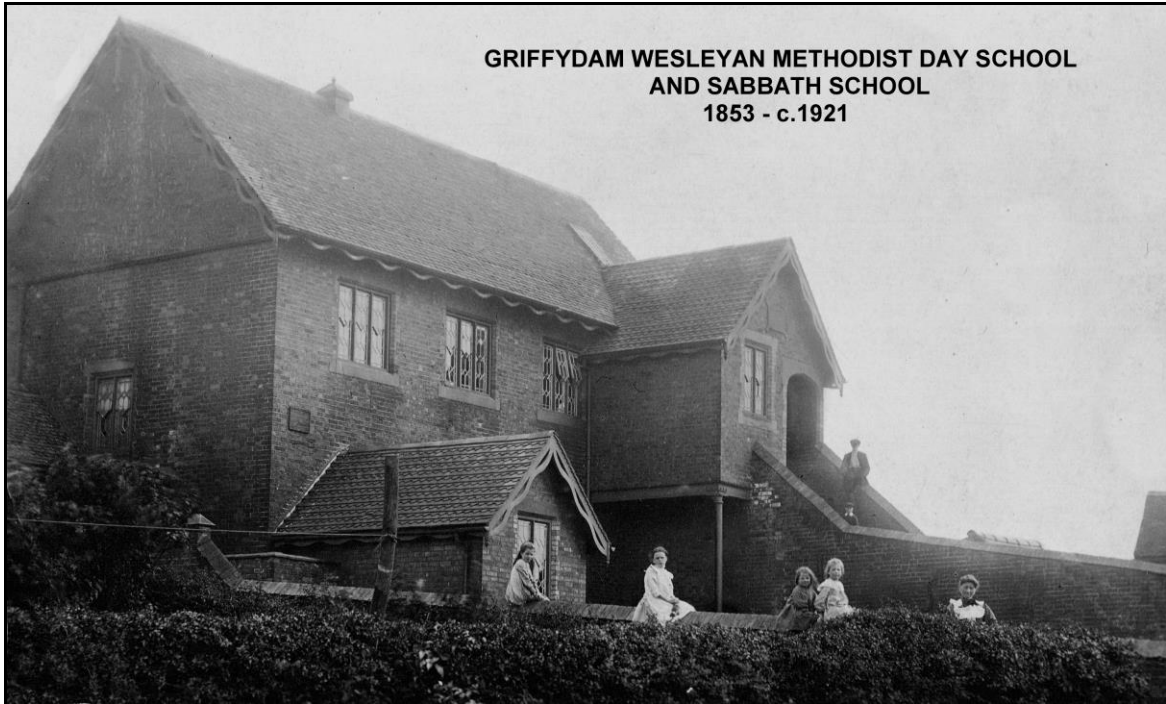


**GRIFFYDAM WESLEYAN METHODIST  
DAY SCHOOL & SABBATH SCHOOL  
(1853 – c.1921)**



**THE ORIGINAL PLAQUE FROM THE FRONT OF BUILDING -  
“WESLEYAN DAY SCHOOL  
OPENED 1853  
ERECTED  
BY VOLUNTARY CONTRIBUTION  
WITH AID FROM  
PARLIAMENTARY GRANTS”**

**BY SAMUEL T STEWART – Updated August 2022**

## FRONT COVER PHOTOGRAPHS

**TOP** - This photograph was taken following an extension which was added to the ground floor left side after 1913. Photograph courtesy of Marilyn Baldry.

**BOTTOM** - The surviving commemorative stone plaque from the front of the Wesleyan Day School. It was being used as a cover for the old school cesspool which was at the front of the playground. It is the only thing that has survived from the original building except for the coping stones on the wall and external staircase which can be seen on the front wall of the bungalow which now stands on the site.



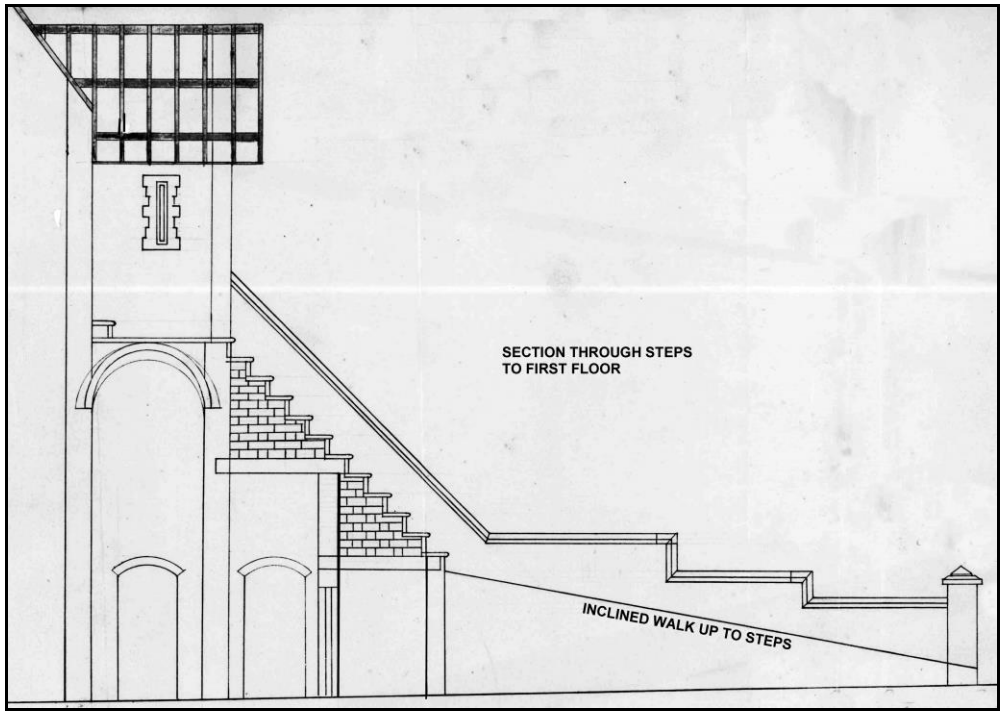
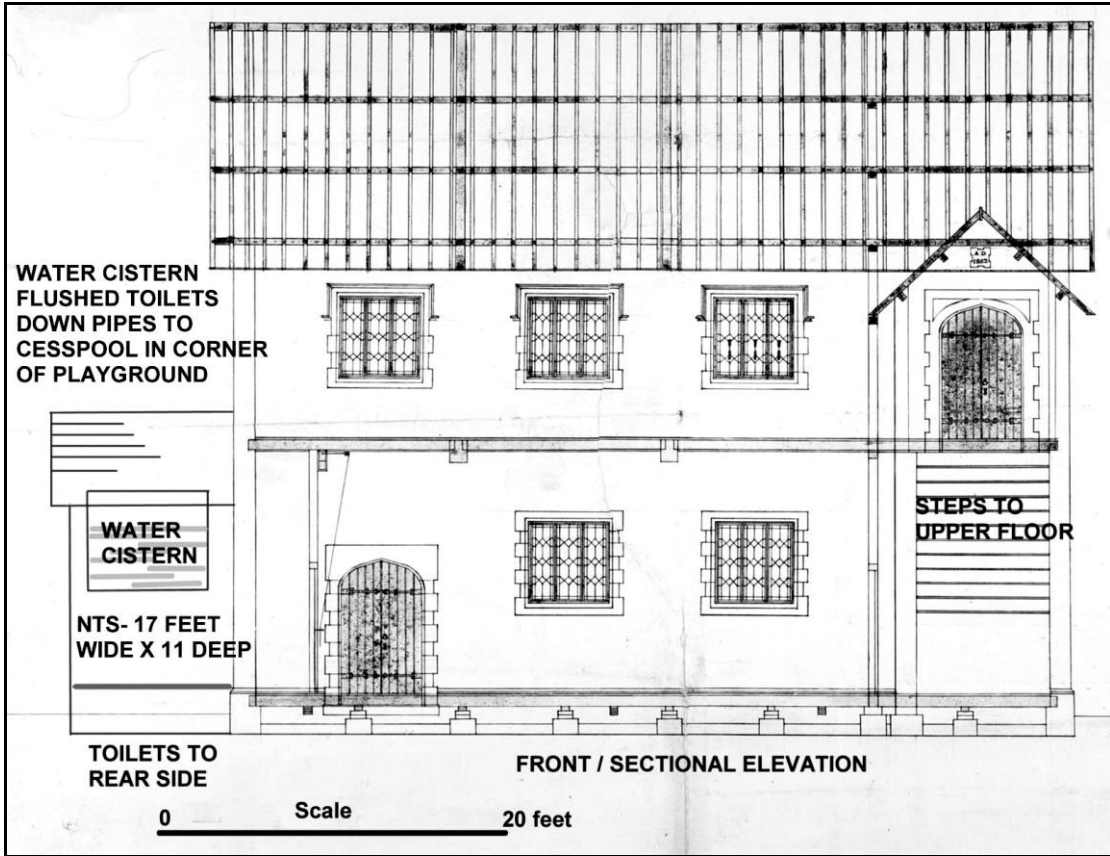
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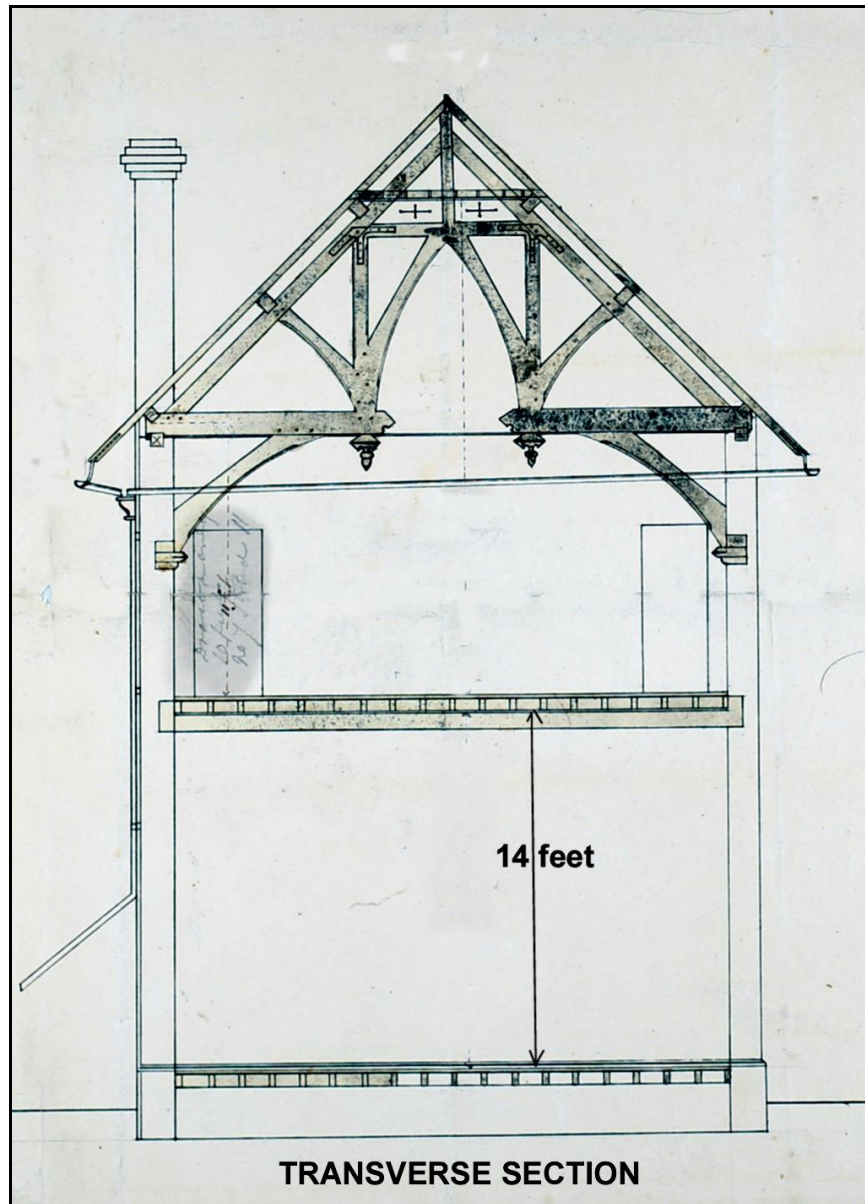
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**ANNOTATED ORIGINAL EXTERNAL SCHOOL PLANS**





The three preceding plans, annotated from the originals, depict the externals of the building and a transverse section through it. The building is described as having a Tudor Gothic Elevation with date stone 1852. The plans show a 2 storey building with infant's class room on the ground floor with the usual gallery. Above is a school room (Sabbath / Sunday school) divided by curtains with class room adjoining. Should anyone wish to see the original plans, they should contact the Leicestershire and Rutland Record Office or the author of this publication, however, due to copyright restrictions, the author it is not allowed to transmit these electronically or provide copies.

## PREFACE

**The Griffydam Wesleyan Methodist Day School & Sabbath School at Pegg's Green** which was opened in 1853, was associated with the Wesleyan Methodist Chapel at Griffydam. Prior to this school being built, another educational school associated with the Griffydam Wesleyan Methodist Chapel existed as described below.



In the 1841 census for Griffydam, Mary Braithwaite is listed as a school mistress aged 65. The following transcribed newspaper article makes reference to the first anniversary of a school named "Providence School" (opened in 1847), and there is good reason to believe that she was a teacher at this school.

The school was held at the Providence Wesleyan Methodist Chapel at Gelsmoor, which was established c.1806 in an existing barn to take the overspill congregation from the Griffydam chapel. The first anniversary of this school described below would have been held at the Wesleyan Methodist chapel at Griffydam because the chapel at Gelsmoor was very small and would not have been able to accommodate all those attending. *A publication entitled "A History of Providence Wesleyan Methodist Chapel, Gelsmoor" is available as a free to read download on both the Griffydam History Group website at [griffydamhistory.com](http://griffydamhistory.com) and the author's own website <https://samuelstewart940.wixsite.com/mysite>*

### **Leicester Mercury – December 16th 1848**

**Griffydam – Providence Day School.** – *The first anniversary of this school took place in the Wesleyan Chapel, at the village, on Tuesday. There was a public examination of the scholars in the afternoon, which spoke well for the system on which they are educated. At the close of the examination, a large number of friends of the institution sat down for tea, which was furnished gratuitously by a few friends, so that the whole proceeds was donated to the school funds. After tea, a public meeting was held, when addresses on the subject of education were delivered by several ministers and others of the Wesleyan body. The whole proceedings excited great interest in the neighbourhood, and there is no doubt the institution will be benefited by them.*

\*\*\*\*\*

## **CONFIRMATION THAT THE DAY SCHOOL WAS ALSO A SABBATH SCHOOL.**

The original Grant & Release of freehold ground by reference to Model Deed for purposes of Wesleyan Day & Sabbath School (Ref DE9109/56 held at the L&RRO).....

*Land in Thringstone for the education of children and adults or children only of labouring, manufacturing and other poorer classes in the district of Griffydham, Newbold, Worthington, Froggatt's Lane, Thringstone (Pegg's Green), Pegg's Green, Swannington, Coleorton and Osgathorpe*

We also have further confirmation that it was a Sabbath school as well as a day school, having located the original building plans for the day school, and supported by information provided in an interview with an old resident, Sidney Haywood, that prior to the new Sunday school being built onto the Wesleyan Methodist Chapel at Griffydham in 1932, the Wesleyan Methodist chapel Sunday school was actually held at the day school in a curtained off room on the second floor, as were numerous concerts and public teas etc. A supplementary section at the end of the publication includes various related newspaper articles of the day.

After the Day school ceased to provide educational tuition for children c.1921, it was used as an evening institute for adult further education. The Sunday school continued to be held there until the new Sunday school was built onto the Griffydham Wesleyan Methodist Chapel in 1932. Permission to sell the day school was given in 1932.

*A publication entitled "Griffydham Wesleyan Methodist Sunday School" is available as a free to read download on both the Griffydham History Group website at [griffydhamhistory.com](http://griffydhamhistory.com) and the author's own website <https://samuelstewart940.wixsite.com/mysite>.*

## **GRIFFYDAM WESLEYAN METHODIST DAY AND SABBATH SCHOOL**

John Wesley was convinced of the importance of education, and following the advice of his friend Dr. Philip Doddridge, schools were opened at **The Foundery** in London, and at **Newcastle and Kingswood**. Following the upsurge in interest in education which accompanied the extension of franchise in 1832, the Methodist Conference commissioned William Atherton, Richard Treffry and Samuel Jackson to report on Methodist schools, coming to the conclusion that if the Church were to prosper, the system of Sunday Schools (3,339 in number at that time, with 59,277 teachers and 341,442 pupils) should be augmented by “day-schools” with teachers educated to high school level.

The Rev. John Scott proposed in 1843 that 700 new “Methodist day-schools” be established within seven years. Though a steady increase was achieved, that ambitious target could not be reached, in part limited by the number of suitably qualified teachers, mostly coming from the institution founded in Glasgow by David Stow. The outcome of the Wesleyan Education Report for 1844 was that planning began for a permanent Wesleyan teacher-training college, resulting in the foundation of Westminster Training College at Horseferry Road, Westminster in 1851, with the Rev. Scott its first principle. The first state funding for primary schools was made in 1833.

On the 27<sup>th</sup> December 1851, a “Grant & Release” of freehold ground by reference to “Model Deed” for the purposes of a “Wesleyan Day & Sabbath School”, was made for land in Pegg’s Green, which was in the Township of Thringstone at that time following the 1807 enclosure (Ref DE9109/56 held at the L&RRO) . This was to be for the education of children & adults, or children only of labouring, manufacturing and other poorer classes in the district of Griffydham, Newbold, Worthington, Froggatt’s Lane (Pegg’s Green), Thringstone, Pegg’s Green, Swannington, Coleorton & Osgathorpe.

