

BILBOROUGH 1957-2000

Portrait of a College

Compiled and Edited by

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Contents

Preface

Part I - In the Beginning

and

In the Beginning based on correspondence from Alan Gill

Part II - Bilborough Grammar School

THE PEAKE YEARS 1957 - 1958

THE PEAKE YEARS 1958 - 1961

and

Those early years - Adrienne E Thompson

The English Department - Robert Protherough

From HP to HJP based on conversations with Alan Sanday

Bilborough Played Its Part - Roy Downing

A Rare tabula rasa - D K (Ken) Rowat

Early Drama based on correspondence from Alan Gill

Four Very Happy Years - Arthur Gilliver

A Reminiscence - Ian Bartlett

My appointment to Bilborough was a fiddle, of course - John Pick

THE PEAKE YEARS 1962 - 1965

and

Work and Play - Barrie Cholerton

Bilborough: A Personal View - M D Clark

A Warm Welcome - Mike Robinson

Bilborough Remembered - Robert Breckles

Good Sports - Mike Upton

Bilborough Grammar School based on correspondence from Melvyn Hill

THE WILLIAMS YEARS 1965 - 1/1973

and

Friends for Life - Judith Atkinson

Years of Great Significance - Jenny and John Davie

Father-in-Law - Frances Williams

A Great Place To Be - Elaine Golding (née Straw)

BGS Memories extracted from correspondence from John Martin

Somewhere Special - Janice Ware (née Matkin)

A Sign of the Times - Roger Huxtable

Memories of Bilborough Grammar School - Richard J Bass

Part III - Bilborough College 1973 - 1987

THE BRISTOW INTERREGNUM 2/1973 - 8/1975

and

A Choice I'm Glad I Made - Rachel Byron (née Sherry)

The Best of Times - Gillian Godbeer (née Hull)

My Experiences and Memories of Bilborough - Janet Browne (née Bass)

In the Last Intake - Alison T Buttery

Enjoyable Years - Kay Eade (née Drury)

C G MARTIN 1975 - 1987

and

A Steep Learning Curve - C G Martin

A Never-to-be-Forgotten Experience - Tyehimba Nosakhere (formerly Wayne Clarke)

Home Economics and . . . - Joyce Beilby

Happiness . . . a good cook - Edmund Beilby

Follow a Career in Music - Simon Fricker

A Bilborough Choreographical Recollection - Martyn Offord

Part-time Record or Record Part-time? - Ruth Kendrick

Notes from a small (but perfectly formed) Island - Alan Richards

Rise and Fall - Peter Stay

Part IV - For men may come and men may go ...

The Bilborough Magazine, 1958 - 73 - Marion England

HOUSE SYSTEM & SPORTS DAY

ANNUAL PRESENTATION OF PRIZES

PARENT-TEACHER ASSOCIATION / BILBOROUGH COLLEGE SOCIETY

Part V - ... but I go on for ever

The School and College Library (i) - Cyril Jacob

The Library (ii) - Jean Gregory

A Librarian's View from 1990 to the Millennium (iii) - Dianne Purdy

REPROGRAPHICS, PREMISES & CARETAKING

TIMETABLES

Thanks for the Memories - Jean Gregory

Part VI - Bilborough College 1987 - 2000

YEARS 1987-1995

and

Memories of Bilborough extracted from correspondence from J R Yarnell

A Life-Enhancing Experience - John Kendrick

An Era of Continuous Change - G H Brown

European Links - David Martin

A Risk Worth Taking - Magnus Poole

YEARS 1995-2000

and

Bilborough from January, 1969 - Julia Brailsford

Drama & Theatre At Bilborough - Gilly Archer

The trick is not to stop the sliding but . . . - Jim Harmes

Reflections on Bilborough College - Peter Jones

Liaisons - Sue Phillips

Pastoral Care - Dorothy Mountford

From the Chair - Alan Hawksworth

The Spirit Lives On - Martin Slattery

Appendices

PREFACE

Bilborough 1957-2000, Portrait of a College tells the story of the founding of the second-to-last grammar school opened in Nottingham, its metamorphosis into sixth-form college and its further development to meet the needs of the students in the new millennium. Here you may read how the Forster Elementary Education Act of 1870 shaped education provision in the city and how, more directly, the Butler Education Act of 1944 led to the opening of Bilborough Grammar School; how the grammar school built a strong reputation for academic and sporting achievement under the dynamic leadership of Dr Harry Peake; how Ivor Williams consolidated these strengths in a changing social environment; how Charles Martin master-minded the transition to thriving sixth-form college; how Gordon Brown orchestrated proceedings prior to and post Incorporation and finally how Martin Slattery fine-tuned operations to ensure that the college retained its independence.

Whose Speech Day address was 'badly received'? Who* argues that his appointment was a 'fiddle'? Who were the ten 'Golden Boys' of 1962? Who* had two haircuts on one day both paid for by the head? Who reminded us to 'Mind Your Head'? Who* served as Student President in two consecutive years? Who played rugby, and cricket, and hockey for England? The answers appear in **Bilborough 1957-2000, Portrait of a College**, with its 26 appendices of facts and figures and dates. (*Contributors)

As you will see from the list of Contents, over fifty scribes have produced articles for this history, and while wishing to express my gratitude to them all for their contributions, may I especially thank those who wrote on particular themes at my request. In editing the articles, I trust that I have not altered the sentiments which contributors sought to convey. A list of staffing appears in Appendix Y and biographical details of a few contributors have been collected together in Appendix Z.

May I acknowledge too the assistance given by Christine Peake (for making available valuable sources), Lynda Williams, my wife Judith (for proof reading), Denise Ottewell (for reprographing the original version), and thank the Principal and Chairman for their support and myriad others who have supplied information. Last, but not least, I will for ever be indebted to John Martin, who was a mere slip of a lad when I first met him in 1962. Today, 38 years on, he is much bigger than I, and very much greyer!! For fully six months John has displayed the patience of Job in advancing my knowledge of computing techniques, and he has shown infinite care in first correcting and then polishing my efforts to convert the simple paper version of this book into the finished web product.

Potential contributors were sought *via* letter to friends and to friends of friends, and *via* the good offices of the Nottingham Evening Post, BBC Radio Nottingham and Pam Eyres on BBC Radio 2.

As one writer reminds us, 'Memories are idiosyncratic, often eccentric, even prejudiced' and it follows that two people witnessing the same events may, at 30-40 years distance, have different recollections of those events. Perhaps keep this thought in mind as you read the following pages.

Part I - In the Beginning

Come the third millennium, Bilborough College will be 43 years young, in stark contrast to the High School, Bluecoat and High Pavement which between them will share nearly 1000 years of history. We shall see that there is a similar contrast in both the origins and the reasons for the foundations of these four centres of education.

High School

Richard Mellers, a former Sheriff and Mayor of Nottingham, was a very rich man when he died in 1507, and his widow, Agnes Mellers¹, vowed to devote herself to religious work for the rest of her life. It is not known what turned her mind towards the foundation of a school though she would be well aware of the obvious lack of a grammar school in the town. Following help and advice from a friend at Court, Sir Thomas Lovell, a royal licence to found a school was granted in November, 1512, and Agnes herself drew up a set of ordinances - a Foundation Deed - for the proper conduct of the school. Agnes donated substantial sums of money and

extensive lands which, together with contributions to the subscription list of 85 other benefactors, were used to found the school, in due course to become known as the Nottingham High School, in February, 1513. Agnes Mellers died in late April or early May the following year, and was buried beside her husband in St Mary's Church, Nottingham.

Bluecoat

At the beginning of the eighteenth century, when Nottingham Town was divided into three parishes, St Mary's, St Peter's and St Nicholas in the Diocese of York, there was still only one Free School. A meeting was held on 27th February, 1706², by certain inhabitants of the town who were greatly distressed by the absence of all provision for the education of the poor. Proposals were put before a meeting of the Common Council and the following resolution was carried on 19th November, 1706.

Upon application made to this Corporation by Mr Jenner and Mr Clark touching the setting up and founding of a Charity School in the Town of Nottingham for the bringing up and Educating of poor children ... allow £5 per annum to be paid as other subscriptions are during pleasure.

Subscriptions to the foundation from 185 signatories totalled £110 - 3s - 0d. The Town Clerk, John Town, drew up the rules for the school based on the model for Charity Schools which had been created by the Society for Promoting Christian Knowledge, itself formed in only 1699. At 7 am on 1st May, 1707, Mr Baptist Miller opened the doors of the Bluecoat School in Nottingham and admitted 25 boys and 15 girls, citizens of Nottingham. Which doors, exactly, is not known, but somewhere in St Mary's Parish.

High Pavement

In the 1780s the High Pavement Chapel congregation³ was beginning to embrace Unitarianism, and in an age when Nonconformists of all shades of opinion played important roles in the social, political and economic life of Nottingham, it was one of the most influential bodies of Dissenters in the town. It is not surprising that the Chapel wanted to found its own school. The embittered feeling between the local Church and Dissent was further aggravated when the trustees of the Church of England Bluecoat School, who, despite receiving subscriptions from the High Pavement Dissenters, were all too often disinclined to accept their recommendations for scholars. From the minutes of a Vestry meeting held on 28th October, 1787:

It having been communicated to this Vestry that the Trustees of the Halifax Lane Meeting House are willing to appropriate the Income thereof and the Money now in their Hands which has arisen from the Rents of the said Meeting House, to the supporting of a Charity School for the Children of poor Persons belonging to this Society Resolved unanimously that this is an object which ought to receive the Encouragement of this society and that the Members present will give their Assistance to carry the Scheme into Execution.

The Halifax Lane Meeting House had been built by a group who had broken with the main High Pavement Chapel earlier in the century but had now been accepted back into the fold. The High Pavement school opened in January, 1788, and the scholars were taught in the home of the master, Thomas Wheatcroft.

Nottingham

Over the next eighty years, many more elementary schools were created in the Borough of Nottingham, mostly under the auspices of the churches. In 1870, the Elementary Education Act (The Forster Act) was passed. The aim of this Act was to provide elementary schools throughout the country, filling the gaps in the existing provision established by the churches, private benefactors and guilds. It divided the country into school districts, and, in those districts with inadequate provision, required a school board to be elected which would raise money through the rates to provide public elementary schools (often called 'board schools'). These schools, which were to be non-denominational and open to inspection, were to provide education for all children between 5 and 13 years of age.

We can read in the Borough of Nottingham School Board Minutes, written in a lovely copper-plate hand, as follows:

At a Council Meeting of Mayor, Aldermen and Burgesses of the Borough of Nottingham held in the Town Hall there on 17th October, 1870, duly convened.

It is resolved and ordered that application be made to the Educational Department of Her Majesty's Privy Council that a School Board may forthwith be formed within and for the Borough of Nottingham in pursuance of the Elementary Education Act 1870.

The Members of the Board were elected the following month and met very frequently in the New Year. A sub-committee responsible for statistics carried out a census of the schools in the Borough, and Inspections were arranged (Appendix A). Of 105 schools, 72 were described as efficient and 33 non-efficient (a portent of things to come?); of the latter, deficient in teaching power or having insufficient apparatus or unsuitable accommodation, it was felt that 12 could be 'made efficient'. At the close of the nineteenth century there were just under one hundred elementary schools in the Borough accommodating some 11,000 children.

The School Board was, however, short-lived being abolished under the 1902 Education Act (The Balfour Act) and replaced by the Local Education Authority (LEA) which was charged with the responsibility of doing for secondary education what the School Board, under the 1870 Act, had done for elementary education. Further pressure on the LEA to develop secondary education came via the 1918 Education Act (The Fisher Act) when exemptions to the requirement to attend school between the ages of 5 and 14 were removed. Even so, by the mid 1920s, secondary education provision in the City was poor, there being a mere 3.9 places per 1000 of the population rising to 7 per 1000 if the High Schools and Brincliffe School places were included, compared with 11.8 in Leicester and 20.4 (the highest quoted⁴) in Bradford. We may read in the same Report

There were approximately 4,500 boys and girls aged 11 in public elementary schools [in Nottingham] of whom 1000 reached the qualifying standard [in the Annual General Examination of 11 year olds] for admission to secondary school of which 240 went to Mundella and High Pavement and 760 were 'debarred' from any opportunity of benefiting from secondary education and thereby entering many of the higher callings in life for which their ability might fit them.

Though the land was purchased in 1925-6 (62,560 sq yds at 4s - 9½d / sq yd, total £14,988 - 6s - 8d), the Manning School for Girls did not open on Gregory Boulevard until Easter, 1931. This brought to three the number of 'grammar schools' in the City. (The Annual Report, 1927-8, introduced the nomenclature of 'grammar school' for the secondary schools taking pupils who passed the General Examination for 11 year olds, and 'modern school' for other secondary-aged schools.)

The growth and nature of education provision in the dozen or so years following the end of World War II was dictated by three factors, the raising of the school leaving age, the increase in the birth rate and the 1944 Education Act (The Butler Act).

The raising of the school leaving age from 14 to 15 years had been discussed in the Education Committee, and indeed more widely⁵, for some 20 years, and was required, in the words of the Annual Report, 1947, in order to

... bring satisfactory dividends in the way of more skilful and better informed workers and more enlightened and public spirited citizens ...

and the deed was implemented with effect from 1st April, 1947 (until 1971-72, when 16 years became the minimum school leaving age). In Circular 145 from the Ministry of Education it was recognised that

... a rise in birth rate would present the education service with problems affecting supply of teachers, accommodation and furniture ... and ... the effect of birth rate would be felt in Junior Schools by September, 1950.

Over the eight year period 1947 to 1955, the number of pupils increased by a staggering 40% in primary schools (to 34,038) and by an even more amazing 49% in secondary schools (to 18,294)⁶.

Bilborough

But now we must sharpen the focus. It will come as no surprise to find that in Annual Report after Annual Report there are lengthy references to land being purchased (or appropriated) and schools being planned, built and opened for business. In the Report of 1947 we learn (inter alia) that land was acquired on the Bilborough Estate:

Bilborough Estate, 33 acres, Nursery School, 3 Primary Schools, 1 Secondary School

Bilborough Estate, 18.3 acres, Playing fields for Player Schools

Bilborough Estate, 11.46 acres, 3 Primary Schools

Bilborough Estate, 64.86 acres, 3 Secondary Schools

All were approved by Housing and Estates Committee

In the following year we have the first reference to the building of

... a new secondary (grammar) school at Bestwood to supplement and relieve the pressure on High Pavement School⁷

which at that time occupied premises on Stanley Road, premises which had been built for, and first occupied by, High Pavement in 1895, and further more, premises which were to receive and nurture the seed which would grow into Bilborough Grammar School. There is also a minute to the effect that

Bilborough Road Secondary School is to be erected on the site between Bilborough Road and Hanslope Crescent. This school will ultimately accommodate 600 children of secondary age but, in the first instance, it must be used to accommodate 640 juniors.

But do not be misled - this reference describes the future William Sharp School. A note in the Report of 1951 informs us that

Mr P T Taylor head of classics [at Mundella School] left to become Head at Malton Grammar School, Yorkshire, and the post was filled by Mr J I Williams.

(I might mention here that Mr Williams moved to Mundella Grammar School (via East Grinstead) from Humberston Foundation School, Clee, my alma mater. In an incident at Clee, Ivor was rehearsing a G & S production when he slipped off the stage and fell into the front row of chairs setting up a domino effect and bringing down with an enormous clatter, rather like the sound of gunfire, 25 rows of 'collapsible' seating, which had the Headmaster, Colonel Thomas, racing from his study to the Hall. Fortunately, Ivor was not hurt. The rehearsal collapsed too.)

Further factors served to exacerbate the problems for the planners. A census indicated that the population of the city had risen owing to migration into the city; there was migration from old to new estates within the city; schools on new housing estates had to provide for 5-15 year olds⁸. A sub-committee examined all labour-saving methods of construction and schools were to be built in aluminium, Medway (timber), Hills (steel and concrete) and Orlit methods⁹, that is, until the winter of 1951-2 when steel became difficult to obtain and rationing was imposed. In September, 1951, Statutory Instruction No. 1753 prescribing new standards for school premises was issued by the Ministry of Education reducing both the site area for a 600 pupil secondary school from 22 acres to 17¼ acres and also the sanitary accommodation.

A grand survey of Nottingham City education provision was carried out and an Educational Development Plan was published in 1952, at which time there were 3 Secondary (Grammar) Schools, 3 Secondary (Technical) Schools, 30 Other Secondary Schools and 76 Primary Schools. Further details from the survey are given in Appendix B.

A development plan was drawn up for each of the 14 School Districts, Bilborough falling into District 6B, and in paragraph 430 of the Development document we can read that

... a new grammar school is also to be built on the site [adjacent to Hanslope Crescent].

In due course appropriate application was made to the Ministry of Education which allocated the erection of this school to the 1954-5 building programme. Rostance (Builders) of Nottingham obtained the tender in a sum of £159,669 and in the Annual Report to July, 1954, we are told that

... work is now in progress on Bilborough (new Mundella) Grammar School, with completion by September, 1956.

