the 'Publick School' two months later; and as the 'Free School' in the same source in 1740<sup>4</sup> . Similarly, Ludlow Grammar School was variously dubbed the 'public school', the 'Grammar School' and the 'free grammar school'; whilst the school in Oswestry of fifteenth century foundation was styled at different times the

---

1 P.R.O. Ed. 7/102-03, 8 Mar. 1876

2 N.L.W. SA/QA/1, 10 May 1738

3 N.L.W. SA/QA/5, 14 Apr. 1753

4 L.J.R.O. B/A/4/31-32

'Free School of Oswestry' and the 'publick free school of Oswestry'. Here, then, are examples of terms being qualified, and in some cases radically altered within the space of just a few years. As R.S.Tompson has pithily concluded in his brief analysis of the changing meanings of the expressions 'free' and 'public' school: 'The use of these terms was governed by custom and caprice. There was very little control over the particular designation of a school'<sup>1</sup> .

The term 'charity school' was adhered to by the Church and the Courts even when it had become antiquated and of little meaning in general usage in changed times, on account of the significant change which had taken place with respect to the particular background of child admitted. Whereas those schools in the early years of the eighteenth century under the aegis of the Society for Promoting Christian Knowledge were designed to mop up acute urban poverty, those in existence at its close were admitting a much higher rank of pupil, whose well-motivated parents were even willing to forego remuneration for the child's endeavours in knitting or spinning. To ascribe to this particular type of school, by implication, the same function as its predecessor is to be anachronistic. The expression by this date conceals more than

---

<sup>1</sup> R.S.Tompson Classics or Charity? The dilemma of the eighteenth century grammar school (1971) p.128

it is able to add to our understanding.

In the private sector, too, the expressions 'academy' and 'boarding school' were frequently used interchangeably with no apparent relationship to either fees charged or the kind of curriculum being offered. Amongst the numerous advertisements for education placed with The Shrewsbury Chronicle in the early nineteenth century was that of G. Bagley junior of Shrewsbury who styled his establishment as a 'boarding school' in 1807 and as an 'Academy' the following year, though with no obvious change in circumstances<sup>1</sup>.

The contemporary nomenclature has to be supplemented by other kinds of evidence able to shed light on the schools' particular mode of funding, their type of curricula (where this is known) and the background of pupils they admitted.

When this has been done, it emerges that the true mass subscription schools, no documented examples of which existed in 1660, were almost entirely urban phenomena in 1833. In the Shropshire countryside, all those below the squire were indisputably poor and were therefore cast as the recipients rather than the providers of any voluntary educational effort. In market towns such

---

<sup>1</sup> The Shrewsbury Chronicle 10 July 1807 p.3; 8 July 1808 p.3

as Halesowen, Whitchurch, and above all Shrewsbury, prosperous tradesmen were at hand to contribute towards the enterprise; and large congregations could be relied upon at the annual charity sermons of the kind which took place at Drayton and Newport.

By this later date, the classical schools, too, were strictly confined to the towns. Those which had existed in country parishes after the Restoration, at Alberbury and Bitterley, had petered out by 1833, their curricula having for long since been wholly inappropriate to the needs of boys destined simply to work in the fields<sup>1</sup>.

In the very wake of the Restoration, we might not be surprised to find that schools conducted by, and for, dissenters, were nowhere recorded in 1660. At the end of the period, however, nonconformist influences had taken foot in the principal towns and in those new industrial areas untouched by the rule of the squire and the parson. A Baptist day school for thirty boys and thirty-six girls could be found at Oswestry, and a boarding school for twenty boys of the same denomination in the parish of St Chad, Shrewsbury. Three day-and-Sunday schools, two of which were conducted by Unitarians, and the other by the Congregationalists,

---

<sup>1</sup> The rolls of urban classical schools were also dwindling as other subjects of commercial value (especially mathematics) came to be prized by aspiring parents.

were operating in Whitchurch at the same date. Sunday schools in the hands of dissenters were rather more plentiful. Of the older sects, a voluntary-supported school run by the Presbyterians for fifty boys and fifty girls was recorded at St Chad's, Shrewsbury; three others of little more than half this size by the Baptists in St Alkmond's parish in the same town, at Oswestry and at Wem; and a further three by the Independents at Ellesmere, where the school was substantial, at Newport and at Oswestry. Sunday schools managed by the Primitive Methodists were in evidence at Drayton and Wem; others by the Calvinistical Methodists at Drayton and Oswestry; and a further four, two by the Wesleyan Methodists at Halesowen, and one at each of Drayton and St Julian's, Shrewsbury<sup>1</sup>. A Roman Catholic school had been established at Ditton Priors in 1829<sup>2</sup>.

---

1 Abstract of Education Returns: 1833, Salop, passim

2 P.R.O. Ed. 7/253

### III THE PACE OF EDUCATIONAL DEVELOPMENT

Though we have commented on the quite staggering increase between 1660 and 1833 in the number of parishes with documented schools, we have as yet said nothing about the rate at which this increase proceeded, be it uniform or occurring in bursts.

Mr Dodd, in his introductory remarks to his study of the county's educational development in the nineteenth century, assesses developments on the ground in the previous two centuries. His endeavours, indispensable as they were for providing a context for his own work, fall drastically short due to the author's reliance on too-standard sources, and in particular the Charity Commissioners' Reports. Such over-dependence led him to draw the conclusion that despite a number of educational bequests and endowments in the seventeenth century

by 1700 the overall provision of education in Shropshire had not changed greatly... In the west there were schools in Chirbury parish, and in five parishes in the Teme Basin, at Lydbury North, Stokesay, Clungunford, Onibury, and Ludlow.

To the south and west of these... there were no schools at this time.

The assertion, on closer analysis, can be shown to be hopelessly incorrect. The libri cleri clearly demonstrate the existence of

---

1 J.P.Dodd, thesis, pp.11-12



schools at Leintwardine in 1665, Bucknell c.1675 and at Hopton

Castle c.1689. This investigator continues

In the same area... are the two small ancient market towns of Clun and Bishops Castle. Here one would have expected to find a school of sorts, if not a small grammar school of ancient foundation... However, in neither town was there a school for a long time to come...

1

Again, Mr Dodd, who must not pretend to be a specialist on this earlier period, is very much in error. The libri cleri once more bear testimony to the existence of a school at Clun in 1689; whereas in less than thirty years we know that Bishop's Castle certainly had a school<sup>2</sup>. Equally misleading is his remark that Much Wenlock, another old borough, had no school, for a school-master was 'called over' in this parish from as early as 1665.

Whilst acknowledging that there were more parishes with schools in North Shropshire, Mr Dodd nevertheless describes provision here, too, as 'woefully small'. Schools, he argues, came into existence in just four parishes - at Whittington, Wem, Grinshill and High Ercall - during the seventeenth century<sup>3</sup>. What his statement fails to do justice to, and something which is very evident from an analysis of the various forms of visitation material,

---

1 Dodd, thesis, p.12

2 S.P.C.K. A(bstract) L(etter) B(ook) v.14 9755, 2 July 1728

3 Dodd, thesis, p.14

is the manner in which schools were forever coming and going in even quite humdrum little parishes, as is likely to have been the case for many years past<sup>1</sup>.

What is much less excusable, however, is his reluctance to employ sources, which can scarcely be considered oblique, even for his own period. This leads to his quite preposterous accrediting the huge parish of Ellesmere with no schools whatsoever in 1800. The visitation notebook of Archdeacon John Chappel Woodhouse, on deposit at the County Record Office, is most revealing on just what a singular travesty of the truth this is, for it emerges that there was both a school in the house of industry and a Sunday school on the very eve of his specialist period<sup>2</sup>. His statement that on the coalfield there was only John Fletcher's Sunday school in Madeley is especially fallacious. The same source records schools operating on a Sunday and daily basis in Wellington and Wrockwardine in 1799; and Sunday schools at Dawley and Lilleshall at the same date. Furthermore, the Abstract of Returns relative to the Expence and Maintenance of the Poor (1804)<sup>3</sup> records a number of schools styled as 'Schools of Industry', including several on the coalfield,

---

1 Infra p.80 the present section

2 S.R.O. 3916/1/1 f.91v. (12), 9 Nov. 1799

3 B.L. 433, i, 12(2)

the existence of which go unnoticed by Mr Dodd. In total, these amounted to twenty-one. Though providing 802 places and so giving an average size of about forty children to each school, the difference in size between these institutions is quite startling, with the school at Wellington with 170 children heading the league and that at Ruyton-XI-Towns, with a mere four children, at its foot. Other large schools were reported at St Chad's, Shrewsbury (92), at Shawbury (62) and at Meole Brace (60). Some concentration of places is therefore very evident, with almost half the total places to be found in just one fifth of the total number of schools. Nevertheless, there was a preponderance of (for the most part small) schools fired by Welsh zeal in Oswestry Hundred, with provision at Oswestry itself for 45 and for 8; at Kinnerley for 13; at St Martin's for 12; at Llanyblodwell for 10; and at Ruyton-XI-Towns for 4.

As a corrective to the above, what picture do some of the early sources, and in particular the libri cleri give us? This deposit, extant for the archdeaconry of Ludlow from 1665 to 1778, reveals that there were vastly more schoolteachers in the eastern half of the archdeaconry than in the western during the opening years of this period. Indeed, in the western part they

seem to have been virtually non-existent, with schoolmasters in evidence only at Westbury, Chirbury and Leintwardine in 1665.

Development in this area, which comprises the deaneries of Clun and Pontesbury, then appears to have begun, with schoolteachers recorded at Bucknell, Lydbury North and Church Stoke c.1675; at Clun, Hopton Castle, Alberbury, Meole Brace and Shelve c.1689; at Bedstone, 1707; and at Edgton in 1710<sup>1</sup>. The area's relatively late growth stemmed, without doubt, from its extreme poverty and the consequent unavailability of both funds and motivated parents. Nevertheless, despite these (tardy) endeavours in the west, a century later the distribution of parishes in which schoolteachers were 'called' remained very similar, so suggesting that financial support, when it eventually arrived, was not sustainable in this part of the county.

Supplementing the libri cleri, there is a whole variety of other evidence which must be employed in order to shed light on educational provision during this intervening period. Of some teachers, e.g. Richard Wood of Castle Street, Shrewsbury, 1711-12; Hatton Hall, buried at Berrington, 1759; and William Purslow of Somer Wood, Rodington, 1819, our only knowledge of their existence comes through pin-point entries in parish registers<sup>2</sup>. A certain

<sup>1</sup> H.R.O. libri cleri. Boxes 2 and 3

<sup>2</sup> Shropshire Parish Registers, Lichfield Diocese XII p.270; XIV p.126; XXI (Pt 1) p.99

George Hotchkiss, on the other hand, about whose teaching activities in Madeley Wood we would otherwise know nothing, was cited in a ninety-nine year lease made to him by the ironmaster Richard Reynolds in 1792<sup>1</sup>. We are also able to learn about several schoolteachers for the first time from the catalogues of wills kept at Lichfield. The impression conveyed from these, moreover, is of a still greater infrastructure of teachers. This is because many known schoolteachers were not styled as such on the heads of wills; schoolmistresses were invariably referred to as 'spinsters', for instance.

Once all these diverse sources have been assembled and synthesised, what can be said about the likely pace of educational development in the county between 1660 and 1833? (See Table 2).

Considering each of the three main dioceses in turn, in Lichfield & Coventry there was only a slight number of schools recorded until the last quarter of the eighteenth century, with the figure for the mid century dwindling to a mere one or two. Thereafter, there was a period of significant growth. Between 1779 and 1799 there was a truly phenomenal increase of 162%, and from 1799 to 1823/25 of 171% in the number of parishes with documented

---

<sup>1</sup> S.R.O. 1681, box 152. I am indebted to Mr G.C.Baugh for this reference.

number of parishes with documented provision

	<u>sources</u>	<u>Salop archd.</u> <u>(Lich. &amp; Cov.)</u>	<u>Ludlow archd.</u> <u>(Hereford)</u>	<u>Marchia d.</u> <u>(St Asaph)</u>	<u>County</u> <u>total</u>
1660-62	subscription books, <u>libri cleri, C.C.R.</u> , parish records	13	11	1	25
1662	registrars' files		8		
1663	.. ..		9		
1664	.. ..		1		
1665	.. ..		0		
1666	.. ..		0		
1667	.. ..		0		
1668	.. ..		1		
1669	.. ..		0		
1670	.. ..		0		
1671	.. ..		1		
1672	.. ..		0		
1673	.. ..		0		
1674	.. ..		1		
1675	.. ..		0		
	Wase Enquiry	10	13	1	24
1676					
1677					
1678					
1679					
1680					
1681					
1682					
1683					
1684					
1685					
1686					
1687					
1688					
1689					
1690					
1691					
1692					
1693	Episcopal visitation	11			
1694					
1695					
1696					
1697					
1698	Episcopal visitation	10			
1699					
1700					
1701					
1702					
1703					
1704					
1705	Episcopal visitation	14			
1706					
1707					
1708	Episcopal visitation	14			
1709					
1710					
1711					
1712					
1713					
1714					
1715					
1716	Episcopal visitation articles of enquiry		22		

1717					
1718	Episcopal visitation	16			
1719					
1720					
1721					
1722					
1723					
1724	Last serious county list of S.P.C.K.	5	8	1	14
1725					
1726	'List of schoolmasters'	26			
1727					
1728					
1729					
1730	Episcopal visitation call book	12			
1731					
1732					
1733	Episcopal visitation call book	8			
1734					
1735					
1736	Episcopal visitation call book	8			
1737					
1738	Episcopal visitation articles of enquiry			4	
1739	Episcopal visitation call book	7			
1740					
1741					
1742	Episcopal visitation call book articles of enquiry	10		3	
1743					
1744					
1745	Episcopal visitation call book articles of enquiry	1		3	
1746					
1747					
1748					
1749	Episcopal visitation articles of enquiry			3	
1750					
1751					
1752					
1753	Episcopal visitation articles of enquiry			5	
1754					
1755					
1756					
1757					
1758					
1759	Episcopal visitation call book	2			
1760					
1761					
1762					
1763					
1764					
1765					
1766					
1767					
1768					

1769		
1770		
1771		
1772	Episcopal visitation call book	12
	articles of enquiry	19
1773		
1774		
1775		
1776		
1777		
1778		
1779	Episcopal visitation call book	21
1780		
1781		
1782		
1783		
1784		
1785		
1786		
1787		
1788		
1789		
1790		
1791	Episcopal visitation articles of enquiry	5
1792		
1793		
1794		
1795	Episcopal visitation articles of enquiry	4
1796		
1797		
1798		
1799	Archidiaconal visitation articles of enquiry	34
	Episcopal visitation articles of enquiry	4
1800		
1801		
1802		
1803		
1804		
1805		
1806		
1807		
1808		
1809		
1810		
1811		
1812		
1813		
1814		
1815		
1816		
1817		
1818		
1819		
1820		
1821		
1822		
1823-25	Archidiaconal visitation articles of enquiry	58



1826				
1827				
1828				
1829				
1830				
1831				
1832				
1833	<u>Abstract of Education</u>			
	<u>Returns</u>	81	80	9
				176
	Maxima possible	86	120	9
				215+

Table 2: The pace of educational development, 1660-1833\*

---

\* Particularly evident here is how the use of a single source for any given year is liable to misguide the investigator.

schools. Such was the magnitude of this activity that by 1833, only five parishes in the diocese were without schools.

For Hereford diocese, there is no impression of any growth until somewhere between 1675 and 1716. The (unusually) early surviving visitation articles of enquiry record schools in about 20% of parishes in the early eighteenth century. Nevertheless, in 1833, this part of the county was the most poorly provided for, with only two thirds of parishes with documented schools.

The only parish with a school on record in the deanery of Marchia, in St Asaph diocese, before 1738 was Oswestry. Between 1753 and 1791 there was, surprisingly, no apparent development, in both of these years five parishes with some sort of provision being recorded in the deanery. However, by 1833 a school was reported in each of the nine parishes. Very effective, thus, had been the Welsh belief in evangelism and Bible-reading in the native language - the only remedy, so they believed, to relieve ignorance and evil. Those well-established standard books of piety, including The Whole Duty of Man and Pilgrim's Progress, were translated into Welsh during the eighteenth century, and went through many editions<sup>1</sup>.

---

1 Rev.W.T.Havard 'The Educational and Religious Movement in the Diocese of St Asaph in the Eighteenth Century', National Library of Wales Journal (Summer 1945) p.43

What were the mechanics of this development?

Educational provision seems to have been infectious as between one parish and another. Mr Dodd has observed the 'sympathetic spread of interest in education, as between one parish and another, e.g. Stanton (1721), Hodnet (1730) and Prees (1738), so creating, with Wem and Whitchurch, a compact block in the north-east<sup>1</sup>. There also developed simultaneously a western block of seven contiguous parishes with (endowed) provision: Cardington (1720), More (1740), Longnor, Frodesley and Leebotwood (1764), Church Stretton (1779) and Wentnor (1788). Here again, however, I do not find Mr Dodd's conclusions all that impressive. Leaving aside the evidently slow rate at which such a 'movement' operated, his argument is far too simple because it ignores entirely, through its emphasis on endowed provision, all the other means by which instruction was being financed and interest in education was being stirred.

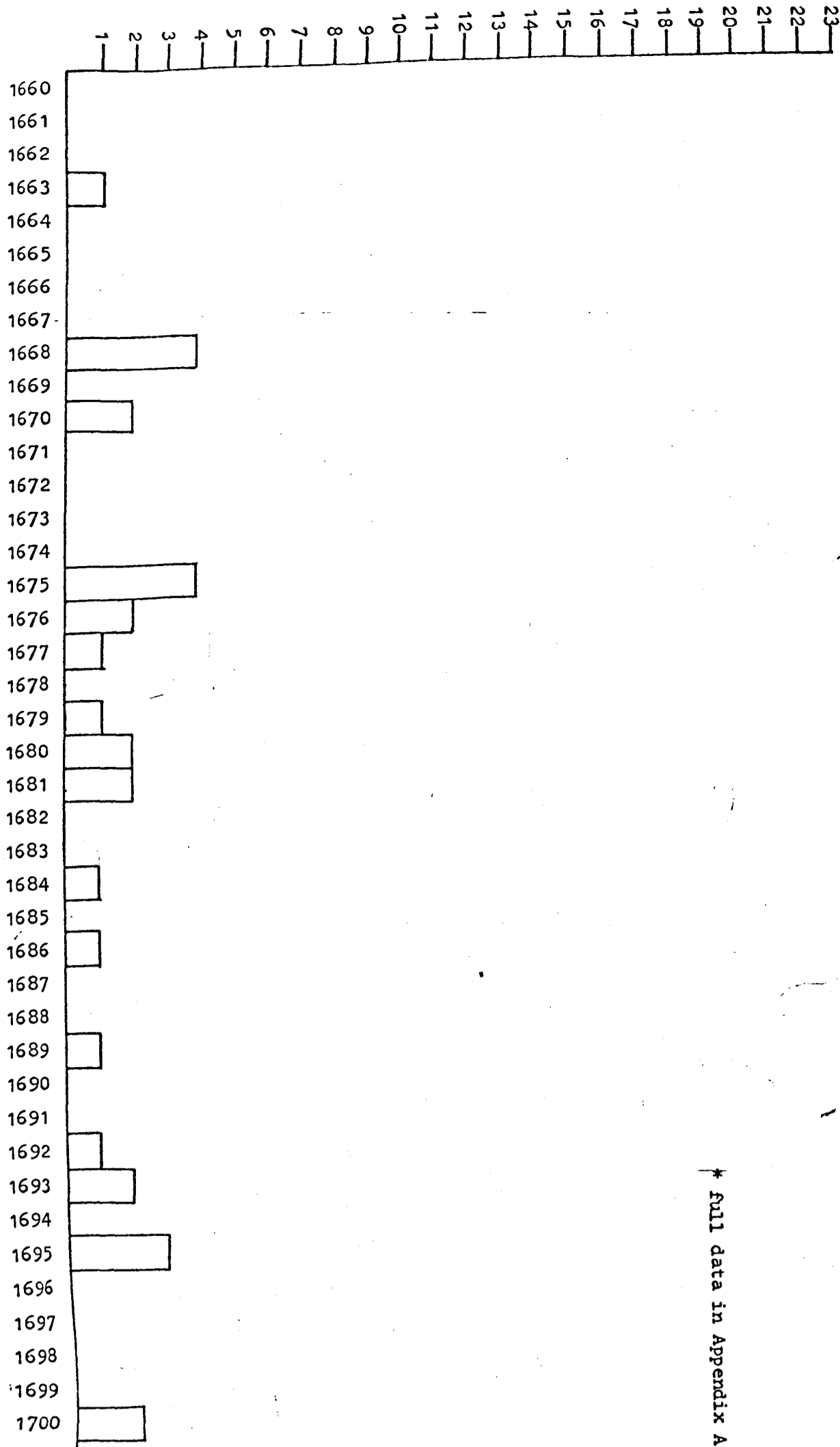
Did the rate of educational development correlate at all with the pace of educational philanthropy; or were the new foundations predominantly of a private-venture nature? Prior to

---

<sup>1</sup> Dodd, thesis, p.33

1700, benefactions were sparse, yet in evidence. The next forty years witnessed a very dense period of donations to education. It was followed, however, by a twenty year span during which almost nothing was given. During these years, there was also a pitiful number of new schools documented. The period from c.1760 until c.1790 was characterised by a more regular and even number of contributions. Subsequently, there was a smaller flourish which continued into the nineteenth century. This again coincided with a prodigious growth in the number of parishes with schools (as before, both subscription and endowed), due allowance having first been made for the time lag between when the gift was made and the date the school was established, i.e. with growth between c.1800 and c.1825. This is not, however, to deny the likely huge increase, too, in the number of private schools at this time, which arose to cater for those middle classes which had social aspirations for their children together with surplus wealth to spend. (See Figs 1 and 2).

For how long did schools, supported by subscription and endowment during these years, tend to survive? There is considerable evidence to suggest that the existence of very many



\* full data in Appendix A

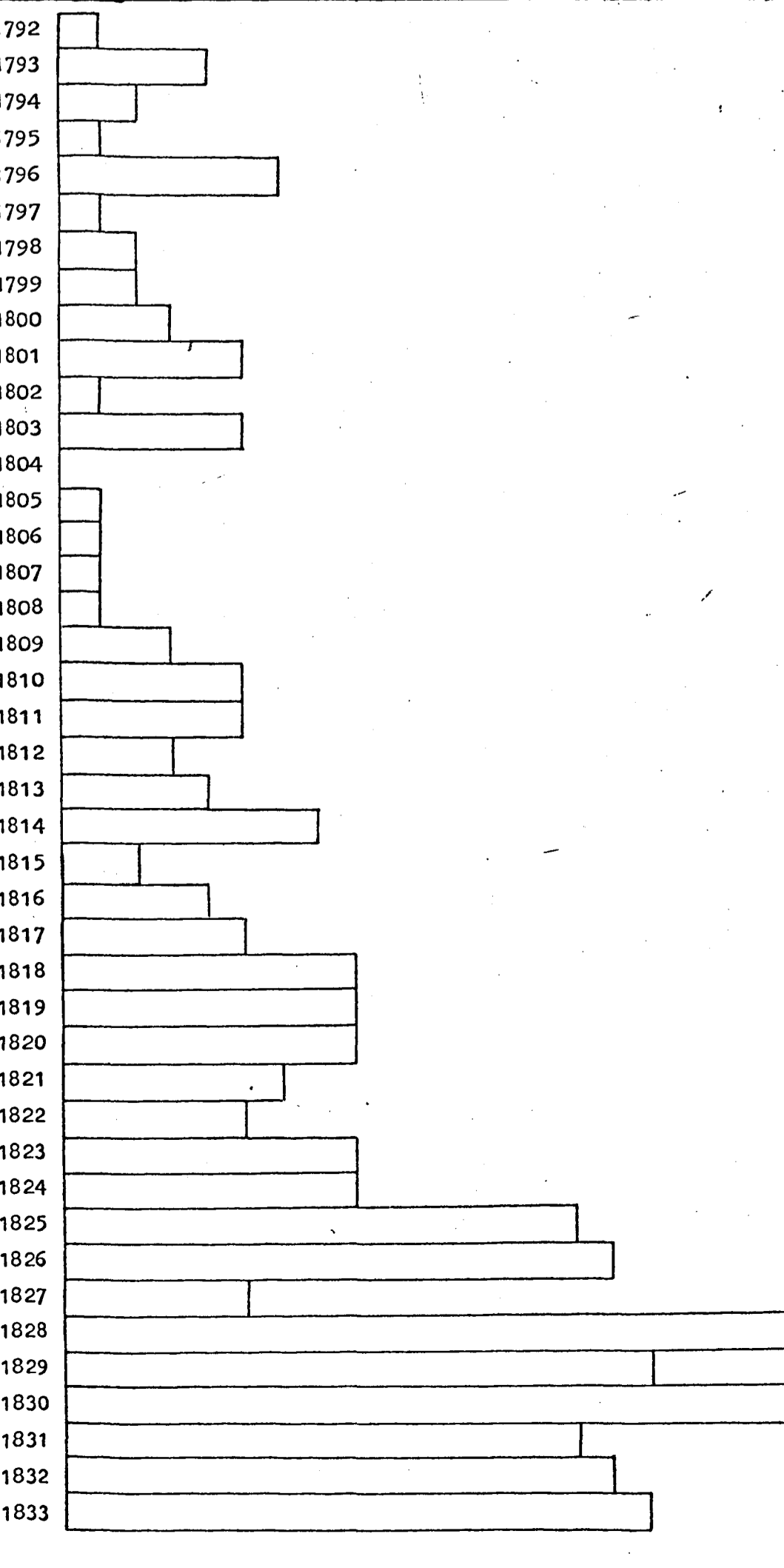
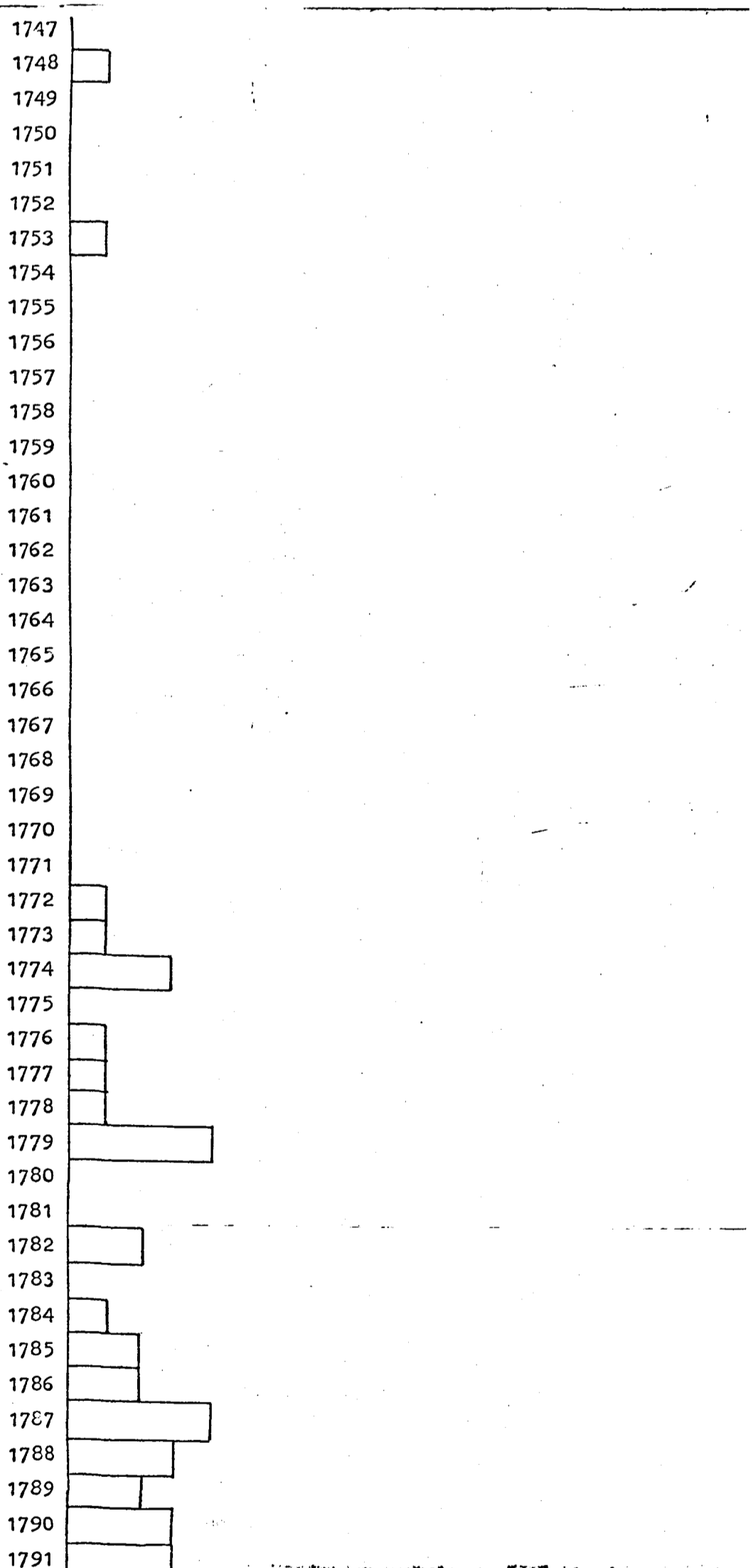
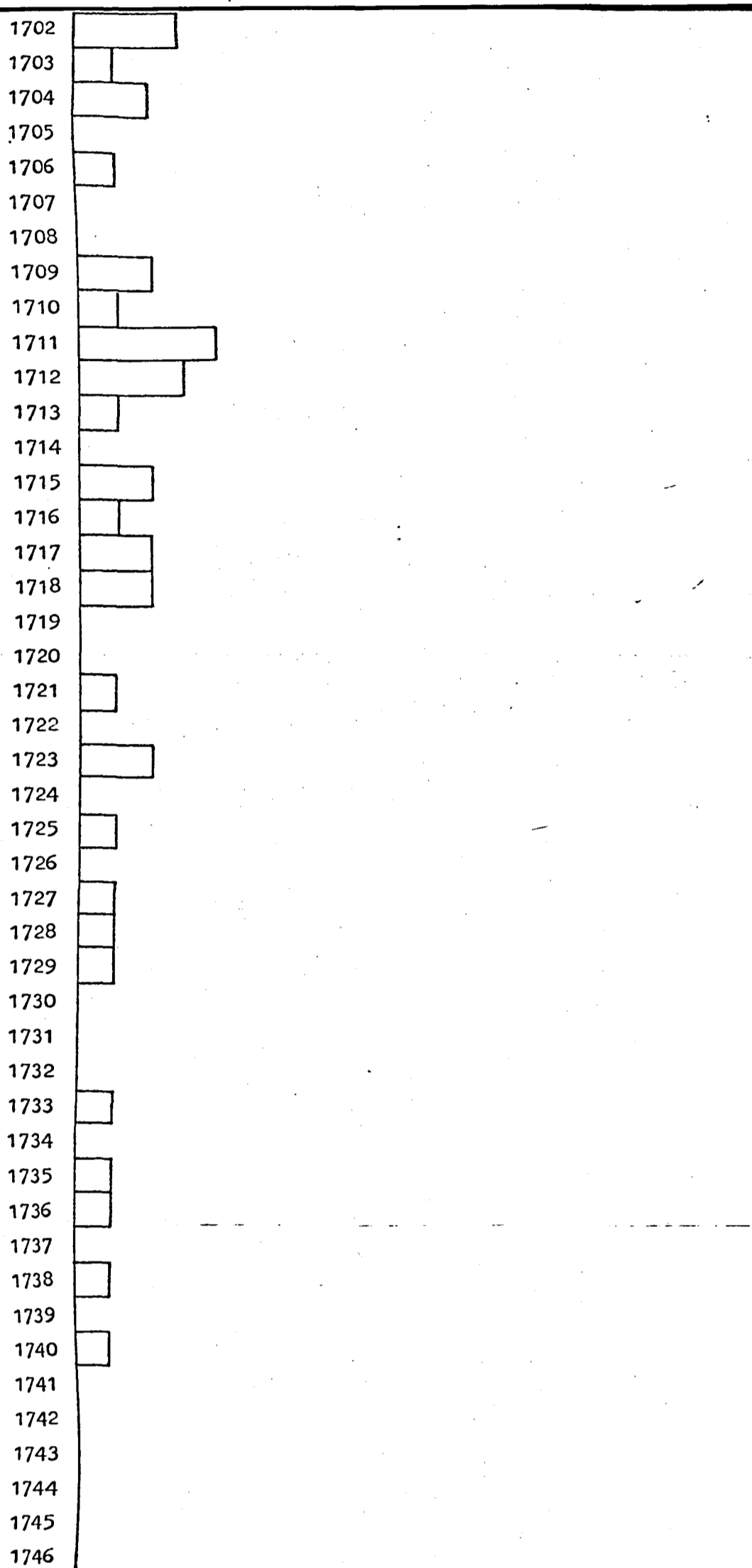


Fig. 1: The pace of educational foundations, 1660-1833\*

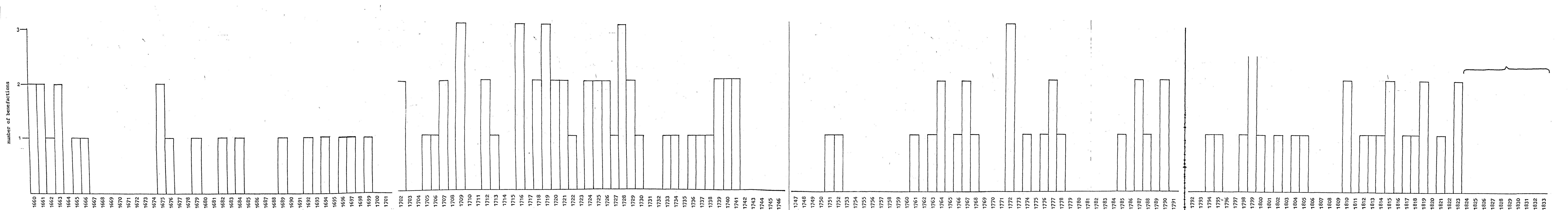


Fig.2: The rate of benefactions to Shropshire education, 1660-1833

schools was fleeting. A good part of this evidence takes the form of allusion only: 'wee have none at present who teach Schoole' wrote the churchwardens of Silvington in their 1662 presentment; 'wee have none at present who teach Schoole', confirmed the wardens of Caynham in the same year. These comments throw light upon the transitory nature of teaching. It would seem more than probable that there had been a schoolteacher in both parishes, and in the not too distant past, as well. At other times, the evidence pointing to the short lives of schools is quite explicit. In 1689, the churchwardens of Wolstaston presented Daniel Hatt 'for Teachinge of Schoole within our Parish of Wolstaston for ye space of one month & a few dayes out; but he is now passinge away from amonge us...'<sup>1</sup> Teachers, practising one year were often gone the next, only to return shortly afterwards. For instance, Joshua Wigley, who was teaching school in Steel-Yard Shutt, Shrewsbury, in 1781, discontinued to offer his services after a few years at this site, having established an 'Academy' in Milk Street elsewhere in the town<sup>2</sup>. The corrections made to the citations and processes between their original drawing up and the visitation itself are further indications of only ephemerally-existing schools. Richard Evans teaching at Loppington

---

1 H.R.O. C.W.P.

2 The Shrewsbury Chronicle 9 June 1781 p.3; 31 Mar. 1787 p.3

in 1697, and Jeremiah Mason and Thomas Hand teaching at Ercall Parva in 1718, all making their first and only appearance in the records, were no doubt teaching without a licence and almost certainly moved on to avoid the arm of the ecclesiastical authorities<sup>1</sup>. Sunday schools, too, could share an equally fleeting existence. That operating at Cound in 1799, to take an example, had closed by 1823, only for another to open in the parish in 1832<sup>2</sup>.

Typically, the work of three societies: the Society for Promoting Christian Knowledge, the British and Foreign School Society and the National Society, is seen as very significant in quickening the pace of educational provision. But just how important were they in Shropshire?

A lamentably small total of twenty-one schools appear in the Shropshire section of the Accounts of the Society for Promoting Christian Knowledge, 1704-31, after which period no new schools were reported for anywhere in England or Wales. In the last serious county table, moreover, that of 1724, the

---

1 L.J.R.O. B/V/4, 23 Sept. 1697; 15 May/28 June 1718

2 S.R.O. 3916/1/1 visit. bk, Archdeacon John Chappel Woodhouse, 1799; 3916/1/2 visit. bk, Archdeacon Hugh Owen, 1823; Abstract of Education Returns: 1833, Salop, p.773



amount dwindled still further, to fourteen. Of those twenty-one schools mentioned at any time in the Accounts, nearly all of which are reported between 1709 and 1718, ten, almost all urban-based, were supported by subscription and intended for the poor alone; three had been endowed; two more were maintained by the clergy; another was a typical 'parish school' which had provision for educating poor children; still another 'school' was, in actuality, a subscription paid to an existing school; a further one was a 'hybrid'; and a final three defy classification due to insufficient information. The grand total in 1724 especially arouses our suspicions when juxtaposed with that from a 'list of schoolmasters' in Salop archdeaconry alone just two years later, where nearly twice as many parishes are listed<sup>1</sup>. Indeed, even as early as 1719 one observes a marked tail-off in the volume of correspondence reaching the S.P.C.K.'s London headquarters<sup>2</sup>.

---

1 L.J.R.O., ex-Lichfield Cathedral, B/V/3

2 The quality of this correspondence, even during its peak, was largely perfunctory. Only in the case of three schools - those at Bishop's Castle, Culmington and Lydbury North - does the Society appear to have known about something as fundamental as the suitability of the buildings in which the schools were housed. Concerning an equally basic issue, their mode and extent of funding, the S.P.C.K. appears to have had information about the revenues of just half of the schools it recorded, but was much less well informed as to whether funds could sufficiently stretch to gratuitous services such as clothing and apprenticeship. At only six schools, moreover, was it at any time clear about the exact number of boys and girls (invariably of an unspecified age) on roll, and in the case of the schools at Lydbury North, Newport and Bishop's Castle, a tally mark alone was run up in successive Accounts. Details of what was studied are equally sparse in the Society's records, with the curriculum being outlined, even briefly, for as few as nine schools. Still less feed back was there on the effectiveness with which such learning was transmitted, at the hands of teachers, the capabilities of whom it was entirely ignorant of.

(See Fig.3). In the same way, it would be wrong to place too much trust on whereabouts this development took place as suggested by information in the Society's archives (See Map 9). The impression gained is that until the school at Norton was reported in the Account of 1712, that educational growth was entirely restricted to the western half of the county. This is markedly at variance with our earlier findings based, as they were, on a far more robust array of sources; and prompts the question as to whether schools did not, perhaps, merely remain unreported in the east, for the simple reason that most of the early corresponding members were based in the west - in particular, the untiring John Giffard, vicar of Mainstone.

At the beginning of the nineteenth century, two more voluntary societies were at work: the nonconformist British and Foreign School Society founded in 1808, and the Church of England's National Society established three years later. Just how effective were these organizations, however, in shaping educational development within the county?

An examination of the British and Foreign School Society's annual Accounts reveals that only nine schools before 1833 had any connection with the Society. These were at Whittington(2)

umber of letters

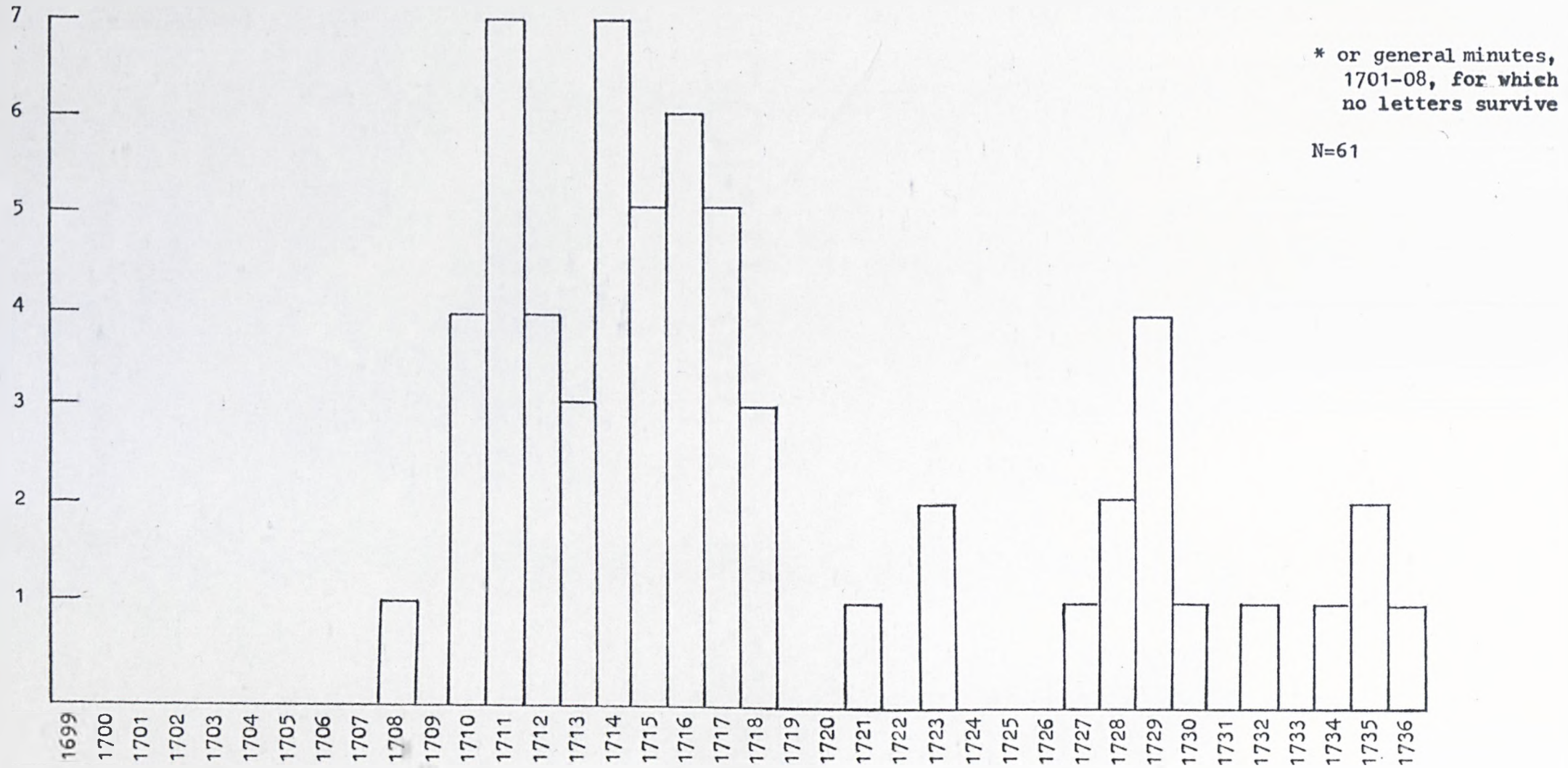
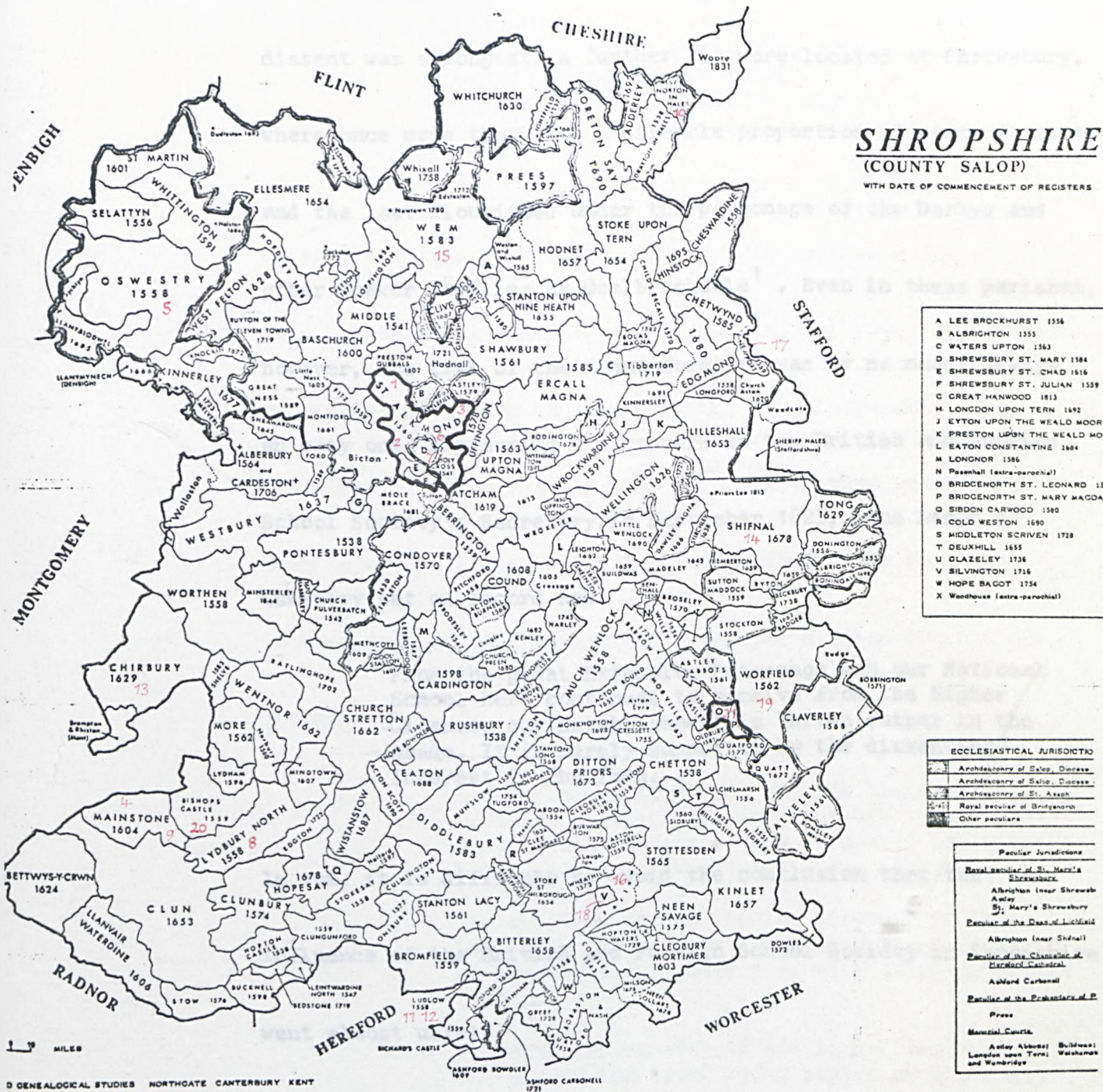


Fig.3: The rate of incoming letters\* to the S.P.C.K. with information on Shropshire schools, 1699-1736



Map 9: The order in which schools under the aegis of the Society for Promoting Christian Knowledge were reported in its Accounts, 1704-31

(est.1809), Oswestry (est.1810), West Felton, St Martin's and Selattyn (est.1811), Shrewsbury (2) (est.1812) and Coalbrookdale (est.1830). Few as these were, they were thus also concentrated in the deanery of Marchia in the north-west of the county, where dissent was strongest. A further two were located at Shrewsbury, where once more there was a sizeable proportion of nonconformists, and the last flourished under the patronage of the Darbys and other Quaker families at Coalbrookdale<sup>1</sup>. Even in these parishes, however, the task of the nonconformists was by no means always an easy one. Expressing his concern to the British and Foreign School Society's Secretary in September 1825, John Lacon of Oswestry set on record how

From the great Extensive Patronage wch our National School here continues to receive from the Higher Classes, our Establishment is thrown rather in the shade. It is merely supported by the dissenting Interest in the Town...

2

In sum, it is difficult to avoid the conclusion that the influence of the British and Foreign School Society in Shropshire went almost unfelt.

The original ambitions of the National Society had

- 
- 1 In 1832 and 1833, one guinea each was subscribed by Mrs Rebecca Darby, Mr Richard Darby, Mrs Lucy Darby and Mr Abraham Darby; and Mr Alfred Darby, Mrs Mary Darby and Mrs Deborah Darby subscribed half a guinea each. (Reports XXVII; XXVIII p.107) (B.F.S.S. Archives)
- 2 'B.R. Normal Schools. Applications and Testimonials. Men Before 1830', letter from John Lacon, Oswestry, 20 Sept. 1825 (B.F.S.S. Archives).

been similarly impressive. The preamble to its first Report of 1812 was critical of the educational provision then existing:

whereas it has been represented unto Us, that (notwithstanding the many ancient establishments and foundations for the purposes of Education, granted by the piety and munificence of several of our Ancestors or Progenitors, Kings or Queens of England, as well as by many other pious and charitable persons) the means of Education for the poorer classes of our people are far from having increased in proportion with the great and rapid increase of the population of these our Dominions.

1

Dr Bell's Madras system was, however, 'a most powerful engine', able, through its committees and schools, and with support from the public amounting to some £20,000, 'to disseminate the blessings of Education far more extensively than would have been otherwise possible'<sup>2</sup>. Great advantages were canvassed also in the adoption of the particular monitorial plan the Society advocated:

- I. It completely fixes and secures the attention of every scholar: the indolent are stimulated; the vicious reclaimed; and it nearly annihilates bad behaviour of every sort.
- II. The children make a regular progress in their learning, which is daily noted and registered; no lesson being passed over till it be correctly studied
- III. It saves the expense of additional instructors; the eye of one intelligent master or mistress alone, being required to see that their agents, the senior good boys and girls, do their duty in teaching their juniors.

---

1 Report I (1812) p.3

2 Ibid. pp.4-5

- IV. It not only possesses excellent mechanical advantages in communicating instruction generally; but it is particularly adapted to instil into, and fix practically in the mind, the principles of our holy Religion; whilst it materially secures the moral conduct of the children, both in and out of school; and,
- V. By economizing time, hitherto so lamentably wasted in Charity-Schools conducted on the old plan; it affords ample and very inviting opportunity to add to the ordinary establishment, a School of Industry.

Nevertheless, for all these strengths detailed above, and the additional spur which the Bishop of London tried to give to the construction of new schools, namely that

Every populous village unprovided with a National School must be regarded as a stronghold abandoned to the occupation of the enemy,

no more than a modest four dozen Shropshire schools ever came into union with this much better endowed Society from its inception in 1811 up until 1833/34. The rate at which 'unions' took place is, to say the least, unimpressive. The feverish activity of 1816 and 1825 aside,<sup>3</sup> it was quite normal for just one school each year to be attracted; and for many years no new entries at all appear in the Reports. The influence of the National Society in Shropshire was, instead, more evident in

- 
- 1 'Report of the Trustees of the Charity-School of St Mary, Whitechapel, 7 Apr. 1807, cited in Extract of a Sermon on the Education of the Poor, under an appropriate System, Rev. Dr Andrew Bell, 28 June 1807, pp.19-20n.
- 2 Cited in H.Silver The Concept of Popular Education (1965) p.43
- 3 In these years ten schools and eight schools respectively came into union with the Society.

the internal transformation of existing schools which used the school at Meole Brace, two miles due south of Shrewsbury, as a model. This was because grants, made either through diocesan district societies or direct from the National Society, were sufficient only for the erection or enlargement of a school-room, not for the entire running costs of a school<sup>1</sup>. Schools at Bourton, Lilleshall, Longnor and Stapleton are known to have opted for the National Society's system of teaching.

Did the first Trasury grants to education, made for the express purpose of building school-rooms in the years after 1833, make any greater impression on educational provision in the county? What is clear is that in those made to the British and Foreign School Society, Shropshire was well out of the picture<sup>2</sup>. Indeed, so difficult was it to raise the necessary half share from the various local communities, that no grants at all were made to nonconformist schools in the county until 1837, in which year a sum was awarded to the school at Oswestry. The records of the National Society, too, witness no immediate

---

1 This was in spite of a graded system which awarded more substantial amounts to the larger, more populous parishes. In practice, sums ranged from £200 down to as little as £10, with over half the payments being £50 or less.

2 From 1835, Treasury grants were allocated in the proportion 1:2 between the British and the National Society.



rush for grants, with two alone (one at Caynham near Ludlow, the other at Llandysilio near Oswestry) being awarded in 1833/34.

How did education fare generally throughout this period, as contrasted to those other areas of philanthropy? Between 1660 and 1788, a total of 377 benefactions were given towards a variety of charitable activities in Shropshire. Of these, by far the greatest number were given for the relief of the poor in general (though these were often very small); thirty-five were deployed for education; and a mere nine were applied for apprenticeship. Taking the sizes of the sums into consideration, and, more exactly, the amounts 'available' towards the different activities in the form of uninvested legacies and annual returns, the following picture emerges:

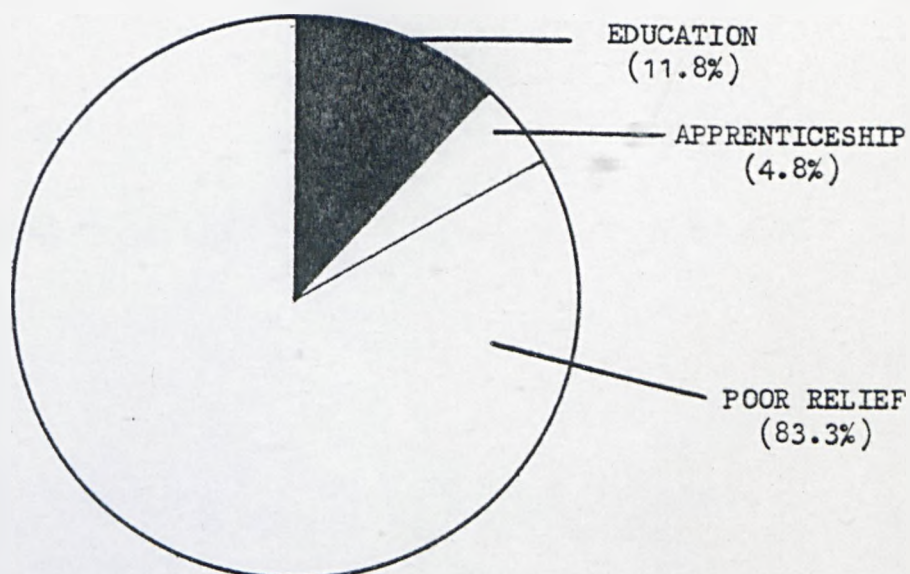


Fig.4: Proportions of charitable funds 'available' to various activities in Shropshire, 1660 - 1786/88

In Shropshire, therefore, the overwhelming concern of benefactors during this period was with the pressing need to relieve the vast numbers of poor. Only a very thin slice of the entire cake was available for the less fundamental activity of education <sup>1</sup>.

---

1 Charitable Donations - Abstract of Returns, 1786-88 Pt II  
 Salop pp.1007-42. The absolute sums might be computed as:

Education	£12,312 10s
Apprenticeship	£5,023 13s 4d
Poor relief	£86,845 16s
Total	£104,181 19s 4d

IV SOCIAL RANK AND EDUCATIONAL OPPORTUNITY

For how many children did these schools cater? To what extent did they meet the needs of the various communities at the opening and close of the period under study? In particular, how well were the requirements of the vast numbers of poor children provided for? What attempts, if any, were made to accommodate changes in the number of children within the community? And how successful were these?

Appendix B(i) records for both rural and urban parishes, the various capacities of schools to cope in 1660 and again in 1833<sup>1</sup>. What conclusions can be drawn? Though provision in many of the rural parishes, like Barrow and Clungunford, remained constant at about 70% in 1833, the towns, in contrast, reveal a very much more complex picture. Some appear to have made dramatic improvements in educational provision. Opportunities at Shifnal, for instance, may have risen quite spectacularly, from perhaps as little as 4% in the years after the Restoration, to 64% in 1833, by which date there were new National and private foundations, as distinct from the well established endowed day schools in Barrow and Clungunford.

---

<sup>1</sup> Two assumptions are made in the computation of the earlier figures. First, that the Compton Census (1676) recorded all those aged sixteen and above (forming 60% of the population according to Gregory King's estimate); and secondly, that the average length of schooling was about 5.5 years (it was 3.85 at Bridgnorth G.S. (S.R.O. 1104);  $\leq 5$  at William Hall's school in Cardington (C.C.R. 24 (1831) p.398); 6.4 at Millington's School, Shrewsbury (S.R.O. 2133/11-12); and  $< 7$  at the 'Blue School for Girls' in Shifnal (C.C.R. 4 (1820) p.258), so making it possible to multiply our calculation (c)/(b) by a factor of two (See Appx B(i))

The situation at Newport was only slightly less impressive. Here, provision was being made for somewhat more than 50% of the parish children in 1660; and by 1833, all may have been receiving formal schooling<sup>1</sup>. Indeed, in 1833, largely on account of the adoption of the National System, urban provision generally was very good (in the range 70-100%): Bridgnorth, 59%; Wem, 82%; Drayton, 82%; Oswestry, 83%; Madeley, 84%; Whitchurch, 100%; and Newport, 100%<sup>2</sup>. When, however, the parish was an industrial one and there was, in consequence, a very heavy demand for child labour, the proportion of children educated at this later date was much more modest: Lilleshall, 39%; Wellington, 30%; and Broseley as little as 22%.

Instead, the coalfield parishes found Sunday schools a more profitable arrangement. Both Ketley and Dawley had schools of this type by the turn of the eighteenth century, and by 1833 their incidence was widespread. Richard Reynolds seems to have established the earliest Sunday school at Ketley, where he lamented 'the very great want of such means of improvement and civilisation among the numerous poor children of the Marquis of Stafford's cottages, whose parents are employed in the works'<sup>3</sup>. Another

- 
- 1 Newport (pop. 2,307) was, however, very small, therefore making it that much easier to cope. A weakness in the methodology is that it is difficult to take into account those boarders who came from outside the parish.
  - 2 These figures were achieved in spite of the fact that private teachers were typically concerned to limit the number of children admitted. Partly this was to ensure individual treatment: The Rev. Mr Dean at Shifnal, for instance, decided in 1793 to restrict his pupils to twelve, 'a Number certainly not too large to be superintended by a single Individual, nor, in his Opinion, so small, as to exclude Emulation...' (The Shrewsbury Chronicle 21 Dec. 1792 p.3). Mrs Wilding at High Ercall, on the other hand, did so it would seem to safeguard her own mental health (Ibid., 5 Nov. 1790 p.3)
  - 3 Cited in Barrie Trinder The Industrial Revolution in Shropshire (1973) p.371

Sunday school, at Dawley, was being supported by Isaac Hawkins Browne and his Old Park Company in 1799<sup>1</sup>. The advantages of the Sunday school were, above all, that it did not interfere with children's industrial work, and that it was cheap<sup>2</sup>.

At this point, 1799, it is possible to make an interim enquiry into the capacity of the schools to meet the needs of the various communities, in both the diocese of Lichfield & Coventry and the diocese of St Asaph<sup>3</sup> (See Appendix B(ii)). From such an analysis, it emerges that in the market towns some school places were normally available, though normally this was only very few (perhaps sufficient to provide for 0-7% of those children eligible). In the industrialised urban parishes there was typically no daily provision whatsoever in 1799. As for the corresponding rural picture, though there seem to have been some impressive opportunities (e.g. Acton Burnell, 59%; Donington, 61%; and Hadnall in Middle, 88%), almost two thirds of their number nevertheless had no provision whatsoever (in contrast to less than one third of the urban parishes), with educational opportunity being especially rare in parishes with less than 200 inhabitants. The most significant point to emerge, however, which must not be masked by these details, is that the real period of increasing opportunities for Shropshire children took place after this date, between 1800 and 1833.

---

1 S.R.O. 3916/1/1, Archdeacon John Chappel Woodhouse's visit. bk, f.61r., 29 Oct. 1799

2 At St Alkmond's, Shrewsbury, the schools on the ground in 1824 were all Sunday schools, for 'Day Scholars cd not be collected, the poor children going so early to the factories' (S.R.O. 3916/1/2, Archdeacon Hugh Owen's visit. bk)

How well were the needs of the many poor children catered for?

Our answer to this question fundamentally hinges, of course, on our criteria for 'poverty'. A kind of measure is available for c.1660. Those households entirely exempt from the 1672 Hearth Tax, normally due to the low rateable value of their property, were clearly poor<sup>1</sup>, as were the (chargeable) one hearth premises - the normal abode of labourers; but, as Professor Hoskins convincingly maintains, even the journeymen-craftsmen, in possession of two hearth properties though living on the very fringe of subsistence, ought really to be included under this head also<sup>2</sup> (See Map 2).

Did especially poor parishes provide a correspondingly greater number of places for poor children at school during the last quarter of the seventeenth century? On analysis, there is no evidence at all that this was the case (See Appendix C). Despite the acute poverty of some parishes, where the entire, or almost the entire, population owned only one or two hearths (e.g. Church Pulverbatch, Clee St Margaret, Mainstone, Meole Brace, Ratlinghope and Tasley), it was in Mainstone alone of these where there was documented provision for poor children before the nineteenth century.

The S.P.C.K., for instance, had no schools under its aegis in these especially poor parishes, other than in Mainstone above. The reason was

---

1 Unfortunately, as noted above, the Shropshire assessment, unlike many for elsewhere, totals these by hundred rather than detailing them by parish or constablewick.

2 W.G.Hoskins Industry, Trade and People in Exeter 1688-1800 (2nd edn, 1968) p.118

undoubtedly that there was simply no one of sufficient 'ability' to finance a school. What was unique about Mainstone was the presence of an especially zealous cleric, John Giffard, who, primarily at his own expense, managed to get about one third of the poor children to school. At the other end of the scale, in those parishes where a third or more of those listed in the assessment occupied three or more hearth abodes, one might reason that there was surely here a sufficiently prosperous corpus of potential benefactors. And yet, nothing materialised. Indeed, charitably-endowed schools seem in the late seventeenth and early eighteenth centuries to have been peculiar to the towns where an adequate number of petty subscribing tradesmen could be found. Exceptionally, where there was a singularly wealthy benefactor, e.g. at Chetton (1736), something could be done. Similarly at Stokesay, and at Bishop's Castle where another prosperous individual, Captain Edmund Waring founded a school. Where these conditions held true, provision could be total in extent.

There are no strict measures of poverty for the early nineteenth century, on the other hand, so precluding a valid assessment of the ability of the various schools at this date to cope with the number of poor children. Unusual indeed is this somewhat complacent description of the

situation at Meole Brace in 1820:

... sufficient provision has been made for the religious instruction of every poor child within the parish and the associated districts. And there is, in fact, hardly one to be found of the proper age, who has not availed himself of the benefit.

1

Descriptive comments of this sort at first sight somehow appear less 'exact' than percentage figures. It needs be said, however, that all of the computations above, in spite of their seeming accuracy, are always only approximate, and that there is continually room for error, though above all in 1660 where use is made of uncertain statistics of population and of wealth. Nevertheless, some attempt to quantify in a fairly rigorous sort of way is surely fundamental, for without this dimension we can never be really sure how many children were touched by the educational ideas of the times. The second, and more substantial, section of this study opens with an examination of some of these perspectives on education.

---

1 National Society Report IX (1820) p.177





## **IMAGING SERVICES NORTH**

Boston Spa, Wetherby  
West Yorkshire, LS23 7BQ  
[www.bl.uk](http://www.bl.uk)

**MISSING PAGE/PAGES  
HAVE NO CONTENT**



CHAPTER ONE

LITERACY, NUMERACY AND EDUCATION :  
RESPONSE TO ECONOMIC AND SOCIAL DEMANDS

What did the schools aim to do? How was education 'marketed'?

What was being offered and how was it justified? For the well being and contentment of the individual; as a dynamic means by which that individual could gain admission to the more elevated ranks of society; or merely for the ease and comfort of those in power?

The fullest statement pinpointing the hitherto neglect of education and the dangers arising from such a neglect, occurs in the foundation deeds of Whitchurch Grammar School. Here, the founder, Sir John Talbot had disapprovingly observed

what vice hath increased - what offence to God hath bin committed - what damage hath ensued to this realm, by want of good education of the youths of the same, which being of nature prone and productive to sloth and idleness, the causes of all vices, having loose in their first years the reins of licentious liberty, forthwith receive and imbibe voluptuousness, carnal pleasure, and generally the swarm of all other vices...

1

The above extract reflects the founder's belief in the natural corruption of man. Education was being offered as a means of improving his moral standards. For only if the beginnings of vice

---

1 Extract from the Preamble to the Endowment Deed of Sir John Talbot, cited in T.C.Duggan The History of Whitchurch, Shropshire (1935) pp.79-80

were 'nipped in the bud' during 'the slippery paths of youth'<sup>1</sup>, could God be glorified by forming man in his image, and the country be made strong. This age-old lament continued to act as a source of justification for providing education throughout the period under study. At the beginning of the nineteenth century, Dr Bell advocated his monitorial system of teaching with a similar line of reasoning:

children are yet to be found - too many, alas! not only uneducated in the paths of virtue and religion, industry and frugality; but, literally, trained up in vicious principles, immoral habits, and criminal practices; in idleness, profaneness, and irreligion

2

On the eve of the first Treasury grant to education a quarter of a century later, it was once again recognized how instruction might help to prevent a recurrence of 'The evils and distress, wherewith the Country has been lately afflicted'<sup>3</sup>.

The stagnation in educational provision was compared particularly unfavourably with advances that had been made in other areas of life:

Have the same zeal and skill been displayed in abridging the labour, and extending the limits, of the education of our youth, as in the encouragement and advancement of our agriculture, our manufactures, and our commerce? Have advances and improvements been made in the art of elementary and religious instruction, analogous to the

- 
- 1 Christopher Wase Considerations concerning free schools, as settled in England (1678) Section 2, p.3
  - 2 Extract of a Sermon on the Education of the Poor, under an appropriate System. Rev. Dr Andrew Bell, 28 June 1807 p.21
  - 3 'Report of the Oswestry Society for Bettering the Condition and increasing the Comforts of the Poor' (1831) p.7, Reports for the Diocese of Lichfield I, 1808 to 1838

progress of which every other art and science can boast?

1

What did those who now advocated progress in the sphere of education hope it to bring about? Education was canvassed on two main grounds. First, it was able to provide training of a strictly vocational nature through the transmission of a skill, or, for those who were destined to enjoy a life of leisure, give practice in the necessary social graces. Although by dispelling ignorance it might also have had the humanistic function of improving the individual, it was advocated instead to help create and consolidate social discipline, through the indoctrination of certain moral and religious values.

In respect to its vocational value, it was Sergeant Hook's contention that

... if due care be taken in the establishing these schools (= 'Free Schools for Educating the Children of the poor')... we may always be furnished with a Nursery of able seamen pilots Engineers & indeed of men of the greatest abilities in Every science.

