

# BRADFORD GRAMMAR SCHOOL

PAST AND PRESENT



1912

# BRADFORD GRAMMAR SCHOOL

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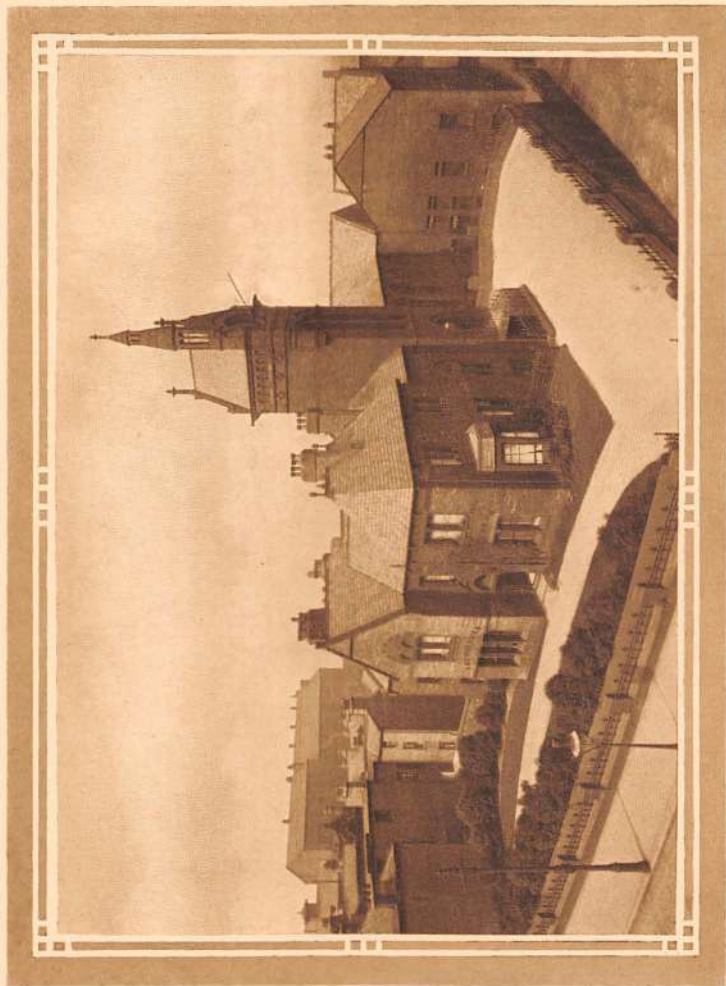
THE 250<sup>TH</sup> ANNIVERSARY

of the Charter of Incorporation granted to the School by King Charles II., seems a fitting occasion for a brief narrative of its past history and for some account of its more recent development under the Endowed Schools Act of 1869. Accordingly the following pages have been written at the request of the Governors by a Senior Member of the Staff, and are intended to show how the School has grown with the growth of Bradford, and now holds an honourable place among the Schools of England.

The section relating to the Girls' Grammar School has been contributed by the authorities of that School.

*W. H. Keeling*

10th October, 1912.



Bradford Grammar School, 1873.

## BRADFORD GRAMMAR SCHOOL—1662-1912.

**T**HE origin of the Bradford Grammar School is wrapped in the obscurity which surrounds the beginnings of so many of our schools. The charter of incorporation was granted in 1662 ; but there is incontrovertible evidence that a school, possessing property of its own, was in existence a century earlier. Before this we can only proceed by analogy and conjecture.

**T**HE manor of Bradford appears in Domesday Book as having been assessed at a respectable rate, and though it shared in the common disaster of the Harrying of the North by the Conqueror, and so is described in 1086 as waste land, it yet remained of sufficient importance to be granted to one of William's followers from Normandy, Ilbert de Lacy. We hear little or nothing of Bradford during the next two centuries, but in 1281 there is a record of a small church as existing in that year, and the roll of vicars is continuous from 1293. An assessment of 1342 shows that the value of the manor of Bradford was considerable. In 1416 the church came into the possession of the College of the Blessed Virgin at Leicester. By this time the needs of the growing town demanded a better and larger church, and a new one—substantially the same as the present structure—was built, and finished in 1458. These particulars show that, even prior to the sixteenth century, Bradford was a place of some size and importance, with its Parish Church and its regular succession of vicars. At this period the schools in most of our towns were maintained by

the Parish Churches, the vicars often acted as headmasters, and the bulk of the scholars were choristers at the Church. This was the origin, for example, of St. Paul's School, London ; and the choir schools in many of our Cathedral cities are a survival of the custom. That the same practice obtained at Bradford is rendered practically certain from the fact of there being a school possessing property in the sixteenth century, and from the extreme improbability of a school existing at that time in a place like Bradford, independently of the Church. A strong argument in favour of this view is the connection which has existed since the Charter of Incorporation between the school and the Parish Church. Until the nineteenth century the school stood in proximity to the Church ; even before 1662 the Vicar of Bradford was *ex-officio* Trustee of the Grammar School, and in all subsequent schemes he has been an *ex-officio* member of the Governing Body. Further, in several cases the Vicar of Bradford and the Headmaster of the Grammar School have been identical. Assuming, then, the existence of the School before 1533, when we come to the first definite record, we must figure it as probably situated in some part of the Church precincts, with its own property to meet its simple requirements, its clerical master, and its few scholars instructed in the subjects of the mediæval curriculum, of which Latin was the basis.

**A**T the Reformation the property of the Bradford Parish Church fell to the Crown. But in 1553 the citizens of Bradford instituted a suit at law to except the Grammar

School property from being involved in the transfer, maintaining that pious founders had left certain estates in ancient times "for the living and sustentation of a school-master teaching grammar within the town of Bradford." In this suit they were successful, and the Grammar School property was preserved to its ancient use by letters patent. In the year 1601 a public enquiry in the neighbourhood elicited the fact that the School possessed considerable estates, which had belonged to it from a "time whereof the memory of man was not to the contrary." These two legal cases prove, not only the existence of a school at Bradford in 1553, but its existence as an endowed foundation for a considerable period before that date. It is thus clear that though 1662 is the date of the Charter of Incorporation, the foundation must be ante-dated by two or three centuries. From another document dated 1563 it appears that certain property belonged to the School, and had for many years been managed by Feoffees or Governors elected by the inhabitants and parishioners of Bradford. The names of four are given in the document—Sir John Tempest, William Jackson, Nicholas Tempest and John Lacy ; while there is mention of "others." There exists another document of 1593, giving the names of the Governors and a schedule of the School property. In 1601 came the inquiry into the School property already mentioned.

**I**T is evident, then, that the School had successfully weathered the storms of the Reformation, and had taken rank as the accepted educational foundation of Bradford.

But with the reign of Charles I. came troublous times for both the city and the School. Bradford was, as may well be supposed, a stronghold of Puritanism, and in 1633 the Vicar of Bradford, John O'Kell, and the Grammar School master, William Wilcock, were strong Puritans. In that year they were both summoned before the Archbishop of York's Court, along with others of the same persuasion. At this juncture Wilcock died, and the Archbishop forced upon the parishioners a nominee of his own, one Gervas Worrall. The citizens of Bradford protested, but in vain, and in 1635 the Vicar, the schoolmaster and two other citizens were compelled humbly to certify to the Archbishop that Gervas Worrall "hath entered into the School, and doth peaceably possess and enjoy the same without disturbance of any man." But they were far from feeling contented with this arrangement, and when the Long Parliament met they presented a petition to the House of Lords, in which they declared that certain estates had been left for the maintenance of a schoolmaster in Bradford, who should be elected by the parishioners, and that the Archbishop of York had appointed Worrall as schoolmaster without election. They therefore prayed that their right of election might be confirmed.

**T**HE Civil War broke out before any decision could be given, and in the early years of the struggle Bradford was fully occupied with upholding the cause of the Parliament against the attacks of the Yorkshire Cavaliers. In the three sieges of 1642-3-4, when the Parish Church was the headquarters of the Parliamentarians, the school must have

suffered severely, situated as it was at the present Church Bank entrance to the churchyard. The town, though eventually successful in beating off her assailants, sustained severe loss and damage.