Twelve months later, it is reported¹⁰ that

Every effort is being made to roof in the main block before the onset of winter in an attempt to complete the School to allow it to open at the scheduled time, but progress must depend on the supply of material. Estimated date of completion is September, 1956 to January, 1957.

One year on¹¹

... most of the structure is now roofed in and the brickwork is progressing satisfactorily. It is expected that the school will be opened for instruction in September, 1957.

Predicting future numbers of pupils in the area of the Authority was only a part of the problem; decisions had to be arrived at on the nature of the education provision to be made available. In the Annual Report, 1954, we may read as follows.

Until the Education Act was passed in 1944, there was a very real distinction between what were 'Elementary' Schools and what were 'Secondary' Schools. One of the intentions of the Act was to remove this distinction and to provide secondary education for all pupils over the age of 11 years, whether they were of the academic type, (who heretofore had been educated in Grammar Schools) or not. Two of the important steps taken towards the achievement of this ideal were the abolition of all fees in schools maintained by the Authority and the payment of all teachers on the same basic scale. It was not, of course, possible immediately by the stroke of a pen to transfer what were elementary schools into secondary schools. This has been a change which could only be introduced gradually, and the efforts of the Committee have been directed constantly throughout the last ten years to the raising of the standards provided in the new secondary schools without lowering the standard of education provided in the old secondary (grammar) schools.

The Committee, however, in their building programmes have to look forward to the passing of the 'bulge' [due to the higher birth rate] into secondary schools and at times they have had to arrange for buildings built for use ultimately as secondary schools to be used temporarily as primary schools¹².

A case in point was William Sharp School in which

... with 65% of [total] work complete, the classroom block will be taken into use as a junior school in September, 1953¹³

The secondary school section

... opened in February / March, 1955, with places for 720 pupils¹⁰.

Between 1948 and 1953, there was an increase in the number of grammar school places of 363 (15.5%).

More parents have wished advanced education for their children at a time when society needs an ever-increasing number of men and women with professional and scientific training and when, owing to the Authority's and the Ministry's policies, no capable boys and girls who can manage to remain at school for Sixth Form work need now be debarred from Universities, Training Colleges or other places of Higher Education by financial considerations. All these factors have made for much larger sixth forms¹².

The Committee had shown excellent anticipation of this trend in numbers of grammar school places when, in 1950, it had sought and received from the Ministry of Education special dispensation to recognise St Catherine's School, hitherto a non-grammar school, as a Catholic Girls' Grammar School. Now again, in the light of evidence accruing in the early 1950s, it was decided that the premises under construction on Bilborough Road should be used not to rehouse Mundella Grammar School from its site on the Embankment, opened in 1899, but to accommodate a new grammar school, Bilborough Grammar School. As Forest Fields flourished and Bilborough and Clifton Hall developed, the total number of grammar school places increased to 4492 in 1963, a rise of 62% over 10 years. (See Appendix C)

As the foundations were being dug on the Bilborough Road site, so the seeds of the pupil population were being sown in Stanley Road. In the Annual Report, 1955, we may read the following.

In view of the opening of the new High Pavement building at Bestwood in September, 1955, it was decided to admit 200 pupils of 11 years of age and 100 pupils of 12 years of age to the Forest Fields Grammar School which was to be established in the former High Pavement premises. Pupils born in the calendar years 1943 and 1944 had therefore to be examined in addition to candidates for admission to the Secondary (Technical) Schools and for late entry to Grammar Schools at the age of 13.

The adaptations to the Stanley Road premises to meet the needs of boys and girls were carried out in the summer of 1955 - the old lavatory block roofed in and refitted, partitioning creating three classrooms, a housecraft centre, four new science laboratories - and

... many favourable comments have been received on the improvements achieved within the limit of the Minor Capital Works Scheme.¹¹

but the building programme on the western outskirts of the city fell behind schedule, the consequences of which are spelled out in the Annual Report, 1956.

The Education Committee decided that during the postponement of the completion of the Bilborough Grammar School it would be necessary for an additional 100 pupils of about 11 years of age residing in the Bilborough area to be admitted to the Forest Fields Grammar School in September, 1956. These pupils together with approximately 100 pupils in the same age group admitted to the Forest Fields Grammar School in September 1955 will be transferred to the Bilborough Grammar School on its opening in September, 1957.

It might have been added, but was not, that four other people would also transfer with these two hundred pupils. For September, 1956, three 'extra' teachers were appointed specifically to spend a year at Forest Fields and then to accompany the Bilborough pupils, this to provide a measure of continuity. These members of staff were Miss Butler, Miss Davenport and Mr Sherman. The fourth person was ... Dr H J Peake.

Harry Peake, born in March, 1923, was a pupil at High Pavement Grammar School from 1934 to 1942, serving as Head Boy in his final year. He won an Open Scholarship to Queen's College, Oxford, and had completed only part of his degree when he was conscripted as a Junior Scientific Officer at the Foreign Office, assisting in the work of the 'code breakers' at Bletchley Park from 1944 to 1945. He taught mathematics and physics at High Pavement for two years before returning to Queen's to complete his mathematics degree. During the period 1949-1955, he travelled daily (in his inherited 'baby Austin') from his home in Nottingham to lecture at Loughborough Colleges and also completed his Master's degree (Hydrodynamics and Aerodynamics) and Doctorate (Various Problems in Electric and Magnetic Fields) on a part-time basis at the University of Nottingham. In 1955 he was appointed head of mathematics at Forest Fields Grammar School under Oliver Barnett, one of his former masters at High Pavement. Mr Barnett (a future Chairman of the Education Committee) was well aware of the opportunities in the City for aspiring Heads and his advice and encouragement were acted upon, Dr H J Peake being appointed Headmaster of Bilborough Grammar School in early 1957.

In the Beginning based on correspondence from Alan Gill (1956-63)

In September, 1955, Forest Fields, in addition to having a three form intake of its own, acquired an extra 100 first formers as temporary lodgers in forms designated M1A, M1B and M1C, the M standing for Mundella. These pupils wore full Mundella uniform of maroon blazers with braiding, and Mundella badge and tie. Later, when the plans changed, so did the uniform. So, in September, 1956, my year group wore black blazers with the Forest Fields badge - the Bilborough badge not yet having been designed - and the Bilborough tie. My mother received a letter in the summer describing the uniform, and quoting a list of suppliers. I was taken to Dixon and Parkers on Friar Lane and kitted out. On the school photograph taken in July, 1957, children can be seen wearing Forest Fields, Mundella and Bilborough uniforms, but when we moved to Bilborough in the September, everyone was in full BGS uniform, including the new badge. On the badge (designed by Mr E J Laws of the Nottingham Castle Museum) are combined the 'vairé or and gules' from the arms of William Peverel, first Lord of the manor of Strelley and Bilborough, with the open book of learning and the winged sword of justice and equity. The motto is 'summa fide ac probitate' - the first Mission Statement?

I was in form M1B, form teacher Miss Butler, in a room in a building on the west side of Stanley Road, not in the 1895 building. We stayed in our form room for most of our lessons, the exceptions being woodwork, art and science. We mixed with Forest Field pupils only in assemblies, house assemblies, PE, swimming and games. The 'houses' were named Annesley, Clumber, Rufford and Welbeck, and when we moved to Bilborough, these house names were retained, and the pupils who moved stayed in the same house. Continuity also stretched to

the colours of exercise books - blue for English, grey for Maths, green for History, etc - and when we transferred we continued to use the same books until they were full when they were replaced by books of the same subject colour though now carrying the Bilborough crest.

I cannot recall any rivalry or tension between the two schools of pupils, and I note in the editorial of "The Forestrian", August, 1956, that Mr J E Bailey, deputy head and classicist, wrote "Already there is a unity of purpose . . . which is shared by all including those who will be leaving us to form the new foundation of the school at Bilborough in 1957. These children have indeed become so much a part of the school that one becomes almost unconscious of the fact that even their uniform is a different colour".

Towards the end of our last term at Forest Fields we were taken for a look around Bilborough Grammar School. We had to make our own way there - it was probably on a games afternoon. I remember sitting on the low wall outside the main building and looking up at the 'tower block' with its lines of glass windows and blue panels. To me it looked very modern, a complete contrast to the Victorian Gothic building I was leaving (described by one of its Heads as 'a hideous red brick spectacle'). The area around Bilborough was familiar to all of us and would have been within walking distance for many of its pupils. When we were shown around I was impressed by the floor of the entrance / dining hall, with tiles with small raised discs on them that were supposed to deaden the sound of footsteps. As it dawned on me that, on my next visit, I would be walking through those double doors as a second form pupil, I felt a thrill of anticipation.

A contemporaneous word about the three schools mentioned earlier. In January, 1892, High Pavement School formally passed to the Nottingham School Board. The break with the Chapel came about for financial reasons; for a long time the Chapel had been unable to provide more than a small portion of the ever-increasing cost of a school which was not only growing but which had also to meet Government standards. In 1895, new premises were provided for it on Stanley Road. Under the 1902 Education Act, High Pavement and Mundella (which had opened in April, 1899) passed under direct control of the City Council. Bluecoat School moved in July, 1853, to new premises in Calar Street - which was promptly renamed Bluecoat Street, and again in September, 1967, to its present site on Aspley Lane, formerly 12 acres of glebe land. In 1956-58, it lost its independence and adopted the status (available since the 1944 Education Act) of a Church of England Voluntary Aided Grammar School. As Bilborough opened for instruction for the first time, the High School began its 445th year as an Independent School.

References

1. History of Nottingham High School, Adam W. Thomas
2. History of the Bluecoat School, F. W. V. Taylor
3. High Pavement Remembered, Edited by Alan Bates
4. Annual Report, 1925-6
5. Reports of the Hadow and Spens Committees
6. Annual Reports, 1947-1955
7. Annual Report, 1949
8. Annual Report, 1952
9. Annual Report, 1951
10. Annual Report, 1955
11. Annual Report, 1956
12. Annual Report, 1954
13. Annual Report, 1953

Part II - Bilborough Grammar School

The Peake Years 1957-1958

Most of the Staff appointed to take up their new-issue Bilborough chalk in September, 1957, had succumbed to curiosity and visited the building site at some time during that Summer, and all arrived safely on Monday, 9th September - Headmaster, Senior Master, Senior Mistress and 16 Assistant Teachers - see Appendix D. Entering the building from the main drive, their path took them from the double-doors diagonally across the entrance hall (which doubled as a dining hall) to the long narrow 'admin' corridor along which they passed, on their left, the switch room and medical room, and a small cubby-hole masquerading as the office for the Senior Mistress, followed by two, rather more spacious, rooms - and the only rooms in the building that were carpeted - the first occupied by the secretary, Mrs L Bowmer, seated at her desk which carried the telephone - Lime Tree 624 - and the second by the Headmaster, and finally, the ladies and gents toilets before emerging into the staff-room. Here, then, occurred the first staff meeting. Twelve staff were able to sit in half-comfortable arm-chairs, arranged in two lines forming a gangway down to the 2-barred electric fire set in a stone fire-place and chimney breast on the wall at the far end from the door. Half of this dozen was able to look through high, wide windows towards the tower block, the other half over lockers and across the accessible patio onto the lower playing field. The Senior Master sat at his desk across one corner of the room, the remaining staff on upright chairs against a file of three wooden, work tables. Those with coats hung them in two cubby-holes, referred to as ladies and gents cloakrooms, which formed part of the fourth side of the room. Adjacent to the cloakrooms was the 'tea mashing facility' - yet a fourth cubby-hole with standing room for four (just) - with a double gas-ring, gas-heated water geyser, stone sink and wooden draining board. In the one year only, 1957-58, with three senior and 16 assistant teachers, were the above facilities adequate. Imagine the crush and tensions when the number of staff rose to 50, as it did within ten years.

The following day, the children arrived - all 377 of them - chattering nervously in small groups. Where should they go? What would they be doing this day, the first day at a new school, new to them, their friends and the staff alike. Their doubts were soon resolved as they were divided, first into year groups, and then, as registers were called, into forms. The four first forms, three second forms and five third forms (two of which were known as 'lower thirds') were led to their form rooms - as shown - to participate in the induction course which had been meticulously planned by the Headmaster.

Class/Teacher/number in class/Form Room

1A, Miss Lynch (33, 1.1); 1B, Miss Butler (32, 0.1); 1C, S Sherman (33, 0.2); 1D, N L Kirton (30, 0.3).

2A, Miss Betts (33, Music Room); 2B, C E Rains (32, 2.1); 2C, Miss Davenport (28, 1.3).

3A, R Downing (35, 1.4); 3B, A P Sanday (33, 2.6); 3C, R Protherough (25, 1.5).

L3A, F S Redding (32, 2.3); L3B, D K Rowat (31, 2.4).

During the course of the morning, the pupils received copies of the school rules - reproduced in Appendix E for the benefit of those who failed to read them 40 years ago. It was a matter of some pride to Dr Peake that when Councillor C M Reed, Chairman of the School Governors, visited that Tuesday afternoon, he could be taken around the school and shown twelve classes of children hard at work.

The following day, the Director of Education called. A week later, a representative of the City Police gave a talk on Road Safety and carried out an inspection of all cycles on the premises. By half-term, there had taken place a 3rd-year Parents' Evening and no less than four outings, to a concert given by the City of Birmingham Orchestra, to a Folk Song and Dance Festival in Birmingham and two to the [old] Playhouse. Two HMIs had also visited. Immediately after the 3-day half-term, the Governors came to take tea with the staff. In November, two students from the University began their Teaching Practice, one in History (subsidiary Geography) and the other in Geography (subsidiary Biology). A 2nd-year Parents' Evening was held, and at the beginning of December, in

only the 13th week in the life of the new school, examinations were set and sat. There was a third visit to the Playhouse, and term finished with a Carol Service in the school hall.

Early in the new year, the Head was engaged in appointing staff for the following September, confirming that planning for curriculum, timetabling and staffing matters was well in hand. Parents of first- and lower third-formers turned out for Parents' Evenings in goodly numbers despite atrocious weather conditions. Pupils' cultural needs continued to be met with attendance at two concerts, yet another visit to the Playhouse and two illustrated talks by members of the Imperial Institute, and their more immediate needs by a careers evening. I am not able to report the conclusions (if, indeed, there were any) arrived at during discussion with Heads of contributory Junior Schools on the teaching of English and writing; Science staff met colleagues from the Glaisdale, Margaret Glen-Bott and Peveril Bilateral Schools. (A comparable meeting to discuss the teaching of Mathematics was held in May). The second term ended with an Easter Service.

On the third day of the third term, 25th April, 1958, came the 'Official Opening of the School' by the Rt Hon Hugh T N Gaitskell PC CBE MP. The following is extracted from Bilborough Magazine No 1.

THE official opening of the first mixed grammar school to be built in Nottingham this century could have been a drab and formal affair. Two things in particular prevented it from being so: the rare combination of circumstances which made it possible for all of the children to be present, and the easy informality and charm of our chief guest, the Right Honourable Hugh Gaitskell, MP, leader of the Labour Party. One incident from early in the afternoon may be taken as typical. The long line of official cars filed slowly down the drive past ranks of applauding children, Mr Gaitskell dismounted, turned the official key in the lock and then - resisting the pressure of a bevy of dignitaries behind him - turned to chat for a few moments with some of the prefects who had been leading the cheering.

After the speeches were over, too, Mr Gaitskell was keenly interested in seeing over the school and talking with groups of pupils painting in the art room or carrying out experiments in the laboratories. "It was an essentially happy function", wrote the reporter of the Times Educational Supplement. "Instantly, like a perfume, you recognised the atmosphere of a friendly school."

For the occasion, the hall was packed with as many people as the combined mathematical ingenuity of the committee, Mr Sanday and the Headmaster could contrive. Boys and girls, smart as always in their black and turquoise, had balcony seats along the promenade. Below them on the floor of the hall parents were suitably impressed with the splendours of the building, and even headmasters and visitors from other schools could be forgiven a touch of jealousy in their glances. On the stage assembled what was inevitably known to the audience as "the top brass"; an impressive array of Members of Parliament, members of the Education Committee and the Administration, inspectors, architects and others who had shared in the creation of the school which was now complete around them. Although one member of the staff regretted that no bottle of champagne was broken across the bows of the grand piano, the official opening was soon complete.

Mr Gaitskell was introduced by the Chairman of the Education Committee, Councillor John Kenyon, who said, in a brief survey of recent developments, that 46 new schools had been built since the war. "We're hoping the situation will be reached in this city when no talent will be wasted", he went on. The Lord Mayor, Alderman W Hickling, JP, also spoke, and prayers of dedication for the school were offered by the Rev R J Hamper, minister of the Bilborough Baptist Church.

In his speech, Mr Gaitskell, who was given an enthusiastic welcome, said, "The young people of Nottingham have before them today greater opportunities than any other young people in the country". He did not mean simply opportunities for worldly success, but for the entry into a fuller and richer life through the development of personality. Taking his cue from the numerous experiments being pursued in Nottingham, Mr Gaitskell developed his main theme: a comprehensive system of education which meant an abandonment of permanent segregation at 11 - without implying that every child must necessarily go to the same kind of huge, impersonal school. "The link which I understand is to be fashioned between this grammar school and a neighbouring modern school illustrates the point I have in mind."

