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ABSTRACT

THE DEVELOPMENT OF EDUCATION IN ROSSENDALE 1870 - 1914

Thesis for the Degree of M. Ed. E. Hartley B. Sc.

Before 1870 a system of voluntary schools had been established in Rossendale. The Elementary Education Act 1870 caused other voluntary schools to be set up and made efficient so that school boards would not be necessary. There was a deficiency of public elementary school accommodation at Sharneyford, at the extreme eastern part of the township of Newchurch-in-Rossendale. A school board was set up for this township. A school board was also formed for the township of Tottington Higher End when the managers of the Primitive Methodist school at Townsendfold intimated that they could no longer continue to maintain the school.

The townships of Rossendale eventually became three Municipal Boroughs, and school boards were formed for Bacup and Rawtenstall. Parts of Rossendale which did not previously have school boards were thus brought under school board administration. Each borough in Rossendale had a different form of administration under the Elementary Education Acts. Bacup had a school board. Rawtenstall had a school board, but parts of the borough were exempt from education rates. Haslingden had a school attendance committee.

Newchurch School Board provided one school under section 18

of the 1870 Act. Bacup and Rawtenstall School Boards took over several voluntary schools. Some of these were replaced by new buildings.

The three municipal boroughs administered technical education under the Technical Instruction Act 1889. Lancashire County Council distributed the "Whisky Money" and required the municipal boroughs to submit plans of their schemes of technical instruction for approval. Bacup and Rawtenstall carried out their Technical instruction in very inefficient premises. Haslingden built a new technical school in 1903.

Under the 1902 Education Act, the three municipal boroughs became Part III authorities for elementary education. Lancashire County Council became the Part II authority for secondary education.

The municipal borough education committees assumed responsibility for secular education and there were several disputes with the voluntary schools. In Bacup and Rawtenstall, schools taken over were improved where possible and some new schools were built. Haslingden would not take over any voluntary schools, but provided new buildings.

Haslingden Technical school became a secondary school. A Pupil Teachers' Centre at Waterfoot and Newchurch Grammar school were amalgamated to become the Bacup and Rawtenstall Secondary and Technical school.

ACKNOWLEDGMENTS.

I wish to thank all those who have helped me by giving verbal information or documents which have been useful in the compilation of this thesis. Indeed without their help, the thesis would not have been possible.

Among the former, I would especially like to thank Mrs. A. Rhodes and Miss Ormerod who were able to recount their experiences as pupil teachers and teachers in Rossendale, and to Mr. H... (who wishes to remain anonymous) for his first hand information about Rawtenstall Technical school. Of the latter, I am most grateful to Mr. Medlock of Rawtenstall Corporation Offices who managed to find for me the minute books of Newchurch School Board and Rawtenstall School Board, and to Mr. L. Burton, the Town Clerk of Haslingden who was most helpful in lending me minute books in his keeping.

Many of the local clergy have helped in finding information about their schools and of these I would especially mention the Rev. D. Baggeley, Rev. P. Montgomery, Rev. P. Downham, Rev. Tanner, Rev. Richardson, Canon F. Robinson, Rev. R. Haydon and Rev. A. A. Welsh.

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* The maps facing pages 1, 7, 23 and 194 have been taken from the One-Inch Ordnance Survey Map, sheet 95, published 1953. The other maps have been taken from a Three-Inch map drawn by G. Faulkner and Sons, Manchester which is undated. As the boundaries of Bacup Borough are marked, but the railway between Bacup and Rochdale is not marked, the map must have been printed about 1882. This map is in Rawtenstall Library.

For easy reference, a "pull out" Ordnance Survey map has been provided at the beginning of the thesis, and a "pull out" map of the townships has been provided at the end.

FOOTNOTES.

References are given in footnotes.

Records of the Department of Education And Science preserved in the Public Records Office are shown P.R.O. followed by the class and piece number.

References to old newspapers are shown by the date and B.T. for Bacup Times and R.F.P. for Rossendale Free Press.

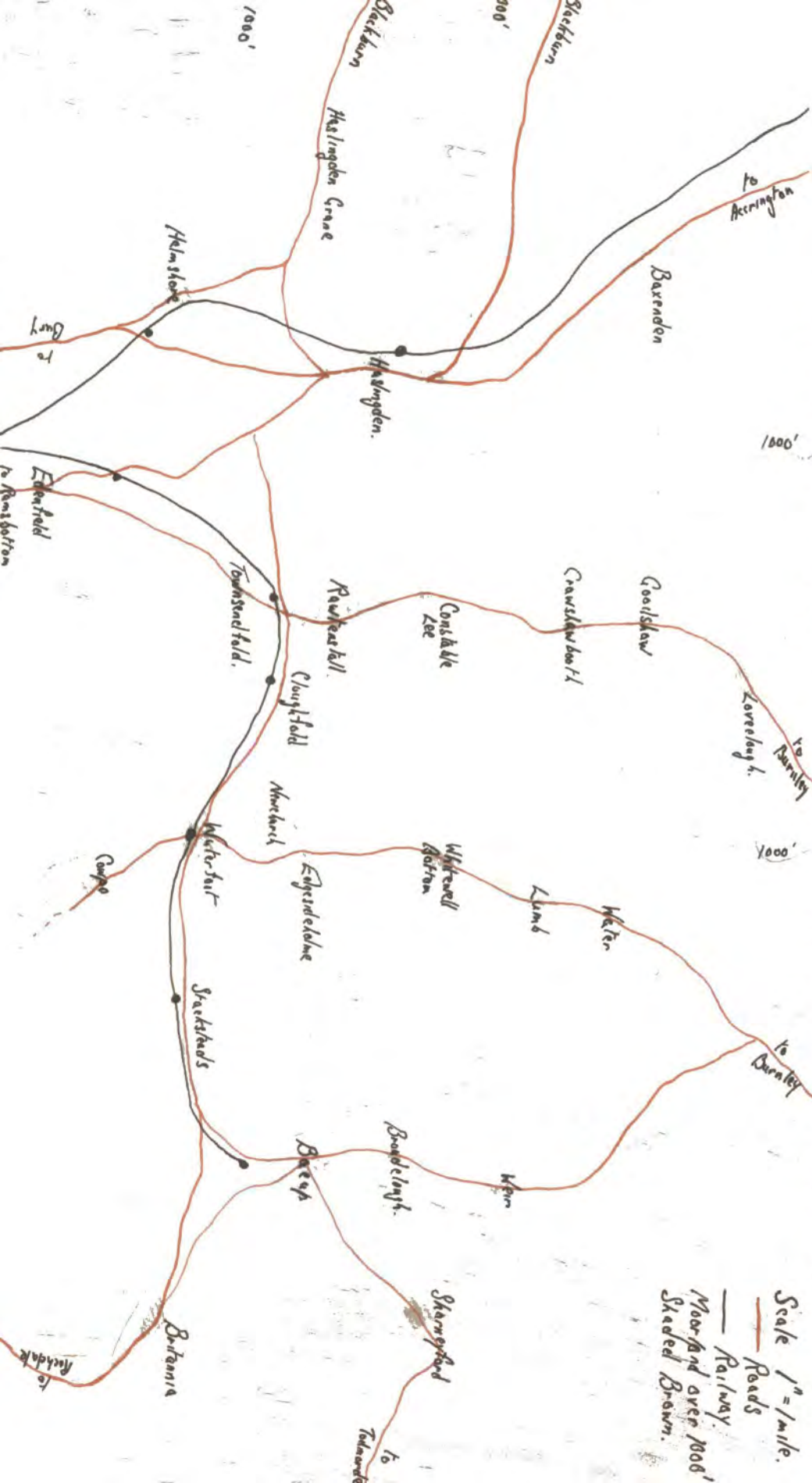
References to old Minute Books are given by the date and the name of the body who kept the minutes.

e.g. N.S.B. for Newchurch School Board.

R.E.C. for Rawtenstall Education Committee.

T.I.C. for Technical Instruction Committee.

ROSSENDALE - PLACE NAMES & CENTRES OF POPULATION



Scale 1" = 1 mile.

— Roads

— Railway

Moorland over 1000'
Shaded Brown.

INTRODUCTION

The name Rossendale has been used in this thesis to denote that area covered by the municipal boroughs of Bacup, Rawtenstall and Haslingden. This area is the uppermost part of the Irwell basin, which forms a series of deep, narrow, incised valleys, separated by stretches of high, wild moorland. Rossendale lies on the western flanks of the Pennines, the valley being narrow in the east and opening out in the west.*

The boroughs of Bacup, Rawtenstall and Haslingden which now comprise the Rossendale valley, were formed from a score or so villages which were really units composed of a factory, near to an adequate water supply, and its operatives living in houses clustered around it. In some parts there was a ribbon development, thus between the centre of Bacup and Sharneyford there were, in the 1890's, some thirty factories. The railway running through the middle of the valley served as a lifeline, but the smaller villages had to rely on such roads as there were for their communications, and inevitably the communities living in much of the area with which we are concerned, were relatively isolated, as the map on page 1 shows. These isolated communities, developed away from the parish churches, were strongholds of

* see map facing page 1

nonconformity and so it is not surprising that many of the schools built were British (nondenominational).

By the 1870's, the educational facilities in Rossendale compared favourably with those of the rest of the country, for the voluntary agencies had managed to provide sufficient school places, except for Sharneyford. Holly Mount was the only school in the valley to be built by a mill owner for his operatives.* The other factory owners, such as the Hoyles, Ashworths and Holts, may have been wealthy enough to build schools, though many of the smaller factory owners were not, but they seemed to prefer to help by encouraging local enterprise. This encouragement took the form of making donations of land and money to the local schools built by the various churches.

During the period under study there was no rapidly growing population in Rossendale, and the people were fairly prosperous (except during the bad depression of 1875-9), so that the voluntary agencies were able in the main to continue to provide the required school places. The school boards therefore seemed hardly necessary, and at first there was little for them to do, but later they did serve a useful purpose in taking over from voluntary bodies, like the Baptists, who wanted to be rid of their schools. It must

* built by the Whiteheads, see page 65

be acknowledged that in the early school board days, Local Government was in a chaotic state, and therefore the school board areas often overlapped with the Local Sanitary Authority areas. The problem of Local Government areas was not tidied up until the 1890's and it was not until then that the muddled educational administrative arrangements in Rossendale were simplified,* when the municipal boroughs became the school districts. In 1902, the three municipal boroughs became Part III authorities.

In 1870, facilities above the elementary level were provided by the evening schools and Newchurch Grammar school. The evening schools provided a wide range of subjects for examinations such as those of the Science and Art Department and the Lancashire and Cheshire Institutes. The Grammar school was for boys only, and there were between thirty and forty in attendance. By contemporary standards, this was reasonably adequate for it was not uncommon for boys to attend schools in neighbouring areas. The needs in the fields of technical and secondary education, especially for girls, were recognised and in the period 1902-14, a sound system was provided by the Local Education Authorities.

* compare the maps facing pages 12 and 83 .

CHAPTER 1.

THE ESTABLISHMENT OF SCHOOLS BEFORE 1870.

The earliest record of any school in Rossendale is that of a school on the site of the Mechanics Institute at Bacup in 1692. The building on this site was to be used

"for the purpose of a school house" and "for the use of David Crossley and William Mitchell....preachers of the Word of God and of the doctrine of Christ.... or other ministers called Protestant Dissenters." *

This building was probably never used as a school, but rather as a preaching house. It was taken down about 1839 and a Mechanics Institution erected on the site, this decision being taken at a public meeting. ** In 1840 there was a reading room; classes were held in reading, writing and arithmetic, and a Sunday School was held for Scripture and spelling. An addition was made to the building in 1846, and part of this was occupied as a British school. The school was handed to the Directors of the Institution in 1855, and two years later a headmaster was engaged. This was the first time that the school had a full time teacher as before this the teaching had been carried out by the Directors of the Instit-

* P.R.O. Ed. 7/57 and Newbigging: History of the Forest of Rossendale p.205.

** Record of the 50th anniversary of the Institution in B.T.5th Jan. 1889.

ution. The Bacup Mechanics Day School applied to the Education Department in 1858 for admission to the list of schools in receipt of an annual grant.

This story illustrates several points about the early development of education. It will be noted that education was first associated with the work of the religious denominations. Education was given by preachers and clergy, and the first Sunday Schools taught people to read and write. That the Mechanics Institution school became a British school probably means that some financial assistance for its erection was obtained from the British Society, in fact the date at which the school became a British school corresponds with the time of the addition to the school, and the nondenominational character of the British Society is in keeping with the aims of those who first used the building.

The first Government Grant for education was given to two societies - National Society and the British Society in 1833. This naturally stimulated the building of schools throughout the country. In 1839, a committee of the Privy Council was set up for "considering" matters related to education. This committee became the Education Department, with power to provide an annual grant

to schools which were prepared to be inspected. In 1846, grants could be paid in aid of apparatus and books, and a year later grants were made available for Wesleyan and Roman Catholic schools as well as National and British schools. In 1862, the first system of "payment by results" was started, the grant given to the school depending on the average attendance and the results of an examination conducted by H.M. Inspectors in the three R's. The application of the Mechanics Institution day school to the Education Department meant that it received financial support in the form of an annual grant and at the same time it came under inspection.

The Health and Morals of Apprentices Act 1802, limited the working of apprentices to 12 hours a day, and required provision to be made in Reading, Writing and Arithmetic. This Act only applied to apprentices. The Factory Act of 1844 prohibited the employment of children below the age of eight, and then only half time employment was allowed, the child having to attend school for three full days each week or for three hours on six half days each week. This latter Act resulted in the establishment of more schools in Rossendale where the practice was for children to work in the cotton mills. It

SCHOOLS IN ROSSENDALE 1870

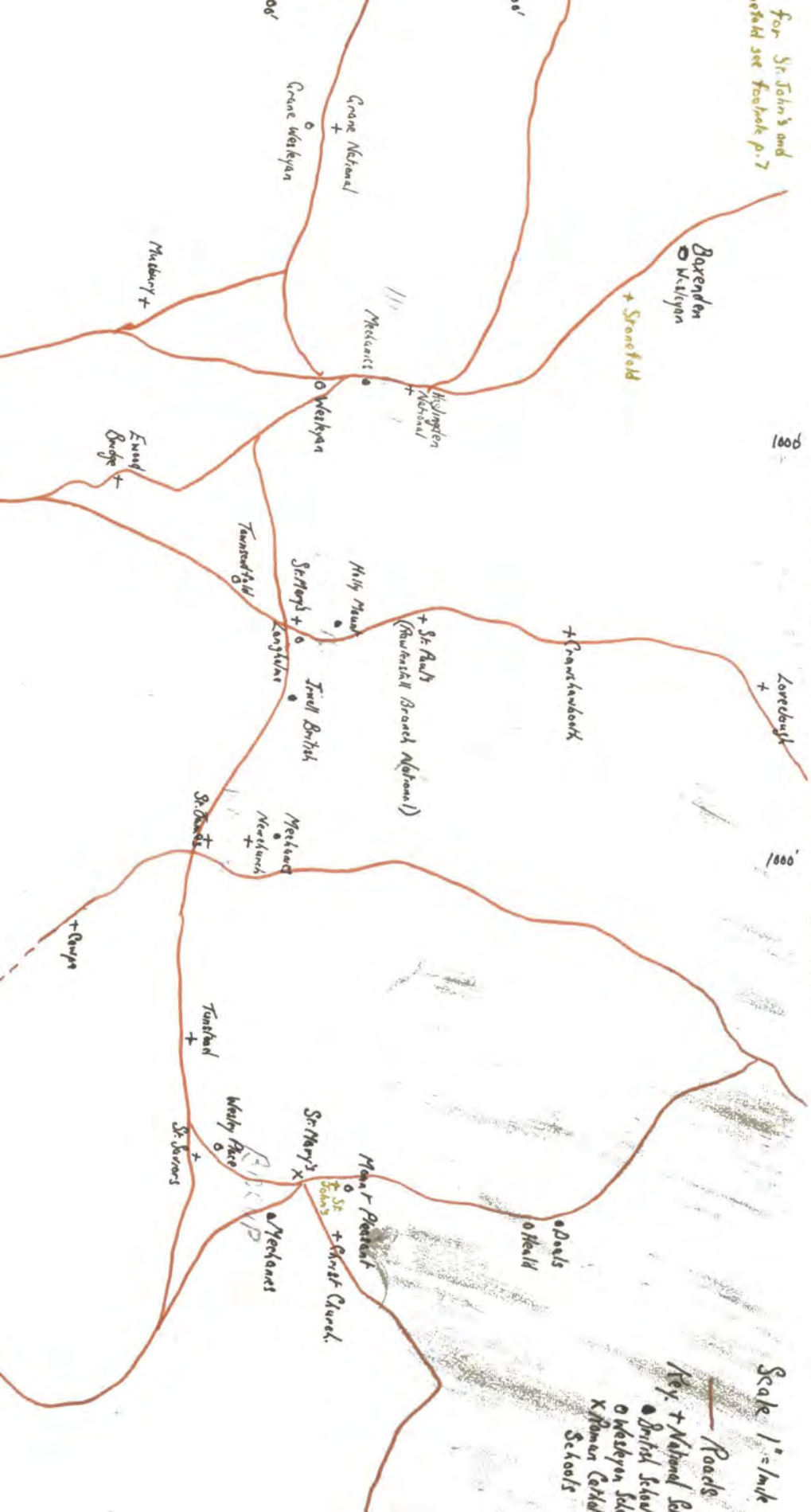
For St. John's and
rest see Febbook p. 7

900'

1000'

Scale 1" = 1/2 mile

— Roads
● British School
○ Wesleyan School
X Roman Catholic Schools



will be noted that the Bacup Mechanics Institution British school really dated from 1846, just after the Factory Act.

Ten schools were set up in Rossendale before the Bacup Mechanics Institution British school. Four National schools were erected before the first parliamentary grant for education. These are Musbury National (1815), Newchurch National (1823), St. John's National, Bacup,* (1829) and Cowpe National (1832). Six more were built before the 1844 Factory Act, viz:- Stonefold National ** (1837), Crawshawbooth National (1837), Rawtenstall National (1839), Ewood Bridge National (1839), Holly Mount British (1841), and Tunstead National (1842). It will be noted that all these schools, with the exception of Holly Mount, were National and therefore Church of England schools, receiving financial assistance for their erection from the National Society. Musbury National school, the oldest, received £5 per annum from Betton's Charity and in 1853 obtained a grant of £10 out of Factory fines. *** Although Holly Mount is described as a British school, it appears to have been built by

* St. John's was closed before 1870.

** Stonefold was closed before 1870 but reopened in an iron building in 1880.

*** Preliminary statements P.R.O.Ed. 7/57 and 58.

Whiteheads especially to educate the children engaged in their factory, and it is unlikely that any grant for its erection was received from the British Society. *

In the next five years six more schools were established. These were two Mechanics Institution schools (Bacup and Newchurch), two Wesleyan schools (Mount Pleasant, Bacup, and Haslingden) and two more National schools (Haslingden Grane and Loveclough). It is doubtful if Newchurch Mechanics Institution school received any help from the British Society, for it used an old building which had been erected in 1826, nevertheless it is described as a British school. The two Wesleyan schools are important, being the first Wesleyan schools in the valley. Haslingden Wesleyan school used a building which had been erected in 1823. The upper storey was used as a private girls' school; the lower storey was used for boys, and this school was established in 1849 and applied for the annual grant in 1857. Mount Pleasant school obtained financial assistance from the Wesleyan Education Committee. ** In both these cases the forms of application for the annual grant state that any deficiency in cash was made up by collections taken in the chapel.

* see page 65

** Jessop; Methodism in Rossendale. *page 226*

During the remaining period to 1870, seventeen more schools were set up; three Roman Catholic (St. Mary's, Bacup; St. Mary's, Haslingden*, and St. James the Less, Rawtenstall*), five National (St. Saviour's, Bacup; Christ Church, Bacup; Rawtenstall Branch National; Haslingden National and Waterfoot National), six Wesleyan (Heald, Bacup; Wesley Place, Bacup; Haslingden Grane; Townsendfold; Longholme, Rawtenstall; and Baxenden Wesleyan) and three British (Doals, Bacup; Haslingden Mechanics Institute; and Irwell British, Cawl Terrace). Of the three Roman Catholic schools, only St. Mary's, Bacup, was on the annual grant list before 1870. The five National schools, except Rawtenstall Branch, were built as schools and applied for the annual grant as soon as they were finished. The Wesleyan schools were also built as schools and it seems that Haslingden Grane Wesleyan school was established especially to meet the requirements of the 1844 Factory Act, for the form of application for the annual grant specifically mentions that employers paid threepence a week for their short-timers. Doals was built as a British school, but Haslingden Mechanics Institute used an older building. This latter school stated that the purpose of the school was as a library, newsroom, reading

*These two schools were not on the annual grant list and so have not been put on the map on page 7.

room and for classes in the three R's and History, Geography, and Mental and Moral "Cultivation and Instruction", and also that

"sectarian theology, socialistic views and principles of infidelity (are) strictly to be avoided and forbidden."

*

During this period we have noted a gradual provision of schools beginning rather slowly but gathering momentum. It has been noted that the schools were established by voluntary organisations, Churches and Mechanics Institutions. Assistance was available for buildings but it was not always taken. A glance at the balance sheet for the building of Christ Church National school shows that two thirds of the money was raised by voluntary subscriptions** The people of those times obviously felt the need for schools, either to meet the very slight requirements of the law, or more probably because they felt that education was valuable and necessary on its own merits.

* P.R.O. Ed. 7/57.

** Subscriptions	£742	3s.	2d.
Site and legal expenses (donated)	£330	0s.	0d.
Grant from Committee of Council	£584	14s.	0d.
National Society Grant	£ 50	0s.	0d.
	<hr/>		
	£1706	17s.	2d.
	<hr/>		

Information obtained from papers in the possession of the Vicar of Christ Church.

CHAPTER 2.

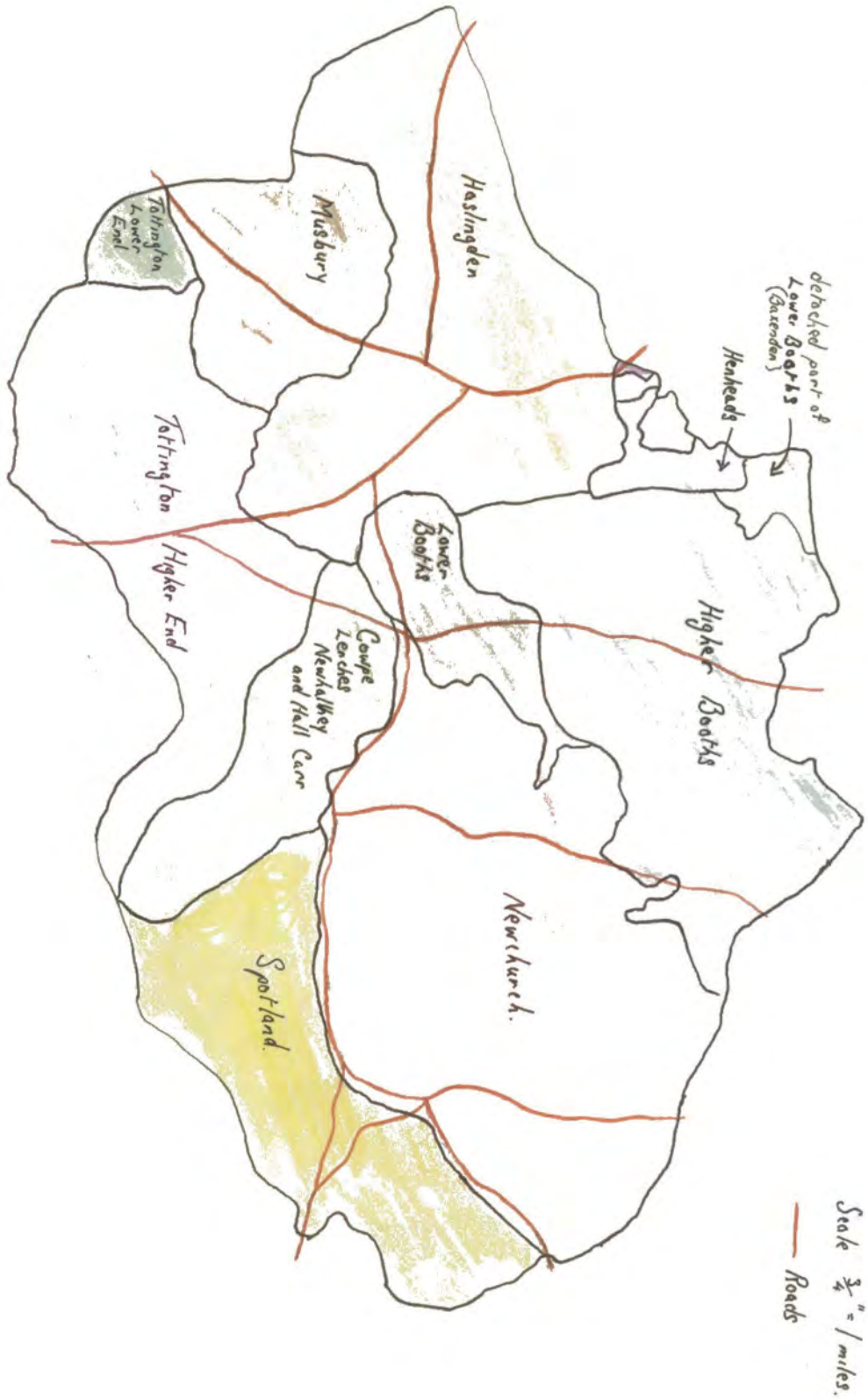
ADMINISTRATION IN ROSSENDALE UNDER THE
ELEMENTARY EDUCATION ACTS

Before the Elementary Education Act of 1870 was passed, education had been provided by voluntary bodies. These voluntary schools obtained such grants as they could from the government, and made up any financial deficit from voluntary subscriptions and other "efforts". In general the voluntary system of schools was failing to provide enough school places for the numbers of children in the country, (there was only one school place for every 3-5 children) thus the main concern of the Elementary Education Act was to overcome this shortage of school accommodation.

Precise information was needed to find out exactly what school accommodation was available. To this end, the Act divided the whole country into school districts, and required each school district to submit a return stating the numbers of children for whom public elementary accommodation was needed, and a statement of the accommodation which was available.* As elementary education was conceived as being the sort of education needed by

* E.E. Act 1870 sect. 8

TOWNSHIPS OF ROSSENDALE - SCHOOL DISTRICTS



children of the lower-classes,* and as it was apparent that more schools would be needed and that these schools would require finances to build and run them, rate levied in the poor law unit was to be used as the source of finance. The districts chosen, therefore, as school districts were parishes or townships where separate poor law rates could be levied. In Rossendale there were nine parishes or townships:- Newchurch; Spotland; Higher Booths; Lower Booths; Cowpe, Lenches, Newhallhey and Hall-carr; Tottington Higher End; Henheads; Musbury, and Haslingden; and these became the school districts.**

The choice of townships was unfortunate for Rossendale, for as we shall see, the population was dispersed along the lowest lying parts of the valley, and the actual township boundaries often cut through the centres of population. As a school would be situated near a centre of population, it would be available for all the children living near it, and the peculiar situation in Rossendale was that no township provided school places exclusively for its own children. Cowpe illustrates this state of affairs at its worst. More than half the children attended schools outside the township, and

*c.f. Eaglesham. From school board to local authority. Routledge, Kegan and Paul 1956, page 7.

**see map facing page 12.

nearly half the children attending the one school in the township came from the neighbouring townships of Newchurch and Spotland. The unsatisfactory nature of the school districts was underlined when rates were to be used to build a new school, for it was patently unfair for the ratepayers of one township to provide a school for the benefit of children resident in another township. *

It was possible under the Act for each school district to form a school board if it so wished. The school board would have power to draw up bye-laws making attendance at school compulsory, and deciding what requirements would be needed for full and half time exemption from school, and it would have power to enforce these bye-laws. In Rossendale no school boards were formed voluntarily. The return of school accommodation for Rossendale showed that there were sufficient school places except at the extreme eastern part of the township of Newchurch. The places were either already present or they were being voluntarily provided. The Education Department ordered that a school board should be set up to provide a school for this place - Sharneyford. This action was unpopular with the local people who were, and who remained, unconvinced of the need for a school

* see chapter 4.

board. Later, another school board was formed for the township of Tottington Higher End when the voluntary school trustees intimated that they were unable to continue the school and thus there would be a deficiency of school accommodation. This school board was also compulsorily formed on the orders of the Education Department; (see Chapter 7)

In Rossendale the school boards were unpopular. They were elected by the ratepayers for the sole purpose of providing accommodation in places where the voluntary bodies had failed to do this. They presented a real threat to any voluntary school which was unable to meet the requirements of the codes of the Education Department. They were able to issue a precept on the rates to meet their expenses and so they were frequently accused of extravagance. Furthermore they were forbidden by law* to give denominational religious instruction, and so were attacked by the churches which condemned their schools as being "godless".

School Attendance Committees were established under the Elementary Education Act of 1876 to enforce the new law which raised the age at which children were permitted

* Cowper-Temple clause.

to work to ten years. Two school attendance committees operated in Rossendale, the school attendance committee for the Haslingden Union townships of Cowpe etc.; Higher Booths; Lower Booths; Tottington Higher End; Henheads; Musbury and Haslingden, and the school attendance committee for the Rochdale Union township of Spotland.*Although the school attendance committees had power to draw up bye-laws, they did not do so until they were obliged to by the Act of 1880 when compulsory attendance at school was introduced.

In 1880 then, the administrative side of education in Rossendale was a complete muddle. Newchurch had a school board, Spotland had a school attendance committee working under the Rochdale Union and the rest of the valley had a school attendance committee working under the Haslingden Union. All three administrations worked separately and independently, and there was no co-operation in drawing up bye-laws, so that all had different requirements for half and full time exemption from school. The main task of enforcing compulsory attendance at school was most difficult in the Haslingden Union, where there was only one school attendance officer. H.M. Inspector Mr. Freeland wrote in his report

*see map facing page 12

"Haslingden is in the worst plight...the single officer cannot get through the work. If he visited each school he would have to walk nearly 30 miles, and this is hilly country. I have obtained lists of irregular attendance for several parts of the Union." *

The same observation applied to Spotland, for Spotland was only one part of the Rochdale Union which only had a single attendance officer. The formation of the borough of Bacup did nothing to relieve the enormous task of the school attendance officer for the Haslingden Union, and the formation of Tottington Higher End school board did little, so the unsatisfactory state of affairs persisted until the boroughs of Rawtenstall and Haslingden were formed in 1891.

The difficulties in the administration of elementary education were resolved when the municipal boroughs of Bacup, Rawtenstall and Haslingden were created, for the new boroughs divided Rossendale into units which were more compatible with the centres of population. Bacup Borough was formed under the Municipal Corporations (New Charters) Act 1877, and although the Act contains no reference to the Elementary Education Acts, the Education Department decided, against the wishes of the people, that there should be a school board for the borough. ** Part of the township of Newchurch and the

* Committee of Council Report 1881-2

** See Chapter 5

township of Spotland therefore came under a single educational administration, though they continued to be rated separately by their Boards of Guardians until the Local Government Act of 1894 was passed. The boroughs of Rawtenstall and Haslingden were formed under the Municipal Corporations Act 1882, and this Act substituted the new boroughs for the parishes referred to in the Elementary Education Act 1870.* The borough of Rawtenstall contained parts of townships which previously had school boards, therefore a school board for the new borough was formed, though some parts of the borough were exempted from education rates. The borough of Haslingden contained only a small part of the township of Tottington Higher End but as there was no board school in the new borough, it was decided that a school attendance committee would suffice.** So although the Rossendale area was eventually covered (except for Edenfield and Stubbins) by three municipal boroughs, there were distinct and different forms of administration - viz. in Bacup there was a school board but with incomplete financial powers over its newly acquired territory until 1894; In Rawtenstall there was a school board but part of the borough was exempt from education rates; in Haslingden there was a school

*Municipal Corporations Act 1882 ninth schedule.

**see Chapter 8

attendance committee and no school board.

CHAPTER 3.

THE FORMATION OF NEWCHURCH SCHOOL BOARD.

The survey of public elementary school accommodation required by the Education Department under the Elementary Education Act of 1870, to decide whether or not there was sufficient accommodation for the needs of each school district, took into account all the schools which the children of each school district attended, regardless of whether or not the schools were actually in the school district. If there were sufficient school places within reach of all, then the requirements of the law were fulfilled and no action would be needed, but if there was a deficiency, more school places would have to be provided. The voluntary bodies would be given an opportunity to provide the additional school places, but if within a certain period they declined to do so, then an ad hoc body, the school board, would be set up for the purpose of supplying the deficiency.

There was a body of opinion in Rossendale, expressed in the Bacup Times, that was in favour of forming a school board voluntarily:-

"All who know anything of the school accommodation in the township must be well aware that, were all the children under six and eight years compelled to attend school,

the present buildings could not contain them. They, who know anything of the ways of Rossendale, also know that the usual practice is to let the children run wild until they are an age to enter the factory, and then they begin their school career at eight years of age, thus losing two precious years, because there is no law compelling shortsighted parents from pursuing a course so detrimental to the welfare of their children. Surely if for no other reason, we must have a school board to compel attendance in such cases. Then as to the Factory Act, it is true that it is in extensive operation in this locality but it does not cover the whole ground. It permits, and indeed encourages, parents to allow all children under eight years of age to grow up in ignorance until they can be sent to the factory and educated at the factory master's expense." *

This view proved to be contrary to that held by the majority of the local people, for only one meeting was held in Rossendale to consider whether or not to form a school board voluntarily, and that was at Bacup. The expense involved, and the unsatisfactory boundaries of the school district were such that it was decided to wait upon the Education Department's decision on school accommodation rather than form a school board voluntarily. **

The school returns for the townships were sent to the Education Department towards the end of 1870, and this was followed by a visit from H.M. Inspectors in 1872. The information compiled included a list of all the public elementary schools available to each township, a report of the number of school places available, a state-

* Leading article B.T. 26th Nov. 1870 ** B.T. 29th April 1871

ment of whether or not each school was in receipt of the annual parliamentary grant, and an estimate of the numbers of children for whom public elementary school accommodation would be required. The Education Department analysed the information and sent a notice to the overseers of each school district giving a decision on whether or not there was sufficient public elementary school accommodation.

The legal requirement was that there should be sufficient, efficient, public, elementary school accommodation for each school district. A public elementary school was one which accepted and obeyed the regulations of the Education Department (called the codes)* and which was inspected and visited by H.M. Inspectors and accepted the conscience clause. The principal part of the education given in a public elementary school was to be elementary, and the fees charged were not to exceed ninepence per week. The code laid down conditions about the qualifications needed by teachers, the contents of the curriculum and the standards to be satisfied by the school buildings before the school could obtain the annual parliamentary grant. H.M. Inspectors visited the schools to

* the codes were under constant revision and were printed annually in the Reports of the Committee of Council for Education.

see that the conditions of the code were fulfilled and gave a report of their inspection. It therefore followed that a school which received the annual parliamentary grant was an efficient school.

For a school to be public, it had to be available for any child, and there should be no reason why it should not be acceptable to ^{the parents of} any child. Religious objections could be one reason why parents would not wish their children to attend a particular school. The existing schools were denominational and gave denominational instruction. A nonconformist parent would not want his child to receive religious denominational instruction which he himself did not believe, and he could therefore object to sending his child to that school. The conscience clause was a device to protect children in this sort of predicament, for it allowed them to be absent from religious denominational instruction. Another objection which parents could have was one of cost. Public elementary schools were therefore limited by law to charging school fees (school pence) of not more than ninepence a week, and there were provisions for the fees of the children of poor parents to be paid by a school board.

The schools in Rossendale now under consideration fall into two categories; those which did not receive

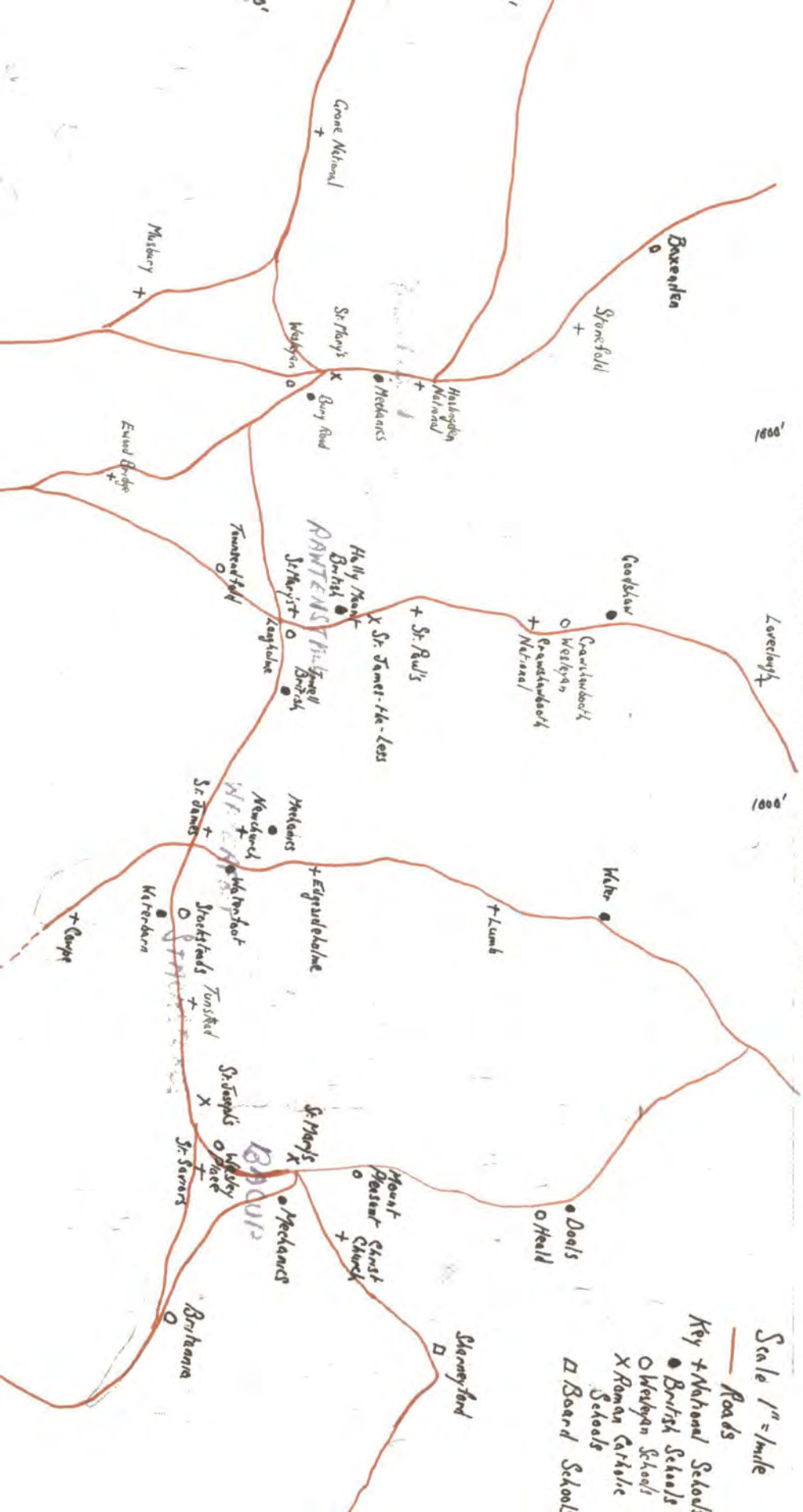
SCHOOLS IN ROSSENDALE 1880

1000
1000
Lovetloyh

Scale 1" = 1/2 mile

— Roads

- Key
- + National Schools
 - British Schools
 - Wesleyan Schools
 - X Roman Catholic Schools
 - Board Schools



the annual grant and were therefore ~~not~~ considered efficient, and those which were efficient public elementary schools. In the decision of the Education Department about school accommodation, only efficient public elementary schools were considered. In many cases, but not all, strenuous efforts were made to make inefficient schools efficient. * In other places new schools were provided to meet a deficiency in school accommodation. In Rossendale, in the three years 1870-73 eleven schools were built or improved so that they could count as efficient public elementary schools, and in the ten years 1870-80 the number of new schools increased to nineteen, and of these, fourteen were entirely new schools. **

The nonconformists played a very large part in providing school accommodation to meet the requirements of the 1870 Act. Five British schools were established at this time by the Baptists, and this is surprising when one considers that of all the nonconformists, the Baptists

*Tunstead Branch National school, a school at Stacksteads Literary Institute, and a school at Scout Bottom Free Church were allowed to die out.

**New schools were:- Britannia; Waterbarn; St. Joseph's, Bacup; Edgesideholme; Lumb; Water British; Crawshawbooth Wesleyan; Goodshaw Baptist; St. Mary's Roman Catholic, Haslingden; Bury Road British; Stonefold National; Rawtenstall Branch National; Waterfoot British, and Sharneyford Board. Schools improved or built to replace existing inefficient schools were:- St. Mary's Roman Catholic, Bacup; Stacksteads Wesleyan; Wesley Place Infants and Waterfoot National Infants.

were most in favour of a nondenominational system of education. Any schools provided by a school board must ^{not} by law _{give denominational instruction} ~~be provided~~, yet here were the Baptists establishing schools so that school boards would not have to be formed. No doubt a factor which was uppermost in influencing their decision to build schools was the thought of additional rates for education, which a school board would have necessitated. It is interesting to note, however, that these schools were among the first to be handed over to the school boards in later years.*

The Methodists also provided several schools, but it is surprising that they were not prepared to do something to make the school at Sharneyford efficient, for they were given every opportunity, and they said that they were willing to do something.

"At Sharneyford, a small outlying village near Bacup, I am informed a school is being built to meet a local need, the remainder of the township being well provided for with schools." **

The Methodists in Bacup provided schools at Britannia and Stacksteads and they already had schools at Wesley Place, Heald, and Mount Pleasant. Wesleyan Methodism was very strong in Bacup and it had the support of many of the wealthiest and most influential families including the

* See chapter 13.

** A.M. Watson H.M.I. Report of the Committee of Council on Education 1874-5

Hoyles, the most important cotton manufacturers in Lancashire. Edward Hoyle, was connected with the Wesleyans at Sharneyford and yet he was not willing to build a new school, and it was this lack of action which led to the formation of a school board. It is perhaps a comment on the nature of the people in small isolated communities like Rossendale, that sometimes their enthusiasm can work wonders as in providing all this accommodation voluntarily, but yet at other times they refuse to move and seem to be overcome with inertia, almost as if they do not care about their future.

It came as something of a shock, when the Haslingden Union was informed that there was not sufficient school accommodation in Newchurch.* The deficiency was at Sharneyford where a hundred children were attending school in the Wesleyan chapel. The premises were most unsuitable, and there was no certified teacher in charge. The report of H.M. Inspector Mr. Freeland said,

"The school is held in a chapel mostly occupied by pews ...the local inhabitants recognise these wants but some encouragement is wanted." **

As there was no initiative from the local people, Mr. Freeland obviously thought that the notice from the Education Department would provide a spur to action. There was, how-

* notice B. 13th June 1873. ** P.R.O.Ed 16/146. 23rd. March 1873.

ever, a certain amount of confusion, for there were actually enough school places in the central part of Bacup for all the Sharneyford children, and the distance between Sharneyford and Bacup was less than two miles, the distance mentioned in the Act. Sharneyford is however a hilly area, and H.M. Inspector thought that having to travel to the centre of Bacup in the inclement weather of the winter would be a hardship for the children. * The situation was therefore somewhat anomalous because the requirements of the law were satisfied, but in the opinion of the Education Department the special requirements of the district were not.

The sending of the final notice, stating that unless a school was erected within six months under a certified teacher a school board would have to be set up, was held up^{**} at the request of Mr. Freeland who was busy exploring every avenue to have the school built voluntarily. He discussed the matter with the Rev. McCubbin, the Vicar of Christ Church, and with the Methodists of Sharneyford, but without success. His correspondence with the Education Department has the ring of someone who has tried his utmost but to no avail.

"The deficiency is quite local and comparatively small

* Sharneyford lies between 1200 and 1250 feet

** Until 1st Jan. 1875.

...I certainly thought it would be voluntarily supplied, but a school board will certainly be quite useful in so populous a district in enforcing attendance." *

The Final Notice provided a little impetus to action. There was a public meeting at which it was resolved that a school should be built by Edward Hoyle and the Methodists, but the school was not built and the Education Department carried out its threat and directed a school board to be formed.