**D**URING the troubled period of the Commonwealth the succession of headmasters is by no means certain, but in 1657 one Anthony Coates accepted the post, at a yearly salary of £35, and the surplus of revenue after expenses and debts had been paid. An usher was also appointed about the same time at a salary of £12 "as long as he doth behave himself." In 1658 the Governors decided to send a petition to Parliament asking that their powers should be defined, that their number should be reduced from twenty-one to eleven, and that they should rank in law as a corporate body. That is to say, they desired a Charter of Incorporation. Among the twenty-one Governors at this period, it is interesting to notice such typical Bradford names as Lister, Sharp, Holmes and Crabtree. This petition formed the basis of the resulting Charter granted by King Charles the Second, and dated October the tenth, 1662. It is to be noted that the School still bears the name then given to it, the Free Grammar School of King Charles II. at Bradford. This is the Charter of which we are now celebrating the 250th anniversary. By this Charter there was to be one "master or teacher" and one "usher or under-teacher"; the governing body was to consist of thirteen men "of the most discreet, honest and religious persons of the neighbourhood," the Vicar of Bradford being always one of the number. The



names of the original thirteen are given in the Charter ; vacancies were to be filled by co-option, and the office was to be for life, so long as the holder of it resided within two miles of Bradford. All the property of the School was made over to the Governors ; and the Archbishop of York was appointed Visitor of the School. From what has been said, it will be apparent that this charter in no sense founded the school, but merely gave, with minor alterations, the legal position to the governing body that had been long desired, and definitely fixed the constitution of the school.

**I**T may be of interest to consider at this point what would be the curriculum at the Free Grammar School of King Charles the Second at Bradford. Although we have no direct information relating to our school in particular, the kind of education cannot have differed materially from that given at most schools of the same character at that period. The school would be divided into the main school, and a kind of Preparatory department, which boys entered at the age of five. The basis of education was Latin, and the pupil, after learning to read, was occupied mainly with Latin Grammar and Syntax in the first three Forms of the School. In the Fourth Form he did a good deal of translation of Latin authors into English, and from English back again into the Latin. In the Fifth Form he began Greek, and when he proceeded to the Sixth, he was able to read the principal Greek and Latin authors. It must, however, be remembered that in the seventeenth century there was no national system of education, no Board at Whitehall with its inspectors, and

no public examinations. Hence the education at each school was very much what the master was able or willing to make it. A progressive teacher would doubtless include some instruction in other subjects besides the classics, and all schools would include a modicum at least of mathematics in the curriculum. At many schools the master was not capable of teaching Greek.

**A**T nearly all schools of this period the hours of work were nine each day, usually from six in the morning to half-past five at night, with a break of two hours in the middle of the day, and two intervals of fifteen minutes each. The holidays, shorter than those of our day, were at Christmas and midsummer only. There were no half-holidays in the middle of the week, nor were there any organized games, though uncouth forms of cricket and football were played by the boys, as well as those more primitive games which are prehistoric in origin, and which form a sort of ritual observance among all generations of boys. We have practically no information as to fees, but threepence a week—about a shilling in our money—was considered by an authority of the time the minimum fee for a paying pupil. Probably there were at least as many fee-paying pupils in proportion to free scholars as is the case at present, or perhaps rather more.

**T**HE original character of early Grammar Schools as endowed free schools for the children of the district soon changed, and when the educational movement of the nineteenth century began there were very few free places left in our schools. This was doubtless the case at Bradford,

although we can only conjecture the number of pupils who attended the school in the seventeenth and eighteenth centuries. The original Grammar School building would not accommodate many, and few Grammar Schools in towns such as Bradford was at that period contained more than from thirty to sixty pupils.

**A**FTER the granting of the Charter the School seems to have continued its course uneventfully during the remainder of the seventeenth, and most of the eighteenth centuries. In the course of this period some famous pupils were educated at the Grammar School, notably John Sharp, Archbishop of York, about 1690, and therefore, Visitor of his old school; Abraham Sharp, his brother, an eccentric but well-known astronomer, who built an observatory for himself at Horton; James Scott, who wrote against the notorious Wilkes; and Colonel William Sykes, a Director of the East India Company.

**T**WO headmasters occupy almost the whole of the eighteenth century with their tenure of office—Thomas Clapham and Benjamin Butler. The former was a ripe scholar, who became Vicar of Bradford in 1710, holding the two offices conjointly. There is a window to his memory in the present school hall. The usher at this time, Henry Hopper, held office for thirty-seven years, and on retiring was voted a gratuity of £5 by the Governors. When Butler retired after fifty-six years' service, the Governors gave him £70, a large sum for those days, and his old pupils presented him with a silver cup. Just before his resignation

occurs the first known instance of an exhibition from the School to the University, one Thomas Sedgwick, junior, being voted the sum of £13 annually for his four years' residence at the University. Benjamin Butler was succeeded in 1784 by the Rev. Edward Baldwyn, a man of a militant temper, who waged a fierce paper-war with the Vicar of Bradford and the Lecturer at the Parish Church, and afterwards made a violent attack on one of the Governors. As he held his post for five years after we must conclude that he emerged triumphant from the fray. In 1784, the year of his appointment to the Headmastership, a great change had been made in the school by the introduction of a third master to teach writing and arithmetic, in which we may see the beginning of a modern side; but it was specially enacted that no boy could receive his instruction unless he were already a pupil in the School, and that each boy should pay an extra fee for this tuition. A few alterations were at the same time made in the school buildings, which must have become somewhat incommodious. Under Mr. Barmby, the next headmaster, the Governors drew up certain rules of management, which show that the system in vogue in the seventeenth and early eighteenth centuries had been gradually modified. School was to begin at eight o'clock each morning instead of at six, and to end in summer at 5 p.m. and in winter at 4.30. The holidays were to be a month at midsummer, a month at Christmas, all Saints' Days and Red Letter Days. There were to be two half-holidays in each week, on Thursdays and Saturdays.

**C**HANGES now came thick and fast. In 1818 an Act of Parliament was obtained, which permitted the Governors to make such changes in the school curriculum as they should think fit, and amended the Charter of Charles II. so as to allow of this. Arrangements were made for teaching geography, history, book-keeping and English composition. The weekly half-holidays were now to be on Wednesdays and Saturdays, with an additional one each month at the discretion of the headmaster ; four days were granted at Easter and two at Whitsuntide, while January 30th, May 29th, November 5th, the King's Accession, both the days of Bradford Fair, and all the Wednesdays in Lent were to be whole holidays after one lesson in school and an attendance by the school at service in the Parish Church. In the same year, 1818, the School was moved from its original site to Manor Row, and a new building was erected on the ground now occupied by the headmaster's house.

**T**HE headmaster who held office during these changes, Mr. Slack, appears to have got on very badly with the Governors. He quarrelled with them about his salary, which was in arrears, and about his usher, Mr. Cooper. Some years later he again disagreed about the advisability of introducing a purely modern or commercial side into the school. He seems to have been a strong advocate of a classical education, and moreover contended that "he was bound by the Charter to put the Latin Grammar into the hands of every boy admitted within the walls of the school." The unseemly squabbles on financial arrangements lasted for

some time, and the Governors made more than one attempt to get rid of him, but without success until 1847, when Mr. Slack was induced to resign on receiving a small pension. As may be imagined during his troubled reign the School fell into a very low state, money was lacking, the number of pupils went down, and the essentials both of teaching and organization were badly neglected. The headmaster appointed in 1847, the Rev. J. Richards, seems to have done his best to improve matters, but without much success. At this period the town of Bradford was beginning to experience a rapid increase of industrial prosperity, with a consequent vitality unexampled in previous history. The population was also expanding, and it was not likely that the townspeople should submit to the Grammar School remaining inefficient and utterly inadequate to the needs of the growing community. The Bradford High School was established by Sir Jacob Behrens and others about 1860, as an attempt to secure for themselves that education which the Grammar School evidently could not give.

**I**N 1869, when matters were at their worst, the Right Hon. W. E. Forster, M.P., carried the Endowed Schools Act, and the Bradford Grammar School was the first school reconstructed under its provisions. The original idea of the Commissioners was to make the school a Second Grade School, and considerable discussion arose in Bradford as to whether the school should be of first or second rank, and, resulting from this, whether Greek should be taught. Owing to the firm stand taken and the wise statesmanship displayed by the

more progressive educationalists in the city, chief among whom were Bishop Ryan, Sir Jacob Behrens and Mr. W. Byles, it was eventually decided that the Grammar School should be constituted as a First Grade School, with a curriculum adequate to its position. This all-important point having been settled considerable changes in every direction were carried out. The endowment was transferred from landed estates to Government securities, a fixed sum was allotted each year for the maintenance of a Girls' Grammar School, certain ancient trusts were dissolved or amalgamated, and a new scheme of management, on a wider basis than the existing schemes of 1662 and 1818, became law in August, 1871. The minimum number of Governors was fixed at thirteen, of whom four were *ex-officio*, four were representative, and the remainder co-opted. Mr. Richards retired from the headmastership with a pension, and the ancient office of usher was abolished. The High School and the Grammar School were amalgamated.

