

**BASLOW ST. ANNE'S  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**

**PAST AND PRESENT 1876 - 1976**

**Compiled and Presented by:  
Baslow School Parent Teacher Association**

# **PREFACE**

**by**

**His Grace the Duke of Devonshire P.C.,M.C.**

I am proud and delighted to write this short preface to the booklet relating the history of Baslow School, brought out to mark its centenary.

I congratulate the authors of this fascinating study: reading it gives great insight into the social history of the community during the last hundred years and indeed, in its early pages, of long before then. I am glad that my family, like the Duke of Rutland's, has been able to help the school over the years.

I hope all those who receive a copy of the booklet will keep it as a really worthwhile souvenir and reminder of the centenary of the School, so that in another hundred years it will be read as an interesting and valuable piece of local history.

The original version was scanned and reformatted Dec 2005 by David Dalrymple-Smith

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## HEADMASTERS

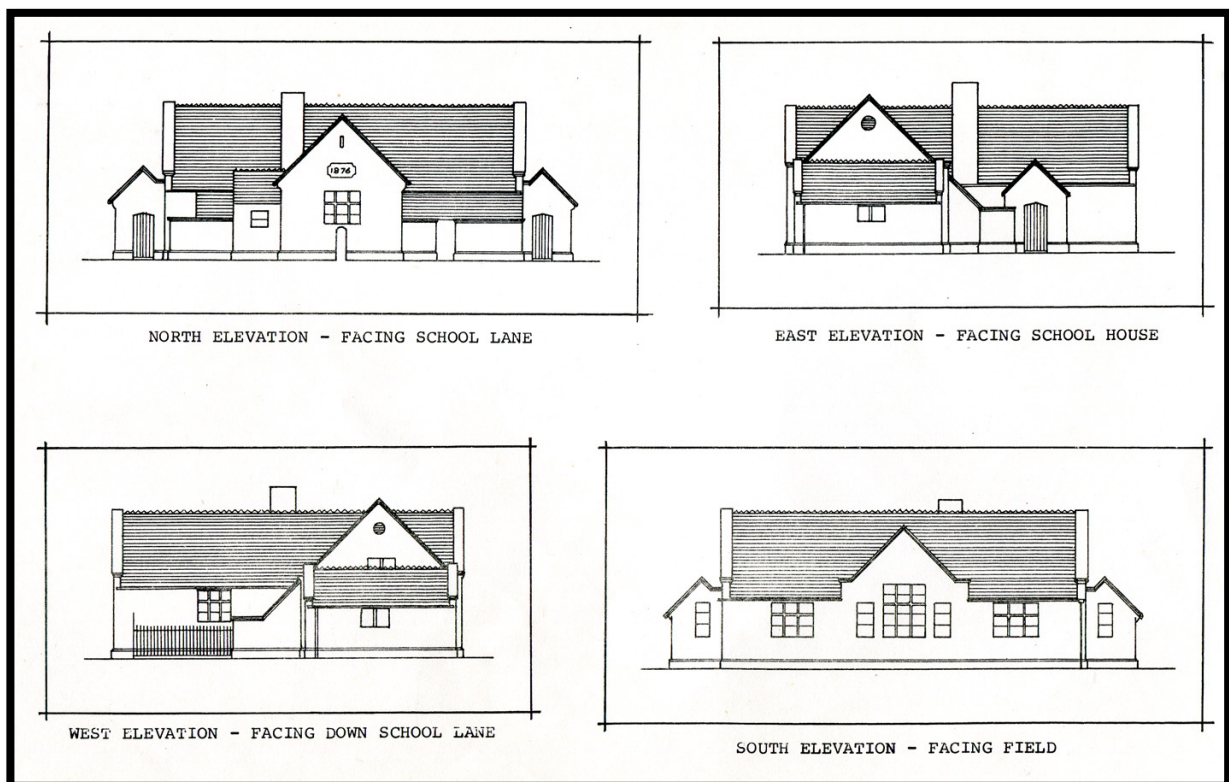
J.R. Matthewman 1876-1919

H.W. Bloxham 1919-1926

C.R. Allcock 1926-1934

J. Sheldon 1934-1970

P. Clark 1970-



## CONTRIBUTORS

Peter Clark	Headmaster (of the School Today)
John G. Evans M.A.	A Parent and Deputy Director of Education for Derbyshire. (1876 to Recent Times)
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Rev. E.C. Walser M.A.	Chairman of the School Managers.
John Sheldon	Headmaster Retired
Janet Smurthwaite A.R.I.C S.	
And many others	

This booklet commemorates the Centenary of the School.

A copy has been given to each pupil.

W. B. Milner

D. Dalrymple-Smith

Baslow April 1977

## **PART 1 THE EARLY YEARS**

### **A HISTORY OF EDUCATION IN BASLOW BEFORE 1875**

Until the end of the Middle Ages education was restricted to certain privileged groups such as the nobility, the rich and those destined to become monks and priests.

However, in the early seventeenth century when James I and Charles I were reigning, there was a growing feeling that an elementary education should be more widely available. This period saw the foundation of many of our older schools - often for the practical purpose of increasing the productivity of the local labour force!

The first evidence of a school in Baslow, which at this time included Curbar, Calver and Froggatt, appears in a document dated 1684 (Parish Records) in which an executor promises £3 towards the purchase of land 'for the relief of the poor and the "bennifitt" of the school'. In another later report (Charity Commissioners 1827) it is referred to as a Grammar School. We do not know when the school started. Lady Grace Manners of Haddon Hall founded a school in Bakewell, in 1636, now a comprehensive school. As she was also 'Lord of the Manor' of Baslow we might guess that she was responsible for the Baslow School, perhaps about the same time.

The School was at Stanton Ford, between the river and the main Baslow Calver road about 300 yards south of Cliff College. The building still exists as the garage of the present private house on the site. Originally it was a single room but in 1778 the parish (Parish Records) paid Mr. T. Gardom £15. 12. 3d. for 'making two chambers over the school'. Such schools were endowed with money or more often land to pay the expenses and the salary of the master, who was normally appointed by the parish authorities. Now it was common practice at the time for the Church, the poor and schools to be beneficiaries of wills and Baslow Parish Records contain several such documents from the late seventeenth century. One contemporary summary contains the item:-

To the School

	<u>£ . s. d.</u>
George White gave in land	20. 0. 0
Richard Green	1. 0. 0
Margaret White	10. 0. 0
By the inhabitants	23. 10. 0
and by Samuel White	2. 10. 0

These and a number of other similar Charities have been handed down through the ages and still exist as 'The Baslow Charities'. Each December money is disbursed in the proportions originally stipulated three centuries ago to the Church, the poor and the schools in Baslow, and Calver.

The Charity Commissioners (1827) on the subject of Stanton Ford School, reported that the building consisted of a schoolroom with two chambers over it in which the master resided. He received money from three endowments totalling £5. 15. 4d. annually, and sub-let a small garden and three-acre field for £6-£8 a year. He was appointed by the inhabitants of the chapelry of Baslow and was expected to teach 10 children, appointed by the Minister and Chapelwarden, to read and write - four from the Township of Baslow which included the hamlet of Bubnell, three from Calver, two from Curbar and one from Froggatt. The School had been repaired by the Chapelwarden but was not then in a good state of repair. The School still existed in 1876 when Mr. Edward Moore was master, and was eventually disbanded towards the end of the century.

Despite the occasional endowed or charitable school like Stanton Ford, there were very few school until the late 18th century, when the growth in the number of 'Village' schools became noticeable. Even so, as late as 1803 England was behind America, Germany and Scotland in providing education for the poor. In this year the Dissenters organised a 'British and Foreign Schools Society' to raise funds for the purpose and the Church of England followed suit in 1811 with 'The National Society for the Education of the Poor in the Principles of the Church of England'. The latter Society did not actually found schools but gave grants towards the building of a school after the local people, usually through the Church, had collected half the money needed.

But its real help was in organising the management of the school and giving legal advice. The local vicar or rector and the churchwarden were always ex officio managers of these 'National Schools'. In 1833 the Government made a grant to aid these societies. The money was conditional on certain standards which were checked by Inspectors, first appointed in 1839. Despite the grants there were many districts without schools. The passing of the Second Reform Bill in 1867, which gave the working class the vote, made it urgently necessary to educate the electorate. In 1870 an Education Act was passed giving voluntary societies a year in which to found new schools, after which the government would build their own, to be under the control of locally elected boards, 'Board Schools'. At the same time the voluntary schools had to reach a higher standard to ensure the full government grant - which depended on the state of the buildings, the numbers attending and the proficiency standards of the pupils as gauged by H.M. Inspectors of School. These schools also received money from local benefactors and the children contributed their School Pence, a sum of money that varied from time to time and place to place.

The earliest definite reference to a Church or National School in Baslow appears in White's Directory (1869) which contains 'a substantial schoolroom for boys and girls built of stone was erected by the Duke of Rutland in 1839 which is partly supported by subscription, the two noble Dukes of Devonshire and Rutland (the major landowners in the area) and the Minister liberally subscribe a sum of £15 per annum'. The school and a master's house were in the present Church Yard between the War Memorial and the Prince of Wales public house. Glover's Directory (1833) contains the entry 'Baslow - besides the endowed free school there are two Sunday Schools, one at the Church and the other at the Meeting House, supported by voluntary contributions' so perhaps the new National School was built on the site of an earlier Sunday School building.

A more detailed story starts in 1865 when Mr. Shipley, Probationer, was in charge of the school with about forty-nine pupils. His status of Probationer was later changed to that of Certificated Master when he had received the necessary number of satisfactory reports from Her Majesty's Inspectors. By 1866 the average attendance had risen to fifty-four. On 25th June, 1867 Mr. Jeremiah Owens took charge of the school but was not very successful. his first Report was unsatisfactory and he had his



grant reduced by one tenth. As this meant a corresponding reduction in his salary it is not surprising to learn that his spell of duty was a short one - he resigned in March, 1868. His place was taken by Mr. Charles Walker, a Certificated Master, Third Class Second Division. The number of scholars had now fallen to forty-six and in December, 1871 his services terminated, according to the log book 'for reason best known to myself'. As the Inspector's annual visit took place during the first week in December, one must conclude that Mr. Walker had not had much success and did not intend to wait for the Annual Report.

Mr. Benjamin Dexter now appeared on the scene but resigned six months later. He was followed by Mr. Woodcock in July, 1872 which remained until June, 1876. his older pupils had remembered him for his skill and patience in teaching. After his departure William Thompson, Student in Training, Saltley College, Birmingham entered in a temporary engagement of one month as Master. This was obviously a stop gap arrangement before the opening of the New School and the arrival of Mr. Matthewman in October, 1876.

Before the continuing of the story of Baslow School mention must be made of three other private schools in the village. A High Class Establishment for Young Ladies was run by the Caines family (later Miss White) in Bubnell Hall. The 1871 census lists sixteen pupils aged ten to sixteen, mainly from the Sheffield and Rotherham area, though one was born in Savannah, U.S.A.- Bulmer's History of Derbyshire mentions a 'High Class Boarding School' where boys are prepared for the Universities, the Public Schools and for Professor or Commercial careers. The house, named 'The Beeches', stands with its own grounds and contains tennis lawns and cricket field and grass covered playground. Principal Frederick Powel F.R.G.S. etc. The house has since been rebuilt.

The last establishment was a Dame School, a sort of kindergarten run by Miss Hibbert in the house now called Orchard Cottage at Over End. There had been plans for a proper Infants School for some time and with the opening of the new building in 1876, she and her pupil! moved in. For this reason the new establishment was always referred to as The New Schools. Miss Hibbert continued to teach there for many years.

## THE BUILDING OF BASLOW SCHOOL

In 1871 the Reverend Jeremiah Stockdale, Vicar of Baslow, wrote to Mr. J. Cottingham, Agent for the Duke of Devonshire, about several matters, including the state of the Church or 'National' School near the Churchyard. The school itself was not large enough and the master's house was in a very poor condition. The latter needed a boarded floor, an enlarged sitting room and new windows at the front. Alternatively he suggested the cottage and its neighbour could be pulled down and a new residence built. In his final paragraph the Vicar tentatively suggested the remote possibility of a new school and master's house on a separate site.

The following year the Reverend Stockdale again wrote to Mr. Cottingham informing him that the Inspector of Returns had reported a deficiency in the school accommodation and they would soon be cancelling the grant unless improvements were made. Another subject had been worrying Stockdale for some years. The churchyard was getting overcrowded - 3,000 internments since the year 1800! - and he hoped that "if necessary Funds could be forthcoming I should greatly rejoice to see the present school and adjoining buildings removed and a new and more commodious building and house erected on another site, and the present school site thrown into the churchyard".