The school board was to be for the township of Newchurch, and disappointment was expressed in Bacup that it would only be for the northern part of the local government board area. A letter about the school district boundaries had been sent to the Education Department some years earlier, but it brought the reply from the secretary, Mr. P. Cummin, that the 1870 Act did not cater for Local Government Board areas. ** A promise that H.M. Inspectors would investigate was not fulfilled.

The school board was to consist of nine members, and each rate-payer had nine votes which he could use for one candidate (plumping) or for any number of candidates of his choice. This method of voting was to ensure that minority interests could be represented. A minority party, like the Roman Catholics, could put forward a single candidate and if all his supporters plumped for him his elect-

* P.R.O. Ed 16/146 ** letter in B.T. 13th May 1871.

ion was assured.

Candidates had to be proposed and seconded by ratepayers, but there was an opportunity for withdrawal. By the last day for nominations, a very large number of candidates had been proposed. Bacup, Waterfoot and Lumb Liberals had all nominated their own candidates for the Liberal and nondenominational party, while the Church of England and Roman Catholics had nominated their candidates. Each of the parties held public meetings at which their views and policies were put forward. Most of the candidates withdrew, leaving 5 Liberal and Nondenominational candidates, 1 Roman Catholic, 4 Church of England and 1 independent candidate.

The interest in this election was tremendously high, and the speed with which the ratepayers of Newchurch organised themselves into two parties was surprising; indeed the Editor of the Bacup Times when commenting some years later on the lack of interest in education said:

"No more exciting contest - recent parliamentary elections not excepted - was ever fought in Rossendale than the first election of the school board. What a change has come round since that memorable evening upon which the Rector of Newchurch, horsewhip in hand, presided at an excited meeting in the Bacup Mechanics Hall." *

This interest had a religious background, the intensity of which is perhaps difficult to imagine some hundred years

* B.T. 6th May 1887.

later. Children attended the existing schools run in the main by the various churches, but in spite of the conscience clause parents did not like their children to attend a school of a different denomination from their own. Furthermore, the voluntary schools obtained financial support from the government in the form of the annual grant, and the nonconformists in particular did not see why the "church schools" should be supported out of taxes which everyone had to pay. They argued that public money was being used to support denominational interests. * Again the Church of England and Roman Catholic schools carried with them the authority and financial security of their churches, and the nonconformists were understandably jealous of this.

Each party was desperately anxious to have a majority and therefore a controlling voice in the activities of the new school board. Election meetings were held at all the convenient places in Newchurch. ** The arguments put forward by the nonconformists were in the main those stated above.

"I detest from my heart the very idea that any religious body whatsoever...should use public money for denominationalist purposes. ***

* This argument may have been valid in the rest of the country where only one school in ten was nonconformist, but in Newchurch only 7 of the 16 schools were run by the C. of E. and R.C. churches.

** Waterfoot, Lumb, Stacksteads, Cawl Terrace, Doals and Bacup. *** H. Cunliffe *B.T. 11th Sept. 1875*

...schools had been built by denominationalists out of public money and it had become evident that this system of education failed to satisfy the people of the country. There should be no part of public money, either obtained from taxes or from any way, paid for the teaching of religion. * Rates should not be used for the support of denominational education...but I would not like to abolish the present denominational system." **

John Perkins pursued the same line, but said that there was a strong case in favour of compulsory attendance,

"a large majority of parents did not take an interest in the education of their children..and would not send them to school unless compelled to do so." ***

These then were the main arguments, not to help the denominational schools, but to introduce compulsory education.

The denominationalists followed the opposite line.

"(There) can be no rational objection to receiving secular education at the hands of a denominational school. Every parent is at liberty to remove his child from that portion of instruction to which he may object. There is perfect freedom in every school which receives government assistance. If they had previously wished to promote the cause of education they would have put their hands into their own pockets, now they wish to put their hands in the pockets of the ratepayers. It is strange to see people nominated who, as far as the public were aware, had never done anything to promote education." ****

The election was held and five nondenominational members, one Roman Catholic and three Church of England members were returned. The nondenominationalists had a majority of five to four. The actual figures were 11,727 votes

* Rev. R. Nicholls. ** P.H. Whitehead. *** B.T. 11th Sept.
**** Rev. J.B. Phillips. *ibid.* 1875.

for the nondenominationalists, 10,079 for the denominationalists and 1,005 for the independent candidate. All the elected members were well known and respected in the district, and all were associated with the local churches. The three clergymen were Father Mulvany of St. Mary's Roman Catholic church, Bacup, Rev. J.G. Haworth, Vicar of Tunstead, and Rev. R. Nicholls of Bacup Congregational church. J. Perkins was a woollen merchant and a Baptist from Newchurch, T. Aitken was a gentleman associated with Waterfoot Unitarians, P.H. Whitehead was one of the firm of Whiteheads Cotton Manufacturers, chairman of Rawtenstall Local Government Board and treasurer of Holly Mount British school. John Howarth of Bacup was a gentleman and prominent in the United Methodist church, T. Barrowclough was the owner of a Cotton Spinning Mill at Bacup and a member of Christ Church National school managers, and R.H. Law was a gentleman from Water and associated with Lumb church and National school. They were quite representative of the area and were as good a selection of educated and experienced men as it was possible to get from the township of Newchurch. P.H. Whitehead was the first chairman.

Although the school board had been elected to solve a particular problem, viz. to rectify the deficiency in

school accommodation at Sharneyford, it also had other duties. It had the power to draw up byelaws requiring compulsory attendance at school, determining the times during which children were to attend school and making provision for the remission of fees for the children of poor parents, and it had authority to enforce these byelaws. * The school board would also be responsible for issuing labour certificates to part timers and for the organisation of the annual examinations.

The new school board members had little idea of what their duties were, but they set about in a business-like way to find out both the nature of their duties and how to carry them out. Naturally they consulted the school boards of the neighbouring towns of Burnley, Todmorden and Rochdale, and then drew up their bye-laws along similar lines.

The power to pay school fees for the children of poor parents was a matter which split the board into its sectarian and unsectarian halves. Would the board pay fees for children attending denominational schools? Was there to be a private fund out of which school fees were to be paid? If the board paid fees, would it have power to direct the child to attend a particular school?*** In the end

* E.E. Act 1870 sect. 74.

** This had happened in London.

the board resolved only to pay the fees for the poor children "if the child is in attendance at a board school". * Other poor parents had to apply to the Board of Guardians to have their school fees remitted. On the advice of Burnley School Board, it was decided not to have a definite scale of fees to be remitted, but only to state the maximum amount which could be remitted. **

Lancashire in general, and Rossendale in particular, was an area in which most children worked on the half time system. The bye-laws allowed children of ten years of age, who had passed standard 3, to be half timers, and those who had passed standard 5 to be full timers.

The Education Department made it clear to Newchurch School Board that a new school must be built at Sharneyford, but the existing premises were rented from the Wesleyans until this could be done. A ^{certificated} ~~teacher~~ teacher was engaged. In those days there was no nationally agreed salary scale, and each teacher fixed his salary by private agreement with the managers of the school. The new teacher was Mr. Purvis, and his salary was fixed at £90 per annum and two thirds of the annual grant.

A site was purchased by the school board and the school providing accommodation for 200 children was built and opened in March 1878. All the legal details concerning the site and the building of the school were the res-

*N.S.B. Minutes 26th Feb.1876. ** see bye-laws.

Appendix E
p 313 ff

responsibility of the school board, and when the Education Department were asked for advice, they made it clear that they could not give any advice of a legal nature. Education Department approval of the plans for the school was required however, and this included such details as the number of school places, the size of the rooms, the approaches to the buildings, the size of the playground and the number of offices. The original notice from the Education Department said that the deficiency of school accommodation was for 100 boys and girls and 50 infants, but now the Education Department wanted a school for 350 children to be built. After much correspondence the final size of the building was settled at 200, but this was much larger than the school board wanted.

Education Department approval was also needed before a loan to finance the building could be obtained. The loan was obtained from the Public Works Loans Commissioners on the security of the rates of the township of Newchurch. The amount borrowed to buy the site and build Sharneyford Board School was £3,387 15s. 4d., repayable over 50 years. The Education Department commented that the sum was high, being £11 per head for the building, but this was no doubt due to the difficult position of the site. *

* B.T. 6th Jan. 1877.

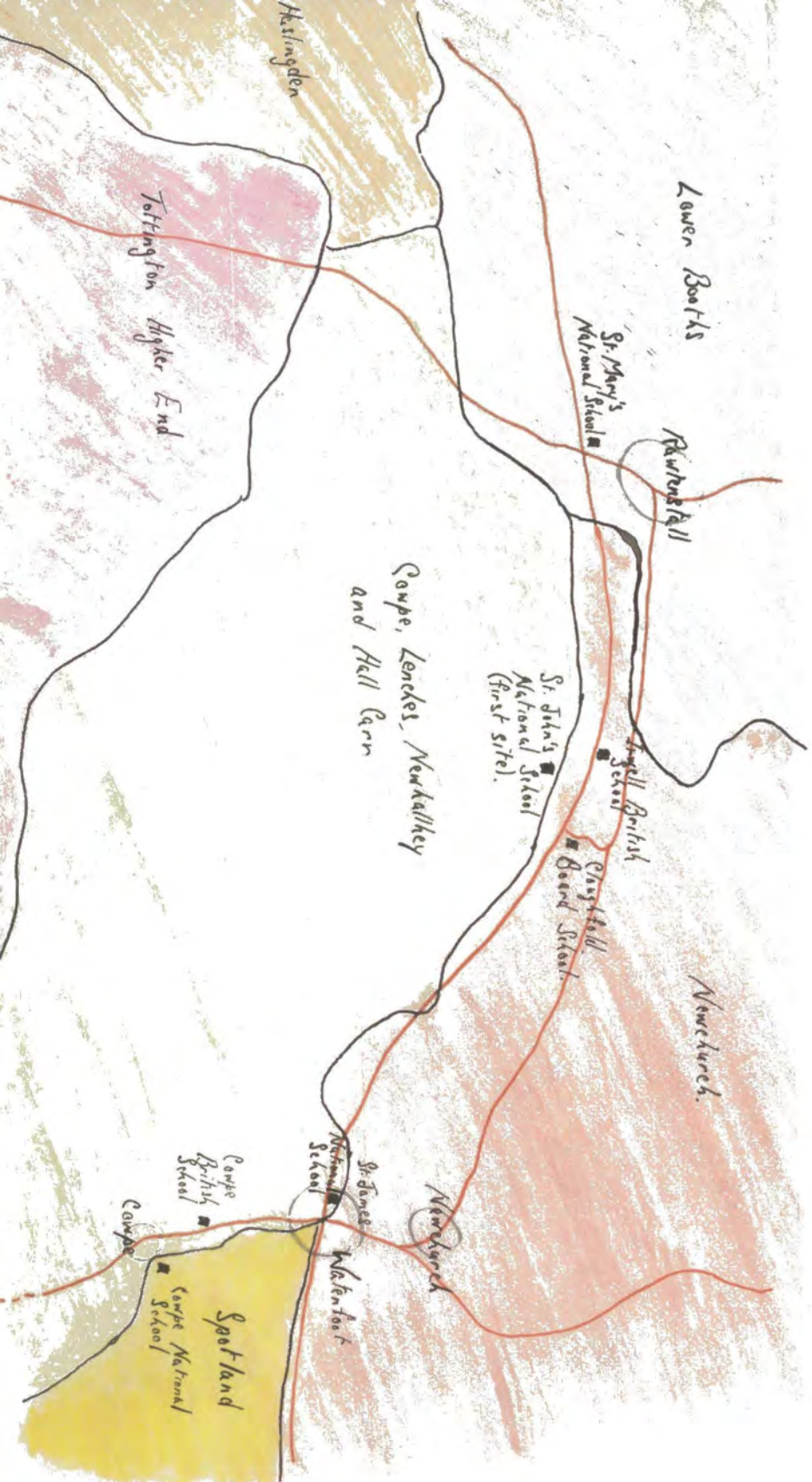
The school had to be controlled by a management committee which was a sub-committee of the school board. The management committee was responsible for paying all the expenses of the school, advertising for and appointing teachers and cleaners and paying them, paying for school equipment and recommending to the school board what repairs and decorations needed doing to the building. The school income was derived from the annual grant and the school fees, and it could be supplemented from the rates. The annual grant was earned by the children who passed their standards at the time of the annual examination, and the school fees were paid weekly by the children. At Sharneyford children under six years paid twopence per week and those over six paid threepence. All the income was paid into a school fund from which the various payments for the school were made. At the end of each year the school accounts were audited by the district auditor, who therefore decided whether or not the payments made were legal. In the event of any illegal payments, the school board members would be surcharged by that amount.

The Newchurch School Board, set up because of the deficiency in school accommodation at Sharneyford, had far reaching effects on the township of Newchurch. It

introduced compulsory attendance at school and it imposed more stringent half and full time exemption standards than existed in the rest of Rossendale. * The buildings of Sharneyford Board school imposed additional rates on the township. Because of its nondenominational character it was out of sympathy with the denominational schools, and there was frequent bickering between the two. The school board was hostile to the Education Department, as it was considered that the school board was an imposition by the central authority. Education Department advice was considered as interference. The attitudes established during the life of the first school board were unfortunate, but they were attitudes which were to persist throughout the history of school boards in Rossendale.

* see chapter 9.

CLOUGHFOLD AREA



Scale 3" = 1/2 mile.

— Roads.

CHAPTER 4.

THE CLOUGHFOLD DISPUTE.

School accommodation in the Cloughfold district of Rossendale was provided by the Irwell British school at Cawl Terrace*. This school was managed by Mr. Ashworth, a local mill owner. It was one of the original schools in the valley, and was described ~~as a~~ as a Baptist school. It was probably built for the Baptist cause but was financed privately, as this was the case with many Baptist schools. In 1877 the father died and the responsibility of running the school passed to his son, and when the Education Department made certain recommendations to be carried out so that the premises would be made more suitable, the son was not prepared to meet the financial expenditure, so he resolved to come to some arrangement with Newchurch School Board to take over the school.

This was the first time such a request had been made to the school board, so they wrote to the Education Department for advice. The advice was that, although the school board was not bound to take over the school, if the school were closed there would be a deficiency of school accommodation in the area, and it would be the duty of the school

* see map facing page 37.

board to meet that deficiency. * It was however, pointed out that the premises were not satisfactory. It seemed to the school board that the only thing to do was to take over the school and keep it running until a new school could be built, and this was their proposed course of action. The building was rented from Mr. Ashworth at £7 per annum, and a schoolmaster, Mr. Parkinson, was engaged.

Before a new school could be built, it was necessary to ascertain the number of school places needed. In 1873 there had been 207 boys and girls, but now there were 322. Of these a large number, 189, lived outside the Newchurch School Board district. All these children needed school accommodation, but it seemed unreasonable to the Newchurch School Board that the ratepayers of Newchurch should have to build a school when a large number of the children who would benefit lived outside the school district. It seemed much more reasonable that part of the expense of the new building should be shared by the ratepayers of Cowpe, Lenches Hall Carr and Newhallhey, the township where the other children resided.** With this in mind, the Newchurch School Board wrote to the Education Department pointing out that in the Township of Cowpe^{***}, there was no school accommodation for the children residing in the Waterside (Clough-

* N.S.B. Minutes June 1877 and E.E. Act 1870 sect. 12.

** see map facing page 37

*** The township as defined above. p.12.

fold) area, all of whom attended school in the township of Newchurch. They requested that Cowpe etc. should be made either a separate school board area or a contributory district to Newchurch School Board. This brought a quick response from the Education Department, pointing out that Newchurch School Board had no power to make Cowpe etc. a contributory district, and that they had no power to provide accommodation for children living outside their own district. Under the circumstances, the Education Department decided that they would make an enquiry, and in the meantime the plans for the new school had better be deferred. *

In making the enquiry, the Education Department asked for information from Newchurch School Board, and the School Attendance Committee for Haslingden, these being the two administrative bodies concerned with education in the area. Information required included a map of the area showing the position of the boundaries of the townships, and statistics about the numbers of children of the various age groups living in the Cloughfold area.

The investigations of Newchurch School Board revealed that there were a large number of children in the township of Cowpe etc. who relied for their education on schools outside the township, but the School Attendance Committee's

*Letters 6th Oct. 1877 N.S.B. Minutes.

investigations revealed that the ratepayers of Cowpe etc. did not want to form a school board. A letter in the Bacup Times * pointed out that the opinion of the ratepayers of Cowpe etc. had not really been found, for there had been no public meeting and only a few influential gentlemen had been consulted. Later, the ratepayers of Cowpe etc. sent a petition to the Education Department, describing the boundaries of the township and asking that a township of Rawtenstall be formed taking in the whole of the Local Board District of Rawtenstall ** This petition was, however, anticipating events, for the Borough of Rawtenstall was not formed until 1891.

The solution to the problem was now in the hands of the Education Department, but in December 1877 the Rev. Harrison, the Vicar of Waterfoot, intervened. He wrote to the Education Department stating that the school accommodation at Cowpe etc. was sufficient. *** He enquired about correspondence between the Education Department and Newchurch School Board, pointing out that Newchurch School Board had been interfering in the affairs of a township outside its area. The interest of the Rev. Harrison put a new complexion on the problem because he stated that Waterfoot National School (St. James's) was only three

* 9 Feb. 1878 ** P.R.O. Ed. 6/34 6th March 1878.
*** see notice A sent to Cowpe etc. April 1873.

quarters of a mile from Cloughfold and could accommodate the children from the Cloughfold area who lived in the township of Cowpe etc.

The Education Department reacted quickly, pointing out the changed circumstances resulting from the closing of Irwell British school, and stated the principle adopted by them was, that if a school provided accommodation for two school districts (as the proposed Cloughfold Board school would do), then it must be maintained by the ratepayers in accordance with the proportion of accommodation they required. * The ratepayers of Cowpe etc. would therefore be required to form a school board which would either combine with, or make a contribution to Newchurch School Board. Furthermore, there did not appear to be sufficient accommodation at Waterfoot National School for the children who would be displaced from Irwell British school, and the managers of Waterfoot National school would have no right to expel Newchurch children to make room for Cowpe etc. children. If therefore, the township of Cowpe etc. did not voluntarily provide accommodation, the Education Department would issue a final notice which, unless complied with, within six months, would compel a school board to be formed. **

* E.E. Act 1870 sect. 52.

** P.R.O. Ed 16/146 Letters 22nd Dec. to 26th March 1878.

districts. In this peculiar case the boundaries in no way coincided and so if the ratepayers of Newchurch would not provide accommodation for children outside the school district, then there was no reason why the parishioners of St. James's, Waterfoot, should provide accommodation for children living outside their parish.

Furthermore, the Rev. Harrison said that there was an agreement between the various townships, so that a school in one township would take pupils from another provided that the second township would accommodate children from the first. This was certainly implied, as a glance at the accommodation notices from the Education Department shows.* In fact, not one of the townships in the whole of Rossendale provided accommodation exclusively for its own children. This problem was recognised by the Elementary Education Act of 1870, and section 52 provided a remedy which was that express agreements should be made between the townships and schools outside their areas. In this case there was no express agreement that Waterfoot National school should take children from the township of Newchurch on condition that the township of Newchurch would take scholars from the township of Cowpe etc. The situation had developed because the schools were voluntary, and the man-

* See Appendix. *A*

agers knew little about the legal implications of the 1870 Act. The Rev. Harrison threatened that if the matter could not be settled amicably, then "it must be settled by appeal to law". To do this would have been to remove the matter from the hands of the Education Department, for the interpretation of the law is made by the courts. Quite obviously the Education Department would not think that this was the way in which a solution should be reached.

The strongest argument of the Rev. Harrison was that there was no deficiency of accommodation on the township of Cowpe etc. The only school in the area was Waterfoot National school, for although the Cowpe National school was built and intended for the children of the village of Cowpe, all of whom attended it, it was actually situated in the township of Spotland.** Children living in other parts of the township attended schools outside the township, but this was quite permissive. * The only change affecting the township was that the old Irwell British school was to be closed and so some of the Cowpe etc. children would be without accommodation. However, plans had already been made and tenders let to enlarge the Waterfoot National school. This would provide an additional 90

* E.E. Act 1870 sect. 8

** see map facing page 37.

Faced with two conflicting solutions, one from the Rev. Harrison and one from Newchurch School Board, the Education Department decided by compromising. Newchurch School Board were informed that they must not provide accommodation for 150 children from the township of Cowpe etc.; they must only provide for their own children, and so the new board school should only have accommodation for 350 children. If there was not enough room for children from Cowpe etc. and they wanted room, then the school must be enlarged and the expense borne by the ratepayers of Cowpe etc. At the same time the Education Department said that the case for a deficiency in accommodation in the township of Cowpe etc. had not been made with sufficient clarity to justify their building more accommodation in the Cloughfold area. Neither was there a case for Cowpe etc. to be made a contributory district or for it to form a school board.

Plans for a new board school were then drawn up by Newchurch School Board and submitted to the Education Department. The plans were approved and permission to borrow £3,539 was given. The school was eventually opened in March 1882, nearly five years after the managers of Irwell British school had decided to hand over their interest in

that school to the school board. Cloughfold Board school was organised as a mixed school and an infants' school because this was what the Education Department advised. Mr. Parkinson was the headmaster of the mixed school, and Miss Baynes was headmistress of the infants' department. Within a month of being opened the school was full, with 224 boys and girls, and 130 infants on the registers. * Although Newchurch School Board had tried to discourage children from Cowpe etc. from attending the school by increasing the fees by a penny in their case, there were still 78 of them in attendance. At the first inspection, it was reported that there was not sufficient accommodation and an enlargement was needed.

In May 1879, the Rev. J.G. Haworth, Vicar of Tunstead, and a member of Newchurch School Board, announced that it was intended to create a new ecclesiastical district in the Cloughfold area. The parish of St. Mary's Rawtenstall extended eastwards along the valley to a point just beyond Cloughfold where the parish of St. James's Waterfoot began. The new parish would be St. John's Cloughfold, and it would be taken mainly from St. Mary's parish. The new parish would want its own school, and Mr. Freeland, H.M. Inspector, wrote to the

* P.R.O. Ed 16/146. Letter from Freeland H.M.I. 29th April 1882.

Education Department explaining the new changes and advising that a new school should be approved for twelve to fifteen months. * The site chosen for the new school was at Cloughfold, but in the township of Cowpe etc. It was easily accessible from the Newchurch side of the river, because of the presence of two bridges. Mr. Freeland advised that this school - St. John's - would relieve Cloughfold Board school and would avoid trouble with the school board because of its position in the township of Cowpe etc. Accordingly, when the Rev. Norris, Vicar of Rawtenstall, asked permission to start a new school he was given a sympathetic hearing. The Education Department asked him to submit a preliminary statement, giving particulars of the establishment of the school, accommodation and staffing, so that the school would be eligible for the annual grant. This school* was opened at Alma in July 1882, just four months after Cloughfold Board school.**

St. John's National school, Cloughfold, had hardly opened when it was transferred to the premises which the old Cloughfold Board school had just vacated. This could hardly be described as a popular move, at least among the nonconformists. The Rev. Norris's reasons for seeking the

* *ibid.* ** marked on the map on page 37 as St. John's National school (first site)

new site were that the old school was too near the river "which in summer stinks dreadfully", and that the new premises could more easily be altered to the satisfaction of the Education Department. * Correspondence in the Bacup Times blamed the school board for allowing such a thing to happen, and Newchurch School Board wrote to the Education Department asking why they had allowed a school to be opened in a building which they had declared to be unsuitable for a board school. Of course when permission had been given for the new school in the first place, it was in the township of Cowpe etc. not Newchurch, and now that it had been transferred, only temporary permission had been given. The premises had to be entirely rebuilt or a new school had to be provided. Besides, when the premises had been occupied by the board school, there were nearly 350 pupils, but now there were 100 less. ** The school was established to meet a need for accommodation in the township of Cowpe etc. and not intended to affect the supply of accommodation in Newchurch. Nevertheless, an indignant Newchurch School Board passed a resolution in which they

"protest against the action of the Education Department which allows parish authorities to provide school accommodation outside their boundaries and within the bound-

ary of another parish for which the necessary provision had been made." *

The Education Department retorted that they had never allowed such a principle.

As St. John's National school, Cloughfold, was now within the Newchurch School Board district, it was subject to the same bye-laws as the other schools were. Newchurch School Board had the responsibility for enforcing attendance, obtaining returns and arranging the labour examinations. The bad feeling about St. John's National school was intense, and was made worse by the headmaster circulating handbills to the children in the area, pointing out how good his school was and giving the percentage passes the school had obtained during the previous examinations. The two schools were so close to each other that competition for pupils was bound to occur. The board school had a nice new building, but the church school carried the prestige of the Church of England. Eventually the old premises were rebuilt, and St. John's and the board school ran side by side for many years.

As a result of the Cloughfold dispute, the managers of the voluntary schools were more aware of the requirements of the law than they had previously been. In order to ensure that there was sufficient accommodation in the

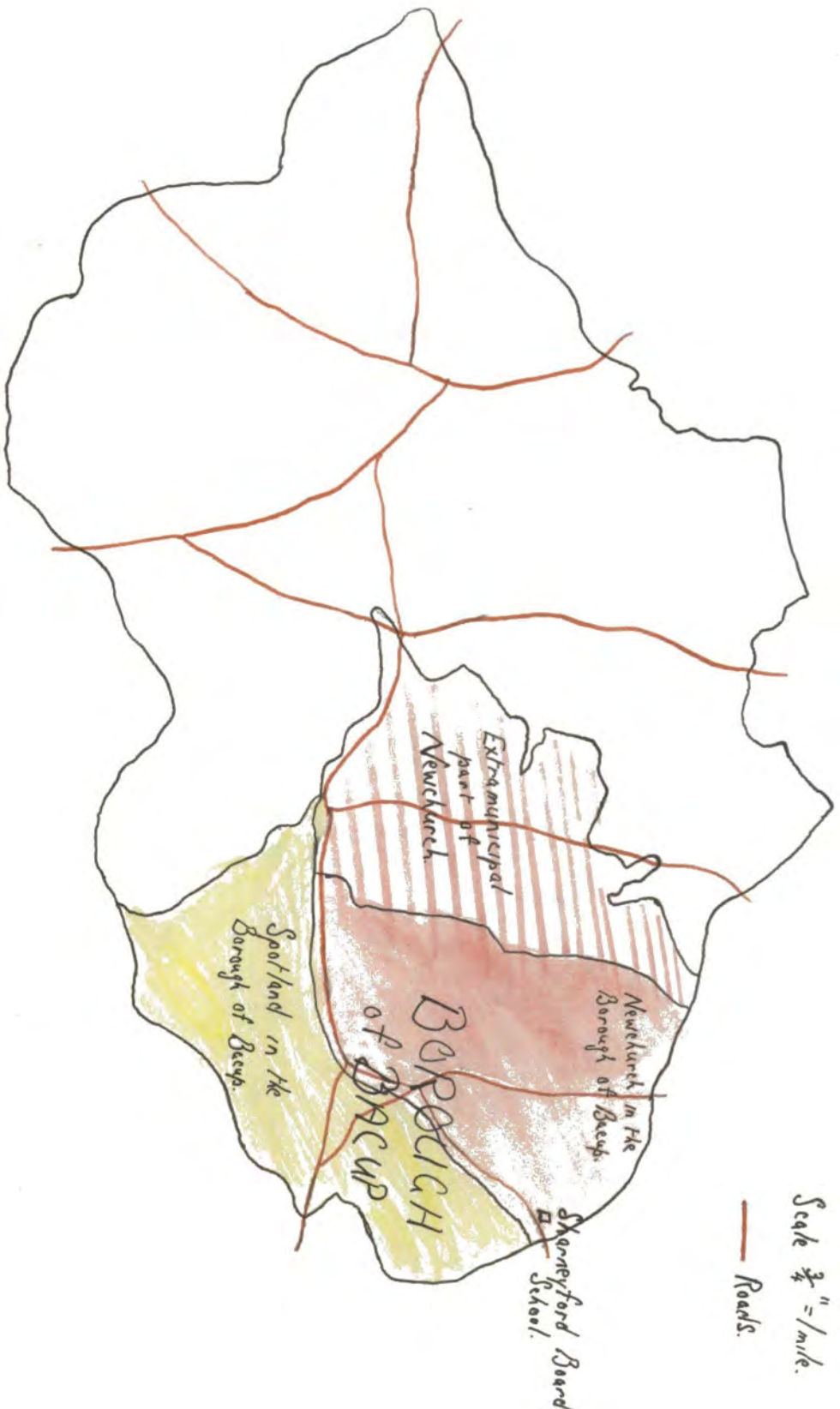
* N.S.B. Minutes 8th March 1883.

village of Cowpe, the National school, maintained by Mr. E.M. Ashworth in the township of Spotland, was closed, and a new school was opened a few hundred yards away, but over the river in the township of Cowpe etc. This new school was called a British school, probably to enlist support from other people, but it was under the same management, the same master and mistress were employed, and the same children attended. Even today, Church of England services are held in the building. It was in fact the same school, removed from the township of Spotland across the border into the township of Cowpe. *

The Cloughfold dispute was the first real contest between a school board and a voluntary body in Rossendale. The school board had tried to annex the township of Cowpe etc., and had failed. The limits to the school board authority had been clearly defined by the Education Department. At the same time, the voluntary bodies realised that the only way to prevent the formation of a school board was to provide sufficient accommodation themselves. The unsympathetic attitude of the nondenominational school board to the voluntary schools was again revealed. It was also clearly shown that the boundaries of the townships in Rossendale were such that each township should never have

*P.R.O. Ed 21/9882 and map p.37.

BOROUGH OF BACUP & DIVISION OF NEWCHURCH



been considered to be a realistic unit for the administration of education.

CHAPTER 5

THE INCORPORATION OF BACUP AND THE DIVISION
OF NEWCHURCH SCHOOL BOARD.

In 1882 Bacup received its Charter of Incorporation; the Borough of Bacup was born. The householders of the Local Board District of Bacup had presented a petition to Her Majesty under the Municipal Corporations (New Charters) Act of 1877, and after due consideration by the Privy Council, the Charter was granted.

The Charter contained details relating to the boundaries of the Borough, the division of the Borough into Wards, the election of Councillors, the making of a Burgess Roll or Ward lists and the election of a Council of the Borough. There was however, no reference to education except for some statistics giving information about the accommodation, attendance, grants etc. of the schools in the new borough. *

The Borough of Bacup comprised parts of two townships, the township of Newchurch-in-Rossendale in the Parish of Whalley, and the township of Spotland in the Parish of Rochdale. ** Each had a different administrative body connected with education, the former having a school board and the latter having a school attendance committee working under the Rochdale Board of Guardians, and each worked

* see appendix B

** see map on facing page 53

independently. Now that the Borough of Bacup had been formed, it was necessary to administer the Education Acts and Codes for the borough as a whole.

Previously, the Secretary to the Education Department had said that the Inspectors would enquire into Bacup, when he was asked if it was possible to set up a school board for the Local Board District of Bacup, but nothing had been done. * When the first Newchurch School Board was formed, there was disappointment in Bacup that part of the Local Board area was outside the school board district. ** Now there was an opportunity to put right what had been an apparent anomaly, but the people of Bacup were not to be hurried.

There were three alternative forms of administration which were possible in Bacup under the law; one was to have a school attendance committee, a second was a school board for the borough, and a third was to form a united school board for the Borough of Bacup and the extra-municipal part of the township of Newchurch. No attempt was made in Bacup to form any of these administrations and finally it was the Education Department which had to force some sort of action from the borough.

Enquiries from the Education Department brought a reply from the newly formed Bacup Town Council that they

* Letter May 1871 B.T. ** see chap. 3 page 20 and B.T.
Sept. 1875

were in favour of the jurisdiction of Newchurch School Board being continued, with the extra-municipal part of Newchurch and the Borough of Bacup being constituted as a United school board. However, the town council was not clear about the effect this would have on that part of Bacup which was in Spotland and under the School Attendance Committee of the Guardians of the Rochdale Union. They asked the Education Department about this point and received the reply that the part of Spotland now in the Borough of Bacup would be under the United school board.* This reply did not prove to be satisfactory to the town council because they took no action.

The town council then asked the Education Department if they could form a school attendance committee. This time the Education Department advised that a school attendance committee should not be appointed, because there was present in the borough a board school. This school was maintained, and had been provided by Newchurch School Board, but now, that school board had no authority in the new borough. The borough therefore needed a school board which could be formed after the council passed a resolution under section 12 of the Elementary Education Act of 1870, or if a united school board was preferred, the coun-
* Letters Dec. 1882 and Jan. 1883.

cil and Newchurch School Board could pass resolutions to that effect. The reply from the town clerk was that the council had passed a resolution stating that

"In the opinion of the council, it is not advisable that the Borough of Bacup and the extra-municipal part of the Parish of Newchurch should become a United School Board District."

This was a complete change of mind, brought about because the local people did not want to extend the jurisdiction of the school board. They thought that a school board was expensive and unnecessary. Their reason for this view was based on the experience with Sharneyford Board School. This school had been built on the orders of the Education Department. The building itself had been costly to erect and maintain. * In the short space of four years the condition of the walls had been declared dangerous, the yards had been described as defective and the steps were unsafe. Gates, doors and the inside of the walls had all been unsatisfactory. Repairs had been done, but each time something new was required, it was greeted with a general groan from the members of the school board, the editors of the newspapers and the public alike. Furthermore, the attendance at the school had decreased and was likely to decrease as the population moved towards the centre of the town because of the closing of some of the Sharneyford

* see chapter 3 page 34

mills.

The school had been built by Newchurch School Board and so it was their property, but the formation of the new borough had the effect of limiting the Newchurch School Board district. The school now lay in the Borough of Bacup, and the children who attended it all lived in the borough, so Newchurch School Board could not be expected to maintain it any longer. It was clear however, that the Borough of Bacup did not want to maintain the school either. But the Education Department was not prepared to delay the matter any further. They asked Newchurch School Board if it was their wish to be rid of the liability of the school, and when the answer was "Yes", they said they would consider how this could be done.

The first thing for Newchurch School Board to do, was to pass a resolution. However the resolution contained a plea which the Education Department had not bargained for. It said:-

"The Sharneyford School having been built expressly to meet the requirements of that part of the township of Newchurch which is now included within the Borough of Bacup and is situate at a distance of two and a half miles from the boundary of the township which is outside the boundary, we, the members of Newchurch School Board, having no jurisdiction within the said borough, are consequently unable to maintain efficiently and equitably the said school and therefore desire that the Lords of the Education Department would effect some

arrangement whereby we can be relieved of the school and its further liabilities on or before the 9th day of August next. We would also desire to inform the Department that the school be discontinued, the accommodation within the Borough of Bacup will be amply sufficient." *

The first part of the resolution was clear enough and the Education Department permitted the school to be discontinued under section 18 of the Elementary Education Act of 1870. The second part of the resolution expressed an opinion which the Education Department were not prepared to accept without further enquiry.

The enquiry from H.M. Inspector Mr. Freeland showed that the Sharneyford school was still necessary. In terms of accommodation, there was sufficient without Sharneyford, but

"Sharneyford is so situated that the children residing thereabouts (a mountainous district) cannot be expected to attend even Bacup Christ Church National School" **

A further note added

"The school accommodation in Bacup is not available for many of the houses about Sharneyford and so its excess or deficiency is a matter of some indifference in this connection. - A school is certainly necessary here - If the mills continue in operation the attendance will be larger, but for the resident agricultural population alone the school should be continued."

Having made the necessary enquiries, the Education Department informed the Town Clerk that Sharneyford School was closing and so it was necessary to form a school board.

* Minutes 14th June 1883. ** P.R.O. Ed 16/131 5th May 1883

Although a protest was sent back asking that the order be deferred and enclosing information to show that there was sufficient accommodation, and asking permission to form a school attendance committee, the Education Department would allow no further delay. The reply was that there was insufficient accommodation and a school board must be formed within twenty one days.

The Borough of Bacup School Board was formed in August 1883, thirteen months after the incorporation of the borough. Both the Sectarians and the Unsectarians proposed candidates and held meetings at which their policy was outlined, but before the election date both parties met to see if a contest could be avoided. The result was that the borough was spared the expense of a contest, and five liberal and unsectarian members, and four conservative and sectarian members were elected to the school board. * The liberal members were entirely new to school board work, but the four conservatives were all serving members of Newchurch School Board, and they served on both boards until it was time for a new Newchurch School Board election. **

There was some doubt about the intentions of Bacup School Board. An attempt was made to see if the Wesley-

* The sectarians were 3 Church of England and 1 Roman Catholic. ** Sept. 1884.

an Methodists of Sharneyford would be prepared to buy Sharneyford Board School and then continue to maintain it as a voluntary school. The school board would then have no school, and it would not be necessary and could be dissolved. * These plans fell through however, because the Wesleyan Methodists refused to co-operate. The Bacup School Board then set to work, drew up bye-laws, and appointed a school visitor (attendance officer) and a clerk. **

The conditions under which the Sharneyford Board school was transferred to Bacup School Board, were agreed by the two school boards and the Education Department. The agreement was that Bacup School Board should pay Newchurch School Board the amount outstanding on the loan for the school. This would enable Newchurch School Board to pay off its debt to the Public Works Loans Commissioners. The Education Department recommended the Public Works Loans Commissioners to lend Bacup School Board the money to pay Newchurch School Board. Although the Public Works Loans Commissioners were at great pains to point out that the original loan was not to Sharneyford school but to the ratepayers of Newchurch, they agreed and the transfer was finally completed in March 1884. *** What

* Letters 18th Aug. 1883 B.T.

** The clerk was shared with Newchurch School Board.

*** The amount of the loan still outstanding was £3,002

this really meant was in effect that part of the debt for the school had been transferred from the ratepayers of the extra-municipal part of Newchurch to the ratepayers of that part of Spotland which was within the Borough of Bacup,* and this presumably was what the Bacup Town Council had been trying to avoid.

Although Bacup was a borough and therefore a single administration for education, it was for some purposes still treated as two separate townships. The part of the borough which was Newchurch had its schools inspected by a different H.M. Inspector from those of the Spotland part of the borough. The clerk to the school board therefore had two different sets of officials to deal with. Also the two parts of the borough were rated separately for education, the Spotland part still being under the Rochdale Board of Guardians, and the Newchurch part being under the Haslingden Board of Guardians. When the Bacup School Board issued a precept for education, each Board of Guardians collected the rates from its part of the borough, and then made a payment to the school board. Spotland and Newchurch parts of the borough were eventually united for rating under the Local Government Act 1894.

When Bacup School Board was formed, the Newchurch

* see map facing page 53

rate-payers had already paid their education rates. Part of these rates really belonged to Bacup School Board, yet there was no way for Bacup School Board to obtain its share of the money from Newchurch School Board. The Education Department and the Local Government Board would give no advice on the matter. It was pointed out however, that if Newchurch School Board made a payment to Bacup School Board, it would have to be put on the accounts and the district auditor would decide in the first place if it was legal, and in the case of an adverse decision, there could be an appeal. A deputation from Bacup School Board met a deputation from Newchurch School Board about the matter and passed the following resolution:-

"That the balance of money in hand be divided between the two school boards in proportion to the rateable value of each district in the township of Newchurch in 1882, conditionally that if the sum to be paid to Bacup School Board be surcharged and lost on appeal, the same be refunded by the Bacup Board." *

The payment was made, and the auditor did not surcharge Newchurch School Board, so it can be considered to have been legal.

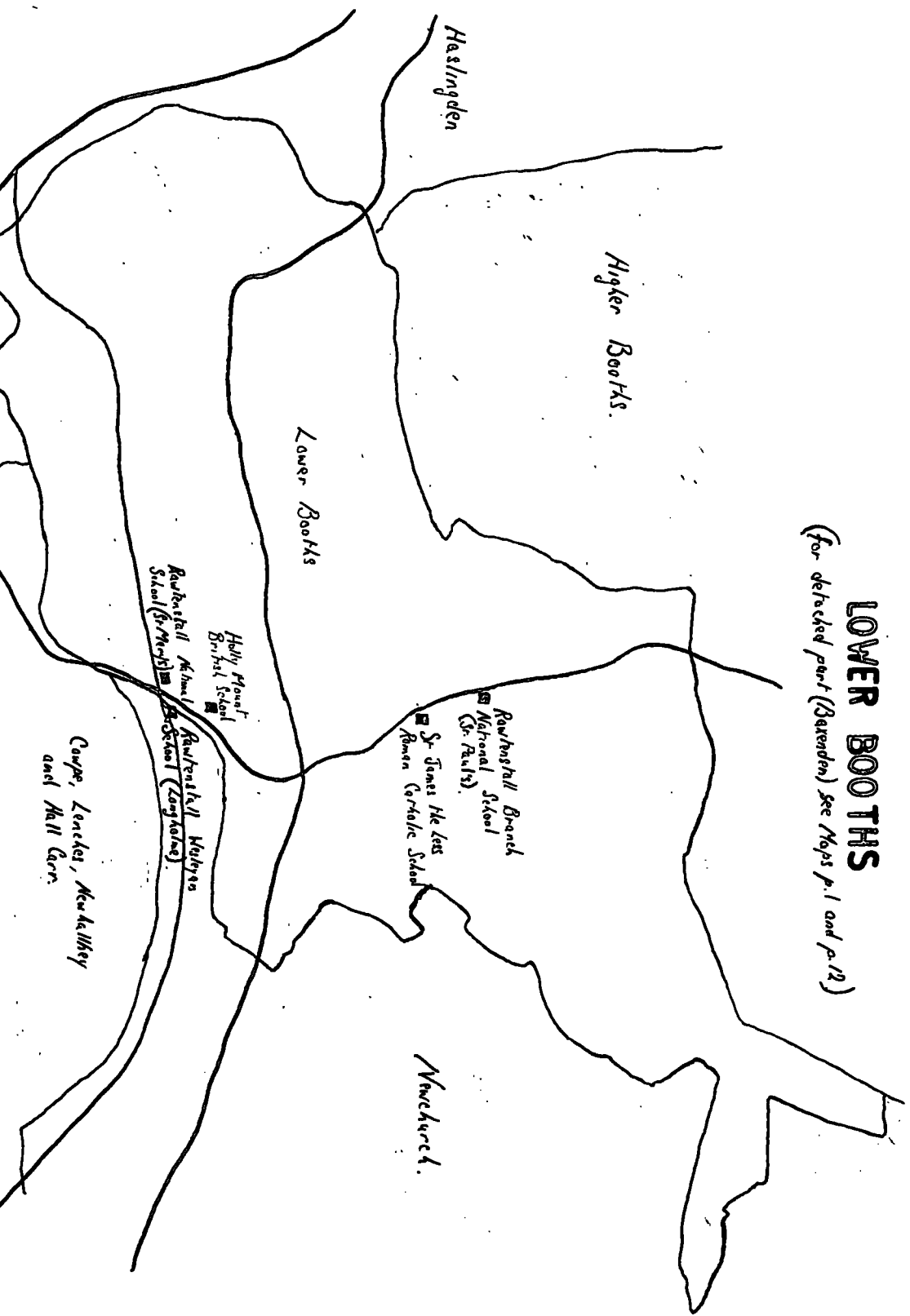
The formation of the Borough of Bacup created a new school board in Rossendale, and brought Spotland under its *jurisdiction*. The unpopularity of this can easily be judged by the way in which the Education Department had to order

* Minutes 10th Jan. 1884.

Bacup to form a school board. Newchurch school board district was divided into two, and the work of the parent school board was considerably reduced. Sharneyford Board school, which was considered by everyone to be a white elephant, was transferred to Bacup School Board.

LOWER BOOTHS

(for detached part (Barendsen) see Maps p. 1 and p. 12)



Scale 3" = 1 mile.
— Roads

CHAPTER 6

THE ENQUIRY AT LOWER BOOTHS

The township of Lower Booths occupied the central part of what is now the Borough of Rawtenstall together with Baxenden which was detached from the main part of the township. The census of 1871 showed that the population was 5,114, and fifteen sixteenths of the inhabitants were of a class whose children may be expected to attend a public elementary school. Accommodation was therefore needed for 796 children. In the township there were four schools, one Roman Catholic (St. James the Less), one Church of England (Rawtenstall National or St. Mary's school), one British school (Holly Mount), and one Wesleyan school at Baxenden. A fifth school was in course of erection at Constable Lee, a church of England school to be called Rawtenstall Branch National school, provided for the new parish of St. Paul's. (see map facing page 64)

These schools were all efficient, and provided accommodation for 1,424 children. * They all received the annual grant except St. James the Less Roman Catholic school.** There was then no deficiency of accommodation in the district and a school board was not needed, and the Education Department sent a notice to this effect on 16th April 1873.***

* See H.M. Inspector's Report 19th April 1872.

