

**Introduction by Richard A. Drabble (R.G.S., 1949 – 1954)**  
**May, 2011**

Until three months ago I didn't know this book existed:- '***The Thomas Rotherham Legacy; A History of Rotherham Grammar School and Thomas Rotherham College 1483 – 1983***'. After I read it I thought that if, perhaps, it was re-set in electronic format it would make a document that could be read on a computer, or an E-Reader, and would hopefully preserve the book in as-close to its original layout as possible, thus making it available to a wider audience than was previously possible due to the book's limited original printing and distribution in the early to mid 1980s - here is the result. I make no apology for what may appear, on first reading, to be some very minor spelling mistakes however; the words are as-spelled in the original document so they have been left as-found.

On the next page of this introduction is a copy of a document that was given to me by Eric Ruding. It lists the whereabouts of some of the School's memorabilia - i.e. in storage at T.R.C., and some that Eric told me he had given to Steven Beevers and Phil Toft. But, I would be remiss if I didn't say that access to the memorabilia is, to put it mildly, difficult! However, a hard copy of the book is held in the Local History Collection at Rotherham Central Library (ref. #942.823) should you wish to see the book in its original format.

I also thought it would be appropriate to include a copy of the Rotherham Advertiser photograph that was included in the January 2011 Newsletter showing the rededication of the School's resited War Memorial. I did this because the unveiling photograph shown in the book no longer accurately shows the Memorial's location.

My grateful thanks go to Barrie Machin (R.G.S. 1945 – 1953), who kindly loaned me his copy of the book, and for providing me with the color photographs that show the beautiful stained glass panels in the Jesus Chapel, in what is today known as Rotherham Minster. Also, thank you to everyone who helped me in my attempts to name the members of the Grammar School Staff shown in the accompanying photographs that cover the years 1948 through 1963.

Finally, I sincerely hope you enjoy reading this version of the book as much as I did, and that it gives you a better sense of our School's fascinating and glorious history.

***“Ne ingrati videamur”.***



Chantry Bridge, Rotherham (RAD 2005)

## **Rotherham Grammar School Old Boys' Association – Memorabilia**

### **1) Retained by Eric Ruding originally, now need to be securely stored;**

**Collection of School Magazines from Mrs Morris's (Miss Cant) family and others donated.**

**All RGSOBA minute books (AGM and Committee Meetings) – 1897 to 1964**

**All photographs – many and varied. The paper copies which I made and framed need to be stored with the original rolled copies which are in the T.R.C. Foundation Room cupboard.**

**School Record Books 1948 - 1967 and 1967 - 1970**

**Staff Appointments Registers (2) 1884 - 1958 and 1884 - 1967**

**HMI Inspection report – 1952**

### **2) Stored in cupboards in the T.R.C. Foundation Room – prior to labelling, organising and storing;**

**Admission Registers – 1897 - 1907, 1903 - 10, 1925 - 37, 1937- 41, 1941- 45**

**Items of School uniforms**

**Accounts Register 1889 - 1906**

**Fees Register 1889 - 1906**

**Petty Cash Register 1889 - 1906**

**Charity Commission Accounts**

**School Curriculum and Syllabuses - not dated**

**Maths Syllabus no date - late 19<sup>th</sup> Century?**

**Report on Pupils book - 1896 – 98**

**School Camp records - 1940s**

**Oxford and Cambridge Local Examination results – 1885 - 1918**

**RGS Fund Account 1957 - 65 (Bert Duncan)**

**Damages and Breakages – 1964 - 66**

**Visitors Book 1950 - 1981**

**Sixth Form Discussion Group Minutes – 1964 – 65**

**Cricket Score Books – several**

**JMB Examination Certificates – unclaimed? from 1930s and 1940s**

**Lithographic Plates – about 17**

**Other miscellaneous items**

**Mr and Mrs Morris's personal items and teaching materials**

**Box of items containing College memorabilia from 1970**

## Rotherham Grammar School Staff - 1948



Photograph courtesy of Barrie Machin

### Back Row (l. to r.)

**1: Mr. Crowe 2: Bob Walley 3: Ernie Davison 4: Tom Dealey 5: Nick Tilling 6: Bill Parker 7: Harry Larder 8: Josh Short**

### Middle Row (L. to R.)

**1: Mr. Heeley 2: Slimo Simmonds 3: Moggy Morris 4: Miss Healey (School Sec.) 5: Miss Hume (Die Katzell)  
6: Fanny Reed 7: Basher Balin 8: Dick Pile 9: Wogga Kenp**

### Front Row (L. to R.)

**1: Ben Buttery 2: Tiff Tiffin 3: Fritch Bacon 5: Dally Duncan (Deputy Headmaster) 6: Rev. Selby Johnson  
7: Ticker Mason 8: Harry Jones 9: Cabbage Green**

## Rotherham Grammar School Staff - 1952



Photograph courtesy of Barrie Machin

### Back Row (L. to R.)

1: ? 2: Mr. Short ('Shorty') 3: Mr. Parker (Percy) 4: Mr. King (Jack) 5: Mr. Rawlinson (Sam) 6: Mr. Tilling (Nick)  
7: Mr. Dealey (Tom) 8: Mr. Kemp ('Wogga')

### Middle Row (L. to R.)

1: Mr. Tiffin ('Tiff') 2: Mr. Bacon ('Flitch') 3: Mr. Gilpin 4: Mr. Morris ('Moggy') 5: Mr. Pile (Len) 6: Mr. Buttery (Ben)  
7: ? 8: Mr. Larder (Harry) 9: Mr. Simmonds ('Slimo') 10: Mr. Balin ('Basher')

### Front Row (L. to R.)

1: Miss Hawley 2: Mr. Davison (Ernie) 3: Mr. Mason ('Ticker') 4: Mr. Duncan ('Dally') - Deputy Headmaster  
5: Mr. G. E. Gunner (Headmaster) 6: Mr. Lord (Stan) 7: Mr. Jones ('Jonah') 8: Mr. Walley (Bob) 9: Mrs. Morris (nee Cant)



## Rotherham Grammar School Staff - 1963



### Back Row (L. to R.)

1: ? (French Ass't) 2: ? 3: Nick Tilling 4: Jack King 5: ? 6: ?

### Middle Row (L. to R.)

1: Josh Short 2: Malcolm Gordon 3: Mr. Foster 4: Mr. Long 5: Dick Pile 6: Mr. Standern  
7: Ben Buttery 8: ? 9: Mr. Grimshaw 10: ?

### Front Row (L. to R.)

1: Bob Walley 2: Nick Tiffin 3: Flicht Bacon 4: Ernie Davison 5: Dally Duncan (Deputy Headmaster)  
6: G.E. Gunner (Headmaster 7: Harry Jones 8: Ticker Mason 9: Fred Kemp 10: Moggy Morris 11: Derek Shaw



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Rotherham Minster's Jesus Chapel.  
Showing the location of the stained glass panels donated by  
Rotherham Grammar School Old Boys' Association in 1963.





Copyright P. Machin 2011

The Jesus Chapel Window Panels in Rotherham Minster.  
Donated by the Rotherham Grammar School Old Boys' Association.  
Dedicated by the Rt. Rev. Kenneth Richard, Bishop of Lincoln on Founder's Day 1963.



**Rededicating the Restored and Resited War Memorial  
October 22, 2010.**

(Photograph courtesy of the Rotherham Advertiser)



The Thomas Rotherham Legacy

A HISTORY  
OF  
ROTHERHAM GRAMMAR  
SCHOOL  
AND  
THOMAS ROTHERHAM  
COLLEGE

1483 — 1983





1483 - Quincentenary 1983

Thomas Rotherham College

College of  
Jesus

Rotherham  
Grammar School  
MICK BUTLER



**THE FOUNDER  
THOMAS ROTHERHAM, ARCHBISHOP OF YORK**



## **Headmasters of the Grammar School and Principals of the College**

|         |                                     |
|---------|-------------------------------------|
| 1482/83 | <b>Edmund Carter</b>                |
| 1483    | <b>John Bockyng (died 1483)</b>     |
| 1501    | <b>John More</b>                    |
| 1508/09 | <b>Robert Collier</b>               |
| 1524/25 | <b>Richard Bradshaw</b>             |
| 1535    | <b>William Drapour</b>              |
| 1548    | <b>Thomas Snell</b>                 |
| 1566/67 | <b>William Beck</b>                 |
| 1568    | <b>Thomas Woodhouse</b>             |
| 1583    | <b>Robert Sanderson</b>             |
| 1616    | <b>Smith</b>                        |
| 1620    | <b>Barrow</b>                       |
|         | <b>Bonner</b>                       |
| 1633    | <b>Charles Hoole</b>                |
|         | <b>Rayte</b>                        |
|         | <b>Graunt</b>                       |
|         | <b>Barton</b>                       |
| 1704    | <b>Withers</b>                      |
| 1725    | <b>Rev. Christopher Stevenson</b>   |
| 1746    | <b>Rev. Davis Pennell</b>           |
| 1763    | <b>John Russell</b>                 |
| 1776    | <b>Tennant</b>                      |
| 1780    | <b>Rev. Richard U. Burton</b>       |
| 1810    | <b>Rev. Benjamin Birkett</b>        |
| 1839    | <b>Rev. Joshua Nalson</b>           |
| 1841    | <b>Edwin A. Fewtrell</b>            |
| 1863    | <b>R. A. Long-Phillips M.A.</b>     |
| 1864    | <b>Rev. John J. Christie M.A.</b>   |
| 1878    | <b>Rev. George Ohlson M.A.</b>      |
| 1883    | <b>Rev. Thos. Granger Hutt M.A.</b> |
| 1884    | <b>Rev. Hargreaves Heap B.Sc.</b>   |
| 1919    | <b>W. A. Barron M.A.</b>            |
| 1924    | <b>Frederick Wm. Field M.A.</b>     |
| 1949    | <b>Gilbert E. Gunner M.A.</b>       |
| 1966    | <b>Arthur Prust. M.A.</b>           |
| 1982    | <b>James C. Garton B.A.</b>         |

## PREFACE

It is with the greatest of pleasure that I write this short introduction to a unique publication in celebration of the 500<sup>th</sup> Anniversary of the founding of the College of Jesus from which the Grammar School and Sixth Form College developed.

On the following pages you will find three separate accounts by distinguished schoolmasters and others covering important aspects of the history of education in Rotherham.

The first is a survey by Mr. H. Wroe and Mr. W. H. Green, former masters of the Grammar School and covers the period from 1483 to 1933. It includes brief details of the life of the Founder, Archbishop Thomas Rotherham and the history of the Grammar School at its various sites including the move to the present buildings in 1890. This account was first published in 1933 to commemorate the 450<sup>th</sup> Anniversary and includes a foreword by Mr. F. W. Field a famous headteacher of the Grammar School. It has been amended by Mr. J. D. Griffin to commemorate the 500<sup>th</sup> Anniversary.

The second contribution is by Mr. F. Sellars (an Old Boy and Governor) and Mr. R. E. Walley, a long serving master of the Grammar School, and covers the important period up to and including the war years and the significant developments at the Grammar School following the Butler Education Act of 1944 up to the time when reorganization of secondary education was being planned.

The final contribution is by Mr. A. Prust, the last Headmaster of the Grammar School and first Principal of Thomas Rotherham College. This account covers the period from 1966 to Mr. Prust's retirement in December 1982 and includes the merger of the Grammar School in to the Sixth Form College in 1967.

There has been no attempt to edit the contributions, but rather to let them speak for themselves in their own individual ways. Herein lies the value of this publication. Each section is written from a personal point of view and reflects the author's own attitudes to or memories of the periods in question – and I believe it is all the more valuable because of that.

The strengths of the College of Jesus, the Grammar School and more lately the Thomas Rotherham College have been in their ability to preserve all the best of the past while at the same time responding to the changing need of society.

I believe this small volume is a worthy tribute to these institutions and presents a fascinating insight into aspects of education in the town over the past 500 years.

I am delighted to be associated in a small way with this historic publication.

J. C. Garton  
Principal

January 1983

# **ROTHERHAM GRAMMAR SCHOOL**

**1483-1933**

The 450<sup>th</sup> Anniversary of the foundation of the School seemed a fitting occasion for a brief narrative of its past history and for some account of its more recent development. Accordingly after some little delay the following pages have been written, and are intended to show how the School has grown with the growth of Rotherham, and now holds an honourable place among the Grammar Schools of England.