Over the next two years the buildings were valued and various means explored to pay for improvements. Nothing was done. Reading between the lines, one may guess that Stockdale did not really want any solution which would prevent him from enlarging his churchyard! By 1874 Stockdale was writing "Should the report and Grant still be withheld I see nothing for it but the closing of the school". The school managed to stay open. At last, in 1875 the Duke of Rutland was selling land in Baslow and was kind enough to donate a site for a new school. This transformed the situation. On 6th April, 1875 a Vestry Meeting unanimously agreed to accept the offer. Raising the money turned out to be little problem. By adroitly playing the Dukes against each other, Dr. Wrench managed to squeeze £500 out of the Duke of Devonshire and £150 from the Duke of Rutland - the site was valued at £350 and

£374.6.6 was raised by a voluntary rate. The list of contributors appears later. It is interesting to note that Dr. Wrench and the Reverend Stockdale each donated £10 - the rivalry between these two gentlemen equalled that between the Dukes. The contract was awarded to Samuel Hibbert, a carpenter by trade who received £1,461. 10. 9d. for his work. Various extras raised the cost of the New School and the Master's House to £1,534 excluding the cost of the land. To provide similar buildings today would cost thirty times as much! Most of the specifications in the Reverend Stockdale's hand are still available, suggesting that he was either well informed or had done a lot of research into building techniques. This document reveal that much of the stone and timber in the old school was to be re-used and the deficiency stone to be made up from the Bar Quarry (the building of the Hydro used up the remainder of the stone from this quarry near the Wellington Monument). The author of the specifications paid considerable attention to some details, for example, the damp proof course shall consist of "a mixture of tar grease, quick lime and sand well boiled and spread when hot evenly on walls at the level of the ground throughout the entire length and breadth", "roof slates to be Port Madoc green slates the third course lapping over the first by 3 inches". All timber sizes were stated. There was an equal lack of attention in other directions "heating apparatus to be fixed to warm the school with pipes etc. in the school and classroom". Seats and desks were to be provided to match those at Curbar School which had been built a few years previously in 1871. While the school was being built classes were held in the Methodist Schoolroom, for which £5 rent was paid.

The New Schools were formally opened on Tuesday 24th October, 1876, an event mentioned in the 'Sheffield Telegraph' but ignored by the 'Derbyshire Times'. Dr. Wrench recorded the proceedings in his diary. Three hundred people came, each contributing 1/- for the school fund. He continues, "The speeches were very tolerable. I spoke near the end, comparing myself to the Devil's Advocate finding great fault with the want of ventilation which I hope to set right. Mr. Pawson spoke against drunkenness, the choir sang some glees - very flat". The entry for next day reads "The village children had tea in the school today, and made a fine noise cheering afterwards".

# BALANCE SHEET BASLOW SCHOOL 1876

## CONTRIBUTORS AND COSTS

Archdeacon Hill	5 0 0	Dr. Banson	10 0 0	Mr. Stafford	5 0 0
Miss Newton	5 0 0	Mr. John Staniforth	3 0 0	Mr. Eades	
Miss H. Newton	5 0 0	A. Redfern	1 0 0	(Collected by)	2 0 0
J. Newton Esq.	5 0 0	Miss Hinds		Mr. Tyndale	1 1 0
J. Burrows Esq.	2 2 0	(collected by)	11 17 6	Miss Caines	1 0 0
Mrs. Burton	10 0 0	Miss Hardy	3 0 0	Mr. J. Stroyan	5 0 0
Miss Cawton	10 0 0	Miss Blagden	1 1 0	Miss M. Stanniforth	1 0 0
Mr. J Staniforth	2 0 0	Miss E. Lowe	10 0	Mr. Fordham	10 0
Mr. Coates	10 0 0	Miss Taylor & Redfern	2 2 0	Mrs. S. Aston	1 0 0
Miss Wilson	1 0 0	W.K. Marples Esq.	10 0 0	Rev. J.F. Salt	5 0 0
Thomas Turner	5 0 0	G. Furniss Esq.	5 0 0	Mr. Orme	2 2 0
Jater Askquith	10 0	H. Pawson Esq.	10 10 0	Miss Elliott	10 0 0
Mr. Mulliner	1 1 0	Mr. Fawcett	5 0 0	J. Kitchen Esq.	21 0 0
H. A. Norman Esq.	3 3 0	Mr. Barker	1 1 0	Church Collections	7 4 0
B. St. John Matthews	2 2 0	Mr. C. Ingleby	1 1 0		9 5 0
Misses Jackson	1 1 00	Miss M. Marples	1 1 0	Offertory	3 8 8
J. Tasker Esq	50 0 0	Mr. J. Ingleby	ID 6	E.M. Wrench Esq	
Misses Marples	10 0 0	Miss Wilson	5 0 0	( lectures)	6 13 4
Miss Labron	5 0 0	Arthur Lee Esq.	1 0 0	School Tea Party	9 10 0
Mrs. Hobson	5 0 0	Mrs. White	5 0 0	Voluntary Rate	374 6 6
Mr. Hersman	1 0 0	Captain Arkwright	10 0 0	J.W. Cadman Esq.	5 0 0
Henry Lowe Esq.	10 0 0	Miss E. Wilson	1 0 0	Due to Treasurer	49 6 0
Mrs. Lowe	2 0 0	Duke of Devonshire	500 0 0		
J. Copeland Esq.	1 1 0	Duke of Rutland	150 0 0		1534 0 0
Mr. W. Digby	3 0 0	Miss Gardom			
Miss Wray	3 0 0	(collect by)	25 0 0	Dr.	
Mr. Skelton Cole	1 0 0	C. Warwick Esq.	5 0 0	Samuel Hibberd	1461 10 9
Miss Mason	5 0 0	Mr. F. Cook	10 6	A.Salvin Esq.	50 0 0
Mrs. Mercer	5 0 0	Mr. Fox	10 0	Rent of	
G.W. Digby Esq.	5 0 0	Mr. G. Soper	15 0	Wesley School	5 0 0
Mrs. A. Barker	5 0 0	Mr. Bladderwick	10 0	Ellis Morten	5 0 0
B. Burdekin Esq.	10 0 0	Mr. Appleyard	10 0	Mrs. Geeson	5 0 0
Mrs. Stanley	5 0 0	Rev Urban Smith	5 0 0	E.M. Wrench Esq.	
Miss Anne Stanniforth	1 0 0	Mr. Cawton Marples	1 0 0	for Chandaliers	3 18 0
E. Hudson Esq.	2 0 0	Mr. R. Ingleby	2 0 0	Printing	1 11 9
A.B. Hudson	5 0	Miss Shirley	10 0	(of Advertisements)	15 0
Mr. Brightmore	1 0 0	E.M. Wrench Esq.	10 0 0	Sundries	1 4 6
Mr. Gotier	1 0 0	Archdeacon Balston	5 0 0		
J.C. Hobson Esq.	10 0 0	Rev. Stockdale	10 0 0		1534 0 0

## **BASLOW IN THE 1870s**

Events in Baslow one hundred years ago reflect the general development of the time. The Education Act of 1870 stimulated improvements in the school. Communications were improving: In the early half of the nineteenth century reasonable roads had been built from Sheffield and Chesterfield where industry was booming. Baslow soon became a resort where wealthy industrialists could drive out in their coaches for a day or for a short holiday in the fresh air of Derbyshire. A few years later, in 1881, the Hydropathic Hotel, or Hydro, was built to cater for these visitors.

According to the census of 1871, which is the source of much of the information that follows, the population of Baslow and Bubnell was, 811 - 377 male and 434 female. It had been dropping over the previous twenty years mainly due to the exodus of young men probably attracted by industrial wages in nearby towns. It is interesting to see the size of households compared with the present day.

	1871	1971
Number of people	881	1155
Number of houses	192	430
Persons per house	4	2.5

Even so, more than a quarter of the houses in 1871 had only one inhabitant, while an eighth had seven or more. Again, half the houses had no children and only eleven had five or more. Nineteen houses including four Inns had living-in servants, but only four domestic houses employed two or more living-in servants.

Just under half the adult women were housewives of whom about a quarter had some other occupation. People married late and often did not marry at all. Among adults between fifteen and thirty years old only a tenth of the men and a quarter of the women were married, while a tenth of those over fifty had never married.

There were 258 children (fourteen years and under). Most of those seven years and over are described as 'Scholars' though a few seem to have started school at only three or four years of age. The School Log, now lost, quoted that 'there were only 46 pupils in 1871', yet the Census mentions 137'scholars' (excluding those at Bubnell

Hall). Some were at Stanton Ford and Powel's private school, and rather more at the Dame School, but even so it is difficult to understand the difference. Only ten of the older children had full time jobs - seven boys on the farms and three girls in domestic service. Many more must have worked outside school hours.

The following table shows the occupation of the 333 workers, a few of whom are women, and some people appear twice with two jobs

Occupations in Baslow in 1871

Servants	91
Skilled workers	70
Farmers and Millers	45
Farm Labourers	44
Retailers	33
Labourers	26
Professional and Clerical	21
Victuallers	18

The wealth of a village depended on agriculture and industry. The census lists thirty-one farms, but many were too small to provide full time employment. Most of the seven larger farms (90 - 150 acres. were centred on Bubnell though the largest (345 acres) belonging to Thomas Gardom, occupied the valley up the present Sheffield road. The tannery, now White Lodge, had closed down in the late 1860s though there was still a small leather working and shoe making industry in the village. It is difficult to know what the eight stone masons did - some may have been cutting millstones on Baslow Edge, others may have been employed at Chatsworth. So Baslow obviously depended on agriculture at the time, though local craftsmen provided essential supporting services. There were six joiners, three carpenters, five blacksmiths, three saddlers, two plumbers, four tailors, a gunsmith, a thatcher etc. and last but not least, the Manager of that modern development, the Gasworks, now Nether End Car Park. Two flour mills situated at Heathy Lea and the present dairy.

. Any village needs its shops and pubs. There were two butchers (Tomlinson and Hearnshaw, both familiar Baslow names) selling Beef, Ham,-etc. at 8d. to 9d. a pound. Six Grocers, one also a druggist, sold cheese at 7d. a pound and there were two general shops and a Draper/Post Office. All the present public houses existed

100 years ago, together with the Travellers' Arms at Nether End and a Beer House at the Alma. Beer retailed at 1/8d. per gallon.

As it was a farming area a few agricultural prices may be of interest:-

	£	s	d
A bushel of wheat		0	6 6
A horse	39	0	0
A Cow in Calf	16	0	0
A Brown Mare	8	0	0
Three pigs	4	19	0
A Gig	6	10	9
Licence for five dogs	1	5	0
Coal per ton	0	6	3

As for services, the Blacksmith charged 1/- for shoeing a horse, your piano was tuned for 4/- and 22 rods 2 yards of walling at 4/3d. a yard cost £4. 14. 6d.!

The Reverend Jeremiah Stockdale, Vicar from 1859 to 1907, and Dr. E.M. Wrench, General Practitioner 1862-to 1912, were the dominant personalities in the village. Dr. Wrench was an extrovert with a quip and comment for every occasion (not always very accurate). He kept voluminous diaries now in Nottingham University Library and was responsible for the Wellington Monument, the Victoria Stone in-the Park, and other features. Like the rambler organisations today, he was concerned to keep the public footpaths open and made a point of walking them yearly. He was Physician to the Duke of Devonshire and lived in Park Lodge - old medicine bottles are still found in the garden. The Reverend Stockdale had soon made his mark in the village as a stern and autocratic Victorian gentleman. Some of the older inhabitants can still remember him as a small upright bearded figure to whom the boys doffed their hats and the girls curtsied in the street. No doubt a sensible precaution, as he was liable to walk into school without leave or ceremony and beat some child who had misbehaved. He and his wife - they built Baslow Hall - had private means, which they were happy to use for the good of the village; indeed he paid many of the church expenses out of his own pocket. He was responsible for the Stockdale Institute, now the Village Hall, which was completed in 1905, two years before his death in 1907

## EXTRACTS FROM LOG BOOKS

All the original Log Books have been lost. These items remain.