Turning to the curriculum, Mr Gaitskell said that it was time that we abandoned the idea that true education meant a profound knowledge of the classics, history and literature. Today it involved at least some science and technology as well. The standards of education themselves were not good enough. Smaller classes were essential for good teaching, and teachers had to be given the status they deserved if sufficient numbers were to be recruited.

Looking back on the occasion, though, the things that remain in the mind are not the speeches. We remember rather the scrubbed and shining look of the building under one of this summer's rare blue skies, the staff struggling with their gowns and hoods which the wind twirled round them, the school waiting patiently and eagerly for the arrival of their visitors. We remember the two small first-formers presenting bouquets almost as big as themselves, and the voice of Tanya White reading some appropriate lines of Wordsworth. We remember the efficient 'waitresses' in their smart turquoise and white caps and aprons, and - dare we say - we remember one of the few occasions when the Headmaster looked almost nervous, as he rose in the majesty of his doctoral robes to second the vote of thanks to the chairman. [Unattributed]

The First Annual Athletic Sports was held in the afternoon of 28th April - a significant occasion which by 1961 had expanded to 54 events. The Welbeck House Captains received the Champions Trophy from Councillor Mrs Reed, wife of the Chairman of Governors. In addition to visits to the Playhouse and two more illustrated talks given by lecturers from the Imperial Institute, there were school presentations of three 1-Act plays: Home is the Hunted (R F Delderfield); excerpts from A Midsummer Night's Dream (Shakespeare); The Crimson Coconut (Ian Hay). 37 children with three staff attended a field course in Windermere over Whit half-term; examinations were held at the beginning of July and the year ended with a blaze of visits to the Central Library, Stanton Iron Works, Leicester Museum, Wollaton Hall Museum, Stavely Iron Works, Edale for fieldwork and Chatsworth House.

The first school year ended on 24th July, 1958, after 38 weeks and 2 days of labour - officially!! The tone had been set, benchmarks laid down. Young, experienced heads of department were supported by even younger and very enthusiastic assistant teachers. The experience ensured that a high academic standard would be achieved and the youthful, spirited support ensured that life would be lived to the full. In addition to the host of educational experiences described above, there were regular sporting fixtures for boys and girls, in winter and in summer - mainly completed on a Saturday. Mention must also be made of the clubs and societies, most of which ran weekly from 4.00 to 5.00 pm. A poll carried out towards the end of the year (and reported in full in Appendix F) indicated strongest membership for the Dramatic Society, followed by the Geographical Society and the Dancing Club - the latter reminding me that the first Xmas Party took place on 13th December, 1957, with Mr N L Kirton acting as MC. Oh - and 'self-help' had started - the Burma Road (or Bell's Path) was constructed. Officialdom agreed that a path was required from the changing rooms up towards the top field - but it could not be afforded for 3 years. With 'volunteers' from the boys of the lower thirds and 3A (and also from parents) a cinder path was laid in the four days, 14-17th July. Parents Mr and Mrs Orchard contributed a trophy for tennis and Mrs Reed the Charlotte Reed trophy for hockey; Forest Fields Grammar School donated a cup for athletics and High Pavement Grammar School a rose bowl for rugby football.

In the first issue of the school magazine, writing under a heading borrowed from Mr Potter, his former Headmaster at High Pavement, Dr Peake had this to say.

FROM MY STUDY WINDOW

MY FIRST recollections of Strelley date back to 1935, when the very site on which our school is built became the High Pavement School playing field. Even then the drainage was a problem and Strelley mud became a by-word in the "rugger" schools for miles around. Our changing accommodation consisted of two huts and it was counted a privilege to bathe in the large tank into which the groundsman poured water, heated in the typical ex-army boiler. How welcome was the sight of the gate, (which must have been almost exactly at our main entrance on Bilborough Road, then Coventry Lane), when we returned breathless from our cross-country runs. Up the bridle path to Strelley Church

we trotted, down towards Cossal, through a copse or two, across ploughed fields, then the sand quarry, Coventry Lane . . . and so, home! At last! What thoughts passed through my mind then, I remember not - certainly no ideas of the future, of post war building, (not even of war), still less of a new grammar school under my care.

And so to early 1957 when, a few days after my appointment, I made my way to look over the incomplete building, which we are fashioning into a school. There was still the mud, churned up by scores of lorries, where once it had been the rigger boots and the cows. Inside, floors were being laid, walls plastered, electrical fittings assembled - all was purposeful chaos, monotonous noise of tools and popular song. Workmen were everywhere. The months passed, the first eighteen members of the teaching staff had been appointed, equipment and furniture were arriving, the workmen were slowly going, the new uniform was not merely in the shop windows it was actually being worn: the birth of a new grammar school.

It is hard to convey the thrill of these beginnings, the excitement and eager faces of the first 380 children on the first day of term, the satisfaction of showing the Chairman of our Governors, Councillor Reed, a school at work on its very first afternoon. That fact, in itself, is a tribute indeed to the hard work of my colleagues, volunteers from the boys and girls, and officers of the Education Committee, especially the Surveyors Department. It will be apparent from the pages of this magazine that the year has continued as it began, with enthusiasm and purpose, with hard work in a friendly, cheerful atmosphere. A year then of achievement; we have 'begun a great matter', but know that 'it is not the beginning, but the continuing of the same, until it be thoroughly finished, which yieldeth the true glory' (Sir Francis Drake, on the day he sailed into Cadiz 1587).

We seek for our School a reputation for hard work, good sportsmanship and sensible behaviour, for reliability and integrity. As Mr Gaitskell reminded us at the Official Opening, a complete education is something more than training for a good job, there are spiritual values, which we neglect to our peril. To love the Lord our God with all our heart, with all our strength and with all our mind, and our neighbour as ourself is still the greatest commandment of all.

What then of our future? The Bilborough Grammar School and the Clifton Hall Grammar School (for girls) are almost certainly the last two Grammar Schools to be opened in our City. The pattern of Secondary Education is changing throughout the Country and ours is the responsibility and privilege both to accept the challenge of new ideas and, at the same time, to hold fast those proven traditions of the past, which meet the needs of the modern society into which our scholars are going. In our developing relationship with the William Sharp School we have a unique opportunity of removing some of the unfortunate consequences of a rigid tripartite system of Secondary education, of providing first rate educational facilities for both the most academically able (not superior) child and the average (though not inferior) child.

Whatever the facilities and opportunities provided, however capable the staff or able the child, unless the co-operation between home and school, parent and teacher is whole-hearted and effective, the full development of the child's personality will suffer immeasurably. We value the co-operation of our Parents very highly indeed.

Part II - Bilborough Grammar School

The Peake Years 1958-1961

A lively discussion occurred in a staff meeting held in early 1958 when the leading item on the agenda was 'the timetable'. It was argued that by making available courses for the 'new' fourth year consisting of the basic subjects (English, Mathematics, French, Religious Instruction and PE/Games) together with four subjects selected, with strong teacher and parental guidance, by the pupils themselves, that such pupils would be able to keep open their options - sciences v arts - until they came into the sixth-form. The problem was, how best to

divide the timetable cake? After careful study, both the existing model of timetable, 7 periods per day, 5 days per week, and the model in which the length of period was shortened to allow 8 periods per day, were discarded and the '7-period day, 6-day cycle' was agreed. It was to last 16 years, following which there came three changes in timetable in four years, as we shall see. The September term, 1958, opened on Wednesday, 10th, or, in the new nomenclature, on Day 6.

Over the four years, September, 1958, to September, 1961, the school continued to grow; from 18 forms (in years 1-4) to 26 (in years 1-7); from 476 pupils to 666 (thus exceeding the number anticipated in 1955 by 116); from 26 staff to 40 - see Appendix G. Extra accommodation was required and we may read in the Annual Report, 1960, of the

adaptation of a science classroom into a biology laboratory

(B2, now C3, was extended and ready for use in September, 1960) and of

the erection of additional classrooms to provide urgently needed general classroom and sixth form tutorial rooms.

The latter, christened the A-block, became available as a form base in September, 1960, and a teaching space the following year.

During the Christmas holiday period, 1958-59, 30 boys and girls, accompanied by Miss R M Betts, Miss P F Butler and Mr and Mrs A Gilliver, took part in the Winter Sports at Kitzbühel, Austria. On the second school overseas trip, three months later, a similarly sized party, guided by Mr and Mrs R Protherough, Mr and Mrs D K Rowat, Miss R M Betts and Miss A E Thompson, visited Rome and Naples. The first Speech Day occurred in the school hall in the evening of 20th February, 1959, with the Lord Mayor, Alderman J Littlefair giving the address and the Lady Mayoress distributing the prizes. In his Report, Dr Peake welcomed the guests, and then spoke about the purpose of a school, which

... must first and foremost concern itself with the welfare of its scholars, individually and together - I use the word 'welfare' in the fullest sense: the prosperity of the physical, intellectual, moral and spiritual life of the boy or girl. If the school is successful in this, the true interests of the parents and the community (local and national) will be satisfied. These interests are not necessarily the immediate and transitory demands which society may make; they are cultural and moral as well as economic and expedient.

Having recalled the highlights of the two years since his appointment, the Head went on to speak about the curriculum in its widest sense:

... each boy and each girl is an individual with a distinctive personality requiring nurture, and a diversity of interests to be encouraged. Consequently a wide range of out-of-school activities and an extensive choice of subjects must be provided, so that each child may have the opportunity to develop its varied interests and to realise its true potential as a person. Supreme in its importance is the development of the virtues of integrity, reliability, loyalty and a sense of responsibility to the community, be it home, school, city or country - the world - in short, the development of Christian character.

The programme of music and choral singing, conducted by Mr I J Bartlett, with accompanist Mr J I Williams, included piano solos by Raymond Parkin and Jennifer Mogg, and a Chamber Music Group comprising Carole Butler, Valerie Case, Alan Gill, Philip Joslin, Sheila Beeson and David Border. The evening concluded with the audience participating in the hymn 'Glory to Thee my God this night' by Thomas Ken, to music by Thomas Tallis.

Dr Peake's next public appearance was not nearly so pleasant. He attended at the Juvenile Court during the prosecution of three Bilborough boys for shoplifting, something which reflected badly on the school and deeply saddened the Head.

A fifth-form year stepped over the threshold for the first time in September, 1959, and eleven weeks to the day a number of them found themselves sitting O-level examinations in English Language, Mathematics and

French. All, however, were examined in the summer with very encouraging results. In his Report, 13th October, 1960, Dr Peake said

For some, academic achievements are the yard stick of success. Of 102 candidates, 99 obtained General Certificates of Education and 87 of them had passes in four or more subjects. The standard reached by many of our students was very high and augurs well for the Sixth Form. Some of the scholars, who came to us from Secondary Modern Schools at the age of thirteen plus, acquitted themselves well, obtaining 92 passes out of a possible 96. It is my opinion that a Grammar School child of average ability ought to obtain a General Certificate of Education in at least four subjects. But hard work, persistence and, above all else, parental interest and encouragement are essential.

but added

There are those who would assess a School's worth by the breadth of its curriculum and the diversity of its activities - educating the whole person.

The year has seen a forceful and competent production of 'She Stoops to Conquer' and a boisterous, enjoyable presentation of 'Toad of Toad Hall'. Both the Christmas and the Summer concerts given by the School Music Department, aided by guest artistes, reached a very high standard and were much appreciated by the audiences. The work of our own Art Department, displayed with that of other schools at the District Bank, South Parade, was most favourably commented upon by those who saw it. The importance of such cultural activities in the life of a school cannot be overstressed.

The guest speaker on this occasion was Sir John Hunt, and such was the clamour for tickets that an 'over-spill' audience was accommodated in the gym . . . but the sound-relay system failed!! 'Sincere apologies' were tendered in the report in Magazine No 4, part of which is reproduced here.

Sir John Hunt also made success the theme of his speech. Beginning with congratulations to prizewinners (and their parents) he said how impressed he was by the "Effort" prizes - success or failure in a venture was measured by the effort put into it and by the example set to others. Thus, although the expeditions of both Mallory and Scott had failed, each had set a great example and though the first moon-rocket was 1,000 miles short of its target, it added to the eventual triumph. Nevertheless, Sir John went on, moon-rockets and other scientific advancements were useless if there was war on earth. Today we faced the problems of preserving freedom and giving an effective leadership in the face of opposition and apathy: young people could criticise now if they were able to do better later. But they must remember that on the stage of life one is not a bystander but an influence on others by one's endeavours. [JOANNE MEE]

Further highlights in the academic year, 1960-61, included the warmly acclaimed presentations of Romeo and Juliet (producer J M Pick) and The Pirates of Penzance (producers W Bristow and R Protherough), and the International Rugby debut at U15 level by Barry Johnson for England against Wales at Twickenham. Miss G D Rattray toured the United States as a member of the English Hockey team.

In September, 1961, the School reached maturity in the sense that it now accommodated pupils and students in all years, 1-7. The fourth/fifth- and sixth/seventh-form option schemes were beginning to settle down - see Appendix H. Russian was introduced to one class in year 2. So many were the prize winners, and parents wishing to see their offspring duly honoured, that Speech Day was divided into Senior and Junior sections. In his address to those present at the Senior Presentation of Prizes on 13th October, 1961, Dr Peake had a building programme in mind when he said

... I earnestly wish for facilities for our Sixth Formers which are really appropriate to modern conditions. Sixth Formers are young men and women and I should like to see them enjoying the social amenities of their own common room where they can work, relax and feel themselves to be of some consequence.

Even more importantly he spoke passionately about 'the flight from the classroom' of academically able girls.

The powerful influences of our materialistic society, of the mass media and an exaggerated emphasis on sex certainly do not help the home and the school to maintain right standards of conduct or the

scholars to cultivate worthy ambitions. The appeal of a more adult world with its apparent freedom from discipline and restrictions and above all financial independence of one's parents is very real. When your status is assessed by the clothes you wear, a steady boy friend and an early marriage, it is an act of considerable courage for a girl to remain at school to study. The conscientious Sixth Former works longer hours at her studies than her contemporary at the factory bench or office desk and some sacrifice of leisure activity is inevitable.... The need for social workers, nurses and teachers is already serious and the community cannot afford to allow the ability of these girls to be wasted. It is also sadly true that there are still people who consider it unnecessary to educate a mere girl. We cannot overestimate the influence of a mother over her children, a wife over her husband and for this reason alone, the education of young women is of the utmost importance.

There are those who consider that the reluctance of girls to remain at school is largely due to the fact that children are maturing earlier than they did a decade or so ago. The problem of disciplining the powerful forces which are unleashed during adolescence has always been with us. The new and significant factor is the loosening of moral restraints, the decline in and even denial of, the authority and influence of home, school and church. The maxim 'everyone does it, why shouldn't I?' is often the basis on which decisions are taken, not considerations of right as against wrong. When one considers the many adverse influences, it is a source of pride, joy and wonder that our youngsters are as sensible as they are.

In summer, 1962, came the first A-level examinations in the 'new' Bilborough Grammar School, interrupted for some by a rather special visit to the capital. Magazine No 5 tells the story.

GOLDEN BOYS

The presentation at the Palace

ON Friday, 15th June, ten senior boys travelled to London with their parents to receive the Duke of Edinburgh's Gold Award from Prince Philip at Buckingham Palace.

The afternoon was uncomfortably hot when the 472 of us who were to receive the award assembled in regional groups of about 20, forming a huge semi-circle on the lawn at the back of the palace. At 2.30 pm, the Prince appeared on the terrace accompanied by Sir John Hunt and the two moved round the groups. From each group, one girl and two boy representatives were chosen who shook hands with the Duke and received the awards on behalf of the whole group. Most of those present were scouts, guides and Boys Brigade members, all of whom wore uniform. Our group, North Midlands II, also contained a small party from Stanton Ironworks and a single Lincolnshire schoolboy.

Having visited each group well within an hour, the Duke made a short speech in which he said that one of the principal aims of the scheme was to introduce young people to interesting pursuits which they would not normally have taken up. He concluded with a plea that we, who had now gained awards, should help and encourage others to take part in the scheme. He then re-entered the palace and we were given a short time in which we could walk round the gardens.

From the little I saw of the palace and gardens, I can understand why the Queen intends to spend more time at Windsor. Apart from some fine trees and a few flamingos on the lake, the palace has far less to offer the visitor than Wollaton Park; two unsightly skyscrapers, recently erected, overlook the rear lawn.

We wish success to all still taking the award and would like to thank the lecturers and organisers who have made this scheme possible. [ANTHONY WAGG]

The ten were Peter Hill, Michael Roper, Anthony Wagg, Peter White, Iain Harrop, Dennis Smith, Robert Lane, Richard Harwood, Robert Oscroft and Paul Orchard.

Those early years - Adrienne E Thompson (Senior Mistress, 1957-69)

Schools are traditional institutions but Bilborough gave us an opportunity to re-examine our experience of school traditions and decide, if not unanimously at least by consensus, what Bilborough's could be.

