

**LIST OF BOYS AND GIRLS ADMITTED
INTO ACKWORTH SCHOOL: DURING THE
100 YEARS, FROM 18TH OF 10TH MONTH,
1779, TO THE CENTENARY CELEBRATION
ON THE 27TH OF 6TH MONTH, 1879**

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List of Boys and Girls Admitted Into Ackworth School: During the 100 Years, from 18th of 10th Month, 1779, to the Centenary Celebration on the 27th of 6th Month, 1879 by The Centenary Committee Ackworth School

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THE CENTENARY COMMITTEE ACKWORTH SCHOOL

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INTO ACKWORTH SCHOOL: DURING THE
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Thomas P. Bewans

o 1879.

LIST OF THE BOYS AND GIRLS

ADMITTED INTO

ACKWORTH SCHOOL

DURING THE 100 YEARS

FROM 18TH OF 10TH MONTH, 1779,
TO THE CENTENARY CELEBRATION ON THE 27TH OF
6TH MONTH, 1879.

Compiled from the Official Registers.

"PEOPLED WITH BRIGHT REMEMBRANCES."—JEREMIAH HOLMES WIPPEN.

PUBLISHED BY
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PREFACE.

So long a period has elapsed since a list of the Scholars admitted into Ackworth School was published, that no apology for the present volume is needed.

The only previous List, which was styled a "Catalogue" and printed in 1831 was compiled by WILLIAM DOEG, then a Teacher in the School.

The number of names inserted in that list was 5511, whilst 9486 names are contained in this book. The list is completed to the time of the Celebration of the Centenary of the Institution on the 27th of 6th month, 1879.

It may be interesting to mention that there are about 1300 different surnames in this volume, and that 1030 of these occur also in the list of 1831, proving how closely related have been the successive generations of Ackworth Scholars.

A humorous Essay by the late THOMAS PUMPHREY, on "The Nominal History of Ackworth School" is appended to this introduction, and will be read with interest not only on its own account but as pleasantly reminding many old Scholars of their beloved Superintendent.

"HAPPY ESTATE! MAY THE AFTER-INTERCOURSE OF THE WORLD
NEVER BE ABLE TO ERADICATE THE EFFECTS OF THIS LITTLE GOLDEN
AGE FROM THE HEARTS OF THOSE WHO HAVE ENJOYED IT."

"REMINISCENCES OF ACKWORTH SCHOOL,"

BY WILLIAM HOWITT.

THE NOMINAL HISTORY OF
ACKWORTH SCHOOL

BY THOMAS PUMPHREY.

The following paper was first read to a party of Boys about to leave Ackworth, and afterwards to the whole School at the Entertainment on New Year's day, 1861.

A little book is published by George Linney, bearing the title of "An Illustrated History of Ackworth School." I have thought in how many other ways than by engraving, the History of Ackworth School might be illustrated, and indeed in how many different aspects its History might be presented. We might write its *Architectural History*—its History as a building—first as a Hospital designed to shelter several hundred helpless infants; we should tell how first the East Wing rose; then the Centre, and lastly the Wing which is now spread over our dear girls; we should describe the richly ornamented Committee Room, with its elegant emblematic bas-relief over the door, representing Moses, the first recorded foundling, discovered by Pharaoh's daughter, the first Lady Patroness of Foundling Hospitals. We should have to note the failure of this design of misdirected benevolence, and how the noble mansion lay waste for years, till it became a harbour for foxes and a dormitory for owls. Then would come the advertisement for its sale, with its florid descriptions of "Ball-room and Drawing-room, with all appurtenances to boot, fit for a Nabob's palace," till it was bought by the Society of Friends for a far more useful purpose, even that "the children of its people, from generation to generation,

might be taught therein ;"— then how four large rooms were thrown together to form a Meeting-house, to be re-converted in the lapse of years, from a Meeting-house to as many large rooms again ; how in after years the Wings were raised and expanded, the spacious Meeting-house built, and numerous additions and improvements were made to the premises, till we might close with a schoolboy's climax of "a splendid play-ground terraced and asphalted, and a glorious swimming bath 100 feet in length."

We might write its *Literary History*, and tell how the first school-master, revelling on a salary of £25, gathered his untutored and undisciplined scholars together in the yet unfurnished storeroom, and laid the first foundation of a *Seminary*, by sowing, in the yet uncultivated mental soil, those "Seeds of Science, A B C."