**I**N November, 1871, the present Headmaster, the Rev. W. H. Keeling, M.A., of Wadham College, Oxford, was appointed, and the School entered upon a career of prosperity and distinction. The old building of 1820 was found hopelessly inadequate, and the present buildings were opened in June, 1873, the School being temporarily accommodated at the old High School in Hallfield Road. A gymnasium was added in 1874 by public subscription, and considerable additions were made to the school buildings in the shape of larger class-rooms and science and art depart-

ments in 1878. The total cost of the buildings as they now are was about £30,000. The School began to grow as soon as it entered its new buildings, and with some fluctuations has continued to increase in numbers ever since.

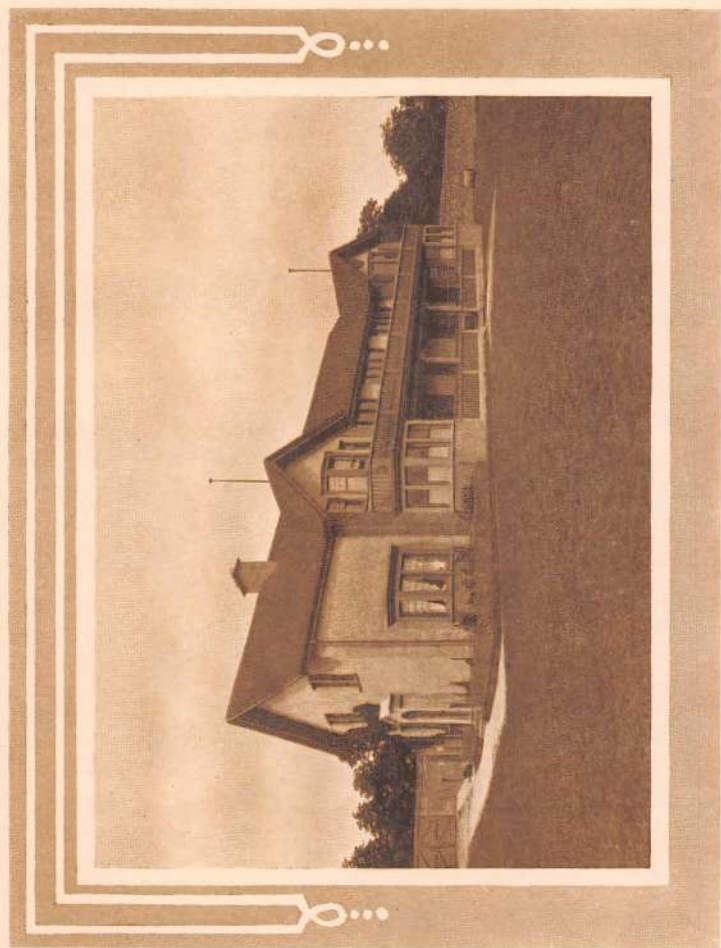
**I**N 1882 Latin ceased to be compulsory throughout the School, and a definite modern side was created to provide a type of education necessitated by the requirements of the town. This, however, has been no detriment to the cause of classical education at the School, since the classical side has always been a strong part of the School, and at present is in an especially flourishing condition. On the other hand care has always been taken on the modern side, by the sound teaching of literature and languages, to impart something of the culture usually associated with a classical training. One sign of the renewed vitality of the School since 1871 is the revival of the connection between Bradford and the Universities. Bradford had been included in the schools eligible to compete for the Hastings Exhibitions at Queen's College, Oxford, but in the early and middle parts of the nineteenth century had rarely been successful in bringing any boy to the required standard, while a success in an open scholarship examination was almost unknown. Under the changed condition of affairs the names of Bradford boys began to appear in the scholarship lists at Oxford and Cambridge, and for the last twenty years Bradford has taken a high place among schools competing for scholarships in classics, mathematics, science and history. This revival has been very much aided by the



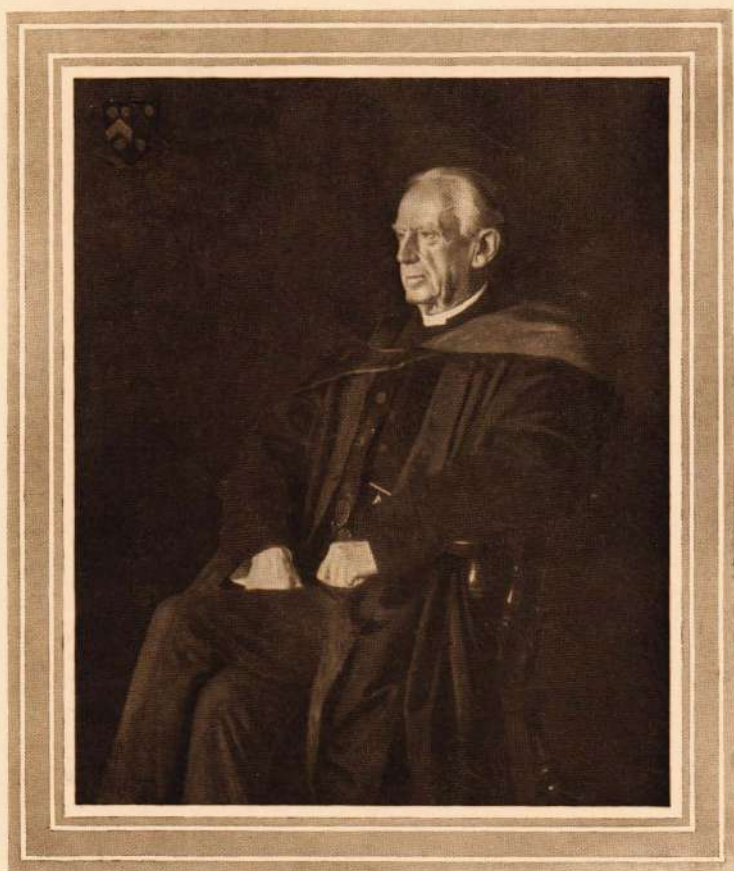
founding of Leaving Exhibitions by private benefactors, notably Mr. Henry Brown, Sir Titus Salt, Bart., Lord Masham and Lord Mountgarret. Since 1881 at least 250 boys have gained entrance scholarships at Oxford or Cambridge, and the number of First Classes in the Honour Schools of the Universities during the same period is about 130. This year (1912) this School has gained ten entrance scholarships at Oxford and Cambridge. During the same period the character of the School as a City Institution of major importance has been strengthened by the liberal grants for City scholars at the Grammar School made by the City Council.

**T**HE physical side of school-life has been vastly improved by the acquisition in 1899 of the Playing Field at Frizinghall at a cost of £8500, with its new pavilion erected in 1908, and by the institution of the House-system for games in 1905.

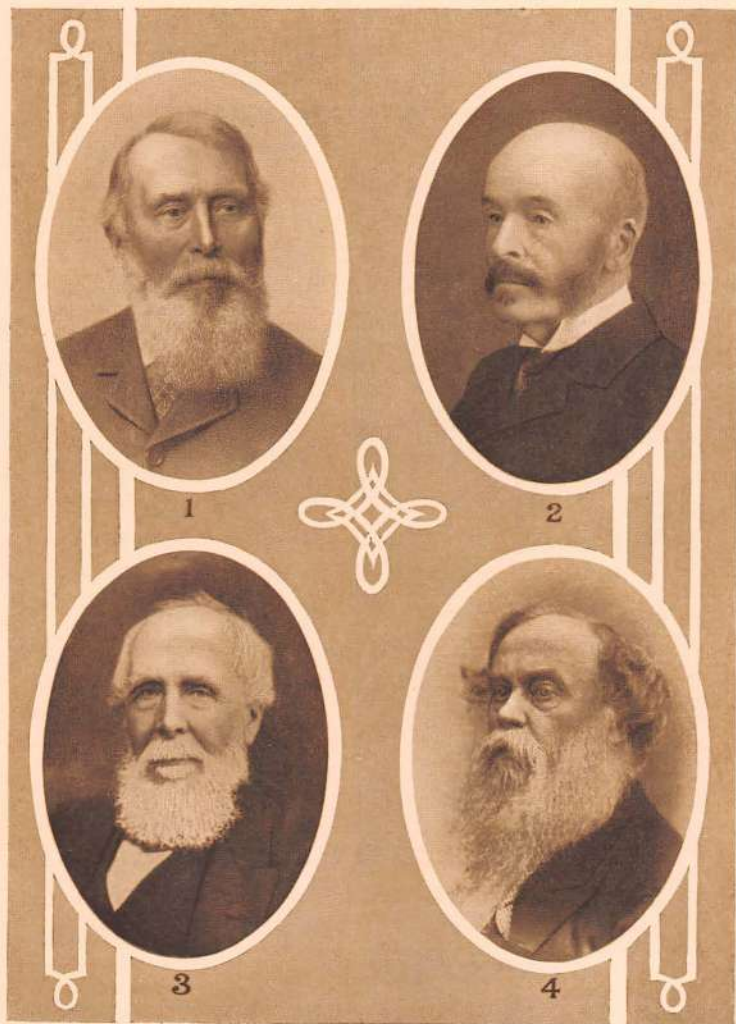
**U**NDER the provisions of the scheme approved by the Board of Education, November, 1909, which displaced the scheme of August, 1871, the Governing Body of the School consists of nineteen members, of whom two are *ex-officio*—the Vicar of Bradford and the President of the Mechanics' Institute for the time being; twelve are representative Governors, nine appointed by the Bradford City Council, and one each by the West Riding County Council, the Bradford Chamber of Commerce and the University of Leeds; while five are co-optative Governors, appointed by resolution of the Governing Body. There



School Pavilion, Frizinghall, 1908.