** This school was established about 1860, and it applied for and was given the annual grant on 21st Oct. 1872, p. 302 When it came under government inspection. *** see Appendix

In August 1881 the managers of Holly Mount school informed the School Attendance Committee of the Haslingden Board of Guardians of their intention to close the school in a few months time, and in May 1882 the school was closed. The school had been built by the original firm of Whiteheads, Thomas Whitehead and Brothers in 1839 and called "The Holly Mount Provident Trust". It was established as a school in 1841. The school was attached to the factory and was described by Cooke Taylor, the factory inspector, as being

"One of the most elegant and convenient buildings I have ever seen devoted to the purposes of education: it was well ventilated, and furnished with the best apparatus for being lighted with gas and being heated with warm water. It could not have cost less than £1,000. The children pay twopence a week for instruction, but the expenses are defrayed by the benevolent proprietors, and the weekly stipend is allowed to accumulate as a reserve fund, to be paid back to each pupil at 21 years of age." *

The partnership was dissolved in 1855 when the school became the property of David Whitehead and Sons. The new proprietors did not feel able to maintain the original intentions of the Trust, and the school became a British school and received the annual grant from the government. The accommodation was however, considered by H.M. Inspectors of 1882 to be "altogether insufficient". There was no closet or lavatory, and no playground, and the rooms were low and out of date. Furthermore, the owners needed

* Tupling. The Economic History of Rossendale. p.221.

the premises and the land for use as a warehouse. *

There were 312 pupils in attendance at Holly Mount school and they would be displaced by the closure, but the Rev. J. Norris, Vicar of St. Mary's, announced that there was room for 326 more scholars at St. Mary's and Constable Lee day schools. The non-conformists were not prepared to accept these figures and did not want their children to attend the Church schools. A correspondent to the Bacup Times wrote:-

"Many of the ratepayers of Lower Booths are altogether opposed to having their children forced out of an undenominational school into a sectarian school. At Holly Mount school the children have been taught morals and religion minus dogmatic creeds and sectarian bigotry, which to dissenters is far preferable to having their children trained in articles and creeds to which they as parents cannot subscribe." **

This letter completely ignored the "conscience clause" and the Rev. Norris pointed that out:-

"It is well known and appreciated by non-conformist parents that we never take, or attempt to take, any advantage in the least degree of enforcing our ideas on their children." ***

This statement did not convince the non-conformists, and an argument was developing about the merits of sectarian and unsectarian schools which completely ignored the educational accommodation in the district.

There was a feeling among the unsectarians **** that

* 6th May 1882 B.T. ** 28th Jan. 1882 B.T.

4th Feb. 1882 B.T. * (In this controversy the unsectarians were the Baptists, Congregationalists and Unitarians,

a school board should be set up for Lower Booths, and that a nondenominational school should be established, so that their children would not have to attend either the Church of England or the Roman Catholic schools which provided the only accommodation now available. A public meeting of the ratepayers of the township

"for the purpose of considering the expediency of establishing a school board in that district," *

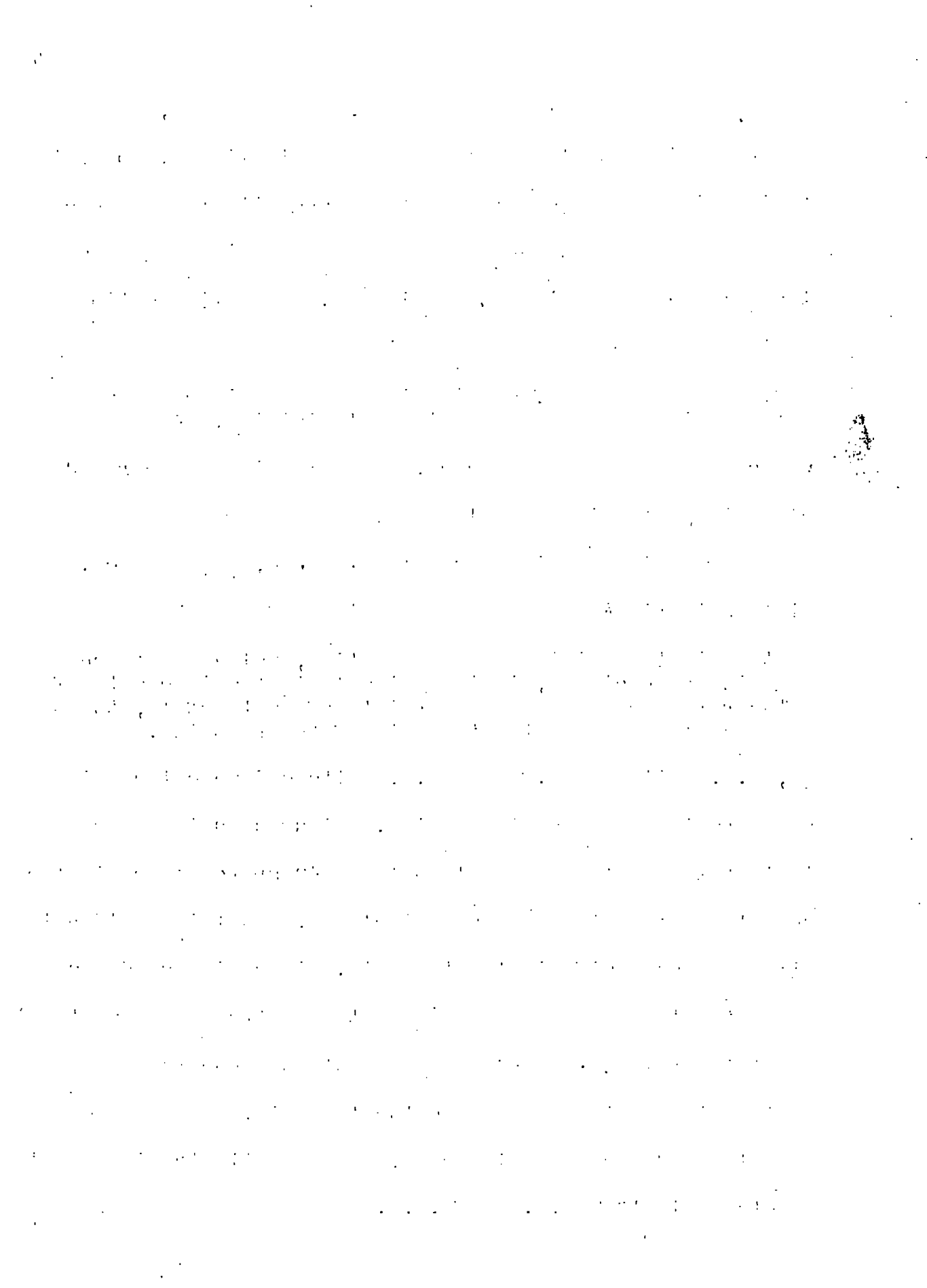
was called by Thomas Woodcock, the summoning officer and clerk to Rawtenstall Local Board.

The public meeting was well attended, and the Rev. Hill (Unitarian) moved the resolution

"that in the opinion of this meeting, Holly Mount school having been closed, it is desirable in the interests of the ratepayers and nonconformists of Rawtenstall, to form a school board for the township of Lower Booths."

He, T.H. Whitehead J.P. and J.O. Whitehead were the main speakers in favour of the motion. Figures quoted to show that at the most there would only be 48 spare places in the schools when Holly Mount school closed, and this would not allow for expansion in the township. A weaving shed was about to start at Longholme (near the centre of Rawtenstall) and this would provide jobs for about four hundred men who would bring their families to the township. The cost of a school board was also discussed, and an estimate given that

* 6th April 1887 B.T. and R.F.P.



a twopenny rate would more than cover the cost of repayments on a loan for a school. The argument which appeared to be uppermost in the minds of those in favour of a school board however, was that nonconformist children would have to attend a denominational school.

The opposition to the motion came from the clergy; Revs. J. Norris, T.R. Pennington, J. Halliday and Father J. Mussley. * All the figures quoted about numbers of school places and the cost of a school board were called into question and the Rev. Norris estimated that a school board would cost a rate of about two shillings in the pound. (a wild exaggeration). The conscience clause was mentioned as a means of protecting the nonconformist children; and the counter to the statement that there was no nonconformist school in the township was that although Longholme Wesleyan school was in the township of Newchurch, its gates were in Lower Booths and there was room for over a hundred more children there. It was also stated that if the nonconformists wanted a school, they should build one and not try to get one out of the rates. The final vote, taken after three hours of discussion was 50 in favour and an "overwhelming majority" against. **

Immediately following the defeat of the resolution,

* Father Mussley pointed out that he had no wish to take non-Roman Catholic children into his school.

** 22nd April 1882 R.F.P.

the nonconformists attempted to keep an unsectarian school in the township by transferring Holly Mount school to the Co-operative Hall. However, the premises here were most unsuitable and there was little hope that they would be accepted by the Education Department. Realising this, a petition was sent to the Vice President of the Committee of Council on Education, asking for a school board to be set up, * and at the same time a letter was sent to the M.P. Mr. Grafton, asking for his support. The result of this pressure was that the Education Department decided to hold a private enquiry.

Mr. Oakley, a Senior Inspector was sent to investigate the complaints and make a report to the Education Department. The complaints mentioned in the petition were

- a) that the only unsectarian school was closed and that this had been the only unsectarian school within two miles of the township. This meant that a "great injustice (was) imposed upon the nonconformists" because the remaining schools were "under the control of the Vicar...and the Parish Priest."
- b) It was admitted that the nonconformist children (from Holly Mount) could be accommodated, but this would leave an excess of only forty eight places in the whole district, which was expanding.

c) The public meeting had rejected a resolution to form a school board, but this was "through the influence used by the Vicar of the parish and the Catholic Priest."

d) The Church of England and Roman Catholics were enlarging their school accommodation, but the school and yard of St. Mary's school

"is on sanitary grounds unsuitable as a public elementary school, being in the midst of an unclosed burial ground, interments taking place therein from day to day, (and) some of the bodies lie higher than the level of the floor of the yard and school."

Mr. Oakley visited all the schools in the township, and met and talked to the various clergy and supporters of the denominational schools. He then met the nonconformists to hear their complaints which he set out in his report.* Surprisingly, he stated that there was a deficiency of accommodation,** although both parties had agreed that there was not, but he did say that the deficiency was "in course of being supplied." The extensions to St. Mary's school had been placed for three or four years, and were only awaiting the outcome of the present uncertain position. St. James' school was building a new infants' department. Rawtenstall Wesleyan school (Longholme) could also provide some accommodation, and could be enlarged by using the Sunday School room"). This dealt with the accom-

* P.R.O. Ed 16/146 27th June 1882

** the report says that accommodation without Holly Mount was 1036, and accommodation needed was 1100.

modation problem.

The report also said that St. Mary's school was satisfactory on sanitary grounds. The school had been inspected by medical men, who had given reports stating that there was no dangerous percolation from the graveyard, and that the ventilation was excellent. * Furthermore, the Vicar of St. Mary's was prepared to have a new school built on a new site and had already had £2,000 promised for such a project if it should be necessary.** The school in the Co-operative Hall should not be allowed to continue, because the premises were quite unsuitable. There were 50 steps leading up to the room which was adapted for public meetings rather than a day school; the offices were inadequate, and there was no playground. Furthermore all the points now raised had been discussed at the public meeting which had rejected a school board, and there was nothing new to be considered. Mr. Oakley now advised in his report that there was no need to form a school board.

The private enquiry revealed a misunderstanding of the law by the nonconformists. They had tried to show that there would soon be a deficiency of public elementary school accommodation in the township, and in this they suc-

* P.R.O. Ed 16/146, letters from T.W. Green, Medical Officer of Health for Rawtenstall and Mr. Edward, M.D., C.M.

** 12th Aug. 1882 R.F.P.

ceeded, but they thought that by doing this they could force the Education Department to direct a school board to be formed. One of the nonconformists said at the private enquiry that there was a deficiency.

"therefore we are entitled to claim a school board, and the Education Department must grant it."

Mr. Oakley's reply was "No!" and he explained that the Education Department would inform the authority that *must be provided* accommodation within six months, and if the deficiency was not then supplied, the Education Department could direct a school board to be formed. The other method of having a school board was to decide at a public meeting, when a deficiency need not be proved, but in this case the public meeting had already rejected the proposal to form a school board. These two methods of forming a school board then had failed; but there was still discontent among the nonconformists and this revolved around the suitability of the accommodation in the township.

The statements in the petition that "great injustice was imposed upon the nonconformists," and that the existing schools were "under the control of the Vicar...and the Parish Priest," really meant that the nonconformists regarded the schools as unsuitable on religious grounds. This is supported by the fact that when the Holly Mount school

closed, the displaced children attended the denominational schools, but as soon as the Cooperative school opened, these children (three hundred of them) left the denominational schools and attended the Cooperative school although it was perfectly obvious that the premises were quite unsuitable. * A letter from T.H. Whitehead to the Education Department cited this as evidence to show

"how much the parents are against sending their children to the Church of England and Roman Catholic schools."

Even if the public meeting had rejected by a large majority the setting up of a school board, the fact is that a large number of parents were dissatisfied.

The Education Department recognised privately that this was a religious matter. Notes on private office papers said

"This is a sectarian matter."

"It is clear that the dissenters want to get a school out of the ratepayers."

"The nonconformists closed it (Holly Mount school) themselves." **

Oakley's report said

"The best thing the dissenters can do is to build a British school."

In the view of the Education Department, all schools which were public elementary schools were suitable. The conscience clause was in operation so that parents could

* entries in St. Mary's National school log books, 17th April and 19th May 1882

** P.R.O. Ed 16/146 Private papers 14th July 1882.

withdraw their children from denominational instruction, and as long as that clause was accepted by the school, the Education Department was satisfied. The nonconformists on the other hand objected to having to withdraw their children from religious instruction, firstly because it seemed as if they were asking for a privilege instead of taking advantage of a right, and secondly because they feared that their children ^{might} be discriminated against during the secular instruction. A Board school could have none of these disadvantages and was obviously preferable to the nonconformists.

During the private enquiry, Mr. Oakley asked the nonconformists "What do you want?" and they replied, "A school board." He then said, "If you can't have one?" and they replied, "A new St. Mary's school." * This then was the new attack. If they could not have what they wanted, they were determined to make things as difficult as possible for the voluntary schools. The objection to St. Mary's school on sanitary grounds was absolutely unfounded as repeated medical inspections showed. However, Mr. Oakley advised that a new St. Mary's school would be better than enlarging the present one. This was really a sop to the nonconformists rather than an objection to the premises,

* 24th June 1882 R.F.P.

so that if the nonconformists were dissatisfied at the outcome of the enquiry (and later letters to the Education Department showed that they were), they could at least glean some satisfaction from the fact that they were causing the Church of England a lot of trouble and making them spend a lot of money.

Not all the members of St. Mary's Parish were happy at the prospect of incurring a further debt to build a new school. Indeed there was a quarrel at the Vestry meeting about where the money was to come from.. The church already had a debt of £1,000 and it needed a further £2,000 for the organ and the tower. A further £5,000 for a school would make the total debt £8,000 and this was rather a large amount, especially when the new school was not really necessary. The Rev. Norris apparently had promised that the church was willing to build a new school without consulting anyone, but he was quite capable of handling his parishioners. The new school was built and officially opened on 31st May 1884. The money was raised by bazaars and private donations, and at the opening little over £1,000 was still needed. It had been a remarkable feat to raise nearly £4,000 in less than two years.

The outcome of the private enquiry was that there was

even more religious antagonism than before in the township of Lower Booths. The nonconformists continued to be dissatisfied with the educational arrangements, and complained at every available opportunity. The supporters of the denominational schools, on the other hand, were continually on their guard lest they should provide an opportunity for a school board to be formed.

CHAPTER 7

TOTTINGTON HIGHER END SCHOOL BOARD.

The area which came to be administered by the Tottington Higher End School Board, was a sparsely populated area in which the settlements clustered around a number of mills, usually situated in the valleys or near to an adequate water supply.* The name Tottington Higher End is a source of confusion for it does not appear on a modern Ordnance Survey map. In fact what it means is a part of the old parish of Tottington, a village near Bury. Tottington Higher End stretches from Holcombe Moor across to Turf Moor and Knowle Moor (north east and north west of Ramsbottom) in the south, and northwards to the boundaries of Haslingden and Rawtenstall. Most of this parish therefore lies outside the area under study in this thesis. There was also a part of the old parish of Tottington called Tottington Lower End, the only part of which concerns us is a small triangular area which was included in what is now the Borough of Haslingden.*

As the parishes were the school districts under the Elementary Education Act 1870,** Tottington Higher End was a school district. The main lines of communication cut the area into two halves, most of the area on each side of the centre line being moorland and farmland. There were three

* see map facing page 12

** section 3

main village centres, Townsendfold with a Primitive Methodist school, Edenfield with a National school and Stubbins with a Congregational school.

The Primitive Methodist school at Townsendfold had been established in 1869, and in 1882 the Education Department considered that the building was not suitable for recognition as a public elementary school, and the annual grant was withheld. The managers were not willing to carry out the alterations recommended by H.M. Inspector, and informed the Education Department that they were closing the school. Immediately the Education Department ordered that a school board should be set up, since under the 1870 Act (sect. 12(2)) a school board could be formed without an enquiry where the Education Department were satisfied that the managers of any elementary school in any district were unwilling or unable any longer to maintain such a school, and also satisfied that if the school were discontinued, the amount of public school accommodation for such a district would be insufficient. In consequence of the Education Department order a public meeting was held, and the Tottington Higher End School Board, consisting of five members, was immediately formed. *

In justification of their order, the Education Depart-

* (19th May 1882. List of School Boards and School Attendance Committees in England and Wales, published by the Education Department)

ment pointed out in their letter* to Rawtenstall Board of Guardians that the village of Townsendfold had 122 cottages with 177 children and now that the school was closed, the children were attending schools in Rawtenstall and Edenfield. There is a note in St. Mary's National school, Rawtenstall, log book under the date of 10th March 1882 referring to these children, and the Bacup Times of 3rd February 1883 also mentions this transfer of children.

The school board appeared to be in no hurry to build a new school. They wrote to ask permission from the Education Department to reopen the Primitive Methodist school, and when this was refused they wanted to know why. The reply was that the school was below road level and consequently did not receive enough light. The school-room was too small and the classroom was "little larger than a cupboard", and there was a deficiency of offices. When the school board wrote back to the Education Department disagreeing with their objections, they were ordered to produce plans for a new school within six months, and if the plans were not forthcoming, the school board would be declared in default, it would be dismissed, and the Education Department would appoint somebody else to do the job. **

* Knowledge of this letter comes from a newspaper report, but there is no record of the letter in the series

P.R.O. Ed. 21/9892

** B.T. 3rd Feb. 1883.

The school board therefore complied with the Education Department request and made plans for a new school.

Before the new school could be built, the trustees of the Primitive Methodist school said that they were willing to make the alterations to their school which the Education Department demanded, and then they would let the school to the school board. The school board would not agree. A public meeting was held, and a resolution condemning the school board and asking that the Primitive Methodist school should be reopened until the new school was ready, was passed and sent off to the Vice President of the Council on Education. The Education Department wrote to the school board about the matter, and eventually agreement was reached and permission to use the old school temporarily was given.*

The new building was completed in April 1884 at a cost of £1,672 and there was accommodation for 164 pupils, though there were only 68 children in attendance. This school continued for the next seven years under Tottington Higher End School Board, and it was transferred to Rawtenstall School Board after the granting of the Charter of Incorporation to Rawtenstall in 1891.** This was obviously a more sensible arrangement since Townsendfold is less than half a mile from

* P.R.O. Ed. 21/9892

** see map facing page 81.

TOTTINGTON HIGHER END



Scale 1/4" = 1 mile.

— Roads

the centre of Rawtenstall and falls naturally into that borough.

In the same year (1891) another small part of Tottington Higher End was transferred, this time to the newly formed borough of Haslingden. The children who lived in this part of Tottington Higher End (called Sunny Bank) all attended the Musbury National school, and it was quite obvious that this should form part of the borough of Haslingden. *

Edenfield, about two miles from Rawtenstall and three from Haslingden, did not fit into either borough, and neither did Stubbins which is about four miles from both Rawtenstall and Haslingden, and falls naturally into a unit with Ramsbottom as its centre. These latter two places, Edenfield and Stubbins, were the only villages of any size from the point of view of educational requirements to be left in the Tottington Higher End School Board area after the incorporation of Rawtenstall and Haslingden, and this truncation of the area considerably reduced the work for what was already a very small school board. There was only one board school in the area, namely the original Congregational school at Stubbins which had been transferred amicably to the Tottington Higher End School Board in 1884, and this

* See pages 94 and 95 and map facing page 81

remained under Tottington Higher End School Board* until October 1895** when a school board was elected for the Urban District of Walmersley and Ramsbottom in the Bury Union. The truncated part of Tottington Higher End was now included in the new Urban District of Walmersley and Ramsbottom which was created by the Act of 1894, and as Tottington Higher End had a school board, a school board was required for the new urban district which had become the school district.

- * There is a curious report in the Reports of the Committee of Council on Education 1891-2, page 48, that Tottington Higher End School Board is now part of Rawtenstall School Board, but this cannot be correct.
- ** List of School Boards and School Attendance Committees in England and Wales 1896, page 46, published by the Education Department.

CHAPTER 8

RAWTENSTALL SCHOOL BOARD AND THE FORMATION OF THE
BOROUGH OF RAWTENSTALL AND HASLINGDEN

Rawtenstall became a Municipal Borough in February 1891, when the scheme proposed in accordance with the Municipal Corporations Act 1882 was accepted by the Privy Council. Under this scheme parts of the townships of Newchurch; Cowpe, Lenches, Newhallhey and Hall Carr; Tottington Higher End; Lower Booths; Higher Booths and Haslingden formed the new borough. The provisions for education in the scheme were controversial and, to understand how they were arrived at, it is necessary to look at the educational arrangements before incorporation and consider the attitude of the various parties concerned.

As long before as 1878, the ratepayers of the township of Cowpe etc. had sent a petition to the Education Department asking for the formation of a township of Rawtenstall and the inclusion of their township within that area.* This action was precipitated by the dispute between Newchurch School Board, the overseers of the township of Cowpe etc. and the owners of the Church schools about the provision of accommodation in the township of Cowpe etc. ** It is difficult to assess the feelings of the Cowpe etc. rate-

* see page 40.

** see chapter 4.

payers, but clearly some of them (the petitioners) were in favour of a larger unit to administer their affairs including education, whilst others (mainly the members of the Church and the local gentry) were in favour of maintaining the status quo. The petition had no tangible results, but it did underline the dissatisfaction caused mainly by the provisions for education under the Elementary Education Acts.

Tottington Higher End School Board was formed in April 1882 on the orders of the Education Department and the unpopularity of this action was illustrated by a short, acrimonious exchange of letters between the Education Department and the School Board.*

Again in 1882, there was the Private Enquiry into the educational accommodation in Lower Booths which highlighted the different attitudes of the nonconformists who were in favour of a school board, and the Church people who were against.**

Against this background came the first real attempt to form a Borough of Rawtenstall in February 1887, and the result was a Public Enquiry. The effects of Incorporation were clearly stated by the Commissioner, the Hon. T.H.W. Pelham.

* see chapter 7

** see chapter 6

"Under the Municipal Corporations Act, the Privy Council has the power to transfer to a corporation the rights and privileges of the existing local authority. Under the Education Acts, the Privy Council has the power to transfer the properties and duties of existing school boards, but they could not in any way set aside the provisions of the Education Acts." *

Now under the Education Acts, the whole of England had been divided into school districts, and in Rossendale the townships were the school districts. The proposal to form a borough meant altering the boundaries and making the new borough into a school district. However, parts of the townships which would now fall into the proposed borough had school boards, while the other townships had a School Attendance Committee working under the Haslingden Board of Guardians. The Commissioner continues:-

"If a Charter were granted to Rawtenstall, it would fall to the School Board for the Borough of Rawtenstall to supply the necessary accommodation, and the Privy Council would have to suggest a scheme for the adjustment and winding up of the existing school boards, and for the transference of their liabilities to the school board for the borough when such a school board shall have been elected." **

The problem then was to suggest a scheme which would be acceptable to everyone. The petitioners for the scheme pointed out that Newchurch School Board had a debt which the other parts of the proposed borough did not wish to share, and the part of Tottington Higher End to be included in the proposed borough had a board school and consequently

* 19th Feb. 1887 B.T.

** ibid

an adjustment for that school would have to be made. *

As each township wanted to continue to be rated separately for education, the scheme seemed too difficult to work and it was refused in April 1887.

A second scheme, in June 1890, proposed that

"Any schools of the Tottington Higher End School Board District, and the liabilities of the Tottington Higher End School Board shall pass to, rest in and attach to the Newchurch School Board, and the Local Government Board should have power to direct a sum of money to be paid...to the first mentioned school board by way of compensation....,"

and further that,

"...if and when a school board be formed and constituted under the acts...relating to elementary education for the school district of the borough...the Newchurch School Board shall cease to exist and all the properties and liabilities...will pass to the school board for the borough, and the cost of such will be levied by an addition to the borough rates."

The members of Newchurch School Board had three objections to this scheme.

(a) The merging of Newchurch and Tottington Higher End school districts would mean that Newchurch School Board would be responsible for the whole of the Tottington Higher End School Board district, and by far the larger part of that district would be outside the borough. The district was already big enough without this extra-municipal part, which would have to be visited by the school attend-

* In the previous year 1886, the ratepayers of Newchurch paid a 2d. education rate, and those of Tottington Higher End paid a 2½d. education rate.

ance officer. Furthermore, many of the children in attendance at Tottington Higher End's board school at Townsendfold lived in the townships of Lower Booths and Cowpe etc. and the ratepayers of these townships did not support the school financially.

(b) There would be within the borough, two different administrations for education; the school board for Newchurch and Tottington Higher End, and a school attendance committee for the rest. Newchurch School Board was keen to have a school board for the whole borough, so that there would be uniformity. Considering the nature of the proposed borough, where no one township provided accommodation either exclusively or entirely for its own children, it seemed more sensible to Newchurch School Board that the borough should be one educational unit.

(c) There was no guarantee that there would ever be a school board for the whole borough. In fact the division could last for ever. Ratepayers of different townships could be paying different education rates although they might be near neighbours with their children attending the same school. Clearly this scheme was not satisfactory, and the deputation from Newchurch School Board which attended the Privy Council had no difficulty in having it

rejected.

A third draft scheme (August 1890) went some way towards meeting some of the Newchurch School Board's objections. After amendment it was accepted by the Privy Council, in spite of Newchurch School Board's criticisms. The portion of the scheme relating to education is Clause 8 of the Rawtenstall Charter of Incorporation. It provides that:-

"(a) The Borough of Rawtenstall shall be a school district and shall be deemed to have a school board duly formed and constituted under the Elementary Education Act...

(b) Until the election of a school board, the members of Newchurch School Board...shall be the school board for the borough. As soon as may be convenient the Education Department...shall order and direct the election of a school board.

(c) All jurisdictions, powers, duties, properties, debts and liabilities of Newchurch School Board shall vest in and attach to the school board for the borough.

(d) Newchurch School Board shall be dissolved.

(e) Tottington Higher End School Board shall cease to have...any jurisdiction within that part of their district which is included in the borough, and all buildings, fittings,...situated in the borough shall be transferred to the school board for the borough...and all contracts, liabilities, and engagements...shall vest in the school board for the borough.

(g) The areas of those portions of the townships of Higher Booths, Lower Booths and Haslingden, which are comprised within the limits of the Borough of Rawtenstall shall be exempt from any rate levied to defray the expenses of the school board for the Borough of Rawtenstall, until such time as school accommodation is required in such areas respectively, and has been provided by the school board for the Borough of Rawtenstall."

This scheme set up a single administration for the education of the whole borough, a school board. The problem

of the extra-municipal part of Tottington Higher End was solved by dividing that school district into two, and bringing the municipal part under the control of Rawtenstall School Board, and leaving the remainder under the control of Tottington Higher End School Board. This resolved some of Newchurch School Board's objections to the June 1890 scheme, but clause 8 (g) provided for different educational rates for different parts of the borough. Obviously, Newchurch School Board would not be satisfied with this. Another deputation was sent in January 1891 to the Education Department with a list of objections, which though relevant, were rejected. The main objections were as follows:-

"(a) The boundaries of the townships are so irregular that the districts exempted (from educational rates) are in several wards; e.g. Higher Booths is in both North and East wards, and Newchurch and Cowpe etc. are partly in Central and partly in East Wards.

(b) Tottington Higher End Board school (Townsendfold) is not a convenience or a necessity to the township of Newchurch. It accommodates children from Lower Booths. Two thirds of the children are from Cowpe etc., but many children from Lower and Higher Booths attend schools outside their districts, and such districts ought not to be exempt from paying educational rates.

(c) No precedent exists where a district seeking Incorporation and not annexation, and having a school board, that the rate is not pro rata over the whole district.

(d) The exempted districts, under this scheme, are relieved in future from the charges they are already contributing for administration expenses, the whole charge being transferred to Cowpe etc.

(e) There is no clause in the 1870 Act to support Higher and Lower Booths not paying educational rates." *

The objections all relate to clause 8(g) of the scheme

and to the apparent preferential treatment which was given to Higher Booths, Lower Booths and Haslingden. It is interesting to note that these areas were to be excused from educational rates while Cowpe etc. was not. This may have been because Cowpe etc. was more dependent on school accommodation outside its township than the other areas were, and also that the places where Cowpe etc. children attended were the two parts of the borough which already had school boards. The ratepayers of Cowpe etc. must have been agreeable to the scheme, for they raised no objections. It was, however, clearly shown by Newchurch School Board that children from the exempted districts also attended schools in the districts where educational rates were paid, and in one case attended a board school. (Tottington Higher End Board School at Townsendfold).

The school board for the borough would produce bye-laws which would have to be enforced in the whole district. The school attendance officer would therefore have to visit schools in the areas which were not paying education rates, examinations would have to be arranged and school returns obtained. The exempted areas would not be making any payment towards the cost of this administration. Whilst it may have been fair to exempt certain parts of the new borough from the debts and liabilities of those parts which already

had a school board, it seemed quite unfair that those parts which were already carrying the greatest burden should be expected to provide an administration which the exempted parts could enjoy free of charge.

A further point not fully realised at the time by Newchurch School Board was that, although there were to be no education rates in the exempted area, the school board would be for the borough and would therefore be elected by the whole borough. The exempted area would be able to vote in school board elections, and even worse, people from the exempted areas would be able to serve on the school board. The anomalous situation could arise where representatives of people who did not pay education rates could be responsible for spending school board money. In fact, during the next twelve years, there was always one and sometimes two members of the school board from the township of Lower Booths. The ill feeling caused by this state of affairs was very intense in later years.

The objection that no precedent previously existed ((c) above) instanced what had happened in Bacup. Here the Newchurch part of the borough had had a school board while the Spotland had not, and on Incorporation a borough school board was formed with both parts of the borough being equally rated for education. * However, the Educ-
* see chapter 5.

ation Department was able to cite the example of Retford, where there was a scheme in operation which was similar to the one now proposed for Rawtenstall, so there was a precedent after all. To keep the controversy in perspective however, it should be noted that this was not a legal decision where precedents are not reversed, or where decisions depend on precedents. In fact Retford was only an example of a case where a scheme like the one under consideration was operating, and there must have been many examples of places like Bacup where on Incorporation, all the parts of the borough paid the same education rates whether or not they had had school boards with debts or school attendance committees.

The arguments in favour of accepting the scheme were strong, and the feelings of Lower Booths in the matter could not be set aside without putting the whole scheme in jeopardy. The Private Enquiry at Lower Booths in 1882 had shown the determination of the ratepayers not to have a school board, and this decision had been upheld by the Education Department.* Surely the Education Department could not now reverse its earlier views, taken under the Elementary Education Acts, when the educational accommodation in the township had not changed. In fact the school accommodation had been greatly improved by the efforts of

* see chapter 6.

the Church of England and the Roman Catholic people. A new St. Mary's National school had been built and more accommodation had been provided at both St. James the Less R.C. and St. Paul's (Constablelee) National schools. The views of the ratepayers of Lower Booths had been communicated to the deputy clerk to Rawtenstall Local Board, Mr. W.V. Stallon, who prepared the draft scheme, and these views were that they would not accept the scheme unless they, Higher Booths and Haslingden were exempted from Education Rates.*

The final scheme was barely a compromise. The conditions of Lower Booths, Higher Booths and Haslingden that they should be exempted from education rates were granted. Newchurch School Board gained the point that there should be a school board for the whole borough, the doubtful asset of Tottington Higher End Board School and a little more financial help in the form of rates from Cowpe etc.

Already before Incorporation, the managers of Water British school had asked to be taken over by Newchurch School Board, but had been advised to wait until Incorporation. The same request was made to Rawtenstall School Board in June 1891 ** and this time the school board agreed. As Water British school was in the township of Higher Booths,

* In this controversy, Higher Booths and Haslingden appear to have been less determined, but they were prepared to support the uncompromising attitude of Lower Booths.

** see chapter 13, pages 185

that township became eligible for education rates under the last part of clause 8(g) of the Charter of Incorporation. Lower Booths and Haslingden however, lasted until Rawtenstall Education Committee was formed, under the 1902 Education Act, without paying education rates, although the financial burden on the voluntary schools was enormous.

In September of 1891, Haslingden received its Charter of Incorporation bringing the townships, or parts of the townships of Haslingden; Henheads; Higher Booths; Lower Booths; Musbury; Tottington Higher End and Tottington Lower End into one borough. In all these townships there was a school attendance committee, except for Tottington Higher End which had a school board. The scheme for Incorporation stated:-

"...it is expedient to make certain provisions with respect to the alteration of the boundaries of the district of the school board, so as to exclude from such district such part of the township of Tottington Higher End as is within the borough."

The part of Tottington Higher End School Board district which was inside the proposed Borough of Haslingden had a population of about three hundred and none of the children attended the board school. * The relevant clause in the draft scheme (clause 10) simply stated

"The Tottington Higher End School Board shall cease to

* see page 81

have or exercise any jurisdiction within that part of their district which is included in the Borough." *

This clause really had the Education Department baffled. Private correspondence between the Education Department and the Privy Council pointed out that Tottington Higher End Board school (Townsendfold) had been transferred to Rawtenstall, ** and that there was no note of any similar case under the School Boards Act 1885 sect. 1 (1). Another note said that Tottington Higher End School Board could appeal. *** Of course there was no appeal.

The result was that Haslingden had no school board. All the schools were voluntary, although some of them were in a very decrepit state. The Education Department wrote to Haslingden telling them to form a school attendance committee. This was done, bye-laws were drawn up, and a school attendance officer was appointed to enforce attendance and issue labour certificates.

* P.R.O. Ed 31/103 ** see footnote page 82
*** ibid 27th Feb. 1891.

CHAPTER 9

THE PROBLEM OF ATTENDANCE.

The provision of sufficient school places, made compulsory under the 1870 Act, was closely followed by attempts to solve two further problems. The first was to bring about the regular attendance of all children at school, so that the full benefits of education could be obtained, and the second was to make the whole educational machinery more efficient by improving the standards of school buildings and facilities, many of which were not very suitable for the purposes of teaching children, and by improving the quality of the instruction given.

Improving attendance was a difficult problem for the earliest authorities to achieve, in times when parents and those in positions of responsibility were not yet convinced of the importance of education, and this attitude of mind was very common in Rossendale. However, the local authorities were supported by the law and the codes. Educational law was made by parliament, and the codes were made by the Education Department and were the regulations for the conduct of elementary schools and the conditions under which the school would be given the annual grant.

Even before 1870 there was a small measure of compulsion for school attendance, for the Factory Act of 1833

made employment of children between the ages of 8 and 13 conditional on part time attendance at school, and the Mines Act of 1860 stipulated that children employed in mines must have reached a certain proficiency in the three R's. The proficiency in the three R's was added to the Factory Act of 1874, and the Education Act of 1876 prohibited the employment of children under the age of ten and established School Attendance Committees in areas where there was no school board to administer its provisions. Both school boards and school attendance committees had power to draw up bye-laws enforcing compulsory attendance at school, and the Act of 1880 made this power obligatory. The minimum age for part time employment of children was raised to 11 in 1893, and to 12 in 1899, and part time employment was finally abolished by the Act of 1918.

As has been previously noted, the practice in Kossendale in 1870 was for the children not to attend school until they were eight years old, and then they became half-timers until they were thirteen. The method was that they worked mornings in the mills and attended school in the afternoons for one week, and in the following week the procedure was reversed, the child attending school in the mornings and working in the afternoons.

"A half time school is practically two schools. The master gets one set of pupils in the morning and another in the afternoon. Consequently the afternoon time-table is not infrequently identical with the morning one, so as to keep the morning and afternoon portions of the class up to each other," Report of A.M. Watson, H.M.I. 1874-5 *

It was the duty of the Factory and Mines Inspectors to see that the conditions for the employment of children were adhered to, but with the passing of the 1876 Act, School Attendance Committees were set up under the existing authorities, to administer the provisions of the new act. These provisions prohibited the employment of children under the age of 10. Employment of children between the ages of ten and fourteen was permitted if the child had passed standard 4 or had attended school at least 250 times in each of the four previous years. At the same time there was to be a medical inspection and a certificate as proof that the child was fit to work. Both school boards and school attendance committees had power to draw up bye-laws enforcing compulsory attendance, but although Newchurch School Board did this, neither the Haslingden Union School Attendance Committee nor the Rochdale Union School Attendance Committee did.

The bye-laws of the Newchurch School Board compelled every child between the ages of 5 and 14 to attend school.

* Committee of Council Report.

If a child between the ages of 10 and 13 had passed standard 5, then he need not attend school at all, and if he had passed standard 3, then he could work half time. Newchurch was thus different from the rest of Rossendale. The school board district had compulsory attendance and the rest had not, and the school board district had more difficult conditions to be fulfilled before the full and half time labour concessions could be granted.

In December 1876, Newchurch School Board appointed a school visitor (Mr. Cox) to enforce the bye-laws, and it soon became clear that this was not going to be easy. Cox visited all the houses in Newchurch to find out how many children there were, their ages and whether or not they attended school. An immediate difficulty was that some Newchurch children attended schools outside the township, while children living outside the township attended schools in Newchurch. In 1878, 1221 children came to Newchurch schools from outside the boundary, and 1118 Newchurch children attended schools outside the boundary, and this was out of a total child population of about 6,000.

Newchurch School Board wrote to the Education Department again to try to have the boundaries changed, so that they could include Spotland, but the reply was that this

could not be done.* The only thing to do was to wait until Spotland appointed a school attendance officer, and then to try to get him to co-operate with them. In spite of Newchurch School Board resolutions however, there was no co-operation with either Spotland or Haslingden school attendance officers, because these areas did not have compulsory attendance.

The school visitor (Cox) required the co-operation of the school masters to find out how many children were absent. This entailed additional work for the school masters were required to fill in attendance returns, but when the Bury and district teachers' association asked Newchurch School Board for payment to be made for this work, they received the answer that school attendance had improved by 20% and so they already had their reward in the form of additional fees. A later letter to Newchurch School Board about the matter was left on the table and never answered. The school visitor (now Mr. Steward) was soon complaining that only 7 out of 18 schools were sending returns to the school board in accordance with the Education Department regulations of February 1877. A stern letter from the school board reduced the defaulters to 5, but these were however, only teething troubles and soon the school masters

* Letter B.T. 23rd Dec. 1877

were co-operating.

Excuses for non-attendance were many and varied. At Whitewell Bottom and at Bacup between Broadclough and Dogpits, the excuse was that the school was too far away. In each case the school was within a mile. A common excuse was the bad weather. Frequently the parent denied that the child had been away from school, though the school master's returns showed that he had been absent. Many parents complained that they could not afford to pay the school fees. In cases of genuine poverty, Newchurch School Board could remit all or part of the fees if the child was in attendance at a board school, though the only board school was at Sharneyford.* All other children attended voluntary schools, and in their case, application was to be made to the Board of Guardians to have the fees remitted.

Soon the school visitor began to issue notices to parents asking them to appear before the school board to state the reasons why their children were not attending school, and there was the threat of legal action for persistent offenders. It was the 1876 Act which enunciated the principle that it is the duty of the parent to see that his child receives efficient elementary education,** thereby making the parent responsible in cases of non-attendance. The

* N.S.B. Bye-laws

** E.E. Act 1876 sect. 4

first case of a parent neglecting to send his child to school in Rossendale was in August 1877, and it was adjourned for a month to see if the child would attend regularly, the parent paying costs. There were many other cases where the parents were fined, but perhaps more effective than the fine was the publicity which parents received through having their cases recorded in the local press. * In very bad cases of non-attendance, or if the parent was unable to control his child, the court could make an order for the child to attend an Industrial School. These schools had also been set up under the 1876 Act (sect. 14) and the first case of this nature was heard at Rawtenstall Police Court in May 1879.

It should not be thought that the whole of Rossendale was against compulsory education, or that all progress towards regular school attendance was an uphill struggle. A provision in the 1876 Act to encourage regular attendance, was free education to be given for three years to children who had passed standard 4 and attended well.** This priv-

* The 1876 Act provided that the penalty for non-attendance should not exceed 5/- including costs, and this led to an interesting situation when, in March 1881, the magistrates clerk charges 8/-. The school board asked the Education Department where the extra 3/- was to come from, and the Education Department asked the Home Office. The latter decided that the excess must be borne by the school board, i.e. it must come from the rates. This was contrary to a decision previously given by the Home Office in a similar case involving Dawlish School Board P.R.O. Ed. 18/127

** This was dropped shortly afterwards.

ilege was called the Queen's prize or Honours certificate. It was gained by three children at St. Saviour's National school in 1877, and again by children from Crawshawbooth Wesleyan school, Heald Wesleyan school and Rawtenstall Wesleyan school in the following year. All these children were under 11 years of age, had reached standard 4 and had attended at least 350 times in the previous year. In Newchurch, the numbers on the roll had increased from 4,580 in 1875 to 5,840 in 1879, and the average attendance had risen from 2460 to 3640. More than 1000 extra children had been brought into the schools in four years. Although there were no bye-laws enforcing compulsory attendance in the rest of Rossendale, the numbers attending school did increase. Mr. Watson, H.M. Inspector, referring to the school attendance officers in Haslingden said,

"It is reported that the effect of these officers' exertions has considerably increased attendance." *

Haslingden Board of Guardians appointed a school attendance officer in July 1877, and an officer was appointed by Rochdale Guardians for Spotland in October of the same year. The function of these officers was to issue half time certificates and make arrangements for the annual examinations.**

* Committee of Council Report 1878-9

** The school attendance officer of the Haslingden Board of Guardians was later given the job of interviewing parents who applied to have the school fees remitted, and he recommended, or otherwise, to the Board of Guardians

Children who worked half time also attended the "Labour" examinations to be examined in their particular standards. In 1878, it was required that children in full time attendance should have 250 attendances, and half timers 150 attendances before they could be examined. The school attendance officers issued labour certificates weekly for those children who had passed the required standard, reached the necessary age and put in the required number of attendances.

Obviously, proof of age was soon to be required. The birth certificate was the most reliable proof* but a baptismal certificate, or evidence of mother, or "such other evidence as the persons appointed may think sufficient" was stated in the 1876 Education Department regulation, to be satisfactory.** Eventually in Rossendale the threepenny certificate was required from the child as proof of age.

There were frequent breaches of the Factory Acts when children were found to be working without medical certificates or attendance certificates. A typical example was brought before the Bacup Police Court Magistrates in September 1879, when 13 children who were half timers were found to have been working from morning till after 4 o'clock.

* E.E. Act 1876 sect. 25

** In 1889-90 there was an involved correspondence between Newchurch School Board, Haslingden Board of Guardians, the Education Department, the Local Government Board and the Home Secretary about whether to accept the threepenny certificate or the shilling certificate, and in the end they all agreed that the threepenny certificate could be accepted as proof of age.

The employer was fined.