The calm, orderly first day owed much to detailed pre-planning by all involved, especially Harry Peake, Ivor Williams and Bill Bristow. A timetable operating smoothly before lunch was a matter of pride. Others watching recent Station X programmes may have recalled the squared paper, sharp pointed pencil poised . . . a good timetable would always be in place to provide a sound structure in which curriculum could develop and change

Although the colour and style of the girls' winter uniform and PE Kit was decided well before my appointment there remained that for summer. An appropriate gingham was found, Junior and Senior dress styles considered, with an open necked short sleeved blouse to offer as an alternative for seniors. Students modelled them and gave their views before a final choice was made. Balancing cost v quality was crucial. The blazer badge was made available as a separate item and a 're-cycling' scheme was set up. The extent to which it was used bore witness to its value for many parents, but perhaps an added bonus was to see the pleasure of a soon-to-be First Former wearing our uniform for the first time. The standard of grooming expected was high but admirably achieved.

The door label read Girls Rest Room, but that would only encourage girls to find reasons to use it - a single Medical Room was deemed sufficient. Room 1.2 became a base for the Service Group who spent lunch hours making blankets and garments for despatch to a Displaced Persons Camp in the then West Germany. Gifts of materials from parents and friends encouraged us; the drawings and letters from the Camp were reward enough.

High academic achievement was a prime goal, but two early decisions ensured that other qualities received recognition - there would be no football league of promotion and demotion; prizes for Effort, based on regular assessment in all subjects, would be awarded. Prize Days are memorable, smooth running occasions. All prize winners were primed to accept without demur the book handed to them, but moving lines of students, however well managed, do not always synchronize with static piles of books. I hope there were not too many errors, but I did appreciate the smiling aplomb with which a prize was accepted, even if the title was at best a surprise, at worst deliciously inappropriate.

Sir John Hunt's presence at one Speech Day reflected the boys' success in the Duke of Edinburgh Award Scheme. The girls waited impatiently for it to be established in the City for them. Colleagues, parents and many others helped in running appropriate modules. The first Gold Award winners attended the summer Presentation of Awards at Buckingham Palace in 1968. Silver and Bronze holders were close on their heels.

1960 would bring the first School leavers. In good time, a Careers Library was set up in Room 0.2 - chosen to allow students access when free of classes. Subsequently, a second Careers Library was established in the new Sixth Form Common Room, appropriate for those making post A-level choices. There is no greater privilege than that of working with young people at moments of crisis or key decision points in their life. I know that Bilborough strove in all it did to develop in them the academic, personal and social skills needed to fulfil their aspirations and move into adulthood.

I remember reading the lesson at the first Assembly. It spoke of another venture to build a temple that would endure and serve the community. Many will share my sadness that Harry Peake and Ivor Williams cannot contribute directly to Bilborough 1957-2000 . . . circumspice.

Si monumentum requiris, circumspice.

If you seek a monument, gaze around.

(Inscription in St Paul's Cathedral, attributed to the son of Sir Christopher Wren.)

The English Department - Robert Protherough (English, 1957-66)

I was at Bilborough for its first nine years, was very happy there, enjoyed the teaching and out-of-school activities and made many lasting friends. It was only the awareness that I was in danger of becoming a sort of Mr Chips figure and a nagging sense that the English Department needed an injection of new ideas that persuaded me to leave. Like many other Bilborough staff, I found that my 'career' moved in the direction of teacher education, where I became equally happy.

Before Bilborough I had been teaching in a very traditional country grammar school, King Edward VI at Retford. An energetic young music master from Nottingham University, David Gray, came to the school, and he and I combined in a number of musical and dramatic activities, including a school musical that we wrote called 'Round the Mulberry Bush'. David moved back to Nottingham to teach at Forest Fields, and it was he who urged me to consider applying for a post at a new school just being built on the west side of the city, so that we could continue collaborating (as we did in the joint Nottingham city schools opera of 'A Christmas Carol'). I'd just completed my research degree and was looking for promotion, so I visited David in Nottingham, looked around the nearly-complete buildings, read the details and applied for Bilborough. The interview - the first of three in a week to which I had been invited - was held in the Council House and conducted by Dr Peake (the appointed head) and by Ken Baird, then deputy director, who did the bulk of the questioning. It was a very professional and probing session, in which I was given the opportunity to put a number of my own questions, and when I was offered the post of Head of English on the spot (scale C, I think it was at that time) I was happy to accept - and never really regretted it.

There was a great deal to be done before the school opened: not only framing a first English syllabus and ordering books for class use, but stocking the library from scratch and equipping the stage for theatre work. I can't remember much about the preliminary meetings except for the fact that we were anxiously aware that every decision - however trivial - was going to bind us and others for some time to come. Much was done quite informally in the staffroom before school and over coffee, with Ivor Williams benignly watching from his desk in the corner. It was his feeling that a deputy should be in the staffroom, not shut away separately, if he was to represent the views of staff to the head (which he did very effectively). One of Harry Peake's great strengths was his willingness to listen to views that disagreed with his own, and I recall a number of instances (one was over 'Lady Chatterley's Lover') where he accepted my policy choices against his own convictions. He and his wife, Christine, were very helpful during the time when Margaret, I and our two boys were settling in Nottingham. We got a house near theirs (in what is now a distinctly rough part of the city) and he and I normally travelled to and from school together, at first by bus, changing at Canning Circus (a sign of the times that hardly any of us, including the head, owned a car). The days were long, because lunch-times were always filled with activities, and I never got away in the evening before 5.15 or 5.30 pm, sometimes having to placate the caretaker.

As I think back, my chief impression is how busy we all were - students as well as staff - on a huge range of activities. In my own area, I feel that the school owed a great deal to those student-librarians who cheerfully worked at lunch-times and after school cataloguing and marking new stock, tidying the shelves and maintaining order. The school magazine, with Ken Rowat's cover design based on the architects' plans, drew on the work of many young writers, artists and editors. Students gave up time, sometimes at week-ends, to rehearse for plays and operas, to design and build sets and to create costumes. In the course of one school year, I remember, we worked out that over three hundred people had worked on stage or backstage in Bilborough productions. Nottingham itself was a splendid resource. In addition to the free Playhouse visits provided in those enlightened days by a generous education authority, we were able to organise trips to the two theatres (usually in the gods at the Theatre Royal, only one and sixpence), to the Theatre Club (now in the Lacemarket) which then had an innovative programme, and to the classic and foreign films at the Cooperative Arts Centre.

It's very difficult now, forty years on, to be precise about the chemistry that made Bilborough fizz. There was a sense of something new and exciting among the students and staff - most of whom were young and generally idealistic. The English Department seemed to attract some strong personalities whose teaching styles and methods were unconventional but popular and effective (when I left there were seven A-level English groups in the sixth-form). We were keen to challenge the assumptions that had labelled nearly a hundred of the first

intake 'failures' at 11+, and certainly the examination results supported us. We believed that education could make a radical difference to people's lives, and - most important in those days - we naively believed that it would change society. We were lucky to be working in the days when teachers' professionalism was assumed, and before there were too many external pressures on the curriculum and methodology.

From HP to HJP - based on conversations with Alan Sanday (Chemistry, 1957-64)

Mr Gilbert Potter, MA (Oxon), head of the Department of Applied Mechanics and Physics, and Director of the Instructional Workshops at Oundle School, Northants., was appointed as Headmaster to High Pavement School in 1929, and made public his intention of raising the standard of academic achievement in the school as measured in terms of the number of Oxford Scholarships awarded each year to 'his scholars'. It was into this atmosphere of academic pressure that Harry Peake stepped in 1934. In September, 1941, when I moved into Form 1B and Forest House, housemaster Oliver Barnett, Harry was appointed School Captain. By the time I reached the sixth form Harry had completed his degree at Oxford and returned to teach at Pavement, and I attended his physics classes. In my turn, I completed four years at Keble College, including a year of research, a year which convinced me that my future did not lie in that field, and I applied for a National Service Commission in the Royal Air Force.

There must have been at least 100 Officers on the Appointment Board, and in my interview I was asked two questions, the first, 'What is your name?' and the second, 'What do you know about Post-impressionists?' I had an answer to both questions, and in due course, in my two years with the RAF I taught fitters and mechanics, and also completed a Teacher Training course. In my main teaching practice at Claremont Boys School*, at that time under the Headship of Oliver Barnett, my former housemaster, I recall doing some 'research' on the frequency of use [abuse?] of the taws. My rather startling conclusion was that this means of maintaining discipline was used in some part of the school every 13 minutes!! This was not part of my style, and neither did I adopt the '1. Lecture, 2. Copy notes from the board, 3. Test' lesson plan which was the recommended practice of the day. Shortly after I introduced such elements as 'discussion' and 'practical work', I was called upon to give a demonstration lesson to the permanent staff. My stock was high with the pupils, but with the staff

In my third year of teaching, this at King Henry VIII, Coventry, I spotted an advertisement for Head of Chemistry at Bilborough Grammar School, to be opened shortly under the Headship of Dr H. J. Peake. I made enquiries; yes, it was the Harry of my previous acquaintance. He, together with an officer of the Authority, carried out the interview, and against an opposition of one I was appointed.

I spent many days during the summer of 1957 ordering (in triplicate copy) apparatus and chemicals, and many hours unpacking and storing, and on the first day of term we were ready for off. In my memory, I am sure we were in full teaching mode by mid-morning. Which Examination Board? Which syllabus? We started with the Cambridge Board, for reasons which escape me, but possibly to do with finding a Board which could take us or, and more likely, abiding by a decision taken by the Head. As far as I know, the 6-day timetable, the blue of the uniform, the house system, were all ideas which HJP 'borrowed' from one or other of the Public Schools.

I think it fair to say that HJP ran a benevolent dictatorship, the practice of the day, except that in some schools there was rather less benevolence than at Bilborough. The Head was always prepared to listen and to discuss, he collected all points of view, and then he made the decision. (I wonder if many of our teachers today would prefer it to be this way?) He decided the content of agendas of staff meetings, though staff were free to add items. Classroom practice was the responsibility of the head of department, and to my knowledge, the Head did not observe any classes being taught.

In the timetable, prepared by the Head, we were given an average of one period per 7-period day non-contact time. In the very early years, classes came over from William Sharp School, in science, always the boys separately from the girls. When someone noted that I had no discipline problems with the girls' groups, I pointed out that most of the girls were in my wife's Guide Company, and the girls would not want to 'lose face' there!! This overlap came about because the Parish of St Johns, where I was a churchwarden and lay preacher,

mapped very closely to the Bilborough catchment area, and in one sense, we were a 'community school' before the term came into regular use.

My interview for and subsequent appointment to the post of Science Advisor in Coventry came extremely late in May, 1964, and gave HJP very little time to resolve the problem of finding a replacement - for which he did not thank me, but these things happen, and I'm sure things worked out for the best.

[*From the Annual Report of 1918-19, we learn that the site on which Clarmont School stands was bought in 1918-19; 26,066 sq yds at 6/- per sq yd, costing £7,819-16-0 in all. Ed]

Bilborough Played Its Part - Roy Downing (History, 1957-87)

Memories tend to fade with age. Events of no consequence, small details, often remain fixed in the mind while large and important events disappear into oblivion. One of the fixed images in my mind of the early days of Bilborough was of Colin Rains (Head of PE) marching up and down in the gym a pupil (whose name I can't remember) who was swinging his left arm and leg forward together and found it impossible to march correctly - it was hilarious and gymnastically nearly impossible for anybody else. Yet, although I was there, all I can remember of the official opening of Bilborough Grammar School by Hugh Gaitskell was standing outside the main entrance to school with a group of pupils waving goodbye to him and his entourage as they disappeared up the drive! Memories are idiosyncratic, often eccentric, even prejudiced but a wonderful comfort when remembered in tranquillity!

However, the beginnings of Bilborough Grammar School in September, 1957, will always remain with me. I responded to an advertisement in the TES in the Spring of 1957, for the post of Head of History (SRA Grade B) at Bilborough Grammar School which was to be opened in September, 1957. The interview was held in Nottingham at the Mansion House in Town Hall square and I was interviewed by the prospective Head of the new school, Dr Harry Peake, and two city administrators. I was offered the post and promptly accepted. The new school was to start with the first three forms, who previously had been accommodated at Forest Fields Grammar School, plus two forms of 13+ transfers from other city schools. The school was to be selective, taking 12-15 % of the 11+ population plus 13+ transfers. (This compared with 40 % in my previous school.) The 'parity of esteem' of 1944 hadn't worked and Crosland wrote at about the time Bilborough opened that 'the school system of Britain remains the most divisive, unjust and wasteful of all aspects of social equality'. At least Bilborough started in a little way to correct this. Many of the 13+ transferees seized the second chance enthusiastically and went on to be successful at university. At a later time the Sixth Form College that developed out of the Grammar School also played its part. One student, I remember, had to sit English Language twelve times in order to enter university and now has a Ph D. Another entered College with no O-level qualifications and is now a barrister.

After appointment the new Heads of Department had to devise syllabuses for their department in preparation for September. The History syllabus was a fairly standard chronological one for the first three years with nineteenth century British and European History for the Cambridge O-level in years four and five. The sixth and seventh years were to study the Tudor and Stuart periods with the equivalent European History for the same exam board. It was intended to be as flexible as possible to allow for some project work and local history within the framework to accommodate individual enthusiasms. Text books also had to be ordered and I received an allowance of £300 to start off the History section of the library (it had been £15 at my previous school!) We were consulted about our subject rooms - hence the wash basin and draining board and the large number of pinboards on the walls in 1.4 (the then History room)! We also looked round the new school buildings and met Ivor Williams on one visit (against the left-hand lion in Market Square!) The first day of the new school was, it seemed to me, a culmination of a miracle of organisation. At 9 o'clock the pupils all assembled on the broken car park in front of the school and form teachers called out their form and led them to their form room. All the administration was then done (register, timetables, etc) including giving the pupils a map so that they could find their way to classes. After break at 11.00 am we were teaching our first classes! Everything was available - sufficient desks and seating, books, exercise books, chalk, etc. School uniform had been designed and was obtainable - this was one area it seemed to me where discipline was strict especially for the girls under the

control of Miss Thompson. Attendance at morning assembly was also strictly enforced by Dr Peake. The timetable had been prepared by Dr Peake and worked, as far as I was concerned, without any hitches. Gradually members of staff got to know one another. It seemed to me that they were all very young, very knowledgeable and enthusiastic about their subjects and the school. Harry Peake had a very strong and strict personal Christian ethic and Ivor Williams was a very gentle humanitarian - an ideal foil in the hierarchy. Miss Thompson kept a strict control on the discipline and welfare of the girls.

Staff enthusiasms and loyalty to Bilborough showed quickly on the sports field as well as in academic work. Staff mostly gave up free time for coaching and Saturday matches and Bilborough became a force in local sport. We produced County players at both rugby and cricket and a junior rugby international. I well remember when the U15 rugby team beat the High School 65-3 (Bilborough had five County players in the side). As rugby developed we were able to tour Cumberland and Westmoreland successfully.

The early Speech Days remain in my mind. Since numbers were still small it was possible to hold them as pleasant family gatherings in the school assembly hall. One of the early ones had David Sheppard as the guest speaker and presenter of prizes. At one Speech Day Dr Peake turned up in his gardening shoes and had to borrow Ivor Williams' shoes for the evening. One later Speech Day was nearly a disaster but for the good-heartedness of some parents. The main guest was Sir John Hunt of Everest fame. The demand for seats was so great that an overflow was planned in the gym with extension speakers wired from the main hall. Unfortunately the swing doors at the top of the gym stairs cut the cable just before the meeting began. Parents in the gym couldn't hear a thing. Some crowded onto the promenade at the side of the hall; some stood at the back of the hall; some sat in the gym throughout and some went quietly home! Soon after that, as numbers grew, Speech Days had to be moved to the Albert Hall.

A Rare tabula rasa - D K (Ken) Rowat (Art, 1957-61)

The four years I spent at Bilborough Grammar School following its opening in 1957 proved to be among the most interesting and rewarding of my 23 years in education. With new, purpose-built premises, newly-appointed staff and a three-stream intake comprising forms 1, 2 and 3 only, it was a rare tabula rasa. The first forms were drawn from primary schools as is normal, the second and third from existing grammar schools in the city. I was interviewed early in the Summer of 1957 at the city education offices (Market Square) by the deputy director of education and the headmaster elect, Dr Harry Peake; no one else was present. The deputy director asked: "Whenever I visit an art class in progress I find either complete silence or absolute chaos; what would I find in yours?" They must have approved my evasive laugh.

Newly-appointed staff in Nottingham schools were invited to a reception in the education offices. A tall man standing next to me was surveying the throng speculatively; he said "Now - where is there an attractive young lady to whom I can make improper remarks?" It was Robert Protherough, Head of English, and I felt reassured to know that at least one of my new colleagues had a sense of humour. At the first staff meeting (all of us sitting comfortably in brand new armchairs) Dr Peake took command at once, making clear his intention to pursue excellence and outlining his proposal to adopt a six-day timetable. He was a meticulous organiser, a big factor in getting the school off to a good start (though some saw him as a bit too zealous for comfort in his eagerness to get everything to his liking). Less well organised, hyperactive, friendly and very helpful was deputy head Ivor Williams (a viola player as well as a classics scholar, he took charge of music throughout the first year). Following my appointment Ivor not only showed my wife and me over the barely-finished school building but took us on a tour of Nottingham in his car, calling at Wollaton Hall.