**Leicestershire Mercury – October 15<sup>th</sup> 1853**

### **OPENING OF THE NEW WESLEYAN DAY SCHOOL (GRIFFYDAM WESLEYAN METHODIST DAY SCHOOL, PEGG’S GREEN)**

On Wednesday, October 19<sup>th</sup>, Two Sermons will be preached in the **WESLEYAN CHAPEL GRIFFYDAM** by the:-

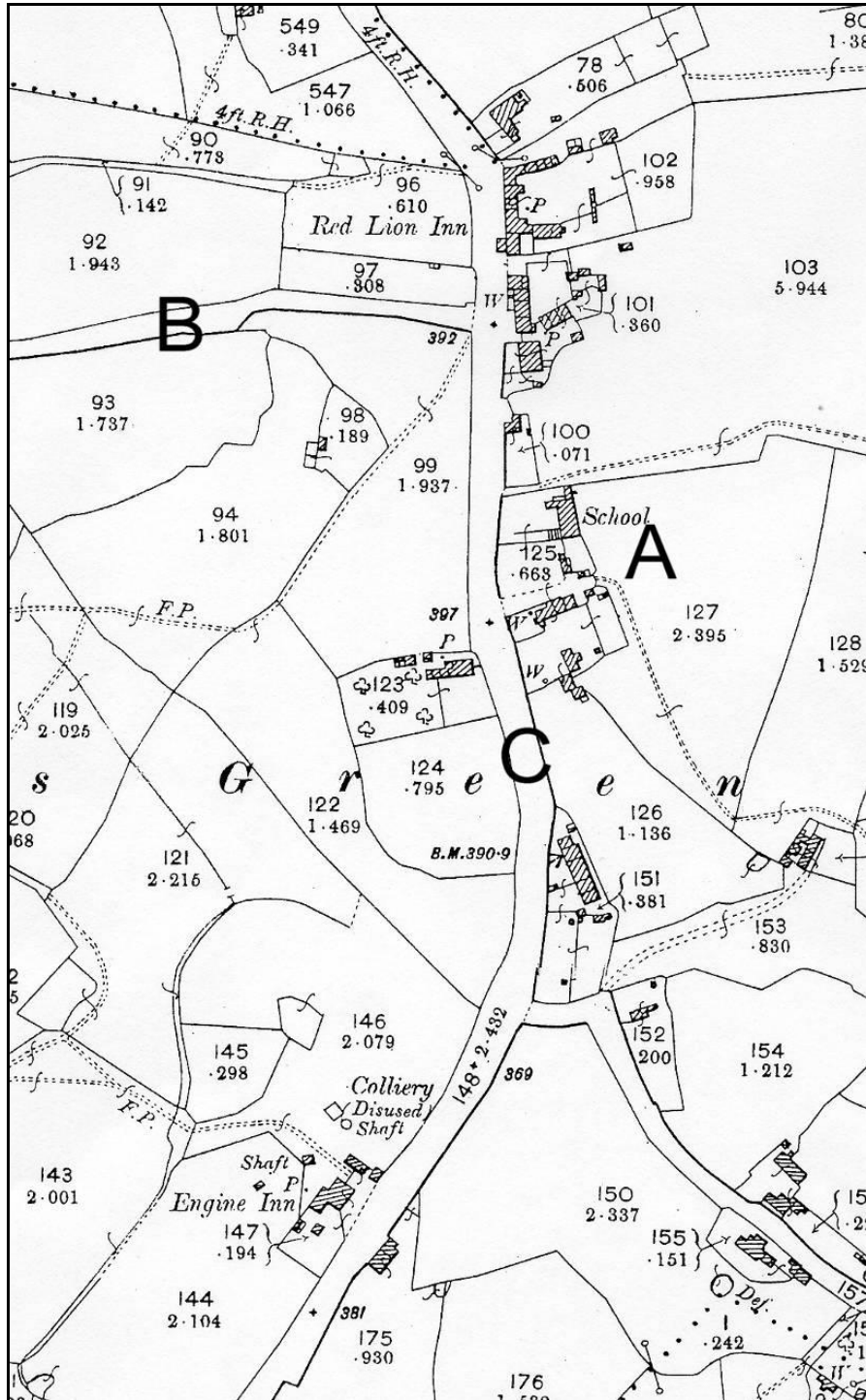
**REV. DR. BEAUMONT, OF BRISTOL  
AND ON WEDNESDAY OCT 26<sup>TH</sup>, BY THE  
REV. F. JOBSON, OF LONDON**

Services on both days to commence at half-past two, and at six.  
A collection will be made after each service, in aid of the school.

The “Post Office Directory of Leics & Rutland 1855” states that Griffydham has a National School. This was in fact the “Griffydham Wesleyan Day School” built in Pegg’s Green. **According to “The History, Gazetteer & Directory of Leics & Rutland 1863”, the large Wesleyan Day School was built and opened in 1853 at a cost of £850, to accommodate 200 pupils.** The school was referred to as being in the Nottingham District of The Ashby Circuit.

A school register shows the last pupil admitted to the school was on the 2<sup>nd</sup> March 1920. **He was named George Thomas Rouse and his previous school was given as Hobart, Tasmania** He was 6 ½ years of age when he started.

# LOCATION OF THE DAY & SABBATH SCHOOL



**MAP DATED 1903**

**A = Griffydham Wesleyan Day School**

**B = School Lane**

**C = Nottingham Road**



## **WESLEYAN EDUCATION - SANCTIONED BY THE CONFERENCE IN 1841**

The committee proposes for the adoption of all schools, now or hereafter, to be connected with Wesleyan Methodism, based on the following:-

### **PRINCIPLES, viz., Religious Instruction and Worship**

Such schools shall be of distinctly religious character; and, as practical means to realize this important purpose the following elementary arrangements are deemed indispensable; viz. –

1. The Bible, in the Authorized Version only, shall be the basis of all religious instruction; and a certain portion of everyday, at least half an hour each morning and afternoon, shall be set apart for the devotional reading of the Holy Scriptures, with explanations by the Teacher or Visitor.
2. The authorized Wesleyan Catechisms shall be used in all our Sunday and Day Schools, except in special case, wherein the Parent or Guardian of a child shall express a decided objection; and, in addition to the use of our printed Catechisms, in order that the understanding as well as the memory of each child may be exercised in the elements of Sacred Knowledge, the interrogative or conversational mode of teaching shall be employed in communicating religious instruction.
3. Christian Psalmody, in which the Wesleyan Hymn Books shall be used, shall form apart of the daily exercises.
4. The school duties shall uniformly begin and end with Prayers.
5. The children of our Sunday and Day Schools shall be conducted to Public Worship in some of our Chapels every Sabbath Day; but those children whose parents distinctly request it, shall be allowed to attend their own place of worship, on condition that assurance be given that such attendance takes place regularly every Lord's Day in the company and under the charge of their parents, adult relatives, or masters.

### **TEACHERS**

1. Every teacher employed in the Day or Infant Schools, or trained for them, shall be of a *decidedly religious character*, and in connection with the Wesleyan-Methodist society.
2. Every teacher shall be recommended by, or receive testimonials from, the Superintendent Minister of the Circuit in which he or she resides; and, previously to his or her actual appointment, shall be examined by the General Committee of Education, or by persons deputed to examine on their behalf, in conformity with their recognized principle.
3. The general ability of Teachers to communicate knowledge, their being "apt to teach," and of their love of the work of teaching, shall be practically tested previously to their definite engagement; and it shall be required, as the lowest qualification, that they be competent to give instructions in the essential doctrines of Christianity, the grammatical structure, reading, and writing of the English language, in Arithmetic and Geography, and in the elements of Sacred and General History.

### **SCHOOL HOUSES**

1. All the School-Rooms or Houses built, or to be built, for Wesleyan Schools, shall be held in trust for the Connexion, in a manner similar to the settlement of Chapel property among the Wesleyan-Methodists.
2. The Trust-Deeds shall contain a proviso to the effect that no doctrine contrary to Wesleyan Methodism shall be taught in any of the schools of the Connexion. The previous regulation concerning Catechisms is to be understood in conformity with this article.

## **STATISTICS**

The secretary of each school shall be requested to furnish an annual Report of the state thereof to the General Committee in London, in the manner which will be pointed out by schedules to be provided for that purpose, and transmitted to the Superintendent of each circuit, previously to the May District-Meeting. Such local reports are required in order to a general Report of the whole of our school operatives.

Grants were paid by the Wesleyan Education Committee towards the outfitting and maintenance of schools.

## **EXAMINATIONS**

Examinations of Pupil – Teachers in religious knowledge were made. This involved five years of examinations following a candidate's examination for new teachers. Examples of questions for the March 1876 examinations are given below:-

### **Candidates**

1. What law did God give to our first parents in paradise and what evil did they bring upon themselves by not keeping it?
2. What is it to believe in Christ?
3. What is the grace of God, and how are we to seek it?
4. Give an account of the visit of the wise men to Jesus, and say what Herod did after it
5. The Sermon on the Mount opens with nine verses which begin with the same word. Write as many of these verses as you can.
6. Both the Sixth and Seventh Chapters of St. Matthew's Gospel contain teachings of Jesus about prayer. Write what is said on this subject in either of these chapters.

### **Fifth year**

1. How did the death of Christ satisfy Divine justice?
2. How did Christ train up his Apostles for their public service?
3. Mention the principle events in the life of Solomon; and give a description of his temple.
4. Give an outline of the reign of King Rehoboam; include an account of "the great disruption" and its consequences.
5. What was Peter's answer to Jesus' question, - "Whom say ye that I am"? Explain the meaning of his words, - Upon this rock will I build my church"; "I will give unto thee the keys of the Kingdom of Heaven".
6. Point out respects in which the Parables of Jesus differ from fables; and show how these characteristics are exemplified in the Parables of the Sower.

**ANNUAL REPORT OF THE  
WESLEYAN COMMITTEE OF EDUCATION  
1855-1859**

The 21<sup>st</sup> Annual Report of the Wesley Committee of Education 1855-1859, contained the following report, just a few years after the school opened when 82 pupils were on the register:-

*“Griffydam, (Ashby-de-la-Zouch) Mixed, 82. – This school continues under the teacher by whom it was opened, and has been successfully conducted for many years. The tone of this school is of the best kind; the discipline kind but effective. The progress, measured by ordinary rules, would possibly deemed in some points not sufficiently marked ; but the teacher has impressed his own individuality on his modes, and the children turn out well under his teaching. The school is greatly valued in the locality, and suffers no loss, however schools may multiply around it”.*

**THE FIRST TEACHER / HEAD MASTER AT THE SCHOOL WAS  
ROBERT HAZELWOOD PLOWRIGHT b.1825.**

**Leicester Daily Post – August 16<sup>th</sup> 1873**

**GRIFFYDAM SCHOOLS**

The annual examination of the Griffydam Day Schools was held on the 5<sup>th</sup> instant, when the children acquitted themselves most satisfactorily. After the examination the company sat down to tea in the schoolroom, and owing to an unusual number present, the public meeting was adjourned to the chapel. After singing and prayer, the chair was taken by Mr. Kidger, who has taken a warm interest in the schools from its formation. Addresses were delivered by the Revds, I. Kendall and R. Odery, Messrs. Ratcliffe (of Derby), Hunt (of Measham), and Crabtree, referring especially to the services rendered by Mr. Plowright, who had held the position of master from the commencement to the present date, a period of 20 years. In acknowledgement of these services, a number of his pupils and friends determined to present him with a tangible expression of their esteem, and at the close of the meeting, on behalf of the subscribers, the Rev. H. Burton, B.A. of London (an old pupil), presented a testimonial, consisting of a beautiful casket, bearing the following inscription :- “Presented to Mr. R. H. Plowright, with £150, by a number of his pupils and friends, as a mark of their esteem. August 5<sup>th</sup> 1873”. In acknowledging the gift, Mr. Plowright referred to his long and happy connection with the school, and to the satisfaction he felt at the position to which some of his pupils had attained, both in the ministry and in the departments of law, medicine, &c. Mr. Gray read a number of testimonials from absent friends, including clergymen, ministers, &c., all speaking in the highest terms of Mr. Plowright’s qualifications as a teacher and a Christian. The meeting closed by singing the Doxology, &c.

Terry Ward of the Coleorton Heritage group, during a project cross correlating the census returns to Canon Beaumont's note book describing the location of his parishioners for the years 1875 to 1900/1901 noticed that Robert Plowright appears to have lived on The Moor, Coleorton (first property on the right after Beaumont Barn coming from the crossroads). In 1875 this was one property but is now two. There follows an abstract from his notes which relate back to Canon Beresford's note book. Canon Beaumont places a 'D' after Robert's name to indicate that he is a **dissenter**

*The property is described in the 1842 Coleorton tithe map as plot 203 comprising a farm house, buildings, yard and garden of 1 acre 1 rood and 30 perches in area in the*

*possession of Sir George Beaumont. In the 1871 census the property is occupied by Richard Wardle aged 38 (unmarried) and described as a farmer of 110 acres employing three men and a boy. Other members of the household were his unmarried sister Sarah and three servants Thomas Holt aged 20, James Brooks aged 19 and Ann M. Sharpe aged 19. At some time before 1881, Canon Beaumont's notes show the tenancy changed to Robert H. Plowright (dissenter) described in the 1881 census as aged 57 and a farmer of 120 acres employing two labourers and one boy. Other members of the household were his wife Sarah aged 43 and their children Robert aged 18, Sarah E. aged 13 and Walter J, aged 8, in addition there were two servants Elizabeth Hextall aged 16 and George Kinsey aged 13. Robert Plowright and household were still in residence in 1891, but at some time after this the property was divided into two and by the time of the 1901 census the occupant of one half (closest to the crossroads) was John Waterfield (dissenter) aged 39 engineer at colliery. The other occupants were John's wife Ann E. aged 39 and his children Ann E. aged 13, James aged 11, Eliza aged 7, Walter aged 5 and Hilda M. aged 1. The other half of the cottages (furthest from cross road) was Thomas Allen aged 53 colliery clerk, his wife Mary J. aged 54 and their daughter Gertrude aged 22 (single).*

Presumably, the presentation described in the preceding newspaper article was on the occasion of Robert Plowright's retirement as headmaster at the age of 48, and by the age of 56 in 1881 he is recorded as being a farmer of 120 acres on The Moor at Coleorton. This would have been rented from Sir George Beaumont's estate of course.

The following Plowrights' are buried in Griffydam Wesleyan Methodist Chapel graveyard:-

Robert Hazelwood Plowright (d.1904 aged 79) and his wife Sarah (d.1925, aged 87), Son Robert (d.1918, aged 56) and a possible later daughter Sarah A. died aged 79.

## EXTRACTS FROM THE DAY SCHOOL LOG BOOK FOR THE YEAR 1863

In the Leicestershire Record Office at Wigston, there is a log book for the School dated 1862 to 1873. The reference is E/LB/364/1, and it certainly makes for interesting reading for anyone wishing to find out further information on school activities in those days. The writer felt it would be appropriate to record a selection of comments made by the various teachers in those days, by kind permission of the Record Office.

### 1862

Fri Dec 12<sup>th</sup> Season holiday coming - 2 Weeks.

### 1863

Mon Jan 5<sup>th</sup> Re-opened school with 75 Scholars.  
 Thu Jan 8<sup>th</sup> Children improved in discipline.  
 Mon Jan 12<sup>th</sup> Began with Monitors Committee visited.  
 Tue Jan 13<sup>th</sup> Committee visited children gave satisfaction.  
 Fri Jan 16<sup>th</sup> Closed the week with 80 children.  
 Tue Jan 20<sup>th</sup> Reading improved.  
 Wed Jan 21<sup>st</sup> Very Wintry - Not many scholars.  
 Mon Feb 2<sup>nd</sup> Children reprimanded for being late.  
 Tue Feb 3<sup>rd</sup> Improvement in punctuality.  
 Tue Feb 10<sup>th</sup> Examination in reading.  
 Wed Feb 11<sup>th</sup> Class attendance - 89 present.  
 Thu Feb 12<sup>th</sup> Drill in discipline.  
 Fri Feb 20<sup>th</sup> Children received a singing lesson.  
 Mon Feb 23<sup>rd</sup> Examination of reading.  
 Tue Feb 24<sup>th</sup> Examination of writing.  
 Wed Feb 25<sup>th</sup> Examination of Spelling.  
 Thu Feb 26<sup>th</sup> Examination of Arithmetic.  
 Tue Mar 3<sup>rd</sup> Preparing for H.M. visit.  
 Wed Mar 4<sup>th</sup> The examination - 109 present.  
 Tue Mar 10<sup>th</sup> Holiday for Prince of Wales.  
 Wed Mar 18<sup>th</sup> Punishes boy for stealing marbles.  
 Tue Apr 7<sup>th</sup> Commenced school with 56 scholars.  
 Mon Jun 1<sup>st</sup> Re-opened school with 98 children.  
 Wed Jun 17<sup>th</sup> Sent a little girl home to be washed.  
 Mon Jun 29<sup>th</sup> Found it hard to get school peace.  
 Thu Jul 2<sup>nd</sup> Punishes 3 boys for bathing (swimming?) instead of coming to school.  
 Thu Jul 9<sup>th</sup> 1<sup>st</sup> class backward in arithmetic.  
 Mon Jul 13<sup>th</sup> Day School Sermons preached by A. T. Jans??.  
 Tue Jul 14<sup>th</sup> Bad attendance - children at hay-making.  
 Thu Jul 16<sup>th</sup> Taught the children how to write tables on slates.  
 Tue Jul 21<sup>st</sup> T.G.L. kept for stealing a child's dinner.  
 Wed Jul 22<sup>nd</sup> Number present 102.  
 Fri Jul 24<sup>th</sup> T.G.L. repeats the crime so severely punished.  
 Mon Jul 27<sup>th</sup> 2 boys ran away.  
 Tue Jul 28<sup>th</sup> The above boys severely punished.  
 Wed Aug 5<sup>th</sup> Made the quarterly account out for Mr. Kidger (he was presumably the butcher at the bottom of what is now School Lane) and was secretary of the school.  
 Thu Aug 6<sup>th</sup> Received a letter from Mrs Cowlson complaining of her children's dinner being taken by other children.  
 Fri Aug 7<sup>th</sup> The school is being closed for a month this mid-summer instead of 3 weeks, to have one week at Xmas instead of the usual fortnight.  
 Mon Sep 7<sup>th</sup> Re-opening of school, in consequence of the great amount of sickness now prevalent amongst the scholars, we open with only 62.  
 Tue Sep 8<sup>th</sup> The children appear to have forgotten everything.  
 Thu Sept 10<sup>th</sup> Had to work very hard due to the monitors bad attendance.  
 Fri Sep 11<sup>th</sup> The numbers have very considerably decreased due to the "Gleaning".  
 Mon Sep 14<sup>th</sup> Numbers increased, 87 present, admitted 5 fresh scholars.

Thu Sep 17<sup>th</sup> Just as children were leaving 2 boys began fighting.  
Fri Sep 18<sup>th</sup> Punished the above boys for fighting and running away. I acquainted Mr. Plowright upon the conduct of his boys in helping them to fight.

**The following Principal Teachers were listed:-**

January 1870 - Letitia Walker - Principal Teacher  
Certified teacher of the first years third division

1869 - Mary Ann Ryder - Principal Teacher

1866 - Meneen Fanny Mogford - Principal Teacher  
Examined for certificate 1865

1865 - Hannah McNeal - Principal Teacher  
Certified Dec 1864

**Dec 22<sup>nd</sup> 1864**

**Rebecca Haywood - Principal Teacher**

**On the following pages is information about the examination that Rebecca Haywood took in 1864. This was the "General Examination for Normal Schools". This includes details of the subjects and questions they were required to have knowledge of and answer which seem to be to an extremely high standard. She became a practicing teacher at the Griffydam Wesleyan Methodist Day School after she took this exam. She achieved a "first class pass".**

T. Ellen Lister resigns her duties commensurate with the school C.T. 3/3  
William Shorlock was H.M. Inspector at the time and his report was written in the Log Book by William Kidger (School Secretary):-

Inspectors Report May 17<sup>th</sup> 1865:-

*The instruction and discipline are in some respects satisfactory, but there seems to be a rather want of life and spirit in the teaching. A summary register for the weekly, quarterly and yearly averages is required. Floor dirty. proper books should be provided for the first standard. The instructions in sewing should be improved.*

William Kidger, Secretary.

\*\*\*

COMMITTEE OF COUNCIL ON EDUCATION.  
EXAMINATION, CHRISTMAS, 1864.

I.  
QUESTIONS PROPOSED  
TO  
CANDIDATES  
FOR  
ADMISSION INTO NORMAL SCHOOLS.

II.  
QUESTIONS PROPOSED  
TO  
STUDENTS IN NORMAL SCHOOLS  
AND TEACHERS IN ELEMENTARY SCHOOLS.

III.  
LISTS OF SUCCESSFUL CANDIDATES.

IV.  
SYLLABUS OF SUBJECTS OF EXAMINATION,  
FOR CHRISTMAS, 1865.



By Authority.

LONDON:

PRINTED BY FORD & TILT,

52, LONG ACRE,

FOR HER MAJESTY'S STATIONERY OFFICE,

AND SOLD BY LONGMAN, AND CO.,

39, PATERNOSTER ROW, E.C.

1865.

(Price Sixpence.)

**GENERAL EXAMINATION**  
OF  
**NORMAL SCHOOLS.**  

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**CHRISTMAS, 1864.**

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NOTE.—Except where different directions are printed, the time allowed for each paper in the following series was *three* hours, and Candidates were restricted to *one* question in each section.

