

BURY GRAMMAR SCHOOL, 1726-1976

Edited by

Herbert Asquith and Derek Hodgkiss
Formerly Second Masters of the School



Originally published to mark the
250th Anniversary of the Refounding of the School by
Roger Kay
(October, 1976)

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350th Birthday of Roger Kay
(May, 2013)

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Foreword

In September of 2008, a group of Old Clavians – the *alumni/ae* of the Bury Grammar Schools – people living and working outside Britain, gathered for a reunion at the Harvard University Faculty Club in Cambridge, Massachusetts. They were there to recall, commemorate and celebrate a very old connection between Harvard and the Bury Grammar Schools.

In the summer of 1640, a former Headmaster called Henry Dunster left England, with his brother, for Massachusetts and very shortly after landing in America Henry Dunster was appointed Harvard's first President.

The reunion was the occasion for inaugurating the Henry Dunster Society, to bring together from time to time overseas *alumni/ae* of the Schools and to support new initiatives for the Schools. This is one of those initiatives.

As a commemoration of the 350th birthday of Roger Kay on 21 September 1663, the Henry Dunster Society is pleased to support the re-publication of a book originally published in 1976, to mark the 250th anniversary of Roger Kay's re-founding of the School.

The book has long been out of print. We appreciate the foresight of the Schools in granting permission to bring the book back to life. It is worth re-publishing now for several reasons.

It contains, for one thing, a skillful and sweeping interpretation of the history of the School by Derek Hodgkiss. School history is treated in much greater detail by Ian Fallows, in the official school history published in 2001. But for those who want to grasp the major milestones in brief Hodgkiss's work is invaluable. We are happy to bring it back into circulation.

The book also contains a deeply philosophical essay by John Robson, written on the eve of the Schools' declaration in 1976 that they would continue to exist as independent, rather than as state maintained, institutions. Robson discusses quite openly and straightforwardly the need for the Schools to rely on fund-raising to stay alive and vibrant, and lays out the basis for believing that such support might be forthcoming from various sets of people who are stakeholders in the future of the Schools.

The last chapter of the book is a short history by Sonia James of Bury Grammar School Girls. This is the only detailed history of the Girls' School in existence, and was reproduced verbatim by Fallows in his own book about the School, in lieu of attempting to tackle the history of the Girls' School himself from scratch.

The 1976 book is also notable because it contains a discussion of the appointment of a headmaster, a process that has just been repeated, albeit in the very different circumstances of 2013, in the Boys' School, as Richard Marshall succeeds Steven Harvey and Marshall becomes the first ever head appointed from within.

And there is an equally timely discussion in the book by Carl Boardman of a perennial topic, making ends meet, and of how the School put together the money it needed to keep going towards the end of the nineteenth century.

There is, in short, a lot in the 1976 book that bears close study and careful reflection, even after almost forty years. We are particularly struck by the opportunity the re-publication of the book provides to juxtapose the lives and contributions of Henry Dunster and Roger Kay.

Both men assumed the leadership at critical moments in their history of educational institutions that were literally on their last legs. Both had to give, and did give, as the historical record plainly shows, very careful and sustained attention to issues of endowment and constitution – where would they find the money to keep going, and to thrive, and what basic set of rules should guide the conduct of those entrusted with institutional governance?

There is absolutely no question that if Dunster and Kay had not succeeded in working these issues through, as they did, to a viable conclusion neither Harvard University nor the Bury Grammar Schools

would now exist. Over the intervening centuries others made vital contributions as well. At Bury, this re-publication provides a welcome opportunity to think again, for example, about the contributions made by William Howlett, who was Headmaster from 1879 to 1919 and effectively the third founder of the School, after Henry Bury who first endowed it and Roger Kay who saved it.

Since the days of Dunster and Kay, the two institutions involved have, of course, followed very different trajectories. And the very happy and prosperous balance between constitution and endowment that Harvard has achieved is one that Bury still strives to emulate.

So, it is now time to think again and to think deeply about endowment and constitution at the Bury Grammar Schools. Those Old Clavians who live and work overseas can play an important part, we believe, in moving forward with that agenda. And we hope that the re-publication of the 1976 Roger Kay commemorative book will serve as a trigger for that work to proceed apace.

Anthony S. Tavill, M.D., F.R.C.P., F.A.C.P.
Emeritus Professor of Medicine, Case Western Reserve University,
Cleveland, Ohio
Hon. President, The Henry Dunster Society

Geoffrey Wandesforde-Smith, Ph.D.
Emeritus Professor of Political Science, University of California, Davis
Founder, The Henry Dunster Society



Illustrations

Preceding Chapter 1:

Original Cover of the 1976 Book

Roger Kay of Woodhill, 1663-1730

This portrait, now hanging on the west wall of Roger Kay Hall, was a gift to the School in 1804 from John Nuttall, a trustee and descendant of Roger Kay.

In Chapter 1:

Roger Kay's Chest

The School in the Wylde

Rev. W.H. Howlett

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Estate Governors, 1976

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Bury Grammar School Girls, Staff List, 1976

Following Chapter 6:

Bury Grammar School Boys, Officers, 1976-77

Bury Grammar School Girls, Officers, 1976-77

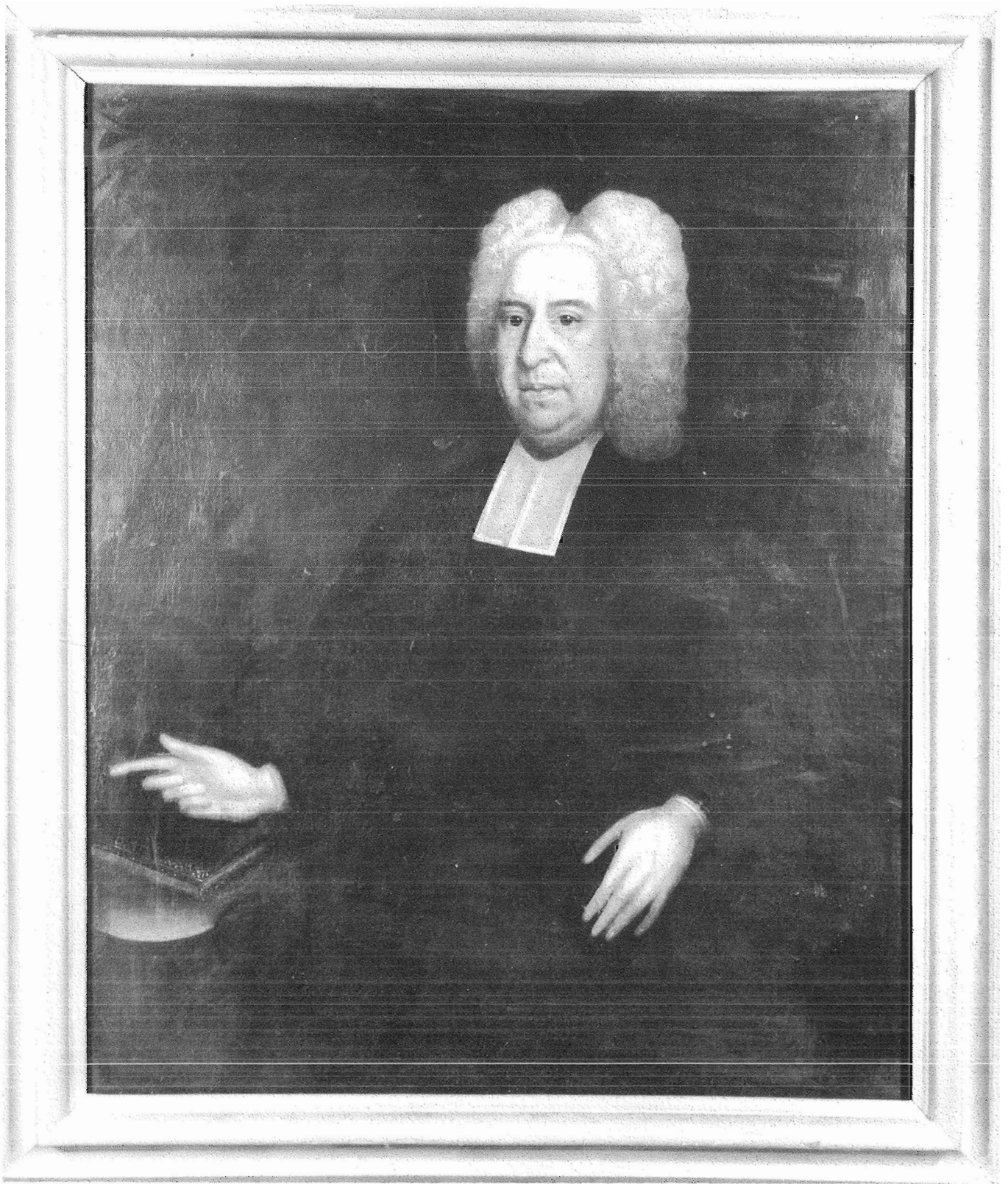
1726

1976

**Bury
Grammar School**



**250th Anniversary of the Refounding
of the School by Roger Kay**



Roger Kay of Woodhill, 1663 – 1730

HERBERT ASQUITH

1919 – 1976

Bury Grammar School 1947-1976

Second Master 1968 – 1976

Bert Asquith was the inspirer of this book, and he drove the contributors to the tasks of composition and revision. At the time of his death the work was substantially complete.

The book is dedicated to his honoured memory.

Headmasters of Bury Grammar School

Henry Bury	c. 1600
Mr. Johnson	1617 – 1622 ?
Mr. Hoyle	1622 – 1630 ?
Henry Dunster	1630 – 1640
William Ingham	1640 – 1649
James Livesey	1649 – 1650 ?
Peter Bradshaw	1650 – 1653
William Aspinwall	1653 – 1656 ?
Thomas Lawton	1662 – 1668 ?
William Richardson	1669 – 1677
James Kay	1677 – 1678
John Duckworth	1678 – 1680 ?
Timothy Dobson	1680 – 1684 ?
Thomas Boardman	1694 – 1716 ?
Thomas Rider	1716 – 1724
William Smith	1725 – 1727
James Andrew	1728 – 1730
John Lister	1730 – 1749
Richard Barton	1749 – 1768
Francis Hodgson	1768 – 1818
Edward Bushby	1818 – 1819
Richard Hood	1820 – 1823
Henry Crewe Boutflower	1823 – 1857
Charles Frederick Hildyard	1858 – 1876
Edward Hale Gulliver	1877 – 1879
William Henry Howlett	1879 – 1919
Leonard Ralph Strangeways	1919 – 1936
Lionel Cornwallis Lord	1937 – 1946
Richard Lionel Chambers	1946 – 1951
John Robertson Murray	
Senior	1951 – 1956
Charles Lionel Hall	1957 – 1960
John Talbot Hansford	1960 – 1969
John Robson	1969 –

This booklet forms part of the modest celebrations to mark the two-hundred and fiftieth anniversary, on 6th May, 1976, of the refounding of Bury Grammar School by Roger Kay. The articles which follow may give some glimpses of the variety of the School's history, of its present condition and of its hopes for the future.

GOVERNORS OF BURY GRAMMAR SCHOOL, at 6th MAY, 1976

Chairman: Mr. H. Barnes

Vice-Chairman: Mr. E. S. Schofield

Mr. R. P. Calrow	Mr. J. W. Hill, B.Sc.(Tech), R.I.C.E.
Canon J. R. Smith, M.A.	Mr. B. Hodgson
Councillor Mrs. M. Adlington	Mr. P. Holland, C.B.E.
Mr. G. H. Ashworth	Councillor M. W. Ingoe
Councillor A. Barlow	Councillor D. Johnson
Councillor R. K. Bentley	Councillor W. Johnson
Colonel G. G. H. Bolton, C.B.E., M.C., D.L.	Mr. R. H. Jones
Councillor Mrs. R. N. Daintree	Councillor A. Little
Dr. D. M. Davies, M.D., F.R.C.P.	Councillor Mrs. C. Ormrod
Councillor W. S. Edwards	Canon E. D. Ratlidge, M.A., B.D.
Councillor S. Glover	Mrs. J. S. Roskell, B.A.
Councillor P. Goldman	Mrs. D. E. Webb, B.A.

Mr. F. White, M.P.

ESTATE GOVERNORS

Mr. H. Barnes

Councillor A. Barlow	Councillor Mrs. C. Ormrod
Mr. R. P. Calrow	Mr. H. Butterworth
Councillor S. Glover	Mr. R. D. Calrow
Mr. J. W. Hill	Mr. A. Ince
Mr. P. Holland	Mr. S. C. Jackson
Mr. R. H. Jones	Mr. E. B. L. Lord
Mr. E. W. Schofield	Mr. T. L. Spencer

Mr. C. B. Winterburn

Clerk to the Governors: J. M. Farraday, J.P., F.C.A.

Accountants: Messrs. Horsfield & Smith

Architect: R. Byrom, A.R.I.B.A.

Chapter 1

Bury Grammar School

Derek Hodgkiss

Bury Grammar School

by Derek Hodgkiss, Second Master

The history of Bury Grammar School spans a period of some three hundred and fifty years, since 1904 on its present site in Tenterden Street and before that in the Wylde, in the shadow of the Parish Church.

The origin of the School is uncertain. A stone, inscribed with the date 1625, which was placed in the wall of the new buildings erected in 1903, once formed part of the buildings in the Wylde. It is generally taken to indicate the existence of a schoolroom there in the year of Charles I's accession. However, the admission register of Christ's College, Cambridge for 1627 records the name of John Watmough, son of the Rev. Hugh Watmough, Rector of Bury, who had attended school at Bury for eight years previously. It is possible that this was one of the many charity schools in which the clergy taught able boys in reading, writing, music, arithmetic and "grammar", i.e. Latin. Certainly, when the Rev. Henry Bury, in his will of 1634, determined to make an endowment to provide for a "free schoole" in Bury, it was to a school already in existence that he made his bequest.

Henry Bury was a man of substance and distinction, as his ancestors had been for several centuries in this district. He was also a man of learning, with a love of books and music and a desire to assist others to enjoy what he himself had enjoyed. His early schooling had been at the Grammar School in Manchester, founded in the previous century. He may well have been encouraged to make financial provision for the maintenance of a schoolmaster at the school in Bury by the favourable view he took of a young man, now twenty-five years of age, by name Henry Dunster, who came to teach there in 1630 after graduating from Cambridge Uni-

versity. Dunster was a gifted classical scholar and a fine teacher; two of his pupils had already, by 1634, been admitted to St. John's College, Oxford and Christ's College, Cambridge. In his years at Cambridge he had fallen under the influence of Puritan teaching. The attempt of William Laud, Archbishop of Canterbury, to enforce a disciplined orthodoxy throughout the Church in the 1630s may well have persuaded him to seek a more congenial pasture, and he was to emigrate to America in the summer of 1640. There, within two months, he accepted an invitation to become the first President of the recently formed Harvard College.

In his Will, Henry Bury, "aged eightie nine yeares or thereabouts" as he wrote, gave twenty shillings to "Mr. Dunster, that studious and painfull minister". More important, he provided an endowment of £300 "for and towards the yearlie mentayning of a school maister ther, for to teach ther children". He hoped that his lead would be followed by others in the parish, so that the endowment would be augmented to £600, and the School be well provided for. To ensure that his wishes would be carried out he associated men of quality with his work to act as feoffees of the school: Robert Holt of Stubby Hall, near Littleborough, Robert Heywood of Heywood Hall, Richard Meadowcroft of Smethurst Hall, Richard Smethurst of Broad Oak in the valley of the Roach and his neighbour Peter Holt of Bridge Hall, Ralph Assheton, owner of the manor of Middleton, Edward Rosthorne of Lumb Hall, Edenfield, John Greenhalgh of Brandlesholme and others of similar stature. He asked that the appointment of the master and the usher of the school should be subject to the approval of the parsons of Bury, Middleton, Prestwich, Radcliffe and Rochdale. Finally, he appointed to be his executors, Roger Kay of Widdell, or Woodhill near to Bury Bridge and Edmund Holt. Ninety years later, Roger Kay's great nephew was to take up again the work of Henry Bury, and refound the Grammar School.

(2)

Within two years of Henry Bury's death, Roger Kay, his chief executor, was also dead; within seven England was rent by civil war and the trustees whom Henry Bury had appointed to manage his endowment were driven to follow their consciences or their interest, some in support of the King, some in opposition to him. In those troubled years the Trustees found it impossible to secure the income for the school which Henry Bury had intended; indeed some, like John Greenhalgh of Brandlesholme, had themselves been victim of the sequestrators. The result was that Henry Bury's intentions were entirely frustrated. An attempt of the Trustees to gain redress failed; in an expensive lawsuit judgment was given against them in the Duchy court in 1688. It seems likely that documents which might have supported their case were lost, leaving the foundation with no legal title.

Nevertheless the school survived. With Henry Bury's provision dissipated the salary of the master would have to come largely from the fees paid to him by the scholars and any boarders he took in. The post of master, in these circumstances, cannot have been one to attract able schoolmasters for any length of time. A succession of short-lived appointments was made, twelve in the ninety years between the resignation of Henry Dunster and the election of John Lister, the distinguished scholar who revived the school under the new foundation of Roger Kay. The mastership of Bury Grammar School was a suitable post for a young clergyman straight from Cambridge, but one which he saw as a temporary expedient until he could find a church living or a mastership at a better endowed school. However, the admission registers of several Cambridge colleges record the names of scholars who had been taught Latin at school in Bury throughout the century, including Roger Kay of Woodhill, great nephew of the chief executor of Henry Bury's will, who was admitted to St. John's College, Cambridge from the Bury School in 1684 and took the degree of B.A. in 1687.

(3)

Roger Kay was born in Bury in 1663 and returned to spend his last years at Woodhill until his death in 1730. At the age of thirty he was inducted Rector of Fittleton, in Wiltshire, a position he held until his death. He set up there a Charity School for the children of the parish, annually distributed money to the poor and presented items of church silver to his church. His successor wrote of him that "he seems to have had the glory of God and the welfare of the parish much at heart". In 1701 he suffered the loss of his wife, Judith. Without children, and separated from his relatives and acquaintances of his birthplace, his thoughts turned increasingly to the disposition of his property and the charitable use to which it might be put. In the preamble to the indenture of 6th May, 1726, by which he established a new foundation for his old school in Bury, he wrote: "Roger Kay for the Glory of God and for good literature and ingenious education hath for a long time intended a charitable benefaction for a free Gramar Schooll to be had in the Town of Bury . . . for the youth of that Town and parish for ever." He was determined that his benefaction should not suffer the fate of that of Henry Bury as far as it lay within his power to ensure it. He drafted the indenture which placed landed property under a body of trustees as security for the School's income, and the statutes, in accordance with which the school was to be managed, with 'very minute directions and regulations', as the Charity Commissioners of 1828 were to report.