1865	9th February	Observed that Charles S was more easily led by kindness and encouragement than by severity.
1865	20th March	Urged the point of each child bringing his or her school pence on Monday morning.
1865	24th August	Gave the 1st class boys a lesson on the motions of the earth from 3 to 3.30 p.m.
1866	29th January	Promised a penny to every child who could or shall in future, be able to show their copy book finished without a blot.
1866	16th October	Cautioned the boys who stayed to dinner about disturbing the dust and thereby rendering the afternoon school uncomfortable,
1866	23rd November	1st class wrote a letter to a friend on the "Progress of Baslow Gasworks".
1867	25th September	Gave the 1st class a Dictation lesson on the following words "Two tired travellers trying to toddle to Tetbury to talk to Tom".
1867	23rd November	Made some alterations in the map of Italy for the boys, consequent upon the occupation of the Papal States by the Italian Troops.
1869	25th March	A week's holiday given at Eastertide, the school being wanted during the week for an exhibition of curiosities.



1870	22nd November	Gave the upper classes a lesson on Prussia comparing her present territory to that which she owned ten years ago.
1871	8th March	George Ponsonby, a boy of 16, left school this week for employment. He had been regular in his attendance and attentive in his school duties, and had therefore received a good education.
1874	13th February	Elementary Latin also begins to be liked more than formerly.
1874	19th June	Very poor school owing to the encampment of Volunteers in the neighbourhood on Calton Hill. Only twenty present on Thursday morning. Consequently school closed at 10 a.m. for the day.
1874	9th October	Had occasion to caution the boys against playing on the stones belonging to the houses lately pulled down - one boy had his wrist broken by a fall from them.
1874	12th November	Another sum given and worked correctly. A velocipede goes from here to Sheffield and back, a distance of twenty-four miles. How often do the two wheels turn round, they being 10ft.6ins. and <a href="#">3ft. 7ins. in</a> circumference.
1877	13th October	Received the Harmonium.
1865	10th April	Small school - Parents keep the bigger boys to assist in the gardening.

## **PART 2**

### **BASLOW SCHOOL FROM 1876 TO RECENT TIMES**

It is no easy matter to form an accurate picture of what education meant for the children of our village one hundred years ago. Unfortunately the first log book of the Baslow School has been missing since the early 1940's and we now have no written evidence of the day-to-day life of the school before March, 1897. However, other village schools do have records and as it is likely that the variation from one Derbyshire village school to another was slight at this time, we are able to draw an outline picture of early life at Baslow School.

Throughout the earlier years of the nineteenth century, the minimum of the curriculum was "to read" although occasionally writing was included. Moral and religious instruction took a large share of the curriculum. The fear was sometimes expressed that to teach the lower orders to read and write would be to educate them above their station. The schools allayed the fears by teaching reading for the sake of reading the Bible, by teaching writing together with morals, and by teaching arithmetic "with piety". The teachers worked long hours. The recommendations of the Society for the Propagation of Christian Knowledge were for two four-hour sessions in summer: seven to eleven in the morning and one to five in the afternoon, and for two three-hour sessions in winter. With a clutch of monitors one master could supervise the teaching of one hundred children. We need to relate such productivity to the very simple aims of elementary education at the time and to the factory-type teaching methods used.

The Newcastle Report of 1861 gives a snapshot of the condition of education in elementary schools like Baslow and of contemporary attitudes. It was estimated that most pupils left school at the age of 11, and that the average school life was from 4 to 6 years compared with 11 years today. The Report comments on the efficiency of school in these terms:

"Though children leave school at a very early age, and attend with little regularity, they do attend long enough to afford an opportunity of teaching them

to read, write and cypher. A large proportion of them, however, do not learn even to read: at least, their power of reading is so slight, so little corrected with any intelligent perception of its importance, and so much a matter of mere mechanical routine, as to be of little value to them in after-life: and to be frequently forgotten as soon as the school is left. The children do not generally obtain the mastery over elementary subjects which the school ought to give. They neither read well nor write well. They work sums, but they learn their arithmetic in such a way as to be of little practical use in common life. Their religious instruction is unintelligent, and to a great extent confined to exercises of merely verbal memory . . . .”

The limited horizons of elementary education are encapsulated in evidence given to the Commission by a cleric who later became Bishop of Manchester.

"I venture to maintain that it is quite possible to teach a child soundly and thoroughly, in a way that he shall not forget it, all that is necessary for him to possess in the shape of intellectual attainment, by the time that he is 10 years old".

The only recommendation of the Newcastle Report that was adopted by the Government was "payment by results". This principle was incorporated in 1862 into a revised Code of Regulations for administering grant paid to voluntary schools like Baslow. The architect of the revision, Robert Lowe, used the following spine-chilling words in the Commons:

"I cannot promise the House that this system will be an economical one and I cannot promise that it will be an efficient one, but I can promise that it shall be one or the other. If it is not cheap it shall be efficient, if it is not efficient it shall be cheap".

Regrettably, in the event, it proved only to be cheap.

The Code was a system which related the grant to the average attendance of the children and their performance in the examination. It became the duty of Her Majesty's Inspectorate (H.M.I.) to examine, not merely inspect, the achievements of the children in the three R's (reading, writing, arithmetic) and, for girls, in needlework. The Code specified a core curriculum. A grant of 6s. 6d. per head was paid for the

infant class on general efficiency. Above the age of six the children were divided into six standards according to their abilities. (Standards I-IV approximated to our junior aged children and V and VI to the lower years of the secondary school). Each child in the standard could earn a grant of 4s. for general merit and attendance and 8s. for passing the examination in the three R's. This grant was reduced for failure in any one subject. The syllabuses for these examinations were laid down and the following for 'writing' gives an idea of what they had in mind

- |               |   |
|---------------|---|
| Standard I:   | Form on blackboard or slate, from dictation, letters, capital and small, manuscript.                                      |
| Standard II:  | Copy in manuscript character a line of print.   |
| Standard III: | A sentence from the same paragraph slowly read once and then dictated in single words.                                    |
| Standard IV   | A sentence slowly dictated once by a few words at a time, from the same book but not from the paragraph read.             |
| Standard V:   | A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.      |
| Standard VI:  | Another short ordinary paragraph in a newspaper or other modern narrative, slowly dictated once by a few words at a time. |

On the face of it, this appeared to be a system that would ensure progressively improved standards. Within three years the annual national grant had been reduced by 25 per cent in spite of the fact that the number of children had increased from 900,000 to more than a million and the average size of classes rose from 38 in 1862 to 43 in 1865. Translated into twentieth century term this was an attempt to increase the productivity of the teachers. The Code had a limiting effect and stopped the growth of the broader education which was then beginning to appear. Teachers had no choice but to aim to earn the maximum grants. Grants were now paid to school managers and the teacher's meagre salary was dependent to some extent on the size of the grant. In their efforts to earn the maximum grant, teachers narrowed the curriculum and concentrated on the examinable subjects. There was a reversion to drilling in the three R's. Subjects that were not specified in the Code were not

considered important and there was a risk that children who could not manage the subjects that were in the Code were similarly disregarded. H.M.I. in the 1840's complained about the emphasis on rote learning, but such criticisms were not made now.

Teachers soon learned in self defence 'to play the system' by placing children in the lowest standard possible to ensure passes in the examinations. The rate of examination successes was always higher in reading than in writing and arithmetic. Penmanship was kept alive by copying endlessly and arithmetic caused much concern. "Spent nearly an hour trying to make the third class understand subtraction but failed to do so" is an honest confession. The first broadening of the curriculum came when the Code allowed grants for extra subjects. The major extra subjects in Derbyshire in 1872 were in order of popularity - geography, repetition, grammar, history and algebra. There were very few admissions for French and Latin. By the Code of 1875 grammar, geography and history became class subjects and the grant was earned by the proficiency of the class, not by individual examination results.

Poetry learning by heart became compulsory for standard IV and above in 1875 but many other standards shared its joys, a typical syllabus being:

Infants:	God is Great and Good
Standard I:	The Miller of Dee
Standard II:	The Village Blacksmith
Standard III:	The Inchcape Rock
Standard IV:	Burial of Sir John Moore
Standards V & VI:	The Lady of the Lake

All poems for examination had to be approved by H.M.I. Similarly specific reading books were named for each standard.

The following 'named' songs in 1882 give a clear impression of Victorian sentiment:

Cuckoo  
Shall we Go to the Woods  
Come Soft and Lovely Evening  
I've Rov'd over Mountains

## Hurrah for England

The Newcastle Report had complained in 1861 about the unreal nature of much arithmetic taught in schools and yet in 1885 a Derbyshire headmaster commented bitterly that few of his pupils could divide £58,001,090 17s. 6/d. by 58. In 1888 the same head was filled with incredulity at the hopeless failure of Standards V and VI in their attempts at "parsing and analysis" of the underlined words in this extract:

"Brought up in her simple way in her native village of Domremy, the little shepherdess had been used to spend long summer days on the hills, dreaming of saints and martyrs, of whom wonderful stories were common".

One does not know how to react to the following attempt in 1894 to define a scheme of work for History:

Standards I, II and III:	Twelve stories from early English History
Standard IV:	Twenty stories and biographies 1066-1485
Standards V and VI	The Stuart Period

The chances are that history was seen in terms of generalised versions of well known stories like "Brave Boadicea" and "Alfred and the Cakes".

There is little evidence of any physical training or, more properly, military drill. In the opinion of the majority it was not a profitable occupation. So called physical exercises were devised in such a way that they could be undertaken in a standing position at one's place in the classroom. The general lack of pupil movement that characterised all classroom activity was in large part enforced by cramped conditions. Small school buildings were expected to house pupils, many of them sizeable youngsters

of present lower secondary age, in numbers that would be unthinkable today.

Cookery took a very poor second place to needlework in the household arts. The tradition of sewing for girls while boys learned geography or drawing or arithmetic was a long one.

There was little scope for initiative. What was taught, how it was taught and when it was taught, was severely circumscribed. Hanging on the wall of every classroom was

timetable, framed in its permanence and rigidity, regarded with awe and served with all the respect due to laws made by the combined force of managers and Board.

Official records were kept of each child's achievement and attendance. All children admitted to school from January 1878 had to be provided with "a Child's School Book" in which the teacher recorded the results of the standard examinations and the attendances. The principle of "payment by results" was finally dropped in 1897 but the effects of the system on curricula, and teaching methods lasted much longer. By the end of the century there are indications that there was a quarterly general examination of the three R's at Baslow as a means of ensuring a regular check on standards. This was an internal arrangement undertaken by the headmaster and his staff. This was later replaced by a termly examination which continued up to 1970.

The exact details of the annual grant were entered in the log up to 1903. The first details of Baslow School are recorded for 1898. The total grant per head for children in the mixed school was £1 0s. 6d. (comprising 14s. 0d. as the "principal grant", 1s.6d. for "discipline and organisation", 1s. 0d. for "singing by note", 2s. 0d. for "English and object lessons". and 2s. 0d. for "geography and needlework"). This sum was multiplied by 76 that being the average attendance of pupils to give a grant of £77 18s. 0d. The sum of £3 was added "under Article 102" of the Code in respect of young teachers in training, so that the mixed school earned a total grant of £80 18s. 0d. The total grant per head for infants was 17s. 0d. (comprising 9s. 0d. as "fixed grant", 6s. 0d. as "variable grant", 1s. 0d. for "needlework", and 1s.0d. for "singing by note"). This sum was multiplied by 22 that being the average attendance to give a grant of £18 14s. 0d. for the infants class. In addition to the sums of £80 18s. 0d. and £18 14s. 0d. a "balance of fee grant" was thrown in to make a grand total claim of £105 17s. 0d.

We have mentioned that the size of grant depended in part on the level of pupil attendance. School days began then, as now, with the taking of the register, but then it was a very serious matter indeed because errors might well lead to injustice in the award of the grant. Any mistakes were recorded at length in the log with much apology and excuse. H.M.I. Mr. Hands dropped into the school in 8th April, 1914, no doubt unannounced, and pouncing on the registers was able to detect the following fault which he duly reported:

"According to the timetable, the Attendance Register should have been closed at 1.40 p.m. but at 1.54 there was a blank in two of the Registers and the total were not entered".

The vicar, doubtless a trusting sort of chap, had not examined the registers for three months but he was in school doing this very thing within one week of receiving the adverse comment.

As late as March 1923 (long after the size of grant depended upon the level of attendance) the following entry in the log indicates a vigilant head and a teacher prepared to defend herself:

"Mrs. Edley put wrong totals in the register this week as a result (she says) of the lines not running straight on the new page".

The piece in brackets was a bit harsh and the excuse may well have been valid as the horizontal lines on a new page do have a tendency not to relate exactly to the list of pupils' names entered on the first sheet. There must be thousands who have fallen into this trap. However, the Head was not impressed and the entry continues:

"I pointed out that the total must be very carefully added and checked each time".