The questions marked with an asterisk (\*) in certain of the first year's papers were specially noted for Acting Teachers.



**LIST**  
(IN ORDER OF MERIT)  
OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR ADMISSION INTO NORMAL SCHOOLS,  
**CHRISTMAS, 1864.**

NOTE.—The Names of Candidates who have not been Pupil Teachers, and of the Normal Schools at which they severally attended for Examination, are printed in *italic*.

REBECCA HAYWOOD WAS LISTED IN 1864 AS BEING A TEACHER AT GRIFFYDAM WESLEYAN METHODIST DAY SCHOOL

● *VI. British and Wesleyan.—Females.* ●

**FIRST CLASS.**

Morley, Catherine	Nottingham, High Pavement B.S.
Read, Alice E.	Leicester, Hill St. B.S.
Manton, Selina	Melton Mowbray B.S.
Whetter, Jane	Home and Colonial Practising S.
Pitt, Harriet E.	Home and Colonial Practising S.
Gwynne, Rhoda	Mintern Street, New North Road Wesln. S.
Ryder, Ruth D.	Salford, Gravel Lane Wesln. S.
Towers, Clara	Warwick, High Street Chapel B.S.
Daniel, Ellen M.	Leicester, Hill Street B.S.
Creber, Sarah M.	Kingswood Wes. S.
Kay, Eliza	Faversham B.S.
Walker, Louisa	Manchester, Ancoats, Mill Street B.S.

**FIRST CLASS—continued.**

Haywood, Rebecca	Griffydam Wea. S.
McKay, Margaret	Westminster Wes. Pract. S.
Sandlands, Sarah	Pool Hill, Coalbrookdale Co.'s B.S.
Wilkins, Emily	Battersea, Plough Lane B.S.
Bothwell, Mary A.	Bolton, Bridge St. Wea. S.
Ogle, Mary	Preston, St. Thomas N.S.
Graham, Mary E.	Salford Presbyterian S.
Smith, Hannah R.	Salford, Gravel Lane Wea. S.
Tripp, Elizabeth	Grimsby, Wesleyan S.
Leathley, Maria	Morley Wea. S.
Lister, Judith	Stockwell
Mackey, Matilda	Bath, Harley St. B.S.
Hilton, Betsy	Westminster
Winders, Elizabeth	Abingdon B.S.
Beresford, Mary	Congleton, Wea. Inf. S.
Brown, Elizabeth A.	Alderley Edge S.
Collin, Annie B.	Cambridge B.S.
Curnow, Jane H.	St. Ives Wea. S.
Hancock, Sarah J.	Westminster
Haywood, Hannah J.	Deal, Wesleyan S.
Russell, Naomi	Bristol, Meadow St. B.S.

## FEMALE CANDIDATES—FIRST YEAR.

## THE BIBLE.

You are not permitted to answer more than *one* Question in any Section, except in that headed "Infants." Candidates who come from, or are going to take, Infant Schools, are advised to answer as many as they can of the Questions in that ("Infants") Section, before they proceed to answer Questions in the other Sections.

NOTE.—The foregoing directions were repeated in the other papers which contain a special section of questions on Infant Teaching.

## SECTION I.

## Old Testament History.

\*1. What are the chief lessons to be learned from the history of Isaac? Arrange the answers in the form of notes of a lesson.

\*2. Give instances of effectual prayer from the history of the Patriarchs, and quote some of the passages to which you refer.

\*3. Name, in order, the events between the last plague inflicted on the Egyptians, and the arrival of the Israelites at Sinai, and point out the principal moral and spiritual lessons which they illustrate.

4. Illustrate the following passage by reference to special enactments in the Pentateuch. "During the wanderings of the Israelites in the wilderness, besides the moral law, they received from Moses, their divinely inspired legislator, many directions, not only concerning their religious observances, but also about their domestic habits and ways of life: some of these directions seem to have had no other view than that of enforcing humanity both to man and beast."

## SECTION II.

1. Name the most distinguished Judges, and the chief events in their histories.

\*2. Give an account of the election and character of Saul, and of the chief transactions of his reign.

3. On what occasions are the following persons and places mentioned: Micmash, Doeg, Keilah, Ziklag, Engedi, Bethshan, Asahel, Hushai?

\*4. Name the chief events in the reign of David, between the death of Saul and the revolt of Absalom, and state briefly the practical lessons which they illustrate.

## SECTION III.

**St. John's Gospel.**

- \*1. Describe accurately the call of the first disciples of our Lord as related by St. John.
- \*2. In which discourses of our Lord are the following subjects most fully treated:—Regeneration; the future judgment; spiritual nourishment; the offices of the Holy Spirit? Quote some verses from each.
- \*3. What miracles are related by St. John? What discourses are connected with them? Give the heads of one of these discourses.
- 4. What events, and what sayings of our Lord during His sufferings and after His resurrection, are recorded by this evangelist only? Quote some verses.

## SECTION IV.

**Acts of the Apostles.**

- \*1. What discourses of St. Peter are recorded in this book? Give an exact account of one of them, and of its effects.
- 2. In what terms are the characters and habits of the first converts described? Quote the sayings of the apostles when they were persecuted.
- \*3. Under what circumstances and with what effect was the gospel preached at Samaria, Damascus, and Antioch?

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 INFANTS.
 

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The following Questions have special reference to **INFANT SCHOOLS**. Candidates who answer Questions in this Section satisfactorily, and who afterwards pass a satisfactory probation in keeping *Infant Schools*, will have a *special stamp* added to their Certificates when issued.

NOTE.—The same notice was printed at the head of the corresponding section in other papers.

- 1. Prepare the notes of a lesson for infants on the words, "Behold the lamb of God;" or on the charge to St. Peter, "Feed my lambs."
- 2. Describe our Lord's character as the "good shepherd," with illustrations from Holy Scripture in terms adapted to an infant gallery.
- 3. Explain the parable of the "true vine," with practical applications suitable for young children.
- 4. Point out the characteristics of our Lord's person

and teaching in St. John's gospel, which are most likely to make a strong impression upon infants.

5. What lessons would you draw from the records of miraculous healings and deliverances in the Acts of the Apostles?

## CATECHISM AND LITURGY.

### SECTION I.

Prepare a lesson on *one* of the following subjects, with texts and examples from Holy Scripture:—

1. On repentance as a condition of admission to the benefits of the Christian covenant.

\*2. An exposition of the fifth, sixth, or ninth commandment.

3. Classify the petitions in the Lord's Prayer, and illustrate one of them very fully, by Scriptural texts and examples.

### SECTION II.

\*Give the heads of lessons upon *two* of the following subjects, with texts and examples, and state exactly for what class of children, whether girls or infants, the lessons are intended:—

Fear of God.  
Truthfulness.  
Covetousness.  
Duty to parents.

### SECTION III.

\*1. Explain fully the terms in which the inward and spiritual grace of Baptism is described in the Catechism.

2. What are the conditions of worthy reception of the Lord's Supper? Illustrate the answer fully by Scriptural texts and examples.

### SECTION IV.

\*1. Shew the connection between the portions of the daily service preceding the Apostles' Creed.

2. What points are brought out most distinctly in the Confession, Absolution, General Thanksgiving, and the Collects for the Morning and Evening Service?

3. Analyse the Te Deum.

## INFANTS.

Prepare full notes of *two* lessons (only) on some of the following subjects :—

Our Heavenly Father.  
 We are the people of His pasture.  
 Serve the Lord with gladness.  
 Make clean our hearts within us.  
 Lighten our darkness.

### SHORTER CATECHISM.

#### *Scotland.*

Answer the following Questions in the form of Lessons to Girls between 10 and 13 years old.

#### SECTION I.

1. Prove that the work of Creation was effected by the Father, the Son, and the Holy Spirit.

\* 2. In what respects was Man created in the image of God? And state what is understood by the Holiness of Man.

\* 3. Explain, by Scripture texts and otherwise, the Divine attribute of Justice.

#### SECTION II.

1. "By the works of the Law shall no flesh be justified,"—explain this text, and quote others of the same import.

2. Prove the two distinct natures of the One Mediator of the Covenant of Grace.

\* 3. Shew that Justification is by the imputation of Christ's righteousness, and by Faith alone.

#### SECTION III.

1. What is the sum of the Moral Law? and explain, by Scripture texts, its eternal obligation.

2. "If we say that we have no sin, we deceive ourselves,"—with what part of the Catechism is this text to be connected? and give other texts of the same import.

\* 3. To which of the Commandments are reasons annexed? and prove the reasons annexed to the Second.

#### SECTION IV.

1. Specify some of the duties required, and of the sins forbidden, implicitly, in the fifth Commandment.

\* 2. Give some of the Scripture texts referring to the grace of Humility.

## SECTION V.

1. Prove the duty of self-denial, and exemplify it in some of the Scripture characters.
- \*2. Explain how, and for what things, we are to pray, with proofs.
3. By what examples and precepts are we taught to pray for submission to the Will of God in all things?

## GRAMMAR AND COMPOSITION.

Every candidate is required to do the paraphrase and parsing.

## SECTION I.

- \*1. State briefly the best method of teaching very young children to find the nouns, verbs, and adjectives in a sentence.
- \*2. Prepare notes of a lesson on verbs, pronouns, or prepositions, adapted to children between 9 and 11 years of age.

## SECTION II.

- \*1. Write out, in prose order, changing and adding as few words as possible, and enclosing the added words in brackets :—

“One spirit—*His*

*Who bore the platted thorns with bleeding brows,  
 Rules universal nature. Not a flower  
 But shows some touch, in freckle, streak, or stain,  
 Of his unrivall'd pencil. He inspires  
 Their balmy odours, and imparts their hues,  
 And bathes their eyes with nectar, and includes,  
 In grains as countless as the seaside sands,  
 The forms with which he sprinkles all the earth.  
 Happy who walks with him! whom what he finds  
 Of flavour or of scent in fruit or flower,  
 Or what he views of beautiful or grand  
 In Nature, from the broad majestic oak  
 To the green blade that twinkles in the sun,  
 Prompts with remembrance of a present God.”*

*The Task, vi. 238.*

- \*1. Express the full meaning of the following passages in plain prose :—

“But let us try these truths with closer eyes,  
 And trace them through the prospect as it lies :  
 Here, for a while my proper cares resign'd,  
 Here let me sit in sorrow for mankind ;  
 Like yon neglected shrub at random cast,  
 That shades the steep, and sighs at every blast.”  
*Traveller.*

D

" *E'en now, methinks, as pond'ring, here I stand,  
I see the rural virtues leave the land.  
Down where yon anchoring vessel spreads the sail,  
That idly waiting flaps with every gale,  
Downward they move, a melancholy band,  
Pass from the shore and darken all the strand.  
Contented toil, and hospitable care,  
And kind connubial tenderness are there,  
And piety with wishes placed above,  
And steady loyalty, and faithful love.*"

*Deserted Village.*

### SECTION III.

\*Parse the words printed in Italics in the passage (or one of the passages) which you have taken for paraphrase; or in the following passage :

" *It is best for all parties that property should be secure, and that every one should be allowed to possess what is his own, to gain whatever he can by honest means, and keep it or spend it as he thinks fit, provided he does no one any injury. Some rich men, indeed, make a much better use of their fortunes than others; but one who is ever so selfish in his disposition can hardly help spending it on his neighbours.*"

### SECTION IV.

Make out a list of simple sentences in the passage which you have paraphrased, and analyse two or three of them.

### SECTION V.

Give an account in simple and perspicuous language—

1. of the contents of the 200 lines of poetry which you have learned by heart;—or,

\*2. (Acting Teachers only) of one of the following subjects: *The Slave Trade—Missionaries—Gardens—Holidays.*

*N.B.*—This exercise must not occupy more than 20 of the lines ruled on this paper.

### SCHOOL MANAGEMENT.

*FOUR hours allowed for this Paper.*

You are not permitted to answer more than 8, nor less than 5 questions.

No Questions are specially indicated to Acting Teachers in this paper. They are advised to select those questions which appeal most directly to their actual experience.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

1. What are the registers required to make accurate

returns to the Committee of Council in inspected schools? Give a specimen page of each. How do you find the average attendance for the year?

N.B.—This question may be omitted by students who are proceeding to a second year's residence.

2. By what means are the following points most effectually secured:—distinct articulation, correct pronunciation, and proper expression?

3. To what extent is it necessary or desirable that grammar and geography should be taught in a girls' school?

4. Prepare full notes of lessons on *two* (only) subjects selected from the subjoined list:—

The dog, donkey, duck, or singing birds.

Spider, silkworm, viper.

The classification of common herbs.

A coal mine.

The qualities which would best fit a girl, 14 years old, to get and keep a good place.

5. Explain all the difficult words, and illustrate the allusions, in the following passage, and punctuate it correctly:—

The accumulation of skill and science which have been directed to diminish the difficulty of procuring manufactured goods has not been beneficial to that country alone in which it is concentrated distant nations have participated in its advantages the luxurious nations of the East and the ruder inhabitants of the African desert are alike indebted to our looms the produce of our factories has preceded even our most enterprising travellers the cotton of India is conveyed by British ships half round our planet to be woven by British skill in the factories of Lancashire it is again set in motion by British capital and transported to the very plains on which it grew

6. Give an exact account of two reading lessons, one for a class intended to pass in Standard 2, another in Standard 4. State the time each should occupy, the faults most likely to be committed by an inexperienced teacher, and the principal difficulties which a good teacher will expect to meet and to overcome.

7. Under which standard does an ordinary teacher find it most difficult to secure the success of children in an examination of reading? To what causes do you attribute the frequent failures? How may they be obviated?



8. What reading books would you prefer for girls who have to pass under Standards 5 and 6? State exactly your reasons for such preference, and give an account of the contents of the books you recommend.

9. What faults occur most commonly in the writing exercises for Standards 1 and 2? How may they best be corrected? State exactly what time should be allotted weekly for preparation.

10. How do you correct faults in dictation? How do you collect and register the results so as to ascertain the weekly progress of each child? What fault do you find most common, and most difficult to correct, in preparation for examination in this subject under Standards 4 and 5?

11. Give examples of sums which are most likely to test exactly the attainments of children under Standards 2, 3, and 4? What plan was adopted in your school for registering the exact progress of each child in this subject? What improvements have you observed which you intend to adopt in the school to which you may be appointed?

#### INFANTS.

1. What accommodation of forms, desks, and gallery would be required for a school of 120 infants?

2. State exactly the steps by which you would prepare infants for examination in reading under Standard 1. How long would you require to secure general success? What are the chief difficulties, and how do you intend to deal with them?

3. By what exercises are children between 4 and 6 best taught to observe, compare, and describe, common objects?

4. What progress in arithmetic ought an intelligent infant to have made at 6 years of age, having attended school regularly for 2 or 3 years?

5. What effects are produced upon infants by undue excitement or overstraining of the feelings or mental faculties? State whether you speak from your own observation, or from lectures on this subject.

6. Prepare full notes of a lesson on some common animal, or on the human hand, arm, or skin.

#### BRITISH HISTORY.

##### SECTION I.

1. At what time did the Roman occupancy of this

island cease? Name the principal events between that date and the accession of Alfred.

\*2. Give some account of the reign and character of Alfred.

3. Describe the circumstances which led to the Norman invasion. State the principal results.

#### SECTION II.

\*1. What events in the reign of William I. were most important in their effects upon the habits and institutions of England?

2. What usurpations of the royal power took place between the death of William I. and Richard III.? On what grounds did each usurper defend his position?

3. What was the extent of the dominions of Henry II.? How did he acquire them? What is meant by the Constitutions of Clarendon?

4. Which of our English princes were engaged in the crusades, and with what effects upon their own position and the condition of England?

#### SECTION III.

1. Describe the circumstances which led to the invasion of Scotland in the reign of Edward I.

2. Give the dates, circumstances, and results of the battles of Evesham, Neville's Cross, Poitiers, Agincourt.

\*3. Name the chief events in the reigns of Henry V. and Edward IV.

4. Give an account of Richard Duke of York, father of Edward IV.

#### SECTION IV.

\*1. Name the most distinguished statesmen and ecclesiastics in the reigns of William I., Henry II., Edward III., Henry VI.

2. Under what reigns were the greatest advances in civilization and good government made by the English between the Norman Conquest and the accession of Henry VII.?

#### SECTION V.

(For Acting Teachers only.)

\*1. Describe (with names and dates) any *one* of the following:—

The execution of King Charles I.

The great plague of London.

The fortunes of the House of Stuart after James II.

**\*2 Write out the notes of a lesson intended to make your highest class understand the difference between England under the Plantagenet Kings, and England in 1864.**

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## GEOGRAPHY.

### SECTION I.

**\* 1. Describe the annual movement of the earth, and its effects upon the changes of the seasons. How would you illustrate this in a gallery lesson?**

**2. How are latitude and longitude reckoned? How is the extent of the zones determined? Explain the terms used in the text books on these subjects.**

**3. Prepare the notes of a gallery lesson on the causes which affect climate.**

### SECTION II.

**\*1. What is the extent of the habitable portion of the globe, and what districts does it include?**

**2. Compare the extent of surface occupied by the Pacific Ocean and by the continents by which it is bounded.**

**3. Name the principal groups of islands in the Pacific and Atlantic Oceans, and describe some of their most remarkable physical features.**

### SECTION III.

**1. Enumerate the ranges and groups of hills in England, and describe the Pennine range, naming all the rivers which have their source in it.**

**\*2. Describe exactly the extent, physical features, natural and artificial productions of one of these counties—Cornwall, Staffordshire, Norfolk, Lincolnshire, or Yorkshire.**

**\*3. Enumerate the coalfields of Great Britain, and describe one of the most important of them. Arrange your answer in the form of a lesson.**

**4. Enumerate the chief characteristics of the English, Irish, Welsh, the Scotch of the Lowlands and Highlands, as they are described\*in the reading books used in your practising or model school.**

### SECTION IV.

**\*1. Give some account of the situation and extent of the following places, and of the circumstances for which they are severally remarkable:—Portsmouth, Hull, Norwich, Lincoln, Halifax, Wolverhampton,**

Newcastle-on-Tyne, Preston, Glasgow, Aberdeen, Bristol, Falmouth.

2. Describe the course of one principal river in Scotland, and of one in Ireland.

3. Name the chief islands appertaining to Great Britain, and give a full account of the Isle of Wight or of Man.

#### SECTION V.

\*1. Draw a map of the eastern or the north-western counties of England, and name the rivers and chief towns.

\*2. Draw a map of Wales or Ireland, and name the rivers, mountains, and lakes.

3. Draw a map to illustrate a lesson on the Highlands of Scotland.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

#### INFANTS.

1. Write the heads of a first lesson on the situation of a school, and the topography of a village.

2. What knowledge of Geography ought an intelligent child to possess when it leaves an infant school? Explain exactly by what steps you propose to give it such necessary information.

3. Draw roughly, as on a black board, a map to shew the general conformation of the county with which you are most familiar, and explain what use you would make of this map in teaching infants.

#### FEMALE CANDIDATES—SECOND YEAR.

#### THE BIBLE.

#### OLD TESTAMENT.

#### SECTION I.

1. What invasions of the kingdom of Judah took place between the death of Solomon and that of Hezekiah? Give the dates and the most important circumstances connected with each invasion.

2. What prophets besides those whose writings are extant, are mentioned in the historical books, and on what occasions?

3. What kings of Judah were contemporaries of Baasha, Jeroboam II., and Ahab?

4. Name the principal events in the reigns of Jehoshaphat, Josiah and Zedekiah, and draw out the practical lessons from one transaction in each reign.

## SECTION II.

1. In what prophecies were the circumstances of our Lord's birth and death most distinctly predicted?
2. What portions of our Lord's history are most distinctly foretold in the Book of Psalms?
3. Enumerate the points touching our Saviour's person and work which are brought out most prominently in the prophecies of Isaiah and Zechariah.
4. Arrange as for a gallery lesson, the chief predictions concerning our Lord's sufferings.