An estate of some 95 acres in Spotland, in the parish of Rochdale, was transferred to the trustees for the use of the School. From various other properties in the Haslingden area, totalling 69 acres, an annual rental charge of £25 was also assigned to the Trustees. Roger Kay estimated that the combined revenue from these sources would amount to £112 each year. This was no penny-pinching provision. Out of it, £50 was to be paid yearly to the schoolmaster and £20 to the usher, or sub-master, both free of

tax; £20 was to be put to two exhibitions, one to St. John's College Cambridge, the other to Brasenose College, Oxford; £5 was to be paid to the rent-gatherer nominated by the Trustees, and £4 should be expended yearly on school-books; lastly, the Trustees should meet yearly on the sixth day of May, the day laid down for the Trustees' Inspection of the School, and expend "the sum of five pound in an entertainment for themselves for their trouble conduct and good management of the Trust." Roger Kay rightly saw that the quality of the trustees was crucial to the success of his arrangements. Thirteen in number they were to be drawn from the Rectors or Vicars of churches within ten miles of Bury, including the Warden of Manchester, and from lay inhabitants of the parish of Bury "having good Estates of at least fifty pounds a year". Vacancies, as they arose, were to be filled at the nomination of the remaining trustees. The trustees so appointed in the future would number among their ranks many of the most distinguished names in the public life of Bury. Having settled his foundation, Roger Kay turned next to the statutes, or rules, which directed how the Free Grammar School of Bury should be run. "All written with my own hand" as he declared, these were signed, and sealed with his own seal on 6th February, 1727. His vision of the school he intended to create was clear, and his statutes translated it exactly. The Master was to be "a person apt & fit for that employment, . . . and well skill'd in the Latin, Greek and Hebrew tongues a man of prudence & sobriety, of a good temper, & a Graduate in one of the two Universities either Cambridge or Oxford." The usher was to be subject to the Master and to be "competently skilled" to teach scholars of the lower forms, and also boys "as are not designed for the University" in writing and arithmetic. To ensure that the Master and Usher would devote themselves to their task, they were to deliver to the trustees bonds of £500 and £200 respectively that they would not serve the Curacy of the Church of Bury while they held their appointment — a heavy deterrent indeed.

The school was to be a place of Christian learning and worship. Master, Usher and scholars were ordered to attend Divine Service on Sundays and Holydays, and the school day was to begin with "some proper form of prayers". The Master and the Usher were to teach from 7 a.m. until 11 a.m. and from 1 p.m. until 5 p.m. except in the winter months when the hours were to be somewhat shorter. The scholars were enjoined to be obedient, honest and virtuous and to keep the founder's statutes upon pain of expulsion. The school was to be a free school to all boys born within the parish. Roger Kay was, however, sensible of the need to augment the income of the Master and Usher; also he believed that scholars and their parents should show them proper gratitude and respect. Each scholar was therefore to make a present of not more than five shillings and not less than half a crown to the Master on two days in each year, and the same to the Usher of not more than half a crown and not less than one shilling. Each year on 6th May there was to be a sermon, given by the Rector of Bury or one of the trustees in Holy Orders, after which the trustees would make their annual visitation to the School.

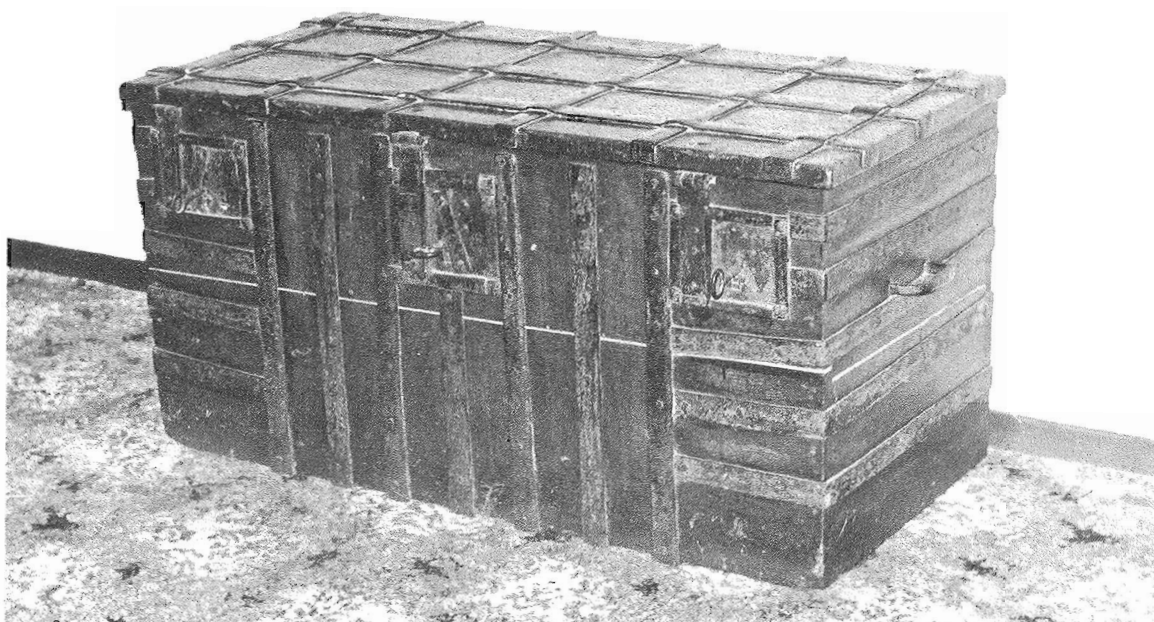
These statutes, all writings relating to the School's estates, any unspent money in the trustees' care, were to be deposited in the strong chest, iron bound and with three separate padlocks and keys, which still stands in the Headmaster's study two hundred and fifty years later. Roger Kay gave the free school in Bury a motto "Sanctas clavis fores aperit", the key opening the sacred doors of learning; he gave it a rule, a character and a generous endowment. He gave it new life.

(4)

In the next hundred years or so of its history, Bury Grammar School fulfilled many of Roger Kay's hopes. It had two Masters of distinction in the Rev. John Lister (1730 — 1749) and the Rev. H. C. Boutflower (1823 — 1857), both of the founder's own college, St. John's at Cam-

bridge. Boys in the Upper School received a rigorous instruction in Greek and Latin, together with Mathematics. From their ranks came Dr. James Wood, who rose to be Master of St. John's College, Cambridge and Vice-Chancellor of the University, one of the most eminent mathematicians of his day; General Sir William Fawcett, who became a member of the Privy Council and a Knight of the Bath; and John Holker who, as Lord Justice Holker, was appointed Attorney General in Disraeli's government in 1875. However, Bury Grammar School remained a small school in a small town. Its numbers may have increased under John Lister and his successor, Richard Barton, for in 1783 the trustees erected a new building on the site of the former one in the Wylde, at a cost of £1,330. This consisted of one large room divided by a screen which provided separate accommodation for boys in the Upper and Lower School. The income of the school rose to £442 per annum by 1828, the Master by that date receiving £200 and the Usher £100, together with a house in each case.

The Charity Commissioner's report of 1828 shows that out of twenty-five places in the Upper School, it was seldom that more than twenty were filled by boys residing in the parish of Bury, although boys from homes further afield, who boarded with the Master, would make up the number. By contrast, the fifty places in the Lower School were always full, with a waiting list of as many applicants again. This can be accounted for, in part at least, by the fact that there were not in Bury at this time many boys who would have received sufficient preliminary instruction in Latin to enable them to qualify for the Upper School nor, perhaps, many parents who wished to apply their sons to a predominantly classical education. In the Lower School, for admission to which boys were required only to be able "to read well", the Usher gave tuition in reading, writing, accounting, English grammar, Geography and English History, useful accomplishments for the sons of merchants and tradesmen who looked forward to careers in business or for the sons of poorer parents who were ambitious that



Roger Kay's Chest

their children should have opportunities which they had not enjoyed themselves. A few boys did make the transition from the Lower School to the Upper. Any boy who intended to do so was taught Latin grammar by the Usher.

From a register of boys in the Higher and Lower Schools, which was compiled from the beginning of Henry Boutflower's Mastership in 1823 and which was maintained until 1860, the social class and occupations of the parents whose sons were placed in his charge can be traced. In the year of the report referred to earlier, for example, thirteen boys entered the Higher School and twenty-four the Lower. To the Higher School came the sons of surgeons, printers, a cotton merchant, a clogger, a schoolmaster, an innkeeper and a minister. The parental occupations of entrants to the Lower School comprise almost a directory of contemporary trades; three book-keepers, three butchers, two tailors, two chandlers, two innkeepers, a farmer, a printer, a cotton spinner, a foundryman, a dyer, a joiner, a tanner, a druggist, a woollen manufacturer — and a son of the Rev. Thomas Selkirk, Usher of the School. Seven of these went into the Higher School after one or more years under Thomas Selkirk. Seven were recorded as being Founder's Kin, reflecting the desire which Roger Kay had expressed that those who claimed kinship with him should be admitted to his school. The boys entered the school between the ages of six and thirteen, the test, in those commonsense days, being only the ability to read. No doubt, once they had developed their practical skills they left to make their contribution to the family income. In the Higher School, however, many boys remained with the Master for four or five years, and several as long as ten. One can read in the register of boys sent to board with Mr. Boutflower from far afield, such as the sons of James Cassels, M.D. of Lancaster, John Bourne, gentleman, of Liverpool, the Rev. H. Harper, Chaplain to the Honourable East India Company of Madras, Richard Cardin, planter of St. Christopher's (presumably St. Kitts, West Indies), Viscount Strathallan of Strathallan

Castle, Scotland. Rubbing shoulders with them were the sons of the prosperous manufacturing and professional families of Bury, the Walkers, Openshaws, Hamers, Grundys, Hampsons, Calrows and Nuttalls, and also the sons of weavers, wool sorters, coach drivers and gardeners. It had been Roger Kay's intention that it should be so, in his endowment of the "free schoole" in the parish of Bury.

(5)

Bury Grammar School, like other small schools of old foundation, entered a difficult period in the middle part of the nineteenth century. Its revenue, largely determined by the Founder's statutes, was limited and inadequate to provide for the expansion which was needed to keep pace with the demands of a growing population. The Commissioners' Report of 1909 noted that "though the population (of Bury) had increased from 22,000 in 1801 to 70,000 in 1851, no provision had been made for enlarging the buildings, so that in 1858 there were 92 candidates for admission to 19 places". The newly founded public schools such as Rugby, Rossall and Wellington, providing a more varied course of instruction, drew many scholars who earlier would have gone to their local grammar schools. The pressure of local demand was predominantly for a commercial education rather than the tradition of classical study which Mr. Boutflower sought to uphold. The response of the trustees of the Bury School can be traced in the Trustees' Minute Book for the period 1840 to 1867, which records the business transacted at their quarterly meetings and the financial matters which occupied much of their time.

Already in 1851 there was concern about the management of the School, the small number of pupils in its upper division and the need to increase its income. On 6th May of that year, the trustees set up a committee "to consult with the two Masters of the school as to the best means of increasing the efficiency of the school." Their report, submitted to the full body of trustees the

following January, noted "that they did not find the School in as thorough a state of discipline as might be wished"; it expressed disapproval of the "considerable irregularity in the time at which the school begins" due to the Headmaster's unpunctuality; it complained about the excessive division of the school and recommended the removal of the partition so that the Headmaster should have effective superintendence of the whole school; it recommended that French, German and Mechanical Drawing should be included in the scheme of education and the cost of this met by increasing the charges paid by the scholars, which had remained unchanged since Roger Kay's day; and it urged that there should be a more frequent attendance of scholars at Church on Sundays and Holydays. The trustees accepted most of these recommendations and added a further one: "that once in every year, during the month of April the whole school be examined by a competent person unconnected with the school", which would no doubt act as a spur to the Masters and pupils and as a reassurance to parents that the standards of

the school were being maintained.

Three years after the above report, in 1855, the trustees resolved from time to time to move from the lower school to the upper "such a number of boys . . . as will keep the upper school full", with the proviso "that those boys whose Parents wish them to have a mercantile education shall not be compelled to receive the same amount of classical teaching as those who are intended for the Universities". That not all parents were satisfied by this was shown when Mr. Boutflower's successor the Rev. C. F. Hildyard, laid before the trustees in 1861 letters from parents of boys expressing the wish "that their sons should receive a more exclusively commercial education."

Some change did take place. The generosity of Lord Derby and the Rector of Bury made possible the extension of the buildings in the Wylde in 1861. At the same time, French, German and drawing masters were engaged, followed in 1865 by the appointment of a master to teach Music. To cover



The School in the Wylde

these additional expenses fees were to be charged at the rate of eight guineas in the Upper School and four guineas in the Lower. Gas lighting was installed in 1860, piped water laid on in 1863, a cricket field secured in the same year at an annual rental of £5, and improvements made to the coal fired grates after 1865.

However, the basic problems of this school of some seventy pupils remained. The Commissioner appointed by the Schools Inquiry Commission in 1869 commented favourably upon the interest shown in the school by the trustees, upon the teaching which was "good if its kind" and the success of the school "in recommending itself to parents of different social ranks". However, he was critical of the small number of boys who proceeded to the Universities and of the lack of candidates for the foundation's exhibitions to them. Few boys stayed long enough to prepare themselves for university scholarships; since most of its scholars left to enter business at 14 or 15 years of age, "Bury school cannot carry either its classical or its mathematical teaching very high". These were, of course, the two high roads into university at the time. The Commissioner concluded: "The difficulties under which it labours . . . are difficulties incident to its local position among a population whose sons it receives, ill-prepared, at nine, ten or eleven years of age, and is forced, by the pressure of business, to send into the world at fourteen." This was the unpromising inheritance of the Rev. W. H. Howlett, appointed Head Master in 1879, who was to set the school on a new path of expansion and progress.

(6)

In his long Headmastership, spanning forty years, W. H. Howlett presided over a transformation of Bury Grammar School. It trebled in size, acquired new buildings and a new constitution, gained the financial support of the Hulme trustees and joined with the Girls' High School which had been set up in 1884. Mr. Howlett distinguished himself in classical studies at Christ's College

Cambridge, was ordained as a clergyman in 1878 and took up the Headmastership of Bury Grammar School at the age of 29. He believed strongly in the expansion of secondary education and served on a number of committees concerned with its promotion.

The seventy boys under his charge in 1879 grew in number to 166 in 1883 and 192 in 1897 and already by 1882 the Rector of Bury, Canon Hornby, commended the "advances the school was making" and noted "the moral tone exhibited by the outward manner and appearance of the scholars". By his punctilious insistence on high standards of scholarship and endeavour Mr. Howlett saw a growing number of his pupils go to the universities, among them Gordon Hewart, a future Lord Chief Justice. It was becoming clear that the old buildings in the Wylde, however well they had served the needs of Bury in the past, were inadequate to provide education wide enough in scope to satisfy the growing demands of the area. It was fortunate, therefore, that under the reorganisation in 1881 of the trust, set up by William Hulme of Kearsley in 1691, there was the prospect that funds would become available for the building of a new grammar school in Bury.

Negotiations to this end began at a meeting, in Bury Council Chamber, on 31 May, 1894. Mr. Leach, an assistant charity commissioner, met with the Rev. Foster G. Blackburne, Rector of Bury and others of the Kay trustees, with local councillors, representatives and headteachers, with Mr. Howlett and with Henry Webb, Chairman and Jane Kitchener, Headmistress of the Girl's High School in Bury. The Kay trustees urged the need for new buildings, with which Mr. Leach agreed. It was, however, to take five years of difficult negotiation before the way ahead was clear. Then, in 1899, Her Majesty in Council approved a scheme under which Roger Kay's foundation was to be augmented from the Hulme Trust, and a capital sum of £18,000 was to be made available to provide "sites and buildings to accommodate 250 boys and 150 girls". The following year the Governors took over the

High School for Girls, until then housed in buildings in Bolton Street and conducted as a limited liability company. The scheme provided for a new governing body of 25 members, including five representatives each of the Kay Estate and the Hulme Trust, and representatives of Bury and other local councils and of the Victoria University and Owens College in Manchester. Finally, the Earl of Derby made available, on favourable terms, a plot of land on the south side of Tenterden Street. It was appropriate that he should be invited to open the new buildings on 17 December, 1903, for the old school, as did the new, stood on land which had belonged to his family and he himself contributed some £3,500 towards the cost of the Boys' and Girls' Schools.

The completion of the new schools came in 1906 and 1907. On 17 January, 1906 the Earl of Derby's son, the Hon. Arthur Stanley performed the opening ceremony of the new Girls' School. On 7th March, 1907, the two schools were practically and symbolically joined by the opening of a new school hall for their joint use. This was the magnificent gift of Henry Whitehead of Haslem Hey. It was named after the founder of the school, whose portrait, donated in 1804 by John Nuttall, a trustee and descendant of Roger Kay, hangs today on its west wall. Finally, on 24 June, the rifle range was opened, the gift of another old boy, Thomas Kay of Stockport. All that remained was to transform into playing fields that expanse of land bordering Bridge Road which the Commissioners, in 1909, reported as being "in the unpromising condition of soot-blackened waste."

So the boys of Bury Grammar School entered into their new inheritance, in buildings as fit for their purpose as any in the county. They had been provided, as the school's former homes had been, out of the generosity and public spirit of local people past and present and out of the affection which so many old boys retained for their old school. The Earl of Derby expressed, with simple dignity, the feelings of many who attended the ceremony at which the

Boys' School was opened in 1903 when he said:

"The Bury Grammar School was not a thing of yesterday: it was well known, it had done much good, and they hoped it was going to prosper still more."