Rev. William Hulton Keeling, M.A., Oxford.  
Head Master, Bradford Grammar School.



1. The Right Honble. Lord Masham.  
(Formerly Samuel Cunliffe-Lister, Esq.)
2. The Right Honble. Viscount Mountgarret.
3. Henry Brown, Esq.
4. Sir Titus Salt, Bart.

School Benefactors.



Miss Margaret E. Roberts,  
Somerville College, Oxford.  
Head Mistress, Girls'  
Grammar School.

must always be a majority of Governors appointed by the local authorities. They elect a chairman from their own body. The representative Governors usually hold office for three years, and the co-optative Governors for five years. The present chairman of the Governors is Mr. E. P. Arnold-Forster, D.L.

**B**RADFORD is not one of those schools which possess considerable endowments, some dating from ancient times. The income from this source in 1911 only amounted to £532, of which £250 is, under the scheme of 1909, allotted to the Girls' Grammar School. The School is thus dependent practically upon the fees paid for the pupils, and upon grants from public bodies and the Board of Education. The absence of endowments is a severe handicap to any public school, but one good result has followed in our case from this otherwise undesirable condition of affairs, namely, a closer relationship between the School and the City, with a consequent strengthening of the position of the Grammar School as a Bradford institution. Those responsible for the policy of the School have always believed that its vitality depends upon its being recognised as an integral part of the City, and have been at all times ready to draw the School into more intimate relations with the City Education Authority. At the same time they have held that voluntary is far better than compulsory co-operation, and that the School is not likely to suffer in status and prestige through having such a large measure of popular control. How necessary municipal support is to the School will be

apparent from the fact that in 1911-12, while the amount paid in pupils' fees was just over £5,000, the grant to the School from the Bradford City Council was about £2,500, and the Board of Education Secondary School grant was close upon £2,000. It is much to be desired that the City Authority should carry out the oft-repeated recommendation of the Board of Education, and make a specific grant to the School as a whole. Apart from the amount given for city scholars at the Grammar School, all that we receive from the City Education Authority is £300 per annum, which is strictly appropriated to the maintenance of the fabric. The receipts for 1911-12 from all sources—tuition fees, endowments, grants from public bodies and miscellaneous increments—amounted to £11,455 14s. 10d. The scale of fees is 16 guineas for boys over 12, £12 for boys between the ages of 10 and 12, and £9 for boys under 10. There is a charge of a guinea a year for books in all forms below Sixths and Removes, where the charge is two guineas.

**T**HE democratic character of the School can be seen by the large number of boys holding scholarships of various kinds, awarded by open competition. In the School there are 165 boys holding City Council Scholarships, which cover all fees and charges for books; 10 West Riding County Scholarships, which also provide for travelling expenses; and 60 Governors' Scholarships, which, under the new regulations, cover half-fees. The scholarship system ensures that no social disability is incurred by a boy whose parents do not themselves meet the cost of his education.

The scholars take their full share in the educational and social life of the School ; and not a few of the most honoured names among distinguished Old Bradfordians are of men whose education at the Grammar School was rendered possible to them by a scholarship there from one of the elementary schools of the City. The School has fulfilled an essential function in the educational scheme of Bradford by supplying a ladder to Oxford and Cambridge, and thus affording the opportunity for that university training which is the key to success in so many departments of our national life.

**T**HE number of boys in the School has increased from about 360 in 1882 and 500 in 1903 to its present number of 580. No boy can be entered under the age of eight, nor remain after the end of the School year in which he attains his nineteenth birthday. The School, with the exception of two Preparatory Forms, is divided throughout into a Classical and a Modern side, the former of which prepares for the Universities and the professions, and the latter for commercial life, for a science career at the Universities and elsewhere, and for the Civil Service. The Classical side of the School in recent years has been maintained more successfully than in most Grammar Schools situated in industrial centres. The number of Classical Scholarships at the Universities gained during the last thirty years is a proof of the efficiency of the Classical training ; and many Old Boys occupying honourable and responsible positions in the business world in Bradford have proved the



value of a Classical training for commercial life. The Modern side gives a more practical education, based on English, Modern Languages, Science and Mathematics.

**O**N the Classical side of the School there are seven Forms, from the Second to the Sixth. Latin and French are begun in the lowest Form on this side, Science in the next Form, and Greek in the Third Classical Upper. On the Modern side there are eleven Forms, and French begins in the First Form, Physics in the Third Forms, and Chemistry and German in the Fourth Forms. There are three sections of the Sixth Form, for Classics, Mathematics and Science respectively. The Matriculation Form is a special Form and prepares boys from both sides of the School for entrance to the New Universities, particularly London and Leeds, and also for the lower branches of the Civil Service.

**T**HE time in school is divided into thirty-three periods per week, averaging forty minutes each. On the Classical side an average of twelve periods a week is devoted to Classics, six to Mathematics, three to Science, four to English and four to French. On the Modern side an average of five periods is devoted to German, four to French, five to English, seven to Mathematics and eight to Science. In the Science and Mathematical Sixths much of the time is devoted to Science and Mathematics, though Languages have still their due time allotted to them. These details will show that there is not much danger of over-specialization at the Bradford Grammar School, though there is full opportunity for a boy, who is fifteen years of age and has reached a Fifth

Form on either side, to continue for the next three years those studies for which he has shown special aptitude. In the Lower Forms, containing the younger boys, more of the time is spent on English, while such subjects as Nature Study, Gymnastics and Art receive special attention.

**O**N the Classical side, numbering at present some 200 boys, Latin is begun in the Second Form, and Greek in the Third Classical Upper. Thus a four years' course in Latin and one of three years in Greek are completed by the end of a boy's time in the Fifth Classical, when he is expected to be presented for the Oxford and Cambridge Lower Certificate Examination. During this time the work is in no sense specialized, but the aim is to lay the foundations of a genuinely liberal education. A boy's reading of the Classical Authors comprises the best-known writers :—Cæsar, Cicero, Sallust and Livy with Ovid and Virgil in Latin, and Xenophon, Thucydides and Euripides in Greek, while due prominence is given throughout to other studies, including French, English Subjects, Mathematics and Science. After taking the Lower Certificate, boys proceed through the Remove to the Sixth Classical. The Higher Certificate is then taken and the boys are prepared for Scholarships in either Classics or Modern History. Boys who continue in these Forms till the age of 18 or 19, as is not uncommon, will probably be successful in gaining Scholarships at Oxford or Cambridge. In any case, they will have read considerable portions of the best Greek and Latin authors, will have done advanced work in English and other subjects, and

will be furnished with a thoroughly good education, such as must prove of great value to them in either professional or business life.

**T**HE School recognises the importance to every boy of a sound training in the construction and literature of his own language, and has made English a definite subject in the curriculum for many years past. The aim of the English teaching throughout the School is two-fold—to ensure that a boy at the end of his school career shall be able to express himself clearly and correctly both orally and in writing, and to imbue him with a love of good literature which may be a lasting pleasure to him. To these ends, great stress is laid on English Composition in all Forms; with the junior boys some time is devoted to the structure of the language and its ready use as an instrument of expression; while the best of our authors, graduated in difficulty according to the age of the boys, are read and studied with care. Minute textual criticism is avoided, but full opportunity is given for comment and appreciation. When a boy leaves the School from one of the Sixth Forms, whether for the University or for business, he will have been made acquainted with the chief masterpieces of our literature in prose and poetry, and will have received guidance for his future reading in this direction.

