

Characteristics of Public Schools

Fee-Paying

Fee's paid by the boys (or their families) went towards the smooth running of the school and upkeep of the facilities. Some pupils had assisted places for example scholars and choristers, but fee paying students were not as restricted in that they had less pressure to perform academically or chorally.

Fee-Paying

Boys that had fee-paying places were very influential pupils, who were not restricted as scholars and choristers who had assisted places. The money made from fees could go towards building purpose built facilities such as a gym, swimming baths or racquet courts.

Fee-paying

Fees could go towards funding and helping develop facilities for the school. Fee-payers were influential pupils were not as restricted as scholars and choristers who often had assisted places.

Fee paying – To board at a public school, school fees had to be paid so public schools were fee paying. From the fees the school had plenty of money to improve the schools for example, build new sports facilities and gymnasiums.

Fee Paying: Students had to pay tuition fees to attend the school; this was done to ensure that the school kept developing and allowed for the school to be self sufficient. In the period of pre-industrial revolution there were no schools that were funded by the government allowing boys to attend for free.

Fee-paying

Fees could go towards developing facilities/money to build gymnasia/swimming baths or racquet courts etc. Fee-payers were influential pupils were not as restricted as scholars and choristers who often had assisted places

Controlled by Trustees

Public schools were often controlled by trustees. Trustees were very influential people. Their main aims were to promote the school, so others would want to join but also they were very interested in securing it with sporting success.

Controlled by trustees

Trustees were influential people, keen to promote the school and to invest in sporting success. They helped to keep the sports and the schools going.

Controlled by trustees – Trustees played a very big part in the public schools. They were very keen to promote the public schools and to invest in sporting success. With different schools playing each other they as sports grew in the public schools, they wanted to add to the schools status to be as best as they could be in sports.

Trustees: The trustees were influential people keen to promote the school, mainly investing with financial gifts or donations to improve the quality of sport in school for the boys and the schools sporting success. The trustees are the same as the Governors of today.

Trustees

Trustees were influential figures who wanted to be involved in the promotion of the school. They were often particularly interested in the endorsement of sporting facilities and opportunities available to the boys.

Controlled by trustees

Trustees were influential people, keen to promote the school and keen to invest in sporting success. They helped to keep the sports going

Gentry

The gentry were families who were members of the upper class, often described as the elite, who would bring money and status to the school. These influential families would have helped to develop the school's facilities and they would have a say in the different types of activities, which were brought to the school.

Gentry

Upper class, influential families brought money to the school as well as status. This helped to develop facilities. They also influenced the types of activities brought to the schools.

Gentry

Upper class, influential families brought money to the school as well as status. This explains why many upper class families would send their sons to public schools. They also influenced the types of activities brought to the schools.

Gentry: Rich and Influential members of society who brought status and money to a particular school. The Gentry often had a say in which type of sporting activity they would like to see being played by the boys that attended the school and determined which sports were pursued.

Gentry

The gentry had sons who went to public schools and the high status families would contribute to the status of the schools. This consequently attracted other high status family to that particular school an example is Eton. These upper class, wealthy people also gave money to the public schools so they could improve their facilities.

Boarding

All the boys who attended public schools were boarders. The only exception may be the sons of the staff at the school, however even these boys would stay at school until late evening and go home to bed. This meant that they had a lot of spare time to use, and they came up with things to do in this, for example playing sports.

Boarding

The majority of boys at public schools would board, the few that didn't were usually sons of members of staff. Due to the fact that boys were boarding meant that they has a large amount of free time, which they would often spend playing games, which would often improve their performance in sport.

Boarding

As all pupils boarded, there was a lot of free time as they were taught basic subjects and then they were left to their own devices. As a result there was more time spent on playing games.

Boarding – At public schools, boys only had a few lessons a day and were left to look after themselves for a long time. During these long times boys were very excitable and energetic so this was channelled into playing sports e.g. football and rugby.

Boarding

As all pupils, apart from the children of members of staff boarded, therefore there was lots of time as they were taught basic subjects and then they were left o their own devices therefore there was increasingly more time spent on playing games.

Boarding: The majority of students at public schools were boarders and therefore had a lot of free time after lessons, which was spent unsupervised allowing the boys to spend time getting involved in rigorous activity. The only students who didn't board where the sons of the members of staff within the school, they often went home just to sleep.

Boys

The boys had a lot of free time and great energy and enthusiasm that was then channelled into games such as the hare and hound.

Boys

While the boys were at boarding school they would have often had a large amount of enthusiasm and energy. This energy would have been especially useful when they were playing games. So the boys nature would help them improve their playing performance.

Boys: Schools in pre-industrial Britain were often all boys as girls were kept at home to learn the trade of housekeeping, following in their mother's footsteps. Boys had a lot of energy and were often quite rowdy and violent towards each other, perfect sporting qualities.