Part of the tradition of Baslow School is that the vicar of the day has always been Chairman of the Managers (by the 'choice' of other Managers, not by force of regulation) and we see, mostly at weekly intervals, in the log book a statement in the vicar's handwriting to the effect that he has "checked the registers and found them correct". In earlier days this responsibility was sometimes delegated by the vicar to his curate and in a period of interregnum between incumbents, a worthy churchwarden would take on the task. The registers were still recorded as being checked by the vicar up to 1948: an indication that old habits die hard.

The reasons for absence were many. The illnesses recorded at the turn of the century as causes were scarlet fever, influenza, whooping cough, mumps and measles. The worst recorded epidemic occurred in the school year 1909-10 when two weeks after the start of the Autumn term we read that "diphtheria and scarlet fever are spreading in the village". The school was closed for five weeks in October and November. Attendance slowly climbed to a normal level by January only to fall



away again as further outbreaks were recorded. Attendance did not again reach normal levels until June when another major cause of non-attendance struck. Haymaking occasioned absence in June and July as did harvesting in September. These absences were regular features of the school year. At other times heavy falls of snow kept children away and February seems always to have been the critical month - 1908, 1940, 1947 and 1963 get special mention. There is less comment about absences as the new century wore on. Most parents had got into the habit of sending their children to school.

We do not know how many children were in attendance at any one time during the first 21 years of the new school's history. The first recorded report of the diocesan inspection of 1897 tells us that there were 104 children on roll. We know that 75 children were admitted during 1877 into the school building newly opened in the previous year, 24 coming from Miss Hibberd's school. Using modern terms, 20 were of nursery or pre-school age, 21 were of infant age, 26 of junior age, and 8 of secondary age (two of them were 15). This incredible situation would seem to represent the ultimate in comprehensive education - mixed ability teaching of 3 year olds to 15 year olds in only three classes. The rates of admission fluctuated wildly from year to year - 32 in 1884, 57 in 1885, 23 in 1886. However, there was a decided general fall-off in yearly admission numbers after 1891 and they have never again, not even in the late 1960 boom years, reached the highest levels of the 1870-90 period. One can only assume that the total roll was well in excess of 100 during these early years.

The admission registers of Baslow School date back to 1865 but Mr. J.R. Matthewman, for reasons we can only guess at, failed to keep a full record before 1893. He entered details of children's names and dates of birth and their father's occupations on admission but did not record information at the time when they left school. If he had, we should have known their leaving ages, the duration of their education, the reason for leaving and their proposed occupations. If he was busy with other things, these burdens eased occasionally and he did enter some leaving details for some pupils. The 1870 Education Act had made elementary education neither free nor compulsory. Compulsion was not introduced before Mundella's Act of 1880. The school leaving age was raised to 11 in 1893 and to 12 in 1899. It is noteworthy

that in the early 1870's some boys were staying on at Baslow school well beyond the leaving ages that the Newcastle Report indicated as general for the Country. In 1872 James Riley was apprenticed to a joiner at 14 years and William Baker was apprenticed to an engineer at 13 years. For other boys we are simply told that the reason for leaving was "work". In the same year Louisa Siddall took up nursing at an undeclared age and Elizabeth Marples entered "service" at the age of 12 years 11 months. The girls were decidedly younger than the boys when they left school and in this respect we have one hundred years of habit to overcome in seeking to take seriously the education of girls and women. The comments entered against the names of girls as they left school tended to be - "to help at home", "gone as nurse", "gone to service", "to work at Hydro". However, Ivy Dalby struck a blow for freedom in June 1917 when we are told that she had "gone to work" - this change of wording must surely imply that brave Ivy had broken the limits of accepted female employment. Work was not the only reason for leaving - "left the village" is a common entry indicating that migration brought a limited but regular supply of fresh faces in school, and "mother won't let her come" is frequently applied to three and four year olds whose start at school must have been judged premature.

Up to 1892, the admission registers listed the occupations followed by the fathers of children admitted to school. 1891 is a fairly typical year in this respect and the occupations are listed as - farmer (4), farm labourer (3), joiner (3), hostler (2), carter, brewer, painter, hall porter, gas manager, driver, hotel keeper, policeman, lawyer and one poor chap who had "none". These being similar to those listed for 1871 in an earlier chapter, imply a continuing village community yet to be visited by the professional commuting element that a more ambitious educational service would assist in producing over subsequent decades.

The range of teachers employed at Baslow School in the past was much more complex than today. At the present time teachers must be recognised by the Department of Education and Science as "qualified" before a local education authority may employ them. Salary scales are nationally determined and relate to the number and ages of children on roll.

During the period in which the new village school was in its infancy, mixed feelings of pity and contempt existed for those who devoted their lives to working with children.

Teaching was something to which one resorted when all else failed. One's reading of the literature of the nineteenth century brings frequent reference to the despair of worthy characters at being reduced to circumstances of having to earn one's livelihood by teaching. The last hundred years has been a struggle for teachers to get the public to recognise and accept their professionalism.

The pupil-teacher system was formalised as early as 1846. Pupil-teachers could be trained in schools regarded by H.M.I. as efficient. Their apprenticeship lasted from the age of 13 to 16. They were paid a small salary and were to be instructed by the master for a given period every day. At the end of their five years' apprenticeship the pupil-teachers entered for the Queen's Scholarship Examination. Successful candidates received scholarships tenable at a training college for three years.

At the start of the century we know that the teaching staff consisted of the Headmaster who described himself in the log as ' "Certified Teacher Class I" and four others. One of these four regularly seemed to be the sort of person that we might reasonably equate with a qualified teacher of today. Miss Gardom served in this capacity from 1901-1911 and against her name we read "Article 68 of the Code". Most of the others were known as "probationary teachers" (not to be confused with the use of this term today which means a qualified teacher in his or her first year of teaching). The list of staff entered in the log at the start of the calendar year 1899 includes Mr. Matthewman the Headmaster, Miss Hiscock (article 51) and three others described variously as "probationer", "candidate" and monitor". The candidate was 1",iss Caroline Rydout. A child of the same name had been admitted to the school as a pupil in April 1889 and her date of birth was recorded as 30.5.1684. We may be sure that this was one and the same person so that Caroline Rydout had joined the staff of this school whilst she was only 14 years of age. Similarly the "probationer 4th year" was a Miss Lilian Taylor who had joined the school as a pupil in March 1886 and whose date of birth was recorded as 4.1.1881. Thus she was just 18 years of age having served as a trainee teacher for four years.

We know from a return made by the vicar to the Derbyshire Technical Education Committee in 1904 that Mr. Matthewman's salary was £110 per annum and that of the infants teacher £40 per annum. The pupil teacher helping the Head earned £16 per annum and the pupil teacher attached to the infants class £8 per annum. To

provide a comparison, it is worth noting the same return stated that the price of coal was 13s. 6d. per ton and that the school buildings were insured for £1,400. At the same time school cleaner received £2. 12s. 0d, per annum - "the work is light as the desks are not disturbed".

Here we have a system of apprenticeship or training on the job, with annual examinations taken at local centres. The college part of training came only after the apprentice had gained substantial experience of work in school. These apprentices were under the supervision of the Head who was responsible for this part of their training, and was expected to set aside time to tutor there. On September 13th, 1898 we read an entry in the handwriting of the curate - "I was present at the pupil teachers' tuition this morning between 7.00 and 8.00 a.m.". The 1904 return from the managers indicates the following arrangement for pupils teachers:

The Headmaster gives one hour's instruction per day. From October to April 4.15 to 5.15 p.m. From April to October 8.00 a.m. to 9.00 a.m. in the school room".

This must have been a heavy burden for a man who had his own class to teach and was responsible for educational standards throughout the school. To make matters worse some of these young learner teachers were more of a hindrance than a help and many failed, for one reason or another, to complete the pre-college part of their training.

It was many years before the burden was recognised and following an inspection by H.M.I., a report dated August 1921 includes the following:

"As there are now five intending teachers attached to this school, it is essential that the Headmaster should have the assistance of a well qualified teacher in supervising their work".

The cry was finally answered in the following January when Mrs, Edley took up an appointment as a "trained certificated assistant" in charge of the middle class. She acted in effect as the deputy because a number of entries show that in the absence of the Head she was left in charge.

At the turn of the century, H.M.I. were visiting the school for inspection purposes every six months. They recorded their visitations in the log in a confident hand, often

using red ink or blue pencil, so that eighty years later one's eye is still drawn compulsively to their entries. The visits resulted in an annual report and we may imagine the trepidation of the headmaster and the anticipation of the managers on such occasions. Whilst H.M.I. were men of standing who operated without fear or favour, their reports show a combination of encouragement with identification of shortcomings that has characterised the skilful inspector over the years.

The first recorded report was received in January 1899 in these terms:

- |                |   |
|----------------|---|
| "Mixed School" | The school is carefully conducted and is generally in a very satisfactory state. A better style of reading and recitation should be cultivated. |
| Infants Class  | A little more animation is desirable to secure interest but the children are well taught and brought forward"                                   |

\*Note – a Mixed School means standards I-VIII

The 1903 report reveals H.M.I. support for a wider curriculum of studies and the need to relate more closely to the outside world those things learnt in school:

- |                |  |
|----------------|--|
| "Mixed School" | Writing and figuring should be neater: in other respects the work is satisfactory and discipline is good. Need1c-work is excellent. Gardening and practical housewifery might with advantage be added to the curriculum. |
| Infants Class  | The infants should be encouraged to answer more loudly and clearly. Their practise in number should be chiefly with concrete examples. Their general condition is fairly good".  |

After a visit in December, 1909, H.M.I. commented in respect of children other than infants - "the children would profit by the introduction of some very simple forms of handwork, and by the provision of more abundant, well selected, reading matter".

Comments were not restricted to learning as such and some times H.M.I. record other requirements in the school log - "additional light required in main rooms. Gallery and desks should be replaced by individual desks" (November 1901). The arrangement under which children sat in long rows on raised tiers had derived from

the cost effective monitorial system. It seems that even the "good old days" experienced delays and the same recommendation had to be repeated in 1910.

The inspectors' entries tell us other interesting facts about educational facilities in Edwardian Baslow. We know that in November 1904, H.M.I. Burton visited the "Night School". Here we see the simple beginnings of a programme of adult education - probably limited at this time to woodwork classes for men.

Inspection of voluntary schools, like the one at Baslow, required the co-operation of the Church of England which, in a period of militant Anglican revival, had only been forthcoming after lengthy and bitter controversy. The concordat between the Archbishop of Canterbury and the Government meant that denominational inspectors (mostly clergymen) had worked side by side with lay inspectors from 1840 onwards.

The reports of Diocesan Inspectors were much more complimentary than those of H.M.I. Criticisms and suggestions for improvement were few - perhaps the visiting clergyman has always been at a disadvantage in examining the work of a teacher even when this has related to religious knowledge. The earliest recorded inspection took place in April 1897. The first part of the examination covered 'knowledge of the Old and New Testaments, Catechism and Prayer Book (Infants and Standard I being exempted from the latter), and the second half dealt with 'repetition of' scripture, hymns and collects, and Catechism. In addition, Standards IV-VII were tested in 'abstracts, or writing from memory'. There were six grades of result ranging from 'very good' through 'fair' to 'bad' and these were related topic by topic to the whole class rather than to individual children. The inspector commented favourably on the children's knowledge and attitude to work but the Infants and Standard I found the Old Testament something of a trial and only managed 'very fair'. The early inspections are recorded in the name of the Diocese of Southwell as the separate Diocese of Derby was not created until 1927. The early inspections appear to have been annual events and after 1906 the records mostly note the dates of examinations without indication of outcome - perhaps the reliability of their compliments began to prove an embarrassment. Only four diocesan inspections are recorded in the log after 1928 but it is safe to assume that more than this took place.

The early reports are generally satisfactory but one detects a continuing concern about the infants' class. The comments suggest that young children have their own special needs which should be recognised and provided for and that they ought not be regarded as miniature adults requiring a watered-down version of standard provision:

"The infants appear to be carefully managed and are making satisfactory progress in the elements. On the training side the needs of the children - especially of the younger ones - would be more fully met if brighter methods were employed and if physical movements were more frequent". (March 1908)

The inspectors were concerned about the effectiveness of individual teachers and those who failed to measure up to the job were soon obliged to try their hand at something else. A report of November 1911 suggested that the newly appointed infants' teacher should "pay some visits of observation to good infants' schools". Bakewell was considered such a school as the hapless girl was despatched there to observe. She was also given leave to attend kindergarten classes in Sheffield on Friday mornings. Within a year a further report whilst acknowledging that "she appears to have tried her best" concluded that "there is a marked deterioration in the condition of the class. The main defects arise from inadequate control and from some lack of skill in the application of methods of instruction". Inside another year H.M.I. reported that "these defects still remain". The teacher's resignation early in the Autumn is reported in the log, perhaps after some soul searching in the summer holiday.