Thanks are due to the work of Mr. H. Wroe, a former member of the Staff, who produced the first draft, to Mr. W. H. Green, the present History Master, who re-cast and extended the original matter, and to Mr. S. E. Lord for his help in providing the illustrations. The design of the cover is the work of M. H. Quinton, and to all the above and others who have assisted we owe our gratitude.

December 1934 F. W. Field





**COLLEGE OF JESUS AND GRAMMAR SCHOOL, ROTHERHAM - FOUNDED 1483**  
**(from a water colour by J. C. Buckler 1813)**

## PART I

Thomas Rotherham, our Founder, was born in a house in what is now College Street, Rotherham, on 24<sup>th</sup> August, 1423. He was the eldest son of Sir Thomas Rotherham, a landowner who had property at Brinsworth, Scholes, Mexborough and Wentworth. His father must have had considerable belief in the value of education, for he gave his son the best then available. A local teacher of "grammar" instructed him in the rudiments, and then Thomas passed to the newly founded King's College, Cambridge, as a scholar, after being elected to Eton College so that he could qualify for entry to King's College.

Thomas was at least nineteen when he went to Cambridge. His academic career was certainly distinguished. He became in succession a Bachelor of Divinity and a Fellow of King's. He lectured on Grammar, Theology and Philosophy, and his ability must have been recognized, for he soon received preferments in the Church, which did not at first necessitate his removal from Cambridge. In 1467 he became Provost of Wingham College, Kent, an office which carried with it a yearly income of five hundred pounds, a very substantial sum in those days. He was appointed Chaplain to the Lancastrian Earl of Oxford, and with his patron probably visited the Lancastrian Court.

He did not, however, remain a Lancastrian long. The reason for his change of political allegiance is obscure. What is certain is that it resulted in even more rapid promotion. He became in rapid succession Rector of Ripple in Worcestershire, Prebendary of Lincoln, Prebendary of Salisbury, and Rector of St. Vedast's, Foster Lane, London. He attracted the attention of Edward IV, who was never slow to recognize ability, and the year 1467 found Thomas Rotherham Keeper of the Privy Seal and Chaplain to the King. Henceforward he was a national figure. He was entrusted with delicate State business, and his success was rewarded with the Bishopric of Rochester. He remained loyal to the King when Henry VI made his last desperate bid for the crown, and was ready to serve Edward IV when that monarch returned from his enforced exile in France. In the years of tranquility which followed, Bishop Rotherham rose still higher, both in Church and State. He had been for some time, Chancellor of his old University, and was now translated from Rochester to the more important see of Lincoln. Whilst Chancellor of Cambridge University, he completed the "Schools", and included a valuable library, for which is commemorated annually as a benefactor. Lincoln College, Oxford, too, remembers with gratitude his munificence. He completed the buildings, saved its endowments, which were in danger, and in 1479/80 he drew up the statutes of Lincoln College. It is worth noting, that in these, he decreed that four fellows were to be from the York Diocese of Rotherham, if fit, and of the scholars four were to be elected from the Diocese and County of York of whom one always to be from the Rotherham parish, again if fit. Lincoln College still regards him as her "Second Founder", and out of gratitude restored his tomb in York Minster when it was damaged by the fire of 1829. In the hall of Lincoln College now hangs a three-quarter length portrait of him in cope and mitre and with a triple cross.

In 1480 Thomas Rotherham became Archbishop of York. He still enjoyed the confidence of his royal master, and when Edward died Archbishop Rotherham sang the **Requiem Mass** in St. George's Chapel, Windsor, where the King was buried. The Archbishop then returned to York Place, his London residence. There he received the startling intelligence that Edward's eldest son had been seized by his uncle Richard, Duke of Gloucester. Anxious to show his loyalty to the Queen Mother, the Archbishop hurried to her and left her the Great Seal. Next morning he realized that his act was irregular and might be construed as evidence of hostility to Richard. Accordingly he hastened to regain the seal and cover his indiscretion. This availed him little, for a few days later he was arrested and confined in the Tower until Richard felt secure with the two sons of the late king in custody.

On his release the Archbishop determined to avoid the hazards of a political career and to devote himself to charitable work. His thought turned in the direction of his native town. He added to the Parish Church, helped the Chapel on the Bridge, and most interesting of all to us, founded the College of Jesus. After a long and honourable career he died at Cawood, near York, on May 29<sup>th</sup>, 1500. Six years later his remains were transferred to the marble tomb he had erected in the Lady Chapel at the east end of York Minster. Where his bones are now is doubtful, but the tomb itself, injured, as we have seen, by the fire of 1829 and later restored, now forms the altar of the Chapel of St. Nicholas in the North Transept.

In his last will, made two years before his death, Archbishop Rotherham explained the reasons for his foundation of the College of Jesus. "Because I was born in the town of Rotherham," he writes. "and baptized in the Parish Church of the same town . . . lest I should seem an ungrateful forgetter of these things, I will that a perpetual College of the name of Jesus be raised in the aforesaid town . . . in the second place in which the foundation was laid at the Feast of Saint Gregory in the twenty-second year of King Edward IV (March 12, 1482) and because I have seen the chantry priests there boarding separately in laymen's places to their scandal and the ruin of others. I have willed to make a common place for them. "Thus was founded in what was until recently College Square, the College of Jesus, a residential place of learning and holy living. One of the gateways of the college, designed in the Italian style, has been preserved, and is now built into the rock in Boston Castle Park.

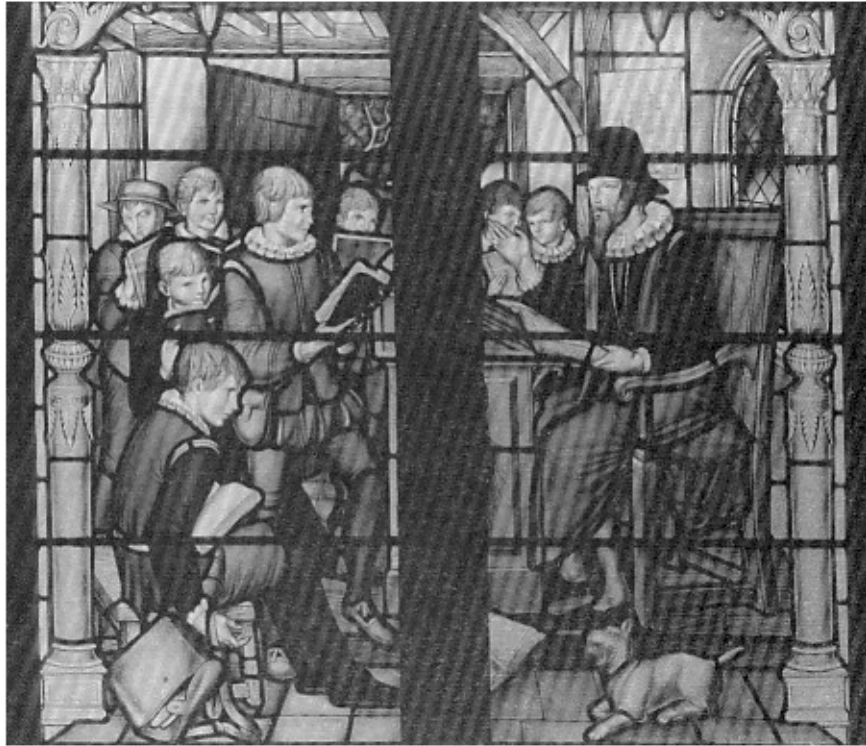
The foundations of the College were therefore laid in March 1482, and on 22<sup>nd</sup> January 1483, following a petition by the Archbishop, Edward IV granted him a license – "for the honour and glory of the name of Jesus Christ to found a perpetual College . . ." The Archbishop left little time in getting things organised for we find the statutes of the College drawn up and dated 1<sup>st</sup> February 1483. On 8<sup>th</sup> February we find the first Provost, William Greyburn, and Sir Edmund Carter and William Alynson, fellows and teachers of Grammar and Song, being granted the Rectory of Laxton, Nottinghamshire, to augment the income of the College.



DOORWAY OF THE COLLEGE OF JESUS



ROBERT SANDERSON



**BISHOP SANDERSON AT ROTHERHAM GRAMMAR SCHOOL**

It was the Archbishop's intention that the management of the College should be entrusted to a Provost and three Fellows, all of whom were to be in orders. Chambers were to be provided for all the chantry priests of Rotherham. Six boys were to be chosen from the poorer homes of Rotherham and Ecclesfield, and were to be educated, fed, and clothed until they were eighteen years of age.

The Archbishop was sufficiently "modern" to realize that education was of value to the future artisan as well as the future priest. He noted that there were many youths of the district "of very quick intelligence" who "do not wish to reach the dignity of the priesthood" And who are "better fitted for mechanical arts and other occupations." A house was acquired near the College, in which these promising local boys could be instructed free of charge in reading, writing and arithmetic. Then if they showed continued merit, they could learn the rudiments of grammar and music.

The College of Jesus lived through the attacks which Henry VII made on such foundations: but it did not fall under the Act of the first year of Edward VI (1548) for the suppression of chantries, colleges and guilds. From the Chantry Certificates of Edward VI we learn that the College had goods valued at £32-10s-1d and freehold land with an annual value of £130-16s-1d, and also that Thomas Snell was the Grammar School Master "36 yeres of age, bachelor of arte, of honest conversacion qualities and learnyng, hath and receyveth yerely for his stipend, £10; for his gowne clothes, 12s.; for fyre to his chamber, 3s 4d.; his barber and launder free; which amounteth yerely to £10. 15s. 4d. And hath none other lyving." In the same year a certificate was issued for the continuance of the Grammar School and the pensioning off of the Song and Writing Masters. The salary of the Grammar School Master (Thos. Snell) was to be paid by the Exchequer.

In the course of time the provision for paying the Master's salary seems to have been either forgotten or evaded. It was only with the greatest difficulty that the school was kept going. In the reign of Mary the salary of the master had not been paid. The Feoffees, however, who even at this date seem to have had a large share in the administration of the town's business. Refused to allow the School to come to an end, and paid the salary of the Master themselves for the time being.

Thomas Snell still occupied the post he had held at the dissolution of the College, and by dint of persistent efforts managed to persuade the hard-headed government of Queen Elizabeth that his salary was wrongfully withheld after 1555. As a result, the Queen issued a Charter whereby the Exchequer would recommence paying his salary from 1561. For some time, at any rate, the School was safe.

Towards the end of the sixteenth century the School numbered among its pupils a boy who was to bring it great honour. Robert Sanderson was probably born in Sheffield in 1587, but when he was quite young his family moved to Guilthwaite Hall, near Rotherham. When he was old enough, Robert was sent to the Grammar School.



Strangely enough, he had the same name as the Headmaster, who may possibly have been a relative. We have little knowledge of his school career, but his distinguished biographer, Izaak Walton, tells us that while he was at the Grammar School “he was observed to use an unvaried diligence to attain learning, and to have a seriousness beyond his age, and with it a more than common modesty and to be of so calm and obliging behaviour that the Master and the whole number of the scholars loved him as on man.” In 1600 he left Rotherham for Oxford.

The next milestone in the history of the School is the Headmastership of Charles Hoole. The Feoffees had evidently continued their kindly interest in the School, and were in all probability what we would now call governors. In their accounts there are many references to sums spent in maintaining the Grammar School **e.g.:**

“1610: Pd. In repaying the Schoolhouse 7s. 2d.  
1629: For a Dictionaire for the Free School 20s. 0d.”

Charles Hoole bears a distinguished name, not only in the history of our School but also in the wider history of English education. He was a prolific writer, particularly on methods of teaching. Perhaps the most interesting of his books to us is “A New Discovery of the Old” Art of Teaching School,” written, as he tells us, “for the use and benefit of Rotherham School.” Hoole exhibited a sympathy, unusual in his age, with the difficulties of scholars. He even realized the value of illustrating school text-books. The illustrations which he secured for a book, “The Visible World,” which he translated into English, were intended simply, he tells us, “to make children understand it the better.”