Between 1875 and 1879, the number of half timers in Newchurch fell from 2086 to 1826, due mainly to the increase in the minimum age from 8 to 10 years, and throughout the whole of Rossendale the number of half timers was about 40% of the child population.* The attitude to school attendance was summed up by the Newchurch school visitor who said

"most parents are beginning to see the importance of sending their children to school...so that when they reach the age of 13 they can receive their labour certificate and commence full time work without further trouble."

School was thus regarded as a necessary evil to which children must be subjected before they could begin to work.

A further change occurred in the law in 1880, when there was now to be compulsory attendance throughout the whole country, and the school attendance committees and school boards were required to draw up bye-laws to bring this into effect. The Haslingden Union and Spotland bye-laws provided for compulsory education with full time exemption for children between 10 and 13 years of age who had passed standard 5, and half time exemption for children who had passed standard 2.** Children over 13 years

* In the whole district of Bury, Burnley and Haslingden there were 46.96% half timers in 1877 and 33.48% in 1881. Committee of Council reports 1881-2.

** P.R.O. Ed. 6/34

of age could be employed full time if they had passed standard 4 or had attended 250 times during each of 5 years at not more than two schools in each year.

The Bye-laws of Newchurch School Board were altered in 1881 to correspond with those above, thus lowering the half time exemption requirement from standard 3 to standard 2. When Bacup School Board and Tottington Higher End School Board bye-laws were made, they corresponded with those above.*

The Education Department recommended in 1883 ** that standard 3 should be adopted for partial exemption from school, but this was rejected by the whole of Rossendale. The matter was raised again in 1887 by Mr. Freeland, H.M. Inspector, who pointed out that most of the neighbouring districts had the 3rd and 5th standards for half and full time exemption. He stated that only 1.6% of the children above 13 years of age attended school at all in Rossendale. There was however, no change. The chairman of Newchurch School Board was satisfied with the progress of the children. He commented that schools in Lancashire were very

* Although the Act of 1880 stated that standard 1 was sufficient for half time exemption the Education Department would not approve bye-laws unless a higher standard was stated, and this is why all the Rossendale bye-laws had standard 2. B.T. 12th April 1881.

** N.S.B. Minutes Dec. 1883.

successful, although ~~most of the older children were~~ half timers. Grants earned were above the national average,* 90% of the children of half time age had passed in standards 3 and 4, and some children of full time age passed in standards 6 and 7. Other members of Newchurch School Board thought that the children might be deprived of the opportunity to work, and "parent need the children working".**

The bye-laws were gradually being applied more effectively, and the school attendance officers were beginning to require medical certificates if sickness was pleaded as an excuse for absence. One difficulty was that many parents thought that their children were entitled to a half or a whole day off school each week. Time and again attention was drawn to the wording of the bye-laws which said that children must attend for the "whole time during which school is open". A parent guilty of this attitude was fined at Bacup Police Court in May 1885.

The introduction of ring throstles into the mills cut

* In 1890 18/11 $\frac{3}{4}$ per head against 17/8 $\frac{3}{4}$

** B.T. 5th Nov. 1887 It seems rather strange that the code of 1885 should have allowed each half time attendance to be counted as 1 $\frac{1}{2}$ for the purposes of calculating average attendance for the annual grant. This was a deliberate attempt to help districts like Rossendale which were mainly half time, while at the same time the Education Department was putting pressure on Rossendale to raise the half time standards.

down the demand for boys, and the mills were frequently closed or working short time.* Parents however, thought that their children were still entitled to attend school half time when they had obtained their labour certificates. There was also a tendency to keep girls at home to help with domestic duties, which really meant looking after the children while the mother went out to work in the mill. Newchurch School Board issued 2,000 notices in March 1886 stating that,

"The labour certificates issued by this board are granted only on condition that the children, when not employed under the Mines or Factories and Workshops Act, must attend school for the whole time during which school is open for instruction, unless absent by permission of the board."

In spite of all the difficulties, which were most acute for the school attendance officer of Haslingden with his very large district, attendance continued to improve. In 1890 Newchurch and Bacup School Boards covered about half of Rossendale. Here there were 6568 children on the registers, of whom 1818 were half timers, and the average attendance was 4595. The average attendance was 73% while the half timers had fallen to about 30% of the school population.

One of the recommendations of the Cross Commission was that the age at which children should be permitted to be

* B.T. 5th June 1886.

excused from school in order to work, should be raised. This recommendation caused an outburst of activity in Rossendale. Bacup School Board asked the school attendance officer to see how many children would be affected if the age was raised, and on examining the numbers involved, passed a resolution that "It is undesirable to raise the half time age from 10 to 12." *

A month later a public meeting was held at the Mechanics Institution Hall. The same sentiments were expressed, and the Town Clerk was instructed to convey the opinion of the town to Lord Hartington and Pemberton and Grierson. In spite of Rossendale however, the lowest age for full and half time exemption from school was raised to 11 in 1893.

Two years later the government again proposed to raise the age, and this time both Bacup School Board and Bacup Town Council thought that it was time for a petition. Councillor Ben Smith, speaking for those who wished to keep the age exemption low, produced statistics to show that half timers got better percentage passes than those who stayed at school. "Therefore (he claimed) from the educational standpoint, full time education is not in favour of the children." ** He also maintained that from the point of

* B.T. 4th April 1891

** B.T. 23rd March 1895.

view of health, half time education was better than full time education, supporting the argument by the inconsequential observation - "Everybody knows that 'doffers' can stand more hardship than grammar school lads of the same age." It is understandable that Smith's statistics would show the half timers in a good light because only the cleverer children were allowed to work. But the aspect of the matter which was in the forefront of people's minds was that their children were earning money. Smith stated that parents needed their children working to help to supplement the family income.

The petition was well supported and sent to parliament, though not everyone was in agreement, and quite a lively correspondence followed in the Bacup Times. The editor himself disagreed with the petition, but expressed himself less forcibly on this than on other educational matters.

The age was not yet raised, but an indication that the Education Department were keeping the matter under their closest attention was the "positive instruction" given to H.M. Inspectors not to examine children for the labour examinations unless they were old enough to begin to work.

There was really no reason why younger children should not be examined. They could not begin to work even if they

had passed the required examinations, unless they were old enough, and one of the jobs of the school attendance officers was to require proof of age before issuing the certificate. Now however, some of the responsibility devolved on H.M. Inspectors, who refused to examine children who were too young. *

A slight change was made in the law when in 1895 children of over 13 years of age could not obtain attendance certificates unless they had put in the required number of attendances for 5 consecutive years. Prior to this the required number of attendances for any 5 years in a child's school life had been satisfactory. Further legislation in 1899 raised the minimum age at which full and half time exemption could be obtained, to 12 years.

The standards to be passed for full and half time exemption were discussed and revised. Rawtenstall School Board bye-laws were altered in November 1892 to standards 3 and 6 for half and full time exemption, thus bringing them into line with Bury and Burnley. Now again there were different standards for different parts of Rossendale. Rawtenstall School Board informed Bacup School Board and Haslingden School Attendance Committee of the changes they had recently made. Bacup School Board, however, rec-

* Letter from Freeland to R.S.B. Nov. 1897

commended no change. Eventually they adopted standard 3 for half time exemption in August 1894, but the full time exemption remained at standard 5 until 1901. Haslingden School Attendance Committee ignored Rawtenstall School Board altogether. In 1898 labour certificates were still being signed for passes in the 2nd standard.* In 1898, Haslingden adopted standard 3 for half time exemption, but left full time exemption at standard 5.

These changes in the law and bye-laws were accompanied by constant pressure on parents to send their children regularly to school. This has been noted previously, and it had the effect of increasing school attendance. This trend continued and at the same time the number of half timers fell.

Both Bacup and Rawtenstall School Boards divided their districts into parts, each with a separate committee to interview the parents of absentee children. ** There was no decrease in the number of parents sent to the courts for the non-attendance of their children, or in the numbers of children committed to Industrial Schools or Training Ships. ***
An attempt by Rawtenstall School Board attendance officer

* Haslingden School Attendance Committee Report 1898

** Jan. 1896 and June 1892 respectively.

*** Both school boards objected to the Education Department about having to pay the cost of transporting children to these places.

to examine the school attendance registers of the voluntary schools was not successful. The school masters did not like this interference, but they were reassured when the clerk declared that the attendance officer was not legally entitled to demand to look at the register. The difficulty was overcome by introducing a system of duplicate registers, one copy of which was sent to the school board office for examination by the school attendance officer. The Haslingden school attendance officer praised the duplicate register system saying

"The use of them has justified my recommendation, for the average (attendance) has improved since their adoption." *

In 1902 the average attendance in Bacup had risen to 82% and the number of half timers was 435. Rawtenstall average attendance was 81% with 779 half timers, and Haslingden's average attendance was 79% with 154 half timers.**

* S.A.C. Officer's Report 1901

** Figures obtained from the school attendance officers' reports.

CHAPTER 10

EDUCATION UNDER THE CODES OF THE EDUCATION DEPARTMENT

The elementary schools of 1870 were to be conducted in accordance with the Code or regulations of the Education Department. The code laid down, in minute detail, the content of the curriculum which was to be taught in the schools, and the curriculum was examined annually. On the results of this annual examination, a grant was paid to each school. The "Revised Code" of 1862 was really the parent of the later codes, and it embodied the idea of the "standards", and introduced the principle of "payment by results"

In the Revised Code, each child was examined in his standard in reading, writing and arithmetic (the three R's), and if he passed he earned eight shillings for the school. Failure in one subject reduced the eight shillings grant by one third, failure in two subjects by two thirds and failure in all subjects earned no grant. The child who passed in his standard moved up to the next standard for the following year. A grant of four shillings was also paid on attendance. The grant earned by a school was therefore in two parts, one part for the achievements in the standards, and the other part for attendance. The codes were modified and changed annually, but the basic idea of

payment by results persisted until the code of 1900.

The New Code of 1871 introduced several changes. The grant on average attendance was made six shillings and the grant for the three R's twelve shillings, but at the same time the standards were changed. The old standard 1 disappeared and the old standard 2 became standard 1. At the upper end a new standard 6 was added to replace the old standard 6 which had become standard 5. In addition a grant of three shillings was paid for a pass in "specific subjects" which could be taken by children in standards 4, 5 and 6. The list of specific subjects included History, Geography and Natural Science, but other subjects not listed might be taken. Unlike the standards in which every child had to be examined, the specific subjects need not be taken by the children, but if they were, no child could offer more than two of them. For infants, between 4 and 7 years old, a grant of eight shillings was payable if there was a "principal teacher of infants", and a grant of ten shillings if there was a separate infants' department with its own room.

The 1874 Code continued the liberalisation of the curriculum by providing "class subjects". Only two of the subjects listed (Grammar, Geography, History and Plain

Needlework) were to be taken by the whole class. The children were not examined individually, but instead the efficiency of the teaching was assessed by examining the class as a whole, and the grant which could be earned was four shillings per scholar. At the same time, however, the three R's grant was reduced to three shillings per subject. The grant on attendance was reduced to five shillings but an extra one shilling was earned if singing was part of the curriculum. This attempt to encourage singing was followed in the next year by an attempt to improve discipline and organisation, for one shilling was payable to schools where these were good, though at the same time the attendance grant was reduced to four shillings.

A merit grant of one, two or three shillings was introduced in the 1882 Code and this was given for general school organisation and discipline, intelligence employed in teaching and the quality of the work done by the children. For this grant schools were classes as "fair", "good" or "excellent". At the same time a new standard, standard 7, was added, and the list of class and specific subjects extended.

The children in the schools of Rossendale were prepared by the teachers for the annual examination in as efficient a way as possible. Nearly all schools had a single

large room in which the children were drilled in their standards. The "master" sat at his desk and the teachers had their classes in various parts of the room. Each class would be chanting from its reading book or performing some other task required by the standards.

The pressure on children to pass the standards was very great, for the grant earned was essential to cover part of the expenses of the school. The evils of the system of "payment by results" were felt throughout the country. Children were under too much stress and strain because of the system. The teachers were compelled to stick rigidly to the requirements of the Code by the necessity to produce results, and the result was that the teaching lacked imagination. An expression of the real concern for the children came to the surface in connection with the death of a child in Bacup. The child was Emma Jane Hargreaves and she attended Mount Pleasant School. The inquest stated that death was "the result of congestion of the brain", and the death certificate stated that the cause of death was "overwork at school". The Coroner blamed "home lessons". He was careful however, not to blame the teacher or the school boards, but the

"Education Act with its system of payment by results".*

A year later, there was another sudden death of a child at Waterfoot (6th Dec. 1884), and the teacher was requested to attend the inquest, when he was closely questioned to see if he had been responsible for overworking the child and thus causing his death. In this case however, it was decided that death was the result of natural causes.

In many cases the salary of the teacher was dependent on the annual results. As has been already noted, the salary of Mr. Purvis, the first teacher employed by Newchurch School Board, was £90 per annum plus two thirds of the annual Parliamentary grant. A teacher therefore had to produce results in order to earn a better salary. In Rossendale in particular where the custom was for the children to work, the parents were also directly concerned with the progress of the children, for, unless the child could pass his standards he could not work. The children in Rossendale made good progress in the standards. Mr. Watson, H.M.I., remarked that progress in this district

* B.T. 8th Dec. 1883 (It is interesting to note that at this time Bradford School Board asked Bacup School Board for financial support for a test case to see if the managers of a school had power to impose lessons on a child out of legal school hours, contrary to the wishes of the parent. The result of this case, *Hunter v Jackson*, was that such lessons were illegal.

was very satisfactory.* Mr. Freeland, H.M.I., noted in his report of 1881

"...these half timers pass their standards with a margin and intelligence that I have yet to see beaten by full time schools."

The work in the standards was thus well within the capabilities of the children of Rossendale. It should perhaps be noted that, although there was great pressure on the children to pass their standards from outside i.e. teachers and parents, the children themselves were also keen to make progress as they wanted to work in the mills. The money which they earned provided extra material benefits and pleasures for them as well as for their parents. In the situation where children, teachers and parents were working together with a single aim it is hardly surprising that good progress was made.

Teachers in Rossendale took the opportunity to introduce new subjects into the school curriculum which was offered by the class subjects of the 1874 Code, though it must be noted that this was necessary if the school was to con-

* Committee of Council Reports 1878-9. (Reading 90% pass, Writing 83% pass and Arithmetic 73% pass). These achievements improved annually. In 1882 they were Reading 92% pass, Writing 85.98% pass and Arithmetic 75.51% pass. Report 1881-2. In 1886mSharneyford Board School was able to boast of 100% pass in standards 1, 2, 3 and 4, 97% pass in standard 5 and 91% pass in standard 6. Christ Church school had 100% pass in Reading, 97% pass in Arithmetic and 96% pass in Writing. Goodshaw Baptist School had 95% pass overall.

tinue to earn the maximum annual grant. Mr. Watson, H.M.I., referred to the class subjects as

"the most striking feature in the elementary schools" * and was pleased with what he saw.

"The addition of class examinations in these subjects to individual examinations in the elementary subjects has been in all respects a very great benefit." **

Of the four listed subjects the two most frequently studied were Grammar and Geography. History was sometimes attempted but Needlework was rarely done. Mr. Watson's explanation of the unpopularity of Needlework is interesting.

"The extra needlework which has to be done to obtain a grant is but seldom attempted in this district, because girls begin to work at 10 and by the time they are 18 or 20 their weekly earnings exceed the weekly pay of employees of milliners or manufacturers of underclothing. Marriage does not diminish their earning power. They thus drive a better bargain by exchanging the produce of their own labours for the various garments they require, and get those garments too from skilled machinists and seamstresses both more cheaply and better made than they could make themselves." **

He went on to suggest that for the girls of places like Rossendale, such subjects as knitting, darning and patching would be of much more practical use. The saying common in Rossendale that "a skirt is as good as a pair of trousers" was indeed valid when parents were considering the earning power of their children.

* Report of the Committee of Council 1878-9

** Ibid

Singing was also taught when it was introduced by the Codes, though here Mr. Watson was less enthusiastic.

"The songs are very often evidence of strength of lung rather than of musical sensitiveness."

This is an unusual comment on a district which is at the present time considered to be musical and to have an excellent musical tradition and history.

The large number of schools which obtained the excellent merit grant introduced in 1882 was evidence of the good quality of the elementary schools. Mr. Freeland, H.M.I., praised the teachers on more than one occasion, both in his reports to the Committee of Council and in his individual reports to the schools after his annual inspections. An unfortunate development, however, was the practice of paying the headmasters extra if the school earned a merit grant.*

The introduction of the specific subjects was a different matter. There was very little progress in the teaching of these subjects. Specific subjects like Algebra, Physiology and French could only be attempted by children in the upper standards, but in Rossendale these very children were either half timers or exempt from school altogether. The standards which were compulsory and essential for the lab-

* Rawtenstall School Board paid a headmaster an additional 15% for the excellent, 10% for the good, and 7% for the fair merit grants. R.S.B. minutes June 1892

our qualifications were in all respects more important to teachers and pupils than the specific subjects, and the latter were regarded as unnecessary extras. The time factor alone precluded much work in the specific subjects.

Mr. Freeland, H.M.I., said

"The addition of a specific subject at these (half time) schools causes actual harm." *

The half time children, and those who were exempt from school, were able to attend evening schools, and here the specific subjects could be studied. More frequently however, the classes which these children attended were in technical subjects or subjects on the list of the Directory of the Science and Art Department, as it was possible to earn more grant from these subjects than from the specific subjects of the Education Department.

In many parts of England, children in the upper standards were grouped together in a school, usually called a Higher Grade school, which catered especially for them. There was no such development in Rossendale for the reasons already stated. The only mention of a Higher Grade school was by the editor of the Bacup Times, who stated that a school of this sort was desirable.** The matter was never considered by any school board in Rossendale or by any of the voluntary bodies.

* Report of Committee of Council 1883-4

** B.T. 15th Jan. 1881.

It is true that in a very few Rossendale schools, the upper standards were grouped together in a separate department, called the Higher Grade department or school, but these departments only catered for the children of that particular school who were in the upper standards, and were not in any way comparable with the kind of Higher Grade school which developed in the larger towns. St. Mary's National School, Rawtenstall, Mount Pleasant and Goodshaw Baptist all had such "Higher Grade" departments in 1888. Some scientific subjects were studied and some experimental work was done, probably in connection with the subjects of the Science and Art Department and not with the specific subjects of the Education Department.

In Bacup a private Higher Grade School for boys was started by Mr. Wilkinson B.A. in 1886.* It continued for several years, though the numbers were always small.** This school never applied for recognition as a public elementary school by the Education Department and it was discontinued in 1895. Scholars were entered for examinations of the College of Preceptors, the Science and Art Department and the Lancashire and Cheshire Union of Mechanics Institutions.

In addition to the official subjects of the Code and Directory the school boards in Rossendale introduced other subjects into the curriculum of board schools, for example,

* advert. in B.T. Sept. 25th 1886.

**11 boys in 1886, 35 boys and 5 girls in 1890

Bacup School Board decided that it would be good to teach the children "the dangers of excessive drink", and left the chairman and schoolmasters to find some appropriate books on the subject for school use. Religious education was more of a problem for the board schools than for the voluntary schools. The denominational schools gave denominational instruction and the British schools gave instruction which they called non-denominational.* School board schools were forbidden by law to give any denominational instruction, and though they gave religious instruction, the form it took had previously been left to the individual teachers. Eventually the school boards introduced schemes of religious instruction.

The denominational members of Rawtenstall school board attempted to have a scheme adopted for their board schools in 1892, but although the phrase "all sectarian and dogmatic teaching to be excluded" was included in the resolution, the proposal was rejected. The only thing which the school board would allow was "selected" passages of the Bible to be read without comment. The Rev. Bennett, the Rev. Clark and F.E. Simpson said that this was useless and it would be better to have no readings at all, but they

* "The Wesleyans...appear generally to give as much time to religious instruction as...C. of E. and R.C. schools. Mr. Watson, H.M.I. 1874-5 Report.

were in a minority. Agreement could not even be reached about what the selected passages should be, and finally it was decided * that the headmaster should keep a record of the passages read so that the school board could inspect them.

Bacup school board was a little more successful in its scheme of religious education. Following the adoption of "Codes of religious instruction" by Birmingham and Manchester school boards, Bacup school board decided to adopt a similar scheme. The scheme was that each morning should begin with the Lord's Prayer and a hymn, and Vespers should be sung at the end of each day. There should also be a daily Bible reading "without note or comment", and the Ten Commandments should be learnt. The instruction was not to take more than 15 minutes each day. Bacup school board's scheme may not appear to have been very ambitious, but it was much more so than Rawtenstall's scheme and it was a great achievement to produce such a scheme after six months of bitter, almost rancorous, discussion.

The Codes laid down conditions about the teaching staff of public elementary schools, thus in 1871 every public elementary school was required to have a certificated teacher. The numbers of teachers employed in a sch-

* R.S.B. Minutes 8th May 1897

ool were specified in the 1877 Code, thus an additional assistant teacher was needed if the average attendance was above 220, and not more than three pupil teachers were permitted for each certificated teacher. In this way the Codes gradually improved the staffing of the schools.

In 1887 Sharneyford board school's average attendance had risen to between 70 and 80, and so an additional pupil teacher was employed. A year later the school became entitled to an assistant mistress. Cloughfold Board school also qualified for additional staff for the same reason, though the school board was happy to employ two "monitors" rather than a pupil teacher because of the saving in money.* The H.M. Inspectors reported to the various voluntary schools in their annual reports, when additional staff were required.

In Rossendale, it was the practice for the intending teacher to become a "candidate" first, and if satisfactory, to become a pupil teacher at the age of 14. After three years of study, the pupil teachers had completed their apprenticeship and they took an examination for a "Queen's Scholarship". The Queen's Scholarship was the necessary qualification for entry to college where a certificate

* N.S.B. Minutes 17th May 1879

could be obtained after a further two years' study. In fact, there were few college places, and so only those high on the list of successful Queen's Scholars were accepted, and only those placed in the first of the three classes could hope to be accepted by the college of their choice. The majority of teachers therefore either obtained their certificates after spare time study by taking their certificate examinations as external students, or they remained unqualified assistants. Unqualified assistants who had passed the Queen's Scholarship, were allowed to teach under Art. 50 of the code, and those who had not passed the Queen's Scholarship, sometimes referred to as ex-P.T.'s were allowed to teach under Art. 68.

In some parts of the country, both School boards and voluntary bodies set up Pupil Teacher Centres for the instruction of pupil teachers in what really amounted to "secondary" academic subjects. In Rossendale however, there was no Pupil Teacher's Centre until 1904. Mr. Holman, H.M.I., tried to encourage the school boards to set up a Pupil Teacher's Centre, and this was one of the objects he had in mind for the Education Council of Rossendale which he established.* At this council, all those interested in education in the boroughs of Bacup and Rawtenstall (teachers,

* Dec. 1899

members of the school boards, and managers of the voluntary schools) discussed local problems. Mr. Holman pointed out that neither borough had a Pupil Teacher's Centre, and he endeavoured to encourage the school boards to co-operate in the establishment of a joint Pupil Teacher's centre. Although both school boards seemed interested, and Rawtenstall School Board were prepared to provide accommodation at Cloughfold Board School, there were no tangible results. Haslingden were, however, sending their teachers to the Pupil Teacher's Centre at Accrington which started in 1897.

Mrs. Rhodes and Miss Ormerod, two elderly ladies whose experience goes back to the 1890's, tell me that the pupil teachers of that time went to school at 7.45a.m. each morning and they were taught for an hour by the head teacher before school began. They attended night school on two or three evenings each week, and those who lived in Bacup attended Rochdale Technical College on one night a week for lessons in science. It would appear that there were no facilities to help those who had passed the Queen's Scholarship to obtain a certificate by part time study.

Since the school boards did not provide facilities in the form of a Pupil Teacher's Centre, much would depend on the sort of headmaster to whom the pupil teacher was apprenticed. After he had passed out of his apprenticeship, the

young teacher, if he did not go to college, was dependent on help from his older colleagues. The teachers trained in Rossendale were therefore learning old methods from old teachers. In the event, this hardly mattered, for there was not a great deal of progress in the sort of education which the elementary school provided. The thought uppermost in the minds of everyone seemed to be for the children to pass their standards as soon as possible, and the younger teachers were under the wing of those who were past masters at the art of doing just that.

CHAPTER 11

TECHNICAL EDUCATION.

The Cross Commission report of 1888 recommended that

"In all schools more attention ought to be given to work of a more practical character, and steps should be taken to engraft on to the present system a curriculum of a vocational - "technical" - character for the older children."

The Technical Instruction Act 1889 itself defined technical education as:-

"Instruction in the principles of Science and Art applicable to industries, and in the application of special branches of Science and Art to specific industries or employments" and subjects "to which grants are for the time being made by the Science and Art Department and any other form of instruction (including modern languages and commercial and agricultural subjects) which may ... be sanctioned..." *

If we accept this broad definition of technical education, then it could be said that this sort of education had been going on in Rossendale for many years.

The East Lancashire Union of Institutions claimed to have established "systematic" teaching of science in 1858, and by 1870 it had the support of twenty institutions and evening schools, including six from the Rossendale Valley.** Of these latter schools, Bacup Mechanics Institution was the largest and most important, and the organiser of the East Lancashire Union of Institutions visited Bacup on one day per week to conduct classes there. All males were com-

* Technical Instruction Act sect. 8

** Bacup, Crawshawbooth, Rawtenstall, Haslingden, Newchurch and Stacksteads. 1st Jan. 1870 B.T.

pelled to take examinations in English Grammar, Dictation and Reading; and all females were compelled to take examinations in Reading, Dictation and Needlework. There were, in addition, other subjects which were not compulsory; Machine Calculation, Practical Needlework, Domestic Economy and Cookery. The "systematic" teaching then consisted of evening classes in various subjects, some of which were scientific.

As well as the classes and examinations of the East Lancashire Union of Institutions the Mechancis Institutions conducted classes which prepared their students for the examinations of the Lancashire and Cheshire Union of Mechanics Institutions, the Royal Society of Arts, the Science and Art Department, and later the City and Guilds of London Institutes. All this instruction can be said to be of a technical nature.

Other schools in Rossendale entered students for the same examinations, mainly those of the Science and Art Department. In 1878 the British School at Waterfoot had a pupil who passed in eleven subjects of the Science and Art Department *, and others who passed in Inorganic Chemistry (elementary and advanced stages) and Mathematics

* Steam; Practical, plane and solid geometry; Theoretical mechanics; Acoustics; Light and heat; Physiology; Animal physiology; Applied mechanics; Navigation; Nautical astronomy; Maths. 5th stage.

(first, second and third stages). In all, at least nine schools, other than Mechanics Institutions, were teaching subjects for the Science and Art examinations*, and classes were also held in Rawtenstall Industrial Co-operative Society. By 1878 the list of subjects offered at Bacup Mechanics Institution had increased to about twenty; all the previously mentioned subjects, and in addition Office work, Domestic Economy in Clothing, Domestic Economy in House-keeping, Commercial History and Geography, Building Construction, Machine Construction and Drawing.

All these classes were held in the evenings. They provided the only opportunity for children of working-class parents to proceed further with their education, and perhaps enter the professions. Several children from these classes obtained scholarships to Owen's College, Manchester (now Manchester University); one passed the Medical Registration examination for Durham University in 1870, and in later years several scholarships to the Normal College of Science at South Kensington were obtained.

Sir James Kay-Shuttleworth, when he was distributing prizes for the East Lancashire Union of Institutions at Bacup Mechanics Institution in 1871, pointed out that technical education was labouring under great disadvantages bec-

* Christ Church; St. Mary's, Rawtenstall; Mount Pleasant; Heald; Bethel; Wesley Place; Longholme; Doals; Haslingden National.

ause of the lack of facilities. There was a lack of laboratories, very little scientific equipment, and there was no means of obtaining financial aid to help in the provision of these things.

"...if there were established at Bacup...a good chemical laboratory, and a good laboratory for experimental physics, and classes were formed, a great step would be made." (B.T. 28th Oct 1871)

He went on to urge the directors of the Bacup Mechanics Institution to found such a laboratory. Although the need was quite apparent, and the advice could not have come from a more eminent authority,* no laboratory was founded. No doubt the directors and the townspeople of the time could not see the need, and did not feel the necessity for such a laboratory.

Throughout the 1870's Kay-Shuttleworth's theme was re-iterated, the need for more facilities for technical education. It was repeated with monotonous regularity at the annual Soiree of the Bacup Mechanics Institution. In 1882 Professor Adamson of Owen's College provided a reason for improved technical education. It was to be the means by which Britain could improve the quality of her goods and products. He said quite categorically

"In the mechanical arts, the English workman and manufacturer is in an inferior position to his continental competitor" **

* A Poor Law Commissioner, Secretary to the Special Committee of the Privy Council in Education, the first Secretary to the Education Department.

** 7th Jan. 1882 P.M.

Of course, it was not the first time that this particular point had been made. The Science and Art Department had been established in 1853 partly to stimulate the production of goods of an approved type, and the City and Guilds of London Institute was established later with a view to improving standards. It was, however, the first time that this point had been stated so bluntly on a public occasion in Rossendale.

The fact that Britain's goods really were inferior was rammed home by Isaac Hoyle M.P. in 1886. The cotton trade was suffering a depression at this time and "the most distressed district in Lancashire is the Rossendale Valley." Isaac Hoyle pointed out that the goods manufactured in Rossendale were poor stuff. "Coarse heavy goods made from coarse heavy yarn" were made, and the manufacture of these goods required very little skill. Foreign nations developing their own manufacturing industries would quite naturally make these goods first, and it followed that the demand for this type of goods from Britain would diminish.* Technical education would remedy the state of affairs. It was the means by which more complex and superior manufacturing processes could be learned and the quality of British goods could be improved. To the people

* 9th Jan. 1886 B.T.

in Rossendale at the time, this argument made sense. Technical education was to be their salvation, and the obvious way to provide technical education was to turn Bacup Mechanics Institution into a technical school. This was suggested by Isaac Hoyle and taken up by the Editor and correspondents in the Bacup Times.*

The annual general meeting of the Bacup Mechanics Institution passed a resolution on the 30th Jan. 1886 that

"the directors of the Mechanics be requested to take the subject of technical education under their immediate attention, and try to find a solution to it."

Here at last there was to be action instead of endless talk, but the resolution posed a problem for the directors which was not to be so easily solved. A great deal of money would be needed to start a venture like this and although the Mechanics Institution was financially quite sound, it was not wealthy enough. Nor were the premises suitable; they were not capable of being modified and there was no room for enlargement. Further, any radical structural alterations would interfere with existing activities; the day school, the evening school, the library, and the reading and news rooms all needed to be continued. A sub-committee was formed to visit the technical schools at Manchester, Huddersfield and Bradford, and report on the desirability of establishing a

* Classes in Cotton Manufacture had been provided at Bacup Mechanics Institution since 1883 but they were attended by a mere handful of students.

school at Bacup along similar lines. The gloomy news was that although these schools were excellent, it would cost £40-50,000 to provide a similar establishment for Bacup. It was out of the question.

There seems to have been no other attempt in Rossendale to examine the possibility of establishing a technical school. Haslingden Institution was the only other place in the Valley which was at all active at this time. Most of the other Institutions had degenerated into literary societies and discussion groups, and they were content to provide a few evening classes.

If Bacup Mechanics Institution was unable to provide a technical school, then the logical thing was to look round and try to get someone else to provide it. Two prominent men in Bacup, Edward Hoyle and the Mayor, Alderman Shepherd suggested in public speeches that the proper authority to build the school was the Bacup School Board,* but they were soon regretting their rashness. Councillor Smith, a member of Bacup School Board, pointed out that many Yorkshire towns had technical schools and cited Bradford, Bingley, Keighley and Huddersfield as examples. These were all built from private subscriptions

"from gentlemen who had made their money in the district, and who felt the necessity of returning some of it to

* Bacup School Board had no authority to establish technical education. Its field of activity was elementary education

those who had not been quite so fortunate."

As Edward Hoyle and Alderman Shepherd were well known for their beneficence, and as they would not have brought up the subject without having something in mind, Smith suggested that they should meet the Bacup School Board to discuss what sort of technical school they had in mind, and what sort of practical steps they were prepared to take in establishing it. Unfortunately neither gentleman had any ideas or intention of providing help in the way of financial support. They were duly castigated in the Bacup Times.*

A most generous offer of financial support for some technical work was made by the new Mayor of Bacup, Alderman Greenwood, in December 1889. It was a gift of £500 to be used by the Bacup Mechanics Institution in one of three ways:- either to build a new technical school, or to build a new Mechanics Institution and use the old building as a technical school, or, if both these suggestions were impracticable, to establish a scholarship fund. After consideration, the directors of the Mechanics Institution decided to offer to sell the building to the Town Council so that they could find new accommodation for a Mechanics Institution with a technical and arts school attached. This suggestion was taken very seriously by the Town Council who

* 4th Jan 1891 B.T.

were considering it in their usual leisurely fashion, but alas, they were overtaken by events. Action of the kind they were contemplating belonged to a previous decade. The Technical Instruction Act had been passed. An authority to administer technical education had been created, and action was proceeding while Bacup pondered.

As we have seen, until now technical education was carried on by voluntary bodies - Mechanics Institutions, Voluntary schools, private individuals or groups of people. They depended for finance on grant earned by pupils in various examinations, such as those of the Science and Art Department, fees paid by students and private subscriptions. The new act gave power to any "local authority" to levy rate not exceeding one penny in the pound to support technical education. This new financial support could be used to

"maintain a technical school or otherwise give technical assistance to those deemed qualified to receive the same, by sending them to some technical school or class."

The local authorities mentioned in the act were the new County and County Borough Councils, and the local Sanitary Authorities. Rossendale at this time was composed of the Municipal Borough of Bacup and the Sanitary Authorities of Haslingden and Rawtenstall. In 1891 both Haslingden and

Rawtenstall became Municipal Boroughs.

When the Technical Instruction Act was passed in August 1889, Bacup School Board was in the throes of an election but as soon as normal business was resumed the new act was very thoroughly discussed. It was plain that they were not the authority to take action; nevertheless they resolved in December 1889 to "memorialize the Town Council to adopt the Technical Instruction Act."* Classes which could now be supported were those run under the Science and Art Department. In the borough there were two sets of classes and Bacup School Board were anxious that they should benefit under the act, though they were still hopeful that a new technical school would be built. The Bacup Times joined in the hope that the Town Council would adopt the act. There was, however, a disadvantage. To adopt the act meant to agree to be responsible for the administration of technical education. The Town Council were reluctant to take on this additional responsibility. Bacup School Board assured them that to adopt the act need not mean any additional burden on the rates, but they were still hesitant. After all, there was a voluntary element about the act. It did not compel a new authority to be formed. It need not be adopted and things could proceed

* B.T. 7th Dec. 1889.

as before.

In 1890 however, the government decided to allocate the "whisky money" * to the County and County Borough Councils to be used for the provision of technical education. The whisky money totalled £743,000 and Lancashire County Council's share was about £40,000. An advertisement in the public press stated that Lancashire County Council were prepared to receive

"applications for grants in aid of technical or manual instruction in agriculture or commercial subjects supplied through classes or institutions within the county, which have been established or which may be originated with the view of giving such instruction."

In November 1890 no application had been received from Bacup, and the matter was brought to the attention of Bacup Town Council by Bacup School Board. The Town Council were urged to adopt the act and apply to

"receive our portion of the grant from the County, so that we might have the same advantage as our neighbours."**

An application was sent post haste to the County, but even in December at a meeting between representatives of the Town Council, Bacup School Board and the directors of the Mechanics Institution, the Town Councillors wanted to know if they could get the money without adopting the act. Of course they could not and so on the 14th January 1891

* This was taxation money derived from customs and excise duties.

** 8th November 1890 B.T.

they adopted the act.*

The boroughs of Haslingden and Rawtenstall were formed in 1891 and they each adopted the act. Technical Instruction Committees composed of council representatives, school board representatives and representatives from other interested parties were formed. Each of these was responsible for the Science and Art classes and technical instruction in its own borough, and these committees were the agents through which financial aid from the county was received.

Lancashire County Council made a scheme to disburse their whisky money. It was to allocate some of it to Technical Instruction Committees working within the county, and to devote some of it to scholarships.** The method of calculating how much should be allocated to each Technical Instruction Committee was based on population and rateable value of each area. On this basis Bacup was allocated £290, Haslingden £240 and Rawtenstall £390, for the session

* Bennion. Lancs. Report of the Director of Tech. Inst. 1891-2

** £3,600 for 20 scholarships not exceeding £60 each. £2,200 for 80 exhibitions not exceeding £15 each, £2,000 for travelling scholarships and free studentships of between £1 and £10, and £1,000 for aiding University lectures.

In 1892 one of the scholars of Bacup Mechanics Institution won a scholarship of £60 p.a. for 3 years tenable at the Royal College of Science, London, and two others won exhibitions of £10 each for 1 year at Owen's College. (B.T. 29th Oct. 1892)

1891-2.* These sums of money were not however paid over to each town council. The procedure was for a claim for a certain amount of money to be made for a specified purpose, and if the county approved the payment would be made. In the session 1891-2 none of the three boroughs received the full amount of money allocated to it. The county also requested that each borough Technical Instruction Committee submit a scheme giving details of the classes in its borough so that they might be approved. It can be seen that the county authority was beginning to assume overall responsibility for technical instruction in the municipal boroughs by virtue of being able to provide grants to aid the work it approved of.

In Bacup in 1891-2, technical instruction classes were held at the Mechanics Institution, Stacksteads Science Classes, Doals British School and the Natural History Society. The Mechanics Institution held classes in fourteen science subjects ** and second and third grade art subjects. Commercial subjects had been introduced for the first time, and technical subjects had been introduced in the previous

* The whisky money varied in amount each year and so did the amount granted to each borough, but the figure approximated to those given above.

** Practical plane and solid geometry, Machine Construction, Building construction, Maths. (stages 1, 2, and 3), Sound, light and heat, Magnetism and electricity, Inorganic chemistry, Organic chemistry, Geology, Botany, Physiology, Cotton spinning and weaving, Pattern designing.

year. The number of students was 343, 40 more than the previous year and 100 more than 1889-90. These classes were the largest in Bacup. Stacksteads Science Classes were the next most important. They had commenced in 1886 in response to Isaac Hoyle's Mechanics Institution speech. They were held in the Co-operative Hall, Stacksteads. At first the only classes were in inorganic chemistry and physiography but later practical chemistry and sound, light and heat were introduced. Numbers had grown from 14 in 1886 to 61 in 1891-2. The classes held at Doals British School and Bacup Natural History Society were small, having only 26 and 25 students respectively.

The only classes held in Haslingden were those of the Institute. For many years interest had been declining and in the 1889-90 session there were only 41 students (31 in science and 10 in arts). The interest taken by the Technical Instruction Committee produced a resurgence of activity, and in the 1891-2 session the number of students increased to 77 (71 in science), studying eight subjects.*

At Rawtenstall, the largest of the three boroughs under consideration, classes were held in only three schools in 1891-2. St. Mary's National School held classes

* Practical plane and solid geometry, Machine construction and drawing, Building construction, Animal physiology, Botany, Steam, Second grade model drawing, Freehand and perspective drawing.

in five science subjects*; the British School, Waterfoot, held classes in Animal physiology and Hygiene; and Crawshawbooth National School held a class in Hygiene. In all there were 29 students in Science, and 92 in Art in 1889-90, but the total had increased to 230 in 1891-2. These figures do not include the numbers (76) attending Science and Art Classes at Newchurch Grammar School. In 1891-2 the Grammar School applied twice directly to the Lancashire County Council for a grant to aid its classes. As a grant could only be made to the authority responsible for technical instruction in the borough, in this case Rawtenstall Town Council, the application was refused. Later, Newchurch Grammar School applied to the Town Council for aid and this was granted.

The Technical Instruction Committees of the three boroughs had observed how classes were being run during the 1891-2 session, and they had learnt what part they were expected to play in Technical Education. They were to organise classes in their boroughs catering for all the needs in Technical Education; they were to see that a sufficient variety of subjects was available, and that each class was provided with the necessary apparatus and equipment. They were also anxious that there should be

* Geometry, Machine construction, Building construction, Steam, Physiography.

a large number of students to attend the classes and benefit from the efforts now being made. Each borough Technical Instruction Committee was hopeful that it would possess a technical school of its own. What happened in practice was that meetings were held between the Technical Instruction Committees and the persons who had previously organised the classes, and schemes were drawn up giving details of classes to be held during the following session.*

Rawtenstall Technical Instruction Committee considered, after much discussion, that it would be an advantage to have one technical school for the three boroughs situated in some central and convenient position (i.e. Rawtenstall), and accordingly invited the other two committees to meet with them to discuss the problem. Briefly, the plan was that the grants from the county council should be pooled and put into a common fund and used to establish a school.** Bacup Technical Instruction Committee was however

"busily occupied in examining premises likely to be most easily and least expensively adapted for the purposes of a school." ***

and declined the invitation. Haslingden Technical Instruction Committee attended but decided not to join with Raw-

* It should be remembered that these classes were essentially evening school classes, running through the winter from September to Easter.

** Minutes Sept. 1891. *** 29th Aug. 1891 B.T.

tenstall in the project, but rather to utilise its own Institute. Left on its own, Rawtenstall Technical Institution resolved to have its own technical school. Not everyone was happy that the suggestion made by Rawtenstall Technical Instruction Committee should have been rejected. The Editor of the Bacup Times wrote

"it would be better to have a first class school for the whole valley," (29th Aug. 1891)

but his words were ignored.

In Bacup the job of finding premises for a new technical school was taken over by the Technical Instruction Committee. Various premises were examined; an old mill in Tong Lane, the Public Hall in Burnley Road, a foundry in Rochdale Road and the Liberal Unionist Club site. A firm of architects from Manchester was engaged to draw up plans to adapt these premises as a school. On the recommendation of the Technical Instruction Committee, the Town Council decided to purchase the foundry and convert it into a technical school. The cost of buying the property, buying out the lease, making alterations necessary to provide classrooms and laboratories, and providing the fittings necessary was estimated at £3,719. The money would have to be borrowed and the annual expenditure to pay back the loan and run the building as a school was estimated to be equal

to a twopenny rate.* The proposal was put to the Town Council by Alderman Greenwood and passed by nine votes to eight. At the meeting of the Town Council in the following month Alderman Greenwood proposed that the matter should be discussed by the General Purposes Committee. This was a device to reopen the subject and rescind the previous motion. The difficulty of the Town Council can be appreciated. They were trying to put forward a project involving expense equal to a twopenny rate when they were legally only entitled to levy a penny rate. The dilemma was the same as that of the Bacup Mechanics Institution in previous years; one of inadequate financial resources to carry the project through.

The hunt for premises still continued. The corporation had acquired a site at Hempsteads for the purpose of building some municipal offices. A new plan to build a technical school behind these offices fell through because there was insufficient space. Eventually however, Spring Gardens Mill was rented from J. Hargreaves J.P. (President of the Mechanics Institution), at a nominal rent of £20 per annum, and converted into a technical school. The work was completed in December 1892 at a cost of £500 of which £200 was received from Lancashire County Council. by way of grant.

* By law only a 1d. rate could be levied for technical education. In Bacup this would equal £330, in Hasling-

There were four rooms in the new Technical School, described as a chemistry laboratory, a lecture room, a weaving shed, and a cookery 'kitchen'. The chemistry laboratory was fitted with benches and a fume closet. The apparatus cost between £70 and £80, and was sufficient to allow the students to perform their experiments individually. The lecture room was large, with space for forty students. There were diagrams of various sorts of machinery, and a design board to be used to explain to students the making of patterns. The lecture room was to be used for weaving classes, shorthand, cotton, applied mechanics and advanced heat. The cookery room was large enough for twelve students, and it was described as "containing everything which is necessary for domestic economy".*

The weaving room contained various sorts of weaving machinery; a six shuttle skip-box loom, a fustian loom, a doobby loom, and a drop box loom for jacquard fittings. These were driven by the 4 horse-power Crossley's Otto silent gas engine. A selection of creels for bobbins and cops, and warping bars were also used in weaving. In addition there was a hand loom and a piano card stamping machine. All this machinery enabled weaving which was not practised in Rossendale to be taught, as well as that which was in local use. The weaving classes

* B.T. 24th Dec. 1892

attracted over 100 students and consequently had to be held on two evenings in the week.*

The interest which the whole town was taking in technical education was reflected in the numbers attending the classes. About 600 students were attending the eighteen Science, Art and Technical classes held at the four centres, during the 1892-3 session. New apparatus was acquired, some being supplied by the Science and Art Department, some provided for from the County Council grant, and some provided by the directors of the Mechanics Institution, (including a skeleton for the Anatomy class). One other science class was started in the borough. It was at Tunstead National School, and the Rev. J. Falconer applied to the Technical Instruction Committee for financial aid. This was refused, in spite of repeated applications, on the pretext that such support would be illegal, as the classes were run in conjunction with elementary education. There was also the argument that science classes were already provided in Stacksteads. These arguments were not really valid because the classes were quite separate from elementary education, and the subjects taught were different from those provided in the existing Stacksteads Science classes. The real reason was that the

* 24th Dec. 1892 B.T.