As for Mr. Howlett, he could be satisfied with the progress he had seen since he entered into his position in 1879. The Board of Education's inspector, in 1913, spoke of his "untiring devotion" and said that "the building-up of a high reputation for the Bury Grammar School has been his life's work." His Headmastership brought innovations which remain part of the life of the present school. In 1892 he helped to found the Cadet Corps in association with the 5th Battalion Lancashire Fusiliers. With the new school came the entrance examination, the school magazine, the 'Clavian', first issued in March, 1906 and the introduction of the House system. At first there were three houses named, rightly and inevitably, after Roger Kay, William Hulme and the Earl of Derby. The convenience, for games and other competitions, of having a fourth house became apparent and when, in 1919 Mr. Howlett's Headmastership ended, that fourth house received his name.

We can find glimpses of the life of the school in Mr. Howlett's time from the variety of items in the school records. Boys were under no illusions that at school hard work was expected of them. Weekly tests were held on Fridays, and the marks meticulously recorded against the boys' names. Annually on 6th May external examiners, usually from the Cambridge Colleges, conducted the examination required by Roger Kay more than a century and a half before. But life, too, was fun. There were the school societies, scientific, literary, debating and many more; the distribution of prizes towards the end of the autumn term, accompanied by the presentation, by a cast of masters and boys, of a farce under a title such as "Done on Both Sides", "Two Heads are Better than One", and "Chiselling". Above all there was sport, on which Mr. Howlett was especially keen, with



Rev. W. H. Howlett

football matches copiously reported in the Clavian and cricket matches in which the Rev. E. G. Baker hurled down his thunderbolts for the school and in which even the Headmaster was known to pick up a bat. The climax of the year was, of course, the Athletic Sports in June or July, with a programme of events culminating in the School Tug, with the band of the 5th Battalion Lancashire Fusiliers playing Suppe, Lehar and Strauss and with tea in the tent for sixpence.

Thus, under the Rev. W. H. Howlett's dedicated tutelage, Bury Grammar School passed into the twentieth century, a school of old tradition but forward looking direction, with a headmaster who was described as "in a very real sense the third founder of the School."

(7)

During the period begun and ended by two World Wars the buildings erected between 1903 and 1906 met the needs of an expanding school with little alteration. The fields at Buckley Wells, formerly occupied by the old Bury Cricket Club, were acquired in 1924 to provide improved facilities for a school growing in numbers towards 400 boys. They were a practical memorial to the

900 pupils who served and the hundred and more who died in the First World War, whose names are recorded on a tablet in the Roger Kay hall. A new Library, named after the retiring headmaster, L. R. Strangeways was opened in 1936. Additional classrooms were built above in 1938, a swimming bath built in 1939, a craft room in 1942, a dining hall and changing rooms for games in 1951 and, with the assistance of the Industrial Trust, a new Science block in 1958. Some of these developments saw the beginning of the move to the west side of Bridge Road, which has been followed by the construction of the present Boys' school entirely on this site.

The ten or eleven masters who served under Mr. Howlett have increased in number to almost forty, as a rising school population and the expansion of the teaching of science, languages, the arts, music and physical education have created new needs. As suburban building has filled in the once open land round Prestwich, Whitefield, Bamford, Tottington and Holcombe, so Bury Grammar School has attracted an increased proportion of pupils from these areas, while retaining its special roots in Bury township and parish.

In spite of all the changes through which the school has passed in the two and a half centuries since Roger Kay's foundation, the sense and character of the school survives: a school dependent upon public goodwill and support and upon the wish of parents that their children should be educated there. When the Rector of Bury, the Rev. Foster Grey Blackburne wrote a school song for the opening of the new buildings in Tenterden Street, he put it in words which may be thought still appropriate to this two hundred and fiftieth anniversary of the re-founding of Bury Grammar School.

"Then here's success to Bury School
And those who helped to build it,
To all who teach and those that rule
And all the boys who've filled it.
So we raise our voice in chorus,
We scholars of today,
Remembering those before us,
Especially Roger Kay."

Chapter 2

The Appointment of a 19th Century Headmaster

Leslie Lord

The Appointment of a 19th Century Headmaster

by Leslie Lord, Bury G.S. 1966–74

On the 6th February, 1823, Richard Hood, the Headmaster of Bury Grammar School, sent a letter to the Trustees via Mr. Norris, the school solicitor. "The Lord Lieutenant of Ireland having presented me to a living in that country, I request that you will be so good as to inform the Trustees that, with a deep feeling of their kindness to me, I intend on the 6th May next to resign into their hands the Head Mastership of Bury School."

Unfortunately the Trustees' minute book for this period is lost, so that the exact procedure of some parts of the election which followed can only be described by using the recorded procedure when the Revd. Hildyard was appointed in 1857 to succeed the Revd. H. C. Boutflower. A Trustees' meeting would be fixed according to the rule and an advertisement of the post duly appeared in the "Oxford University and City Herald" and the "Cambridge Chronicle and Journal" for the week ending 15th March, 1823.

In the later election of 1857 the Trustees' meeting was held on the 4th November, the Revd. Boutflower's letter of resignation being dated 31st October. At this meeting the Trustees decided to advertise the vacancy. The Revd. Hornby and a Mr. Divivford were to draw up the advertisement, which was to be inserted in the "Times", "Oxford Herald", the Cambridge paper, the "London Guardian", "Manchester Courier" and the "Ecclesiastical Gazette". The advertisement stated that applicants should be in Holy Orders and that the election would take place on the 28th December next at 11 o'clock a.m. A committee of five was appointed to reduce the number of applicants to those whom "they judge most eligible".

There were 32 applicants altogether from whom four were selected by the committee. At a Trustees' meeting convened on the 17th December, the Revd. Hornby and the Revd. Caldwell were asked to visit these four candidates, their expenses to be paid from school funds. The four candidates were the Revd. C. F. Hildyard, Grantham, the Revd. Blakiston, Uppingham, the Revd. Lonsdale Pritt, Solihull, and, if practicable, the Revd. N. Easter, Navenby (?). The place where the Revd. Easter was living is more or less illegible in the minute book and the "if practicable" seems to suggest "if the visitors can find him".

Presumably as a result of this pre-interview these four candidates had been reduced to two by the 28th December — namely the Revd. C. F. Hildyard and a Revd. T. Cox, whose name appears mysteriously at this point — possibly a replacement for the elusive Revd. Easter — and these two candidates were asked to attend the school at 11.30 a.m. on the following Saturday, the expenses of the unsuccessful candidate being paid from school funds. At this meeting on the 2nd January The Revd. Hildyard was unanimously elected as the new headmaster. Mr. Norris was asked to prepare the bond required by the Founder's statutes which the new master was to execute before his induction.

This then was the procedure that was normally followed to elect a new headmaster. We may now return to the election of 1823. Even before the advertisement had appeared in the papers mentioned one potential candidate must have heard of the impending vacancy for the Revd. H. C. Boutflower wrote to the Trustees, "As I have been informed that the Head Master of the Grammar School has made known to you his intention of shortly resigning his office . . ." The letter goes on to explain that the writer had been engaged in public and private education since his graduation from St. John's College, Cambridge, and to express a hope that this experience would enhance his prospects of being considered. The later part of the letter stresses the Revd. Mr. Boutflower's religious convictions as those of the established church.

Dr. Wood, Master of St. John's College, Cambridge, and an old boy of Bury Grammar School, wrote to the Trustees to tell them that the necessary instructions had been given to include their advertisement in the "Cambridge Chronicle". He added the information that "Mr. Boutflower, whom you mention as a candidate to succeed Dr. Hood, is a good scholar, sober, steady, studious and of mild and amiable disposition". He also stated "he is much acquainted with, and seemingly attached to members of the Established Church who are supposed to embrace the opinions of Calvin." This information seems to have percolated through to Mr. Boutflower because there is also in existence a letter from him to the Trustees, which, owing to dampness, is almost illegible. But parts can still be made out including certain phrases such as "Dr. Wood mentions . . . acquaintance . . . the Established Church . . . of Calvin . . . for surely . . . to think exactly alike . . ." and then legibly, "I have only to reply that I own no party but the Church." Enough can be made out to see that it was a detailed refutation of Dr. Wood's charge of being a Calvinist. A postscript to the letter added, "I received by this day's post a testimonial from the Tutor of (St.) John's, signed by the Master and Senior Fellows . . . I shall (put it with the o)thers, to be f(orwarded) . . ." So it would seem that a few days after writing his letter to the Trustees Dr. Wood had overcome his doubts sufficiently about the Revd. Boutflower's religious sentiments since he appended his signature to a document which contains the following statement — "Nor do we know that he hath believed or maintained any opinion contrary to the doctrine or discipline of the Church of England."

One of the Revd. Boutflower's testimonials came from the Revd. W. Spooner, the Rector of Elmdon, Warwickshire, the living to which the Revd. Boutflower later retired. Also extant is a testimonial from Jeremiah Smith, High Master of the Manchester Grammar School, master and sometime colleague of Mr. Boutflower. He sent with the testimonial a certificate of attendance of Mr. Boutflower at the Grammar

School and adds in a note at the bottom that he was pleased to accept Mr. Boutflower as an assistant master when the position was vacant. He gave a brief curriculum vitae of his ex-pupil which reads as follows: "Having just learned that the Revd. H. C. Boutflower, my quondam pupil, and afterwards for some time my colleague in the school, intends to be a candidate for the Mastership of the Bury School . . . I am anxious to bear that testimony in his favour which a long and intimate acquaintance enables me to do. Mr. H. C. Boutflower was seven or eight years in this school, and passed through the several departments with great credit to himself. From us he went on to St. John's College, Cambridge, where early in his undergraduateship he gained the Hulsean Prize for the best English essay on 'The Atonement'. He was considered by his tutors a good classic; and the degree he took proves him to have made a respectable proficiency in Mathematics."

For the time the Revd. Boutflower had been tutor to the children of the Revd. Lithingham at Elmdon and he also sent along a testimonial to his character. Many of the correspondents sending testimonials were careful to stress that the Revd. Boutflower's religious beliefs were not at variance with those of the Established Church.

Of the other candidates, twelve names are known and their letters of application still exist. They were all persons engaged either in university work such as lecturing, or preparing students for their examinations, or else they were already in teaching. For example, one applicant, the Revd. Z. Shrapnel Warren was teaching at Oakham, Rutland; another, the Revd. Thomas Dale, taught at the Grammar School at Louth, Lincolnshire. Of the candidates many wished to know more about the school; one wished to know whether the Founder's kin alone were eligible for the position; another asked the number of pupils and whether they were boarders or day-school boys.

One interesting applicant, the Revd. J. C. H. Borwele, wrote: "I have not thought it necessary to add to the papers which I thus lay before you even a College testimonial as Edmund Hall, of which I have the

misfortune to be a member, is characterized by principles so far heterodox as to have prevented that intercourse – which, under other circumstances I should have been proud to maintain with the place of my education – even to have made me unwilling to seek from it that certificate of character and acquirements which I am confident would be readily granted.” This applicant was not interviewed for the post, perhaps not unexpectedly, and it would seem that, as later in 1857, the number of candidates finally interviewed was reduced to two. These two were the Revd. H. C. Boutflower and the Revd. Thomas Hinde.

A Mr. Taylor, the school solicitor’s nephew, who was at St. Mary’s Hall, Oxford, wrote to his uncle to tell him that the Vice-Principal of the college “knowing that I was a Lancashire man, asked me if I knew any thing of it (i.e. Bury School), whereupon I of course answered in the affirmative and gave him all the information I could.” It seems that a particular friend of the Principal wished to apply for the position advertised. Mr. Taylor then asked his uncle to further the Revd. Hinde’s application and goes on to give an account of the Revd. Hinde’s character and background.

In his letter of application the Revd. Hinde asks whether the school’s regulations would allow enlargement of the school. He gives his reasons for applying for the post at Bury and so setting aside a distinct possibility of being elected a Fellow of Christ Church College. His reason is that his college fellowship was open only to bachelors – and presumably he was contemplating marriage. He mentions his previous experience in schooling – he had held the position of assistant master at Chiswick School and, at the time of writing, was master of Christ Church School. The testimonials for the Revd. Hinde that we have come from Thomas Guilford, Regius Professor of Greek at Oxford, from his College – signed by three Fellows, the Revd. Hall, the Dean and two Censors, John Burke and Thomas Short, the text of the testimonial being very similar in content to that of the Revd. Boutflower’s.

Only four days after his previous letter and immediately after the interview conducted on behalf of the Trustees, which had just put the Revd. Hinde on the short list of two, Mr. Taylor wrote a further letter to his uncle : “My letter of behalf of Mr. Hinde written on Friday last, endorsing testimonials from the most respectable Masters here, would reach you this mornng --- but thinking it is my duty, as I do, to acquaint you with everything relating to the Gentleman whose interests I *may have wished* to forward, I now write to you a second time. I have again had some conversation with Mr. Radcliffe this mornng, who has *in confidence* informed me that he *does* know that Mr. Hinde’s intentions are to remain at Bury no longer than may be convenient to himself and that perhaps *not very long*. There are other reasons too why I shd wish that you would no longer pay attention to my previous recommendation. Had either Mr. Radcliffe or myself been aware of the above objections, I should never have written to you on the subject and I only hope that you may not have attended to my letter. It is very awkward as it is notwithstanding. What I have said does not affect the respectable Testimonials wh. I before sent you – it is for private reasons that I do not wish you to take any further notice of my former letter. I could not refrain from writing this to you as I should have been mortified beyond measure had I been at all conducive to the election of a Master to the Bury School who would not afterwards have given satisfaction. Pray keep the contents of this letter entirely to yourself as I shd not like to hurt Mr. Hinde’s feelings.” He adds that he will explain himself in more detail when he next sees his uncle.

The reasons behind it all we may never know but this, surely, would have put paid to the Revd. Hinde’s chances of election. Certainly on the 6th May, 1823, the Revd. Henry Crewe Boutflower was duly elected Headmaster of Bury Grammar School, at which post he remained until 1857 when he retired to Elmdon to become its rector after thirty four years as Headmaster of B.G.S. – one of our longest serving and most noteworthy headmasters.

Chapter 3

Examination Papers of Bury Grammar School, 1830-1856

David Phillips

Examination Papers of Bury Grammar School (1830–1856)

by David Phillips, Bury G.S. 1966–74

In the school records are two books containing examination papers from the first part of the nineteenth century. It seems that the pupils were examined every Christmas and Midsummer – not so very different from what happens today – so that there are fifty-two separate examinations recorded in the two books. However, not every single question asked in each examination is recorded and for some years it is only the placings of the boys taking part that are given. But there is sufficient material to give a very fair impression of where the emphasis lay in the curriculum at Bury Grammar School in the early Victorian era.

The books were written presumably by or at the command of the then Headmaster, the Reverend Henry Crewe Boutflower. The continuity of the handwriting and the tone of authority throughout seems to suggest that the papers were written in the Headmaster's own hand. A record of examinations was kept in this way both for future reference and for information to parents, who not unlike modern parents were glad to know what they were receiving for their money. The pupils were divided into two or three classes according to their performances in the examination papers. A small number in each year would be declared "not sufficiently correct to be classed." This small number is still with us in the twentieth century. On the other hand, for the year 1833 the Headmaster records that "H. Harper entered into residence at St. John's College, Cambridge, October, 1833, and was one of five freshmen who gained a scholarship on his first examination."

The examination papers themselves show that a fair variety of subjects was taught at B.G.S. in this period. The book which formed the basis for scientific study at the school in 1835 was Joyce's "Scientific Dialogues". In the examination of that year

questions were asked on matter, cohesion, capillary attraction, velocity, gravitation, motion, fulcrums and levers, all of which were based on this book. Most of the questions were of a theoretical nature and there was no practical science as we know it today.

Geography was limited to a knowledge of the locations of towns and counties in the British Isles. For example a typical question for Christmas, 1835 reads "Name the six counties of North Wales". Answer: "Anglesey, Caernarvonshire, Denbighshire, Flintshire, Merionethshire, Montgomeryshire". Another question reads "Name the rivers on which the following towns are built" In 1844, however, questions were introduced which test the pupils on latitude and trade winds, and ask for a simple proof that the earth is not flat.

Questions which the Headmaster puts down under the heading of "History" or "Chronology" are either biblical or in some way related to religious movements. The History paper of Midsummer, 1837 required candidates to give the date of Noah's Flood, the answer being 2,348 B.C. which in the pre-Darwinian age would be accepted as historical fact. One sometimes wonders how much of what we accept as incontrovertible truth will be laughed at by succeeding generations. The non-biblical historical questions are related in nearly every case to the growth of Christianity, its factions or its rivals. The Arian and Pelagian heresies of all things, the growth of Mohammedanism and the Reformation are dealt with at some length but there is no mention anywhere of the Renaissance, the French Revolution, English secular history or the growth of the British Empire. In the age of Macaulay it seems that non-ecclesiastical history was regarded as unimportant in the school. A change to secular headmasters in the twentieth century seems to have produced a profound change in what B.G.S. regarded as important knowledge.

History and Geography appear, however, only occasionally in the records of the examinations kept by the Headmaster. They are overwhelmed by the number of papers

set on three other subjects which seem to have formed the real substance of education at the school. These subjects – Mathematics (Arithmetic and Algebra for the most part), Religious Studies and Classical Studies (embracing Latin Literature, Greek Literature and Ancient History) – dominated the examination papers and there is little doubt that first in importance in most minds of the time – though probably not in the mind of the Rev. Boutflower – was Mathematics. Mathematics was not the Headmaster's main subject and it appears that the usher, John Just, the Rev. Boutflower's assistant, was especially responsible for the teaching of Mathematics. His name certainly appears at the head of many of these papers. The high place of Mathematics in the curriculum of Bury Grammar School in these years perhaps reflects the mood and position of the area. During these years the industrial revolution was in full swing and South-East Lancashire was very much at the centre of it. Commercially minded parents would obviously require a thorough knowledge of pounds, shilling and pence together with weights and measures for their children. Thus in the Arithmetic examination of Christmas, 1830, eighteen out of twenty questions involve either money, commodities or both. Question Ten reads "Exchanged 64 yards of cambric at 8s. per yard for 192 yards of cotton cloth. What did the cotton stand me per yard?" Other commodities mentioned in questions include wine, logwood, wool, wheat, cheese, silver and loaves. The candidates were also asked to calculate the distribution of a bankrupt's effects and various amounts of interest on a variety of loans. Whether B.G.S. parents saw their sons as future mill owners or managers, as bank employees, or maybe just taking over the family business, as far as they were concerned it was the school's function to train them in useful knowledge.