## ST. JOHN'S GOSPEL AND THE ACTS OF THE APOSTLES.

## SECTION III.

1. Describe the call of the first disciples as narrated by St. John? With which of the apostles is Nathaniel generally identified, and on what grounds?
2. In which discourses of our Lord are the doctrines of regeneration, future judgment, union with Christ, and the work of the Holy Spirit, most fully illustrated? Quote some verses from each.
3. On what occasions are St. Peter and St. John mentioned together in this Gospel and in the Acts? Quote words of St. Peter spoken on those occasions.
4. Name, in order, the events recorded between the day of Pentecost and the conversion of St. Paul, and quote some verses referring to one of these events.

## SECTION IV.

1. On what occasions are the following persons mentioned in the Acts :—Theudas, Simon the Tanner, Blastus, Rhoda, Manaen, Lydia, Dionysius, Trophimus, Claudius Lysias, Julius and Publius?
2. Give an account of the meeting between St. Paul and the elders of the churches at Miletus.
3. Quote passages from the Acts of the Apostles which show the character and habits of the early Christians, and the observances of the Church.
4. Give a full account of the transactions at Corinth during St. Paul's residence in that city.

## SECTION V.

## EPISTLE TO THE HEBREWS AND FIRST EPISTLE OF ST. PETER.

1. Quote the most important passages in the Epistle to the Hebrews, in which the work and nature of our Lord are described.
2. What practical duties are enforced most earnestly

in the Epistle to the Hebrews? Quote texts for each point.

3. What does St. Peter state concerning the regeneration and spiritual character of believers?

4. What relative duties are specially inculcated in St. Peter's Epistle? Quote some of the passages to which you refer.

## CATECHISM AND LITURGY.

### SECTION I.

1. Prepare full notes of a lesson on one of the following subjects, stating for what class of children it is intended; quote the Scriptural texts which you propose to introduce:—

Children of grace.  
Thy kingdom come.  
Lead us not into temptation.

### SECTION II.

1. Explain fully, as in a lesson, the most difficult terms used in the summary of the Apostles' Creed, and the duty to our neighbour, with illustrations from Holy Scripture.

2. Explain fully the passages in the Catechism which describe the inward and spiritual graces attached to the two Sacraments.

3. Explain the words 'two only as generally necessary to salvation.' What other rites and ordinances of our Church can be proved to have been observed by the Church in the time of the Apostles? Quote the passages to which you refer.

### SECTION III.

1. What alterations were made in the second Prayer Book published in the reign of Edward VI.? Name the persons who took a leading part in the conferences of the Savoy, and Hampton Court.

2. What occasional services are contained in our Prayer Book? At what times were they severally introduced?

3. Describe exactly the order of the Communion Service, and give an analysis of the Consecration Prayer. For what festivals has our Church appointed special prefaces? Quote one of these prefaces in full.

### SECTION IV.

1. Name in order the seasons of the Christian

Year; explain the meaning of the name given to each; and state the chief points brought out in the Collects and portions of Holy Writ appointed for Good Friday, Easter and Trinity Sunday.

2. In what terms is the doctrine of our Church upon the following points declared in the Articles?

The Sufficiency of Holy Scripture.

Good Works.

Sin after Baptism.

The Visible Church.

The Partaking of the Body of Christ.

### SHORTER CATECHISM.

#### *Scotland.*

Answer the following Questions in the form of Lessons to Girls between 10 and 18 years old.

#### SECTION I.

1. Give proofs from Scripture of the wisdom of God (1) generally, (2) as exhibited in searching the heart, and understanding the thoughts.

2. "There is none righteous, no, not one." Give other texts of similar import.

3. Explain the special act of God's providence towards man in forbidding him to eat of the tree of knowledge; and mention some of the instances recorded in Scripture of temptation not resisted.

#### SECTION II.

1. Explain in the words of the Catechism, and by Scripture references, how all mankind sinned in Adam, and fell in his transgression.

2. Quote the words of the Catechism, and of Scripture, declaring Christ as the only mediator.

3. State fully the lessons we are taught by Christ's resurrection.

#### SECTION III.

1. With what dispositions of mind is the word of God to be read and heard, that it may become effectual to Salvation? and prove that it must be "laid up in our hearts and practised in our lives."

2. What does the Scripture say of the life of man as continually giving evidence of the corruption of his nature, and of Christ alone being exempt from it?

3. Describe the humiliation of Christ in his life, and in his death, and prove the object and the effect of it.

## SECTION IV.

1. State the sum of the Ten Commandments, and the Scriptural reasons for the keeping of the same.
2. Explain fully what is required, and what is forbidden, in the eighth Commandment.
3. "Let us not be desirous of vain-glory, provoking one another, envying one another;" in what part of Scripture does this precept occur, and with what Commandment is it connected?

## SECTION V.

1. Quote the Scriptural sanctions for praying in the name of Christ, and state what is thereby signified.
2. Mention some of the remarkable instances in Scripture of answer given to prayer.
3. What encouragements do we receive in Scripture to pray for the pardon of our sins, when from the heart we forgive others?

## GRAMMAR AND COMPOSITION.

Every candidate is required to do the paraphrase and parsing.

## SECTION I.

1. Explain the steps by which you would teach children the elementary principles of English Grammar.
2. Prepare a lesson on concords in syntax, for the highest class in a good school.
3. Classify the inflections used in our language, and give instances of the commonest irregularities in the past tenses and passive participles of verbs.

## SECTION II.

Paraphrase one of the following passages:—

"A sad reverse it was for him who long  
 Had filled with plenty, and possessed in peace,  
 This lonely cottage. At his door he stood,  
 And whistled many a snatch of merry tunes  
 That had no mirth in them: or with his knife  
 Carved uncouth figures on the heads of sticks;  
 Then, not less idly, sought, thro' every nook  
 In house or garden, any casual work  
 Of use or ornament."

*Excursion, Bk. I.*



“ Thus far these beyond  
*Compare* of mortal prowess, yet *observed*  
 Their dread commander : he, above the rest  
 In shape and gesture proudly eminent,  
 Stood *like* a tow'r ; his form had yet not lost  
 All *her* original *brightness*, nor appear'd  
*Less* than *arch-angel* ruin'd, and th' excess  
 Of glory *obscur'd* : as when the sun new-ris'n  
 Looks through the horizontal misty air,  
*Shorn* of his beams ; or *from behind* the moon,  
 In dim eclipse, disastrous *twilight sheds*  
 On *half* the *nations*, and with fear of change  
*Perplexes* monarchs : *darken'd* so, yet *shone*  
 Above them all th' archangel.”

*Paradise Lost*, Bk. I. 587.

### SECTION III.

Give instances of different kinds of sentences from the passage which you have paraphrased, and analyse two of them.

### SECTION IV.

Parse the words in italics in the passage which you have paraphrased.

### SECTION V.

Write, as an exercise in composition, an account of the difficulties which a young schoolmistress may expect to encounter in taking charge of a school in a district where the education of the people has been neglected. *Or*,

The qualities upon which the efficiency of a schoolmistress chiefly depends. *Or*,

An analysis of the 200 lines of poetry which you have committed to memory.

N.B. This exercise must not occupy more than twenty of the lines ruled on this paper.

## SCHOOL MANAGEMENT.

*FOUR hours allowed for this Paper.*

These Questions must be answered *thoughtfully, and in detail*. The Questions on School Registers, at the end, must not be omitted by any Candidate. Not more than *six* other Questions may be answered.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

1. By what arrangements can the efficient teaching

of arithmetic in a large school for girls be secured? State precisely the most common faults which lead to failure at examinations on this subject.

2. State exactly the course which you would adopt in order to secure proper supervision of the children in their writing exercises. What are the commonest faults in exercises of penmanship? By what methods is satisfactory progress in writing from dictation best secured?

3. What are the chief difficulties in preparing children for examination in reading under the first three standards? By what methods and organization may they be most effectually met?

4. Prepare a tabular statement, to show the exact condition and progress of each child in a given class, with especial reference to examination under the Revised Code.

5. Describe the most efficient organization for a mixed school of 120 boys, girls and infants. What assistance would it be reasonable to expect? By what expedients would you supply the lack of pupil teachers in a school but newly established?

6. What points are most frequently neglected in the instruction of pupil teachers? To what do you attribute the neglect?

7. What are the chief causes and remedies of defects of temper in children? Name some leading principles on which moral discipline, with special reference to such defects, chiefly depends.

8. Write a letter to a pupil teacher in the third year of apprenticeship, on 'eye-service.'

9. What faults in a young schoolmistress of good abilities and attainments are most likely to impair her influence over her pupil teachers, and to displease the supporters and managers of a village school?

10. State the points in the lectures of your training college which have struck you most forcibly with respect to the correction of bad habits which lower the tone and character of a school.

11. Write a letter of advice to a pupil teacher who is about to take a situation as assistant mistress.

#### School Registers.

What averages are required to be collected from the weekly registers at the end of each quarter? Give the exact rule for making out each average.

Give the exact results to be drawn from the following table:—

	Age		Time in School		M	T	W	T	F
	Years	Months	Years	Months					
A	8	3	1	3	x a	x x	x x	x x	x s
B	9	5	1	5	s s	s s	s x	x x	x x
C	9	6	0	11	x x	x x	x s	s x	x l
D	7	3	0	3	a a	a a	x x	x l	x l
E	6	9	2	7	l l	l x	x x	x x	x x
F	8	7	1	9	x x	x x	x x	x x	x x
G	10	8	2	3	x a	x x	x x	s s	s s
H	7	11	1	8	x x	x x	x x	x l	l l
I	10	6	2	5	x x	a x	x x	s s	s s
J	12	9	3	1	a a	s a	x x	x x	x x
K	9	7	2	8	x x	x x	x l	x l	x l
L	8	9	1	7	x x	x x	x x	x x	x x

N.B.—x = present.

l = absent with leave.

a = absent without leave.

s = sick.

## BRITISH HISTORY.

### SECTION I.

1. On what grounds did Henry VII. claim the crown of England? Trace his descent, and name the chief events in his reign.

2. What kings of Scotland were contemporary with Henry VIII.? What battles were fought in this reign against the Scotch, and with what results?

3. What rebellions took place in the reigns of Henry VIII. and his children? What were the causes and results of each?

### SECTION II.

1. What foreign Sovereigns were contemporary with Queen Elizabeth? On what occasions were they engaged in war, or alliance with this queen?

2. Name the chief naval commanders in the reign of Elizabeth, and give some account of the occasions on which they were distinguished?

3. To whom was the daughter of James I. married? What effects had that alliance upon the politics of England?

### SECTION III.

1. To what causes is the disinclination of the Parliaments to support Charles I. in the war with Spain to be attributed? When did the Long Parliament first meet? What were its first acts?

2. Give the dates and results of the battles of Edge Hill, Marston Moor, Naseby, and Worcester.

3. Name the most remarkable persons of the Commonwealth, and give some account of their character.

### SECTION IV.

1. Name the chief events of the reign of Charles II. What noblemen were executed in this reign? Describe the trial of the most distinguished among them.

2. Give an account of the landing of William III. and of the subsequent proceedings.

3. Trace the descent of George I., and enumerate the chief events of his reign.

### SECTION V.

1. Name the principal naval victories in the reigns of George II. and George III.

2. Name the chief incidents in the war with the American Colonies.

3. Give the date of the accession of each sovereign of the present dynasty, and enumerate the chief political events in the reign of Queen Victoria.

4. What has been done in modern times for the improvement of Prisons and Hospitals? Mention any names connected with these reforms.

5. How do you account for the cessation of plague and famine in our times as compared with the past?

## GEOGRAPHY.

### SECTION I.

1. Describe the Pennine range and Cumbrian mountains, their extent, scenery, and productions.

2. Name the rivers which flow into the British Channel, and describe the course of the Wye.

3. Name the principal imports of Great Britain.

What is the total value of its exports as stated in the text books which you have used?

4. Prepare the heads of a lesson on the means of internal communication in Great Britain.

#### SECTION II.

1. Give some account of the extent and population of the following dependencies of Great Britain;—India, Cape Colony, and New Zealand.

2. Name the British possessions in North America, and give some account of their extent, population and government.

3. Illustrate the following statement by reference to the map of the world:—"In consequence of the superiority of the British navy, whenever war broke out between Britain and other powers of Europe, she was immediately able to take possession of their foreign colonies or settlements; she thus gradually superseded the Danes, the Dutch, the Portuguese, and the French, in India, and other parts of the world."

#### SECTION III.

1. Name the principal rivers of Europe, and describe the course of the Rhine.

2. What are the chief exports of France? Name the principal seaports.

3. Where are the following cities situate, and for what are they severally remarkable:—Tours, Marseilles, Rheims, Stuttgart, Potzdam, Dantzic, Carlsruhe, Basle, Malaga, Ekaterinoslav?

4. Describe the physical features of Italy or Turkey in Europe, and give some account of the natural and artificial productions.

#### SECTION IV.

Prepare the heads of a lesson on one of the following subjects:—

The coalfields of Great Britain.

The habits of the Laplanders. Or,

Explain and illustrate this passage:—"Owing to the more equal temperature of the sea, islands are not subject to the same extremes of heat and cold as inland or continental countries."

#### SECTION V.

Draw a map, naming the rivers and chief towns:

1. Of the coast-line of Europe, from Gibraltar to the strait of Messina.

*Or 2.* Of the British dependencies in South Africa, or South Australia.

N.B. Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

FEMALE CANDIDATES—FIRST AND SECOND YEARS.

DOMESTIC ECONOMY.

*Two hours allowed for this Paper.*

No Questions are specially indicated to Acting Teachers in this Paper. They are advised to select those Questions which appeal most directly to their actual experience.

SECTION I.

1. Give exact instructions for cutting out and making up a frock for a young girl, *or* a man's shirt, with an estimate of the cost of materials, and the time required for making them up.

2. What kind of work ought to be done in an infant school? What plans for providing the children either in an infant or girls school with a variety of exercises in needlework, are generally most successful?

3. Enumerate the materials used in clothing daughters of labourers between 8 and 14 years of age, stating the special advantages or disadvantages of each kind.

SECTION II.

1. Upon what properties do the nutritious qualities of the following articles of food depend:—bread, potatoes, rice, bacon, butter, mutton, pork, beef, jelly?

2. State the different ways in which a piece of meat may be cooked, with an estimate of the advantages or disadvantages of each.

3. What are the commonest faults of inexperienced cooks? What rules ought to be observed with regard to what are called perquisites? Write a few lines of advice with reference to scrupulous honesty, in this and similar matters.

SECTION III.

1. What work have you done, or closely observed in the laundry? Compare the advantages of washing at home or away from home, for a family of six persons.

2. If a young girl gets a place of £8 for 4 years, £12 for 4 years, and £16 for ten years, what ought she to have saved during that time, and how ought her money to have been invested? Make a similar calcu-

lation for a schoolmistress, with a situation of a given value, say £35, £40, and £45, with furnished lodgings, between the age of 22 and 42.

#### SECTION IV.

Prepare full notes for lessons on *two* (only) subjects selected from the following list :--

Duties of a servant of all work in a small family.

The prospects of a steady, intelligent girl as house-maid, or kitchen-maid.

What eruptive, cutaneous or infectious diseases are most common in the districts where you have lived? Describe the symptoms of the latter class, and the most effectual preventions and remedies.

---

#### INFANTS.

1. What lessons, or exercises on domestic matters, are introduced in good infant schools? and with what practical benefit to the children?

2. Write the notes of a lesson for infants on cleanliness, or on the danger of eating things not given or allowed by their parents.

---

#### ARITHMETIC.

Students of the *Second Year* are expected to answer a Question in Section VI.

The *solution* must in every instance be given *at full length*. A correct answer, unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

#### SECTION I.

\*1. In 1852 five million three hundred and twenty-seven thousand and ninety-six hundredweight of cotton were imported from the United States, one hundred and thirty-one thousand three hundred and ninety-two hundredweight from British India, and thirty-six thousand two hundred and seventy-eight from other parts; what was the entire weight imported?

\*2. What is the difference between thirty-seven thousand six hundred and eleven, and one million?

\*3. Multiply 217504 by 741060.

\*4. Divide  $47219304\frac{1}{2}$  by  $6547$ .

## SECTION II.

\*1. Make out the following bill:—One silk dress,  $18\frac{1}{2}$  yards, at  $5s. 6d.$  per yard; 64 yards of sheeting at  $1s. 4\frac{1}{2}d.$ ; 4 pairs of blankets at  $18s. 4d.$  per pair; 3 ditto at  $12s. 8d.$ ; 26 yards of huckaback at  $10\frac{1}{4}d.$ ; 9 damask tablecloths, 4 at  $19s. 6d.$ , 5 at  $\text{£}1. 6s. 6d.$

\*2. A labourer earns  $10s.$  a week for 47 weeks, and  $\text{£}1. 4s.$  per week for 5 weeks in harvest time; his weekly expenses are  $8s. 3d.$ , and his annual rent  $\text{£}3. 5s.$  What has he to spare each year?

3. What is the united length in yards of three roads measuring respectively 3 m. 2 fur. 7 p.,  $2\frac{1}{2}$  miles, and 7 miles 3 fur. 18 p.? What will it cost to lay down a curb stone along all three at  $3d.$  per yard?

4. A tank of water contained 75,000 gallons. A supply was drawn off by 3 pipes, which ran for 10 hours at the rate of 255 gallons each per hour; but during that time two pipes ran into the tank 335 gallons each per hour: how much water was left?

\*5. Sound travels at the rate of 1 fur. 27 p. 4 yds. 2 ft. 6 in. per second; how far will it travel in three quarters of an hour?

\*6. Find, by Practice, the value of  $343\frac{3}{4}$  at  $\text{£}33. 11s. 6d.$ ; and of 138 cwt. 3 qrs. 14 lbs. at  $\text{£}3. 17s. 8d.$  per cwt.

## SECTION III.

\*1. A gas account for the last quarter was 7,500 cubic feet at  $4s. 7\frac{1}{2}d.$  per 1000: what was there to pay? and what would be saved next year if 1,500 cubic feet less were burnt each quarter?

2. An equivalent quantity of silk, worth  $4s. 9d.$  per yard, is given in exchange for 5 yards of calico at  $4\frac{1}{2}d.$  and 11 yards of Irish linen at  $3s. 6d.$  Required the quantity of silk.

\*3. How many ducats of  $12s.$  each are equal in value to 1000 rupees at  $1s. 10\frac{1}{2}d.$  each?

4. A person compounded with his creditors by paying them  $6s. 3d.$  in the pound; what was lost on a debt of  $\text{£}7964$ ?

5. If the wages of 18 workmen amount to  $\text{£}79. 4s.$  for 22 days, what will the wages of 25 apprentices come to in 45 days, if 8 workmen receive as much as 10 apprentices?



## SECTION IV.

1. Add  $3\frac{2}{3}$ ,  $5\frac{1}{6}$ ,  $7\frac{3}{10}$ ,  $6\frac{5}{12}$ .

What must be added to  $\frac{7}{8}$  of  $\frac{5}{8}$  to make it equal to  $\frac{9}{10}$  of  $3\frac{2}{3}$ ?

2. A merchant owns  $\frac{4}{5}$  of a ship, and his share is worth £3000. He purchases another person's share, which is  $\frac{1}{3}$  of  $\frac{2}{3}$  of the ship; what part of the ship does he now own, and what is the value of his share?

3. Divide .04176 by 7.135, to four places of decimals.

Find the value of .7486 acre.

## SECTION V.

\*1. Explain the common process of borrowing employed in subtraction, and show what is the correct process of making allowance for it.