**B**BRITISH History is the central feature of the historical teaching, but constant reference is made to the chief events of European importance. The teaching of Geography is entirely on modern lines. The old method of memorising lists of capes and rivers has long been abandoned, and atten-

tion is chiefly directed to Applied or Commercial Geography—the study of the environment of man and its result upon him individually and socially. All this is assisted and supplemented by Nature Study, which is taken in the first two years of a boy's school career. Scripture Knowledge is taught in each Form, the Old and New Testaments being taken in alternate years.

**T**HE many improvements that have been transforming the teaching of French and German in recent years have been introduced at the Bradford Grammar School. Equal time is given to oral and to written work, while due attention is paid to grammar, taught inductively from the material already assimilated. In French, use is made of phonetics, in order to secure an accurate pronunciation. In the highest Forms some French and German masterpieces are studied.

**T**HE aim of the Mathematical teaching in the School is to arouse the intelligence of the boys, rather than to produce calculating machines. To this end, the syllabus is so arranged that the principles underlying the work are developed as rapidly as the boys' power of manipulation will allow. The advantages of this method are most noticeable in the lower Forms, where the boys show far more eagerness and interest in their work than was the case when long calculations were the order of the day. The new method enable the weaker boys to take a larger and more intelligent share in the work without hindering the rapid advance of the gifted boy. In the Natural Sciences the School was one of the first to abandon the older methods of teaching ; and

without going to extremes, the essentially practical nature of the present scheme seems well adapted to create and maintain in the boys a keen interest in science. This interest is fostered by the existence of a Science and Photographic Club, which is run by the boys, who are responsible for many of the lectures provided by the Society. Gymnastics are taken by all Forms except the very highest, and are encouraged by competitions and displays. There is an efficient Art Department in the School. The boys receive practical instruction in Carpentry and Manual Training. Singing is taught to the whole School.

**T**HERE are three terms in the School year, each averaging about twelve weeks. The longer holidays are at Christmas and Midsummer, while there are shorter breaks at Easter and Whitsuntide. There are three half-holidays in each week. The Staff numbers twenty-eight, of whom twenty-five are Graduates of some University. Each subject is in special charge of some member of the Staff, who is responsible to the Headmaster for its organization and teaching. Each Form is under the immediate care of a Form-Master. There are examinations throughout the School in all school subjects, conducted by members of the Staff, at Christmas and Midsummer, and the results submitted to the Headmaster. The School is periodically visited by His Majesty's Inspectors. Besides these tests, the higher Forms enter each July for the Higher and Lower Certificates granted on the results of examinations held at the principal public schools of the country by the Oxford and Cambridge Joint

Board. The Higher Certificate Examination shows the number of boys in the School in any given year who are up to University standard. About 150 leading schools are annually examined by the Joint Board, and for the past seven years Bradford has been among the first three or four schools, both in the total number of certificates gained and in the number of distinctions awarded in the various subjects.

**F**OR the past thirty years Bradford has been honourably distinguished by the number of boys who, in open competition, have won Scholarships at Oxford and Cambridge in Classics, History, Mathematics and Science. Nearly all the more famous Bradford Old Boys in every walk of life have won a Scholarship in one subject or another at the University. A large proportion of these Scholarships are won by boys who came to the Grammar School with Scholarships from the elementary schools of the city and district. The total number of Bradfordians in residence at Oxford and Cambridge is now about fifty, of whom forty hold Scholarships of one kind or another. All these Scholarships were won in open competition with candidates from the chief schools of the Empire. This School, with twelve other Northern schools, is entitled to send competitors for the Hastings Exhibitions at Queen's College, Oxford, three or four of which are annually offered for competition. They are held for five years and are worth £100 per annum.

**T**O boys who have won a Scholarship and are in need of further assistance to enable them to go through their University course, the School offers each year certain leaving

Exhibitions tenable with their College Scholarships. The funds for these Exhibitions have been given by various benefactors :—

1. £6,000 in 1873 by Mr. Henry Brown.
2. £6,000 in 1874 by Sir Titus Salt, Bart.
3. £5,000 in 1889 by Lord Masham.
4. £1,700 in 1909 by Lord Mountgarret.

In 1911 Mr. James Drummond founded a Scholarship of £80 (in memory of his wife) tenable for one year by Old Bradfordians who have completed their University course, and are desirous of doing research work in England or abroad. Mr. Drummond who, we regret to say, died at the end of last year, has bequeathed further large benefactions for the benefit of boys who have been educated at the school. These endowments are at the disposition of the London Old Bradfordians' Club.

**I**T will be gathered that the amount available from the School funds for helping boys at the University is far from adequate. It was adequate enough when only some four or five boys gained Scholarships each year at Oxford or Cambridge, but is quite insufficient when it has to be divided among nine or ten, all of whom are in urgent need of help to enable them to maintain themselves, even with economy, during their University career. To meet this increased demand private donors, including Sir James Roberts, Bart., and Mr. Harry Behrens, as well as the Mechanics' Institute, have most liberally provided occasional Scholarships, tenable at the University for three years. Nor

has the City of Bradford been behind-hand in coming to the assistance of the rising generation in this way, and they have recognised it as a duty incumbent on the community to see that no boy should be prevented from completing his full education by lack of funds. Every winner of a University Scholarship should be able to look with confidence to his city to supply the deficiency, so long as he proves himself worthy of support.

**T**HERE are a few special prizes at the School. In 1892 the Forster History Prize was founded in memory of the Right Hon. W. E. Forster, M.P., and is awarded to the boy who does best in a history examination held after Easter each year. In 1901 Mr. and Mrs. Henry Maufe gave £200 as an endowment for Science prizes, and in 1903 a similar sum for Drawing prizes.

**T**HERE are two Debating Societies, one for members of the Sixth Forms and Removes, the other for boys in the Fifth Forms. They both hold about five meetings in each of the two winter terms, and have a Master as chairman, the other official positions being held by boys elected by the members. The School Magazine, "The Bradfordian," is published terminally.

**I**N 1899 the Governors, with the consent of the Charity Commissioners, purchased the School Field of six and a half acres at Frizinghall. For the purpose of the games, the School is divided into five Houses—Red, Blue, Brown, Green and Pink—each under the charge of two Masters. There is a challenge shield, presented by Mr. à Brassard,



which is competed for during each School year, and awarded to the House obtaining the highest marks in the House Competition throughout the year in football, cricket, gymnastics, sports and swimming. Games of football and cricket are arranged for on all half-holidays during the term, under the supervision of a Master. This arrangement is a great stimulus to the games throughout the School, and offers a good training for boys who aspire eventually to enter one of the School teams. The School has first and second football and cricket teams, which play matches with the chief Yorkshire schools. The appearance of the field and the comfort of players has been vastly improved by the new and commodious pavilion, erected by public subscription in 1909. The financial aspect of the games and all details of organization are managed by the Sports Club, consisting of the House Masters and four members of each House elected by the whole House. The games are quite voluntary, but every boy is expected to support the reputation of his House and of the School generally by taking a full share in the games. The connection between the School and its past members is maintained by the Old Boys' Association, to which all former pupils of the School are eligible. It has its head-quarters in Bradford. There is in addition a flourishing London Old Bradfordians' Club.

**A** SCHOOL circumstanced like the Bradford Grammar School must by precept and example set a high standard of sound scholarship and of literary taste and refinement, and aim at giving to all who come under its

influence the stamp of high character and culture. The nature and value of the influence exercised by any school is made most apparent by the after-career of its pupils. Judged by this criterion, the School will not be found wanting. The appended list of Old Boys who have gained distinction in many callings in many lands is a tribute to the breadth of Bradford training, and we may without boastfulness ask, *Quæ regio in terris nostri non plena laboris?* Every department of Bradford life shows a large number of Old Boys filling honourable and responsible positions. We have our representatives in the public life of England, in Church and State, in Law and Medicine, in every branch of the Civil Service, in Colleges and Schools, and in the world of Science. And beyond the seas, in every part of the Empire, in Egypt and Ceylon, in the Provinces of India and the Straits Settlements, in South Africa and Australia, Bradfordians are doing good work in the service of their country.

**I**T is here that we see the importance of maintaining a close connection between the School and the Universities, and the value of Scholarships as stepping-stones to high positions in the service of the State. Unless they had been highly trained at School, and been sent by the aid of Scholarships to the University, few, if any, of our boys would have been able to realize their ability, and so to confer distinction on the city of their birth. And it is only a short-sighted policy which depreciates the value of Scholarships, not only as a proof of the quality of the education given in

any particular school, but also as a measure of the assistance rendered to boys of character and industry in their endeavour to satisfy a laudable ambition and to carve out a career for themselves.