For several members of the staff it was a first appointment, but for those of us with experience in other, long-established schools, that first term was exhilarating. The staff-room was refreshingly free from cliques, most of the appointees were young and all were enthusiastic. My first encounter with the new pupils was a delight too good to be true. I had been teaching in a tough technical school for boys near the dockland area of Portsmouth where severe caning by senior masters was rife; after that experience teaching at Bilborough was a piece of cake. When, on the first day, an orderly queue of sparkingly clean boys and girls dressed in fetching turquoise-and-black uniforms filed into the art studio I could hardly believe my luck. Teachers of today will envy the

amount of money available to us; I could literally order anything I fancied in the way of materials and equipment, and when I suggested a built-in display cabinet outside the art studio Dr Peake approved my design with enthusiasm; it was constructed and ready for use within a few weeks.

From the start Robert Protherough was a prime mover on the arts side: we collaborated in editing the school magazine, rejecting dull, conventional reporting in favour of creative writing and illustrations by the pupils. The mag. received very favourable comments in the press. (My cover design incorporates a ground plan of the school as it then was.) When John Pick arrived to join the English team a big fillip was given to the arts side; he got his kids to present a performance of Romeo and Juliet that was close to professional excellence and genuinely moving. As designer of the school prospectus and art editor of the school magazine I knew that I could always count on Harry Peake to find money for expensive professional printing including the reproduction of pupils' art works. Plays and other events were presented regularly for which I'd design posters, programmes and tickets, often incorporating art work by the pupils. The studio was well-equipped for pottery and I made coffee mugs for all members of staff, having pinned up a notice asking each to nominate a size. John Pick impressed me favourably by writing "I'd like a small, beautiful one please". Do any of those mugs (each with the owner's initials) survive, I wonder?

As an alternative to morning assembly for the whole school, once-weekly house assemblies were held in classrooms or laboratories. In the case of my house, Welbeck, I shared this responsibility with Housemistress Dr Anne Pennell and we used her biology lab. Anne was young, spirited, ready for (almost) anything and we quickly agreed to make our assemblies as lively as possible - to get the day off to a cheerful start. Surrounded by aquaria and vivaria we'd conduct the obligatory prayers as quickly as possible without appearing irreverent, then play jazz records. No doubt the pupils would have preferred Cliff Richard (then appearing over the pop horizon) but mainly we played my vintage 78 recordings from the New Orleans/Chicago eras or jazz by revivalists like Acker Bilk and Chris Barber. I also played jazz records during my weekly after-school art club meetings. Hearing old recordings of the MJQ or Roy Eldridge's lazily driving mainstream trumpet on the radio always reminds me of those life-enhancing hours when the volunteer pupils would be engrossed in their painting, clay modelling or potting to the sound of Softly as in a Morning Sunrise or Tin Roof Blues. Sterner stuff was offered at school assemblies when I'd sometimes collaborate with Ian Bartlett to present classical music with visuals, occasionally featuring 20th century composers like Schönberg, Berg and Webern - much to the discomfiture of some members of staff.

I think it was in 1959 that Ivor Williams organised an Easter trip to Italy for senior pupils. Unfortunately, having made all the bookings he fell ill shortly before the departure date and asked me to take over. Rashly, I agreed. Not having been to Italy previously and having seen our pupils only in their school uniforms I was unaware of a factor that was to cause me considerable anxiety throughout the trip: no one had foreseen the electrifying effect that our now nubile girls in their summer dresses would have on the youth of Italy. Lads with scooters would wait outside our Rome hotel literally all night, then follow us all day. My wife and I were awakened one night by an urgent banging on our door. "There's a man in my room!" screamed a distraught girl. One of the budding lotharios had somehow got hold of a key and was calmly sitting on her bed.

One member of staff fell ill and senior mistress Miss Thompson stayed in Rome to look after her while the rest of us went on to Naples. Groups of youths followed us at close range through Pompeii and since our excited girls were inclined to disappear into the labyrinthine ruins I was usually in too anxious a state to contemplate the scene of ancient devastation properly. After that, being propelled into Capri's Blue Grotto in rough seas (the cave entrance was only briefly visible at intervals in the heavy swell) seemed relatively stress free. On the return train journey soldiers in a stationary troop train responded to the waves of a couple of our girls by jumping down from their carriages and running across several tracks to climb ours. Later I had to man-handle a Sicilian soldier from a girl's compartment: fortunately he was a stoic and just shrugged in incomprehension. The girls loved it all of course. I kept a photographic record of the trip and some pupils may still have prints.

Dr Peake decided to opt for the Cambridge Examination Board because he thought it the most rigorous and wanted us to be judged by the highest standard. As the time for the first examinations approached he invited me and the headmistress of Nottingham Girls' High School to accompany him on a trip to Cambridge in his new Austin car (of which he was very proud) to study work submitted in previous years. His propensity for

working at full stretch had a touch of schoolboy enthusiasm about it and he drove to Cambridge and back flat out, a couple of times nudging me and pointing to the speedometer: sometimes we approached 90 mph.

I can't answer for all subject areas - I collaborated mainly with Robert Protherough, John Pick and Ian Bartlett, all brilliant teachers in my view - but my recollection is that everything went with a swing throughout those first four years. GCE examination results were excellent all round, but - more importantly - I feel that the Bilborough pupils were extremely lucky in that they gained a well-rounded education based on a curriculum interpreted sensitively and imaginatively by a body of staff who were not only emotionally involved in doing their best for their pupils but were relatively free from the heavy burden of administrative pressure that now appears to sap the enthusiasm of most teachers.

Early Drama based on correspondence from - Alan Gill (1957-63)

From a mere glance through my souvenir drama production programmes from those early days it is apparent that a 'stock company' of artistes soon established itself - the same names crop up time and time again: Gillian Dennis, Frank Winter, John Chambers, John Sterry, Dennis Smith, Michael Yard, Malcolm Gill (no relation), Tanya White, Robert Boot, Robert Prew, Daphne Place, Wendy Bignall, etc.

From the start the Headmaster, Dr Peake, and the staff must have decided to 'hit the ground running' because I have never known a school (and I have taught in secondary education for 28 years) with such a varied and lively outlook. For example, in 1960 there were productions of 'She Stoops to Conquer', 'Toad of Toad Hall' and 'Romeo and Juliet' and also a Summer Concert. The following year saw productions of 'The Pirates of Penzance', a Junior Playbill, three one-act plays, and 'Dido and Æneas' with 'Trial by Jury', a double bill. This staggering list of achievements was done by a school that did not have a lower sixth-form until September, 1960, and this list does not include sporting achievements and a myriad other clubs and societies.

As you may have gathered, I was involved in the drama productions. I started by helping to paint the sets, then was allowed to design them. From the age of about 14 years, I and my pals Eric Tomlinson and David Cannon haunted the art room and the stage every time there was a production in the offing. The stage was quite large and very well equipped. Sets could be built up to a height of 14 feet and a width of about 40 feet. A stock of flats, weights and braces was available from the start and there was (for that era) a good lighting system.

We painted the flats on the patio outside the art room. Sometimes we mixed the paint with size which makes a very strong smell. Luckily the art room was large and airy. The finished flats were carried round the side of the school past the staff-room on their way to the hall. The staff became used to the sight of flats that had apparently sprouted legs going by. The sets were designed by the art teacher, Mr Rowat, but when he realised I was hooked I was allowed to design some myself including 'She Stoops to Conquer'. I suppose the paint stains on the art room patio have long gone, but I sometimes wonder about the large black splodge on the floor of the stage near the back wall, the result of a nasty accident during the painting of 'She Stoops'. We never managed to remove it.

The production I remember most vividly is 'Romeo and Juliet', produced by John Pick. He was my form master and taught English. Like all of the staff he was enthusiastic and energetic and R & J reflected this. It was a modern dress production which seemed to lean towards 'West Side Story' as much as it could. Mr Pick designed the layout of the set; I and my gang constructed and painted it, adding as much as we dare to the original design. It was the biggest set we had attempted. On the audience's left was Capulet's house. The front of the house was partially removed to reveal Capulet's living room complete with awful wallpaper and TV. Behind this, on a raised section, was Juliet's bedroom. The balcony projected into the street, built in the middle of the stage. Capulet's newsagent's shop was there, with buildings receding in perspective. On the right was a set of stone archways that doubled as the church.

The action often spilled down the steps of the stage into the audience. In 28 years of teaching I have never seen a production which bettered this one, especially as regards the acting. The review in 'Bilborough', November, 1961, by A.G. (Mr Gilliver) states that 'Never before had we seen a production in which the entire cast . . . merged their own identities into the parts they were playing'. The writer put this down to thorough rehearsal and

the transposing of the play into modern dress. I would add that the personality of the producer, Mr Pick, was such that he could make the plot resonate in the minds of young people. That, in a working class grammar school on a housing estate is a great achievement.

To single out one teacher, however, is not wise because the entire staff of B.G.S. could not have been better. We were all in the right place at the right time. Everyone seemed to pull together. I'm sure this is not rose-tinted spectacles. In the photographs of the school interior in the Official Opening booklet can be seen wallpaper in the library, entrance hall and even on the back wall of the hall. That there was never a mark made on the wallpaper says it all! In fact I remember the fuss made when the initials B.J. were found on a geography room table. A one off. Later, the same B.J. was punished for being seen smoking in Nottingham, 3 miles away. He was in school uniform.

It came as a surprise to me when I began teaching that not all schools were like Bilborough Grammar School. It was very special. The deputy (later the Head) Mr J.I. Williams (another teacher I could write pages about) would stand on the stage in assemblies and talk about the 'Bilborough Spirit'. I wonder if others remember this, and if they would agree that Bilborough definitely did have a 'spirit'; a remarkable thing for a brand new school with no history.

Four Very Happy Years - Arthur Gilliver (Modern Languages, 1958-62)

"On the plains of muddy Strelley
Lie the play-fields of the school High Pavement"

When I first read these lines, which were part of a poem (after Longfellow) which appeared in the school magazine of High Pavement during my third or fourth year there, I little thought that some time later, after one year's service in Dad's Army, attendance at three universities, nearly three years' service in the Royal Navy and nearly 6 years working as a bank employee in South America, I would begin my real teaching career on those self-same plains, but now, in 1958, no longer 'muddy Strelley' but the brand-new school, Bilborough Grammar School, which had already been in existence for a year.

What a place to begin a teaching career! The place was bubbling with excitement. A dedicated staff teaching pupils who were for the most part keen to learn. The staff were not only dedicated, they were all highly qualified and ready to give freely of their spare time to organise out-of-school activities, especially, but by no means exclusively in the realm of sport. And everybody was so friendly! I think this was in no small part due to the way in which we were appointed. Harry Peake, who knew exactly what he wanted, conducted the interview, accompanied by one representative from the local education committee. (My subsequent interviews for other posts were quite a different matter!)

During my first two years, I was form-master of 4S and then 5S. S stood for Spanish. I had been told that these pupils had made very little progress in French during their third year. I said to Dr Peake, 'Any chance of them starting Spanish instead of French?' He said, 'There's a bit of money in the kitty. Yes. Why not? They're not going to make GCE in French in two years' time anyway'. I think they enjoyed their two years' Spanish, even though none of the 15 pupils got a GCE O-level in Spanish at the end of it. (One of them, Judith Prat, eventually obtained one in the VIth form.)

Shortly after I began teaching at Bilborough, my wife, Molly, gave birth to our first child - stillborn. As a form a rehabilitation, we were able to join Ruth Betts and Pat Butler on the skiing holiday Ruth had organised in Kitzbühl in December, 1958. I think another member of staff dropped out to let us in, but I'm not sure about that. The main things I remember about the holiday itself are that one girl broke her leg and had to be left behind in an Austrian hospital when we came home and when the kids asked for 'chips' in a restaurant in Munich on the way there, they all got potato crisps (the Germans call them 'chips').

On the subject of foreign visits, perhaps I should mention the exchange visit with Ettlingen, an old town a few miles south of Karlsruhe, which I organised in Spring, 1962. I was accompanied by Ann Lee, who looked after the girls. I think it was a successful exchange, although it would have been better if more of our pupils had

spoken German. Still, they enjoyed it, and so did the Germans who came to Nottingham in August. We are still in touch with the two German teachers (a married couple) who came with them. When they came back from Germany, I asked our pupils to jot down their main impressions of life in Germany. One of them wrote 'The Germans are more friendly than the English'. Food for thought.

During my four years at Bilborough I managed to teach French, German, Spanish and Russian. (My degree is in French and German, although I did study Spanish in my third year at Cambridge, and of course the work in South America was mainly in Spanish.) The Russian I acquired through evening-class work (Adult Education). Harry Peake had sufficient confidence in my linguistic and teaching ability to give me a class of 33 second-formers to teach Russian to in 1961-62. They were first-class material and took to it like the proverbial ducks to water. Non-linguists say, 'Oh, that funny alphabet. How can they learn that?' Actually, the Cyrillic script has many letters in common with the Roman alphabet, and, introduced gradually, it did not present a problem. Unfortunately, I moved after one year, but HJP was able to find a successor to continue the good work. I trust none of the pupils were permanently scarred by the experience. They seemed to enjoy it at the time.

I thoroughly enjoyed taking part in the musical entertainments set up by Ian Bartlett, especially the G&S. I still have the rubber boots I bought to help make myself look like a pirate in 'The Pirates of Penzance'. 'Dido and Æneas' was perhaps a little over-ambitious, but, under Ian's expert tutelage, we all set to with a will, and in the end we produced a quite creditable performance. One of the best aspects of these shows, as also in the amateur dramatics produced by Robert Protherough and John Pick, was the intermingling of staff and pupils in the cast. This surely contributed greatly to the friendly atmosphere and the 'spirit of Bilborough' which so dominated the school.

Another contributing factor was of course the sportsfield. The school got off to an excellent start, especially, dare I say it?, in rugby football. By the time I left, in addition to the 1st and 2nd XVs, there were teams representing all the age-groups who played in matches against other schools most Saturdays. I helped Barrie Cholerton with the under-12 team (although he did most of the work). How proud we all were when we went to Twickenham to cheer on Barry Johnson, who had been selected to play for the England under-15 team.

Those were really four very happy years of my life.

A Reminiscence - Ian Bartlett (Music, 1958-62)

From my vantage point, seated as I was at the piano on the left at the front of the hall, I glanced upwards becoming acutely aware of the feet, encased in a pair of robust, highly polished black shoes, visible beneath the table positioned in the centre at the front of the stage. One foot was awkwardly crossed over the other while both of them moved about restlessly as if seeking a position of repose which neither of them could find.

The occasion was a Monday morning assembly at the beginning of one of those special weeks during which the usual, and normally perfectly innocuous, 'music in assembly' interlude would instead be devoted to the presentation on records of a challenging piece of contemporary music, preceded by a verbal introduction. The shoes, whose image has remained to this day the most vivid recollection of my time at Bilborough, belonged of course to the headmaster, Dr Harry Peake. The music, which evidently provoked such anxiety and tension was a then only recently composed work by the Italian composer Luciano Berio called *Circles* (1960) - now regarded as a classic of twentieth-century music. The impact made by the innovatory stylistic features of *Circles*, in particular the fragmentation of the text by E E Cummings and the fractured vocal line sung by Cathy Berberian, must surely have been the consequence of 'the shock of the new' rather than merely a confirmation of Braque's well known dictum that 'all art disturbs'. However, whatever the degree of discomfort felt by the headmaster in being confronted by Berio's music within the formalities of a school assembly, his subsequent reaction was entirely characteristic. Assembly continued to take place in the normal way for the rest of the week while the five extracts from *Circles* were taken to their conclusion - but Ivor Williams, Harry Peake's deputy, who was later to succeed him as Head and who had, as it happened, taught music as well as Latin during the year prior to my arrival, was asked to preside at assembly from Tuesday to Friday. No fuss, no conflict, the perfect diplomatic solution!

This episode may be seen as symbolic of the best features of the school in the early period of its history under Dr Peake's leadership. Concerned to adhere to the finest traditions of the English grammar school, at the same time it looked forward to the future. Among other equally laudable aims, it sought to offer its students opportunities to widen their cultural horizons through direct contact with the literary, dramatic, visual and musical arts, both within the formal curriculum and through a wide range of extra-curricular activities. Above all, not only was it clear that Harry Peake was committed to doing everything that he could to ensure the success of the new school as a whole, but he was also prepared to encourage and support his staff and pupils alike whole-heartedly in their individual endeavours and ambitions.