Nevertheless there were still many mathematical questions aimed at the intellect rather than the shop counter. An ability to calculate correctly without reference to specific commodities is often called for. In the examination of Midsummer, 1831

Question 4 reads "Divide 34, 015, 404 by $23\frac{3}{4}$. Answer – 1,451,877;" Question 7 reads "In 96,842,429 inches how many miles? Answer – 1,528 miles, 3 furlongs, 23 yards 2 feet 11 inches." There are also some quite advanced Algebra questions. The solution of equations is called for. Question 11 in the Algebra paper of Midsummer, 1831 reads " $\sqrt{x} + \sqrt{x+3} = \sqrt{\frac{12}{x+3}}$ Solve this equation. Answer – $3\frac{1}{2}$." Question 9 reads "Find the square root of $9x^2y^4 - 12x^3y^3 + 34x^4y^2 - 20x^5y + 25x^6$. Answer – $3xy^2 - 2x^2y + 5x^3$." The boys incidentally were not given these answers on their examination papers. They must have been for the convenience of the marker so that it seems that there was either a very high standard of Algebra at the school or a vast number of examination failures. Many of the questions asked, one suspects, would have seriously undermined the confidence of today's "O" Level candidates.

After Mathematics, Religious Studies held a place of great importance in the school's curriculum. This would be in keeping with the Headmaster's tastes and skills. In 1816 Mr. Boutflower had won the Hulsean Prize for Theology and not surprisingly had crowned this triumph by being ordained a minister of the Anglican Church on 15 April, 1821. Two years later he was appointed to the vacant headmastership of B.G.S., whose founder, Roger Kay, had specified that the school should be Anglican in its principles and teaching. During the early Victorian era there was considerable conflict between the various religious sects over education, each anxious that its own form of theology should be taught in the schools. Thus there would be a fairly sharp, and sometimes bitter, division between Anglicans and non-conformists. In such a situation it is hardly surprising that religious studies should figure largely in the curriculum and examinations of Bury G.S. and that these studies should never deviate from the teachings of the Anglican Church, since it is unlikely that any but the children of Anglican parents would be educated at the school in those years.

The examinations in religious studies range from straightforward questions on various parts of the Bible to questions concerned with the very nature of Christianity. In Midsummer, 1834, the pupils were examined on the Gospel according to St. Matthew. In 1848 they were asked for the meaning of the catechism, a covenant and a creed. In one question they were required to state the three great enemies of all Christians. They also had to know the help that would be needed to keep God's commandments and the means of obtaining that help. Altogether the papers contain a very large number of similar questions of a theological nature set over the twenty six years covered by the two books, indicating both the importance attached to religious instruction and the depth and detail to which it was carried.

Classical studies clearly ranked almost as highly, if not as highly, as both religion and mathematics at Bury G.S. during this period. William Hewitson in his book on the Headmasters of the school records that the Rev. Henry Crewe Boutflower, the Headmaster, had "distinguished himself especially as a Latin scholar" while at Manchester Grammar School from 1807 until 1815. Classical studies at B.G.S. included Greek and Latin literature and grammar as well as Ancient History. The inevitable Cicero, Virgil, Livy and Homer were translated and studied as models of literary style. In 1837 candidates were asked to display a knowledge of the geography of Ancient Greece and the importance of various battles. Question 3 reads "Mention the succession of Persian kings from Cyrus to the overthrow of the Empire." A knowledge of the equipment of Greek soldiers and the organization of Roman legions was called for. The standard of Latin Grammar appears to be somewhat beyond present "O" level standards. In 1839 pupils were asked to translate into Latin "Both I and Balbus lifted up our hands" and "The industrious husbandman will plant trees, the fruit of which he will never behold himself." Before indignant "O" Level candidates protest that they are perfectly capable of putting these

sentences into Latin it is necessary to add that these sentences appeared in the examinations for the second class of the school — there was only one class for each year in the nineteenth century. In the same year, 1839, pupils in the first class had questions on Virgil and Homer to deal with. In the examination of Christmas, 1832, there are twenty two questions on Greek Grammar alone. Question 19 reads "Point out the change of vowels in the formation of the 2nd Aorist."

As an additional test of his pupils' abilities it was the Headmaster's habit to set a theme for them to write on as part of their examination. Usually there were two such themes, one in Latin and one in English. For example, in the Midsummer examination of 1831 pupils were asked to write on Archbishop Cranmer and on "Deum ipse orbis constitutio demonstrat" — a terrifying prospect for a modern school-boy and for the teacher who would have to mark his efforts. We shall never know, however, what the boys of 1831 made of their examinations. The questions may have survived but the boys' answers are mercifully gone for ever. Were they really as learned as the questions suggest? One can only assume — and hope — that the same fascinating mixture of learning, ingenuity and sheer blind ignorance that sees boys through modern examinations helped their ancestors of 1831 through theirs.

So while it seems that a very fair variety of subjects was taught in the B.G.S. of nearly a century and a half ago there is one great and immediately noticeable omission from the programme in that there is no trace of the teaching of any modern language other than English. These were the days no doubt when foreign travel was exceptional and foreigners were still foreigners, who lived in a separate — and inferior — world from which we were mercifully cut off by our "silver sea", so allowing the boys of B.G.S., unaffected by alien ideas, to grind on with the things that really mattered — their Mathematics, their Classics and their Religion.

Chapter 4

Making Ends Meet: The Finances of Bury Grammar School,
1858-1880

Carl Boardman

Making Ends Meet – The Finances of Bury Grammar School 1858–1880

by Carl Boardman, Bury G.S. 1966–74

“6th May, 1878 - to the Trustees of
Bury Grammar School

Gentlemen,

I have the honour to lay before you
the following report on the school. The
number at present in attendance is as
follows:

In the Headmaster's room	44
In Mr. Tomlinson's room	27
In Mr. Lamburn's room	28
In the Preparatory Class	20

making a grand total of 119 if the Prep.
Class is included or 99 excluding that.
The fees for the first quarter of the
current year are as follows:

Headmaster's Room	£54 . 12s . 0d
Form Room	£54 . 12s . 0d
Total	£109 . 4s . 0d

So begins the report of Edward H.
Gulliver, M.A. (Headmaster) to the Trustees
of the school for the academic year 1877–8.
Perhaps its two main concerns – with the
number of boys in the school and the
amount of fees paid – are significant. For a
school run through a Charitable Trust, as
Bury Grammar School was, money was
bound to be a vexing subject, the future of
the school very much depending – as indeed
it does today – on the number of parents
who saw real value in having their sons at
B.G.S. Obviously the academic and social
values offered by the school mattered a great
deal to everyone concerned but in the sur-
viving reports of Headmasters to Trustees in
the late nineteenth century there is little
mention of these qualities compared with
the overwhelming concern with financial
arrangements and the ever-difficult task of

making income balance expenditure.

With a steady income of £200 a year,
plus a share of the capitation fees, the Head-
master was obviously the most highly paid
member of the school staff, especially as he
also lived in a house provided by the school
in which he boarded several pupils. From a
survey of the fixtures in this house in 1858
when the Rev. H. C. Boutflower resigned his
tenure of the headmastership it seems to
have consisted of a drawing room, parlour,
dining room, two sitting rooms, five bed-
rooms, a dressing room, study, kitchen, two
pantries, a scullery, store rooms, attics and
cellars. The second master also lived in a
school house and in addition was paid £100
per annum, which was also the salary of the
two other teachers of academic subjects,
though they did not have the benefit of a
school house.

Two further members of staff were
paid at somewhat lower rates – namely the
teachers of Art and Music. The Art and
Drawing master was paid £50 per annum and
the “Singing Master” or Music teacher must
have been on an even lower salary until the
Trustees’ meeting of 1st August, 1866, when
“an application was made by the Rector
(The Rev. Hornby) to allow the music
teacher to be on the same footing with the
drawing master – that is, to teach music
only at the same hours as at present and not
to be required to teach other subjects in the
school and that his salary should not exceed
£50 per annum.”

There were, however, two other mem-
bers of staff who came even lower on the
salary scale. One of these was the “Drilling
Master”, not a master in the usual sense of
the word, who gave the boys military drill
once a week (if the weather was fine). For
the year 1878–9 this was a Mr. W. Adams,
whose receipt reads; “For Drilling from
6th June, 1878 to 6th May, 1879, viz. 34
days at 4/- per time – Six pound sixteen.”
The other lowly paid member of the staff
was the school cleaner. Throughout the
1860's and 1870's this was one Ellen
Crompton, who apparently had no help,
signed her pay receipts with a cross and drew
the same sum of £16 per annum for her
efforts in 1880 as she had received in 1860.

Other recipients of regular sums of money from the school were the Exhibitioners at universities. They received £40 per annum towards their studies for which they were no doubt grateful but one hopes that few expressed that gratitude quite so fulsomely as the writer of the following letter to the Headmaster, dated 4th July, 1871:

“Rev. and dear Sir,

As an Exhibitioner of the Bury Grammar School, I feel it my duty to inform you and the other Governors and Trustees that I have taken my degree at St. John’s College and I beg to offer you my sincere thanks for the liberality which has gained for me many advantages I must otherwise have let go by. No words can be sufficient to express the gratitude I shall ever feel to the venerable Founder and the Governors and Trustees, and should I be so happy as to meet with your approval I beg now again to appeal to your kind sympathy and goodness to elect me to receive the same Exhibition as a student of the Theological College at Cuddeston where I hope to go next October term to prepare for my ordination next Trinity. I have an honest conviction that this appeal is not contrary to the intent and meaning of the pious Founder’s statutes, but that so good a Churchman would have regarded with special favour so desirable a preparation for Holy Orders.

With every feeling of respect, I remain,
Rev. and dear Sir,

Your dutiful and grateful

Thos. W. Haworth “

One wonders what effect such histrionics would have on today’s Headmaster. Scribbled on the back of the letter in the Rev. Hildyard’s hand are the simple words “Thos. W. Haworth. Application for Scholarship.”

Part of the school’s income was derived from rents paid by people who lived on land owned by the school. These rents in 1880

brought in a total income of £245.18s.9d. In return for contributing to the well-being of the school in this way the tenants expected the Trustees in return to contribute to their well-being by undertaking repairs and alterations on their farms and cottages, which, when they deemed it necessary, they did. For example, on 15th November, 1865, Mr. Parker was paid £4.6s.4½d for work at Widdup’s Farm. On 2nd July, 1879, a Mr. Buckley earned £2.0s.7p by repairing slates at Hellenrod Farm and on 14th November, 1872, a Mr. Holt charged the surprisingly small sum of 15s.6d for making a new road at Green Farm. Dozens of such instances are scattered through the records of these years. But also scattered through the records of the Trustees’ meetings at which John Kay’s reports of the tenants’ demands were discussed are plenty of instances where the Trustees were less inclined to be generous. Some of Kay’s reports have the decisions of the Trustees written in on them – for instance a report of 6th May, 1864 : “James Widdup wants his house repairing and some draining in the meadow leading to Mr. Grindrod’s house. LET THEM SETTLE IT BETWEEN THEMSELVES.”

“Wm. Mitchel wants a fence from Catcher Farm to the Greave Farm – the road is open to the field and is very inconvenient. TAKE NO NOTICE OF THIS.”

“Richard Whittaker wishes the out-buildings at the front of the house to be removed. LET HIM DO IT HIMSELF.”

This capacity for unbending sternness where parting with money was concerned which the tone of these comments implies was never better illustrated than in the case of John Masheder. The dispute opened when the Trustees received a letter from Masheder’s brother :

“Gentlemen,

As principal agent in the affairs of my late brother, the Rev. John Masheder, I beg respectfully to call your attention to some matters relating to his connections with you.”

That opening sentence on a letter dated 29th April, 1859, from Richard Masheder opened a controversy which lasted until May of the following year. Briefly, John Masheder, the second master at B.G.S., had died on 15th November, 1858, and Richard felt that his brother – or more exactly his surviving relative – was entitled to the salary for the quarter during which he died. The Trustees, however, did not agree. Instead they sent a letter dated the 18th May, 1859, enclosing a copy of the Trustees' orders on this subject. Unfortunately these orders have been lost, but judging from Richard Masheder's next letter, dated 23rd May no cash accompanied the orders. He writes :

"The latter part of your resolution somewhat surprised me, as it seems to be based upon two incorrect assumptions. In the first place, I cannot allow that my brother was paid up to Nov. 6th, 1858, but only up to Sept. 30th. You may have paid his quarter's salary on that date, but it was due on this, for I well remember my late brother explained this point to me himself that his quarters did not commence on the 6th Feb., May, Aug., and Nov., although he received his salary then as a matter of convenience, but at the divisions of the year usual in schools and we have written documents which prove that he entered on his duties as your Second Master in January, 1852, not February."

Secondly Masheder disputes the Trustees' interpretation of the Founder's statutes, observing that "to *quit* does not mean an involuntary absence from, but the actual desertion of, a post from no creditable cause or motive." Evidently the Trustees had endeavoured to use a clause in Roger Kay's statutes, depriving anyone who "quit" the school of that quarter's salary.

When Masheder's letter arrived a Mr. Hutchinson replied on behalf of the Trustees saying that there would be no Trustees' meeting for some time and asking for proof that the salary was due on 30th September in the shape of all John Masheder's pay

receipts and the "written documents" which Richard claimed to possess. This Masheder deemed to be unreasonable and said so, adding that he did not have all the requested pay receipts and suggesting that Mr. Norris was in a better position to supply them. He still asserted, however, that he had proof of his brother's quarter commencing in January and pointed out that the original advertisement for the post of Second Master which his brother had answered asked the successful applicant to commence in that month. Even his brother's tax demands had assumed tenure of the post until the end of that quarter.

Mr. Hutchinson replied tersely that Masheder's letter had arrived just too late to be considered at the latest Trustees' meeting, which had taken place the previous evening and that Masheder still had not furnished his written proof. The struggle was becoming embittered. In a letter of 26th October Masheder asked why the quarterly Trustees' meeting had taken place four days earlier than usual, and why he had not been informed so that he could have presented his case earlier. To his way of thinking his case had been proved beyond any doubt already but he was willing to produce his two letters at the next meeting if need be. At this point a third brother, Thomas Masheder, who was also teaching at the school, resigned his post giving no reason, though one may assume that the controversy played some part in his decision.

On December 16th Richard Masheder demanded an explanation of the school solicitor, Mr. Norris, of why he had not been told the result of the Trustees' meeting. Mr. Norris replied : "The omission to transmit to you the resolution of the Bury Grammar School Trustees, of which the enclosed is a copy, is mine and I can only account for it from having acquainted your brother (Thomas) therewith and not having noticed that you were the claimant. I believe that your late brother was paid from Jan.1st to Feb.6th, 1853, but if there be any further claim oblige by sending particulars."

The dispute trailed on in this way for some months and then seems to have been brought to a close abruptly when the Trustees mysteriously produced a Memo Book which conclusively proved that John Masheder had been paid for the period 30 September to 6th November, 1858. This forced Richard to withdraw his claim. Nevertheless his feelings are shown in a final vituperative letter dated 7th May, 1860 to the Trustees :

"I do not, however, deem this discovery any fatal objection to my claim, so I have been disappointed that my late brother's salary is not to be paid for the whole of that quarter in which he died. I never heard of such a determination before. Upon what authority do you base that resolution? You cannot pretend to justify it by your Founder's will, and I can therefore only conclude that it emanates from the same spirit which before took a pleasure in thrashing my brother's interests. My late brother held the second mastership for nearly six years; you made no increase in his salary during that time and you appointed no successor for that quarter in which he died; he had on several occasions discharged duties of Head as well as second master without either additional remuneration (to which he was entitled by your Founder's will) or even thanks from you. The encouragement held out to him of the headmastership deterred him more than once from applying for another situation."

The letter continues, attacking the "insidious and malevolent influence" of certain Trustees and ends with a determination to publish and circulate the whole correspondence. The Trustees did not bother to reply or, if they did, there is no record of further communication between them and the Masheders. They certainly did not part with any money in that direction. They had won their financial battle but at the cost of some blackening of their collective character.

The Trustees may have made themselves unpopular too with some tradesmen in

Bury through their slowness in settling accounts. Johnson, the timber merchant, sent in a bill for £1.14s.2d on 18th November, 1861, which was not settled until 5th June, 1862. Ann Birtwistle's bills for bricks, timber and flag-laying, dated 1st April and 30th September, 1864 were both settled in the November of that year, while in 1875 Downham, the plumber, waited from 29th January to 3rd November for his 18s.8d and there were more than a few years in these two decades when the school's water rates were in arrears. On the 5th August, 1864, three bills were settled : those of Crompton, the printer, from July and December, 1863, and that of Latham, another printers, from February, 1864, all for printing examination papers. Since Crompton was almost always employed as the school printer it seems possible that he may have refused to print anything more until his previous bills were paid, or maybe the school felt that it would be tactless to ask him under the circumstances.

The reason for this slowness in settling accounts was not poverty so much as the system employed for paying bills. All accounts had to go before the Trustees, when Mr. Norris would either certify them as correct or (very rarely) query them. The Trustees would then authorize payment of the certified accounts and they would be paid. Unfortunately the Trustees met only four times a year so that a bill could easily be kept waiting for three months, or even six if for some reason it missed the meeting or was queried. Delays longer than this are difficult to account for but certainly happened. Sometimes the Headmaster would sidestep the procedure by paying smaller bills out of his own pocket and then reclaiming the money from the Trustees, but this method was never used for the larger bills and the Headmaster was always risking his money to some extent especially if for some reason a bill was queried. Perhaps tradesmen accepted this situation since there is no sign of indignation from them and they continued to allow the school discounts which seem quite considerable for the time.

The school's income, from which the various bills were paid, came from several sources. Firstly there were the rents already briefly alluded to. The school owned land in various parts of the area – mainly farm land which was rented to thirteen tenants who paid rents varying from £1.10s.0d per year to £40. In the year 1880, for instance, the school's income from these rents was £245.18s.9d.

Money also came from the fee-paying pupils of the school but surprisingly there is practically no information remaining of what the fees were for this particular period and yet, judging from the Headmaster's report to the Trustees in 1878 with which this study opened the fees were by far the most important of the school's sources of income.