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The author desires to acknowledge his indebtedness to Mr. Claridge for the permission to make full use of his "History of the Bradford Grammar School."

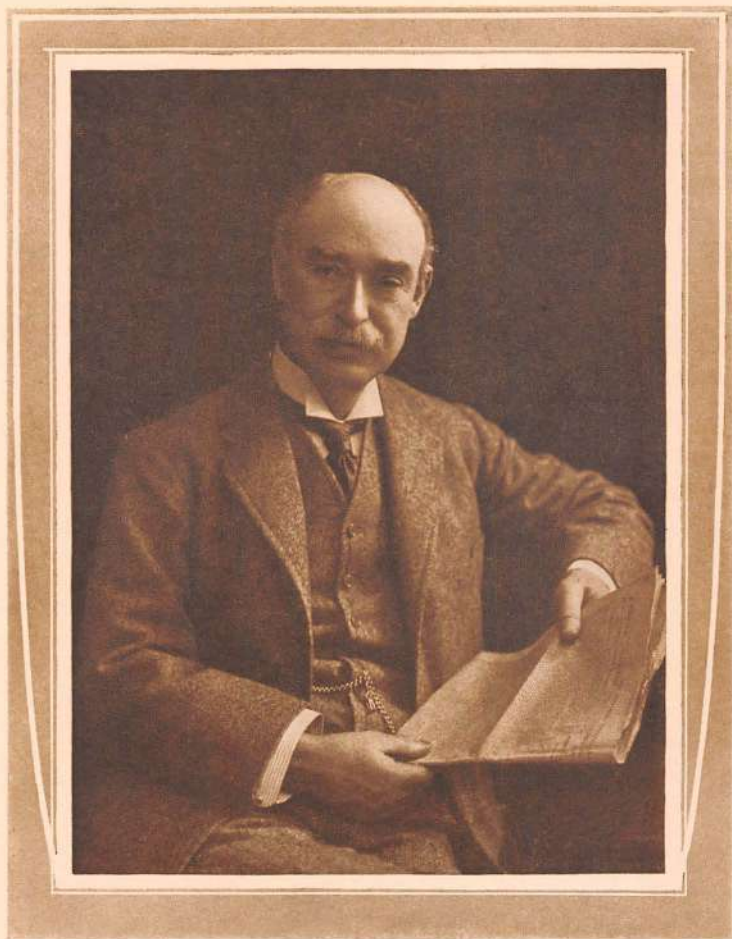


[Since the above was written the author, Mr. C. E. C. Smyth, M.A., died suddenly on August 13th, at The Lizard, Cornwall, deeply regretted by all who knew him.

W. H. K.]



Edward Penrose Arnold-Forster, Esq., D.L.  
Chairman of Governors of Bradford  
Grammar School.



Duncan George Law, Esq., J.P.  
Chairman of Governors of Girls'  
Grammar School.

## BRADFORD GIRLS' GRAMMAR SCHOOL 1875—1912.

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*Under a Scheme of the Endowed Schools' Commissioners, dated  
August 5th, 1875.)*

*Incorporated November 4th, 1879, under "The Charitable Trustees'  
Incorporation" Act, 1872.*

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**W**HEN Charles II. granted the Bradford Grammar School its Charter of Incorporation in 1662, the words used to express the purpose of the school run thus: "That there shall bee One Free Grammar School of King Charles the Second at Bradford, for the teaching, instructing, and better bringinge upp of children and youth in Grammar and other good Learning and Literature." On the use of the words "children and youth" was based the claim made in 1869, for a share in the old endowments of the school for the education of the girls of Bradford; and in 1870 the Commissioners under the Endowed Schools Act of 1869—a measure carried through by the late Mr. W. E. Forster when he was member for Bradford—recognised the justice of the demand. In the new scheme it was laid down that "this foundation shall consist of two branches, one for the education of boys and the other for the education of girls"; hence, though the Girls' Grammar School has only been actually in existence since 1875, it feels it has a right to claim a share in the commemoration of the 250th anniversary of the granting of the charter.

**A**T this time it is of interest to look back upon the fact that this was the first Girls' Grammar School in England of the High School type offering education of the highest grade to girls from seven to nineteen years of age. Although, strictly speaking, it is a branch of the Bradford Grammar School foundation, it is administered under a separate Scheme, and there is no connection between the two schools beyond the annual payment of £250 to the girls' school by the governors of the Grammar School. This sum is paid under the provisions of the Scheme. The formulation of this Scheme, though it provided a valuable nucleus, by no means solved the problem of women's higher education in Bradford. Much zealous work had to be done and much generosity displayed by friends of education before the school could be started on its way. The allotment of £250 from the Grammar School endowment was felt to be inadequate, and a group of ladies and gentlemen, including the late Mr. Robert Kell, the late Mr. Titus Salt, and the late Mr. W. E. Glyde, and among whom the prime mover was Mrs. W. P. Byles collected £5000, with which they purchased the premises then known as Hallfield Road School, or Watson's Academy, in which a school for boys had been conducted. A scheme was drawn up which was approved by the Queen in Council on August 5th, 1875, and the school was opened by Lady Frederick Cavendish in September of the same year.

**I**T is interesting to look back upon the record of what took place on that occasion. After the opening ceremony there was a great meeting in St. George's Hall at night.

The occasion was looked upon as opening a new era in the educational history of Bradford, and a number of speeches bearing upon the general question of education for women were delivered. It is somewhat curious to note that every speaker, with one exception, thought it, at that time, necessary to bring forward elaborate arguments in favour of the existence of such a school as had been opened that day. The exception to the rule was Mr. Forster, who was content to take it for granted that people recognised the wisdom of providing for the education of girls as well as of boys. In this as in other aspects of his life and work Mr. Forster was in advance of his age. Sir Mathew Wilson, with a view to showing the attitude of the popular mind towards the subject, quoted these lines :—

Be to their faults a little blind,  
But put a padlock on their mind.

Mr. Forster spoke strongly in favour of day schools for girls as against boarding schools, and experience has proved in a striking manner the wisdom of his views. Schools such as the Bradford Girls' Grammar School have shown conclusively that it is possible to secure a thoroughly sound, liberal education for girls, while at the same time preserving to them the fullest measure of home life, with all the beneficent influences that in good homes flow therefrom. Mr. John Morley, who was one of the speakers at the St. George's Hall meeting, amused the audience by relating some experiences of his own as editor of the "Fortnightly Review," in regard to the lack of education that then prevailed amongst women. In connection with the education of girls, he pleaded for a multipli-



cation of interests and the augmentation and strengthening of the love of intellectual truth.

**T**HE school opened with 109 pupils. In the first year the attendance practically doubled, and it has since moved steadily forward with small fluctuations, until now the number of girls on the registers is 401. The mere fact that it has always been full of pupils is indicative of two things—it has satisfied a want, and, moreover, has satisfied that want in a manner that has stood the test of time.

**T**HE purchase price of £5000 by no means represents the whole of the demand which the school has made upon the pockets of friends of education in the city. Some three thousand pounds had to be spent upon the property before the school was opened. In 1882 £2659, and in 1893 a further sum of £300 was spent upon extensions. Some of this money was raised upon loan and repaid out of revenue, but a considerable proportion of it was raised by means of subscriptions, for the school has always had good friends. The only actual endowment that the school has, however (except the scholarships mentioned below), is the sum from the Grammar School foundation in addition to the rent-free buildings. The purchase of Springfield House and the cost of the alterations in 1901, amounted to £8452. Towards this, £200 was voluntarily given—£100 by Miss Stocker, the former headmistress, and £100 by the late Mr. Rudolf Delius. Since 1902 other additions to the premises have been made at a cost of over £1200.

**S**PRINGFIELD HOUSE, formerly the residence of Sir Jacob Behrens, was for many years a conspicuous feature of Manningham Lane. When the house and grounds were purchased by the Governors of the Girls' Grammar School to form an extension of their premises, it needed only a comparatively short corridor to establish connection between the two. Springfield House offers several important advantages. In the first place, its seclusion from any roadway secures quiet and freedom from disturbance; then, as it stands high on rising ground, it is light and airy, and, above all, the grounds give a certain amount of playground space.

**I**N the matter of advantages which it is able to offer to pupils desiring to proceed to higher grades of instruction, the school is in a better position than any other institution of its class in the country. Mr. W. E. Forster, at the opening of the school, placed at the disposal of the Governors for three years a scholarship of the value of £50 per annum, which was held at Newnham College, Cambridge. This was quickly followed by other endowments amounting to £10,000. The late Sir Titus Salt and the late Mr. Henry Brown devised £5000 each, the interest of which provides leaving scholarships, and already some seventy pupils have benefited from them. Several of the girls who have gone up with these scholarships have brought great credit upon themselves and their school by brilliant successes at the University.