2

Education is here being canvassed as an investment: it would provide a veritable power house of talent to fight in the army and navy. It was to the public good that the function of the 'charity schools' should therefore be limited and utilitarian, that they should be

1 Bell sermon cit., 1807, p.16

2 'MSS Wanley Etc', S.P.C.K. Archives C.S. 3./1 p.174: 'A proposal about the Educating & Employing poor Children Given in by Serjt Hook' (n.d.)

'Nurseries of Industry' rather than of mere learning, for 'there is not one Boy or Girl educated in these Schools, but what are design'd for Servants to some Man or Woman in the Kingdom, and probably for some laborious Employment...'<sup>1</sup>. Comparisons were drawn with our international competitors in support of this view. The Dutch, in particular, were envied for the 'high & mighty' position they had attained as traders<sup>2</sup>. The economic prosperity, and indeed whole status, of a nation was seen to bear a direct relationship to the extent of its educational provision, and, more specifically, to the number of able seamen which that system was able to supply. An equally laborious situation was prescribed for the girls leaving such schools. Thus, the girls at the three early eighteenth century charity schools in Shrewsbury learnt sewing expressly 'to fit them for Services'<sup>3</sup>. Other, private, schools qualified boys from the middle ranks of society for trade and business; whereas, at the very extreme of the social spectrum, instruction in dancing and fencing for 'young Gentlemen'; and in dancing, fine embroidery and deportment for 'young Ladies', was unashamedly geared towards those with surplus time and wealth, and,

---

1 S.P.C.K. Archives, 'Special Letters 1708-1732', C.S. 3./2 pp.159-60, The S.P.C.K. to the Rev. Mr Stephens, Shrevenham, Berks, 22 Feb. 1717/8

2 'MSS Wanley Etc', 'A proposal etc' p.176

3 S.P.C.K. Ac. 1709

as far as the latter were concerned, no more than a thinly disguised means of making themselves more saleable on the marriage market.

Education was most frequently advocated, however, not for its vocational training, but for its ability to instil social discipline. Society, in the period under review, was conceived of as a divinely-ordered mechanism which it was unwise to upset. The Elizabethan 'great chain of being', stretching from the foot of God's throne, through the various descriptions of angels, men, beasts and plants, to the meanest of inanimate objects, was inherited, substantially unchanged, at the Restoration<sup>1</sup>.

The level of human society was stratified, being based on a rigid class system given shape by the belief that it was for the welfare of the whole scheme that whilst some of its members must rule, others must work. In this scheme, authority was something to be revered. The Rules and Directions of the S.P.C.K., for instance, and the High Church Catechisms it was largely instrumental in conveying in its 'packets', demanded a respect for the Queen, magistrates and the ministers of God. The prosperous, too, were to be esteemed, for their riches were no more than a blessing from God.

<sup>1</sup> E.M.W. Tillyard The Elizabethan World Picture (1943) esp. Chs 4-5

At the lowest link in the human section of the chain came the poor. 'God hath made the pore, and hath made them to be poore', Cheke had written<sup>1</sup>; there always had been poor, and there always would be. Bishop Beveridge affirmed the statement in the early eighteenth century when he wrote 'GOD so orders it in his Providence, that we have always some Poor among us...'<sup>2</sup>. At the beginning of the following century, too, the Oswestry Society recognized that

the Poor in every nation form the great mass of the people, and this must necessarily be the case... there always will be a certain degree, not merely of poverty, but of suffering poverty among men

3

It was this kind of inevitability which suggested that it was futile for the poor to be discontented with their lot. The permanence of their status as seen by contemporaries, is brought out very clearly in letters from the S.P.C.K.'s Shropshire correspondents, and particularly in the very capitalisation, passim, of 'the Poor' in contrast to 'ye substantial Laity'<sup>4</sup>. It was further understood that to each special 'station' or condition of poor, for instance that of being 'the child of a poor country farmer', there was suited a narrowly defined level of education<sup>5</sup>,

- 
- 1 J.Cheke The Hurt of Sediton (1549) Bi  
 2 W.Beveridge Works I (1720) p.364  
 3 Reports for the Diocese of Lichfield I, 1808 to 1838, Section 9: 'Remarks on the Present State of the Poor' (Oswestry), 1826  
 4 A.L.B. v.2 2498, 8 Mar. 1710/11, Willm Bennet at Salop  
 5 A.L.B. v.5 4231, 25 Nov. 1714, Barthol. Beale at Heath House



an education paternalistically provided by their social superiors, and for which, being the 'Charity Childn', they should be grateful and appreciative<sup>1</sup>.

Yet, since the end of the seventeenth century, the Elizabethan order, repaired at the Restoration, was showing signs of cracking once more, first in respect to its religious (and so educational) element, and secondly in the readiness with which the 'lower sort' seemed to be accepting their allotted station.

The religious difficulties were largely connected with plurality and its attendant absenteeism. One of the early eighteenth century visitation articles of enquiry framed by Bishop Philip Bisse of Hereford reflects his concern over what was a growing abuse:

Hath the Minister a Parsonage House? Is it in good Repair? Doth he reside Personally upon his Cure? If not, where? and at what distance? And hath he a licens'd Curate residing in the Parish?

2

What was the Church's attitude towards pluralism? Provided that they could prove themselves to be a (licensed) capable preacher, and were in possession of at least an M.A., they were qualified for a special licence of dispensation to hold two benefices in plurality<sup>3</sup>. Three further conditions, however, were that the

1 A.L.B. v.15 10545, 16 Dec. 1729 John Giffard at Bps Castle

2 H.R.O., visit. arts of enq., 1716-19

3 Canon 41 (1604)

candidate should reside personally in each of his benefices 'for some reasonable time in every year'; that his benefices should not be more than thirty miles apart; and that he should employ a proper, licensed preacher in the benefice in which he did not reside.

Providing these conditions were met, plurality and absenteeism was thus perfectly in keeping with the expected spiritual standards of the day.

However, the replies given to Bishop Bisse's 1719 visitation articles of enquiry, the earliest date for which returns covering each of the five deaneries comprising Ludlow archdeaconry exist, reveal a less than satisfactory state of affairs. Though in forty-eight of those sixty-two parishes making returns, there was a parsonage house reported, the incumbent resided there or elsewhere in the parish, in perhaps only thirty-six cases. Sometimes, this non-residence was of little or no significance for satisfactory oversight could still be maintained. The churchwardens of Deuxhill et Glazeley replied in 1719 that their incumbent 'has a parsonage house in good repr., lives within a mile and half and supplys it constantly himself without a curate'<sup>1</sup>. Similarly, the corresponding officers of Llanvairwaterdine noted in 1716 that 'Our Minister hath

---

1 H.R.O., visit. arts of enq., 1719

no parsonage house nor glebe, he resides in Knighton about a furlong out of his parish'<sup>1</sup>. Again, though the minister of Badger did not dwell in the parish, he was, nevertheless, able to keep a vigilant eye on things from Beckbury, no more than a mile away; as was the minister of Willey who resided in the adjoining parish of Barrow where he taught school. The parish of Preen, meanwhile, though having no priest of its own, was able to rely on the services of neighbouring ministers. A considerable number of men, however, were at a much greater distance from their duties. The incumbent of Ashford Carbonell in 1719 dwelt in Ludlow, five miles to the north-east. Further removed still from his task was the rector of Hopesay who lived nine miles away in Clun; the minister of Upton Cressett who resided fifteen miles away at Dudley; and his contemporary at Hope Bowdler who lived no less than twenty-eight miles distant at Wrenbury in Cheshire. In none of these instances is there any record of a curate being installed to make up for the deficiency. Indeed, at Holgate in 1719, where the rector was an absentee, so far from there being a licensed curate in his place, an ale-seller was resident in the deacon's house.

---

1 H.R.O., visit. arts of enq., 1716

On the other hand, licensed curates were reported as resident in the parish at Bettus; at Norbury, whose minister held in conjunction the vicarage of Lydbury North; at Culmington, whose rector spent most of his time at Worcester; at Shelve, where the incumbent lived ten miles away at Redston; at Neenton, where, in 1716, a popular choice was replacing the minister, then resident in Bewdley; and at Wistanstow, where the incumbent lived twenty miles distant at West Felton. Most indispensable, however, were the services of the curate of Little Wenlock who took on the duties of the parson, 'now as we are told at Oxford'<sup>1</sup>.

The curates themselves, though, frequently dwelt well outside the parish supposedly in their charge, in order either to supervise another cure or to administer a small benefice. The man assuming the position at Morville in 1719 lived in Bridgnorth, two miles away; the curate of Silvington in the same year lived 'two little miles' distant; and that recorded at Neenton in the same return dwelt as much as three miles away in Bitterley. Most unsatisfactory of all to the authorities, however, was the situation at Acton Scott, where the churchwardens recorded both a

<sup>1</sup> H.R.O., visit. arts of enq., 1716

non-resident and unlicensed curate in their return for 1716:

Our Rector Mr Wm Fosbrooke resides personally at Corfton in the Pish of Diddlebury where he is Vic : about 2 miles distant from our Pish Chh... his Curate is his own son Mr Edwd Fosbrooke who resides wth him at Corfton aforesaid and he designs (God willing) (to) enter into Priests Orders next Ordination and then to take out a License.

1

Another article of enquiry in the same visitation was directed to sound out possible laxities in the educational function of the Church at parish level, when it asked:

Have you Prayers in your Church twice, and Sermons once every Lord's Day? If not, how often...?

2

Seventy-one per cent of parishes making returns in the archdeaconry of Ludlow at this date came up to this standard, with a further 16% failing only to hold prayers a second time on Sundays. The replies, however, were very varied. Several parishes recorded excellent practice, sometimes even better than what was necessary.

At Much Wenlock and Little Wenlock two sermons as well as morning and afternoon prayers were given 'for ye greatest parte of ye year'<sup>3</sup>. Such was the case also at Bishop's Castle, Leintwardine, Wistanstow, Stottesden, and (from Lady Day to Michaelmas) at Highley. Elsewhere, the standard demanded might be observed 'unless occasionally

1 H.R.O., visit. arts of enq., 1716

2 Ibid. art.14

3 Ibid. art.14

obstructed...'<sup>1</sup> ; or, as at Silvington, unless 'old Custom'  
dictated otherwise.

On occasion, the reason for non-Observance was excusable  
enough. The churchwardens of Cleobury North reported in 1719 that  
'Or minister being aged & weak we have at present only Sermon &  
prayers once ev'ry Sunday'<sup>2</sup> . At other times the cause could be  
financial. 'The Salary to our Minister being but five pounds  
thirteen (sic) shillings & Eight pence', explained the officers  
of Monkhopton in the same year, 'we have prayers & Sermon Evry  
other Sunday Morning all this Sumer...'<sup>3</sup> . The situation which had  
given rise to a departure from the canons at Barrow where prayers  
were held just once a month, was an especially desperate one, for:

Our Minister has neither Parsonage-House, Glebe, nor  
Tithes; and his Whole Certain Income or Stipend is  
but Three pounds, three shillings & Two pence a year.

4

The existence of remote chapels only contributed to  
this neglect. The wardens of the chapelry of Benthall noted that  
'we have divine Service and a Sermon in the After noone the last  
Sunday in Every month in the year which is as much as we can  
Require from the minister of much wenlock'<sup>5</sup> .

---

1 H.R.O., visit. arts of enq., 1716

2 H.R.O., visit. arts of enq., 1719

3 Ibid.

4 Ibid.

5 H.R.O., visit. arts of enq., 1716

Nevertheless, it is pluralism that comes across as the prime culprit of spiritual neglect. Though, for instance, it was possible at Edgton to have prayers, as required, twice every Sunday and a sermon once during the summer, the situation was very different during the winter months when 'we have prayers but once & sermon once, by reason our minister serves at another church...'<sup>1</sup>

The practice of holding Willey and Barrow in plurality also led to pastoral laxity. Though prayers were generally said twice and a sermon preached once every Sunday at Willey, no evening prayer was said on the second Sunday in each month 'Because our Minister Then Reads Prayers and Preaches at Barrow in the Afternoon'<sup>2</sup>. Similarly, the churchwardens at Oldbury wrote how 'we have Prayers & a Sermon Usually, Once On ye Lords day, ye other part beinge Imployd in Servinge ye Cure of Tasly...'<sup>3</sup>

More serious was the inability of the unlicensed curate to perform the Sacrament of the Lord's Supper. Though this was supposed to be administered at least every month, only six parishes in the archdeaconry measured up to this exacting standard. Indeed, more than half of those parishes making returns held the Sacrament

1 H.R.O., visit arts of enq., 1716

2 Ibid.

3 Ibid.

four times a year or less.

A third area of episcopal enquiry related to the more direct religious instruction by the minister of both children and servants through the Catechism. The task of the Church in this educational role was cast by Bishop William Beveridge of St Asaph as an 'indulgent, pious, and wise' mother upon earth. She would take care of the child and help him to fight the 'potent Enemies' of 'Flesh, the World, and the Devil', all of which though he had renounced would try to regain possession of him. His salvation could be found only in the 'great Mysteries of the Gospel' and would have to be effected 'with Fear and Trembling'<sup>1</sup>. Exceptionally, at More, the incumbent was very conscientious in this respect:

our minister at first Converted ye heads of his Sermons into questions, & answers, wrot (sic) them in priat (sic) hand, sent them every Munday morning to parents to Read their Children, who he examined ye succeeding sunday - ye Evening before sermon, & so proceeded ye year round; After this he appointed Saterdays be for Servants & now goes from house to house in case of necessity.

2

Generally, however, so far from instruction being given regularly, in the vast majority of cases it was restricted to a very particular time in the year. Indeed, in only three parishes within Ludlow archdeaconry was the Catechism given once a week. Elsewhere, it was expounded in the spring and summer months alone and, in the

1 W. Beveridge Works I (1720) pp.35-36

2 H.R.O., visit. arts of enq., 1716, art.17



case of twenty-six of the fifty-six parishes answering the article, restricted to Lent alone, about which time children would need to have been drilled prior to their confirmation. In three parishes, youth were not catechised at all. At Kinlet, though it had normally been the practice to teach the Catechism, 'this present year 1716 [the minister] thought it convenient to Preach in the afternoon instead of Catechising, on purpose to keep his Parishioners from going to the Dissenters meetings'<sup>1</sup>. Pluralism intrudes once again, however, to account for the remissness in the other two cases. The churchwardens of Ashford Carbonell explained how 'The minister is oblig'd to go to Ludford to read prayers; and so has no time to catechise'<sup>2</sup>; whilst their contemporaries at Edgton apologized once again how 'Our minister constantly serving two churches, which have been always united, and they at a considerable distance from one another, has but little time left for Catechising...'<sup>3</sup>. The situation was a very similar one in the deanery of Marchia<sup>4</sup>, in spite of a circular letter sent by the aged Bishop Beveridge in the early years of the century stressing the need for the minister of each parish to 'frequently and openly in the Church examine and

---

1 H.R.O., visit. arts of enq., 1716, art.17

2 H.R.O., visit. arts of enq., 1719, art.17

3 Ibid.

4 N.L.W. SA/QA/1, 1738

instruct [the child] in it'<sup>1</sup>, and even the compilation of such a Catechism himself.

Accompanying the Church's failure to provide a Christian education for poor children, it seems that there was a more general deterioration in the standards of manners and morals amongst the lower classes, and this constitutes the second area in which the Elizabethan order was beginning to show signs of strain. The various types of visitation material dwell prominently on such heinous lapses as being a 'notorious lyar', fighting in the church yard, 'being frequently drunk'<sup>2</sup> and for having 'a bad tongue'. Others were presented for 'working on the Lords day', for grinding corn or malt and 'for shaveing on ye Sunday'. It is sexual offences, however, that receive the most attention: fornication, 'incontinency', conceiving bastard children, adultery, 'carnal knowledge' and whoredom all being prominently featured.

The perceived causes of poverty, with such attendant 'debauchery', were undergoing a change towards the end of the seventeenth century. The characteristic attitude for the greater part of that century had been the essentially Elizabethan one,

---

1 D.N.B.; W.Beveridge Works I (1720) pp.34-35

2 At Madeley, for instance, the 1716 respondent wrote '... we have too many yt are given to Swearing, & Drinking...' (H.R.O., visit. arts of enq., 1716, art.29)

which gave the poor the benefit of the doubt. It recognized that they were willing to work, but that either depressions in trade meant that sometimes there was no work for them to do, or, when there was, that the low wages they were paid, 6d or 8d per day at most, kept them in a state of poverty. Dunning and Locke, however, writing in the eighties and nineties began to question the previous leniency in the light of increases in the poor rate. The former, in his Plain and Easie Method (1686) invited his readers to consider another interpretation, for harvests had been good, employment opportunities high and wages sufficient, yet still there was an abundance of poor. Locke took much the same intolerant view: 'The growth of the Poor must have some other cause', he wrote, 'than the scarcity of provision and want of employment, and it can be nothing else but a relaxation of discipline and a corruption of manners'<sup>1</sup>. In lamenting the trebling in the poor rates in thirty years, a Wiltshire man concluded that 'No People are such ill Managers of what they have as the Poor, nor are any more at a loss how to Employ their Families so as to keep themselves from miserable poverty than they...'<sup>2</sup>. Symptomatic of

1 J.Locke Report to the Board of Trade (1697) p.102

2 S.P.C.K. A.L.B. v.7 5248, 20 June 1717(13)

this new, harsher, attitude, a small workhouse built in the south-east Shropshire parish of Worfield, c.1729, was unashamedly designed 'to frighten some of the Idle into Industry'<sup>1</sup>. This criticism reached the point at which by the beginning of the nineteenth century there was strong doubt being expressed both by religious and political commentators as to the value of providing funds for the welfare of the poor, for it seemed to them that 'poverty and misery always increase in proportion to the quantity of indiscriminate charity...'<sup>2</sup>.

The decision to quicken the pace at which the formal schooling of poor people's children was expanding was, therefore, only the more farsighted of a whole concerted campaign waged during the closing years of the seventeenth century, designed to improve the moral education of the adult population, too.<sup>3</sup>

The initial hopes of some, however, went far beyond this, seeing, as they did, in the increased rate of educational foundations at the beginning of the eighteenth century, the possibility of some upward social mobility for poor children. Of the boys being 'disposed' of from these schools, Serjeant Hook wrote optimistically that one

---

1 S.P.C.K. A.L.B. v.15 10514, 19 Nov. 1729

2 National Society Archives, Report for the Diocese of Lichfield I, 1808 to 1838 Section 9: 'Remarks on the Present State of the Poor' (Oswestry), 1826

3 Important in this 'Reformation' was the circulation by the S.P.C.K. of tracts and miscellaneous papers under such titles as Agst. Lying, Agst. taking God's Name in Vain, Agst. the Common Vices, and Against Popery.

part 'might be employed in our own Manufactures - & [only] such whose Innate dullness renders them incapable of any thing better may return to the plow'<sup>1</sup> .

However, complaints of the sort Christopher Wase had reported almost fifty years before were soon being voiced again. The main bone of contention was that 'so many poor Children are put out yearly to Trades from these Schools that there are not sufficient Numbers left for Husbandry', and that farmers, desperate to obtain servants, had been forced to double their wages<sup>2</sup> . Some of the charity children indeed thought themselves so above being bound apprentice 'to any servile Employmt. or Mechanick Trades &c' that it had been found necessary to call on the assistance of the magistrates<sup>3</sup> .

It was what the hierarchy considered to be a threat to the whole social order that led to an early restatement of the purpose behind those schools operating under the aegis of the Society for Promoting Christian Knowledge. In its directness, there is clear evidence pointing to the S.P.C.K.'s acceptance of the position allotted to the poor in society, and to the function

- 
- 1 'MSS Wanley Etc', S.P.C.K. Archives C.S. 3./1 pp.175-76: 'A proposal about the Educating & Employing poor Children Given in by Serjt Hook' (n.d.)
  - 2 S.P.C.K. A.L.B. v.11 7185, 13 Nov. 1722 Richd: Goodwin at Tankersley, Yorkshire
  - 3 A.L.B. v.13 8520, 26 Oct. 1725 Dr Todd at Carlisle

of the 'charity school' as a vehicle for conditioning them for such a role. Now concerned that the children might become 'puff'd up' by their learning and incapable of work, the Society came to stress quite emphatically that

there is not one Boy or Girl educated in these Schools, but what are design'd for Servants to some Man or Woman in the Kingdom, and probably for some laborious Employment...

1

and that

... the poorer sort of Females... may be as usefull in Husbandry as the men... They may serve att least to look after Cows & Sheep which is the employmt. of a great many boys.

2

As a means of achieving this end, one correspondent had already suggested to the Society's board that only a few of the children should be taught writing and accounts, and the rest merely to read and acquire the principles of Christianity<sup>3</sup>. A 'working' element was also now strongly recommended in the curriculum, as

... teaching them only to read is using them to a more Lazy sedentary Life proper enough for Gentlemen Scholars, and some sort of Tradesmen, but no ways fitting for those that are to get their Livelihood afterwards by Labouring hard...

4

The schools were, thus, not to be established due to some disinterested love of children and learning. 'The School...

- 
- 1 Draft letter from the S.P.C.K. to the Rev. Mr Stephens at Shrevenham, Berkshire, 22 Feb. 1717/8, Special Letters 1708-1732, C.S. 3./2 pp.159-60
  - 2 S.P.C.K. C.S. 3./1 'MSS Wanley Etc' p.180
  - 3 A.L.B. v.4 3269, 2 Oct. 1712 Rowland Cotton Esqr at Etwal, Derbyshire
  - 4 C.S. 3./2 p.162(4)

is no isolated organisation', writes Siegel of today, though his

remark applies equally well to the eighteenth century:

Its operational structure is continually affected by outside environmental forces. It does not set its own goals nor can it seek to implement them completely independently of other community agencies.

1

It was now plain that such schooling as was offered should strictly adhere to the ordering of society. Thus, the county's 'Free Schools' might operate at their most efficient by furnishing the children of country farmers only 'with as much of Humane Learning as is necessary or desirable for People in their Stations'<sup>2</sup>. Providing the instruction was of an obviously restricted kind, moreover, it was for a long time to come sensed how 'the better subject will he become both of his God and his King, and the less disposed will he be to meddle with them that are given to change'<sup>3</sup>. In common with that offered by the Sunday schools established in 1785 at Shrewsbury, it would 'promote ... the Welfare of our Country, the Happiness of the Poor, and the Security of the Rich'<sup>4</sup>.

The curriculum recommended, for instance, by the S.P.C.K.

was heavily geared towards the social theory of the time - its moral and religious constituents being the very instruments of social

- 
- 1 B.J.Siegel 'Models for the Analysis of the Educative Process', in G.D.Spindler (ed.) Education and Anthropology (1955) p.39
  - 2 S.P.C.K. A.L.B. v.5 4231, 25 Nov. 1714
  - 3 'Report of the Oswestry Society for Bettering the Condition and increasing the Comforts of the Poor' (1831) p.8, in Reports for the Diocese of Lichfield I, 1808 to 1838
  - 4 The Shrewsbury Chronicle 5 May 1787 p.1

discipline. Coupled with this was the recognized importance of having a constant supply of cheap, home-based labour, those 'vast Multitudes of working poor, that are required to make a large society' and without whom 'it is folly to imagine that Great and Wealthy Nations can subsist...'<sup>1</sup> . Education, despite the unguarded comments of early observers, was not conceived of as a tool to bring about any real degree of social mobility.

In the text books, prayers and hymns which the S.P.C.K. advocated for use in those schools appearing in its Accounts, and also in the directions for teachers it issued, there is evident a notion of education which, to the twentieth century way of thinking, appears especially illiberal. Nowhere is this more conspicuous than in the recommended composition of the school day. Miss Jones has drawn our attention to what the Society proposed should be its three main ingredients<sup>2</sup> . First, and most important, was to be 'religious instruction in the Protestant faith'; this was to occupy the greater part of the time, for the chief design of the schools was 'for the Education of Poor Children in the Knowledge and Practice of the Christian Religion as Professed and Taught in the

1 Bernard Mandeville 'An Essay on Charity, and Charity-Schools', in The Fable of the Bees (1772 edn) I p.411

2 M.G.Jones The Charity School Movement. A Study of Eighteenth Century Puritanism (1938) pp.76-81



Church of England'. The minds of children being seen as blank paper (or as smooth, melted wax), according to the educational psychology of the day which served to buttress this curriculum, it became the lot of the schoolmaster to 'imprint' the fundamental duties of our Holy Religion<sup>1</sup>. The Rev. Robert Dean of Shifnal recognized that such impressions 'cannot be too soon made, nor Precautions too soon taken'<sup>2</sup>. The education designed was quite openly intended to bolster up the Church of England and its twin, the State, and to defend them both from the threat of Dissent:

These Children should be well-Instructed in the principles of their Religion, prayers should be read every Morning at their Meeting & this would be a means not only to make our Comonalty more pious but more confirmable to the establish'd Church being educated in it & not so easily led away by every Enthusiast...

3

Thus, on admission, children would be taught to say the Creed and the Lord's Prayer by means of rote repetition. As soon as they were able to read, prayers were to be 'enlarged, in proportion to their capacity', until it was seen fit that they should learn the whole Catechism by heart, a catechism which was to consist simply 'of all things necessary for [the child] to know, and nothing else'<sup>4</sup>.

---

1 Rev. Dr James Talbot The Christian Schoolmaster (1707)

2 The Shrewsbury Chronicle 21 Dec. 1792 p.3

3 'MSS Wanley Etc', S.P.C.K. Archives C.S. 3./1 p.177: 'A proposal about the Educating & Employing poor Children Given in by Serjt Hook' (n.d.)

4 W.Beveridge Works I (1720) p.35

The second aspect of instruction was ethical. The school-teacher was to demonstrate the moral application of every article in the Creed and each of the Ten Commandments. The beginnings of vice were, by this means, to be speedily corrected - and in particular, cursing, swearing and idleness. Monthly tally charts were to be drawn up, on which might be recorded every possible transgression a child could reasonably be expected to make. These morals were to be taught directly, as self-evident truths, with no attempt made to relate them to the child's existing level of development; Mrs Trimmer's Teacher's Assistant was to provide the vehicle of instruction.

Particular pains were to be taken to divert the children's reading interests away from the more seamy literature, such as Laugh and be Fat and The Irish Rogues and Rapparees, and supplant them by readings from such direct but sugared works as The Pleasing Instructor or Entertaining Moralist. These continued to be the aims of schools right into the nineteenth century, the Rev. Dr Andrew Bell mentioning the 'imbuing the mind with moral and religious principles' foremost among the list of objectives for the National Schools<sup>1</sup>. When a Shifnal school applied to his Society for a grant in 1823, the trustees supported their application by affirming that the school

---

<sup>1</sup> Extract of a Sermon on the Education of the Poor under an appropriate System, Rev. Dr Andrew Bell, 28 June 1807, p.10

'has been and we hope is likely to continue of so much advantage to the Morals of the rising generation in this populous Neighbourhood'<sup>1</sup> .

At Ellesmere, where 'The ignorance and immorality... [was] proverbial, and the extent of drunkenness, boxing, attendance at the races and 'impurity' shocked middle class opinion, means for the education of girls who would otherwise become whores, was singled out as being an especially pressing concern'<sup>2</sup> . At the same time, the British School in Shrewsbury was performing an important moral function, its managers being able to boast how 'upwards of 300 children are daily withdrawn from the streets and lanes, and are for six hours every day engaged in the occupations of the school-room...'<sup>3</sup> .

The final sphere of instruction (i.e. that to which least priority was to be attached) was to encompass the '3 Rs'. The first of these, reading, was to commence with children learning the letters of the alphabet, and to progress through the 'alphabetic-spelling method', to 'the true spelling of words and the use of stops'. Initially, those parts of the Anglican Catechism which had not already been learnt by heart were to be used; then, in turn, were to be employed the Book of Common Prayer, Psalms, the New

- 
- 1 Letter from the acting committee of trustees of Shifnal National School, 15 May 1823, National Society Archives, File 217, 1815-1976
  - 2 British and Foreign School Society Archives, 'Committee-of-Council Schools. Applications for Building Grants under the 1833 Act'. Letter from W.Roaf at Ellesmere, 22 Oct. 1832, to Mr Dunn, Model School, Borough Road; letter from William Roaf, 4 Sept. 1833, to the Committee of the Borough Road School Society.
  - 3 Report of the British and Foreign School Society XXVIII (1833) p.81

Testament and finally, for it was most difficult, the Old Testament. It would appear, therefore, that the primary reason for teaching reading was in order to indoctrinate children in the Christian Religion; more pointedly, Bernard Mandeville contended that it was so as to inspire them 'with a Superlative Veneration for the Clergy of the Church of England...'<sup>1</sup>. The second of the '3 Rs', writing, was to be tackled when, and only when, the children could read 'competently well', after about three years; whilst arithmetic, the third 'R', and most advanced of all, was not to be accessible for study until reading and writing were 'perfected', and was to be confined, in any case, to the first five rules needed for managing accounts. Singing was to be permitted throughout, but not 'fine (solo) singing', which was felt to undermine a proper sense of social discipline. The same discipline, initially from without by society, but meted out as a means of developing self-discipline, was still being stressed a century later. Through education, the poor man '... learns his duties as a Christian, and through his knowledge of them he becomes a worthy member of society, and a useful subject of the state. He learns... to be diligent and industrious in his calling... to be obedient unto his superiors,

---

1 Bernard Mandeville 'An Essay on Charity, and Charity-Schools', in The Fable of the Bees (1772 edn) I p.354

and, in however humble a situation he may be placed, therewith to be content'<sup>1</sup> .

The avowed purposes of those schools established under the aegis of the British and Foreign School Society might usefully be cited for they embrace many of the aims discussed above. First, they bred up 'a population civilized by discipline', so encouraging the poor to work and consequently reducing the poor rates; secondly, they aided the magistracy by removing children 'who might otherwise be exposed to all the temptations of idleness'; but above all they helped 'to cultivate a love for religion', for, 'however valuable other knowledge may be, however desirable that children should be instructed in reading, writing, ciphering, and other secular arts, religion is that to which all else must be held as subordinate, and, in comparison with it, as of very inferior and mere passing importance'<sup>2</sup> .

'Never perhaps was Education more fashionable than it now is', one observer was able to remark in the closing years of the eighteenth century<sup>3</sup> . Indeed, so important had the political, moral and religious advantages of education become that its value in the eyes of the theorists, at least, was now entirely self-evident.

---

1 National Society Archives, Report for the Diocese of Lichfield I, 1808 to 1838 Section 9: 'Remarks on the Present State of the Poor' (Oswestry), 1826

2 Report of the British and Foreign School Society XXIII (1828) p.23

3 The Shrewsbury Chronicle 30 Oct. 1795 p.2, part of an advertisement for The General Genteel Preceptor by Francis Fitzgerald.

FOREWARD TO CHAPTERS TWO, THREE AND FOUR

The history of education runs the risk of being written from almost every point of view other than an individualistic one. Too often, the emphasis is on institutions, their regulations and the curriculum, with but little attention paid to those human beings who funded the education, who metered it out and who received it. The next three chapters seek to redress this imbalance.

CHAPTER TWOPHILANTHROPY, PATERNALISM AND SELF-INTEREST :  
THE NATURE AND MOTIVES OF BENEFACTORS TO EDUCATION

How were individual schools which operated within the particular social and economic framework described above, established and funded? It is at once evident that we are dealing with a multiplicity of arrangements.

## I

Some schools were supported by the endowments of munificent individuals in their wills, included amongst whom was Richard Dovey, landowner and yeoman farmer of Claverley (d.1660) and Thomas Bowdler, alderman and draper of Shrewsbury who, as well as being a great benefactor to St Julian's Church, endowed a school in the parish in 1724. Many benefactors had newly-acquired wealth. William Adams, who endowed a classical and English school at Newport at the Restoration, had, 'from the most inferior station of life, by steady perseverance and sober industry, and by a fortunate marriage, raised himself to a respectable situation in the mercantile world, and acquired a considerable property'<sup>1</sup>. Clergymen were well represented in this category. The rector, the Rev. Edward Rogers, and the Rev. Francis Southern of

---

<sup>1</sup> Pigot's Directory (1822-23) p.368

Cardington, endowed schools in the respective parishes of Wentnor (1740) and Much Wenlock (1778) ; whilst the Rev. John Earle, whose estate at Venington in Westbury included houses and water cornmills, endowed a school in that parish in 1709<sup>1</sup> . This form of bequest was also popular amongst women. Jane Higginson devised 'lands, tenements and hereditaments' in Shropshire, Flintshire and Cheshire in support of a school at Whitchurch in 1707<sup>2</sup> ; more specifically, Lucina Riddlesden, by will in 1826, conveyed to trustees £100, to apply the interest and dividends 'in the purchase of warm stockings and shoes' to be given annually in the winter season to the poor boys and girls of the National School at Drayton<sup>3</sup> .

Numerous trusts of this sort were, however, mismanaged. One of the most common causes of this mismanagement was the failure to elect new trustees on the deaths of those original few named in the benefactor's will. Commenting on the administration of the charities of Lady Harris and others at Tong, for instance, the Charity Commissioners observed

that much inattention has prevailed to the appointment of new trustees, none having taken place since the deed of 1734... The last survivor of those who were then named is supposed to have been Thomas Fox, who died about 10 years ago .

1 S.R.O. 2767/4/24, indenture tripartite, 20 Apr. 1716  
 2 C.C.R. 24 (1831) pp. 341-42  
 3 Shropshire Charities for Elementary Education (1906) p.56  
 4 C.C.R. 3 (1820) p.262



Richard Dovey's educational charity at Claverley had also 'been exposed to some inconveniencies from the reduced number of the trustees...' <sup>1</sup> .

Similar concern was expressed by the Charity Commissioners over the want of trustees at Oswestry Grammar School <sup>2</sup> . Elsewhere, though appointments continued to be kept up, trustees either lived at too great a distance from the schools, or were too otherwise engaged to enable effective surveillance. One of the trustees of Mrs Broughton's charity at Church Aston in Edgmond parish, a solicitor named Mr Jervis, though living in the neighbouring parish of Newport, was, nevertheless, at too great a distance by virtue of his ill-health. This had meant that he had been 'for some time able to bestow but little of his personal and active attention upon the affairs of the trust...' <sup>3</sup> . Still less attentive could have been the Governors of William Adams's School at Newport, the London-based Company of Haberdashers, who were accustomed to visit the School just once in seven years. When supervision was as minimal as this, it is scarcely surprising that many benefactions in time came to be either misapplied or lost altogether. At Hodnet, the Charity Commissioners noted how the rents devised by the Rev. Richard Price in 1730 for the education of poor children from Drayton and

---

1 C.C.R. 4 (1821) p.251

2 C.C.R. 24 (1831) p.427

3 C.C.R. 5 (1821) p.406

Hodnet, were 'carried to one account with the other charity-money... from which a very small portion only is disposed of in schooling'<sup>1</sup>.

Of John Newborough's bequest to Bitterley Grammar School, £50 appeared to them to have been lost 'through the insolvency of some of the descendants of the trustees named in the will', leaving only the school premises and a farm at Kerry in the charity's hands<sup>2</sup>. The Commissioners spoke of the 'extraordinary deficiency of evidence' relating to the school here, as being indicative of the inattention that had been paid to its concerns, and concluded that there had been 'a manifest deviation from the intention of the founder'<sup>3</sup>. Much worse was the situation at Diddlebury, however, where Samuel Pountney had bequeathed the (admittedly modest) sum of £22 to the school and poor in 1720. Here, the Charity Commissioners remarked how 'Nothing has been distributed to the poor in respect of this charity, or applied to the purpose of a school'<sup>4</sup>. On one or two occasions, the responsibility for the charity's mismanagement must have rested squarely with the benefactors themselves. The failure of Joshua Williams, for example, to specify a sum for the support of a school at Minsterley inevitably made his bequest void<sup>5</sup>.

Mrs Judith Prince from the parish of Holy Cross, Shrewsbury, who 'left

---

1 C.C.R. 24 (1831) p.317

2 C.C.R. 3 (1820) p.267

3 Ibid. p.267

4 C.C.R. 24 (1831) pp.408-09

5 Char. Comm. files, cited in V.C.H. Salop VIII p.331

something to the Poor but the vicar does not know much about it', seems to have been equally remiss in stating her intention<sup>1</sup>.

An equally common, though more certain, financial arrangement was for support to be forthcoming from one or more prosperous individuals in their life time. Isaac Hawkins Browne, Esq., owner of the Old Park industrial estate and described by the visitation respondent as 'a gentleman of a considerable fortune, & a good kind of man', was paying for the schooling of fifteen boys and girls in the parish of Dawley Magna in 1772, where he owned 'a large property'<sup>2</sup>. At the end of the century he was supporting a Sunday school in the same parish<sup>3</sup>. In nearby Wrockwardine, Miss Anna Maria Cludde, in company with her aunt, bestowed premises for a school and were paying for the teaching of forty girls in 1824<sup>4</sup>. At Baschurch, Rowland Hunt Esq., in his zeal towards the 'encouragement of Religion, Morality & Loyalty', was maintaining a 'Charity School' in the parish in 1799<sup>5</sup>.

Much more slender was the number of schools supported through the small subscriptions of individuals. Indeed, they accounted for perhaps a mere 6% (10 out of 163) of schools with places for poor children during the period<sup>6</sup>. These few, moreover, were overwhelmingly

---

1 L.J.R.O. B/V/5 visit. enq. Bp Brownlow North, 1772, Salop, Holy Cross, art. VIII

2 Ibid. He built the church of St Leonard, Malins Lee, Dawley, in 1805 (B.Trinder The Industrial Revolution in Shropshire (1973) p.201)

3 S.R.O. 3916/1/1, archdeacon's visit. bk, 1799, f.61r., 29 Oct. 1799

4 P.R.O. Ed. 7/103/255 p.2, 9 July 1853; S.R.O. 3916/1/2, archdeacon's visit. bk, 1824, 73

5 S.R.O. 3916/1/1, archdeacon's visit. bk, 1799, f.87r., 8 Nov. 1799

6 Data from miscellaneous sources. C.C.R.s record endowments only.

urban phenomena. Both the 'Public Subscription School' founded in Shrewsbury in 1708 (See Plate 1) and the Blue Coat School (est.1785) at Ludlow, were financed by contributions of normally a guinea or half a guinea, with the latter being funded additionally by the Corporation. The amounts collected at both schools in the form of subscriptions were generally very even from year to year. In both cases, after a peak of fervour, a steady decline can be seen, at Shrewsbury dating from 1823 and at Ludlow from 1798. At Shrewsbury we are told in 1807 how 'for some years past' subscriptions had been dwindling. Accustomed to £100 p.a. from this source at one time, the Committee here reported that now they might receive less than £40 and attributed the change to the discontinuation of the charity sermon. In successive years, however, and even once the sermon had been restored, they reported 'a considerable diminution' in the list of contributors from the 197 of 1819 to just 115 in 1833; never due to disinterest on the part of the middling classes, we are (not altogether convincingly) assured, but always because death had removed 'the oldest and best friends of the Charity' . By 1833, subscriptions had plummeted from a high of £320 8s 0d in 1817 to as little as £196 19s 0d, a sum which fell 'far short' of the annual expenses, and real anxiety was now being felt for the institution's future. The school at Ludlow also experienced a steady decline in its



Plate 1: The National Schools, Abbey Foregate, Shrewsbury. (The School has a continuous history as a subscription-based school from 1708; Thomas Phillips said that c.1770 the school was being held in a large room in the Sextry or King's-Head Shut).

revenue rather than gross fluctuations from year to year. The £75 12s 0d collected through this means in 1786 had fallen to just two thirds of this sum in 1809, when subscribers now amounted only to twenty-seven, in contrast to the forty-four of 1797<sup>1</sup> (See Appendix D). Rural experiments with subscription floundered still more quickly due to the entire absence of sustainable middle class support. At Mainstone, in the extreme south-west of the county, subscriptions in 1712 amounted 'to what only will pay for teaching Six Children'<sup>2</sup>. Both there and at Silvington, further east, schools were reported in 1729 to have been 'discontinued for some time'<sup>3</sup>. Most of the petty contributors to the school conducted on the National Society's plan at Clunbury being farmers '& by no means enlightened men', they 'soon grew weary of well doing'<sup>4</sup>.

Other schools relied on miscellaneous sources of income for their survival. At Alberbury, for instance, the five marks previously paid by All Souls College to the Chantry of St Stephen, had been redirected since 1580 to provide for the salary of a schoolmaster in the parish<sup>5</sup>; whereas the largely subscription-based Blue Coat School at Ludlow derived part of its support from £20 p.a. arising out of

- 
- 1 Much more variable, on the other hand, might be the sums collected at the charity sermon here which, depending on the weather, might rise to £29 16s 8½d (1791), or sink to as little as £14 17s 6d (1805).
  - 2 S.P.C.K. O.L. File 2 3089, 6 June 1712
  - 3 S.P.C.K. A.L.B. v.15 10545, 16 Dec. 1729
  - 4 Letter from D: Nihill, 22 Sept. 1823, to the National Society, National Society Archives, unnumbered file, 1823-1974
  - 5 All Souls mun., Alberbury deeds 167(j), 217, cited in V.C.H. Salop VIII p.222

market tolls<sup>1</sup>, and the voluntary school operating at Albrighton in 1772 was supported by the Lord of the Manor out of the tolls of fairs<sup>2</sup>.

Elsewhere, a sermon could become not merely a supplementary source of revenue, but the only means of preventing a school from going under. Such was introduced as a last resort at the school operating on the plan of the National Society at Clunbury in 1823, for the parishioners here were 'too little alive' to the value of educating the poor<sup>3</sup>. Its more fortunate contemporary at Shifnal, on the other hand, could rely both on voluntary subscriptions and on an annual charity sermon, only having to fall back on the occasional charity ball when funds were very low<sup>4</sup>. A particularly spectacular means of finance was made use of at Bridgnorth in June 1789, when a two-day charity performance was held in aid of the town's Blue Coat School. On the morning of the first day, 'a Selection of Sacred Music', including overtures and anthems, was played at St Leonard's Church. At the Town Hall that evening, 'A Grand Miscellaneous Concert' was held, followed by a ball. Next morning, again at the Church, 'The Messiah' was performed, with singers coming from Manchester and a choral band from Birmingham<sup>5</sup>.

It needs to be stressed, however, that the most prevalent

---

1 C.C.R. 3 (1820) pp. 297-98

2 L.J.R.O. B/V/5 visit. enq., Bp Brownlow North, 1772. The tolls from four annual fairs given by Lord Shrewsbury were also used to support a school in the same parish fifty years later (S.R.O. 3916/1/3, archdeacon's visit. bk, 72, 14 July 1824).

3 'Application for Aid...', 3 Dec. 1823, 13; MS Sheet of 'Additional Information', National Society Archives

4 Ibid., 1 May 1830, National Society Archives

5 The Shrewsbury Chronicle 13 June 1789 p.3

arrangement of all is likely to have been that in which the parents themselves paid either entirely or in considerable part towards the cost of the teaching; and under which a few poor children were sometimes taught at the expense of one or more munificent individuals. It is a great pity that for their functioning these schools needed to keep so few records.

## II

Where did those benefactors who made provision for education, whether by will or deed, come from? Table 3 records the geographical background of 186 men and women who made endowments in this way.

From the same parish as that to which the benefaction was given*	39
From the 'locality'	14
From elsewhere, including:	
Brewood (Staffordshire)	
Lichfield	
Chesterton	
Eton	
Wimbledon	
Teddington (Middlesex)	
Westminster	
London	11
Unknown or unstated	122
	N=186

Table 3: The geographical background of those making provision by will or deed for Shropshire education, 1660 - 1833

Unfortunately, for a full two thirds of the benefactors their place of origin is uncertain. Of the remainder, over 60% were natives of the parish

---

\* One, a Mr Smyth of Leintwardine, became an apothecary in London; another making an endowment for his own parish died 'of Twickenham'.



to which they made their bequest; c.20% came from neighbouring parishes; and about the same proportion from further afield. In this latter category, London is strongly represented and it is tempting to speculate as to whether here again men and women with strong, though latent, connections with the county are not included. The Hon. Katherine Kerr, for example, endowed a school in Clorely, Prees parish, in 1738, but died 'of Gt Marlborough St, St James's, Westminster, Middlesex, widow'<sup>1</sup>. Similarly, Miss Eleanor Harris, who bequeathed a sum for a school at Baschurch in 1709, was described in her will as 'of St Margaret's parish, Westminster, spinster'<sup>2</sup>.

From what sector of society were the benefactors drawn?

Table 4 records the social status of those making endowments by deed or by will towards education. On analysis, the incidence of nobility and gentry donations over the period as a whole was equal - one seventh part each. The clergy were donating in equal numbers. Few, however, were drawn from as lowly a rank as yeoman. Exceptional indeed were the very humble origins of a benefactress at Bishop's Castle,

a poor girl [who] left this Town & entered Service in London she afterwards married to a Merchant there & on his death became possessed of £20,000 & she has established a School

---

1 S.R.O. 975/47 Recital, 17 Mar. 1738/9

2 L.J.R.O. B/A/27 'Consecrations, Schools, Charities', copy will, 17 May 1709

		<u>f</u>	
The nobility (n=22)	{	Duke	1
		Earls	8
		Countesses	3
		Viscount	1
		Viscountess	1
		Knights	9
		Dame	1
Gentry (n=23)	{	Gentlemen	22
		Gentlewomen	3
		Clergy	21
		Merchants	4
		Professional:	
		apothecaries	2
		colonel	1
		captain	1
		headmaster	1
		Members of Corporation	2
		Industrial managers	2
		The National Society	1
		Yeomen	4
		Unknown men	57
		Women (no specified status)	42

N=187

Table 4: The social status of benefactors to  
Shropshire education, 1660 - 1833

at B Castle & endowed it with Money in the Funds giving £30 a year to a Master & 20£ a year to a Mistress she also left £200 to build a School House & a yard...

1

Women, as a whole, made up almost one quarter of the benefactors.

What relationship do the social backgrounds of those who subscribed small sums to education bear to those of (the generally more substantial) benefactors above? Tables 5 and 6 make it possible to compare the social status of those subscribing to two urban schools in the late eighteenth and early nineteenth century. In both communities, gentry support was strong. Together with the nobility, they formed half of the subscribers at Shrewsbury and Ludlow. Moreover, certain families, the Corbetts and Owens in the case of Shrewsbury, and the Knight family at Ludlow, appear to have had a controlling hand. The trading interest, however, was proportionally much greater at Shrewsbury than at Ludlow (33% compared with 14%)<sup>2</sup>. At Shrewsbury, it is evident that the school was 'pushing down' into the middling ranks much further. It being a larger school, there was a need for more subscribers. At Ludlow, in contrast, the trading interest was really very slight. In part, this is explainable simply on account of the fact that there were fewer tradesmen in Ludlow. They were also less wealthy. Moreover, the

---

1 B.L. Add. MS 21,018 'Ecclesiastical Notes...' f.72r.  
 2 This remains true even though subscribers have been sampled across three years only at Shrewsbury, in contrast to the more rigorous twenty year survey for Ludlow.

	<u>f</u>		
Nobility	3	(=9%)	} (49%)
Gentry	14	(=40%)	
Clergy*	3	(=9%)	
Parish officers:			
Corporation	3		
Professional:			
Legal			
Attorneys	4		} (=20%)
Physicians			
Druggist	1		
Apothecary	1		
M.D.	1		
Trading:			
Maltster	1		} (=14%)
Innkeeper	1		
Ironmonger	1		
Grocer	1		
Painter	1		
<hr/>			
Unknown	37		

N=72

Table 5: The social status of subscribers to the Blue Coat  
Charity School at Ludlow, 1786 - 1809

(percentages given are of those 'known')

\* Including Bishops of Hereford and Bristol.

	<u>f</u>		
Nobility	7	(=16%)	} (51%)
Gentry	15	(=35%)	
Clergy	5	(=12%)	
Parish officers	1	(=2.5%)	
Professional:			
Architect	1	(=2.5%)	
Trading:			
Maltster	1	} 14 (=33%)	
Grocer	1		
Upholsterer	1		
Draper/clothier	2		
Mercer	4		
Builder	1		
Brass founder	1		
Glazier	1		
Ironmonger	1		
Miscellaneous	1		
<hr/>			
Unknown	30		

N=73

Table 6: The social status of subscribers to the Public Subscription Charity School, Shrewsbury, 1807 - 09

(percentages given are of those 'known')

Ludlow school needed fewer subscribers in order to function. This meant that the 'push' down the social ranks did not penetrate as far as the tradesmen. Here, instead, 'professional' interest was much stronger than at Shrewsbury<sup>1</sup>.

As the period advanced, we witness a change in the status of benefactors (See Fig. 5). For example, whereas only one clergyman gave money to education during the fifty years 1660-1709, there is a whole cluster in the period 1709-40. During the era in which there was a dearth of benefactors generally (1741-65), the clergy were completely absent, only to become prominent again between 1766 and 1810, years during which the Church and its successive bishops were taking a renewed interest in education. The nobility (excluding women) began to donate in 1697 (the Duke of Kingston to Tong) and are sparsely distributed throughout the period. The gentry (again, excluding women), though present from the beginning, only feature regularly from the last quarter of the eighteenth century. Indeed, during the half century, 1721-71 inclusive, they were absent altogether. Women first contributed in 1692, are featured prominently amongst the block of benefactors, 1707-29, and remain as fairly regular donors thereafter.

---

<sup>1</sup> S.L.S.L. MSS Shrewsbury, Holy Cross, Annual Statements by the Trustees of the Public Subscription Charity School, 1807 - ; S.R.O. 2881/6/1; 2; 4, Ludlow Blue Coat School 'Rules & Orders', 1786-1806, minutes, 1806 -.

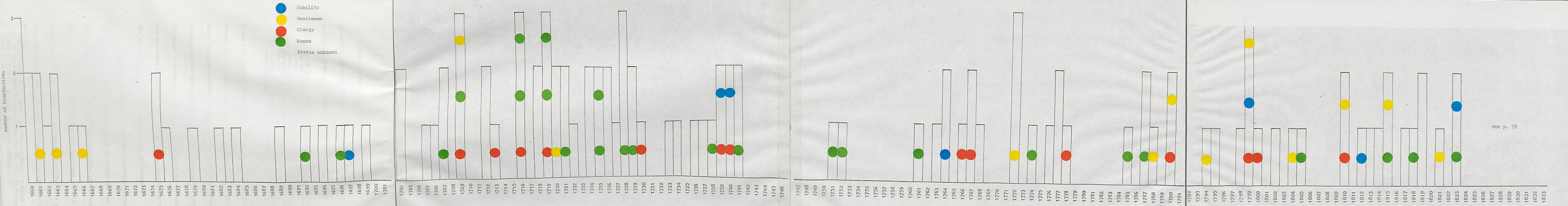


Fig.5: Social status of benefactors to Shropshire education, 1660-1833

see p. 79

## III

Why did the various benefactors contribute? The whole range of motives underlying charitable bequests is revealed most poignantly in a sermon given by the Bishop of Chester in London in 1713:

If we have any true Sense and Fellow-feeling of the Wants and Miseries of our Brethren, any Compassion and Concern, either for the Soule or Bodies of those, who stand in utmost Need of our Assistance... If we wish well to our Government, our Neighbours, or ourselves... Nay, if we desire to gratify our own Bowels, to promote our own Honour and Advantage... Lo! here an happy Opportunity of demonstrating all this at once, now before us.

1

In the above passage, those whom subscribing to 'charity schools' might attract are very clearly delineated. It is evident, indeed, how with every successive utterance, the Bishop is making an appeal to the increasingly more base human emotions. What evidence is there from Shropshire to suggest that the motives of the donors and subscribers were not entirely unselfish? What, as far as it is possible to tell, were the relative proportions of altruism and self-interest?

The pious intention of Mrs Broughton in providing education 'in the protestant Religion' and instruction in reading and work at Church Aston was 'to help the poor honest Industrious Inhabitants of the said Village who have more Children then (sic) they are able to provide for...'<sup>2</sup>. Some measure of altruism is to be found also amongst those (few) men and women who donated anonymously, as instanced by some

1 'The Excellency of the Charity of Charity-Schools - A Sermon Preached in the Parish-Church of St Sepulchre, May 28, 1713, by William, Lord Bishop of Chester', S.P.C.K. Anniversary Sermons p.229

2 S.R.O. 81/28, copy will, 20 Sept. 1728



of those who subscribed to the Sunday schools at Berrington and Bridgnorth.

More pervasive than pietism, however, seems to have been a kind of paternalistic concern amongst benefactors to tend to the welfare of those either on their own estates or in the parish where they were the figure head. It was part of this benevolent attitude which Archdeacon Plymley Corbett's sister described in her diaries as within the memory span of her contemporaries. Archetypal was Colonel Wilde at Dudmaston, who was accustomed to preparing a 'plain hospitable dinner' each day, not only for his own immediate family, but for the neighbouring farmers, too, who would be summoned from the fields by a bell at one o'clock. We are told how those who arrived promptly were privileged enough to sit with the Colonel and his sister, Lady Woolridge; whereas those who were less punctual had to eat with the servants. Even so, no one on the estate was left out of the arrangement as when all had dined, the remains were given to the poor<sup>1</sup>. Typical of this interest when it came to education, was the school founded under the will of Sir Richard Corbett at Longnor, c.1783, which was designed to serve the poor children of Longnor and the children of tenants on the Corbett estate in the parishes of Cardington,

---

1 S.R.O., uncat., Archdeacon Plymley Corbett's sister's diary, Book 92  
9 June 1812

Frodesley and Leebootwood<sup>1</sup> (See Plate 2). Additionally, the school might be a symbol of a landowner's authority, to the extent that after he had bought the estate at Tong, Mr Durant had the old almshouse and school house taken down and new ones built elsewhere on his land<sup>2</sup>. Another supporting his own 'kind' was Richard Greaves of Culmington who, in the 1660's, was a pupil of John Doughtie at Ludlow Grammar School, and who bequeathed in his will property at Seifton and Culmington, the profits from which were to be used in preference for the fraternalistic support of Ludlow scholars at Balliol College, Oxford, where Doughtie had spent his entire life<sup>3</sup>.

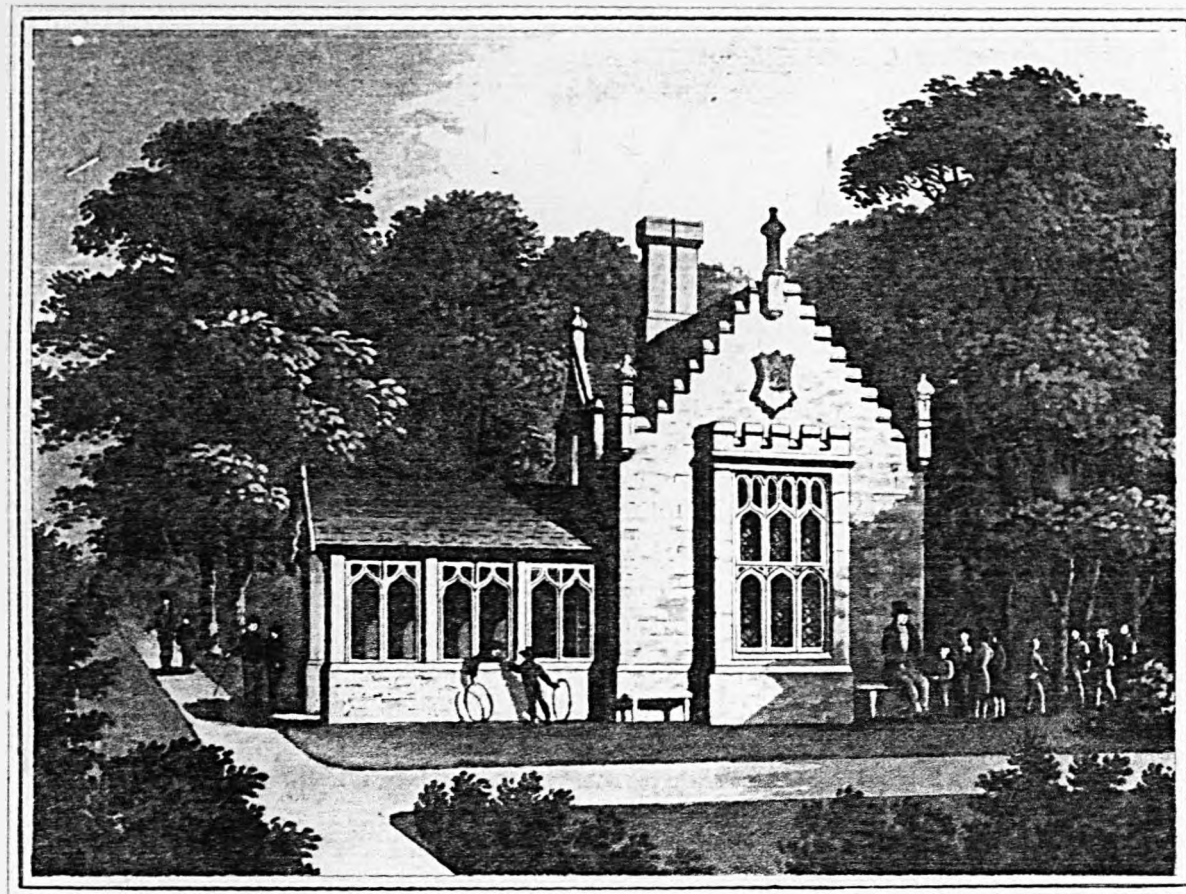
More generally, the force of paternalism is evident, as we have already observed, in the overwhelming number of benefactors making educational provision for their native parish. The Shropshire gentry's orientation throughout these years was very much towards their own God-given estates, where it was expected that they should dutifully take the poorer classes under their protective wing and help alleviate their condition. Indeed, they had purposely been given more than they had real need of, in order that they could give alms to the poor. The rich, in the words of Bishop Beveridge, had been endowed by God with

---

1 V.C.H. Salop VIII p.114

2 S.L.S.L. MSS N64 504, 'Notes on the Parish of Tong, collected by J.E.Auden' .

3 D.J.Lloyd Country Grammar School... (1977) p.67; p.68



THE SCHOOL HOUSE AT LONGNOR, SHROPSHIRE.

*London Published Feb 1<sup>st</sup> 1880 by J. Taylor.*

Plate 2: Sir Richard Corbett's School at Longnor (est. c.1783)  
(by T.F.Dukes, Scrapbook vol.ii no.22, early 19C.)  
(S.L.S.L. C.O.7/3066)

a 'trust', the failure to perform which was a violation of tenure, and would mean that in the next world, these lands, so far from being a comfort, would be 'a Torture and Vexation'<sup>1</sup> .

A particular testator's bequest would, therefore, very often go beyond simply providing education for poor children but extend to the parish poor as a whole. It was the intention of Jacob Littleford in his will of 1722, not only to give to the parish of Hughley 6s p.a. to maintain a poor child at school but to bequeath a further 4s yearly to be distributed by the rector among the poor of the parish<sup>2</sup> .

Similarly, only the residue of the rents and profits arising from the estate of Mrs Mary Broughton were to be applied towards the education of one boy or girl from Church Aston in the parish of Edmond. Certain other specified sums were apportioned by the benefactress for bread to be distributed amongst the village poor<sup>3</sup> .

In spite of the apparent breadth of their charitable interests, one wonders, nevertheless, whether these landed proprietors could not have done much more for the poor. As G.E.Mingay has astutely observed, though in absolute terms the sums for providing education and relieving distress were fairly substantial, in relation to the incomes

---

1 W.Beveridge Works, I (1720) pp.364-66

2 C.C.R. 4 (1820) p.268. In practice, the educational side of the charity was never recognized by his trustees.

3 C.C.R. 5 (1821) p.404

of the donors they were actually very small<sup>1</sup> .

It would be naive, in any case, to draw the conclusion that the motives of all benefactors to education during the period were entirely commendable. And certainly, it is possible to find as many illustrations of self-interest as of altruism or philanthropy, even in the complexion of a single individual. Thomas Secker, then bishop of Oxford, expressed surprise in 1753

that noblemen and gentlemen will squander vast sums in the gratification of private luxury and vanity, for which more condemn them than applaud them, and not consider that much smaller sums bestowed upon public works, especially in honour of religion, would gain them the admiration of a whole country.

2

However, the more far-sighted benefactors and school managers of Shropshire appear to have realized full well the potency of such a course of action. In their appeal for new supporters, the trustees of the Shrewsbury Public Subscription Charity School, for instance, emphasised how contributions would 'reflect so much honour on the benevolent and liberal spirit' of the donors<sup>3</sup> .

The less noble motive of self-aggrandizement shows itself most obviously in the desire of a large number of benefactors to perpetuate their own name in the title of the school, or in the

---

1 G.E.Mingay English Landed Society in the Eighteenth Century (1963) p.275

2 T.Secker, Charge V, Works, V, 408-09

3 S.L.S.L. MSS Shrewsbury, Holy Cross, 'The State of the Publick Subscription Charity School', 1807

naming of the scholars. Sometimes, this was achieved simply by writing this requirement into the deed. Richard Dovey, for example, stipulated that the school under his endowment in Claverley should be called 'The Free School of Richard Dovey at Claverley'<sup>1</sup>. Those four boys nominated under Dr Langford's bequest 'out of such poor and towardlie for learning as are born in the town of Ludlow' were distinguished from the other scholars at Ludlow Grammar School not only by their wearing special black gowns to church on Sundays, but also by the appellation 'Langfordian boys'<sup>2</sup>. At other times, directions were given which ensured the physical inscription of the name on some part of the school itself. In his will of 1817, Benjamin Wainwright, M.D. of Stanway, Rushbury, endowed a schoolroom and almshouses in that parish, and ordered that the following words be cut upon the stone at the front of the building:

This school and almshouses were built and endowed by Benjamin, the seventh son of the late Richard and Mary Wainwright, of Stanway.

3

(See Plates 3 and 4, and Fig. 6). In much the same way, a marbled inscription over the door of the school at Bryngwyla in the parish of St Martin's, paid tribute to its early eighteenth century benefactor,

---

1 C.C.R. 4 (1820) p.249

2 Thomas Wright The History and Antiquities of Ludlow (1826) pp. 182-83

3 C.C.R. 24 (1831) p.410

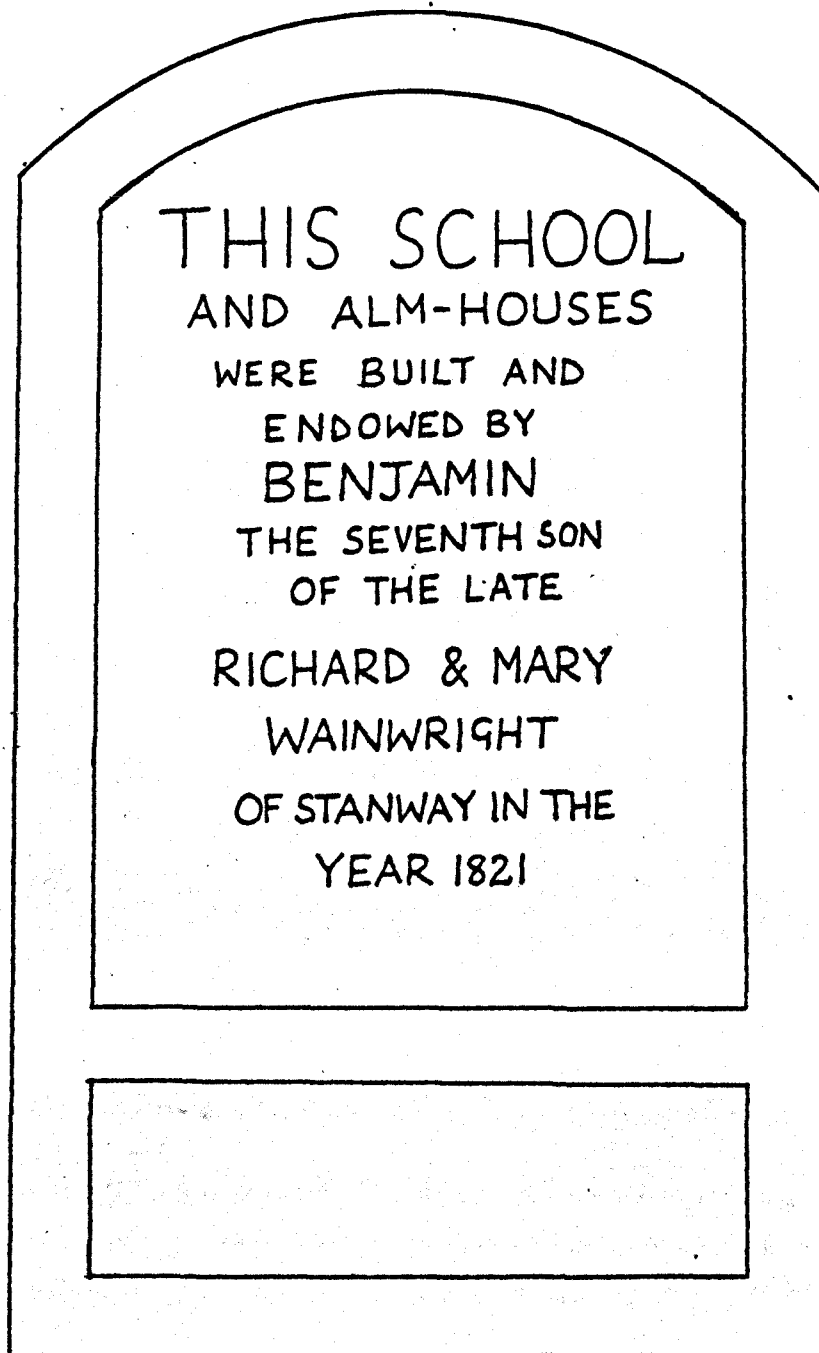
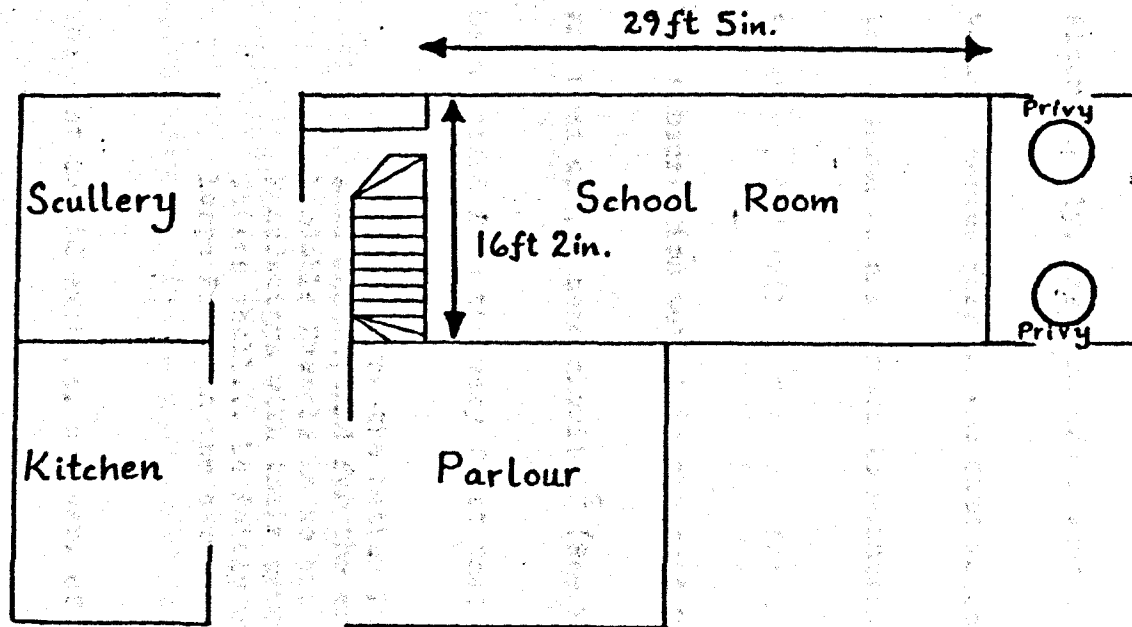


Plate 3: Inscription to the memory of Dr Benjamin Wainwright at Rushbury, 1821. (The plaque appears above the porch on the almshouses, and directly below a place inset to receive a clock).