A third – and possibly most remarkable source of money for the school between 1858 and 1872 came not from the teaching of pupils but from the sale of coal. It seems that the school leased an area of land around Chadwick Hall from the Earl of Derby, who charged them a nominal rent of one shilling per annum – a good deal less than the 12s.0d cab fare plus 1s.0d tip which appear twice yearly in the Headmaster's expenses for visits to the Hall – and on this land reposed Chadwick Hall Colliery. In 1871 a statement of the coal dug from the colliery, or rather the value of that coal, was made out. For the years relevant to this study it shows that the annual income from the sale of coal between 1858 and 1870 was never less than £164.5s.9d and in 1869 had reached £342.2s.6d. The statement showed an average annual income to the school over these years of £175 making it a very useful source of income. Sadly the statement ends with an account dated 20th January, 1872, from Henry Eaton to the Trustees of Bury Grammar School : To examining the coal lease and plans of mine which mines were leased to Messrs. Roscow and Lord The said mines are now worked out and exhausted ”

Thus Bury Grammar School lost what had seemed a reliable source of revenue. It is

slightly ironic that during the working of the mine all coal found there went directly to Messrs. Roscow and Lord, so that the mine owners, B.G.S., had to buy their coal from the Wigan Coal Co. Ltd.

Against an annual income of £850 – £900 there were many expenses to be met. The school and the masters' houses had to be insured against fire with the British and Mercantile Insurance Co. for £4,000 at an annual premium of £3.4s.0d. There were rates to pay, too, plus gas bills and bills for maintenance of the various properties owned by the school. The school had standing accounts with certain tradesmen of the town. Most of the school's printing was done by Thomas Crompton of Fleet Street, Bury. He also supplied most of the stationery, such as foolscap notepaper (1 quire cost 1s.10d), pens (5s.6d a box), imposition books (17s.0d each) and copy books. Also he supplied the books given as school prizes, whereby we learn the reading tastes of the B.G.S. intelligentsia of 1877. Chambers "English Literature", Hasting's "Polar World", Hasting's "Tropical World", Mitchell's "The Sea", Smith's Classical Dictionary, "Homes Without Hands", Smiles's "Self Help", "Modern Playmate", "Walks of a Naturalist", "Earthquakes and Volcanoes" and "Annals of Industry" are a fair sample of the general trend.

The materials for the school's scientific studies came from either Worley or Fuller and Fuller's bill of August, 1879, shows the supply of such items as lime water, potassium chlorate, reduction tubes, calcium chloride tubes, potassium, sodium, zinc, caustic soda, iron filings, seed and a magnet at a cost of 8s.0d. This was not the total bill for the year, of course, but even that shows that the practical science rooms were not overworked.

A Mr. Berry would lend the school plants – whether for decoration or botanical study is not clear – for a small fee, while the Athenaeum Club would lend chairs. Mr. Downham spent much time in fitting new

locks and not a little in picking old ones. Berry and Sagar did decorating work in the school and masters' houses for which in 1874 alone they earned £34.6s.11½d. The breaking of school windows in 1863 earned Cornall the glazier £2.3s.2d for replacing them and Crompton the printer another £1.0.0d for advertising a reward for the names of the culprits. There is no sign that the reward was ever claimed. Gas bills came regularly, sometimes reaching the heights of £2.8s.7d in the dark winter of 1871 and the depths of 4d in the bright summer of 1865. Advertisements for teaching posts were placed in papers as different as the "Times", "Manchester Guardian", the "Oxford Times", the "Cambridge Gazette" and the "Bury Times". On 13th March, 1869, the "Rochdale Pilot" inadvertently missed out the preface from an advertisement and was profuse with apologies though not with a cash refund.

Finally there seem to have been some convivial occasions whose costs were met from school funds. A letter of 1871 from Mr. Grimshaw to Mr. Norris begins : "As some time has lapsed since our interviews at 'The Dog and Partridge'" and each year brought receipted bills for dinners from the Derby Hotel. Typical bills for 1867 show :

"Derby Hotel, Bury — to Mr. William Handley

30 Gentlemen's Dinners @ 5/-	£7.10.0
To wines, etc.	£9.17.0
Attendance	10.0
	£17.17.0

and

"To Wm. Dawson

24 Dinners @ 2/-	£2. 8.0
Horses	1.0
Cabman	.8
	£2. 9.8
Punch	6.0
	£2.15.8

Very different occasions, it would seem, but both no doubt heartily enjoyed. Who composed the 30 and 24 gentlemen is not clear, whether Trustees, teachers, both or neither, but judging by the cost of the wines and punch the thirty gentlemen must have been considerably more convivial than the twenty four.

So from the mass of available material a number of interesting conclusions emerge. It is clear that the Grammar School in Bury was an institution closely tied in with the affairs of the township. The period 1858 — 1880 spans over two decades from the early days of the Rev. Hildyard's headmastership to the coming of the famous Rev. "Billy" Howlett, headmaster and dominating influence on the school for years. Yet little changed in the financial state of the school in this period save that the income from coal changed to one from Consols. Salaries remained almost stationary and no bills showed anything but the most gradual of upward trends; indeed many never changed at all. The cost of a cab to Chadwick Hall remained 12s0d plus 1s0d tip and the school's water rate was 10s0d a quarter throughout the whole period. Outside the small world of Bury the political scene moved from the first minority government of Derby and Disraeli to the death of the latter, now grown to the height of his fame. Yet what mainly concerned the school was the necessity to provide sewers. The picture that emerges above all else is that of a cloistered community in a stable world, possibly having difficulty in making ends meet sometimes but so long as it could pay its bills and had something to offer that parents wanted it could count on its survival.

Chapter 5

Bury Grammar School Today

John Robson

Bury Grammar School Today

by John Robson, Headmaster

1919 – 1951

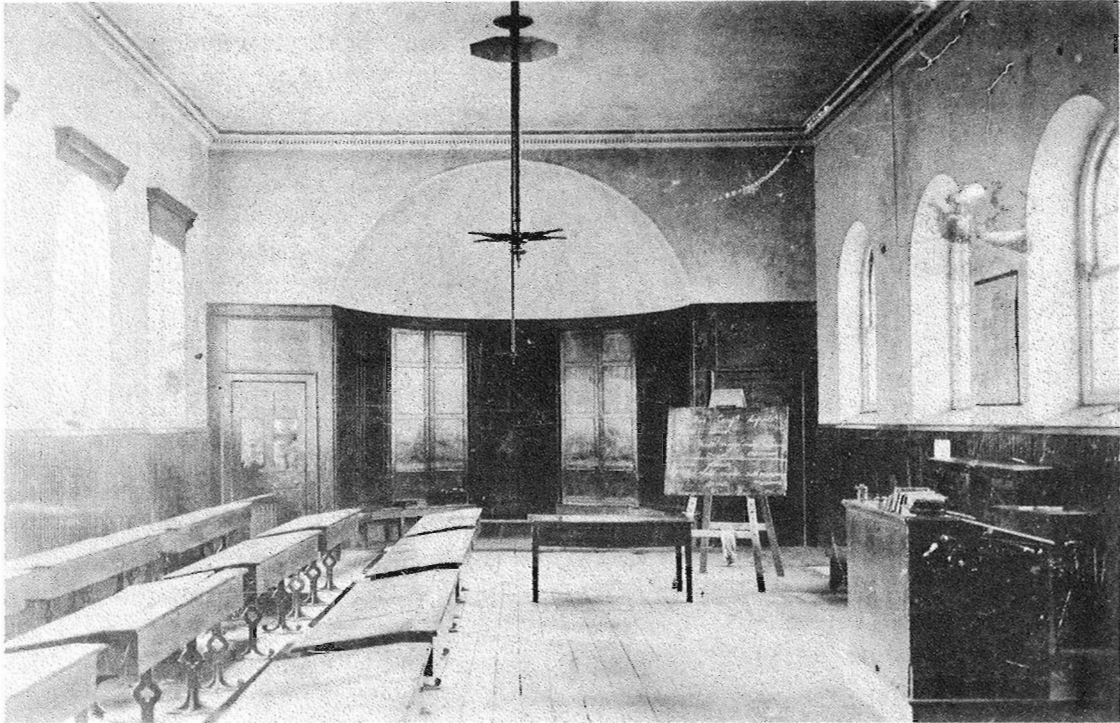
The period between the wars, which nearly coincides with the Headmastership of L. R. Strangeways, was for Bury Grammar School as for the nation in general, a time of modest progress hindered by economic constraints. The fine buildings constructed in the early years of the century were, in general, adequate to the needs of a school which was neither expanding nor under pressure to do so. However, developments of importance did take place. Most notable among them were the acquisition in the middle 20's of the playing-fields at Buckley Wells, without which the School would now be in sore straits indeed, and the construction just before the war of the swimming baths.

When Mr. Strangeways retired in 1936 his place was taken by L. C. Lord who had seen the School through the war by the time of his unfortunate death in office in 1946. Naturally, the war years were not a time in which schools could change their methods or improve their facilities, and the same may also be said of the immediate post-war period when the material constraints upon action were, if anything, even more severe. These years coincide precisely with the Headmastership of Mr. R. L. Chambers, a distinguished scholar who left in 1951 to begin his long Headmastership of King Edward VI Grammar School, Stourbridge. While he was there he saw the final flowering of the grammar school tradition in Stourbridge, led the vain attempt to defend it, and retired at the time of its final demise: an interesting example of the general trend we now have to describe.

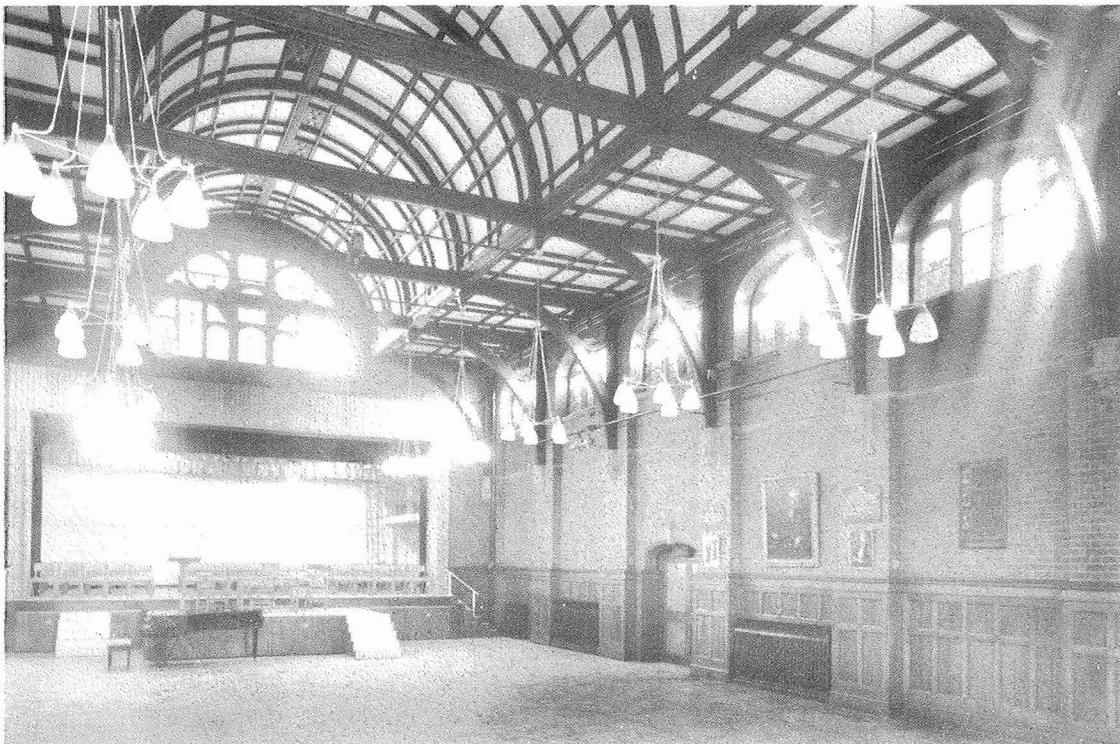
1951 – 1960 The fifties were a period favourable to the development of grammar school education. The Authorities were convinced of the need for an indefinitely increasing number of qualified people and were providing the means to expand the

education service. At the same time the conviction spread among the people at large that qualifications were requisite for success in life. Meritocracy was respectable, and a ruling class previously believed to have been based upon birth and wealth was to be replaced by an elite of trained intellectuals. It is difficult in the 1970's to remember how widely these views were held and how politically uncontentious they were. The idea that any serious threat could arise to the great English grammar schools would at that date have been dismissed without a second thought. Indeed, it was not until the sixties that it dawned upon people actively engaged in education that schools such as Wyggeston at Leicester or King Edward at Sheffield were actually going to be dismantled.

At the beginning of the period, then, Bury Grammar School was in the mainstream of educational development. Even so, in spite of the favourable atmosphere, the fifties were a troubled time for the School. What comes first to mind, and is most vividly remembered by those who were at the School at the time, is the changes in Headmastership. Many boys who were admitted to the School in this period had the triple infliction of suffering under three headmasters and the departure of one of the incumbents did not take place without high excitement. The time of flux was halted in 1960 by the appointment of Mr. J. T. Hansford who in his first prizegiving speech bluntly declared that he was here to stay. In fact the School benefited from his exceptional energy and ability for nine years, and the results of his consuming interest in the design and construction of buildings can be seen in many features of the new Boys' School. Far more serious, although very few people at the time, and few even now, are privy to the full facts and the extent of the danger, was the threat imposed by the inadequacy of the buildings. The continuance of the School on the Direct Grant List and indeed its very existence were under immediate threat. If this crisis was severe, even desperate, the response to it was audacious and eventually triumphant. The bold design was adopted of constructing an entirely new Boys' School on the South side



The Schoolroom in the Wylde, c.1876



The Roger Kay Hall, 1976

of Bridge Road and so leaving the whole of the original buildings to the Girls' School. The accomplishment of this enormous task is due in the main to the favourable educational climate and to the loyalty and activity of many friends of the School. At the same time, mention should be made of certain key individuals: in 1955 Mr. J. M. Farraday began his long service as Clerk to the Governors and in the same year Mr. Cecil Heap, a Bury Councillor and Official of the Wallpaper Workers Union, broke the succession of Rectors of Bury in the Chairmanship of the Governors and brought to the Governing Body a new sense of urgency. The long and close working partnership between Mr. Heap and Mr. Farraday was ended only by Mr. Heap's death in 1967. Under Mr. Heap's leadership the Governors, who consist largely of local business and professional men, many of them Old Boys of the School, entered a phase of exceptional activity in fund-raising and new construction. The result of this extraordinary effort can be seen by any who care to visit the buildings of the two schools.

1960 to the present day

Whilst in the post-war period the School was struggling to find the means to fulfil a function which was both demanded by its clients and strongly approved by the authorities, in the 1960s the conditions under which it operated changed in a bizarre way which future generations may find even harder to understand than we do. Within the School all was well: the material constraints, initially severe, were being steadily overcome and the dynamic leadership of Mr. Hansford ensured that the School made the fullest use of what it was being given. Nor had demand for the School's services slackened. On the contrary, it steadily intensified and the value placed by the parents and boys on what the School offered grew higher and higher. However, although it was providing, at a considerable saving to the public purse, an education which was strongly in demand, the School did not meet with political approval for a single reason: it selected from its surplus of applicants those pupils whom it judged most likely to benefit from

membership and it was determined to adhere to that policy. This is no place to go over once again the arguments for and against comprehensive education, but it should be pointed out that it has been a bewildering experience for the Schools to find themselves obstructed in a service which they were — in other people's opinion, not their own — discharging very well. The political threat to the School intensified in the closing years of the Labour administration of 1964–70 and then passed away during the brief but eventful Heath government of 1970–74. On their return to office in 1974, the Labour Party lost no time in re-opening the attack and the School has been forced into independence.

On the material side, the period saw steady progress with new building. Particularly significant dates were the completion of the main part of the new school in 1966, which meant that the whole of the administration and academic teaching had transferred to the new site, and the opening of the Sports Hall in 1974, which marked the final withdrawal of boys from the old gym, and, therefore, from the north side of Bridge Road. In academic work, the School steadily developed its methods and improved its standards, whilst in games there was much diversification and notable successes in the new as in the old sports. To sum up, the School was doing very well and wished in vain to be left to get on with the job.

Bury Grammar School as it is

1. Public Support

The study of Bury Grammar School at any time in its history must begin with its links with the local community. Mr. Hodgkiss, in his article, has shown how the School grew up to meet the needs of its district and how that growth was fostered over the years by many gentlemen notable in the area. In modern times a striking change has occurred in the pattern of voluntary activity which corresponds to the great changes in the distribution of wealth and income. Nowadays most voluntary activities are no longer the preserve of a leisured or moneyed class, nor even dependent on such a class for

leadership as they certainly were even a quarter of a century ago. The effort of public support which has enabled the School to achieve so much in recent years has, in the main been the work of men and women already fully occupied with their own jobs. Nor are these people in possession of wealth: they may receive, in some cases, good incomes, but these incomes have to be earned, often by the combined efforts of both parents.

It is against that background that the success of the public appeals undertaken jointly by the two schools should be judged. Appeals to all friends of the Schools have been made in 1957, 1963 and 1970 and the gross total given or promised from these Appeals stands at £267,000. In addition, there have been appeals to the parents of children new to the Schools in 1972, 1973, 1974 and 1975 and from these appeals the total so far given or promised exceeds £50,000. Of course it has not only been parents who have given their time and money to these remarkable efforts: generous support has also been received from local industry and from Old Boys and Girls and other friends of the Schools. I have often heard the Clerk to the Governors remark that when they set out upon the policy of Appeals they had no idea what degree of success they would meet with. "We were appealing for 115,000 pounds," he said "and some people told us, and I was half inclined to believe them, that we would not get 115,000 pence". Why the faint-hearts with all their persuasive arguments were so resoundingly proved wrong is a question which I shall now attempt to answer. Bury patriotism must be part of the explanation. For men like Cecil Heap and Harry Barnes who were brought up in Bury and have lived there all their lives, Bury Grammar School was an ornament of their Town, something which they would wish to preserve just as they would wish to preserve the Parish Church or the statue of Robert Peel. For Sam Jackson, the great-hearted man who did so much for us in the Appeals 1963 and 1970 Bury was the soil from which he had sprung and, though he had

gone on to make his career in other places, the Grammar School was his school in his town, and he has never forgotten it.