As a young teacher in my first post, I too was able to benefit greatly and in many ways from the environment in which I found myself at Bilborough. A single incident will serve to illustrate this. Through the benign but stimulating influence of my colleague, friend and 'best man' (and one time landlord), Ken Rowat, a founder member of staff in 1957, I was brought into closer contact with the art world. When I was later being interviewed for a new post and pressed by a member of the panel to substantiate the broader interest in the arts which I had professed, I found myself claiming some acquaintance with the action painting of the then newly emerging young abstract expressionist, Jackson Pollock. This chance and unpremeditated reference seemed to stop the panel in its tracks, for after a silence that seemed an eternity, they returned to safer ground (safer for them but more difficult for me) such as who my favourite composers were! As it happens, nearly forty years later, as I write these words, a retrospective exhibition of Jackson Pollock's works is being shown at the Tate Gallery. A review of this event by Laura Cumming published in *The Observer* (14 March 1999) opens: 'There are some things you may only catch once in a lifetime - a comet blazing across the heavens, a total eclipse of the sun, a meteor crashing to earth. Jackson Pollock has been compared to all three.' I rest my case there.

As for more generalised recollections of Bilborough, the musical events which I still remember with particular pleasure are the junior choir's singing of Bartók's 'Breadbaking' and the recorder group's rendering of Benjamin Britten's 'Alpine Suite'; the performances of Handel's 'Zadok the Priest' at one Speech Day and of his 'Foundling Hospital Anthem' at another; the school's first operatic production of *The Pirates of Penzance* and the later double bill which brought together *Trial by Jury* with Purcell's *Dido and Æneas*.

Finally, I am delighted to have the opportunity, belated as it is, to record with gratitude the great support and active collaboration I received from so many colleagues and pupils in the various musical enterprises we embarked on together. I cannot mention them all, but in particular I shall always remember two pupils, Catherine White and Wendy Smith, an inseparable and insuperable pair of singers. Where colleagues are concerned, I would like to refer to Ivor Williams, an able pianist and viola player, ever supportive; Robert Protherough, erudite producer, actor, singer; Bill Bristow, exuding infectious enthusiasm for G and S whether as producer or participant; Terry Newcombe, an outstanding clarinettist and singer; Brian Carlson, a fine pianist and singer; and last but not least, Ruth Betts, Pat Butler and Margaret McFarlane who sang with skill and zest and played leading roles on the stage. Many of these colleagues supported 'The Bilborough Singers' and some also joined 'The Nottingham Singers', an independent choir which grew out of the various vocal activities which took place in the school itself. Those were the days!

My appointment to Bilborough was a fiddle, of course - John Pick (English, 1959-61)

The ancient grammar school which I had attended just after the war was, like many another, down-at-heel, staffed by venerable old codgers, some reputed to be old boys, and smothered in ivy (the buildings, that is, not the codgers). It is fair to say that up-to-date scholarship and a keen interest in contemporary events generally ranked low in the staff's interests - but I nevertheless acquired an education there. This unlikely outcome was due in large part to the fact that during my second year, there arrived on the staff a new young teacher, a non-smoker (itself sufficiently rare to bestow on the newcomer a mildly Messianic status), a man who had chosen to do his National Service as a Bevan boy rather than join the colours, and who therefore didn't drone on about his war experiences (another unusual quality in schoolmasters of the early fifties). Most startling of all he seemed to have read a number of books by people who were still alive. He endeared himself immediately to the school by walking nonchalantly into school assembly wearing a pair of bright yellow socks to set off his

dark red shirt. In the faded grey ranks of King Edward VIth School, the young Robert Protherough - almost literally - shone like a beacon.

We have to fast forward a bit here. I went on to University, completed a degree and in 1959 was well into my postgraduate year of teacher training. Doing the training was of course a way of extending my University time, but I had long suspected that teaching, if not quite the romantic life I had dreamed of, was at least much easier than any of the other ways in which a highly-educated arts graduate - inevitably lacking any sound practical skills - might conceivably have earned a living. Moreover teaching gave you long evenings, and even longer holidays. So by the Spring of 1959 I had more or less resigned myself to joining the staff of Leeds Grammar School (a post which my tutor had kindly set up for me). By day I was ready to join the fogies, to become in due course indistinguishable from the other chalky old gits that shuffled about its corridors, ready to be pointed out each autumn to the new boys: 'There goes poor old Picky - no, not him, the one next to him, the one that's just bumped into the milk crates'. By night, I had privately decided, I would emerge, like Count Dracula, and pursue my own interests.

It was then I saw the advert, and everything got more complicated. It seemed that this Bilborough Grammar School required a teacher of English. My eye was drawn to it not just because I had suddenly remembered that I liked the city of Nottingham rather better than Leeds, but because the name of the school struck a chord. Surely it was to this place that Robert Protherough had gone and - if memory served - had written glowing accounts of to all of his acquaintance. Bilborough was, by all accounts, a newly-built school, innovative, interested in the contemporary scene, with lively arts teaching, and - a point on which Robert laid some emphasis - it not only taught girls, but had a large number of young women on the staff against whom, so to speak, one could daily rub.

It was the work of a moment to tell my tutor that I had thought again about giving my fresh young self to any ancient masculine piles ('I hope you won't live to regret it, Pick'). Surely not! I now saw myself swinging into the sixties as a very model of a modern interlocutor: long hair, corduroy jacket - yellow socks even - dazzling classes with raw modern literature, staging challenging plays, arguing fiercely about modern art with lively colleagues in the pub in the evenings, going with school parties to the playhouse and the latest films, later on inviting one or two of my more nubile colleagues back to my comfortable bedsitter to listen to my jazz records . . . And in truth life in Nottingham did turn out to be much like that - except that no female colleague was ever persuaded to enter the shadowy cellar in which I actually took up residence. The only one who ever got as far as the doorway sniffed meaningfully, muttered 'I thought you'd live somewhere like this', and scuttled back to the safety of West Bridgford.

I winged off my application. Shortly afterwards I received a careful letter from Robert, in which he said that although he had welcomed my interest, he could not of course show any special favour to me at the interviews. At them I should be grilled by the formidable headmaster, Harry Peake, who was a man of great insight, whose eyes could not have the wool drawn over them. Fortunately, this turned out to be hogswash. Far from seeing through the callow youth who presented himself (in a rather dashing red shirt) for interview, Dr. Peake pronounced me eminently suitable. Moreover - and it is here that the fiddle comes in - when Robert was asked if he was satisfied with my appointment he kept judiciously silent about all that he had known of me in my teenage years. No word of my laziness, weak will, moral prevarication or filthy personal habits - all of which he knew at first hand.

It was a fiddle for which I soon had reason to be grateful. I had two happy years as a schoolie (and I have kept the memory intact: I have never worked in a school since). Robert's main English-teaching colleagues, the demure Eileen Lynch and the Falstaffian John Lowe, were wonderfully welcoming. In those early days when you could still smell the cement drying under the rubber tiles, when the door handles were still razor sharp and shredded the newly-purchased gowns of the young staff, it soon became clear to me that the school was really run, not by the all-seeing Harry Peake or by his kindly lieutenants, but by the caretaker, Mr Beadsworth. This tidy-minded man preferred the school equipment, if it were to be used at all, to be used sparingly. I recall that the moment an evening rehearsal finished on the stage, he would appear with his high-powered polisher to restore its brilliant gloss. The result was that when they took their places at the following morning's assembly,

the staff would advance in a curious slow shuffle, nervously clutching each other, like novices venturing on to treacherous ice.

Apart from that, I remember little about the building and even less - just as well - about my actual teaching, but the rest of the staff I do remember. An institution is always made by its people, not by its buildings nor its rules, and some of the old Bilborough staff became friends for life. Robert, of course, still as patrician, and as tolerant of youth's follies, as he ever was. Then there was the indefatigable Ian Bartlett, in perpetual motion with teeming choirs and orchestras, record recitals, instrumental classes (with a stern part-time teacher whose name was, I'm nearly sure, Gertrude Schmid). Ian filled every break and lunchtime with music, and then there were the evening classes, and the musical weekends . . . Once, in a Nottingham pub, eyeing the sheets of music bulging from his huge briefcase, the landlord asked him if he would care to play for his customers in the saloon bar in the late evenings. I started to laugh, until I saw that Ian had actually got out his diary and was looking, quite seriously, to see whether he couldn't fit a few extra sessions in.

So many memorable people. Bill Bristow - whose arrival down any corridor was heralded by long excerpts from Gilbert and Sullivan, whose entire works he seemed to have committed to memory. Jenny Daibell, who would unnervingly whisper 'I saw you in Slab Square last night' as we solemnly sat in assembly. Norman Kirton, pipe percolating noisily, doing little deals about the scenery. And of course the remarkable Ken Rowat.

My first encounter with Ken was in its way a useful pointer to the future. Behind Ivor Williams' desk, in the corner of the staff-room, ran a shelf, which in those early House and Garden days was generally kept brightly polished (Mr Beadsworth again) and clear of clutter. However one morning we saw that Ken had propped up on it an elegantly inscribed notice. This announced that he intended to fire some more staff coffee mugs in his kiln, and invited colleagues to put down their names if they wanted one. A second column invited the would-be recipients to stipulate what kind of vessel they would prefer. Some wrote 'With strong handle'; other, greedier souls, wrote simply 'Big'. I took a bit of a punt when I came to my name, and wrote that I should like 'A beautiful one'.

The keyword with Ken is always 'quiet'. He will do things powerfully, decisively, dramatically, nay terrifyingly - but he will always do them quietly. So, when I glimpsed his black crepe shoes moving stealthily over the staff room to collect his notice, I looked on from behind my marking. In the old type of grammar school it might have been seen as a bit of a pansy remark, something to be ignored. It might not register as a coded gesture of friendship, even with Ken. I watched his shrewd eyes pass down the list until they lighted on my entry. A quiet smile came to his lips. He sidled over and murmured in his gentle Gloucestershire burr 'All depends on what you mean by beauty of course. Shall we talk about it over a drink tonight?' That is more or less what we have been doing ever since.

For almost two years Bilborough seemed too good to be true, but there was a growing thuggish tendency abroad. Increasingly, as he glanced in my direction, Peake seemed to be indicating that the wool had now fallen from his eyes and that something would have to be done about all this blatant artiness. One became aware of a sinister thump of medicine balls, a rise in preachiness, ever more fussing over hemlines and well tied ties. Smoking, like drinking, started to be a secret activity. One or two senior pupils mysteriously disappeared from the school roll overnight. Then one Spring day I was suddenly accused of one of the most terrible of Harry Peake's crimes - wilful scruffiness. One day, as he sat with me in the sunshine on the little patio outside the staff-room, a twitchy Ivor passed on to me Peake's final judgement - I must get my hair cut forthwith if I were to remain on the staff. I left Bilborough at the end of the Summer Term.

The Peake Years 1962-1965

Increased pressure on accommodation (the number on roll exceeded 700 in 1963, with 185 students in the sixth form) was only partly ameliorated by the erection of two additional 'demountable classrooms' (the description used in Annual Review, 1963) timetabled in September, 1963, as Hut 1 and Hut 2. These were built to the side of the top drive, adjacent to the cycle sheds. Huts 3 and 4, two mobile classrooms, appeared on the yard in September, 1970 (when four first forms were admitted), and whilst these were 'stolen, lost or destroyed'

(as Magazine No 16 expressed it) in summer, 1973, the year in which there was no first-form intake, the demountable classrooms have yet to be 'demounted'. Discussion in the Sites and Buildings Sub-committee, on the erection of house blocks to provide sixth-form and schoolmeals accommodation and changing rooms, over the three year period from 1961 began to bear fruit when the Ministry of Education approved that the work be programmed to commence in April, 1964. This latter item of welcome news was made public by the Chairman of Governors during the first Presentation of Prizes to be held elsewhere than in the intimacy of the school hall so beloved by the Head. In the new way, the morning was given over to rehearsal in the new venue and the afternoon was free. The atmosphere in the evening meeting was described in Magazine No 6.

SPEECH DAY, 1963

Lively, brisk, vigorous - in such terms have many critics faintly praised the exuberance of infant Bilborough during the past five formative years, but on February 22nd in the Albert Hall, Bilborough was seen to have developed into a very modest maiden indeed, who managed her debut into polite society with a decorum that would have delighted even the primmest of maiden aunts. Indeed, the atmosphere, perhaps because the launching took place in a local bastion of non-conformism, and was graced by the presence of a leading Methodist minister, was so irresistibly that of a Sunday School anniversary that one positively heard the rustle of pastel flock nylon amid the trim ranks of blue poplin. [JOANNE MEE]

Other 'firsts' may be recorded in the distinctive style of the school magazine, here again, No 6.

WE WARMLY CONGRATULATE

Dennis Smith on gaining first prize for the whole of England in the Council of Europe's Essay Competition. Since the prize consisted of foreign travel we have obtained exclusive rights to the saga of his adventures.

WE ALSO CONGRATULATE

the many voluntary workers who gave up so much of their time to make the fête and dance on behalf of the Freedom from Hunger Campaign such a success. They were no doubt well repaid to know that the sum of £155 was contributed to this cause.

WE WERE DELIGHTED

that the Headmaster and Mrs Peake were honoured by an invitation to a Buckingham Palace garden party this year.

WE CANNOT CLAIM TO BE IMPARTIAL

when we record our pleasure in this year's examination results. Statistics have been called the third and worst kind of 'damn lies', but figures would suggest that the examination results were the best in the school's brief history. The 92 candidates who took O-level passed in an average of 6.6 subjects each and only 5 failed to gain a certificate with 4 or more passes. At A-level the 61 candidates gained 132 passes (out of 168) and at S-level there were 9 distinctions and 12 merits. Very well done!

Though there had been a number of school trips across the Channel, the first exchange occurred in 1962, when in April of that year a party of Bilborough children, accompanied by Mr Gilliver and Mrs Lee, travelled to Ettlingen, and in August German students made the return visit. Two years on, there were exchange visits with students from the Ettlingen area again, and also with students from Ljubljana, Yugoslavia, about which one member of the Bilborough party wrote in Magazine No 7.

YUGOSLAVIA

Yugoslavia - a land of the future, where the most frequent statements begin: 'We shall . . .', a land where there is a surprising freedom of speech combined with a genuine desire to make all visitors welcome. A land of contrasts - an amalgam of sterile rock and lush forest; of profusely vivid alpine flowers and the frozen evolution of the caves; of startling industrial development and peasant farms.

Those of us who went were overwhelmed by the kindness shown to us by all with whom we came into contact. We were not only entertained by a magnificently varied programme of visits in and around Ljubljana, but also spent a fortnight by the Adriatic Coast where we enjoyed the incredible warmth of the sun and the sea.

In conclusion we might comment on the attitude shown to us by our hosts. We were greeted by the President of the Council, appeared on television, and were generally treated as most welcome guests. Indeed, the Yugoslavs' desire for another exchange was only equalled by our own wish to return to this delightful country. [Unattributed]

There were a number of notable 'seconds'. Dennis Smith was awarded another prize, this time a Trevelyan Scholarship (£300 pa) tenable at Christ's College, Cambridge, for his research work entitled 'Secondary Education in Nottingham'. A second Gilbert and Sullivan opera was produced by R. Protherough, *The Mikado*, in which the 'three little maids' (Pauline Badder, Gillian Dennis, Wendy Bignall) were exceptional - both in being fine performances and also in being the only leads played by students!! Again for a second time, a 'special holiday' was granted by the Chairman of Governors for 1963-1964 successes, the first occasion having occurred on 24th June, 1960, awarded by the Education Committee in recognition of the excellent first few years of the School's History. Recognition and reward - those were the days!!

In May, 1964, Dr Peake was interviewed at Jesus College, Oxford, and subsequently elected to a Schoolmaster Studentship tenable the following Hilary Term, and as a consequence, for the eight weeks from 18th January, 1965, Mr Ivor Williams became Acting Headmaster. Four days after his return from Oxford, Dr Peake addressed those assembled in the Albert Hall for the Annual Presentation of Prizes. After celebrating the many successes - on the sports field (six Inter-School Trophies), in service (nine gold and thirteen silver awards of the Duke of Edinburgh's scheme), in concert and on stage, as well as on the academic front - he went on to discuss the place of the modern grammar school, his views perhaps reflecting those of the Education Committee of which he was a co-opted member from 1961 to 1965.

Fundamental issues underlie the present debate about this country's educational structure -

Can we reconcile equality and excellence - is it possible to educate all ranges of ability and potential within a non-selective system and still produce an intellectual elite?

Is it possible to reconcile the demands of a technological world for specialists with provision of a liberal education?

How do we preserve and transmit the traditions and values of our society and at the same time prepare our scholars for life in the twenty-first century with its new possibilities and its new dangers?

We cannot afford to waste human talent and inventiveness. Can we then afford to abolish the grammar school? Can we afford not to do so?

Unfortunately the conflicting answers to these questions are too frequently based upon prejudice and supposition. It is however a fact that the Nottingham system of bilateral and grammar schools, with transfer into the grammar school sixth form has drawn the sting from selection, and each year proves its superiority over all the existing alternatives.

The progressive grammar school is fully aware of its responsibilities to the community. It is experimenting with new teaching techniques, modifying its curriculum, educating its students and still obtaining good examination results. It is reconsidering its social organisation in the light of the needs of the very large sixth forms. It is a dynamic institution.