Plate 4: The almshouse and adjoining school, erected under the will of Benjamin Wainwright at Rushbury, 1821. (Its first master, Mr G.Wilkinson, seems to have conducted a private 'Academy' there, too. The school today has a precarious existence as a small primary school).





**Fig.6: Plan of the school built from Dr Benjamin Wainwright's bequest at Rushbury, 1821, as it stood in 1870. (Conditions by this date as regards lighting were described as only 'Moderate', and drainage and ventilation were admitted to be 'Bad'). (P.R.O. Ed. 7/103/19-20)**

the London merchant tailor Edward Phillips<sup>1</sup> (See Plate 5). A century later, on almshouses next to the churchyard in the same parish, was erected a similar plaque which helped to immortalise the memory of Charlotte Viscountess Dungannon whose gift paid for the complementary instruction of an equal number of poor girls (See Plates 6 and 7).

Alternatively, the name was placed at some other suitably public venue. Charles Morris, who died in London in 1721, and who bequeathed the residue of his estate to maintain poor children of his native Selattyn, did 'will and order that there be a small marble monument and subscription set up in the said Church notifying the foundation and uses of the said charity'<sup>2</sup> (See Plate 8); whilst at Wem it had been agreed from the very first that

For the better Knowledge of Benefactors to the said School, and for the exciting of others to follow their laudable Example in so pious a Work... the Names of all Benefactors with their several Sums, Places of Abode, & Stiles shall... be fairly written, & set or hanged up in a large Frame in the said School, there to remain for ever.

3

The most candid example, however, of a benefactor's concern to eternalize his own name occurred in the county town itself, where the prosperous draper James Millington actually asked in his will of 1734 that a portrait of himself be placed in the schoolroom.

1 Ibid. p.419

2 S.R.O. 1241/77, 'Account book of legacy money, receipts and disbursements, 1737-1765'; C.C.R. 24 (1831) p.437

3 Staffs R.O. W.S.L. D1788 par.57 bdlle 2, copy, Statute 2

DEO GLORIA  
THIS SCHOOL WAS ERECTED  
ANNO 1694 AT <sup>E</sup>Y SOLE CHARGE  
OF EDWARD PHILLIPS  
NATIVE OF THIS PARISH CITISEN  
& MERCHANT TAYLER OF  
LONDON FOR THE FREE  
SCHOOING OF 12 POOR PARISH  
BOYS TO READ & WRITE WITH  
A BIBLE & OTHER BOOKS TO BE  
GIUEN TO EACH BOY BY THE  
FOUNDER FOR EVER

Plate 5: Inscription to the memory of Edward Phillips in 'The Old School', erected by Lord Arthur Edwin Hill Trevor at St Martin's, 1866. (The plaque, of white marble, is situated in the large hall).

This School for the Education  
of Twelve poor Female Children  
in the Doctrines of the Established Church  
was instituted A.D. 1810.

By

CHARLOTTE VISCOUNTESS DUNGANNON

Sit Deo Gloria

Plate 6: Plaque to the memory of Charlotte Viscountess Dungannon, attached to the almshouses and school at St Martin's. (From another plaque over the vestry door, it is evident how the vestry was erected and the church re-pewed in the same year, undoubtedly at the request of the same benefactress. The almshouses (cf. the schoolroom) were founded in 1698 by the Rt Hon. Sir John Trevor Kt of Brynkinalt, as appears from a further plaque on the east side of the building).



Plate 7: The school erected by Charlotte Viscountess Dungannon at St Martin's, 1810

with adjoining accommodation for six poor widows

This Monument is Erected by the Direction  
of Charles Morris who was the son of  
Thomas Morris Late of Selattyn in the County  
of Salop yeoman Deced  
who by his Last Will and Testament left to the poor  
in the said parish of Selattyn five Hundred pounds to  
[? invest in lands of inheritance] of the yearly value of  
twenty pounds or upward to be yearly distributed to  
such poor Charity Children and others  
of this said parish by the Reverend  
Rector and the Churchwardens as they  
the appointed Trustees shall think fit.

**Plate 8: Inscription (first section) in the Church of St Mary's, Selattyn, to the memory of Charles Morris.** (The plaque is extremely weathered and, in parts, now almost completely illegible. The second section, which is totally indecipherable, presumably recorded his intentions as to the anniversary sermon).

Another means of keeping his name alive when he had long since departed was for the benefactor to institute an anniversary sermon in his own memory. Eleanor Harris who, significantly, died a spinster, took advantage of this when she directed that her trustees should pay yearly to the minister officiating in Baschurch, a sum of 20s to preach a sermon there on the Sunday afternoon following the anniversary of her death. This provided a regular opportunity for the main clauses of her will to be repeated, 'to the intent that the same might never be concealed or suppressed'<sup>1</sup>. Charles Morris of Selattyn left an identical amount 'for preaching a Sermon upon Candlemas day in memory of the Bequest'<sup>2</sup>. James Millington also bequeathed a guinea per annum for a sermon to be preached in St Chad's Church, Shrewsbury, every first day of August, to be attended by Hospitallers and children<sup>3</sup>.

Others, whilst taking no steps to further their own name, nevertheless tried to guard the welfare of successive generations of their own family. Oswald Smith, second master of Shrewsbury School, though bequeathing in 1713 a rent charge to finance two exhibitions for Shrewsbury boys at Oxford and Cambridge, was most careful to lay

---

1 C.C.R. 24 (1831) p.443

2 N.L.W. SA/Let/847, Letter from H.Roberts at Whittington, 25 May 1750, to Ld Bp of St Asaph.

3 S.R.O. 164/1, copy will. The sermon continues to be held today, though the venue has been changed to the Hospital's Board Room and the date has been put back to September.

down

...that any of the testator's brothers, sons or grandsons, or any related to him in that line, who should have been brought up in the said school... should have the preference to any other scholars...

1

Furthermore, should the exhibition not be vacant when any of his

relations were qualified for University, he instructed that the

exhibitions should be seized from whoever then occupied them and given

to his relations<sup>2</sup>. At Much Wenlock, too, the Rev. Francis Southern

gave preference to 'children or poor people among the testator's

poor relations, or recommended by any relation of his residing in

the parish' as the proper objects of his charity<sup>3</sup>. The London

haberdasher and alderman, William Adams, on the other hand, gave

priority of admission at Newport Grammar School to children of the

privileged John Badulie, Luke Justice and Randell Tonna the younger<sup>4</sup>.

In conclusion, therefore, it has to be said how cautious

one should be in attributing the actions of any contemporary

educational benefactor exclusively to one source; in reality, they

are almost certainly to have been as diverse as were their

backgrounds.

1 C.C.R. 24 (1831) p.224

2 Ibid. p.224

3 C.C.R. 3 (1820) p.308

4 C.C.R. 5 (1821) p.670



CHAPTER THREE

THOSE WELL-QUALIFIED; AND THOSE 'NOT WORTHY YE MENTIONING' :  
A SURVEY OF THE VARYING CALIBRE OF TEACHERS

This chapter seeks to demonstrate the quite considerable range, too, in the personalities and abilities of those teaching in the county during the period under review. The sample size of 1,138 schoolteachers, of which we know that 809 were men and 323 were women, might seem at first sight comfortably large, but it is far from certain just how great a proportion of all those teaching at this time it actually includes. Indeed, it may represent as little as ten per cent of the whole corpus.

Our initial consideration will be the origins of this diverse group of men and women. Whereabouts geographically were they recruited from? And from what social rank were they drawn?

By far the most common arrangement, particularly at the opening of our period, was for teachers to originate from the parish or immediate area where they were to teach. Moses Hughes, for instance, who subscribed to teach boys in Shawbury parish in 1696, was himself 'of Withyford', a township in the same parish<sup>1</sup>; and John Wynne, 'Literatus', who subscribed to teach boys English and the rudiments of grammar at Brockton,

---

1 L.J.R.O. B/A/4/13 subs bk, 30 Sept. 1696

Sutton Maddock, was himself a native of Brockton<sup>1</sup>. Edward Powell, who subscribed on 7 May 1702 'to be admitted to teach school in the parish of Whitchurch...' was himself either a Whitchurch man, or derived from close by<sup>2</sup>. Others certainly came from close by. John Beddoe(s), who subscribed to teach children English in Much Wenlock parish in 1683, originated from nearby Madeley<sup>3</sup>; whilst the curiously-named Mossenden Carter, who subscribed to teach boys the rudiments of grammar in Harley, originated from nearby Homer in the parish of Much Wenlock<sup>4</sup>. Similarly, Richard Poyner, teaching in Wrockwardine in 1705, had previously taught at Dawley<sup>5</sup>; whilst Edward Lockley, who was born at Cardeston, may have taught school in the village of Alberbury, where he was buried in 1767<sup>6</sup>.

Indeed, this local requirement was not always tacitly assumed, but might occasionally even be laid down by deed. In so doing, the parochial perspective of men and women of the period is highlighted. At High Ercall, for instance, the kinsmen of Baron Leeke were preferred:

if any of my kindred or name that shall lineally descend from my Father Ralph Leeke deced shall at any time or times hereafter upon the death or removal of the sd. Schoolmr. be capable of the sd. employmt. I do order & appoint that such person shall be preferred before any other...

- 
- 1 L.J.R.O. B/A/4/14 subs bk, 22 Apr. 1715
  - 2 According to the subscription entry (L.J.R.O. B/A/4/13 subs bk) he originated from Whitchurch; however, his nomination paper recording his appointment as usher at 'ye Free-School of Whitchurch' dubs him 'of Wem', the adjoining parish (L.J.R.O. B/A/11b nom. papers, 5 June 1702)
  - 3 H.R.O. HD/IA4/3 subs bk, 3 July 1683
  - 4 L.J.R.O. B/A/4/13 subs bk, 29 Nov. 1693
  - 5 L.J.R.O. B/V/1/93 libri cleri, 2 May 1705
  - 6 V.C.H. Salop VIII p.222

Local men might be considered next:

[but if] there be no such person of my kindred then if any of the Inhabitants which shall hereafter dwell & inhabite within the said Lordshipp or Parish shall have a sonne or kinsman fully qualified for the said imployment as afsd. then choice is to be made of such an one to keep the said Free Schoole 1

Teaching, indeed, often came to be a 'family business'. Fathers and sons might work in partnership, both in the richly-endowed schools and in private-venture arrangements. Such was the case with the Rodericks. Charles, the younger son of Richard Roderick, master at Wem Grammar School from its foundation in 1650 until April 1674, succeeded his father in the position in June 1677<sup>2</sup>. A century and a half later, the Rev. Francis Salt and the Rev. George Salt, also father and son, were respectively first and second master of the same school<sup>3</sup>. The story was repeated at Oswestry, for when the Rev. Stephen Donne was appointed headmaster of the grammar school there in 1833, he succeeded his father, the Rev. Dr James Donne who had enjoyed the office since 1796<sup>4</sup>. Others assisted their fathers as second masters. The Rev. Mr Todd, for example, master of the 'free-school' at Hunnington, Hales Owen, and curate of St Kenelm's Chapel, Hunnington, was employing the services of his son in 1821<sup>5</sup>; whilst George Adderley's 'unremitting attention and assistance' to his father, Richard, in the

1 S.R.O. 81/287 Constitutions, 8

2 Bodleian Library CCC C390 ii (Wase MSS) f.162, 30 Apr. 1677;  
L.J.R.O. B/A/4/5 subs bk

3 C.C.R. 24 (1831) p.331

4 N.L.W. SA/SB/12 subs bk

5 C.C.R. 5 (1821) p.446

'English Free School' in Newport during the early nineteenth century was gratefully acknowledged in the latter's will<sup>1</sup>. It was the Deveys, on the other hand, who were prominent in the southern parish of Bitterley: Thomas taught there from 1764; and a William Devey subscribed to teach school there in 1768<sup>2</sup>. The Deans monopolised the position in the endowed school at Shifnal: George is mentioned in the libri cleri for Newport deanery in June 1783, at which time he appeared and exhibited his licence for teaching school; and Robert Dean is recorded in August 1792 as 'S. Master' in the same parish<sup>3</sup>. Ten miles to the north-east at High Ercall, James Wilding, who had been master of the parish's endowed school since 1787, had taken his son into partnership by 1811<sup>4</sup>.

The arrangement typified the smaller schools and the private-venture schools, also. A George Evans was teaching in Ellesmere from 1693 until 1698; a Thomas Evans was teaching in the parish in 1711<sup>5</sup>. A Richard Poyner subscribed to teach school in Wrockwardine parish in 1702 (by 1718 he was teaching in Dawley); and a William Poyner of Wrockwardine, 'literatus', did the same in 1708<sup>6</sup>. A George Kynaston we know to have been teaching at Loppington in 1736; a John Kynaston was teaching in the adjoining parish of Wem in 1801<sup>7</sup>. In the county town, a number of documented private schools

1 L.J.R.O. will of Richard Adderley, 23 Feb. 1819

2 H.R.O. subs rolls, Box 2, 1758-1812, Roll III; HD/IA4/11 subs bk

3 L.J.R.O. B/V/1/107, 17 June 1783; B/V/1/108, 18 Aug. 1792

4 The Shrewsbury Chronicle 15 Mar. 1787 p.3; 12 July 1811 p.3

5 L.J.R.O. B/V/1/89A libri cleri, 20 July 1693; 28 June 1698;

L.J.R.O. B/V/1/93 libri cleri, 29 May 1711

6 L.J.R.O. B/A/4/13 subs bk, 7 May 1702; 18 May 1708

7 Shropshire Parish Registers, Lichfield diocese, XXI Pt 1,

Loppington, p.54; ibid. X, Wem, p.781

catering for the peculiar needs of the middle classes were taught by two generations of the same family. Mr G. Bagley, junior, teaching on his own on the Wyle Cop from July 1807 until July 1809, took T. Bagley into partnership and together they set up a 'Commercial & Mathematical Academy' in Castle Court<sup>1</sup>. The French emigre, Monsieur Bourlay, who offered instruction in dancing and fencing both on St John's Hill and at his academy in Welshpool to the young ladies and gentlemen of Shrewsbury and its vicinity, was being assisted by his son, too, in 1817<sup>2</sup>.

Equally as common, though restricted this time to the private schools, was the mother and daughter arrangement. Sometimes they worked in a pair from the outset. A Mrs Yates intended to open a boarding school for 'Young Ladies' in Beatrice Street, Oswestry, in August 1814 'In company with her daughter'<sup>3</sup>. A Mrs and Miss MacMichael were teaching a boarding school for ladies in the High Church Yard, Bridgnorth, in 1822<sup>4</sup>. A Mrs and Miss Lewis taught at Ludstone House in 1828; and in the same year Mrs and Miss Smith opened a ladies' boarding school at Westfelton Hall<sup>5</sup>. At other times, however, a daughter might only be drawn in when the mother's own health was beginning to fail and she could speedily be

- 
- 1 The Shrewsbury Chronicle 10 July 1807 p.3; 8 Jan. 1808 p.3; 8 July 1808 p.3; 13 Jan. 1809 p.3; 14 July 1809 p.3; 19 Jan. 1810 p.3
  - 2 Ibid. 17 Jan. 1817 p.3
  - 3 Ibid. 22 July 1814 p.115
  - 4 Ibid. 5 July 1822 p.3
  - 5 Ibid. 18 Jan. 1828 p.3; 11 July 1828 p.3

drilled in all that was necessary to make the transition from one to the other as smooth as possible. Such was the reasoning when in 1806 Sarah Bromley began to assist her ageing mother in the running of Mrs Harris's charity school in Newtown, Baschurch<sup>1</sup>. In common with a certain Mrs A. Phillips who conducted a boarding school in Dog Lane, Shrewsbury, in 1799, she would have been in a position to entrust the school to her daughter's safe hands when she herself resigned<sup>2</sup>.

The most popular teaching partnership of all, however, consisted of pairs of (for the most part unmarried) sisters. In Shrewsbury during the first few years of the nineteenth century, there could be found Jemima and Letitia Perry on Pride Hill, Eliza and Jane Pritchard in Castle Street, the Miss Puttrells in Mardol, the Miss Wisemans in Belmont and the Misses Field in St Alkmond's Place. Outside the county town, the Miss Jordens ran a boarding school in Corve Street, Ludlow; and the Misses Corfield, Griffiths, Wyke, Smyth and Beltons had similar schools at Church Stretton, Minsterley, Broseley, Shifnal and Beckbury respectively. The Misses H. and S. Bullock, meanwhile, tended to 'the Education of Young Ladies' at the Old Hall Seminary near Newport; whilst Mrs Edwards and Mrs Farnworth ('sisters'), and the Miss Cooks, were the successive teachers

1 Ibid. 10 Jan. 1806 p.3

2 Ibid. 4 Jan. 1799 p.3. Exceptionally, in the case of Mrs Gethin, daughter of the Shrewsbury writing master, Mr Longmire, there is an instance of a young woman teaching alongside her father. (Ibid. 20 Jan. 1804 p.3)

at a boarding school at Whitchurch<sup>1</sup> .

In addition to both parents and children, and pairs of sisters, whole 'dynasties' of teachers could be found. One such family was the Ores. A Francis Ore subscribed in 1665 to teach at a grammar school at Wellington, where he took on the responsibilities of usher<sup>2</sup> . In 1701 he was still cited as 'Lud' (i.e. ludimagister) at Wellington<sup>3</sup> . A William Ore/Oar, contemporary to Francis, was first cited as schoolmaster at Upton Magna in 1685 and, periodically, until 1714<sup>4</sup> . He last appears in a list of schoolmasters for 1726, at which date he was still teaching in Upton Magna<sup>5</sup> . A third Ore, Robert, was cited in 1745 as 'Schoolmr' at Wellington<sup>6</sup> . In the township of Newtown, Baschurch parish, the mastership of the endowed charity school was again passed down through three generations from 1765 until at least as late as 1814, each time the tenure being occupied by a William Jones<sup>7</sup> . In Shrewsbury during the first few years of the nineteenth century there were two great dynasties of teachers: the Tomlins and the Parkes. Mr R.Tomlins was a writing master in the town from sometime before 1791 until at least 1805<sup>8</sup> , and his wife taught sewing at the school<sup>9</sup> .

A Mr B.Tomlins, writing master 'of Abilities', held school in Dogpole in

---

1 Ibid. passim

2 L.J.R.O. B/A/4/5 subs bk, 2 June 1665; N.W.Tildesley (ed.) 'Notitia Cleri' for the Diocese of Lichfield 1693-1698' p.133

3 L.J.R.O. B/V/4 citations and processes, 8 Sept./21 Oct. 1701

4 Ibid. 6 Aug./16 Sept. 1685 - 22 May/23 June 1714

5 L.J.R.O. ex-Lichfield Cathedral, B/V/3

6 L.J.R.O. B/V/4 citations and processes, 12 July/29 Aug. 1745

7 L.J.R.O. B/A/11b nomination papers; The Shrewsbury Chronicle 14 Jan. 1814 p.7, when W.Jones, senior, had just died.

8 Ibid. 20 May 1791 p.3; 19 July 1805 p.3

9 Ibid. 20 May 1791 p.3

1807<sup>1</sup> . Yet another Tomlins, this time a T.Tomlins, offered to teach the piano, violin, tenor and violincello<sup>2</sup> . Also offering instruction in writing at this time were the Parkes. David Parkes, who has left behind him a beautiful collection of Shropshire sketches<sup>3</sup> , provided both writing and drawing at the Friars in Castle Street. In 1817 Mr F.Parkes began to offer 'Commercial Education' at his academy, and Misses H. and C.Parkes were proposing to open a school for 'young Ladies' on College Hill<sup>4</sup> .

The impression conveyed, however, is that local men and their families less and less frequently occupied teaching positions as the eighteenth century progressed and the state of communications improved, widening in turn mental horizons and breaking down the old parochialism. John Mansel, for instance, master of the Blue Coat School, Ludlow, (1791-c.1802) came not from the parish his school served, but from Shrewsbury<sup>5</sup> .

A sizeable proportion of teachers in late eighteenth century Shrewsbury even came up from London. Mr Saxton Allen, dancing-master, had assisted a Mr Glover, dancing master to part of the royal family<sup>6</sup> . Another dancing master, the French émigré, Monsieur Mercerot, formerly dancer at the Paris Opera and subsequently successor to Monsieur La Feuillade in

---

1 Ibid. 9 Jan. 1807 p.3

2 Ibid. 4 Mar. 1800 p.3

3 B.L. Add. MS 21, 012-21,016

4 The Shrewsbury Chronicle 11 July 1817 p.3; 26 Dec. 1817 p.3. By 1822 their school was at St John's Hall (Ibid. 18 Jan. 1822 p.3)

5 S.R.O. 2881/6/1; 2 'Ludlow Charity School Rules & Orders'

6 The Shrewsbury Chronicle 19 July 1777 p.3



St Alkmond's Square, had spent many years at the Opera House in London, a training which he believed rendered him 'perfectly qualified' to teach the most fashionable and elegant style of dancing<sup>1</sup>. Another Frenchman, W.Castieau, who opened an academy in 1800 was equally proud of his connection with the metropolis where he had taught ladies and gentlemen 'of the most distinguished Families' for over twenty-three years<sup>2</sup>. A Mr Janson, who offered dancing 'in all its departments' to the nobility and gentry, had had long practice in London schools and in families 'of the first distinction'<sup>3</sup>. Women, too, could boast London origins by this late period. Miss E.Puttrell, who opened a day school in Mardol in 1801, had been educated at an 'eminent Boarding-School' near London<sup>4</sup>. Mrs Delvigne, who was being encouraged by her friends to open a day school for 'Young Ladies' in Shrewsbury in July 1799, had actually had teaching experience in 'the First and most Capital Boarding Schools' in London<sup>5</sup>.

Occasionally, however, London-trained men (and women) infiltrated schools outside the county town. This trend is not apparent here, though, until the beginning of the nineteenth century, whereas we know that there were Londoners in Shrewsbury from at least as early as 1777. Amongst these was William Jones who was assisting his father at the endowed charity

---

1 Ibid. 21 July 1809 p.3

2 Ibid. 8 Nov. 1799 p.3; 9 Jan. 1801 p.3

3 Ibid. 27 June 1828 p.3

4 Ibid. 9 Jan. 1801 p.3; 10 July 1801 p.3

5 Ibid. 12 July 1799 p.3

school at Newtown, Baschurch, at the beginning of the nineteenth century, and who 'had gained experience as an Assistant over eight years in a very respectable Academy' near London<sup>1</sup>. Similarly, the assistant engaged by Miss Dorset and Mrs Holbrook at their boarding school for 'Young Ladies' at Blackgate House, Oswestry, had served in a 'genteel' London school in a similar capacity<sup>2</sup>. (See Plate 9).

A number of teachers moved to Shrewsbury from boarding schools in the provincial towns. Prominently featured amongst these latter was Bath, another leisure centre attracting men and women in possession of sufficient surplus wealth to spend on education. Ann Brookes, who proposed opening a day school for 'young ladies' in June 1779 in The Square, had taught the same for over eleven years in one of the 'Head Schools' at Bath<sup>3</sup>. A Mr Astier, dancing master, successor to Mr West, had taught in several 'noble families' of Bath previous to his installation at the Ladies' Academy on Pride Hill<sup>4</sup>.

Bath apart, however, those teachers moving into the county from the provinces tended to come from the Wirral and the Midlands. The Rev. Dr James Donne, who became headmaster of Oswestry Grammar School in 1796, had formerly been second master at the King's School, Chester, and a Minor

---

1 Ibid. 13 July 1810 p.3

2 Ibid. 5 July 1805 p.3

3 Ibid. 15 May 1779 p.3

4 Ibid. 6 Dec. 1788 p.3



Plate 9: Black Gate House, Oswestry (est.1621), site of a boarding school for 'Young Ladies' conducted by Miss Dorest and Mrs Holbrook at the opening of the nineteenth century (As a fitting reminder of the building's earlier function, there stands today in its 'Harlech Room' - once the kitchen, though now the tea room - a high (3' 6") desk complete with a splendid quill pen).

Canon of Chester Cathedral<sup>1</sup>. The Miss Jordens, who set up a boarding school in Corve Street, Ludlow, in May 1776, had previously been teachers in a Liverpool boarding school<sup>2</sup>. A certain G.Wilkinson, who opened Rushbury Academy near Church Stretton in 1822 had taught earlier at Malpas Grammar School, Cheshire<sup>3</sup>. A Mr Harries (educated himself at Norwich Grammar School) had taught in 'an extensive commercial House' in Birmingham for over six years before setting up an academy in Mardol, Shrewsbury, with the aid of his wife<sup>4</sup>. Unusual was the Rev. John Taylor's journey with his family from Wiltshire to take up responsibilities as master of Ludlow 'Free Grammar School' in October 1809<sup>5</sup>. Perhaps the greatest of all the provincial moves was made, however, by the Rev. William Kent in 1789 when he travelled up from Southampton to assume the office of headmaster of the 'Free School in Whitchurch' in April 1789<sup>6</sup>.

Over and above this, there was an abundance of French natives teaching in Shrewsbury by the end of the eighteenth century. Some acted as assistants in schools teaching this 'polite' language alone. Before coming to teach French at the Rev. G.Braithwaite's Academy in Bridgnorth, Mr Lewis, a graduate of the University of Douay, had resided in France for over twenty years<sup>7</sup>. A French native was also engaged by Miss Hawkins as a

1 R.R.Oakley A History of Oswestry School (1964) p.295

2 The Shrewsbury Chronicle 13 Apr. 1776 p.1

3 Ibid. 25 Jan. 1822 p.3

4 Ibid. 4 Jan. 1828 p.3

5 S.R.O. 356/2/7 Ludlow Corporation Minute Book 1788-1830, 28 Oct. 1809

6 L.J.R.O. B/A/11b nomination papers. Many men were, of course, sent to the more eminent schools, and to the grammar schools at Shrewsbury, Newport and Ludlow in particular, direct from the Oxford and Cambridge Colleges.

7 The Shrewsbury Chronicle 7 Jan. 1791 p.3

resident teacher of French when she moved from Swan Hill to Belmont at Midsummer 1798<sup>1</sup>. Monsieur Benoist, who styled himself 'Professor of Languages, History, &c', and who taught 'Young Ladies' and 'Young Gentlemen' at his apartments on the Wyle Cop and at Mr and Mrs Astier's Academy on Pride Hill, was a Parisian with a Parisian servant, and who would allow only French to be spoken<sup>2</sup>. Soon, Frenchmen began to make their presence felt in the parishes around Shrewsbury, too. The Misses Smith, for instance, engaged a Parisian 'of the first respectability' to teach French at their establishment in Albrighton<sup>3</sup>.

Other French refugees in Shrewsbury conducted very prestigious dancing and fencing establishments. Most renown of all was Monsieur Bourlay, who offered his services as a dancing and fencing master and as a tutor in French not merely in the county town itself, but also in nearby private schools between 1789 and 1809<sup>4</sup>. His business flourished; so much so that he could insist on taking entrance money from pupils of those who while calling themselves dancing masters had absolutely no grounds for doing so<sup>5</sup>. The progress made by his pupils on a 'self-constructed Plan' given shape by his numerous trips to the capital, was displayed to full effect at his splendid quarterly balls<sup>6</sup>. Another

---

1 Ibid. 3 Aug. 1798 p.3

2 Ibid. 12 July 1788 p.3; 6 Dec. 1788 p.3

3 Ibid. 18 July 1817 p.3

4 Ibid. 4 Apr. 1789 p.3 ... 21 July 1809 p.3 (See also Part Two Chapter 4 p.238)

5 Ibid. 6 May 1791 p.3

6 Ibid. 4 Apr. 1789 p.3

Frenchman, Monsieur La Feuillade, who had had experience both at the Paris Opera and in London, opened an academy for dancing on College Hill in 1796, and offered to attend schools and private families in town or country<sup>1</sup>.

Three other men teaching in Shrewsbury during the second quarter of the nineteenth century had Italian origins. Dr Fechini, a 'Native of Italy and lately Professor of Rhetoric in that Country', taught Greek, Latin, Italian, Spanish and French there<sup>2</sup>; A. Tedoli offered simply Italian and French<sup>3</sup>; and Signor Borso de Carminati taught Italian, French and Spanish to 'Ladies and Gentlemen' on Tuesdays and Fridays there<sup>4</sup>.

A good example providing evidence for the new willingness and ability to journey from further afield, even to take up the position of humble usher, is available for Ludlow Grammar School where the geographical origins of candidates applying for this post in 1774 are known:

J. Machin	Sutton Coldfield	Thos. Williams	Prestergne
Cha: Cartwright	Birmingham	Tudor Price	Abergavenny
John Nicholas	Berkeley	Jas. Murphy	Birmingham
Mr Salt	W. Hampton	John Gittins	Hay (Brecknock)
George Tottle	Tetbury, Gloucestershire	John Lowe	Birmingham

5

These places are, for the most part, located in the West Midlands, and thus relatively close to Shropshire. For 1821 the picture is markedly different:

- 
- 1 Ibid. 4 Nov. 1796 p.3; 24 July 1801 p.3
  - 2 Ibid. 4 Jan. 1828 p.3. Such origins were always stressed, and were emulated by women such as Mrs Barrow (nee Longmire) who left Shrewsbury to establish 'connections' in Europe (Ibid. 11 Feb. 1791 p.3)
  - 3 Ibid. 24 Sept. 1824 p.3
  - 4 Ibid. 5 Aug. 1825 p.3
  - 5 S.R.O. 356/286 Box

W.B.Clarke	East Burgholt, Suffolk
J.A.Sturgis	Stratford-on-Avon, Warwickshire
John Renshaw	Manchester
John Frenick	Brixham, Devon
Hen. Locking	Bath
Revd Mr Robt Jones	Bangor
Wm. Gordon Pleees	Walworth nr London
R.Clifton Hadwen	Wensley, Bedale, Yorkshire
J.M.Edwards	Rushden, nr Higham Ferrers, Northants
B.Wood	Aldriford, nr Reepham, Norfolk
Henry Morgan	unspecified

1

The places of origin at this later date could scarcely be more far-flung, and are in a large number of instances considerably distant from Shropshire..

From what social rank were the teachers drawn? At the more-prestigious endowed schools in the county, as also at those private schools catering for an élite, recruitment was likely to be made from those of a 'gentle' status. Richard Adney, for instance, who was licensed to hold the office of 'second master' (i.e. usher) at Ludlow Grammar School in October 1735, was described as 'Gent.'<sup>2</sup>. The promoter of a day establishment for 'young Gentlemen' aged seven to twelve, in Dogpole, Shrewsbury, at the beginning of 1814 also styled himself as 'A Gentleman'<sup>3</sup>. Those teaching in the publicly-supported schools, or in the more run-of-the-mill private-venture establishments, on the other hand, never originated

---

1 S.R.O. 356/286 Box

2 H.R.O. HD/IA4/9 subs bk

3 The Shrewsbury Chronicle 25 Feb. 1814 p.31



Plate 10: The usher's house, Ludlow





Plate 11: The Grammar School, Ludlow

from above the ranks of tradesmen. William Slade, schoolmaster at Millington's Hospital, Shrewsbury (1794-1811), seems to have been a skinner in the immediate vicinity of Frankwell prior to his appointment<sup>1</sup>. One wonders why he took to teaching - perhaps because his business had failed. It proved in fact to be an only poorly-remunerating employment for him, and one can only speculate as to what he turned to next. In Upton Parva, the wife of the village tailor was teaching school in 1823<sup>2</sup>. Samuel Lee (bap. 1783) who became an assistant at the Bowdler School in St Julian's parish, Shrewsbury, was born the son of a poor Longnor labourer. After attending the Corbett School until he was twelve, he was apprenticed to a local carpenter. Having risen up into the ranks of the master tradesmen, he, like many others, took to teaching out of despair, in his particular case when fire destroyed his stock<sup>3</sup>. Those employed in Sunday schools were still more likely to have humble origins. The master of the Sunday school at Coalbrookdale in 1830 was, for instance, 'the son of one of our workmen...'<sup>4</sup>.

How well educated were these, for the greater part, local teachers? What proportion were university men - either graduates or at

- 
- 1 S.R.O. Addnl deposit 4074 (white env.): apprenticeship indenture of Mary Slade, 28 Sept. 1791
  - 2 S.R.O. 3916/1/3, archdeacon's visit. bk, 73, 17 Oct. 1823
  - 3 J.P.Dodd 'Three Centuries of Shropshire Experiments in Education', The Shropshire Magazine, June 1958 pp.29-32. Subsequently, however, his rise to fame was truly meteoric, Lee ending his career as Professor of Arabic at Cambridge.
  - 4 Report of the British and Foreign School Society XXV (1830) p.37

least university-trained? How many were literate; how many illiterate?

And how did educational attainment on their part vary between different sorts of schools? What impression, in short, are we able to form of the status of the employment?

At some schools it was stipulated in the regulations that graduates alone were eligible for the mastership. This is exemplified in the case of the endowed school at Cardington where

no person shall be Elected Master of ye said school unless he has taken a Degree in ye University of Oxford or Cambridge...

1

At High Ercall, too, the schoolmaster was to be 'a Graduate in one of the Universityes of Oxford or Cambridge'<sup>2</sup>. All that was required by Richard Edwards, the benefactor at Neen Savage, by way of contrast, was that there be 'some good schoolmaster'<sup>3</sup>.

How does theory square with practice? At first sight, and using the more-accessible sources, the number of graduate teachers appears to have been truly prolific. If we consider the qualifications of school-teachers subscribing in the archdeaconry of Ludlow, diocese of Hereford, 1662-1809, the following pattern emerges:

- 
- 1 S.R.O. 2519/1, xerox copy of ordinances for the government of the parish school, 2
  - 2 S.R.O. 81/287, 'Constitutions', of school endowed by Baron Thomas Leeke, 1
  - 3 C.C.R. 3 (1820) p.281

university- trained men	{	university graduates	M.A.	$\frac{f}{6}$
			B.A.	17
			<u>literatus</u>	13
			clerk (only)	9
			'Gent'	1
			unspecified	13
				N=59

Table 7: Qualifications of schoolteachers subscribing in the archdeaconry of Ludlow, 1662 - 1809

Almost 60% of those subscribing were thus university men. If, however, we juxtapose this source alongside the libri cleri for the same archdeaconry and encompassing much the same period, the situation appears radically different:

university- trained men	{	university graduates	S.T.P.	$\frac{f}{1}$
			M.A.	18
			B.A.	18
			<u>literatus</u>	5
			unspecified	95

Table 8: Qualifications of schoolteachers 'called over' in the archdeaconry of Ludlow, 1665 - 1778

In this sample of teachers, little over 30%, half the proportion recorded in the subscriptions, are university men. The discrepancy lies in the fact that the former sample is highly exclusive in that it contains only those who had security of tenure at an established school and thus were sufficiently motivated, or had sufficient funds, to be able to take out a licence. The men reported in the libri cleri, many of whom were unlicensed, constitute, on the other hand, a much more heterogenous sample. A similar contrast is evident for the archdeaconry of Salop:

university- trained men	university graduates	D.D.	$\frac{f}{1}$
		M.A.	26
		B.A.	21
		<u>literatus</u> etc.	22
		clerk (only)	15
		unspecified	60

N=145

Table 9: Qualifications of schoolteachers subscribing in the archdeaconry of Salop, 1662-1829

In common with the archdeaconry of Ludlow, almost one half of those subscribing were Oxbridge men. The artificially high value of this figure is suggested once again when a comparison is made with the libri cleri for Salop archdeaconry. The qualifications of schoolteachers are not scrupulously recorded until 1779, but taking into account the subsequent thirty years we find the below:

university graduates	M.A.	$\frac{f}{6}$
		B.A.
		clerk (only)
	unspecified	39

N=51

Table 10: Qualifications of schoolteachers 'called over' in the archdeaconry of Salop, 1779 - 1805

Here, only about 20% are university men, i.e. much the same proportion as for the libri cleri for Ludlow archdeaconry. An examination of the evidence for the deanery of Marchia lends support to these conclusions. Two thirds (four of the six) subscribing, all to teach at Oswestry Grammar School, are specifically stated to be university men. Unfortunately, of course, the sample in this instance is extremely minute. About one quarter of those 'called over' (c.f. c.30% for Ludlow archdeaconry and

c.20% for Salop archdeaconry) were Oxford and Cambridge men (See Tables 11 and 12).

university- trained men	{	university graduates	M.A.	$\frac{f}{2}$
			B.A.	1
			<u>literatus etc.</u>	1
			clerk (only)	2
				N=6

Table 11: Qualifications of schoolteachers subscribing in the deanery of Marchia, 1704 - 1833

university graduates	{	A.M.	$\frac{f}{3}$	
		A.B.	3	
		clerk (only)	14	
		unspecified	6	
				N=26

Table 12: Qualifications of schoolteachers 'called over' in the deanery of Marchia, 1682 - 1830

The analysis emphasises above all the dangers, once again, in drawing too-hasty conclusions, whether about the qualifications of schoolteachers, as here, or, more fundamentally, about the number of schools in existence, on the basis of too slight an array of what are in any case standard sources.

What indices, other than academic qualifications, do we have of the learning of the extremely various schoolteachers working during this period? One point of reference might be to peruse probate inventories to investigate the number of books they possessed. We would need to recognize, however, at the same time, that this class of records is inherently biased

in favour of the more prosperous and thus better-educated. In the person of Richard Cornes, master of Bridgnorth 'Free School', and curate of St Mary's in the same town, we have an example of a very learned man who collected a great number of books and pamphlets. These he passed on to his successor, Hugh Stackhouse, whose will itemizes some 1,400 books and pamphlets which he gave for the use of the district clergy<sup>1</sup>. The headmaster of Oswestry Grammar School in the immediate post-Restoration years, the Rev. Edward Payne, also had books in his study valued at the then quite goodly sum of £1 at the time an inventory of his goods and possessions was made<sup>2</sup>. His contemporary at Shrewsbury, Thomas Chaloner, had a study replete with books to the value of £5 3s 4d<sup>3</sup>; whilst a later, second master, of the same school, Oswald Smith, had his 'Study of Books' valued by the assessor at £7 10s. Moving beyond these pre-eminent endowed classical schools, Ralph Adams, a writing master from St Mary's, Shrewsbury, owned 'A book Case and books' worth £8 on his decease in 1713<sup>4</sup>. Especially remarkable is the will of David Parkes, an outstanding drawing master from Shrewsbury at the turn of the eighteenth century, which mentions a library, manuscripts, paintings and prints, and household books<sup>5</sup>.

---

1 J.F.A.Mason 'Bishop Percy's Account of his own Education', Notes and Queries CCIV (Nov. 1959) p.406

2 N.L.W. will/inventory, 1671

3 L.J.R.O. inventory, 27 Oct. 1664

4 Ibid. 21 Apr. 1713

5 L.J.R.O. will, 29 Dec. 1815

The famous Dr Samuel Butler who helped put Shrewsbury School back on its feet again to make it the most sought after in England, actually published five educational works: An Atlas of Ancient Geography; An Atlas of Modern Geography; A General Atlas of Ancient and Modern Geography; Outline Maps of Ancient Geography; and, in 1822, A Sketch of Modern and Ancient Geography for the Use of Schools. His contemporary, George Bagley the elder, described by Hugh Owen as 'ingenious', and 'eminent for his self-taught acquirements in arithmetic and the various branches of mathematical science', published in Shrewsbury grammars of the principal languages, both ancient and modern (1804) and, in the following year, The young mathematician's assistant, or schoolmaster's guide : a short and comprehensive system of Arithmetic<sup>1</sup>. His ingenuity was shown at its best, however, in little things, as when during his mastership at Allatt's School he invented an attachment to the chimney to prevent it smoking out the schoolroom<sup>2</sup>.

In the early nineteenth century, deficiencies in a strictly academic education could for some, and in part, be remedied by instruction in the art of teaching. At a cost to the Public Subscription Charity School, Shrewsbury, of £30 3s 2d, Mr Jones and Mrs Davies were sent to the Central

---

1 Hugh Owen Some Account of the Ancient and Present State of Shrewsbury (1808) p.403

2 S.R.O. 1048/4576 Visitor's Book, Allatt's Girls' School, 1800-1812



School in London in 1814-15 to obtain 'a competent knowledge of the principles and regulations of the National Society'<sup>1</sup>. Others travelled less far afield to acquire their new practical knowledge. William Groves had attended Dr Bell's Lichfield training school prior to his appointment as master of the Shrewsbury Public Subscription School in 1810<sup>2</sup>; whereas Martha Lewis, the first mistress at Bourton School, Much Wenlock, had been instructed in the same system at the National Society's model Shropshire school at Meole Brace, directly outside Shrewsbury<sup>3</sup>.

Less formally, it was quite normal for the Shrewsbury dancing masters and mistresses to spend the vacation refreshing themselves in London, as did Mrs Mercerot who, on her return, intended to introduce 'the most fashionable and elegant Dances, with the improved method of teaching, as practised in the first seminaries in the metropolis'<sup>4</sup>. Monsieur Bourlay's son, William Vestriss Bourlay, on the other hand, spent his vacation in France and Belgium in 1817 with the intent of familiarising himself with the latest fashions in dancing and fencing<sup>5</sup>.

The general feeling, however, is not of the academic soundness and suitability of teachers, but of their ignorance and waywardness. The Committee of the British and Foreign School Society indeed had some cause

to apprehend that the business of instruction is in too many instances in the hands of very incompetent teachers; and that

- 
- 1 S.L.S.L. Holy Cross MSS 'The State of the Publick Subscription Charity School in Shrewsbury', 1815
  - 2 Ibid. 1810
  - 3 S.R.O. uncat. Much Wenlock, Bourton School Log Book
  - 4 The Shrewsbury Chronicle 20 July 1810 p.3; 19 July 1811 p.3
  - 5 Ibid. 18 July p.3 1817 p.3

the best interests of children are too often sacrificed to serve an individual retained in office simply to provide him with support

1

The low intellectual calibre of some of the more humble teachers is nicely captured in the dull nailer who kept a private-venture school in Coalbrookdale during the mid eighteenth century and who refused to believe that the earth turned round because 'the Wrekin was always in the same place'<sup>2</sup>. At Caynham near Ludlow in the early nineteenth century, the parish clerk's wife 'tho' incompetent to teach', nevertheless taught 'a small school in a small cottage' in the occupation of her husband<sup>3</sup>. Mrs Pugh, who was teaching six children to read at Brown's House, Bishop's Castle, c.1777, was a carpenter's wife<sup>4</sup>. In common with the school for thirteen children operating at Astley in 1832, the expressed purpose of which was 'the relieving the Parents of the care of them during the busiest part of the day'<sup>5</sup>, such schools were clearly baby-minding establishments.

The office of schoolteacher does, moreover, seem to have become degraded 'by the introduction of those who pursue this employment only when other means of support have failed'<sup>6</sup>. Witness the poor, old, lame man teaching at Middleton Scriven in 1674, who 'canott doe any thinge else towards gettinge him a livelyhood'<sup>7</sup>, and, in early eighteenth century Tugford, the 'poor Girdle (sic) yt keepeth a school...'<sup>8</sup>; on the other hand, the only

- 
- 1 Report of the British and Foreign School Society XXIII (1828) p.17
  - 2 J.Randall A History of Madeley (1880) pp.293-94
  - 3 Letter from Philip Whitcombe, curate of Caynham, 15 Oct. 1833, to the Rev. J.C.Wigram, Secretary of the National Society, Nat. Soc. Archives, File 1833
  - 4 C.C.R. 24 (1831) p.462
  - 5 L.J.R.O. B/V/5 visit. enq. Bp Henry Ryder, 1832, Art. VI
  - 6 Report of the British and Foreign School Society XXIII (1828) p.17
  - 7 H.R.O. C.W.P., 23 June 1674 Tit: 6
  - 8 visit. enq. Bp Philip Bisse, 1719

qualification of a certain M. Leech, who set up a school for children of 'whatever Parents' on Claremont Hill, Shrewsbury, at the very end of the century, seems to have been her concern for 'the Support of a numerous Family'<sup>1</sup> .

How sufficient, though, were salaries to attract men and women of quality? How did they vary in accordance with the curriculum taught; the location of the schools (whether in rural or urban parishes); and between men and women? When they were manifestly insufficient, what possibilities were there of supplementing a salary with the fees of private scholars?

Poor salaries resulted first of all in the recruitment of correspondingly poorly-qualified men and women; and secondly in negligence. 'The master is not greatly qualified, as may be guessed by his salary' inferred Bernard Mandeville when writing about the early eighteenth century charity schools<sup>2</sup> . And indeed, Richard Lloyd, in a letter from Yarpol near Leominster, referred to 'ye cheap rates of teaching' in Shropshire during this period<sup>3</sup> . A few men, including William Slade, master at Millington's School, Shrewsbury, in the early

---

1 The Shrewsbury Chronicle 11 Jan. 1799 p.3

2 Bernard Mandeville The Fable of the Bees, or Private Vices, Public Benefits (1772 edn) I p.200

3 S.P.C.K. A.L.B. v.6 4774 19 Apr. 1716

nineteenth century, quitted their position specifically because of unsatisfactory remuneration<sup>1</sup>. Others, capable of no better employment (assuming there was any to be had) dedicated their whole lives to the 'trouble and fatigue' of teaching school<sup>2</sup>.

Table 13 illustrates the range of salaries earned by masters and mistresses in urban and rural schools throughout the period under study. Most well paid on average, as might be expected, was the man teaching in an urban parish, with relatively handsome sums being earned by the headmasters of the grammar schools at Wem and Ludlow<sup>3</sup>. The degree of prosperity which a master at an endowed classical grammar school might attain is evident from an examination of their wills and probate inventories. Thomas Chaloner, headmaster of Shrewsbury, had a silver tankard and silver bowl at the time an inventory of his goods, valued in total at £41 19s 2d, was made in 1664. George Arden at Newport possessed properties in Little Dawley and Alveley, at Admaston in Wrockwardine parish and in Kidderminster outside the county. In his will, proved at Lichfield in 1715, he bequeathed a silver tankard, silver spoons and a stock of cattle. But a private writing master, also administering to the needs of the various middle classes, might

---

1 S.R.O. 2133/12, Millington's minutes, Jan. 1811

2 Norman Sykes Church and State in England in the XVIIIth Century (1935) p.229

3 The corresponding position at Drayton in the early nineteenth century conferred a curiously small amount, surpassed even by the salary of the third master at Wem. This anomaly explains why the Rev. John Kynaston, headmaster at Drayton (1829-31) moved to Wem in order to take up an ostensibly more humble position in 1831. (L.J.R.O. B/A/4/44 subs bk, 28 July 1829; C.C.R. 24 (1831) p.331)

URBAN MENURBAN WOMENRURAL MENRURAL WOMEN

£26 13s 4d (40 marks) +  
house (1685) master  
Ludlow G.S.

£30 + house (1686) ditto

£40 (1802) usher ditto  
£70 (1804) usher Wem G.S.

£40 (1810) Ludlow Blue Coat  
£60 (1811) usher Ludlow G.S.  
£80 + house (1811) master ditto  
£30 (1811) Shby subs sch.  
£40 (1814) ditto

£60 (1818) usher Ludlow G.S.  
£70 (1818) Ludlow Nat. Sch.  
£56 2s (1818) Shby subs sch.  
£57 14s (1819) ditto  
£55 12s (1820) ditto  
£61 1s (1821) ditto  
£58 17s (1822) ditto  
£56 3s (1823) ditto  
£51 12s (1824) ditto  
£50 (1825) ditto  
£60 (1826) usher Ludlow G.S.  
£100 (1826) master ditto

£40 (1829) Whitchurch (Benyon)  
£25 + house (1829) master  
Drayton G.S.  
£70 (1831) third master Wem G.S.  
£160 (1831) head master ditto

£3 (1792) Ludlow Blue Coat

£15 6s (1809) Shby subs sch.  
£16 4s (1810) ditto  
£20 (1811) ditto

£30 (1814) ditto  
£24 15s (1816) ditto  
£30 5s (1817) ditto  
£32 6s (1818) ditto  
£41 (1818) Ludlow Nat. Sch.

£26 (1825) Shby subs sch.

£31 (1830) ditto  
£36 (1831) ditto

£4 (1734) Cheswardine

£5 (1752) Selattyn

£18 (1801) Claverley

£4 (1805) Tong (Jones)  
£14 (1807) Tong (Tagg)

£10 (1813) Cardington

£10 (1820) Westbury  
£10 (1820) Worfield

£5 (1821) Selattyn

£20 (1833) Cardington

£4 11s 2d (1831) Baschurch  
£3 (1833) Cardington

Table 13: Salaries paid to schoolmasters and schoolmistresses, 1660-1833

attain considerable wealth, too. The goods listed in the inventory of the Shrewsbury writing master Ralph Adams, dated 21 April 1713, totalled an incredible £474 3s 6d, and included a bookcase and books valued at £8; a chest and linen, £7; a plate case and plate, £15; and a pendulum clock and case, £5 (See Appendix Ei).

Well behind the urban master, and in some cases earning only a third as much, came the urban mistress teaching a much less advanced curriculum, normally indeed comprising reading and writing alone. Those teaching in the country parishes, however, could muster still less, with the same discrepancy between the sexes apparent once again. These latter men and women were often desperately poor. A certain Mr Bromley, for instance, master of the endowed school at Stokesay (est. 1616) at the time of Christopher Wase's Enquiry, was loath to reveal his full name, for having only recently graduated from Cambridge, and having an income insufficient to justify him purchasing a licence, he feared that should his name get out he would have to move<sup>1</sup>. He is, nevertheless, likely to have been in a rather better position than the man who kept a school for thirty children in the chancel of the parish church at Shelve during the early nineteenth century, but who '(did) not obtain the Wages of a day Labourer'<sup>2</sup>. Their only privileges were minor dispensations: Thomas Latham

1 Bodleian Library CCC C390 ii f.153v., 16 Aug. 1675

2 B.L. Add. MS 21,018 'Ecclesiastical Notes...', f.327r.

was recognized as too poor to be able to afford a licence to teach school at Cheswardine in the early years of the eighteenth century<sup>1</sup>. Often, the salary was too meagre to attract any but the unsatisfactory. Such was the case at the school conducted on the National Society's plan at Clunbury, where the managers were obliged 'to employ an elderly woman, whose prejudices have been too invincible to allow the new system any chance of success'.<sup>2</sup>

This considerable variation in the wealth of schoolteachers is readily apparent even from an examination of wills and probate inventories which are naturally biased in the direction of the more prosperous. We have only to compare the inventory of the Shrewsbury writing master Ralph Adams, above, with that of his contemporary the Whitchurch schoolmaster, Arthur Dawson, whose possessions totalled a mere £33 9s 3d (See Appendix E).

Salaries paid to teachers at established schools generally being so impoverished, it is scarcely surprising that an extremely large proportion were forced either to teach additional scholars privately; or to combine teaching with some quite other activity. Sometimes, the

---

1 L.J.R.O. B/V/4 citations and processes, 1 Dec. 1710

2 Letter from D: Nihill, 22 Sept. 1823, to the National Society, National Society Archives, unnumbered file, 1823-1974

founding deeds themselves might give official sanction to the teacher to admit pay-scholars. Occasionally, as at John Slaney's School in Barrow, no limit was set on their number:

And for the better maintenance of the said schoolmaster... it should be lawful for him to take into the said school so many other scholars of men's sons, that were able to make allowance to the said schoolmaster for their learning and education, as he might well teach and instruct

1

The schoolmaster's salary here being as little as £10 p.a., such extra remuneration far from being merely augmentary was infact quite essential.

More often, a ceiling was placed on the number of fee-payers allowed.

At Allatt's School, Shrewsbury, their number was strictly limited to

twelve. The school in Millington's Hospital in the same town, which also

restricted the number of private scholars, provides a particularly

interesting example of the way in which managers of endowed urban schools,

unwilling to lose a good teacher to the better-remunerated private sector,

might be forced to make concessions. The trustees, who had completely

disallowed pay-scholars in January 1790, relented the following month

when they allowed the master a maximum of four. In July 1796, they were

obliged to raise the number to twelve<sup>2</sup>. William Slade, master of the

school from 1794 until 1811, we know to have run such a private-venture

school for twelve children alongside the endowed school<sup>3</sup>. Seemingly, the

---

1 C.C.R. 3 (1820) p.300

2 S.R.O. 2133/11 Millington's minutes

3 The private scholars were offered advanced instruction in reading, writing, English grammar, arithmetic, mensuration, trigonometry, navigation, use of the globes and book-keeping (The Shrewsbury Chronicle 16 Jan. 1801 p.3). The school would seem to have been conducted in a room immediately behind the east end of the school-room where a brick has been removed, perhaps to act as a secret window.



revenue deriving from this increased number of private scholars, when combined both with his official salary and his totally illegal taking in of lodgers, was still too little to maintain a large family and eventually it resulted in his resignation. Elsewhere, in the absence of regulations to the contrary, we know that teachers in practice took in pay-scholars. At 'The Free School' in Worfield, for example, where (as at Barrow) the salary under the original endowment was a hopelessly inadequate £10, the Charity Commissioners reported in 1820 that 'The master takes other day scholars for pay, and a few boarders'<sup>1</sup>.

Very often, a related or even wholly different undertaking was pursued. It is wrong, however, to see teaching as the primary employment and the other merely as secondary; for the other means of remuneration could well be as important, and sometimes it was more so. What were these other activities?

It is a commonplace that many schoolmasters were recruited from the clergy. Indeed, the 78th Canon gave preference to any curate 'well able to teach youth' to be issued with the ordinary's licence. But exactly what proportion, and in which area were men in orders most in evidence: in the private sector, or in the classical grammar schools?

---

1 C.C.R. 3 (1820) p.251

And who amongst their number taught in practice: the humble curates alone, or those of a higher clerical status?

Priest-schoolmasters made up 17% (192 out of 1,138) of documented Shropshire schoolteachers in the period under study<sup>1</sup>. On account of their superior academic ability, at some endowed schools, including those at Barrow<sup>2</sup> and at Cardington<sup>3</sup>, a distinct preference is shown in the statutes towards the appointment of a priest. John Slaney, the benefactor at Barrow, directed 'that the schoolmaster to be elected, should be a man of learning and fit to teach, and if it might be... a preaching minister, to teach and instruct the poor thereabout'<sup>4</sup>. It was very common for a grammar schoolmaster especially to be a clergyman. To those holding the mastership at the well-endowed classical grammar schools at Shrewsbury, Whitchurch, Wem, Newport, Oswestry, Bridgnorth, Ludlow, Shifnal and Wroxeter, it offered an important additional source of income. Such it must have been for the Rev. Daniel Poole, 'chief schoolmaster' at Oswestry (1705-16) and corresponding member for the S.P.C.K. from 1714<sup>5</sup>. So vital indeed might it become that Thomas Harwood withdrew his candidacy for the mastership at Bridgnorth Grammar School when he learnt that he would not be able to hold in conjunction the curacy of St Mary's

1 Amongst the more exclusive libri cleri, they could form more than one third of those listed, as in the archdeaconry of Ludlow, 1665-1778

2 C.C.R. 3 (1820) p.300. Here, the minister's stipend of £3 3s 2d p.a. in the early eighteenth century was so obviously insufficient that a secondary activity, such as teaching, was vital.

3 C.C.R. 24 (1831) p.398

4 C.C.R. 3 (1820) p.300

5 S.P.C.K. general minutes 6 (1712-15) p.176

in the same town<sup>1</sup>. Prospective ushers also made enquiries about the possibility of combining such a position in the School with a neighbourhood cure<sup>2</sup>. Teaching was not merely augmentary for those (majority of) curates in desperate financial need<sup>3</sup>. Even men, some in orders, some not, holding small rectories succumbed to teaching school: Hugh Dale at Middle (1689- )<sup>4</sup>; Mr Thomas Fletcher, rector of Patshull, who taught at Ryton (c.1677- )<sup>5</sup>; Francis Hudson at Ightfield (1690- )<sup>6</sup>; the Rev. Richard Mountfort, rector of Stockton, school-master at Albrighton<sup>7</sup>; and the Rev. John Evans, headmaster of Oswestry Grammar School (1678- ) and rector of Newtown (c.1673)<sup>8</sup>, to name but a few from Salop archdeaconry. The layman Thomas Hatton, rector of Upton Parva, almost certainly took to teaching to compensate himself for the poverty of tithes which, in 1772, amounted to a mere fifty guineas<sup>9</sup>.

One might well hope, however, that the activities of James Clarke, appointed rector of Fitz in 1661, did not extend to teaching. Using the 'Speculum' of Bishop William Lloyd, Mr Tildesley has inferred the bishop's impressions of him to be as follows:

- 
- 1 Letter to Joseph Smith, 26 Aug. 1816 (S.R.O. 4001/Ch/2, 1 box)
  - 2 Ibid. passim, bdlc 1821
  - 3 The Curate's Act, 1713, assured him of a salary not less than £20 but no greater than £50; a further Act of 1796 set a minimum of £20 and a maximum of £75.
  - 4 N.W.Tildesley (ed.) op. cit. p.88
  - 5 Ibid. p.106
  - 6 Ibid. p.57
  - 7 The Shrewsbury Chronicle 29 Apr. 1780 p.3 et seq.
  - 8 R.R.Oakley op. cit. (1964) p.292
  - 9 L.J.R.O. B/V/4 citations and processes, 27 June/17 Aug. 1772...  
1 May/7 June 1779; B/V/5 visit. enq. Bp Brownlow North

Very ordinary of parts. Always stutters except when he swears. Given much to gaming of every sort. Censured for drinking by the Archdeacon and he thinks upon presentment Always very intimate in Papist families.

1

Rector-schoolmasters were also prevalent in Ludlow archdeaconry<sup>2</sup>.

Occasionally, however, as at the school endowed by the Rev. John Earle at Westbury, and at Thomas Leeke's school at High Ercall, the regulations cast doubt as to whether it was possible to fulfill two employments satisfactorily, and forbade the appointment of a man in holy orders as schoolmaster.

Roughly 10% (112 out of 1,138) of those schoolteachers documented during this period are known to have held the position of 'clerk'. Again, though there are exceptions<sup>3</sup>, nearly always the tenure was occupied by the master or usher of an endowed grammar school: William Adams, second master at Shrewsbury (1798- )<sup>4</sup>; John Atcherley, headmaster at Drayton (1806- )<sup>5</sup>; Henry Bowdler at Shifnal (1716- )<sup>6</sup>; Onslow Barret at Ludlow (1730- 35 )<sup>7</sup>; John Bate at Bitterley (1755- )<sup>8</sup>; Richard Blayney at Whitchurch (1743- )<sup>9</sup>; John Chapman at Donnington (1769- )<sup>10</sup>;

1 N.W. Tildesley (ed.) op. cit. p.62

2 H.R.O. libri cleri, passim

3 e.g. Robert Wetherby, schoolmaster and parish clerk at Atcham, c.1824; and the parish clerk of Preston Gubbals who was master of a day school supported by Mr Slaney at Bomer Heath in 1829. (S.R.O. 3916/1/2, archdeacon's visitation book).

4 L.J.R.O. B/A/4/39 subs bk

5 Letter to Rev. J.P. Stubbs, 9 Nov. 1813 (S.R.O. 3887 Box 41)

6 L.J.R.O. B/A/11b, nomination papers, 23 July 1716

7 H.R.O. HD/IA4/9 subs bk, 3 Dec. 1734; S.R.O. 356/286 Box

8 H.R.O. HD/IA4/11 subs bk, 15 Apr. 1755

9 L.J.R.O. B/A/4/32 subs bk, reversed, 21 Sept. 1743

10 L.J.R.O. B/A/11b, nomination papers, 14 June 1769

William Church at Newport (1759- )<sup>1</sup> ; the Rev. James Donne at Oswestry (1797-1833)<sup>2</sup> ; and Thomas Littleton at Bridgnorth (1744- )<sup>3</sup> all held both of these positions.

Though, exceptionally, the Rev. Goronwy Owen, headmaster at Oswestry Grammar School (1746-54), excelled as a poet<sup>4</sup>, others took up less prestigious clerical duties either as a means of supplementing their income from teaching, or because they were simply the best qualified to do so. Mr Richards, schoolmaster at the 'Charity School of Westbury' during the second quarter of the eighteenth century, also drew up indentures, for which he was paid 8s 6d in 1736<sup>5</sup>. Mr W. Richardson, who in 1773 opened school in a 'large well situated School-Room' at Mr William Jackson's in Shop-Latch near the top of Mardol, also offered paper or parchment writing, 'neatly copied or engrossed'<sup>6</sup>. In a similar vein, Mr G.C. Reynolds, who conducted an 'Academy for Young Gentlemen' at Mr Wright's, a stationer on Pride Hill, Shrewsbury, offered to neatly ornament and execute writings<sup>7</sup>. Some were solicited by the schools' managers to perform necessary clerical tasks in the running of the school

- 
- 1 L.J.R.O. B/A/4/35 subs bk, reversed, 5 July 1759
  - 2 N.L.W. SA/SE/9 subs bk, 4 Feb. 1797; R.R.Oakley A History of Oswestry School (1964) p.95
  - 3 S.R.O. 4001/Ch/2, extracts from Corporation records
  - 4 R.R.Oakley op. cit. (1964) p.294
  - 5 S.R.O. 2767/4/25 'Mr Earl's Charity' (1728-1848)
  - 6 The Shrewsbury Chronicle 20 Mar. 1773 p.3
  - 7 Ibid. 27 July 1792 p.3

itself. It was little more than two years after his appointment as master of 'Ludlow Charity School' in 1791, when John Mansel commenced additional duties as secretary to the school for what would have been a very welcome extra salary of one guinea per annum<sup>1</sup>. William Slade at Millington's School, Shrewsbury, kept the minute and account books and prepared estimates at the quarterly meetings of trustees, for which he received a 'clerk's salary'<sup>2</sup>. His immediate successor, William Groves, kept the charity account, too<sup>3</sup>.

Other schoolmasters during these years also occupied official parish offices. Edward Griffiths, a churchwarden of St Alkmond's, Shrewsbury, was cited before the bishop's court in 1690 'For teaching school without license' in the parish<sup>4</sup>. Mossenden Carter, who taught at Harley and Cressage in the early eighteenth century<sup>5</sup>, was, by June 1724, the surveyor of highways for Wigwig and part of Harley<sup>6</sup>. At Alberbury in 1787 the schoolmaster was one of the stewards presiding over the village hunt<sup>7</sup>.

In the county town, several schoolteachers exhibited a variety of musical interests and talents. The late eighteenth century dancing

---

1 S.R.O. 2881/6/1; 2 'Ludlow Charity School Rules & Orders'  
 2 S.R.O. 2133/11 Millington's minutes, 1794-1811  
 3 S.R.O. 2133/12 Millington's minutes, 14 July 1813  
 4 L.J.R.O. B/V/4 citations and processes, 7 Nov. 1690  
 5 L.J.R.O. B/A/4/13 subs bk, 29 Nov. 1693; B/V/1/93 libri cleri  
 6 L.C.Lloyd 'Eighteenth-Century Highway Administration in an area of South Shropshire', T.S.A.S. LVI (1957-60) pp.319-20  
 7 V.C.H. Salop II p.166 n.42

master Mr Saxton Allen also had a music business, and in a contemporary newspaper advertisement offered to tune and repair, buy and sell harpsichords, spinnets and forte pianos<sup>1</sup>. Mr T.Tomlins, who gave lessons on the pianoforte, violin, tenor and violincello, also offered the 'Ladies and Gentlemen' his services as a tuner and as an accompaniment<sup>2</sup>; whilst Mr Saxton, 'organist of Whitchurch' was available for both instruction in 'the science of music' and to tune organs and pianos belonging to the middling classes of Shrewsbury<sup>3</sup>.

A handful displayed artistic leanings. Mr J.B.Pritchard, who ran an 'Academy for Drawing' at his house in Mardol, Shrewsbury, also undertook to paint 'oil likenesses'<sup>4</sup>. Another Shrewsbury man, a Mr T.Saunders, who described himself as 'Drawing-master', drew and engraved two views of the 'Free Grammar School' at Shrewsbury for publication in 1802<sup>5</sup>. Miss Fidlör, who gave lessons in landscape, flowers, figures and fancy drawing in early nineteenth century Shrewsbury, was also willing to varnish fancy works and to hire out drawings<sup>6</sup>. At the same time, Mrs Hervey, who managed a 'Drawing Academy' for Young Ladies' on the Wyle Cop, drew pieces for needlework at her shop there<sup>7</sup>.

- 
- 1 The Shrewsbury Chronicle 19 July 1777 p.3
  - 2 Ibid. 4 Mar. 1800 p.3
  - 3 Ibid. 31 Jan. 1817 p.3
  - 4 Ibid. 16 May 1789 p.3
  - 5 Ibid. 22 Jan. 1802 p.3
  - 6 Ibid. 11 Jan. 1822 p.3
  - 7 Ibid. 29 Jan. 1802 p.3; 12 July 1805 p.3

A more significant number engaged in trade and manufacture. A private-venture school in mid eighteenth century Coalbrookdale, for instance, was kept by a nailer<sup>1</sup>; whilst a contemporary of his, 'old' Carter, a chairmaker, conducted a similar school at Madeley Wood<sup>2</sup>. Another craftsman-schoolmaster, this time a shoemaker teaching in Onibury during the early nineteenth century, was reported to be giving to that occupation more time than was 'consistent with the welfare of the school'<sup>3</sup>. Still less conducive to the effective running of a school was the other employment of a certain Mr R. Tomlins, a writing master living on Pride Hill, Shrewsbury, at the turn of the eighteenth century. In an amusing advertisement in The Shrewsbury Chronicle for 1793, he took some considerable pains to detail the wares for sale in the wine cellar of his house near the Butter Cross; whilst at the same time assuring the parents of those girls who came to write, albeit a little unconvincingly, that this other branch of his business would not materially affect the running of the school<sup>4</sup> (See Appendix F). Meanwhile, Benjamin Bailey, under master at Drayton Grammar School in 1790, is described also in a contemporary directory as 'Liquor-merchant'<sup>5</sup>.