Technical Instruction Committee was prejudiced against providing aid for denominational schools. However, in October 1893 the responsibility for the classes was given to Bacup School Board.

At Haslingden too the Technical Instruction Committee were extremely enthusiastic. Following the decision not to collaborate with Rawtenstall in forming a technical school, but to make full use of their own Institute, they arranged a meeting with the trustees and decided to take over the premises.* The trustees were quite willing to do this, but the premises were held under a trust, and the Charity Commissioners had to be consulted first. In fact the premises were never taken over by the Technical Instruction Committee. Instead they were rented at £50 per annum. At the same time it was decided to buy the old Swedenborgian Chapel and utilise it as a technical school.** The chapel was bought for £280 and adaptations were made at a cost of £100. Looms were installed and apparatus bought, but an application to the County Council for £500 for this work was refused.*** No less than thirty-seven

* Haslingden T.I.C. Minutes. March 1892.

** Haslingden T.I.C. Minutes. May 1892.

***Bennion. Lancashire. Report of the Director of Technical Instruction. 1891-2.

subjects* were planned to be taught in the 1892-3 session, and when the minutes were being adopted by the Town Council, Councillor Hoyle requested that Scientific Agriculture be added to the list. These subjects covered the range Science, Art, Technical and Commercial. Compared with the previous session, when there were only eight classes, there had been an expansion of such magnitude that it could be called an explosion.

The Technical Instruction Committee of Rawtenstall had no technical institute which it could take over or with which it could co-operate. Moreover the nature of the borough is such that there is no central spot at which a technical school could be built so as to supply the needs of the whole district. Nevertheless premises were examined with a view to conversion to a technical school, after the attempt to collaborate with the other two boroughs had failed. The Old Corn Mill at Rawtenstall, Vale Mill at Waterfoot, and Gregory's Works at Waterfoot were all examined but found to be unsatisfactory. In March 1892 the Technical Instruction Committee planned to build a technical school, a free library, and a lecture hall on

* Magnetism and electricity, Animal physiology, Physiography, Mathematics, Inorganic chemistry, Hygiene, Sound, Light and heat, Solid geometry, Building and machine construction, Steam, Applied mechanics, Botany, Biology, Geology, Cotton weaving, Cotton designing, winding and calculation, Cookery, Laundry and dress-cutting, Dress-making, Millinery, French, Latin, German, Shorthand and reporting, Book-keeping, and ^{a number of} 2nd and 3rd grade Art subjects.

land in Bacup Road opposite the municipal buildings. The cost of this project was estimated at £8,000 but it was never carried out. The classes for the 1892-3 session numbered thirty-two in Science, Art, Technical and Commercial subjects. They were held at four centres; Crawshawbooth National School, St. Mary's National School, Newchurch Grammar School and the Board School at White-well Bottom, and the numbers who enrolled for the session were 301, 248, 378 and 228 respectively. The practical classes in cotton weaving were held in Mr. Worswick's mill at Rawtenstall, and those in spinning and designing at Mitchell Bros. mill, Lumb. Both these premises were used rent free.* Classes had been held at Crawshawbooth National School and St. Mary's National School in previous years. The classes at the grammar school had only started in the previous year. The Rev. R.W. Hay M.A., headmaster** of the grammar school, informed the Technical Instruction Committee that under the new scheme of the Charity Commissioners, the endowment was only worth £17 per annum, and so he depended financially on fees from the boys. His reason for starting the classes was purely to supplement the income of the school. The Technical Instruction Committee were very sympathetic towards the grammar school

* Rawtenstall T.I.C. Minutes 16th Aug. 1892.

** see page 285

and provided grants for the acquisition of new apparatus, and agreed to pay the Governors for the use of gas, heat and light as well as rent for the premises to be used in connection with Technical Instruction classes. Pupils attending the grammar school were given Science and Art lessons during the day and entered for the Science and Art Department Examinations. For this work the headmaster and the staff were appointed as teachers under the Technical Instruction Committee and allowed free use of chemicals and apparatus. The classes at Whitewell Bottom were a new venture and were intended to cater for the population between Waterfoot and Water. They were held in the Board School which was rented for the purpose. During the 1892-3 session the various classes in Rossendale were examined by Inspectors from the Science and Art Department, who were apparently satisfied with what they saw, both as regards premises and the conduct of the classes.

Having had the experience of running the classes for a session, the Technical Instruction Committees of the three boroughs realised that they had been rather extravagant in their hopes. The cost of the classes had been high, and the numbers attending smaller than anticipated.

Rawtenstall Technical Instruction Committee regarded their classes as a failure, the cost having been £700, although the Editor of the Bacup Times commented that the money "is not badly spent if it lays a good foundation." ^{**} Haslingden reduced the number of classes to twenty-eight for the following session, and laid down a condition that there must be at least six students in each class. Haslingden Co-operative Society made a grant to provide prizes for the best students by way of encouragement. Rawtenstall kept the same number of classes but laid down a similar condition to Haslingden about the minimum number of students per class. Bacup made a completely new scheme. The Technical Instruction Committee paid for the use of the buildings in which the classes were held, but in return claimed all fees paid by the pupils and all the grants which they earned. (This is essentially the same as Rawtenstall and Haslingden had done in the previous session.) At the same time the Directors of the Mechanics Institution opened the various scholarships* which they held to anyone receiving instruction under the Technical Instruction Committee of the borough.

* Greenwood, and Maden Scholarships.

** 26th Aug. 1893.

All three boroughs made changes in the fees charged, though the fees were different in each borough. The policy was not altogether one of retraction. It was rather an attempt to be more realistic, to provide classes for which there was a demand, and yet at the same time to encourage interest in new directions. Rawtenstall adapted some premises at Barley Home (Crawshawbooth Municipal Buildings) at a cost of £75 during this session, and Bacup opened the Spring Gardens Technical School for some classes during the daytime. Looms were given by various firms for the use of the technical classes.

By now the pattern was settling down. During the following years, classes were tried at additional centres. In 1896-7 Rawtenstall held classes at St. Mary's National School, Barley Holme, Waterfoot Board School, Bethesda School Newchurch, Newchurch Grammar School, Whitewell Bottom Board School and Water Board School. Bacup held additional classes at Heald School. Numbers attending the classes did not however increase despite the introduction of new subjects*, and there was a general feeling that the classes were not very successful.

One of the chief sources of income was the grant earned by students on passing their examinations. In May 1892 however, the City and Guilds of London Institutes decided not

* Millinery at Bacup and Rawtenstall and Butter and Cheese

to make any more payments on results, but instead to use their resources for improving the machinery used in connection with Technical Instruction. Shortly afterwards the Science and Art Department abolished its grant of twenty shillings for a second class pass, and later substituted a system of grants partly on attendance and partly on results. The result of this was that the cost of running technical education was being felt more by the Technical Instruction Committees. Yet in the three boroughs the Technical Instruction Committees were determined to spend as little as possible from the rates.

Improvements were made at the technical schools at Bacup and Haslingden, but these were mainly of a minor nature, such as improvements to the ventilation and heating. At Haslingden a new weaving shed was *built* on to the back of the school to accommodate machinery given by local firms. Later a roof was put over the Town Council's yard to provide more space for looms, and to provide laboratory space for science classes. Nearly all the cotton spinning and weaving machinery used was a gift from some local mill. As Rawtenstall had no technical school, the Technical Instruction Committee paid fees and travelling expenses of students who travelled to Bacup and Haslingden for spinning

and weaving classes. All three boroughs paid the fees and travelling expenses of students attending classes elsewhere which they themselves could not provide.*

Lancashire County Council in July 1893 asked the various Technical Instruction Committees for information about classes for the next session.** They wanted to know the places in which teaching was to be held and the rents to be paid, the names of the teachers and their qualifications and salaries, and how much was to be spent on apparatus and the cost of each article. This was too much for the non-county boroughs. It was interference in matters for which they themselves were responsible. A deputation was sent to the County Council, but it met with little satisfaction and in the end the information was supplied. There was however a feeling of distrust for the County Council, and in January 1896 the non-county boroughs petitioned for their share of the whisky money to be paid directly to them instead of to the County Council. The petition was sent to the Chancellor of the Exchequer, the President of the local Government Board and the local Members of Parliament, but it brought no results.

The interest of the Lancashire County Council was not a bad thing. The fact was that standards were too low.

* e.g. Plumbing classes at Blackburn.

** Bacup T.I.C. July 1893.

Premises were poor. By no means all the necessary equipment was provided.* Most of the non-county boroughs were not even prepared to spend a penny rate on technical education. Rawtenstall laid no rate at all for technical education in the years 1896, 7 and 8, and Bacup and Haslingden did not use anything like the full penny rate which was permitted. A plan by the County Council to spend £1000 on cotton weaving and spinning classes was really an attempt to get the non-county boroughs to spend more rate on technical education. A condition was attached to the payment of the grant. It was that only those non-county boroughs which had spent on average a halfpenny in the pound from the rates on technical education over the three previous years would be eligible to receive it. The grant was to be distributed according to the size and average attendance of the classes.

At once the Technical Instruction Committee of Rawtenstall levied a penny rate for technical education and made plans for a technical school. By now the Old Corn Mill at Rawtenstall had been bought by the borough and plans were made to convert it. The three top rooms, part of the engine house, the boiler house and the room above it,

* Rawtenstall Technical Instruction Committee would not provide apparatus for physiology and hygiene, or classes in Boot and shoe manufacture. Minutes Feb. and Dec. 1898.

were to be made into weaving, spinning and designing rooms. Unfortunately the Science and Art Department Inspector disapproved of the plan. He advised a place with power for the practical weaving machinery*. The plan was abandoned. A year later the same plan was resuscitated and carried through. A grant of £300 was obtained from the County Council for the conversion, and no less than seventeen items of machinery were given by local manufacturers.** A year later more machinery was bought out of the County Council grant.*** The school was regarded as satisfactory for it was inspected by the Director of Technical Education for Lancashire County Council**** and no complaints about it were voiced. In the following years, however, constant alterations were made to improve heating and ventilation. Although the building was officially considered to be satisfactory, it was in fact rather primitive.

* Minutes July 1899.

** Heavy fustian loom with Woodcroft tappets, Cross rod sateen loom, Overpick loom, L and Y Leno dobby, Inside twill loom, Automatic Cross border dobby, Terry towel loom with tappets, Lappet loom, Jacquard hand loom, Drop box loom, Leno Jacquard loom, Vertical warping loom, Beaming machine, Vertical winder, Split drum winder, Reeling machine, Humidifier, Textile books.
Minutes Dec. 1900

*** Pirn winding machine, Yorkshire dressing frame, Sectional head stock, Running-off machine, Sectional blocks, Drawing in frame, Dobby for towelling loom, Hygrophant.

**** Dr. Snape in 1903.

The floors consisted of bare stone flags which were continually damp. The students did not receive much encouragement and had to be very keen to continue attending the classes.*

Both Bacup and Haslingden received letters from the Science and Art Department during the 1898-9 session stating that the premises were not regarded as very suitable for the purposes of the instruction**. Bacup resolved to remove some of the classes to the new Central Board School, and to make improvements at the Mechanics Institution and the Technical School to bring them into line with the Science and Art Department Inspector's recommendations. At Haslingden, however, the problem was more difficult. The trustees of the Mechanics Institute would not make improvements, though they were pressed to do so, and conditions at the technical school and the Town Council yard could not be improved. Makeshift improvements were made but these were not satisfactory to the Science and Art Department. The Public Hall was examined, but the Science and Art Department did not agree that it could be made to fit their requirements. Again the Technical Instruction Committee tried to take over the Mechanics Institute; they examined the trust deed and conferred with the Charity Com-

* Information received privately from a former student

** Minutes. March 1899.

missioners, but all to no avail. In December 1899 it was decided that the only solution was to build a new technical school. A site on Bury Road was acquired and plans for a new school were made.

The plan was for a technical school costing £4,500 to be built, together with a free library costing £1,500. Money was to be raised by selling the old building, calling for public subscriptions and using cash in hand to provide about £1,000, and applying to the Local Government Board for permission to borrow the rest from the Public Works Loans Commissioners. At once the Haslingden Co-operative Society gave a donation of £250, and Lieutenant O.B. Hargreaves gave £100. The Local Government Board gave permission to borrow, and the building was started. The corner stones were laid in July 1902, and the school completed in 1904. By this time the Technical Instruction Committee had passed away, and the responsibility for this sort of education had been taken over by Lancashire County Council. The school is now Haslingden Grammar School and, I am told, was the first County Secondary School to be established in the country under the new 1902 Education Act.*

The rather unsatisfactory arrangements in Bacup and Rawtenstall continued until 1914, when the joint Bacup and Rawtenstall Secondary and Technical School was built.

* see page 293

Throughout the short period that the Technical Instruction Act was in operation (1889-1902), a great deal was done in Rossendale. On the achievement side was the large number of classes held and the encouragement given in the form of scholarships, both County and local, for students to take advantage of them. The classes in existence before 1889 were dependent on the enterprise of voluntary bodies. The Act placed these classes on a firm financial footing and gave the Local Authorities the responsibility for them. A comparison of the numbers of classes and students before and after the act provides sufficient evidence of the achievement here. There were several ways in which the Act *did not achieve its aims* in Rossendale. The Municipal Boroughs were very slow to organise themselves. It was really 1892-3 before they organised anything at all, and they were still experimenting with new classes in 1902. It is staggering to think that Rawtenstall Technical Instruction Committee persistently refused to have classes in Boot and shoe manufacture, when this was an important local industry, producing 3,000 pairs per week from Waterfoot in 1892. These classes were not provided until 1911. The reason for this lack of imagination was that Lancashire tended to think of cotton as its only industry, when in fact this had been declining for many years and other industries had become

more important. The provision of technical schools was also a failure. The three boroughs under consideration were too small to provide schools with the facilities which were required. The only reasonable solution was some sort of co-operation with either one school for all three boroughs or at least two of the boroughs building a school between them. In fact the second suggestion is what actually happened a quarter of a century after the passing of the Act.

The disbursement of the whisky money was also unfortunate, resulting in two authorities operating in the Municipal Boroughs. The Borough Council was really responsible, but the County authority was imposing conditions on them with the threat of withholding grant if the conditions were not fulfilled. This sort of administration does not produce the best results. What frequently happens is that mutual distrust develops, and this often to the detriment of the education which it is the function of administration to serve.

Perhaps the biggest mistake of all was in putting Technical Education in the hands of the Municipal Boroughs in the first place. The small towns of Rossendale did not have sufficient men with the vision to see the potential

of the Act. This lack of vision prevented co-operation in the provision of schools; it thought of Technical Education as cotton and little else; it thought of saving the ratepayers' pennies instead of grasping the opportunity to provide the best instruction and facilities which were possible; and above all it produced gloom and despondency when what was needed was perseverance and drive to make plans and implement them.

CHAPTER 12

CONTINUATION EVENING SCHOOLS

The first evening schools were really elementary schools held in the evenings. Nearly every day school in Rossendale had an evening school attached to it in 1870, and in three places evening schools were held in the old Mechanics Institute premises where there was no day school.* The instruction given was mainly in reading, writing and arithmetic, although there was an overlap with instruction which could be called technical.**

By 1890 the need for this type of school and the instruction it provided was decreasing. The growth of compulsory education meant that every child had received instruction in the elementary subjects, and those who wanted to continue their education were amply provided for by the "science and arts" and technical subjects which were being taught in the evenings. The number of evening schools catering only for the elementary subjects had diminished to a very few. One of the recommendations of the Cross Commission was that the evening schools should provide an education which continued where the elementary schools left off. They should in fact be "continuation evening schools". This recommendation was to provide a new lease of life to

* Crawshawbooth, Rawtenstall and Stacksteads. see Chap. 11

** See chap. 11

the evening schools in Rossendale.

A continuation evening school of this sort was set up at Bacup Mechanics Institution in 1892. All the pupils who attended were in standard 5 and upwards. It was obviously a popular venture for there were 225 pupils on the register and the average attendance was 97. It must be emphasised that this school did not replace the evening school which still gave instruction in the three R's below standard 5, and neither was it the same as the Science, Art, Technical and Special classes which were also continued in the same building. The code of 1893 said that it was the duty of the parents to enforce attendance, to co-operate with the teachers in regard to the conduct of the scholars and to see that the home lessons were done, and the directors of the Mechanics Institution took the opportunity to urge that all school leavers should take the advantage of this method of continuing their education.

Neither school board had any evening continuation classes in 1893, but in that year Rawtenstall School Board gave permission to Mr. Parker to begin continuation classes at Townsendfold Board School. The subjects offered were Composition, Commercial arithmetic, Elementary drawing, Elementary science and English history. The school boards had been suffering severe criticism from the Technical Ins-

truction Committees who said that the apparent failure of their own classes was because the students were not educated enough to take advantage of them. They blamed the school boards for not providing some intermediate type of education. Rawtenstall School Board, on the other hand, said that evening schools had been tried before, but had failed.*

The classes at Townsendfold Board School were not under the jurisdiction of the school board; they were private classes run by Parker himself. Rawtenstall School Board did however, allow him to use coke and gas for the evening school, and even bought some chemicals for him. In 1895, the class was taken over by the school board who paid Parker a salary of £10 14s. 8d. Immediately this item was surcharged by the district auditor, but on appeal to the Local Government Board it was remitted. Rawtenstall School Board decided later** to run continuation evening classes in all board schools except Cowpe. A committee was appointed to manage the classes. The subjects to be taught were left to the head teachers. Fees were two shillings and sixpence for the session, to be returned if the student had an attendance of 90%, and one shilling and sixpence was returned for an attendance of 75%.

* The old type of evening school was still being run at Cloughfold Board School.

** minutes Aug. 1897

Meanwhile Bacup School Board became responsible for a continuation evening school by taking over the classes at Tunstead National school. The Rev. Falconer had started these classes in order to obtain financial aid from the Technical Instruction Committee, but as his request was refused, he handed the classes to the school board. There were 72 names on the register with an average attendance of 60, and the subjects taught were Reading, Writing, Arithmetic, Shorthand, Music and Magnetism and Electricity. At the same time, Bacup School Board started a continuation evening school at Heald in response to a request from Bacup Technical Instruction Committee. The range of subjects at Tunstead was widened to provide classes for women and girls in Domestic Economy and Needlework in the following year, and classes were also started at Britannia. As the work of the evening continuation schools was expanding, Bacup School Board decided to have all its classes under a single management committee.

Changes in the code allowed attendance of students over 21 years to be recognised, and elementary subjects need not be taken. The method of payment of grant was also altered, payment being made for subjects taken instead of passes obtained, and for the number of hours of instruction given in-

* see page 149.

stead of average attendance. Inspections of the schools without warning replaced the examinations.*

An additional continuation evening school was started at Central school Bacup, but the offer to run a school at St. Joseph's was refused by the Roman Catholics who preferred to run their own classes. The continuation evening classes were very successful and expanding rapidly, and by 1897 there was an average attendance of 645 at the classes provided by Bacup School Board. The largest classes were at Central school with an average attendance of 366. However, only two of the five evening schools at Bacup (Central and Sharneyford) paid for themselves; the other classes being supplemented from the rates to the tune of £81 1s 1d.

The increasing popularity of continuation evening schools was partly due to the changes in the codes mentioned above, but also to the new subjects which were available. These included Shorthand, Dressmaking, Home Running, Cookery, Needlework, Life and duties of a citizen, Vocal Music, Manual Instruction, Woodwork, Carpentry, Masonry and Drawing; all subjects which can be said to be of a more recreational nature. The teaching of the more usual subjects was graded into a three year course as a preparation before the students passed on to the technical classes. The chairman of Bacup

School Board was able to boast

"There is no borough of the same population with greater facilities",

a statement which if not absolutely true, contained a very large grain of truth.

In February 1899 there was a great decrease in the numbers of pupils attending the continuation evening schools. The attendance was nearly 400 less than in the previous year, and the females' classes at Heald had to be discontinued because of lack of support. Two factors were responsible for this drastic change. First was an Education Department regulation which prohibited the attendance of half timers at these schools, and the second was that exhibitions became available for technical classes which enabled the education given there to be obtained free. It was estimated that in Bacup the first of these reasons accounted for ^{the loss of} more than 200 pupils, and the second for between 50 and 100. Nevertheless the classes continued to be held each winter with average attendances steadily increasing to 908 in 1900. As with the Technical, Science and Arts classes, there was uncertainty as to whether or not a class would have enough support to justify its continuing, and if numbers were too low the class was closed.

At Haslingden there were no continuation evening schools

before 1895, but in March of that year the Technical Instruction Committee thought that the people of Haslingden were not educated enough to take full advantage of the technical education which they provided. Continuation evening schools could therefore provide the link between elementary education and technical education, and after two or three years in the continuation evening school, students would be ready to move on to the technical classes. The Technical Instruction Committee resolved to adopt the code of regulations for continuation evening schools, and applied to the Education Department for permission to open such a school.* The subjects to be taught were Shorthand, Algebra, Euclid, Book-keeping, Geography, Composition, Needlework, Cooking, and Reading, Writing and Arithmetic. However, as the Technical Instruction Committee had no school other than the Technical school, the Haslingden Institute was engaged. St. James's National school, Musbury, was also engaged, but in this case the school was immediately given over to the master who ran it as a private venture. Each year the Technical Instruction Committee applied to the Education Department for permission to have the continuation evening schools again.

In 1898 the headmaster of the Musbury continuation

* minutes July 1895

evening school asked permission from the Technical Instruction Committee for his pupils to sit some Lancashire and Cheshire Institute examinations at the Technical school, and for some reason the committee asked permission from Mr. Bennion, the director of Lancashire Technical Instruction Committee. His reply was that

"Haslingden Corporation does not carry on Helmshore (Musbury) Continuation Classes, nor has any financial responsibility for them...therefore such classes do not come under arrangements between the County Council and the Union of Lancashire Institutes." *

This reply was therefore in the negative, and much to the disgust of the Technical Instruction Committee the examinations which were held in the Technical school could not be attended by the students from the Musbury continuation school.

Haslingden Technical Instruction Committee decided that in future they would be responsible for the classes themselves, and in August of the same year they took over the school, paying the headmaster a salary and the school managers a rent for the use of the premises and lighting and heating. These two continuation evening schools (at Musbury and at the Institute) were the only ones in Haslingden.

After the judgement given in the "Cockerton Case", it was clear that the education given to adults in continuation

* Minutes March 1898

evening schools run by school boards was illegal, yet it would have been unfortunate if all this work had been prohibited. Two Education Acts * were passed which enabled the work to be carried on, though under a different authority. They provided for the school boards to carry on existing classes

"on such terms as may be agreed on between (the county) council...and the school board!" **

The terms agreed upon were simply that the school boards should carry on the continuation evening schools, maintaining them out of the school fund as before.*** Once this permission had been given, Bacup and Rawtenstall school boards carried on as before, and this continued until the school boards were abolished. No agreement was necessary in the case of Haslingden as these were not run by a school board.

* "Cockerton Acts" 1901 and 1902

** Ed. Act 1901, sect. 1 (1)

*** Lancs. County Council resolution Aug. 1901

CHAPTER 13

THE VOLUNTARY SCHOOLS

The ostensible aim of the 1870 Act had been to supplement the provision of school places already available in the schools built by the various voluntary agencies. The Education Department however, took account of quality of provision as well as quantity. On occasion, for instance, at Townsendfold,* recognition of a school for the purposes of grant was withheld. This was a financial pressure which left only two courses of action - either the school must be substantially improved, even rebuilt, or the responsible authority must abandon the school and pass on the responsibility for finding the necessary school places to an existing school board, or allow a school board to be set up for the purpose. There can be little doubt that a voluntary body would feel that if its school were closed, or if the responsibility for running the school were handed over to the school board, it would be exposing its inefficiency and incompetence to the rest of the community.

The main problem for the voluntary bodies was one of finance. More accommodation was needed because of the improved attendance at school and because the age of half-time exemption was rising. Many buildings which were rec-

* see Chapter 7

ognised as public elementary schools in the earlier part of the period were later realised to be altogether inadequate for that purpose. Newer ideas about education, and the necessity of ensuring that the schools were reasonably up to date, involved the authorities in new expenditure on classrooms, apparatus and equipment. Pressure was continually being put on the voluntary bodies by the Education Department, through H.M. Inspectors, to make improvements, under the threat that unless they were made, either all or part of the annual grant would be withheld. Under these pressures, both moral and fiscal, the voluntary bodies made enormous financial efforts, sometimes incurring large debts, to keep their schools open and improve them. Their achievements were remarkable and can only be admired and applauded.

The first Newchurch School Board pledged itself to do nothing to alter the existing voluntary system, and this policy was reaffirmed by the later school boards, so that until the 1890's the system was largely a voluntary one with only four board schools. At this time, however, two circumstances changed the complexion of education in the boroughs of Bacup and Rawtenstall and brought into greater prominence the share taken by the school boards. Indeed there were some areas, such as Weir and Britannia * where

* see pages 188 and 190

all the existing voluntary schools were taken over by the school boards which then became the only authority in those places. The first of these circumstances was the decision of the Baptists to give up all their school to the school boards, and the second was the advent of free education.

The Baptists had always declared that their schools gave non-denominational or unsectarian education.* The reason they had established schools at all, ran their argument, was to provide an alternative to the denominational education of the church schools. The school boards however, also gave non-denominational education, and so the Baptists argued that their *raison d'etre* was removed by the presence of the school board schools, a point of view with which the British and Foreign Schools Society would no doubt disagree. In fact the Baptists, of all the schools, were in the weakest position financially, for although the schools were nominally attached to the chapel, the responsibility usually rested on the shoulders of two or three trustees who were frequently called upon to provide money for the school out of their own pockets. Twenty years of this sort of system was enough for the Baptists who saw a way out of what the other churches considered their moral responsibility. It

* Here I am discussing those British schools which were associated with a Baptist Church. In most parts of the country, these would have been called British schools, but in Rossendale the names British and Baptist for this type of school were used more or less synonymously.

was to say that the school board should be responsible for all ^{un}sectarian education and hand over their schools forthwith.

The Assisted Education Act 1891 paved the way for free education, and it was followed by a memorandum from the Committee of Council on Education informing parents that they were entitled to free education for their children. Locally the school board schools were made free (including the recently acquired Baptist ones) and this placed the managers of the voluntary schools in a difficult position, for there was a danger that the free schools would attract pupils to them from the voluntary school. In consequence, some of the voluntary schools had to declare themselves free and bear the extra financial burden, while others, unable to stand the financial strain, yielded themselves to the school boards.

In order to see the effects on the voluntary schools of the pressures which have been outlined above, it will be necessary to refer in detail to the activities of the individual schools. The schools at Cawl Terrace and Townsendfold have already been referred to*, the former being taken over by Newchurch School Board, and the latter causing the formation of Tottington Higher End School Board. These were the first schools to succumb to the school boards under the dem-

* see Chapters 4 and 7

ands of the Education Department that they should improve their premises. All the voluntary schools however were under precisely the same pressures at the same time. Some schools were completely rebuilt. Others were enlarged and their facilities improved.

St. Joseph's Roman Catholic school was housed in an unsatisfactory building next to Wesley Place school in 1876, but new premises were built at Stacksteads with accommodation for 200 children in 1880. The old premises were not wasted however, and, later in the year, they were bought by Wesley Place school, improved and used as an infants' department. Tunstead National school too was entirely rebuilt on a new though adjacent site. H.M. Inspector had said

"It was neither efficient nor sufficient for a National school or a school that got government grants...and they ought to try to improve for that reason." *

The new school was opened in 1881 by Bishop Fraser of Manchester. It was large, with accommodation for seven hundred children. The cost was £3,400 and another £1,600 for playgrounds and boundary walls, but even a wealthy church like Holy Trinity was not able to raise all that money very easily. There was a deficit of £1,200 at the opening. Six years later Mr. Munn J.P. gave the land on which the school was built (valued at £900) to the church, but bazaars and efforts were still required to wipe out the debt. Another

* 4th Dec. 1880 B.T. from speech at the laying of the foundation stone

Three years later however, still more accommodation was required and one of the old classrooms was pulled down and rebuilt and extended. At Haslingden, Baxenden Wesleyan school was ordered to provide additional accommodation for the infants, and this was done in 1889. Haslingden Wesleyan school also carried out alterations. H.M. Inspectors declared that the upper classroom was too small to be used by the infants, and its use had to be discontinued. The room was however, altered in 1889 and used as part of the mixed department.

Nearly all the schools had to accept the responsibility of improving their premises, sometimes because more accommodation was required and sometimes because the buildings were not up to the standards thought necessary at the time. The Education Department wrote not only to the managers, but also to the school boards in whose districts the school were situated, in an attempt to bring further pressure on the managers of the voluntary schools to make improvements. For instance a letter of October 1880 to Newchurch School Board pointed out the unsatisfactory state of Newchurch Mechanics, Waterfoot British and Edgesideholme National schools.*

Newchurch Mechanics Institute school managers, unable

* N.S.B. Minutes Oct. 1880

to meet the building requirements of the Education Department, and faced with the threat of loss of the annual grant, decided to close the school in July 1882. This did not cause a deficiency in school accommodation as the neighbouring schools had ample room for the displaced pupils. The school premises were bought by the Roman Catholics, who obtained temporary permission to open a school (St. Peter's) on condition that more suitable premises would be erected. Instead, the building was improved, and as there were fewer pupils than before, the Education Department allowed the school to continue.*

St. Joseph's Roman Catholic school actually lost all the grant for the infants' department in 1891, because of the state of the premises, so they provided a new building for an infants' department in the following year. The cost was £2,100 provided from donations and the profits from bazaar: .

In the 1890's the main things which the Education Department was demanding were sufficient closets, sufficient cloakroom space, proper and separate provision for infants, and of course, adequate classroom space for the number of children in the school. New cloakrooms were provided at Longholme Wesleyan school, Newchurch National school, St.

* P.R.O. Ed.7/58 and 21/9890

James the Less Roman Catholic school and Wesley Place Wesleyan school, all in 1895*, and no doubt other schools already had either space or unused rooms which could be utilised for this purpose. Crawshawbooth National school adapted a passage as cloakroom space rather than an empty room, on the advice of the Education Department, because it was properly ventilated.**

New infants schools and classrooms were provided at Haslingden Bury Road British school, Haslingden St. Mary's Roman Catholic school and St. Joseph's Roman Catholic school. Extra closets were provided at Haslingden Bury Road British school, Longholme Wesleyan school and Britannia Board school. At Stonefold, a new school was begun in 1892 and completed in 1894. This replaced the school opened in 1880 in an iron building which proved to be inadequate.***

The Assisted Education Act 1891 provided a grant of 10/- for each child between five and fourteen years of age, calculated on attendance. This grant was part of the policy of the Education Department eventually to make elementary schooling free, and was intended to relieve the poor areas from all or some part of the burden imposed on them by the fact that the parents could not afford high fees. If it covered the amount previously derived from fees paid

* P.R.O. Ed.21

** P.R.O. Ed. 21/9883

***P.R.O. Ed.21/9253

by the children, then the school would be free. If not, then either the fees or the grant would be so reduced that the income from fees and grant together did not exceed the sum previously obtained from fees alone. Moreover, the parents were given the right to demand free education for their children, and in areas where the Education Department decided there was insufficient free accommodation, the voluntary authority or the school board concerned could be ordered to make up the deficiency. *

As an example of how the Act operated, Tunstead National school will be considered. In 1890 there were 370 children in attendance. The income from fees was £245 18s 2d or $13/3\frac{1}{2}$ per head.** The new income from the fee grant would be £185, a decrease of £60. This £60 could still be met by fees, but if the school were made free then the money would have to come from some other source. In 1890 Tunstead National school already obtained £80 from voluntary subscriptions, so if the school were made free, then the voluntary subscriptions would have to be nearly doubled. Tunstead school has been chosen because its fees seem to be about the average for Rossendale, but Mount Pleasant Wesleyan school was in a much worse position. Here the aver-

* See Britannia school page 190 and Assisted Education Act 1891 sect. 5.

** Educational statistics published in B.T. Aug. 1891.

age fees paid were 19/11½, and 622 children were in attendance.* To make the school free would mean that a further £310 would be needed. If the voluntary bodies still required the children to pay fees, then the parents could demand free education, and if this were not provided the school board could set up a free school which would attract children away from the voluntary school.

The policy of each voluntary school was decided by its managers. Christ Church National school was made free for the infants but the other children paid twopence a week. Mount Pleasant and Wesley Place Wesleyan schools were made free for all children below the age of six, but there was a sliding scale from one penny to three pence, depending on the standards, for the others.** Later, in 1897, Wesley Place became entirely free.

The voluntary schools in Rawtenstall asked for a meeting with the school board to decide whether all the schools should be free, and whether there should be a uniform plan for the whole borough. They also wanted to discuss the Bishop of Manchester's scheme to "equalise the school fees". This plan required the managers of several schools to agree to associate and pay any surplus income into a common fund out of which contributions could be made to any other assoc-

* ibid

** Aug. 1891 B.T.

iated school.* The school board would not even discuss the problem but replied by resolving that

"All schools now under the board shall become non-fee paying Schools." **

The managers of the voluntary schools were therefore forced to act independently, and so they charged whatever fees they thought necessary. At Crawshawbooth however, the managers of the five schools (Crawshawbooth National, Crawshawbooth Wesleyan, Goodshaw Baptist, Loveclough National and Clowbridge British (outside the borough)) met and decided that they would all charge the same fee of a penny a week.

In June 1891 the newly formed Rawtenstall School Board considered at its first meeting a request from Water British school to be taken over, and this was immediately granted. Two further requests came from the managers of the Waterfoot British and the Goodshaw Baptist schools in August and September respectively. A deputation from Waterfoot had already attended Newchurch School Board in March of the previous year, but the managers had been asked to continue the school until after the incorporation of the borough. These schools were now taken over by the school board, Goodshaw in November 1891, and Waterfoot in February 1892.***

The managers of Waterfoot British school and those of Water British school had been pressed by the Education Dep-

* Assisted Ed. Act 1891 sect. 7 ** R.S.B. Minutes Aug. 1891

***R.S.B. Minutes

artment for some time to make alterations to their build-186
ings, but they had not done so. Now they were both threat-
ened, the former with closure and the latter with loss of
grant. It was therefore necessary that the schools should
be taken over by the school board if the work they were
doing was to continue, and if it did not continue, there
would be a deficiency in accommodation. In the case of
Goodshaw Baptist school, there was no apparent financial
reason for wanting to give the school to the school board.
The managers denied that their action was influenced by the
Assisted Education Act, and it seems that this was a genuine
case of the managers accepting the principle that the school
board should be responsible for undenominational education.

The taking over of Goodshaw Baptist school raised an
outcry from the Vicar of Crawshawbooth and the managers of
the other schools there. A deputation was formed and it
met the school board with a request that the school should
not be taken over.* It was shown that the remaining schools
could provide enough accommodation for the whole area with-
out Goodshaw Baptist school. The Baptist school was there-
fore unnecessary.** Furthermore the school would become

* R.S.B. Minutes Oct. 1891.

** This school owed its recognition to the intervention of
Kay-Shuttleworth, for when it was built in 1877 the Educ-
ation Department declined to give it an annual grant bec-
ause both Loveclough and Crawshawbooth National schools had
been enlarged and there was no deficiency of school places.
Kay-Shuttleworth took up the matter and the Education Dep-
artment quickly reconsidered, reversed their decision and
the grant was given. P.R.O. Ed. 16/146 and Ed.21/9886.
also see page 179

free and it would "therefore injure or extinguish the existing voluntary schools."* It was also pointed out that another board school would increase the rates, whereas the voluntary schools were self-supporting. The reply from the school board took the form of a blistering attack on the church schools, but the managers of Goodshaw Baptist school had made it plain that they would not close the school unless some suitable accommodation was provided, and they did not consider the other voluntary schools suitable because denominational religious instruction was given. A plea from the Vicar to the ratepayers to make their views known went unheeded, and anyhow it would have been useless because the school board had resolved to take the school over.

Cowpe British school was transferred to Rawtenstall School Board in May 1897. This was the only school in the village, and, as with Goodshaw Baptist school, the reason seems to have been one of principle rather than one of finance, for the school was in a good state. Longholme Wesleyan school was also transferred to Rawtenstall School Board,** but the reason for this transfer was financial for the Education Department demanded alterations which the managers were not willing to carry out.

The educational scene at Weir must now be examined to

* Letter from the Vicar of Crawshawbooth B.T. Sept. 12th 1891

** June 1903

Doals managers had a problem. They could not afford to run the school (though at no time did they say that), but their principles prevented them from closing it. The school was offered to Bacup School Board in 1889, but the school board refused to accept it. This embarrassing situation was partly resolved three years later when the school was again offered to the school board after the triennial election, and this time it was accepted. This immediately and inevitably caused the managers of Heald school to offer their school to the school board, because once Doals became a board school it would become free and it would attract pupils from Heald. Bacup School Board therefore acquired two schools at Weir, neither of which was in suitable premises, and there were only enough pupils to fill one of them.

When Waterbarn British school was offered to Bacup School Board in August 1893, the deputation which met the school board did not hide its dilemma. It was stated that

"the increasing requirements of the code made it increasingly difficult for the managers."

and free education made matters worse, for some parents were withholding fees.* In other words, the managers could not afford to run the school. The school was taken over by the school board, though the Education Department would only give

* 5th August 1893 B.T.

temporary recognition to the school for two years. To prevent any migration of pupils to the newly free Waterbarn Board school, Stacksteads Wesleyan school abolished its fees. This latter school remained a Wesleyan school until June 1897 when it was taken over by Bacup School Board largely owing to the influence of Mr. Freeland, H.M. Inspector, who recommended that it should be run in conjunction with Waterbarn school, one building for infants and the other for seniors. Bacup School Board and Stacksteads Wesleyans were both willing to accept this plan; the former because they thought that they would be able to manage without having to build a school, and the latter because they were in financial straits.

The Assisted Education Act was directly responsible for the transfer of Britannia Wesleyan school to the school board. In 1891 Britannia had an average attendance of 155, and the income from fees was £138 1s. 0d. To abolish fees would result in a loss of income of £60 9s. 0d. Naturally the managers could not afford to make the whole school free, though there were no fees for those children below the age of seven. In 1893 certain parents petitioned the Education Department for free places and the Education Department asked the school board for statistics. The outcome was that the Education Department decided that there was an

"an insufficient amount of free public elementary school accommodation" 5th August 1893. B.T.

at Britannia, and Bacup School Board was asked to do something. The school board informed the Education Department that the new Central school would provide the necessary free places, but after examining a map showing the positions of the schools and the homes of the parents, the Education Department refused to agree because the distance was too great. Britannia Wesleyan school managers refused to provide 80 free places in the mixed department and eventually, under pressure from both the school board and the Education Department, they agreed to transfer the school to the school board.

For several years, Bacup Mechanics Institute school had been considered by the Education Department to be unsuitable for elementary school purposes, and in 1892 a final warning was issued that the school could no longer be tolerated.

The editor of the Bacup Times wrote,

"People are asking how long the directors of the Mechanics Institute will be able to keep the day school in the very unsuitable premises at the Mechanics Institute." *

He went on to urge that something should be done; either the managers should obtain new premises or the school board should build a new school. This was the only solution as there was no space available to enlarge the premises. The

* 7th January 1893.

managers offered the school to the school board in March 1893; stating that unless it was accepted it would be closed. This was of course an ultimatum because to close the school would create a deficiency which the school board would have to supply. The school was taken over and the managers requested that new premises be built as they wanted the premises for the other activities which were held there.

Christ Church National school was the only school in Rossendale to close during this period, apart from Newchurch Mechanics. The school had had financial difficulties for several years, and the requests from the Education Department to improve the heating, ventilation and offices had not been satisfactorily carried out. The managers only intended closing the school until the repairs were done, but once the school closed in May 1895 it remained so.

In June 1901 the managers of Mount Pleasant Wesleyan school offered their school to the school board. The reason for this decision is obscure for the school was in good condition apart from the infants' department. The Wesleyan General Education Committee were at first opposed to this transfer, but later they agreed. Perhaps there was some financial problem which is not apparent, at any rate the school was transferred to Bacup School Board in January 1902.

CHAPTER 14

PROBLEMS ASSOCIATED WITH THE PROVISION OF ACCOMMODATION BY THE SCHOOL BOARDS.

The school boards in Rossendale were not formed by popular demand; instead they were formed because there were gaps in the school accommodation which, the Education Department were satisfied, would not be filled voluntarily.* Once a school board was established however, it could provide such additional accommodation as it thought necessary,** or it could become the authority responsible for maintaining an existing voluntary school which the voluntary organisation no longer wished to continue, whether or not the closure of such a school would create a deficiency. Only once did a school board in Rossendale provide additional accommodation by building a new school, and that was at Whitewell Bottom within the area of Newchurch School Board. Several existing voluntary schools were acquired by the school boards under circumstances which have been discussed in the previous chapter. The problems created for the school boards by the building of Whitewell Bottom school, and the taking over of voluntary schools, are now to be discussed.

Whitewell Bottom is a small village lying between Lumb and Edgesideholme,*** and in 1870 there was no school there. Lumb and Edgesideholme National schools were both within a

* see chapters 3 and 7. ** E.E. Act 1870 sect. 18
 ***now called Edgeside

mile of the village, and as this was well within the distance laid down by the law, and as these schools together had enough accommodation for all three places,* there was deemed to be sufficient public school accommodation available. One of the earliest excuses made by the parents at Whitewell Bottom for the absence of their children from school was that the schools were too far away,** but by 1884 the excuse had become a complaint to the school board. At a public meeting it was decided to ask Newchurch School Board to build a school at Whitewell Bottom, and it is clear that distance was not the only complaint of the parents for it was reported that

"dissenting parents are complaining that their children are being sent home from Edgesideholme school because they do not belong to the church." ***

Newchurch School Board were not convinced of the necessity for a school and no action was taken.

A year later, Whitewell Bottom Co-operative Store recommenced the agitation by sending a letter to the Education Department pointing out that 75% of the children attending Lumb and Edgesideholme schools came from Whitewell Bottom. The Right Hon. R.W. Mundella decided that it would be best to make an enquiry and so Mr. Freeland, H.M. Inspector, was asked to investigate. His enquiry showed that both schools

* Lumb National had 344, and Edgesideholme National had 250 places

** see chapter 9, page 101

*** B.T. 6th Sept. 1884.

were three quarters of a mile from Whitewell Bottom, and¹⁹⁶ that the number of children who lived at Whitewell Bottom was about 180. Since there were more than 240 places available at Lumb and Edgesideholme National schools, it was clear that there was no deficiency in accommodation and a school was not required.

The seeds of dissatisfaction had been sown, and two years later (April 1877) a deputation attended Newchurch School Board requesting that a school should be provided. They were armed with all the previously known facts and a petition. The petitioners stated that they realised that both Lumb and Edgesideholme National schools would be hurt by the loss of pupils, but they had no quarrel with either the school or the teachers, and there was no party or religious feeling attached to the request. It was apparently simply a matter of convenience, and the concern was for the wellbeing of the children, many of whom were continually suffering from colds through getting wet while walking to school. Mr. Richard Shepherd was prepared to give a site for the school. This petition produced some results, and Newchurch School Board decided to write to the Education Department asking their opinion and requesting permission to build a school.

The Education Department's reply was guarded, and did

not direct the school board to erect a school, but gave permission saying that "under the circumstances a school is desirable." A sub-committee of Newchurch School Board was formed to investigate the area, and the clerk was instructed to write to Mr. Shepherd. Mr. Shepherd however, withdrew his offer saying that

"The ratepayers are averse to forming another board school in the area, deeming that local taxation is already too heavy, therefore I feel constrained to limit my land to a voluntary school of any denomination." *

The sub-committee produced the familiar facts plus a statement that the area was one which required special treatment. They had walked from Whitewell Bottom to Lumb and Edgesideholme in the rain and so they sympathised with the petitioners who alleged

"Sickness and suffering of children in consequence of exposure to which they are subjected in travelling during the winter and the inclement season of the year." **

They had in fact made up their minds to build a school.