2. Explain the mode of multiplying any sum of pounds, shillings, and pence by 325.

3. Define Proportion. Make three proportions, and explain how they illustrate your definition.

4. What is the test of proportionality among four quantities? Prove it.

5. What is meant by reducing a fraction to its lowest terms? Draw a figure of the foregoing reduction, showing that the fraction when so reduced remains unaltered in value.

## SECTION VI.

(For Students of the *Second Year*.)

1. Find the interest on £111. 11s. 11 $\frac{1}{2}$ d. for 235 days at 5 $\frac{1}{2}$  per cent. per annum.

2. A borrowed of B £655. at 4 $\frac{1}{2}$  per cent. per annum: what sum should A pay to B at the end of 8 years 8 $\frac{1}{2}$  months?

3. Bought paper at £1. 10s. 6d. per ream, which was sold at 1s. 9d. per quire: what was gained on 15 reams; and what was the gain per cent.?

## INFANTS.

1. Explain the methods by which you would teach children the elements of numeration and notation.

2. In what order, and by what processes, would you teach infants the elementary rules of arithmetic?

3. Sketch plans for two series of lessons extending over six months, one for the upper and another for the lower division of a good Infant School.

4. What exercises in mental arithmetic do you consider suitable for children between 4 and 6 years old?



## MUSIC.

*(Instructor's Paper.)*

This Paper is to be kept solely in the hands of those who preside at the Music Examination. The explanations given below are to be read *verbatim* to the Candidates, without any addition; and the other directions, as printed in italics, are to be strictly adhered to.

All the music here given is to be written by the Candidates *before* the Questions on their own Papers are answered. Only *one* hour is to be allowed to this exercise. The passages are to be **PLAYED**, not **SUNG**.

The Examiner will place himself at the Piano or Harmonium—the Candidates not being in sight of the keys—and will proceed to read as follows :—

### No. I.

Three passages of Music, marked X, Y, Z, will be played to you slowly three times over. You will endeavour, after *the third time* of hearing each, to write it in the proper place on your Examination Papers *from memory* (without taking any notes), regarding merely the *pitch* of the sounds, and not noticing at present the duration of them.

That marked X is in the key of E Major. (*Play it three times slowly and wait till written.*)

That marked Y is in the key of B Minor. (*Play it three times slowly and wait till written.*)

That marked Z is in the key of B $\flat$  Major. (*Play it three times slowly and wait till written.*)

X (in E Major)

Y (in B Minor)

Z (in B *b* Major)

No. II.

Two other passages, marked O, P, will now be played to you three times, as before, which you will endeavour to distribute into bars, and write in correct *time, from memory* (without taking any notes). O is in the key of A Major, and P in the key of E*b* Major.  
(Proceed as before—*only counting the time audibly in each case.*)

O

P

No. III.

One more passage, marked M, will now be played, which you will endeavour to write *from memory* (without taking any notes). It is in the scale of C Major, in Common Time, and is to be written in the Bass Clef, and distributed into bars.  
(Play it four times *slowly, without counting.*)

M



**ALICE STINSON AND JOHN FLETCHER**

ALICE STINSON AND JOHN FLETCHER, BOTH THOUGHT TO ALREADY BE PUPIL  
TEACHERS AT GRIFFYDAM WESLEYAN DAY SCHOOL BOTH TOOK THE  
QUEEN'S SCHOLARSHIP IN 1860

COMMITTEE OF COUNCIL ON EDUCATION.

**EXAMINATION, CHRISTMAS, 1859.**

I.

QUESTIONS PROPOSED TO CANDIDATES

FOR

**QUEEN'S SCHOLARSHIPS,**

WITH LISTS OF SUCCESSFUL CANDIDATES.

II.

QUESTIONS PROPOSED

TO

**STUDENTS IN TRAINING COLLEGES  
AND TEACHERS IN CHARGE OF SCHOOLS**

WITH LISTS OF SUCCESSFUL CANDIDATES.

III.

**SYLLABUS OF SUBJECTS OF EXAMINATION,  
FOR CHRISTMAS, 1860.**



By Authority.

LONDON:

PRINTED BY FORD & TILT,

FOR HER MAJESTY'S STATIONERY OFFICE,

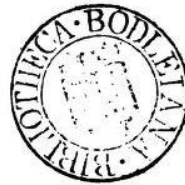
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LONGMAN, BROWN, GREEN, LONGMANS, AND ROBERTS.

39, PATERNOSTER ROW, E.C.

1860.

(Price Sixpence).



Schools not connected with the Church of England.

LIST OF QUEEN'S SCHOLARS

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

BRITISH AND WESLEYAN MALES -  
JOHN FLETCHER

SECOND CLASS SCHOLARSHIP of £23, with no Personal Allowance.

	Morris, John.....	Rison B.S.
	Parker, Charles .....	Leicester, Hill Street B.S.
	Ray, William .....	Boston B.S.
	Thornley, George.....	Hurst B.S.
—	Fletcher, John .....	Griffydam Wes. S. —
	Gay, Henry .....	Oldland Common B.S.
	Jones, Moses.....	Deiniolen B.S.

**BRITISH AND WESLEYAN FEMALES -  
ALICE STINSON**

*II. Church of England.—Females.*

**FIRST CLASS SCHOLARSHIPS of £17, with a Personal Allowance of £3.**

**IV. British and Wesleyan.—Females.**

**FIRST CLASS.**

Name of Candidate	Name of School
<i>Paulin, Paulina</i> .....	
Passman, Eliza .....	Manchester, Lower Mosley Street B.S.
Gath, Rosina E. ....	Exeter, Mint Lane Wes. S.
Hartley, Mary A. ....	Somers' Town B.S.
Fish, Rhoda W. ....	Leicester, Hill Street B.S.
Champ, Mary .....	Bridport Girls' and Infants' Gen. S.
Parsons, Fanny .....	Chipping Norton B.S.
Evan, Mary .....	Carmarthen B.S.
Smith, Sarah Anna .....	Westminster Wes. Practg. S.
Williams, Tabitha .....	Liverpool, Harrington B.S.
Lidamum, Lucy F. ....	Clapham B.S.
Aldam, Emily .....	Nottingham, High Pavement B.S.
Bubb, Mary A. ....	Cheltenham, Highbury B.S.
Allen, Mary .....	Manchester, Lower Mosley Street B.S.
Bartley, Jane .....	Ravenhead, Plate Glass Co.'s S.
Martin, Ellen Matilda ..	Hackney Road, Weymouth Terr. B.S.
Lloyd, Sarah G. ....	Norwich, Octagon Chapel S.
Tree, Jane .....	Borough Road Model S.
Crane, Elizabeth .....	Beithal Green, Abbey Street B.S.
Gent, Sarah .....	Ashford B.S.
Hale, Annie .....	Alton (Hants) B.S.
Holloway, Anne .....	West Bromwich, Summit B.S.
Niblett, Mary A. ....	Cheltenham B.S.
Spendley, Eliza .....	Sydenham Wes. S.
Yolland, Ann .....	Radnor Street, City Road Wes. S.
Dowley, Jane .....	Southwark Chapel Wes. S.
Gibson, Mary A. ....	Borough Road Model S.
<i>Nicholson, Martha</i> .....	
Stead, Angela .....	Leicester, Hill Street B.S.
<i>Wilkes, Clarissa J.</i> .....	
Whittaker, Jane .....	Leeds, Basinghall Street B.S.
Llewellyn, Ellen .....	Blaina B.S.
Brooksbank, Sarah .....	Hurst B.S.
Griffiths, Rebecca J. ....	Dover B.S.
Hughes, Elizabeth .....	Holyhead B.S.
<i>Little, Georgina</i> .....	
Barwick, Anne .....	Leicester, Hill Street B.S.
Stinson, Alice .....	Griffydam Wes. S.
Nightingale, Mary L. ....	York, St. George's Wes. S.
Orpin, Emily J. ....	Faversham B.S.
Webster, Lydia .....	Manchester, Rusholme Road Wes. S.
Windus, Elizabeth C. ....	Hackney Road, Weymouth Terr. B.S.
Woof, Elizabeth .....	Darlington, Kendrew Street B.S.

**EXAMINATION**  
**OF CANDIDATES**  
FOR  
**QUEEN'S SCHOLARSHIPS.**  

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**CHRISTMAS, 1859.**

**RELIGIOUS KNOWLEDGE.**

*Three hours allowed for this Paper.*

Candidates may not answer more than *one* question in each section.

**SECTION I.**

1. Write out the prophecies spoken to Abraham when God first called him, and their fulfilment.
2. Write out a short account of Abraham's temptation to offer up his son Isaac, and explain how Abraham shewed faith on that occasion.
3. Describe the meeting of Abraham and Melchizedek, and the circumstances which led to it.
4. Write out a short history of Naaman the Syrian.

**SECTION II.**

1. Give an account of the death and burial of Joshua.
2. Relate the circumstances connected with the visit of the angel to Manoah.
3. Write out a short account of the book of Ruth.
4. Describe the translation of Elijah into heaven, with the circumstances which preceded it.

**SECTION III.**

1. Shew that the Pharisees were—(a) hypocrites, (b) perverters of God's word.
2. Quote texts from the Sermon on the Mount, to prove that Christ urged upon His disciples Forgiveness of others.
3. Write out the parable of the Net which gathered of every kind, and explain it.
4. Write out the parable of the Prodigal Son, and explain it.

**SECTION IV.**

1. Quote a text from the New Testament to prove the existence of angels, and mention some occasions on which they have appeared.
2. Show how our Lord, by precept and example, taught Humility.



3. Write out some of the texts in which the Holy Ghost is promised, and state the offices attributed to Him.

4. Give a short account of the institution of the Sacrament of the Lord's Supper, with the circumstances connected with it.

#### SECTION V.

1. What are the chief things to be learned from the Apostles' Creed?

Explain why the answer to this question in the Church Catechism makes use of different *tenses* in its paragraphs.

2. Write out a short explanation of the tenth Commandment, illustrating your statement by texts and examples from the New Testament.

3. Give reasons for infant baptism; and explain why the Church of England requires god-parents.

#### SECTION VI.

1. Prove, from the "Exhortation," that the Church of England approves of a public service in which the Bible should be read and prayers offered up.

2. "According to Thy promises declared unto mankind, in Christ Jesu our Lord."

(a.) Where do these words occur?

(b.) To what do the "promises" refer?

(c.) Prove your statement from Holy Scripture.

3. What power does the Church claim for God's ministers in the absolution? and in what words does she shew that God alone can forgive sins?

#### SECTION VII.

(SCOTLAND).

N.B.—*Two Questions to be answered, in place of Sec. V. and VI.*

1. Quote the answers to the questions that begin the great divisions of the Shorter Catechism.

2. State in the words of the Catechism the benefits of *Justification, Adoption, and Sanctification*, (a) in this life, (b) at death, and (c) at the resurrection.

3. Show how you would exercise a class on the answer to the question "What is Sin?" so as to secure their understanding of the analysis, construction, and pointing of that answer.

4. Write out a short explanation of the Tenth Commandment, illustrating your statements by texts and examples from the New Testament.

## GRAMMAR.

*Three hours allowed for this Paper.*

N.B. *All the Candidates are expected to answer Questions 1 and 5.*

1. Paraphrase the following passage:—

“Finally, as to this whole point, about not offending in our speech against piety, we should consider that—as we ourselves, with all our members and powers, were chiefly designed and framed to serve and glorify our Maker (it being withal the greatest perfection of our nature and the noblest privilege so to do)—especially our tongue and speaking faculty were given us to declare our admiration and reverence of Him, to express our love and gratitude toward Him, to celebrate His praises, to acknowledge His benefits, to promote His honour and service.” (BARROW.)

2. Analyze this passage grammatically.

3. Break it up into three or four short complete sentences, retaining, as far as possible, the original words. What does it gain, and what does it lose, by this transformation?

4. Point out the prepositions in the above passage, and show the peculiar force of each.

5. Parse the words “about,” “offending,” “that,” “as (*twice*),” “it,” “tongue,” “speaking,” “us,” “reverence,” as they occur above.

6. Define the term “parenthesis”: parse fully, and explain the syntax of the words “it being withal the greatest perfection of our nature, and the noblest privilege so to do.”

7. Explain the terms “subject,” “object,” “predicate.” Point out the subject and object of the verb “consider,” as it occurs in the second line of the above passage.

8. How would you convey to children the first ideas of difference between the several parts of speech?

9. Correct the following sentences; and state the grammatical rules which they violate.

- (a) You and me ought to have had some.
- (b) It was not fair towards you and I.
- (c) His father and mother sends him to school.
- (d) She teared her frock, and run home.
- (e) The slate was broke when you give it me.
- (f) There never was no pencil in it.
- (g) Neither of them were five year old.
- (h) These sort of things are too bad.

- (i) He was told to go to his place ; and which he said he would not do.  
 (k) Manners makes the man.  
 (m) He done it before ever I were aware.

*N.B.—The three following questions are for boys only. No Candidate should attempt them who has not had regular instruction in Latin.*

10. Decline the following Latin words :—  
 “ signum,” a sign.  
 “ brevis,” short.  
 “ tu,” thou.
11. Conjugate the verbs “ rogare,” to ask, and “ tegere,” to cover, in their perfect tenses, active and passive, in both indicative and subjunctive moods.
12. Can you give any general rules to determine whether a preposition is followed by the accusative or ablative case? Give a list of prepositions which govern both cases ; and show how their meaning is modified according as they govern the one or the other.

### GEOGRAPHY.

*Three hours allowed for this Paper.*

1. Draw a map of your own county ; and give an account of its industry, population, principal towns, and chief natural features.
2. Describe the mountain system of Great Britain, and mention the situation and height of its principal elevations. *Illustrate your answer by a map.*
3. Describe the river system of Great Britain.
4. Give a geographical account of *coffee—sugar—cotton—currants—pepper—salt—wine—tobacco—gold—oil—opium—ivory.*
5. Write a short account of Hindostan, its most striking natural features, varieties of climate, political divisions, and productions.
6. Assign to each of the following names its proper geographical description and locality :—*Caithness, Sunderland, Guernsey, Milford Haven, Galway, Nova Scotia, Oporto, Jamaica, Algiers, Malta, Etna, Suez, Madras, Borneo, New Zealand, Cape Horn.*
7. Why do the days grow longer from January to June, and shorter from June to January?
8. Give a short account of the chief races of man kind, and of their geographical distribution.

9. Define each of the following geographical terms, and name as many examples of each as you can:—  
*cataract, gulf, straits, estuary, table-land, isthmus, volcano, swamp, oasis, basin, watershed, prairie.*

10. Trace the course of a ship in *two* of the following voyages:—

- (a) From Glasgow to London.
- (b) From Hull to Hamburg.
- (c) From Hamburg to Dantzic.
- (d) From New York to California.
- (e) From Southampton to Alexandria.
- (f) From Calcutta to St. Helena.

### HISTORY.

1. Enumerate the Sovereigns who reigned in England during the 12th, 13th, and 14th centuries; and give the date of the accession of each.

2. Mention all the Kings and Princes of England who took part in the Crusades. Describe briefly their exploits, and the results of their expeditions, as affecting either themselves or their country.

3. In what reign, and under what circumstances, was Ireland brought under subjection to the Crown of England? How was Ireland governed from that time until the completion of its Legislative Union with England? Give the date of that Union.

4. Write out from British History any narrative which you think would interest children (8—10 years old) on *one* of the following points:—

- (a) Courageous perseverance under difficulties.
- (b) Readiness to suffer on the side believed to be right.
- (c) Adventurous daring in the service of the country.
- (d) Uncertainty of fortune.
- (e) The blessings which we enjoy (*by contrast of past times.*)

5. State fully the causes which you consider to have led to the progress of manufactures in Great Britain. Give the history of some one of our staple manufactures.

*N.B.* The following Questions may be taken by Candidates in Scotland, in place of those marked 1, 2, and 3.

1. Give the succession of Scottish sovereigns from

Alexander III. to James VI., with the date of the accession of each.

2. State precisely the respective claims of John Baliol and Robert Bruce to the throne of Scotland, and give a short account of the events which ended in the establishment of Bruce upon the throne.

4. State the circumstances which led to the establishment of 'The Solemn League and Covenant.' Describe the career of 'Montrose,' giving as many names of persons and places connected with him as you can recollect.

### SCHOOL MANAGEMENT.

*Three hours allowed for this Paper.*

Write the first line of your first answer as a specimen of copy setting in large hand, and the first line of your second answer as a specimen of copy setting in small hand.

1. How would you arrange a class in parallel desks?
2. Are there any subjects you cannot teach in parallel desks?
3. Explain your method of obtaining silence in a gallery, and attracting attention, and recalling (from time to time) the inattentive to order?
4. Name the subjects you would teach in a gallery.
5. What process was used in your own school to teach reading to the very youngest classes? Who chiefly did it, the master or the pupil teacher?
6. In commencing writing with a child, explain how you would begin, and what you would tell him to do.
7. Mention the different ways of giving a reading lesson in your school.
8. How would you teach a child to draw maps? Explain the process by the aid of diagrams.
9. What use has been made of the black board in your school, and for what subjects?
10. Mention the advantages and defects of parallel desks.
11. What registers and time tables are necessary for a school of 100, with two pupil teachers, and how many classes should there be?
12. What ill effects in schools may arise from bad ventilation or lighting?
13. What games can you play at, and if necessary, teach?
14. Sketch (*a drawing*) as well as you can any gymnastic apparatus in use in your school or elsewhere.

## MUSIC.

[Not more than three questions to be answered.]

I. (1) Write down the diatonic major scale on the treble staff, in two positions, with the names of the notes. (2) Write the diatonic minor scale on the bass staff, in two positions, with the names of the notes.

II. Write down the names of the notes, as they are successively sharpened in the scales with sharps, and flattened in the scales with flats.

III. (1) Write one bar of common time: (1) in minims; (2) in crotchets and quavers; (3) in crotchets and semiquavers. (2) Write a bar of triple time, with one minim and one crotchet, and affix its proper signature.

IV. (1) Write on the alto staff the following notes: G, E, B, C $\sharp$ , and A $b$ ; (2) Write the following on the tenor staff, F, D, G $\sharp$  and E $\flat$ , prefixing the appropriate signatures.

## ARITHMETIC.

*Three hours allowed for this Paper.*

1. Explain, as you would to children, how to subtract 1,607 from 10,340.

2. How many francs, each 9 $\frac{1}{2}d.$ , are there in £2850.?

3. A train, consisting of 3 first, 4 second, and 5 third class carriages, travels from London to York, a distance of 191 miles. Each first-class carriage contains 18 persons, each second-class 32, and each third class 48. The rates per mile are:—1st class, 2 $\frac{1}{2}d.$ ; 2nd class, 1 $\frac{3}{4}d.$ ; 3rd class, 1 $d.$  Find the sum of the fares paid by the passengers.

4. Find, by Practice, the cost of 1087 $\frac{1}{2}$  pounds of butter at 11 $\frac{1}{2}d.$  per pound; and of 15 acres 24 poles of land at £7. 13s. 9d. per acre.

5. Find the cost of cleaning 7260 square yards of ground at 1s. 9 $\frac{1}{2}d.$  per perch.

6. Find the Income Tax on £498. 15s. at 7d. in the pound.

7. If 18 horses eat 37 qrs. 7 bush. 3 pks. of corn in 45 days, in what time will 50 horses eat 25 quarters?

8. A tunnel,  $\frac{7}{16}$  mile long, is excavated at the rate of  $\frac{1}{2}$  yard per day; in how many years will it be completed?

9. An estate, worth £10,000 is left to A, B, and C;  $\frac{2}{5}$  to A,  $\frac{2}{5}$  to B, and the remainder to C. Find C's portion, and its value.