More suited to schoolmastering were the wares of Mr Miles Longmire, a Shrewsbury writing master, who alongside his pedagogic

---

1 J. Randall op. cit. (1880) pp.293-94

2 Ibid. pp.293-94

3 C.C.R. 3 (1820) p.264

4 The Shrewsbury Chronicle 22 Nov. 1793 p.3

5 Universal British Directory (1790) p.868



activities, also supplied 'fine cut, pleasant, writing pens'<sup>1</sup>. Mrs Barrow, his daughter, who taught an 'Academy for Young Ladies' on Wyle Cop during the last decade of the eighteenth century, continued to make and sell fine-cut writing pens in her father's style after his death.<sup>2</sup>

Amongst a veritable miscellany of other trades, David Pritchard, who taught dancing in Church Street, Bridgnorth, in 1828, was also a pawnbroker<sup>3</sup>; and Duncan Smith, a Shrewsbury writing master famous for his 'superior Abilities in the Art of Penmanship', not only offered his pupils private instruction in writing at their own homes, but also sold genuine Cremona violins<sup>4</sup>. It is, therefore, not without significance that schoolteachers, apart from those at Halesowen, are listed not with the 'Professional Gentlemen' in The Salop Directory (1828) - for they had no professional status - but with 'Shopkeepers, Traders, &c'. Again, with the exception of those men teaching in the prestigious grammar schools, the designation 'schoolmaster' (in contrast to the more distinctive 'clerk') was rare in appearing at the head of wills and probate inventories - a further reflection of their lowly status.

It is by no means always entirely clear whether teaching was the prime or merely a secondary employment. It is more certain to have

---

1 The Shrewsbury Chronicle 30 June 1809 p.3

2 Ibid. 5 Jan. 1810 p.3

3 Pigot's Shropshire Directory (1828) p.672

4 The Shrewsbury Chronicle 23 Dec. 1786 p.3

been the latter at Hissington, on the Montgomeryshire border, where

a person named Whitall a farmere (sic) is so devoted to teach, that he has a School at Night & leisure hours, when he teaches the Children reading writing and Accounts, and when he is threshing in his barn he has several Children with him who are learning to read.

1

Occasionally, we know teachers to have had no other duties.

Sometimes, this was part of the agreement under which they were appointed. It was laid down in the statutes framed by William Adams for the foundation of a grammar school at Newport in 1656, that both master and usher 'shall only apply himself wholly to the work of a School Master and not to any other employment to the prejudice of the said intended school',<sup>2</sup>

At others, the decision was made by the teachers themselves. Mr J. Matthews, for example, who moved from the 'Academy' in Temple-Row, Birmingham, in June 1789 to set up a boarding school for 'young Gentlemen' at Albrighton by Shifnal, stressed how the concern with his pupils was his 'sole Employment',<sup>3</sup> .

When there was so much else to distract them from their teaching, activities and so little episcopal and vicarial oversight, it is little surprising that the records of the trustees, biased, to be sure, towards reporting criticisms rather than compliments, are, nevertheless,

1 B.L. Add. MS 21,018, 'Ecclesiastical Notes...' f.303v.

2 S.R.O. 1910/1775, 'Copy of the Settlement of Mr Adams's Charity's. Newport Parish', 1656 p.6

3 The Shrewsbury Chronicle 27 June 1789 p.3

absolutely littered with references to incompetent teaching. The low standing of the employment in the eyes of contemporaries led to widespread parental abuse, so making effective teaching all but impossible in what were often, in any case, makeshift and totally unsuitable buildings.

One of the more outspoken sources is Bishop William Lloyd of Lichfield's 'Notitia Cleri'. On occasion, credit is given to teachers of outstanding merit. The youthful William Cradoc, for instance, schoolmaster at Shawbury, was described by Lloyd as 'pretty ingenious... understands latin'<sup>1</sup>. Hugh Dale, rector and, from 1709, teacher of grammar and English at Myddle was esteemed as 'A very ingenious sober man and good scholar'<sup>2</sup>. Less complimentary was he of J.Greenwood, the contemporary usher at Newport Grammar School against whose name he recorded 'dined with me without invitation'<sup>3</sup>. Henry Newnham, curate of Cockshut in the parish of Ellesmere, where he was schoolmaster, appears in a still more unfavourable light: 'I see drunk and fall once. very[?]example from[?]',<sup>4</sup> Laxities of this kind were difficult to keep in check, particularly in the case of Lichfield & Coventry, an especially extensive diocese in which communications were poor, and where the bishop alligned with his

---

1 N.W.Tildesley (ed.) op. cit. p.110

2 Ibid. p.88

3 Ibid. p.92

4 Ibid. p.44

contemporaries in spending from October to May in London.

Other records exhibit the same imbalance between commendation and reproof. Of the more flattering was that made by the unknown respondent to Christopher Wase's Enquiry, which acknowledged Laurence Johnson, incumbent and schoolmaster of Bucknell, as 'a man of honest behaviour, & competently learned'<sup>1</sup>. Though possibly unlicensed, John Beddoe(s), who taught a private school at Madeley in 1664, was also accredited as 'carefull to governe and teach his scholars according to his best skill and knowledge'<sup>2</sup>. George Bagley, first master of Allatt's School, Shrewsbury (est.1800), was described by Archdeacon Hugh Owen as 'ingenious' and 'eminent for his self-taught acquirements in arithmetic and the various branches of mathematical science'<sup>3</sup>. Most laudatory of all contemporary observations was that concerning the Rev. Dr Thomas Rowley, headmaster of Bridgnorth Grammar School (1821-1841+), who was praised for 'his very able, zealous, and indefatigable attention to every class of scholars', on account of which 'the school has been raised from a state of utter insignificancy, to the pre-eminent character it has now attained amongst the scholastic institutions of this great country'<sup>4</sup>. Much more typical, however, are comments of the genre

1 Bodleian Library CCC C390 iii (Wase MSS) f.59, c.1677

2 H.R.O. C.W.P. 30 Sept. 1664

3 Hugh Owen Some Account of the Ancient and Present State of Shrewsbury (1808) p.403

4 S.R.O. 4001/Ch/2, Bridgnorth Grammar School - committee paper to consider Sir Eardley Wilmot's Act, 2 Mar. 1841. In fact, Rowley abused the charity by teaching private pupils in the scrivener's upper chamber (MS Report of the Committee, 2/26 Apr. 1841)

below: 'That ye Master is much complain'd of for Negligence, or else there would be room for a greater school [at Chirbury]',<sup>1</sup>. There were also criticisms voiced about the conduct of Mr Meyrick, master of the early eighteenth century subscription school at Ludlow<sup>2</sup>. At Millington's School, Shrewsbury, both master and mistress were, for a while, guilty of taking in lodgers<sup>3</sup>. At Whitchurch Grammar School, the master, Mr Thomas Hughes, was expelled for 'great misbehaviour' in 1722<sup>4</sup>. Compared to the negligence of the Rev. Henry Wood, however, the above incidents were mere nit-picking. Wood, who was master of Thomas Leeke's school at High Ercall (1743-c.1769); and both rector of Preston (c.1744- ) and vicar of High Ercall (c.1764- ), the latter in violation of the founding deeds, was so remiss that the property on which the rents were paid became in 'very ruinous order'. Moreover, he had entirely delegated the teaching to an 'illiterate & improper person'<sup>5</sup>. Of the exact nature of a certain John Poundley's misdemeanours, on the other hand, we can only guess, but the trustees of the Church Stretton endowed school having given him notice to quit, were swift in making fundamental changes to their visitorial powers, the curriculum to be taught and, perhaps most ominously of all, their authority to make deductions from the master's

- 
- 1 S.P.C.K. A.L.B. v.6 4810 24 May 1716. Only five or six boys were being taught at this time.
  - 2 A.L.B. v.7 5039 6 Dec. 1716
  - 3 S.R.O. 2133/11 Millington's minutes, 12 May 1796
  - 4 T.C.Duggan The History of Whitchurch, Shropshire (1935) p.80
  - 5 S.R.O. 81/298 'High Ercall School - a recital of Leeke's will and statutes'.

salary for repairs<sup>1</sup>. It was undoubtedly with possible neglect of this sort in mind that Dr Benjamin Wainwright laid down that the appointment of master at the school he endowed in Rushbury in 1817, should never exceed seven years before review<sup>2</sup>.

Given the kind of social and educational backgrounds from which teachers were drawn, the meagre extent of the majority of salaries and the low opinion they commanded in the eyes of contemporaries, for how long did they stay?

An initial analysis in detail of the entries for the first few years in the libri cleri for Ludlow archdeaconry, 1665-71, prompts the hypothesis that we are clearly dealing with two extremes. Into the first group might be placed those who taught for up to six years. A full half of our sample of thirty-two whose names never recur come within this group. A second category is composed of those who served for fifteen or more years, men like Richard Knott at Barrow (1665-80); Robert Coxhull at Ludlow (1665-89); Henry Morris at Chelmarsh (1665-1701); the Rev. Robert Goodwin at Cleobury Mortimer (1665-80); and Phillip Morris at Stockton (1665-c.1689). Ignoring such chance factors as illness and

---

1 S.R.O. 3105/1 minutes, 21 Jan. 1790; 29 Sept. 1790

2 C.C.R. 24 (1831) p.410

death (when these are known), leading to the premature curtailment of office, how valid is this hypothesis in the face of a more extensive analysis; and, more significantly, how did sex and the nature of both the parish and the school affect this grouping?

When the short periods of office are considered, it emerges that for a primarily rural county an impressively large number of those documented were held by men in urban parishes. The Rev. Mr Thomas Lloyd who was appointed to the positions of schoolmaster and chaplain at Millington's Hospital, Shrewsbury, in February 1790, resigned from both four years later<sup>1</sup>. Still shorter was Mr Jones's two-year period of office at the subscription school in the town's Holy Cross parish<sup>2</sup>. There is no documented evidence about their subsequent destination, but it is quite possible that they then held a succession of short teaching offices elsewhere. An examination of the career of George Bagley the elder lends support to such an assertion. Appointed master at Millington's School, Shrewsbury, in April 1785, he was to resign less than five years later<sup>3</sup>. He then opened a school in Castle Street, Shrewsbury, in or around March 1790 and ran an evening school alongside<sup>4</sup>. Seven years later we know that he was at Pontesbury Boarding School<sup>5</sup>. In 1800 he

---

1 S.R.O. 2133/11 Millington's minutes

2 S.L.S.L. Holy Cross MSS 'The State of the Publick Subscription Charity School in Shrewsbury', 1815-17

3 S.R.O. 2133/11 Millington's minutes

4 The Shrewsbury Chronicle 13 Jan. 1809 p.3

5 Ibid. 27 Jan. 1797 p.3

moved back to Shrewsbury to become the first master of Allatt's School where he remained until at least 1808<sup>1</sup>. In a period of just fifteen years, thus, he had conducted no less than four different schools, at none of which had he stayed more than momentarily. The tenures of office of William Groves were equally ephemeral. Whilst conducting school next to the Abbey Church in Shrewsbury<sup>2</sup>, he was elected with his wife master and mistress of the subscription school just over the way in 1810, only for them both to resign within the space of a year<sup>3</sup>, and for him to take up appointment as schoolmaster at Millington's Hospital in the spring of 1811<sup>4</sup>.

One reason behind the short periods of stay was clearly the need to escape from the ecclesiastical authorities. A certain Mr Andrew Yaughey who was 'cited' to appear before the bishop's court in March 1695, and who was 'sought for' and ordered 'to take a Lycense to teach Schools' at Loppington, was again cited for a similar offence in the same parish between April and September 1695, whereupon it was noted beside his name that he had 'gone from Lopington (sic)'<sup>5</sup>. In February 1716/7 a Mr John Oatly was cited 'for teaching School without License' at Albrighton. Failing to be present at the sessions, he, too, was

---

1 Hugh Owen Some Account of the Ancient and Present State of Shrewsbury (1808) p.403

2 The Shrewsbury Chronicle 13 Jan. 1809 p.3

3 S.L.S.L. Holy Cross MSS 'The State of the Publick Subscription Charity School in Shrewsbury', 1810-11

4 S.R.O. 2133/12 Millington's minutes, 24 Apr. 1811

5 L.J.R.O. B/V/4 citations and processes



'saught'. In August he was again cited for the same offence, as he was for a further time the following March. On this latter occasion it was officially recorded that 'he is gone from thence'. However, he returned and seems indeed to have continued to teach in the parish, on and off, during the whole of which time he was 'saught'<sup>1</sup>.

At other times, it is clear that those who took up school-teaching did so only until better things arose. The Rev. Robert Goodwin, vicar of Cleobury Mortimer, offered the aspiring Timothy Kettilby 'A full employ with me in my cure and schole' until he should be 'called to better preferment in the Church'<sup>2</sup>.

The greatest lengths of office, on the other hand, are to be found in rural schools and in the endowed urban schools. Mrs Bromley, mistress of Mrs Harris's school at Newtown in the north-west Shropshire parish of Baschurch, enjoyed at least a twenty-five year period of service between 1785 and 1810 or later; whilst the man holding the school's mastership during the same period, William Jones (the second of three men bearing this name), nominated in 1772, would seem still to have taught there, aided by his son, as late as 1810<sup>3</sup>. His contemporary at nearby Whittington, John Venables, held the office of master at the

- 
- 1 L.J.R.O. B/V/4 citations and processes; B/V/3 'A List of the School-Masters...1726'
  - 2 F.C.B.Childe (ed.) 'Extracts from the Notebook of a Shropshire Vicar, 1656-1691', T.S.A.S. 3rd series, V, pp.206-07
  - 3 L.J.R.O. B/A/11b nomination papers; The Shrewsbury Chronicle 13 July 1810 p.3

endowed school in that parish, too, for at least thirty years<sup>1</sup>. At Pontesbury and Cloreley in Prees during the early nineteenth century, John Stretch and Thomas Forester held the masterships of their respective endowed schools for similarly extended periods<sup>2</sup>.

The trend is also evident in the case of the more eminent (and particularly the classical) endowed schools, offering security of tenure and a relatively high income. Richard Lloyd, nominated headmaster of Shrewsbury School in 1685, held the position until 1722 and only then relinquished the office in order to comply with the School's Sixth Ordinance, forbidding any headmaster to have a parochial cure<sup>3</sup>. A later master of the same school, the Rev. Mr James Atcherley, had been teaching there for forty-three years when he resigned in 1798, during which time he had worked his way up from third master (1755) to second master (1763) to headmaster (1770)<sup>4</sup>. During his office, the Rev. James Matthews was appointed third master at the School where he was to remain for almost half a century, from c.1797 in the capacity of second master<sup>5</sup>. Elsewhere, the Rev. Mr John Spedding, nominated headmaster at Wem in 1756, was still cited as schoolmaster at Wem as late as 1792<sup>6</sup>; the Rev. Robert

1 C.C.R. 24 (1831) p.439

2 The Shrewsbury Chronicle 15 Jan. 1802 p.3, V.C.H. Salop VIII p.293; C.C.R. 32 II (1838) p.704

3 Alfred Rimmer (ed. and illus.) A History of Shrewsbury School, 1551-1888 (1889) pp.120-21

4 Ibid. passim

5 L.J.R.O. B/A/11b nomination papers, 7 Nov. 1783; C.C.R. 24 (1831) p.223

6 Ibid. 7 Aug. 1756; B/V/4 citations and processes, 20 Aug. 1792

Dean, nominated master at Shifnal 'Free School' in November 1776, seems to have held the office right up until 1815<sup>1</sup>. Oswestry Grammar School was fortunate enough to receive the services of the learned the Rev. James Donne for thirty-seven years, 1796-1833<sup>2</sup>. Most prolonged of all were the offices of the Rev. Mr Samuel Lea at Newport and that of the Rev. William Kent at Whitchurch. The former, elected master of William Adams's 'Free School' at Newport in May 1725, was cited as schoolmaster at Newport as late as August 1772, at which time he appeared before the court of Bishop Brownlow North and exhibited his licence to teach<sup>3</sup>. Kent, nominated to the headmastership at Whitchurch in 1789, remained in office for a full half century until 1839<sup>4</sup>. In contrast, the tenures of the very much less lucrative and assured office of usher might be very short, as instanced at Ludlow Grammar School which witnessed nine such men during the first quarter of the nineteenth century<sup>5</sup>.

Considerable longevity is also to be found amongst men and women conducting the more eminent of the private schools in both Shrewsbury and the principal towns. This was particularly true of those schools offering the elegant refinements of dancing and fencing. Monsieur

---

1 L.J.R.O. B/A/11b nomination papers; C.C.R. 4 (1820) Appx p.506

2 R.R.Oakley op. cit. (1964) p.296

3 L.J.R.O. B/A/11b nomination papers; B/V/4 citations and processes, 27 June/17 Aug. 1772

4 L.J.R.O. B/A/11b nomination papers, 16 Apr. 1789; T.C.Duggan op. cit. (1935) p.80

5 D.J.Lloyd Country Grammar School... (1977) Appx 5, p.178

Bourlay, dancing and fencing master, and tutor in French, enjoyed an uninterrupted twenty-nine years' patronage at Shrewsbury and in nearby private schools between 1789 and 1817<sup>1</sup> ; whilst, in an extremely verbose advertisement in The Shrewsbury Chronicle for 1788, Mr T.Ravenhill thanked the gentry of Shrewsbury and its neighbourhood for their support over the past thirty-four years, during which time he had taught their children 'the polite Accomplishment of Dancing'<sup>2</sup> . Notwithstanding this, he continued, only to retire at Christmas 1794 when 'advanced Years' and a 'Constitution much enfeebled by long and laborious Practice' forced it on him<sup>3</sup> . In the same year, the Rev. Richard Walker, who had already taught for thirty years, set up a private school in the market town of Wem, which he was to conduct for at least a further ten years<sup>4</sup> .

Underlying all this, we glimpse from time to time the different aspirations of the rural and urban schoolteacher. The urban schoolmaster generally thought about teaching more professionally. This fact, more than anything else, explains his typically short stay, a stay frequently made unpleasant by the rumours of his rivals that his school was about to close<sup>5</sup> . He thought, perhaps, in terms of promotion to a more prestigious school, of making his salary more commensurate with his

---

1 The Shrewsbury Chronicle 4 Apr. 1789 p.3... 2 May 1817 p.3

2 Ibid. 6 Sept. 1788 p.3

3 Ibid. 9 May 1794 p.3

4 Ibid. 23 Mar. 1804 p.1

5 Ibid. passim

qualifications by leaving a poorly-paid public position and setting himself up privately; or, indeed, of offering his services to one of the multifarious other urban clerical pursuits. Lengthy periods of office at the prestigious and amply-endowed schools, an important exception, therefore need no apology. The rural schoolteachers, by way of contrast, normally of little or no academic ability, often either aged or half-blind or desperately poor, or all of these, had neither the opportunity to move on to better things, nor the motivation to do so.

How much mobility was there amongst these schoolteachers? Of those who suddenly disappear from the records relating to one particular place so as to set up school elsewhere, how many, nevertheless, stayed in the immediate vicinity or moved only to an adjacent parish? What proportion moved further afield? One might suppose, too, that with improved communications during the course of the eighteenth century they became more mobile. Is there any evidence to suggest that this was so?

The impression conveyed is that prior to the last few years of the eighteenth century, it was normal for only the most highly-qualified schoolmasters to make substantial journeys, e.g. that made by

Thomas Chaloner from Ruthin to Newport in 1656/7<sup>1</sup> ; or by Robert Roe from Diddlebury to Wem, c.1673<sup>2</sup>. A century later, men and (occasionally) women were willing to undertake moves of this length as a matter of course<sup>3</sup>.

In a sample of ninety-six 'continuing' teachers, or pairs of teachers, in the period under review, thirty-eight (i.e. very nearly 40%) moved to establish a new school either elsewhere in the parish or town (30%), or in an adjacent parish (9%). Mrs Jacquet moved from St Mary's Churchyard, Shrewsbury, where she had been teaching for twelve years previously, to just around the corner in Castle Street in July 1785<sup>4</sup>. Miss Sadler, though retaining her rooms in St Alkmond's Square, moved her school from there to The Friars in the summer of 1804<sup>5</sup>. The accumulating prosperity of others might awaken the desire for 'a more commodious house, more eligibly situated in the same street'<sup>6</sup>. Most 'eligible' of all was a residence on College Hill, Swan Hill, St John's Hill, or in Claremont - the true 'west end' of Shrewsbury; and it is possible to see how, with increasing fortune, the more superior private schools gravitated in this direction. Monsieur W.Castieau, for example, conveyed his school from the Wyle Cop to College Hill in the autumn of

1 Alfred Rimmer (ed. and illus.) *op. cit.* (1889) pp.110-15

2 Bodleian Library CCC C390 ii (Wase MSS) f.137, 1673

3 A caveat has to be added to the effect that our evidence is, necessarily, culled from The Shrewsbury Chronicle which does not begin until this date.

4 The Shrewsbury Chronicle 13 Mar. 1773 p.2; 25 June 1785 p.3

5 Ibid. 13 July 1804 p.3

6 Ibid. 4 Mar. 1814 p.35, Mrs Warren

1803<sup>1</sup> . The Misses Wiseman, teaching on Pride Hill during the early nineteenth century, moved to Swan Hill Court in 1814<sup>2</sup> . Mrs S.Hill and Miss E.Puttrell transferred their respective establishments to Claremont Hill and Claremont Buildings at this time<sup>3</sup> ; for the latter, it was her third move in ten years, each a progression towards the more elite areas.

A small number of schoolteachers moved to adjacent parishes:

Mauritius Lloyd from Leintwardine to Bucknell in 1675; John Beddoe from Madeley to Wenlock in 1683; John Doughty from Bitterley to the grammar school at Ludlow in 1674; Thomas Pepyr from Clungunford to Onibury in 1680<sup>4</sup> ; the Rev. Mr Thomas Sandland from Wem to Whitchurch in 1769<sup>5</sup> ; and the Misses Phillips from Wrockwardine to The Grove near Wellington in 1828<sup>6</sup> . These moves were not always for the most noble of reasons.

A certain William Socket travelled from Kinnersley to the neighbouring parish of Wellington c.1714 after having been enjoined six times between 1699 and 1701 to take a licence to teach school, on each occasion unsuccessfully<sup>7</sup> .

Greater moves than this before the end of the century, and particularly to the less notable schools, are only to be found when

1 Ibid. 23 Sept. 1803 p.3

2 Ibid. 30 Dec. 1814 p.207

3 Ibid. 11 Apr. 1793 p.1; 6 Jan. 1809 p.3

4 H.R.O. libri cleri

5 L.J.R.O. B/A/11b nomination papers

6 The Shrewsbury Chronicle 11 July 1828 p.3

7 L.J.R.O. B/V/4 citations and processes, 5 Oct. 1699/18 Apr. 1700; 9 July/17 Oct. 1700; 2/22 July 1701; B/V/1/90-91 Acta, 10 Apr. 1700, 11 Apr. 1701, 22 July 1701; B/V/1/95 libri cleri, 25 June 1714



Plate 12: Swan Hill Court, Shrewsbury, site of the Misses Wisemans' boarding school in the early nineteenth century





Plate 13: Claremont Buildings, Shrewsbury, site of Miss E. Puttrell's  
boarding school in the opening years of the nineteenth century

there was some real incentive to make such. Thomas Pepyr's early trek in 1689 from Onibury across three parishes to Burwarton was precipitated by his appointment as rector of the latter parish<sup>1</sup>. In 1789 the Shrewsbury writing master, Mr Miles Longmire, undertook the journey (unthinkable earlier) from Shrewsbury, where he had only a 'precarious situation', to London, where he had been offered a 'certainty'<sup>2</sup>. The huge turnover in the number of private schools during the early nineteenth century<sup>3</sup> is a further indication of the new willingness of teachers to seek more distant employment exactly where they pleased, so general now was the rising demand for the schooling of children.

---

1 H.R.O. libri cleri

2 The Shrewsbury Chronicle 21 Feb. 1789 p.3. He was to return to teach in Abbey Foregate, Shrewsbury, within two years, however.

3 Compare, for instance, those recorded in the 1828 Directory with those for 1828/29.

CHAPTER FOUR

WHITE LACE TO BROWN COAT : THE SPECTRUM OF CHILDREN,  
THEIR ORIGINS, PROGRESS AND DESTINATIONS

What do we know about the individuals whom the schools served? By far the majority of statutory requirements laid down that the relevant charitable donation, or newly-founded school, should be restricted in extent so as to include the children from the immediate confines of the parish alone. Richard Dovey's endowment at Claverley<sup>1</sup> and Charles Morris's at Selattyn<sup>2</sup> were to be deployed in order to maintain at school children from their respective parishes. The 'Old School' at Cleobury Mortimer had a catchment area defined in the same way<sup>3</sup>; whilst Thomas Leeke's foundation at High Ercall was designed for children of 'the lordship and parish'<sup>4</sup>. The Bowdler School in St Julian's parish, Shrewsbury, selected children from that parish 'if to be had, or if not, in the parish of Holy Cross and St Giles'<sup>5</sup>. However, when the parish was even moderately large or populous, these at first sight already narrow confines needed still closer definition to prevent the situation recorded in the south-western parish of Mainstone in the early eighteenth century, where children, many of whom

---

1 C.C.R. 4 (1820) p.249

2 C.C.R. 24 (1831) p.437

3 C.C.R. 3 (1820) p.277

4 C.C.R. 24 (1831) p.355

5 Ibid. p.275

were poorly fed, were obliged to walk a mile to school<sup>1</sup>. This was why in the case of the east Shropshire parish of Edmond, children from the township of Edmond were to have preference in the apportioning of the Rev. Dryden Pigott's legacy<sup>2</sup>. Admission to the grammar school at Halesowen was restricted to children, albeit 'at all ages' from the townships of Hunnington and Romsley in that parish<sup>3</sup>; and the school endowed by Judith Bridgeman at Llanyblodwell was reserved for those from the townships of Llanyblodwell, Bryn and Llynelys only<sup>4</sup>. Similarly, the parents of children admitted to Millington's School, Frankwell, which lay within the Shrewsbury parish of St Chad, were through preference to be

inhabitants in Frankwell, (if so many should be found), otherwise the number to be made up out of the boys and girls inhabitants in that part of the said parish of St Chad that lay nearest to Frankwell.

5

In conclusion we are able to say that children seem to have been drawn in the overwhelming majority of instances from the benefactors' native parishes or individual estates.

Nevertheless, by the end of the eighteenth century, partly as a consequence of the breakdown in this old paternalistic way of thinking,

---

1 S.P.C.K. O.L. File 2, 3089, 6 June 1712

2 C.C.R. 5 (1821) p.403

3 Ibid. p.442; p.446

4 C.C.R. 24 (1831) p.418

5 Ibid. p.250

partly due to the erosion of strict parish boundaries with the growth of population and nonconformity, a school like Allatt's at Shrewsbury simply required its scholars, admitted between five and eight years of age, to be

children of persons actually residing, or of such persons then dead as at the time of their death resided within the town of Shrewsbury, or the suburbs thereof.

1

Before this time, such relatively wide horizons generally typified only the endowed classical schools, such as Donnington School, Wroxeter, to which children from the parishes of Wroxeter and Uppington were eligible<sup>2</sup>. At Shrewsbury School, priority was given to

such as should be born in the town of Salop, for default of such, then such as should be born in the suburbs of the same, or in the Abbey Foregate, who should be the legitimate sons of burgesses of the said town, if found meet and apt for such preferment; for default of such, then such as should be born within the parish of Chirbury, and for default of such, then such as should be born in the county of Salop.

3

At Sir John Talbot's School in Whitchurch, the childrens' stipulated origins were even more flexible, it being decreed

That there should be taught in the said school children of all countries that would come, except such as were infected with any contagious disorder.

4

---

1 C.C.R. 24 (1831) p.242; p.244

2 Ibid. p.372

3 Ibid. p.215. There were (occasional) exceptions. Sir Richard Corbett's school at Longnor admitted children from the township of Longnor and from the parishes of Leebotwood, Cardington and Frodesley; Dr Benjamin Wainwright's legacy was to provide for nine poor children of Rushbury and three of Eaton, both adjoining parishes; and the boys and girls of poor persons that Dame Mary Hill directed should come to her school in Hadnall might reside in the chapelry itself or in the neighbouring parishes.

4 Ibid. p.337

How did these theoretical prescriptions square with the actualities? Far from always rigidly adhering to the foundation deeds, there are several documented instances of children being taken in from a rather wider area in violation of the founders' original intentions. The school endowed by John Slaney at Barrow not only benefited Barrow families but occasionally those of the adjacent parishes of Willey and Linley, also<sup>1</sup>. The scholars at Halesowen were, in practice, not admitted from the townships of Hunnington and Romsley alone, but were 'taken indiscriminately from every part of the parish'<sup>2</sup>. Especially did this come to be so at the endowed classical schools whose curricula, of apparently little direct benefit to the parish, were increasingly being called into question. At Newport, the town and its neighbourhood of Chetwyn End, to which a preference had been given by the founder, not being able to supply the full complement of pupils by the early nineteenth century, 'the scholars are admitted indifferently from other parts...'<sup>3</sup>. At Bitterley, too, by 1820 the master of the 'Free Grammar School' was admitting several day scholars and boarders from other parishes<sup>4</sup>. By this date, Bridgnorth Grammar School also drew on a catchment area which went considerably beyond that of the town.

---

1 C.C.R. 3 (1820) p.303

2 C.C.R. 5 (1821) p.442

3 Ibid. p.425

4 C.C.R. 3 (1820) p.267

Bridgnorth itself	$\frac{f}{8}$	}	73%
Shropshire (elsewhere)	44		
Other:		}	
Staffordshire	11		
Worcestershire	24		
Herefordshire	13		
West Midlands (other)	22		
London	2		
Other	44		

N=168

Table 14: Geographical origins of children admitted to  
Bridgnorth Grammar School, 1825 - 33

Very few children indeed came from Bridgnorth itself. Almost one third of the scholars, nevertheless, were Shropshire born; and three quarters originated either from Shropshire or from the adjacent region. The most distant children came from London, Bath and Exeter, and, in the case of Robert Kenney (1828-31), from as far afield as Cork<sup>1</sup>.

Indeed, the scholars' distant origins are often a useful yardstick up against which we are able to measure the good repute of a seemingly very ordinary school. So 'beneficial', for instance, were the effects of the Ludlow National School that parents from three or four miles away were attracted<sup>2</sup>.

From what sectors of society were these children drawn?

Certain bequests and schools provided for the various categories of 'poor' children. Sometimes, the benefactors or managers were wholly

1 S.R.O. 1104 List of scholars...

2 Report of the National Society III (1814) p.128

unspecific on this matter. The legacies of Henry and German Fox at Cleobury Mortimer, for example, maintained 'poor boys' and 'poor girls' of five years old or less in readiness for the parish's 'free school'<sup>1</sup>; at Claverley, Richard Dovey's endowment was to be employed to educate 'poor scholars of poor men's children'<sup>2</sup>; whereas a subscription school being proposed in 1713 was equally vaguely intended for 'the poor children of the Clee Hills'<sup>3</sup>. At other times, their statements have a little more precision. The school endowed by Richard Edwards in the south-eastern parish of Neen Savage, for instance, was designed for 'the children of such poor inhabitants of the parish of Neen Savage as should not be of ability to pay for their schooling'<sup>4</sup>; the Langford boys at Ludlow, chosen between nine and fourteen years of age, were supposed to be nominated 'out of such poor and towardlie for learning as are born in the said town'<sup>5</sup>. Where the exact background of these 'poor' children is more narrowly defined, we see that in a few instances benefactors made provision for the indigent or desperately poor. Henry Aston's bequest at Chetton was for 'the poorest children within the parish'<sup>6</sup>; and at Newtown, Baschurch, Mrs Harris provided for 'the boys and girls of such of the lowest rank of the inhabitants... as

---

1 C.C.R. 3 (1820) p.277

2 C.C.R. 4 (1820) p.249

3 S.P.C.K. A.L.B. v.4 3620, 6 Aug. 1713

4 C.C.R. 3 (1820) p.281

5 Ibid. p.284

6 Ibid. p.271



should not be able to give them such schooling...'<sup>1</sup> . Samuel Shuker's legacy, too, was to be used to school 'poor children of indigent parents' belonging to the parish of Great Ness<sup>2</sup> . By far the greater part of the more-extended prescriptions, however, make reference to the 'secondary' poor as the most fitting recipients of the education being offered.

Sarah Pardoe's benefaction at Chetton was to be used for the education of 'poor children... whose parents were not rated to church or poor'<sup>3</sup> .

At Church Aston in the parish of Edgmond, Mrs Broughton directed in her will that 'one boy and one girl... of such poor parents as were not able to provide for them, and were not chargeable to, and did not receive alms of, either the said village of Church Aston or the parish of Edgmond...' should be entitled to receive her gift<sup>4</sup> . The endowed school at Church Stretton also professed to educate only 'The children of the labouring poor'<sup>5</sup> . Most exacting of all was the requirement of the British and Foreign School Society that the children educated in its schools, though of every religious persuasion, should derive from 'the Labouring and Manufacturing Classes of Society...'<sup>6</sup> .

Above these schools for the poor were a whole range of private institutions offering a 'Polite Education' to the middle and upper ranks

---

1 C.C.R. 24 (1831) p.442

2 Ibid. p.459

3 C.C.R. 3 (1820) p.272

4 C.C.R. 5 (1821) p.404

5 C.C.R. 24 (1831) p.403

6 Report of the British and Foreign School Society, 1814, Rule I

of society: to sons of tradesmen, white-laced 'young ladies', 'children of Gentlemen', 'Gentlemens' daughters', 'genteel Youths', 'Young Ladies and Gentlemen' and 'respectable Families'<sup>1</sup>. Especially exclusive were the boarding schools. By catering for the all round needs of pupils from the higher classes, and providing more individual attention by virtue of smaller numbers, they were in an altogether different league to the day schools. Miss Hawkins, who conducted a boarding school at Belmont House, Shrewsbury, at the turn of the eighteenth century was indeed quite indignant that her name should be associated with day-schooling:

A Report having been circulated, that  
Miss HAWKINS admits DAY SCHOLARS,  
she takes the Liberty of contradicting it, and assures her  
Friends, that she never means to deviate from her First  
Plan, and that her SCHOOL is OPEN ONLY for the  
Reception of BOARDERS

2

Mrs Eginton, who operated a boarding school for 'Young Ladies' at Meertown House near Newport, also took the trouble to stress that no day scholars would be admitted<sup>3</sup>. Where the possibility of 'contamination' of this sort might arise, teachers would be quick to check any misgivings. Mr J.Jones, for instance, when drawing attention to a spacious playground available for the use of the boys at his boarding school at Tong, added, apologetically, that it had 'no Connexion with other Boys'<sup>4</sup>.

---

1 The Shrewsbury Chronicle passim

2 Ibid. 16 Nov. 1798 p.3

3 Ibid. 3 Jan. 1817 p.3

4 Ibid. 31 Dec. 1790 p.3

The purpose of this education was to cultivate the social graces rather than having any real academic merit. In the case of girls, the attainment of the necessary finesse at dancing and in elaborate embroidery would undoubtedly have made them more attractive as marriage partners.

A handful of schools, however, claimed to span all social groupings. Such was the position both at Onibury and Alveley<sup>1</sup>. At Great Ness it was William Parry's intention that the farmers should have their children educated at an 'easy price', and that some of the poor children, whose parents were unable to afford it, could be taught free<sup>2</sup>. A school operating at Bishop's Castle in 1728-29 claimed that it was 'for all the Boys of the Parish Rich or Poor'<sup>3</sup>. At William Hall's school in Cardington, too, schooling was freely available to all except those descendants of men and women who failed to contribute towards the cost of erecting the original school-house<sup>4</sup>.

What evidence is there that those children intended for the schools were those really to benefit? The actual (as opposed to the prescribed) social background of the children is rarely stated explicitly, but there are several clues which point to the fact that all did not run as planned. In the case of Ludlow Grammar School we are told directly

---

1 C.C.R. 3 (1820) p.264; C.C.R. 4 (1820) p.264

2 C.C.R. 24 (1831) p.458

3 S.P.C.K. A.L.B. v.15 10545, 16 Dec. 1729

4 C.C.R. 24 (1831) p.398

how, by 1820, in contravention of the donor's original wishes, those admitted as Langfordian boys were not strictly poor, but were 'generally the children of poor tradesmen'<sup>1</sup>. Though at Clungunford children of especially poor parents were excused payment for firing<sup>2</sup>, elsewhere no such exemptions seem to have been made, thus effectively debarring access to the genuinely poor.

Frequently, 'entrance money' was charged indiscriminately. At Cardington one shilling, and at Wem one shilling and sixpence, was demanded of each scholar on admission<sup>3</sup>. Half a crown entrance was being extracted from the parents of each scholar at Sir Lacon William Childe's school in Cleobury Mortimer in 1820<sup>4</sup>; seven shillings and sixpence was demanded of boys admitted to Oswestry Grammar School during the early nineteenth century<sup>5</sup>; and as much as ten shillings and sixpence was taken from the scholars at Drayton<sup>6</sup>.

Even supposing a parent was in a position to afford these often very considerable sums, there were further items which entailed equally heavy expenditure. These fall under two broad heads: maintenance and teaching. At Halesowen Grammar School, books and stationery had to be provided by the parents, who also had to contribute

---

1 C.C.R. 3 (1820) p.284  
 2 C.C.R. 24 (1831) p.468  
 3 Ibid. p.399; ibid. p. 329  
 4 C.C.R. 3 (1820) p.275  
 5 C.C.R. 24 (1831) p.427  
 6 Ibid. p.302

a shilling a piece in each of the two winter quarters for firing<sup>1</sup>. The boys of Oswestry Grammar School were also required to pay two shillings annually for fire money<sup>2</sup>. At Cardington, too, all but the scholars of 'such whose parents should receive relief' had to pay sixpence each Michaelmas for coal<sup>3</sup>. The teaching itself was frequently costly for poor parents. In the early nineteenth century, the master at the endowed school at Stokesay taught 'all the poor children of the parish who offer themselves' for one penny each week<sup>4</sup>. At the school under Charles Morris's endowment in Selattyn, we are also told how 'All the children pay something weekly, and those of the poorest parents 1d a week'<sup>5</sup>. One wonders whether there would have been many so offering even at this price. At Dudleston in the parish of Ellesmere in 1818 we know that such a sum was excessive. Here, the parents were 'all cottagers and day labourers, with numerous young families, and on that account are unable to pay so much as one shilling per quarter, which are the terms of admission'<sup>6</sup>.

Elsewhere, and particularly at such endowed classical schools as Oswestry and Ludlow, certain 'foundation' subjects might be offered gratuitously, whereas others, nearly always writing, had to be paid

---

1 C.C.R. 5 (1821) p.442

2 C.C.R. 24 (1831) p.427

3 Ibid. p.398

4 Ibid. p.412

5 Ibid. p.438

6 Report of the National Society VII (1818) p.198

for<sup>1</sup> ; at Drayton, already charging dearly for entrance, the master demanded an additional guinea per quarter for teaching writing and accounts<sup>2</sup> . Schools in receipt of nothing else, naturally relied on this source of revenue to remain solvent. There were no subscriptions to support the British School for boys and girls at Whittington, for instance, so suggesting the need to extract considerable pence from all the children<sup>3</sup> ; better to live in Coalbrookdale where, though most children paid one penny per week, it was 'not in all cases received'<sup>4</sup> .

The insistence on such sums might have made some parents come to more highly value the instruction offered, and to have improved attendance rates; but for the truly poor they must have been an excruciating burden. Moreover, the problem goes further than simply payments to be met. Most schools by the end of the eighteenth century had long ceased to offer the children remuneration for manual work done at school, such as knitting or spinning. In other words, those institutions on the ground at this date not only offered an education for which payment had to be made, but, what is more, deprived the parents of potential scholars from what had hitherto been a valuable source of income. They offered really very little, also, in the way of free services. Maybe no

---

1 C.C.R. 24 (1831) p.427; C.C.R. 3 (1820) p.284

2 C.C.R. 24 (1831) p.302. The school had become quite exclusive, refusing boys permission to associate with 'town boys'.

3 Report of the British and Foreign School Society, XXV (1830) p.70

4 Ibid. p.37

more than 20% of schools in the county with provision for poor children could provide even a few of them with free clothing - the brown, blue and green coats characteristic of some of the well-endowed urban schools elsewhere. Those that could do so in Shropshire had a concentrated existence during the first three decades of the eighteenth century; later, this function virtually disappeared. Apprenticeship by the schools' trustees was even more of a rarity, with perhaps no more than 16% of such schools across the period as a whole providing it.

How and why had these changes come about? What did the various schools have to offer children from very diffuse backgrounds on their admission throughout the period?

Whatever the dictates of theorists, it is evident that the curriculum taught in practice was given shape by the demands arising from the unique socioeconomic structure of individual parishes or regions in the county. As Table 15 shows, the tendency was for schools teaching reading alone to be much more rarely found in the towns than in the countryside; whereas the incidence of those schools teaching arithmetic and the casting of accounts, skills in such high demand by tradesmen and merchants, were more evenly balanced between the two. It must be stressed, however, that because of deficiencies in our knowledge of what was taught, the majority of schools in the sample necessarily date from the last quarter of the eighteenth

century, when the economy was being transformed. What scant evidence there is squares with commonsense, and indicates that for the greater part of the century rural schools teaching arithmetic were very thin indeed on the ground in the county. The availability of the less-advanced skill of writing, on the other hand, was evenly matched in rural and urban parishes, 55% of the former and 56% of the latter offering it throughout the period as a whole.

	Reading/Working only	Arithmetic/Accounts
Rural (n=95)	27%	47%
Urban (n=140)	9%	49%

Table 15: The prevalence of particular skills in the curriculum of rural and urban schools in Shropshire, 1660 - 1833\*

Over and above any rural/urban dichotomy, special subjects designed to fulfil local needs made their appearance in several schools. In a number of the towns along the Severn, for instance, navigation was offered. It was available for the 'Young Gentlemen' at Bridgnorth Academy in 1786<sup>1</sup>. In 1809, a Mr T. Bridgman at Brockholes House, Broseley, offered the subject<sup>2</sup>. Those 'young Gentlemen' boarding with G. Bagley, junior, on the Wyle Cop, Shrewsbury, also had

\* Curriculum as prescribed on their foundation

1 The Shrewsbury Chronicle 30 Dec. 1786 p.3

2 Ibid. 20 Jan. 1809 p.3



the opportunity to master its principles<sup>1</sup>. It was frequently paired with astronomy or the 'use of the globes'. The peripatetic W.Castieau of Uffington, outside Shrewsbury, offered 'Gentlemen' going to sea a very comprehensive course which included the 'use of the globes', geography 'with the best Construction of Maps, Charts, &c', navigation and astronomy, side by side with a crash course on the methods of working amplitudes, azimuths, double altitudes and lunars from their own observations<sup>2</sup>.

More generally in the urban centres, specialist trading skills were taught. Book-keeping was available at Albrighton, Bridgnorth, Broseley, Ludlow, Oswestry, Shifnal, Shrewsbury and Wellington by the first quarter of the nineteenth century. At Shrewsbury, a Mr W.Richardson offered the 'Italian method' of book-keeping at his school in Shop Latch<sup>3</sup>. Meanwhile, merchants' accounts could be studied at Mr J.Scott's Academy in Abbey Foregate<sup>4</sup> and at J.Tyler's Academy in the same town<sup>5</sup>. At Lilleshall, the Rev.S.Hartley was less specific when he expressed his willingness to teach 'whatever is necessary to qualify Boys for Business and Trade'<sup>6</sup>.

Several subjects, and especially the elegant attainments of French and dancing, catered more for particular classes of society than

---

1 Ibid. 8 Jan. 1808 p.3  
 2 Ibid. 8 Nov. 1799 p.3  
 3 Ibid. 20 Mar. 1773 p.3  
 4 Ibid. 29 Dec. 1797 p.3  
 5 Ibid. 27 Dec. 1788 p.3  
 6 Ibid. 9 Dec. 1796 p.3

for any specific area of the county. Establishments teaching these social graces were abundant in rural as well as in the (non-industrial) urban parishes by the turn of the eighteenth century. Shrewsbury dancing masters, pre-eminent and most expensive amongst whom was Monsieur Bourlay, with apartments on Pride Hill and a dancing room on St John's Hill, would visit the county's private boarding schools on set days each week. In the spring of 1792, for instance, a typical week for this gentleman would take in the Rev. Mr Pitchford's at Downton in the parish of Upton Magna, Mr Meredith's Academy at Church Stretton, Mr Jandral's Academy at Pontesbury, Mrs Jones's boarding school at Wellington and Mrs Tamberlain's boarding school at Ellesmere<sup>1</sup>; in the same autumn he began to teach additionally at Shifnal and, fortnightly, at adjoining Ryton<sup>2</sup>. By 1801 he was teaching as far away as Drayton every other week<sup>3</sup>. He describes the purpose of his instruction in dancing as being to 'polish the Human Frame, with Grace, Ease, and Elegance, so universally admired in the Beau Monde'<sup>4</sup>, and 'so requisite for genteel Life'<sup>5</sup>. Offered, too, by the same gentleman, was French 'in its Native Elegance'<sup>6</sup>. Instruction in fencing, on the other hand, was confined to his own Academy during the evenings<sup>7</sup>.

---

1 Ibid. 27 Apr. 1792 p.3; ibid. 4 May 1792 p.3

2 Ibid. 14 Sept. 1792 p.3; ibid. 21 Sept. 1792 p.3

3 Ibid. 17 July 1801 p.3

4 Ibid. 8 July 1803 p.3

5 Ibid. 21 Sept. 1804 p.3

6 Ibid. 11 Sept. 1789 p.3

7 Ibid. 6 May 1796 p.3

Were there any other ways in which regional differences made themselves felt in the curriculum?

In pre-industrial Shropshire, as opposed to Lancashire, say, or the Kent and Sussex Weald, there were no strong areas of early dissent; pockets alone existed in the presence of a nonconformist landlord. The biggest Catholic community was at Madeley, but even here only about 10% of the adult inhabitants were of this persuasion. Others were at Ellesmere, Shifnal and Albrighton. The Protestant Nonconformists were represented most strongly in the principal towns: at Newport and St Martin's (c.4%), Oswestry and Whitchurch (c.3%) and Shrewsbury, Ludlow and Ellesmere (c.2%), though numbers, as indicated, were always extremely slight<sup>1</sup>. The highest incidence of dissent for the entire 'early' period, c.15%, is recorded at Kinnerley in 1738, at which date five of the thirty-four families then living in the parish were Quakers<sup>2</sup>. Perhaps not surprisingly, therefore, religious idiosyncracies, e.g. the nonconformists' prescription of Bible-reading, did not make themselves felt on the curriculum in Shropshire schools during the period. This is not to deny the effect of sheer neglect, of course. John Beddoe, for example, was found to be remiss in teaching his

1 W.G.D.Fletcher (ed.) 'Religious Census of Shropshire in 1676', T.S.A.S. 2nd series, I (1889) pp.75-92

2 N.L.W. SA/QA/1, visit. enq., 1738

scholars the Catechism in Smethcott at the time of Bishop John Hackett's 1668 visitation<sup>1</sup> .

A change began to take place in the composition of the curriculum taught in Shropshire schools as the eighteenth century progressed and the industrial economy developed. Whereas bequests made during the late seventeenth and early eighteenth century tended to lay down that reading alone be taught (e.g. for Lydbury North, 1663; Whittington, 1679; Whitchurch, 1707; Cheswardine, 1712; Shifnal, 1716; Ellesmere and Adderley, 1719; Edmond, 1734; Chetton, 1736; and Cleobury Mortimer, c.1743); those made after 1750, with very few exceptions<sup>2</sup> , provided for the teaching of writing and often arithmetic, too, in response to the call for more clerks and better educated fine craftsmen to work in the towns.

The teaching of religion in the Shropshire schools also underwent a change in emphasis during the course of the period. On analysis, it emerges that perhaps little more than 10% of all schools with identifiable curricula (13 of 122) during the eighteenth century, were using the Catechism of the Church of England. Though this is

- 
- 1 L.J.R.O. B/V/1/74 Act Book. Beddoe, who died c.1694, had been keeping an unlicensed private school in Madeley in 1664 (H.R.O. C.W.P. Box 1664, 30 Sept. 1664), and was still living there almost two decades later, now in the more respectable station of clerk, when he was licensed to teach in adjoining Little Wenlock (H.R.O. HD/IA4/3 subs bk, 3 July 1683).
  - 2 Perhaps only that of Dame Mary Hill at Middle, 1787.

perhaps, an interesting antidote in itself to the textbook view of affairs, worthy of special note is the very differing extent of its employment in the two halves of the eighteenth century. Indeed, the concern to use the schools primarily to inculcate Anglican doctrine lapsed to such an extent with the waning of the High Church party, that whereas ten of those fifty-nine documented schools (i.e. 17%) founded in Shropshire between 1701 and 1750 required that the Catechism be taught, at only three of perhaps sixty-three schools (i.e. a mere 5%) founded in the county between 1751 and 1800 was it prescribed:

<u>1701 - 50</u>	<u>1751 - 1800</u>
Adderley, Adams, <u>c.</u> 1719	Grinshill, Price, pre-1831
Cardington, Hall, <u>c.</u> 1720	Ness Magna, <u>c.</u> 1753
Prees, Kerr, <u>c.</u> 1738	Much Wenlock, Southern, <u>c.</u> 1778
Shifnal, Jobber, <u>c.</u> 1716	n=3
Whitchurch, Higginson, 1707	
Shrewsbury, S.P.C.K. school, <u>Ac.</u> 1704	
Shrewsbury, S.P.C.K. school, <u>Ac.</u> 1709	
Shrewsbury, Millington, 1748	
St Martin's, Phillips/Price, pre-1705	
Oswestry, S.P.C.K. school, <u>Ac.</u> 1711	
n=10	

Table 16: Schools founded during the two halves of the eighteenth century requiring that the Catechism be taught

Another important transformation was occurring in relation to the curriculum of the grammar schools of Shropshire, where classical teaching was coming to be undermined by an ever more vociferous demand for a form of learning genuinely beneficial to the parish. Such was its effect that at Wem there were no scholars at all in 1799<sup>1</sup>; and at Shifnal

<sup>1</sup> S.R.O. 3916/1/1, arcdeacon's visit. bk, f.35r.

there were no classical scholars when the Charity Commissioners made their visit<sup>1</sup>. At Halesowen, they noted how during the previous fifteen years 'no application has been made for this branch of instruction'<sup>2</sup>. Instead, more utilitarian subjects were being introduced. Writing was being taught at Bridgnorth as early as c.1727<sup>3</sup>. At Halesowen, the statutory English grammar and literature of 1652 had been augmented with both writing and arithmetic by 1821<sup>4</sup>. At Ludlow, also, these latter two subjects had appeared by this date<sup>5</sup>, as they had at Shrewsbury, Wem and Whitchurch; whilst as early as 1784 they were being taught at Newport<sup>6</sup>. By 1830, Oswestry Grammar School was offering a particularly extensive curriculum which, in addition to the classics, included writing, algebra, geometry and history<sup>7</sup>. The rural grammar schools on the whole discarded their exclusively classical curriculum earlier than the urban schools: Worfield had introduced reading, writing and accounts to replace Latin in 1760<sup>8</sup>; and the school financed by redirected chantry funds at Alberbury supplemented the classics by reading, writing and arithmetic in the 1750's<sup>9</sup>. This trend, though welcomed by hitherto disapproving parents, was sometimes lamented by the Charity Commissioners,

- 
- 1 C.C.R. 4 (1820) Appx p.506
  - 2 C.C.R. 5 (1821) p.442
  - 3 S.R.O. 4001/Ch/2, MS Extracts from Corporatn Records
  - 4 C.C.R. 5 (1821) p.442
  - 5 C.C.R. 3 (1820) p.284
  - 6 C.C.R. 5 (1821) p.425
  - 7 C.C.R. 24 (1831) p.427
  - 8 C.C.R. 3 (1820) p.251
  - 9 V.C.H. Salop VIII p.222

as when they visited Bitterley, only to see that the grammar school had sunk to become a reading and writing school 'of the commonest description'<sup>1</sup> .

How suited were the buildings in which the schools were housed to provide the appropriate conditions for learning? Those fortunate enough to be accommodated in special schoolrooms might, occasionally, as instanced by the grammar schools at Drayton and Newport, have a specific sum allocated towards the upkeep of the building<sup>2</sup> . When no such allocation was made, or where visitorial powers were weak, unchecked deterioration very quickly set in. At Norton, the school on the foundation of Margaret Higginson, Sir Rowland Cotton and Ralph Pilsbury was much criticised by the Charity Commissioners in the early nineteenth century. When commenting on the school, yard, garden and master's house they wrote, unqualifyingly, that 'All these premises are in a bad state of repair'<sup>3</sup> . More detailed were Hugh Owen's disparaging comments on the state of Allatt's Girls' School, Shrewsbury, on his visit to the school as a trustee in 1801:

---

1 C.C.R. 3 (1820) p.267

2 S.R.O. 2997/10/43, chancery decree re its governors, 22 Jan. 1816 (typescript copy); S.R.O. 1910/1775, 'Copy of the Settlement of Mr Adams's Charity's Newport Parish', p.10

3 C.C.R. 24 (1831) p.320

The front door is so much cracked & warped that it is ordered to be painted & repaired immediately.  
 All the catches of the house door broken or out of order - The door case between the cloyster & yard in danger of falling - Many of the window cords broken.

1

Very occasionally we come across some specification on the part of a school's founder as to how the building was to be constructed.

That founded by Frances Edwards at Dudleston in Ellesmere parish contains some particularly delightful details. Here, the schoolroom, in common with the school house for a dame were 'to be well Covered with Slates and Silled and made with good Timber and all other suitable materials and to be kept in good repair...'<sup>2</sup>

The dearth of this kind of detail for elsewhere is not so much a commentary on the failure of benefactors to rigorously specify their building preferences, but simply to their own inability or unwillingness, in the vast majority of instances, to provide a purpose-built schoolroom of any description whatsoever. The over all impression conveyed, indeed, is one of 'making do' with a veritable miscellany of structures built for entirely different functions. At Eaton Constantine in the early nineteenth century, for example, we are told how 'There is no school room adapted for the purpose nor any room sufficiently large to be procured, a small room is rented but the children are excessively

1 S.R.O. 1048/4576, Visitor's Book, Allatt's Girls' School, 1800-12

2 S.R.O. 1230/198, indenture of lease and release, 5 & 6 May, 1719



crowded...'<sup>1</sup> . During the same period, the timber-framed upper storey of the Priory Gate House in the south Shropshire parish of Bromfield was being employed as a school-house<sup>2</sup> .

A favourite site for a school was the church or chapel. Richard Corfield, rector of Upton Parva, noted in 1832 how in his parish there was 'no regular school-room - Children taught in Winter at a Private House and in Summer in the Church'<sup>3</sup> . At Lydbury North, too, a schoolroom of sorts was built over the Walcot Chapel on the south side of the parish church<sup>4</sup> . The school at Whitchurch to which Thomas Benyon's legacy of 1707 was attached, was held in the chapel there in the early nineteenth century<sup>5</sup> . Meanwhile, the schoolmaster at Stokesay to whom Roger Powell's legacy of 1616 had been directed, was actually teaching in the church belfry<sup>6</sup> ; and a Sunday school meeting at Harley in the same period shared a similar site<sup>7</sup> . Outside of, though still intimately related to the Church, the school at Whittington under Robert Jones's endowment was situated during the early nineteenth century in a recently converted tithe barn belonging to the rector<sup>8</sup> .

1 L.J.R.O. B/V/5 visit. enq. Bp Henry Ryder, 1832, Eaton Constantine, art. VIII

2 V.M.E.Holt et al. (eds) Shropshire (1980) p.14, painting by P.Van Dyke Brown (1801-68)

3 L.J.R.O. B/V/5 visit. enq. Bp Henry Ryder, 1832, Upton Parva, art. VIII

4 J.R.Burton The History of the Walcots of Walcot (1930)

5 C.C.R. 24 (1831) p.340

6 Ibid. p.412

7 L.J.R.O. B/V/5 visit. enq. Bp Henry Ryder, 1832, Harley, art. VIII

8 C.C.R. 24 (1831) p.440

A variety of other buildings were also employed. At Madeley Wood in 1821 proposals were being made to move the children of the Sunday school out of the chapel and into the 'Dinner room' in the House of Industry<sup>1</sup>. About a decade later, the same committee was once again hard-pressed for accommodation and resolved 'That application be made to the Committee of The Savings Bank for permission to commence a Sunday School for Girls in the new building erected for the Savings Bank & Dispensary'<sup>2</sup>.

Not infrequently, conditions were doubly unsuitable, for not only was there no special schoolroom, but those facilities which were available were in a bad state of repair themselves. At Drayton, at the close of the period under investigation, we are told how 'There is a school at present but it is not in a good state - There is no school room - The children are taught in an old Factory for wh: rent is paid 15£ pr annum...'<sup>3</sup>.

A large number of schools were conducted in teachers' own homes. A daily school at Edgmond was being held in the master's house in 1832<sup>4</sup>. In reply to the same enquiry, the anonymous correspondent of Astley reported how the very humble schoolmistress in his parish taught

1 S.R.O. 2280/11/15, 13 Feb. 1821

2 Ibid., 29 May 1830

3 S.R.O. 3916/1/3, archdeacon's visit. bk, 30 Sept. 1833

4 L.J.R.O. B/V/5 visit. enq. Bp Henry Ryder, 1832, Edgmond, art. VIII

the children at her own cottage<sup>1</sup>. This phenomenon could be found even in those subscription schools with some claim to call themselves 'established'. The girls of the Blue Coat School in Ludlow were instructed in the mistress's own house during the first five years of the school's existence<sup>2</sup>. The totally inappropriate conditions for learning which might result are not difficult to imagine. Mr J.Dale, the curate of Donington, explained how

There are two Rooms in this Parish in which the Children (Boys and Girls together) are educated - but the said Rooms are continually occupied and indeed are the only living Rooms of the Teachers and their families.

3

It is so easy to forget how schools such as that endowed by Katherine Kerr in the chapelry of Clorely, Prees, with its neatly sited school-rooms at one end of an almshouse; or the purpose-built establishments at Nesscliffe (See Plate 14) and at Chirbury, with their adjoining habitations for schoolmasters, were quite exceptional in what emerges as a very unplanned scheme.

The economy and society of individual parishes affected not only the substance of the curriculum and the possibility of building provision, however, but also the exact scheduling of school holidays.

---

1 Ibid., 1832, Astley, art. VIII

2 S.R.O. 2881/6/1, 'Ludlow Charity School Rules & Orders'

3 L.J.R.O. B/V/5 visit. enq. Ep Henry Ryder, 1832, Donington, art. VIII



Plate 14: Nesscliffe School (est.1753)

It also brought a seasonal toll on absenteeism far heavier than did a factor such as adverse weather. This made nonsense of the statutes of many ancient foundations which prescribed holidays to coincide with the religious festivals. Those of Thomas Adams's School at Wem, for instance, laid down that: 'The School shall break up a Week before the Nativity of Christ & on the Wednesday before Easter & Whitsuntide...'<sup>1</sup>. The more recent foundations, in contrast, took into consideration the particular needs of the area in which the school found itself. From 1795, the trustees of Millington's School, Shrewsbury, began to permit the children a month's holiday from mid August until mid September<sup>2</sup>. Allatt's School in the same town also allowed four weeks 'during the Summer', a flexible arrangement which could be adapted to an early or late harvest<sup>3</sup>. The British School in Oswestry, too, closed during harvest time<sup>4</sup>.

Where these periods of absence - so important to the economy of the family - went unrecognized, schools found themselves in the position of being regularly under-attended during certain times of the year. Just how pervasive was this absenteeism? Sometimes, information on this is wholly unspecific. At Halesowen, to take an example, the Charity

1 Staffs R.O. W.S.L. D1788 par.57 bdl 2, copy, Statute 7

2 S.R.O. 2133/11, Millington's minutes, 17 Jan. 1795

3 S.R.O. 1048/4573, Rules... III

4 B.F.S.S. Archives, 'B.R. Normal Schools. Applications and Testimonials. Men Before 1830'. Letter from John Lacon, 20 Sept. 1825

Commissioners simply reported 'the frequent non-attendance of farmers' and labourers' sons during seed-time and harvest' which had caused the master to admit extra scholars to keep the roll up<sup>1</sup>. More precise were they when they visited Bitterley Grammar School, only to find that whereas at Christmas 1818 there had been twenty-six free scholars, during harvest-time the following year the number had dwindled to a mere eight<sup>2</sup>. Similarly, a school in Dudleston, Ellesmere parish, at the northern extreme of the county, though having 120 children 'on the Books' in 1832, could expect only eighty to attend regularly<sup>3</sup>.

What were the attitudes of school managers to this high level of absenteeism? An especially tough line was set down at Eleanor Harris's school at Baschurch. Here, the failure of the boys to attend regularly would mean that 'part of their clothing is withheld, or they are dismissed'<sup>4</sup>. The records of Millington's School, Shrewsbury, indeed, show how here children were frequently forewarned and then discharged for non-attendance. In 1818, for example, its trustees resolved 'That if Geo Jewell don't return to school in the course of this present month to be discharged the benefit of the school'<sup>5</sup>. At Ludlow, too, the trustees of the Blue Coat subscription school ordered

---

1 C.C.R. 5 (1821) p.442

2 C.C.R. 3 (1820) p.267

3 L.J.R.O. B/V/5 visit. enq. Bp Henry Ryder, 1832, Dudleston, art. VI

4 C.C.R. 24 (1831) p.444

5 S.R.O. 2133/12, Millington's minutes, 18 Nov. 1788

the master to 'give Notice to John Beach that he must regularly attend the School or that he will be Discharged'<sup>1</sup>. Other places thought of more positive measures to encourage parents to send their children to school. At Longnor in the parish of Atcham, for instance, the inducement of a yearly suit of clothes was used<sup>2</sup>. More often, however, seasonal absenteeism was condoned. Several girls at Allatt's School, Shrewsbury, were reported simply to be 'on leave' in August 1802<sup>3</sup>. Blind eyes were turned in the rural parishes particularly, where there was less competition for school places. Children at Meole Brace, to take an example, were allowed to leave the school early in the year 'to work at brick-making and other summer occupations', and would be permitted to return during the winter months<sup>4</sup>.

Local demand for child employment more generally influenced the length of time children stayed at school, with curtailed periods of school attendance being recorded passim. The children at John Slaney's establishment in Barrow, for instance, 'seldom remain at school beyond the age of 11, when they are taken away to be put to work'<sup>5</sup>. At Alveley, few of those attending 'petty' schools in the

1 S.R.O. 2881/6/1, 'Ludlow Charity School Rules & Orders', 18 Nov. 1788

2 L.J.R.O. B/V/5 visit. enq. Bp Henry Ryder, 1832, Wroxeter, art. VI

3 S.R.O. 1048/4576 visitor's bk, 26 Aug. 1802

4 Report IX (1820) of the National Society, p.176

5 C.C.R. 3 (1820) p.303

parish were recommended to the 'free school' as they were usually 'taken to work as soon as they are able'<sup>1</sup>. Boys from the British School at Coalbrookdale were also generally taken away quite young 'if their parents can get them employ...'<sup>2</sup>.

This being so, it is scarcely surprising that the relevance and effect of literacy on the lower ranks of society has been questioned by several investigators. Professor Lawrence Stone, for instance, writing about early nineteenth century Oxfordshire, maintains that there is no evidence 'that literacy did anything whatever to improve the prospects of the rural labourer'<sup>3</sup>. By way of contrast, Dr Michael Sanderson found a very high degree of upward social mobility 'for even elementary educated boys' in late eighteenth century Lancaster<sup>4</sup>.

Certainly, our initial investigation of the aims of the various educators in promoting literacy shows how there was an essential disparity between, on the one hand, many of the changing visions and statutory ideals, framed very often by men far removed from their practical implementation; and the relevance of literacy to ordinary men and women in pre-industrial England, on the other. Bartholomew Beale, writing from Heath house in the south of the county might draw

---

1 C.C.R. 4 (1820) p.264

2 Report of the British and Foreign School Society XXV (1830) p.37

3 'Literacy and Education in England 1640-1900', Past and Present no.42 (Feb.1969) p.116

4 'Literacy and Social Mobility in the Industrial Revolution in England', Past and Present no.56 (Aug.1972) p.99



attention to what he considered to be the need for a 'charity school' in the Clee Hills near Ludlow; but the inhabitants 'being chiefly Collyers', it is difficult to imagine what use any real degree of book-learning would have been to them, beyond inculcating the all-important piety and contentment through Bible reading<sup>1</sup> .

Bernard Mandeville, in his 'Essay on Charity, and Charity-Schools', not only recognized this irrelevance but voiced his concern over the loss to the economy which functioned on the very assumption that there was 'a multitude of laborious poor'. This being so, he argued, 'every hour those of poor people spend at their book is so much time lost to the society'<sup>2</sup> . His fears, however, would appear to have proved quite groundless, for leaving aside, as we have seen, the often very small proportion of poor children in the community for which schools were able to cater during a period of rapid population growth, the demands of the family economy and of the agricultural season caused attendance, in practice, to be quite sporadic. Besides, would the acquisition of the ability to read, least of all to write, have materially improved the prospects of their children, destined for a life in the fields? At Selattyn in the extreme north-west corner of

---

1 S.P.C.K. A.L.B. v.7 5039, 6 Dec. 1716

2 Bernard Mandeville The Fable of the Bees, or Private Vices, Public Benefits (1772 edn) p.329

the county, it was evidently thought not, for we are told in no uncertain terms that 'The grown-up People are mostly illiterate, and... are willing their Children shd. be so too'<sup>1</sup> .

The passport to upward social mobility for a poor child was the apprenticeship indenture. Dr White Kennet, in particular, in a sermon he preached in 1706, sang the praises of this side of the schools' work which provided for the welfare of the child after he had left school:

if you want a Boy or a Girl for a Servant or Apprentice, where shall a better Choice be made than out of a CHARITY-SCHOOL? where a neat, and tractable, and virtuous and religious little Scholar.