**T**HE school, throughout its history, has been in the best sense a town institution. It has never at any time been the school of a class, but in a great many instances it has proved the

stepping-stone for daughters of working men from the elementary school to the highest academic distinctions. From the very beginning foundation scholarships were annually offered, tenable at the school for three years, and whenever a girl gave promise of being able to continue her education with advantage to a higher level, the Governors invariably accepted the recommendation of the head mistress that this should be done. It has been a part of the general policy of the school throughout to help forward scholarship-holders, and a considerable proportion of them have won scholarships at the Universities or other places of higher education. Since 1904 twenty-eight free scholarships have been provided by the Bradford City Council. A few of these fall vacant every year. All included, some ten per cent. of the pupils in the school hold free scholarships.

**A**S to the ordinary pupils, a glance at the names on the registers shows that they are thoroughly representative of the life of the city. It cannot be doubted that the school has made a profound impression on the social and intellectual life of Bradford. While many of the girls enter upon professional work of one kind or another, by far the larger number are to be found in home life, and we need only cite the fact that in the last ten years over 230 marriages have been recorded in the School Chronicle—and there are many of which the editors do not hear—to prove how far-reaching is the influence of such a school amongst those who are the home-makers of our city.

**A**CCORDING to the scheme—which was one of unusual liberality at the time at which it was framed—an equal number of men and women formed the Governing Body, which consisted of eight representative and four co-opted Governors. Since 1875, representatives of the West Riding County Council and of the University of Leeds have been added. The following list of past Governors includes the names of many who have done notable service in the public life of the City and County :—Titus Salt, Esq., W. Glyde, Esq., Sir Francis Sharp Powell, Bart., John Priestman, Esq., Sir Henry Mitchell, F. Mossman, Esq., A. Briggs, Esq., Joseph Hill, Esq., Sir N. Bodington, John Gurney, Esq., T. H. Healey, Esq., E. P. Arnold-Forster, Esq., H. B. Priestman, Esq., the Rev. Professor E. Armitage, of the United College, Professor A. Grant, of the University of Leeds, Sir Alexander Binnie, W. B. Gordon, Esq., Dr. Grabham, the Rev. Alfred Holborn, Gordon Salt, Esq., William Town, Esq., Lady Byles, Mrs. Keeling, Miss Lambert, Mrs. Edwards, Mrs. F. Priestman, Miss Gregory, Miss M. Macmillan, Mrs. Tom Mitchell, Mrs. Lucius King, Mrs. E. Armitage and Mrs. J. A. Godwin.

The school has suffered great loss during the last two years by the death of Miss Hannah Lambert, a member of the Board from its foundation in 1875 until 1911, and of Mr. T. H. Healey. Their never-failing interest in the school and untiring devotion to it throughout the years that they served as Governors contributed in a large measure to its development.

**O**F the original Governors of the school two remain as members of the Board to-day—Mrs. Titus Salt and Mrs. Hyne—while the Chairman, Duncan G. Law, Esq., J.P., has presided over its meetings since 1894. The present Governors are :—Elected by the City Council : Mrs. Titus Salt and Mrs. Jacob Moser ; Elected by the City Education Authority : Mrs. F. Watson and Miss E. Brailsford ; Elected by the Governors of the Bradford Grammar School : D. G. Law, Esq., J.P., Chairman, J. E. Fawcett, Esq., J.P., the Rev. James Gregory and the Rev. H. Gresford Jones, M.A. ; Co-optative : Mrs. Hyne, Miss Law, H. J. Jeffery, Esq., and H. O. Wade, Esq. ; Elected by the West Riding County Council : Miss H. Unwin ; Elected by the University of Leeds : Miss H. Robertson.

**F**OR nearly seven years the school was under the direction of its first Headmistress, the late Miss M. E. Porter, one of the pioneers in the organization of public day schools for girls and first Headmistress, in succession, of five High Schools. For twelve years it prospered under the able guidance of Miss Stocker, who is still held in affectionate regard by numbers of her former pupils. With her was associated as Second Mistress, the late Miss J. E. Sharpe, of Newnham College, Cambridge, to whose teaching many look back with grateful remembrance. The present Headmistress is Miss M. E. Roberts, of Somerville College, Oxford, who was appointed in 1894 on the retirement of Miss Stocker ; and Miss C. S. Falding, of Newnham College, Cambridge, who joined the staff in 1895, is Second Mistress. Miss M. H. Ingle is Secretary to the Governors and Receiver of Fees.

THE school is liberally staffed with a body of highly qualified women, many of whom hold, in addition to a University degree or its equivalent, a diploma in the theory and practice of education. There are at present five who have taken the Cambridge Tripos, four the Oxford Honours course, four who have the London degree of B.A. or B.Sc. and one who has taken the Oxford Diploma in Geography. Three hold the Higher Certificate of the National Froebel Union for the teaching of young children, one the Diploma of the Bedford Physical Training College, for gymnastics, one a First-class Diploma from the National School of Cookery. There are generally two specialists for every subject—Modern Languages, History, Literature, Classics, Mathematics and Science. There is an Art Mistress who holds the Art Teachers' Certificate, and a mistress holding the diploma of the Dresden Conservatoire for instrumental music. All these give their full time to the school. Class singing is no longer taught to large mixed groups, but Mr. A. T. Akeroyd, A.R.C.M., holds separate classes, graded according to age and systematically trained. For many years Mr. J. Fotheringham, whose critical and literary work is well known, has lectured on English literature to the elder girls in the Sixth Form, who are able to enjoy and profit by work above the ordinary school standard. With such a staff the school always holds a high place among other public schools for girls. Among about ninety girls' schools sending in pupils every year for the Higher Certificate, Bradford is always among the first three or four, and has several times been first.

**T**HE school is recognised by the Board of Education as a first grade High School, and is from time to time inspected by the Board.

The **School Year** is divided into three Terms of about thirteen weeks each. The holidays are about six weeks at the end of the Summer Term, four at Christmas, one at Easter, and two at Whitsuntide. The Hours of Attendance are from 9 a.m. to 12-45 p.m. every day, except Saturday, which is a whole holiday. Some classes are held in the afternoon. Pupils may attend every afternoon from 2-30 to 4 p.m. for preparation of lessons under supervision.

**The Fees** for each term include all subjects of tuition, with the exception of Instrumental Music and Dancing, and are as follows :—Kindergarten for boys and girls from five to eight years of age, £2 4s. 6d. per term. Children from eight to ten years of age, £3 5s. 6d. per term. Girls from ten to twelve years of age, £4 9s. per term (girls entering at this stage continue at the same fee so long as they remain in the school). Girls entering over twelve years of age, £5 10s. per term. Music, £2 2s. and £3 3s. per term. Bye-Students approved by the Head-mistress may be admitted to classes preparing for Higher Examinations and for the Universities. Fee, one guinea per term for instruction in each subject.

**The Subjects of Instruction** include English Language and Literature, History, Geography, French, German, Latin, Greek, Algebra, Geometry, Higher Mathematics, Physics, Chemistry, Biology, Physiology and Hygiene, Cookery and Housewifery, Needlework, Drawing and Painting, Class Singing and Gymnastics.

Religious Instruction is restricted to lessons from the Bible.

French is begun on the direct method and with the use of phonetics in the First Form ; in the Upper Third Form (age twelve to thirteen) either Latin or German may be begun, and in the Upper Fifth both Latin and German may be taken, and a few girls learn Greek.

A year's course in Cookery and Housewifery, Physiology and Hygiene, is compulsory for all girls when in the Lower Fifth Forms (ages fifteen to sixteen). The courses in Elementary Physics, Chemistry and Biology, taken in the four preceding years, are correlated with this practical work.

A class has been formed for training elder girls in Secretarial Work, *i.e.*, Typewriting, Shorthand, Simple Book-keeping and Business Methods. About one-third of the school week is devoted to this work and the remaining two-thirds to general education.

**Classification.**—Above the Preparatory Department there are fifteen forms, each containing from fifteen to thirty girls, and these are further sub-divided and re-classified in smaller sets for Languages, Science and Mathematics. The work in every subject is graded in progressive annual courses, hence it is an advantage to pupils to enter at the beginning of the school year in September.

**Scholarships held in the School.**—

- (1)—About ten Governors' Scholarships awarded in the first instance for one year, but renewable annually at the discretion of the Governors up to the age of nineteen.
- (2)—Twenty-eight Bradford City Council Scholarships, awarded for three years and renewable.
- (3)—A few West Riding County Council Minor Scholarships. The scholarships provide free tuition in the school, and in the case of those given by the Local Authorities, books, travelling expenses and examination fees. A few of the Governors' Scholarships provide for remission of only half the School fees.