10. State, and prove (if you can), the rules for pointing in Division of Decimals. Find the value of  $\text{£}000546875 \div \cdot 175$ .

11. What is the interest on  $\text{£}154. 16s. 8d.$  for 4 years, 219 days, at  $3\frac{1}{2}$  per cent per annum?

12. What sum of money, put out to interest, will amount to  $\text{£}194. 16s. 1\frac{1}{2}d.$  in  $2\frac{1}{4}$  years at 4 per cent. per annum?

13. If I invest  $\text{£}1200$  in the 3 per cents at 72, what is my income, and how much per cent. do I get for my money?

*\* These Questions are specially for Male Candidates.*

\*14. Find the acreage of a triangular field whose sides are 45, 40, and 13 chains respectively.

\*15. Find the cost of covering with gravel, at  $7\frac{1}{2}d.$  per square yard, a path 3 feet wide, round the outside of a bed whose diameter is 9 feet.

## EUCLID AND ALGEBRA.

*Three hours allowed for this Paper.*

### SECTION I.

#### EUCLID. BOOKS I. AND II.

1. Write down the "Postulates," and show, from them, what instruments are necessary and sufficient for the constructions in Euclid.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the angles contained by those sides equal to each other, they shall likewise have their bases, or third sides equal, and the two triangles shall be equal.

Mention the other propositions in the First Book, which determine the conditions of equality of two triangles, whether in area only, or in every respect.

3. To make a triangle of which the sides shall be equal to three given straight lines, but any two whatever of these must be greater than the third.

Show, by a figure, that the construction fails when the above condition is not fulfilled.

4. Show how to draw a straight line through the middle point of one of the sides of a triangle, parallel to the base; and prove that the line so drawn bisects the other side.

5. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles.

If the triangle is equilateral, what is the relation between the exterior angle and the adjacent interior angle?

6. Prove geometrically, and also algebraically, that the difference of the squares of any two unequal straight lines is equal to the rectangle of their sum and difference.

7. By what quantity does the square of the side of an obtuse angled triangle which subtends the obtuse angle exceed the sum of the squares of the other two sides?

Under what conditions is the square of the side subtending the obtuse angle equal to the square of one of the other sides added to three times the square of the third side?

8. Describe a square equal to a given rectilineal figure; apply this to describe a square equal to half a given square.

### SECTION II.

1. Work out, as far as you can, the multiplication and division indicated in the following expressions:—

$$(a) (x^2 + 3xy + 5y^2)(x^2 - 6xy - 12y^2).$$

$$(\beta) x(mz - ny) + y(nx - lz) + z(ly - mx).$$

$$(\gamma) \frac{5x^3 - 18x^2y + 11xy^2 - 6y^3}{5x^2 - 3xy + 2y^2}.$$

$$(\delta) \frac{x^n - y^n}{x - y}.$$

In the last case, show, from your working, that  $x^n - y^n$  is always divisible by  $x - y$ .

2. State the rule for finding the highest common divisor of two algebraical quantities, and apply it to reduce to its lowest terms the fraction

$$\frac{x^4 + 4x^3y - 4xy^3 - y^4}{x^3 + 6x^2y + 9xy^2 + 2y^3}.$$

3. Show that any decimal may be represented under the form  $\frac{D}{10^m}$ . Hence, deduce a rule for the division of one decimal by another.

4. Show, that if  $d, d_1, d_2, \&c.$ , be the digits of any number, beginning at the units place, the number may be represented under the form

$$d + 10d_1 + 10^2d_2 + \&c.,$$

and hence show that, if the sum of the digits be divisible by 9, the number itself is divisible by 9.

5. Write down the square of  $a + b$ , and from its form deduce a rule for finding the square root of a given



quantity. Explain how the same method is applied to numbers.

6. If  $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$ , shew that

$$\frac{a}{b} = \frac{a + c + e}{b + d + f}.$$

What is the effect of adding the same quantity to the numerator and denominator of a given fraction?

7. Solve the following equations:—

(a)  $\frac{6x - 1}{15} - \frac{9x - 2}{16} = \frac{x - 4}{6} - \frac{x + 4}{8}.$

(b)  $\frac{x(x + 3)}{(x + 1)(x + 2)} + \frac{4}{3x(x + 2)} = 1.$

(c)  $\begin{cases} ax + by = c \\ a^1x + b^1y = c^1. \end{cases}$

Explain the result when  $\frac{a}{a^1} = \frac{b}{b^1} = \frac{c}{c^1}.$

8. A train started from London at 6.30 for Dover, where it was due at 10.30. After proceeding half-way at the ordinary rate, it was detained three quarters of an hour. The speed was then increased by 8 miles an hour, and it arrived at 10.43. What was the distance travelled, and the rate per hour in each case?

### DOMESTIC ECONOMY.

*Three hours allowed for this Paper.*

N.B. Do not answer more than *one* question in each Section.

#### SECTION I.

1. Describe, step by step, the processes of *washing—ironing—drying*. Mention common faults, and give practical rules.

2. What is *starch*? and what is the use of it?

3. What is the difference between *calico, flannel, and linen*? What are the advantages and disadvantages of each for clothing? What is the price per yard of a good sort of each?

#### SECTION II.

1. Describe the component parts of air, and shew the necessity for ventilation.

2. Describe the component parts of water, and name some simple methods of purifying water.

3. How does a fire act upon the ventilation of a room? What would be the effect of a fire-place, and door-place, opposite each other?

#### SECTION III.

3. Explain the methods you would adopt for teaching needlework to 30 girls, aged from 7 to 14 years, and explain the meaning and use of the following:—hemming, sewing, felling, running, gathering, whipping, stitching, back-stitching, and herring-boning (*add, as often as you can, illustrations by drawing to the several parts of your answer*).

#### SECTION IV.

1. Write out plain directions for making bread, for brewing, and for curing bacon.

2. Write out recipes for pea soup, gravy soup, Irish stew, potato pie, and boiled apple pudding. What are the advantages and disadvantages of salted provisions?

3. Write out recipes for making barley water, beef tea, gruel, and toast-and-water.

#### SECTION V.

1. How would you treat burns, scalds, sprains, colds, chilblains, stings of wasps and bees?

2. Name the most common vegetable and mineral poisons, and state what course you would adopt in the case of a person who had taken poison.

3. What is to be said for and against the mother of a family going out to work? Illustrate your answer by money reckonings.

#### SECTION VI.

1. Describe each of the following articles, explaining how it acts—*an oven, a spit, a frying-pan, a saucepan*. What do you mean by *stewing*? Is it an advisable mode of cookery? Why?

2. What do you mean by a *drain*? Why is a house unhealthy if it has *no drains*, or is near to *open ones*? In what situations are houses most likely to be ill drained? Why?

3. What is vaccination? What is the object of it? How is it commonly performed?

## ANNUAL REPORTS OF THE WESLEYAN COMMITTEE OF EDUCATION

### FROM THE ANNUAL REPORT OF THE WESLEYAN COMMITTEE OF EDUCATION 1875-1879

In 1876 James C. Jarvis of **Griffydam** took the third year examination.

Robert H. Plowright of **Griffydam** is mentioned in the list of teachers with his birth date of 1846. He would have been the Teacher / Master at this time.

A grant for £10 towards the outfit of Griffydam School in 1875.

### FROM THE ANNUAL REPORT OF THE WESLEYAN COMMITTEE OF EDUCATION 1880-1884

S. Barraclough is listed as the Teacher / Master at **Griffydam** – No. of children 145 with average attendance of 100. In the 1881 census for Peggs Green, Samuel Barraclough was listed as a School Master aged 24 and born in Manchester. He was lodging with Mary A. Tugby, a widower, aged 49.

At some point in this period William Ball had taken over from S. Barraclough as Teacher / Master at **Griffydam School**.

In the Coalville Times dated Friday, Oct 9<sup>th</sup>, 1953, "Lavengro" recorded the following article based on interviews carried out with members at "Coleorton Darby and Joan Club" .....*Mr. Barraclough has been deaf for many years, through the effects of an experience at the old school many years ago. There was a violent thunderstorm one afternoon, and he saw every single scholar home safely through the downpour, becoming seriously ill as the result of the drenching. A number present at the meeting, were greatly interested to learn that Mr. Barraclough, now a great age and residing in Wales, remembers his associations with Coleorton and district.*

Agnes K. Goodman (teacher) took the second year examination.

In 1883 a grant of £10 for maintenance was awarded to **Griffydam School**.

### FROM THE ANNUAL REPORT OF THE WESLEYAN COMMITTEE OF EDUCATION 1885-1889

Under **Griffydam**:-

Edith E. Goodman took the 4<sup>th</sup> year teacher's exam and achieved 72 marks.

Walter J. Plowright took the 3<sup>rd</sup> year exam and achieved 56 marks.

### FROM THE ANNUAL REPORT OF THE WESLEYAN COMMITTEE OF EDUCATION 1890-1894

Robert T. Hance is now shown as the Teacher / Master at **Griffydam School**.

During this period the highest number of pupils was 139 with an average attendance of 107.

**FROM THE ANNUAL REPORT OF THE WESLEYAN COMMITTEE OF EDUCATION  
1895-1899**

In this period Elsie A. Sutton of **Griffydam School** took the first year exam and achieved a mark of 68.

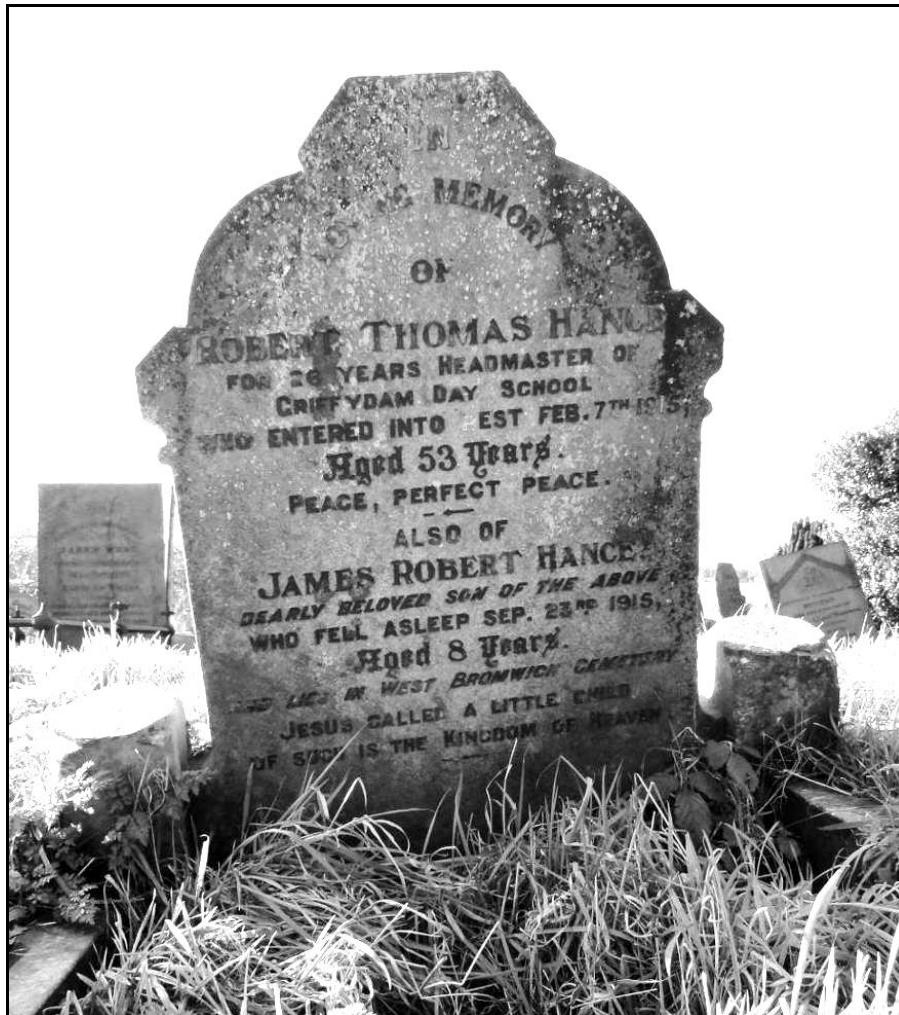
Robert T. Hance was still the Teacher / Master at **Griffydam School** with 124 pupils and an average attendance of 103.

**FROM THE ANNUAL REPORT OF THE WESLEYAN COMMITTEE OF EDUCATION  
1900-1901**

During this period Robert T. Hance was still the Teacher / Master at **Griffydam School** with 111 pupils and an average attendance of 101.

\*\*\*\*\*

**ROBERT T HANCE 1862 – 1915  
HEADMASTER OF THIS SCHOOL FOR 26 YEARS  
INCLUDING CLASS PHOTOGRAPHS OF PUPILS**



**ROBERT HANCE'S GRAVE IN GRIFFYDAM WESLEYAN METHODIST'S CEMETERY**

Robert Thomas Hance was born in Beverley, Yorkshire in 1862 to parents Thomas and Jane Elizabeth Hance who were aged 39 and 41 at the time. Evidence suggests that they were Wesleyan Methodists. Thomas was born in Beverley and Elizabeth in Leconfield, Yorkshire both in the East Riding. In 1871, Thomas was recorded as a groom and gardener, and in 1881 a general labourer, so they were clearly very much a working class family.

Robert had two older siblings, Emma and James, who were born in 1853 and 1857 respectively in Beverley. In 1871, Robert's brother James, now 14, was recorded as a pupil teacher, presumably at the local Sunday school.

By 1881, Robert Hance who was now 19 years of age was recorded as an assistant teacher at the Wesleyan School which is very significant and clearly led to his subsequent move to Osgathorpe, Leics.

By 1891, Robert was lodging with William Goodman and his family who were staunch Wesleyan Methodists at "Ivanhoe House" in Chapel Lane where Osgathorpe Wesleyan Methodist chapel, built in 1835, was situated. William, was a cordwainer (boot and shoe maker), village overseer and also a local preacher on the Ashby de la Zouch circuit. *A history of William Goodman's family, and the Osgathorpe Wesleyan Methodist chapel is included in a free to download and read publication entitled "From Asgotporp to Osgathorpe", by Samuel T Stewart.* posted on both the Griffydam History Group website at [griffydamhistory.com](http://griffydamhistory.com) and the author's own website <https://samuelstewart940.wixsite.com/mysite>.

Both the Goodmans and Robert Hance would have worshiped at the Osgathorpe Methodist Chapel of course.

Robert had clearly moved to Osgathorpe in 1889, to take up the post of master at the nearby Griffydam Wesleyan Day School which was situated within a short walking distance in the adjacent village of Peggs Green where he was headmaster for 26 years.

Like William Goodman, Robert Hance also became a local preacher on the Wesleyan Methodist Ashby de la Zouch circuit and an 1896 plan is appended at the end which features R.T. Hance's name in the column on the RH side entitled "Names & Residences".

As probate documents for Robert Hance give his address as Ivanhoe House, it can be assumed that he continued to live there following William Goodman and his wife's deaths. In 1901, he is recorded as living with a domestic servant by the name of Amy Chapman, aged 23, who was born in Osgathorpe.

By 1911, Robert, now 49, had got married to his wife Harriet Elizabeth (42) who was born in West Bromwich. They had a son James Robert who was aged 4 by this time and is recorded in the register for the National School in Osgathorpe as being a pupil there in 1912 at the age of five. However, he is recorded in the register for the Griffydam Wesleyan Methodist Day School at Peggs Green as being admitted there in 1914.

<b>HANCE (Son of Robert J Hance – Headmaster at Griffydam Wesleyan Day School)</b>	<b>JAMES ROBERT</b>	<b>BORN 1907</b>	<b>ADMITTED 1912</b>
--	---------------------	------------------	----------------------

1379	04/07/1910	Sarah	Witham	Thomas	Not Listed	Griffydam	30/04/1905	Osgathorpe
1508	21/09/1914	James Robert	Hance	Robert Thomas	Not Listed	Osgathorpe	26/01/1907	Osgathorpe I
1555	31/08/1915	Doris Elizabeth	Adkin	Philip	Not Listed	Osgathorpe	25/05/1903	Osgathorpe C

Sadly, Robert Hance died in 1915 at the age of 53 as can be seen on his gravestone above. 1915 was a tragic year for the Hance family as their son James Robert died almost 8 months later, at the age of 8 and was buried in West Bromwich cemetery as presumably Harriet had moved back to her birth place shortly after her husband's death. Probate of £491 11s. 1d. was granted to his widow.

Robert Hance features in numerous newspaper articles which record his involvement giving lectures at functions in connection with the Griffydam Wesleyan Methodist Chapel.

The author's mother Agnes Stewart was taught by Robert Hance at the Griffydam Wesleyan Day School and related that the pupils said that "Robert Hance makes you dance" as he always walked around with a cane in his hand and anyone who fell foul of him got a sharp rap with it. She was taught by Robert Hance from starting there in 1905 till she left in 1915 at the age of 14 only 7 months before Robert Hance died.

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Like William Goodman and his son John Arthur Goodman, it can be seen from the above 1911 newspaper article that Robert Hance also took part in activities at the Worthington Wesleyan Methodist Chapel. When one considers the size of this Chapel pictured below, it is hard to visualize how 80 people could be accommodated for tea in the chapel.



### **Worthington Wesleyan Methodist Chapel (Originally Primitive Methodist).**

The Chapel was built in 1820 and became a Grade II listed building in 1983. The stone above the door is engraved "Worthington Methodist Chapel A.D. 1820". It originally had 80/100 free seats with room for a further 25 in the gallery. The 1851 Ecclesiastical census listed an evening service only, with 70 attendees. The building externally remains basically as it was in 1820 and it is one of the oldest chapels still in use.

A history of the chapel can be found on the "Worthington Methodist Church" website.