2

Yet, bearing in mind that the expense even of drawing up and stamping the indenture, leaving aside the cost of the premium, was entirely beyond the means of the genuinely poor to pay themselves, and indeed was becoming steadily more expensive throughout the eighteenth century, it is quite staggering, as we have said, what an inconsiderable number of Shropshire schools were able to offer apprenticeship<sup>3</sup> . The fact is that this activity was largely unanticipated by the managers of schools whose energies and funds were exhausted in clothing and educating 'Objects of Charity' .

---

1 N.L.W. SA/Let/847 Letter from H.Roberts at Whittington to Ld Bp of St Asaph, 25 May 1750

2 Dr White Kennet 'The Charity of Schools for Poor Children', 16 May 1706, S.P.C.K. Anniversary Sermons 1704-28, p.64

3 Supra p. 235

In any case, in those schools where premiums could be had, it is a sad fact that only for a small proportion of children leaving were they actually available. Sometimes, this limitation was recognized from the outset. It was Mrs Broughton's will that [only] when the profits of the trust estate should be sufficient were her trustees to put out apprentice the boys of the village of Church Aston<sup>1</sup>. At other times, expedience dictated that this had to be so. Of about seventy boys in the four schools at Shrewsbury reported by the S.P.C.K. in its Account for 1711, we might reckon (assuming an average stay of about five years) that somewhere around fourteen would have been ready to leave, and so 'eligible' to be apprenticed in any given year; and yet we are told 'That 6 Children were put out Apprentices (in 1711), and about ye same Number ye Year before'<sup>2</sup>. Writing again in 1716, this correspondent noted that the schools altogether 'mist of ye Benefacon from the Town last Year, because the Mayor (whose Suffrage has a great Stroke in that matter) was not himself one of ye Society...'<sup>3</sup>. At Chirbury, only 'some' of the poor boys were put apprentices from the school<sup>4</sup>. It was the same story at the 'Free School' endowed by Sir L.W.Childe at Cleobury Mortimer in 1714, where the Charity Commissioners observed

---

1 S.R.O. 81/28, copy will, pp.222-23

2 A.L.B. v.2 2498, 8 Mar. 1710/11

3 A.L.B. v.7 5070, 20 Dec. 1716

4 A.L.B. v.12 7452, 11 June 1723

how the number of apprentices 'generally fall short of the number contemplated by the founder'<sup>1</sup> .

Elsewhere, the schools' function of apprenticeship, as indicated, might be entirely non-existent. Far from atypical were the children from the subscription charity school functioning in St Chad's parish, Shrewsbury, in 1772, who were 'returned to their Parents at 13 yrs of age', being much valued assets to them in view of the fact that they had spent half their time at school in spinning<sup>2</sup> .

These findings run counter to the popular notion of apprenticeship by the trustees (compared to the simple binding out of paupers by parish officers) as a natural and automatic follow-up for boys after a 'charity school' education, 'the completion of the Charity School plan' in the words of one observer; a means by which '... the S.P.C.K. linked school and life' in those of another<sup>3</sup> . The findings are reinforced by looking at the very substance of the curriculum itself. If, as we might surely conclude, the ability to cast up accounts was a basic prerequisite for a poor child to be genuinely apprenticed, a necessary admission ticket, as it were, into the ranks of tradesmen and clerks, then this opportunity was inevitably

1 C.C.R. 3 (1820) p.275

2 L.J.R.O. B/V/5 visit. enq. Bp Brownlow North, 1772, art. VII

3 W.K.Lowther Clarke The History of the S.P.C.K. (1959) p.48;  
W.H.G.Armytage Four Hundred Years of English Education (1964) p.45  
Quite exceptional was Millington's School, Shrewsbury, which not only managed to apprentice all its boys, but had sufficient funds to bind out each with a premium of no less than £7. 10s during the eighteenth century. Apprenticeship was quite justly recognized here as 'one of the most useful provisions' of the founder's will (S.R.O. Addnl deposit 4074, Formal petition to the Trustees... Feb.1880).

denied the vast majority of children prior to the last quarter of the eighteenth century, due simply to the failure of all but a handful of schools to teach the skill before this date<sup>1</sup>. We must therefore conclude that it was only in those schools able to offer the more advanced skills and possessing specific endowments for apprentice fees where this facility could be provided consistently.

In those schools offering social advancement, just how significant in degree was any mobility gained? This issue, though fundamental, is extremely difficult to research. Above all, this is due, in so far as the first three quarters of the eighteenth century is concerned, to the sheer dearth of surviving early apprenticeship indentures relating to specific schools; or, of trustees' minute books recording both the fathers' occupations of pupils admitted and (for those schools where this is relevant) the occupations of masters to whom they were apprenticed. From these records, comparisons of the original and prospective social backgrounds of the children might be made and the degree of social mobility ascertained. For the most part, indeed, we have to content ourselves with comments of this order from

---

1 Schools teaching accounts to poor children before 1775 are documented only at Baschurch, Bishop's Castle, Cardington, Dorrington (Conover), Neen Savage, Oswestry, Prees, Shrewsbury and Wem.

the country parish of Worfield, where the boys leaving the 'charity school' were bound apprentice to husbandry, 'the most usefull Business in those parts'<sup>1</sup> .

From an analysis of the more telling evidence, it emerges that even for schools in urban Shropshire parishes, with greater scope for upward social mobility, there was no great disparity between those trades to which children leaving the school were apprenticed, and the class of family from which they had initially been drawn. Millington's School, Shrewsbury (See Plate 15), affords a few instances of urban apprenticeship, allowing us to compare the fathers' occupations with the trade to which the scholar was finally bound out:

		<u>Father's occupation</u>	<u>Master's occupation</u>
15 July 1756	Thomas Cullis	Bargeman & master-waterman	Bargeman & master-waterman*
15 July 1756	William Cullis	Bargeman & master-waterman	Bargeman & master-waterman
13 July 1758	John Clarke	Nailer	Shoemaker
11 July 1759	Richard Halin	Nailer	Nailer*
8 Oct. 1760	Richard Jones	Shoemaker	Upholsterer
7 Aug. 1762	John Morris	Matmaker	Perukemaker
22 Jan. 1763	Robert Holland	Blacksmith	Cutler & whitesmith
16 July 1774	Henry Lloyd	Carpenter	Carpenter*
20 July 1776	Thomas Deakes	Shoemaker	Shoemaker*
20 July 1776	James Johnson	Dyer	Dyer*

\* apprenticed to his own father

Table 17: The social origins and apprenticeship of boys leaving Millington's School, Shrewsbury, 1756 - 76

<sup>1</sup> S.P.C.K. A.L.B. v.15 10514, 25 Nov. 1729



Plate 15: Millington's Hospital School, Shrewsbury (est.1748)

(The fine portico and octagonal cupola over the central schoolroom, housing the clock and bell, were added in 1785).

In spite of the trustees' concern to bind the children to masters and mistresses 'of good Business and Character', none seem to have significantly benefited by their subsequent employment. John Clarke, the son of a nailer, it is true, took his family out of the heavy crafts into the more prestigious clothing crafts when he was apprenticed to Edward Jones, shoemaker; and for Robert Holland and John Morris there was a move in the direction of the finer and more highly-skilled crafts. Nevertheless, six of the ten boys about whom we have information returned to the same trade from which they had originally derived, with all but one of these actually being bound out to their own father. A full list of the trades to which boys leaving the School were put out between 1752 and 1780 appears in Table 18 below. Most strongly represented, thus, are the quite lowly, laborious heavy crafts. Very few Millington boys indeed were put to retailing shopkeepers, as Mandeville had feared; and none entered the ranks of clerks<sup>1</sup>. The School in these years certainly seems to have had the effect of emphasising, if it had not actually been designed to emphasise and make more stable, those already established distinctions between the classes.

---

1 The founder's original intention that bright boys should proceed to the town's 'Free Grammar School' and then to Magdalen College, Cambridge, seems never to have been realized.



		<u>f</u>
<u>Literary/clerical</u>		0
<u>Fine crafts (n=11)</u>	Cabinet maker	4
	Whitesmith	4
	Watchmaker	1
	Basket maker	1
	Upholsterer	1
<u>Shops and services (n=4)</u>	Butcher	2
	Grocer	1
	Barber	1
<u>Clothing crafts (n=15)</u>	Shoemaker	9
	Tailor	4
	Hatter	1
	Perukemaker	1
<u>Heavy crafts (n=18)</u>	Carpenter	7
	Ship's carpenter	2
	Nailer	2
	Wheelwright	2
	Brazier	1
	Dyer	1
	Tinman	1
	Ropemaker	1
	Cutler	1
<u>Mariners</u>	Bargeman & master-waterman	2
<u>Unskilled</u>	Gardener	1
		N=51

**Table 18: Trades to which boys leaving Millington's School, Shrewsbury, were apprenticed, 1752 - 80\***

\* S.R.O. 2133/11, Millington's minutes. Categories after M.Sanderson, art. cit. (1972) p.98

By the turn of the eighteenth century, however, Millington's had become a school offering an education not to the poor alone (as it had done earlier that same century), but to townsmen in general, and providing places for which they were now actually willing to compete.

A particularly graphic representation of this was evident amongst the girls here during the early nineteenth century who had taken to curling their hair, until it was ordered by the visitor, F.K. Leighton, Esq., 'that their hair be cut like the Children in other Charity Schools...'<sup>1</sup>.

The pupils who sat on the benches of the Ludlow Blue Coat subscription school at the end of the eighteenth century were also of a rather higher social rank to those in the schools three quarters of a century earlier. This is obvious from the quite slender proportion of labourers' children admitted (See Table 19). Of nineteen boys from known occupational backgrounds entering the school between 1788 and 1809, only three were unskilled. The remainder, indeed, came from the relatively elevated ranks of the skilled craftsmen and tradesmen. These men, who valued the skills which the school was in a position to offer (and particularly the casting up of accounts), had succeeded in squeezing out the genuinely poorer sort by means of the system of nomination which made it possible for them to elect one of their own

---

1 S.R.O. 2133/12, Millington's minutes, 19 Oct. 1825

children into the school. The new call for better educated fine

craftsmen about this time, also meant that a few could achieve upward

social mobility<sup>1</sup>.

		<u>Parent's occupation</u>	<u>Master's occupation</u>
<u>No upward social mobility</u>			
20 Apr. 1791	Thomas Price	Shoemaker	Sadler
21 Feb. 1797	Edward Brampton	Breeches maker	Breeches maker*
17 Apr. 1798	Thomas Wilks	Shoemaker	Shoemaker*
30 Jan. 1805	Thomas Neale	Nailer & brickmaker	Nailer
28 Jan. 1809	James Meyrick	Shoemaker	Shoemaker*
<u>Slight upward social mobility</u>			
1 Feb. 1791	William Hicks	Flux draper	Tailor
3 Mar. 1795	Edward White	Carpenter	Glover
2 Apr. 1799	Jno Carter	Butcher	Glover
<u>Significant upward social mobility</u>			
19 Jan. 1790	Jno Back	Cow keeper	Blacksmith
19 Jan. 1790	Richard Arthurs	Labourer	Shoemaker

\* apprenticed to his own father

Table 19: Destinations of boys apprenticed at Ludlow subscription school, 1790 - 1809

Setting aside such a tangible measure of a school's excellence as its ability to promote upward social mobility through the acquisition of literacy, we can occasionally glimpse their successes in their function of moral teaching, too. Of the 'model school' at Meole Brace, the National Society's correspondent wrote how

<sup>1</sup> S.R.O. 2881/6/1, 'Ludlow Charity School Rules & Orders'

The habits of the School appear to have a very remarkable effect upon the tempers of the Children, in the prevention of quarrelling, and in the maintenance of kindness and good humour in their intercourse with each other. And, considering the dreadful ill examples by which they are surrounded, they do, in a very remarkable degree, abstain from the use of profane language.

1

In a similar vein, the Rev. Thomas Dethick wrote in favour of the

Bridgnorth National School for boys and girls

that the civilization among the children generally, is already very conspicuous both in the School and in the streets; and we hope we have conquered their horrid habit of swearing, which was universal.

2

The Rev. George Evans spoke of the 'reformation' which had taken place in the conduct of the children of the Ruyton National School, too, though he hastened to point out that the effects were not so marked on their parents<sup>3</sup>.

What prospects existed for children from the higher middle and upper ranks leaving the endowed classical schools and the private schools during this period? For scholars at most of the county's endowed grammar schools there was the opportunity of election to one of Edward Careswell's exhibitions. The 'Free Grammar Schools' of Bridgnorth, Donnington, Newport, Shifnal, Shrewsbury and Wem were

1 National Society Report IX (1820) p.176

2 Ibid. p.180

3 Ibid. pp.180-81

eligible to send boys to Oxford in the proportion 3:2:4:3:4:2. By 1864, however, though probably much earlier, only Shrewsbury was deriving any benefit from them<sup>1</sup> .

Many of those leaving the private day and boarding schools operating in both rural and urban parishes in the county during the late eighteenth century, would have joined the ranks of prosperous tradesmen. A Mr Reynold, who conducted a day and boarding 'academy' in School Lane, Shrewsbury, provided an education for those who had already taught at classical seminaries and who now wished 'to be expeditiously prepared for Trade, the Counting House, and Public Offices'<sup>2</sup> . Contemporaneously, youth at Hodnet School were 'carefully and expeditiously instructed for Trade and Business'<sup>3</sup> ; whilst at Lilleshall the curate, the Rev. S.Hartley, offered an education to twelve children such as would 'qualify Boys for Business and Trade'<sup>4</sup> . More nebulously, the Rev.Francis Salt's 'young Gentlemen' at Bridgnorth were 'designed for the learned Professions'<sup>5</sup> ; whilst those of G.C.Reynolds who sojourned at his academy on Pride Hill, Shrewsbury, were promised an education as would be 'requisite to complete the Man of Business'<sup>6</sup> . More vaguely still, and catering for the peculiarly elegant tastes of an elite, other establishments assured

---

1 S.R.O. 4001/Ch/2, MS Resolutions of the Free Grammar School, Bridgnorth, 1864

2 The Shrewsbury Chronicle 14 Jan. 1803 p.3

3 Ibid. 8 July 1808 p.3

4 Ibid. 9 Dec. 1796 p.3

5 Ibid. 7 Jan. 1791 p.3

6 Ibid. 27 July 1792 p.3

entrance to the 'Beau Monde' . Such was promised by the French emigre, Monsieur Bourlay, who aimed, through his fencing activities 'to teach those Exterior and Fashionable Branches of polite and ornamental Education, so requisite for genteel Life'<sup>1</sup> .

(in our report)

...

...

...

...

...

...

1. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

2. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

3. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

4. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

5. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

6. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

7. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

8. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

9. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

10. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

11. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

12. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

13. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

14. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

15. J. Bourlay, 'The French Emigrants in London, and the Education of their Children', London: Printed by J. B. Nichols, 1793.

1 Ibid. 21 Sept. 1804 p.3

## CHAPTER FIVE

ANOMALY OR ARCHETYPE? : SHROPSHIRE'S PLACE  
IN THE EMERGING NATIONAL TREND

Is what we have found above for Shropshire consistent with the interim pattern for the country as a whole; or is the county exceptional in any respect?

A number of other English counties have been studied from the point of view of their educational development during the eighteenth century, with the most detailed appraisals to date having been made for Lancashire<sup>1</sup>, Cheshire<sup>2</sup>, Leicestershire<sup>3</sup>, Oxfordshire<sup>4</sup>, Derbyshire<sup>5</sup>, Staffordshire<sup>6</sup>, and, most recently for Kent<sup>7</sup>. London has also received some attention<sup>8</sup>.

- 
- 1 J.O.Wood 'The Charity School Movement and the Beginnings of Elementary Education in Lancashire' (unpub. M.Ed. thesis, Univ. of Manchester, 1960)
  - 2 D.Robson Some Aspects of Education in Cheshire in the Eighteenth Century (1966)
  - 3 J.Simon 'Was there a Charity School Movement? The Leicestershire Evidence', in B.Simon (ed.) Education in Leicestershire 1540-1940. A Regional Study (1968) pp.55-100
  - 4 G.E.Boden 'The Grammar Schools and Charity Schools of Oxfordshire, 1660-1840' (unpub. B.Phil. thesis, Univ. of Hull, 1971)
  - 5 D.Robson 'Some aspects of education in Derbyshire in the eighteenth century' (unpub. Ph.D. thesis, Univ. of Sheffield, 1972). Omitted is a discussion of the development of Sunday schools and the education of the upper classes.
  - 6 F.G.Gomez 'The Endowed Schools of Staffordshire in the Eighteenth Century' (unpub. M.Phil. thesis, Univ. of Leeds, 1977)
  - 7 R.Hume 'The Schooling of the Kentish Poor from the Restoration until the establishment of the National Society, 1660-1811' (unpub. M.A. (Ed.) thesis, Univ. of Keele, 1979); 'Educational Provision for the Kentish Poor : 1660-1811', Southern History IV (1982) (forthcoming)
  - 8 H.J.Larcombe 'The Development of Subscription Charity Schools in England and Wales from the close of the 17th to the close of the 18th century, with special reference to London and District' (unpub. Ph.D. thesis, Univ. of London, 1928); M.G.Jones op. cit. (1938) where London evidence is primarily used.

The nature of educational provision in Shropshire, as has been shown, was largely a product of the county's very particular geography, society and religion:

## I

With respect to geography, we have demonstrated on the basis of the Shropshire evidence, the existence of a number of relationships. We have found a relationship between urbanisation and the presence of early eighteenth century subscription schools; a relationship between those areas increasing in population and those in which there were fresh educational foundations made for the growing numbers of poor; and a relationship between those parishes with no population growth and those with either good educational provision, or the continued absence of such provision. Additionally, we might anticipate some sort of a relationship between a county's distance from London and the influence there of voluntary societies, such as the S.P.C.K. This influence might also have varied according to the adequacy of the county's internal communications. Once the particular geographies of each of these counties is taken into consideration, a number of hypotheses can be built up in so far as the likely extent and form of their educational provision is concerned.



For Shropshire, a county where only a slight proportion of the total population lived in towns, ten schools appear in the S.P.C.K.'s Accounts (1704-30) as schools financed entirely by subscription for the poor alone. Of these, all but two (i.e. 80%) were established in towns.

In Kent, a county of roughly the same size as Shropshire, the comparable figures were thirty-two schools, twenty of which (i.e. 62.5%) were urban-based<sup>1</sup>. We might assume that their prevalence in the adjoining metropolis would have been still greater.

Indeed, London, at the beginning of the eighteenth century, was the largest city in western Europe. With a population of over half a million, the capital, write Clark and Slack, 'stood in an urban class of its own'<sup>2</sup>. Poverty was particularly acute due to the influx of destitute immigrants - a few to take up apprenticeships, the majority simply looking for work or for charity. There was a tendency for them to settle especially in east London, an area of high density, lower-class housing. Here, then, was educable material in abundance. West London, in contrast, was far wealthier, with its squares and mansions housing county grandees, together with a professional class of lawyers and apothecaries whose growth in London during the previous century had been truly phenomenal. London was

---

1 Hume, thesis, p.56

2 P.Clark and P.Slack English Towns in Transition 1500-1700 (1976) p.62

also the greatest centre for traders, not just in England, but in Europe as a whole. Here were men who could afford to contribute relatively small sums to the educational enterprise. It would, in short, be hardly surprising if in London we found more subscription schools than in any other part of the country.

And certainly, Dr Larcombe, in an early study of the capital's schools, concluded that

The outstanding feature of the charity school movement in London is... that (the schools) were founded and maintained by the subscriptions of large members (sic) of parishioners and well-wishers, rather by (sic) the benefactions of individuals...

1

Moreover, as Miss Jones has remarked, the existence of such a large middle class population in London tended to make it easy to secure new subscriptions when the old ones dropped off.

All the other counties which have been investigated by educational historians were very much less urbanised than Kent and London at the beginning of the eighteenth century, and some remained so throughout. We would expect, therefore, far fewer subscription schools within their bounds, and those that did exist to be predominantly urban-based.

Oxfordshire, for instance, is described by Mr Boden as 'an essentially agricultural district'<sup>2</sup>. Though the county possessed fifteen

---

1 Larcombe, thesis, 2, pp.1-2

2 Boden, thesis, p.1

market towns, only a handful were considerable: Banbury, Witney, Bicester, Chipping Norton and Oxford itself, where 'the presence of a large university brought trade to the County's economy which otherwise would have remained purely agrarian'<sup>1</sup>. All five subscription schools on the ground in this county during the first quarter of the eighteenth century, namely, the Blue Coat School at Banbury (est.1705), a school at Bicester and three schools - the Grey Coat and two Blue Coat Schools - at Oxford (est.1708) were, therefore, situated in towns of some substance.

Cheshire, though a slightly larger county than Oxfordshire, had fewer market towns. Most of the land was devoted to farming. Indeed, salt and cheese were almost the county's only products until the end of the eighteenth century, there being very little industry or trade. Chester was the most commercial centre with its port and numerous waggons. We would thus expect rather fewer subscription schools than in Oxfordshire, but one almost certainly to have been located in the county town. Dr Robson has shown, after some careful analysis, how although four schools were founded or maintained by subscription before the Restoration, and a number of such schools came to be established later in the eighteenth century, only Chester possessed schools of the type recommended by the S.P.C.K. for the education of poor children: a Blue Coat School for Boys, and another for Girls,

---

<sup>1</sup> Boden, thesis, p.4

supported from the 'solicitations' of Bishop Stratford and his wife.

Leicestershire also contained subscription schools proportional in number to its degree of urbanisation. Its position at the end of the seventeenth century was one of a county whose hosiery industry was in its infancy and whose boot and shoe trade was a mere embryo. Only one family in every six lived in a town, and even Leicester itself had a mere five thousand inhabitants. In her analysis, which excludes the county town, Mrs Simon has indicated that the only rapidly expanding centre was Ashby-de-la-Zouch, which was profiting from the development of the surrounding coalmining villages; and it was here that the only subscription school run on lines recommended by the S.P.C.K. was established during the early years of the eighteenth century.

Staffordshire, on the other hand, does not at first sight conform to expectation. By 1665, there were large centres of population at Wolverhampton (5,000+), Walsall (c.3,800), Lichfield, Uttoxeter (3,400 each) and Stone (c.2,800), and a number of other settlements containing over 1,500 inhabitants. Yet, the only subscription school to be established before the mid eighteenth century was at relatively insignificant Penkridge (est.1693-95). The picture is modified, however, by the fact that although the initial endowment of the Blue Coat School at Wolverhampton derived from legacies, it came in time to be financed partly by subscriptions also.

When rural subscription schools were founded, we might suspect that, as at Mainstone, Silvington and Clunbury in Shropshire, they were unable to survive for long due to the lack of sustained middle class support. And indeed, there is some evidence from Leicestershire of rural schools 'subscribed' to by the incumbent and one or two gentlemen, collapsing on the deaths of the individuals concerned. There had been a 'charity school' supported by a gentleman, the rector and some others in the parish, reported the incumbent of Narborough in 1718, but the gentleman who paid the schoolmaster having died, there 'hath never since been any encouragement for a master'<sup>1</sup>. Mr Boden, too, has commented on how 'the country school [in Oxfordshire] so much depended on whether the landlord was resident or not', and how it 'could quickly fail with a change of incumbent'<sup>2</sup>.

In Shropshire, though there was a marked increase in population during the period under study, it was not a uniform one, but concentrated in the east of the county, growth being particularly evident here during the last quarter of the eighteenth century. By the beginning of the next century, indeed, 17% of the county's population lived on the Shropshire

---

1 Simon, art. cit. p.77n.

2 Boden, thesis, pp.70-71

coalfield. A further 25% lived in Shrewsbury and the other market towns.

It was in these areas that attempts were made to expand the number of schools, though the principal form which such endeavours took was the building not of day schools but of Sunday schools.

In Kent, too, the increase in population had scarcely been the same in all parts. The Weald, well-endowed with schools in 1660, entered upon a period of stagnation with the decline of the clothing trade, and saw very few fresh educational foundations in the following century and a half. In contrast, the north-west dockyard towns underwent considerable expansion; and it was here that, after 1660, a particularly large number of (non-classical) schools were established.

Other counties, also, experienced a redistribution of population (though this often took place rather later than in Kent above), and it is of interest to see whether in the areas of fastest growth there, too, we witness the most effort to provide schools.

In Cheshire, it was the population of Macclesfield Hundred which underwent an especially marked increase with the development of the factory system. Dr Robson's work largely confirms our suspicions that it was in this area that new schools for the poorer classes were founded to meet the needs of the industrial populations of Macclesfield and Stockport: '... those parish schools established before 1700 predominated in the older areas of

population and prosperity', he writes. However,

when the eighteenth century foundations are considered there is a considerable increase in the number of the parish schools founded in Macclesfield Deanery... Nowhere else in the County was there such an extension of charity in education,

1

In Leicestershire during the late seventeenth century, this 'shift of emphasis' was away from the rich agricultural east, to the north-west. Here, new industries began to develop, especially framework knitting in the villages, resulting in the rapid expansion of their population. We might reckon, therefore, that there would be an unprecedented level of educational activity in this region. And this, indeed, would seem to have been the case. Mrs Simon has concluded that 'By 1740 most of the larger parishes in the industrialized northwest of the county had some endowment for education...' Interestingly, however, for it bears out the findings for both Shropshire and Kent, she goes on to note how 'what was done fell far short of meeting the needs', though she provides no statistics to back up this assertion<sup>2</sup>.

Similarly, though the population of Shropshire's neighbouring county, Staffordshire, almost doubled during the eighteenth century, to reach nearly a quarter of a million at its close, some places experienced

---

1 Robson, op. cit. p.161

2 Simon, art. cit. p.88

increases far in excess of the county average, so that by 1800 the greatest concentration of people was to be found in the more industrialised areas of the North and South Staffordshire coalfields. It is significant that whereas 'the distribution of non-classical endowed schools revealed no specific pattern in the first half of the eighteenth century, depending, as it did, upon individual philanthropists'<sup>1</sup>, there was a tendency, as the century progressed, for particularly generous educational bequests to be made in the growing industrial areas, e.g. at Tipton, Rowley Regis and Newcastle. However, the rapid increase in population in these parts 'outstripped the available schooling' and 'could do little to alter the situation'<sup>2</sup>. How closely these findings echo those of Mrs Simon's for Leicestershire.

In so far as the ability of these schools to cater for the number of children in the community is concerned, the urban parishes of Shropshire (with the exception of those few situated on the coalfield) being comparatively small on a national scale, were able to make the kind of provision which was impressive both in relative and in absolute terms, with figures of or approaching 100% being recorded in many instances

---

1 Gomez, thesis, p.385

2 Ibid. p.386



in 1833. In strict contrast, the towns of Kent had generally coped much less well to provide for the vast increases in population which had occurred within their bounds<sup>1</sup>. Normally, indeed, rates of the order of a mere 5% were commonplace in 1811<sup>2</sup>, and the situation was scarcely any better on the eve of government intervention.

From our investigation of Shropshire, it was found that only in the more sluggish countryside were there sometimes still no schools in 1833; but that where schools had been established during the course of the period, they were able to make remarkably good and relatively sustained provision for poor children.

In the Kent countryside, too, schools were either simply not established; or, in those parishes where they already existed or came to be established, could make extremely impressive provision<sup>3</sup>.

Most of the other counties, however, differed from Shropshire and Kent in an important respect, namely, that it was not until about 1760 that they began to enclose their land, whereas even by 1675 less than one fifth of Shropshire was still open field, as compared to 60 or 70% in other Midland counties.

---

1 The population of Greenwich, for instance, had risen from c.5,000 in the late seventeenth century, to almost three times this figure by 1801; and that of Deal even more spectacularly, from perhaps 1,000 to well over 5,000 during the same period.

2 Hume, thesis, p.37

3 Ibid. p.36

Kent, save a few great fields in the east, was largely enclosed as early as 1660. It is widely accepted that enclosure affected the poor especially acutely, relying as they did on the right to graze on common land; and was responsible for their drift into the towns in order to find work. This, therefore, suggests that vis a vis both Shropshire and Kent, there would have been in these counties a sudden reduction in the numbers of poor children of school age living in their rural parishes. Assuming the number of places available did not fall in existing schools, this would have led to an increase in provision. This said, however, with fewer children to cater for, one would perhaps expect a tendency for no new school to be established when none existed already in the parish. Our investigators remain disappointingly silent on this issue, Mr Gomez alone commenting that, in rural areas, provision was 'unlikely to have shown much change'<sup>1</sup>.

One might reasonably assume that, as a rule of thumb, the further one travelled away from the metropolis, so the influence of the S.P.C.K. is likely to have decreased; and that in those counties in which the various forms of internal communication were poor, the Society's influence is likely to have been still weaker.

---

1. Gomez, thesis, p.386

As measured in terms of the extent to which the subscription idea took effect in Shropshire, schools financed on this basis seem to have accounted for at most a mere 6% of all schools (ten of perhaps 163) with places for the poor in the period under study. How does this compare with elsewhere?

The nearest of our sample counties to the Society's London headquarters is Kent, where subscription schools may have constituted about one quarter of all schools with places for the poor during these years. Once we look beyond the subscription ideal, in the case of two of the three Kent schools included in the London section of the S.P.C.K.'s Accounts - the Stanhope School at Deptford and the Blue Coat School at Greenwich - there is evidence not only of correspondence with the Society, but of some sort of intervention by this body: curricular in the first instance; in the second, possibly monetary<sup>1</sup>.

In Oxfordshire, too, lying a matter of forty-seven miles distant from London, we might expect the influence of the metropolis also to have been strong, particularly as the Thames provided so good a link with it.

Mr Boden provides no summary remark on this subject, but he does cite an example of a Finsbury man, John Holloway, insisting in his bequest for Witney in 1723, that the poor boys admitted to his foundation were to be

---

1 Hume, thesis, p.56; p.68n.1; p.58n.2

clothed 'after the manner of the Blue coat hospital boys in London...'<sup>1</sup> .

The other counties are very much more removed from London. One of the more distant, Cheshire, had no weekly newspaper until 1730, a very different story from London which had as many as twenty weeklies by 1712<sup>2</sup> .

The newspaper being an obvious channel for the transmission of ideas on education and information on what had been realised, it occurs that the flow of news in this county might have been very limited during the period when the S.P.C.K. was on the educational scene. Whether due to these factors or not, Dr Robson's work has shown that the most numerous schools in Cheshire up until the Society's last county table of 1724 were, in reality, parish schools which had no connection with this organization.

A more concise evaluation of the Society's impact in Staffordshire is provided by Mr Gomez:

... the influence of the S.P.C.K. seems to have been very limited in Staffordshire. The letter files of the Society reveal only a small number of corresponding members in the county. Of the schools actually affiliated to the S.P.C.K., a considerable proportion pre-dated the establishment of that organisation

3

The point is made, however, that its indirect influence is likely to have been much greater.

---

1 Boden, thesis, p.64

2 Kent's weekly, The Kentish Gazette, appeared first in 1726

3 Gomez, thesis, pp.385-86

Mr Wood's assessment of the role of the Society in Lancashire is, likewise, a balanced one. Though he displays great dissatisfaction in the fact that the Society's Accounts record so few schools in the county, compared to neighbouring Yorkshire, and acknowledges also how even these included schools which 'were not charity schools within the meaning that the Society attached to this description'<sup>1</sup>, he argues, nevertheless, that '... the number of schools recorded does not do justice to the influence it had in the County'<sup>2</sup>, stressing that schools outside the organisation still implemented 'educational incentives suggested by the Society'<sup>3</sup>.

The quite voluminous correspondence between the S.P.C.K. and

Leicestershire is, therefore, on the face of it, a little surprising.

However, the county, as Mrs Simon has pointed out, had the advantage of falling within the diocese of Lincoln, and it so happened that at this period successive bishops - Wake (1705-16) and Gibson (1716-23) - were keenly interested in the cause of education. The consequent flow of information was so great that the province became 'the star example outside London'<sup>4</sup>. The Account of 1713 recorded twenty-eight 'charity

1 Wood, thesis, p.55

2 Ibid. p.222

3 Ibid. p.133

4 Simon, art. cit. p.66

schools' in Leicestershire (excluding those in Leicester itself), which compared very favourably to Shropshire's nine. The presence of diligent individuals could thus upset a too-simplistic notion of progressively deteriorating information with increasing distance from the capital. Yet, when an examination is made of the Society's effect on, as opposed to its communication with, interested parties in the localities, the result, as elsewhere, is rather less impressive. Bearing in mind that the S.P.C.K. sought to develop education according to High Church principles, then, in Leicestershire, Mrs Simon's assessment is that

it appears to have made only a slight and temporary impact... The inadequacy or quiescence of the majority of the clergy, an apparent disinterest among most of the gentry, and the prevalence of dissent all seem to have been barriers.

1

## II

The nature of Shropshire society also had an important effect in determining the type of education made available. Relationships were found to exist between the commercial and manufacturing activities engaged in by the various parishes and the nature of the curriculum in their schools; and between the occupations of the principal inhabitants and the

---

1 Simon, art. cit. p.88

destination of the various ranks of children. Again, an acquaintance with the particular social and occupational structures of other counties might lead us to predict certain educational characteristics.

For Shropshire, we have noted in the period as a whole, that arithmetic was more likely to be featured in the curriculum of urban than of rural schools; whereas those more humble concerns offering reading alone were nearly always found in rural parishes.

In the more urbanised county of Kent, however, a considerably greater proportion of urban than of rural schools had arithmetic in their curriculum (57% as compared with 32%) at this time<sup>1</sup>.

The increasingly significant part played by trade and industry in the economy of several of the other counties suggests the importance likely to have been attached there, also, to instructing the boys in how to cast accounts.

Though, unfortunately, no particular figures are available for London, Mr Gomez has computed how in rapidly-industrialising Staffordshire, where arithmetic had an obvious vocational value, the proportion of those schools teaching all 3 'Rs' increased from 27% between 1701 and 1730, to 55% between 1781 and 1800<sup>2</sup>.

---

1 Hume, thesis, p.152  
2 Gomez, thesis, p.339

London's pre-eminence as an international port would seem to make it especially likely that navigation would have been introduced into the curriculum of its schools. And indeed, the demand for ships' boys was responded to by a group of London 'charity school' managers from the first. The most promising boys in the schools of Farringdon Ward Within, St Dunstan's in the West, and St Andrew's, Holborn, were sent on three days of the week to Neale's Mathematical School in Hatton Garden, to receive instruction in the art of navigation<sup>1</sup> .

Outside London, navigation was introduced into the curriculum of schools along the Thames Estuary, such as the Boreman School at Greenwich; it was also available as a reward for a few of the senior children at the Dover Charity School in the closing years of the eighteenth century<sup>2</sup> .

Vocational skills were also taught at Chester, a city which during the same century was attempting to restore its position of importance as an entrepot, in the face of growing competition from Liverpool. In 1778, the thirty boys attending its Blue Coat School were instructed in English, writing, arithmetic and navigation. Nearby, at Christleton, the boys were taught mensuration, gauging and navigation,

---

1 Jones, op. cit. p.82

2 Hume, thesis, p.153



skills, as Dr Robson affirms, which were 'useful for boys who might enter commerce or go to sea from the port of Chester or the packet stations in the Wirral...'<sup>1</sup>. The Blue Cap School in Nantwich, in the same county, trained some of its poor boys in shoemaking, which was an important local industry<sup>2</sup>.

The reliance of the economy of Oxfordshire on the manufacture of textiles led to work of this sort finding its way into the curricula of the county's schools. At the Bicester Blue Coat School an attempt was made, albeit short-lived, to set the children to spin jersey. In many of the other schools in this county lace-making was undertaken by the girls<sup>3</sup>.

Finally, we might hypothesise that there would be some difference in kind between the destinations of those leaving 'charity schools' in London - a stronghold of clerks and professional men - and those leaving such schools in Shropshire and elsewhere. There is, however, no particular evidence to confirm this in so far as the towns are concerned. A comparison, for instance, of those trades to which boys leaving the University Charity School in Oxford (1709-12) were apprenticed<sup>4</sup>, with the first forty occupations the trustees of the St Andrew's School, Holborn, chose for its

---

1 Robson, *op. cit.* p.38. Though Mr Wood gives no indication that navigation was taught at the Liverpool Blue Coat School, the boys are known to have picked oakum and also to have drawn and knotted yarns.

2 Ibid. p.39

3 Boden, thesis, p.63

4 Ibid. Appx I, p.82

boys<sup>1</sup>, and those to which Shrewsbury's Millington boys were bound out during the mid to late eighteenth century, reveals, surprisingly, no discrepancy between the number of clerical occupations taken up (negligible in each case); the most popular trades in all three instances being joiner-carpenters and shoemakers. Similarly, an analysis of 126 destinations of boys leaving York's Blue Coat School, 1770-80<sup>2</sup>, indicates how the largest single employment for the boys was found in husbandry (22%) and in the combined craft trades (39%), with only one boy penetrating the clerical ranks, and even he being apprenticed to a humble attorney. In another, though smaller, urban maritime community, Great Yarmouth, an almost identical proportion of boys (40%) leaving the Children's Hospital, 1682-1732, were placed out to sea activities as were originally drawn from seagoing families: the sons of mariners being overwhelmingly put out to mariners; and those of seamen either to seamen or mariners. Additionally, mariner masters were found for sons of labourers, blacksmiths and shoemakers<sup>3</sup>. Surprisingly, there was no consistency at all here in the levels of literacy attained by the children (most of whom entered unable to read at all), and the type of employment subsequently taken up. Of four boys put out to mariners in the opening years of the eighteenth century, for

---

1 Larcombe, thesis, 4, pp.28-29  
 2 Univ. of York, The Borthwick Institute of Historical Research B.C.S.6, Minutes of monthly committee meetings, Blue Coat School, York, 1770-80  
 3 Norfolk Record Office Y/L3/13, 'The Register Children's Hospital...'

instance, one simply 'Read in his Testament'; another 'reads in his Bible : & in writing makes Letters'; a third 'Reads verry well in Bible & Writes'; whilst a fourth 'reads in his Bible : & cyphers in Addition'. An equally contrasting range of abilities is evident amongst the boys apprenticed to shoemakers. One boy 'reads well in Bible, Writes, & Cyphers very well to ye Rule of Three'; whilst another merely 'Read very well in ye Testament'. It appears that as soon as a place became available, the oldest boys would be 'sent out'; this would explain why so many of those placed with the numerous population of common seamen and mariners were in the school for little more than a year. Indeed, the priority of the trustees, all members of the Corporation, seems to have been to ease the town, without discrimination, from 'the heavy charge' of maintaining poor children in this thriving seafaring community, where shore employment was at a premium<sup>1</sup>.

For schools in other urban parishes where apprenticeship indentures survive, e.g. the 'Free School' at Wilton, Wiltshire (est.1714), the children admitted, in this case a full half of whom were sons of weavers, were bound out to weavers or (less commonly) to shoemakers. In 60% of cases, however, the trustees bound out children to their own fathers, and even in one instance to a widowed mother whose trade is cited

---

1 C.C.R. 26 (1833) p.339

as a blacksmith - so doing nothing to promote upward social mobility, and, it would seem, employing the wealth of the charity simply as a form of poor relief<sup>1</sup>.

In rural parishes generally, where there was less scope for upward social mobility, this was still more likely to hold true. Indeed, apprenticeship indentures for the hospital school at Drax, outside York, which survive from 1734 onwards, demonstrate a greater number of lateral rather than upward moves by the children at the end of their schooling, namely from agriculture into the trades<sup>2</sup>. Although for children leaving William Saunders's Charity School in the Berkshire parish of Chaddleworth, 1737-79, there might have been some social betterment, it was of a fairly limited extent, with the most significant recorded rise being the apprenticeship of a labourer's son to a tailor<sup>3</sup>. From an analysis of the records of the 'charity school' at Newton-with-Scales in Lancashire, Mr Wood has likewise found no great disparity between those trades to which children leaving the school were apprenticed, and the class of family from which they were initially drawn<sup>4</sup>. That, as the century passed, and the less necessitous poor came to be educated in these schools, the children were not sometimes put out to more superior trades is, however, less certain.

1 Wiltshire Record Office 1242/51; 52 (part). Indeed, a mere ten of the ninety-one Wilton children leaving between 1735 and 1780 gained any sort of advancement as a result of their education.

2 Univ. of York, The Borthwick Institute of Historical Research DCS 4/14

3 Berkshire Record Office D/P 32 25/96/1, bdlc, 13 indentures, 1737-79

4 Wood, thesis, pp.149-50

## III

Religion has been demonstrated as a third variable affecting educational development, albeit, in Shropshire, one of rather mixed importance. In terms of increasing the pace of educational provision during the opening and closing years of the eighteenth century and at the beginning of the next, the influence of the Established Church seems to have been critical; but its over all strength in shaping the curriculum in Shropshire, and more particularly in introducing the High Church Catechism into the county's schools, seems to have been very much weaker. Early dissent being so slight in the county, nonconformists too appear barely to have made an impression in the endowing and building of schools before the end of the eighteenth century. An assessment of the strength of nonconformity in other counties will tend, also, to suggest certain educational features.

In Kent, a relationship indeed existed between the prevalence of nonconformity in the Weald and in the larger towns, and the occasional foundation of schools by one or more nonconformists. More generally, many schools in these heavily dissenting areas seem to have neglected to instruct the children in the Catechism of the Church of England<sup>1</sup>.

Nonconformist pressures in the Staffordshire towns after 1660 were very strong; particularly was the presence of dissenters felt in the

---

1 Hume, thesis, pp.154-55

south of the county, though there were also well-established centres of nonconformity elsewhere. Mr Gomez has noted the great emphasis placed upon Bible-reading in the schools under the influence of dissenters at Lichfield, Newcastle, Penn and Meerbrook. From 1700 onwards, the S.P.C.K. was laying stress upon pupils learning the Catechism, and this requirement certainly appeared in the curricula of a number of Staffordshire schools, though, significantly, not in any of those parishes where nonconformity was strong. After the first visit of John Wesley to the county in 1738, the growth of Methodism made striking advances in her expanding industrial towns. The school founded at Burslem, perhaps not surprisingly, tended 'to modify the general assertion that religious instruction was the basis of the curriculum'<sup>1</sup>.

There were no such centres of nonconformity in adjacent Cheshire. Though the proportion of nonconformists may have been as great as it was in the country as a whole during these years (c.5%), their members were scattered, and no distinct nonconformist schools were founded: the children of dissenters either attended the parish school, where religious instruction was sometimes not specified; or else they shunned it<sup>2</sup>.

Exceptionally, where Roman Catholicism was relatively strong,

---

1 Gomez, thesis, p.173

2 Robson, op. cit. pp.163-64

as in Lancashire, schools might admit Roman Catholics, as did Kirkham Girls' Charity School (est.1760); whilst at Cockerham, in the same county, the master himself was of this persuasion in the early nineteenth century<sup>1</sup>.

These instances borne in mind, Mrs Johnson's statement that 'All [the] Derbyshire schools were in their curriculum conforming to the orders drawn up by the Society for the Propagation of Christian Knowledge'<sup>2</sup>, appears to be a little suspect, based as it no doubt is on a projection from a handful of schools for which the curricula are well documented.

In contrast to all the above counties, the incidence of nonconformity was much less extensive in London. Clark and Slack have written that

... the failure of the Revolution, the demoralization and fragmentation of the sects, and the growing importance in London after 1660 of the county grandees made the metropolis less influential as a centre of militant Puritanism. The resurgence of evangelical Christianity in the eighteenth century was primarily a provincial phenomenon.

3

It may, thus, not merely be coincidence that Dr Larcombe cited only one London school - the Coborn School at Bow - where the scholars were permitted to belong to any religious persuasion<sup>4</sup>.

---

1 Wood, thesis, p.48

2 M.Johnson Derbyshire Village Schools in the Nineteenth Century (1970) p.21

3 P.Clark and P.Slack op. cit. (1976) p.73

4 Larcombe, thesis, 4, p.2

There are other findings - some of which show certain similarities to Shropshire, others which go wholly against the Shropshire evidence - for which no particular advance expectations could be formed, and which some attempt will now be made to explain ex post facto. Issues will be considered in the order in which they were treated in the main body of this work.

Several of our investigators have commented on the pace of educational development in the counties they have studied. When these commentaries are put side by side, it can be seen that the profile which Mr Boden claims was typical of the country as a whole during the eighteenth century - namely, one characterised by an initial outburst in the first three decades, a slackening off in mid century, followed by something of a revival in the last few decades<sup>1</sup> - though generally true, is not entirely so. There is no disagreement in so far as in all the counties for which information is available, the existence of non-classical schools with places for the poor before 1699 is reported. The first point at variance between the counties is in which of these first three decades the number of educational

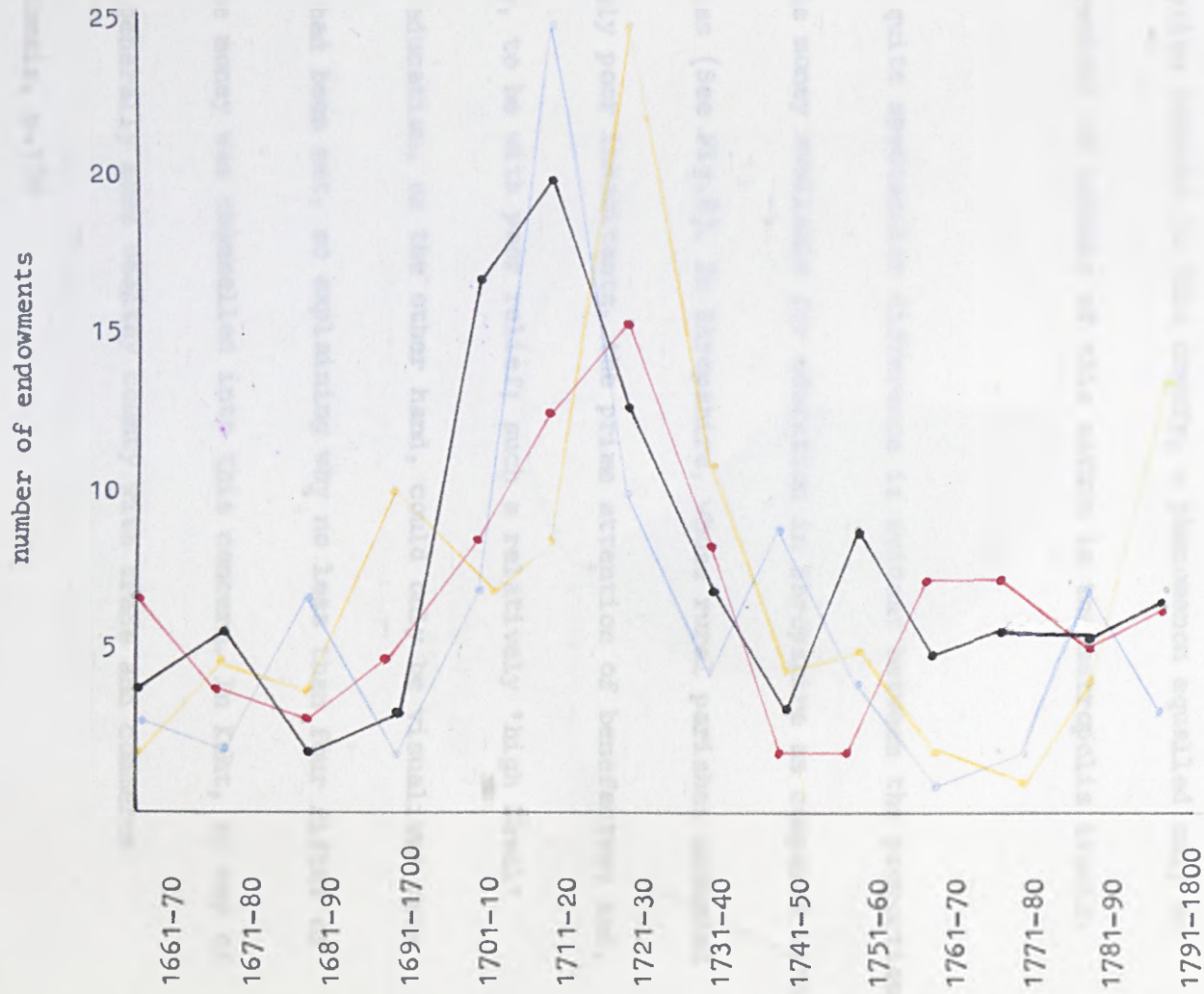
---

1 Boden, thesis, p.65



charities given by will was most prolific. Whereas Derbyshire and Kent peaked between 1711 and 1720, Shropshire and Staffordshire peaked afterwards, in between 1721 and 1730. Staffordshire was 'out of phase' with both of its neighbours at the end of the century, peaking once more between 1791 and 1800, whereas Derbyshire peaked during the previous decade and Shropshire during the decennials 1761-70 and 1771-80. The Kent trend, in contrast to all three, was much more uniform in the fifty years (1751-1800) which followed the initial fall off and recovery (See Fig.7). It emerges that the latter's early revival, a product perhaps both of the county's proximity to London and of its greater wealth, followed close behind that of the metropolis, where the (subscription) schools recorded by the S.P.C.K. reveal a slow but steady increase in number from as early as 1744. Interest in education in Leicestershire, on the other hand, failed to revive until the foundation of the National Society when, once again, contributions were forthcoming. Indeed, the years after 1780 had been virtually barren of endowments for parish schools in the county.

Extending our discussion to unendowed provision, can further support from counties other than Shropshire be found for Miss Jones's thesis that the subscription school made its appearance side by side with the endowed school? In Kent, the peak periods of growth in the



**Fig.7: Number of endowments by will to education in four counties, 1661-1800**

- Shropshire
- Kent
- Derbyshire
- Staffordshire

number of subscription and endowed schools, namely 1710-20 and 1780-90, were indeed coincident. However, Mr Gomez has certainly discovered no evidence that this was the case in Staffordshire. 'Infact', as he remarks in the course of his study,

if there was any relationship between the two types of school, it was of an inverse nature in that the subscription schools of Staffordshire tended to be set up when individual bequests were at their lowest level, that is between 1750 and 1780.

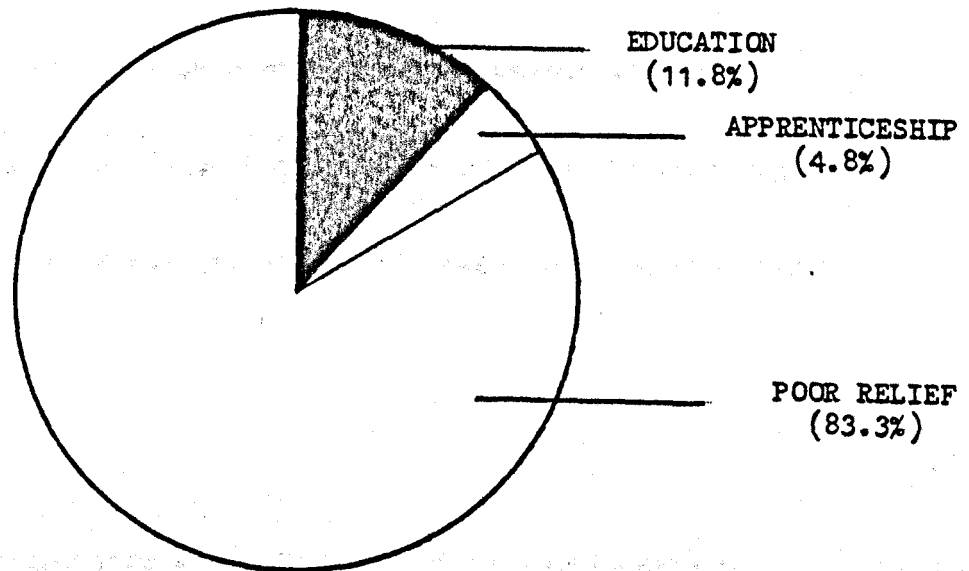
1

It is difficult to explain such an early resumption in the fortunes of the subscription schools in this county, a phenomenon equalled only by the speedy revival of schools of this nature in the metropolis itself.

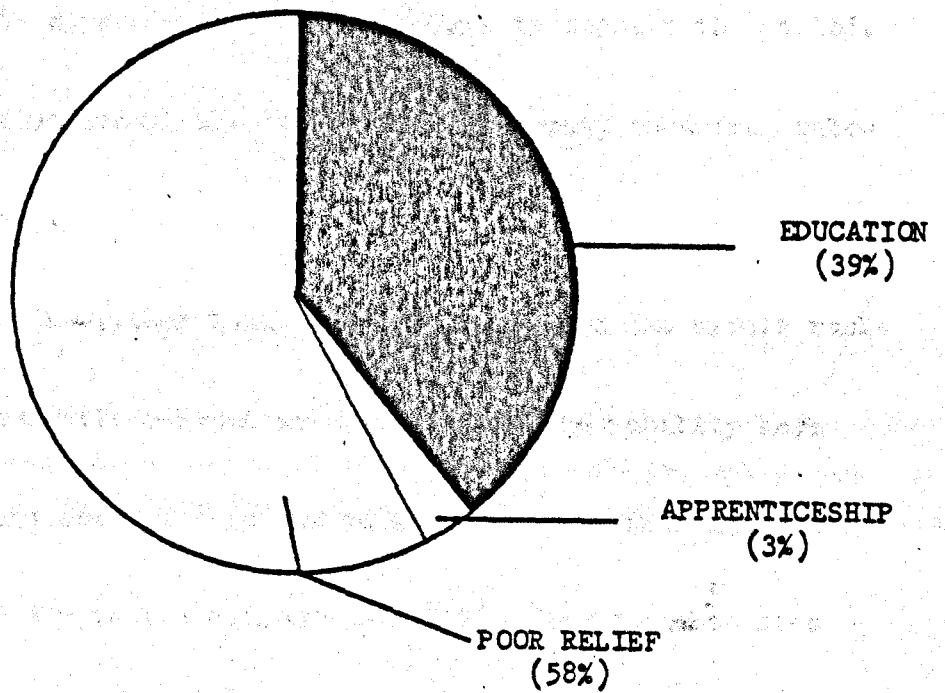
A quite spectacular difference is evident between the proportion of charitable money available for education in Shropshire as compared with other counties (See Fig.8). In Shropshire, whose rural parishes abounded in desperately poor inhabitants, the prime attention of benefactors had, of necessity, to be with poor relief; such a relatively 'high level' activity as education, on the other hand, could only be visualised once these needs had been met, so explaining why no less than four fifths of the available money was channelled into this concern. In Kent, by way of contrast, a generally more wealthy county with trade and commerce

---

1 Gomez, thesis, p.174



Shropshire



Kent<sup>1</sup>

**Fig.8: Proportions of charitable funds 'available' to various activities in Shropshire as compared with Kent, 1660 - 1786/88**

<sup>1</sup> Hume, thesis, p.26, rounded percentages throughout.

flourishing in its numerous towns into which poured a steady stream of London wealth, benefactors were able to think beyond the mere survival of their brethren. Conversely, given that more in Kent was spent on education (39% of that 'available'), less could be directed into poor relief.

The status of those who made these gifts bears certain resemblances, but again also displays certain contrasts to their counterparts in Shropshire. Here, as we have seen, the nobility, gentry and clergy donated in approximately equal numbers throughout the period. Moreover, very few educational benefactors to the county came from below the rank of the gentry.

In Kent, on the other hand, men and women from the middle ranks of society quite frequently endowed schools. Though the nobility here were found amongst the donors, this was to a relatively minor extent, and was confined largely to the period 1660-1725<sup>1</sup>. Mr Gomez has also observed how, during the eighteenth century, Staffordshire schools increasingly came to be endowed by people below the rank of gentry.

Dr Robson has confirmed much the same for Cheshire, too. 'In the main', he writes, 'support for more schools and more extensive education came

---

1 Hume, thesis, pp.75-76

from the middle classes and the country gentry', with the nobility only occasionally displaying any interest<sup>1</sup>. In both Staffordshire and Cheshire, women as well as men were concerned with the educational enterprise. In Oxfordshire, too, women played a 'significant part', providing over 40% of the total benefactions made towards education during the eighteenth century.

The appearance, in Leicestershire, of the local gentry amongst the donors after 1700, proved, however, to be a 'strikingly novel' phenomenon. Curiously, this goes against the Shropshire evidence, for here three gentlemen were prepared to lay out money in this direction before the end of the seventeenth century. In Kent, moreover, not only several gentlemen and gentlewomen, but also the more prosperous of the yeomen appeared amongst the donors to education before 1700<sup>2</sup>.

What part did the clergy play in the sphere of education in the country as a whole? Mrs Simon has stressed how the emergence of the ministry in Leicestershire was short-lived. At the very time when they became enriched both in status and in wealth through enclosure awards, they disappeared from the list of benefactors, failing to show up again until the early nineteenth century<sup>3</sup>. Shropshire, in contrast, a county

---

1 Robson, op. cit. p.17

2 Hume, thesis, pp.74-75; 76

3 Simon, art. cit. pp.90-91

already largely enclosed, witnessed the benefactions of no less than three clergymen - the Rev. Francis Southern (Much Wenlock, 1778), the Rev. Edward Rogers (Wentnor, 1788) and the Rev. John Mainwaring (Church Stretton, 1800) - in the last thirty years of the eighteenth century. In Kent, also enclosed, two clergymen endowed schools during this period<sup>1</sup>.

Moving inside the schools, many of those remarks made in connection with the teachers in Shropshire receive some corroboration from elsewhere, so suggesting that they might be of fairly general application. The failure of trustees rigorously to specify the teachers' necessary academic achievements, for instance, is borne out by Mrs Johnson in the introductory remarks to her study of village schools in nineteenth century Derbyshire. One was required to be merely 'an honest and sufficient school master'; another, 'an honest and learned man'; a third, an 'honest, learned and meet schoolmaster for that place and purpose'; and still another, 'honest, virtuous and sober'<sup>2</sup>. Even in London,

the necessary academic requirements were meagre, the maximum usually being, in addition to being able to teach reading, 'to be able to write a good hand and to understand well the grounds of arithmetick'; more often than not there is no reference to academic attainments...

3

1 Hume, thesis, p.223

2 Marion Johnson Derbyshire Village Schools in the Nineteenth Century (1970)

3 Larcombe, thesis, 5, pp.1 et seq.

For their labours, the Shropshire teachers appear to have done relatively rather poorly, with salaries paid to masters of the order of £10 p.a. being by no means atypical in some rural parishes as late as the early nineteenth century. In Lancashire, too, particularly low sums seem to have been paid. Mr Wood has asserted that 'the average income [of masters] in the early years of the century was about ten pounds per annum', with it only surpassing this at 'a few rare wealthy institutions'<sup>1</sup>. Kent teachers, on the other hand, appear to have earned more, on average, than most of their counterparts elsewhere, even once allowance has been made for the higher cost of living in that county. Here, the masters of the Chapel School at Tunbridge Wells and of the Harvey School at Folkestone might receive about £20 p.a.<sup>2</sup>. The salary at the larger of the London schools was still greater, usually about £30 p.a. in 1700<sup>3</sup>. Once account has been taken of the differing sizes of the institutions, the discrepancy remains. Whereas Dr Larcombe cited a figure of £1 per child per annum as typical in London, an average of 16s 2d per child per annum was paid the urban master in Kent, and 14s 7d per child per annum was paid to his rural counterpart. In Shropshire, where the rates for teaching were acknowledged to be especially 'cheap',

---

1 Wood, thesis, p.183

2 Hume, thesis, p.149

3 Larcombe, thesis, 5, p.18 et seq.



children might be educated for as little as 10s a head in some of the rural parishes<sup>1</sup>. Similarly, whereas a schoolmistress in London might on occasion be paid as much as £25 p.a., in no recorded instance do we have upwards of £20 and £10 being paid to her respective Kent and Shropshire equivalents (See Table 13).

With the possibility that salaries outside the metropolis were generally rather low, it is not perhaps unexpected that the practice of combining the office of schoolteacher with another calling was quite widespread. Mrs Simon gives an example of how at Thurcaston in Leicestershire, the master 'for his better encouragement', was permitted also to hold the post of parish clerk<sup>2</sup>. She has also pointed to instances of incumbents themselves teaching - men like John Muxloe at Congerstone in the early eighteenth century - quite in keeping, therefore, with what we found for Shropshire. Interestingly, in Kent, possibly as a result of the larger average stipends paid, this phenomenon is not apparent<sup>3</sup>. The supplementary work undertaken by schoolteachers might be so wide-ranging that, as in Shropshire, it could lead to charges of neglect being voiced. One of the masters at a school in Kirkland, Lancashire, took on not only

---

1 e.g. Barrow  
 2 Simon, art. cit. p.72  
 3 Hume, thesis, p.137

the parish clerkship, but also the onerous duties of justice's clerk; at Cockerham, in the same county, the offices of parish clerk, singing master, Sunday schoolteacher and day schoolmaster were vested in a single individual, who also did a little print cutting. It would seem difficult to avoid the conclusion that each extra duty undertaken was to the detriment of the scholars<sup>1</sup>.

It was noted how in the Shropshire countryside, there was a tendency for teachers to have enjoyed exceptionally long periods of office. In equally rural Cheshire, Dr Robson has also found schoolmasters holding their posts for a considerable number of years, with a period of twenty years in one position being by no means unusual; many, indeed, stayed much longer, as did Thomas Percival, schoolmaster at Rostherne for at least sixty-one years<sup>2</sup>. Though providing no details, the same author also corroborates for Cheshire, the many illustrations found for Shropshire of son succeeding father as schoolmaster. Indeed, 'certain families', he writes, 'provided a succession of schoolmasters for different parishes or even for the same school'<sup>3</sup>, much like the Jones's did at Mrs Harris's school in the Shropshire parish of Baschurch. In

---

1 Wood, thesis, p.151

2 Robson, op. cit. p.105

3 Ibid. p.107

Kent, the mastership of Mrs Alchorn's School at Yalding was passed down through three generations during the late eighteenth and early nineteenth century. Similarly, the Roan School at Greenwich in the same county was for long in the charge of the Herringham dynasty, a very old Greenwich family whose members held the mastership in succession from 1702 until 1785<sup>1</sup>.

The directed geographical and social backgrounds of the children from other counties also show some agreement with those from Shropshire. Mrs Johnson has confirmed how there was very often a residence clause in Derbyshire endowments, with the free schooling only being open to inhabitants of specified villages. In London, the scholars of the Margaret Leech's Charity School at Kensington (est.1799) were obliged to be 'parishioners of Kensington whose fathers or mothers, or grandfathers or grandmothers, had been for seven years successively housekeepers, or employed as servants therein...'<sup>2</sup>. At Clerkenwell, none were to be admitted 'without proving their settlement by one evidence at least, or else by the parents' oath'<sup>3</sup>. In Kent, too, paternalistic notions were so strong that it was usual for a school to admit only those children living within the parish boundary. Alexander Dence gave by will in 1568 tenements and lands in Cranbrook for teaching children of the 'same town

---

1 J.W.Kirby History of the Roan School and its founder (1929) p.56 et seq.

2 Larcombe, thesis, 4, p.1

3 Ibid., 4, p.1

and parish'. Likewise, the £30 p.a. given by Lady Margaret Boswell in 1675 and the residue of Lady Joanna Thornhill's estate, bequeathed in 1708, were to be employed in the teaching of children solely from the respective parishes of Sevenoaks and Wye. The county's subscription schools applied similar restrictions. At Deal, for instance, it was firmly laid down that 'no resident Subscriber shall be permitted to nominate a Child who is not an Inhabitant of this Parish'<sup>1</sup>. The trustees of the Deptford subscription school were only a little less resolute in their requirement 'that Children of Parishioners have the preference before any other Person'<sup>2</sup>. In this way, the interests of local children were clearly safeguarded.

Though, as in Shropshire, it seems to have been quite generally stipulated by founders that their schools were not intended for those on poor relief, unlike in Shropshire, specific income limits were also sometimes set. So far from securing the admission of only the most necessitous of the labouring poor, the high extent of these limits must have afforded access to all but children of the most wealthy parishioners.

The Enderby School in Leicestershire, endowed by Richard Smith, was open

---

1 'Regulations', X, enclosed in C.C.L. U3/67/25/4, Minutes of the Charity School, Deal, 1792-1813

2 'First Order Book', 27 Feb. 1715 (Addey and Stanhope School, Deptford)

to those with less than £100 in real estate; the augmentation given at Long Clawson in the same county was for the benefit of those with less than £60 in real estate, or £2,000 in personal estate<sup>1</sup>. Meanwhile, those eligible for a place in the 'free school' at Great Bourton in Oxfordshire (est. 1666) were simply to be 'children whose parents had not above £40 p.a.'<sup>2</sup>

Free clothing and apprenticeship, important if the genuinely poor were to be attracted, were by no means always provided. In Shropshire, we have noted how perhaps no more than 20% of schools with places for the poor supplied clothing, and how apprenticeship premiums were available in only about 16% of their total number. The respective figures for Kent are almost identical: 18% and 16%<sup>3</sup>. The situation in Staffordshire shows some similarity, Mr Gomez having observed that the subscription schools there 'hardly accorded with the function of providing "gratuitous instruction, clothing and apprenticeship fees for their pupils", as Miss Jones asserted'<sup>4</sup>. Indeed, in his finding that the Penkridge School was quite unique among the subscription schools in clothing its scholars, and of a sole bequest relating apprenticeship specifically to education, the picture that emerges is very much less favourable even than for

- 
- 1 Simon, art. cit. p.91n.
  - 2 Boden, thesis, p.50
  - 3 Hume, thesis, pp.187-88
  - 4 Gomez, thesis, p.174

Shropshire.

In strict contrast to Shropshire, Staffordshire and Kent, free clothing was a feature of 'almost all' the (generally much more wealthy) London schools<sup>1</sup>. In addition, the scholars in 'many' of the capital's schools which were founded before 1710 had the great advantage of an apprenticeship fee<sup>2</sup>. Moreover, there is some evidence that funds stretched further within the schools of the metropolis than they did in Shropshire. For instance, every boy who remained to the age of fourteen at St Andrew's School, Holborn, was entitled to such a fee as long as the employment he selected was acceptable to the trustees<sup>3</sup>.

That those who were receiving the benefit of the education and other facilities which some of the Shropshire schools had to offer came by the end of the century not to be those in most need, is amplified by a resolution made by the trustees of the St Andrew's Charity School, Holborn, in 1785:

That for the due observance of Uniformity no Boys admitted into the school shall be permitted to wear Frills or Chitterlings on their Shirts, or to have their Hair tied behind. Neither shall the Girls wear any Lace Edging or worked Borders on their Caps or Bands; nor on any occasion have their Hair Powdered; And no Boy or Girl shall wear any other Clothing but such as is allowed by the Trustees of this Charity.