The early reports of H.M.I. provide evidence of the way in which some headteachers tend to get tired as the years advance. From 1911 onwards there are indications that Mr. Matthewman who, recall in your charity, had been slaving away as Head since the school opened in 1876, was not altogether measuring up to the stringent expectations of H.M.I. He had lost none of his skill in class control but his teaching was becoming dated and he seemed not be helping the assistant teachers as much as he ought.

One's sympathy goes out to John Rhodes Matthewman who in March 1914 (38 years after his appointment) put his name to an undertaking given to the Education Committee in these terms - "I undertake in future to exercise such control with

respect to the infants' class as to be able henceforth to answer all the above questions in the affirmative". The listed questions included the following - "Are you acquainted with the syllabus for the infants and have you exercised your own judgement on its suitability? Do you from time to time report upon the progress made by the infants, and give suitable instructions to the mistress?" Mr. Matthewman was not the only head in the County to sign such an undertaking.

"Gardening and practical housewifery" had been suggested in H.M.I.'s report of 1903. There was some delay in the implementation of this suggestion but a letter dated 16th July, 1918 from the Board of Education in Whitehall to the Derbyshire Education Committee stated that:

"The Board are prepared to approve the proposed school garden for a full class of 14 scholars for the current special subjects year. I am to add that the area is small for this number (see paragraph 12(2) Circular 746, Suggestions for the Teaching of Gardening) and unless more land can be obtained the Board may have to consider the advisability of reducing the size of the class next year".

There must have been a sense of relief on somebody's part at receiving this approval because a log entry dated May 1918 reads "received 14 spades from the County Education Committee".

Similarly in a letter dated 23rd January, 1920, the Board approved "the use of the room shown on the enclosed plan for a class in handicraft of not more than 12 boys". These approvals show how tight a control the Board of Education in London exercised over developmental aspects of the curriculum. It is the sort of detailed control that the Department of Education exercises today over school building work. It also serves to remind us that freedom of the curriculum from government control does not have quite the antiquity that is sometimes claimed.

We know from a report dated January 1921 that 'senior woodwork and cookery' are taken in a hall across the road from the school. This is a reference to the Methodist schoolroom which was to be an invaluable asset to the school for the next 39 years. The twice yearly inspections continued and the new Head, Mr, H.W. Bloxham, appointed in 1919 earned the approval of H.M.I. in giving the school a renewed sense of purpose. A report of an inspection in June 1923 reads:



"It is a pleasure to meet with a school where the children are so thoroughly interested in their work, and respond so readily and intelligently when questioned. The above results are due in the first place to the thoughtful, progressive and energetic lead given by the Headmaster, and in the second to the support given by two assistant teachers who are applying with success the best modern practice".

We have by this time a clear concept of the extended curriculum. Education was no longer confined to the classroom. A visit to the Eagle Stone in March 1920 is typical and the objects of this visit are listed as:

1. Nature study in Yeld Wood.
2. Geography in Quarry.
3. Use of prism compass and clinometer.

We know that children took note books with them. About the same time we hear of a Miss Martin visiting the school to talk to the children about Italy "where she lived during the war". Children were taken to the recreation ground for organised games and rounders, cricket and football matches were played against local schools. Occasionally exercise had ulterior motives - "The last coke has been used and the schools are no longer heated. It has been necessary to vary the timetable a little - children have short frequent spells of drill or games in playground - to restore circulation". (April 1921). The boys did surveying in Chatsworth Park and the justification for altering the timetable in May 1922 so that boys could level a tennis court was offered in terms of their use of "water level, straight edge and spirit level". The Head recognised the need to recharge his own batteries and we read that in July 1922 he attended a two weeks geography course at Oxford.

This range of activity could hardly fail to merit recognition and after six years at the school, Mr. Bloxham was translated to the headship of a larger school at Somercotes. Mr. C.R. Allcock (who some parents will have met at the centenary thanksgiving service held at St. Anne's Church on 24th October 1976) signed in as Headmaster on 4th January, 1926. Visits by H.M.I.. on two or three occasions each year were still a feature of the life of the school. A report in June 1927 speaks of the school as "a valuable centre of the village life" and one that "provides a generous education for the children".

Certainly the needs of most children were now met but at this time we read of a ten year old boy being withdrawn because he was judged by the doctors to be "mentally deficient". This would have been the end of the road for this lad as far as education was concerned. A crowded school dealing with 4-14 year olds in three classes simply could not cope with handicapped children in need of special educational provision. Provision for these children in Derbyshire today is second to none but it took time to establish and in the early days those with the greatest learning handicaps were simply excluded.

During the late twenties and early thirties we read of annual summer visits to Liverpool, Chester, York, Nottingham and Leicester. Foreign places were reached in other ways and in December 1931 a visit to a cinema in Bakewell is recorded to see "Africa Speaks". The librarian visited regularly to replenish book supplies and in doing so offered opportunities for widened knowledge and experience. This log entry in 1933 - "pitches for football, netball and cricket have been allocated at sports ground for school use" - indicates the growing importance attached to the physical well-being of pupils.

At about this time we have the first detailed evidence about the age composition of the three classes that had comprised the school since the first recorded diocesan report of 1897. The lowest class consisted of the infants and Standard I. We know from a log entry of April 1933 that the average age of the Standard 1 children was 6 years 7 months which equates them roughly with today's top infants.

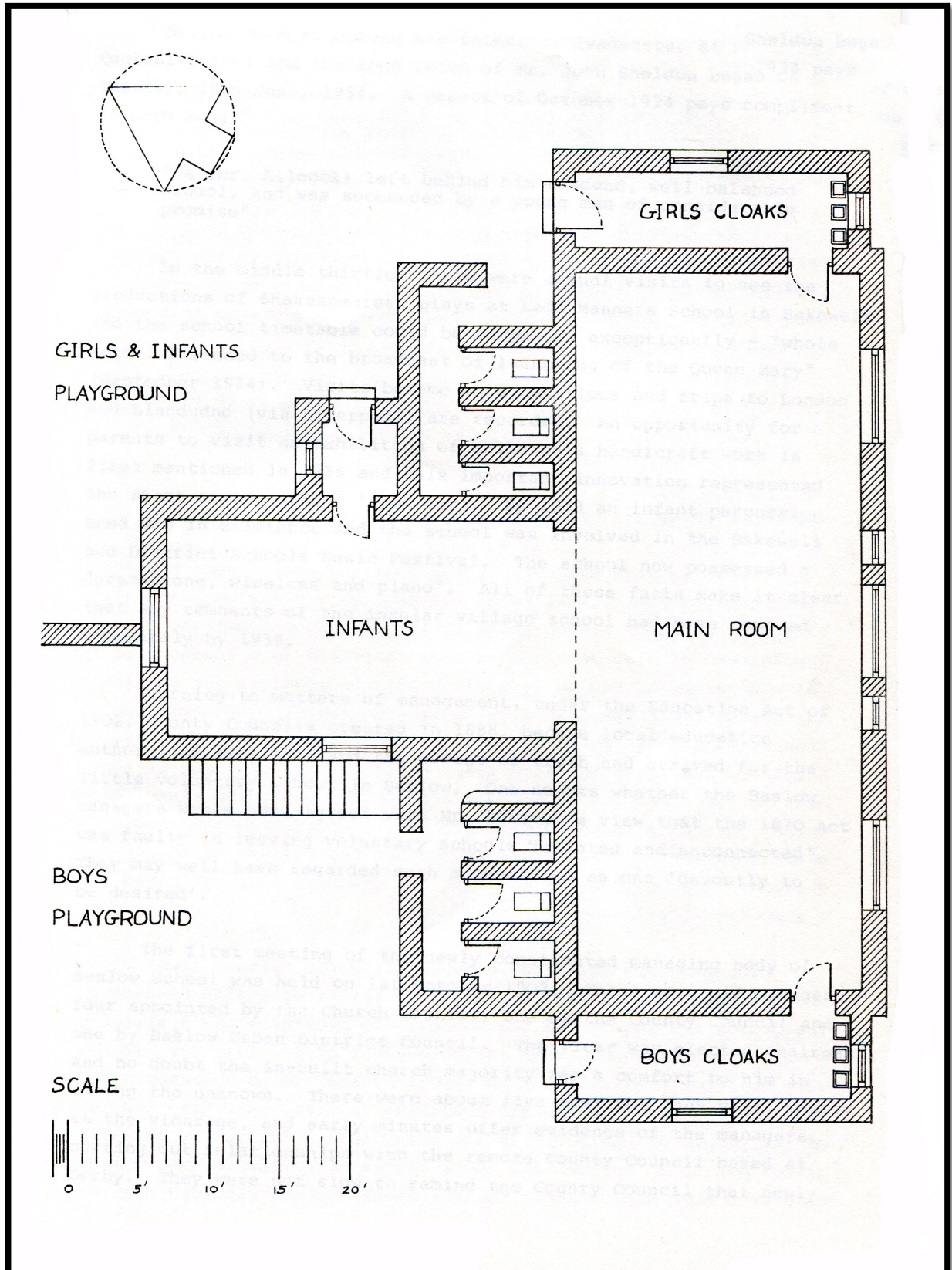
The youngest group in the class had an average age of 4 years 6 months so that the range of age, ability and aptitude in this particular class would have been quite wide. Small wonder that more than one infants' teacher fell down on the job. The average size of this class seems to have been about 25 and this must have made the task a bit easier. These children occupied the small classroom (floor area 390 sq. ft.) that still projects outwards towards School Lane. It is not surprising that the teachers were reluctant to allow children to move about once they had found their places, especially in the first quarter of the century when numbers in this class had been nearer 40. The other six standards (II-VII) consisted of children who today would be found in the junior department and the first two years of the secondary school - quite an age span but interestingly not dissimilar to the 8-12 middle school recommended

by the 1966 Plowden Report. There was, however, one major difference. The wide range was divided into only two classes - the lowest age group averaged 8 years 1 month and the group 12 years 11 months in April 1933. The split depended rather on the varying size of the standards. In the earliest days, standards II and III occupied the middle class with standards IV, V, VI and VII forming the top class. However, by the 30's to give a better balance of numbers standard IV was linked to standards II and III and the top class consisted of standards V, VI and VII. The 60 or so children included in these two classes shared the rectangular area (approximately 1,000 sq. ft) that constituted the main part of the school, known in the early days as the School Room. Each class would have concentrated in one half of the rectangle. Little imagination is needed to appreciate the size of the task confronting the teacher in such circumstances. In the crowded days of the 1920's three classes had shared this single space.

The sketch plan of the early school, reproduced on the next page, shows an open-plan T shaped teaching area designed to make maximum use of available space and to allow some flexibility. We know that later a sliding partition was introduced to separate the infants' classroom from the main room and that lower partitions were used to subdivide the large room. These partitions provided a degree of visual screening but would not have been sound proof. It is interesting to note this early example of the continuing debate about the extent to which teaching areas should be open or closed.

By this time there was a marked change in the activities followed by children when they left school. We can see this by considering the 32 children who had enrolled at the school in 1920. Four of them, two boys and two girls, left for Lady Manners School aged 12+. Four girls left at 14+, two for domestic employment and two to "stay at home". The eight boys who left at 14+ for work included those destined for "painting", "office work", "gardening at Chatsworth", and "being a bakers boy". Eleven left the village at various ages between 6 and 13 years to complete their schooling elsewhere and the register fails to record the fate of the other five.

# PLAN BASLOW SCHOOL



Mr. Allcock succeeded his father as Headmaster at Bakewell Central School and the long reign of Mr. John Sheldon began on Tuesday, 26th June, 1934. A report of October 1934 pays compliment to both men:

"He (Mr. Allcock) left behind him a sound, well balanced school, and was succeeded by a young man of considerable promise".

In the middle thirties there were annual visits to see the productions of Shakespearean plays at Lady Manners School in Bakewell and the school timetable could be suspended exceptionally - "whole school listened to the broadcast of launching of the Queen Mary" (September 1934). Visits became more ambitious and trips to London and Llandudno (via Liverpool) are recorded. An opportunity for parents to visit an exhibition of children's handicraft work is first mentioned in 1936 and this important innovation represented the start of the school 'open day'. By 1939 an infant percussion band was in existence and the school was involved in the Bakewell and District Schools Music Festival. The school now possessed a "gramophone, wireless and piano". All of these facts make it clear that any remnants of the insular village school had been removed completely by 1939.