Hoole became Headmaster of the School circa 1633. Born at Wakefield in 1610, he had proceeded to Lincoln College, Oxford, and taken his degree. He was fortunate in having as his kinsman Robert Sanderson who, after a brilliant career at Oxford, had become Rector of Boothby Pagnell (Lincs.) and later Chaplain to King Charles 1. That monarch, who, whatever his deficiencies as a statesman, had an unerring instinct for piety, is reported to have remarked: “I carry my ears to hear other preachers, but I carry my conscience to hear Dr. Sanderson.” It was to Sanderson’s influence that Hoole owed his appointment as Headmaster of Rotherham Grammar School.

In his “New Discovery” Hoole gives us an invaluable picture of life in Rotherham Grammar School in the seventeenth century. When he came to Rotherham he found the School, which numbered some thirty or forty boys, divided into nine forms, some with only two or three scholars. It is astonishing to read the syllabus of work. The first three forms were more or less preparatory. The fourth form read Terence, the fifth Ovid and Cicero. The sixth, in addition to a reading of Virgil, began the study of Greek. The seventh and eighth read Horace, Seneca, Juvenal, Persius and Hesiod, besides translating Socrates into Latin. The top form, the ninth, read Homer, and made an attempt at Hebrew. Hoole lightened the boy’s burden to some extent by the introduction of a translation of Lyly’s “Latin Grammar.” He next reduced the nine forms to six. The instruction of the younger boys was very largely in the hands of the more competent of their seniors. The best boys looked after themselves to a great extent. Hoole had no assistant masters, and the work which he could not safely delegate to the older boys he had to do himself.

A curious practice was the “disputation”, which was held on Fridays and Saturdays, when the boys took it in turn to answer for the day the questions posed by their fellows out of any author they had previously read. Hoole was especially pleased with this introduction of speech-making in the fifth form. He tells us that the boys warbled like nightingales, delighted to hear their own voices. He set great store, too, on the Hebrew, which was a prominent feature of the sixth-form work. The average age of the sixth form was between twelve and thirteen! The hours of school were 7-11 a.m. and 1-5 p.m. But conditions were not quite as bad as they might appear, since Saturday was a half-holiday, and work finished on Tuesdays at 4 p.m., and on Thursdays at 3 p.m., when the boys were sent to play in a field near the School.

When the Civil War broke out Hoole found it advisable to retire, since in his support of the King he found himself opposed to the majority of the townsfolk of Rotherham. He retired to a Lincolnshire living, but on the triumph of Parliament’s cause he was evicted, and earned a precarious livelihood by teaching in private schools in London. Simultaneously, Sanderson, who had become Professor of Divinity at Oxford, lost his Chair.

Tradition has it, that Thos. Rose and about thirty other boys of the Grammar School played their part in the Civil War. On May 4<sup>th</sup>, 1643, Rotherham was attacked by the Royalist commander of the north, the Earl of Newcastle, and the town was captured after a day’s fighting. As Newcastle’s army came down the hill (following roughly the route of the present day Masborough Street) the boys of the Grammar School “got a small piece of artillery planted at the entrance of the bridge (i.e., Chantry Bridge) and played upon them.” Captain Francis Errington of Northumberland was one of the Royalists slain in this affray.

With the restoration better fortune attended both Hoole and Sanderson. Hoole ended his days in peace in the Rectory of Stock, Essex, and Sanderson resumed his old Professorship at Oxford. Sanderson’s staunch Royalism was soon rewarded with the Bishopric of Lincoln, He had the honour to preside at the Savoy Conference of 1661, the object of which was to settle the differences between the Puritans and Anglicans. As a result of the Conference a new edition of the Prayer Book was issued containing the General Thanksgiving which is erroneously attributed to Sanderson. We may remember with pride, however, that he was responsible for the beautiful Preface to the Prayer Book, beginning ‘It hath been the wisdom. . . .’

At this time both the School and town must have been fairly prosperous. Between the years 1650 and 1715 the list of undergraduates at St. John’s College, Cambridge, contains the names of no fewer than twenty-three students from Rotherham Grammar School. This is only one College at one University.

For almost a century and a half after this date the records of the School's activities are of the scantiest. That it continued to exist is clear from one or two isolated notices we happen to possess. The names of the masters in this period have been preserved. Especial mention should be made of the Rev. Richard Burton, who gave lessons in Latin for thirty years. Apparently he was more or less independent, although he received annually some slight financial recognition from the Feoffees. The grant from the Exchequer was very small and, but for the support of the Feoffees, who were virtually the Governors of the School, it is more than probable that the School would have died. The School did not have its own buildings, but met in a room in the Town Hall. The next progressive step was taken in the nineteenth century (1827) when a new school was built on the church side of the old College Square. Even these quarters, however, were far from satisfactory, since they were in the same building as a library, a news-room, and a dispensary. Within 30 years the School had moved again. In 1857 the Feoffees erected a handsome school in Moorgate, opposite the present South Grove Central School.

Under the Headmastership of Mr. R. A. Long-Phillips, the School began to emerge again from its long obscurity. It was very doubtful when he was elected Headmaster whether the School could be successfully maintained. The new Head, however, soon showed that he had a vigorous and pertinacious personality, and he immediately set himself the task of building up a School which should have as its main object the provision of the town's leaders in municipal and industrial life. Rotherham was developing rapidly; it was to the Grammar School that the town should look for its intellectual guidance. Mr. Long-Phillips first appealed for support in his efforts, and at his first Speech Day (1863) he expressed himself well-satisfied with the help which he had received. He secured the appointment of a Commercial Master, but insisted that all his pupils should receive a sound training in the Classics, Mathematics and French. He arranged for courses in Natural Science, to which the public were admitted on payment of a small fee. Instruction could also be obtained in German, Spanish, Drawing, Land-Surveying and Music. These subjects were taught by visiting masters. The Headmaster was also prepared to receive boarders, who would dine at his own table and be treated as members of his own family. Games were encouraged and matches arranged with other local schools. There was even an occasional excursion to Roche Abbey.

To secure the continued efficiency of the School the boys were examined annually by independent gentlemen, usually a local clergyman and a "don" from Oxford or Cambridge. On the day following the examination the parents of the scholars were invited to a Prize Distribution and Speech Day, at which the Headmaster and Examiners presented reports. One of these examiners, the Rev. E. T. S. Carr, who seems to have had some knowledge of the School's history, significantly remarked at the Speech Day of 1864 that the School a few year's previously had been "merely a cipher."

There was one characteristic of Mr. Long-Phillips which would certainly not have commended itself to the modern scholar. He was a firm believer in the value of home-work, and contended that evening recreation was unnecessary for boys, since they had drill at school and obtained healthy exercise in walking to and from school!

It seemed as if Mr. Long-Phillips would have a long and remarkable career as Headmaster. Unfortunately he met his end in a remarkable tragic manner. In October 1864, the Second Master fell ill, and Mr. Long-Phillips called in the doctor. The assistant's complaint proved to be merely a slight indisposition. After the doctor's diagnosis, the three men stayed chatting in the room. Suddenly Mr. Long-Phillips complained of giddiness, and confessed that he was often seized by bouts of faintness. The doctor ordered him to bed at once, and that night the Headmaster died of apoplexy.

Early in the following year the Rev. J. J. Christie M.A., was appointed Headmaster. The Feoffees declared that they would give him the amplest measure of support, and on all possible occasions Mr. Christie made it clear that they had lived up to their promises. He soon showed that he intended to maintain and extend the policy initiated by Mr. Long-Phillips. Boys were for the first time entered for public examinations – the Oxford Middle-Class Examinations. In 1866 four boys entered and three passed. In the following year five boys entered and all passed, two with honours. Later in his career at the School, Mr. Christie entered the boys for the Cambridge Local Examinations.

There is little of the spectacular about this phase of the School's history. It is just a record of sound, steady progress. Mr. Christie hoped to see the School regularly sending boys up to the Universities, and often appealed to the wealthy residents of the town to found Scholarships for the boys of Rotherham Grammar School at Oxford and Cambridge. By the time he resigned to become the Vicar of Pontefract, Mr. Christie had raised the numbers in the School from about thirty-eight to fifty-nine: of these a proportion were boarders.

The next headmaster was the Rev. G. Ohlson, M.A., who remained at the School for six years. We know something of the organization of the School during his Headmastership. All the scholars were taught in one big room. They were divided in three sections. No partition or wall separated these sections, so that conditions of study must at times have been extraordinarily difficult. At his desk on a dais at the end of the room sat the Headmaster. Sometimes he would descend from his eminence to teach one of the forms. Sometimes he would take a few senior boys into his private premises for special coaching. To the right of the School there were some arches, under which the boys were drilled by a retired army sergeant. The boys had an ample playground, in which they played hockey. Cricket, for no obvious reason, seems to have been dropped. For any real progress in the School's athletic activities we have to wait until the removal into the present building in 1892. The boys at this time wore mortar-boards. Boys on the Foundation (*i.e.*, boys who held Scholarships from the Feoffees) wore boards with red and black tassels, ordinary scholars, "fee-payers," as we would call them now, had the ordinary black tassel.

The Rev. T. G. Hunt M.A., who was appointed to succeed Mr. Ohlson, had a very brief reign. He was carried off by consumption, and throughout his time at the School he seems to have been very ill indeed. He rarely came into the School, and it is impossible therefore to form an estimate of his personality.

With the appointment in 1884 of the Rev. Hargreaves Heap, B.Sc., as Headmaster we reach the really modern phase of the School's history. Mr. Heap had previously been Head of a school in Hereford and a tutor at St. Mark's Training College.

The first problem Mr. Heap had to face was the perennial one of numbers. The new Headmaster speedily addressed himself to the problem and succeeded in raising the number of boys from thirty-three on 1884 to one hundred and nine in 1894. He entered the boys for the Cambridge Local Examinations and brought the School into line with the other schools in the district. In these examinations Rotherham had far greater success than any neighbouring towns. Boys under the age of sixteen were entered for the Cambridge Junior, and those over sixteen for the Cambridge Senior. Specially promising pupils also took the London Matriculation Examinations.

Great advances were made possible by the removal of the School to its present buildings in 1890. The buildings had been erected in 1876 at a cost of £26,000 as a training college for Congregational (or Independent) ministers. The Feoffees bought the College for £8,000 when the Congregational authorities decided to transfer the students at Rotherham to another College at Bradford. This magnificent stroke of business was in large measure due to the pertinacity and financial acumen of Mr. Heap. It opened up an entirely unexpected vista of possibilities for the School. A laboratory with twenty-four benches was equipped; a lecture room, a workshop, and a gymnasium were provided. Six free exhibitions were endowed for children from the elementary schools. In two years the numbers rose by thirty.

At this time a great impetus was given to the Science teaching in the School. The Government decided to allocate grants to the County Councils to improve the teaching of "technical" subjects. The word "technical" seems to have been interpreted generously to mean any subject of a scientific nature. The County Councils, in their turn, made grants to the higher schools in their areas. These donations were based on attendances at science courses. Scholarships were also given to the most successful scholars to enable them to pursue their studies at some university or college.

Rotherham Grammar School soon availed itself of these facilities. Boys were entered for the Examinations of the Science and Art Department of South Kensington in Mathematics, theoretical and practical Chemistry, Magnetism and Electricity, Mechanical Drawing and Mechanics. In 1892, when there were only ninety-eight boys in attendance at the School, there were eighty successes in these examinations, one of the boys being awarded a "Class A" Scholarship of £60 a year for three years. In the following year a boy at the School obtained a "Class A" Exhibition of £30 a year for three years. In 1899 a physics laboratory was equipped and thenceforward all the scientific subjects taught in the School were conducted on an experimental basis.





UNVEILING OF THE WAR MEMORIAL

The Headmaster was careful to ensure that the development of the School should not be one-sided. He never ceased to emphasise the value of literary subjects, and insisted that education must be for leisure as well as work. He defended the classics when a prominent townsman rejoiced that Greek had disappeared from the normal School curriculum, and that Latin was bound to go the same way. He recognised the value of outdoor activities, and two playing-fields were laid out, one for the older and the other for the younger boys. The School was as successful in its games as in its academic work: the football team of 1896 was unbeaten. A modest beginning was made with an annual sports afternoon. Some estimate of the School's progress at this time may be formed from the fact that a boy, while still at School, was successful in passing the Intermediate B.Sc. Examination at London University (1904). There was, of course, no regular "advanced" instruction as yet, but the staff willingly gave instruction in their spare time to promising students.