The following, is an extract from an old newspaper article filed at Coalville Library with no date or reference appended, but is clearly the recollections of a senior resident of the locality. The text is a little confusing:-

*The Wesleyan Day School, which appears to have been by far the most popular in the area, has been demolished within comparatively recent years, after it had existed for many years as a ruined shell of a building. Mr. R. T. Hance was the last headmaster and the school was attended by non-conformist children from as far afield as Osgathorpe and Worthington. Actually, this school stood outside the Parish of Coleorton, but that made no difference to its Coleorton supporters.*

*The scholars held their anniversaries and "sat up" in Chapel to sing special hymns, with Miss Lakin as organist. It was not surprising that the scholars enjoyed more than average enjoyment from the attendees, and willingly responded to the summons which was given each day, by the ringing of a bell from the school steps. The great event of the year was the school concert, with performances spread over two or three evenings, and the youngsters were regaled with buns and coffee (camp coffee?) at the end of each evening.*



**LATE 1800s PHOTOGRAPH OF BOYS AT THE SCHOOL EXCEPT FOR THE TWO GIRLS ON THE LH SIDE OF THE FRONT ROW  
- THE GENTLEMAN IN THE TOP RH CORNER IS THOUGHT TO BE THE HEADMASTER ROBERT HANCE AND THE GENTLEMAN TO THE LEFT COULD BE WILLIAM KIDGER THE SCHOOL SECRETARY**

**NOTE THE COMPLEXITY OF THE OPENING LIGHT WINDOWS**



**ENLARGED PHOTOGRAPH OF THE THREE BOYS ON THE FRONT ROW IN THE PRECEDING PHOTOGRAPH WEARING VERY UNUSUAL CLOTHES. NOTE THE HOB NAILED BOOTS AND THE LONG WOOL KNITTED LEGGINS**

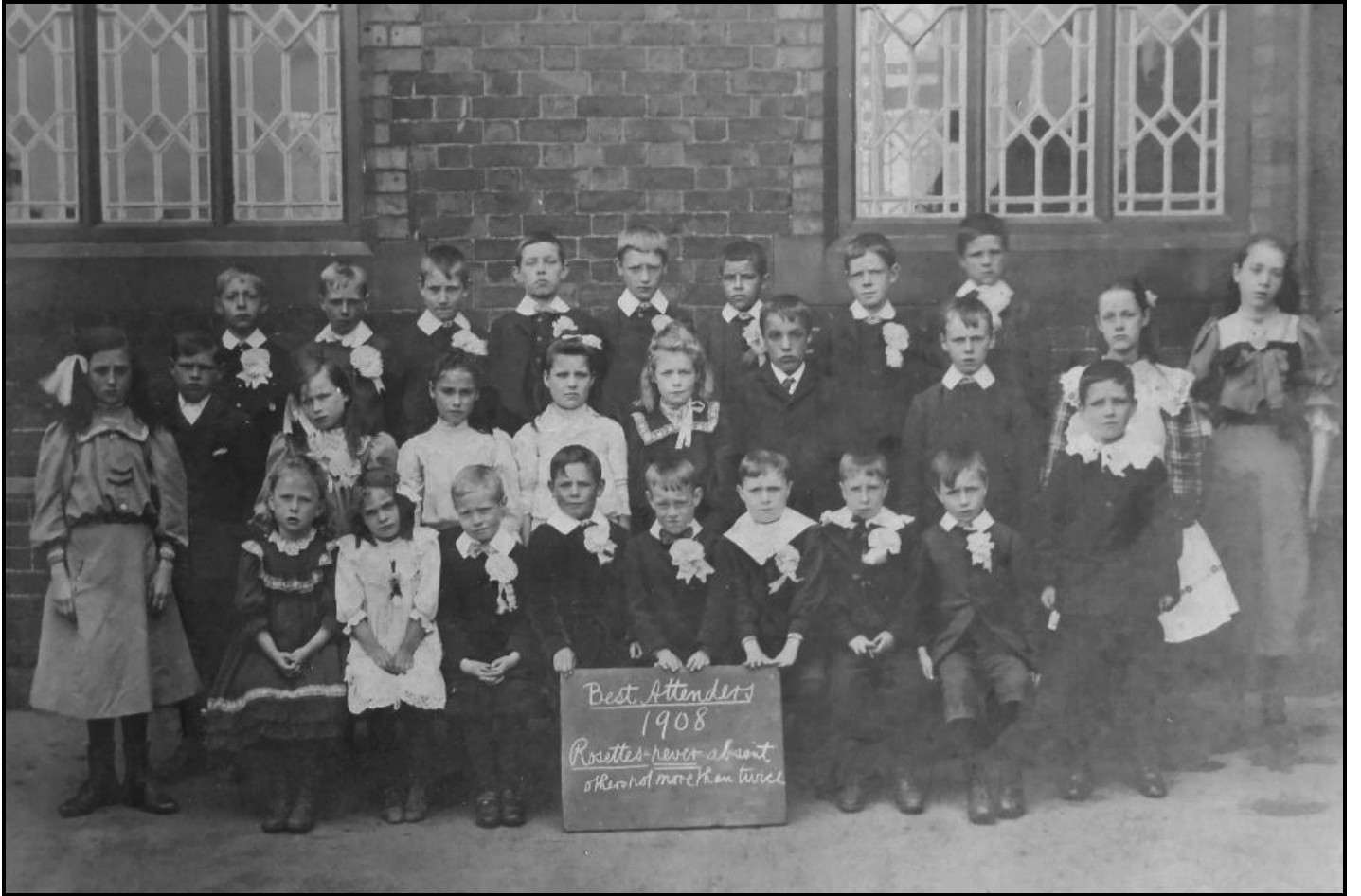


**LATE 1800s PHOTOGRAPH OF THE BEAUTIFULLY DRESSED GIRLS AT THE SCHOOL. CONSIDERING MOST OF THE CHILDREN WOULD HAVE COME FROM POOR FAMILIES IT WAS A CREDIT TO THEIR PARENTS**





**BEST ATTENDANCE PHOTOGRAPH 1905**



**BEST ATTENDACE PHOTOGRAPH 1908**



**BEST ATTENDANCE PHOTOGRAPH 1909**



### WESLEYAN DAY SCHOOL 1913

On the following page are two examples from the Wesleyan Day School registers:-

#### Upper example

This includes the author's mother Agnes Bird from Pegg's Green who was born on the 3<sup>rd</sup> June 1901 and started school on the 5<sup>th</sup> June 1905. She left at the age of 14 on 12<sup>th</sup> Feb 1915 with a certificate of attendance. She trained to be a tailoress in Leicester, travelling from Thringstone station early in a morning and getting home at 8.30 p.m.

#### Lower example

This includes another resident of Pegg's Green John Archie Burton who was born on the 6<sup>th</sup> May 1899 and started school on the 12<sup>th</sup> Dec 1904. He left at the age of 13 on the 26<sup>th</sup> July 1912 with a Certificate of Attendance

			CHILD	PARENTS		
Day	Mon	Year	Day	Mon	Year	
12	14	1 6 03	25	2	01	Illeley Thomas Arthur Griffydau
"	5	"	22	1	01	Bradford Joseph Joseph Leggs Green
"	6	"	29	9	00	Pearson Oscar R Joseph "
"	7	"	6	X	00	Leeson Joseph Thos "
"	8	"	7	5	01	Leigh Fredkno Edward "
"	9	"	28	7	97	Bradford Andrew Marston Joseph "
12	20	"	12	XI	00	Darby Elsie Joseph Griffydau
1	1	"	13	5	01	Cross Sarah John Leggs Green
2	5	"	4	11	99	<del>John</del> Barkby Johanna James "
3	"	"	3	6	01	Rord Agnes John "
4	"	"	22	5	01	Lyddington Frances John Griffydau
5	"	"	26	3	01	Reid Fredk Herbert "
6	"	"	14	5	01	Barkby Ambrose George "
7	6	"	16	7	00	Woodward Catherine <sup>(Kitt)</sup> John Griffydau
8	19	"	23	5	01	Stevens Olive John Leggs Green
9	4	VII	"	"	"	Wilton Sarah Ann John Leggs Green
12	30	14	"	12	5 00	Marshall Edward Edward Griffydau
1	18	12	"	17	3 95	Jesson Mabel "
2	"	"	25	1	97	" Edith "

11	90	70	"	"	"	Wright Nellie <sup>Thos</sup> Griffydau	
1	13	"	4	5	00	Platto Alonza Forman Griffydau	
2	"	"	21	2	91	Whyman Faith Thomas "	Newbold
3	22	"	19	VII	93	" Joseph "	
4	23	"	17	12	97	" Victor "	
5	"	"	20	12	96	Springthorpe Henry James Coleorton	None
6	5	"	1	5	99	" George "	
7	5	"	11	4	99	Wardle Frederick John Leggs Green	
8	5	"	1	X	99	Barkby Josidw George Leggs Green	
9	18	"	8	1	01	Bakewell Leonard Adolphus Leggs Green	
12	00	7	4	1	92	Smith Annie James Leggs Green	
1	4	"	5	6	95	Reunn Elizabeth George Evennington	Woodwell Kidld
2	14	"	5	1	95	Horton Amy George Leggs Green	Newbold
3	"	"	5	1	99	" George "	
4	12	12	6	5	99	Burton John Archie James "	None
5	11	1	20	VII	1901	Johnson Anne Herbert "	
6	23	"	22	5	00	Swannick May "	
7	8	3	23	2	99	Farnham Elsie May Leonard? "	Woodville
8	11	4	"	"	"	Leson William James Coleorton	None
9	1	5	20	4	01	Kaywood Wilfred Philip Eskin Griffydau	
12	10	"	27	4	94	Elliott Elsie Joseph Borda Brand	Newpantan
1	"	"	10	XI	97	" Rae "	
2	2	"	25	6	99	" Walter "	
3	1	6	05	"	"	Johnson Joseph Ann Griffydau	None



## SUPPLEMENTARY INFORMATION – Including Related Newspaper Reports

The following newspaper reports have been annotated with additional blue text where appropriate in order to provide clarity due to the lack of the correct information being entered by the reporter.

### **Leicestershire Mercury – October 15<sup>th</sup> 1853**

#### OPENING OF THE NEW WESLEYAN DAY SCHOOL (**GRIFFYDAM WESLEYAN METHODIST DAY SCHOOL, PEGG'S GREEN**)

On Wednesday, October 19<sup>th</sup>, Two Sermons will be preached in the WESLEYAN CHAPEL GRIFFYDAM by the:-

REV. DR. BEAUMONT, OF BRISTOL  
AND ON WEDNESDAY OCT 26<sup>TH</sup>, BY THE  
REV. F. JOBSON, OF LONDON

Services on both days to commence at half-past two, and at six.

A collection will be made after each service, in aid of the school.

### **Leicester Mercury – March 6<sup>th</sup> 1858**

The major portion of the Sheepshed Choral Society, combined with some of the leading vocalists from Loughborough, gave a performance of a choice selection of sacred music, in the National School (**Griffydam Wesleyan Methodist Day School, Pegg's Green**) Griffydam (**Pegg's Green**), on Tuesday evening last, March 2<sup>nd</sup>, when notwithstanding the inclemency of the weather, the place was densely crowded by a highly respectable audience, an extensive neighbourhood contributing the elite of its population. The programme comprised overtures, choruses, anthems, quartets, trios, solos, &c., judiciously selected from the works of the great composers; and the performance was most deservedly eulogized by all present. Several of the pieces were rapturously encored.

### **Leicestershire Mercury – February 11<sup>th</sup> 1860**

#### **GRIFFYDAM (PEGG'S GREEN)**

On Wednesday, the 1<sup>st</sup> inst., a meeting of the Griffydam Mutual Improvement Society was held in the new school of that place (**Griffydam Wesleyan Methodist Day School, Pegg's Green**). In the afternoon, a tea meeting took place, which was numerously attended ; after which a lecture was delivered by Rev. Mr. Doughty, of Ashby, his subject being "Energy". We are glad to observe that this most excellent lecture was numerously attended, and highly appreciated by the audience. Mr. Tucker, a gentleman from the Cape of Good Hope, was appointed chairman, and gave a graphic description of the commencement of the Caffre War in 1851, at which time he was in the colony. After a vote of thanks to the lecturer, the audience departed.

### **Leicester Daily Post – August 16<sup>th</sup> 1873**

#### **GRIFFYDAM SCHOOLS**

#### **(GRIFFYDAM WESLEYAN METHODIST DAY SCHOOL, PEGG'S GREEN)**

The annual examination of the Griffydam Day Schools was held on the 5<sup>th</sup> instant, when the children acquitted themselves most satisfactorily. After the examination the company sat down to tea in the schoolroom, and owing to an unusual number present, the public meeting was adjourned to the chapel. After singing and prayer, the chair was taken by Mr. Kidger, who has taken a warm interest in the schools from its formation. Addresses were delivered by the Reverends, I . Kendall and R. Odery,

Messrs. Ratcliffe (of Derby), Hunt (of Measham), and Crabtree, referring especially to the services rendered by Mr. Plowright, who had held the position of master from the commencement to the present date, a period of 25 years. In acknowledgement of these services, a number of his pupils and friends determined to present him with a tangible expression of their esteem, and at the close of the meeting, on behalf of the subscribers, the Rev. H. Burton, B.A. of London (an old pupil), presented a testimonial, consisting of a beautiful casket, bearing the following inscription :- "Presented to Mr. R. H. Plowright, with £150, by a number of his pupils and friends, as a mark of their esteem. August 5<sup>th</sup> 1873". In acknowledging the gift Mr. Plowright referred to his long and happy connection with the school, and to the satisfaction he felt at the position to which some of his pupils had attained, both in the ministry and in the departments of law, medicine, &c. Mr. Gray read a number of testimonials from absent friends, including clergymen, ministers, &c., all speaking in the highest terms of Mr. Plowright's qualifications as a teacher and a Christian. The meeting closed by singing the Doxology, &c.

### **Ashby de la Zouch Gazette - August 17<sup>th</sup> 1878**

#### **GRIFFYDAM & Pegg's Green**

**WESLEYAN SERMONS.** - On Sunday, two impressive sermons were preached in the Wesleyan chapel, Griffydam by Mr. H. Adcock, of Burton on Trent, in aid of the Sunday School ([held at Griffydam Wesleyan Methodists Day School, Pegg's Green](#)). The singing of the children was, as usual, worthy of praise. Mr. R. Knight presided at the harmonium. - On Monday the children had their annual treat in the schoolroom ([Griffydam Wesleyan Methodists Day School, Pegg's Green](#)), and after tea indulged in the usual games in a field kindly lent by Mr. P. (Price) Kidger, all enjoying themselves thoroughly, the weather being beautifully fine. There were a good number of parents and friends present, about eighty of whom sat down to tea, being more than for many years past. The collections were equal to former years, and the anniversary was a decided success

### **Leicester Chronicle - December 10<sup>th</sup> 1881**

#### **GRIFFYDAM (PEGG'S GREEN)**

#### **WESLEYAN DAY SCHOOL. ([Griffydam Wesleyan Methodist Day School, Pegg's Green](#))**

- The public examination of this school was held on Wednesday, and proved very satisfactory. A public tea was then held and largely attended. An entertainment was then given by the friends, and several pieces were sung by the school choir, led by Mr. Barraclough, the master. The programme was well rendered. The instrumental part was sustained by a harmonium, played by Mr. Illesley (Coalville), bass viol by Mr. Vernon, and violin by Mr. Knight (Griffydam), whose excellent execution was loudly applauded. The vocalists were Miss L. Knight, Miss Coulson, Mr. Illesley, and Mr. Vernon, who displayed good taste, richness, and good expression, combined with clear articulation. Miss L. Knight was repeatedly encored. Mr. Plowright, formerly a schoolmaster in the village presided. Programme:- "Wedding March", Messrs. Illesley, Knight and Vernon ; song, "The children's home", Mr. Barraclough ; anthem, "I will extol thee", choir ; trio, "Forgive, blest shade", Miss Knight. Messrs. Vernon and Barraclough ; song, Miss L. Knight (encored) ; "The pilgrims of the night", choir ; song, "Far away yet ever near", Miss Coulson ; March, "Caliph of Bagdad", instrumental Messrs. Illesley, Knight, and Vernon ; song, "Poor old Joe", Mr. Barraclough ; "Grand March", instrumental, Messrs. Illesley, Knight and Vernon ; song, Miss Coulson (encored) ; school song "Ring the bell, watchman", choir ; song, Mr. Illesley (encored) ; song, "My old Kentucky home", Miss L. Knight.

### **Melton Mowbray Mercury & Oakham and Uppingham News - March 29<sup>th</sup> 1883**

#### **GRIFFYDAM & Pegg's Green**

The annual love feast was held at the Wesleyan Chapel on Easter Monday afternoon, the building being filled to overflowing. The service was conducted by the Rev. G. Green, of Coalville, who preached a very impressive sermon at night to a crowded congregation. A collection was made at the close to

defray the expenses incurred by putting two stoves in the chapel. Tea was also provided in the afternoon in the schoolroom ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#)) for the friends who had come from a distance.

### **Leicester Chronicle - February 9<sup>th</sup> 1884**

Griffydham Wesleyan Day School ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#)), - The committee of this school, engaged the services of Mr. James Young, who preached two sermons on Sunday last to attentive congregations ([in the Griffydham Wesleyan Methodist Chapel](#)). On the following Monday evening Mr. Young delivered a lecture in the schoolroom ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#)),, subject, "Humbugs". The chair was taken by Mr. B. Cheatle, of Ashby de la Zouch. Collections were taken to defray the current expenses of the day school.

### **Melton Mowbray Mercury & Oakham and Uppingham News - March 6<sup>th</sup> 1884**

#### **GRIFFYDAM ([Pegg's Green](#))**

**CONCERT.** - A concert took place on Monday evening at the Wesleyan day schoolrooms ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#)). A very good programme was performed, and the greatest satisfaction was expressed by the audience by the repeated encores given. The following contributed their services :- Misses Knight, Plowright ([Plowright](#)), Churville, Coulson and Rowell, Messrs Salt, E. J. Kendrick, Tivey (Melbourne), and Mr. Husbands. Mr. Bull, the schoolmaster, ably officiated as pianist. Mr. R. H. Plowright of Coleorton presided. The attendance was very good, notwithstanding the inclement weather. The profits will be devoted to the school funds.

### **Melton Mowbray Mercury & Oakham and Uppingham News - March 20<sup>th</sup> 1884**

#### **GRIFFYDAM ([Pegg's Green](#))**

**GOSPEL TEMPERANCE.** - On Monday an interesting entertainment was given in the day school ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#)), in connection with the gospel Temperance movement. The chair was occupied by Mr. William Crabtree, who in an able speech denounced the drink traffic as the nation's curse and a hindrance to the spread of Christianity. He was supported on the platform by Mr. John Kendrick, Mr. David Sketchley, Mr. S. Towers, Mr. Fairbrother, and Mr. Shakespeare. The last two gentlemen gave able speeches, each advocating the necessity of at once arriving at a decision in favour of this great movement for the emancipation of mankind from the slavery of drinkdom. The choir rendered good service, Miss Starbuck presiding at the harmonium. Solos were rendered by Miss. A. Kendrick and Miss. Coulson, which were deservedly admired. Mention of Mr. S. Towers recitation must not be omitted. Several young members also gave recitations.

### **Ashby de la Zouch Gazette - March 19<sup>th</sup> 1887**

**CONCERT.** - On Wednesday (March 9) a very successful concert was given in the [Griffydham Wesleyan Methodist Day School at Pegg's Green](#) by ladies and gentlemen of the neighbourhood, when an excellent programme was rendered before a large and appreciative audience. Before the time announced for the commencement of the concert all the seats were occupied, those coming late being able only to find standing room. Several instrumental pieces were played by a band under the leadership of Mr. Illsley, of Coalville, the instrumentalists being:- First Violins, - Messrs. Franks and Starkey ; Second violins:- Messrs. Knight and Ball ; Violoncello, Mr. Cliberi ; Piano, Mr. Illesley ; Cornet, Mr. Geary ; Contra basso, Mr. Burton.

The concert opened with the overture to "Tancredi" by the band. This was followed by the song, "True till death" by Mr. Johnson. Mr. May then sang the "Tug of War", after which the vocal duet, "Gipsy Countess", was very ably performed by Miss Knight and Mr. Johnson, and was deservedly encored. "Robin Adair", by Miss Plowright, also received an encore. The band then played a selection from "Figaro" which was followed by "Once again", which was beautifully sung by Mr. Farmer, who on

being encored sang "The thorn". Miss Knight fairly brought down the house with beautiful rendering of "Waking or Dreaming", and she was vociferously encored. During the interval, a debate was held by 20 scholars, the subject being, "What should be the chief aims in life"?. The parts were rendered in a clear and masterly manner, the children stating their different ideas in a very intelligent way, and displaying the pains that had been taken by their teacher in its preparation. **PART II** opened with the overture to "L'Italiana" which was loudly applauded. The rest of the programme, which was encored all through, being:- Song, "Sally in our alley" by Mr. Farmer ; Song, "British tar" by Mr. May ; Song, "The best of friends must part" ; Piano Solo, "Martha" by Miss Plowright ; Selection, "Norma" by the band ; Song, "powder monkey" by Mr. Johnson.

The concert terminated by singing the National Anthem.

### **Leicester Chronicle - April 25<sup>th</sup> 1891**

#### **Griffydham School Sermons. ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#))**

- In connection with the Wesleyan Day School ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#)), the annual services in aid of the school funds were held in the chapel on Sunday and Monday, when addresses were given by Miss Brewster, of London. On Sunday afternoon Miss Brewster took as her subject "Ruth, or woman's influence", while the subject on Sunday evening was "The home at Bethany". The subject on Monday night was "The beautiful in the life of Joseph". The congregations were good.