Another source of strength is the web of family relationships which link together many individuals in the two schools. Whether you look among the Governors or the masters and mistresses, or the Old Boys and Girls or the present members of the School, you continually find instances of a family tradition of support for Bury Grammar School, often reaching back over several generations. However, these bonds, strong as they are, cannot fully explain the support which the Schools receive. Nowadays people move about. A family may move into Bury and their son enter Bury Grammar School at one and the same time. Again, Bury is now partly a dormitory town and some parents have no connection, either by birth or by occupation, with the town in which they live. In spite of this, one finds that enthusiastic support for the School is just as likely to be found in a newcomer as in a Bury native; the Parents Association contains an equal mixture of the two categories. The fact is that the character of the School itself is capable of engendering this enthusiasm, just as it casts an unfailing spell upon the diverse men and women who come to teach in it.

2. Bury Grammar School and Educational Politics.

We have seen that in the post-war period the School was in the mainstream of educational thought and development; the aspirations of parents were matched by an educational provision designed to create a meritocracy. In the course of the 60's that union broke up, and discontent over selection at 11+ provided the popular base for a new set of educational theories, of which the main theme was the rejection of elitism and the intention to offer, so far as possible, the same secondary education to all children. However, if this new approach appeased popular feeling by the abolition of the 11+ selection, its emphasis on other values than the acquisition of specific and measurable knowledge and skill was a grave disappointment to parents; thirst for education as

narrowly defined, that is to say, the passing of examinations has, if anything, intensified. Therefore, Bury Grammar School itself remaining essentially the same, saw the world change about it; the main emphasis of the maintained sector is now far different from our own. If we disappoint parents, certainly the parents of those who fail, by selecting our entry, we nevertheless strive to satisfy those whose sons attend by a continuing policy of academic work. Nor is it only the maintained schools that have changed: the Independent Boarding Schools have made an abrupt about-turn: in my early days as a master at one of them they still tended to look down upon the passing of examinations as a kind of trick: now they have merged as new champions of written examinations and paper qualifications. This state of affairs is no more satisfactory for Bury Grammar School than it is for the nation in general. We regret the lost harmony with the maintained grammar schools, and in particular the reduction in fruitful interchange of teaching staff, and we look with concern at the zealous efforts of the comprehensivists to undermine and bring down in ruins the GCE Examination Board. But the main dangers are more general and deep-seated and I now turn to them.

Those who stand fast by values which others desert have great difficulty in avoiding undue rigidity. When the changes that a man sees around him are, in his judgment, misconceived and dangerous, his tendency is to concentrate on remaining exactly as he was. Even if that tendency did not arise from within it might very well be imposed from outside. For interested spectators of the educational scene, if they disapprove most of the changes which they observe, are easily led into disapproving all conceivable change. Yet it must be apparent that a policy of no change will not do for a school in a changing and developing society. The School has to keep its nerve and refuse to be stampeded by the progressivists on the one side or locked into immobility by the conservationists on the other. The task is not easy and I am not sure that we are overcoming all the difficulties, but we are aware of the dilemma. A particular danger, and one

that is especially acute in Bury, is to attempt to measure the success of education solely by examination results. The partial abandonment of the pursuit of examination success in the comprehensive sector inclines schools with the opposite policy to lay undue emphasis upon their results. Once again the school must keep its nerve and see things in proportion. The acquisition of measurable skills and parcels of knowledge is certainly important, but boys can do many other things of great importance and have other talents and potentialities to be developed. When a boy comes to Bury Grammar School he is a whole human being joining a human society in which he is to live and work. He is not a piece of raw material to whom a set of processes must be applied. In fact, he will not be processed at all, but rather given the opportunity by his own exertions to improve upon himself. It is to the credit of the School that, at a time when temptation has been strong to concentrate upon examinations to the exclusion of all else, it has stood by the concept of education of the whole man, so that we have, in fact, seen a great surge of development in games and other activities outside the classroom. The Governors have steadfastly provided the facilities, the School has made and is making the fullest use of them, and it is satisfying to notice that the examination results have not suffered in the slightest.

As this booklet goes to press, the School is becoming Independent. It should be thoroughly understood that the apparent choice put before the Governors of becoming independent or of joining the comprehensive maintained system was apparent only. I do not mean simply that after 250 years it was unreasonable to expect the Governors to abandon their historic trust and surrender their School; I have in mind specific considerations. As we have seen, the School has received generous support from friends resident in its whole catchment area. No way could be found of fitting the School into the maintained system which did not involve either selection, which is forbidden, or the limitations of the catchment area. But how could the School say to the families in Rochdale for example, who had so generous-

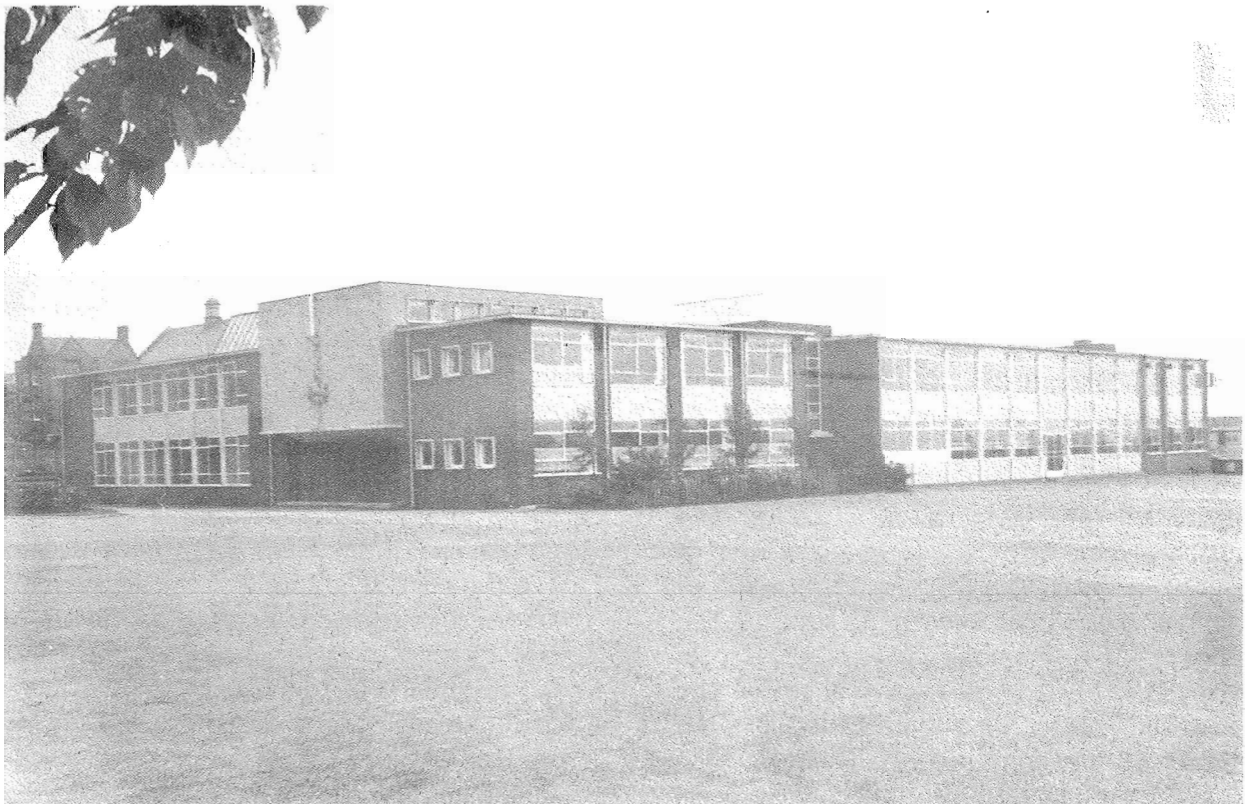
ly supported it, that their children on grounds of place of residence only would be ineligible for admission? The choice was not a choice, but amounted to a unilateral breach of the agreement between the Government and the Schools.

Independence will, of course, mean higher fees and, however successful we may be in raising funds for Bursaries, we cannot fully replace the opportunities which the Direct Grant system offered to the able children of the less well off.

3. The Philosophy of Bury Grammar School.

Because of present circumstances much of this article is about the relations of the School with the outside world, and only a little space can be given to those aspects of the School which have not been incidentally raised already. It is proper to begin with the general philosophy underlying our work. Every school strives to enable its members to prepare themselves for their lives as adults. Where schools differ is in the degree of im-

portance given to the various aspects of school life. If I say little about academic work it is because it may be taken for granted that a grammar school will devote itself to the pursuit of academic excellence. That is our tradition and we stand by it. The masters in charge of the various departments study to maintain, or raise, the standard of work, and, at the same time, to develop methods of instruction on gradualist principles, avoiding both rigid conservatism and ill-considered change. Perhaps there is one feature of the Bury Grammar School approach to work to which attention should be drawn: we do like to get on with it and get it over. It is a great mistake to think that a boy whose performance could be improved will do best to adopt the obvious solution of working longer hours. In the great majority of cases far more can be gained by working the same hours much more intensely. So our school day is relatively short, but strenuous. In this way work is more effectively done and more time is left for the many other things in life.



The New Building

In an age in which paper qualifications are required for every job worth having, it is easy to forget how high a value employers set on personal qualities. One might say that the paper qualifications will get you into the interview room, but that once there it is character and personality which will secure the job. We like to think and we have continual evidence that we are justified in thinking, that our young men on the whole come out very well in interview. Much thought has been given to identifying the causes of this strength so that we can maintain and improve our records. When an employer chooses recruits, he is committing himself to an enduring association with the man whom he selects. He wishes to avoid both the colourless personality and the confounded nuisance, he wants a willingness to work and a range of aptitudes, he wants a sense of proportion and a sense of humour and the ability to get on with all sorts and conditions of men. He looks for confidence without brashness and courtesy without formality. To the development of these characteristics in young men, games, in our view, make a contribution which is too often narrowly interpreted and so undervalued. It is universally agreed that games promote physical fitness and provide a proper arena for the exercise of the strong urge towards physical competition which is present in most young men. These are important benefits. However, games also make a contribution to the developments of personality which is both more important and less easy to define. Competence in a game and the capacity to enjoy it promote confidence and provide a point of contact with a range of other people. Games add a variety to life and they are profoundly satisfying because, after all, the human being is not an all-important brain to which the body is no more than a means of transport and a source of nourishment. Rather is he a unity whose needs and satisfactions involve body and mind inseparably. That is why games are compulsory for all members of the School, however senior or intellectual.

Music and Art and, now that we have our Design and Technical Centre, Craft are

in a special category. They have a base in the timetable and are even, for some boys, examination subjects. But their aim is not the securing of examination passes for a chosen few, nor are their activities confined to the timetabled day. Their role is to make available to as many boys as possible the creative satisfactions which they have to offer. In this way we are going from strength to strength. Our musical programme becomes more ambitious from year to year and vast numbers of boys are brought in to the major choral performances. Wholly unable to sing and in general unmusical, I am an envious and admiring spectator of the enjoyment of the performers and the quality of the performance. In Art and Craft a great upsurge of activity is taking place now that the Design & Technical Centre has been opened and made available to all senior boys on Friday afternoons. It is natural to men to create with their hands and we are now making up for years of constraint and lack of opportunity.

Of our remaining activities, the CCF is conspicuous for its size, maintained in years when other contingents have been in decline, and for the complexity of its organisation and the range of its activities. Special mention should also be made of Community Service, by which we reach out into the town around us. The scale of this operation surprises me anew each time I am reminded of it and its success should not be measured only by the gallonage of paint applied to the homes of old people; anyone who visits a house where the work is going on can see that the people are even more pleased to have the company of young men than they are to have their decorating done for nothing. It would be impossible in the space available to go on to do justice to all our Societies and opportunities in the School. Enough perhaps to say that any boy at any age can find a game and a club to give him satisfaction. You might expect good scholars and good footballers from Bury Grammar School: in fact you find also, good printers, good typists and good mechanics.

The popular song of years ago said that 'It's not what you do but the way that you

do it', and I suppose that in the end the same is true of school life. Throughout our activities in the classroom, on the games field or wherever they take place, the Bury Grammar School approach is one of partnership. Of course small boys have to be told what to do and in the early years the emphasis must be laid upon careful instruction and close supervision. In previous generations the overwhelming majority of schoolboys were under 14 and this preponderance made school places where strict obedience to instructions was the prime virtue. Over the last quarter of a century, schoolmasters, naturally and rightly a conservative profession, (for change is not lightly to be undertaken in a sphere of action where its results are unpredictable) have been adapting themselves to the greatly increased proportion of young men.

In Bury Grammar School adaptation has taken the form of development of a spirit of co-operation. The ideal mode of operation at which we aim may be described schematically as follows: The actors are one or more masters and a group of boys. They identify and assess a common task or objective which might, for example, be the passing of an examination, the production of a play, the training of a successful team. The master contributes his greater knowledge and experience, the boys their energy and enthusiasm. The combined effort produces success. Of course that is an ideal from which groups may all too often fall short; boys, even young men, are not invariably enthusiastic for what is in their best interests and the approach to the ideal must in any case be gradual, for the younger boy must be weaned from his habit of unthinking obedience. However, through all shortcomings repeated with each successive generation of schoolboys, we fix our minds on the ideal and judge our success by the degree of our approximation to it. This approach is, we believe, the right one to fit young men for a complex world in which problems are not solved by the erection of rigid structures of command but rather by persuasion and the co-operation of everyone concerned.

The educational philosophy which I

have been describing, like much that is new in education, makes severe demands upon the professional skills and human qualities of those who teach. That these demands have been so magnificently met is greatly to the credit of the Masters' Common Room, the very heart of Bury Grammar School. For as many years as anyone in the School can remember, in good times and in bad, the School has possessed a loyal staff and a staff too with particular traditions which have been carefully maintained by succeeding groups of long-serving masters. There is no obtrusive hierarchy in the Bury Grammar School Common Room, no assertion of seniority. It has been free both from the feuding that arises in small staffs and from the empire-building which is the curse of large ones. Each master who comes to the School, and I can say with gratitude that that includes the Headmaster, finds himself in an atmosphere of practical, purposeful work with no tendency to manufacture crises. There is a welcome absence of rigidity and there is a pervasive humanity and flexibility. When a school has a Common Room like that, the right approach to life spreads through all the boys. Bury Grammar School is a cheerful place where people are good-humoured and obliging. You do not see worried faces and little difficulties are regarded as little difficulties and not the end of the world.

It may seem strange for a Christian writer to have reached the end of an article on an officially Christian school without mention of religion. Perhaps the adoption of a low profile is merely a bad habit of modern Christians, but it may rather be an approach which they find to work. Interpretation from a religious point of view of a given community must obviously depend upon the religious standpoint of the interpreter. It is an unquestionable fact that the proportion of active Christians among the masters at Bury is very much higher and among the boys considerably higher than it is in the population at large. The present writer regards that fact as an important cause of much that he likes about the School, but he is aware that that view will not commend itself to many rational and honourable men.

THE MASTERS OF BURY GRAMMAR SCHOOL

Headmaster:

J. ROBSON, M.A., Scholar of St. John's College, Oxford

Second Master:

D. S. HODGKISS, M.A., Exhibitioner of St. John's College, Cambridge

Third Master:

A. L. HYDE, B.Sc., (Lt. Col.), Liverpool University

J. E. D. FERLEY, B.A., A.L.C.M., (Careers Master), Birmingham University

A. PRICE, Diploma of Physical Education, Loughborough College

E. A. MORLEY, B.A., Scholar of Downing College, Cambridge

G. BENNETT, T.D., B.A., (Commanding Officer, C.C.F.), Birmingham University

D. ANDREW, B.Sc., M.Inst.P., Manchester University

J. R. BISSON, M.A., Brasenose College, Oxford

M. C. PITTAM, M.A., Emmanuel College, Cambridge

N. B. WILKES, B.A., Manchester University

J. M. EDWARDS, M.A., F.R.C.O., Organ Scholar of Gonville and Caius College, Cambridge

T. H. HILL, Didsbury College

R. W. THOMPSON, B.Sc., M.I.Biol., Durham University

M. J. HATELEY, B.A., (Librarian), King's College, London

The Rev. D. R. TILSTON, Bath Academy of Art

J. B. THORPE, M.A., Scholar of Jesus College, Cambridge

A. M. INCE, Didsbury College

P. J. HAMPSON, M.A., Exhibitioner of Jesus College, Oxford

M. CLARKE, (Games Master), Diploma of Physical Education, Cardiff College

G. R. SIMPSON, B.Sc., A.F.I.M.A., Nottingham University

D. E. ARMSBEY, B.A., Sheffield University

M. HARDY, B.Sc., A.R.I.C., Manchester University

Mrs. E. D. TILSTON, A.T.D.

J. P. CUBILLO, B.Sc., Salford University

J. SEPTON, B.Sc., M.Sc., Ph.D., Manchester University

J. M. SKINNER, B.A., Durham University

D. A. WILSON, B.A., Liverpool University

J. BISHOP, B.Sc., Bristol University

M. J. CURTIS, B.A., Liverpool University

H. M. JOHNSON, B.A., St. Edmund Hall, Oxford

S. BRADY, B.Sc., Birmingham University

J. H. DARLING, B.A., Nottingham University

Mrs. E. V. SIMPSON, B.Sc., Bedford College, London

Mrs. F. CARR, A.I.L.