Turning to matters of management, under the Education Act of 1902, County Councils created in 1888, became local education authorities (L.E.A.'s) and the moment of truth had arrived for the little voluntary school in Baslow. One doubts whether the Baslow managers would have agreed with Mr. Balfour's view that the 1870 Act was faulty in leaving voluntary schools 'isolated and unconnected'. They may well have regarded such a condition as one 'devoutly to be desired'.

The first meeting of the newly constituted managing body of Baslow School was held on 1st October 1903. There were six managers - four appointed by the Church Council, one by the County Council and one by Baslow Urban District Council. The vicar was elected chairman and no doubt the in-built church majority was a comfort to him in facing the unknown. There were about five meetings each year, mostly at the vicarage, and early minutes offer evidence of the managers sorting out relationships with the remote County Council based at Derby. They were not slow to remind the County Council that newly acquired powers implied new found responsibilities:

"Resolved that nothing be paid in respect of the blinds as they have been put in since the County Council took possession of the school. And this meeting is

further of the opinion that the County Council is under a misapprehension".  
(December 1903).

Rev. Jeremiah Stockdale M.A. can scarcely have enjoyed the experience of completing in 1903 his first return to the County Council entitled "Voluntary Schools: Preliminary Enquiry Form E.A. Form A". There is a fury in the hand that penned this comment in the "remarks" section:

"Baslow School and School House were built in 1876. The whole of the money was raised by me by voluntary contributions - no grants of any kind or from any source being made".

The underlining was his.

There is also evidence of the 'cat and mouse' game between L.E.A. and managers, well known to those on the inside. In July 1908, the managers recommended to the Education Committee the appointment of Miss Jennie Shaw from Sheffield as a teacher and "to allow a salary of £40 as it would hardly be possible for any teacher not having her house in Baslow to live on less". The Committee, true guardians of the rates, would not offer more than £32 10s. 0d. Miss Shaw, clearly a spirited lady, declined the offer and at the next managers meeting in November, the newly appointed vicar, James Smith, anxious perhaps to make his mark, reported that he had advertised for an uncertificated teacher who because of the qualification could claim of right the 'highest stipend' given to a supplementary teacher viz. £45!

The managers retained responsibility for certain items of maintenance. In May 1910 the Medical Officer of Health condemned the drains and instructed the managers to provide a new system. The work was commissioned at an estimated cost of £72 13s. 0d. There were no funds available but an appeal notice stated that the vicar and managers were going ahead confident in "the generosity and justice of the people of Baslow". In the event this local spirit was not altogether up to scratch and their Graces of Devonshire and Rutland were once more approached. Their response is not recorded but the account was not settled until August 1912.

The involvement of the County Council brought a range of new people into contact with the school. The school attendance officer started to pay weekly visits from 1903 and regular visits by their successors, re-named education welfare officers, have

continued until today. There were visits by the sanitary inspector, the nurse and the dentist, the architect and surveyor. Some were more successful than others - "notification received of visit of school dentist at 11.30 - parents warned but dentist did not arrive until 1.30 - much inconvenience caused by office error". (October 1920). There seemed to be no end to what could be provided as we learn from a log entry of 1909 "received first consignment of (12) tooth brushes from County Council". There were also visits by county auditors checking stock and requisition books.

There is no suggestion from the minutes of their meetings that the managers took any interest in the educational work of the school. They presumably felt that this side of things was a matter for the Head and certainly before 1936 he was not normally present at their meetings. They saw their task in terms of premises, the appointment of staff and the approval of holidays.

School holidays were not as long as they are today when most schools are in session for only 190 days in every year. The following pattern of terms for 1912 at Baslow gives a clear idea of application:

Monday, 8th. January	Thursday, 4th April
Monday, 15th April	Friday, 24th May
Monday, 3rd June	Friday, 26th July
Monday, 26th August	Tuesday, 24th December

This meant that 218 days were worked. A simple bonus incentive scheme operated alongside this basic arrangement - the managers awarded a half day holiday per month providing the average attendance was over 90%. It also seems that the managers could award a further ten half days holiday if they so wished. The overall scheme of holidays was approved annually - the main arrangements were made by the County with a small number of extra holidays being awarded by the managers at their discretion. The log shows that each year in the period 1897 – 1913 various 'charity and attendance' prizes were presented to children in the few days immediately before Christmas. £14 - no mean sum at the time - was distributed by Dr. and Mrs. Wrench on 22nd December 1910. In order to qualify pupils had to maintain a very high attendance, and many came to school despite severe illness to



ensure their Christmas bonus. The practice fell away with the war and was not renewed until 1930 when 'merit and attendance' prizes appeared. 'Prize giving' occurred at the same time of year and continued up to December 1969. For the last six years the school has received a lump sum (£30 in December 1976) for extra educational equipment. In each case the money has come from the 'Baslow Charities'. When Stanton Ford School closed, its endowments were transferred to Baslow and Calver National Schools, thus satisfying the Charity Commissioners and providing a continuous thread in Baslow Education from 1694 to the present day.

The managers seem not to have met at all during the period of the first world war, when they may have been otherwise engaged. The fact that only two meetings are recorded as being held between July 1920 and March 1929 is less easy to explain. Doubtless the vicar took whatever action was necessary during such latent periods.

Some issues that will be familiar to parents seem incapable of resolution. In May 1925, Mr. Bloxham recorded in the log his request that rails be placed along the pavement edge in the interest of child safety. The vicar took the suggestion to a meeting of the local council who decided against because lack of street lighting would make rails dangerous to the public. As a concession it was agreed that road signs should be re-painted and moved to a more conspicuous position. This begins to sound familiar. In 1946, the managers requested the provision of "barrier rails outside boys' and girls' exits in the interests of road safety". It transpired that the County Surveyor would not allow barriers owing to the narrowness of the pavement (at least the reason had changed) and that he was passing the responsibility to the County Architect. Perhaps as a further concession, barriers were finally provided inside the playground. Bearing in mind that parents' cars are the main hazard to children, the matter has yet to be resolved to the satisfaction of many parents.

Records of meetings in 1931 show the managers' ability to take the wider view. They decided not to ask the Education Committee to replace a teacher who had resigned, because the Head indicated that he could re-group the upper school children into two classes - "owing to the financial position of the country, it was the duty of every citizen to effect economies where possible". For the same reason when the managers met in their capacity as Local Higher Education Committee they decided to abandon winter evening classes. Mr. Alcock,, clearly a true educator, made a 'strong



plea' claiming that it was unfair to single out Adult Education for a complete cut. He won some time, a decision was deferred and he was asked to ascertain local demand. Mr. Allcock produced twenty names and a weekly woodwork class for 10 weeks was agreed. The tutor, a local joiner, would be paid 4s. 0d. per hour and those attending would be charged 1s. 6d. per head - with the return of 6d. for good attendance.

Inflation was not much in evidence. In 1903 the rental for the school house was fixed at £18 per year. After re-wiring in 1934 at a cost of £9. 12s. 0d., the rent was fixed at £20 rising to £24 after two years.

We are offered some interesting glimpses at history through records of meetings. In December, 1934 Mrs. Fletcher was allowed to remain in her post as a teacher for six months following her marriage. In addition to the events of school life the log books also outline the major events in the life of the nation. The marriages and deaths of the Royal Family are faithfully recorded as are the coronations of monarchs. There is no direct reference to the 1914-18 war apart from the noting of a holiday on 30th June, 1919 ordered by the "Managers owing to signing the Peace". The annual Christmas party arranged for the children by the Duke of Devonshire, mostly at the Edensor Institute but occasionally at Chatsworth, are noted from 1938 up to 1951. Local events are also featured. The school was closed on 14th May, 1925 so that children could attend the opening of the new Baslow bridge and closed early on 3rd July, 1933 so that children and staff could "view the arrival of the King at Chatsworth". The Head was absent on duty as a special policeman on 25th September, 1945 for the opening of Ladybower Reservoir by the King and Queen. The wedding and coronation of our Queen are recorded and one does not doubt that the Silver Jubilee celebrations will be mentioned in 1977 as was a similar event, involving Her Majesty's grandparents, on 3rd May, 1935.

If the first world war seemed not to affect Baslow School, the second war had a very marked impact indeed. As if sensing this the Head made a simple log entry in these terms:

"Sunday, September 3rd , 1939 - War declared at 11.00 a.m.".

One immediate, if bizarre, effect of the new war was to cut off at a stroke the holding of the Remembrance Service which had taken place on every 11th November day since its inception, the last service being held in 1938. Similarly, Empire Day celebrated, often with patriotic songs, on every 24th May did not survive beyond 1945. There were more pressing needs to consider.

A flurry of extra activity by H.M.I. occurred in 1939 to discuss provision for the vastly increased numbers resulting from the influx of refugee children. By September 1939, a shift system was in operation - "Baslow children attending from 9.00 - 12.30, evacuees 1.30 - 4.30 alternate weeks". By 1941, the 86 Baslow children in the school had been joined by 26 evacuees from Manchester and 26 from Sheffield. The number on roll was now 138 and four classes were formed by sending the senior class to the Stockdale Institute. Within two years there was a reversion to the three class pattern with total numbers between 80-90, similar to the pre-war years.

The A.R.P. Warden started his monthly visits to inspect gas masks. The children used them one way or another, because there are frequent references to defective and damaged ones being sent for repair. The blacking out of the school was undertaken in December 1941 - the windows had already been covered with curtain net as a blast precaution as early as August 1940. The omnipotence of the black out meant that from late November to early February, the opening of school was postponed from 9.00 a.m. to 9.30 a.m. The outstanding event of 1943 is recorded as the opening of the school canteen at the Stockdale Institute in June - "25 scholars received an excellent dinner". 1/3 pint of milk was provided for all children. In the next year the Head reported to the managers that £300 had been collected for national savings, that older pupils had provided 200 half days of help for local farmers (absence permitted "under Regulation 29 and 30 of Part XII of the Defence (Agriculture and Fisheries) Regulations 1939:"); and that for an outlay of £2, the school garden had provided produce to the value of £20. In August, 1946, the Director of Education wrote to the Managers to outline the Education Committee's proposals for the future of Baslow School as part of the Development Plan for the County required by the 1944 Education Act. To the managers it was 1902 all over again and they protested unanimously and with spirit "against the County Council's proposition to take over the school".

The proposal was to adapt and extend the school for 5-11 year olds and to transfer older pupils to Bakewell. There was to be provision for nursery children (a standard aim at the time but only just becoming a reality in the urban parts of Derbyshire and not likely to be seen in Baslow for some time yet). The Committee proposed the closure of Pilsley School and the absorption of its children into an extended Baslow School. The Duchess of Devonshire had other ideas and a remodelled school as Pilsley still flourishes! The managers at Baslow had less success and by 1950 they applied to the County Council for 'voluntary controlled' status and the trustees transferred the school buildings to the Education Committee. As a 'controlled' school, Baslow is fully maintained by the Education Committee, neither the managers nor the diocese having any financial responsibility for this category of church school. Of the six managers, two are known as 'foundation' and are appointed by the Diocesan Council for Education after consultation with the Parochial Church Council (the vicar being ex-officio): and the other four are called 'representative', two being appointed by the County Council and two by the Parish Council. As a church school, Baslow could have chosen 'voluntary aided' status. This would have kept the school more independent of the County Council, would have guaranteed denominational religious education, and the Church's foundation managers would have constituted two-thirds of the managing body. However, the financial implications were considerable as the managers would have incurred certain maintenance liabilities and would have had to pay half the cost of any alterations or extensions to the buildings. Also the decidedly denominational character of the 'aided' school as compared with the 'controlled' school is not popular with all parents when, as in rural areas, there is no reasonable alternative school. All in all, they probably made the wiser choice. As a voluntary controlled school, the important historical links between church and school in Baslow are maintained. To signify Baslow's part in the national 'dual - system' of church provided and county provided schools, the name of the school was changed in 1950 to incorporate the name of the mother of the virgin, to whom the parish church is dedicated, so that we know it today as Baslow St. Anne's C.E. Primary School. The vicar of the parish, Rev. E.J. Walser, like his predecessors is Chairman of the Managing Body and visits the school regularly, taking morning assembly weekly.

The next recorded report by H.M.I. is dated July 1950 and speaks of the "unflagging zeal and enthusiasm" with which the Head has directed the school. It also mentions

the re-organisation of the previous year - a reference to the end of the village all-age (5-13) school, the transfer of older pupils to the secondary school in Bakewell in January 1949, and the change of Baslow into the 5-11 primary school that we know today. This re-organisation serves to remind us of the size of the job that had faced the staff from 1876. If we take 1943 as a typical year for Baslow as an all-age school we have this pattern:

	<u>Numbers</u>	<u>Age Range</u>
Senior Class	29	9-13
Junior Class	36	6-11
Infants' Class	26	5-7

It must have been very challenging for these teachers, especially at the top of the school, to provide for such a diverse age range within one class. From January 1949 the three classes in the school took on the more manageable pattern of upper juniors, lower juniors and infants.