### **Burton Chronicle - July 16<sup>th</sup> 1891**

#### **GRIFFYDAM & [Pegg's Green](#)**

**SCHOOL SERMONS AND TREAT.** - The anniversary services ([at the Griffydham Wesleyan Methodist Chapel](#)) in connection with the Wesleyan Sunday School ([held at the Griffydham Wesleyan Methodist Day School, Pegg's Green](#)) were held on Sunday week, when two excellent and impressive sermons were preached by Mr. H. Dagger, of Derby. The weather was rather unpropitious, rain falling very heavily in the afternoon, but improving towards evening. The congregations were not quite so good as usual on this account, but the financial result was very satisfactory. Special hymns were sung effectively and heartily by the children. - The children had their usual treat and tea the following Tuesday, there being a public tea in the school-room ([at the Griffydham Wesleyan Methodist Day School, Pegg's Green](#))

### **Burton Chronicle - October 15<sup>th</sup> 1891**

#### **GRIFFYDAM & [Pegg's Green](#)**

**DAY SCHOOL.** - The Wesleyan day school ([Griffydham Wesleyan Methodist Day School, Pegg's Green](#)) connected with this village have been painted and renovated. Various other improvements have been made, and buildings now present a neat and attractive appearance. The managers have accepted the Government proposals, so that the school is now free. We are glad to hear that the introduction of the new scheme has considerably improved attendance, and that a number of new scholars have been admitted.

### **Burton Chronicle - June 30<sup>th</sup> 1892**

#### **Mr. McLAREN'S MEETINGS**

On Thursday evening Mr. McLaren, with Mrs. McLaren, the Rev. T. Maine, Mr. J. P. Adcock, Mr. Pochin, and Mr. Biggs, agent, started on a tour from the Royal Hotel, Ashby, through Coleorton and Griffydham. At the former place, the party called at the school-room adjoining the Baptist Chapel on Coleorton Moor, where numerous workers in the liberal cause were met. A stay was made for about three quarter's of an hour, during which Mr. and Mrs. McLaren addressed the workers. - Mr. McLaren

in the course of his remarks asked the workers particularly to avoid during the contest any unfair proceedings by which the Corrupt Practices Act could be brought into force. - The workers each expressed themselves hopeful and, indeed, sanguine of the result of the coming contest, and one of the workers, in answer to Mr. Biggs, the liberal agent asserted boldly, that in the various mines the miners were on the side of Mr. McLaren, and there was every reason to be hopeful. - The party then drove to the Wesleyan School-room, Griffydam ([Griffydam Wesleyan Methodist Day School, Pegg's Green](#)), and at seven o'clock entered the room amidst loud applause. Mr. J. P. Adcock presided, and opened the proceedings with a short address. - Mr. C. B. McLaren, who was loudly applauded, said that he remembered the last meeting at Griffydam in that school-room, and the hearty reception accorded him on that occasion. He now had pleasure in firing the first shot at Griffydam - (applause). Miners had the intelligence to know who were their friends, and must know that in supporting a Liberal candidate they would be supporting one who would also support their own interests as well as the labour party. Let them vote for a man who would serve their interests, and thus benefit themselves.....The Liberal party always stood by the Nonconformists - Baptists, Wesleyans, and others - but on the other hand the Tory party had always supported the landlord interest in Parliament, and tended to suppress the growth of religious opinion, which they, (the Liberal party) valued so highly.....

**Leicester Chronicle - November 19<sup>th</sup> 1892**

**GRIFFYDAM ([Pegg's Green](#))**

**TEMPERANCE MEETING.** - On Tuesday evening the first of the series of temperance meetings to be held during the winter months took place in the Griffydam Wesleyan schoolroom ([Griffydam Wesleyan Methodist Day School, Pegg's Green](#)). There was a good attendance. The chair was taken by Mr. Herbert Rowell, of Griffydam. Addresses were delivered by Messrs. R. T. Hance, of Osgathorpe, and G. Kendrick, of Coleorton, interspersed with songs, solos, readings, and recitations.

**Burton Chronicle July 6<sup>th</sup> 1893**

**GRIFFYDAM & [Pegg's Green](#)**

**WESLEYAN SUNDAY SCHOOL ANNIVERSARY.**([Sunday School held in the Griffydam Wesleyan Methodist Day School at Pegg's Green](#)) -

Services ([at Griffydam Wesleyan Methodist Chapel](#)) in connection with the above were conducted on Sunday by Mr. J. D. Fern (Nottingham). The weather was very fine, and a good congregation had the pleasure and benefits of hearing two thoroughly good sermons, combined with pleasant vocal and instrumental music, efficiently rendered by the children and an augmented choir and band. The collections were in advance of last year. - The following Tuesday the children had their annual tea in the day school ([Griffydam Wesleyan Methodist Day School, Pegg's Green](#)), and then adjourned to a field (kindly lent by Mr. Kidger). A public tea followed.

**Burton Chronicle - May 3<sup>rd</sup> 1894**

**GRIFFYDAM**

**ANNIVERSARY.** - On Sunday Miss Brewster (London) paid her annual visit to Griffydam Wesleyan Chapel for the purpose of preaching anniversary sermons in connection with the Wesleyan Day School ([Griffydam Wesleyan Methodist Day School at Pegg's Green](#)). There was an excellent attendance, both in the afternoon and evening, the spacious chapel being well filled. The subject of Miss Brewster's discourses were "The little captive maid", and "Paul before King Agrippa"; which were handled in a very impressive and intensely interesting manner. The platform was filled with children, who had been carefully trained by Messrs. Hance and G. Kendrick, the former officiating as conductor. The children sang in a pleasing manner, and did ample justice to their trainers. Mr. E. Kendrick presided at the harmonium with his usual skill. The services throughout were interesting and profitable. A collection

was taken at the close of each service on behalf of the day school funds. - On Monday evening a lecture, entitled "The Royal Parable", was delivered in the Wesleyan Chapel by Miss Brewster, the chair being occupied Mr. G. Blakesley (Woodville). The lecture was very graphic, and was delivered in Miss Brewster's inimitable style. The proceeds will be devoted to day school purposes. It is gratifying to know that the Wesleyan schools, which are the only ones in the village, are under the management of Mr. R. T. Hance, and are in a very prosperous condition.

#### **Burton Chronicle - July 12<sup>th</sup> 1894**

##### **GRIFFYDAM & PEGG'S GREEN**

**WESLEYAN CHAPEL.** - On Sunday, the 1<sup>st</sup> inst, two sermons were preached in the Wesleyan Chapel, Griffydam, on behalf of the Sunday School, By Mr. J. D. Fenn, of Nottingham. The congregations were large and the financial result very satisfactory. The children under the conductorship of Me. Ernest Kendrick, sang special hymns very creditably, and anthems were also rendered by the choir. A public tea was provided in the day school ([Griffydam Wesleyan Methodist Day School at Pegg's Green](#)) on Tuesday, the children having been regaled in a similar manner. A large number of friends gathered at tea, and the rest of the afternoon and evening was spent in sports and games.

#### **Burton Chronicle - June 27<sup>th</sup> 1895**

##### **GRIFFYDAM**

**SCHOOL ANNIVERSARY.** - The anniversary sermons in connection with the Griffydam Wesleyan Sunday school ([held at the Griffydam Wesleyan Day School, Pegg's Green](#)) were preached on Sunday last by Mr. J. Harrison, of Swadlincote, services being held at 2 and 6 o'clock The preacher took as his afternoon text "Fight the good fight of faith : lay hold on eternal life", while the evening subject was "Discipleship". The children acquitted themselves very creditably, the augmented choir also contributing the anthems "The Lord is my shepherd", and "Ascribe to the Lord". This success is largely due to the energy and industry of the conductor (Mr. E. Kendrick) and also the accompanist (Miss Cooper). Other friends also assisted with various instruments. The children had their annual treat on Monday. After doing ample justice to a good tea, they adjourned to a meadow kindly lent by Mr. Waterfield, where the rest of the evening was spent in games of various kinds. A public tea was also held in the School-room, and a fairly good number sat down to the tables. ([The children's and public teas would have been held in the Griffydam Wesleyan Methodist Day School at Pegg's Green](#))

#### **Burton Chronicle - January 25<sup>th</sup> 1900**

##### **Griffydam ([Pegg's Green](#))**

##### **DAY SCHOOL. ([GRIFFYDAM WESLEYAN METHODIST DAY SCHOOL, PEGG'S GREEN](#))**

- Various improvements in connection with Griffydam Wesleyan [Methodist Day School, Pegg's Green](#) have been made during the last year. A new floor has been laid in the upper schoolroom, and this, together with a supply of new desks, will render the teaching more comfortable and effective. The voluntary aid grant has proved a great boon to the school.

#### **Burton Chronicle - April 12<sup>th</sup> 1900**

##### **GRIFFYDAM**

##### **DAY SCHOOL ANNIVERSARY. ([GRIFFYDAM WESLEYAN DAY SCHOOL, PEGG'S GREEN](#))**

- The anniversary services were held on Sunday in the Wesleyan Chapel ([Griffydam Wesleyan Methodist Chapel](#)). The preacher was the Rev. H. J. Bannister, of Melbourne, who had large and appreciative congregations both afternoon and evening. Two eminently suitable, convincing, and forceful discourses were delivered. The services appealed especially to the youthful portion of the

congregation. The basis of the preacher's address in the afternoon was "There is a lad here", and at night his text was "Give us pulse to eat and water to drink". Special hymns were sung by the children who acquitted themselves very creditably. Two anthems were also rendered by the choir in good style. The musical portion of the service was under the conductorship of Mr. W. Richards, with Miss Lakin at the harmonium. A number of instrumentalists assisted. The congregations were large and the collections good.

### **Burton Chronicle - April 11<sup>th</sup> 1901**

#### **GRIFFYDAM (PEGG'S GREEN)**

**TEA AND LECTURE.** - A public tea was provided in the Wesleyan School-Room ([Griffydam Wesleyan Day School at Pegg's Green](#)) on Good Friday. This was followed by a lecture entitled "Evan Evans", by Mr. W. F. Jones of Coalville. Mr. J. Kennedy of Coalville occupied the chair. Both tea and lecture were well patronised, and thoroughly appreciated, and the proceeds will be devoted to the renovation fund.

### **Burton Chronicle - July 17<sup>th</sup> 1902**

#### **GRIFFYDAM (PEGG'S GREEN)**

**WESLEYAN SCHOOL.** ([GRIFFYDAM WESLEYAN DAY SCHOOL AT PEGG'S GREEN](#)) - His Majesty's inspector's report on the above school is in hand, and the school staff is to be congratulated on the same, the highest grant being awarded. The report says : "The teachers deserve much credit for their painstaking efforts. The infants are under kind control and efficient instruction".

### **Burton Chronicle - January 1<sup>st</sup> 1903**

#### **GRIFFYDAM & PEGG'S GREEN**

**HAM AND TONGUE TEA AND LANTERN LECTURE.** - Boxing day was the day chosen for the ham and tongue tea and lantern lecture in connection with the Griffydam Wesleyan Chapel, and the effort, which was in aid of the chapel fund, was successful in every respect. An excellent ham and tongue tea was held in the Wesleyan School-room ([Griffydam Wesleyan Day School, Pegg's Green](#)), and, thanks to the effective catering of the lady friends, was thoroughly enjoyed and appreciated, The room presented an attractive aspect, and a goodly number of visitors sat down. - In the evening, in the Chapel ([Griffydam Wesleyan Methodist Chapel](#)), the Rev. G. A. Lampard of Coalville, gave an excellent lecture, the subject of which was "The life of Christ". Mr. J. Houlton, of Aston-on-Trent, presided. The lecturer was aided by a powerful magic lantern, by means of which a number of very effective lectures, illustrating scenes, and miracles in the life of the world's redeemer were thrown upon the screen. These were greatly appreciated by the large congregation, and was also the lecture itself, into which Mr. Lampard threw much enthusiasm and energy. The proceeds of the tea and lecture, which were very satisfactory, will be devoted to the chapel funds.

### **Burton Chronicle - November 5<sup>th</sup> 1903**

#### **GRIFFYDAM (PEGG'S GREEN)**

**GRAND CONCERT.** - On Wednesday evening, a grand concert in aid of the chapel funds was held in the Griffydam Wesleyan ([Methodist Day](#)) School. There was a very large and appreciative audience, and an excellent programme was most effectively rendered. Miss G. Lakin, A.L.C.M. made a very efficient accompanist, and the Coalville Adult School Glee Choir rendered invaluable assistance. Mr. Frank T. Bellward, the character singer, was well received. The programme opened with a piano solo. "Venetian Song" (Royston Smith), by Miss G. Lakin A.L.C.M. whose performance was very creditable. This was followed by a glee by the choir, "Fair Flora decks". Gordon Temple's sweet song, "O song devine" was given by Miss F. L. Amos, who responded to an encore with "O dry those tears". Next came

an excellent mandolin solo , "British Boys" (Harry Dacre), by Miss J. Lakin. Mr. Baker then sang, in good style, "When your hair grows whiter", and in response to a redemand, gave "Come back to me". The next item was the song, "Love the pedlar", Miss L. Knight L.L.C.M. This was deservedly encored, and was responded to with "The style in the lane". Mr. Hewes's song, "Anchored" was followed by another glee by the chor, "Soldiers Chorus" (Faust). Mr. Bellward's humerous song, "take them off", was loudly applauded. Mr. Bellward responded with "I was on it". This brought the fist part of the programme to a close, and a short interval followed. Part 2 opened with a piano solo, Les Gouttes d'Eau" ( Joseph Asher), by Miss Lakin A.L.C.M. The Glee Choir followed with the song, "With sighs, sweet rose". The next item was the song, "Killarney", well given by Miss Knight. Miss F. L. Amos then sang "Tatters" (Gerald Lane) with great effect. This was encored, and "The miller and the maid" given in response. Mr. J. Lakin then gave a mandolin solo, "De coon dat's got my heart", which was much appreciated. Mr. Baker followed with the song, "The little hero", and Miss Knight with the song "Twickenham Ferry". Mr. Hewes then subscribed the song, "Queen of Angles". The Glee choir's song, "Comrades in arms", provoked great applause, and in response to a well-merited encore, the glee "Sleep gentle lady" was most sweetly rendered. Mr. Bellward then gave a character song, "When I think of the days". This was loudly encored, and Mr. Bellward responded with a sketch, "Scene at a railway station", which provoked much amusement. A very pleasant and successful evening was spent.

### **Burton Chronicle - April 28<sup>th</sup> 1904**

#### **GRIFFYDAM**

**GRIFFYDAM WESLEYAN METHODIST DAY SCHOOL, PEGG'S GREEN.** - On Saturday, the day school anniversary was held in the Wesleyan **Methodist** Chapel, Griffydam . The weather was all that could be desired, and as a result, the afternoon and evening services were well attended. The special preacher was the Rev. H. J. Bannister, of Melbourne, whose discourses were well adapted to the occasion. Special hymns were nicely sung by the children of the day school, and anthems by the choir. The afternoon anthem was "The heavenly War", whilst that in the evening, "From generation to generation", was well rendered by the children and choir. Mr. W. Richards was the conductor, and Miss G. Lakin accompanied. The collections realised £11 4s. 5½d.

### **Burton Chronicle - August 11<sup>th</sup> 1910**

#### **GRIFFYDAM**

**FROMER GRIFFYDAM SCHOLARS** . - At the prize distribution at Ashby Grammar School the three young pupils, formerly scholars at Griffydam school, and who gained free scholarships, were very successful as prize winners, carrying off six prizes between them, viz., Reginald Pickering, English, mathematics, science and drawing ; John Leech, English and language ; William Bird, mathematics and science.

**They would have been educated at the Griffydam Wesleyan Day School at Pegg's Green.**

### **Leicester Journal - February 12<sup>th</sup> 1915**

#### **GRIFFYDAM**

The death occurred at his residence at Osgathorpe, on Sunday, February 7<sup>th</sup>, of Mr. Robert T. Hance, who for 26 years had held the position of headmaster at the Griffydam Day School. The deceased had been in failing health for a considerable time, but his death was somewhat unexpected, and came as a surprise to a large circle of friends and acquaintances by whom he was highly esteemed. He was 53 years of age.



**Leicester Evening Mail - January 20<sup>th</sup> 1930**

**COALVILLE CONCERT PARTY**

The Coalville Primitive Methodist Concert Party gave a concert in the old [Griffydam Wesleyan Methodist](#) Day School at Griffydam ([Peggs Green](#)) in aid of the renovation fund of the Griffydam Wesleyan Church.

**Leicester Evening Mail - July 25<sup>th</sup> 1931**

**GRIFFYDAM EXAM RESULTS**

Students of the Griffydam Evening Institute in examinations of the last session's work have obtained the following successes:-

St. John Ambulance certificates : J. W. Bird, A. C. Monk, S. Palmer, A. Sprinthorpe and S. G. Townsend.

Pitman's Shorthand elementary certificates : L. Leech, V. Marshall, W. E. Gould, and R. L. Williamson.

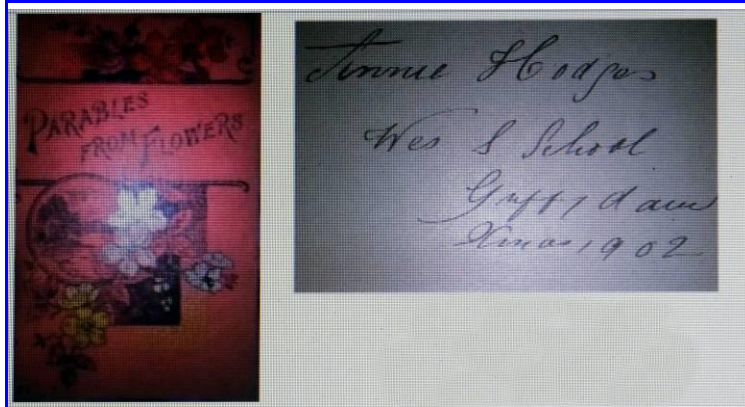
East Midland Educational Exams : Typewriting; Doris W. Foster (1<sup>st</sup> class), Louisa Leech and George Winston Fowkes (2<sup>nd</sup> Class).

Commercial arithmetic : Ross Walker (1st class), Eric Cusworth, George W. Fowkes and Veral Marshall (2<sup>nd</sup> class).

Prizes valued at 10s. each, have been awarded by the District Committee as follows :  
Commercial Course - Vera Marshall; Basketry and Canework - Hilda Stewart ([Author's aunty](#));  
Woodwork - Divided between T. Francis and L. G. Townsend, Ambulance - John Weston.

## A SABBATH (SUNDAY) SCHOOL AWARD

### ANNIE HODGES



### XMAS 1902

BOOK PRIZE PRESENTED TO ANNIE HODGES OF GRIFFYDAM, AGED 10, FOR "GOOD BEHAVIOUR," AT THE ANNUAL AWARDS CEREMONY AT THE GRIFFYDAM WESLEYAN SABBATH SCHOOL, WHICH WAS INCORPORATED INTO THE GRIFFYDAM WESLEYAN METHODIST DAY SCHOOL AT PEGG'S GREEN, OPENED IN 1853

THE BOOK WAS INSCRIBED BY THE SUNDAY SCHOOL SUPERINTENDENT

ANNIE WAS BORN IN GRIFFYDAM IN 1892 AND BECAME A NURSE AND HOUSEMAID AT THE AGE OF 14. HER FATHER, HERBERT, WAS A COAL MINER AND HER MOTHER WAS NAMED ELIZA. SHE HAD THREE BROTHERS - FRED, HERBERT AND THOMAS AND A SISTER HILDA. SHE REMAINED UNMARRIED AND LIVED LATER AT LOUGHBOROUGH