Boys

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Expanding

As a result of the industrial revolution a new class emerged. This was called the middle class. They could afford to send their sons to Public schools and as a consequence attendance grew. To accommodate for this, the house system was introduced as a method of organization. This system also evolved to be the beginning of school sports competitions.

Expanding

Going to public schools became increasingly popular, especially after the industrial revolution, as many of the poor class made money and the middle class was formed. Therefore as the number of boys joining grew, houses were formed within schools, these houses became the core of games competitions.

Expanding

As more and more boys attended public schools, houses were formed. There were then inter-house competitions, where the boys could play not just for recreation, but competitively. As a result, more public schools opened up around the country.

Expanding – Expanding happened at public schools as the industrial revolution provided money for some people from the lower class to move up and create a middle class that were able to afford for their children to go to public schools. With the new middle class the amount of boys that attended public schools increased rapidly. Many of the middle class sent their children to public schools as they wanted to be like the upper class and also to give their children the best education possible to then have a good future. With the expansion houses were formed which then included inter house competition in sports between each other. This helped control the boys and to use their free time productively.

Expanding

As more and more boys went to these public schools, houses were formed. There then were inter-house competitions. Where the boys could play not just for recreation, but more competitively.

Expanding: As Britain hit the industrial revolution, more and more people were earning enough money to send their sons to public schools and give them a good education. As there was increase in the number of boys attending public school houses within the school compound were formed to accommodate mass numbers of boys together. As headmasters and teachers tried to channel the boys' energy into something constructive, such as inter-house competitions i.e. Bishops vs. Copelands house cricket match, houses soon became the hub of all sporting competition.

Non-Local Sports

While the boys were in their villages and towns they would have their own games which they would learn and play, however when they went back to school they would adapt all their different games to form their own game. As there were a great variety of regional games, all schools would have a different adaptation to their game.

Non local sports – Boys in early Public schools had a lot of spare time as they only had a few lessons and then left to their own devices. In this spare time, many of the boys would play sports that were played at home or in their villages. As the boys had different versions of a similar game they would adapt the game a put it into a 'melting pot' and come up with a new/adapted game.

Non-Local: A great variety of regional games were adopted and adapted by individual schools, as students came from differing regions of the country the games they played were all bound to have differing rules and styles depending on which area they came from. As a result of this a lot of games were developed in schools so that all could play with slight changes from the rural equivalent.

Non-local sports

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Non-local Sports

Boys came from far a field to go to their School and with them they brought traditionally played sports from their villages. The boys would have a lot of spare time, and so into the 'melting pot' all their

traditional games went and they modified them to suit the environment and space they had to play in. In this way, non-local sports were modified and adapted, becoming a big part of Public School life.

Spartan

As a reflection of society at the time and the running of the British Empire, Public Schools were brutal and barbaric places to live, hence they were attributed the characteristic of being Spartan. As well as being a microcosm of society, it was also said that this environment prepared the boys for the treatment they would incur after they left school, for example if they went to fight and restore order in a British Colony.

Spartan

In boarding schools, living conditions were horrible and the boys were put through very harsh treatment. These cruel conditions would often prepare the boys for the barbaric and violent nature of games.

Spartan

The boys were treated harshly and lived what was called A Spartan lifestyle. However, it did prepare the boys for rigorous competitive sport and the violent nature of the games such as rugby.

Spartan – At public schools the boys were very energetic and lively so built a nature of violence around them. This was brought also from the violence and rough culture from their villages. The boys were brought up in harsh living conditions so were prepared to play in the rough nature of sports.

Spartan: The Boys in public schools lived in harsh conditions with quite strict and sometimes violent treatment from teachers and other students. The lifestyle led at this time was said to have prepared the boys for the rigours of competitive sport and adult life.

Spartan

The boys were treated harshly which some people see is wrong, however it prepared the boys for rigorous competitive sport and the violent nature of the games such as rugby.

Endowed

The top and most capable schools were said to be well endowed and they received large monetary gifts that were likely to be given by the wealthy and influential families of students. This money was utilised in the way of building facilities or employing specialised staff for example constructing a sports facility and employing a specialised sports coach.

Endowed

Schools which were well endowed sometimes would receive large sums of money or property. With this they would be able to build facilities; they could employ coaching professionals or assistant masters. This would help to improve the boys sporting abilities as they would have better coaches and specialised purpose built facilities.

Endowed – Boys that went to public schools came from very wealthy families. This was the case with people working in the schools. People that were associated with public schools would be from the upper class and means that they had a lot of money. Large amount of money would be given to the public schools as a gift to help improve the schools. The schools would use the money to build new facilities e.g. sports gymnasium or to employ sports coach professionals to help sports improve.

Endowed

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Endowed: Well endowed schools received generous gifts of money or property to build new facilities, employ new staff, buy new equipment and generally improve the quality of the boys' school life. Gifts of money were often given from the local nobility who had a son or family member who attended the public school.