4

1 Larcombe, thesis, 4, p.2

2 Ibid., 4, p.27

3 Ibid., 4, pp.28-29. With this incentive, most scholars appear to have stayed their time out.

4 Ibid., 4, p.18

The children here were, clearly, of a very much higher social class than that for which such schools were originally intended. The extent to which the relatively well endowed urban charity school became more generally the preserve of the less than poor, is a theme which I feel deserves some close attention by future investigators.

## v

To what extent then, in summary, was Shropshire typical, to what extent unique in the way its children were schooled in the period between the Restoration and the first Treasury grant?

In a number of respects, the county conformed to what appears to be the emerging national trend. It already possessed schools which catered for its poor prior to the foundation of the S.P.C.K. at the end of the seventeenth century; and throughout the century that was to follow made some attempt to establish new schools in the fastest growing centres of population. Typically, the teachers employed in these schools were likely, as elsewhere, to have been of a low academic calibre, and, in a number of cases, to have enjoyed quite long periods of office. The children they taught, when poor, also seem to have been taken in from the ranks of the 'secondary', rather than the indigent poor, and appear

not, for the most part, to have significantly bettered their social position on leaving.

In contrast, there were respects in which Shropshire departed from any clear national trend. Whilst, for instance, the general pattern of educational endowment during the eighteenth century was - London apart - similar to elsewhere, the early century peak years of endowment were not coincident with those for many other counties, whereas those characteristic of the late century were, in the case of Shropshire, spread out more widely than for elsewhere. In Shropshire, with its relatively slight middle class, the nobility were unusually prominent in providing these endowments; very few benefactors indeed originated from below the rank of gentry. The exact substance of the curriculum operative in each school, whether founded by endowment or otherwise, was a product of quite local demand for skills and, from the late eighteenth century onwards, the incidence of religious nonconformity in the immediate area in which it was situated. Their formal education over, the degree to which its schools were able to make further provision for their children also showed certain contrasts with the situation in the other counties.

On balance, the importance of the county, or regional, survey becomes very evident. This is primarily because studies of this nature are able to add the kind of depth and detail which those all too numerous



text book accounts necessarily lack in their concern to cover each successive piece of national legislation in the educational sphere.

Perhaps more importantly, they can also provide healthy contrast with an established general picture too simple by far to fit the very intricate local situation. Indeed, though the picture in none of the above counties is unique, in no two is it so similar as to make them unworthy of individual attention. Since the archive sources of the Societies and the Reports of the Charity Commissioners are both inadequate by themselves, it is necessary to turn to a whole variety of local sources in order to determine the extent to which educational theory was translated into everyday practice. Further investigation - which includes a quantitative as well as the traditional qualitative facet - is required on other regions in order that a meaningful synthesis can eventually be prepared, based not on extrapolation but on more rigorous inductive techniques.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

**APPENDICES**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

## APPENDIX A FOUNDATION DATES OF INDIVIDUAL DAY SCHOOLS IN FIG.1, 1660 - 1833

1	1663	High Ercall	Thomas Leeke's school
2	1667/8	Wroxeter, Eyton	Oswald Smith
3	1668	Worthen	Henry Dyos
4	1668	Grinshill	John Price
5	1668	Wrockwardine	John Poole
6	1670	Acton Burnell	William Harris
7	1670	Wenlock	Richard Crowther
8	1674/5	Onibury	Nathaniel Worthington
9	1675	Stanton Lacy	Thomas Bache
10	1675	Pontesbury	David Davies
11	1675	Westbury	William Bromley
12	1676	Cardington	William Pool
13	1676	Stretton	Robert Taylor
14	1676/7	Chirbury	Rev. Mr Edward Lewis's school
15	1679	Shipton	Philip Davies
16	1680	Ellesmere	John Higginson
17	1680	Hinstock	William Bathoe
18	1681	Higley	John Burton
19	1681	Ludford	Joshua Elmhurst
20	1684	Halesowen	William Smith's 'Free School'
21	1686	Cleobury Mortimer	Edward Urwick
22	1689	Wolstaston	Daniel Hatt
23	1692	Chelmarsh	Thomas Thomason
24	1693	Harley	Mossenden Carter
25	1693	Mucklestone	William Pearce
26	1695	Shawbury	Tho. Williams
27	1695	Albrighton	Hen. Yemans
28	1695	Norton	Thomas Orpe
29	1700	Stapleton	Jeremiah Bromley
30	1700	Stockton	Thomas Thomason ( <u>supra</u> , 23)
31	1702	Dawley Magna	William Bankes
32	1702	Longnor	John Robins
33	1702	Cheswardine	Saml Renshaw
34	1703	Clungunford	Evan Evans
35	1704	Shrewsbury	S.P.C.K. <u>Ac.</u> 1704
36	1704	Worfield	Theophilus Barney
37	1706	Prees	William Dod
38	1709	Shrewsbury	S.P.C.K. <u>Ac.</u> 1709
39	1709	Middle	Hugh Dale
40	1710	Shrewsbury	S.P.C.K. <u>Ac.</u> 1710
41	1711	Ludlow	S.P.C.K. <u>A.L.B.</u> v.3 2935
42	1711	Mainstone	S.P.C.K. <u>Ac.</u> 1711
43	1711	Oswestry	S.P.C.K. <u>Ac.</u> 1711
44	1711	Shrewsbury, Holy X	S.P.C.K. <u>Ac.</u> 1711
45	1712	Mainstone	S.P.C.K. <u>Ac.</u> 1712
46	1712	Norton	S.P.C.K. <u>Ac.</u> 1712
47	1712	Oswestry	S.P.C.K. <u>Ac.</u> 1712
48	1713	Loppington	Joseph Longworth
49	1715	Bishop's Castle	S.P.C.K. <u>Ac.</u> 1715
50	1715	Sutton Maddock	John Wynne
51	1716	Culmington	S.P.C.K. <u>A.L.B.</u> v.6 4774
52	1717	Shifnal	Beatrice Jobber's school
53	1717	Wem	S.P.C.K. <u>Ac.</u> 1717
54	1718	Farlow, Silvington	S.P.C.K. <u>Ac.</u> 1718
55	1718	Silvington	S.P.C.K. <u>Ac.</u> 1718
56	1721	Newtown, Baschurch	Eleanor Harris's school
57	1723	Cardington	William Hall's school
58	1723	Cressage, Cound	William Roden

59	1725	Tong	Duke of Kingston's school
60	1727	Worfield	S.P.C.K. A.L.B. v.14 9304
61	1728	Bishop's Castle	Captain Edmund Waring's school
62	1729	Bridgnorth	S.P.C.K. A.L.B. v.15 10514
63	1733	Upton Magna	Richard Humphries
64	1735	Stockton	Mr Hartshorn's school
65	1736	Westbury	Rev. Mr John Earle's school
66	1738	Prees	Hon. Katherine Kerr
67	1740	Cleobury Mortimer	Sir Lacon William Childe's school
68	1748	Shrewsbury, St Chad	James Millington's school
69	1753	Great Ness	School on site of old chapel
70	1772	Newport	Mrs Warren's and Miss Hurd's boarding school
71	1773	Shrewsbury	W.Richardson's school
72	1774	Dorrington, Condover	Eliz. Hayne's school
73	1774	Shrewsbury	Mrs Harris's school
74	1776	Ludlow	Misses Jordens' school
75	1777	Shrewsbury	Mr Saxton Allen's school
76	1778	Shrewsbury	Mr Burney's school
77	1779	Newport	Mrs Short's school
78	1779	Church Stretton	Sir Rowland Hayward etc.'s school
79	1779	Shrewsbury	Ann Brookes's school
80	1779	Oswestry	Rev. Mr Williams's boarding school
81	1782	Shrewsbury	Mrs Barrow's school
82	1784	Wem	Rev. Mr John Houghton's school
83	1785	Broseley	Mr Goolden's school
84	1785	Madeley Wood	Wesleyan school
85	1786	Wem	Mrs Nicholls's and Mrs Swanwick's school
86	1786	Ludlow	J.Hoggins's school
87	1787	Wrockwardine	Mrs Pugh's school
88	1787	Oswestry	Mr and Mrs Griffiths' school
89	1787	Shrewsbury	Mr and Mrs Wigley's school
90	1787	Hadnall, Middle	Dame Mary Hill's school
91	1788	Chirbury	Rev. Mr C.Williams's school
92	1788	Shrewsbury	Mr Benoist's school
93	1788	Yockleton	John Meredith's school
94	1789	Shrewsbury	J.B.Pritchard's school
95	1789	Bridgnorth	Mrs Haslewood's school
96	1790	Ryton, Condover	Richard Humphries's school
97	1790	Shrewsbury	George Bagley's school
98	1790	High Ercall	Miss Mottram's and Mrs Boycott's school
99	1791	Shrewsbury	T.Cross's school
100	1791	Shrewsbury	D.Parkes's school
101	1791	Berrington	T.Wigley's school
102	1792	Shrewsbury	G.C.Reynolds's school
103	1793	Shrewsbury	Miss Clayton's school
104	1793	Edgmond	Rev. Mr Richard Fry's school
105	1793	Much Wenlock	Rev. Mr E.Edwards's school
106	1793	Shrewsbury	Mrs Cooper's school
107	1794	Shrewsbury, St Mary	M.Hill's school
108	1794	Shrewsbury, St Mary	Rev. Mr T.D.Tinklar's school
109	1795	Leighton	Rev. Mr Henry Crump's school
110	1796	Westbury	Rev. Mr David Williams's school
111	1796	Shrewsbury	Mr Parkin's school
112	1796	Shrewsbury	Raven Street 'Academy'
113	1796	Drayton	M.Corden's school
114	1796	Claverley	Rev. Mr R.Thursfield's school
115	1796	Shrewsbury	M. Lafeuillade's school
116	1797	Church Stretton	Mrs Johnson's school
117	1798	Shrewsbury	Eliza and Jane Pritchard's school
118	1798	Ludlow	Mrs Hurst's school
119	1799	Shrewsbury	M.Leech's school
120	1799	Shrewsbury	Mrs Delvigne's school
121	1800	Shrewsbury, St Chad	Allatt's school

122	1800	Shrewsbury	W.Castieau's school
123	1800	Shrewsbury	Mr Reynolds's school
124	1801	Donington	Prudence Cope's school
125	1801	Shrewsbury	Miss E.Puttrell's school
126	1801	Shrewsbury, St Chad	William Slade's private school, Millington's Hospital
127	1801	Ludlow	Mr Preene's school
128	1801	Oswestry	Mrs Davies's school
129	1802	Albrighton	Rev. Mr Thomas Lloyd's school
130	1803	Baschurch	Mrs Cureton's school
131	1803	Chirbury	Mrs Smith's school
132	1803	Shrewsbury	Miss Sadler's school
133	1803	West Felton	Rev. Mr John Roberts's school
134	1803	Bishop's Castle	B.L. Add. MS 21,018 f.72r.
135	1805	Burford	P.R.O. Ed. 7/102/122
136	1806	Church Stretton	Miss Perkins's and Miss Rogers's school
137	1807	Shrewsbury	S.Cheshire's school
138	1808	Wellington	'Wellington New School'
139	1809	Whittington	British School (boys/girls)
140	1809	Broseley	T.Bridgman's school
141	1809	Shrewsbury	T. and G.Bagley's boarding school, Castle Street
142	1810	West Felton	National School
143	1810	Oswestry	British School (boys/girls)
144	1810	Baschurch	Miss Jones
145	1810	Shrewsbury	Letitia and Jemima Perry's school
146	1810	Shrewsbury	Miss Howell's school
147	1811	Selattyn	British School
148	1811	Prees	Miss Gregory's school, Prees-Hall
149	1811	Shrewsbury	William Jebb's school
150	1811	Wellington	Misses Spearmans' school
151	1811	Wenlock	Miss Matthews's school
152	1812	Shrewsbury	British School (boys/girls)
153	1812	Shifnal	Miss A.Andrews's school
154	1812	Selattyn	P.R.O. Ed. 7/103/38
155	1813	Ludlow	National School (boys)
156	1813	Oswestry	National School
157	1813	Shifnal	National School
158	1813	Shrewsbury, St Alkmond's	Miss Howell, St Alkmond's Square
159	1814	Ludlow	National School (girls)
160	1814	Dudleston, Ellesmere	National School
161	1814	Ludlow	Miss Valentine's school
162	1814	Shifnal	Rev. Mr J.Addison's school
163	1814	Church Aston, Edgmond	Mrs de Dompierre's 'Academy'
164	1814	Bank House, nr Shrewsbury	Miss Husband's and Miss Rowley's boarding school
165	1814	Oswestry	Mrs Yates's school, Beatrice Street
166	1815	Acton Burnell	National School
167	1815	Hodnet	Richard Herber's and Sir Andrew Corbet's school
168	1816	Shifnal	National School
169	1816	Ashford	National School
170	1816	Stanton Lacy	National School
171	1816	Stokesay	National School
172	1816	Meole Brace	National School
173	1817	Bridgnorth	Mr Instone's private school
174	1817	Wem	National School
175	1817	Broseley	Rev. Mr W.C.Gregory's school
176	1817	Shrewsbury	Mrs Elizabeth Turnbull's school, Castle Priory

177	1817	Whitchurch	Misses Cooks' boarding school
178	1818	Bromfield	National School
179	1818	Wistanstow	National School
180	1818	Acton Round	Day school
181	1818	Acton Round	Day school
182	1818	Cound	Day school
183	1818	West Felton	Day school
184	1818	West Felton	Day school
185	1818	Shrewsbury	Misses Parkes' school, College Hill
186	1819	Cardeston	School held in the curate's house
187	1819	Chetton	National School
188	1819	Bridgnorth	National School
189	1819	Much Wenlock	Bourton National School
190	1819	Coalbrookdale	British School
191	1819	Alberbury	Day school
192	1819	Shrewsbury	Mr Cornamusaz's school
193	1819	Ryton	National School
194	1820	Prees	Miss Driver's school, White Cottage
195	1820	Downton, Upton Magna	Rev. Mr John Benson's private school
196	1820	Chetton	P.R.O. Ed. 7/102/246
197	1820	Montford/Shrawardine	National School
198	1820	Shrewsbury, St Alkmond	Mrs Phillipps's school
199	1820	Claverley	Day school
200	1820	Ditton Priors	Day school
201	1820	Whitchurch	Day school
202	1821	Rushbury	Dr Benjamin Wainwright's school
203	1821	Benthall	Infant school
204	1821	Bridgnorth, St Leonard	Day school
205	1821	Hordley	Day school
206	1821	Ludlow	Day school
207	1821	Madeley	Miss Bakewell's boarding and day school
208	1822	Stoke upon Tern	Private day school
209	1822	Shrewsbury	Miss Fidor's school, St Mary's Place
210	1822	Bridgnorth	Mrs Mary Evason's ladies' seminary, Whitbourne Street
211	1822	Shrewsbury	Richard Davies's music academy for the blind
212	1822	Pontesbury	Lea Cross National School
213	1823	Hanwood	Mrs R. Cross's seminary
214	1823	Wellington	Robert Pocock's boarding school, Street Lane House
215	1823	Astley Abbots	Day school
216	1823	Bitterley	Day school
217	1823	Broseley	Day school
218	1823	Newport	Day and boarding school
219	1823	Newport	Day and boarding school
220	1823	St Martin's	Day school
221	1824	Shrewsbury	J. and C. Amott's music school
222	1824	Shrewsbury, St Mary	Infant school
223	1824	Shrewsbury, St Alkmond	Day school
224	1824	Shipton	Day school
225	1824	Clunbury	National School
226	1824	Bishop's Castle	Day school
227	1824	Fitz	Day and Sunday school
228	1824	Ludlow	Day school
229	1825	Cound	Rev. Mr E. Homfray's private school, Cound Villa
230	1825	Shrewsbury	Preparatory Classical and Commercial School, St John's Hill
231	1825	Downton, Upton Magna	Rev. Mr Henry Morgan's private school
232	1825	Worthen	Day school
233	1825	Prees	Private day school

234	1825	Selattyn	National School
235	1825	Llanymynech	National School
236	1825	Knockin	National School
237	1825	Drayton	Day school
238	1825	Kinlet	Day school
239	1825	Ludlow	Day school
240	1825	Ludlow	Day school
241	1825	Ludlow	Day school
242	1825	Lydbury North	Roman Catholic day school
243	1826	Shifnal	Mr Hefford's boarding school, Aston Street
244	1826	Wroxeter	Day school
245	1826	Stoke upon Tern	Private day school
246	1826	Selattyn	Infant School
247	1826	Whitchurch	National School
248	1826	Wrockwardine	National School
249	1826	Chetwynd	National School
250	1826	Broseley	Day school
251	1826	Clee St Margaret	Day school
252	1826	Knockin	Day school
253	1826	Ludlow	Day school
254	1826	Whitchurch	Day and boarding school
255	1826	Meole Brace	Boarding school
256	1826	Church Pulverbatch	Day school
257	1826	St Martin's	Day school
258	1827	Bishop's Castle	Day school
259	1827	Preston Gubbals	Day school
260	1827	Shawbury	National School
261	1827	Shrewsbury, St Julian	Infant school
262	1827	Shrewsbury	Miss London's school, Wyle Cop
263	1828	Shifnal	Private day school
264	1828	Shifnal	Private day school
265	1828	Shifnal	Private day school
266	1828	Shifnal	Private day school
267	1828	Shrewsbury, St Mary	Private day school, Astley chapelry
268	1828	Shrewsbury, St Mary	Private day school, Astley chapelry
269	1828	Welshampton	Day school
270	1828	Shipton	National School
271	1828	Whitchurch	Day school
272	1828	Trefonen, Oswestry	P.R.O. Ed. 7/102/527
273	1828	Whitchurch	Day school
274	1828	Shrewsbury, St Alkmond	P.R.O. Ed. 7/103/30
275	1828	West Felton	Mrs and Miss Smith's ladies' boarding school, West Felton Hall
276	1828	Cardeston	Day and Sunday school
277	1828	Ightfield	Day school
278	1828	Oswestry	Day school
279	1828	Prees	Private day school
280	1828	Dorrington, Condover	'Dorrington School'
281	1828	Wellington	Misses Phillips' boarding and day school, The Grove
282	1828	Shrewsbury	Misses Tudor's school, Raven Street
283	1829	Waters Upton	Private day school
284	1829	Ruyton XI Towns	National School
285	1829	Mucklestone	National School
286	1829	Whitchurch	Day and Sunday school
287	1829	Beckbury	Day school
288	1829	Beckbury	Day school
289	1829	Bridgnorth, St Leonard	Day school
290	1829	Ditton Priors	Day school
291	1829	Halesowen	Day school
292	1829	Lilleshall	Day school
293	1829	Ludlow	Day school
294	1829	Ludlow	Day school

295	1829	Madeley	Day school
296	1829	Middle	Day and boarding school
297	1829	Newport	Day school
298	1829	Prees	Day school
299	1830	Great Bolas	Day school
300	1830	Broseley	Day school
301	1830	Caynham	Day school
302	1830	Chetwynd	Day school
303	1830	Condover	Private day school
304	1830	Kemberton	Day and Sunday school
305	1830	Loughton, Chetton	Day and Sunday school
306	1830	Ludlow	Day school
307	1830	Much Wenlock	Day school
308	1830	Westbury	Day school
309	1830	Westbury	Day school
310	1830	Westbury	Day school
311	1830	Whitchurch	Infant school
312	1830	Lydbury North	National School
313	1830	Pontesbury	National School
314	1830	Ditton Priors	Roman Catholic day school
315	1830	Ruyton XI Towns	Infant school
316	1830	Madeley	Infant school
317	1830	Madeley	Infant school
318	1830	St Martin's	Day school
319	1830	Prees	Day school
320	1830	Preston upon Weald Moors	Boarding school
321	1830	All Stretton	Mr Wm Craig's boarding school
322	1831	Madeley	P.R.O. Ed. 7/103/159
323	1831	Prees	Private day school
324	1831	St Martin's	Day school
325	1831	Whittington	Day school
326	1831	Willely	Day school
327	1831	Selattyn	Infant school
328	1831	Middle	Day school
329	1831	Meole Brace	William Cullis's 'Academy'
330	1831	Abdon	Day and Sunday school
331	1831	Bishop's Castle	Day school
332	1831	Bitterley	Day school
333	1831	Bridgnorth, St Mary	Day school
334	1831	Clun	Day and Sunday school
335	1831	Eaton Constantine	Day school
336	1832	Shrewsbury, St Mary	National School
337	1832	Prees	Day school
338	1832	Dawley Parva, Malin Lee	Day school
339	1832	Bitterley	Day school
340	1832	Drayton	Day school
341	1832	Lilleshall	Day school
342	1832	Ludlow	Day school
343	1832	Mainstone	Day and Sunday school
344	1832	Prees	Day school
345	1832	Prees	Day school
346	1832	Whitchurch	Day school
347	1832	Whitchurch	Day school
348	1832	Whitchurch	British School
349	1832	Ludlow	Miss C. Mercerot's school
350	1832	Shrewsbury, St Mary	Misses Nickson's day and boarding school, St Mary's Place
351	1833	Xenley	Private day school
352	1833	Chirbury	Day school
353	1833	Cleobury Mortimer	Infant school
354	1833	Coreley	National School



355	1833	Ditton Priors	Day school
356	1833	Ludlow	Day school
357	1833	Drayton	Day school
358	1833	Whitchurch	Day school
359	1833	Wroxeter	Day school
360	1833	Stoke upon Tern	Private day school
361	1833	Shrewsbury, St Mary	Day school
362	1833	St Martin's	Day school
363	1833	Oswestry	Day school
364	1833	Prees	Private day school
365	1833	Quatford	Private day school
366	1833	Ketley	Miss Fletcher's school for 'young Ladies'

### SOURCES

Registrars' files (diocese of Hereford)  
 Subscription books  
libri cleri  
 S.P.C.K. records  
 British and Foreign School Society records  
 National Society records  
The Shrewsbury Chronicle  
 Directories  
Abstract of the Returns of Charitable Donations for the Benefit of Poor Persons... (1786-88) Pt II  
Abstract of Returns relative to the Expence and Maintenance of the Poor (1804) (B.L. 433, i, 12(2))  
 Archdeacons' visitation books, Lichfield & Coventry, 1799-1825  
 'Ecclesiastical notes...' (B.L. Add. MS 21,018)  
 P.R.O. Ed. 7/-, applications for grant  
Charity Commissioners' Reports  
Abstract of Education Returns: 1833 (Salop)

### NOTES

- 1 Only if the exact year of foundation is known has a given school been recorded. This is especially applicable in the case of certain endowed schools whose precise date of establishment (often, no doubt, rather later than the original deed) is very uncertain.
- 2 The considerable increase in the number of foundations listed from the last quarter of the eighteenth century must, in part, reflect the more plentiful availability of sources at this period, rather than being a genuine increase.

APPENDIX B(i) ABILITIES OF PARISHES TO SCHOOL THEIR CHILDREN: 1660; 1833

Parish etc.	(a) Total Population		(b) Population aged 5-15		(c) No. aged 5-15 at day schools		(d) Educational opportunity	
	1676	1833	1676	1833	1660	1833	1660	1833
Barrow (R)	202	351	51	88	20+	30	78%+	68%
Clungunford (R)	443	488	111	122	40+	40	72%+	66%
Newport (U)	1242	2745	311	686	80+	496	51%+	100%
Shifnal (U)	1663	4779	416	1195	8	380	4%	64%

NOTES:

(R) = Rural

(U) = Urban

Educational opportunity = (c)/(b)x2 (See p.92n.1)

APPENDIX B(ii) ABILITIES OF PARISHES TO SCHOOL THEIR CHILDREN: 1799

Parish etc.	(a) Total Population	(b) Population aged 5-15	(c) No. aged 5-15 at day schools	(d) Educational opportunity
	1799	1799	1799	1799
<u>URBAN</u>				
(a) <u>Market towns</u>				
Shrewsbury,				
St Chad	6600	1650	50	6%
St Julian	1600	400	30	15%
Oswestry	5839	1460	50+	7%+
(b) <u>Industrial towns</u>				
Dawley Magna	3869	967	0	0%
Lilleshall	2060	515	0	0%
Wellington	7531	1883	60	6%
<u>RURAL</u>				
Condover	1451	363	0	0%
Edgmond	1418	355	8	5%
West Felton	926	232	0	0%
Moreton Say	683	171	0	0%
Shawbury	661	165	0	0%
Berrington	603	151	0	0%
Stanton	599	150	0	0%
Chetwynd	594	149	0	0%
Loppington	547	137	6	9%

RURAL  
(contd)

Mountford	456	114	0	0%
Cound	439	110	0	0%
Ercall Parva	430	108	0	0%
Stockton	409	102	18	35%
Sutton	400	100	0	0%
Welshampton	373	93	0	0%
Rodington	372	93	0	0%
Hadnall in Middle	362	91	40	88%
Leighton	338	85	12	28%
Hinstock	336	84	4	10%
Eyton	323	81	0	0%
Preston Gubbals	313	78	0	0%
Donington	289	72	22+	61%+
Cressage	275	69	0	0%
Acton Burnell	272	68	20	59%
Norton	269	67	7+	21%+
Hordley	247	62	0	0%
Fitz	236	59	0	0%
Stapleton	228	57	0	0%
Kemberton	213	53	0	0%
Kinnersley	210	53	0	0%
Knockin	210*	53	0	0%
Ightfield	209	52	0	0%
Bolas	207	52	0	0%
Eaton Constantine	204	51	0	0%
Ness Parva	201	50	0	0%
Longford	182	46	0	0%
Leebotwood	181	45	0	0%
Moreton Corbet	180	45	0	0%
Longnor	177	44	0	0%
Broughton	168	42	7 or 8	33%-38%
Sheinton	163	41	0	0%
Frodesley	158	40	0	0%
Ryton	150	38	0	0%
Stirchley	143	36	0	0%
Lee Brockhurst	137	34	0	0%
Uffington	120	30	0	0%
Battlefield	83	21	0	0%
Langley	82	21	0	0%

NOTES:

\* pop., 1801

Educational opportunity = (c)/(b)x2

APPENDIX C POVERTY AND SCHOOLING, 1672(i) Especially poor parishes based on % of occupants with one or two hearths

	Earliest provision for poor	5-15 poor	No. on roll	Educational Opportunity
Meole Brace (100%)	1689	83	x	x
Church Pulverbatch (100%)	?1826	108	0	0%
Ratlinghope (100%)	post-1833	55	0	0%
Mainstone (100%)	<u>c.</u> 1711	110	20	36%
Tasley (100%)	<u>c.</u> 1675	31	x	x

(ii) Parishes in which less than 70% of occupants possessed one or two hearths

Chetton (58%)	<u>c.</u> 1736	59	?14	?47%
Oswestry (55%)	1710	542	30	11%
Bishop's Castle (59%)	1728	<u>c.</u> 174	94	100%

APPENDIX D(i) SUBSCRIPTION LEVELS AT LUDLOW BLUE COAT SCHOOL, 1786 - 1809

<u>Extent of subscriptions</u>			<u>no. of subscribers</u>	<u>y/e</u>
<u>£.</u>	<u>s.</u>	<u>d.</u>		
75	12	00	37	1786
79	16	00	40	1787
76	13	00	39	1788
78	04	06	39	1789
78	04	00	40	1790
79	05	06	40	1791
73	10	00	40	1792
74	00	06	41	1793
76	02	06	43	1794
76	02	06	43	1795
76	02	06	43	1796
77	03	06	44	1797
71	18	06	39	1798
71	18	00	40	1799
71	08	00	40	1800
69	16	06	37	1801
65	12	06	33	1802
64	11	06	35	1803
64	11	06	32	1804
62	09	06	33	1805
54	01	06	31	1806
53	00	06	30	1807
51	19	06	28	1808
50	18	06	27	1809

(max.)

(max.)

(min.)

(min.)

APPENDIX D(ii) SUBSCRIPTION LEVELS AT SHREWSBURY PUBLIC SUBSCRIPTION SCHOOL,  
1806 - 33

<u>Extent of subscriptions</u>			<u>no. of subscribers</u>	<u>y/e</u>
<u>£.</u>	<u>s.</u>	<u>d.</u>		
42	00	00	25 (min.)	1806
39	18	00 (min.)		1807
				1808
80	17	00	68	1809
96	12	00	84	1810
123	11	00	98	1811
252	07	00	157	1812
290	18	00	169	1813
268	13	00	169	1814
282	09	06	170	1815
298	03	00	178	1816
320	08	00 (max.)	190	1817
314	02	00	191	1818
309	01	00	197 (max.)	1819
299	08	00	191	1820
300	09	00	193	1821
286	07	00	184	1822
285	03	00	179	1823
266	11	00	167	1824
260	06	00	160	1825
268	13	00	157	1826
246	14	00	154	1827
235	03	00	148	1828
223	12	00	139	1829
212	12	00	133	1830
212	13	06	129	1831
201	13	00	119	1832
196	19	00	115	1833

## APPENDIX E(i)

INVENTORY OF RALPH ADAMS, WRITING MASTER, ST MARY'S, SHREWSBURY, 1718

A True and Perfect Inventory of all the Goods  
Chattles and psonall Estate of Ralph Adams  
writeing mr. late of the pish of Saint Marys in  
the towne of Shrewsbury and County of Salop taken  
the twenty first day of Aprill 1718 by us whose  
names are underwritten and is as ffolloweth

	L	s	d
Impris In a Roome of Madm Pigotts			
A feather bed	01	12	00
An old Chest	00	06	00
Two Cases of Drawers	01	10	00
A book Case and books	08	00	00
A Close Stoole	00	04	00
A small table	00	03	00

At the Chambers in the Schools			
One long square Table & two small writeing tables with other Loomber Goods	}	01	06 06

Goods in his own house			
In the Garrott over the Kitchin			
Two beds and furniture	04	00	00
A Square table with a drawer	00	03	06
An old Chest	00	03	06
A Chair and two Stools	00	03	00

In the Garrott over the Hall			
A Chest and linen	07	00	00
A bed and furniture	02	00	00

In the upper Chambr ovr the Kitchin			
One bed and furniture	07	00	00
Six Polster Chairs	01	04	00
Three Buffett Stooles	00	03	00
A dressing table and Glass	00	16	00
A fier shovel tongs and fender	00	03	06

In the upper Chamber over the Hall			
Two beds and furniture	08	00	00
A Chest of Drawers	02	10	00
A small table with sedge Chairs	00	06	00
A fire shovel tongs and fender	00	03	00

In the Chamber over the Kitchin			
A wrought bed with furniture	12	00	00
Six wrought Polster Chairs and ffour Stooles	03	10	00
A small table with a drawer	00	03	06

In the Closett

A Plate Case and Plate	15	00	00
A Swinging Glass and table	00	13	00

In the Dining Roome

A Large Black looking Glass	02	05	00
An Ovall table and a Dutch table	01	00	00
A Pendulum Clock and Case	05	00	00
Six Cane Chairs	02	00	00
A fire Shovell tongs and fender	00	04	06

In the Hall and Clossett

Nine Chairs and two tables	01	12	00
Maps and Pictures	01	05	00

In the Kitchin

Pewter and Brass	06	00	00
All Iron ware with a Jack	02	10	00
A Table and ffour Chairs	00	10	00
A Salt Box and three pair of Bellows	00	02	06
A little Joynt Stooll	00	01	00

In the Brew house

One furnace & boiler with Brewing Vessells	05	00	00
A bottle bratch and bottles	00	10	00

In the Cellar

Barrells and shillings	02	10	00
Loomber Goods & things unseen & forgotten	00	10	00
Bond Debts	300	00	00
Desperate Debts	20	00	00
Ready money	40	00	00
Debts per rata	10	00	00
Wearing Apparell	05	00	00

Tot 474 03 06

Joseph Thomas }  
Edward Gethin Junr } Apprs

*[Faint, illegible text from the bottom of the page, likely bleed-through or a second page of the account.]*



APPENDIX E(ii)INVENTORY OF ARTHUR DAWSON, SCHOOLMASTER, WHITCHURCH, 1728

A True and perfect Inventory of all and Singular the Goods Chattells and personall Estate of Arthur Dawson late of Whitchurch in the County of Salop School Master deced - who departed this life the Twenty Eighth Day of April - Anno Dom 1728 Truely taken Valued and Appraised by us whose names are hereunto Subscribed the 5th of May 1728

	L	s	d
19 pewter dishes, 20 pewter plates, four pewter Stands	02	10	00
A brass pott 2 Maslin Kettles 4 brass Candlesticks & a spoon	01	07	10
A Warming pan and pudding plate and Saucepan	00	04	06
A Tin dreeping pan 2 Covers a Grater & tunning dish	00	01	05
A Jack two Spitts An Ess grate & a grate and Niggard Irons	01	06	00
Two ffire shovells and tongues a fender and stayes for the tongues	00	06	00
Two plates before the ffire a postell Six Skuars and a plate	00	04	00
Two Chopping Knives a frying pan and two Candlesticks	00	02	02
A Chafing dish a pair of bellows pott racks and hookes	00	02	08
A ffurnace and grate, two Iron potts and a grate	00	17	00
A brass Spoon two fflesh forkes Six Knives and fforkes	00	02	06
ffive tables five benches a dish board and drawers	00	19	00
ffifteen Chaires An hacking block and three Stooles	01	00	04
Twenty four trenchars A Salt box a paile and three Cushions	00	03	00
Six Shelves four window Shutters A stand and a Safe	00	04	00
Six trenchars a stand two Cheestesters	00	02	00
A Smoothing Iron and Heaters and two Shelves	00	05	00
Five ffeather bedds Bedsteds hangings and appurtences	09	00	00
Two Truckle bedds Bed stedds & appurtences	02	00	00
A Clock a Case and a Chest of drawers	02	00	00
A Chest a locking glass, a Coffe a Map 12 Caesars and Window Curtaines	00	15	00
Two loose boards 3 small boxes a tub Cover a Shelf & Seaven small pictures	00	03	06
Window Curtaines & Valens 3 boxes an hanging press a Chest a trunk	00	12	00
A Close Stoole a desk 2 boxes, 2 Stooles 2 Steps some white ware and three Castors	00	08	00
A Kneading trough, a Search, 2 Sieves 2 firkins 1 barrell Some bottles & one tubb	00	07	02
Two folding Skreens 5 wheels one reel 4 turnells a tunning dish & reel	01	06	00
Twelve petty panns 5 pictures, a wood Maiden, a Colerake an helve a Cole Axe & an how	00	04	04
ffour window Shutters an hen pen & door, 2 boards a Cheese lather & Cover	00	06	00
Linnens and Napery in all	03	09	10
Wearing Apparrell and Lumber	03	00	00

John Downes }  
Ralph Welch } Appraisors.

APPENDIX FADVERTISEMENT PLACED BY R.TOMLINS, WRITING MASTER, IN  
THE SHREWSBURY CHRONICLE, 1793

SHREWSBURY, NOV. 19, 1793.

R.TOMLINS, Writing-Master, impressed with

Sentiments of the strongest Gratitude, returns his warmest and sincerest Thanks to the Inhabitants of this Town and Neighbourhood for all Favors received, and most respectfully informs them, and the Public in general, that he has opened a WINE VAULT, at his House, on PRIDE-HILL, near the Butter-Cross, (late in the Occupation of Mr. CHRISTOPHER HILL) and has laid in a fresh Assortment of the very best Foreign Wines, French Brandy, Jamaica Rum, Hollands Geneva, British Brandy, Geneva, and all kinds of the best Cordials now used, which he intends to sell Genuine (as delivered to him) on the most reasonable Terms, for ready Money only. All Orders will be punctually executed, and gratefully acknowledged.

N.B. The School will be carried on as usual (except Sewing) by R.TOMLINS, and proper Assistants.

**BIBLIOGRAPHY**

B I B L I O G R A P H YA. PRIMARY SOURCES(i) MSS(a) By parish

Alberbury-with-Cardeston - Will of John Thomas, 1727  
(S.R.O. 166 uncat.)

Berrington - Receipts of the subscribers to the Sunday school, 1796-1827 (S.R.O. 1164/1-138; 154)

Bridgnorth - Common Hall Order Books:

Box 1    1. 1634-85  
          2. 1713-32  
          3. 1732-74

Box 2    4. 1775-93  
          5. 1794-1819

Box 3    6. 1819-35  
          7. 1835  
          8. Papers, 1667-1787

(S.R.O. 4001/Admin./3/1-8)

St Leonard's - Documents re Grammar School

Papers, 1638-20C. (1 box)  
(S.R.O. 4001/Ch/2)

Papers, 1745; Accounts, papers and history, 1821-1940 (S.R.O. 1104, Watkins-Pitchford Collection)

Sunday schools

Photostat. list of subscribers to, and rules for the government of, three Sunday schools, est. 1786 (S.R.O. Cy/4 3662)

Cardington - Ordinance for the government of the parish school, 1723 (photostat. copy)  
(S.R.O. 2519/1)

Cleobury Mortimer - Conveyance deed, 29 Sept. 1779: Rev. Richard Watkins, Clerk and John Broome, trustees of the late Chas Watkins Meysey; to William Childe, Esq., including the 'school gardens' (S.R.O. 1045/464)

Bargain of sale, 23 Feb. 1816,  
including land 'late in the  
Occupation of Mr Thomas Seale  
Schoolmaster' (S.R.O. 2103/21)

Clorelly - Two indentures: 17 Mar. 1738/9; and  
24 Mar. 1738/9 in which the almshouse is  
granted with rents in trust to maintain it  
and the 'charity school'.

Recital: 17 Mar. 1738/9. Grant by Katherine  
Kerr of the almshouse/school to the Rt Hon.  
Thomas, Lord Viscount Kilmorrey, Sir Rowland  
Hill, baronet, of Hawkeston and John Cotes,  
Esq. of Woodcote.

Indenture: 24 Mar. 1738/9, containing rules  
for the selection of inmates and for the  
conduct of the school (S.R.O. 975/47)

Drayton - Grammar School of Sir Rowland Hill: 1 pkt of  
papers (S.R.O. 2997/10/-), including:

Grant to Rowland Hill, 1556 (-/35, 36)

Deeds of endowment, 1555 - (-/37-39)

'Free Grammar School' papers, 1622 (-/38)

Bargain and sale for the creation of a rent  
charge (-/40)

Orders and statutes for governing the School,  
5 Nov. 1719 (-/41-2)

Chancery decree re governors of the 'Free  
Grammar School', Drayton, 22 Jan. 1816  
(typescript copy) (-/43)

Chancery petition papers, 1813-18;  
Papers re appointment of master, 1817, 1826;  
Estimates for repairs, 1815-20  
(S.R.O. 3887 Box 41)

Edgmond -

Church Aston -

Copy (n.d.) of Mary Broughton's  
last will and testament, in  
which reference is made to her  
'charity school'.

(S.R.O. 81/28)

Ellesmere -

Dudleston - Papers (S.R.O. 1230/-),  
including:

Conveyance in trust for a  
charity school, 5-6 May 1719  
(-/197-8)

Copy deed of same, 6 May 1719  
(-/199)

Deeds belonging to the school  
at Dudleston Chapel, 1-2 Oct.  
1744 (-/200)

Ercall, High - Papers re 'Free School' (est. 1662)  
(S.R.O. 81/-), including:

Will of Baron Leeke (-/282)

Copy of deeds of endowment (-/283)

Indenture and rules (original) (-/284-5)

Neat copy of above in booklet (-/286)

Folio copy of above (-/287)

Subscriptions towards rebuilding  
School, 1699 (-/290)

Endowment with parish farms (-/291)

Copy appointment of new trustees,  
3 Feb. 1728 (-/292)

Statement from W. Kenyon, Middle Temple,  
1766 (-/293)

Petition by the parish for the repair  
of the school-house, 1769 (-/294)

Indenture containing extracts from  
original rules (-/295)

Case re School, 1766-1810 (-/296)

Recital (n.d.) of will and statutes  
(-/298)

Copy deed re Thomas Leeke's allowance  
of £20 p.a. for the upkeep of a 'free  
school', 1 Feb. 1663 (-/301)

Ford - Manor of Ford Court Roll, Apr. 1825-Oct. 1835,  
including a reference, 20 Oct. 1831, to Isaac  
Gittins of Ford, schoolmaster (S.R.O. 169/12)

Grinshill - Printed notice advertising a private school  
to be opened by Henry and Sarah Morris,  
1792 (S.R.O. 1078/1)

Lilleshall - 'An Abstract of the Cash Account of the  
National and Sunday Schools...', 1832,  
1833 (Staffs R.O. D. 593K/1/3/22)

Ludlow - Corporation records (S.R.O. 356/2/-),  
including:

Minute Book, 1648-80 (-/2)

Order & Minute Book ('Lieger Booke'): orders,  
1648; Minutes, 1680-1690 (rear) Abstract of  
bailiffs' accounts, 1661-1669 (-/3)

Minute Book, 1690-1712 (-/4)

Minute Book, 1712-1746 (-/5)

Minute Book, 1746-1787 (-/6)

Minute Book, 1788-1830 (-/7)

Minute Book, 1830-1835 (-/8)

Index to the first three Minute Books and  
to the Red Book, 1590-1680 (-/15)

The Red Book - Memoranda Book of Ludlow  
Corporation (-/16)

Boxes of miscellaneous Corporation papers  
(S.R.O. 356/-), including:

Bdle re Ludlow Charity School, 1743-1744;  
Applications for the vacant post of under-  
master at the 'Free School', 1774 (1 bdle),  
1821;

'Answers to Queries respecting Charity  
Schools', 1818;

Inventory of goods at the 'Free School', 1808;

Inventory of goods at the under master's  
house, n.d.;

Receipts for salary; and

Petitions

(-/286 box)

Receipt for £5 6s 8d from Langford's Charity,  
for the education of four scholars in the  
'Free School' of Ludlow, 30 Apr. 1739

(-/287 box)

Bill for repairs to the headmaster's house,  
c. 1803 (-/452 box)

Records of the 'Blue Coat Charity School'  
(4° vols) (S.R.O. 2881/6/-), including:

'Ludlow Charity School Rules & Orders' (-/1);

'Ludlow Charity School Rules & Orders,  
1793' (-/2);

'Ludlow Charity School Cash book' (1785-1809)  
(-/3);

Volume of minutes, 1806-13; 1844 - (-/4);

Lists of trustees/visitors, 1814-1845 (-/5);

Names of scholars, time in school,  
employment afterwards, etc., 1813-1845 (-/6)

(missing, Oct. 1981); and

Index of scholars with reference numbers (-/7)

Lydbury North - Churchwardens' accounts, 1663-1664  
(reference) (Parish Church)

Madeley - Ninety-nine year lease by Ric. Reynolds to  
Geo. Hotchkiss, schoolmaster, of Madeley  
Wood, 15 Nov. 1792 (S.R.O. 1681, box 152)

## Coalbrookdale Sunday school records:

Account book, 1785-1790 (extracts  
in typescript, original missing);

Account of subscribers' donations  
for building a meeting house and  
Sunday school, 9 Feb. 1785  
(typescript copy, original missing)

(S.L.S.L. M55 v.f.)

Voucher for testaments for Wood and Dale  
schools, 1814 (S.R.O. 2280/11/2)

Coalport school vouchers, 1820-1821  
(S.R.O. 2280/11/12-13)

Voucher for the Sunday school at the  
House of Industry, 1821 (S.R.O. 2280/11/14)

Minute book of the Madeley Sunday schools,  
1813-1832 (S.R.O. 2280/11/15)

Letter from Henry Burton, Atcham vicarage,  
to Robert Ferriday, the Hay, 23 Nov. 1814,  
re school at Madeley (S.R.O. 2280/11/16)

Vouchers, including those for the Sunday  
school in the churchyard, 1814-1849, and  
for its original building in 1814  
(S.R.O. 2280/11/17-54)

Cash account book for the Sunday schools,  
1832-1848 (S.R.O. 2280/11/56)

Copy minutes of a meeting at Madeley Wood  
Chapel, 1822, for establishing a Sunday  
school (S.R.O. 2280/16/182)

Neen Savage - From the Hinkesman Collection  
(S.R.O. 1298/-):

Lease of possession for the School,  
29 Sept. 1732 (-/30)

Purchase deed of lands appropriated  
for the support of the schoolmaster  
of Neen Savage School, 30 Sept. 1732  
(-/31)

Mortgage declaration: Mr Chas Holland  
to Trustees of the Charity School of  
Neen, 1752 (-/32)

Ness, Great - 'An Account of Charities belonging to  
Great Ness Parish 1791', including  
'A Copy of the Original Trust Deed of  
Nesscliffe school, 8 Sept. 1753  
(S.R.O. 3833/Ch/1)

Pamphlet for the service held to  
commemorate the bicentenary of Great  
Ness School, 1953 (S.R.O. 3833/Sc/1)



Newport - Records of the 'English School':

Covenant by Peter Greene of Newport, gent.,  
schoolmaster, 1 Dec. 1691 (S.R.O. 1910/1739)

'Copy of the Settlement of Mr Adams's  
Charity's Newport Parish' (1 vol.)  
(S.R.O. 1910/1775)

## Records of the Grammar School:

MS Copy of deeds and writings concerning  
Newport School and other charities;  
MS List of statutes of Newport School

(Adams Grammar School, Newport)

Pontesbury - Overseers' Account Book, Pontesbury  
Quarter, 1757-1786, including a payment  
for the schooling of workhouse children  
(S.R.O. 2098/20)

Overseers' Account Book, Pontesbury  
Quarter, 1802-1818, including payments,  
during the earliest years to a school-  
master and for the education of individual  
children (S.R.O. 2098/21)

Overseers' Account Book, Pontesbury  
Quarter, 1818-1834, including payment of  
the schoolmaster's salary (S.R.O. 2098/22)

Overseers' Account Book, Edge Quarter,  
1800-1817, including payments of the  
schoolmaster's salary (S.R.O. 2098/25)

Overseers' Account Book, the whole parish,  
1770-1797, including payments of the  
schoolmaster's salary (S.R.O. 2098/27)

Prees - Vestry book, 1695-1744, including, 1 Oct. 1716,  
agreement setting out land on Prees Wood for  
the use of a charity school and towards the  
maintenance of a schoolmaster  
(S.R.O. 780/II/1/2)

Lower Heath School, Industry Hall: 'Report of  
the School...', 5 July 1804, including rules  
and account (S.R.O. Rev. J.C.Hill's file)

Ruyton XI Towns - 'Ruyton Charity School', 1819-1873  
(1 vol.) (S.R.O. 2106/19)

Selattyn - Proposals to set up a school, 1750:

Letter from H.Roberts at Whittington,  
4 July 1750, to Ld Bp of St Asaph re  
charities in general (N.L.W. SA/Let/846)

Letter from H.Roberts at Whittington,  
25 May 1750, to Ld Bp of St Asaph  
(N.L.W. SA/Let/847)

Account book, 1737-1765, of legacy money, receipts and disbursements, including receipts for teaching the poor children and an agreement of the vestry, 1751 (reversed) that eight children be taught psalm singing (S.R.O. 1241/77)

Shifnal - Richard Bennet's legacy to the endowed school: letters and vouchers respecting, 1795-1885 (S.R.O. 1952/433-516)

Shrewsbury -

St Chad's - Allatt's School:

'Distribution of Gowns &c', 1798-1812 (1 vol.), including a 'List of Mr Allatts Trustees', 12 Sept. 1800; and children nominated, Mich. 1800 (S.R.O. 1423/29)

'Mr Allatt's Deed of Endowment for Establishing and Supporting a School in Shrewsbury for the education and benefit of children of both sexes...', printed, 1886 (S.R.O. 1048/4573)

Three sheets torn from the visitors' book for Allatt's Boys' School, 1804-1807 (S.R.O. 1048/4575), in:

Visitor's book for Allatt's Girls' School, 1800-1812, including a list of children, 1800 (S.R.O. 1048/4576)

Millington's School:

Printed (1808) copy of James Millington's will of 1734 (S.R.O. 164/1)

Minutes of the trustees, 1745-1806 (S.R.O. 2133/11)

Minutes of the trustees, 1806-1839 (S.R.O. 2133/12)

Indentures of apprenticeship, 1775-93;

Plans with elevation of proposed new schoolrooms; Names of candidates offering for Mr Millington's School, with details of age, parentage etc., 1827-48;

Exhibitions, including a letter from S. Butler re two exhibitors, 9 Dec. 1817 and a minute re election of Rd Sandford, 16 July 1817 and a rule re selection of exhibitors.

Ed. Burton Esq.'s 'Rules, Ordinances, and Bye-Laws' for Allatt's School (1800), including a list of children nominated; but also names of candidates offering for Millington's School with details of age, parents' names and business, and their parish of residence.

Boys and girls, 1827-1848 (2 vols.) (S.R.O. Addnl deposit 4074)

Plans of Millington's Hospital (S.R.O. 3092/1)

Receipted bills, 1805, including, 3 Aug. 1805, a receipt for £5 (a year's interest on £100) due from St Chad's parish to the trustees of a school at Church Stretton, 1805 (S.R.O. 1048/4300)

Holy Cross - Public Subscription Charity School:

Receipts for subscriptions of 2 gns p.a. paid by the Parish Officers of St Chad's, 1828-29, 1829-30, 1830-31, 1831-32, 1832-33 (S.R.O. 1048/4705-4712)

Annual statements by the trustees of the School, 1807-48, 1895 (1 vol., printed), including 'Rules for the Institution' (S.L.S.L. MSS, on deposit at S.R.O.)

Abbey Day School Visitor's Book (Girls' School), 1816-19 (1 vol.) (S.L.S.L. MSS, on deposit at S.R.O.)

St Julian - Copy will of Thomas Bowdler (S.R.O. 2711/Cy/71)

'Schedule of Deeds and Documents Relating to the Llanerchfrochwel Estate', including deeds, 1737-1829, re the school and charity (N.L.W. ibid. 29, 37, 38, 42)

'Minute Book of Bowdler's School, Salop' (S.L.S.L. S.R. 2504, on deposit at S.R.O.)

'Boys left the School & others admitted, Girls left the School & others admitted Blue Worsted Menders' (1833-1841)  
(S.R.O. 160/3)

St Mary's - The 'Free Grammar School':

'An Act for the better Government and Regulation of the Free Grammar School of King Edward the Sixth at Shrewsbury, in the County of Salop. 38 Geo. III. 1798'  
(S.R.O. 66/1)

'Muniments and Writings relating to the Town of Shrewsbury and the Free Schools' (B.L. Add. MS 21,024)

Recital of the will of John Stanier of St James's, Esq., 13 Oct. 1803, including a reference to a trust to be held for Anne Edwards, then Stanier, at Miss Pritchard's Boarding School, Shrewsbury  
(S.R.O. 924/100, Haslewood Collection)

Smethcott - Overseers' Accounts, 1810-37, including a reference to a Sunday school (est. 1822) (S.R.O. 3417/4/1)

Stretton, Church - Papers re 'Charity School'  
(S.R.O. 3105/-), including:

xerox copies of extracts from minutes, 1790, 1791 (-/1-2)

Act of 1788 (-/3)

School land let to John Bromley at £40 for twenty years (-/10)

Wem - Adams' Grammar School records:

'Order book', 1651-1836;  
MS List of School Statutes  
(c/o Messrs Lucas, Butter and Creak, solicitors,  
17, Chapel Street, Wem)

Westbury - Earle Charity records (S.R.O. 2767/4/-), including:

£30 rent charge, 1716 (-/24)

School account, 1728-1848 (-/25)

Account of the origins of the school and the rent charge. Also, chancery decree, 1732 (-/26)

Letter detailing the original site of the parish school devised by Letitia Barnston, 1736 (-/46)

Whitchurch - Grammar School records, including:

Feoffees' Minute Books, 1789 -

Account Books, 1745 -

(c/o Sir John Talbot's School, Whitchurch)

Whittington - Deed of exchange, 26 Dec. 1813, re  
Whittington Charity School  
(S.R.O. 38 8/Sc/2)

Case and opinion re annual rent payable  
for schools in Whittington and Ruabon  
(S.R.O. 3818/Sc/3)

Wrockwardine - Lease of a messuage or tenement with a  
schoolroom and garden at the Nab in  
Wrockwardine Wood (S.R.O. 303/79)

Wroxeter -

Donnington -

Second copy of a rent charge,  
24 Dec. 1627, from lands at  
Edgerley for the maintenance  
of a schoolmaster  
(S.R.O. 2656/1/677)

(b) Ecclesiastical

(i) Diocese of Lichfield and Coventry

Archdeacons' Visitation: mixed bundles,  
Salop archdeaconry, 1811-53 (L.J.R.O. A/V/3)

Archdeacons' Visitation: citations and  
processes, bundle, Salop archdeaconry,  
1690-1789 (L.J.R.O. A/V/4)

Archdeacons' Visitation: presentments,  
boxed bundles, 1806-51 (L.J.R.O. A/V/5)

Archdeacons' Visitation Book, Acta,  
1667-82, including archdeaconry of Prees  
(L.J.R.O. D/C/1/1)

Archdeacons' Visitation Books, Salop  
archdeaconry (S.R.O. 3916/1/-):

whole archdeaconry, 1799 (-/1)

deanery of Salop, 1823 (-/2)

deanery of Newport, 1823 (-/3)

Archdeacon John Chappel Woodhouse's  
Visitation Book, 1806 - (L.J.R.O. B/V/1/112)

Bishop John Hacket's Register, 1662-70;  
Bishop Thomas Wood's Register, 1670 -  
(L.J.R.O. B/A/1/17)

Bishop William Lloyd's Register, 1692-99  
(L.J.R.O. B/A/1/18)

Bishop John Hough's Register, 1699-1717  
(L.J.R.O. B/A/1/19)

Bishop John Hough's Register, 1699-1709  
(L.J.R.O. B/A/1/20ii/B)

Bishop Frederick Cornwallis's Register,  
1750-68 (L.J.R.O. B/A/1/21)

Bishop John Egerton's Register, 1768-71  
(L.J.R.O. B/A/1/22)

Bishop Brownlow North's Register, 1771-74;  
Bishop Richard Hurd's Register (i), 1775-77  
(L.J.R.O. B/A/1/23)

Bishop Richard Hurd's Register (ii), 1777-81  
(L.J.R.O. B/A/1/24)

Bishop James Cornwallis's Register (i),  
1781-85 (L.J.R.O. B/A/1/24)

Bishop James Cornwallis's Register (ii),  
1786-91 (L.J.R.O. B/A/1/25)

Bishop James Cornwallis's Register (iii),  
1791-97 (L.J.R.O. B/A/1/26)

Bishop James Cornwallis's Register (iv),  
1797-1801 (L.J.R.O. B/A/1/27)

Bishop James Cornwallis's Register (v),  
1801-20 (L.J.R.O. B/A/1/28)

Bishops' Visitation Books: libri cleri;  
comperta and acta (L.J.R.O. B/V/1)

Bishops' excommunication books:  
18 Sept. 1661-2 July 1667 (L.J.R.O. B/V/2/15)  
? Apr. 1709-16 June 1772 (L.J.R.O. B/V/2/16)  
19 Jan. 1773-28 Nov. 1812 (L.J.R.O. B/V/2/17)

Bishops' Visitation papers: articles of  
enquiry, visitation acts, citations, libri  
cleri, 1636-1756, including 'A List of  
the School-Masters in the Diocese of  
Coventry & Lichfield 1726' (L.J.R.O., ex-  
Lichfield Cathedral, B/V/3)

Bishops' Visitation citations and processes,  
1605-1797 (18 boxes) (L.J.R.O. B/V/4)

Bishops' primary Visitation returns:  
Bishop Brownlow North, 1772;  
Bishop Henry Ryder, 1832  
(L.J.R.O. B/V/5)

'Lichfield Diocese Valor', 1693-98, of  
Bishop William Lloyd (W.S.L. H.M. 36)

N.W. Tildesley (ed.) 'Notitia Cleri for  
the Diocese of Lichfield, 1693-1698'  
(L.J.R.O. 69)

Schoolmasters' testimonials, nominations  
etc., 1695-1839 (2 boxes) (L.J.R.O. B/A/11b)

Subscription books, 1600-1834 (3 boxes,  
44 vols) (L.J.R.O. B/A/4)

Schoolteachers' original wills and  
inventories (L.J.R.O. B/C/11)

Churchwardens' presentments, 1729 and  
pt 1730; 1739; 1742 (L.J.R.O. B/V/5)

Miscellaneous

Papers re Shrewsbury Grammar  
School, 1692-1850 (L.J.R.O.,  
ex Dean and Chapter, B/A/23)

'Consecrations, Schools,  
Charities' (c. 1695 - )  
(L.J.R.O. B/A/27i)

Bridgnorth peculiar papers  
(L.J.R.O. D30 (2))

Oswestry glebe terrier, copy  
1635 (L.J.R.O. B/V/6)

Prees, processes with  
churchwardens' presentments,  
1697-1745, 1806-09, 1819-45  
(L.J.R.O. PPr/V/4)

Selattyn glebe terrier, copy  
c.1820 (L.J.R.O. B/V/6/2nd  
Addnl list)

Tonge glebe terrier, 1726 -  
(L.J.R.O. B/V/6/T6)

Whittington glebe terrier,  
late 18C. (L.J.R.O. B/V/6/  
2nd Addnl list)

(ii) Diocese of Hereford

Bishops' Visitation articles of enquiry:  
Bishop Philip Bisse, 1716  
1719  
1722

Libri cleri:

Box 2 (1636-94)  
Box 3 (1701-79)

(H.R.O. uncat.)

Subscription books:

Box 1 (1682-1711) (7 vols)  
Box 2 (1708-1818) (5 vols)  
Box 3 (1832-67)  
(H.R.O. HD/IA4/1-13)

Subscription rolls:

Box 1 (1662-88)  
Box 2 (1758-1812) (3 rolls)  
(H.R.O. uncat.)

Schoolteachers' wills and inventories  
(H.R.O. file and indexes)

Churchwardens' presentments:

Box: 17C.  
Box: 18C.  
Box: 1780-89  
Box: 1820-29  
Box: 1830-39  
Greater part of contents  
of Registrars' files, also

Registrars' files (annual), 1660 -  
(H.R.O. uncat.)

Licence of Evan Evans of Clungunford,  
schoolmaster, 1703  
(Staffs R.O. D(W)1788 par. 36 bdle 15)

(iii) Diocese of St Asaph

Episcopal registers (N.L.W. SA/BR/-)  
1748-82 (-/2)  
1782-1829 (-/3)  
1830-38 (-/4)

Visitation Queries and Answers  
(clergy/churchwardens) (N.L.W. SA/QA/-)

Bishop Isaac Maddox, 1738 (-/1, 2)  
Bishop Samuel Lisle, 1745 (-/3)  
Bishop Robert Drummond, 1749  
(-/4, 5)  
Bishop Lewis Bagot, 1791 (-/6, 7)  
Bishop Lewis Bagot, 1795 (-/8, 9,  
10)  
Bishop Lewis Bagot, 1799 (-/11, 12)  
Bishop Samuel Horsley, 1806  
(-/13, 14)  
Bishop William Cleaver, 1809  
(-/15, 16)  
Bishop William Cleaver, 1812 (-/17)

Libri cleri (N.L.W. SA/V/-):

1682-94 (-/1)  
1687-1705 (-/2)  
1710-74 (-/3)  
1749 (-/4)  
1778-1847 (-/5)

Subscription books (N.L.W. SA/SB/-)

-/1 1682-92  
-/2 1704-22  
-/3 1713-57  
-/4 1722-42  
-/5 1742-53  
-/6 1753-61  
-/7 1757-64  
-/8 1761-87  
-/9 1785-1805  
-/10 1805-18  
-/11 1819-29  
-/12 1830-44



Schoolteachers' wills and inventories  
(N.L.W. index)

'Charity Schools'. A schedule of  
deeds and papers re the charities in  
general within the diocese, 18C.  
(N.L.W. SA/MB/9)

'The State of the Diocese of  
St Asaph', 1749 and 1807 (2 vols)  
(N.L.W. SA/MB/19-20)

Documents re Oswestry 'Free School',  
1635-66 (N.L.W. SA/Misc./-):

- /56 Copy terrier of the  
School, mid-19C
- /653 Terrier of lands,  
1635
- /802-03 'Bp Gryffiths  
Answers to ye  
Arch Bps Enquiries'  
1666

(iv) Diocese of Worcester

'Articles of Enquiry...', Bishop  
Ffolliott Herbert Walter Cornwall,  
1815, 1818 (H.W.R.O. 801-02/B.A. 2607)

Registers of the Bishops of Worcester  
(H.W.R.O. 716.093/B.A. 2648/-):

- /10(iii) (1660-1722) George Morley,  
John Gauden, John Earle, Robert  
Skinner, Walter Elandford, James  
Fleetwood, William Thomas, Edward  
Stillingleet, William Lloyd, John  
Hough (Pt 1)
- /11(i) (1722-59) John Hough (Pt 2),  
Isaac Maddox
- /11(ii) (1759-87) James Johnson,  
Brownlow North, Richard Hurd (Pt 1)
- /12(i) (1787-1829) Richard Hurd  
(Pt 2), Ffolliott Herbert Walter  
Cornwall (Pt 1)
- /12(ii) (1829-41) Ffolliott Herbert  
Walter Cornwall (Pt 2), Robert  
James Carr, Henry Pepys (Pt 1)

Papers re schoolmasters: letters and  
nominations with a testimonial  
(H.W.R.O. 744/B.A. 2729/-):

- /1 (1602-96)
- /2 (1696-1769)
- /3 (1769-1832)

Subscription book, 1661-81  
(H.W.R.O. 732.1/B.A. 2736)

Subscription rolls, 1714-1801  
(H.W.R.O. 732.1/B.A. 2083)

Subscription book, 1823-39  
(H.W.R.O. 732.1/B.A. 2687)

Subscription book, 1827-54  
(H.W.R.O. 742.051)

Churchwardens' presentments,  
c.1650-1830  
(H.W.R.O. 807/B.A. 2289/10(iii),  
Halesowen

Churchwardens' presentments,  
'Detecta exhibita', 1674-1726  
(H.W.R.O. 807/B.A. 2058)

(c) Other MSS

The Aqualate Papers, including 'Orders of Newport School' and Wem School Statutes (Staffs R.O. W.S.L. D.1788)

T.F.Dukes(?) 'Ecclesiastical Notes and descriptive accounts of parishes within the Archdeaconry of Salop, with Illustrations, comprising views of CC Churches, Chapels, parsonages, Crosses, and fonts and upwards of DCCCC Armorial Bearings of the Lords of Manors, patrons of Livings, Ministers and Proprietors, with other interesting particulars' (post 1838) (B.L. Add. MS 21,018)

D.Parkes 'A Scrap-book of tinted drawings of churches, monumental antiquities, arms, and houses in Shropshire, with descriptive notes and copies of inscriptions; interspersed with a few from Merionethshire, Staffordshire, Denbighshire, Cheshire, Warwickshire, Hampshire, Middlesex, Worcestershire, and Herefordshire' (c.1779-1834) (B.L. Add. MS 21,010)\*

D.Parkes 'Coloured drawings of churches, monumental inscriptions, epitaphs, and other objects of interest in Warwickshire and Shropshire' (1801-32) (5 vols) (B.L. Add MS 21,012-21,016)

\* includes a beautiful drawing of Uffington Sunday school, 1829 on p.77

'The Antiquities of the county of Salop, with the state thereof. Collected principally by Edward Lloyd of Dre Newydd near Oswestry, in the county of Salop, barrister at law, about 1700 and by William Mytton of Halston, Esq., about 1730' (5 vols) (B.L. Add. MSS 21,019-21,023)

Isaac Richardson 'The names and armes (in trick) of the Gentry of Shropshire as they are entered in the Visitation of that County, made in anno 1663' (1693) (B.L. Add. MS 21,025)

Egerton MSS, including references to the schoolhouse and garden at Tong: 1738 (f.55r.); 1747 (f.73v.)

MSS Wase ('Wase's Papers') (early 1670's) (4 vols) (Bodleian Library, Oxford, CCC Oxon C390 i-iii; C391 i)

Jonathan Frynallt(?) Arithmetic book, (mid 18C.) (S.R.O. 2808/1)

Archdeacon Plymley Corbett's sister's diaries (late 18C; early 19C.) (photostat. copies) (S.R.O. uncat.)