The following table show the improving standards set nationally for school buildings over the years and reinforces the view that teachers in the early part of our story were working in circumstances that were demanding in every respect:

	<u>Recognised Child Capacity</u>		
Size of Room	<u>1903</u>	<u>1921</u>	<u>since 1950</u>
Infants' Classroom - 400 sq. ft.	48	42	22*
Mixed Schoolroom - 1,000 sq. ft.	125	100	64*

(\*The post 1950 capacities assumed that there would be a hall in addition to the classroom teaching spaces).

It was not until 1963 that Derbyshire was able to complete the replacement of the former pattern of elementary and higher education by the 'continuous process' of primary, secondary and further education required by the 1944 Education Act.

From 1949 the log records each year the holding of parts 1 and 2 of the grammar school entrance examination. This continued up to 1972 when a further re-organisation, this time of secondary education, led to the extension of Lady Manners School at Bakewell to form a comprehensive school to which all children can be admitted at 11+ without reference to ability or aptitude.

Parental expectation was unleashed upon the educational world in the post war years. They looked for improving standards in all respects. By 1960, dissatisfaction with poor and inadequate accommodation had led to open revolt. In October of that year the Director of Education was informed that if he did not reply within 2-3 weeks about improved washing facilities for pupils a meeting of parents would be called "to which the press would be invited. His reply was good enough to cause the managers "to await further developments". The wash basins and storage heaters were installed during the summer holidays of 1962 and the extended and remodelled school that we know today was opened officially on 26th November, 1966. The Assistant Director responsible for this work is the present Director of Education for Derbyshire.

The maximum numbers in the first year of the extended and remodelled school were only 87. This was roughly the level of the previous 30 years but the birth rate of previous years and the migration of young families into the village, indicated that a rapid increase in numbers was imminent. Within two years numbers leapt to 117 and a slower increase continued afterwards. Apart from the 1941 period of the evacuees, the highest recorded numbers occurred in the school year 1974/75 when 129 children were on roll. If this number was exceeded in the pre-1900 period it cannot have been bettered by much. More children has meant more teachers. Leaving aside the pupil teachers of the early days, Baslow School has mostly had three teachers. This increased to four in 1967: further part-time hours were added until a staff of five teachers was reached in 1975.

## REFLECTION

What are we to make of this first 100 years of history of Baslow School?

Our story has been one of growing expectation. As with so many things, the rate of this demand has been particularly marked in the post war period. Certainly there was change before this time but its nature was gentle so that its gradual impact was

better understood and its modest intention made errors less significant. We have come a long way in one hundred years but some of the fast and furious developments of the last 30 years have been superficial and others of real substance have sometimes been misinterpreted by those whose eagerness has outrun their power of thought.

Today we find ourselves in a period of reflection and reconsideration. The Prime Minister has called for national debate on education reminding schools that they are accountable to the public, and can reasonably be expected to give an account of their stewardship. At a time of crisis of confidence there is a risk that sentiment and our instinct for dry ground may persuade us, ever so gently to revert to what has been called a "common core curriculum" which may distort, rather than underpin, important objectives of schooling. Even if the core is designed to occupy a modest space on the timetable, only the most confident teachers will avoid devoting the lion's share of their and their pupils' energy to it. What status the esteem will the rest of the curriculum carry? Let us just remember that we have been this way before. The view that education is the conveyance of a kit of knowledge that will get you through life is propounded early in our story.

Edmond Holmes, Senior Chief Inspector of the Board of Education, who had been responsible for supervising the "payment by results" system, wrote a book in 1911 roundly condemning the teaching methods that has been used during the previous thirty years:

"In nine schools out of 10 on nine days out of 10 in nine lessons out of 10, the teacher is engaged in laying thin films of information on the surface of the child's mind and then after a brief interval he is skimming these off in order to satisfy himself that they have been duly laid".

"The state in prescribing the syllabus which was to be followed in all the subjects of instruction by all the schools of the country without regard to local and personal consideration was guilty of one capital offence. It did all the thinking for the teacher, it told him precisely what to do each year in each class, how he was to handle each subject, how far he was to go in it, and what width of ground he was to cover".

Holmes paints a bleak picture in attacking methods which demanded 'blind, passive, mechanical obedience'. Superficiality has no place in the educated mind and we should never neglect what happens "in the child's heart and mind and soul, beyond the reach of any measuring tape or weighing machine".

A sense of perspective usually assists informed debate and we do well to remind ourselves of the antiquity of so called modern thinking about primary education. In 1861 the Newcastle Commission complained strongly about the 'mere mechanical routine' of learning that characterised schools of the day. Moving to a half way point, the tone of the teachers' handbook produced by the Board of Education in 1905 shows a perceptive appreciation of the essential relationship between teacher and child.

"The teacher must know the children and must sympathise with them, for it is of the essence of teaching that the mind of the teacher should touch the mind of the pupil. He will seek at each stage to adjust his mind to theirs, to draw upon their experience as a supplement to his own, and so take them as it were into partnership for the acquisition of knowledge".

The Hadow Report of 1931, before most of the parents of today's primary children were born, said:

"We are of the opinion that the curriculum of the primary school is to be thought of in terms of activity and experience, rather than knowledge to be acquired and facts to be stored".

Let the debate about education, begun in the centenary year of Baslow School, be open and informed. Let us seek a clear and unequivocal declaration of the importance of the basic skills without which no child can hope to find a secure place in life. Professional educators must admit others to their mysteries and recognise that they have contributed to the crisis of confidence by fudging issues that seem plain to parents and by giving the impression of running for cover. But as we get older, we should recognise the danger of falling into the trap of re-interpreting our childhood recollections and of re-writing history so that it may receive them comfortably. The acquisition of basic skills can be achieved within the context of the wider' educational experience that now characterises Baslow School. Before we rush to display our various prejudices., let us consider our children - their appearance, their nature, their

perception, their knowledge, their understanding, their range of skills and interests - so that we may reflect fairly on the degree of progress that has been achieved. If providers and receivers approach the debate with a degree of humility there is a fair chance that we shall find common ground and advance the interests of our children and of our children's children.



## **PART 3 THE PRESENT**

### **THE SCHOOL TODAY**

In 1966 the buildings of St. Anne's C.E. School, Baslow were remodelled and extended as a result of the rapid increase in the population of the village. Two new classrooms, a hall, kitchen, and indoor toilets and cloakrooms were added to the school enabling parts of the original building to be used as a library, staffroom and office. This ideal state of affairs did not last for long, however, and by 1970 all five rooms were being used as classrooms as the number of children on roll had risen to over 120. In this centenary year of 1976 the position is much the same with 123 children in the school divided into five classes according to age. The five members of staff (Mrs. A. Bartlett, Mrs. E.M. Hephher, Mrs. J.E. Smith, Mrs. D. Shand and Mr. P. Clark) are all fully qualified teachers with a great deal of experience in the teaching of primary school children.

As a primary school the school caters for the educational needs of children between the ages of five and eleven. Most children are fortunate enough to be admitted to the reception class at the beginning of the term in which their fifth birthday occurs and they remain at the school until the September following their eleventh

birthday. At this time they transfer to Lady Manners School, which became fully comprehensive in 1972, in which year the eleven plus examination finally disappeared. During a child's stay at Baslow School our general aims may be summarised as follows:-

1. To provide a secure, interesting and stimulating environment in which children can develop intellectually, physically, spiritually and emotionally.
2. To give instruction in the basic skills of speaking, listening, reading and writing, bearing in mind that language development is directly related to the whole development of the child.
3. To help the children acquire mathematical concepts related to their mental age in order to give them the confidence and ability to deal with a problem alone.

4. To raise individual talent or skill to a higher level and to give help in overcoming any special difficulties.
5. To teach children to work together in harmony as a group in order to achieve a common purpose.
6. To encourage good taste and aesthetic appreciation.
7. To make full use of the local environment to provide experiences for developing physical, social and intellectual skills.
8. To lead the children towards self-discipline and encourage an altruistic approach to life.
9. To build in each child the ability to discriminate between fact and opinion in order to reduce the effects of mass persuasion and propaganda.
10. To give security by a certain amount of routine, yet train the children to be adaptable so they will be able eventually to face the demands of society.
11. To nurture a love of learning and books so that leisure time will never be a time of boredom.

The aims of a school give a general idea of its educational philosophy, but it is the art of teaching which determines whether the aims will be fulfilled or not. In recent years psychologists and research workers have published a great deal of information on how children learn and this knowledge has been incorporated into modern teaching method. In mathematics the infant child works with structural apparatus whilst he develops conservation of number and measurement, but as the ability to manipulate abstract symbols and think logically increases, the need for apparatus decreases until no "props" are required whatsoever. From the first term in the school every child follows a graded course in mathematics with every step of the way being recorded. In six years we progress from the early sorting, matching, one to one correspondence activities of the reception class to problems involving percentages, decimals, fractions, area and volume during the final year at the school.

A similar progression is followed in the development of language ability throughout the school. The 1975 Bullock Report (A Language For Life) reaffirmed what many teachers already knew about the teaching of language, and the following recommendation had been in effect in many Derbyshire Schools, including ours, before the report was ever published. "Each school should have an organised policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling".

As in mathematics a careful check is kept on a child's progress in reading. In his early days at school a great deal of time was spent on pre-reading skills. These skills include exercises in visual and auditory discrimination, individual letter sounds, and the building of a basic sight vocabulary. Word attack skills are widened as a child progresses and understanding what is read and enjoying reading is what we aim for rather than the ability to bark out sounds from a set of given symbols. By the time a child is approaching the age of eleven he should have acquired advanced reading skills of scanning and skimming, and literal, inferential and evaluative comprehension skills.

Insight into some aspects of the rest of the curriculum may be obtained by a consideration of the psychological characteristics of primary school children. A good teacher will use these characteristics to help the learning process.

a) The children have a love of make believe. This is often used in drama lessons when incidents from history or stories can be re-enacted. Pupils will also make up their own stories and present them as plays.

b) Children are creative and time has to be allocated in art and craft, needlework, writing and music for them to use this creative ability. The teacher's role here is to teach the children new techniques and give them an opportunity to work with various materials so that creative ability will flourish.

c) Children enjoy collecting. They will contribute to a centre of interest table or collect pictures relevant to a class project. Objects brought to school by children often provide a starting point for discussion, writing and reading to find out about a new topic.

d) Children have a good visual memory and to reinforce learning, pictures, maps, models, films and filmstrips should be used.

e) They are suggestible and will usually accept advice on how to improve a piece of work. In this way a high standard of presentation and content may be achieved.

f) They are curious, they want to know how things work or what happens next in the story. This curiosity gives rise to many starting points in science and with help from an adult, children are able to set their own scientific problems and devise experiments to test simple hypotheses.

g) They have a love of adventure. This can be catered for in school visits to somewhere new, or in games and P.E. lessons using the apparatus. These activities also cater for the gregariousness of the children as they can play or work with a small group of friends.

h) Children take pride in their achievements. They like to have all their sums marked right or to produce a model or painting which is admired by all their friends. In written English we encourage the children to produce something in words which gives them as much pleasure as a finished painting or model.

These then are the characteristics that we try to make use of in our teaching. We also try to cover a wide range of subjects so that all the children will have received a good general education by the age of 11. Timetables today are much more flexible than they were twenty five years ago but during the course of a week the following subjects should have been covered in some way:- Mathematics, English, History, Geography, Science or Nature Study, Music, Art and Craftwork, Religious Education, Physical Education and Games.

If the curriculum provides the skeleton of a school's work there are other activities which add flesh to the bones and improve the quality of school life as far as the children are concerned. In Baslow, we are fortunate to have a school choir and percussion recorder group whose concerts give a great deal of pleasure to the village as a whole. Membership of the choir is voluntary and is open to all pupils who can sing in tune. We hope that many of our pupils will acquire a life long love of music through such membership.

For a small village school we also endeavour to provide opportunities for children to participate in a wide range of sports. The boys play soccer and cricket, the girls netball and rounders, and whenever possible inter school matches are played. We hold an annual sports day in which all pupils participate in a team situation, and our better athletes represent the school in Bakewell and District Schools Sports. Our swimmers have built up a fine reputation over the last few years with many successes in inter-school swimming galas. This success is principally due to the interest and encouragement of parents, although the older children have an opportunity to swim in the Chatsworth Baths every week as part of their normal school lessons.