For Dr Peake, it was his 'last speech' day; at the end of April he interviewed successfully for the post of Principal of City of Sheffield College of Education. His final words in the log book were as follows.

I wish to record my sincere appreciation of the hard work and loyalty of my colleagues, and the support of Governors and Parents. H J Peake, 22nd July, 1965

Here is one paragraph of the tribute paid by his successor, taken from Magazine No 8.

J.I.W. SALUTES H.J.P.

Through all these years Miss Thompson and I have watched, worked closely with and admired the man who was ultimately responsible for all the School has achieved, who with astonishing dynamism and comprehensive grasp of policy, organisation and timetables, designed the garden that is Bilborough. Other Headmasters will follow, but the reputation, tone and ethos that make "us" will remain inspired and well founded by Dr Peake.

Work and Play - Barrie Cholerton (Biology, 1/1960-69)

The Biology department was started in 1957 with Dr A Pennell and Mr R Slatter and had its first full five-year O-level course established by 1961 when it took in its first A-level students. Up to 1961 a certain amount of pre-O-level Biology teaching had taken place at both the William Sharp and other sites preparing pupils for both O-level and ULCI examinations.

During these early years all the O-level teaching had taken place in the lower laboratory (B1) which had windows bordering the drive and tennis courts as well as on the stairs which led to the upper laboratories in B block. Views into the laboratory from these windows as well as from outside meant classes were taught with an appropriate 'Goldfish Bowl' exposure. Explosions of class laughter were produced as they recognised that their teacher had been observed by other children or members of staff who had stopped to watch. Additional distractions were always present from the adjacent tennis courts. Recollections of this period include the frequency with which one could easily fall off the teaching bench rostrum end whilst in the full flow of teaching (it always seemed very high) and the Monday morning discovery of clouds of houseflies which had hatched from an overlooked culture.

Over many years the department welcomed students from the University Department of Education, Loughborough and Nottingham Training Colleges who spent part of their School Practice with us. Student teachers always commented on the helpful nature of the classes that they had observed and taught.

The need for additional Biology laboratory space had been recognised earlier and, previous to 1961 work was started to convert an upper room in B block into an advanced laboratory, B2. Its small size and consequent lack of storage space were always to be a problem but it soon became established as the A-level laboratory. Over the period 1960 to 1970 the teaching staff of the department increased to support the development of the subject and we were pleased to welcome V Lezmore, D Hay, A Frodsham, J Sillitoe, D Gingell, J Jarvie, P Sherratt, D Bland.

A personal interest in athletics and sports led to involvement in these school activities from the start. Having been associated with County schoolboy Rugby for several years previously, I was 'recruited' (under the strict guidance of the PE department) to help introduce and teach the elements of the game to the first year pupils. To those boys who knew little of the principles of the game - the majority - the first lessons were always confusing, but always fun! Preventing thirty players converging on the kicked ball was always the difficulty at the start, but as each boy established his playing role recognisable patterns of forwards and backs began to emerge. Subsequently each first year provided a school representative side - a team of energetic, enthusiastic and knowledgeable players - the under 12 XV. As they developed an understanding of the game regular fixtures were played against local schools. It was always a pleasure to be associated with such a keen, young side.

During the early part of the development of the school it was realised that no arrangement had been made for swimming activities. A Swimming Club was soon formed which allowed for a short period of voluntary swimming to be available for both pupils and staff at Radford Baths after school. Attendance varied, and although recognised as a 'recreational' activity, the occasions remained a very satisfying fun-pursuit. For some wishing to take advantage of the opportunity to swim it was a chance to learn and improve their swimming.

Bilborough: A Personal View - M D Clark (History, 1961-65)

It was the Græco-Roman costumes that did it. Lurid turquoise costumes at that. The sun helped, I suppose, but walking down the drive towards the main building for the first time, with a class of girls playing netball on the tennis courts looking for all the world like extras from a Leni Riefenstahl film, I decided that this was the place. Everything seemed vibrant and exciting. I could even see a Victorian folly over the roof tops (it turned out to be the Elizabethan Wollaton Hall). After three interviews that week looking for a first post after PGCE which were heart sinking experiences (though I would have accepted any one of them, I suppose) this time, I felt instantly that this was where I wanted to be. The feeling never once went away all day and my only worry was that, being so terribly tired, I would give the impression that I was uninterested in the post.

We, the candidates, assembled in the staff room and were first addressed by a kindly looking deputy head who had no office of his own but kept his desk in the main staff room. People greeted us very cheerily and, indeed, cheer was the operative word. Why, I thought, is everyone so happy? They all seemed to be, except the caretaker I was sitting next to. I knew he was the caretaker because he wore a sports jacket that had seen better days and he made liberal use of an adjective at that time not normally in polite use. He was also very glum.

Then I noticed an O level history paper in his hand. Oh dear, I thought. Perhaps he is a history teacher. Surely not. At this point a woman who clearly was a teacher (she was wearing a gown and was very smartly dressed) came up to us.

"What did you think of today's paper, Jean?" asked the weary sports jacket.

"I thought it was rather difficult," replied Jean.

"Difficult? Difficult?" said the sports jacket, "I thought it was a bloody sod!"

I was right first time. He had to be the caretaker. I tentatively turned to him and asked if he could point out the head of history to me. "That's me," he said. "It's a bugger, this interview thing, isn't it? Are you the rugby player?" Roy's colourful language was not the norm in the Bilborough staff room; indeed, it was the exception. He was excused this particular eccentricity because of his generosity of spirit, his expertise as a teacher and his enthusiasm for under 15 rugby. And, yes, I was the rugby player and I got the job.

Roy later told me that the only tricky part of my appointment process was when the Head had to persuade the Chairman of Governors that a candidate should not be eliminated simply because he had fallen asleep during the interview. I was introduced to the head of PE who had so much energy it wearied me looking at him but the warmth of his welcome, and indeed, of everyone I met that day, was wonderfully encouraging. As I was leaving the head of English sidled up to me and said, "I see you've done a bit of acting . . ." Good Lord, I thought: did everyone read my CV!

My impression, formed at that first meeting, that this was a happy staff room proved correct. It was appreciably younger in feel than any other staff room I had visited (my teaching practice school in Tiverton issued zimmer frames each term with the registers) and quite visibly and audibly buzzed. Only Harry Peake would have been able to verify this but, having selected his departmental heads for this new school, it seemed as if he set out deliberately to recruit young, energetic and ambitious teachers to fill those departments. You get more mileage from young willing horses than tired old nags seemed to be the philosophy and many of the assistant teachers were in their first posts.

It was certainly policy that young teachers were encouraged to take on responsibility additional to their teaching. Much of this work was purely voluntary and concerned extra curricular activities. It was a rare Bilborough teacher indeed in those days who did not give up an early evening and/or Saturday morning to provide the pupils of the school with a very broad curriculum. Some of the responsibilities, however, involved administrative duties and these not only provided in-service training but also allowed for special responsibility allowances to be paid. Quite where all the 'points' came from I cannot tell but I can only assume that the funding arrangements for grammar schools were very generous.

The staff had no difficulty in finding fading athletes among its ranks, seeking glory late in sporting life, to turn out for staff sides against the pupils. The staff also contributed heartily to musical productions - perhaps too heartily, for whether it was Purcell or Sullivan a pupil had to be exceptional to get a solo part ahead of a teacher. This did, however, have the beneficial effect of the pupils witnessing at close quarters the camaraderie among their teachers. This was a staff which worked and played together - there was an active social life beyond the school. Mutual support was a rounded thing.

I cannot recall any teacher opting out of assemblies for non-religious reasons in those days and these were unashamedly and overtly Christian acts of worship. It would, I believe, be true to say that there was a positive Christian ethic in the school, not simply because of the Head's own beliefs but because, broadly, the essence of those beliefs were shared by a substantial number of the teaching staff. Any observer of Bilborough, not just in its grammar school days but also during its subsequent life as a sixth form college, might comfortably come to the conclusion that, whether by design or accident, that ethos remained a characteristic feature. This has never been a proselytising or overbearing force but has been a gentle acceptance that there is a morality more important even than curricula, entitled, national or otherwise.

Like all those young teachers of my generation I was encouraged by Harry the Head to look for promotion and I moved on after just four years. I did, however, return to Bilborough in another guise some years later - as a parent. Two of my children elected, with my blessing, to have their sixth form education at Bilborough. I had been away 13 years, so to speak, and the grammar school was now a sixth form college but, curiously, it had much the same atmosphere. The building was in need of a coat of paint and the Græco-Roman kit had gone but the atmosphere in the staff room was much the same - indeed, some of the staff were the same. Perhaps the policy of recruiting large numbers of young teachers had given way to a more pragmatic appointments policy but two essential qualities of the school I taught in were still very apparent: there was excellent care and guidance for the students and first class academic teaching.

When I came again to Bilborough in a third guise - as a consultant in continuing education - I was struck by how warm, in the friendly sense, the college still was. They were difficult days and even darker storm clouds were gathering but clearly a great effort was being made not to transmit teaching staff worries to the students. The Senior Management of the college was insistent that it would not abandon the principle of providing a broad based, high quality curriculum within a structured environment for 16-18 year olds, even though the funding arrangements for colleges seemed to be demanding that quantity of provision was more important than quality.

First impressions linger long and my first impressions of Bilborough were all good. The first person I spoke to after my appointment was Ivor Williams, that silver-haired deputy head who had first greeted the interviewees.

"My name is Ivor," he said, "we use Christian names here - except the Head, that is. This is my office", he went on, gesturing the desk in one corner of the staff room, "and this", waving his arm round the staff room generally, "is yours. There is no order to stand on here; we are all in this" - pointing through the window at the main tower - "together".

United in purpose, and that purpose to provide the best possible education for the youngsters who came there, in a wholesome and caring atmosphere. This would seem to me to have been the spirit of Bilborough throughout its life and it is certainly the vision that Ivor Williams tried to pass to his new charges. He was, of course, a classicist which makes him, I suppose, a sort of Græco-Roman: which is where I came in.

A Warm Welcome - Mike Robinson (Chemistry, 1962-97)

A warm welcome was given to me when, having been appointed a few months earlier, I called to discuss my timetable for the coming September. Having arrived early, I was asked to wait in the prep room off C2, a windowless room, some 12' square, with pyramid-shaped glass ceiling-cum-roof and little ventilation. The water-still was on full blast - with its four bunsen-like flames roaring beneath the boiling chamber. With the glass ceiling seemingly magnifying the heat of the sun, for 15-20 minutes the room resembled a sauna. It came as no surprise to me, as I examined the bottles of chemicals on the shelves, to find those of aluminium

chloride, chromic chloride, chromic nitrate, ferric chloride (to use the nomenclature of 1962) contained extremely soggy crystals, a clear-cut reminder of the meaning of the word 'deliquescent'.

The 'heat remained on' as a few minutes later I was given my timetable - a form in each of years 1-3, a class in each of the 4th and 5th years leading to O-level, three sixth-form and two seventh-form sets for organic and a practical afternoon with each of 62 and 712. I re-learned an awful lot of chemistry in that first year, and the names of 200 pupils and students, not counting those in the two General Studies classes.

In the 712 practical classes, students worked in pairs on different experiments all requiring keen supervision. The impact was heightened - if that is the word - in that I, at 5' 8", was the smallest person in the laboratory. The experiments included preparation of organic compounds and measurement of colligative properties, and one pair was working on polarographic analysis, something rarely encountered in an A-level laboratory. By the end of the decade, the scope of experiments had been widened to include conductimetric and potentiometric titrations in the area of physical chemistry, and in organic, the preparation of 2,4-D (a weedkiller) and the extraction of natural products, such as caffeine from coffee and cystine from hair. For the latter, the student was charged with the responsibility of providing the necessary starting material, 50 g of hair! Inorganic chemistry seemed the poor relation. To some extent, compensation came *via* two research projects. Initially Alan Sanday had obtained funding from the Royal Society for original research carried out by students under his guidance into the preparation and properties of sodium nitrosyl. Substantial progress was being made when two things happened - Alan moved to a new post, and a German group published a paper on the same topic. However with guidance from Professor C C Addison initially and later Dr Logan, both of Nottingham University Chemistry department, we moved on to research into anhydrous nitrates, first developing appropriate techniques in preparing anhydrous copper nitrate before tackling original work on gallium. Again we were pre-published; a more detailed account appears in Magazine No 13 (for the academic year 1969-70) under the names of Stephen Fell, Christopher Allen and David Funnell, though others had worked hard on the project in the preceding two years. Some twelve years later, Robert Morris, working on an F111, a gas-chromatography instrument acquired from John Player following one of our many visits, developed a technique for determining the percentage alcohol in samples of beer.

Two of my 'non-contact' periods coincided with boys hockey under the whistle of Maurice Tebbutt who kindly let me join in - my first real games of hockey, a game I continued to play for another thirty-something years. Bilborough had very strong 1st XIs in the mid-sixties owing to the combination of a large number of skilful players and John Ewan's coaching skills. I still meet some of those 'lads' at local competitions. And then there was cricket - often umpiring the U12s at home in the morning and taking the 1st XI away to Newark Magnus or Melton Mowbray or somewhere in the afternoon, and occasionally, in one season, concluding the day with a 'de-briefing session' with the skipper in the Admiral Rodney. At one time the staff were able to field an XI nearly all of whom played club cricket. But don't mention staff rugby, or the occasion when after a brilliant inside move by the centres (I am informed) I was put away on the wing to score an easy try . . . only to put my foot over the dead-ball line in trying to ground the ball behind the posts - my first game of rugby, my star moment, my humiliation.

At Whit, one year, a party of staff and students maintained the tradition of a few days in the Lake District. On this particular morning, we ascended the first of the Langdales in quite dense mist, walked down and round the bog and up towards the second Langdale, and then down into the valley to meet up with the bus - still in dense mist. The walk seemed longer than anticipated, and Juliet Skedge and I at the tail-end of the crocodile maintained morale by encouraging the students to sing songs, always accepting a fruit-gum when proffered - the origin of a certain nickname. By mid-afternoon, our properly-equipped leaders recognised that we were in the wrong valley, but how it came about we never discovered. It was rumoured that somewhere along the path, compass bearings had been ignored in favour of the evidence of the (changed?) direction of the wind. Surely not.

The final contribution to the original warm welcome occurred as I was walking across the landing towards C2 when suddenly, 'snap, crackle, pop, bang!' - there was a series of small explosions beneath my tread and the sound of muffled laughter coming from members of 72 within the laboratory. I am fairly sure that I know the name of the perpetrator, the joker who had at some stage prepared a dry crystalline sample of nitrogen

triiodide and sprinkled it on the floor, a lad with interests in common with a famous scientist born in Pisa in 1564 and renowned for his far-sightedness!! But I'll not let on.

Bilborough Remembered - Robert Breckles (1959-1966)

I well remember standing outside Bilborough Grammar School's main entrance on my first morning in September, 1959, with the other 120 chosen ones who had passed the 'Eleven Plus' earlier in that golden summer. Steph Turner from next door had been at the school happily for a year, and thanks to her, pals from Fernwood Junior at Wollaton, and an introductory school visit the previous July, I was quite looking forward to the Bilborough experience, save for two misgivings.

One was as to whether I would be bullied by boys who had come up from the Bilborough junior schools. Wollaton was a relatively genteel area. Sorry about the generalisations, but there was a difference in the jobs a lot of our parents did, in the schools many of them had been to, and not least where they came from - many of them were from other parts of the country, which was less usual for Bilborough parents. Because of this and because even our Nottingham-born parents had dropped their Nottingham accents to 'get on in life', accent was a tell-tale sign of many little social differences, which were evident, for example, at the Trowell Road railway bridge which was the meeting place of 'the two cultures' - train-spotting was the big thing for eleven year-olds in 1959. We Wollatonians were less inclined, for example, to walk over the line on the gas pipe high above it, make rude signs at passing engines we had previously 'copped' (and when we did we didn't understand them very well!), or to 'mix it' with other eleven year-olds, than were some of the Bilborough lads. So, having with my pals been occasionally the victims of minor bullying by 'rough' lads from the other side of the track who regarded us as snobs and softies, we mainly kept to the Wollaton side of the bridge, despite the poor view it offered us of the steaming 'half fourer'.