The sectarian members of Newchurch School Board tried to delay for a month so that denominational people might have time to look round and provide accommodation, but this motion was defeated. Father J.C. Mussley spoke out strongly against a school at the school board meeting. He pointed out that the school was not a necessity but a convenience, and doubted if the school board had the powers under such

* 2nd June 1887 B.T. ** ibid

circumstances. It was soon pointed out that section 18 of the 1870 Act said that a school board could provide such accommodation as it thought necessary, and the school board resolved to build a school.*

Still the denominationalists tried to delay. They said that Messrs. Mitchell and Co. (the largest manufacturers at Whitewell Bottom) would refuse to employ any children who attended the board school. Mitchells denied this rumour, pointing out that they had not been consulted. They added that they were the biggest ratepayers of that area and already paid the fees of 110 halftimers whom they employed, but that they would support a school if it was proved necessary. Their opinion was that the difficulty could be met by building an infants' board school and allowing the older children to attend the existing voluntary schools. This suggestion was not acceptable to the non-sectarians. The school board said it would be a great injustice, and the Bacup Times pointed out that

"Older children act as guardians for the younger children; and it would be unfair for children to be "drafted into the denominational schools as soon as they are capable of securing a higher scale of government grant," **

The school board then appointed a committee to obtain a site, plans for the building and an estimate of the cost of the proposed school.

* N.S.B. Minutes 1st and 8th June 1887

** 18th June 1887 B.T.

The new school opened in September 1889. It had cost nearly £4,000, giving accommodation for 272 children calculated at 10 square feet per child. Unfortunately a relatively minor problem occupied the attention of the board. The school board had no authority under the Elementary Education Acts to provide a clock out of the rates, but the Public Health Act of 1875 said that

"Any urban authority may from time to time provide such clocks as they consider necessary, and cause them to be fixed on or against any public building...and may cause the dials thereof to be lighted at night."

Rawtenstall Local Board repeatedly refused to provide a clock. The nearest they came was to offer £50 towards the erection of a clock on condition that the school board kept it lighted and in repair. Such an arrangement was unacceptable to the school board who knew that the district auditor would not allow any expenditure out of rates for a clock, and it would appear that there the matter rested, since, as far as I am aware from conversations with local residents, no clock was ever provided.

Whitewell Bottom Board school undoubtedly damaged both Lumb and Edgesideholme National schools. The new school obviously attracted pupils more easily than either of the old schools, and it was more conveniently situated than either of the old schools for the children who lived at Whitewell Bottom. The average attendance at the new

school during its first year was 120. Lumb National school average attendance dropped by 79 in the same year, and Edgesideholme attendance dropped by 30. *

One of the features of the 1890's was that as the school boards had proved their efficiency, there was much less antipathy in the area to ^{the idea that they should} [REDACTED] take over more responsibility.** This change of attitude coincided with the reorganisation of the school board areas already described in chapters 5 and 8, hence the school boards of Bacup and Rawtenstall illustrate the tendency of voluntary bodies to hand their schools over to the school boards.

In the short space of two years, Bacup School Board took over five schools in four different parts of the borough.*** At Weir, the Education Department declared that both schools which the school board had acquired (Doals British and Heald Methodist) were unsatisfactory, and asked for new premises to be provided by June 1896. At Waterbarn, in the western part of the borough, the school was condemned and had to be replaced by December 1895. In the central part of the town, the Mechanics Institute school was to be replaced by June 1894. The only satisfactory school which the school board had taken over was at Britannia in the southern part of the borough.****

* Reports of the Committee of Council 1889-92

** see chapter 13. *** see chapter 13

**** P.R.O. Ed 21/8903 19th Sept. 1894, see chapter 13.

The most urgent problem was the replacement of the Mechanics Institute school. A site was bought at Thorn Meadow and plans for the new school prepared. These were sent several times to the Education Department who made alterations, and by the time the building should have been completed, the tenders were only being accepted. The school board wrote to the Education Department several times accusing them of unnecessary delays. However, the infants' department opened in September 1895, and the mixed department in the following September. There was accommodation for 325 infants and 504 boys and girls, and the final cost was £10,983.

Once this school, called the Central school, was completed, the school board decided to do no more building. The policy was to improve Waterbarn and Heald schools* and then obtain permission from the Education Department for them to be kept open as efficient public elementary schools. There was a clause in the agreements between Bacup School Board and the managers of both schools that the landlord should carry out structural alterations which the Education Department might require, and in return the annual rent would be increased by 5% of the capital outlay. The school board now made use of this clause in an attempt to obtain permanent

* taken over in August 1893 and November 1892.

recognition of the schools by the Education Department.

Permission was obtained from the Education Department for Waterbarn school to be continued until Central school was finished, but by this time structural alterations, considered necessary to bring the school up to standard, had been completed by the owners of the building.(Waterbarn Baptists). This work was done at the request of Bacup School Board, but without Education Department knowledge or approval.* The request for permanent recognition was refused, but permission to continue for another year was given so that the school board could decide on a definite course of action. H.M. Inspector, Mr. Freeland, was consulted and he proposed a plan that the school board should take over Stacksteads Wesleyan school, which was only a few hundred yards from Waterbarn school. It would then be possible, if the Education Department approved, to run the two buildings as one school, and this would obviate the necessity to build the new school immediately. A new school could be built at leisure.** As Stacksteads Wesleyan school managers were willing, the school board adopted the plan hoping that a new school would not be needed at all. The idea was to have all the infants at the Wesleyan school and all the mixed department at

* P.R.O. Ed. 21/8913 letter from B.S.B. 16th June 1896.

** P.R.O. Ed. 21/8913 letter from B.S.B. 30th June 1896.

Waterbarn school. The mixed department would be in two divisions, a senior division of standard 3 and upwards in the upstairs part of the building, and a junior department of standards 1 and 2 on the ground floor. Each of the three parts of the new combined school would have its own person in charge and in this way all the teaching staff would be satisfactorily employed.

Before the plan could be put into operation, certain alterations were required. Plans were prepared, submitted to the Education Department, and subsequently some alterations were carried out, but Waterbarn owners were not willing to do all the work needed. The report on Waterbarn school* complained about the premises, especially the smell of smoke from the boiler rooms. In the report of Stacksteads school** even stronger criticism was directed at the structural inadequacy of the infants' room which was unfit for more than occasional occupation, and moreover "no improvements will fit it for permanent occupation." The report continued that the average attendance was to be strictly limited to 55, and permission could only be given "if due dispatch is used in providing proper accommodation." In any case no grant could be given for the room after March 1900.

* June 4th B.T.

** July 9th B.T.

In the following year, Bacup School Board faced the facts of the situation. They realised that every year since 1895, the Inspectors had threatened to withhold the grant for Waterbarn school because of the state of the premises, and on some occasions part of the grant had been withheld.* Stacksteads Wesleyan school had also been condemned each year from 1897. In three years there had been no less than 17 committee meetings, 29 letters to the Education Department and 21 letters from the Education Department on the subject. The plan to utilise the two schools could not be put into effect without another three or four classrooms. It had become obvious that the only solution was to build a new school.

A site was obtained and plans for a school for 500 boys and girls and 300 infants was drawn up and sent to the Board of Education for approval in February 1900. The new Western school was officially opened in April 1903, though it was to be another six months before the building for the senior part was ready for occupation, exactly one month before Bacup School Board was abolished. The cost of the school was £15,969 14s. Od. The final size of the school was increased to provide accommodation for 600 boys and girls and 300 infants.

* see B.T. June 1896

At Weir, the policy adopted by the Bacup School Board was the same as at Waterbarn. A deputation from the school board attended the Education Department in 1893 using the influence of Sir W. Mather M.P. to secure an interview with the secretary, Sir George Kekewich, at which it was argued that the population of Weir would decrease because the mill which employed most of the villagers was about to close. The Department accepted the argument, and, in view of the fact that the school board was committed to build the new Central school*, gave permission to continue Heald school for a further three years. The mill at Weir did not close, neither was there any intention to close it, and the population did not decrease. Improvements were made to the building, but H.M. Inspector's report of 1893 expressed dissatisfaction with the site, the lack of classrooms, cloakrooms, and other appointments. The owners of the school made more improvements. Additional closets were provided, a small vestry was removed, thus making more space available for the infants, and three windows were carried right up to the ceiling and made to swing, thus providing better lighting and ventilation. These improvements were carried out without the knowledge of the Education Department and without proper plans from an architect-

* see page 201

ect. Still the Education Department were not satisfied. The ventilation was inadequate and the two playgrounds were too small.

June 1896, the time by which new accommodation was to have been provided, came and went without any change in the situation. H.M. Inspector's reports continued in the same critical manner.

"The premises are by no means good." "Absence of classrooms is a serious drawback." "The infant classroom accommodation is at present insufficient for the average attendance." "The continued use of the small room for oral lessons must be discontinued." 26th May 1900 B.T.

In 1899 the Board of Education drew the attention of the school board to the fact that the time allowed for a new building had expired three years before. Now another deputation attended the Board of Education asking for another two years' grace, pointing out that the population was declining. Although this was granted the Board of Education was not deceived. Notes on the interview memorandum pointed out that the statements made by the deputation did not fit the facts. The school really was disgracefully inadequate. The playground was inadequate, the infants' room was inadequate, and the mixed department had not a single classroom. Five teachers were teaching five classes in one room.* The two years' permission to carry on the Heald school was

* P.R.O. Ed. 21/8903 25th May 1900

really to give Bacup School Board time to prepare plans for a new building, but the time was not used in this way. Instead it was considered by the school board to be a period during which nothing further need be done.

Armed with H.M. Inspector's report of 1902, the Board of Education refused any grant for Heald school unless there were some material proposals from Bacup School Board. An elaborate plan of alterations, estimated to cost between £800 and £1000 was now put forward by the school board. The plan was accompanied by complaints about other costs, such as Western school. By now the patience of the Board of Education was exhausted. Notes made by them when considering the plans were

"Bunkum." "They have constantly evaded by idle and fictitious excuses for six to eight years." "It is time they were peremptorily dealt with." *

The reply was that after all the improvements had been made, only temporary permission could be granted "pending an approved scheme for a permanent building." Two more deputations failed to get an extension of time. In December 1902 a further letter from the Board of Education asked for a plan and the site of the proposed building. After two months' delay Bacup School Board sent a plan for a new building on a new site. The Board of Education approved but noted

* P.R.O. Ed. 21/8903 Sept. 1902

"They are dilatory." "Suggest suspending the fee grant." "They have always been most stiff necked in their dilatoriness." *

Bacup School Board was now about to be abolished however, and the battle to provide or not to provide a new school entered a new phase with a new local authority.

Mount Pleasant Wesleyan school was taken over by Bacup School Board in 1901 and a thirty year lease was taken on the mixed school. The infants' department, however, needed considerable alterations which the owners were not prepared to make, and so the question of providing suitable accommodation had to be considered. The Mechanics Institution was considered but the Board of Education would not agree. Mount Olivet Sunday School was used temporarily but there were complaints from parents and the teachers. Eventually a site was obtained from the United Methodist Free Church at Waterside and plans for a new school were prepared. Mount Infants Council school was built by the new authority and opened in July 1905.

In 1902 after the demise of the Bacup School Board the only real problem left for the new authority was at the village of Weir. The south and west parts of the borough were adequately provided for by Western and Brit-

* P.R.O. Ed. 21/8903 Feb. 1903

annia schools, and Sharneyford school provided for the east of the borough. In the centre of the town were the new Central school and Mount Pleasant mixed school and a new Mount Infants school was planned. Between Western school and Central school were a number of voluntary schools providing accommodation for the children who lived there.

Rawtenstall School Board acquired Water British and Waterfoot British schools in 1891 and 1892.* Both buildings were considered by the Education Department to be unsatisfactory. At first the school board tried to satisfy the Department by altering the organisation of Water school. The infants' department was made separate from the rest of the school and a headmistress was appointed. Later a partition was erected in the school to make a separate classroom. The terms of the agreement between the trustees of the building and the school board, made the managers responsible for repairs and alterations, but it soon became clear that the managers were not willing to do all that was required. A threat that if the repairs were not done, the school board would deduct the cost from the rent was to no avail. In November 1893 a site for a new school was acquired, plans were made and approved and the building was completed and opened in October 1895. The new school had cost

* see chapter 14.

£4,500, and it provided accommodation for 390 boys and girls and 153 infants. It was well built, with all the facilities which were considered at that time to be necessary for elementary education. There was a large mixed room and three classrooms for the mixed school; the infants' department had a large room and a separate room for the "babies". Entrances were at each end of the building, one for boys and the other for girls and infants, and just within the entrances were the cloakrooms.

The slight delay in building Water Board school was the result of the more urgent problem of building a new school at Waterfoot. The school board hesitated before taking over Waterfoot (Bethel) British school because they knew that a new school would have to be erected. Indeed the deputation from the school which met the school board stated that the Education Department had threatened to close the school. The school board considered whether closing the school would create a deficiency in accommodation, bearing in mind that children could be compelled to go one and a half miles to school. The sectarian school board members were against ^{the} taking over ^{of} the school but they were in a minority.

Although the agreement between the managers and the school board was signed in February 1892, the school board

did not take over until after the summer holidays. In September 1892 land for the new school was obtained, and the infants' school was opened in March 1894. The mixed school was finished and ready to be opened in November 1894 but the actual opening was delayed until after Christmas because of the bad state of the roads. The two schools on the site were quite separate buildings. The mixed school provided accommodation for 436 children and the infants' school for 288 infants. The first 650 places cost £6 10s. each and the rest cost £2 per scholar.

Goodshaw Baptist school was also acquired by the Rawtenstall School Board in 1891 and together with the two schools previously mentioned, the school board had six schools in the borough. In the Water valley there were three board schools, the new Waterfoot Board school at the foot of the valley, Whitewell Bottom Board school in the middle, and the new Water Board school at the top. Cloughfold Board school lay between Waterfoot and the centre of Rawtenstall. Goodshaw Board school was at the northern edge of the borough in the Crawshawbooth valley, and Townsendfold Board school lay in the south between Rawtenstall and Edenfield.

The school at Townsendfold was small, and in 1895 it was decided to enlarge it, to bring it up to the standards

required by the Education Department. A whole new infants' department was to be built on to the existing building. Plans were obtained and sent to the Education Department for approval, and after a few minor alterations they were accepted. The work was to cost £800. Even when the work was completed, further improvements had to be made at the request of the Education Department. The school yard was repaired several times, the large room of the original part of the school was divided by partitions, all the doors were altered and the heating and ventilation systems were improved. In 1903, land behind the school was bought so that further enlargements could be made, but this work was carried out by Rawtenstall Education Committee after the school board was abolished.*

Cloughfold Board school was also too small. The size of the school had been limited in the first place by the Education Department,** but at the first inspection H.M. Inspectors had said that there was not sufficient room. The numbers attending did not increase, probably because St. John's National school was opened in the same year and so relieved pressure on the board school. There was no great pressure on the school board to enlarge the school so nothing was done. The school continued to be full though not overcrowded. In March 1898 however, H.M. Inspectors

* P.R.O. Ed. 21/9892

** see chapter 4.

declared that the school was overcrowded, although it earned the highest grant possible. Plans were made at once to enlarge the school and alter the classrooms and cloakrooms, so that it would now accommodate 326 boys and girls, 210 infants and 48 pupil teachers in a Pupil Teachers' centre. This work was completed in October 1899.

Two more schools were transferred to Rawtenstall School Board during this period. Cowpe British school, transferred in 1897 was satisfactory apart from a few alterations of a minor nature. Some additional cloakroom accommodation was required, and the yards needed attention. These improvements were quickly made, though the Education Department seemed upset because the infants shared the boys' yard instead of the girls' yard. The other school to be transferred was Rawtenstall (Longholme) Methodist school. The managers approached the school board in June 1903, and were asked to carry on until the new local authority had been formed. However they were insistent, and Rawtenstall School Board took over the school.

When the school board was abolished, there were three outstanding problems for Rawtenstall Education Committee to deal with. They were the Longholme Methodist school, which was quite unsatisfactory, a proposed enlargement of Whitewell Bottom board school and the enlargement of Town-

sendfold Board school.

In this chapter the work of the school boards in providing accommodation has been discussed. The formation of the first school boards was in connection with the provision of accommodation at Sharneyford and Townsendfold, and before the 1890's two more schools came under the school board wing, namely Cloughfold and Whitewell Bottom. The 1890's brought a great deal of work for what were now the two borough school boards of Bacup and Rawtenstall. The way in which the two school boards tackled their problems presents to us a great contrast.

Bacup School Board had to be pushed by the Education Department to do anything, and even then the attempts of the school board to thwart the wishes of the Education Department amounted almost to deception. Even if the objectives of the school board can be called into question, it would be unfair to leave the impression that the members were dishonest. No-one knew better than the people in Bacup how precarious the cotton trade was. At Sharneyford the mill had closed, and a school built to provide accommodation for 200 children* was left with an average attendance of 65. Could not the same thing happen at Weir, where the closure of one mill would mean that practically the whole

* The Education Department wanted the school to provide 350 places. See page 34

village would be unemployed? The fact is that the mill did not close during the life of the school board, but the tempting thing in times of uncertainty is to do nothing but wait and see. Unfortunately this is often the worst possible thing for everyone concerned.

Again the Education Department appeared to Bacup School Board to have double standards. Why was it that a school could be satisfactory one day when it was a voluntary school, but unsatisfactory the next day when it was a board school? Once the school board was convinced that the Education Department had double standards, no amount of condemnation of school premises had any meaning. It was just supporting evidence for a false argument. In the eyes of the school board, the inspectors were looking for faults to support the Education Department's contention that the premises were bad.

Furthermore the circumstances under which both Newchurch and Bacup School Boards were formed were unfortunate. Both boards were formed against the wishes of the people, and so their attitude was one of resentment which eventually turned sour and became distrustful and obstinate. They had no intention of being pushed around by the Education Department, and took every opportunity to let this

be known. Perhaps persuasion by the Education Department would have produced better results, but government departments are not noted for their powers of tact or persuasion when dealing with subordinates.

Rawtenstall School Board was more enlightened in its attitude to the provision of accommodation. At no time did it deliberately evade its responsibilities in this field, though there were groans and complaints on more than one occasion. Problems which arose for the school board were quickly and efficiently dealt with, and there were no long periods of indecision and uncertainty.

CHAPTER 15

THE EFFECT OF THE 1902 ACT ON ROSSENDALE.

The Education Act of 1902 abolished school boards and school attendance committees, and established local education authorities to administer education. The local education authorities had the duty of maintaining all elementary schools, and they were able to provide secondary education. The duty to maintain all elementary schools included the voluntary schools, which were to be run as schools by the local education authority while the maintenance of the fabric, except for fair wear and tear, remained the duty of the voluntary body. The system of education was thus placed on a firm financial footing (the rates), and, as all parts of education (elementary, technical, and secondary) were under the control of the local education authority, there could be planning, co-ordination and organisation to a degree which had been hitherto impossible, though of course, consultation with the Board of Education was essential.

Two sorts of local education authorities were mentioned in the Act; the Part II authorities, which were the County Councils and County Borough Councils, and these were responsible for all sorts of education in

their areas, and the Part III authorities, the Councils of Municipal Boroughs with a population of over 10,000 and the Urban District Councils with a population of over 20,000, which were responsible for elementary education only in their areas, though they could raise a penny rate for higher education. Rossendale, which was three municipal boroughs, each with a population of over 10,000, therefore had three Part III authorities, one for Bacup, one for Haslingden and one for Rawtenstall, each of which was responsible for elementary education in its own borough. The Part II authority, Lancashire County Council, was responsible for technical and secondary education in the whole area. Each of the new authorities was required to submit a scheme to the Board of Education, under which an Education Committee would be established. All the powers and duties mentioned in the Act could be delegated to the Local Education Committees, except the power to borrow money or levy rates which remained with the council. Board of Education approval was required for the scheme to ensure that the various parties interested in education in the area would have an opportunity to be represented on the Education Committee, and that any special need which an area might have, could also be represented. It was also expected that at least one wom-

an would serve on the new Education Committee.

The old nomenclature of the elementary schools disappeared. The board schools became known as Council or Provided schools, while the voluntary schools became known as Non-provided schools. The Provided schools were built by the new local education authority, or the old school board*, and so they were entirely supported and managed by the local education authority. Non-provided schools were built by the voluntary body and they were managed by a body of six managers, four appointed by the voluntary body and two by the local education authority. The cost of running these schools as schools was borne by the local education authority, but maintenance of the fabric, except for fair wear and tear, and providing additional accommodation, ^{continued} to be the responsibility of the voluntary body. The buildings remained the property of the voluntary body, but the local education authority could use them on not more than three evenings a week. The managers were to carry out the instructions of the local education authority about secular instruction, and they could appoint teachers, subject to the consent of the local education authority, but consent could only be withheld on educational grounds. Religious Instr-

* or had been taken over and were run entirely by the old school board or the new local education authority.

uction in the provided schools was to be nondenominational, as provided by the Cowper-Temple clause, but in the nonprovided schools, denominational instruction in accordance with the trust deed could be given (Kenyon-Slaney clause).

Under section 17 of the 1902 Act, Bacup Council made a scheme to establish an education committee, and sent it to the Board of Education for approval. Clause 17 dealt with the composition of the education committee, and proposed that there should be 24 members, the Mayor and 12 councillors, 3 from the school board, 2 women and 6 under clause 4, 1 each from the County Council, Wesley Place school, Tunstead school, St. Saviour's school, the Mechanics Institution and St. Mary's and St. Joseph's schools. The committee would have been large and unbalanced, with too many selected members. It was returned from the Board of Education with amendments. These were that there should be 19 members; the Mayor and 11 councillors and 7 selected members to be 1 from the County Council, 2 from the school board, 2 from the voluntary schools and 2 women. This was acceptable to the Bacup Council, which elected 2 Councillors from each ward, 2 women, both teachers, and 4 school board members, J.T. Hoyle, J.H. Lord,

Rev. J. Falconer and C.B. Murray, the last two also being representatives of the voluntary schools. The matter of a County representative was left until the County Council recommended someone. At the first meeting the Education Committee took the unusual step of electing a selected member, J.T. Hoyle, the chairman of the late school board, as its chairman, though a Councillor was elected vice-chairman. Sub-committees for day school management, secondary education, bye-laws and school attendance, and finance and general purposes were appointed.

During one of its first meetings, Bacup Education Committee passed a resolution which gave all financial responsibility for education to the committee.* This occurred during discussions about building a new school for infants at Mount. The plans for this school had been made by the school board, and had been returned from the Board of Education and approved during the last week of the school board's life. The Education Committee wanted to borrow £5,366 and proposed to write to the Public Works Loans Commissioners. The Town Council quickly pointed out that they only had the power to borrow money on the security of the rates. This was the only time that the Education Committee tried to exceed its power,

* Minutes March 1904

and the relationship between the Education Committee and the Town Council was good.

Haslingden's scheme was immediately accepted by the Board of Education. The Education Committee had 24 members; the Mayor and 13 from the Council, 2 women, and 1 each from the County Council, the Church of England schools, the Roman Catholic schools, the other voluntary schools, the Co-operative Wholesale Society and the Technical Instruction Committee. At the Council meeting which elected the Education Committee* all the members recommended by the various parties were selected, except for Rev. J.H. Oldroyd, Vicar of Musbury, who was proposed by the Association of Church of England schools in Haslingden. It should be noted that the selected members were to be appointed by the Council, though the various bodies could recommend members to the Council for election. The Council were therefore quite within their rights to refuse to appoint a member whom they thought to be unfit, even if that person had the support of the people who had recommended him. The explanation for the refusal to elect the Rev. Oldroyd, given by the Town Clerk, was that the Council had decided not to have "any minister of religion" on the Committee** This was

* Minutes 17th June 1903 ** 1st July 1903 B.T.

a strange reason for disqualification, especially when one considers that ministers of religion had been responsible for providing nearly all the education in Haslingden up to this time. The Rev. A. Spenser, secretary of the Association objected in strong terms to this apparently irrational decision, but the name of another person (J. Knowles) was put forward and this was accepted by the Council without question.

At Rawtenstall a public enquiry was held before a scheme to establish an education committee could be made. This delayed the formation of Rawtenstall Education Committee, and the school board continued until May 1904. A scheme under section 17 of the 1902 Act was contrary to the conditions laid down for education in the Rawtenstall Charter of Incorporation. Some rate-payers requested that

"The area of that portion of Lower Booths which is comprised within the limits of the borough of Rawtenstall shall be exempt from any rate ... which shall be levied to defray the principal, interest and sinking fund in respect of the debt now or lately due and owing to the school board for the borough of Rawtenstall which is transferred to the Council of the borough of Rawtenstall by virtue of the Education Act of 1902, and in respect of any new capital expenditure for educational purposes sanctioned for that part of the district of the borough other than the said township of Lower Booths until such time as school accommodation for elementary education purposes is required and sanctioned in such area, and has been provided by the Education Authority for the time being for the district of the borough." *

* 8th August 1903 R.F.P.

This was substantially a statement of the position which Lower Booths had held since 1891, and such a position was untenable under the new Act. The enquiry was held by Major C.E. Norton R.E. and it granted to the borough of Rawtenstall an order modifying the provisions of the scheme under the Municipal Corporations Act 1882 (and 1885), so that now all parts of the borough would be rated equally for education.* The Education Committee appointed consisted of the Mayor and 12 Councillors, 1 representative from the County Council, 2 women and 5 others from outside who were not specifically named as representatives of any particular group.**

Rawtenstall Town Council imposed a number of restrictions on the Education Committee. These were that one of the Councillors must always be the chairman, that all business done must be submitted to the Town Council for confirmation, and that all financial matters must be attended to by the Finance Committee of the Town Council and all accounts paid and drawn by the Borough Accountant. Grave doubts were expressed about the wisdom of this last restriction, as it was thought that the Education Committee would have no power to deal with such

* 9th Jan. 1904 R.F.P.

** Actually elected were 3 school board representatives and 2 voluntary school representatives (1 Church of

things as drawing up salary scales for teachers, or making financial arrangements with the non-provided schools over such complicated matters as fair wear and tear. However, the Education Committee appointed a finance sub-committee which worked with the Finance Committee of the Town Council quite satisfactorily.

Reaction in Rossendale to the new Act was mostly unfavourable. The Bacup Times leading article entitled "Vade in Pace"* said

"Bacup School Board are the innocent victims of this Ecclesiastical Conspiracy - the 1902 Act".

This sums up fairly well the general attitude of the non-conformists. They regarded the 1902 Act primarily as a piece of religious legislation, which placed the voluntary schools in a favoured position. The Free Church Council held meetings all over the Valley**at which the Act was condemned. A few quotations from these meetings will serve to illustrate the feelings of the nonconformists.

"What does this Education Bill mean? ... that you and I, as rate-payers, will have to pay directly for the maintenance of denominational schools ... whether these schools be Church of England, British or Roman Catholic."

"They do not propose to give us the management of their schools."

"You find the money; they spend it for you."

"Those who pay the piper should call the tune."

* 30th May 1903

** Whitewell Bottom, Lumb, Bacup, Rawtenstall, Haslingden.

"No taxation without representation."
 "The Bill violated the most sacred of all principles. It took away their right of having their say in the management of Church schools, and compelled them to pay for the teaching therein." *

The Liberals also held meetings and demonstrations against the Act, and it would be difficult to find a more damning resolution than the one passed at Rawtenstall in November 1902. It said

"That this meeting indignantly protests against the Education Bill ... on the grounds that it is Sectarian, not National, in its inception, retrograde in character, and will be pernicious in its effects, and that it necessitates the spending of Public money without adequate public control..." **

This meeting was attended by the Earl of Crewe and Sir William Mather M.P., as well as the local Liberal gentry. These meetings were political rather than religious (though it is often difficult to separate the two), and Sir W. Mather said

"The only hope is that ...another Government would be established and a better system set on foot." **

This was the political aim, but it did not preclude local action. Mather also said that the Bill

"commenced a system of setting up schools and maintaining them which was absurd, and which people in Lancashire would not allow to work." **

Carefully chosen words, but to a meeting which had been emotionally wound up by the singing of such liberal songs

* Sept. 10th and 13th and Dec. 6th 1902 B.T.

** Nov. 12th. 1902. B.T.

as "God bless our native land", "Forward be our watchword", and "Men of Harlech", they must have sounded like an encouragement for more militant local action. Yet, at these meetings, more deep-rooted objections to the Act were voiced.

"What right had we to take the gift of a building, and barter something else for it?*"

This refers to a principle in the Act that the voluntary school buildings were given quid pro quo for state aid, and here, this very principle was being questioned. On the matter of control of the voluntary schools, the complaint was that the voluntary managers still had overall control, and the representatives of the public had a "very diluted control". Amid all the political and religious ranting, there were genuine objections to the Act.*

The kind of local action contemplated was called passive resistance. It consisted of refusing to pay

"that portion of the education rate which is to be used for private and sectarian schools."**

Public meetings were held at which the aims of the passive resisters and their reasons for resisting were explained, and thousands of leaflets were distributed.*** During and after the meetings lists of supporters were compiled,

* 11th Oct., 12th Nov. 1902 B.T.

** 30th May, 1st and 5th Aug. 1902 B.T.

*** 5,000 copies of the manifesto were distributed at the Bacup Public Meeting of the Citizens' League in May 1903.

though the number who actually put the aims into practice were few.

At Bacup twenty-six passive resisters were summoned on October 14th, 1903, and as the magistrates did not turn up, they held a meeting at Zion Baptist Church, where the whole performance of religious indignation to the Act was re-enacted. A fortnight later, the magistrates issued distress warrants to each one for the amount of rate owing and the costs of the court, accompanied by a cry of "Shame!" Goods of the guilty people were then taken and sold to raise the amount of money owing. This sort of action continued for a number of years, and is an indication of the sincerity of those who considered that the Act was an infringement of their basic religious rights. On the particular occasion cited above, one of the magistrates was Joshua Hoyle J.P., a manager of Wesley Place school, and he was roundly condemned by the Rev. Overend, one of the passive resisters, in a letter to the Bacup Times. Overend accused him of ordering people's goods to be seized and sold to support his school. The magistrate did not reply, but his part was taken by the secretary of the school, (Hall) and the correspondence continued for some weeks, Overend stating

his reasons for passive resistance, and Hall stating not only the other side, but also arguments against this particular method of objecting. Passive resistance also occurred at Rawtenstall and Haslingden.*

The voluntary school managers were not all happy with the new situation in which they had been placed. Their immediate problem was to have some representatives on the new Education Committee, but as has already been pointed out, the selected representatives were selected by the Council, and those recommended need not be selected. The Roman Catholics of Rawtenstall were particularly concerned lest they should have no representative. A meeting was called by Father Klein at St. James the Less school. It passed a resolution that

"The Catholics of Rawtenstall ... having two schools out of twenty, ... are justly entitled to one co-opted representative from their school association ..., they further urge that such representation is in accordance with the spirit of the Education Act which recommends for co-option persons of experience in education and persons acquainted with the needs of the various kinds of schools for which the Council acts ..."

It will be remembered that the Rawtenstall scheme did not name the groups whom the selected representatives were to represent, and this, together with the action of the Council at Haslingden in rejecting a nominee of the Association of Church of England Schools, precipitated the anxiety ex-

* 21st Jan. 1905 and 4th March 1905, and 8th Aug. 1903
B.T.

pressed in the resolution. This resolution was taken to the Town Council, and apparently had some effect, for one of the selected members was a Roman Catholic. The Rev. J.W. Wilkinson of St. Paul's, Constable Lee, was doubtful about the way in which the new Act would work, and he expressed these doubts in a paper he read on the new Bill. The doubts were really uncertainties concerning the relationships between the voluntary managers and the new authority.* These doubts were not groundless, for the law was rather vague on many points. The only way to find out the exact legal position in cases where there was a controversy, was to refer the matter to the Courts of Law or the Board of Education.

It was again the Bacup Times which put its finger on the weakness in the Act. After condemning the Act by saying "there was never a hastier plunge in the dark than this",** a series of articles described the effect it would have on Bacup and Rawtenstall. The weakness was secondary education. Both Bacup and Rawtenstall appointed representatives to the Governing Body of Newchurch Grammar School, but neither subsidised the school. The school was still a private endowed grammar school. The technical classes and evening continuation classes had been supported

* 11th Oct. 1902 B.T.

** 8th Aug. 1903.

by the penny rate and the Whisky Money. All this now came under the Part II authority, the County Council. The County Council could levy a twopenny rate and it had the Whisky Money, and the boroughs could still levy a penny rate for higher education. The problem was, how would secondary education be run under the County authority.

The Bacup Times' analysis of the needs of the two boroughs, Bacup and Rawtenstall, was admirable. It said that one really good technical school, built in some central position, was needed for the two boroughs. It would therefore be large enough to provide a wide variety of subjects, and it would have one set of teachers, so avoiding duplication of work which now occurred in each of the separate boroughs. It suggested that the Grammar School for boys should be extended, and a similar school for girls should be erected, in order to provide the necessary secondary school accommodation, and that a Pupil Teachers' Centre to serve both boroughs should be established.* It should be noted that Haslingden did not enter into these plans, because it was already co-operating with Accrington over Pupil Teachers, and it had established its own technical school. The Bacup Times expressed the

* 21st Feb. 1903.

hope that the County authority would delegate its power to the Part III authorities, Bacup, Rawtenstall and Haslingden.

This was the weak link in the whole Act. The One Authority principle did not apply at all in Rossendale. There were two authorities in each borough, as there had been before the Act, though these authorities had additional powers and duties.

CHAPTER 16

THE EDUCATION COMMITTEES AND THE VOLUNTARY SCHOOLS.

On the appointed days the three Education Committees became responsible for the administration of education in their areas. They all decided that all the voluntary schools should be free.* They approached the maintenance of voluntary schools by deciding to pay for school requisites, paying the salaries of teachers, and paying the managers for heating, lighting and cleaning, and for fair wear and tear. They appointed two managers to each voluntary school. Each Education Committee appointed a Secretary of Education and he was to be the correspondent for all the schools. The Rev. J.W. Bennett objected to this, saying it was ultra vires, as it would prevent the voluntary schools from communicating with the Board of Education, and it would give power to the local education authority to suppress any representations which the managers *might* wish to make to the Board of Education. He wrote to the Board, expressing this view. The reply was that Rawtenstall Education Committee was acting quite legally, and the Board of Education would normally correspond with the Secretary to the Education Committee. Each school could, however,

* Some schools in Bacup continued to charge fees, but this was soon stopped.
e.g. see Minutes of Tunstead School managers June 1904.

have a correspondent to communicate with the local education authority, or the Board of Education, if necessary.*

At first, Bacup Education Committee requested the headmasters of the voluntary schools to submit their requisitions for stationery, printing and other school equipment directly to the Secretary of Education, thus by-passing the managers. This was only done for a short time, and then requisitions were made through the managers to the school management sub-committee. Haslingden and Rawtenstall Education Committees adopted this method immediately.

The problem of salaries presented difficulties. Bacup and Rawtenstall School Boards had had a common salary scale for their teachers, and the two Education Committees soon collaborated to produce another common salary scale.** Both now resolved to pay teachers in voluntary schools the same as teachers in provided schools. This meant that some teachers in the voluntary schools were to suffer a salary decrease. Naturally they objected. A deputation of teachers attended Bacup Education Committee*** and the Committee said that although they could not meet the request of the teachers to continue the different salary scale, they were prepared to consider applications from

* 20th July 1904 B.T.
 ***Minutes 8th Oct. 1903

** Minutes July 1904

individual teachers. On this assurance, the headteachers of several schools in Bacup applied for increases of salary, and some, though not all, were granted.* The chairman of Bacup Education Committee pointed out that this was "An act of grace on behalf of Bacup Education Committee and not an act of right."** The Editor of the Bacup Times commented "Generosity to its servants, in whatever capacity, is something which at the present time Bacup cannot afford,"*** yet a month later, when Bacup Education Committee refused to raise the salary of its secretary from £170 to £200 per annum, he said that "Bacup should not be mean with its servants."**** Rawtenstall Education Committee was not so generous. The new scale came into force for all teachers without exception. Haslingden did not co-operate with Bacup and Rawtenstall Education Committees in this matter. They continued to pay teachers as they had been paid before, pointing out, however, that this was a temporary expedient until some new salary scales had been worked out. The new salary scale was brought into force, and some teachers were paid above the scale, but later***** the Education Committee resolved not to pay anyone salaries above the scale.

* The headteachers of Wesley Place and St. Saviour's schools were paid more, but a request from St. Joseph's was refused. 31st Oct. 1903.

** 3rd Oct. 1903 B.T. *** 9th May 1903 B.T.

****27th June 1903 B.T.***** Minutes 3rd June 1907.

Bacup and Rawtenstall Education Committees offered to pay the voluntary school managers three shillings and sixpence a head on average attendance for heating, lighting and cleaning, and one shilling a head for fair wear and tear.* Most schools accepted these terms for one year. The managers of St. Paul's school, Constable Lee, and St. James's school, Waterfoot, objected to Rawtenstall Education Committee that they were not being paid enough. In the case of St. James's, heating, lighting and cleaning had cost £47 in the previous year, but under this system they would only receive £14. The Education Committee reply was that they considered their offer to be fair, as it was the same as the offer made by other authorities. The Rev. J. Falconer** wrote to the Board of Education asking if the managers were compelled to accept what the local education authority offered for cleaning and heating, but he did not explain the whole case, or say that there was a dispute with the local education authority. The Board of Education were rather uncertain about what was happening in Rossendale. Heating and cleaning came under the heading of Maintenance, and so the whole cost ought to have been borne by the local education authority. Board of Education notes attached to Falconer's letter in-

* e.g. see Lumb National School Managers Minutes. May 1904.

**Correspondent of Tunstead National school.

dicated the opinion that if the managers accepted the terms of the local education authority, and then paid more for heating and cleaning, they would not be able to claim the excess back from the local education authority.* However, the Board of Education decided to write back a non-committal answer, making no definite statement unless there was a dispute between the managers and the local education authority which they would then decide. Consequently, the Rev. J. Falconer, like the other voluntary managers, accepted the terms of the local education authority.**

This matter was more complex than seems at first, because the schools were still used by the voluntary bodies, and the local education authority was only expected to pay for heating, lighting and cleaning while they were using the building as a school. If therefore the voluntary body used the school as a Sunday School, then they would be expected to provide their own heating, lighting and cleaning for that occasion. The method of payment adopted by Haslingden Education Committee seems more logical, because they resolved to pay five sevenths of the total cost of heating, lighting and cleaning, and five sevenths of fair wear and tear. Later, both Bacup and

* P.R.O. Ed. 21/8911. 15th July 1903.

** Minutes of Tunstead school managers Oct. 1903.

Rawtenstall adopted this method of payment.

Five sevenths of heating, lighting and cleaning seems to have been the common formula, but for fair wear and tear a variety of schemes were put forward in the following years. Some things were paid for entirely by the local education authority, e.g. replacing windows and repairs to furniture, while some things were paid for entirely by the managers e.g. repairs to the offices and structural repairs.* Many things were paid partly by the local education authority, and partly by the managers, the relative proportions depending on the particular case. Haslingden paid half the cost of reflooring Bury Road Baptist school infants' room in December 1906, and in following years did the same for at least four other schools in the borough. Bacup Education Committee paid for the furniture for the new St. Mary's infants' school when it was opened in 1904, and Rawtenstall agreed to furnish completely any new non-provided school. A directive from the Board of Education, however, pointed out that they had decided that in such cases the managers should provide the furniture.** In 1906 the heating apparatus of Newchurch National school was put out of action

* The Rev. Falconer presented a bill to Bacup Education Committee for structural repairs, but they refused to accept it. Bacup Education Committee Minutes 28th Oct.

** This decision was the result of a dispute between a/1903. Roman Catholic school and the l.e.a. in Middlesbrough Feb. 1906

when the boiler cracked. Rawtenstall Education Committee had been vague about fair wear and tear for heating systems, saying that they would consider cases as they arose. Previously they had refused to pay anything towards new boilers for St. Mary's and Loveclough National schools. In this case, they again said that they would not pay anything towards the repair, so the managers wrote to the Board of Education in protest. The letter from the Board said that it was the duty of the managers to keep the boiler in good repair, but it was for the local education authority to make good any damage due to fair wear and tear. It was therefore for the authority to decide what proportion of the damage was due to fair wear and tear. The complexity of the situation can be appreciated. What proportion of wear and tear could the local education authority be responsible for when the school was being used as a day school, Sunday School, meeting place for Church activities etc? Rawtenstall Education Committee did not pay anything. Neither did they pay anything towards Lumb boiler, saying that it was inadequate when they took over.* When similar cases arose later, however, they seemed more favourably disposed and made a contribution.**

* Rawtenstall Education Committee Minutes Jan. 1907
and Lumb National School Managers Minutes Feb. 1907.

** £1 5s. Od. to Constable Lee. Minutes Feb. 1908.

An interesting situation arose in 1909 when Bacup Education Committee decided that it was time to clean and do some interior decorating at St. Mary's Infants' school. When the school was opened in 1904 some of the walls had not been painted. Now the authority said that the first painting must be done by the managers. They argued that there was no paint there to be damaged by wear and tear, so it could not be their duty to paint the walls. On the other hand, the managers said that apart from wear and tear, the painting of the walls was part of the cleaning process and therefore the duty of the authority. The dispute was referred to the Board of Education,* and Selby Bigge commented that it was "a peculiar case" and suggested "a friendly arrangement" between the two parties. This was not very helpful, because the case would not have been referred to the Board of Education if a friendly arrangement had been possible. Finally the Board decided that the first painting came under the heading of reasonable improvements and therefore was the responsibility of the managers. This was a point which had not been previously decided by the Board of Education.

In most cases of painting and interior decorating of the voluntary schools, the Education Committees paid

* P.R.O. Ed. 21/8907 21st May 1909.

part of the cost. Usually they paid half, but only if the tenders accepted for the work were ones which they approved. There were numerous examples of this.

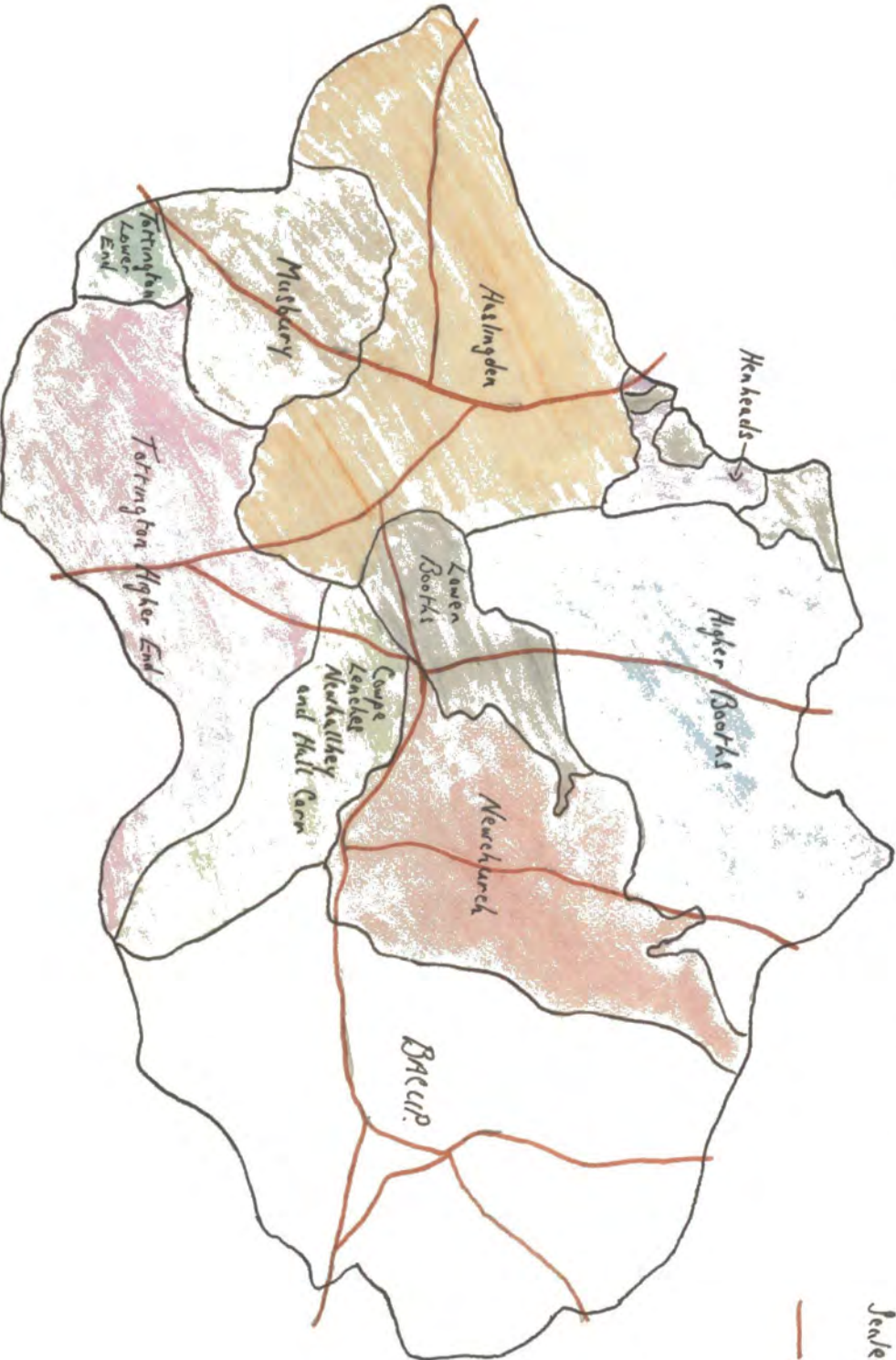
The local education authority was to be responsible for secular education in all schools, and to enable them to carry out this power, they asked the headmasters of all schools to send copies of timetables for approval. They also made regulations appertaining to the conduct of teachers, the subjects to be taught in the curriculum, the times when schools should open and close and the times for holidays. Some of these regulations brought protests from the managers of the voluntary schools.