(ii) PRINTED MATTER

(a) Official documents

Charitable Donations - Abstract of Returns (1786-88) (Univ. of London Library, Senate House)

Abstract of the Answers and Returns relative to the Expence and Maintenance of the Poor (1803-04) (B.L. 433, i, 12 (2))

Reports of the Select Committee on the Education of the Lower Orders iii (1817); iv (1818)

A Digest of Parochial Returns made to the Select Committee appointed to inquire into the Education of the Poor (1818) (2 vols) (Univ. of London Library)

Digest of Parochial Returns ix (1819)

Reports of the Commissioners  
for inquiring concerning  
Charities:

III (1820) pp.243-312  
Appx pp.187-98

IV (1820) pp.226-68  
Appx pp.495-510

V (1821) pp.397-452  
Appx pp.666-77

IX (1823) pp.321-25

XXIV (1831) pp.213-480

XXXII (1838) (Pt 2) pp.702-11  
(Univ. of London Library)

Abstract of Education Returns:  
1833 (Univ. of London Library)

(b) Books and journals

Auden, Rev. J.E. (ed.) Shrewsbury School Register,  
1636 to 1664 (Brown &  
Brinnand, Shrewsbury, 1917)  
(S.L.S.L. D35.7)

Auden, Rev. J.E. (ed.) Shrewsbury School Register,  
1798-1898 (Woodall, Minshall  
& Co., Caxton Press,  
Oswestry, 1898) (S.L.S.L.  
D35.7)

Auden, Rev. J.E. (ed.) Shrewsbury School Register,  
1734-1908 (Woodall, Minshall  
& Co., Caxton Press,  
Oswestry, 1909) (S.L.S.L.  
D35.7)

Beveridge, Bishop William The Catechism Explained  
for the use of the  
Diocese of St Asaph  
(1704)

Beveridge, Bishop William The Works of the Right  
Reverend Father in God,  
Dr William Beveridge,  
late Lord Bishop of  
St Asaph... (2 vols)  
(1720)

(B.L. 10C 11, 12)

Burton, Rev. J.R. (ed.) 'A Bitterley Broil in  
1718', T.S.A.S. 3rd series,  
VII (1907) pp.95-104

Carlisle, Nicholas A Concise Description of the  
Endowed Grammar Schools in  
England and Wales (2 vols) (London  
1818)

- Cheke, Sir John The Hurt of Seditio : 1549  
(Scolar Press, Menston, 1971)
- Childe, F.C.B. 'Extracts from the Notebook of  
a Shropshire Vicar, 1656-1691',  
T.S.A.S. 3rd series, V (1905)  
pp.191-217
- Cornes, Rev. Richard 'A Short topographical  
account of Bridgnorth,  
by Richard Cornes, 1739',  
T.S.A.S. 1st series, IX  
(1886) pp.193-210
- Cox, Rev. Thomas Magna Britannia; or Topograph-  
ical, Historical, Ecclesiastical  
and Natural History of  
Shropshire (1720) (S.L.S.L. C64)  
(Contains a list of 'charity  
schools' in the county, culled  
from S.P.C.K. information).
- Darwin, Francis (ed.) Charles Darwin: his life  
told in an autobiograph-  
ical chapter, and in a  
selected series of his  
published letters (London,  
(B.L. 2410 b.17) 1892)
- Defoe, Daniel A Tour Through the Whole Island  
of Great Britain, 1724-6  
(Penguin Books, Harmondsworth,  
reprinted 1978)
- Dower, J. The Salopian Esquire or the Joyous  
Miller (1738) (S.L.S.L. C83 1616)
- Fletcher, W.G.D. 'A Religious Census of  
Shropshire in 1676', T.S.A.S.  
2nd series, I (1889) pp.75-92
- Fletcher, W.G.D. 'Shropshire clergy who  
contributed to the free and  
voluntary present to His  
Majesty in 1662', T.S.A.S.  
4th series, II (1912) pp.209-14
- Gough, Richard The Antiquities and Memoyres of  
the Parish of Middle (Henry  
Sotheran & Co., 1875 edn)\*
- Hill, M.C. (ed.) County of Salop. Abstract of  
the Quarter Sessions Rolls,  
1820-1830 (County Records  
Committee, 1974)
- Hoole, Charles A New Discovery of the old Art  
of Teaching Schoole, In four  
small Treatises (1660)
- Hughes, W. (ed.) 'The Poll for the Borough of  
Shrewsbury, June 29-30, 1747',  
T.S.A.S. 1st series, III  
pp.221-38

\* also, The History of Myddle (reprint,  
Penguin Books Ltd, Harmondsworth, 1981)

- Jones, Llewellyn (ed.) 'Churchwardens' Accounts of the Town of Ludlow', T.S.A.S. 2nd series, V (1893) p.109
- Lee, L.J. (ed.) A full list and partial abstract of the Quarter Sessions Rolls (for Shropshire) 1696-1800 (Shropshire County Records)
- Lee, L.J. and Venables, R.G. (eds) A full list and partial abstract of the Quarter Sessions Rolls (for Shropshire) 1800-20 (Shropshire County Records)
- Lewis, John The Church Catechism Explained, by way of Question and Answer... (30th edn, 1766) (B.L. 3506 aaaa 24)
- Mandeville, Bernard de The Fable of the Bees (London, 1732)
- Mason, J.F.A. (ed.) 'Bishop Percy's Account of his own Education', Notes and Queries CCIV (Nov. 1959) pp.404-08
- Mathews, H. A Memorial to the S.P.C.K. for setting up Charity Schools universally in all Parishes of England and Wales (1710)
- Morris, Christopher (ed.) The Journeys of Celia Fiennes (1947) (B.L. X989/27808(4))
- Owen, Hugh Some Account of the Ancient and Present State of Shrewsbury (First printed, 1808; reprinted E.J.Morten, Didsbury, Manchester, 1972)
- Owen, Hugh and Blakeway, J.B. A History of Shrewsbury (2 vols) (Harding, Lepard and Co., London, 1825)
- Phillips, Thomas The History and Antiquities of Shrewsbury (Printed by Wood, Shrewsbury 1779)
- Plymley, Joseph General View of the Agriculture of Shropshire with observations on the means of its improvement (1813) (S.L.S.L. C22)
- Quick, R.H. (ed.) J.Locke: Some Thoughts Concerning Education, 1693 (C.U.P., London, 1934)
- Robinson, David (ed.) 'Visitations of the Archdeaconry of Stafford 1829-1841', Collections for a History of Staffordshire (Staffordshire Record Society, 4th series, X, 1980)

- Rogers, A.G.L. (ed.) Sir F.M.Eden: The State of the Poor. A History of the Labouring Classes in England, with Parochial Reports (George Routledge & Sons Ltd, London, 1928)
- Talbot, Rev. Dr James The Christian Schoolmaster (1707)
- Trimmer, Mrs S. The Oeconomy of Charity (2 vols) (London, 1801)
- Wase, Christopher Considerations concerning free schools, as settled in England (Oxford, 1678) (B.L. 1031 d.3)
- Watkins-Pitchford, W. (ed.) The Shropshire Hearth-Tax Roll of 1672 (Shropshire Archaeological and Parish Register Society, 1949)
- Watts, I. An Essay towards the Encouragement of Charity Schools, particularly those which are supported by Protestant Dissenters (1728)

#### Miscellaneous

The Gentleman's Magazine and Historical Chronicle (Includes: 'A Short Account of Wellington, 1759')

(Monthly Preceptor or) Juvenile Library (6 vols) (1800-03) (B.L. P.P. 5993. a.c.)

Calendar of the Muniments & Records of the Borough of Shrewsbury (Shrewsbury, 1896)

#### (c) Contemporary maps and engravings

Baugh, Robert Map of Shropshire (c.1808)

Dukes, T.F. Engraving of school and master's house at Longnor, early 19C., in scrapbook of T.F.Dukes ii no.22 (S.L.S.L. C.O.7/3066)

Moll, H. Shropshire. A map by the geographer H.Moll (1724) (Reproduced by Shropshire Libraries)

Wood, John Map of Oswestry (1833) (S.R.O.)

(d) Contemporary printed reports, rules, registers and accounts of schools

Anon. Account of several Workhouses... as also of several Charity Schools  
(1st edn, 1725, Woodlands Local Studies Centre, Greenwich; 2nd edn, 1732, S.P.C.K. Archives)

Auden, J.E. (ed.) Shrewsbury School Register, 1636-1908 (2 vols)  
(Shrewsbury, 1917)

(e) Sermons

'The Excellency of the Charity of Charity-Schools - A Sermon Preached in the Parish-Church of St Sepulchre, May 28, 1713, by William, Lord Bishop of Chester'

'The True Christian Method of Educating Children - A Sermon Preach'd in the Parish-Church of St Sepulchre, May 28, 1724, by Thomas, Lord Bishop of Sodor and Man'

(S.P.C.K. Anniversary Sermons, S.P.C.K. Archives, Holy Trinity Church, 25 Marylebone Road, London, N.W.1)

Extract of a Sermon on the Education of the Poor, under an appropriate System: preached at St Mary's, Lambeth, 28 June, 1807: for the benefit of The Boys' Charity-School at Lambeth: by the Rev. Dr. Andrew Bell, A.M.: F.A.S.S: F.R.S.E. Rector of Swanage, Dorsetshire; and Author of the Experiment in Education at Madras. (2nd edn, London, 1807)  
(Univ. of Keele, Education Library, pamph. J4N P2260)

(f) NewspapersThe Shrewsbury Chronicle

1772 - 1779 (microfilm)  
1780 - 1794 (bound vols)  
1794 - 1833 (microfilm)

(S.L.S.L.)

The Salopian Journal

1794 - (bound vols)  
(S.L.S.L.)

'Watton's Newspaper Cuttings'

(17 vols)  
(S.L.S.L.)



(g) Guides and directories

Bullock, Richard The Universal British Directory (Northumberland, 1790) (S.L.S.L. C67)

Pigot, S. London and Provincial New Commercial Directory. Shropshire (1822-23) (S.L.S.L. C67)

Gregory, T. The Shropshire Gazetteer (Wem, 1824) (Univ. of Keele Library, Local Coll. DA 670. S4S4; S.L.S.L. C67)

The Salop Directory (Tibnam and Co., Shrewsbury, 1828) (S.L.S.L. C67)

Pigot, S. Shropshire Directory (1828; 1829) (S.L.S.L. C67)

A Description of the Town of Ludlow (1812) (S.L.S.L. Q66)

(iii) S.P.C.K. ARCHIVE MATERIAL(a) MSS

Minutes of the General Board:  
1699-1740 (18 vols)

Minutes of the Standing Committee:  
1705-22 (4 vols)

Abstract Letter Books: 1699-1783  
(26 vols)

Original Letter Files: 1699-1860  
(6 vols)

Miscellaneous Abstracts: 1709-22  
1723-33  
(2 vols)

Society's (Draft Out) Letters:  
1708-34 (31 vols)

Special Letter Books: 1699-1707  
1708-32  
(2 vols)

'MSS Wanley Etc.'

'An Account of Packets sent to the Residing and Corresponding Members according to the Society's Regulation for paying part of the Charge of them; The Contents of the Packets; and an Estimate of the Charge to the Society & their Members respectively: And by whom they were sent' (1719-26)

An index card for the county at  
S.P.C.K. Archives records  
individual references to Shropshire  
schools in the above MSS.

(b) Printed material

Society's Reports (including the  
Account): 1704; 1705; 1707; 1709-  
29  
(S.P.C.K. Archives)

1706; 1708  
(Bodleian Library, Oxford Pamph.  
270 (12); Pamph. 275 (15))

Enquiries Into the State of Charity-  
Schools (1729)  
(S.P.C.K. Archives)

(iv) NATIONAL SOCIETY ARCHIVE MATERIAL

(a) MSS

Correspondence files for:

Acton Burnell  
Bridgnorth  
Cainham  
Chetton  
Claverley  
Clunbury  
Llangedwin  
Llanymynech  
Meole Brace  
Oswestry  
Pontesbury  
Ruyton-XI-Towns  
Shifnal  
Shrewsbury, St Chad's  
Shrewsbury, St Mary's  
St Martin's  
Upton Magna  
Wem  
Whitchurch  
Wrockwardine Wood

'General Committee of the  
National Society':

No.1 -May 1816  
No.2 May 1816-Nov.1824

(b) Printed materialAnnual Reports 1812 -

Reports for the Diocese of Lichfield, I, 1808 to 1838:  
 Section 9: 'Remarks on the Present State of the Poor' (Oswestry, 1826);  
 'Report of the Oswestry Society for Bettering the Condition and increasing the Comforts of the Poor' (1831)

(National Society Archives,  
 Church House, Dean's Yard,  
 Westminster, London SW1P 3NZ)

(v) BRITISH AND FOREIGN SCHOOL SOCIETY ARCHIVE MATERIAL

Reports 1814-33 (1819, 1823  
 and 1824 missing)

'B.R. Normal Schools.  
 Applications and Testimonials  
 Men Before 1830  
 Men 1830-1833'  
 (2 files)

'Committee-of-Council Schools.  
 Applications for Building  
 Grants under the 1833 Act'

(British and Foreign School  
 Society Archives Centre, West  
 London Institute of Higher  
 Education, Lancaster House,  
 Borough Road, Isleworth,  
 Middlesex, TW7 5DU)

B. SECONDARY SOURCES(i) Books and theses on the history of education

- Armytage, W.H.G. Four Hundred Years of English Education (C.U.P., London, 1970)
- Barnard, H.C. A History of English Education from 1760 (Univ. of London Press Ltd, London, 1947)
- Boden, G.E. 'The Grammar Schools and Charity Schools of Oxfordshire 1660-1840' (unpub. B.Phil. thesis, Univ. of Hull, 1971)
- Burgess, H.J. Enterprise in Education; the story of the work of the Established Church in the education of the people prior to 1870 (S.P.C.K., London, 1958)
- Curtis, S.J. and Boulwood, M.E.A. A Short History of Educational Ideas (University Tutorial Press Ltd, London, 1953)
- Gomez, F.G. 'The Endowed Schools of Staffordshire in the Eighteenth Century' (unpub. M.Phil. thesis, Univ. of Leeds, 1977)
- Hans, Nicholas New trends in education in the eighteenth century (London, 1951)
- Heal, Sir Ambrose The English Writing Masters and their Copy-Books, 1570-1800; a biographical dictionary and a bibliography. With an introduction on the development of handwriting by S.Morison (London, 1931; Georg Olms, Hildesheim, 1962)
- Horn, Pamela Education in Rural England, 1800-1914 (St Martin's Press, New York, 1978)
- Hume, Robert 'The Schooling of the Kentish Poor from the Restoration until the establishment of the National Society, 1660-1811' (unpub. M.A. (Ed.) thesis, Univ. of Keele, 1979)
- Johnson, Marion Derbyshire Village Schools in the Nineteenth Century (David & Charles, Newton Abbot, 1970)
- Jones, M.G. The Charity School Movement. A Study of Eighteenth Century Puritanism in Action (C.U.P., Cambridge, 1938)
- Larcombe, H.J. 'The Development of Subscription Charity Schools in England and Wales from the close of the Seventeenth to the close of the Eighteenth Century, with special reference to London and District' (unpub. Ph.D. thesis, Univ. of London, 1928)
- Lawson, John and Silver, Harold A Social History of Education in England (Methuen & Co. Ltd, London, 1973)
- Mc Lachlan, Herbert English Education under the Test Acts, being the History of Nonconformist Academies, 1662-1820 (Manchester, 1931)

- Maclure, J.S. Educational Documents; England and Wales, 1816-1963 (Chapman and Hall, London, 1965)
- de Montmorency, J.E.G. State intervention in English education (Cambridge, 1902)
- Neuburg, V.E. Popular Education in Eighteenth Century England (The Woburn Press, London, 1971)
- Robson, D. Some Aspects of Education in Cheshire in the Eighteenth Century (Manchester Univ. Press, Manchester, 1966)
- Robson, D. 'Some aspects of education in Derbyshire in the eighteenth century' (unpub. Ph.D. thesis, Univ. of Sheffield, 1972)
- Seaborne, M. The English School. Its architecture and organization, 1370-1870 (Routledge & Kegan Paul, London, 1971)
- Smith, Alan 'A Study of Educational Development in the Diocese of Lichfield and Coventry in the Seventeenth Century' (unpub. Ph.D. thesis, Univ. of Leicester, 1972)
- Sylvester, D.W. (ed.) Educational Documents, 800-1816 (Methuen & Co. Ltd, London, 1970)
- Tompson, R.S. Classics or Charity? The dilemma of the 18th century grammar school (Manchester Univ. Press, Manchester, 1971)
- Unwin, R.W. 'Education and Society in Wetherby and its Environs, 1660-1902' (unpub. Ph.D. thesis, Univ. of Leeds, 1979)
- Vincent, W.A.L. The State and School Education in England and Wales, 1640-1660; a survey based on printed sources (Church Historical Society, London, 1950)
- Vincent, W.A.L. The grammar schools; their continuing tradition, 1660-1714 (John Murray, London, 1969)
- Wardle, D. English Popular Education, 1780-1970 (C.U.P., Cambridge, 1970)
- Watson, Foster The English grammar schools to 1660: their curriculum and practice (C.U.P., Cambridge, 1908)
- Wilkinson, M.W. 'Elementary Education in Yorkshire, 1699-1811, from the establishment of S.P.C.K. to the foundation of the National Society : a study of Yorkshire schools other than those documented by S.P.C.K.' (unpub. M.Ed. thesis, Univ. of Leeds, 1966-67)
- Wood, J.O. 'The Charity School Movement and the Beginnings of Elementary Education in Lancashire' (unpub. M.Ed. thesis, Univ. of Manchester, 1960)

(ii) Articles and essays on the history of education

- Bartle, G.F. 'The Records of the British and Foreign School Society at Borough Road', Journal of Educational Administration and History Vol. XII, No.2 (July 1980) pp.1-6
- Cressy, David 'Levels of Illiteracy in England, 1530-1730', Historical Journal XX, 1, (1977) pp.1-23
- Cressy, David 'Literacy in seventeenth century England : more evidence', Journal of Interdisciplinary History VIII (1977) pp.141-50
- Edmonds, E.L. 'The S.P.C.K. and Early Inspection in Anglican Charity Schools', Studies in Education 3 (July 1958) pp.50-59
- Freeman, C.B. 'The Children's Petition of 1669 and its sequel', British Journal of Educational Studies 14 (1965-66) pp.216-23
- Griffiths, G.Milwyn 'Education in the Diocese of St Asaph, 1729-30', National Library of Wales Journal (Winter 1950) pp.394-95
- Griffiths, G.Milwyn 'Further Notes on Education in the Diocese of St Asaph, 1738', National Library of Wales Journal (Summer 1951) pp.81-84
- Havard, The Right Rev. W.T. 'The Educational and Religious Movement in the Diocese of St Asaph in the Eighteenth Century', National Library of Wales Journal (Summer 1945) pp.35-45
- Henderson-Howat, A.M.D. 'Charity Children', Quarterly Review (Oct. 1960) pp.418-29
- Hume, Robert 'Educational Provision for the Kentish Poor: 1660-1811', Southern History IV (1982) (forthcoming)
- Kitching, J. 'The Catholic Poor Schools, 1800 to 1845', Journal of Educational Administration and History Vol. I, No.2 (June 1969) pp.1-8; Vol. II, No.1 (Dec.1969) pp.1-12
- Laqueur, Thomas 'The Cultural Origins of Popular Literacy in England, 1500-1850', Oxford Review of Education Vol. II, No.3 (1976) pp.255-75.
- Leach, A.F. 'The True Meaning of Free Schools', Journal of Education XXX(new series) (June and July 1908) pp.378-80; 495-97
- Oakeshott, A.M. d'I. 'The Education Inquiry Papers of Christopher Wase', British Journal of Educational Studies XIX (1971) pp.301-32
- O'Day, Rosemary 'Church Records and the History of Education in Early Modern England, 1558-1642 : A Problem in Methodology', History of Education Vol.2 No.2 (June 1973) pp.115-32

- Sanderson, Michael 'Social Change and Elementary Education in Industrial Lancashire, 1780-1840', Northern History III (1968) pp.131-54
- Sanderson, Michael 'The Grammar School and the Education of the Poor, 1780-1840', British Journal of Educational Studies XI (1962-63) pp.28-43
- Schofield, R.S. 'The measurement of Literacy in Pre-Industrial England', in J.Goody (ed.) Literacy in Traditional Societies (C.U.P., 1968) pp.311-25
- Schofield, R.S. 'Dimensions of Illiteracy, 1750-1850', Explorations in Economic History Vol.10 No.4 (Summer 1973) pp.437-54
- Siegel, B.J. 'Models for the Analysis of the Educative Process', in G.D.Spindler (ed.) Education and Anthropology (Stanford Univ. Press, Stanford, 1955) pp.38-49
- Simon, Joan 'Was there a Charity School Movement? The Leicestershire Evidence', in B.Simon (ed.) Education in Leicestershire, 1540-1940. A Regional Study. (Leicester Univ. Press, Leicester, 1968) pp.55-100
- Smith, Alan 'Endowed Schools in the diocese of Lichfield and Coventry, 1660-99', History of Education Vol.4 No.2 (Summer 1975) pp.5-20
- Smith, Alan 'Private schools and schoolmasters in the diocese of Lichfield and Coventry in the seventeenth century', History of Education Vol.5 No.2 (June 1976) pp.117-26
- Stone, Lawrence 'The Educational Revolution in England, 1560-1640', Past and Present 28 (July 1964) pp.41-80
- Stone, Lawrence 'Literacy and Education in England, 1640-1900', Past and Present 42 (Feb.1969) pp.69-139
- Tate, W.E. 'The Episcopal Licensing of Schoolmasters in England', Church Quarterly Review CLVII (1956) pp.426-32
- Tate, W.E. 'S.P.C.K. Archives', Archives III (1957) pp.105-15
- Tate, W.E. 'The Charity Sermons, 1704-1732, as a source for the History of Education', Journal of Ecclesiastical History IX, 1, (1958) pp.54-72
- Wallis, P.J. 'The Wase School Collection', Bodleian Library Record Vol.IV No.2 (Aug.1952) pp.78-104

(iii) 'Modern' histories of Shropshire

- Auden, Thomas (ed.) Memorials of Old Shropshire (Bemrose & Sons Ltd, London, 1906)
- Baugh, G.C. (ed.) Victoria County History. Shropshire III (O.U.P., 1979)
- Cranage, D.H.S. An Architectural Account of the Churches of Shropshire (2 vols) (Hobson, Wellington, 1901-12)

- Dodd, J.P. 'The Changing Scene in Shropshire, 1750-1850'  
(unpub. M.Sc. thesis, Univ. of London, 1954)
- Forrest, H.E. Shropshire in English History (1978 edn, Westmid  
Supplies, Shrewsbury)
- Gaydon, A.T. (ed.) Victoria County History. Shropshire II  
(O.U.P., 1973)
- Green, Hilary 'The Linen Industry of Shropshire', Industrial  
Archaeology Review Vol.V No.2 (Spring 1981)  
pp.114-25
- Haines, G.H. Shropshire and Herefordshire Villages (Robert Hale  
& Co., London, 1974)
- Hill, Julian 'A premature Welfare State?', The Local Historian  
Vol.14 No.1 (Feb.1980) pp.11-17
- Holt, V.M.E. (et al.) (eds) Shropshire (Shropshire County Council,  
1980)
- Hulbert, Charles The History and Description of the County of  
Shropshire (Providence Grove, Shrewsbury, 1837)
- Parkinson, James Old Cottages, Farmhouses, and other half-  
timber buildings in Shropshire, Herefordshire  
and Cheshire (B.T.Batsford, London, 1904)
- Pevsner, Nikolaus The Buildings of England - Shropshire  
(Penguin Books Ltd, Harmondsworth, 1958)
- Phillott, H.W. Diocesan Histories, Hereford (S.P.C.K., London,  
1888)
- Rowley, Trevor The Shropshire Landscape (Hodder and Stoughton,  
London, 1972)
- Skinner, R.F. Nonconformity in Shropshire, 1662-1816; a study  
in the rise and progress of Baptist, Congregational,  
Presbyterian, Quaker and Methodist societies  
(Shrewsbury, 1964)
- Sogner, Silvi 'Aspects of the Demographic Situation in 17  
parishes in Shropshire, 1711-60', Population  
Studies XVII No.2 (Nov.1963) pp.126-46
- Thomas, D.R. St Asaph. A Diocesan History (S.P.C.K., London, 1888)
- Thomas, D.R. The History of the Diocese of St Asaph (3 vols)  
(Oswestry, 1908-13) (N.L.W. St Asaph records:  
SA/DR/30-44)
- Trinder, Barrie The Industrial Revolution in Shropshire  
(Phillimore & Co. Ltd, London and Chichester,  
1973)



(iv) 'Modern' histories of individual Shropshire parishes/areas

- Auden, J.E. MS 'Notes on the Parish of Tong...' (c.1900)
- Baxter, R.M. 'A History of Wellington' (unpub. typescript photostat. copy, 1949) (Wellington Public Library)
- Bellett, Rev. George 'The Antiquities of Bridgnorth' (Bridgnorth, 1856) (S.R.O. 3662/lib/16)
- Brighton, Rev. Frederick The Story of Great Ness (printed by J.W. Gittins, 1933)
- Burton, J.R. The History of the Walcots of Walcot (privately pub., 1930)
- Cathrall, William The History of Oswestry (George Lewis, Oswestry, 1855)
- Clark-Maxwell, Rev. W.G. A Short History of the Town and Neighbourhood of Clun (printed by L.Wilding, Shrewsbury, 1909)
- Clun, Miss E. Neary Clun and its neighbourhood (printed by M.Guest, Birmingham, 1881)
- Donaldson-Hudson, Ruth An Historical Survey of the Parish of Cheswardine (Wilding and Son Ltd, Shrewsbury, 1939)
- Duggan, T.C. History of Whitchurch, Shropshire (The Whitchurch Herald Ltd, Whitchurch, 1935)
- Evans, Rev G.E. Whitchurch of Long Ago, or notes on the history of the parish and town (Woodall etc., Oswestry, 1893) (S.L.S.L. 996. H64)
- Forrest, H.E. The Old Houses of Shrewsbury (Wilding & Son Ltd, printers, Shrewsbury, 3rd Library edn, revised, 1920)
- Forrest, H.E. The Old Churches of Shrewsbury (Wilding & Son Ltd, printers, Shrewsbury, 1920)
- Garbet, Rev. Samuel The History of Wem etc. (printed by G.Franklin, Wem, 1818) (S.L.S.L. I64)
- Goodman, K.W.G. 'Hammerman's Hill; the land, people and industry of the Titterstone Clee Hill area of Shropshire from the sixteenth to the eighteenth centuries' (unpub. Ph.D. thesis, Univ. of Keele, 1978) (2 vols)
- Herbert, F.C. 'The History of Wrockwardine', T.S.A.S. 4th series, (1915) pp.225-90
- Hey, D.G. An English rural community : Myddle under the Tudors and Stuarts (Leicester Univ. Press, Leicester, 1974)
- Hibbert, Rev. Canon F.A. 'Adderley and its Church', T.S.A.S. XLVI (1931-32) pp.97-128
- James, R.B. Whitchurch - A Short History (Whitchurch Area Archaeological Group, 1979)

- James, Rev. S.B. Worfield on the Worfe, in and near the Severn Valley; being a brief history of Worfield in the County of Shropshire and Diocese of Lichfield (Bemrose, London, 1878) (S.L.S.L. 395.064)
- Jancey, E.M. 'An Eighteenth Century Steward and his Work', T.S.A.S. LVI (1957-60) pp.34-48
- Lloyd, Evelyn N.V. A Nutshell History of Shrewsbury (Shrewsbury Civic Society, 1st edn, 1979)
- Lloyd, Evelyn N.V. The History of Millington's Hospital, Shrewsbury (Caradoc and Severn Valley Field Club, 1982, forthcoming)
- Lloyd, L.C. 'Eighteenth-Century Highway Administration in an area of South Shropshire', T.S.A.S. LVI (1957-60) pp.314-27
- Lloyd, L.C. (ed.) Borough of Much Wenlock, 1468-1968 (Studies in the History of the Town and Borough) (Wilding & Son Ltd, Shrewsbury, 1968) (S.L.S.L. M64 and v.f.)
- Mc Reath, W. 'Whitchurch Past and Present' (unpub. pamphlet, c.1900)
- Mason, J.F.A. The Borough of Bridgnorth, 1157-1957 (Bridgnorth Borough Council, Bridgnorth, 1957) (S.L.S.L. 064)
- Mendenhall, T.C. The Shrewsbury Drapers and the Welsh Wool Trade in the 16 and 17 centuries (Oxford Historical Series, British Series, London, 1953)
- Pidgeon, Henry Memorials of Shrewsbury (originally pub. 1837; re-pub. Salop County Library)
- Randall, John A History of Madeley including Ironbridge, Coalbrookdale and Coalport, from earliest times to the present, with notices of remarkable events, inventions etc. (Wrekin Echo Office, Madeley, 1880) (S.L.S.L. M64)
- Trinder, Barrie and Cox, Jeff Yeomen and Colliers in Telford. Probate Inventories for Dawley, Lilleshall, Wellington and Wrockwardine, 1660-1750 (Phillimore, London and Chichester, 1980)
- Weyman, H.T. Ludlow in Bye-Gone Days (reprinted by Orphans Printing Press, Leominster, 1966)
- Willan, C.Hartley Historic Clun (Clun Valley Books, 1966)
- Woodward, Iris The story of Wem and its neighbourhood (Wildings Ltd, Shrewsbury, 1952)
- Wright, Thomas The History and Antiquities of Ludlow (repub. by E.J.Morten, Didsbury, Manchester, 1972)

(v) 'Modern' histories of Shropshire schools and education

- Berry, K.W. Pontesbury National (C. of E.) School (The Old Mint Press, Much Wenlock, 1961) (S.L.S.L. ED 35.1 v.f.)
- Bulkeley-Owen, Mrs 'The founder and first trustees of Oswestry grammar school', T.S.A.S. 3rd series, IV (1904) pp.194-95
- Clarke, Ernest 'A History of Whitchurch Grammar School, Shropshire, 1550-1950' (unpub. M.A. (Ed.) thesis, Univ. of Sheffield, 1953)
- Creak, W.J. The History of Adams' Grammar School, Wem (printed by T.Strong, Wem, 1953) (S.L.S.L. I64 v.f.)
- Dodd, J.P. 'Rural Education in Shropshire in the Nineteenth Century' (unpub. M.A. (Ed.) thesis, Univ. of Birmingham, 1958)
- Dodd, J.P. 'Three Centuries of Shropshire Experiments in Education', The Shropshire Magazine Vol.9 No.2 (June 1958) pp.29-32
- Fisher, Rev. G.W. Annals of Shrewsbury School (Methuen & Co., London, 1899)
- Lees, R.B. and Strain, M. Hinstock Village History. The Schools (S.R.O., 1977)
- Lloyd, D.J. 'Popular Education and Society in Ludlow, 1711-1861' (unpub. M.Ed. thesis, Univ. of Hull, 1974)
- Lloyd, D.J. Country Grammar School : Ludlow Grammar School through Eight Centuries (Studio Press Ltd, Birmingham, 1977) (Bishop's Castle Public Library S9/106R LU)
- Mc Fall, Jessie 'Education in the Madeley Union of Shropshire in the Nineteenth Century' (unpub. M.A. (Ed.) thesis, Univ. of Keele, 1973)
- Meredith, J.R. Adams' Grammar School, Newport, 1656-1956 (The School, Newport, 1956)
- Oakley, R.R. A History of Oswestry School (Seeley Service, London, 1964)
- Oldham, J.B. Headmasters of Shrewsbury School, 1552-1908 (Wilding & Son, Shrewsbury, 1937) (S.L.S.L. D35.7)
- Oldham, J.B. A History of Shrewsbury School, 1552-1952 (Basil Blackwell, Oxford, 1952) (S.L.S.L. D35.7)
- Price, Rev. D.T.W. 'Public Schools and Endowed Grammar Schools', Victoria County History. Shropshire II (ed. A.T.Gaydon) pp.141-64
- Rimmer, Alfred (ed. and illus.) A history of Shrewsbury School from the Blakeway MSS and many other sources (Adnitt & Naunton, Shrewsbury, 1889) (S.L.S.L. D35.7)
- Roberts, Askew 'Oswestry Grammar School', T.S.A.S., 1st series, V (1882) pp.1-88
- Rowley, N. Market Drayton Grammar School, 1555-1965 (Wilding & Son, Shrewsbury, 1965)

West, J.M. Shrewsbury (Blackie, London, 1937)

Miscellaneous

'A Short History of Shrewsbury School', in The Shrewsbury Chronicle 24 June 1932 (Also, cutting at S.R.O. 1405/34)

Some Account of the Royal Free Grammar School of King Edward the Sixth in Shrewsbury (Leake and Evans, Shrewsbury, 1869)  
(S.R.O. Watkins-Pitchford Collection 1104 Box)

'Founder of Wem Grammar School: Sir Thomas Adams', Caradoc Newspaper Cuttings, Vol.20 p.24 (S.L.S.L.), from The Shrewsbury Chronicle 20 July 1934

Shropshire Charities for Elementary Education (Salop County Council, Shrewsbury, 1906)

(vi) Other useful works providing contemporary background material

Abbey, C.J. The English Church and its Bishops, 1700-1800  
(2 vols) (London, 1887)

Allen, W.O.B. and Mc Clure, E. Two Hundred Years, 1698-1898. The History of the Society for Promoting Christian Knowledge  
(S.P.C.K., London, 1898)

Armstrong, Anthony The Church of England, The Methodists and Society, 1700-1850 (Univ. of London Press Ltd, London, 1973)

Bayne-Powell, R. The English Child in the Eighteenth Century  
(John Murray, London, 1939)

Best, G.F.A. Temporal Pillars, Queen Anne's Bounty, the Ecclesiastical Commissioners and the Church of England (C.U.P., Cambridge, 1964)

Clark, P. and Slack, P. English Towns in Transition, 1500-1700 (O.U.P., London, 1976)

Clarke, W.K.Lowther A Short History of the S.P.C.K. (S.P.C.K., London, 1919)

Clarke, W.K.Lowther Eighteenth Century Piety (S.P.C.K., London, 2nd edn, 1945)

Clarkson, L.A. The Pre-Industrial Economy in England, 1500-1750  
(Batsford, London, 1971)

Dunlop, O.J. and Denman, R.D. English Apprenticeship and Child Labour (London, 1912)

Everitt, Alan (ed.) Perspectives in English Urban History  
(Macmillan, London, 1973)

Geoge, M.D. English Social Life in the Eighteenth Century  
(London, 1923)

Gilbert, A.D. Religion and Society in Industrial England. Church, Chapel and Social Change, 1740-1914 (Longman, London, 1976)

- Glass, D.V. 'King's Population Estimate of England and Wales, 1695', Population Studies Vol.3 No.4 (Mar. 1950) pp.338-74
- Hart, A.Tindal William Lloyd, 1627-1717; bishop, politician, author, and prophet (S.P.C.K., London, 1952)
- Horn, Pamela The Rural World 1780-1850; social change in the English countryside (Hutchinson, London, 1980)
- Hoskins, W.G. Industry, Trade and People in Exeter, 1688-1800 (Exeter Univ. Press, Exeter, 1968)
- Laslett, Peter The World we have lost (Methuen & Co. Ltd, London, 1965)
- Marshall, Dorothy Eighteenth Century England (Longman, London, 1962)
- Marshall, Dorothy The English Poor in the Eighteenth Century; a study in social and administrative history (orig. pub. London, 1926; reprinted, Routledge & Kegan Paul, London, 1969)
- Marshall, Dorothy Industrial England, 1776-1851 (Development of English Society) (Routledge & Kegan Paul, London, 1973)
- Mayo, Rev. C.H. 'The Social Status of the Clergy in the Seventeenth and Eighteenth Centuries', The English Historical Review (Apr. 1922) pp.258-66
- Mingay, G.E. English Landed Society in the Eighteenth Century (Routledge & Kegan Paul, London, 1963)
- Mitchell, B.R. Abstract of British Historical Statistics (Cambridge, 1962)
- Mc Clure, E. A Chapter in English Church History, 1698-1704 (S.P.C.K., London, 1888)
- Mc Innes, A.J.D.M. The English Town, 1660-1760 (The Historical Association, pamph., London, 1980)
- Overton, J.H. and Relton, Frederic The English Church, from the accession of George I to the end of the eighteenth century, 1714-1800 (A History of the English Church Vol.7) (London, 1906)
- Owen, David English Philanthropy, 1660-1960 (O.U.P., London, 1965)
- Parker, Irene Dissenting academies in England; their rise and progress and their place among the educational systems of the country (Contributions to the History of Education) (Cambridge, 1914)
- Pinchbeck, I. and Hewitt, M. Children in English Society I (Routledge & Kegan Paul, London, 1969)
- Rogers, Alan Approaches to Local History (Longman Group Ltd, London, 2nd edn, 1977)

- Sykes, Rev. Norman Church and State in England in the XVIIIth Century (C.U.P., Cambridge, 1935)
- Wearmouth, R. Methodism and the Working-Class Movements of England, 1800-1850 (London, 1937)
- Willey, Basil The Seventeenth Century Background (Chatto and Windus, London, 1934; Peregrine, 1962)
- Willey, Basil The Eighteenth Century Background (Chatto and Windus, London, 1940; Peregrine, 1962)
- Wilson, C.H. England's Apprenticeship, 1603-1763 (Social and Economic History of England) (Longman, London, 1965)

**INDEX**

Absenteeism (clerical; see also pluralism) 106-10  
of incumbents:  
in Ludlow archdeaconry, 1716-19 107-10  
at Acton Scott 109-10  
Ashford Carbonell 108  
Badger 108  
Bettus 109  
Culmington 109  
Deuxhill 107  
Holgate 108  
Hope Bowdler 108  
Hopesay 108  
Llanvairwaterdine 107-08  
Neenton 109  
Norbury 109  
Preen 108  
Shelve 109  
Upton Cressett 108  
Wenlock, Little 109  
Willey 108  
Wistanstow 109  
of curates:  
at Acton Scott 109-10  
Morville 109  
Neenton 109  
Silvington 109

Abstract of Education Returns  
(1833) 39 68

Abstract of Returns relative to  
the Expenditure and Maintenance  
of the Poor (1804) 61

'Academy' used interchangeably  
with 'boarding school' 56

Ackland, Col. of St Chad's,  
Shrewsbury 16

Acton Burnell,  
school at, 1660  
Catholic College of Douay  
at, 1799 35  
educational opportunity at,  
1799 94

Acton Scott  
Edward Fosbrooke, non-  
resident curate of, 1716  
110  
William Fosbrooke, absentee  
rector of, 1716 110

Adams, Ralph, Shrewsbury writing  
master (1713), inventory of  
187 195 323-24

Adams, Thomas, G.S. at Wem  
(est.1650)  
in 1660 47  
benefaction table at 158

Adams, William,  
supervision of Newport  
trust 128  
privileged scholars at  
G.S. (est.1656) of 164

actual geog. origins of  
children admitted to 226

Adams, William, second master  
Shrewsbury School, 1798-  
200

Adderley, curriculum at school  
(est.1719) 240

Adderley, Richard (1796-1828)  
and George, masters, Newport  
G.S. 167-68

Adney, Richard, usher, Ludlow  
G.S., 1735-43 179

Agriculture 9  
farmers in Upton Magna, 1772;  
and Donnington and  
Kinnerley, 1791 17  
in Hinstock, 1799 17  
in Clunbury, 1823 17

Alberbury-with-Cardeston,  
classical school at, 1660  
47 57  
schoolteacher at, c.1689 63  
reading, writing and accounts  
at, 1760 242  
Edward Lockley, schoolmaster  
at, c.1750 166  
schoolmaster at, 1787 202

Albrighton (Shifnal)  
Catholics at, 1676 239  
John Oatly, schoolmaster at,  
1716/7 212-13  
voluntary school at, 1772 136  
Mr J. Matthews, schoolmaster at,  
1789, 206  
Rev. Richard Mountfort, school-  
master at, 1780 198  
Misses Smith, schoolmistresses  
at, 1817 177

Alcock, Mr, Newport tan-yard of,  
c.1790 14

Allatt, John,  
pay scholars at school of,  
Shrewsbury 196  
prescribed geog. origins of  
children to be admitted to  
225  
George Bagley the elder, master  
at, 1800- 211-12

Allen, Mr Saxton,  
Shrewsbury dancing master, 1777  
172  
musical business of 202-03

Alveley, school for entire parish  
at 231  
length of children's stay at  
251-52

Apprenticeship 254-63



- Archidiaconal visitation enquiries, as a source for quantifying educational provision 67 of John Chappel Woodhouse, 1799 and of Hugh Owen, 1823-25 67
- Asaph, St, diocese of part of Shropshire in 24 25 bishops of 26 remote position of 27 stepping-stone function of 28
- Ashford Carbonell, absentee incumbent of, 1719 108 pluralism at, 1719 114
- Astier, Mr, Shrewsbury dancing master, 1788 174
- Astley, school at, 1832 190 site of 246-47
- Aston, Henry, at Chetton prescribed social status of children at school of 228 curriculum at 240
- Atcherley, Rev. James, master, Shrewsbury School, 1755-98 214
- Atcherley, John, headmaster, Drayton G.S., 1806- 200
- Badger, absentee minister of, 1716-19 108
- Bagley, George, the elder, Shrewsbury schoolmaster, 1785- 188 211-12
- Bagley, G., junior, Shrewsbury 'boarding school' and 'Academy' of, 1807-08 56 169 and navigation 236-37 period of office 211-12
- Bagley, T., Shrewsbury schoolmaster, 1809 169
- Bagot, Lewis, bishop of St Asaph, 1790-1802 26
- Bailey, Benjamin, under master, Drayton G.S., 1790 204
- Banks, William Esq., Benthall ironmaster, 1790 11
- Baptists (see Nonconformity)
- Barret, Onslow, master, Ludlow G.S., 1730-35 200
- Barrow, iron-stone furnace at, 1716 10 Thomas Turner Esq.'s porcelain factory at, 1790 13 held in plurality with Willey 111 prayers and sermons at 110 John Slaney's school (est. 1612) at in 1660 49 preference to priest-master at 198 pay scholars at 196 actual geog. origins of children at 226 length of children's stay at 251 Richard Knott, master at, 1665-80 210 educational opportunity at, 1660; 1833 92
- Barrow, Isaac, bishop of Sodor & Man, 1663-70 27 bishop of St Asaph, 1670-80 26-27
- Barrow, Mrs (née Longmire), Shrewsbury schoolmistress, 1791 178n.2
- Baschurch, Newtown, Mrs Harris's Charity School (est.c.1709) William Jones, masters at, 1765-1814+ 171 173-74 213 Sarah Bromley, mistress at, 1806 170 213 prescribed social status of children to be admitted to 228-29 attitude towards absenteeism at 250 Rowland Hunt Esq., school promoter at, 1799 132
- Bate, John, master, Bitterley G.S., 1755- 200
- Bath, Ann Brookes, Shrewsbury day schoolmistress from, 1779 174 Mr Astier, Shrewsbury dancing master from, 1788 174
- Battlefield, day school at, 1833 50
- Beale, Bartholomew, S.P.C.K. correspondent, Heath house, 1716 252-53
- Beauclerk, James, bishop of Hereford, 1746-87 26

- Beckbury, Misses Beltons,  
schoolmistresses at,  
c.1804-c.1809 170
- Beddoe, John, schoolmaster  
at Madeley, 1664 208  
Smethcott, 1668 239-40  
Much Wenlock, 1683 166
- Bedstone, schoolteacher at,  
1707 63
- Bell, Rev. Dr Andrew,  
aims of monitorial system 101  
moral aims of education 123
- Beltons, Misses, Beckbury  
schoolmistresses, c.1804-  
c.1809 170
- Benefactors,  
geog. origins of 137-38  
social status of 138-46  
changes in 143-46  
to Ludlow and Shrewsbury  
subscription schools,  
1786-1809 140-42  
motivation of:  
pietism 148-49  
paternalism 149-52  
perpetuation of own  
name 154-63  
securing welfare of  
own family 163-64  
securing welfare of  
specially privileged  
164  
small absolute extent of  
benefactions 152-53
- Benoist, Monsieur, Shrewsbury  
schoolmaster, 1788 177
- Benthall,  
ironmasters at, 1790 11  
Burton's white-brick  
works at 12  
prayers and sermons at,  
1716 111
- Benyon, Thomas, site of school  
(end.c.1707) at Whitchurch  
245
- Berrington, anonymous benefactors  
to Sunday school at, 1795.  
148-49
- Bettus, absentee incumbent of,  
1716-19 109
- Beveridge, William, bishop of  
St Asaph, 1704-07/08 26  
remarks on poor 105  
rich 150 152  
views on Church's role in  
education of child 113  
and the Catechism 114-15
- Billingsley, early 19C. paupers  
in 23
- Birmingham,  
Mr Harries, Shrewsbury school-  
master from 176  
Mr J. Matthews, Albrighton  
schoolmaster from 206
- Bishop's Castle,  
prayers and sermons at, 1716-19  
110  
school at from 1728 60 82n.2 96  
social background of children  
at 231  
Mrs Pugh, schoolmistress at,  
c.1777 190  
origins of educational benef-  
actress at 138 140  
pop.1801 9
- Bisse, Philip,  
bishop of St David's, 1710-12/3  
29  
bishop of Hereford, 1712/3-21 26  
visitation articles of, 1716-19  
106 et seq.
- Bitterley, G.S. at,  
in 1660 57  
John Newborough's legacy to 131  
John Doughty, master at, 1662-  
219  
John Bate, master at, 1755- 200  
The Deveys, masters at, 1764,  
1768 168  
actual geog. origins of children  
admitted to 226  
no classical teaching at, 1820  
242-43  
absenteeism at, 1818-19 250  
pop.1801 9
- Blayney, Richard, master, Whitchurch  
G.S., 1743-69 200
- 'Boarding school', used interchange-  
ably with 'Academy' 56
- Bomer Heath, schoolmaster at, 1829  
200n.3
- Botfield, Mr Thomas of Bagsore,  
Dawley, coal and iron works  
master, 1790 11
- Bourlay, Monsieur, dancing and  
fencing master, and tutor of  
French at Shrewsbury etc,  
1789-1809 177 238  
period of office 215-16  
purpose of instruction 238  
268  
and son, Shrewsbury dancing  
and fencing masters, 1817 169  
William Vestriess 189
- Bourton, National School at 89  
Martha Lewis, mistress of,  
1819 189
- Bowdler, Henry, Shifnal schoolmaster,  
1716- 200
- Bowdler, Thomas, educational benefactor,  
128

- prescribed geog. origins  
of children to be  
admitted to school of  
223
- Bradford, hundred of, Hearth Tax  
exemptions, 1672 20 22
- Braithwaite, Rev.G., schoolmaster,  
Bridgnorth Academy, c.1791 176
- Brandy, adverts for, late 18C. 15
- Bricks, export of 10  
Burton's white-brick works,  
Benthall 12  
works in Morda Valley,  
Oswestry 12  
making of by children at  
Meole Brace, early 19C.  
12 251
- Bridgeman, Judith, prescribed geog.  
origins of children to be  
admitted to her school at  
Llanyblodwell 224
- Bridgman, Mr T., navigation at school  
of, Brockholes House, Broseley,  
1809 236
- Bridgnorth,  
pillow lace-making at 14  
traditional Puritan centre 31  
early Baptist society at 31  
G.S. (est c.1503) at:  
in 1660 47  
master also curate of  
St Mary's 198-99  
Richard Cornes, master,  
c.1690-1726, library of  
187  
Hugh Stackhouse, master, 1726-  
43, library of 187  
Thomas Littleton, master at,  
1744- 201  
Rev. Dr Thomas Rowley, master,  
1821-41+ 208  
actual geog. origins of children  
admitted to 226-27  
writing at, c.1727 242  
Careswell Exhibitions at 264-65  
Rev.Francis Salt, schoolmaster at,  
1791, aims of 265  
(master, Bridgnorth G.S., 1806-07)  
Blue Coat School,  
premises of 53-54  
concert and ball to support 136  
anonymous benefactors to Sunday  
school at 1787 148-49  
Rev. G.Braithwaite's Academy in 176  
navigation available at, 1786  
236  
Mrs and Miss MacMichael's boarding  
school at, 1822 169  
David Pritchard, schoolmaster at,  
1828 205  
book-keeping at, early 19C. 237  
National School and morality at 264
- educational opportunity at,  
1833 93
- Brimstree, hundred of, Hearth Tax  
exemptions, 1672 22
- Bristol, communications with 4
- British and Foreign School Society,  
effect on pace of educational  
development 83 86  
purpose of schools established  
under aegis of 126  
and fears concerning incompetent  
teachers 189-90  
social status of children to be  
admitted to schools of 229  
schools at:  
Coalbrookdale (est.1830) 86  
Oswestry (est.1810) 86  
rivalry with Nat. Soc.  
School, 1825 86  
St Martin's 86  
Selattyn (est.1811) 86  
Shrewsbury (est.1812) 86  
Whittington (est.1809) 83 86
- Brodie, Alexander Esq., Broseley  
ironmaster, 1790 11
- Bromfield, site of early 19C.  
schoolroom at 245
- Bromley, Mr, master, Stokesay  
endowed school, c.1675- 194
- Bromley, Sarah, assistant school-  
mistress, Newtown, Baschurch,  
1806 170 213
- Brookes, Ann, Shrewsbury day school-  
mistress, 1779 174
- Broseley,  
pop.1790 8  
1801 7  
as centre of water traffic  
industry 10  
ironmasters at, 1790 11  
coalmining at 11-12  
clay at 12  
porcelain manufacture at 13  
manufacture of tobacco-pipes  
at, from early 17C. 14-15  
chargeable poor at, 1672 23  
early Baptist society at 31  
Quakers at, early 18C. 32  
Mr T.Bridgman, schoolmaster  
at, 1809 236  
Misses Wyke, schoolmistresses  
at, 1816-29+ 170  
book-keeping at, early 19C. 237  
educational provision in, 1833  
93
- Broughton, dissent at, 1799 33  
Broughton, Mrs Mary,  
pietism of 148  
benefaction to Church Aston,  
Edgmond 152  
mismanagement of trust at 130

- prescribed social status of children to be admitted to her school 229  
 apprenticeship of 255
- Browne, Isaac Hawkins Esq. of Bagsore, Dawley, coal and iron works master, 1790 11  
 supported day school at, 1772 132  
 supported Sunday school at, 1799 93-94 132  
 built St Leonard's, Malins Lee, 1805 132n.2
- Bucknell,  
 chargeable poor at, 1672 20  
 school at, c.1675 60  
 Laurence Johnson, schoolmaster at, c.1675 208  
 Mauritius Lloyd, schoolmaster at, 1675 219
- Bullock, Misses H. and S., Newport schoolmistresses, c.1815-c.1819 170
- Burford, spelling and reading schools at, 1693 43-44
- Burton, Robert Esq. of St Chad's, Shrewsbury 16
- Burwarton,  
 Thomas Pepyr, schoolmaster at, 1689 222
- Butler, John, bishop of Hereford, 1788-1803 26
- Butler, Dr Samuel, headmaster, Shrewsbury School (1798-1836),  
 publications of 188
- Caynham,  
 no school at, 1662 80  
 colliers at, early 19C. 18  
 school taught by parish clerk's wife at, early 19C. 190  
 Treasury grant to National School at, 1833-34 90
- Cambridge, University of, Shropshire schoolmasters from 176n.6
- Cardington,  
 Rev. Francis Southern of 128-29  
 school endowed by William Hall at, 1720 70
- qualifications of master at 183  
 preference to priest-master at 198  
 master's salary at, 1833 193  
 mistress's salary at, 1813 193  
 prescribed social status of children at 231  
 actual social status of children at 232  
 payment of coal money at 233  
 Catechism at 241  
 parish children admissible at Corbett School, Longnor 149-50 225n.3
- Careswell, Edward, Exhibitions at endowed Shropshire schools 264-65
- Carey, William,  
 bishop of Exeter, 1820-30 27  
 bishop of St Asaph, 1830-46 26-27
- Carminati, Signor Borso de, Italian schoolmaster, Shrewsbury, 1825 178
- Carter, Mossenden,  
 schoolmaster at Harley, 1693 166  
 Cressage, early 18C. 202  
 surveyor of highways, c.1724 202
- Carter, 'Old', Madeley Wood schoolmaster, mid 18C. 204
- Castieau, W., Shrewsbury schoolmaster, 1800 173  
 moves west 218-19  
 taught navigation, astronomy etc. 237
- Catechism, of Church of England, at Smethcott, 1668 239-40  
 More, 1716 113  
 Kinlet, 1716 114  
 Ashford Carbonell, 1719 114  
 Edgton, 1719 114  
 S.P.C.K. and 122
- Chain-making, at Stirchley, early 19C. 11
- Chaloner, Thomas, headmaster, Shrewsbury School, (1636/7-43; 1662-64)  
 library of 187
- Chandler, Edward,  
 bishop of Lichfield & Coventry, 1717-30 26  
 at Durham 30
- Chapman, John, Donnington schoolmaster, 1769- 200
- Charity Commissioners' Reports,  
 parishes with schools recorded in 65  
 problems in over-dependency upon 59

- 'Charity School',  
function of 102-03  
term adhered to when of  
little meaning 55-56
- Charity sermons, at Drayton and  
Newport 57
- Cheke, J., commentary on poor,  
1549 104
- Chelmarsh, Henry Morris, school-  
master at, 1665-1701 210
- Cheshire, educational developments  
in 271-72 274-75 280 284-85  
290 297-98 302
- Chester, 18C. status of 284  
Rev. Dr James Donne from,  
master, Oswestry G.S.,  
1796-1833 174 176
- Cheswardine,  
curriculum at school est.  
1712 240  
schoolmaster's salary at,  
1734 193
- Chetton,  
school endowed by Henry Aston  
at, 1736:  
prescribed social status of  
children at 228  
curriculum at 240
- Childe, Sir Lacon William  
pence charged at his 'Free  
School', Cleobury Mortimer,  
1820 232  
apprenticeship at 255-56
- Children,  
prescribed geog. origins of in  
schools 223-25  
in actuality 226-27  
prescribed social status of  
227-31  
in actuality 231-35  
availability of clothing and  
apprenticeship for 234-35  
curriculum for 119-25 235-43  
learning conditions for 243-47  
holidays for 247 249  
absenteeism of 249-51  
length of stay of 251-52  
actual apprenticeship of 254-64  
prospects for, from middle and  
upper social ranks 264-66
- Chirbury,  
no schools in hundred of, 1660  
49  
Hearth Tax exemptions in hundred  
of, 1672  
schoolmaster at, 1665 63  
school at by 1700 59  
complaints concerning master  
of, 1716 208-09  
schoolroom at 247  
apprenticeship at 255
- malt-grinding at, early 18C. 14  
Quakers at, early 18C. 32  
preference at Shrewsbury School  
School to children from the  
parish of 225
- Chocolate, adverts for, late 18C. 15
- Church, William, master, Newport G.S.  
1759- 201
- Church Aston (see Edgmond)
- Church Pulverbatch, poverty in,  
1672 95
- Church Stoke, schoolteacher at,  
c.1675 63
- Churchwardens' presentments,  
as a source for quantifying  
educational provision 40-42  
for Ludlow archdeaconry 41-42
- Cider, import of 10
- Classical schools,  
distribution of, 1833 57  
decline of rolls at, in urban  
parishes by 1833 57n.1
- Claverley,  
school endowed by Richard  
Dovey at, 1659  
in 1660 128  
mismanagement of trust 130  
motivation of 154  
schoolmaster's salary at,  
1801 193  
prescribed geog. origins of  
children at 223  
prescribed social status of  
children at 228
- Clay, from Broseley 12
- Cleaver, William, bishop of  
St Asaph, 1807-15 26
- Clee, St Margaret,  
poverty in, 1672 95  
state of roads in, late 18C. 2
- Clee Hills,  
colliers etc. in, early 18C. 18  
need for a school in, 1716  
252-53  
intended social status of  
children to be admitted 228
- Cleobury Mortimer,  
Rev. Robert Goodwin, vicar and  
schoolmaster (1665-80):  
notebook of 44  
length of office of 210  
prescribed catchment area of  
'Old School' at, 223  
prescribed social status of  
at school endowed by Henry  
and German Fox at, c.1743  
228  
curriculum at, c.1743 240

- pence charged at Sir Lacon  
William Childe's school,  
1820 232  
apprenticeship at, 1820 255-56
- Cleobury North,  
prayers and sermons at, 1719 110
- Cloreley (see Prees)
- Clothes, manufacture of,  
in towns. 9-10  
importance of proximity to  
Wales 13  
decay of trade, c.1790 13
- Cludde, Miss Anna Maria and aunt,  
educational benefactors,  
Wrockwardine, 1824 132
- Clun,  
traditional Puritan centre 31  
no schools in hundred of, 1660 49  
Hearth Tax exemptions in  
hundred of, 1672 22  
school at, 1689 60 63  
educational development in  
deanery of 63  
no schoolmaster in, 1820 44n.2
- Clunbury,  
farmers at, 1823 17  
school on National plan at,  
1823 136  
subscriptions for 135  
schoolmistress at, 1823 195
- Clungunford,  
Thomas Pepyr, schoolmaster at,  
1680 219  
school at in 1700 59  
actual social status of children  
at, 1831 232  
educational opportunity at,  
1660; 1833 92
- Coalbrookdale,  
coal and stone masters at, 17C. 10  
nailer-schoolmaster at, mid 18C.  
190 204  
pop.1790 8  
as centre of water traffic industry 10  
Quakerism and, early 19C. 90  
B.F.S.S. school (est.1830) at 86  
exemptions from pence for  
children at 234  
length of children's stay at 252  
origins of Sunday schoolmaster  
at, 1830 182
- Coalfield,  
Quakerism and, 1799 35  
pop. living on, 1801 8  
Sunday schools on 93-94
- Coalmining,  
importance of to economy 11-12  
at Broseley, 1790 12  
Caynham, early 19C. 18  
Clee Hills, early 18C. 18  
Lilleshall, 1824 12  
Madeley, 1790 11
- Morda Valley, Oswestry 12  
Sheinton, 1772 18  
Wellington, 1799 18  
Wrockwardine, 1772 18
- Coffee, adverts for, late 18C. 15
- Cole, George, bishop of Hereford,  
1636-60 26
- Communications,  
state of roads 2 4  
water transport 4
- Compton Census (1676),  
as an estimate of population 4-7  
for age distribution data 92n.1
- Condover,  
school at in 1660 47  
Hearth Tax exemptions in  
hundred of, 1672 22
- Cooks, the Miss, Whitchurch boarding  
schoolmistresses, 1817 170-71
- Corbett, Archdeacon Plymley,  
on the state of roads in:  
Stoke St Milborough, 1793 2  
Clee St Margaret, 1793 2
- sister's comments on:  
roads in Longnor and Ludlow  
area, 1812 2  
Colonel Wilde's paternalism  
at Dudmaston 149
- Corbett, Sir Richard, educational  
benefactor  
paternalism of 149-50  
school at Longnor (end.  
1764) 182  
prescribed geog. origins  
of children to be  
admitted to 225n.3
- Corbetts, the, principal supporters  
of Shrewsbury Public Subscription  
School, 1807-09 140
- Corfield, Misses, Church Stretton  
schoolmistresses, c.1813-28+ 170
- Corfield, Richard, rector, Upton  
Parva, 1832 245
- Cornes, Richard, master, Bridgnorth  
G.S. (c.1690-1726) library of 187
- Cornwall, Ffolliott Herbert Walker,  
canon at Windsor, 1784 29  
dean of Canterbury, 1793 30  
bishop of Bristol, 1797 30  
bishop of Hereford, 1803-08 26 30  
bishop of Worcester, 1808 30
- Cornwallis, Frederick, bishop of  
Lichfield & Coventry, 1750-68  
26

- Cornwallis, James, bishop of Lichfield & Coventry, 1781-1824 26
- Cotton, Sir Rowland, co-founder of Norton school (end.1751) 243
- Cound, Sunday school at, 1799 81  
1832 81
- Cox, Rev. Thomas, topographer, c.1700
- Coxhull, Robert, usher, Ludlow G.S., 1665-89 210
- Cradoc, William, Shawbury schoolmaster, c.1693 207
- Croft, Herbert, bishop of Hereford, 1662-91 26
- Culmington,  
absentee rector of, 1719 108  
Richard Greaves, educational benefactor of 150
- Curriculum,  
recommended by S.P.C.K. 120-26  
religious instruction in 120-22  
ethical instruction in 123-24  
the 3Rs in 124-25  
and 'working' in 118  
singing in 125  
navigation in 236-37  
dancing and fencing in 103-04  
and French in 237-38  
book-keeping in 237  
merchants' accounts in 237
- changes in:  
new concern with arithmetic 240  
decline of Catechetical teaching 241  
demise of classical subjects 241-43  
in rural areas 57  
commercial subjects introduced in classical schools 57n.1
- Dale, Hugh, rector of Middle (1689-), schoolmaster 199 207
- Dale, J., curate of Donington, 1832 247
- Darby, Abraham, and new method of iron-smelting 10
- Darbys, the, patrons of Coalbrookdale schools, 1832-33 86
- Davies, Mrs, mistress at Public Subscription Charity School, Shrewsbury, 1814 188-89
- Dawley,  
Richard Poyner, schoolmaster at, 1718 168  
day school at, 1772 132  
ironmasters at, 1790 11  
Methodists at, 1799 33  
Sunday school at, 1799 61  
pop.1801 7
- Dawson, Arthur, Whitchurch schoolmaster, inventory of, 1738 195 325
- Dean, George, Shifnal schoolmaster, 1783 168
- Dean, Rev. Robert, master, Shifnal G.S., 1776-1815 214-15  
private schoolteacher, Shifnal, 1793 93n.2  
educational psychology of 121
- Delvigne, Mrs, Shrewsbury day schoolmistress, 1799 173
- Derbyshire, educational developments in 291-92 293 294 299 303
- Dethick, Rev. Thomas of Bridgnorth, 1820 264
- Deuxhill et Glazeley,  
absentee incumbent of, 1719 106  
day and Sunday school at, 1833 50
- Devey, Thomas and William, masters, Bitterley G.S., 1764, 1768 168
- Diddlebury,  
held in plurality with Acton Scott, 1716 109-10  
mismanagement of Samuel Pountney's educational trust at, 1831 131
- Dissent (see Nonconformity)
- Ditton Priors, Roman Catholic school (est.1829) at 58
- Dodd, J.P.  
and educational provision by end of 16C. 47 49  
critique of 59-62 70
- Donington,  
John Chapman, schoolmaster at, 1799 200  
farmers in, 1772 17  
educational opportunity in, 1799 94  
Mr J.Dale, curate of, 1832 247  
site of school at, 1832
- Donne, Rev.Dr James, master, Oswestry G.S., 1796-1833:  
origins of 174 176  
clerk 201  
length of office of 215  
and Rev.Stephen Donne, 1833- 167

Donnington (see Wroxeter)

Dorset, Miss and Holbrook, Mrs,  
Oswestry boarding school-  
mistresses, 1805 174  
Black Gate House school  
site 175

Doughty (ie), John,  
master, Bitterley G.S.,  
1662- 219  
master, Ludlow G.S.,  
1674-80 219

Dovey, Richard of Claverley  
motivation of 154  
mismanagement of trust of 130  
prescribed geog. origins of  
children at school of  
(end. 1659) 223  
prescribed social status of  
children at school of 228

Downton (see Upton Magna)

Drayton-in-Hales,  
G.S. (est.1555):  
in 1660 47  
Benjamin Bailey, undermaster  
at, 1790 204  
John Atcherley, headmaster  
at, 1815- 200  
salary of headmaster at,  
1829 193  
pence charged of scholars at,  
1831 232  
payment for writing and  
accounts at, 1831 234  
sum towards repair of 243

charity sermon at 57  
benefaction of Lucina Riddlesden  
to Nat. Sch. at 129  
site of, 1833 246  
educational opportunity at,  
1833 93

Drummond, Robert, bishop of St Asaph,  
1748-61 26

Dudleston (see Ellesmere)

Dudmaston, Colonel Wolde at 149

Dundonald, Earl of, and coal tar at  
Broseley 11-12

Dungannon, Charlotte Viscountess,  
benefactress, St Martin's:  
plaque to memory of 158 160  
endowed school of (1810) 161

Dunning, on the causes of poverty,  
1686 115

Durant, Mr, owner, Tong estate and  
educational benefactor 150

Earle, Rev. John of Westbury,  
educational benefactor, 1709  
129

no priest-master allowed at  
school of 200

Eaton Constantine,  
chargeable poor at, 1672 23  
schoolroom at, 1832 244-45

Edgmond,  
prescribed geog. origins of  
children under the Rev.  
Dryden Pigott's legacy at,  
1734 224  
specified curriculum 240  
site of day school at, 1832  
245

Church Aston,  
Mary Broughton,  
educational benefact-  
ress to 148  
nature of bequest 152  
mismanagement of trust  
130  
prescribed social  
status of children  
to be admitted to  
her school 229  
directions concerning  
apprenticeship 255

Edgton,  
school at, 1710 63  
prayers and sermons at, 1716 112  
pluralism at, 1719 114

Educational provision,  
by end of 16C. 47 49  
extent of, 1660 and 1833 39  
methodological problems in  
assessing 39-43  
geographical distribution of,  
1660 47-49  
pace of development, 1660-1833  
59-91  
in dioc. of Lich. & Cov.  
64-69  
in dioc. of Hereford 65-69  
in dioc. of St Asaph 65-69  
in deanery of Clun 63  
in deanery of Pontesbury 63  
mechanics of educational  
development 70  
ephemeral existences of schools  
71 80-81  
correlated with pace of  
educational philanthropy  
70-71 72-79



- funds available for, cf.  
other areas of  
philanthropy 90-91
- educational opportunity in  
the various parishes:  
Barrow, 1660; 1833 92  
Bridgnorth, 1833 93  
Clungunford, 1660; 1833  
Drayton, 1833 93  
Madeley, 1833 93  
Newport, 1660; 1833 93  
Oswestry, 1833 93  
Shifnal, 1660; 1833 92  
Wem, 1833 93  
Whitchurch, 1833 93
- in market towns, 1799 94  
in industrialised urban  
parishes, 1799 94  
rural/urban discrepancy 94  
for poor children 95-97  
problems with statistics 97
- purpose of:  
moral 100-01 117 124  
transmission of skills 102-04  
to face international  
competition 103  
social discipline 104-06 119-26  
preparation for a life of  
leisure 103  
for the marriage market 104  
for laborious employment 119  
to provide cheap labour 121  
simply 'fashionable' 126
- financial support behind:  
endowment by will 128-29  
life-time support 132  
subscription 132-35  
parents' fees 136-37  
miscellaneous sources 135-36
- mismanagement of trusts:  
Lady Harris's and others at  
Tong 129  
Richard Dovey's at Claverley 130  
David Holbech's at Oswestry 130  
Mary Broughton's at Church Aston,  
Edgmond 130  
William Adams's at Newport 130  
Rev. Richard Price's at Hodnet  
130-31  
John Newborough's at Bitterley  
131  
Samuel Pountney's at Diddlebury  
131
- Educational psychology,  
contemporary views on children's  
minds 122
- Edwards, Frances, founder of school at  
Dudleston, Ellesmere, 1719 244
- Edwards, Mrs and Farnworth, Mrs,  
Whitchurch boarding school-  
mistresses, 1785 170-71
- Edwards, Richard,  
qualifications of master at  
his endowed school at  
Neen Savage 183  
prescribed social status of  
children to be admitted  
to 228
- Egerton, Henry, bishop of Hereford,  
1724-45 26
- Egerton, John,  
bishop of Bangor, 1756-68 29  
bishop of Lichfield &  
Coventry, 1768-71 26  
bishop of Durham, 1771-87 29
- Eginton, Mrs, boarding school-  
mistress, Meertown House, nr  
Newport, 1817 230
- Ellesmere,  
canal 4  
Catholics at, 1676 239  
Protestant nonconformists at,  
1676 239  
George and Thomas Evans,  
schoolmasters at, 1693-98  
168; 1711 168  
J. Greenwood, schoolmaster at,  
in c.1693 207  
dissenters at, 1799 33  
school in house of industry  
and Sunday school, 1799 61  
Mrs Tamberlain's boarding  
school at, 1792 238  
pop. 1801  
ignorance and immorality at,  
1832-33 124
- Dudleston,  
school endowed at, 1719  
52  
curriculum at 240  
pence charged at Nat. Sch.  
1818 233  
construction of building  
at 244  
absenteeism at, 1832  
250
- Enclosure 1
- England, Church of,  
ecclesiastical jurisdictions  
of in Shropshire 24 25  
Shropshire bishops 26  
eastward moves of 28-29  
laxities in (see Absenteeism  
and Pluralism; Prayers and  
Sermons; Sacrament of the  
Lord's Supper; Catechism)