In 1906 the School was placed on a new footing. The Feoffees ceased to be Governors, and the Corporation secured the right to nominate a majority on the newly-constituted Board of Governors. Two new masters were appointed, and the Corporation agreed to spend nine thousand to ten thousand pounds on increased accommodation. The courtyard of the School was built in, and provision was made for a maximum of two hundred and twenty scholars. At least twenty-five per cent, of the boys were to be scholarship holders from the town. The number of scholars continued to increase, and the maximum number of two hundred and twenty pupils was reached soon after the War.

Mr. Heap saw the School through the difficult period of the War. He felt very keenly the loss on active service of fifty-eight of his old scholars and one of the most trusted of his assistant masters. Yet he manfully faced the problems of a constantly changing staff and the "malaise" which is inevitably found in scholars under war-conditions. On his seventieth birthday, in November, 1918, Mr. Heap resigned, and finally severed his official connection with the School in June, 1919. The School was seven times as large as it had been when he became Headmaster. Much of its progress has been due to his jealous care for its interests.

Under his successors, Mr. W. A. Barron (1919-25) and Mr. F. W. Field (1925- ), the School has continued to advance. After the War, the scholars began to take the School Certificate and Higher School Certificate Examinations of the Northern Universities' Joint Board. To meet the requirements of the latter examination, regular "Advanced" courses were instituted in Arts and Science. As a consequence, the sixth form grew in numbers, and had to be divided into an Arts Section and a Science Section. With continued expansion still further sub-division was necessary, and each of these sections was split up into an Upper and Lower Division. In the examinations of the Joint Board the School has a distinguished record. Boys have won State Scholarships and Open Scholarships at the Universities, including Oxford and Cambridge. Their subsequent careers at the Universities have been a matter of pride to their School.

In 1922 it was decided to institute the "Prefect" system. Six boys were selected from the Sixth Form to serve as the first prefects. The system had been proposed long before, but was delayed until the Sixth Form had grown large enough to allow a good selection of boys suitable for this responsible office. The prefects are now an integral part of the School's organization. They have duties and compensatory privileges, and act, often in subtle ways, as liaison officers between the Headmaster and Staff and the boys. One of the prefects is selected annually as Head Boy of the School. This experiment in self-government has also been extended to the Form. Each Form chooses a Captain, to whom the Form Master delegates small duties. Thus the boys are taught to appreciate the fact that the School is a corporate society, in the good government of which both masters and boys have equal responsibility.

Another post-war development has been the Junior School. For a year or so the very small boys had to be accompanied in the Senior School. In 1919, however, Rotherham Corporation purchased for £2,300 a private residence known as "Woodhirst". After extensive alterations, including the addition of a new wing, a covered-way entrance, changing-rooms, bicycle stores, and lavatories, it was equipped to accommodate ninety-six boys. The new department was excellently situated and easily accessible from the main school buildings. The Headmaster pointed out, at the opening ceremony, that it was not intended to run the Junior School as a kind of Kindergarten. Very little boys were to be excluded, and the lowest age of entry was placed at eight years. Two forms of the Senior School are also housed at "Woodhirst". Which is in the care of a master-in-charge and two mistresses.

The ground between the Junior School and the Senior School was soon developed for sports. The Board of Education encouraged local education authorities to put forward schemes for the laying out of sports grounds, and the Ministry of Labour promised to find a large proportion of the cost from the Unemployment Grants. As a consequence the Senior School was provided with a new football ground, and the Junior School came into possession of a football ground of its own and also an asphalt playground on the upper part of the site. All these new facilities were ready for use by September 1923.

A part of these grounds was used at first to provide garden plots for the boys of the Junior School. These plots, it was thought, would add interest and illustration to the "Nature Study" lessons and develop the boys' creative instinct. Some two years ago, however, these small plots were abandoned, and the land was converted into a large co-operative garden with a sunken lawn in the middle. It is universally admitted that the new garden has greatly increased the attractiveness of the Junior School. At the same time the boys are enabled to study a far greater variety of plants and flowers than they could possibly cultivate in their own little plots.



SCHOOL CAMP

After the War there was an ever increasing demand for secondary education, and the number of boys in the School continued to increase until accommodation was strained to the utmost, and the lecture-room and art-room had to be used as form-rooms. It became urgently necessary to extend the School still further. A new wing was designed by the late Colonel Knight, and formally opened by Sir W. H. Hadow, the Vice-Chancellor of the University of Sheffield, in 1930. The "new building" comprises four form-rooms, a new workshop, washing rooms, a cloak-room, and a splendidly appointed library. The library is truly the "crowning glory" of the new building. It is, of course, used mainly by boys taking "advanced" courses, but the younger boys are taught how to use it intelligently, and it is clearly understood that the library is not merely a close preserve of the Sixth Form. The books are catalogued and classified on the Dewey-Decimal System. The provision of a new workshop permitted the old "woodwork-room" to be converted into a new laboratory for biological and lower form work.

New subjects have been introduced and old subjects are being taught in new ways. Biology is now taken by certain boys in the Third, Fourth and Fifth Forms. Various Forms have lessons in musical appreciation, in which illustrations are given by the "wireless" and gramophone. The Forms which take "art" also study architecture. The Sixth Arts' boys are taught the elements of Economics. Modern languages are taught throughout the School on the "Direct" method. The experimental method has even been extended to Geography and History. In the summer term the First Forms go on a geographical, and the Second and Third Forms on a historical excursion.

In 1923 an experiment was made with a School Camp. The camp has now become an integral part of the School's life, and Sandsend near Whitby, seems likely to become its permanent domicile. In normal years seventy to ninety boys got to camp, in charge of the Headmaster and some ten or twelve assistants.

Other instances of out-of-school co-operation between masters and boys are provided by the Orchestra, which was formed in 1928, and the Dramatic Society, which began in the following year with the object of producing annually a play. As will be seen from the following list, almost every type of play (excepting tragedy) has been produced. The productions have been memorable, not only for the uniformly high standard of acting but also for the finished stage craft.

|       |  |
|-------|--|
| 1929: | <b><i>She Stoops to Conquer.</i></b>         |
| 1930: | <b><i>The School for Scandal.</i></b>        |
| 1931: | <b><i>The Rivals.</i></b>                    |
| 1931: | <b><i>Ambrose Applejohn's Adventure.</i></b> |
| 1932: | <b><i>The Midshipmaid.</i></b>               |
| 1933: | <b><i>A Midsummer Night's Dream.</i></b>     |



Various societies – literary, historical, scientific and geographical – have grown and flourished at the School. They are managed very largely by the boys themselves and provide an excellent outlet for special enthusiasms.

Literary ability finds another medium in the School magazine, which was begun tentatively in 1914. The first number appeared on April 9<sup>th</sup>, 1914, with Mr. E. S. Curwen, who was then an English master at the School, as its editor. In his editorial notes, Mr. Curwen outlined the causes to which the magazine owed its existence and the aims which it hoped to pursue. For some time there had been manifestations of literary activity in the School in the shape of Form journals. Some of the contributions had been of considerable merit, and it was hoped that with a more ambitious periodical for their efforts, boys of the School with literary ambitions would be stimulated to still further endeavours. The magazine was also intended to serve as a link between the School and its “old boys”. The chief events of the School’s history were to be faithfully recorded and the doings of “old boys” were to be chronicled. It was hoped to bind the numbers of the magazine, and thus make of it an invaluable summary of the School’s work and the work of its former scholars in the larger world. Three numbers of the magazine were issued and then came the War. The editor was among the first to join the colours. After an attempt had been made to publish the magazine in half-yearly, instead of terminal numbers, it was decided to suspend publication until the War was over. The next issue of the magazine did not appear until 1920. Mr. Curwen, unhappily, had been killed in the War, and Mr. Booth was appointed editor in his place. The magazine is again issued terminally, and admirably carries on the work which Mr. Curwen hoped it would.

An Old Boys’ Association had been founded as long ago as 1897, but during the War its activities were naturally curtailed, and eventually it became moribund. Largely owing to the initiative of the Headmaster, Mr. Barron, it was re-founded in 1922, with Councillor (as he was then) A. R. Habershon as President. The revived Association immediately secured a membership of two hundred. It was decided to hold an annual dinner in Rotherham and to organize other social events which should help to keep alive old friendships. Through the Association old boys keep in touch with the School, and to the Association the School itself owes a great deal. Not the least valuable feature of its work is the scheme which Mr. J. Crowther Cox inaugurated for bringing boys in touch with employers. This scheme, promoted during an industrial depression which affected Rotherham more seriously than almost any other town in England, is an admirable instance of the practical esteem in which old boys hold their school. Another was provided by Mr. J. L. Lister. At the annual dinner of 1933 the Headmaster (Mr. F. W. Field) appealed to the wealthier “old boys” to provide scholarships for deserving boys passing to the Universities. At once Mr. Lister offered to endow a scholarship of the value of £60 a year.

The Old Boys' Association was responsible for the scheme which produced the War Memorial. The memorial was unveiled by the Rev. Hargreaves Heap on February 19<sup>th</sup>, 1925, after a service in the Parish Church at which the Archbishop of York preached the sermon. The memorial is in the form of a cross of the period of the School's foundation - the fifteenth century, standing upon an octagonal base. The names of the fifty-eight old boys and one master (Mr. Curwen) who were killed in the War are contained on bronze panels.

Recently a Southern branch of the Old Boys' Association has been formed, the membership of which is steadily increasing.

There are now three regular School games – association football for the Christmas term, hockey for the Easter term, and cricket for the Summer term. The School runs first, second, “under fifteen” and “under fourteen” elevens. The boys are grouped into four Houses named after the most illustrious figures in the School's history – Founder's, Snell's, Hoole's, and Bishop's. The Houses compete in games, athletic sports and gymnastics. There is no question that the House system has amply justified itself, for since its introduction by Mr. Heap there has been a steadily rising level of athletic attainment.

And so the School goes on. Its aim is still what it has always been – to provide a sound general education for the boys of Rotherham and district. It has resisted the temptation, at one time very insidious, to become a technical institution of commercial college. Its life is fuller now than it has ever been. But it does not forget its debt to those who have made it what it is. *“Ne ingrate videamur”* – that is the reason these brief pages have been written.

# ROTHERHAM GRAMMAR SCHOOL

## 1483-1933

The 450<sup>th</sup> Anniversary of the foundation of the School seemed fitting occasion for a brief narrative of its past history and for some account of its more recent development. Accordingly after some little delay the following pages have been written, and are intended to show how the School has grown with the growth of Rotherham, and now holds an honourable place among the Grammar Schools of England.

Thanks are due to Mr. H. WROE, a former member of the Staff, who produced the first draft, to Mr. H. GREEN, the present History Master, who re-cast and extended the original matter, and to Mr. S. E. LORD for his help in providing the illustrations. The design of the cover is the work of Mr. H. QUINTON, and to all the above and others who have assisted we owe our gratitude,

December 1934

F. W. FIELD

## PART II

ROTHERHAM GRAMMAR SCHOOL 1933 – 1966

Contributed by F. Sellars and R. E. Walley

The six years which led up to the outbreak of the second 'World War', were a period of steady development.

The academic and sporting standards of the School remained as high as ever and the growing popularity of hockey, played in the Easter term, provided a wider field for sporting achievement. The School Camp at Sandsend, one of the most subtle of Mr. Field's innovations, continued to provide for boys and masters a pleasant and inexpensive holiday, and to educate both its elements in the unexpected virtues of both sides.

1935 saw the retirement of Mr. Horace Kirke, who, for twenty-eight years, had taught Woodwork and Geography. He had been a regular member of the Staff cricket team, and his dungarees and the inevitable 'Woodbine' were outstanding features of the cooking lines at Sandsend.

The long shadow of war fell on the School in 1939. At first, attendance was restricted to the VI Forms, and only in the afternoons, but as the 'phoney War' continued, attendance returned to normal, although games fixtures were curtailed.

Air Raid shelters were constructed in the cellars of "Woodhurst" and in front of the Geography Room, but happily they were only occupied for practices.

The School soon took on a more martial atmosphere. No 218 Squadron of the Air Training Corps was organized with Mr. Field in command, with Mr. Bacon as Pilot Officer; and a unit of the Army Cadet Force was set up under the leadership of Mr. Lord and Mr. Walley. The War stimulated the activities of the Savings Group, which by 1945 had raised the incredible total of £19,400.