**Leaving Scholarships** from the Salt and Brown Funds mentioned above are offered annually to girls who have been in the school not less than three years, and must be held at the Universities or at some place of higher education for women. These Scholarships are usually of the value of £50 a year for three years, and are awarded in July on the result of the Higher Certificate Examination of the Oxford and Cambridge Board. From the same fund bursaries of smaller value are awarded at the discretion of the Governors.

**Examinations.**—The School Leaving Certificate is the Higher Certificate of the Oxford and Cambridge Joint Board, which may be taken in two parts in different years. Last year eleven higher certificates and twelve "Letters" (or in complete certificates) with ten distinctions were gained by girls in the sixth and upper fifth forms. Girls are prepared for London Matriculation, Higher Local, University Entrance and Open Scholarship Examinations, and for others if required, and also for the examinations of the Associated Board of the Royal College and Royal Academy of Music and of the Royal Drawing Society.



**An Annual Examination** of the whole school is conducted by the Oxford and Cambridge Schools Examination Board. Visiting examiners spend six days in the school and examine every class orally and papers are set in the different subjects.

**Premises.**—The school buildings contain a Gymnasium, Art Room, Library, two Science Rooms and a Kitchen for Cookery and Housewifery classes, a room with Lantern for Geography, an Assembly Hall and seventeen class-rooms.

**Games.**—On three afternoons each week and on Saturday morning the girls have the use of the Grammar School Playing Field—a field of about  $6\frac{1}{2}$  acres, situated at Frizinghall, on the outskirts of the town. In addition to this they have a playground, an asphalt Tennis Court and Net Ball Court at the school, and three grass courts for Lawn Tennis near the playing field. The school competes for the West Riding Lawn Tennis and Hockey Shields, and this year has won the Tennis Shield.

One of its greatest needs is a good swimming bath.

The *School Chronicle* is published twice a year.

We are indebted to the "Bradford Observer" for information about the foundation and history of the school published some ten years ago.



## REPRESENTATIVE OLD BOYS.

(The figures in brackets denote the year of leaving school.)

- ALTHORP, C. F. M. (1878), M.B., M.R.C.S., Surgeon, Bradford Royal Infirmary.
- APPLETON, H. W. (1883), M.A., Classical Schol., University Coll., Oxf., First-Class Classical Mod., First-Class Lit. Hum., First-Class Mod. Hist., Oxf., Professor of History, Sheffield University.
- APPLEYARD, W. (1898), F.R.C.S., University Schol. and First-Class Honours, Final M.B. Examination of the Univ. of London.
- \*BACCHUS, J. (1875), first Forster History Prizeman and donor of the "Bacchus" Golf Trophy.
- BEHRENS, SIR C. (1865), Lord Mayor of Manchester, 1909-11.
- BEHRENS, H. (1873), M.A., J.P., New Coll., Oxford, Senior Governor of the School.
- BELL, H. F. E. (1894), B.A., Classical Schol., Pem. Coll., Oxf., Indian Civil Service.
- BERWICK, W. E. H. (1906), B.A., Math. Schol., Clare Coll., Cam., Fourth Wrangler, Smith's Prize, First-Class Math. Tripos, Pt. 2, Cam., Asst. Math. Lecturer, Univ. of Bristol.
- BINNS, A. (1877), Superintd. Inspector of Taxes, Inland Rev. Office.
- BOOTHROYD, H. E. (1896), M.A., Science Schol., Sidney Sussex Coll., Cam., First-Class Nat. Science Tripos, Pt. 1, Cam., H.M. Inspector of Schools.
- BRONNER, A. (1874), Heidelberg University, M.D., M.R.C.S., Senior Surgeon, Bradford Royal Eye and Ear Hospital.
- BROOK, R. (1899), M.A., Mod. Hist. Schol., Linc. Coll., Oxf., First-Class Mod. Hist., First-Class Theol., Oxf., Lecturer, Chaplain and Fellow, Mert. Coll., Oxf., Pro-Proctor, Examining Chaplain to Bp. of Wakefield.
- BROWN, J. D. (1903), B.A., Science Schol., Clare Coll., Cam., First-Class Nat. Sc. Tripos, Pt. 1, Cam., Eastern Cadet in Col. Service, Commissioner, Ceylon.

- BURDEN, H. (1902), B.A., Science Siz., Trin Coll., Cam., First-Class Nat. Sc. Tripos, Pt. 1, Cam., Eastern Cadet, Col. Service.
- BURTON, G. P. (1903), B.A., Classical Exhib., Queen's Coll., Oxf., Indian Civil Service.
- BUTLER, F. G. A. (1892), B.A., Classical Exhib., Trin. Coll., Oxf., First-Class Classical Mod., First-Class Lit. Hum., Oxf., Chairman Emigration Committee in Colonial Office.
- CARTER, A. C. R., Editor of "The Year's Art," London.
- CLARIDGE, W. (1874), M.A., Math. Sizar., Trin. Coll., Cam., J.P., formerly Chairman Bradford School Board.
- CLAY, H. (1902), B.A., Classical Schol., Univ. Coll., Oxf., Lecturer in Economics, Leeds Univ.
- COLEFAX, H. A. (1885), M.A., Science Schol., Mert. Coll., Oxf., First-Class Chem., Fellow of Christ Church, formerly M.P., S.W. Manchester.
- CONSTANTINE, B. (1887), M.A., Classical Schol., St. John's Coll., Cam., First-Class Classical Tripos, Pt. 1, Cam., Eastern Cadet in Col. Service, Police Magistrate, Colombo, Ceylon.
- COUPLAND, R. E. (1894), Math. Schol., New Coll., Oxf., First-Class Math. Mod., Oxf., Indian Police.
- CRUMP, R. S. (1883), M.A., Hastings Exhib., Queen's Coll., Oxf., Head-Master Almondbury Gram. School.
- DAVIES, A. L. (1893), B.A., Hastings Exhib. (and Hon. Schol.), Queen's Coll., Oxf., First-Class Classical Mod., First-Class Theol., Denyer Univ. Schol. in Theol., Oxf.
- DOUGLAS, G. W. (1876), Managing Director, Bradford Dyers' Assoc.
- \*DRUMMOND, J. (1859), A Governor of the School, Founder of the "Drummond" Studentships.
- DUFF, A. C. (1901), B.A., Classical Exhib., New Coll., Oxf., Indian Civil Service.
- DUFTON, A. (1884), M.A., Science Exhib., Cam., First-Class Nat. Sc. Tripos, Pt. 1, Cam., H.M. Inspector of Schools.
- DUFTON, S. F. (1885), M.A., Science Schol., Trin. Coll., Cam., First-Class Nat. Sc. Tripos, Pts. 1 and 2, Fellow Trin. Coll., Cam., First-Class Chem. and Univ. Schol. in Chem., D.Sc., London Univ., H.M. Inspector of Schools.

- DUNLOP, J. B. (1894), M.A., Science Schol., Sid. Suss. Coll., Cam., Hon. Asst. Physician, Bradford Royal Infirmary, First-Class Nat. Sc. Tripos, Pt. 1.
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\* Deceased.



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Previous to 1641 there is no definite appointment recorded. In 1621 the burial of William Halstead, "the schoolmaster," is recorded, and a similar entry is made about William Wilcock in 1635, who is known to have been the Master in 1633. In fact, up to the time of the Charter being granted in 1662, the dates of appointment and resignation or death of the Masters of the old School are uncertain.

DATE OF APPOINTMENT.	NAME OF HEAD-MASTER.
1641 .. ..	.. GERVASE WORRALL.
(Before 1655) .. ..	.. MR. WATKIN
1658 .. ..	.. ANTHONY COATES
1663 .. ..	.. JOHN STURDY, M.A.
1671 .. ..	.. HENRY GILL, M.A.
1672 .. ..	.. THOMAS WOOD, M.A.
1698 .. ..	.. REV. T. CLAPHAM, M.A.
1718 .. ..	.. REV. T. HILL, M.A.
1728 .. ..	.. REV. B. BUTLER, M.A.
1784 .. ..	.. REV. E. BALDWYN, M.A.
1802 .. ..	.. REV. J. L. CRANE, M.A.
1803 .. ..	.. REV. J. BARMBY, M.A.
1818 .. ..	.. REV. S. SLACK, M.A.
1847 .. ..	.. REV. J. RICHARDS, M.A.
1871 .. ..	.. REV. W. H. KEELING, M.A.