We might furnish a copy of the ill-spelt, ungrammatical application of a worthy woman, who thought herself qualified for a schoolmistress, but whose genius and attainments not being thought quite up to the mark, was kindly provided with the more appropriate situation of chambermaid. We might trace the gradual development of intellectual progress and power, from the scores of boys and girls, who, in the earlier days of the Institution, came uninstructed in the simple arts of Writing and Reading, from the poor boy, who, after grave deliberation, defined "warm" to mean "Moother's la-ap," to the lofty attainments which distinguish those prodigies of literature, who are the present ornaments of our first classes ; *attainments*, which even vie with those of that marvellous pedagogue whom Goldsmith has so happily immortalized :—

"Who lands could measure, terms and tides presage,
And e'en the story ran that he could gauge ;
On whom they gazed, and still the wonder grew
That one small head could carry all he knew."

We might show that in the 19th century wonders have not ceased, and might produce even smaller heads, containing a not less extraordinary amount of knowledge. We might write a *real History* or a fictitious History, or we might, as we propose to attempt this evening, write a

nominal History, or, in other words, assume the character of the Historian of its *Names*.

But it may be asked in the words of our immortal bard—

“What’s in a *name*? That which we call a *rose*,
By any *other* name would be as sweet.”

Yet who does not feel there is *much* in a name: who does not value a *good* name, and value the moral of the proverb, “If you give a dog a *bad* name you may as well hang him”? How many rejoice in that which is nothing more than a name, and have nothing more to rejoice in!

A treatise on *names*, their origin, their significance, and their purpose, if well written, would not only be highly interesting, but very instructive. We must not, however, be withdrawn from our present purpose by any such inviting allurements. We intend, in a kind of framework, which, if you will, may be called a History of the School, to embody some of the thousand and one names, (not less as we presume) which are entered on the records of this Institution.

When we examine the noble structure before us, we are quite sure it could never have been built without *Stone*, for it is throughout a *Stone-house*, and we are equally sure, that without *Stonechewers* and *Masons*, and *Builders* and *Wallers*, *Tylers* and *Glaisyers*, *Wrights* and *Smiths* with their *Handvilles* and *Sparkes*, it could never have been completed; but may it not excite our astonishment when we are told that it has risen to its present perfection without the aid of a *Carpenter* or *Joiner*?

The Building being designed as the temporary *Holme* of so many poor children who had left their parental *Holmes* for a season, their comfort and accommodation had to be consulted,—many apartments were required, and we accordingly find it provided with numerous *Halls* and *Wards* of various sizes, spacious *Chambers*, and *Storey* above story, till we come to the very *Garrits*. *Arches* for the doors had to be worked, and *Sills* for the windows. It abounded in outbuildings, being

provided with a *Salthouse*, a *Slatehouse*, and a *Waterhouse*, and with plenty of *Barnes*.

We could not do without *Wells*, and excellent *Waters* were found on the premises.

When the school was first opened, it was thought desirable to provide some substantial entrance *Gates*, and a pair were accordingly sent all the way from Poole in Dorsetshire, and, being set up, went as long as they remained, by the names of Barton and Ann. [Barton and Ann Gates were the first scholars.]

A *Bell* was placed at each dining-room door, and *Ringers* were duly provided, and what numbers have listened to the *Ring!*

A great number of tradesmen were needed:—the *Barber* must pay his periodical visit, and we required the services of *Chandlers*, and *Coopers*, and *Turners* and *Colliers* and *Colemen*, *Cartwrights*, *Potters* and *Carters*. But when the children congregated, their animal wants had to be supplied. What would a school be without a *Kitchen*, or a *Kitchen* without *Binns*, or both without a *Cook*, or a *Cook* without plenty of *Rice* for puddings, and *Berries* and *Sweetapples* for pies? without savoury *Fry*, and many other good things which we are not able to mention? All these we had in sufficiency, but, alas! it was a *Kitchen* without fire, and a *Cook* who was unable to provide a dinner! We were, however, well supplied with *Mills* and an effective staff of working *Millers*. *Grist* and *Oates* were in requisition, and we made use of a good deal of *Pollard* and some *Sharpes*; a regular succession of *Bakers* found full employment, yet, though they had many a *Bake*, they could never furnish Bread, only a few *Bunns*, and a little of what in Yorkshire we call *Spicc*. The *Butcher* could not be dispensed with, with *Steers*, and *Bullocks* and *Lambs*; but we never had Mutton at our table, which perhaps may be explained by stating, that, feed our *Lambs* as we would, they never grew into sheep. It may appear somewhat contradictory after describing our dinnerless state, to furnish so ample a bill of fare as we are about to do: it is quite evident there was no lack