The staff was depleted by the circumstances of the time: Mr. Duncan rejoined the Army, and several junior masters were conscripted.

Christmas 1943 was saddened by the death of Mr. Blacklock, who had taught Mathematics for twenty-three years, and had endeared himself to boys and colleagues alike by his attendance at School Camp and his skill at 'Soccer'. He was succeeded by Mr. Davison, whose academic brilliance and pugnacious wit soon made him an outstanding member of the Staff.

By the Education Act of 1944, Rotherham Grammar School became Voluntary Controlled with its own Instrument and Articles of Government and a new Governing Body.

The consequences of the reorganization were the abolition of fees and the phasing out of the Junior School and of West Riding scholars. No more would one see the little cluster of nervous, highly polished youngsters awaiting their interviews at the corner of the old Woodwork Room.

The School survived the War physically unscarred; even the Sheffield "Blitz" passed us by, thanks largely to the skill of the caretaker and the Air Raid Wardens, who put out incendiaries on the roof. The War cost the School the lives of 58 Old Boys and a minor casualty was the Camp at Sandsend; no-one had the strength left, not the rations, to start it again, 'from scratch'.

Christmas 1946 saw the arrival. From the R.A.F., of Mr. Short, to teach mathematics, who proved a tower of strength in the Staff Cricket team, and did yeoman service for the School physics, a service which he continues to this day, in spite of retirement.

A great blow to the School was the retirement of Mr. P. S. Gill at Christmas 1946. He had been on the staff since 1902 and, despite losing a leg while at College, had been cricketer, camper and fisherman. He was a man of profound religious conviction, although he never forced it on his friends, who were many, and a strict disciplinarian, respected both by Staff and boys. At the time of his departure, he was Senior Master and Head of Physics.

The end of the War made possible the resuscitation of the Old Boys' Association to its former flourishing life and one of its leading figures was Mr. Charles Lilleyman, whose ingenious Treasure Hunts were outstanding features of its social life.

The School had barely recovered its momentum when it suffered a tragic blow in the death of the Headmaster, Mr. F. W. Field, in July 1948. He became Head in 1924, coming to us from Bedford Modern School. Well qualified academically he endeared himself to colleagues and boys alike by his directness. No one went to him for help in vain. Any boy who had problems found a sympathetic listener in Mr. Field. Whilst being a good disciplinarian, he encouraged self-discipline. He was a keen golfer and an ardent supporter of cricket.

The following is an extract from a tribute in the School magazine:-

"He who gave so freely won friendship and affection to a degree that few Headmasters achieve. From far and near, ample testimony has been paid to this truth. Old Boys who have reached distinction and Old Boys who may call themselves scholastic failures; his colleagues past and present, men and women who have known him in many wide fields of duty and recreation; all speak of respect and admiration second, of affection first. We all knew and loved the disarming smile, the kindly action, the supporting arm, the outbursts of exuberant spirit, the cheerful song, the roar of laughter. The full tale of kindly action and generous support will never be told."





WOODHURST

The gap between the death of Mr. Field and the appointment of Mr. G. E. Gunner in January 1949, was filled by Mr. H. G. Duncan, the Senior master. He was well qualified for the post by twenty-six years of service to the School, and by his distinguished military bearing.

Mr. G. E. Gunner came to the Grammar School from Coatham Boys' School, Redcar, where he was the Senior English Master and Second Master. During the Second World War, he had served in the Army Education Corps, attained the rank of Colonel and becoming Chief Education Officer of Eastern Command.

This blend of academic and military experience, combined with great height and a distinguished bearing, gave Mr. Gunner an aura of authority, yet he had the ability to unbend, even to the youngest of his pupils.

Although duly concerned with academic success, and taking great pride in announcing University awards, Mr. Gunner encouraged his pupils to develop a broader vision of the purpose of education. He fostered interest in broadcast talks on general subjects, urged attendance at lectures and conferences and helped to promote school excursions and foreign travel.

He was a ready and eloquent speaker and provided the highlight of many an Old Boys' Dinner. Happily, he continues to do so, driving over from Whitby in all weathers and driving back the same night.

His great achievement was to maintain and enhance the high standards which the School had attained under Mr. Field. In this, he was assisted by a group of nine masters, who were content to devote their careers to the School. In 1960, they were entertained to a complimentary dinner by the Old Boys' Association: Mr. Duncan was the senior and they had, between them, two hundred and ninety six years of service, to which they all added subsequently.

1949 was marked by the retirement of Selby Johnson, who had been the Head of the old Junior School, and a profound influence in the English Staff and in the Staff Room. He took Holy Orders and became the Rector of Hooton Roberts.

Mr. Gunner's success in maintaining the high standards of the School was severely tested in 1953 by a General Inspection by the Inspectors of the Board of Education.

Their report, published in December 1953, was full of approval, their main criticisms being directed at the material side of the establishment.

They recommended a wider range of reference books for the Library; this would improve the teaching of History, for which they also suggested a specialist room. They also suggested larger laboratories for Science and an enlarged handicraft room. It was also suggested that the teaching of Music would benefit from the services of a specialist.



THE SCHOOL

Nor were the basic needs of the scholars neglected: the Inspectors recommended a larger Hall, in which the whole School could assemble and the provision of an enlarged kitchen and dining room.

Several of these items had been suggested previously, but were dropped because of the war. The availability of funds made possible an extensive programme of enlargement. In 1955, a new Dining Hall, with ampler kitchens, was constructed. This was followed early in 1956, by new Cloak Rooms, and in 1960 by a great advance:- a new Assembly Hall, capable of seating the whole School, and a new gymnasium and Art Room. Finally in March 1961, new laboratories were provided for Advanced Physics, Chemistry and Biology.

Already the slow ravages of time were beginning to erode the small group of long-service masters. Mr. S. E. Lord retired in 1961, followed by his close friend, Mr. C. L. Mason, in 1963. Mr. H. G. Duncan retired at the end of the Summer Term of 1965 and Mr. F. W. Morris in 1966.

One of the salient features of the School's life had been its close association with the Parish Church of All Saints, where for some years, Founder's Day Services had been held.

The Old Boys' Association had been considering a memorial to our Founder, Thomas de Rotherham, of greater impact than the portrait in the School Library. Finally, they decided to place two panels of stained glass in one of the clear glass windows of the Jesus Chapel, which the Archbishop himself had built, in the Parish Church.

The window was dedicated by the Bishop of Lincoln, the Rt. Rev. Kenneth Riches, on Founders Day 1963. The left hand panel shows Thomas at the feet of an unknown teacher of Grammar at Rotherham, the small coats of arms of King's College, Cambridge and the University allude to the later stages of his education and his selection as Chancellor of the University. Below are the arms of the See of Lincoln, of which Thomas became Bishop in 1471 and at the bottom is shown founding, in 1483, the College of Jesus, of which the Grammar School was a part.

In the right hand panel, at the top, are the arms of the See of York, of which Thomas became Archbishop in 1480. In the middle, he is represented as the second founder of Lincoln College, Oxford, which he re-constituted and re-endowed in 1478. At the bottom is the badge of the School, consisting of Thomas Rotherham's arms and the motto, derived from "Ne ingratus videamur".

In 1965, the steady advance of the School was drastically diverted by educational politics. The circular 10/65 of the Department of Education and Science required the re-organisation of the education of Rotherham on "comprehensive" lines. When requests for suggestions were circularized to all interested bodies, it was emphasized that the two main considerations were first: the utilization of existing school buildings and, second the most economical use of highly qualified staff.

The explosion of demand for Higher Education could only be met by gathering all the best qualified staff from the four senior schools into one co-educational school, which would make itself responsible for all A-level work. After detailed consideration it was finally decided that the Grammar School should become a VI Form College.

In view of such a sharp deviation of course, Mr. Gunner felt that a younger man was needed on the tiller; he retired in August 1966, secure in the knowledge that he left behind not only a successful, but also a happy, school.



## PART III

### ROTHERHAM GRAMMAR SCHOOL AND THOMAS ROTHERHAM COLLEGE 1966 – 1981

Contributed by A. Prust

In April 1966 Mr. Prust, then Deputy Headmaster of Heaton Grammar School, Newcastle upon Tyne, was appointed Headmaster of Rotherham Grammar School and Head Designate of the proposed sixth form college. His appointment was to be effective from 1<sup>st</sup> September 1966 and the College was to come into existence in September 1967.

In fact the first move towards the College had begun in October 1963 – well before Circular 10/65 – when the Education Authority decided that the time was appropriate to consider a change in the organization of secondary education within the then County Borough. After a careful study of suggestions and observations submitted by associations of teachers and other interested bodies and individuals, it was decided to introduce a major reform. In January 1965 the following recommendations were made:

1. “That the Education Committee be advised to develop a system of comprehensive secondary schools of reasonable size for pupils of the age range eleven to sixteen years with progression therefrom to advanced levels of work mainly for pupils of sixteen to eighteen years of age, in one or more sixth form colleges.”
2. “That the Director of Education be requested to prepare a scheme or schemes for the implementation of such a system and to call meetings of the teacher members of the Consultative Committee to form a working party for this purpose.”

These recommendations were accepted by the Education Committee, and, through the spring and summer of 1965, the Working Party met and was able to present its first recommendations concerning the future pattern of secondary education for consideration by the Education Committee in October and November 1965. A significant recommendation was the one dealing with Aims and Standards in a Sixth Form College which runs:

“The main purpose of a sixth form college should be to provide a wide variety of courses leading to the General Certificate of Education at the Advanced level as a preparation for university entrance and comparable studies; and this main purpose should be supported and enriched by the provision of appropriate minority studies and social, physical and recreational activities. In addition, other courses might be established suitable for full-time pupils over sixteen years of age depending upon the demand, the accommodation available and the provision of facilities in establishments of further education.”

Finally it was recommended that initially one sixth form college, capable of expansion to a capacity of six hundred places, should be established on the site and in the buildings of Rotherham Grammar School.

As a result of these recommendations the Grammar School for boys and the High School for Girls received their last intake of selective pupils in September 1965 and the Sixth Form College was to receive its first students in September 1967.

The year 1966-67 was a year of intense activity. Not only did the new Headmaster have to acquaint himself with the direction of the Grammar School but also to plan for the sixth form college.

As yet the college had no name and suggestions were invited. A suggestion that the original name of the College of Jesus be revived was not accepted, but the Grammar School Old Boys' Association came up with the name Thomas Rotherham College, thus combining the name of the original Founder with the new institution. The Education Committee accepted this name, and it has proved a happy choice, affording the College the opportunity of carrying on with some traditions, such as celebrating Founder's Day, while moving forward educationally. Moreover it gave rise to the convenient abbreviation T.R.C.

The local authority had decided that all the boys in the Grammar School at the time of re-organization should progress through and not be dispersed into other schools. This gave the pupils the advantage of continuity but meant that they were always the youngest element in the combined institution. Their curriculum had also to be provided alongside that of the College and called for a degree of flexibility on the part of the staff.

The staffing of the College was one of the first tasks to be undertaken. At the time of re-organization it seemed doubtful whether the Girls' High School would survive, and the Headmistress, Mrs. W. Ridge, was appointed Deputy Head of the Thomas Rotherham College. The Deputy Headmaster of the Grammar School, Mr. H. K. Jones, was appointed Senior Master of the College. When these appointments had been made the heads of the various teaching departments were appointed from the staffs of the Grammar School, the High School and Oakwood School, the teachers having been previously sounded out as to whether they wished to be considered for appointment to the College. Then the other assistant staff were appointed including some new staff.

Mrs. Ridge took up her appointment at the beginning of the Summer Term 1967 to enable her to collaborate with the Headmaster in preparing for the first student intake to the College in September. The Headmaster had devised a block system for subjects which, with only slight modification, is still in operation today. Mrs. Ridge devised a system of integrating this with the timetable of the High School and of Oakwood School, and the Headmaster fitted it into the Grammar School timetable. It was a particularly tricky operation and required some teaching across the lunchtime period. The Education Authority required the last Upper Sixths in the Grammar School, the High School and Oakwood School to be properly serviced as well as the lower school in each case. Not all the staff who had been appointed to the College took up their posts in September 1967.