P. M. SKINNER, B.Ed., M.C.C.Ed., D.L.C., A.C.P. Loughborough College

I. R. EDMONDSON, B.Sc., Ph.D., Manchester University

J. KENDALL, B.A., St. Edmund Hall, Oxford

P. G. NEWTON, M.A., St. John's College, Cambridge

A. C. J. YOUNG, B.Sc., M.Sc., Bedford College, London University

K. S. WHITTAKER, B.A., Manchester University

C. C. CLODE, B.A., Huddersfield Polytechnic

M. G. HART, M.A., Keble College, Oxford

P. MILLS, G.R.S.M., A.R.M.C.M., Birmingham College

Mrs. E. A. PITTAM, B.A., Cardiff University

Clerk of Works: H. Lord

Headmaster's Secretary: Mrs. J. M. Houlgrave

School Secretary: Miss L. Bentley

Chapter 6

Bury Grammar School Girls, 1884-1976

J. Sonia James

BURY GRAMMAR SCHOOL (GIRLS)

Headmistress: Miss L. D. Lester, J.P., B.Sc. Manchester

Deputy Headmistress: Miss J. S. James, B.A., London, B.A., Manchester

Assistant Mistresses:

Mrs. J. A. Ackroyd, M.A., Manchester	Mrs. F. H. Little, Diploma in Domestic Economy, Manchester
Mrs. L. E. Baker, B.Sc., London	Mrs. R. M. Lord, B.Sc., Birmingham
Mrs. K. A. Beales, B.A., Liverpool	Miss H. C. Lunt, B.A., Manchester
Mrs. R. M. Blackett, B.A., Lancaster	Mrs. E. J. Mack, Diploma in Art and Design Loughborough
Mrs. C. Bret, B.A., Liverpool	Miss J. M. Mullineaux, B.A., Manchester
Mrs. M. Buckman, B.A., Cantab.	Miss C. F. Naylor, B.Sc., Manchester
Miss J. E. Cardno, B.Sc., London	Mrs. G. Newman, B.A., Hull
Miss M. Carney, B.A., London	Miss J. Outhwaite, B.Sc., Nottingham
Mrs. L. M. Chatburn, B.A., Sheffield	Mrs. B. Powell, Graduate Northern School of Music
Miss J. Clayton, B.A., London	Mrs. O. Riley, Chelsea College of Physical Education
Miss S. Davenport, B.A., London	Miss C. P. Roberts, Edge Hill and Whitelands Colleges of Education
Miss M. A. Dawson, B.A., Leeds	Mrs. E. J. Short, B.A., Wales
Mrs. R. Evans, B.Sc., Wales	Mrs. M. J. Sleigh, Elizabeth Gaskell College, Manchester
Miss G. L. Fildes, B.Sc., Sheffield	Mrs. G. M. Smith, B.Sc., Manchester
Mrs. E. M. Greenhalgh, B.Sc., Manchester	Mrs. B. G. B. Soper, M.A., Cantab.
Mrs. V.J. Hargreaves, Battersea College of Domestic Science	Mrs. B. Starkey, B.A., Hull
Miss B. G. Hill, Bedford College of Physical Education	Mrs. N. L. Welch, B.A., London
Mrs. A. Houghton, Art Teacher's Diploma	Mr. G. R. Wignall, B.Sc., Sheffield
Miss G. Hughes, B.A., Leicester	
Mrs. D. I. Hyde, Liverpool University	
Mrs. I. Lawton, B.Sc., Durham	

PREPARATORY DEPARTMENT

Head: Miss D. R. Lemmon, N.F.U. Certificate, Froebel Educational Institute, Roehampton

Mrs. M. J. Aldred, Kenton Lodge College of Education	Mrs. J. L. Robinson, County of Stafford College of Education
Mrs. M. K. Froggatt, Bangor Normal College	Mrs. D. Stoddard, Graduate Northern School of Music

KINDERGARTEN

Head: Miss M. Stephenson, N.F.U. Certificate, Rachel McMillan College of Education

Mrs. K. J. Harper, B.Ed. Manchester	Mrs. H. J. Rea, B.Ed., Lancaster
Mrs. D. V. Leese, Cheshire County College of Education (Crewe)	Miss D. E. Smith, Didsbury College of Education
Miss E. H. Mason, Margaret McMillan College of Education	Miss F. M. Wilkinson, Chester College of Education

Bury Grammar School (Girls) 1884–1976

by J. Sonia James, Deputy Headmistress

Head Mistresses

Jane Penelope Kitchener	1884–1919
Nellie Neild	1919–1940
Grace Perigo	1940–1954
Lillian Dorothy Lester	1954–

When the Rev. Roger Kay re-founded the Grammar School 250 years ago, it would not have been thought strange if he had only been concerned with the welfare of boys. Education in schools at that time was mainly for boys; in the universities it was completely so. But Roger Kay had something more in mind for he wrote, "I charge my Estate called Warth in Rattcliff with the payment of five pounds yearly" in order that ten poor girls born, or to be born, in the parish and town of Bury might receive an education "to make them perfect in their Reading the Bible, to teach 'em to write well, and to be good Accountants to fit 'em for Trades or to be good Servants".

As we look at the present position, we can see how well his hopes have been realised, particularly if we give a modern interpretation to his words, for ex-members of the Girls' School are to be found in most of the professions and both past and present members have a fine record of voluntary service in many spheres.

It was not, however, until 1884 that the school for girls came into being as the Bury High School for Girls. Mr. Henry Webb, Bury's representative on the Hulme Trust, had moved a resolution that "it is desirable that a High School for Girls be formed." At first it was run by a private company of gentlemen interested in education, who appointed Miss Jane Penelope Kitchener to be Headmistress. In 1900 it was taken over by the Governors of Bury Grammar School as their Roger Kay Foundation was to be augmented by some of the Hulme Trust money, and the girls were to share in the joint endowment. The Education Act of

1902 extended Government grants and in 1906 the school moved from Bolton Street to the building in Tenterden Street which was already occupied by the boys.

Miss Kitchener, Headmistress from 1884 – 1919, had been an assistant mistress at Plymouth High School from 1876 – 1881; she then spent a year at Newnham College and was assistant mistress at Sheffield High School from 1882 – 1884. When the school opened she had two assistants and a timetable of this first year, in Miss Kitchener's hand-writing, shows that there were four forms; Miss Ellen Kitchener taught Form I, Miss Ramsey Form II and Miss Kitchener herself Forms III and IV. At first lessons were from 9 a.m. to 1 p.m. each day, three 45 minute lessons with a half-hour recreation period from 11.15 to 11.45 followed by a 45 minute and a 30 minute period. Latin, French, Science and Mathematics were included in the curriculum. It is obvious from remarks by some of the earliest pupils that the methods of Miss Kitchener and her staff were very enlightened for that time.

Among the girls who entered the school between 1884 and 1919 the following 'firsts' might be noticed as their achievements say much for the standard of teaching.

Sarah Alcock B.A. Manchester University 1892; member of the staff 1897 – 1916; Governor of the school 1934 – 1959; celebrated her 100th birthday in 1971.

Annie B. Hewart B.Sc. London University 1892.

Ethel Withers M.A. Manchester 1905; Latin Mistress 1908 – 1938.

Gladys Ramsden M.B., Ch.B. Manchester 1913.

Maud Wild Classical Tripos, Cambridge 1914
Nonita Glenday Hons. English (later M.A.) Oxford 1921; Headmistress of the Arnold High School, Rugby, 1926. She later became Headmistress of Clifton High School for Girls, Bristol, and has recently been co-author of "Reluctant Revolutionaries", an account of the Headmistresses Association.
Dorothy Jeffrey called to the bar 1924.

Marion Brandwood Diploma in Dentistry, Manchester, 1928.

Since these early days the fields of study have widened and in recent years several pupils have taken second degrees, and former members of the school are to be found in all parts of the British Isles and other parts of the world as students and members of university staffs.

Over the years the Headmistresses and members of the staff have tried to assess the latest educational developments and put into practice those which are most likely to give wide opportunities to all the girls in both academic and practical fields and above all to train them to be self-reliant and ready to pursue knowledge for its own sake.

Nowadays all girls in the Upper Fifth forms are entered for the Joint Matriculation Board's 'O' Level examinations in six, seven or eight subjects and most of them enter the Sixth form and embark on 'A' Level courses. Few girls leave without the higher qualifications and those who do usually go to other establishments for specialised training or

obtain positions where further training is given.

In every year there is close co-operation between the school and the parents by means of parents' evenings when short discussions with the staff can take place. More detailed consultations can be arranged at any time. This makes it possible for every girl to follow a choice of subjects which does not force her into a rigid course which cannot be varied if she changes her mind about her ultimate aims.

Every effort is made to keep a balance between Arts and Science subjects and between academic and practical ones. After 'O' Level examinations have been taken this continues in the Sixth form and general and non-specialist courses in English, French and Science are followed by those girls who are studying mainly Science or Arts subjects respectively. Those who are considering College of Education courses are encouraged to do practical work in Art, Craft Needlework or Music.



The Staff of the Girls' School, 1909

Reports on the term's work are sent to parents of girls in the first four years and the Lower Sixth in December and examinations for these forms are taken in June of each year. After the G.C.E. examinations during the Summer term girls in the Upper Fifth forms carry out a fortnight of voluntary social service which includes working in schools, libraries, hospitals and doing decorating for elderly people.

Members of the staff teach throughout the school and so get to know many of the girls at some stage of their careers. In most subjects girls in the first two years are taught as a form, but from the third year onwards it is possible for them to be divided into groups of varying size. This allows for more mixing than would otherwise be the case.

In the Sixth form there are four groups in each year in charge of a tutor and these groups are made up of both Arts and Science students and some taking mixed courses. They remain in the same group for two years which enables the tutor to know the girls and be able to advise them in making choices and applications in consultation with the Headmistress and Careers mistresses. All mistresses may become Sixth form tutors and so gain experience during their time on the staff.

When the Sixth Form Centre was opened in 1968 all Sixth — formers became responsible for carrying out the duties formerly undertaken by prefects and committees are elected each year to carry out the day-to-day running of the Centre. These committees deal with Finance, Catering, Furnishing, Charities, Tidiness and Hospitality, each having a Chairman and Secretary. The Chairman together with the Games Captains and two or three elected members, to the number of about 14, make up the Organisation Committee, the Head Girl and her deputy being the Chairman and Secretary. The various Societies also have their committees.

The House system

In 1920, Miss Neild introduced the House system. The girls were divided into five houses according to the area in which they lived. Those who lived in Bury were members of Kitchener House (named after Miss Kitchener); those from the Walmersley and Ainsworth areas were in Peel and Crompton Houses (named after Bury notables of the past). As Robert Clive had connections with Whitefield, girls from Whitefield, Prestwich and Crumpsall were in Clive House. Those who lived in Rochdale were members of Byron House, and if this poet seems an odd choice for a girls' school, it appears that Lord Byron's family owned the manor of Rochdale from the fifteenth century to 1823 and he inherited the title of Lord Byron of Rochdale from his great-uncle in 1798.

Each house had a member of staff as a Housemistress, a House Captain, a Games Captain and a Secretary. Girls remained in the same house throughout their time in the school which meant that the older girls came to know the younger ones and vice versa. The houses continued in this form until 1950 when, as the numbers in each house had become uneven, making it difficult to arrange games tournaments, it was decided to have six houses, roughly equal in number irrespective of the girls' home areas. The new houses were given the names of famous women: Elizabeth Garrett Anderson, Frances Mary Buss, Edith Cavell, Elizabeth Fry, Octavia Hill and Florence Nightingale. As well as the house-mistress, other members of staff were attached to each house.

The house system was used in connection with all aspects of Physical Education and an impressive array of cups and badges was distributed at prize-giving. There were also cups for work, music and reading. The work cup was awarded on the results of the year's examinations and in alternate years there was a Music competition and a Reading competition.

Each house supported a charity for which money was raised in various ingenious ways. The charities were usually chosen as being appropriate to the house in question, for instance, Fry house took an interest in the Police Court Mission.

In 1968 the Charities Committee took over the house charities and extended this work as each form was made responsible for raising money and from time to time a special effort is made in the case of an earthquake or similar disaster, for example. There is still, as in the past, a strong feeling for giving generous help to others and former pupils often make appeals for causes in which they are interested.

Two notable examples of fund-raising were in 1971–2 and again in 1973. On the first occasion £500 was raised, £300 of which was divided among the various form charities and £200 of which was the result of a special effort in aid of the Leonard Cheshire Home in Littleborough. The occasion in 1973 was marked by a visit to the Bury Town Hall by the Head Girl and members of the Charities Committee to present a cheque for £250 as a contribution to the Mayor's Bedside Radio Fund for the local hospitals.

The tradition of helping others goes back to the earliest days and a file of letters from many sources, kept by Miss Kitchener, shows how much the girls contributed to various causes during the First World War. They raised money to provide wool and knitted this into an extraordinary variety of garments for soldiers and sailors. One list mentions 64 mufflers, 67 body bands, 8 pairs of mittens, 112 pairs of wristlets, 13 pairs of stockings, 10 pairs of sea-boot stockings and 1 jersey!

Letters from Commander Kitchener (son of Lord Kitchener of Khartoum, a kinsman of Miss Kitchener) of H.M.S. Ajax speak of books and cakes sent on several occasions and there are also letters of appreciation from a James Law on behalf of himself and another Bury man, both of whom were serving in the ship and who visited the school

in March 1916. Commander Kitchener refers to the fact that "They seem to have been treated below Royalty but above a Prime Minister." There are also letters referring to support for the Church Army, the Minesweepers' Fund, the Red Cross Comforts Section and various Refugee Organisations.

During the Second World War knitting for the troops and the Merchant Navy, the making of camouflage nets, financial and material help to refugees and those in bombed areas were some of the ways in which members of the school showed their willingness to help the war effort.

As Bury was considered a neutral area the school was not evacuated but there were other problems. It was necessary to provide air-raid shelters and negotiations were started in April 1939 but it was not until the end of the year that the provision was adequate. School opened on September 19th and many pupils came in from surrounding evacuation areas. A convoy system was introduced so that children went home in groups in charge of older girls; preparation at school was discontinued; more girls stayed for a mid-day meal; in winter school finished at 3 p.m. to ease the transport situation and to allow cleaning to be done before black-out and prize-givings became smaller, day-time occasions.

The Spring term of 1940 opened with extremely cold weather developing on January 29th into heavy snow. School was closed for two days while a new boiler was installed and until coal was delivered Miss Neild stated that these two terms were the most difficult in her experience. Yet in spite of all this the swimming-bath was opened in the summer of 1940.

Miss Perigo, who became Headmistress in September 1940, remembers sleeping on the couch in her room when she took her turn with other members of the staff in fire-watching. A bomb which dropped in the area one night did nothing worse than break a window in the library. An important event of these years was the passing of the 1944 Education Act and the eventual confirmation of the fact that the schools should remain on the Direct Grant list of schools.

Developments and re-building

When the school celebrated its Golden Jubilee in 1934, there were still several of the original pupils able to attend the ceremonies. The numbers had increased to 365 girls with the Headmistress, Miss Neild, and 19 members of staff. In 1958 three-form entry began and there was a consequent increase in the number of staff. Now, well on the way to its centenary, the upper school has 640 girls and a staff of 41.

The presence of two schools in one building working as separate entities made it necessary to exercise much ingenuity so that everything was as harmonious as possible. The boys' school, for instance, had prayers first in the morning and as the last boys left the hall by the door on their side of the building, the first girls entered from their side.

In 1940, Miss Neild had said that the school could not hold more than the 401 girls then on the roll, but somehow another 120 were in the school by 1954. During Miss Perigo's headship, the Governors, in spite of building restrictions, began to consider the much-needed enlargement of the premises. In 1951, the new dining block came into use. This was a single-storey building with, most prudently, foundations strong enough to allow the addition of a second storey when the restrictions were at an end.

The appointment of Miss L. D. Lester as headmistress in 1954 preceded by only a short period the inception of a series of public appeals and capital development lasting for some 20 years down to the present date, during which the Governors and their Clerk in close co-operation with the Headmistress and the Staff have implemented a continuous policy of modernisation by the establishment of a separate girls' school in the extended premises formerly comprising the boys' school and later the combined schools.

Anyone who knew the school 20 years ago would probably need a map to find her way around today. The outside may seem

very similar but inside much has been done. No longer does a green baize door act as a barrier between the two schools. The office has been given more adequate accommodation by building over the front staircase and giving access to the Headmistress's room. The library has taken in the old Art room and been re-shelved and re-equipped; the laboratories have all been modernised and there are now two each for Biology, Chemistry and Physics; the Domestic Science Department has two well-equipped Cookery rooms and a Needlework room. There is also an Art room with display cabinets on the lower corridor and a Craft room with facilities for making all kinds of pottery.

There are two Geography rooms and a language laboratory and every department possesses audio-visual aids of all types. Music is catered for in two music rooms and practice rooms for those who learn to play musical instruments; while information on careers can be obtained in a pleasantly-furnished Careers room.

The form-rooms have been refurnished with stacking desks or tables and chairs, and lockers are provided for books and other belongings. A more informal atmosphere has been created by the removal of the platforms which gave a lecture-theatre air to the rooms on the upper corridor and a stone slab in the floor of some of these rooms is the only reminder of the days when a fireplace provided the heat in each room.

An innovation was the building of the sixth-form centre. The four classrooms in what used to be known as the 'wooden corridor' have disappeared and in their place is the lower floor of the Centre which comprises a lecture-room, which can be divided into three smaller teaching areas, a games room, a common-room with a coffee bar, a locker-room and a committee-room. On the level of the Roger Kay Hall there are two teaching rooms and a work-room while on the floor above there are four teaching rooms used mainly by the lower sixth groups.

Following the building of the sixth-

form centre, the Roger Kay Hall was extended by taking in the old Physics laboratory to give a deeper stage with a retractable apron and a lighting-gallery with a console to control the modern lighting equipment. The old woodwork room which was below the hall has become a room for making properties, a puppet theatre, and a wardrobe and make-up room.

When the school became three-form entry, the number of staff was gradually increased and staff-room space became inadequate. The existing staff-room was refurnished to provide working spaces and cupboards and a separate sitting-room was built and an enlarged cloakroom and sandwich-bar added.

Outside, playing-fields have been created on the old woodyard premises and tennis-courts have taken the place of the top hockey pitches. The Barlow gymnasium is now available for the sole use of the girls and improved cloakroom space has been added with a new sports-hall which means that games can still be played in bad weather.

In spite of the extension of the Hall, it is still not large enough to accommodate the whole school with parents and governors at Prize-giving so the present pattern is to have a distribution of prizes and certificates for the Upper Fifth and Sixth forms in the Autumn and a more informal gathering for the Upper Third to Upper Fourth forms in July.

Extra-curricular activities

There has been a tradition of organised visits at home and abroad, and to plays and conferences and this still continues in spite of rising costs. There is a record of visits to Paris in 1934 and 1936 when a considerable amount of ground was covered on foot and by public transport. There were also several visits to Stratford-on-Avon for the special "Shakespeare week" which seems to have been arranged for schoolchildren.

During the summer holiday of 1930,

Miss Neild took a party to Geneva. In her report of that year she said, "The purpose of the expedition was to spend a week in Geneva under the auspices of the League of Nations Union, acquiring a familiarity with the working of the League of Nations. I wish I could make those of you who did not go understand what those of us who did were fortunate enough to experience."