School visits have come to be accepted as part of the life of an active primary school, as they can supplement normal project work as well as providing fresh opportunities to initiate classroom follow up work. In recent years we have had four day residential visits to Snowdonia (twice) and Norfolk together with shorter visits to York, Chester, Twycross Zoo, The Dinting Railway Museum, Crich Tramway Museum, Kinder Scout, The Manifold Valley and Castleton. Fortunately we have always returned with the same number of children (and staff) as we set out with and the weather has usually been kind to us.

In recent years the Parent Teacher Association has made a marked contribution to the education of the children in the school by providing various items of equipment. In audio-visual aids the P.T.A. has provided a colour television, a thermal heat copier, and a cassette tape recorder. Our reference library has benefited from a continual supply of books, and musical instruments and craft materials have been supplied by the P.T.A. Educational visits have been subsidised and parents have given their time generously to stage the annual bonfire and fireworks display, and to help with our school sports day with its following presentation of certificates. In this centenary year each child will receive a class photograph, a metal commemoration badge and this booklet as a result of the association's work. A large aerial photograph of the school, which will be displayed in the entrance hall, will be the P.T.A.'s gift to the school.

I should like to be able to conclude this article by looking at the course primary education will take in the coming years, but we are experiencing such rapid changes in society at the moment, predicting the future is a very difficult task. It does seem

likely however that there will be some movement back to more formal methods of teaching, and that financial provision for education will be aimed at maintaining existing standards rather than improving them. The continued support of parents may well offset the latter situation in our school, whilst for our part we will strive to improve the basic skills of the children by mixing the ingredients of the three R's with the three I's, :- insight, imagination and interest.

## **THE MANAGEMENT OF BASLOW SCHOOL**

The day-to-day running of Baslow School is in the hands of the Headmaster and his staff, but administration and finance is under the control of the High Peak and West Derbyshire Area of the Derbyshire Education Authority. Between the two, stands the local Management Committee, whose function is primarily to act as liaison between the School and the L.E.A., and to ensure that local interests are safeguarded.

For Baslow School there are six Managers. Because it is a Church School, the Vicar is ex officio one of the Foundation Managers and is usually, but not necessarily, Chairman of the Managers. Of the other five, two are appointed by the L.E.A., two by the Parish Council, and one by the Diocesan Council of Education on the nomination of the Parochial Church Council.

The present Managers are: Mrs. A.K. Hirst, Councillor, C.B. Hoole, Mr. R.N. Horne, Mr. A. Turner, Mrs. E. Wilkes, and the Vicar. Mrs. M.E. Bowles has recently retired from the Committee after serving for over fifteen years. The Clerk to the Managers is Mrs. B. Himsworth.

## **BASLOW SCHOOL PARENT TEACHER ASSOCIATION AND CENTENARY YEAR**

Baslow School Parent Teacher Association was founded in the late 1950s. Then, as now, its main purpose was to support the school in any way it could. In 1974 a new constitution was adopted; now all parents and teachers are members and the Committee consists of three officers, twelve parents and the teachers, with the Headmaster as President. The objects of the association are to advance the education of the pupils of the school by providing and assisting in the provision of facilities for education at the school, and in doing this it may

- a. Foster more extended relationships between the staff, parents and others associated with the school and
- b. Engage in activities which support the school and advance the education of the pupils attending it.

Since 1974 it has become a very active group in the village. Gross income from Dances, Discos, Sponsored Walks, Draws etc. has increased from £77 in the year ending March, 1974 to £667 and £463 in the succeeding years. Major items bought for the school are listed elsewhere and the funds provide a useful reserve for extra items needed from time to time. Social events have brought together parents and teachers at such events as Cheese and Wine Parties, a School Bonfire and Fireworks Display which is patronised by the whole village, and NEW YEAR'S EVE Dances have already become annual events.

The Centenary of the School in 1976 presented both the school and the Parent Teacher Association with a challenge. The school responded by preparing an exhibition of the school in 1876 and 1976, and a display of Victoriana and Old Baslow, supported by a programme of concerts and receptions. The Association revived an old tradition in Walking the Baslow Parish Boundary and held a Centenary Church Service and Dinner. Its major event was a Carnival, timed to coincide with the School Exhibition and Church Flower Festival. Initially the Committee was not enthusiastic, but an open Village Meeting in November, 1975 met with such a response that a Carnival Sub-Committee was immediately set up, including four village members. Initial monthly meetings became fortnightly and then weekly. It is invidious to pick out names as everyone worked hard, but mention must be made to John Cartledge who provided expertise, inspiration, and his lorry, and Wilf Milner whose tact and skill as Chairman and Chief Trouble Shooter kept us together and sorted out numerous problems. Earlier events included a Mini-market, a Disco and the Carnival Dance during which the Queen was selected; at the same time, various societies helped the Association raise £350 to cover expenses in case of financial failure.

The Carnival on 10th July, 1976 was blessed with a magnificent sunny day and, except for a few hitches, went perfectly. The Carnival Queen, Miss Julie Thorp, was

crowned at Nether End at 2 p.m., then mounted her garlanded dray and led off a procession of decorated floats, two bands and children in Fancy Dress, Majorettes and Chandeliers. It included twenty-two vehicles and in all was a grand show. The Duchess of Devonshire officially opened the Carnival just after 3 p.m. before helping to judge the floats, the Fancy Dress Parade and the visiting Queens. Centre Ring events followed - Majorettes, Tug of War, Bands, Gymnastics. At 6.30 p.m. came the Grand Finale, the ascension of a Hot Air Balloon. Meanwhile, twenty-three local stalls and some commercial ones, did a good trade. Finally the day was rounded off by a Sheep Roast and Barbecue with liquid refreshments and piped music - and Mr. Laycock's bagpipes.

There is no doubt that the event was a major success, to be noted in the annals of Baslow History. About 2,500 attended and everyone enjoyed it. Baslow agrees that it was the best Carnival in memory and visitors have conceded that it was the best in the district. Several factors contributed to this success: the weather was fine, events were on time and rapidly followed one another, there was a good variety of stalls available and most important of all, there was the superb exhibition in the School and a delightful decoration in the Church.

There were, of course, minor disagreements and failures. A few resented the admission charge of twenty pence: more resented the absence of toilet paper in the Ladies' lavatories. Some judges missed their tea, and there was confusion over the teas for the visiting Queens. Too many people got into the Centre Ring and the procession was so early that the Duchess was stopped by the Police and could not get to the School as planned.

Financially, all went well. The stalls at the Carnival kept their own takings - £700 in all. The 'Float' money was returned to the people who raised it and the overall profit was £150. From its share of the float, its stalls and the final profit, the Parent Teacher Association benefited by £250. Part of the profit has been used to provide a commemorative medallion for each child and a centenary photograph of his/her form. It is also paying for this booklet, the fruits of research into the history of the School.



## LIST OF PUPILS

## Age on 31.8.76

Joanne F. Lovett	11.11	Emma C. Payne	10.3	Andrew Thompson	8.6
Gary M. Cooke	11.10	Caroline M. Woodworth	10.1	H. Vann Jenson	8.5
Nicholas C. Whitworth	11.9	Nigel Hopwood	10.0	John M. Watts	8.5
Jennifer Holmes	11.9	Sean S. Galder	10.0	Sarah I. Hubbuck	8.4
Carolyn A. Brock	11.8	Mark Thompson	10.0	Kathleen J. Hopwood	8.3
Simon Martin	11.7	John P. Gibson	10.0	Naomi Dalrymple-Smith	8.3
Patricia A. Royle	11.6	Elizabeth Smedley	10.0	Philip Swindells	8.3
David J. Fogg	11.5	Mark Dalrymple-Smith	9.11	Jane E. Clark	8.2
Ian T. Hulley	11.5	Serena J. De Morgan	9.10	Helen E. Milner	7.11
Jane S. Woodworth	11.5	Fraser J. Innes	9.10	Rebecca V. Hill	7.10
Timothy J. Clark	11.4	Adam P. Carter	9.10	Fiona Innes	7.10
Russell W. Brown	11.4	Peter A. Furness	9.9	Russell B. Baldwin	7.10
Christopher Hubbuck	11.3	Andrew Chambers	9.8	Rachel Cartledge	7.9
Andrew P. Gilbert	11.3	Maria C. Taylor	9.8	Sara Nevison	7.8
Duncan M. Birchley	11.2	Siobhan P. Schurer	9.8	Rachel Garrett	7.6
Oanna Carter	11.2	Anna M. Pelly	9.7	Richard R. Fletcher	7.5
Jane M. Furness	11.0	Rachel C. Hill	9.7	James P. Peel	7.5
James W. Furness	1.0	Simon D. Job	9.6	Katie J. Walker	7.5
Andrew J. Hindley	11.0	Linda Guest	9.6	Catherine A. Lovett	7.4
Stewart R. Ivory	11.0	Gaynor Lovett	9.5	Richard D. Henshaw	7.3
Fiona H. Rawlings	10.11	Mark Rawlings	9.5	Christoph. R Cartledge	7.3
Katherine Hirst	10.11	Robert J. Holmes	9.4	Emma Z. Stevenson	7.2
Julian M. Raley	10.11	Lindsey J. Tomlinson	9.4	Timothy W. Roberts	7.1
Karen I. Wilson	10.10	Christoph. D. Whitworth	9.1	Mark Godfrey	7.1
Catherine J. Evans	10.9	Paul Brock	9.1	Jason Bown	7.1
Nicholas M. Tomlinson	10.9	Laura Brown	9.0	Juliet M. Armitage	7.0
Richard M. Butt	10.8	Jacqueline Garrett	8.11	Andrew Marsh	7.0
Gwendoline S. Milner	10.7	Josephine Garrett	8.11	Margaret Bradley	6.11
Geoffrey P. Moulton	10.7	Joanne H. Tinsley	8.11	Michelle C. Powell	6.9
Kathryn S. Henshaw	10.6	Phillippa J. Birchley	8.10	Geoffrey M. Dunn	6.9
Alison J. Swindells	10.5	Katherine Penrose	8.10	Christopher P. Clark	6.8
Kathryn Nevison	10.5	+ Linda J. Cooke	8.10	Jacqueline C. Moulton	6.8
Angela H. Pinder	10.5	Matthew J. Evans	8.9	Tracey A. Watts	6.7
Jamie D. Martin	10.5	David G. Yates	8.9	Richard B. Village	6.6
Samantha J. Jenson	10.4	Ian J. Ivory	8.7	Richard Keer	6.5
Jonathan J. Cartledge	10.3	Sarah-Jane Cater	8.6	Kate Watson	6.5
Sarah K. Proudfoot	6.4	Fiona J. Bradley	5.9	Julian L. Prior	5.2
Claire Thompson	6.3	Susanna M. Peel	5.8	William Birmingham	5.1
Victoria A. Cater	6.3	Cath. M. De Morgan	5.8	Richard T. Pinder	5.0
Michael Tinsley	6.2	Graham J. Ivory	5.5	Justin S. Taylor	4.11
Adam L. Chadwick	6.1	Sally E. Roberts	5.4	Erika L. Marsh	4.10
Bridget A. Evans	6.1	Joanna Bethell	5.4	Nicholas M. Job	4.10
Francesca J. Muscroft	6.0	Ruth Dalrymple-Smith	5.3	James A. Beverley	4.9
Julia C. Patterson	5.11	Peter A. Cartledge	5.3	Matthew P. Fletcher	4.7
Sarah L. Fearn	5.10	Kevin A. Stevenson	5.3	Sarah P. Mettam	4.5

## **Members of P.T.A.**

(Elected 8th March 1976)

### **Officials**

President	Mr. Peter Clark (Headmaster)
Chairman	Mr. Wilfred Milner
Secretary	Dr. David Dalrymple-Smith
Treasurer	Mr. Eric Fogg

### **Parents**

Mr. & Mrs. John Cartledge	Mr. & Mrs. John Moulton
Brian Cater	Bill Schurer
Derek Cooke	Martin Swindells
Geoffrey Henshaw	Eddie Tinsley
Ian Innes	Alan Ward
Aubrey Jenson	Tony Watson
John Lovett	John Watts

## **Teachers**

Mrs. E. M. Hepher	Deputy Head
Mrs. A. Bartlett	
Mrs. D. Shand	
Mrs. J.E. Smith	

## **Non Teaching Staff**

Secretary & Caretaker	Mrs. W. Sheldon
Ancillary Assistant	Mrs. J. Hurst
Cook in Charge	Mrs. D. Williams
General Assistants.	Mrs. R. Fletcher
	Mrs. D. Brightmore
	Mrs. L. Bown