Those who did find themselves teaching in the College for part of the day and in their schools of origin for the remainder. This arrangement put a further constraint on the construction of the timetable, involving as it did the timing of teachers' commitments in order to minimize movement. Moreover some facilities were not yet available in the Grammar School buildings, namely those for practical work in geometrical engineering drawing, metalwork, housecraft and needlework.

The first year of the College's existence posed a number of problems in addition to those outlined in the previous paragraph. The new students found themselves sandwiched between a sizable chunk of the remaining Grammar School and the Upper Sixth. While it seemed inappropriate to insist on a uniform for members of the College, the boys of the Grammar School, both in the lower forms and Upper Sixth, continued to wear uniform, although the requirement for this was gradually relaxed. It would have been manifestly unreasonable to expect parents to provide new articles of uniform for boys who expected either to enter the College or leave. Other elements of the Grammar School that were still in that institution but not in the College were the House system and the prefectural system. The remaining Grammar School was still young enough and numerous enough to need policing by the Upper Sixth in the form of Prefects, and this structure was retained in the year 1967-68. The Head Boy and prefects for that year had a particularly delicate task and carried it out with admirable tact and efficiency.

It might have been thought that the new girl students would have an especially difficult time in this first year, forming as they did a minority feminine enclave in a hitherto almost exclusively male environment. They adapted remarkably well and soon apparently monopolized the attentions of the boys in the Upper Sixth, to the chagrin of the boys who were in their contemporaries in the College. An area of activity in which they showed interest was woodwork. This was made available to them as an alternative to physical activity and proved very popular, the girls quickly acquiring skill and dexterity with tools and turning out some very impressive artefacts.

At this point it is perhaps in order to say a few words about the general administration of the College. First let us consider what has come to be known as "pastoral care". A system of Tutor Sets was devised, the students being divided into groups of between twenty and thirty and put in the care of a Tutor with whom they would remain for the normal two years of their stay. The size of these groups at this stage was larger than we should have wished but was a consequence of the restraints imposed by mobile staff and the needs of the Grammar School. The groups were mixed as to school of origin, subjects taken, and of course each group contained boys and girls. The Tutor Sets met for registration morning and afternoon each day and in addition had one period a week allocated for pastoral and administrative work.

When more than one intake had been admitted we were face with a policy decision as to whether the sets should continue to be formed according to year of intake or whether we should develop a vertical system with first, second and third year students in each set. There were good arguments on both sides, but the year system has more administrative convenience, and that is the one that has prevailed.



**THE BUILDING OF THE OBSERVATORY**

A Student's Council was formed during this first year with a Student President and Vice-President (of opposite sex) who exchange roles in the middle of their term of office. This Council later developed into the College Council with ex-officio staff members, though the President can call an Interim Council meeting with only students present. Resolutions of the Council must however be placed before a full College Council for ratification. The Council acts as a sounding board for the College and is particularly concerned with the social side of College life. It also serves to offset any stratification of the College that may result from the year system or organizing the Tutor Sets.

The highlight of the first year of the College was the formal inauguration by the Archbishop of York, the Most Reverend Dr. Donald Coggan, later Archbishop of Canterbury. This took place on 15<sup>th</sup> March 1968 and followed a Founder's Day Service in the Parish Church of All Saints, Rotherham when the Archbishop preached the Sermon and a lavish reception and luncheon provided at the College. This and the Inauguration Ceremony were attended by members of the Council and other local dignitaries, heads of local schools, the Governors of the School and College and of course the pupils and students. It was a moving and happy occasion, and the Archbishop's visit was all the more appreciated when we learnt that he had made a special effort to be with us on the day, as he was barely recovered from quite a severe attack of influenza.

One feature of the inauguration was the opening of the Students' Common Room. This was formed out of two classrooms adjoining the Old Hall and was furnished informally for students' recreational use. It has the advantage that the Old Hall can be used as an adjoining concourse at break and lunchtime. Students later showed initiative in opening a shop, first in a storeroom adjoining the Old Hall and later in a room adjoining the Students' Common Room with a hatch for serving directly into it. Over the years the furnishing of the Students' Common Room has been extended and a football machine and pool table installed.

The College has from the start considered that one of its purposes is to provide a bridge between the wholly organized atmosphere of a normal school and the more liberal one of an institution of higher education. Most students have some time on their timetables free from scheduled lessons or official commitments. They are expected and encouraged to make good use of this time, and to this end there is a College rule that the first two periods of each day must be regarded as working time, namely a student must be either in a timetabled lesson or undertaking private study in one of the three areas set aside for this - the Library, the New Wing (where individual carrels are provided to help concentration) or the Dining Hall. After the first two periods students may use their discretion over their free time as to whether they spend it in private study or some social activity.

Another feature of the College is the provision of opportunity for leisure activities. Physical education and games are not compulsory but a wide variety of activities is available.

For those who are keen on games all the usual, and the College has maintained a commendable sporting record. In addition other physical activities have been provided insofar as staff, accommodation and arrangement facilities allow – horse-riding, rock climbing, sailing, canoeing, skating, bowls and golf – as well as recreational activities – art, woodwork, metalwork, cookery, needlework, improvised drama, conservation work, development of College projects and community work.

The College projects that have been developed mainly by student enterprise have been the observatory and an ecological are in a nearby plot with a pond and running water for the growth and study of aquatic flora and fauna.

The idea of building an astronomical observatory had been brought up by the T.R.C. Scientific Society in 1972 and when the new Committee took over in April 1973 it was decided to have a real go at the project. A new sub-committee was set up to look into building design and construction. A College student proposed that he should build the telescope and the College should provide an observatory.

Next the site was considered. The College tower was inaccessible during telescope viewing time. A site was finally chosen close to the main building at the side of the hockey pitch. The site involved considerable practical difficulties owing to the slope of the ground. It was decided to build the Observatory 12ft. square and 7ft. high of stone to match the College building.

A draughtsman parent drew up plans which were submitted to the Governors, the Borough Planning Committee and the Education Authority for approval. Students in the sub-committee were each assigned a particular area of responsibility and tools were provided by the Parks Department.

The Project was now underway. By late November the excavations were complete and despite frosts and snow 2 cubic metres (60 cu. Ft.) of concrete were laid by January 1974. Twenty –six tons of hardcore were delivered and whole bricks sorted out by hand.

At this stage it was realized that the Project was too big for the Scientific Society to handle alone and the Craft Department staff and students joined in taking particular responsibility for the design and construction of the sliding roof and its mechanisms.

In February, after a bulletin included with the College Reports, The British Steel corporation offered to build the steelwork. The fabrication was done by their apprentices and this gave a great boost to the Project.



By the end of the Easter holiday the Observatory had been filled in with twenty tons of rubble up to the floor level, and work began on the stone work. A door frame was fixed in position and the stonework built up to support it. Work then proceeded at an ever increasing pace and members of staff joined in to help during lunch hours. Throughout the Spring Bank Holiday work went on and three of the stone walls were completed. An article on the Observatory was published in the "Rotherham Advertiser: and from the appeal for help came a donation of £50 from the local firm of Builders and Heating Engineers, Marsh and Hodgson. This was a great help but still more contributors were required to complete the Project, especially to fit out the interior.

The walls were completed soon after the Spring Bank Holiday and the concrete floor was mixed and laid in one day by four of the building team, without the aid of a concrete mixer.

A student took the responsibility for grinding the lens of the 8 inch reflecting telescopes and apprentices at Firth Vickers Stainless Steel Division made an appropriate plaque. The observatory was completed in the spring of 1975 and formally opened by Professor J. W. Christian, F.R.S., of the University of Oxford, on 8<sup>th</sup> July 1975.

The Scientific Society, whose members need not necessarily be studying science subjects, soon devised its next project, the aquatic area, and work is continuing on this at the time of writing.

One reservation that some people had about the development of sixth form colleges was that, with no prefectural system, there would not be adequate opportunities for service by the young people. In our case the students came up with ideas and enthusiasm. A small group of students hit upon the idea of taping items from the local press for the benefit of blind people. This was taken up by the social service department of the local authority and became a regular feature of College life. At the same time another group of students sought an opportunity to widen the extent of service to the community and set up a body to be called the Thomas Rotherham Association for Social Help, known by the curious acronym of T.R.A.S.H. This has evoked a continuing response from successive intakes of students and, along with the Scientific Society, is one of the most lively bodies in the College. Through T.R.A.S.H. volunteers are organized for all manner of social and charitable work – flag days, fund raising for the local hospital, specific help to old people and the handicapped.

These are by no means the only College societies. Each year the Dramatic Society stages a performance of some kind. The impressive list of productions since the College's inception gives some idea of the range of variety offered:

|       |   |
|-------|---|
| 1968: | <b><i>"Romanoff and Juliet"</i></b>             |
| 1969: | <b><i>"The Crucible"</i></b>                    |
| 1970: | <b><i>"Major Barbara"</i></b>                   |
| 1972: | <b><i>"The Caucasian Chalk Circle"</i></b>      |
| 1972: | <b><i>"Zigger Zagger"</i></b>                   |
| 1973: | <b><i>"Jack and the Beanstalk"</i></b>          |
| 1974: | <b><i>"The Beggar's Opera"</i></b>              |
| 1975: | <b><i>"Cinderella"</i></b>                      |
| 1976: | <b><i>"The Importance of Being Earnest"</i></b> |
| 1977: | <b><i>"Erpingham Camp"</i></b>                  |
| 1978: | <b><i>"Aladdin"</i></b>                         |
| 1979: | <b><i>"The Magic Lantern Show"</i></b>          |
| 1980: | <b><i>"Treasure Island"</i></b>                 |
| 1981  | <b><i>"It Takes All Sorts"</i></b>              |

In addition the Department of Music has given a series of concerts over the years. Mr. G. B. Selman, an Old Boy of the Grammar School, was appointed in September 1967 to organize and teach music in the School and College. He left in 1973 and was succeeded by Mrs. S. W. Penrith who has continued to delight us with music. Sometimes of course the Music Department has been very much involved in the dramatic performances, especially "The Beggar's Opera" and the pantomimes. Musical offerings have been as follows:

|       |   |  |
|-------|---|--|
| 1969: | <b><i>Concert performance of the "Yeoman of the Guard"</i></b>  |  |
| 1969: | <b><i>Music for Christmas</i></b>   | } <b><i>Proceeds given to the Save the Children Fund</i></b> |
| 1970: | <b><i>Christmas Concert</i></b>   |  |
| 1971: | <b><i>Concert for Christmas</i></b>   |  |
| 1972: | <b><i>Music for Christmas</i></b>   |  |
| 1973: | <b><i>Christmas Concert</i></b>   |  |
| 1974: | <b><i>The Observatory Concert In aid of the Observatory Fund</i></b>  |  |
| 1975: | <b><i>Words and Music for a Winter Evening</i></b>  |  |
| 1976: | <b><i>Pastime with Good Company</i></b>   |  |
| 1977: | <b><i>The Threepenny Opera</i></b>  |  |
| 1978: | <b><i>Music for a while</i></b>   |  |
| 1980: | <b><i>The TRC Elastic Band Concert and a joint Concert in the Parish Church with the College of Arts and Community Studies.</i></b> |  |

The College is also used as one of the main music centres of the local authority, being used each week for instrumental work and for holiday courses for young musicians. The College's Director of Music, Mrs. S. W. Penrith, is closely involved in these activities. The College Hall has for many years been the venue for a series of excellent concerts by various branches of music making for the young, including the Youth Orchestra, Young Sinfonia and Brass and Wind Bands.

Other College Societies include the Debating Society (which undertakes each year a joint discussion with the Grammar School Old Boys' Association), the Language Society and the Literary Society. When the Observatory project was complete the Astronomical Society was formed as an offshoot to the Scientific Society. This organizes meteor watches and other forms of star gazing when weather conditions permit.