An attempt to do this followed in November when a Model Assembly took place in the Roger Kay Hall. The lay-out was similar to that in the Hall of Assembly at Geneva. Fifty-two countries were represented and realism was lent to the proceedings by the fact that India, Norway and Czechoslovakia were represented by natives of those countries and that the French delegate (Miss Watson) spoke in French, which was then translated by Miss Pemberton, acting as interpreter. The delegates discussed M Briand's proposal for a federation of European States and the vote at the end was 35 for the resolution and 17 against.

Since the war trips to many parts of Europe have been arranged and girls have taken part in sponsored visits to the U.S.A. and the Summer exchanges with pupils from Bury's twin town of Angouleme. It is felt that longer exchange visits to families abroad are more valuable than shorter group visits.

Visits to Stratford-on-Avon have, since 1953, become a regular feature, taking place every other year. In July about 80 girls, accompanied by members of staff, stay for two or three days, seeing three or four plays and visiting places of interest. In the past few years, a second visit in October has been necessary as the number of girls wanting to go has increased. Ludlow Castle is also frequently visited. The annual festival at the end of June usually includes a play by Shakespeare so a suitable group of girls goes to see the performance. A sixth form party would go to see "Hamlet", while the Lower Fourths would go to see "A Midsummer Night's Dream".

Visits to exhibitions, international matches, potteries, Art Galleries, the Law

Courts and places connected with careers are a regular feature of each year. Speakers who are experts in various fields are invited to give talks to the senior forms, some of the speakers being former pupils.

Music and Drama

Music has always played a great part in school life. Many girls study for certificates and diplomas awarded by various bodies. The majority are for piano-playing but nowadays there is an increasing number of girls studying stringed and wind instruments so that for several years there has been an orchestra which plays at Prize-giving and on other occasions.

Between 1925 and 1932 a series of concerts and lecture-concerts were given on Friday afternoons by a group of Halle players and notes were supplied to illustrate the pieces played. In many cases these were the work of Miss Attridge, Head of the Music Department.

Choirs took part in several of the Music Festivals for Girls' Secondary Schools held at Manchester University before the War and visits to concerts take place regularly while recitals are frequently given by the music staff and visitors.

The choir on Founder's Day now includes boys and girls and members of the staff of both schools. Recent performances of Verdi's 'Requiem' and Bach's 'Mass in B Minor', given by the music societies and staff, have been highly praised and we look forward to further recitals.

Drama, too, has always had a place in the school's activities. Joint productions of 'As You Like It' and 'A Midsummer Night's Dream' were performed in 1922 and 1926 under the direction of the Headmaster, the Headmistress and members of the Girls' school staff. Since 1950, a play has been produced every other year at the end of the Autumn term. Shakespeare's plays have few female parts but in costume girls are capable of portraying many of the male parts. There have been times when the current hairstyles

have created slight difficulties but one or two dedicated actresses have been prepared to make sacrifices in the cause of their art!

These productions involve all parts of the school. The cast is drawn from all years and behind the scenes is a vast army of helpers making costumes, properties and scenery, helping with make-up and lighting. The experience gained is put to good use in the Summer when the Sixth formers produce a series of one-act plays which in turn reveal talent for the future.

Middle school and Junior productions have included 'The Rivals', 'She Stoops to Conquer' and 'Toad of Toad Hall' while, not to be outdone by their pupils, the Staff performed 'The Chalk Garden' a few years ago.

These opportunities for seeing plays and taking part in them, not only as actresses but also in the many backstage activities, mean that all girls have a chance of widening their knowledge and appreciation and several have taken part in the National Youth Theatre's productions and have also gone on to universities which offer drama courses.

Physical Education

The physical side of education has always had its place in the curriculum. Photographs of the early days show tennis and hockey teams and one can only admire the determination which must have been needed to overcome the handicap of the dress of those days. Over the years several girls have represented the school in county and international teams in hockey and tennis and have also been included in their university sides.

In 1924-5 the school team won the Manchester District Girls' Schools Hockey League Shield and the Lancashire Lawn Tennis League Shield for the ninth time. In that year a Board of Education inspector gave an excellent report on the Physical Education. There was adequate gymnastic

apparatus and a good hockey field with three new asphalt and two new grass tennis courts. The Barlow gymnasium, to be shared with the Boys' school, was opened in 1930 and in 1925 Dr. Atkinson had taken charge of regular medical inspection.

Royal Life Saving Society examinations have been prepared for and taken for many years but when the Swimming Bath was opened in 1940 this increased the opportunities. Nowadays practically every girl can swim and successes in the examinations are shown by the winning of the Bukta Shield. Matches are played after school and on Saturday mornings and cross-country running and athletic training have been added since the acquisition of the Kitchener playing-fields which were opened officially in 1974.

Since the opening of the Sixth-form centre it has been possible to take Judo and Fencing with visiting teachers and there are also facilities for table-tennis and badminton.

The extended gymnasium has a trampoline and there is a large hall where games can be played in bad weather thus releasing the Roger Kay Hall for other activities. The new accommodation has improved showers and a separate room for medical inspection.

The School Magazine

In 1912 a Girls' school magazine appeared; until then there had been a joint publication with the Boys' school. In more recent years the magazine has been produced annually and has attempted to keep up with the times in appearance while maintaining a high standard in content. There has been a committee made up of representatives from each form with an editress and sub-editress from the sixth form and representatives from the staff. A smaller selection Committee composed of the staff representatives, editresses, sixth form and upper fifth members under the chairmanship of the Headmistress considered the various contributions and decided upon illustrations. These were submitted by members of the Senior school and the Preparatory Department and the magazine contained reports on all aspects of school life.

The cover was re-designed in 1963 and given the name "Cygnus", the swan and key motif being used in the name and the background development of the Greek key design. In 1970 yet another cover was designed. It became increasingly difficult to keep down the price of the magazine and in 1973 an experiment was tried with a duplicated news-sheet without original contributions.

Now it seems as though the wheel has come full circle with a joint publication of "Phoenix" produced by members of the sixth forms of both schools. It remains to be seen whether this will have sufficient appeal and support to continue.

The Preparatory Department

In 1924, the Preparatory Department was recognised as a separate entity. The room below the Headmistress's room had been used as a library and this was converted into the Kindergarten rooms. By 1927 the building was completed and the department contained all the pupils between the ages of 4 and 11. Boys and girls were admitted and the boys entered the Boys' school at the end of four years. The girls, at the age of about 11, had to pass the entrance examination admitting them to the upper school and parents were expected to sign an agreement to keep them in school until the age of 16.

In view of the demand for places during recent years, the Governors decided to enlarge the Preparatory Department. There have been two Lower III forms since 1971 and in 1974 two Kindergarten classes were admitted (24 girls and 24 boys). This will continue, the boys entering the Boys' school after three years instead of four and there will be a Form I and a Form II, all girls. Girls will continue to be admitted to the two Lower III forms on the results of the senior school examination. The examination for younger children will not continue, vacancies before the age of nine being filled from the waiting-list. Extra members of staff will be appointed as necessary to keep the same staffing ratio.

The Preparatory Department had its Prize-giving at the end of the Summer term when a programme of singing was presented

to parents and friends. In the Autumn term a Harvest Festival service is held after which gifts of fruit and flowers are distributed to any who may be ill. For several years a series of Nativity tableaux and carols has been presented in December.

On the retirement of Miss E. Farrow in 1950, Miss E. J. Hamilton took charge of the Department until 1975 and owing to the increase in numbers Miss R. Lemmon and Miss M. Stephenson are now jointly in charge.

The Old Girls' Association

One of the notable features of the school is the strong family feeling that exists. This is not surprising as there are many girls in the school whose mothers, aunts and grandmothers were pupils before them. This feeling has been kept alive by the Old Girls' Association which was re-organised in 1912 and has had its A.G.M. each year on Founder's Day. Apparently there used to be an annual dance in these early days and the following announcement gives an interesting period flavour:

"January 1913, There are only two conditions.

- a) Girls attending the dance must be members of the O.G.A.
- b) No girl may attend who is not over 18 years of age. Brothers and friends will be sent invitations if their names are sent in. It is hoped that there will be a large attendance of mothers and chaperones, for whom whist and bridge will be arranged, so that the evening may not seem long and wearisome."

In 1923 it was decided to publish a yearly record which would enable members to keep in touch. The cost of the Record was met from members' subscriptions and it was hoped that the larger membership which would result would eventually lead to larger funds from which grants to various charitable causes might continue to be given.

Miss Ethel Withers, a member of the staff and a former pupil, was the first editress and members sent details of their work,

their marriages and family news. The success of this venture is shown by the fact that the Record is still in existence in spite of the rising costs of printing and postage. Amendments to the Constitution have made it possible for members of the staff to become members and serve on the committee.

Miss Farrow and Mrs. Horridge were also editresses and in 1950 Miss Pemberton took over the task which she continued until 1968. During this period, she revived the inclusion of articles written by members of the Association concerning their activities in many fields and many parts of the world. Since 1968 it has been edited by Miss James assisted by Mrs. Susan Burgoine and Miss Ena Lord.

In the earlier days monthly meetings were held including a dance and a Christmas party and the A.G.M. on May 6th. There was a flourishing Hockey club, a Netball club existed for a short time and a Swimming club was formed in 1940. When the war came these meetings had to take place on Sunday afternoons because of the blackout regulations and transport difficulties.

Nowadays the school year begins with a coffee evening to which recent leavers come before they go to universities, colleges and other spheres of activity. An Autumn dinner has replaced the Christmas party and economies have had to be considered in order to keep within the budget. However it is obvious that the tradition of the Association will be continued by the younger members.

There must often be unofficial meetings of former pupils from time to time in many places, as we receive news of these, but the other group which must be mentioned is the London Branch.

In 1946 Miss Perigo was instrumental in reviving the meetings which had taken place before the War and Officers and a Committee were elected. There were to be two meetings a year, one to be on the Saturday after Founder's Day. Younger O.G's who are working or studying in London are made very welcome and Miss Lester makes a point of attending the meetings and taking the opportunity of keeping members up-to-

date with the developments in Bury. Miss Pemberton is also a very faithful visitor and finds the gatherings stimulating and encouraging, while the London members marvel at her stamina and were delighted in 1974 to celebrate her 80th birthday and hear news of former members of staff.

News continually comes from former pupils and it is fascinating to hear of the varied careers that they follow. While teaching has claimed many, there are others working in journalism, the law, medicine and dentistry, the forces, engineering, many branches of Science, local government, banking, and practically every profession open to women. We await our first M.P. but perhaps we shall achieve that before the school's centenary in 1984!

The Guild of Parents and Friends

In the Autumn of 1957, a group of parents arranged a bring-and-buy sale to raise money for the building fund. This was held one Saturday afternoon in the Girls' dining-hall.

In 1958, one of the parents decided to organise a similar event but so many willing helpers came forward that both dining-halls had to be used and even then the crowd of would-be buyers had great difficulty in getting anywhere near the stalls. £800 was raised and it was decided to put the whole thing on a more formal footing.

In March 1959, an inaugural meeting was held followed by the election of a committee in April. It was to be known as the Guild of Parents and Friends and the aims were to give the parents of girls in the school opportunities for social gatherings and also to raise funds for extra amenities. A series of Autumn and May fairs, each bigger and better than the last, and many other smaller efforts have resulted in the gift of a Steinway grand piano; furniture and fittings for the Careers room and an Upper Fifth common-room; garden seats for the tennis-courts; a record-player with a public address system; the refurnishing of the Girls' dining-hall; the equipping and lighting of the new stage, and curtains and furnishings for the library.

When in 1963 and again in 1970, a professional body took over the fund-raising on a large scale, the activities of the Guild were restricted to the social events but since the close of the official Appeal the Guild held another Autumn Fair in 1975 and the school is very grateful for the practical help that has been given over the years.

Gifts and Benefactions

The school is full of reminders of former pupils, parents, members of staff and governors who have shown their gratitude and interest in tangible gifts. The Roger Kay Hall was the gift of Mr. Henry Whitehead; the trustees of the late Colonel Barlow gave money to reduce the fees of Bury pupils and to build the gymnasium; Miss Susannah Ramsbottom gave a special sum to provide a scholarship for a Sixth form girl; Bishop Hill's parting gift provided library equipment and many books; the O.G.A. raised money to extend the library in 1934 as a Jubilee gift; many books have been given to the library by girls and their parents.

The electric clock system was given by Mr. A. Lomax after his five daughters had completed their education; the Head Girl's medallion was presented by Mrs. Oliver Entwistle; a gift from Miss Farrow's estate was used to provide cloakroom accommodation for the Preparatory Department.

The Kitchener Memorial Fund was raised by the O.G.A. to be used to help cases of need in the school and a memorial tablet was provided by the Governors and may be seen in the Roger Kay Hall. A similar one to Miss Neild was added in 1967. The Cecil Heap Memorial Prize was instituted by his wife and son in memory of his time as Chairman of the Governors from 1955–1967. The Sarah Alcock Prize was given by members of her family on the occasion of her 100th birthday and is awarded to a Sixth-former, preferably a mathematician. The first recipient of this prize, Brenda Holt, graduated in 1975, her subject being Electronic Engineering, a subject unheard of a century ago. Following the death in December 1975 of Miss M. L. Morris, Senior mistress and Head of the

English Department, a memorial fund was opened to provide a Bursary for a girl entering the Senior School.

A Final Word

The success of the school lies not only in those pupils who achieve high academic honours but also in the many who build on the foundations which were laid during the course of their school life. This can still be summed up in words spoken by Miss Neild in her report at the Prize-giving in 1937.

“Someone recently asked me what the girls in this school were like, so I said, ‘They are a group of rather slightly made, neat-looking girls, dressed in navy-blue tunics and blue blouses; nearly all short-haired. To the casual observer they are very difficult to distinguish; to the expert every one differs profoundly from every other. They have certain marked characteristics in common; a passion for movement and exercise, a passion for chatter, and a perfect genius for losing things.’

‘Some of them work willingly, some unwillingly, some hard, some intelligently, and some not at all, and one or two, now and then, very rare people indeed, work because a passion for knowledge and learning has seized them. They have a sense of honour, a stronger sense of honour than responsibility, and they have great sincerity.

So much for the mass. Individually, every child is different. We never lose sight of the individual; we never think of the children in the way in which I have been describing them, but we think of every girl as a person for whose individual benefit all the resources and capabilities of the school have to be exercised. So I cannot really describe the children because that would mean describing every single child. I can only say that after five or more years in which we despair of them, and hope for them, and chide them, and perhaps too little praise them, they generally turn out well. Whether we have really done well by them will appear in Bury’s history in the next fifty years. I can only say I like them very much.’ ”

The outward appearance may have altered slightly, their priorities may have changed with the times but there is still, at the end of the year, a quantity of unclaimed property and the school is an assembly of highly individual characters.

I wish to thank the many former members of staff and pupils who have answered questions, given useful suggestions and referred me to various sources for the information in this survey of the history of the Girls’ School.

As I compiled it, the great strength of the girls’ school became crystal clear to me. The foresight of Roger Kay in providing for the ten girl apprentices, the pioneer work of Henry Webb and his associates in setting up the Bury High School for Girls, the wisdom of the governors of that school and of the Grammar School in pooling their resources, and the generosity and the goodwill of so many parents, old girls and friends are a splendid basis for our future as an independent school.

We face that future with confidence, determined in spite of the Government’s withdrawal of the direct grant to make available to as many girls as possible the opportunities for success, academic and otherwise, that the school has so richly offered in the past.



The Girls' School

BURY GRAMMAR SCHOOL, 1976--77

Captain of the School	S. Nuttall
School Vice-Captain	P. W. Jones
Prefects	A. Pickard, D. J. Rawsthorn, N. G. Taylor, S. G. E. Ashworth, I. W. Bell, K. C. Chesterton, N. A. Collison, P. M. Edgerton, E. B. Esterkin, R. C. Heaton, J. Horkulak, B. P. Horwich, I. H. Jones, D. A. Lawson, P. R. Nield, R. S. Pilkington, M. R. Rimmer, R. G. Tomlinson, C. M. Wright, S. J. Wroe.
Subjects taught in the School	Art, Biology, Chemistry, Craft, Economics and Politics, English, French, General Studies, Geography, Geology, German, Greek, History, Latin, Mathematics, Music, Physical Education, Physics, Religious Instruction, Science, Spanish.
Games	Association Football (8 teams) Rugby Football (3 teams), Cricket (5 teams), Cross Country Running (4 teams), Swimming, Athletics, Hockey, Basketball, Badminton, Tennis, Table Tennis, Rifle-Shooting, Chess.
Activities and Societies	Combined Cadet Force (100 cadets), School Orchestra, Choral Society, Printing Club, Dramatic Societies, (Staff, Senior, Junior), The Christian Fellowship, Junior Christian Fellowship, Debating Society, Film Society, Mathematics Club, The Arts Society, The Bible Study Group, Bridge Club, Railway Society, Road Transport Society, Climbing Club, Games Club, Caving Club, Chess Club, Photographic Society, Israel Society, The Record Club, Outdoor Pursuits Centre, Helsington.

BURY GRAMMAR SCHOOL (GIRLS) OFFICIALS 1976–77

Organisation Committee

Linzi Banks	Head Girl
Jane Nicholas	Deputy Head Girl
Susan Forrest	Games Captain
Kathryn Houghton	Games Captain
Jean Bragg	Librarian
Claire Thirkell	Deputy Librarian
Janet Griffiths	Chairman of Charities Committee
Diane Lord	Chairman of Finance Committee
Judith Sandham	Chairman of Furnishing Committee
Susan Crompton	Chairman of Catering Committee
Vicki Frost	Chairman of Hospitality Committee
Virginia Hardacre	Chairman of Tidiness Committee
Ann Garnett	
Anne Roberts	
Heather Savage	elected members

Societies

Literary and Dramatic	Chairman:— Jane Inerfield
Bible Reading Fellowship	Chairman:— Barbara Seel
Debating	Chairman:— Heather Savage
Modern Languages	Chairman:— Kathryn Houghton
Music	Chairman:— Susan Forrest
Art	Chairman:— Linda Reid
Biology	Chairman:— Jacqueline Ives
History	Chairman:— Elaine Parker

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