Rawtenstall Education Committee passed two resolutions to which the voluntary managers objected. The first was that if teachers wanted to be absent from school they should apply to the two Council managers*, and the second was that the voluntary schools should not be allowed any holidays for sectarian purposes.** On the first point, Rawtenstall Education Committee refused to alter their resolution, but on the second they said they would ask the Board of Education for a ruling. The Rev. J.W. Bennett's letter (mentioned previously) to the Board

* Minutes April 1904.

** Minutes May 1904.

BOROUGHES OF RAWTENSTALL & HASLINGDEN



Scale $\frac{3}{4}$ " = 1 mile.

— Roads.

of Education raised the question of leave of absence for teachers. The reply to the query is interesting because it was not the same as a decision reached later by the courts of law. The Board of Education said that the 1902 Act empowered the local education authority to give directions to the managers of the voluntary schools as to secular instruction, and the resolution of Rawtenstall Education Committee came under these directions. They did, however, point out that they considered that

"it is desirable that all applications for leave of absence by teachers should be addressed to the managers as a whole and not only to the two representative managers."*

The courts of law in the case of *Martin v. Eccles Corporation* 1918, decided that a regulation like the one passed by Rawtenstall Education Committee** was not binding upon teachers in nonprovided schools, because the powers of management of such schools are, and remain with, the managers.

St. Peter's Roman Catholic school managers objected to the resolution about closing the schools for sectarian purposes. The reply to the Secretary of Education from the Board of Education was really that the resolution was ultra vires. It pointed out that though the local education authority could issue directions to the

* Minutes July 1904.

** In this case permission of the Secretary of Education was to be obtained.

managers, and these could include the times when school should be closed, the directions must be given so that they did not interfere with reasonable facilities on the part of the school managers for religious instruction in school hours. They advised that the managers should ask the local education authority for permission to close the school, and pointed out that, though they had no authority to interpret the 1902 Act, they could decide if there was a dispute between the local education authority and the managers. This reply annoyed Rawtenstall Education Committee. When St. Mary's, St. Paul's and St. Nicholas's National schools applied for permission to close the schools for scripture examinations, the Councillors refused to give or withhold approval, because they said they could not stop the schools from closing if they wanted to. When St. James the Less Roman Catholic school applied for a holiday on Ascension Day, the Councillors were persuaded by the Town Clerk to consent, because he said if they did not, the managers would tell the children not to attend anyway. When it became known that St. Peter's Roman Catholic school had had Ascension Day holiday without asking permission, however, the Councillors advised the managers that this must not happen again.*

* Minutes April and June 1905.

In later years the voluntary schools in Rawtenstall had their sectarian holidays, but the Councillors insisted that the time should be made up by taking an equivalent amount of time from other holidays.

Bacup Education Committee resolved that afternoon school should start at 1.30p.m. and the Secretary of Education informed all schools of this resolution. The practice at Tunstead National school had been for afternoon school to start at 1.45p.m. and the Rev. J. Falconer appealed to the Board of Education. He told the headmaster to make no change in the meantime, but the Education Committee ordered the Secretary of Education to tell the headmaster that if he did not comply with their instructions, his salary would not be paid. The grounds of Falconer's objections were that the school had always opened at that time, the H.M. Inspectors did not object and the children did not lose any schooling, for the school closed fifteen minutes later than the other schools. The reason for the late opening was that the fathers of many of the children worked in the quarries, and it was the practice for the children to take their mid-day meal to them, and also that some of the children lived quite a distance from the school. The Board of Education decis-

ion was that this was a matter over which the local education authority had authority to issue directions to the managers of non-provided schools.*

A more complex dispute arose between Bacup Education Committee and St. Mary's Roman Catholic school.** It was the practice in this school for religious instruction to begin at 8.50a.m. and secular instruction at 9.30a.m. Some children came late to school and the headmaster marked them absent and in some cases sent them home. The question was whether or not this was a legal practice. The pupils had not applied to be exempt from religious instruction, and the Bacup bye-laws said that the child should be present for "the whole time during which school is open." Bacup Education Committee said that at St. Mary's secular instruction commenced at 9.30a.m. and they had signed the timetables on that condition, and so they contended that if a child arrived before 9.30a.m., it should be marked present. The Board of Education were at first uncertain about what decision to make, but when the managers of St. Mary's declared that similar action was also taken with some children who arrived late for afternoon school, which did not commence with religious instr-

* B.E.C. minutes Oct. 1903 and minutes of Tunstead school managers. Oct. 1903.

** P.R.O. Ed. 21/8907 June 1909.

uction, it was clear that the matter was not concerned with religious instruction but with punctuality. The managers pointed out that this was an old practice which had been carried out before 1902, and that children were not always excluded for lateness but that the headmaster used his discretion. They also said that lack of punctuality was interfering with the discipline and efficiency of the school. The Board of Education decision was that it was the duty of the local education authority to ensure punctuality, and to recognise attendance for the whole time during which the school was open,* and so the managers should apply to the local education authority in the first instance, pointing out the disturbance which lateness made. The local education authority should then either sanction the practice of excluding children or instruct the attendance officer to take proceedings against the parents. A conference was subsequently held between Bacup Education Committee and the managers, and the latter solution was agreed upon.**

In controlling secular instruction, Bacup Education Committee resolved that the pupils from St. Mary's Roman Catholic school should have instruction in manual, cookery and swimming along with the pupils from Central sch-

* Ed. Act 1902 sect. 7 (1)(a).

** P.R.O. Ed. 21/8907 June 1909 and B.E.C. minutes.

ool, and that Tunstead and St. Joseph's should have them along with Western,* and this resolution was communicated to the managers. Father Ryan agreed that his pupils would attend Western school for manual instruction on 19th October, but the pupils failed to arrive. A resolution from the Education Committee that their instructions "be carried out by the managers of St. Joseph's" brought the reply that the managers "are not prepared to send children to the teaching of manual instruction and cookery at the Western centre." The Secretary for Education went to see Father Ryan, but he received a refusal. Bacup Education Committee thought that Father Ryan was misunderstanding what would happen at these classes, and pointed out that the children would enter and leave the school by a separate entrance and would not mix with the Western children at all, but Ryan still refused to cooperate. At first, Father Ryan said that the children "were not the classes of children who would require manual instruction or cookery classes", but later he said that St. Mary's Roman Catholic school would be having classes in cookery and manual, and his children would attend there.

At St. Mary's, the managers provided a room for man-

* Minutes June 1903.

ual instruction and cookery, and asked Bacup Education Committee to equip it. They also said they wished to provide their own swimming instructor, if the Education Committee would approve. Bacup Education Committee, however, refused and decided to refer the dispute to the Board of Education, and threatened that if the decision was in their favour, and Father Ryan still refused to cooperate, they would withhold all financial support from the school.*

The Board of Education asked for a version of the story from both sides before coming to a decision.** Father Ryan's arguments were that the school was an efficient public elementary school, and therefore Bacup Education Committee had no right to interfere; and that the parents had a right by law to choose a school for their children, and the local education authority had no right to direct the children to attend a different place. He also said that manual ^{instruction} and cookery were not compulsory subjects, but if it was decided that they were, then the managers would provide the accommodation and the local education authority could provide the equipment. He declared that Bacup Education Committee were not being fair in provid-

* A resolution to withhold all financial support had already been lost on the casting vote of the chairman. Minutes Nov. 1903

** P.R.O. Ed. 21/8906

ing exceptional facilities to the provided schools. There had been a meeting of the parents of the children concerned, and they had agreed with the points which Ryan now made. Father Ryan said that Bacup Education Committee could not withhold financial support from the school, and that the only way to get parents to send children to a school not of their choice, would be by a magistrate's warrant.*

The decision of the Board of Education was that Bacup Education Committee had power to give directions that cookery, manual ^{instruction} and swimming should be taught, and that if St. Joseph's had no provision for this instruction, Bacup Education Committee could direct instruction to be given elsewhere and by teachers other than the ordinary schoolteachers, providing that the special provision was approved by the Inspectors and the arrangements did not interfere with reasonable facilities for religious instruction. They did not think that it was the duty of Bacup Education Committee to equip a room which the managers might provide, so long as the facilities which they did provide were within a reasonable distance of the school. The other points mentioned, were not answered.

Canon Tynan, the representative of the Catholic Auth-

* P.R.O. Ed. 21/8906 3rd Jan. 1904, and B.E.C. minutes.

ority, interviewed the Town Clerk. He asked if Bacup Education Committee would equip the rooms at St. Mary's school, or if they would drop manual^{instruction} and cookery from the curriculum. Both these requests received a negative reply. The Canon then asked if the Education Committee would alter the original resolution for St. Mary's and St. Joseph's children to attend the centres at Central and Western schools, as they would provide a Catholic centre. Before the end of the year the room and equipment had been provided at St. Mary's school, and the managers of St. Joseph's school applied for and obtained permission for their children to attend the classes at St. Mary's school.*

The powers of the local education authority to interfere with the organisation of a school, were tested by a dispute at St. James's National School, Waterfoot. It will be remembered that when Waterfoot Board School opened, St. James's school consented to a suggestion of H.M. Inspector that all children above standard 2 should attend the Board school. Rawtenstall Education Committee passed a resolution**that standards 1 and 2 should now attend the Council school, and that St. James's should

* Minutes October 1904.

** Minutes June 1905.

be a school for infants only. The reason for this suggestion was that the school was only recognised for infants and so the authority was losing grant on children in the first two standards, and that it was inconvenient for these two standards to be in the school. The Vicar disagreed. He said that the school was convenient for parents in the neighbourhood, and there could be no saving of staff by removing the children. His reply to the argument about loss of grant was that Rawtenstall Education Committee should apply to the Board of Education for the school to be recognised as a junior school, and be allowed to take higher standards, or that, if necessary, the managers would pay the small loss incurred by retaining the two standards. After several more exchanges and threats, Rawtenstall Education Committee decided to refer the matter to the Board of Education.* The Board of Education noted all the circumstances of the case. There was no question of inefficiency, the managers were prepared to reinstate the upper standards or pay the small loss of grant, the local education authority request could lead to the closing of the school, and precedents were that the local education authority had no authority to interfere with standards 1 and 2. This was the

* Minutes Nov. 1905 and P.R.O. Ed. 21/9894.

Board of Education's final decision.*

A half-hearted attempt at some reorganisation of the voluntary schools was made at Bacup.** Bacup Education Committee had removed all the half time pupils from Mount Pleasant school and sent them to Central school, thus making a full half time class, and this scheme had been very successful. Now they suggested that all the other half timers (a total of 234) in the borough should be brought to one school and taught together. They also wanted to make provision for ex-standard 7 pupils, suggesting that they should be taught together in one school. However, as far as the non-provided schools were concerned, there was no co-operation with these ideas at all.***

The consent of the local education authority was required for the appointment of teachers to non-provided schools, though that consent could only be withheld on educational grounds. Rawtenstall Education Committee withheld consent on several occasions. St. Mary's National

* In view of the case Wilford and others v. the County Council of the West Riding of Yorks. 1908, St. James's case is interesting. In the Wilford case the Board of Education decided that the l.e.a. could remove the upper standards from a school, but the court (King's Bench Division) decided that the Board of Education had no jurisdiction, and that the Council had no authority to direct that some standards should be removed from the school.

** Minutes Feb. 1905.

*** Minutes of Tunstead school managers Jan. 1908.

school appointed a certified assistant mistress to the infants' department, but the Education Committee objected, saying that a certified assistant mistress was too costly and an Art. 68 would suffice, and they would willingly consent to the appointment of an Art. 68.* A similar instance occurred at St. Peter's Roman Catholic school. Here the headmistress resigned and the managers wanted to replace her with a headmaster. The relative qualifications of the teachers were Art. 68 and Art. 50. Again the Education Committee refused and said that the replacement must be the same as the person who had left.** An application for Constable Lee National school for more staff was refused, but the Education Committee recommended that a pupil teacher could be appointed.*** Rawtenstall Education Committee did consent to the appointment of a teacher at Loveclough National school from Crawshawbooth National school, but said

"Managers ... should be informed that this authority does not encourage the transfer of teachers from one school to another within the borough, and that before again appointing a teacher from a school within the borough, the sanction of the authority should be obtained before the appointment is made." ****

At Bacup, the only objection concerning the appointment of staff was with Father Ryan, who frequently***** made

* Minutes Jan. 1905. ** Minutes July 1905.

Minutes May 1905. * Minutes May 1904

***** 3 times in 2 years.

appointments without consulting his co-managers. Bacup Education Committee objected, but did not withhold consent.

The Board of Education used the Education Committees as a means of putting pressure on the voluntary schools to improve their premises. There was not a single voluntary school in the whole of Rossendale which did not require some sort of improvement. In most cases the voluntary schools carried out the recommendations of the Board of Education, submitting plans for new classrooms, cloakrooms, closets etc., and carrying out alterations and improvements to heating systems, ventilation systems, playgrounds, floors, doors, windows and similar things. The money for this work, where it could not be claimed, *the result of* to be fair wear and tear, came from bazaars, sales of work and other efforts, as it always had done before.

In some cases the voluntary managers would not improve their schools, and then long correspondences between the Board of Education, the Education Committees and the managers ensued. The H.M. Inspector's report of 1905 on Lumb National school included a long list of improvements to be carried out. Most of these improvements

were made,* except a new boiler for the heating system to which the local education authority would not make a contribution, and the offices. The Board of Education still complained, and the Secretary of Education for Rawtenstall replied that he could see no reason for them to complain. The Board, however, kept up pressure and eventually the Secretary of Education wrote saying he could not get the managers to do anything more, and the Board of Education should try themselves if they wanted anything else done. . . . *Eventually, after* . . . threatening to refuse to recognise the school as a public elementary school, new offices were built and a new boiler bought in 1909.** At Musbury National school the list of improvements was so large that the managers resolved that they were unable to carry them out.*** Haslingden Education Committee then proposed to build a new school, and though the Board of Education threatened to refuse to recognise Musbury National school as a public elementary school or to pay the annual grant, the school hung on in its condemned state until the new school was built in 1909. Haslingden Grane National school also hung on in a dilapidated state until it was finally closed in 1913, the managers refusing to make any improvements. The Board of

* Managers Minutes July 1905

** P.R.O. Ed. 21/9888 and Managers Minutes Aug. 1906 to June 1909. *** P.R.O. Ed. 21/9251.

Education kept a black list of schools which were below requirements, and no less than sixteen schools in Rossendale, all but two being voluntary schools, were on that list during the period 1905-12.

Some of the problems for the voluntary schools as a consequence of the 1902 Act have been illustrated in this chapter. The question of payment for heating, lighting and cleaning was almost impossible to solve to the satisfaction of everyone, and the matter of fair wear and tear was impossible. The uncertainty about the relative functions and relationships of the managers and the local education authority led to several disputes. The local education authority had effective control over the voluntary schools as regards secular instruction, and they could determine the nature of the curriculum, but there were certain things they could not do, such as reorganise a school, or interfere with religious instruction.

CHAPTER 17

THE WORK OF THE EDUCATION COMMITTEES.

It was essential for the local education authorities to have control of secular education if there was to be effective planning and co-ordination, and the struggle to obtain this control has been illustrated in the last chapter. It was also essential that there should be good facilities and accommodation, and the largest and most immediate problem for the education committees in Rossendale, was to provide these facilities and accommodation.

When Bacup Education Committee became the local authority, there were two problems which Bacup School Board already had in hand. One was the provision of a school for infants at Mount, and the other was the proposal to build a new school at Weir.

The plans for the new Mount infants' school had already been approved by the Board of Education. The chairman (J.T. Hoyle) explained the history of the case to the Education Committee: that Bacup School Board had taken over the school because the managers could not bear the expense of carrying out all the alterations required by the Board of Education, and so it was simply a matter of

providing suitable infant accommodation. The Education Committee agreed that the school should be built. A loan for £5,515 16s. 7d. was obtained, and the school was finished in July 1905.

The weir problem was not so easily solved. The plans for making extensive alterations to Heald school had been considered by the Board of Education to be rather unrealistic, and Bacup School Board had been forced into finding a site for a new school.* The new Education Committee, like the old School Board, did not want to build a new school for Weir, and it seems that most of Bacup was also against such a school. The Bacup Times leader had argued against a school earlier, describing such a project as "monstrous" and "unnecessary", and gave the opinion that the Board of Education were being unreasonable in their demands for a new school: "in order that forty little boys and girls may have a little more elbow room." ** The tactics of Bacup Education Committee were to delay and ask for Heald school to be given recognition for a few more years. They pointed out that Bacup School Board had made the promise to build a new school, but they were a different authority and could not be expected to keep a promise which they themselves had not made. The old ar-

* See pages 188 and 205 ** 1st March 1902.

guments were again used; there were already heavy educational charges in the borough, and the numbers at the school were decreasing. The Board of Education noted the first argument, and declared that it was no excuse, because the only building on hand was the Mount Infants' school. They noted the second argument and simply said that it was not true. The great list of defects was also noted* The Board of Education reply was short and to the point. It simply told the authority to "build without delay", either a new school on a new site or a new school on the proposed site.**

There was nothing left for Bacup Education Committee to do but to send another deputation to the Board of Education. This used the old well-worn excuses, plus the new fact that the mill at Weir was about to close, and so permission to carry on at Heald school until February 1907 was obtained. The Board of Education stated that under no circumstances whatsoever would they recognise the school after that time. Mr. Holman, H.M. Inspector, in his report *** said that "there is no likelihood of the mill closing in the near future." He had been to meet the owner of the mill and new machinery was actually being installed while he was there. He said

* P.R.O. Ed. 21/8903 5th April 1904.

** Ibid. 19th May 1904. *** Nov. 1905.

"There is something almost amounting to deliberate deception in the way the local education authority fight the case."

The Board of Education wrote to the Member of Parliament for Rossendale about the matter, and prepared themselves to meet further deputations. On 16th November 1906, however, Bacup Education Committee sent plans of a site for a new school for 350 children at Weir. The public notice of this intention brought a petition against it from twenty rate-payers, and so Bacup Council requested a public enquiry.

The public enquiry was held on 12th April 1907. There had been two sites under consideration for the new school at Weir, an upper and a lower. While the lower site was further away from Weir, it was now considered because it would be accessible for children who lived in the Broadclough-Dogpits area, and so would help to relieve both Central and Mount schools. The residents in the Broadclough-Dogpits area had frequently complained that the schools were too far away for their children. They had complained to the first school board visitor* and had even sent a petition to the Education Department**

Those who petitioned against the school were given an opportunity to express their views. They said that a

* 21st April 1877 B.T. ** 7th June 1893 B.T.

new school was not necessary and it would be cheaper to improve the old Heald school; that the proposed site was too far away from the population it was supposed to supply, being inconvenient for the centre of Weir; and that the ground rent was too high.* Those who were in favour of the new school said that facilities at Heald were not as good as those in other parts of the borough; that the school was not the property of the Council;** and that the approach to Heald school was unsafe.*** The Town Clerk reported the views of parents which he had obtained by questionnaire. They were that 39 parents were satisfied with the present site, while 36 were not, and that 37 parents were in favour of the new site, while 38 were not. The enquiry noted that the parents were equally divided, the Methodists being in favour of the Heald school. It was also noted that there was 'a local feud between the Methodists and the Baptists."

The Board of Education decision was that the Heald

* At *this time*, 112 children lived within a quarter of a mile of Heald school. On the proposed site, 45 would be within a quarter of a mile, 133 within half a mile, 24 within three quarters of a mile and 3 more than one and a half miles away.

** This applied to several other schools also.

*** There had never been an accident.

site was to be condemned, and a new school was to be built on a site selected by the local education authority. The new school (Northern) cost £6,000 for the building, and £1,120 for the site. It had accommodation for boys, girls and infants, and facilities with separate entrances for manual ^{instruction} and cookery. It was finished in July 1910, seventeen years after Heald school had been first condemned by the Education Department.* Surely this marathon struggle between local and central authorities must rank as one of the longest of its type.

In January 1904 the managers of Wesley Place school first met Bacup Education Committee with a view to handing the school over to them. The Education Committee had the idea of taking over both Wesley Place and St. Saviour's schools and putting infants in one school and seniors in the other.** There were rumours that St. Saviour's school was about to be closed. The Education Committee had to contact the trustees to see if they would be willing to transfer the school, and they had to make sure that the premises of both buildings would be recognised by the Board of Education. Wesley Place school had been condemned by the Board of Education,*** and the

* P.R.O. Ed. 21/8905

** This was what they had tried to do with Stacksteads Wesleyan and Waterbarn Baptist schools.

*** 1st Oct. 1904 B.T.

Board of Education noted that they could not grant approval of the transfer of the school on condition that improvements were made, nor did they wish to do this, in view of their experience with Heald.* In spite of this, the school was transferred.

St. Saviour's school trustees were the Church Association in London, so it took a little time to agree terms for a transfer. The school had not been well maintained, and it only had two teachers when it should really have had five, so there was much work for the Education Committee to do. The terms proposed by Bacup Education Committee to the Church Association were that the trustees should do repairs; that the rent should be £25 plus 8% of the cost of repairs; and that there should be a scheme of undenominational religious education. The Church Association, however, were hard bargainers, and the final terms were that Bacup Education Committee should do repairs and alterations; that the rent should be £25 per annum; and the scheme of religious instruction was drawn up. The trustees, however, paid two sevenths of the heating, lighting and cleaning.

The lease on both buildings was obtained for a period of ten years. The following year, Wesley Place school

* P.R.O. Ed. 21/8912.

was recognised by the Board of Education for 204 infants, and St. Saviour's school for 406 boys and girls. Within a few years Bacup Education Committee had spent nearly £2,000 on improving St. Saviour's school. Partitions had been erected; new corridors had been put in, new offices had been built, new cloakrooms had been added, the staircase had been altered, the playground had been levelled and a new boiler had been installed. In 1910 Bacup Education Committee asked if the Board of Education would recognise the premises for ten years, so that the lease could be extended. The Board of Education were rather hesitant, and said that the lease could be extended, but that this did not mean that the premises would continue to be recognised. Actually the two schools existed side by side for many years.

Improvements were also made to the school at Britannia,* this time at the expense of the trustees. When they were finished, Bacup Education Committee asked if they could extend the lease for fifteen years. The Board of Education considered that this was too long, and gave permission to extend for ten years. When in the following year the H.M. Inspector raised objections to the building, Bacup Education Committee complained that this was

* P.R.O. Ed. 21/8902 4th Aug. 1904.

unfair, as the trustees had carried out alterations on the understanding that the premises would be recognised for the ten years. Some more improvements of a minor nature were carried out, and the school continued without further criticism from the Board.

At Haslingden the trustees of the Wesleyan school, and those of Haslingden Institute school indicated to the new Haslingden Education Committee that they might not be able to carry on their work in the field of elementary education. Both these pleas were ignored. The policy of the Education Committee was not to take over any schools, and so at Haslingden the schools remained in the hands of the voluntary bodies.

The trustees of the Institute were in great financial difficulties, and eventually Haslingden Education Committee met them to arrange to transfer the building.* The new technical school had been financially supported by various wealthy people, and now the Council met those subscribers to see if they would be willing for £500 to be transferred to them with a view to buying the Institute. The subscribers were agreeable and the Institute was bought. The school was closed and the building converted to a free library. This did not create a deficiency of

* Minutes March 1904

school accommodation, for the other schools in the centre of Haslingden were able to absorb the displaced pupils.

In 1905 Musbury National school was condemned by the Board of Education. The school had received unfavourable H.M. Inspectors' reports for several years. There was no proper classroom accommodation and the infants had no classroom at all, the cloakrooms were small, the offices were insufficient, the ventilation was poor, the playgrounds were bad and the buildings generally were in a bad state of repair. Even the parents were complaining about the state of the school. The Rev. Oldroyd wrote to the Secretary of Education of Haslingden Education Committee and reported that the managers had had a meeting and had resolved that they were not in a position to do what was required. The Board of Education threatened that they would not pay any more grants after March 1907. Haslingden Education Committee decided that they would build a new school* and informed the Board of Education of this decision. There was no apparent hurry to get on with the job of building a school, and by the end of March 1907, when the grant for Musbury National school was to be stopped, the site for the new school had not even been found. The Board of Education agreed to con-

* Minutes Nov. 1905.

tinue the grant for Musbury, but only for another year. A site was obtained, and the new Helmsore Council School was completed in June 1909, when the pupils transferred to their new school. The school provided accommodation for 300 boys and girls and 135 infants, and it had cost £9,250.* The application to the Board of Education for a building grant was refused, because a grant could not be obtained for replacing a condemned building; a loan was obtained, however, from the Public Works Loans Department.**

The pattern of events leading to the building of Haslingden Central Council school was similar to those which have just been related. Haslingden Wesleyan school and Bury Road school had for many years been in a bad state. The Wesleyan school had been involved in a long correspondence about the upper rooms which were used for infants. Permission to use the small upper classroom had been withheld in 1899, but with alterations and by limiting the numbers of children in the room, it was still being used until 1915. The biggest problem for this school was in its size. This had increased since the closing of Haslingden Institute school, to 650. The Bury Road school, on the other hand, seems never to have been off the black list since black lists were first created. The

* P.R.O. Ed. 21/9250-1. ** Minutes Feb. 1908

H.M. Inspector reported that there was no accommodation available elsewhere, and that the local education authority would probably build a school when the Bury Road school was condemned.* A long list of all the usual defects was quoted; no proper cloakrooms, some classrooms were in basement rooms, lighting and ventilation were defective, partitions were needed because four classes were being taught in one room and the playground was too small. The managers made improvements, but in September 1909 the building was declared to be unsuitable for a public elementary school. In the following year the managers informed the Secretary of Education for Haslingden, that some improvements were impossible, such as extending the playground and doing away with the basement rooms, and others were too expensive. In short, they were helpless. The Secretary of Education informed the Board that there was no alternative accommodation. The Board of Education reply was that the grant would be withheld after March 1912.

Haslingden Education Committee proposed to build a school on Manchester Road to replace both Haslingden Wesleyan school and Bury Road school. They acquired a two-acre site, because they wished to include gardening in

* P.R.O. Ed. 16/138. Black list 1907?

the curriculum, and the plans made provision for handicraft, cookery and laundry-work, so that the school could be used as a centre by the other schools. The school was finally opened in September 1915. There was room for 400 boys, 400 girls and 410 infants, and the building had cost £19,800.

At Haslingden Grane the population had been declining for many years. The two schools, the Wesleyan and the National, had had 260 pupils between them in 1873, but the Wesleyan school had closed at Christmas 1874 * because of the closing of the mills. By 1902 there were few people left in the neighbourhood. The waterworks were being developed and the population was still declining. There were however, between 70 and 90 children, and the nearest school to Grane was the Wesleyan school at Haslingden centre, and it was two and a quarter miles away. Obviously, Haslingden Grane National school was still necessary. The building was in a very bad state, but the managers were not prepared to do any alterations. In fact, the correspondent wrote, telling the Secretary of Education to Haslingden Education Committee that a request for alterations to the tune of about £50 was unreasonable. The Board of Education were hesitant, and before offering any advice to

* P.R.O. Ed. 16/138.

the Secretary of Education, they asked him to wait for the H.M. Inspector's report. The report was favourable. It said that improvements had been made, and recommended that the school should be recognised until 1907, when the new reservoir would be completed. Even though the population continued to fall, the school was still needed. In 1907 it was recommended that the use of the infant room, which was below ground, should be discontinued, and this could easily be done without fear of overcrowding. Two years later the school was on the black list, with a long list of defects.

In 1911 the Secretary of Education to Haslingden Education Committee wrote a peculiar letter to the Board of Education. He quoted section 9 of the 1902 Act, which said that a school should not be considered unnecessary because the average attendance was below thirty, and he asked how low the attendance should be before the school was considered unnecessary. The Board of Education reply was that they could not give an answer to a hypothetical question, but would consider each case as it arose, after having heard the views of all parties.* A month later the Secretary of Education wrote to the Board of Education saying that the managers of Haslingden Grane National school would not carry out alterations, and so the local ed-

* P.R.O. Ed. 16/138 20th June 1911.

ucation authority proposed to close the school at the end of the month. The Board wrote back, however, and said that the local education authority could not cease to maintain the school unless the managers had failed to carry out instructions* but if any dispute arose the managers could appeal to the Board. The managers wrote to the Board of Education and said that they had no observations to make.

It is obvious that the local education authority considered the school to be unnecessary, and therefore wanted an excuse to close it. When the attempt to do this, on the grounds of insufficient pupils, met with a lukewarm response from the Board of Education, the local education authority used the excuse that the managers had failed to carry out instructions. The managers were quite willing for the school to close and the Board of Education was left with no alternative but to concur.

The Secretary of Education provided information that there were only 11 children left in the school, and as they lived more than two miles from other schools, the local education authority would provide a conveyance for them. The Board of Education agreed reluctantly, but said they were "not wholly satisfied that it will not create an inconvenience",** and removed the school from the annual

* Ed. Act 1902 section 7.

** P.R.O. Ed. 21/9249 16th Aug 1911.

grants list.*

A month later the Secretary of Education wrote to the Board of Education, asking for the school to be reinstated for another year. The Board of Education noted that a notice was necessary under section 8 of the 1902 Act, and that there was no precedent for the school to be opened. They decided that in this case they might ignore the law, and so the school continued in use for infants and standards 1 and 2 until December 1913. Although only 3 of the 15 pupils in attendance at the end lived more than two miles away from the next nearest school, the Board of Education insisted that a conveyance should be provided for all children.

The only large task which faced Rawtenstall Education Committee was the Rawtenstall Wesleyan school (Longholme), though there were a number of minor tasks. This school had been taken over by Rawtenstall School Board just before ^{the} ~~the~~ ^{latter} had been abolished, and the Board of Education had given only temporary permission for the building to be continued as a school.

In 1904 the local education authority resolved to build a new school, rather than try to alter the Longholme school. This was by no means a unanimous decision by the Education Committee. Alderman Woodcock accused

* July 1911.

the Education Committee of "reckless expenditure". He wanted to save the rates. F.E. Simpson, on the other hand, pointed out that it was not just a question of providing accommodation, "but of suitable accommodation", and that Rawtenstall was falling behind other places in the numbers of subjects they could offer and the facilities which they had for their pupils.* Besides, the trustees of Longholme school would not allow any alterations to be made to their building. They were rather annoyed at the terms under which Rawtenstall Education Committee held the building, as now they got no rent but only an allowance for heating, lighting and cleaning, and fair wear and tear.

The public notice ** of the intention to build a new school for 800 pupils brought appeals from two sets of rate-payers but no objection from the voluntary school managers. The appeals were sent to the Board of Education, together with a long letter from the Secretary of Education*** explaining why it was necessary to have a new school.

The main points were that the school at present had 499 children on the registers, and the surrounding schools

* 20th July and 17th Aug. 1904 B.T. and minutes.

** Ed. Act 1902 sect. 8(1).

*** P.R.O. Ed. 21/9876 3rd Aug. 1905.

**** Townsendfold, Cloughfold St. John's, St. Paul's, St. Mary's and St. James the Less.

could not provide the accommodation needed if the school should close, so a school was necessary. The bulk of the children were nonconformists who would object to attending a Church of England or a Roman Catholic school. The Board of Education were pleasantly surprised to receive such a letter. Notes appended to it said "It amazes me to find the local education authority arguing so wisely and soundly," especially when "in the whole town there is not one school building which is fit to be a school under modern conditions." The Board of Education of course wanted to know all the facts of the case. A statement of all the accommodation was obtained. The reason why Rawtenstall Education Committee wanted a school for 800 was that they wished to provide facilities for manual ^{instruction} and cookery, and the old school had accommodation for 620, and the district was an expanding one. Board of Education permission to build a school for 620 boys and girls plus accommodation for 20 boys to do manual ^{instruction} and 18 girls to do cookery ^{was given.}

Although Rawtenstall Education Committee had shown great foresight in deciding to build a new school, nothing further was done. In February 1907 (two years later) the H.M. Inspector's report on Longholme school said "conditions are wholly unfavourable." It went on to describe the conditions in the school which were bad, and stated

that the premises had been condemned four years before. The Board of Education noted that the local education authority had made plans to build a new school but had done nothing else. Now it was time to "stir up the local education authority."* The stirring brought results. In October 1907 plans for the site were submitted and approved, and in the following year a loan was sanctioned for £8,647. The new school was Aldergrange Council School and it was finished a year later.

Other problems which faced Rawtenstall Education Committee were mainly improving and enlarging premises of the schools which they already possessed. No more new schools were built or old schools closed. Whitewell Bottom school was enlarged. The Board of Education insisted that a public notice was necessary, and this brought appeals which were over-ruled. The extensions costing £5,349 provided not only extra accommodation, but also facilities for manual ^{instruction} and cookery, and the school became the centre for these subjects for the surrounding district. Townsendfold and Cowpe schools were also enlarged, but in these cases no additional accommodation was provided. The Education Committee negotiated with the trustees of Goodshaw school for the purchase of the building, and this was completed in 1917.

* *ibid.*

The task of improving attendance continued as before, and soon the average attendance throughout the Valley was approaching 95% and in some schools it was practically 100%. The half time system continued, but the number of half timers decreased. In 1901, the age at which children could begin to work was raised to twelve.* Bacup Education Committee bye-laws were altered so that the full time exemption standard for children between twelve and fourteen years of age was standard 6 or 350 attendances for each of any five years of the child's school life. Partial exemption was standard 4 or 300 attendances. Rawtenstall Education Committee bye-laws were the same and so were Haslingden's, except that the latter had standard 5.

A rather curious case occurred under these bye-laws in 1909.** The Secretary of Education for Haslingden asked the Board of Education if the attendances made by a child who attended a secondary school could be added to those made while the child attended the elementary school, to make up the total attendances required for full time exemption. This was a question which had never before been raised. The Board of Education argued that under the bye-laws, "school" meant a certified efficient school under

* Factory and Workshops Act sect. 17.

** P.R.O. Ed. 18/118 23rd April 1909.

section 48 of the Elementary Education Act of 1876, and a certified efficient school meant a public elementary school or any elementary school which was not conducted for private profit, was open to H.M. Inspectors and kept registers which the Board of Education *might* require. Schools for blind and deaf children* and schools for defective and epileptic children** could also count as public elementary schools. In no way was it possible to describe a secondary school as an elementary school. Mr. Cardew of the Board of Education wrote

"It is obviously a little strange that a secondary school which we actually recognise as an efficient school under the Secondary School Regulations, should not for the purposes of school attendance be of equal value with a public elementary school, but I think the answer to this is that Secondary Schools are not intended for children who propose to leave school at thirteen." *P.R.O. Ed 18/118. 23rd April 1909.*

The Board of Education eventually said that it had no authority to give a binding decision, but it gave the decision that the secondary school attendances were not eligible to be counted towards full time exemption from school.

In 1907 Rawtenstall Education Committee pointed out that it was educating children who resided in Bacup, and so Bacup Education Committee was approached with a view

* Elem. Ed. (Blind and Deaf) Act 1893 sec. 7(2)

** Elem. Ed. (Defective and Epileptic) Act 1899 S.5.

to getting them to support these children.* Bacup looked at the position and said that schools in Bacup were equally well situated for all the children involved, except those at Water, and so it would enter into an agreement for those children only. In the meantime Lancashire County Council was pursuing this matter, and had referred a case to the Board of Education, who said that it was best to make an agreement under section 52 of the 1870 Act. Bacup Education Committee would not move from its position with regard to children who were being educated in Rawtenstall, though all three Education Committees entered into agreements with Lancashire Education Committee. The Education (Administrative Provisions) Act 1911 offered an opportunity for Rawtenstall to obtain payment for Bacup children, and application was made to the Board of Education.** This was only the second application under the Act, and the first was still being considered. Under the Act, the Board of Education could ask Bacup to make a contribution for the children, but of course Bacup Education Committee would have to have an opportunity of being heard, and that would mean an enquiry. The Board of Education were reluctant to decide the case for several reasons. It

* Minutes Feb. 1907 R.E.C. 5 at Water, 2 at Waterfoot Council, 5 at Waterfoot National and 64 at Cowpe.

** P.R.O. Ed. 16/146 12th Feb. 1912.

would obviously be troublesome and expensive, and there was no provision in the Act for "setting off" those children who lived in Rawtenstall and went to school in Bacup. The suggestion was that it would be better to try again to reach some agreement under section 52 of the 1870 Act with Bacup. Eventually* a meeting was held and two agreements were drawn up, one for the Cowpe children and another for children who lived in one borough and were educated in the other.

During this period some important legislation affecting schools was passed. The Education (Administrative Provisions) Act 1907 caused the local education authorities to provide medical inspection for all their children. In Rossendale the Medical Officer of Health for each borough became the School Medical Officer. He visited the schools regularly, inspected all the children and gave a report. The other provisions in that Act were not put into effect in Rossendale. The Education (Provision of Meals) Act 1906 gave power to the local education authorities to provide meals for school children. In 1912 Haslingden Education Committee recommended that, if the cott-on dispute was not settled, they would put the Act into

* 12th Nov. 1913.

force. The first school canteen to be set up in Rossendale under this Act was at Haslingden in August 1914. Another important Act was the 1910 Education (Choice of Employment) Act, which allowed local education authorities to establish employment committees to help school leavers to find suitable employment. During the period under study none of these committees was established in Rossendale.

Under the 1902 Act the Education Committees carried on the work of providing accommodation where the school boards had left off, and Haslingden had an authority with power to do this for the first time. This was their biggest task. In cases where new schools were built, facilities for manual ^{instruction} and cookery were provided, and these facilities were used by schools which lacked them. This co-ordination and planning for the whole school district would not have been possible before the 1902 Act. The Education Committees had control over secular instruction, and so Bacup was able to introduce swimming to the curriculum for all schools, Haslingden introduced gardening, and Rawtenstall introduced hygiene and temperance.

Re-organisation could not be attempted because of the voluntary schools. Bacup did some re-organising by removing the half timers from Mount School and grouping

them with the half timers from Central school to form a single class. Later the senior pupils were removed from Sharneyford and sent to Central school, but this was done with a view to economy rather than efficiency.

By 1914 most of the voluntary schools had been improved, but the facilities which they had were not as good as those of the council schools. Nevertheless the Act brought them relief from their financial strain.

The Part III authorities of Rossendale were still much too small. That they were slow to do anything is illustrated by the way in which they took so long to provide schools. In fact, one wonders what would have happened if the Board of Education had not been there to prod them. They were always concerned about keeping down the rates. All the efforts at Bacup to improve St. Saviour's, Wesley Place and Britannia schools were only a means of avoiding spending more money on new schools. Although they were slow to act, the Education Committees did begin to think in terms of the educational needs of their respective districts, and to grasp the power placed in their hands by the 1902 Act to plan for those needs.

CHAPTER 18.

SECONDARY EDUCATION.

Before the beginning of the twentieth century there was one grammar school in Rossendale. This was Newchurch Grammar School, a public endowed school. It was small and poorly endowed, and eventually it was replaced by Bacup and Rawtenstall Secondary and Technical School. A second Secondary school was founded in Haslingden out of the newly built Technical School. These two schools, under the County authority, provided secondary education in Rossendale.

Newchurch Grammar School was endowed in 1701. John Kershaw surrendered

"two messuages, with the buildings, lands and tenements thereto belonging", "to the use and behoof of a master of a free school for ever ... to teach English and the Latin and Greek tongues." *

Three trustees and

"their heirs in trust"

were appointed, but in 1752 only one of the heirs was left, and the trust was revised. The number of trustees was to be six, one of whom was to be the Vicar of Newchurch, and they could appoint new trustees to fill vacancies as they occurred. The master was to be a member of the Church of England and a university graduate, and the pupils were to be instructed in

* See *Newbigging* page 136 and a special article in *B.T.* of 2nd June 1888

"the Christian religion as contained in the Church Catechism." *

The school was still essentially free for local children.

"All scholars (who were) inhabitants of ... Newchurch ... should be taught free,"

paying one shilling each at entrance and on the first Mondays after Epiphany and Midsummer,

"a piece of money not above two shillings and sixpence nor under sixpence,"

and twopence yearly for mending windows. The children of poor parents were exempted from even these few payments.

Scholars who were not inhabitants of Newchurch were accepted by the master on his own terms. About the same time a new school was built at a cost of £163, raised by voluntary subscriptions.**

In 1867 a new scheme was drawn up. The school was to be for boys only. All scholars were to pay a capitulation fee of £6 per annum. The school flourished, having an average of 35 pupils, and by 1877 the number had risen to 57.*** By now the premises were inadequate and dilapidated, and the school moved to Baltic House, Waterfoot,***

and a year later it moved to temporary iron buildings. The number of pupils fell to 10. At this time a system of scholarships was introduced. The foundation (i.e. the headmaster) awarded six scholarships, and various gentle-

* Ibid ** Ibid *** Ibid

**** 4th April 1880 B.T.

men in the district provided another six scholarships. These were tenable for two years, and the conditions of entry for the scholarship examinations were that the parents of the candidates should not be able to afford to pay the fees, and that the candidates should have attended a public elementary school in Rossendale for two years and have passed standard 5 before the age of twelve.*

The Rev. R.W. Hay M.A. became the headmaster in 1893, and he began to raise money for a new school. An old boys' football and cricket club was started, and soon an appeal for £2,000 was launched. The governors of the school donated a further £700.** The corner stone for the new building was laid with a Free-masons' ceremony by Colonel Le Gendre N. Starkie,*** and the school was opened in October 1893. The building was erected on the 1752 site. In 1891 the number of pupils was only 31, and no doubt the small size of the school was partly due to the unsatisfactory nature of the iron building, but it was also partly due to the religious nature of the school and the content of the curriculum.

A new scheme of management was drawn up in 1890. The denominational restrictions were removed altogether, both for the headmaster and the religious instruction of the

* 29th Jan. 1881 B.T. ** 2nd and 23rd July 1887 B.T.
*** 10th Aug. 1889 B.T.

school. There were to be twelve governors, six co-opted governors (the existing governors) and six representative governors.* The representative governors served for five years, while the co-opted governors were life governors. The task of expanding the school continued. Voluntary subscriptions produced £1,330, which was spent on

"needful repairs to the master's house", "to buy a cricket and football field," "to build and fit a first-rate gymnasium," and "various repairs and improvements."
**

The pupils were entered for the College of Preceptors examinations, Cambridge and Oxford local examinations, and Science and Art examinations. In 1892 the Science and Art subjects came under Rawtenstall Technical Instruction Committee.*** From this time onwards, the school continued to grow and the number of pupils nearly reached 100 by the close of the century.