Mention has been made of the joint discussion with the Grammar School Old Boys' Association. From the beginning of the College's existence continuing links have been maintained with the Association and each year a full calendar of joint events is arranged including cricket, tennis, hockey, football, badminton, bridge and chess matches. The Headmaster, whose title was changed to Principal when the final year of the Grammar School had been completed, conducts a Service each year at the War Memorial in the grounds on the Saturday preceding Remembrance Sunday for the Old Boys who fell in the two World Wars. Wreaths are laid on behalf of the Association and Colleges. Needless to say many of the college students have Old Boys of the Grammar School as fathers. The Association has also made its Scholarship Fund available to all members of the College who may need assistance in order to pursue some activity, such as participating in training at a high level for games or outdoor activities, or indeed any activity that leads to the acquisition of greater skill. The Association has continued to endow a prize which is now awarded to the boy student who has given outstanding service to the College. The Rotherham High School Old Girls' Association, when it decided to wind up its affairs, similarly endowed a prize to be awarded to the girl student who has served the College in notable fashion.

In 1967-68 the Grammar School Old Boys' Association had a long discussion about its membership. Realizing that, with the phasing out of the Grammar School, its membership would be finite leading to eventual extinction some members pressed for opening the qualification to ex-members of the Thomas Rotherham College whether or not they had passed through the Grammar School. A memorandum under the Presidency of Mr. J. Mercer was circulated setting out the pros and cons. The conservative view prevailed and the following statement was issued:

“That the Rotherham Grammar School Old Boy's Association while retaining its identity will, at a suitable time, assist in sponsoring any society that may evolve from the Thomas Rotherham College.”

Meanwhile once the College was established and has seen two or three intakes of students through their courses the former students themselves decided to form an association of their own. A meeting was called and was remarkably well attended. Representatives from the Grammar School Old Boys' Association and the High School Old Girls' Association addressed the meeting, as did the Principal of the College and former students. The difficulties of maintaining such an association were discussed, namely the two year attendance at the College and the dispersal of former students to universities, polytechnics and other institutions of higher education for three or four years immediately after leaving College with the likelihood of employment or marriage involving residence away from Rotherham.

Nevertheless the overwhelming feeling of the meeting was that they would like to make an attempt, and a Steering Committee of four boys and two girls was formed. This meeting took place on 15<sup>th</sup> April 1970. The Association endowed a prize to be awarded between 1970 and 1975 and recipients included a boy who went on an Icelandic Expedition, another who served on the schooner 'Martin Miller' and a girl who swam the Channel. As the years went by however, it became apparent that the difficulties of maintaining such an Association were very real and reluctantly in 1976 the affairs of the body were wound up. It must not be construed from this that there is no sense of continuing fellowship deriving from the College. Former students are regular visitors and always ready to pass on the lessons of their experience in this or that institute of learning to up and coming aspirants. This is particularly true of those who succeed in gaining entrance to Oxford and Cambridge. Moreover former students keep in touch with one another – some in fact marry: this was the case with the first Student Presidents, Robert Hargreaves and Jane Irving who had gone to separate establishments but met when Jane transferred from a College of Education to Leeds University.

Another pleasing aspect of the sixth form college is the opportunity it affords to students from very different social backgrounds to mix and form friendships.

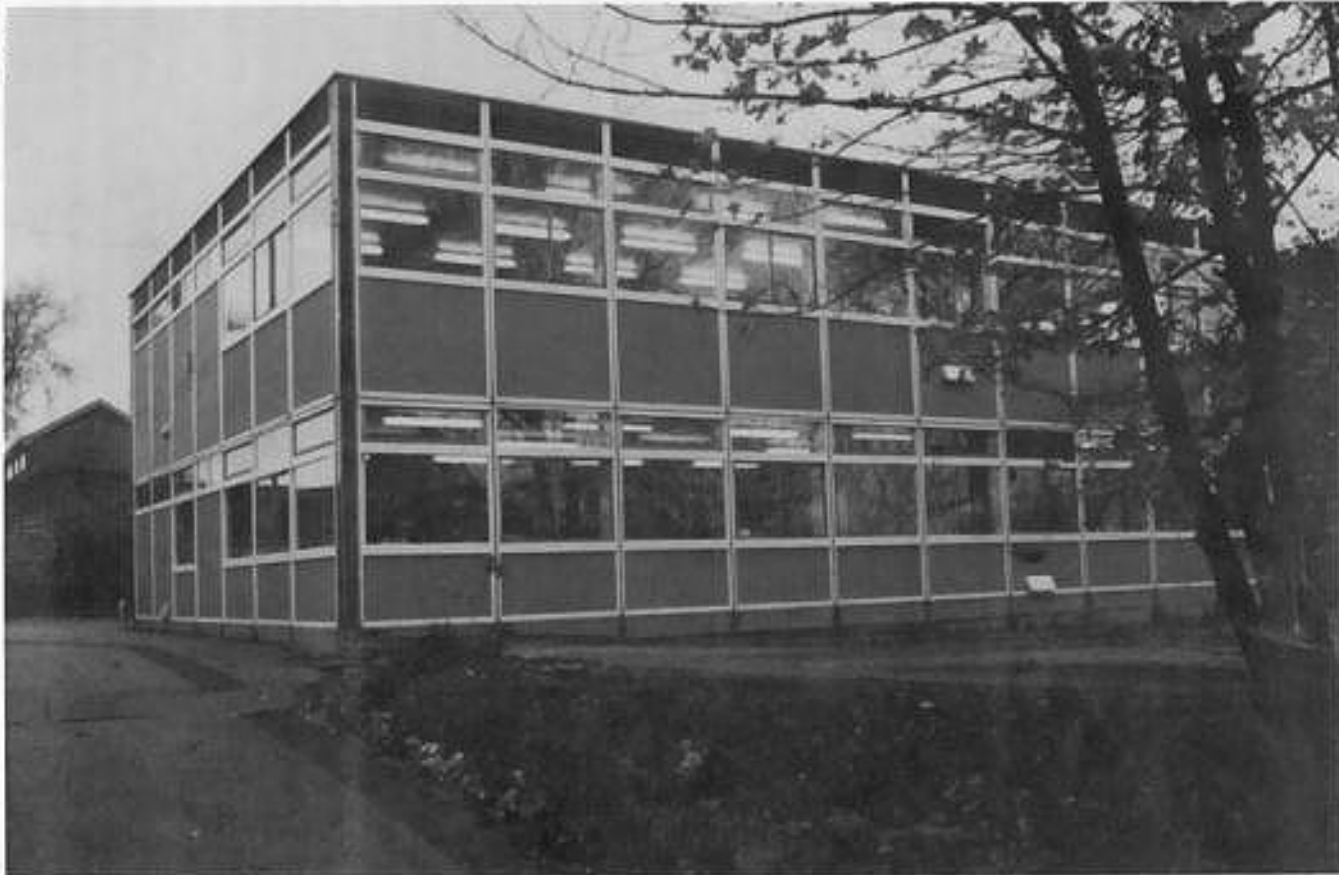
It might be thought that the comprehensive school would be a great social leveller, but this is not necessarily the case as the comprehensive schools tend to be neighbourhood schools whose catchment areas do not necessarily cover the whole social spectrum. When the Local Education Authority decided upon reorganization of secondary education in the County Borough of Rotherham one of the points emphasized both by the Authority and the teachers' associations was that there should be no diminution of opportunity for students in the 16-19 age group. This meant that the new sixth form college should offer at least the same range of subjects at Advanced level as the sixth forms of the Grammar School, the High School and Oakwood School provided. As a boys' school the Grammar School naturally had no facilities for what in the days preceding the Sex Discrimination Act were known as Girls' Crafts, namely Housecraft and Dressmaking. Moreover as an academic institution the only concession to practical subjects in the boys' craft area was a woefully inadequate woodwork room.

Oakwood School, on the other hand, which was formed by amalgamating a boys' and girls' school, had started its existence as a technical high school and was well equipped to teach girls' crafts as well as woodwork, metalwork and geometrical and engineering drawing to Advanced Level. To comply with the intention of the Authority staff were appointed to the Thomas Rotherham College to cover these subject areas but initially had to continue using the practical facilities at the High School and Oakwood School. As soon as possible a new Craft Block was planned for the College. It was a modern looking building, constructed on a steel armature, and sited so as not to obtrude onto the traditional stone frontage of the existing buildings. It provided a metalwork shop and a woodwork shop on the ground floor with machinery and equipment to enable students to cope with the syllabus up to Advanced Level, and a cookery room and needlework room on the first floor, similarly equipped. The heads of the relevant departments at the time had a good deal of say in planning the layout of these rooms.

Woodhurst in the meantime was reorganized into a pottery room, a drawing and printing office and two lecture rooms on the ground floor, and two art studios on the first floor. The drawing office and the needlework room were both so equipped as to leave them available for general teaching if required.

As the Grammar School diminished in size it would have been easy to accommodate it as a unit in, say, Woodhurst, but the Headmaster decided that, as this might have led the boys to think that they were being relegated to some obscure part of the complex, they should be concentrated centrally in the main building and made to feel part of the integrated community.

Since the purchase of the present buildings in the late nineteenth century the Headmasters, from the Reverend Hargreaves Heap to Mr. G. E. Gunner, had resided in the School House linked to the main building. Mr. A. Prust did not live there, and this afforded a chance to develop the School House as an area comprising four lecture rooms, a language laboratory (the present one contains eighteen booths), and studies for the Deputy and Assistant Principals. The attics are used for the storage of books and other equipment. The former woodwork room, situated in the New Wing, was developed as two lecture rooms and a study for the Head of the English Department. It was envisaged that at some time the former woodwork room might become an extension of the College Library. The New Wing was originally divided into four equal areas by means of wooden and glass partitions. As the College developed it was realized that a private study area in addition to the Library was needed, so the partitions in the New Wing were removed and the area carpeted to reduce sound. Individual carrels were supplied to allow students to work in reasonable privacy and, when the first language laboratory equipment became obsolete, the booths were salvaged to provide an extra number of carrels. One side of the New Wing is divided into three sections, two of which may be put together to provide a larger area. It has been found that a degree of flexibility in the use of rooms is highly desirable in a sixth form college where the size of groups can vary considerably from subject to subject.



**THE CRAFT BLOCK**

It was hoped at one stage that a new science block, analogous to the craft block, might be provided and build on the School House garden. This however has not materialized and, in view of the financial stringency prevailing at the time of writing and the rising cost of buildings and equipment, seems unlikely ever to be realized. Nevertheless, the existing laboratory provision has been adapted, developed and modernized over the years. A prefabricated building, situated on part of the School House Garden, provides a second biology laboratory and can be used for other science teaching. A greenhouse and animal house have been constructed at the rear of the School House outbuildings and another outbuilding is being developed as a Scientific Project Room.

Apart from these major developments a continuous appraisal of the curriculum offered by the College has been made. When the Grammar School component became substantially reduced the College was able to comply with the request from the 11-16 schools that students wishing to resit or extend their range of Ordinary level subjects should do this at the College. Each year between fifty and sixty students enter the Intermediate Course offering a full range of Ordinary level subjects. Students on Advanced level courses also have the opportunity to resit Ordinary level subjects or begin new courses, such as a second language (German, Spanish or Latin), Geology, Human Biology or Computer Studies.

In addition to the practical subjects already mentioned the range of Advanced level subjects was extended beyond what the Grammar School had offered. New students can take Advanced level courses in Economics, Sociology, Pure Mathematics with Statistics and Engineering Science in addition to the usual range. A course in Physical Education has been devised to satisfy the needs of those students who envisage going on to be specialist teachers of P.E. The course does not lead to an A-level, as no examination board offers this subject, but is timetabled within the College to have the same amount of time as an A-level subject.

At the time of writing the College offers twenty-four subjects at Advanced level as well as the Physical Education course and General Studies. From the inception of the College General Studies has played an important part in the curriculum. At one stage students could enter for it at either O-level or A-level, but, when the experimental Certificate of Extended Education was set up, the opportunity was seized to give the students a change of gaining an extra qualification at the end of their first year before proceeding to the A-level course in the second year.

The primary objective of General Studies in the College is to bring together students of all abilities and interests, and involve them, together with a large number of College staff, in broadening their outlook beyond the narrow confines of their three A-level subjects or four O-level subjects (or whatever other combination of subjects they may be taking). To this end many of the subjects in the courses are chosen so as to be outside the normal range of A and O level subjects, and to include some which are interdisciplinary.



General Studies are intended to make students aware of the wider implications and applications of their specialist disciplines. All students are expected to take General Studies unless priority has to be given to an O-level or A-level subject. Three periods each week have been set aside for General Studies.