- episcopal visitation  
 articles of enquiry:  
 as a source for  
 quantifying educ-  
 ational provision  
 42-43 65-67 69  
 bias in 42-43  
 interchangeable use  
 of terms in 54  
 citations and processes:  
 as a source for  
 quantifying educ-  
 ational provision  
 44-46  
 special value of 45-46
- Ercall Magna,  
 Baron Leeke's school  
 (est.1662) at:  
 choice of schoolmaster  
 at 166-67  
 qualifications of 183  
 Rev. Henry Wood, master  
 at, 1743-c.1769 209  
 James Wilding, master at,  
 1787 168  
 and son, c.1811 168  
 prescribed geog. origins  
 of children at 223
- Mrs Wilding, private school-  
 mistress at, 1790 93n.2
- Ercall Parva,  
 Jeremiah Mason and Thomas  
 Hand, schoolmasters at,  
 1718 81
- Evans, Rev. George of Ruyton,  
 1820 264
- Evans, George and Thomas, Ellesmere  
 schoolmasters, 1693-98; 1711  
 168
- Evans, Rev. John, rector of Newtown  
 (c.1763); headmaster of Oswestry  
 G.S. (1678-86) 199
- Evans, Richard, Loppington school-  
 master, 1697 80-81
- Farmer, William, Chirbury malt-  
 grinder, 1719 14
- Farnworth, Mrs and Edwards, Mrs,  
 Whitchurch boarding school-  
 mistresses, 1785 170-71
- Fechini, Dr, Italian schoolmaster  
 at Shrewsbury, 1828 178
- Felton, West, hemp and flax  
 spinning at, late 18C. 14
- B.F.S.S. school (est.1811) at  
 86  
 Mrs and Miss Smith, boarding  
 schoolmistresses at, 1828  
 169
- Fidlor, Miss, Shrewsbury craft-  
 teacher, 1822 203
- Field, Misses, Shrewsbury school-  
 mistresses, early 19C. 170
- Fleetwood, William, bishop of  
 St Asaph, 1708-14 26
- Fletcher, John, vicar of Madeley,  
 and development of Methodism  
 35  
 and Madeley Sunday school 61
- Fletcher, Thomas, rector of  
 Patshall, schoolmaster at  
 Ryton (c.1677- ) 199
- Ford, hundred of, Hearth Tax  
 exemptions, 1672 22
- Forester, Col. Cecil of St Chad's,  
 Shrewsbury, 1772 16
- Forester, Thomas, master at  
 endowed school, Cloreley,  
 Prees, early 19C. 214
- Fosbrooke, Mr Edward, non-resident  
 curate of Acton Scott, 1716  
 109-10
- Fosbrooke, Mr William, absentee  
 rector of Acton Scott. 1716  
 109-10
- Fox, Henry and German,  
 prescribed social status of  
 children to be admitted  
 to school of at Cleobury  
 Mortimer 228
- 'Free School',  
 C.Wase's definition of, 1678  
 52-53  
 multifarious meanings of,  
 18C. 50 52  
 used interchangeably with  
 'Public School' 54-55  
 A.F.Leach on the different  
 meanings of, 1908 52-53  
 modern analysis of changing  
 meanings of 55
- Frodesley,  
 school endowed at, 1764 70  
 children from admissible at  
 Corbett School, Longnor  
 149-50 225n.3

- Giffard, John, vicar of Mainstone,  
early 18C., and S.P.C.K.  
correspondent 83 96
- Gilpin, Gilbert, Stirchley chain-  
maker, early 19C. 11
- Glenham, Henry, bishop of St Asaph,  
1667-70 26
- Glove-making,  
in the towns 9-10  
at Shrewsbury 13  
at Ludlow 13
- Goodwin, Rev. Robert, vicar and  
schoolmaster (1665-80) of  
Cleobury Mortimer:  
notebook of 44  
length of office of 210  
Timothy Kettilby, assistant  
to, 1677 213
- Greaves, Richard of Culmington,  
benefactor to Ludlow G.S.  
150
- Greenwood, J., usher, Newport  
G.S. (c.1685- )  
in 1693 207
- Greet, poor woman teaching in,  
1693 43
- Grey, Edward, bishop of Hereford,  
1832-37 26
- Griffith, George, bishop of St  
Asaph, 1660-66 26
- Griffiths, Edward, schoolmaster,  
St Alkmund's, Shrewsbury,  
1690 202
- Griffiths, Misses, Minsterley  
schoolmistresses, 1813-17  
170
- Grinshill,  
17C. school at 60  
Catechism at Price's school  
at 241  
Methodism at, 1799 35n.1
- Groceries, import of 10
- Groves, William, training of 189  
master at Holy Cross schools,  
Shrewsbury, c.1809-11 212  
master at Millington's  
Hospital, Shrewsbury,  
1811-27 202
- Haberdashers, Company of, Governors  
of Newport G.S. 130
- Hacket, John, bishop of Lichfield  
& Coventry, 1661-70 26
- Hadnall (see Middle)
- Hairdressing, ladies', adverts for,  
late 18C. 15
- Halesowen,  
situation of in dioc. of  
Worcester 24  
G.S. (est.1652) at  
in 1660 47  
Rev. Mr Todd and son,  
masters, 1821 167  
catchment area of:  
prescribed 224  
actual 226  
payment for books and  
firing at 232-33  
no classical scholars  
at, 1806-21 242  
writing and arithmetic  
at, 1821 242  
absenteeism at 249-50
- Halifax, Samuel, bishop of St  
Asaph, 1789-90 26
- Hall, Hatton, Berrington school-  
master, d.1759 63
- Hall, William, prescribed social  
status of children at his  
school in Cardington 231  
actual social status 232
- Hamlet, essential Shropshire  
feature 9
- Hand, Thomas, Ercall Parva school-  
master, 1718 81
- Hare, Francis, bishop of St Asaph,  
1727-31 26
- Harley,  
Mossenden Carter, schoolmaster  
at, 1693 166; surveyor of  
highways at c.1724 202  
site of Sunday school at, 1832  
245
- Harley, John, bishop of Hereford,  
1787-88 26
- Harries, Mr, Shrewsbury schoolmaster  
1828, origins of 176
- Harris, Eleanor, Baschurch  
benefactress, 1709:  
anniversary sermon in memory  
of 163  
prescribed social status of  
children to be admitted to  
school of 228-29  
attitude towards absenteeism  
at 250

- Harris, Lady, and others,  
mismanagement of their  
Tong trust 129
- Hartley, Rev. S., curriculum  
at Lilleshall school of  
1796 237  
aims of 265
- Hat-making, at Shrewsbury 13
- Hatton, Thomas, rector of  
Upton Parva, 1772 199
- Hawkins, Miss, Shrewsbury  
schoolmistress, c.1798  
176-77  
exclusive intake of 230
- Hay, import of 10
- Hearth Tax,  
returns as a population  
estimate 4-5  
distribution of one and  
two hearth properties,  
1672 18-19; grouped  
21  
exemptions from, by  
hundred, 1672 20 22 23  
as a poverty measure 95
- Hemp, growing at Kinnersley,  
Lilleshall, Wellington,  
Whitchurch and Wrockwardine  
at close of 18C. 14; at  
Felton 14  
government bounties for,  
1784-94 14
- Hereford, diocese of, part of  
Shropshire in 24
- Hervey, Mrs, Shrewsbury drawing  
mistress, 1802 203
- Higginson, Jane, Whitchurch  
educational benefactress,  
1707 129
- Higginson, Margaret, co-founder  
of Norton school 243
- Higley, prayers and sermons at,  
1719 110
- Hill family, and development of  
Methodism 35
- Hill, Mrs S., of Shrewsbury,  
schoolmistress, 1793, moves  
west 219
- Hinstock, farmers at, 1799 17
- Hissington, early 19C schoolmaster  
at 205-06
- Hoadly, Benjamin, bishop of  
Hereford, 1721-23 26 28
- Hodnet, school endowed at, 1730  
70  
aims behind 265  
misapplication of fund  
for 130-31
- Holbech, David, school endowed by  
at Oswestry (1404):  
in 1660 47  
different designations of in  
1738 54-55  
mismanagement of trust 130
- Holbrook, Mrs and Dorset, Miss,  
Oswestry boarding school-  
mistresses, 1805 174  
Black Gate House site 175
- Holgate, absentee rector of, 1719  
107
- Hook, Serjeant, on educating and  
employing poor children  
102 103 117-18
- Hooper, George,  
bishop of St Asaph, 1703-04  
26  
bishop of Bath & Wells, 1704-  
28
- Hope Bowdler, absentee incumbent of,  
1719 108
- Hopesay, absentee rector of, 1719  
108
- Hops, import of 10
- Hopton Castle, school at, c.1689  
60 63
- Horse-racing, adverts for, late  
18C. 15
- Horsley, Samuel, bishop of St Asaph,  
1802-07 26
- Hotchkiss, George, Madeley Wood  
schoolmaster, 1792 64
- Hough, John, bishop of Lichfield &  
Coventry, 1699-1717 35
- Hudson, Francis, rector of Ightfield  
(1690- ), schoolmaster 199
- Hughes, Moses, Shawbury schoolmaster,  
1696 165
- Hughes, Mr Thomas, headmaster,  
Whitchurch G.S. (1708-22)  
expelled 209
- Hughley, Jacob Littleford's  
benefaction to, 1722 152
- Humphrey, Messrs Francis and John  
of Dawley, coal and iron works  
owners, 1790 11
- Humphreys, Humphrey, bishop of  
Hereford, 1701-12 26

- Hunnington, children from to  
be admitted to Halesowen  
G.S. 224 226
- Hunt, Rowland Esq., supporter  
of a school at Baschurch,  
1799 132
- Huntingford, George Isaac,  
bishop of Hereford, 1815-32  
26
- Hurd, Richard, bishop of Lichfield  
& Coventry, 1775-81 26
- Ightfield, poverty in, 1672 20  
Francis Hudson, rector  
and schoolmaster at,  
1690- 199
- Immorality,  
instances of in visitation  
material 115  
in other contemporary  
writing 116  
swearing and drinking at  
Madeley, 1716 115n.2  
at Ellesmere, 1832-33 124  
campaign to combat 126
- Iron, export of 10  
foundries:  
at Barrow, 1716 10  
Coalbrookdale, 1790 8  
Madeley, 1716 10  
Madeley Wood, 1790 8  
Willey, 1716 10  
Abraham Darby's new method  
of iron-smelting 10
- Ironside, Gilbert,  
bishop of Bristol, 1689-91 29  
bishop of Hereford, 1691-1701 26
- Jacquet, Mrs, Shrewsbury school-  
mistress, 1773-93 218
- Jandral, Mr, schoolmaster, Pontesbury  
'Academy', 1787-99 238
- Janson, Mr, Shrewsbury dancing master,  
1828 173
- Johnson, Laurence, Bucknell school-  
master, c.1675 208
- Jones, Edward,  
bishop of Cloyne, 1683-92 27  
bishop of St Asaph, 1692-  
1703 26; corrupt episcopate  
at 27
- Jones, Mr J., Tong boarding school-  
master, 1790 230
- Jones, Mr, master, Shrewsbury Public  
Subscription Charity School,  
1814 188-89; period of office  
211
- Jones, Mrs, Wellington boarding  
schoolmistress, 1792 238
- Jones, William, schoolmasters (three  
generations of) at Newtown,  
Baschurch, 1765-1814+  
171 173-74 213
- Jordens, Miss, Ludlow school-  
mistresses, early 19C. 170;  
origins of 176
- Kennet, Dr White, on apprentice-  
ship 254
- Kent, Rev. William, headmaster,  
Whitchurch G.S., 1789-1839:  
origins of 176  
length of office of 215
- Kerr, Hon. Katherine, educational  
benefactress at Clorely, Prees,  
1738 138; her schoolroom at 247
- Ketley, Sunday school at, late  
18C. 93
- Kettlby, Timothy, assistant to the  
Rev. Robert Goodwin, vicar and  
schoolmaster, Cleobury Mortimer,  
1677 213
- King, Gregory, age distributions of,  
1695 6
- Kingston, Duke of, Tong benefactor,  
1697 143
- Kinnerley,  
Quakers at, 1738 239  
farmers in, 1772 17  
'School of Industry' at, 1804  
62
- Kinnersley,  
hemp and flax grown at, close  
of 18C. 14  
William Socket, schoolmaster  
at, 1699-c.1714 219

- Knight family, supporters of  
Ludlow Blue Coat School,  
1786-1809 140
- Knockin, size of families at,  
1806 5n.2
- Knott, Richard, Barrow school-  
master, 1665-80 210
- Kynaston, George, Loppington  
schoolmaster, 1736 168
- Kynaston, John, Wem schoolmaster,  
1801 168
- Kynaston, Mrs of St Chad's,  
Shrewsbury, 1772 16
- Kynaston, Roger Esq. of St Chad's,  
Shrewsbury, 1772 16
- Labourers 18  
abode of 95
- Lacon, John, B.F.S.S. corresp.,  
Oswestry, 1825 86
- La Feuillade, Monsieur,  
Shrewsbury dancing master,  
College Hill academy, 1796-  
1809 172-73 177-78
- Lancashire, educational developments  
in 281 288 290-91 300 301-02
- Landscape 1
- Langford, Dr Charles,  
support of Ludlow G.S.  
scholars, 1607 154  
prescribed social status of  
scholars 228  
actual social status of, 1820  
231-32
- Langley, Catholics at, 1799 35
- Latham, Thomas, Cheswardine school-  
master, early 18C. 194-95
- Lea, Rev. Samuel, headmaster,  
Newport G.S., 1725-72 215
- Leach, A.F., on meanings of 'Free  
School', 1908 52-53
- Lead, export of 10
- Lee, Samuel, assistant at the  
Bowdler School, Shrewsbury,  
early 19C. 182
- Leebotwood,  
school endowed at, 1764 70  
children from admissible at  
Corbett School, Longnor  
149-50 225n.3
- Leech, M., Shrewsbury schoolmistress,  
1799 190-91
- Leeke, Baron at High Ercall (Ercall  
Magna):  
choice of master at endowed  
school of 166-67  
prescribed geog. origins of  
children to be admitted to  
223
- Leighton, F.K. Esq., visitor,  
Millington's Hospital,  
Shrewsbury, 1825 262
- Leintwardine,  
school at, 1665 60 63  
Mauritius Lloyd, schoolmaster  
of, c.1675 219  
Mr Smith, educational benefactor  
to 137\*  
prayers and sermons at, 1719 110
- Leicestershire, educational  
developments in 272 273 275  
281-82 293 298 301 304-05
- Leisure, element to Shrewsbury  
economy 15
- Lewis, Martha, mistress, Bourton  
Nat. Sch., Much Wenlock, 1819  
189
- Lewis, Mr, grad. Univ. of Douay,  
assistant at the Rev. G.  
Braithwaite's Bridgnorth  
Academy, 1791 176
- Lewis, Mrs and Miss, schoolmistresses  
at Ludstone House, 1828 169
- Library, circulating, at Shrewsbury,  
late 18C. 15
- Libri cleri ('call books')  
as an index of the number of  
schools 42 65  
for Ludlow archdeaconry 42 65  
for Salop archdeaconry 66 67
- Lichfield & Coventry, diocese of,  
part of Shropshire in 24
- Lilleshall,  
pop. increase at, pre-1799 8  
hemp and flax grown at, close  
of 18C. 14  
curriculum at Rev. S.Hartley's  
school, 1796 237  
aims of 265  
Sunday school at by 1799 61  
school on National System at,  
early 19C. 89  
educational provision in,  
1833 93
- Lime, exploitation of at Llanymynech,  
early 19C. 12

- Linley, children from at  
Barrow school, 1820 226
- Lisle, Samuel, bishop of St Asaph,  
1744-48 26
- Literacy, numeracy and education  
100-26  
aims of various educators  
252-53
- Littleford, Jacob, educational  
benefactor at Hughley, 1722  
152
- Littleton, Thomas, usher,  
Bridgnorth G.S., 1744-  
201
- Liverpool,  
communications with 4  
18C. status of 284  
Miss Jordens from, Ludlow  
schoolmistresses, 1776  
176
- Llandysilio nr Oswestry,  
Treasury grant to Nat. Sch.  
at, 1833-34 90
- Llanvairwaterdine, absentee  
minister of, 1716 107-08
- Llanyblodwell,  
prescribed geog. origins of  
children to be admitted to  
Judith Bridgeman's school  
at 224  
'School of Industry' at,  
1804 62  
size of families at, 1806 5n.2
- Llanymynech,  
exploitation of lime at, early  
19C. 12  
size of families at, 1806 5n.2
- Lloyd, Mauritius, schoolmaster of  
Leintwardine and Bucknell,  
1675 219
- Lloyd, Richard, headmaster,  
Shrewsbury School, 1685-1722  
214
- Lloyd, Richard, vicar of St Martin's,  
and 1753 visit. arts of enq. 54
- Lloyd, Rev. Thomas, schoolmaster and  
chaplain, Millington's Hospital,  
Shrewsbury, 1790-94 211
- Lloyd, William,  
bishop of St Asaph, 1680-92 26  
bishop of Lichfield & Coventry,  
1692-99 26  
notoriety of 29n.1  
'Notitia Cleri' of 207
- Locke, John, on the causes of  
poverty, 1697 116
- Lockley, Edward, Alberbury school-  
master, d.1767 166
- London, educational developments  
in 269-70 283 284 285-86 291  
293 297 299 301 303 306-07
- Longmire, Miss (see Mrs Barrow)
- Longmire, Miles, Shrewsbury  
writing master, c.1780 204-05
- Longnor,  
state of roads in area 2  
school endowed at, 1764 70  
est.1783 149-50  
prescribed geog. origins  
of children to be  
admitted to 225n.3  
school on the National System  
at, early 19C. 89
- Atcham in,  
Robert Wetherby, school-  
master and parish  
clerk at, c.1824  
200n.3  
absenteeism at school  
(est.1832) in 251
- Longreve, Col., of St Chad's,  
Shrewsbury, 1772 16
- Loppington,  
Andrew Yaughey, schoolmaster  
at, 1695 212  
Richard Evans, schoolmaster  
at, 1697 80-81  
George Kynaston, schoolmaster  
at, 1736 168
- Ludford, reading schools at, 1662  
43
- Ludlow,  
remote position of 2  
state of roads in area 2 4  
pop. growth, 1768-1838 8  
markets at, close of 18C. 9  
glove-making at 13  
malt-making at 14  
fashionable social centre  
after 1689 17  
annual horse-races at, 1789 17  
traditional Puritan centre 31  
Protestant nonconformists at,  
1676 239  
early Baptist society at 31  
G.S. at:  
in 1660 47  
by 1700 59  
different designations of 54  
house of usher at 180  
school buildings 181  
Robert Coxhull, usher at,  
1665-89 210  
John Doughty (ie), master at,  
1667-80 150

- Onslow Barret, usher at,  
1730-35 200
- Richard Adney, usher at,  
1735 179
- Rev. John Taylor, master  
at, 1809,  
origins of 176  
candidates for usher at,  
1774 178; 1821 178-79  
salary of master at 192  
in 1685-86, 1811 and  
1826 193  
salary of usher at in  
1802, 1811, 1818 and  
1826 193
- Richard Greaves's  
benefaction to 150
- 'Langfordian boys' at:  
prescribed social status  
of 228  
actual social status of,  
1820 231-32
- writing and arithmetic at,  
1821 242
- Blue Coat Schools (est.1714  
and 1785) at:  
Mr Meyrick, master of,  
1716 209
- support of est.1785 school  
133
- subscription levels at,  
1786-1809 321
- social status of benefactors  
to, 1786-1809 140-41 143
- John Mansel, master of,  
1791-c.1802 172 202
- master's salary at, 1810 193
- mistress's salary at, 1792 193
- site of girls' section 247
- attitude towards absenteeism  
at, 1788 250-51
- higher rank of pupils at,  
1788 262
- apprenticeship at, 1790-1809  
263
- Miss Jordens, schoolmistresses at,  
early 19C. 170; origins of 176
- book-keeping at, early 19C. 237
- National School at:  
master's salary at, 1818 193  
mistress's salary at, 1818 193  
actual geog. origins of children  
admitted to, 1814 227
- archdeaconry of,  
schools in, post-1660 40 41-42  
62-63
- qualifications of schoolteachers  
in, 1662-1809 183-85
- clerical absenteeism in, 1719  
107-10
- Ludstone, Mrs and Miss Lewis, school-  
mistresses at, 1828 169
- Luxmoore, John,  
bishop of Hereford, 1808-15  
26  
bishop of St Asaph, 1815-30  
26
- Lydbury North,  
curriculum at school (est.  
1663) 240  
building at 245  
schoolteacher at, c.1675 63  
in 1700 59  
school in S.P.C.K. files at  
82n.2
- MacMichael, Mrs and Miss,  
Bridgnorth boarding school-  
mistresses, 1822 169
- Maddox, Isaac,  
bishop of St Asaph, 1736-43  
26; neglect of see 28  
translation to Worcester,  
1743 28
- Madeley,  
John Beddoe, schoolmaster at,  
1664 208  
Catholics at, 1676 239  
furnace-men at, 1716 10  
coalmining at, 1790 11  
pop. 1782-93 8; 1801 7  
John Fletcher's Sunday school  
at, 1799 61  
educational opportunity in,  
1833 93
- Madeley Wood,  
'Old Carter', schoolmaster of,  
mid 18C. 204  
pop. 1790 8  
proposed site of Sunday school  
at, 1821 246; in 1830 246
- Mainstone,  
poverty in, 1672 20  
John Giffard, vicar of, early  
18C., and S.P.C.K. corresp.  
83 96  
school at in 18C. 95-96 135  
actual geog. origins of  
children admitted to above  
223-24
- Malpas, G.Wilkinson from, master  
at Rushbury Academy, 1822-  
176
- Malt (see victualling trade)



- Mandeville, Bernard de,  
criticisms of 'charity  
schools' and views on  
society 121 253  
hostility towards C.E.  
clergy 125  
comments on qualifications  
and salaries of school-  
masters 191
- Mansel, John, master, Ludlow  
Blue Coat School, 1791-  
c.1802 172 202
- Marchia, deanery of,  
qualifications of school-  
teachers in 185-86
- Martin's, St,  
Protestant nonconformists  
at, 1676 239  
Quakers at, early 18C. 31-32  
school endowed by Edward  
Phillips at, 1694 154 158  
plaque to memory of 159  
Catechism at 241  
'School of Industry' at, 1804  
62  
size of families at, 1806 5n.2  
Charlotte Viscountess  
Dungannon, educational  
benefactress at, 1810 158  
plaque to memory of 160  
building at 162  
B.F.S.S. school at (est.1811)  
83 86
- Mason, Jeremiah, Ercall Parva  
schoolmaster, 1718 81
- Massenbird, Thomas Esq. of St Chad's,  
Shrewsbury, 1772 16
- Matthews, Mr J., Albrighton school-  
master, 1789 206
- Matthews, Rev. James, master,  
Shrewsbury School, 1783- 214
- Meole Brace,  
poverty in, 1672 95  
schoolteacher at, c.1689 63  
'School of Industry' at, 1804  
62  
educational provision at, 1820  
96-97  
National Society's model school  
at 189  
absenteeism at 12 251  
and improvements in morality,  
1820 263-64
- Mercerot, Monsieur, Shrewsbury dancing  
master, 1809 172-73
- Mercerot, Mrs, Shrewsbury dancing  
mistress, c.1810 189
- Meredith, Mr J., master, Church  
Stretton Academy, 1791-1801 238
- Methodism (see Nonconformity)
- Meyrick, Mr, master, Ludlow Blue  
Coat School, 1716 209
- Middle,  
Hugh Dale, rector of (1689- )  
schoolmaster 199  
curriculum at school endowed  
by Dame Mary Hill, 1787  
240n.2
- Hadnall in,  
educational opportunity  
at, 1799 94
- Middleton Scriven, schoolmaster at,  
1674 43
- Millington, James, educational  
benefactor (b.1661)  
portrait of 158  
anniversary sermon in memory  
of 163  
prescribed geog. origins of  
children to be admitted to  
school of, St Chad's,  
Shrewsbury 224  
Catechism at 241  
attitude of trustees towards  
absenteeism at, 1788 250
- Minsterley,  
Joshua Williams's benefaction  
to, 1819 131  
Misses Griffiths, school-  
mistresses at, 1813-17 170
- Moll, H., geographer 3
- Monck, Nicholas, bishop of Hereford,  
1661 26
- Monkhoppton, prayers and sermons  
at, 1719 110
- Montgomery, white broad cloth from  
13
- Morda Valley, Oswestry, coalmining  
in 12
- More, Robert Esq. of St Chad's,  
Shrewsbury, 1772 16
- More,  
school endowed at, 1740 70  
Catechism at, 1716 113
- Moreton Corbett, dissent at, 1799  
33
- Morhall, Richard Esq. of St Chad's,  
Shrewsbury, 1772 16
- Morris, Charles, educational  
benefactor to Selattyn, 1721  
158  
plaque to memory of 162  
anniversary sermon to memory  
of 163  
prescribed geog. origins of  
children at school of 223

- pence charged at 233
- Morris, Henry, Chelmarsh school-  
master, 1665-1701 210
- Morris, Phillip, Stockton school-  
master, 1665-c.1689 210
- Morville, absentee curate of,  
1719 109
- Motte, M. de la, and Bridgnorth  
pillow lace-making, c.1781 14
- Mountfort, Rev. Richard, rector  
of Stockton, schoolmaster at  
Albrighton, 1780 198
- Munslow, hundred of, Hearth Tax  
exemptions, 1672 22; no  
schools in parish of, 1833  
50
- Music festival, adverts for, late  
18C. 15
- National Society,  
original educational aims of  
86-87  
advantages of monitorial plan  
87-88  
rate at which Shropshire schools  
came into union with 88  
model school at Meole Brace 89  
and the nonconformist threat at  
Oswestry, 1825 86
- Neen Savage,  
qualifications of master at  
endowed school of Richard  
Edwards at 183  
prescribed social status of  
children to be admitted to  
228
- Neenton,  
absentee incumbent of, 1719 109  
absentee curate of, 1719 109
- Ness, Great,  
school est.1753 at Nesscliffe,  
248  
prescribed social status of  
children to be admitted  
under William Parry's  
will, 1767 231  
and under that of Samuel  
Shuker, 1821 229  
Catechism at 241
- Newborough, John, benefactor to  
Bitterley G.S.  
part of fund lost 131
- Newcombe, Richard, bishop of  
St Asaph, 1761-69 26
- Newnham, Henry, Ellesmere school-  
master, c.1693 207
- Newport,  
Protestant nonconformists at,  
1676 239  
Mr Alcock's tan-yard at,  
c.1790 14  
charity sermon at 57  
educational opportunity at,  
1660; 1833 93  
William Adams's G.S.(est.1656)  
at:  
by 1660 47  
supervision of trust 130  
sum for building repairs  
at 243  
privileged families and 164  
J.Greenwood, usher at,  
(c.1685- ) in 1693 207  
Rev. Samuel Lea, master at,  
1725-72 215  
William Church, usher at,  
1759- 201  
master to have no other  
employment at 206  
actual geog. origins of  
children admitted to 226  
writing and arithmetic at,  
1784- 242  
Careswell Exhibitions at  
264-65
- William Adams's 'English School'  
at:  
in S.P.C.K. Accounts 82n.2  
Richard and George Adderley,  
masters at, 1796-1828  
167-68
- Misses H. and S. Bullock,  
schoolmistresses of,  
c.1815-c.1819 170
- Mrs Eginton's boarding school,  
Meertown House, 1817 230
- Newtown (see Baschurch)
- Nonconformity,  
(early) in Shropshire (cf.  
elsewhere) 31  
Protestant nonconformists at  
Ellesmere, Ludlow, Newport,  
Oswestry, Shrewsbury,  
St Martin's and Whitchurch,  
1676 239  
north Shropshire centres of  
Puritanism: Shrewsbury and  
district, Wem, Whitchurch  
and Oswestry 31  
south Shropshire centres of  
Puritanism: Bridgnorth,  
Clun and Ludlow 31

- Baptists, early societies of  
at Shrewsbury, Bridgnorth,  
Broseley, Shifnal and  
Ludlow 31
- late 18C. evangelism 32
- strength of late 18C. non-  
conformity 33-35; early  
19C. 86
- relationship between industry  
and nonconformity 32
- Quakers,  
at Kinnerley, 1738 239  
in early 18C. Shrewsbury,  
Broseley, St Martin's  
and Chirbury 31-32  
on coalfield and in  
Shrewsbury, 1799  
34 35
- Methodism,  
influence of Hill family  
and of John Fletcher 35  
extent of, 1799 33 34-35  
at Grinshill, 1799 35n.1
- Unitarians in Shrewsbury, 1799 35
- Presbyterians in Shrewsbury,  
1799 35
- Catholicism, extent of, 1799  
34 35
- schools:  
no documented nonconformist  
schools in county, 1660 57  
situation by 1833 57  
Catholic school (est.1829) at  
Ditton Priors 58  
Baptist day schools, Oswestry,  
1833 57; boarding school,  
St Chad's, Shrewsbury, 1833  
57  
Unitarian day and Sunday  
schools, Whitchurch, 1833  
57-58  
Congregational day and Sunday  
schools, Whitchurch, 1833  
57-58
- Sunday schools:  
Presbyterian, St Chad's,  
Shrewsbury, 1833 58  
Baptist, St Alkmond's,  
Shrewsbury, 1833 58;  
Oswestry, 1833 58; and  
Wem, 1833 58  
Independent, Ellesmere,  
1833 58; Newport, 1833  
58; and Oswestry, 1833  
58  
Primitive Methodist,  
Drayton, 1833 58; and  
Wem, 1833 58  
Calvinistical Methodist,  
Drayton, 1833 58;  
Oswestry, 1833 58  
Wesleyan Methodist, Madeley,  
1799 61; Drayton, 1833  
58; St Julian's,  
Shrewsbury, 1833 58;  
and Halesowen, 1833  
58
- Norbury, poverty in, 1672 20  
chargeable poor at,  
1672 20  
absentee incumbent of,  
1716 109
- North, Brownlow, half-brother of  
Frederick Lord North 30  
bishop of Lichfield & Coventry,  
1771-74  
bishop of Worcester, 1774 30  
bishop of Winchester, 1781 30
- Norton-in-Hales,  
poverty in, 1672 20  
school in S.P.C.K. Account  
1712 at 83  
irrepair of Margaret  
Higginson's school, 1832  
243
- Norwich, Mr Harries from,  
Shrewsbury schoolmaster, 1828  
176
- Oatly, John, Albrighton school-  
master, 1716/7 212-13
- Oldbury,  
cure held with Tasly 112  
prayers and sermons at,  
1716 112
- Onibury,  
Thomas Pepyr, schoolmaster at,  
1680 219  
school at in 1700 59  
for entire parish 231  
schoolmaster at, early 19C.  
222
- Onions, John Esq., Benthall  
ironmaster, 1790 11
- Ores, dynasty of teachers,  
Francis at Wellington, 1665  
171  
William at Upton Magna,  
1685-1726 171  
Robert at Wellington, 1745  
171
- Oswestry,  
tanning and Tanners' Company  
at 14  
traditional Puritan centre 31  
Protestant nonconformists at,  
1676 239

- hundred of, Hearth Tax exemptions, 1672 22  
 David Holbech's G.S.(est.1404)  
 at:  
 in 1660 47  
 different designations of  
 in 1738 54-55  
 Rev. Edward Payne, master at,  
 1660, inventory of, 187  
 Rev. John Evans, master at,  
 1678-86, 199  
 Rev. Daniel Poole, master at,  
 1705-16 198  
 Rev. Goronwy Owen, master at,  
 1746- 201  
 Rev. Dr James Donne, master at,  
 1796-1833, origins of 174  
 176; clerk 201; period of  
 office 215  
 the Donnes, masters 167  
 qualifications of masters at 185  
 pence charged at, 1831 232  
 fire money at, 1831 233  
 payment for subjects at, 1831  
 233-34  
 extensive curriculum at, 1830  
 242  
 mismanagement of trust at 130  
 S.P.C.K. Account 1711 school at,  
 and the Catechism 241  
 pop.1801 7  
 size of families at, 1806 5n.2  
 'School of Industry' at, 1804 62  
 B.F.S.S. school (est.1810) at  
 83 86  
 rivalry with Nat. Soc. school  
 at, 1825 249  
 regulations about holidays at,  
 1825 249  
 Treasury grant to, 1837 89  
 Miss Dorset and Mrs Holbrooks,  
 boarding schoolmistresses at,  
 1805 174  
 Mrs Yates and daughter, boarding  
 schoolmistresses at, 1814 169  
 book-keeping at, early 19C. 237  
 educational opportunity in, 1833  
 93  
 Overs, hundred of, Hearth Tax exemptions,  
 1672 22  
 Owens, Rev. Goronwy, master, Oswestry  
 G.S., 1746- 201  
 Owens, supporters of the Shrewsbury  
 Public Subscription Charity School,  
 1807-09 140  
 Oxford, University of,  
 origins of Shropshire schoolmasters  
 176n.6  
 Richard Greaves's scholarships at  
 Balliol College for Ludlow G.S.  
 boys 150  
 Oxfordshire, educational  
 developments in 270-71 273  
 279-80 285 298 305  
 Pardoe, Sarah, prescribed social  
 background of children to be  
 admitted to Chetton school of  
 229  
 Parkes, Mr D., writing and drawing  
 master of Shrewsbury, will of,  
 1815 187  
 Mr F., 'commercial' instructor  
 of Shrewsbury, 1817 172  
 Misses H. and C., Shrewsbury  
 schoolmistresses, 1817 172  
 Parry, William, prescribed social  
 status of children at his  
 school at Great Ness (end.1767)  
 231  
 Paste, ladies', adverts for, late  
 18C. 15  
 Payne, Rev. Edward, master,  
 Oswestry G.S., 1660, inventory  
 of 187  
 Pepyr, Thomas, schoolmaster:  
 at Clungunford, 1680 219  
 Onibury, 1680 219  
 Burwarton, 1689 222  
 Perry, Jemima and Letitia,  
 Shrewsbury schoolmistresses,  
 early 19C. 170  
 Phillips, Edward, educational  
 benefactor to St Martin's,  
 1694 154 158; plaque to  
 memory of 159  
 Phillips, Misses, schoolmistresses  
 at Wrockwardine and Wellington,  
 1828 219  
 Phillips, Mrs A., Shrewsbury  
 boarding schoolmistresses, 1799  
 170  
 Pigott, Rev. Dryden, prescribed  
 geog. origins of children to  
 be educated under legacy of at  
 Edgmond 224  
Pilgrim's Progress, translated  
 into Welsh 69  
 Pillow lace-making, at Bridgnorth  
 14  
 Pilsbury, Ralph, co-founder of  
 Norton school 243

- Pimhill, hundred of, Hearth Tax exemptions, 1672 22
- Pipes, export of 10
- Pitchford, Rev. Richard, schoolmaster of Downton, Upton Magna, 1772-97+ 238
- Pluralism (see also absenteeism) 106-09 112  
 Canon 41 (1604) and, 106-07 at Norbury, 1716 109  
 Acton Scott, 1716 110  
 Ashford Carbonell, 1719 108  
 Edgton, 1719 114
- Pontesbury,  
 Mr Jandral, schoolmaster at, 1787-99 238  
 George Bagley the elder's boarding school at, c.1797-1800 211  
 John Stretch, master at the endowed school of, 1802-33 214
- Poole, Rev. Daniel, master, Oswestry G.S., 1705-16 198
- Poor, the  
 J.Cheke on, 1549 105  
 Bishop Beveridge on, 1720 105  
 changing views on the condition of 115-17  
 education and employment of children of 102 103 117-18  
 feared social aspirations of 118  
 number of:  
 see 'Hearth Tax' for measures of, 1672  
 on relief, early 19C. 23 96
- Population,  
 early estimates of 4-7  
 c.1801 7-9  
 density 7 (cf. Kent) 7  
 size of families, 1806-09 5n.2
- Porcelain,  
 works near Broseley, c.1750 13  
 Thomas Turner Esq.'s factory at Barrow, 1790 13
- Posenhall, early 19C. paupers in 23
- Pottery, export of 10
- Poundley, John, Church Stretton schoolmaster, 1790 209-10
- Pountney, Samuel, mismanagement of his trust at Diddlebury, 1831 131
- Powell, Edward, asst master at Whitchurch G.S., 1702-1719, 166
- Powell, Roger, educational benefactor to Stokesay, 1616 245
- Poyner, Richard, schoolmaster at Wrockwardine, 1705 166 168; at Dawley, 1718 168
- Poyner, William, Wrockwardine schoolmaster, 1708 168
- Prayers and sermons, in Ludlow archdeaconry, 1716-19 110-12 at Barrow 111  
 Benthall 111  
 Bishop's Castle 110  
 Cleobury North 111  
 Edgton 112  
 Highley 110  
 Leintwardine 110  
 Monkhopton 110  
 Oldbury 112  
 Silvington 111  
 Stottesden 110  
 Wenlock, Little 110  
 Much 110  
 Willey 112  
 Wistanstow 110
- Preen, ecclesiastical administrator and, 1719 108
- Prees, Clorely chap., school endowed at, 1738 70  
 Catechism at 241  
 schoolroom at 247  
 Thomas Forester, master at, early 19C. 214
- Presbyterianism (see Nonconformity)
- Preston Gubbals, parish clerk of, schoolmaster at Bomer Heath, 1829 200n.3
- Prince, Mrs Judith, Shrewsbury educational benefactress, fund strays 131-32
- Pritchard, David, Bridgnorth schoolmaster, 1828 205
- Pritchard, Eliza and Jane, Shrewsbury schoolmistresses, early 19C. 170
- Pritchard, Mr J.B., Shrewsbury schoolmaster, 1789 203
- 'Private schools',  
 growth in, late 18C. 71  
 a 19C. definition of 53
- 'Public school',  
 problems of definition 54-55  
 a 19C. definition of 53
- Pugh, Mrs, Bishop's Castle schoolmistress, c.1777 190

- Purslow, hundred of,  
no schools in, 1660 49  
poverty in, 1672 20 49  
Hearth Tax exemptions  
in, 22
- Purslow, William, Rodington  
schoolmaster, 1819 63
- Puttrells, Miss(es), Shrewsbury  
schoolmistresses, early 19C.  
170  
Miss E. 173  
moves west, 1809 219
- Ratlinghope, poverty in, 1672 95
- Ravenhill, Mr T., Shrewsbury  
dancing master, 1754-88 216
- Registrars' files, Hereford dioc.,  
1662-75, schools recorded  
in 65
- Religious beliefs 23-24
- Reynolds, Mr G.C., Shrewsbury day  
and boarding schoolmaster,  
1792 201  
educational aims of 265
- Reynolds, Richard Esq. of Madeley,  
coal works owner, 1790 11  
and Ketley Sunday school 93
- Reynolds, William Esq., Dawley  
ironmaster, 1790 11
- Richards, Mr, Westbury school-  
master, 1728-36 201
- Richardson, Mr W., Shrewsbury  
schoolmaster, 1773 201  
book-keeping at 237
- Riddlesden, Lucina, benefactress  
to Drayton Nat. Sch., 1826  
129
- Rodericke, Charles (1650-74) and  
Richard (1677- ), masters,  
Wem G.S. 167
- Roe, Robert, master, Wem G.S.,  
c.1673-82 218
- Rogers, Rev. Edward, educational  
benefactor to Wentnor, 1740  
128-29
- Rowley, Rev. Dr Thomas, master,  
Bridgnorth G.S., 1821-41+  
208
- Rum, adverts for, late 18C. 15
- Rushbury,  
Dr Benjamin Wainwright,  
educational benefactor of,  
1817-21 154  
plaque to memory of 155  
his endowed school and  
almshouse at 156 157  
G.Wilkinson, master at  
'Academy' in, 1822 156
- Ruyton-XI-Towns,  
'School of Industry' at,  
1804 62  
effect of Nat. Sch. at,  
1820 264
- Ryder, Henry, bishop of Lichfield  
& Coventry, 1824-36 26
- Ryton (Albrighton),  
Thomas Fletcher, schoolmaster  
at, c.1677- 199  
Monsieur Bourlay, dancing  
master at, 1792 238
- Sacrament of Lord's Supper, in  
Ludlow archdeaconry, 1719  
112-13
- Sadler, Miss, Shrewsbury school-  
mistress, 1803-05 218
- Salop, archdeaconry of, school-  
teachers' qualifications in,  
1662-1829 184-86
- Salt, Rev. Francis,  
master, Bridgnorth G.S., 1806-  
Wem G.S., 1807-:  
educational aims of 265  
and Rev. George (1824- ),  
masters, Wem G.S. 167
- Sandford, Humphry, Esq. of St  
Chad's, Shrewsbury, 1772 16
- Sandland, Rev. Thomas,  
master, Wem G.S., c.1763-69  
218  
master, Whitchurch G.S.,  
1769-89 218
- Saunders, Mr T., Shrewsbury drawing  
master, c.1802 203
- Saxton, Whitchurch organ teacher,  
c.1817 203
- Schools,  
length of existence of 71  
80-81:  
at Caynham, 1662 80  
Silvington, 1662 80  
Wolstaston, 1689 80  
Richard Evans's at

- Loppington, 1697 80-81  
 Jeremiah Mason's and Thomas Hand's at Ercall Parva, 1718 81  
 Joshua Wigley's at Shrewsbury, 1781 80  
 Cound Sunday school 81  
 as revealed in citations and processes 80-81
- 'of Industry':  
 in 1804 61-62  
 at Kinnerley 62  
 Llanyblodwell 62  
 Meole Brace 62  
 Oswestry 62  
 Ruyton-XI-Towns 62  
 St Martin's 62  
 Shawbury 62  
 Shrewsbury 62  
 Wellington 62  
 (see also 'Subscription schools', 'Sunday schooling' and entries for individual parishes).
- Schoolteachers (see Teachers)  
 Scott, Mr J., Shrewsbury schoolmaster teaching merchants' accounts, 1797 237
- Selattyn,  
 literacy and, 1750 253-54  
 Charles Morris's benefaction to, 1721 158  
 plaque to memory of 162  
 anniversary sermon to memory of 163  
 schoolmaster's salary at, 1752 193  
 prescribed geog. origins of children to be admitted at school of 223  
 pence charged at 233  
 B.F.S.S. school (est.1811) at 83 86
- Severn, water transport restricted to 4
- Severne, General of St Chad's, Shrewsbury, 1772 16
- Shawbury,  
 William Cradoc, schoolmaster at, c.1693 207  
 Moses Hughes, schoolmaster at, 1696 165  
 'School of Industry' at, 1804 62
- Sheinton, colliers at, 1772 18
- Shelve,  
 schoolteacher at, c.1689 63  
 absentee incumbent of, 1719 108  
 schoolmaster at, early 19C. 194
- Shifnal,  
 markets at, late 18C. 8-9  
 early Baptist society at 31  
 Catholics at, 1676 239  
 educational opportunity at, 1660; 1833 92  
 G.S. (est. c.1626) at:  
 in 1660 47  
 Henry Bowdler, master at, 1716- 200  
 Rev. Robert Dean, master at, 1776-1815 214-15  
 private schoolmaster at, 1793 93n.2  
 George Dean, usher at, 1783- 168  
 Careswell Exhibitions at 264-65  
 no classical scholars at, c.1820 241-42  
 curriculum at Blue School for Girls (est.1716) 240 241  
 book-keeping at, early 19C. 237  
 Monsieur Bourlay, dancing master at, 1792 238  
 Misses Smyth, schoolmistresses at, c.1828 169  
 school at, united with Nat. Soc., 1813 136  
 grant application to Nat. Soc., 1823 122-23
- Shipleigh, Jonathan, bishop of St Asaph, 1769-89 26; lax attendance on see 28
- Shipton, chargeable poor at, 1672 23
- Shrewsbury,  
 traditional Puritan centre 31  
 Protestant nonconformists at, 1676 239  
 early Baptist society at 31  
 Quakers at, early 18C. 31-32  
 in 1799 35  
 markets at, late 18C. 8  
 and dressing of Welsh broad-cloth 13  
 glove-making at 13  
 hat-making at 13  
 Welsh influence strong at 13  
 leisure element to economy of 15  
 as centre of water traffic industry 10  
 Hearth Tax exemptions at, 1672 22
- St Alkmund's,  
 Edward Griffiths, schoolmaster at, 1690 202  
 Sunday schools at, 1823-25 94n.2

St Chad's,  
 no documented schools in,  
 1660 49  
 notables in, 1772 16  
 Millington's Hospital  
 School:  
 James Millington (b.1661)  
 158 163  
 building 259  
 George Bagley the elder,  
 master at, 1785-90 211  
 Rev. Thomas Lloyd, master  
 and chaplain at, 1790-  
 94 211  
 William Slade, master at,  
 1794-1811 196-97 202  
 William Groves, master at,  
 1811-27 202  
 prescribed geog. origins of  
 children to be admitted  
 to 224  
 pay scholars at, 1790- 196-97  
 origins of children at in  
 19C. 262  
 Catechism at 241  
 regulations concerning  
 holidays at, 1795 249  
 attitude of trustees towards  
 absenteeism at, 1788 250  
 apprenticeship at 256n.3  
 258 260-61

1772 subs sch.,  
 destinations of children  
 leaving 256

Allatt's School,  
 George Bagley the elder at,  
 1800- 188  
 condition of girls' school,  
 1801 243-44  
 restricted number of pay  
 scholars at 196  
 regulations concerning  
 holidays at 249

'School of Industry' at, 1804  
 62

Holy Cross,  
 Public Subscription School  
 (est.1708) at 133 135  
 building 134  
 social status of benefactors  
 to, 1807-09 140-42 143  
 appeal for new benefactors  
 to, 1807 153  
 level of subscriptions at,  
 1806-33 322  
 William Groves, master at,  
 1810-11 212  
 training of teachers in  
 London, early 19C.188-89;  
 and at Lichfield 189  
 master's salary at, 1811  
 1818-25 193  
 mistress's salary at, 1809-  
 18 1825 1830-31 193

Mrs Judith Prince,  
 educational benefactor  
 to, bequest strays 131-  
 32

St Julian's,  
 school endowed by Thomas  
 Bowdler in, 1724 128  
 Samuel Lee, assistant  
 at 182  
 prescribed geog. origins  
 of children to be  
 admitted to 223  
 'genteel' families in,  
 1772 16-17

St Mary's,  
 Ralph Adams, writing master  
 of, 1713 inventory,  
 187 195 323-24

Shrewsbury School,  
 different designations  
 of 54  
 Thomas Chaloner, head  
 master of, (1636/7-43;  
 1662-64), library 187  
 Oswald Smith, second  
 master of, 1672-1715,  
 163-64  
 Richard Lloyd, head-  
 master of, 1685-1722,  
 214

Rev. James Atcherley,  
 third, second and  
 headmaster of, 1755-  
 98, 214

Rev. James Matthews,  
 third and second  
 master of, 1783-  
 214

William Adams, second  
 master of, 1798- 200  
 Dr Samuel Butler, head  
 master of, (1798-1836),  
 publications of 188  
 prescribed geog. origins  
 of children to be  
 admitted to 225  
 writing and arithmetic  
 at, 1821 242  
 Careswell Exhibitions  
 at 264-65  
 illustrations of, 1802  
 203

other schools offering a  
 gratuitous education:  
 S.P.C.K. Account 1704  
 school and Account 1708  
 school 241; function of,  
 103  
 Sunday schools (est.1787)  
 at, purpose of 119  
 B.F.S.S. schools (est.1812)  
 at 83 86; aims of 124



- miscellaneous private schools:
- Allen, Mr Saxton, dancing master, 1777 172; musical business of 202-03
- Astier, Mr, dancing master, 1788 174
- Barrow, Mrs (nee Longmire), schoolmistress, 1791 178n.2
- Benoist, Monsieur, schoolmaster, 1788 177
- Bourlay, Monsieur, dancing and fencing master etc, 1789-1809 177 238; aims of 238 266; and son, 1817 169
- Bourlay, W.V., dancing and fencing master, 1817 189
- Brookes, Ann, day schoolmistress, 1779 174
- Castieau, W., schoolmaster, 1800, 173; moves west 218-19
- Delvigne, Mrs, day schoolmistress, 1799 173
- Fechini, Dr, Italian schoolmaster, 1828 178
- Field, Misses, schoolmistresses, early 19C. 170
- Harries, Mr and wife, schoolteachers, 1828, origins of 176
- Hawkins, Miss, schoolmistress, c.1798 176-77
- Hervey, Mrs, drawing mistress, 1802 203
- Hill, Mrs S., schoolmistress, moves west, 1793 219
- Jacquet, Mrs, schoolmistress, 1773-93 218
- Janson, Mr, dancing master, 1828 173
- La Feuillade, dancing master, College Hill academy, 1796 177-78; 1809, 172-73
- Leech, M., schoolmistress, 1799 190-91
- Longmire, Miles, writing master, c.1780 204-05
- Mercerot, Monsieur, dancing master, 1809- 172-73
- Perry, Jemima and Letitia, schoolmistresses, early 19C. 170
- Phillips, Mrs A., boarding schoolmistress, 1799 170
- Pritchard, Mr J.B., schoolmaster, 1789 203
- Puttrells, Miss, schoolmistresses, early 19C. 170  
Miss E. 173; Claremont Buildings site 219
- Ravenhill, Mr T., dancing master, 1754-88 216
- Reynolds, Mr G.C., day and boarding schoolmaster 201; educational aims of, 1792 265
- Richardson, Mr W., schoolmaster, 1773 201; book-keeping at 237
- Sadler, Miss, schoolmistress, 1803-05 218
- Saunders, Mr T., drawing master, c.1802 203
- Scott, Mr J., schoolmaster, teaching merchants' accounts, 1797 237
- Smith, Duncan, writing master, 1786 205
- Tedoli, A., Italian schoolmaster, 1824 178
- Tyler, Mr J., schoolmaster, teaching merchants' accounts, 1788 237
- Wisemans, schoolmistresses, early 19C. 170; move west, 1814 219
- Wood, Richard, of Castle St., 1711-12 63
- dynasties of teachers at:
- the Parkes,  
Mr D., writing and drawing master 172; will of, 1815 187  
Mr F., 'commercial' instructor, 1817 172  
Misses H. and C., schoolmistresses, 1817 172
- the Tomlins,  
Mr R., writing master, c.1791-1805+ 171; other activities of 204  
Mrs R., sewing mistress, 1791 171  
Mr T., music teacher, 1800 172; tuner etc. 203  
Mr B., writing master, 1807 171-72
- Shropshire, physical geography 1-4
- Shuker, Samuel, prescribed social status of children to be admitted under his bequest at Great Ness, 1821 229
- Sibdon Carwood, chargeable poor at, 1672 20
- Silks, linens and cottons for ladies, adverts for, late 18C. 15
- Silvington,  
no school 'at present', 1662 80  
absentee curate of, 1719 109

- prayers and sermons at, 1719  
111  
short-lived subscription school  
at, c.1729 135
- Slade, William, master, Millington's  
Hospital School, Shrewsbury,  
1794-1811:  
origins of 182  
other duties of 202  
private venture school of  
196-97  
quitted position 191-92 197
- Slaney, John, school endowed by at  
Barrow (1612):  
in 1660 49  
preference to priest-master  
at 198  
actual geog. origins of  
children at 226  
length of children's stay  
at 251
- Slaney, Mr, supporter of Bomer Heath  
day school, 1829 200n.3
- Smallbrooke, Richard, bishop of  
Lichfield & Coventry, 1731-49  
26
- Smethcott, John Beddoe, schoolmaster  
at, 1668 239-40
- Smith, Duncan, Shrewsbury writing  
master, 1786 205
- Smith (Smyth), Misses, Albrighton  
schoolmistresses, 1817 177;  
at Shifnal, c.1828 169
- Smith, Mrs and Miss, West Felton  
boarding schoolmistresses, 1828  
169
- Smith, Oswald, second master and  
benefactor, Shrewsbury School,  
1672-1715 163-64
- Smyth, Mr of Leintwardine, educational  
benefactor 137\*
- Snuff, adverts for, late 18C. 15
- Soap, honeysuckle, for ladies, adverts  
for, late 18C. 15
- Society,  
Shropshire,  
model of 16  
rural and urban 56-57  
English,  
model of 104-06  
delicate balance in 106
- Society for Promoting Christian  
Knowledge (S.P.C.K.):  
purpose of schools established  
under aegis of 117-18  
county list of schools, 1724  
66 81-82  
effect of on pace of educational  
provision 81-83
- reported growth by region  
83 85  
tail-off in Shropshire  
correspondence with  
82 84
- Socket, William, schoolmaster of  
Kinnorsley (c.1699-c.1714)  
and Wellington (c.1714- )  
219
- Southampton, origins of the Rev.  
William, master, Whitchurch  
G.S., 1789- 176
- Southern, Rev. Francis of  
Cardington 128-29;  
preferred admissions at  
Much Wenlock school  
(end.1778) 164
- Spedding, Rev. John, headmaster,  
Wem G.S., 1756-92 214
- Stackhouse, Hugh, master,  
Bridgnorth G.S., 1726-43,  
library of 187
- Stafford, Marquiss of, Sunday  
school education of children  
on Ketley estate of 93
- Staffordshire, educational  
developments in 272 275-76  
280 283 289-90 293 294 295  
298 305-06
- Standish, Sir Lambert Blackwell  
Esq. of St Chad's,  
Shrewsbury, 1772 16
- Stanton, school endowed at, 1721  
70
- Stapleton, school on National  
system at, early 19C. 89
- Stirchley, chain-making at,  
early 19C. 11
- Stockton,  
Phillip Morris, schoolmaster  
at, 1665-c.1689 210  
Rev. Richard Mountfort,  
rector of, Albrighton  
schoolmaster, 1780 198
- Stoke St Milborough, state of  
roads in, late 18C. 2
- Stokesay,  
Mr Bromley, schoolmaster at,  
c.1675 194  
school at, 1700 59  
site of, 1831 245
- Stottesdon,  
prayers and sermons at,  
1719 110  
hundred of, Hearth Tax  
exemptions, 1672 22
- Stretch, John, master of endowed  
school, Pontesbury, 1802-33  
214

- Stretton, Church,  
 school endowed at, 1779 70  
 John Poundley, master of,  
 1790 209-10  
 prescribed social status of  
 children to be admitted  
 to 229  
 Mr Meredith's 'Academy' at,  
 1791-1801 238  
 Misses Corfield, school-  
 mistresses at, c.1813-  
 28+ 170
- Subscription books,  
 problems in using, and bias  
 39-40  
 for Ludlow archdeaconry 40
- Subscription schools,  
 Public Subscription Charity  
 School, Shrewsbury (est.1708)  
 133 135  
 building 134  
 level of subscriptions to,  
 1806-33 322  
 social status of benefactors  
 to, 1807-09 140 142-43
- Blue Coat School, Ludlow (est.1716):  
 level of subscriptions to, 1786-  
 1809 321  
 social status of benefactors to,  
 1786-1809 140-41 143
- almost-entirely urban phenomena,  
 1833 56  
 rural experiments with, short-lived  
 at Mainstone and Silvington 135
- Sunday schooling,  
 advantages of 94  
 availability of in 1833 39  
 (see also individual parishes and  
 Nonconformity)
- Sutton Maddock, Brockton, John Wynne,  
 schoolmaster at, 1715 165-66
- Talbot, Sir John, founder, Whitchurch  
 G.S.(1550), his prescribed geog.  
 origins of children at 225
- Tamberlain, Mrs, Ellesmere boarding  
 schoolmistress, 1792 238
- Tanner, Thomas, bishop of St Asaph,  
 1732-35 26
- Tanning, at Newport and Oswestry,  
 c.1790 14
- Tasley,  
 poverty in, 1672 95  
 cure held with Oldbury 1716 112
- Tayleur, William, Esq. of  
 St Chad's, Shrewsbury, 1772  
 16
- Taylor, Rev. John, master,  
 Ludlow G.S., 1809- ,  
 origins of 176
- Tea, adverts for, late 18C. 15
- Teachers, the Shropshire,  
 list of, Salop archd.,  
 1726 66 82  
 geographical origins of  
 165-79  
 social background of 179 182  
 educational level of 182-91  
 training of, early 19C. 188-89  
 salaries of 191-95  
 other activities of 195-206  
 teaching abilities of 206-10  
 length of office of 210-17  
 mentality of rural and  
 urban 216-17  
 mobility of 217-22
- Tedoli, A., Shrewsbury school-  
 master, 1824 178
- Theatre, adverts for, late 18C.  
 15
- Thomas, John, bishop of St Asaph,  
 1743-44 26
- Tiles, export of 10
- Tilstock, township of, Whitchurch  
 parish,  
 dissenters' school, 1832  
 50 52
- Timber, import of 10
- Tobacco, adverts for, late 18C.  
 15
- Tobacco-pipes, manufacture of at  
 Broseley from early 17C.  
 14-15
- Todd, Rev. Mr and son, masters,  
 Halesowen G.S., 1821 167
- Tomlins, Mr R., Shrewsbury writing  
 master, c.1791-1805+ 171;  
 other activities of 204  
 Mrs R., Shrewsbury sewing  
 mistress, 1791 171  
 Mr T., Shrewsbury music  
 teacher etc., 1800 203  
 Mr B., Shrewsbury writing  
 master, 1807 171-72
- Tong,  
 Old College foundation  
 (est.c.1550) at 49  
 Mr J.Jones, exclusive boarding  
 schoolmaster at, 1790 230  
 mismanagement of Lady Harris's  
 and others' trust, 1820 129

- schoolmaster's salary at,  
1805 1807 193  
school and almshouse built  
by Mr Durant at 150
- Treasury grants to education, 1833  
37 89-90  
proportions to B.F.S.S. and  
Nat. Soc. 89-90  
sums to:  
Caynham and Llandysilio  
Nat. Schs, 1833/34  
90  
Oswestry British School,  
1837 89
- Tugford, schoolmistress at, 1719 190
- Turner, Thomas, Esq., owner, Barrow  
porcelain factory, 1790 13
- Tyler, Mr J., Shrewsbury schoolmaster  
teaching merchants' accounts,  
1788 237
- Unitarianism (see Nonconformity)
- Uppington, children of, admissible at  
Donnington G.S. 225
- Upton Cressett, absentee incumbent of,  
1719 107
- Upton Magna,  
William Ore, schoolmaster at,  
1685-1726 171  
farmers at, 1772 17
- Downton,  
Rev. Richard Pitchford,  
schoolmaster at, 1772-97+  
238
- Upton Parva,  
Thomas Hatton, rector of, 1772  
199  
schoolmistress at, 1823 182  
facilities for school at, 1832  
245
- Venables, John, Whittington school-  
master, early 19C. 213-14
- Victualling,  
in the towns 9-10  
malt-grinding in Chirbury, early 18C
- malt-making in Ludlow, late  
18C and early 19C 14
- Wainwright, Dr Benjamin,  
educational benefactor of  
Rushbury, 1817-21 154  
his school building 156 157  
plaque to memory of 155
- Walker, Rev. Richard, private  
schoolmaster, Wem, 1794-  
216
- Waring, Captain Edmund,  
educational benefactor,  
Bishop's Castle, 1728 96
- Wase, Christopher,  
Educational Enquiry of,  
c.1670:  
number of parishes with  
schools in 65  
schools at Stokesay 194  
Bucknell 208
- and use of term 'Free School',  
1678 52-53  
and reports of fears  
concerning over-educating  
the poor 117
- Water traffic industry 10
- Wellington,  
hemp and flax grown at,  
close of 18C. 14  
colliers and 'low educated  
people' at, 1799 18  
pop.1801 7  
no documented educational  
provision in, 1660 49  
Francis Ore, schoolmaster  
at, 1665 171  
William Socket, schoolmaster  
at, c.1714 219  
Robert Ore, schoolmaster at,  
1745 171  
Mrs Jones, boarding school-  
mistress at, 1792 238  
Sunday and day school at,  
1799 61  
'School of Industry' at,  
1804 62  
book-keeping at, early 19C.  
237  
Misses Phillips, school-  
mistresses at The Grove,  
1828 219  
educational opportunity in,  
1833 93

- Welshampton, Anabaptist school near,  
1832 52
- Welshpool, white broad cloth from 13
- Wem,  
traditional Puritan centre 31  
number of Methodists increasing  
in, 1799 33  
Thomas Adams's G.S. (est.1650)  
at:  
in 1660 47  
benefaction table at 158  
The Rodericks, masters at,  
1650-74; 1677- 167  
Robert Roe, master at,  
c.1673- 82 218  
Rev. Mr John Spedding,  
headmaster at, 1756-92  
214  
Rev. Mr Thomas Sandland,  
headmaster at, c.1763-  
69 218  
Revs Francis (1807- )  
and George (1824- )  
Salt, masters at 167  
salaries of headmaster  
(1831), usher (1804)  
and third master (1831)  
at 193  
no scholars at, 1799 241  
actual social status of  
children admitted to,  
1831 232  
writing and arithmetic at,  
1821 242  
regulations concerning  
holidays at, 1650 249  
Careswell Exhibitions at  
264-65  
educational opportunity in,  
1833 93  
Rev. Richard Walker, private  
schoolmaster at, 1794- 216  
John Kynaston, schoolmaster at,  
1801 168
- Wenlock, Little,  
prayers and sermons at, 1716 110  
absentee incumbent and curate of,  
1719 109
- Wenlock, Much,  
Franchise and Liberties of,  
Hearth Tax exemptions, 1672 20  
22 23  
parish of,  
chargeable poor in, 1672 23  
schoolmaster in from 1665 60  
John Beddoe, schoolmaster in,  
1683 166  
prayers and sermons at, 1716  
110  
Rev. Francis Southern's  
endowed school at (1778)  
128-29; Catechism at 241;  
preferred child admissions  
to 164
- Wentnor,  
Rev. Edward Rogers's endowed  
school at, 1740 128-29  
school endowed at, 1788 70
- West, Mr, Shrewsbury dancing  
master, c.1780 174
- Westbury,  
schoolmaster at, 1665 63  
Mr Richards, schoolmaster  
at, c.1728-36 201  
schoolmaster's salary at,  
1820 193
- Weston, chargeable poor at, 1672  
20
- Wetherby, Robert, schoolmaster  
and parish clerk at Atcham,  
Longnor, c.1824 200n.3
- Whitchurch,  
hemp and flax grown at,  
close of 18C. 14  
traditional Puritan centre 31  
Protestant nonconformists at,  
1676 239  
Sir John Talbot's G.S. (est.  
1550) at:  
in 1660 47 70  
need for education as  
expressed in  
foundation deeds 99  
Edward Powell, asst master  
at, 1702-1719, 166  
Thomas Hughes, headmaster  
at, 1708-22,  
expelled 209  
Richard Elayney, headmaster  
at, 1743-69, 200  
Rev. Thomas Sandland, head-  
master at, 1769-89 218  
Rev. William Kent, head-  
master, 1789-1839, 176  
215  
prescribed origins of  
children at 225  
writing and arithmetic  
at, 1821 242
- Jane Higginson's endowed  
school at, 1707 129;  
Catechism at 241  
site of school in receipt of  
Thomas Benyon's (1707)  
legacy 245  
salary of master at,  
1829 193  
Mrs Edwards and Mrs Farnworth,  
boarding schoolmistresses  
at, 1785 170-71  
Miss Cooks, boarding school-  
mistresses at, 1817  
170-71  
Mr Saxton, organ teacher of,  
c.1817 203

- Whittington,  
 17C. school at 60  
 curriculum at 240  
 site of, 1831 245  
 B.F.S.S. schools (est.1809)  
 at 83 86  
 no funds at, 1830 234  
 John Venables, schoolmaster  
 at, early 19C. 213-14  
 size of families at, 1806,  
 1809 5n.2
- Whole Duty of Man, The,  
 translated into Welsh 69
- Wigley, Joshua, schoolmaster,  
 Steel-Yard Shutt, Shrewsbury,  
 1781 80  
 Milk Street, Shrewsbury,  
 1787 80
- Wilde, Colonel, at Dudmaston,  
 paternalism of 149
- Wilding, James, master at High  
 Ercall endowed school, 1787-  
 168; and son, c.1811- 168;  
 Mrs, private schoolmistress  
 at High Ercall, 1790 93n.2
- Wilkinson, G., master, 'Rushbury  
 Academy', 1822 156
- Wilkinson, John, Esq., Broseley  
 ironmaster, 1790 11
- Willey,  
 chargeable poor at, 1672 23  
 iron furnace at, 1716 10  
 held in plurality with Barrow  
 112  
 absentee minister of, 1716,  
 schoolmaster at Barrow 108  
 prayers and sermons at, 1716  
 112  
 children from at Barrow school,  
 1820 226
- Williams, Joshua, benefaction for  
 education at Minsterley strays 131
- Wiltshire, origins of, Rev. John Taylor,  
 master, Ludlow G.S., 1809- 176
- Wingfield, Mr, of St Chad's, Shrewsbury,  
 1772 16
- Wisemans, Miss, Shrewsbury school-  
 mistresses, early 19C. 170; move  
 west, 1814 219
- Wistanstow,  
 absentee incumbent of, 1719 109  
 prayers and sermons at, 1719 110
- Wolstaston, shortlived school at,  
 1689 80
- Wood, Rev. Henry, High Ercall school-  
 master, 1743-c.1769 209
- Wood, Richard, of Castle St., Shrewsbury,  
 schoolmaster, 1711-12 63
- Wood, Thomas, bishop of Lichfield  
 & Coventry, 1671-92 26
- Woodhouse, Archdeacon John  
 Chappell, 1799 visitation  
 enquiry of:  
 number of parishes with  
 schools recorded in 67  
 dissent in 32-35
- Worcester, diocese of, part of  
 Shropshire in 24
- Worfield,  
 school (end.1618) at:  
 in 1660 47  
 no classical teaching  
 at, 1760 242  
 master's salary at, 1820  
 193  
 pay scholars at, 1820 197  
 destinations of children  
 from 257-58  
 workhouse (est. c.1729) at  
 116-17
- Wrockwardine,  
 colliers at, 1772 18  
 hemp and flax grown at,  
 close of 18C. 14  
 Richard Poyner, schoolmaster  
 at, 1705 166 168  
 William Poyner, schoolmaster  
 at, 1708 168  
 Sunday and day school at,  
 1799 61  
 school supported by Miss  
 Anna Maria Cludde and  
 aunt at, 1824 132  
 Misses Phillips, school-  
 mistresses at, 1828 219
- Wrockwardine Wood,  
 'Nursery of Sectarianism',  
 1826 32
- Wroxeter,  
 Donnington G.S.:  
 prescribed geog. origins  
 of children to be  
 admitted to 225  
 Careswell Exhibitions at  
 264-65
- Wyke, Misses, Broseley school-  
 mistresses, 1816-29+ 170
- Wynne, John, bishop of St Asaph,  
 1715-27 26
- Wynne, John, schoolmaster at  
 Brockton, Sutton Maddock,  
 1715 165-66

Yates, Mrs and daughter, Oswestry  
boarding schoolmistresses, 1814  
169

Yaughey, Andrew, Loppington school-  
master, 1695 212