The main difficulty for the school was lack of money. The endowments were not large, and this is the main reason why fees were introduced in the 1867 scheme. All improvements were dependent on voluntary subscriptions. The Rev. R.W. Hay made it plain to Rawtenstall Technical Instruction Committee that his only reason for introducing chemistry was to increase the income of the school, and he

* 2 from Bacup Town Council, 2 from the Local Government Board of Rawtenstall, 1 from Newchurch School Board and 1 from Victoria University.

** 7th Oct. 1893 B.T.

*** see chapter 9.

stated at that time (1891) that the foundation only brought in £17 per annum. At a Speech Day in 1900 * the headmaster said that the school was depending on gifts from benefactors, although at that time there were 91 boys in the school. He also complained that boys were staying at the school for too short a time, and he wanted more boys to stay beyond the age of fourteen.

In July 1901, the headmaster, T.E. Jackson, wrote to the Board of Education stating that he wished the school to be recognised under the Science and Art Directory, and at some future time to become a secondary school.** The school was inspected in the same month. The Inspector reported that the endowment brought in £24 5s. 8d. per annum, that there were nine scholarships, and that the headmaster provided a few free places. A new timetable was drawn up.*** The Board of Education was not satisfied with the management of the school. The trouble was that the school was being conducted for "private profit" and the governors did not have "effective control". A new scheme was drawn up, under which the headmaster was paid a salary**** and the governors were made responsible

* 4th Aug. 1900 B.T. ** P.R.O. Ed. 35/1396.

*** 2 hours History, 2 hours Geography, 1 hour Writing and Dictation, 1 hour Gymnastics, 4 hours Chemistry, 6 hours Maths., 3-4 hours Latin, 3 hours French, 1-2 hours German, 1-2 hours Scripture, 2 hours Drawing.

**** £150 per annum plus house plus £1 per boy.

for the financial arrangements of the school. In the same year Lancashire County Council set aside £3,000 for grammar schools, and Newchurch Grammar School received £190.

This was however the only secondary education in the Valley. There had been innumerable discussions about a pupil teachers' centre. Rawtenstall School Board had enlarged Cloughfold Board school in 1889, and had provided accommodation for 48 pupil teachers, but the room had never been used for that purpose. Bacup and Rawtenstall School Boards had discussed forming a joint Pupil Teachers' centre, but no action had been taken. In 1899 the H.M. Inspector (Mr. Holman) encouraged various people interested in education to form an "Education Council for Rossendale." All the important groups were represented.* One of the subjects discussed was the training of teachers,** and undoubtedly Holman's intention was to persuade Bacup and Rawtenstall School Boards to co-operate in forming a Pupil Teachers' centre. He failed.

Under the 1902 Act, Lancashire County Council was the Part II authority responsible for teacher training, technical education, higher education and secondary education.

* Newchurch Grammar school, Board schools, Voluntary schools, School Boards, Technical Instruction Committees.

** Paper by Holman 7th April 1900 B.T.

Lancashire County Council administered this work by allowing each Municipal Borough to have a Higher (Secondary) Education sub-committee, on which there was a County Council representative, and each sub-committee decided the policy for its area and submitted a scheme together with an estimate of expenditure to the County Education Committee for approval. The tendency towards this sort of arrangement has been noted previously, when Lancashire Technical Instruction Committee began to assume overall responsibility for the Technical Instruction Committees of the Municipal Boroughs. The finance of the higher education was again a partnership between the County Council and the Municipal Borough Councils. The Municipal Borough was expected to spend the penny rate which it could levy for higher education. For each amount the borough provided, the County provided an equal amount, until the penny rate was completely used up. Beyond this amount the County Council provided all the necessary money. Again, reference to the County Council's experience with the Technical Instruction Committees will show why this system was evolved. Naturally, the non-county boroughs did not like this method of finance. At Bacup, the Education Committee declared that it was illegal* but nevertheless this was the system.

* 1st April 1905 B.T.

The H.M. Inspector's report on Newchurch Grammar school* revealed some problems. The building and equipment were in good condition, but the site was cramped and the school was overcrowded. The headmaster's room had been converted into a lecture room, a small porch was being used as a classroom, a class was held in the gymnasium and there was no library. The headmaster received what can only be described as an excellent report, but it was recognised that he had too much to do.

Lancashire County Council inspected the school in accordance with their power as a Part II authority** and recommended that a new school should be built. This was agreed at a joint meeting of Bacup and Rawtenstall Education Committees, and it was decided that the cost should be borne by both boroughs and the Newchurch Grammar School governors.*** The Board of Education expressed agreement with the wish that the new school "should preserve the name and continuity of the old foundation."**** The scheme was again altered so that the whole of the endowment could be used for exhibitions. The new management committee was to consist of six from Rawtenstall Town Council, five from Bacup Town Council, three from Lancashire County Council

* P.R.O. Ed. 35/1396 14th Oct. 1903.

** P.R.O. Ed. 35/1396 22nd July 1903.

*** Minutes Sept. 1904.

**** P.R.O. Ed. 35/1396 22nd July 1903.

and one from Victoria University, together with three of the present co-opted governors who were not to be re-elected when a vacancy occurred. Any capital expenditure on the school was to be met by Bacup and Rawtenstall Councils in the proportion of five elevenths and six elevenths. In November 1905 Lancashire County Council took financial responsibility for the school.

Before the new school was opened in 1913 there was considerable trouble in obtaining Board of Education recognition for the old school. In 1907 the Board insisted that twenty-five per cent of the places must be free for children who had spent two years at a public elementary school, and they refused to accept the six foundation scholarships as part of these free places. Eventually agreement was reached, and Newchurch Grammar School was formally recognised by the Board of Education as a secondary school.*

At first it seemed that nothing would be done about pupil teachers, but the Board of Education regulations soon produced some action. The regulations prevented public elementary schools from taking any new probationary teachers after 1st July 1905. Lancashire County Council sent a deputation to the Board of Education stat-
* P.R.O. Ed. 35/1396 26th Dec. 1907 and May 1908.

ing that they could not afford to put the regulations into force, and asking for the Part III authorities to be allowed to support pupil teachers, but the Board of Education refused to agree. They did, however, agree that Lancashire County Council could not possibly put the regulations into effect before 1st August 1904.* Bacup and Rawtenstall Higher Education sub-committees met and decided to establish a Pupil Teachers' centre.** The room chosen for the centre was the Bethel Baptist school at Waterfoot. The centre was financed out of county rate, and it was only temporary, pending the putting into operation of a larger scheme of secondary education. It was only for girls; boys from Bacup attended Rochdale Pupil Teachers' centre and boys from Rawtenstall attended Bury. Pupil teachers between the ages of fourteen and sixteen attended full time, and those between sixteen and eighteen spent half their time at the centre and half in the schools.*** The centre was opened on 8th February 1905.

The scheme for the new secondary school was still to be worked out in detail. In February 1906 the Higher Education sub-committees recommended that the school should be a secondary day school of class I for boys and girls,

* P.R.O. Ed. 53/111 5th March 1904.

** Minutes Sept. 1904. *** 28th Jan. 1905 B.T.

with provision for pupil teachers, and higher, technical and other work of evening classes. In reply to queries from the County, Rawtenstall Education Committee said it wanted provision for building students, engineering students, electrical engineering students, mining students, chemical students, cotton-spinning students, cotton-weaving students, painters and decorators, wood-carving and advanced art students, and for plumbers and boot and shoe manufacture.* The intention to build the school was communicated to the Board of Education, who were rather taken aback.** They had expected that the facilities for Science and Art, and Woodwork and Cookery would be used for evening school work, but they had not contemplated that the building would be used for plumbing, cotton and the rest. They were reassured by Lancashire County Council, who explained that there would be a special annexe, and these technical facilities would not be in the main building. Approval was granted, but the Board of Education said that the annexe must not "materially encroach" on the site of the secondary school. Plans for the building were submitted, and after alterations had been made by the Board of Education, they were approved, but it was pointed out that there was no hockey field, no lib-

* Minutes Feb. 1906

** P.R.O. Ed. 35/1221 10th Oct. 1906.

rary and no sixth form classroom. The work was completed in 1913, when the new Bacup and Rawtenstall Secondary and Technical School was opened. Playing fields for the school were bought later in 1920.

Haslingden had built the new Technical school under the Technical Instruction Committee, and the building was opened in September 1904. There was no secondary school and no accommodation for pupil teachers, and pupil teachers from Haslingden being sent to Accrington. Haslingden Education Committee, together with Lancashire Education Committee, decided that the easiest way to provide secondary education would be to utilise the technical school as a secondary school. In March 1905, they wrote to the Board of Education informing them of this decision.* Plans of an extension to the technical school for the purpose of a secondary school were drawn up. Although the Board of Education agreed with the idea, they would not recognise the school until the structural alterations were made.** It was noted that, if the alterations were made, the assembly hall would be in the technical school, there would be no physical laboratory, no chemical store-room and no staff rooms. Lancashire Education Committee said that they would carry out the alterations.*** They submitted

* P.R.O. Ed. 35/1284. ** Ibid. 31st May 1905.
*** P.R.O. Ed. 35/1284 9th July 1905.

plans with four new classrooms, cloakrooms, headmaster's room, assembly hall, chemical store-room and a preparation room, and estimated that the alterations would cost £5,500.

The H.M. Inspector's report of 1905 recorded ^{a total of} 85 pupils in the school, but in the four year course which all secondary schools were expected to follow, there were only 3 boys and 21 girls over the age of fourteen. The report said that "continuous recognition of the school depends on an adequate number of scholars completing the course."*** The Board of Education recognised the school as a secondary school in November 1905, but they were only prepared to grant recognition annually until they were satisfied that the school was a success. Four years later the extensions had still not been made.

There were two free scholarships, and these were competed for annually.* As at Newchurch Grammar school, these were not allowed to count as part of the twenty-five per cent free places which the Board of Education demanded. In 1908 there were 125 pupils in the school, of which 5 were free place holders and 19 scholarship holders.** There was a lengthy correspondence about this matter. The premises were poor and the Inspector

* Florence Porritt and Smethurst.

** H.M.I.'s report 1908.

*** P.R.O. Ed 35/1284

made many complaints about the facilities. In 1909 the enlargement and alterations were started, and the work was completed in 1912. The total cost including furniture and fittings was £6,375.

In Rossendale a full scheme of secondary education was provided during the period 1902-1914. Lancashire Education Committee was the Part II authority responsible for this education, but their method of administration was to allow the Municipal Borough Education Committees to plan for their own districts, subject to County approval. Use was made of the existing establishments until such time as the full schemes of secondary education could be put into operation. Haslingden Secondary school was formed out of the Technical school, while Newchurch Grammar school was absorbed into the new Bacup and Rawtenstall Secondary and Technical School.

CONCLUSION

In the foregoing chapters, the educational changes which took place in Rossendale during the period 1870-1914 have been reviewed. A system of voluntary schools had been set up before 1870, and the 1870 Act provided a stimulus for the voluntary agencies to complete this work. They did so except at Sharneyford, and a school board was set up to provide this one school. That school board was really the parent of the Bacup School Board and the Rawtenstall School Board, though part of the area of the small Tottington Higher End School Board was incorporated into Rawtenstall School Board district.

Once the aim of the 1870 Act, to ensure that there were sufficient schools, had been realised, the emphasis switched, through the codes and annual inspections, to improving the quality of education. Here the school boards played an important role in taking over voluntary schools which were being allowed to fall behind in the quality of education which they were providing. This failure in Rossendale was mainly one of inadequate buildings, for the results of the annual examinations always compared favourably with those of the rest of the country.

The first school boards contributed little towards the

the educational needs of the valley, but towards the end of the century their work increased. At the same time, Local Government units were being rationalised from the old townships to the municipal boroughs, and so the school boards for the townships became the school boards for the boroughs. This undoubtedly contributed to their increasing efficiency. The process was not complete, for in Rawtenstall parts of the old townships were exempted from educational rates. It has already been pointed out that Haslingden had no school board.

The success of the elementary schools in achieving the limited aim of getting children to pass the standards is amply illustrated by comparing results obtained in Rossendale with those of the rest of the country. It is, on the face of it, surprising that in an area where children were so successful, there was little demand for higher grade or secondary education. The local tradition of child labour, and the way in which success in the standards was the gateway to the local mill, was one of the reasons for the satisfaction of the people of Rossendale with the system they had. Another important factor was the smallness of the units, and this was very apparent when attempts to establish technical education were made.

Under the 1902 Act, the new education authorities took charge of secular education at the elementary level, enabling planning, organisation and coordination to take place, and in this field, the municipal boroughs of Bacup, Rawtenstall and Haslingden achieved much, providing between 1902 and 1914 a good foundation for the future. Above this level, secondary and technical education were also being built up on sound lines under the direction of Lancashire County Council, culminating in the building of Bacup and Rawtenstall Joint Secondary and Technical school, and the conversion of Haslingden Technical school into a sound secondary school.

APPENDIX A

ELEMENTARY EDUCATION ACT 1870 section 9.

School district of Higher Booths.

Notice A, sent 14th May 1873. Sufficient accommodation.

	Schools	Mixed	Infts.	Total
Existing	Loveclough National	165	55	220
	Crawshawbooth National			344
	Water British			107
Being built	Crawshawbooth Wesleyan	333	149	<u>482</u>
				<u>1153</u>

School district of Newchurch-in-Rossendale.

Notice B, sent 13th June 1873.

	Schools	Mixed	Infts	Total	
Existing	Longholme Wesleyan, Rawtenstall	140	126	266	
	Irwell British	207	-	207	
	Newchurch National	182	-	182	
	Newchurch Mechanics Institution	145	-	145	
	Lumb Church	275	69	344	
	Wesley Place Wesleyan			376	
	St. Mary's R.C., Bacup			133	
	Mechanics Institution British, Bacup			194	
	Mount Pleasant Wesleyan, Bacup	407	188	595	
	Christ Church National			248	
	Heald Wesleyan			290	
	Doals British			184	
	Newchurch Baptist			387	
	Tunstead National Stacksteads			312	
	Stacksteads Wesleyan			293	
	Being built	Edgesideholme Newchurch	150	100	250
		Bacup Roman Catholic			300
Required.	A school for 100 boys and girls and infants at Sharneyford.			50	

School district of Haslingden.

Notice A sent 13th June 1873. Sufficient accommodation

	Schools	Mixed	Infts	Total	
Existing	Haslingden C. of E.	487	153	640	
	Haslingden Wesleyan	294	153	447	
	Haslingden Mechanics Institution school			113	
	Haslingden R.C. school Bury Road	187	68	255	
	Haslingden Bury Road			226	
	Haslingden Grane National			174	
	Haslingden Grane Wesleyan			86	
	Ewood Bridge National			128	
	Being built Musbury National			80	
	(This school is outside the district but is partly available for it.)				

School district of Henheads.

Notice A sent 16th April 1873.

Schools without the district but partly available for it.

Baxenden Wesleyan Lower Booths	40
Baxenden National New Accrington	

School district of Musbury.

Notice A sent 16th April 1873.

	Mixed	Infts	Total
Being built Musbury National	282	121	402

School district of Cowpe, Lenches, Newhallhey and
Hall Carr.

Notice A sent 16th April 1873. Sufficient accommodation.

	Schools	Mixed	Infts	Total
In the area	Waterfoot National	184	182	366
Outside the area.	Cowpe National, Spotland)	
	Waterbarn British, Spotland)	
	Irwell British, Newchurch)	
	Longholme Wesleyan, Newchurch)	
	Newchurch Baptist, Newchurch)	
	Rawtenstall National,)	380
	Lower Booths)	
	Holly Mount British,)	
	Lower Booths)	
	Townsendfold Primitive Methodist,)	
	Tottington Higher End)	

School district of Lower Booths.

Notice A sent 16th April 1873. Sufficient accommodation.

	Schools	Mixed	Infts	Total
Existing	Holly Mount British			286
	Rawtenstall National	246	246	492
	St. James R.C.	84	84	168
	Baxenden Wesleyan			182
Being built	Rawtenstall Branch			
	National			300

TABLE F.1882.Incorporation of Bacup.Education. School Board Schools at Sharneyford.

Date of Erection of Schools	1879	
Cost	£3,327-6-3.	
Accommodation	202	
Grant from Education Department	1880 £81-19-0	1881 £51-3-8
Grant from Science and Art Department	Nil.	

Statement of Income and Expenditure.

Income	£242-12-0	(Rates £100-1-10)
Expenditure	£242-12-0	

TABLE G.Education continued.

Wesleyan Schools, supported by private aid and Grants from the State.

	State Grant	Acc.	Av. Att.	No. on books
Mount Pleasant	£474-15-0	693	488	838
Heald	£122-2-0	321	124	160
Stacksteads	£224-14-0	347	250	406

	State Grant	Acc.	Av. Att.	No1 on books
Wesley Place	£150-19-0	333	169	323
Britannia		190	160	203
		<hr/>	<hr/>	<hr/>
		1884	1191	1930
		<hr/>	<hr/>	<hr/>

British Schools.

Deals	£88-12-0	191	96	169
Waterbarn		586	168	250
		<hr/>	<hr/>	<hr/>
		777	264	419
		<hr/>	<hr/>	<hr/>

Church of England.

Christ Church	£190-12-0	307	189	242
St. Saviour's		504	277	382
Trinity Church	£214-13-0	313	267	419
		<hr/>	<hr/>	<hr/>
		1124	733	1043
		<hr/>	<hr/>	<hr/>

Roman Catholic.

St. Mary's	£66-3-4	260	139	296
S'steads St. Joseph's	£52-2-0	165	80	170
		<hr/>	<hr/>	<hr/>
		425	219	466
		<hr/>	<hr/>	<hr/>

Other Schools.

Sharneyford Board School £81-19-0	202	63	83
Mechanics Institution £375-0-0	314	312	516
	516	375	599

TABLE H.

School Accommodation continued.

Private Schools.

Miss Maden's, Abbey St.	No. of scholars	29
Miss Ashworth's, Market St.	" " "	21
Miss Laurie's, Hempsteads	" " "	19
Mr. Rothwell's, Mount Pleasant	" " "	18
		87

Total School Accommodation in the District.

Private	87
Wesleyan	1884
National	1124
British	1091
School Board	202
Roman Catholic	425
	4813
Total Number of Scholars on the Books	4457
Average Attendance	2969

TABLE I.1882.Incorporation of Bacup.

Education continued.

Mechanics Institution.

In connection with the Science and Art Department:-

Average no. of pupils on Registers 888

" " " " in attendance 442

Accommodation 314

Grant from Education Department £375

" " Science and Art Department £82

Statement of Income and Expenditure as per Report 1881

Receipts £1106-1-0 Expenditure £1126-11-11½

MEMBERS OF THE FIRST BACUP SCHOOL BOARD.Liberals

Rev. Tydeman (Baptist)

Joseph Crowther (auctioneer) Chairman

R. Clegg (plumber)

Joshua Maden (draper)

Geo. Taylor (gent.)

Conservatives

*Rev. J.G. Haworth (Vicar of Tunstead)

*P.J. Cropper (gent.)

*T. Barrowclough (cotton manufacturer) Vice-chairman

*Rev. T. Steele (R.C.)

* Serving members of Newchurch School Board.

APPENDIX C

Incorporation of Haslingden.

Schools in the Borough.	Accommodation.	Av.Att.
Baxenden Wesleyan	297	
Stonefold National	310	151
Haslingden National	741	507
Haslingden Institute School (undenominational)	355	135
Bury Road British (undenominational)	619	289
St. Mary's Roman Catholic	396	253
Haslingden Wesleyan	725	545
Grane National	227	98
Ewood Bridge National	180	68
Musbury National	413	205

W. Musgrave. Town Clerk.

Incorporation of Rawtenstall.

Schools in the Borough.	Acc.	Av.Att.
Cloughfold Board	359	259
Cloughfold National (St. John's)	420	155
Constable Lee National	481	171
Cowpe British	336	89
Crawshawbooth National	519	223
Crawshawbooth Wesleyan	460	196
Edgesideholme National	253	213
Goodshaw Baptist	419	158
Loveclough National	309	137
Lumb-in-Rossendale National	318	165
Newchurch National	633	170
Newchurch St. Peter's Roman Catholic	213	50
Rawtenstall National (St. Mary's)	1076	529
Rawtenstall St. James's Roman Catholic	324	170
Rawtenstall Wesleyan	551	271
Townsendfold Board	164	106
Water British	295	183
Waterfoot British (Bethel)	347	256
Waterfoot National (St. James's)	424	213
Whitewell Bottom Board	277	120

Four schools in Rawtenstall held Science and Art classes.

St. Mary's National School, Rawtenstall.

St. James's National School, Waterfoot.

Goodshaw Baptists School.

Haslingden Road United Methodist Free Church School,
(Rawtenstall)

APPENDIX D

MEMBERS OF SCHOOL BOARDS.

Newchurch School Board. Elected September 1875 - contest

Nonsectarians

P.H. Whitehead

(Chairman)

John Howarth

(Vice)

J. Perkins

T. Aitken

Rev. R. Nicholls

Sectarians

Rev. H. Mulvany R.C.

T. Barrowclough

Rev. J.G. Haworth

R.H. Law

Elected September 1878 - no contest.

John Howarth

(Chairman)

T. Aitken

(Vice)

Rev. R. Nicholls

J. Perkins

J. Whitehead

Rev. H. Mulvany R.C.

T. Barrowclough

Rev. J.G. Haworth

P.J. Cropper

J. Perkins resigned Feb. 1879. Replaced by John Hargreaves

Rev. H. Mulvany resigned Oct. 1880. Replaced by

Rev. T. Steele R.C.

Rev. R. Nicholls resigned Sept. 1881

Elected September 1881 - no contest.

J. Howarth

(Chairman)

J. Hargreaves

(Vice)

T. Aitken

H. Schofield

J. Stephenson

Rev. J.G. Haworth

Rev. T. Steele R.C.

T. Barrowclough

P.J. Cropper

Newchurch School Board (continued).

Elected September 1884 - no contest. Only 7 nominations

H. Schofield	Rev. J. Mussley R.C.
(Chairman)	J. Taylor
J. Ashworth	J. Ashworth
(Vice)	
G. Ashworth	
Rev. H. Abraham	

Elected by the school board. G. Birtwell and J. Ashworth
G. Ashworth deceased April 1896. Replaced by
J. Whitehead. Rev. H. Abraham resigned April 1886.
Replaced by Rev. R. Heyworth.
J. Ashworth forfeits his place for non-attendance -
promises to attend regularly.

Elected September 1887 - no contest. Only 6 nominations.

H. Schofield	Rev. J. Mussley R.C.
(Chairman)	M. Nuttall
J. Ashworth	
(Vice)	
A. Birtwell	
R. Bax	

Vacancies filled by Rev. R. Heyworth and J. Whitehead
Oct. 1887 and J. Gregory Nov. 1887.

No election in 1890. Newchurch School Board becomes
Rawtenstall School Board in June 1891.

Elected December 1891.

H. Schofield	Rev. J.C. Mussley R.C.
(Chairman)	Rev. A. Spencer
Rev. R. Heyworth	R. Worswick
(Vice)	J.J. Ashworth
Ald. G. Duckworth	
T. Moulds	
T. Tomlinson	

J.J. Ashworth and Rev. Mussley resigned Aug. 1893.
Both were sectarians. Miss Amy Worswick and F.E. Simpson,
both nonsectarians, were elected Feb. 1894.

Elected December 1894 - no contest.

contd.

Rev. R. Heyworth (Chairman)	Rev. H. Bury (Vice)
Rev. W.A. Clark	Coun. Ramsbottom
Miss Amy Worswick	S. Craven
F.E. Simpson	Rev. Klein R.C.
T. Moulds	

Rev. Bury resigned. Replaced by Rev. J.W. Bennett Feb.1897

Elected December 1897 - no contest.

Rev. R. Heyworth (Chairman)	Rev. J.W. Bennett
F.E. Simpson (Vice)	Coun. Ramsbottom
Miss A.A. Howarth	W. Hall
Miss Amy Worswick	Rev. Klein R.C.
W.T. Watson	

Rev. R. Heyworth deceased 1900.

Elected December 1900 - no contest.

F.E. Simpson (Chairman)	Rev. J.W. Bennett
R.H. Emmett	Coun. Ramsbottom
W.T. Watson	W. Hall
R. Landless	Rev. Klein R.C.

Miss Amy Worswick
R.H. Emmett deceased April 1901. Replaced by Buckley
May 1901. W. Hall resigned. Replaced by J. Harling
December 1901.

Rawtenstall School Board dissolved March 1904.

Bacup School Board

Elected August 1883 - no contest

J. Crowther (Chairman)	T. Barrowclough (Vice)
Rev. Tydemann	Rev. J.G. Haworth
R. Clegg	P.J. Cropper
Joshua Maden	Rev. T. Steele R.C.
G. Taylor	

Rev. Steele deceased. Replaced by Rev. J. Lane R.C.
June 1884

Bacup School Board (continued).

Elected August 1886 - no contest.

J. Crowther (Chairman)	T. Barrowclough (Vice)
Rev. E.A. Tydemann	Rev. J.G. Haworth
R. Clegg	P.J. Cropper
Joshua Maden	Rev. J. Lane R.C.
G. Taylor	

Elected August 1889 - contest.

J. Crowther	T. Barrowclough	J.T. Hoyle
B. Smith	(Chairman)	(Vice)
R. Clegg	Rev. J. Falconer	(Liberal
Rev. E.A. Tydemann	P.J. Cropper	Unionist)
	Rev. Culley R.C.	

Rev. Tydemann disqualified for non-attendance Sept. 1890.

Replaced by Dr. Stewart, a sectarian, October 1890.

Rev. Culley resigned March 1891. Replaced by
Rev. J. Lane R.C. April 1891.

Elected August 1892 - contest.

J. Crowther (Chairman)	T. Barrowclough
J.T. Hoyle (Vice)	Rev. J. Falconer
B. Smith	P.J. Cropper
J. Ashworth	Rev. J. Lane R.C.
T. Howarth	

Elected August 1895 - contest.

J.T. Hoyle (Chairman)	T. Barrowclough
J. Crowther (Vice)	Rev. J. Falconer
B. Smith	P.J. Cropper
J. Ashworth	Rev. J. Lane R.C.
T. Howarth	

J. Crowther deceased December 1895. Replaced by
J.H. Lord January 1896.

Bacup School Board (continued).

Elected August 1898 - no contest. Only 8 nominations.

J.T. Hoyle	T. Barrowclough
(Chairman)	Rev. J. Falconer
J. Ashworth	P.J. Cropper
(Vice)	
B. Smith	
T. Haworth	
J.H. Lord	

The Roman Catholics forgot to nominate Rev. J. Lane.

Rev. J. Lane R.C. elected Sept. 1898.

Rev. J. Lane disqualified for non-attendance June 1899.

Replaced by C.B. Murray R.C. July 1899.

T. Haworth resigned Sept. 1899 to become school attendance officer. Replaced by Dr. Barclay Oct. 1899.

Elected August 1901 - no contest. Only 8 nominations.

J.T. Hoyle	T. Barrowclough
(Chairman)	Rev. J. Falconer
J. Ashworth	C.B. Murrary
(Vice)	
B. Smith	
J.H. Lord	

Dr. W.B. Barclay

The Church of England forgot to nominate another.

Dr. T.S. Shaw elected Nov. 1901.

Bacup School Board dissolved May 1903.

APPENDIX E

Newchurch School Board Bye-laws. 17th August 1876.

1. Subject to the provisions of the Elementary Education Act 1870 and 1873, and of these Bye-laws, the parents of every child not less than 5 years of age nor more than 13 years of age, and residing within the district of the School Board, shall cause his child to attend a Public Elementary School.
2. The time during which every child shall attend school shall be the whole time for which the school selected shall be open for the instruction of children of similar age, provided that nothing herein contained shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require any child to attend school on any day exclusively set apart for religious observances by the religious body to which his or her parents belong.
3. In case one of H.M. Inspectors of Schools shall certify that any child between 10 and 13 years of age has reached the 5th Standard of Education, mentioned in the new Code of Regulations of the Education Department 1876, such child shall be altogether exempt from the obligation to attend school; and any child who has been so certified to have reached the 3rd Standard of Education mentioned in the said Code, shall be exempt from the obligation to attend school more than 5 times in each week.
4. Reasonable excuses for non-attendance:-
 - (a) That the child is under efficient instruction in some other way.
 - (b) That the child has been prevented by sickness or any unavoidable cause.
 - (c) That there is no Public Elementary school open which the child can attend within a distance of 1 mile measured according to the nearest road from the residence of such child.
5. Nothing in the present Bye-laws shall have any force or effect in so far as it may be contrary to anything contained in any Act for regulating the Education of children employed in labour.
6. If the parent of any child satisfies the School Board that the reason he or she is unable from poverty to pay the School fees of such child, the School

Board, in the case of a School provided by the Board, will remit the whole or such part of the fees, as, in the opinion of the Board, the parent is unable to pay, for a renewable period to be fixed by the Board, not exceeding 6 calendar months. The amount of fees hereby undertaken to be remitted shall not in any case exceed the scale hereinafter mentioned:-

In Boys' and Mixed Schools, under a Master,	4d.	a week.
In Girls' " " " " a Mistress,	3d.	" "
In Infants' Schools, and for all children under 6 years of age,	2d.	" "

7. Every parent who shall neglect or not observe these Bye-laws, or any of them, shall upon conviction be liable to a penalty not exceeding 5/-, including costs, for each offence; provided always that no person shall be liable to be convicted more than once in respect of acts of such negligence or non-observance occurring in one and the same week.

Peter Halstead Whitehead. Chairman.
John Gorel Haworth. Clerk.

Newchurch School Board Bye-laws. 5th January 1881.

1. Definitions.

2. The parents of every child of not less than 5, nor more than 13, years of age, shall cause such child to attend school, unless there be a reasonable excuse for non-attendance.

Any of the following reasons shall be a reasonable excuse, namely:-

(a) That the child is under efficient instruction in some other manner.

(b) That the child has been prevented from attending school by sickness or other unavoidable cause.

(c) That there is no Public Elementary School open which the child can attend within $1\frac{1}{2}$ miles, measured according to the nearest road from the residence of such child.

3. The time during which the child shall attend school shall be the whole time for which the selected shall be open for the instruction of children of similar age, including the day fixed by H.M. Inspector for his annual visit.

4. Provided always that nothing in these Bye-laws:-
- (a) Shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects.
 - (b) Shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which its parent belongs; or
 - (c) Shall have any force or effect in so far as it may be contrary to anything contained in any Act for regulating the education of children employed in labour.
5. And provided always that:-
- (a) A child between 10 and 13 years of age shall not be required to attend school if such child has received from H.M. Inspector of Schools a certificate that it has reached the 5th Standard prescribed by the Code of 1876.
 - (b) A child between 10 and 13 years of age shown to the satisfaction of the Local Authority to be beneficially and necessarily employed shall not be required to attend school for more than 5 attendances in each week during which the school is open if such child has received a certificate from one of H.M. Inspectors of schools that it has reached the 2nd Standard prescribed by the Code of 1876.
- 6.
- 7.

Rawtenstall School Board Bye-laws. 26th November 1892.

- 1.)
 - 2.) As Newchurch School Board 1881.
 - 3.)
 - 4.)
5. And provided always that:-
- (a) A child between 10 and 13 years of age shall not be required to attend school if such child has received from H.M. Inspector of Schools a certificate that it has reached the 6th Standard prescribed by the Code of 1876.
 - (b) A child between 10 and 13 years of age shown to the satisfaction of the Local Authority to be beneficially and necessarily employed shall not be required to attend school for more than 5 attendances in each week during which the school is open if such child has received a certificate from one of H.M. Inspectors of Schools that it has reached the 3rd Standard prescribed by the Code of 1876.

Rawtenstall School Board Bye-laws. 1st May 1901.

1. as above
2. The parents of every child of not less than 5, nor more than 14, years of age, shall cause such child to attend school, unless there be a reasonable excuse for non-attendance.

Any of the following reasons shall be a reasonable excuse, namely:-

- (a) as above
- (b)
- (c) That there is no Public Elementary School open which the child can attend within 2 miles, measured according to the nearest road from the residence of such child.
3. as above
- 4.
5. (a) A child between 12 and 14 years of age shall not be required to attend school if ... it has reached the 6th Standard ...
- (b) A child between 13 and 14 years of age shall not be required to attend school if ... it has made 350 attendances in not more than two schools during each year for 5 years whether consecutive or not.
- (c) A child between 12 and 14 years of age shown to the satisfaction of the Local Authority to be beneficially and necessarily employed shall not be required to attend school for more than 5 attendances in each week during which the school is open if such child has:-
 - (i) received a certificate from one of H.M. Inspectors to say that it has reached the 4th Standard... or
 - (ii) made 300 attendances in not more than two schools for 5 preceding years.
6. ...penalty not exceeding 20/-...
- 7.

 Bacup School Board Bye-laws. 19th May 1884.

1. Definitions.
 2. As Newchurch 1881.
 3. " " "
 4. " " "
- Proviso as to standard for exemption

5. (a) As Newchurch 1881
- (b) " " "
6. " " "
7. " " "

Bacup School Board Bye-laws. 23rd August 1894.

1.)
2.) As above.
3.)
4.)
- 5.(a) "
- (b) A child between 10 and 13 years of age shown ..
 .. to be beneficially and necessarily employed shall
 not be required to attend school for more than 5 attend-
 ances in each week ... if such child has received a
 certificate ... that it has reached the 3rd Standard
 prescribed by the Code for the time being.
- 6.
7. As above.

Bacup School Board Bye-laws 19th April 1901.

1. As before.
2. The parents of every child of not less than 5, nor
 more than 14, years of age, shall cause such child to
 attend school ...
- 3.
4. As before.
5. (a) A child between 12 and 14 years of age shall
 not be required to attend school if ... it has reached
 the 6th Standard ...
- (b) A child between 13 and 14 years of age ...
 shall not be required to attend school if ... such
 child has obtained a certificate that it has made
 350 attendances after 5 years of age ... for 5 years ...
- (c) When a child between 12 and 14 years of age ...
 has either (i) received a certificate ... that it has
 reached the 4th Standard ...
 or (ii) obtained a certificate that it has
 made 300 attendances ... in each year for 5 preceding
 years whether consecutive or not, such child may,
 while regularly making 5 attendances in each week ...
 be exempt from further attendance.
6. ... penalty not exceeding 20/- ...
- 7.

Bacup School Board Bye-laws. July 1902.

1.)
2.)
3.)
4.)
5. (a)
- (b)

As before.

5. (c) When a child between 12 and 14 years of age has either (i) received a certificate ... that it has reached the 4th Standard ...

or (ii) obtained a certificate that it has made 300 attendances ... in each year for 5 preceding years whether consecutive or not, such child may,

(x) if employed under the Factory and Workshops Act while regularly making 5 attendances each week ...

(y) if not employed under the Factory and Workshops Act while regularly making 5 attendances each week ... be exempt from further attendance at school.

6.

7. As before.

Haslingden School Attendance Committee Bye-laws.
20th October 1880.

1.)
2.)
3.)
4.)
5.)
6.)
7.)

As Newchurch 1881.

Haslingden School Attendance Committee Bye-laws.
28th June 1892.

1. As above.
2. As Rawtenstall 1901.
3. As above.
4. " "

5. And always provided that

(a) A child between 10 and 13 years of age shall not be required to attend school if such child ... has reached the 5th Standard ...

(b) A child between 11 and 13 years of age ... beneficially and necessarily employed shall not be required to attend school more than once on each day ... if such child ... has reached the 2nd Standard ...

6.

7. As above.

School Attendance Committee for the Municipal Borough of Haslingden. 19th May 1898.

1.)

2.)

3.) As above.

4.)

5.(a)

5. (b) A child between 11 and 13 years of age ... has reached the 3rd Standard ...

6.

7. As above.

Haslingden School Attendance Committee Bye-laws.
12th February 1903.

1.

2. As Rawtenstall 1901.

3.

4.

5. (a) A child between 12 and 14 years of age shall not be required to attend school ... if it has reached the 5th Standard ...

(b) A child between 13 and 14 years of age shall not be required to attend school if ... it has made 350 attendances ... during each year for 5 years ...

(c) As Rawtenstall 1901.

6. "

7. "

Haslingden Town Council acting as the Local Education Authority in and for the said Borough.
Bye-laws. 4th February 1904.

1.

2. As Above

3. "

4. "

5.(a) "

(b) "

(c) "

6. "

7. "

Rochdale Union. School Attendance Committee for
Spotland (Extra-municipal) Bye-laws. 2nd May 1881.

As Haslingden 20th October 1880.

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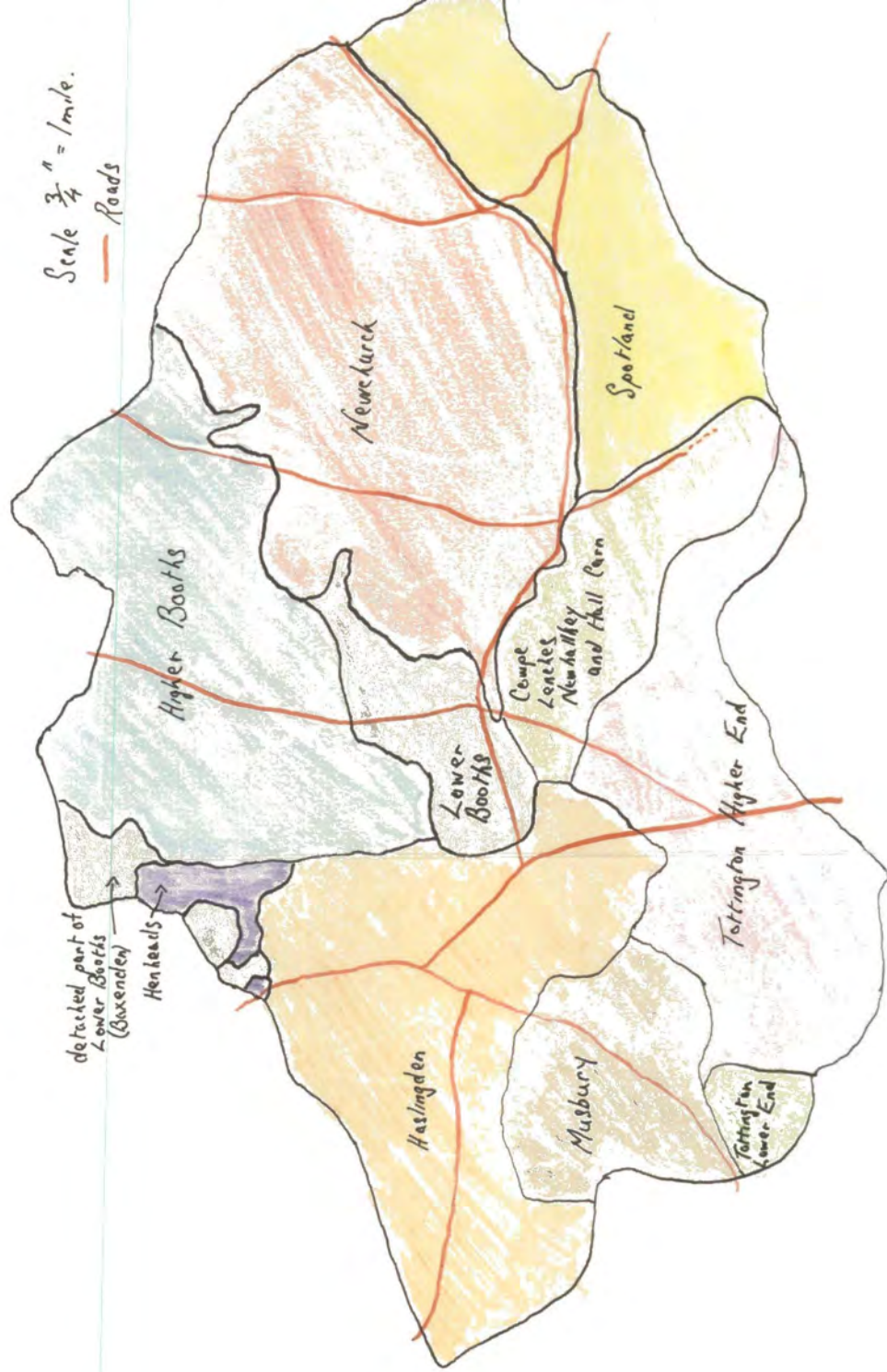
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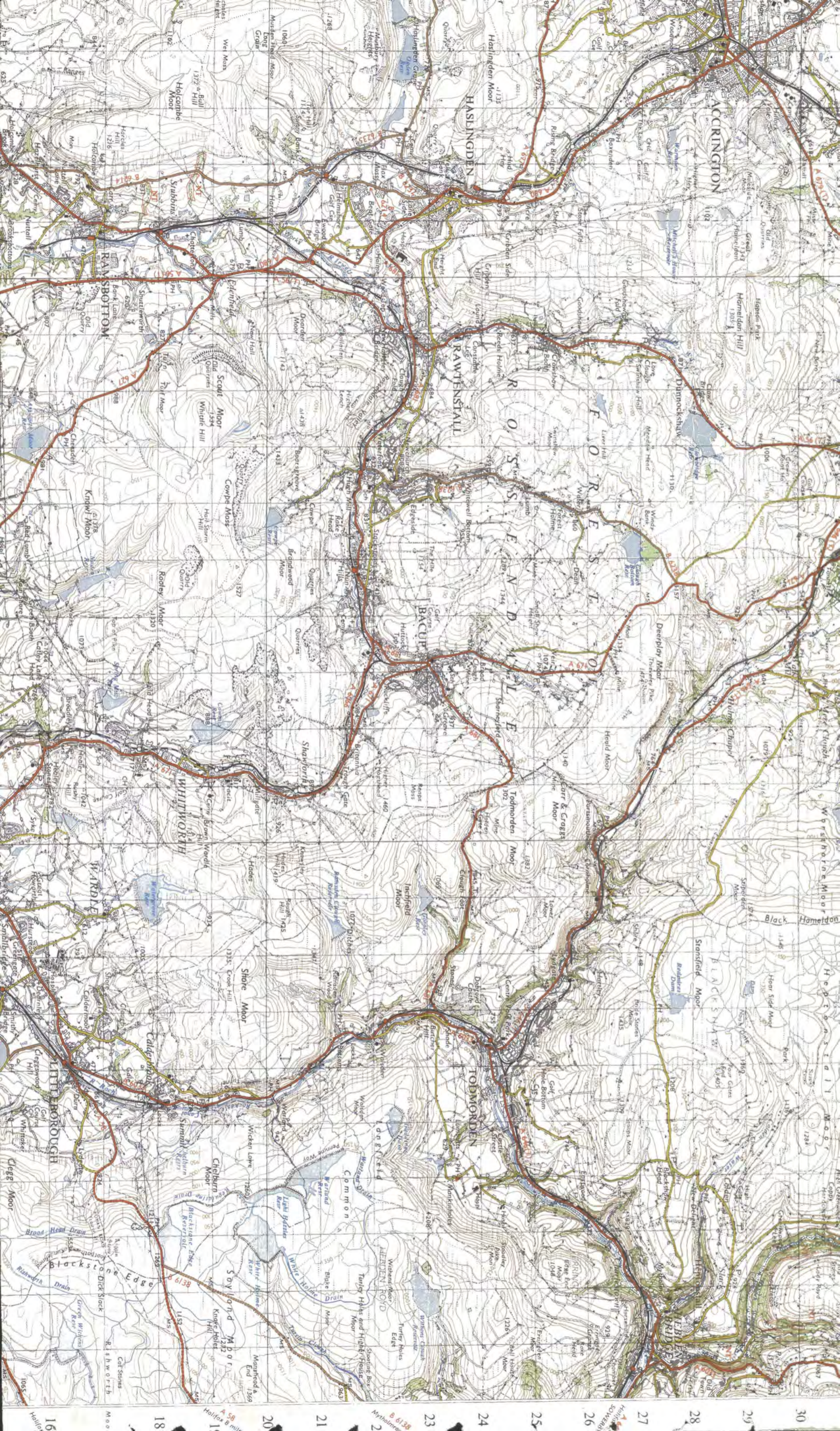
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SCHOOL DISTRICTS 1870





ACCRINGTON

HASLINGDEN

RAWENSHAIL

BACUP

TODMORDEN

HEBBURN BRIDGE

RAMSBOLTON

WHITWORTH

LITTLEBOROUGH

Blackstone Edge

16 18 20 21 22 23 24 25 26 27 28 29 30