The normal pattern of study therefore for a student coming to the College with a reasonable foundation of O-level passes at Grade C or above (the minimum acceptable is three) is three subjects taken to A-level plus General Studies. For a student on the Intermediate Course it would be four subjects taken to O-level plus General Studies. There are however many possible variations where students combine O-level and A-level courses, take the P.E. course or, in the case of gifted mathematicians, take Mathematics and Further mathematics with two other A-level subjects. Students in the last category do not normally take General Studies, as their timetables would be overloaded. The College also recommends that all students should ensure, for employment purposes, that they have a pass at Grade C or above in English Language and mathematics. Students who do not have these qualifications on entry are strongly encouraged to work work for them even if, as may be the case with students on A-level courses, they have to forgo General Studies.

The timetable of the College is constructed in such a way as to allow for an almost infinite combination of subjects at O and A levels. So, although some students follow courses that could be said to fall into the general category of arts and sciences, many take a mixture, the main criteria being interested in and ability to do the subjects and significance for the next stage of education or employment.

A system of education involving a number of 11-16 schools feeding into a sixth form college requires a high degree of liaison. The College has evolved a procedure whereby a specialist team of staff is available to visit schools to give an idea of what the College offers. A slide-show, constantly up-dated, with a spoken commentary, may be given. If a school requests a visit to the College this can also be arranged, and some departments arrange special occasions. Each year the College produces a prospectus giving general information about the place, supported by specialist information on separate sheets about each teaching department. These are sent to the schools for distribution or sent by post to individual applicants. The College receives a number of these each year, particularly from parents of students who have been privately educated, usually at boarding schools, up to the age of sixteen. The College arranges two evening conferences in March each year to enable prospective students with their parents to come and discuss with members of staff courses in which they are interested. Then in July, and Induction Course, normally of three days duration is organized so that prospective students can spend time in the College gaining an introduction to the subjects for which they have applied and general familiarize themselves with the surroundings.



**THE LIBRARY**

An "open access" sixth form college, namely one that does not insist on special qualifications for entry (though these may be required for particular courses), cannot expect to have a body of students of uniformly high ability. Moreover the freedom of choice of subjects afforded to the students means that the teaching sets are not streamed for ability. The staff, for the most part used to teaching pupils in selective schools before appointment to the College, has responded well to teaching groups comprising students of high, mediocre and low academic ability. The College has maintained a high reputation for academic success and has sent a steady stream of students to the Colleges of Oxford and Cambridge, as well as to universities, polytechnics and colleges of education throughout the land. Others have qualified for professional employment, usually with some form of in-service training, and some have gone into the armed forces or the police, nursing or medical ancillary services.

A Careers Department within the College, working closely with the Careers Advisory Service of the Local Authority, and with employers, has been successful in helping students with their career aspirations. All students come under its aegis and have been able to discuss their work and further development with the members of staff associated with the Careers Department, whose leader has shown outstanding initiative and expertise in organization.

Numbers in the College have never been high in comparison to sixth form colleges in other areas. The average number of students has been around four hundred with more in the first year, as these include the Intermediate Course students, and as a rule more boys than girls. The reasons for this may be peculiar to the socio-economic spectrum of the population of South Yorkshire. The area as a whole has always been below the national rate for staying on in full time education. There are some who would maintain that the sixth form college system is a contributory factor, but Department of Education and Science statistics for the country seem to indicate that, far from this being the case, the opposite is true. Be that as it may, at the time of writing (1981) the number of students in the College is encouragingly high. In September 1980 there were 491 students on roll, the second highest number at that time since the inception of the College, the highest being in September 1976 when 503 were enrolled. A number of students normally leave during their first or second year, and this is understandable, as they may have intended all along to seek employment but to continue in full-time education until a suitable opportunity should present itself. The proportion of students who leave without any employment or educational prospect has been low, although the continuing recession at the time of writing may change this for the worse.

Mention has been made earlier of the staffing of the College. Initially the remainder of the Grammar School had to be staffed as well as the new College. By and large the Grammar School staff remained intact except that a number of colleagues, who had not received immediate appointment to the College, took the opportunity to seek posts elsewhere. It would be tedious to record all these changes but special note is called for in the case of some long serving members of the Grammar School staff. It has already been recorded that Mr. H. K. Jones, who at the time of reorganization was Deputy Headmaster of the Grammar School, was appointed Senior master of the College. Unfortunately his service to the College was marred by ill-health, and he was absent for the whole of his last year before his retirement in 1969. He had served the School and College from 1926 but was not spared to have a long retirement, as he died in October 1969.

Mr. W. H. Bacon, who joined the School in 1928, gave one year of service to the College before retiring in 1968. He was succeeded as Head of the Physics Department by Mrs. M. E. Richardson, who had been Head of Physics at the High School, and who served the College until her own retirement in 1978.

Mr. R. E. Walley joined the School in 1933 and remained in service to the College as Head of the History Department until his retirement in 1973.

Mr. E. Davison joined the school staff in 1943 as Head of the Department of Mathematics and served until his retirement in 1969.

Mr. T. A. Dealey came as Art master to the School in 1946 and gave yeoman service to both School and College until his retirement in 1976. One of his ancillary contributions was the painting of the scenery for dramatic productions, which he generously continued to do for some years after his retirement. He and Mr. Walley were elected Honorary Vice-Presidents of the Grammar School Old Boys' Association and continue to be active in working for that body.

Mr. L. A. Pile joined the staff of the School as an Assistant Teacher of English in 1947 and served the School and College until his retirement in 1980. Like Mr. Jones, Mr. Pile was unfortunate to have the last year of his service spoiled through ill-health, and he too was denied a long retirement as he died in November 1980.

Mr. F. E. Kemp was appointed as Head of the Geography Department in 1948 and established himself as a well-loved and colourful figure. He adapted easily to the transition to the College, and staff and students alike were grief stricken by his untimely death in September 1974.

Mr. J. R. King, an Old Boy of the Grammar School, joined the staff in 1950 to teach English and Religious Instruction. He served the School and College until his retirement in 1974. Mr. King associated himself with dramatic work and was himself the author of successful plays. He, Mr. Pile and Mr. Walley appeared in various productions put on by the College Dramatic Society.

It has been noted that Mrs. W. Ridge, Headmistress of Rotherham High School for Girls, was appointed Deputy Head of the Thomas Rotherham College. It soon became clear that the High School would not be phased out as had been expected, and after four terms of service to the College Mrs. Ridge returned to her former post. She had played a vital part in establishing the organization of the College. Her place was taken in September 1968 by Miss J. Ainsworth who had been Deputy Head of King Egbert School, Sheffield, and was herself a former pupil at Rotherham High School. Miss Ainsworth gave outstanding service to the College during her time here, and it is largely thanks to her efficient administration that the College has been able to run so smoothly. The wisdom of her advice has been invaluable.

On Mr. Jones's retirement Mr. G. L. Cooksey was appointed Senior Master. He too proved to be a dynamic personality and efficient administrator. He joined the staff in 1969, and it was no surprise when he was appointed to be Headmaster of Greenhead High School, Huddersfield, with the task of converting a traditional girls' high school into a sixth form college. He took up this appointment in 1973 and has since become a key figure among principals of sixth form and tertiary colleges.

Mr. Cooksey was succeeded in April 1973 by Mr. W. C. Picton with the title Assistant Principal. Mr. Picton has proved a worthy successor, showing himself to be a capable and efficient colleague who has done much to foster stronger links with the 11-16 schools whose pupils come on to the College.

In general the staff of the College has remained remarkably stable. There have been some comings and goings, but the goings have usually been through retirement or promotion. This stability has of course been of inestimable benefit to the College, and it is to be hoped that it will continue.

The year 1981 may be regarded as a watershed in development of the College in that, during the course of that year both the Principal and the Deputy Principal decided to retire. Miss J. Ainsworth, whose excellent service has already been noted, retired in August 1981. Mr. W. C. Picton was promoted to the post of Deputy Principal, and Miss M. A. Wood, Head of the Department of English, was appointed Acting Assistant Principal.

Mr. A. Prust, the Principal, decided to retire in December 1981. Until his retirement he was the longest serving principal of a sixth form college in Britain. Although one college, Luton, came into being in September 1966 and colleges at Scunthorpe and Southampton came into being in September 1967 at the same time as the Thomas Rotherham College, all these had changes in principals. Mr. Prust had been active in the Sixth Form Colleges Panel of the Headmasters' Association and had been one of the founding members of the Standing Conference of Sixth Form and Tertiary College Principals, serving on the Committee of that body until July 1981. He had been instrumental in organizing the change from a boys' grammar school to a co-educational sixth form college as part of a comprehensive education system. It was felt that with his going a phase of the College's development was coming to an end.

A new Principal, Mr. J. C. Garton, Head of the Portland Comprehensive School, Worksop, was appointed to succeed Mr. Prust from January 1982. He carries all the good wishes of the College and of the Rotherham Grammar School Old Boys' Association for a happy term of office and for the future success of the Thomas Rotherham College.

***Floreat academia!***

## Alphabetical List of Staff, December 1981

Principal: A. Prust M.A.

Deputy Principal: W. C. Picton, B.A., Dip.Ed.Man.

### Teaching Staff

|   |                      |   |  |
|---|----------------------|---|--|
| * | Miss R. L. Ball      | Teachers' Cert.                           | Religious Studies                                  |
| * | Mr. G. H. Barton     | B.A.                                      | French   |
| * | Mr. T. C. Bennett    | Nat. Dip. in Design                       | Art  |
|   | Mr. I. M. J. Berry   | B.Sc., A.M.I.E.E.                         | Physics  |
| * | Miss E. S. Blackburn | B.A.                                      | Political History                                  |
|   | Mr. D. G. Brown      | B. Eng.                                   | Physics/Eng. Science                               |
|   | Mr. D. L. Brown      | B.Sc., M.Ed.                              | Chemistry  |
| * | Mr. P. T. Cordery    | B.Sc., Ch.Chem., M.R.I.C.                 | Chemistry  |
|   | Mr. R. N. Davison    | B.A.                                      | Social Studies                                     |
|   | Mr. G. A. Doherty    | B.A.                                      | English  |
| * | Mr. R. H. Evans      | B.Sc.                                     | Geography  |
| * | Mr. D. Foster        | Full Tech. Cert.<br>Tech. Teachers' Cert. | Craft, Design and Technology                       |
|   | Mr. J. W. Garrett    | Teachers' Cert.                           | Craft, Design and Technology                       |
| * | Mr. R. Green         | B.Sc.                                     | Physics  |
|   | Mr. D. A. Harding    | B.Sc.                                     | Mathematics  |
| * | Mr. F. B. R. Howell  | B.A.                                      | German   |
|   | Mr. J. H. Ibbotson   | B.Sc.                                     | Geography  |
|   | Mrs. E. J. Jackson   | B.Ed.                                     | Biology  |
| * | Mr. J. Kershaw       | B.Sc.                                     | Chemistry  |
|   | Mrs. J. K. Macey     | B.A.                                      | French/German                                      |
| * | Mr. J. S. Metcalf    | B.A.                                      | Social Studies                                     |
| * | Mrs. S. Pentith      | G.R.S.M., L.R.A.M.                        | Music  |
|   | Miss B. Plant        | B.Sc.                                     | Mathematics  |
|   | Mrs. J. L. Pringle   | B.A.                                      | English  |
|   | Mr. H. J. Prior      | B.Sc.                                     | Mathematics  |
|   | Mrs. M. S. Raumann   | B.A.                                      | Geography  |
|   | Mr. T. Senior        | B.Sc.                                     | Mathematics  |
| * | Mr. D. L. Shaw       | M.A. (senior Tutor L.VI)                  | Classical Studies, Computer Studies<br>and Careers |
| * | Mr. J. T. Short      | B.Sc. (senior Tutor U.VI)                 | Mathematics  |
| * | Mr. P. Snook         | B.Sc., M.I.Biol.                          | Biology  |
|   | Mrs. D. L. Stewart   | B.Sc.                                     | Mathematics  |
|   | Mr. B. Taylor        | B.A.                                      | French/Spanish                                     |
| * | Mr. B. Thombs        | B.Ed., M.Ed.                              | Physical Education/Human Biology                   |
|   | Mr. D. A. Walker     | B.A.                                      | Social Studies                                     |
| * | Mrs. M. W. Walker    | Scottish Teaching Diploma                 | Home Economics                                     |