Now, we had to venture into their territory. The blue Midland General 'E1' took us that first morning across the railway bridge, through unknown parts of the estate to the Bramhall Road terminus, from where we walked through William Sharp to our new school. And there weren't that many of us. All but a handful of the 51 pupils in Fernwood's upper 'A' stream had passed the 11 plus - thanks to Mr Fielding's intensive coaching - but half had gone to Mundella and other schools. We remaining ones were heavily outnumbered by the Bilborough intake. As a teacher read out names in the forecourt allocating us to the four classes, my concern increased - I was one of only a handful of Wollatonians in '1D' (a mixed ability group named after Miss Dix our form teacher). One strange unfamiliar name conjured up a picture of a real bruiser. When we got to our room and Miss Dix read out the register, he turned out to be a small gentle lad with specs, and my first-morning fears quickly evaporated. Everyone seemed anxious to be friendly and break the ice (thanks, Ian Wright, for your still-remembered friendliness that day; likewise to teachers, amongst whom Miss Dix herself, Pat Butler, Ian Wibberley and Bill Bristow stand out, who combined perfect order with great graciousness to us young ones); background soon took second place to personality, and new friendships quickly formed. Bilborough was to be a place of social mixing, which had an effect on changing the outlook and aspirations of many of us; it helped root me in my local culture in a way I doubt would have happened if I had passed the High School scholarship exam I had taken and gone there instead; others, it helped via university onto the stockbroker belt. The latter was in accord with the aspirations of many of our parents, from Bilborough as well as Wollaton, eager for us to take advantage of the 1944 Education Act which was a cornerstone of the better world they had literally fought for. It was also more in line with the intentions of the school. Under Dr Peake's determined rule it was clearly on encouraging us as far up the educational ladder as we could go. He conveyed his message mainly through the daily assemblies, such an important part of the rhythm of school life - an orderly entrance to a record of classical music (does anyone else remember Dr Peake's choice for his last assembly? 'Harold in Italy', I believe. Though some resented it as not their kind of music, I loved the entrance music and can recall much of it - Bach's Brandenburg Concertos, Mendelssohn's Italian Symphony, Beethoven's 7th); a hymn from 'Christian Praise' (I still have my copy, covered in brown paper on Miss Dix's first-day instructions; though not then a church-goer, I loved those traditional hymns); a Bible reading; a prayer; notices; a second hymn; a blessing. Through Dr Peake's assembly talks and notices announcing academic and sporting successes we picked up the message that Bilborough was not going to take second place to longer-established grammar schools. I

think most of us were happy to take up the challenge. I was, though I drew the line at rugby, which game, I guess, was part of the plan to integrate us with the grammar/public school/university world, but which was alien to most of us, and my reaction to which was, looking back, part of what shaped my attitudes to my aspirations and even political views.

For compulsory rugby was my other misgiving on that first day. Though I loved sport I was shy of any formal games, and I certainly didn't want contact with either mud or heavier lads (wherever they came from!). I wasted too much of my first three years on the wind-blasted playing fields cannily avoiding the action, at the price of having inactive knees which turned the same colour as my light-blue Clumber House shirt. I resent the game to this day. Likewise PE teachers - even though I wasn't one of the 30 boys lined up and slipped on one memorable occasion for not having well-blancoed plimsolls! My only bright moment on the rugby field was when my pal Michael Winkley (tragically killed in a car crash as a teenager, as later was my first-year pal Richard Bailey), who considered rugby to be part of his Yorkshire heritage, led an otherwise reluctant charge on a conversion kick. He was so busy turning round to yell at us to follow him that he got the muddy ball full in the face and sat down sharp. I'm afraid any sympathy gave way to mirth as he turned to us looking as though he was about to perform an Al Jolson number.

I can claim only one significant lower school achievement. I was the last boy in my year, by then the second year, to go into long trousers - more to do with my natural conservatism than the quality of my legs, I'm afraid. I was possibly also the last to grasp the facts of life. Bilborough's contribution to this aspect of our education was a single biology lesson in the first year and a talk by a doctor in the fourth. My first year biology teacher felt it better not to talk to us about it and instead told us to read a relevant section of a text-book. Unfortunately for me I was a slow reader, and I hadn't reached the interesting bit when the bell went. I only just grasped what the doctor was talking about three years later!

Religious studies - strangely, considering Dr Peake's strong Christian faith and the fact that he seemed to have purchased a job-lot of staff from university Christian Unions - and the arts and crafts were also given scant time and were hit-and-miss. Otherwise, teaching was very sound, though generally dull - we were expected to just get down to it, and we did. For those of us in the L for Latin stream - we were streamed from year two - it was relieved by Ivor Williams' idiosyncratic style. The basics of Latin remain in my mind, but more so Ivor's professorial air and memory aids. I think of "straw-berry-jam-pot" every time I look in the food cupboard, but for the life of me can't remember its relevance to Latin verse - and what was it that had to go "out the window"? And who was "Mrs Hippo" - and why? The other teacher who stands out in my mind, and for similar reasons, is Mike Clark. His lively style made history live for me for the first time, and altered my academic future. History replaced geography as my favourite subject, as my interest in politics and society began to stir.

With my father's support, I resisted the pressures that seemed to push - most of the boys towards the sciences - "the thing of the future" - it was the year of Harold Wilson's "white-hot heat of the technological revolution" speech - and did a mixture of O-level courses. I enjoyed my work more, though not the extent of the pressures to achievement many of us felt and which made us work very hard. I think there was just one of my group who took things easy, and each year he won the 'Effort' prize! I also enjoyed games for the first time - I jumped at the chance to throw over rugby for hockey, and went on to play for the school, college, and for ten years for South Notts Hockey Club which Mr Ewan introduced me to. I also enjoyed the deepening friendships; and contacts with staff, helped by the fourth year holiday near Annécý in the Alps at Easter 1963 (first time abroad for most of us - an early start from Nottingham, Mike Robinson waking me up as I dozed on the London underground, the Newhaven-Dieppe ferry, sleeping in wagons-lit and awaking among the Alps; snow on the mountain-tops; lizards on the railway track between the hotel and the lake; and was that horse meat on the dinner-plate?! Return via a tour of Paris.); and by clubs. The hockey club, of course, of which I later became secretary; then I particularly remember the excitement of the Film Club run by Mike Clark and others - 'Jour de Fete', 'Julius Caesar', 'On the Waterfront', 'History of Mr Polly'. And I treasure a variety of strangely-shaped ornaments which remind me of my efforts in the Pottery Club. My pals the two Richards (Edwards and Gill) got me into that, and also into school assistant librarianship. I found a niche there. I loved the books, the smell, the quiet, the responsibility Cyril Jacob affably let us have, the camaraderie of the stock room - and some of the girl librarians were quite nice as well. Then on the shelves I found three volumes of Marx's 'Capital' and read all 800 pages,

and for a time thought I was a Communist - in the outside world the supposed new dawn of the 1964 Labour Government was happening, education and much else was developing as we baby boomers came through, optimism was abroad and everything seemed possible.

A social revolution was on its way, in fact, and by 1967-8 many of us would be caught up in student demonstrations about everything and nothing. There wasn't much sign of it in my sixth-form years, however, beyond a bit of grumbling about minor rules and regimentation which I took to be ordinary adolescent rebelliousness. They were certainly the happiest years of my school career, helped on by great pupil camaraderie and intellectual stimulation, quite a bit of it developed in the lounge bar extension of the 'Admiral Rodney' on Friday nights. And in my experience there was a super relationship between sixth-formers and staff, helped by the smallness of 'classes' - usually about six or eight strong. Then we geographers, for example, enjoyed a field trip week at Swanage with our staff; we English students were frequently whipped in by Miss Skedge (thank you for bullying me into reading a Shakespeare play each week for my first two terms with you, Miss Skedge - I sort of enjoyed it, but in any case I have got my own back by seeing only one Shakespeare play in the last 25 years) to go off to some theatre to see one of our set texts performed. There was sport, hockey with Mike Robinson, sixth-form football, and clubs. I think it also helped relationships that Ivor Williams became Headmaster at this time; he had a warmth and readiness to listen which was in tune with the changing times. This may have been more my perception than others', for I spent a lot of time with him in his early months as Head. Near the end of Dr Peake's time my father was summoned to the headmaster's study. Roy Downing had suggested I sit the Oxford admission exam, for his old college St Edmund Hall, which I did in late 1965. I was awarded a place conditional on requirements including Latin O-level which I did not have, and Mr Williams, amidst all the other new demands of Headmastership, came into school early and on Saturday mornings to give me and three others a crash course. Duncan Hunter was one of the group, and went up to Oxford in October 1966, the first Bilborough pupil to do so (several had previously gone to Cambridge); I followed in 1967, Roy rightly thinking I would benefit from a year's further experience.

So I had an extra term at Bilborough concluding with an Oxford scholarship exam; a sort of Indian Summer, comprising with Phil Baker the 8th year - it was good preparation, I imagine, for becoming a 'grand old man' in later life. We had some special classes, in my case history with Roy and Marion England, French with Miss Thompson - so pleasantly approachable compared to when she had been my lower school teacher - Latin unforgettably taught by the charismatic Mr Day; we joined in with sixth-form groups - T S Eliot with John Davie. There was lots of time to discuss, and in my case to help Cyril Jacob get the library extension in the new block operative, and to begin to understand Christian fellowship through the school Christian Union - which included young Jim Cowley, who deserves a footnote in Nottinghamshire's history for his splendid later work in helping to start Macedon House for the city's homeless. As with all Indian Summers, it was enjoyable but poignant. My friends had moved on, and I felt I was on borrowed time.

I guess I moved on without too many backward glances. Thanks to Bilborough's help, there was a lot to look forward to, and I did. I went on to gain qualifications at four universities. I never felt that my secondary school education had let me down; and in retrospect, I would say that the sixth-form, with the interplay between many different subjects and students, was intellectually one of the most stimulating as well as socially most supportive in my life. Thank you to all concerned.

I have gone on too long. With this essay as with Bilborough and quite a few things in life, I have been apprehensive about beginning and then reluctant to finish. And hark! I think I hear Mr Beadsworth opening the library door and shouting.

"Mr Jacob an' 'elpers! Five o'clock! Let's be 'avin' yer!"

"Coming, Mr Beadsworth!"

Good Sports - Mike Upton (1959-66)

'Upton, you will become the first seventh former in the history of this school to receive a detention', said Mr Williams to me in January, 1966. This followed my answer to the question 'Poetry is an art form. Discuss' in that year's O/A level English exam. I had responded to the effect 'Why should I be forced to listen to a teacher rant on about some long-haired twit in knee length knickers, when I could be spending my time much more productively on the sports fields?' A very free-thinking and progressive approach for the Nineties, but far too radical for the mid Sixties - and one that did earn me a detention. So when I received a missive from the Editor asking me to write a few words on Sport in the early Sixties, it was with trepidation that I started, as you can see that my previous efforts in the literary field were not of the same order as Booker Prize winners.

So we start - my first recollection was the whole First Year being assembled in the school hall on our first Games lesson, September, 1959, and Peter (PE) Robinson inducting us into this strange game with a ball that didn't bounce correctly and a point system for scoring. This was followed by a practical demonstration on Snowdon (the pitch on the hillside) and surprisingly, I showed an aptitude and was selected for the school side. For the next five years I played as centre, hopefully in the style of Jeremy Guscott, but probably more like Jeremy Beadle. In spite of enthusiasm and effort, we always struggled - and couldn't live up to the standard of the previous year, who had giants like Mellors, Wheat, Hunt and Connolly, and steam-rolled all before them. Our own gutsy players were Geoff Shaw and Johnny Allison in the tight five, Chris Davy and Pete Esden were two flankers with speed, tricky scrum half Colin Simmons, Bob (Tabs) Brown at fly half, and speedster Rob Allwood on the wing. We had a second row in Chris Bostock and Duncan Hunter, both over six feet tall, that a current team would kill for, but we still couldn't win consistently.

Nevertheless, I enjoyed my time and still recall away matches to Queen Elizabeth Grammar School, Manor Mansfield and Newark Magnus - all on a school bus - and we left in lesson time, which was a very good reason to be selected. Matches were generally played Saturday mornings - except Nottingham Boys High School, who were in lessons in the morning, and so we had to give up our afternoons, not a satisfactory situation, especially as they hammered us on every occasion. The annual away match to High Pavement Grammar School comes to mind - we all had bus tokens given to us on the Friday as their school was inside the City boundary and we used City Transport buses. Until the late Sixties, Trinity Square was a bus station around a church. We met in the old Empire Café on Forman Street, now a high class restaurant, but formerly a greasy spoon type of establishment where a sticky bun and mug of tea was about sixpence (2½ p). On the return trip, about midday, we always called into the old Empire Billiards Hall on Goldsmith Street. We were not allowed onto full-size tables, but there was a ¾-table inside the door, which served our purpose just as well. All this in school uniform - if only Dr Peake had known!

At this time, inter-House rivalry was encouraged and fostered by the Staff (how times change!) and there were annual House matches between Welbeck, Rufford, Annesley and Clumber - we in Welbeck never faring exceptionally well, as I believe Rufford had all the 'big boys'. The annual Staff versus Pupils match was held late afternoon, and whilst I never played in it, I can remember Barry Johnson (2 years older and selected for England) weaving his way through what seemed an elderly but enthusiastic Staff defence. Roy (History) Downing will always live in my memory as the personification of a classic fly-half - lean to the left, pass to the right - or was it just his baggy and faded track-suit top? The end-of-season Schools' Sevens at Notts Rugby Club at Beeston was to be looked forward to - not because we won anything, but because it was the only club venue we played at, and in true tradition they had a communal bath, a novel experience for pubescent teenagers. The advantage of being knocked out of the competition early was that you got the bath before some of the other teams, who washed their kit and boots in it!

Summer - and the cricket season. Nets, with coconut mats set up on concrete bases alongside Hanslope Crescent - Colin Simmons emulating Fred Trueman - a sharp riser off just short of a length and a ball under my chin. I think that incident put me off batting for life. Instead, I took up wicket-keeping, not brilliantly but sufficiently workmanlike to be selected for school matches again. I never took to cricket like rugby - too long a time for too little action, and therefore my recollections are fewer. I do recall being admonished once (by the afore-mentioned Roy Downing) who was umpiring at the bowler's end in a school match on the top pitch. At the end of the over, he came to me and the bowler and berated us for not appealing for lbw sufficiently. 'I can't give

them out if you don't appeal' he said - how I wonder what he would say now with all the shouting in today's game.

1964 and the sixth form was a milestone - options were available at sport - rugby, football, cross-country and others. At the beginning of the season a rugby trial was held, and now both sixth years were combined into one team. I was selected at full-back for the Possibles - and the afore-mentioned Hunt, Mellors, Wheat and Connolly were forwards in the Probables. Being one of the smallest sixth-formers, it was only after one tackle that I hastily reconsidered my options and joined John (RI) Ewan and Bob Robinson with the men's hockey team - a decision that became seminal in my life and one I have never regretted. I have played hockey now for 35 years and I still believe that the School forward line of 1965 was the best I have been involved with - from right to left, Rod Knight, Alan Barr, Pete Goldthorpe, Keith Hale and Mick Upton. I was the junior in that formation (all the others being seventh formers) and occasionally vacated my position for Alan Fox. I did not mind that as he was smaller than me and I always felt I could reclaim my rightful place at will. Together with a defence that included Chris Allard, Brian Jones, Mick Leahy and Mike Davies, we went a whole season winning every match - and I was the only forward who did not win a County cap. (I saw Chris Allard and Mike Davies at the 1997 reunion - still looking just as good - Mike has been secretary of the RAF Hockey Association and is still his club secretary.)

In 1966, I was sent, with others, to Mundella Grammar School playing fields alongside the River Trent (now Nottingham Forest's training ground) for school County trials. Still playing left wing, a goal in the first ten minutes did not do my case any harm. Unfortunately, it was against my own school keeper who was playing for the opposition - Rod Pilkington was less than impressed. In spite of this I was never selected for the County Schools - a decision that still rankles as I found out later that I was called up, but by a misunderstanding, I never received the message. Incidentally, years later, I made good my wish by Captaining the County 2nd XI against Yorkshire - and then retired. The 1966 hockey team suffered as a result of the previous year's exceptional success - but there were stalwarts such as Dick Edwards (who I see occasionally on his push bike in West Bridgford), Rob Breckles (who joined South Nottingham HC and then the Ministry), Duncan Hunter (who followed me from rugby) and Pete Pitchford. We never had the flair of the '65 team, but Bob Robinson's enthusiasm helped us along.

Indoor sports centred on basketball, which was enthusiastically supported - especially by the sixth-form girls! I suffered again because of being vertically challenged, but with Rod Lewinski and Colin Simmons I tried hard to get into the school team. This time I was unsuccessful, but still hung round the fringes. I remember going with them to watch training matches at Glaisdale School, which eventually paid off as on one occasion I was selected to play for City Schools against Birmingham Schools. Nobody had informed the Coach of the match - and there were only six Nottingham pupils there, including me who had only gone along to watch. We lost 54 - 12 but I did not mind, I scored 3 baskets and was joint top scorer!

Cross-country was an excuse for the sports staff to give the pupils something to do for an hour when the pitches were unfit for real sports - so is expounded the Upton Theory on Stamina Sports, as I hated this particular event. It became an excuse for the smokers to have a fag in the dilapidated house on the sandy track around the old quarry on Catstone Hill at the rear of the school. I regularly came in the last half-dozen, absolutely knackered and wondering about the point of it all. (This was the only time in my life that sitting down and reading poetry seemed at all attractive.) Other reminiscences of 7 years of sports are: PE Robinson's plimsoll - applied in an accelerating downward motion across a horizontal posterior; missing out on the showers and going to bed at night with mud on my kneecaps - we had rugby again the following day and I could not see the logic of washing mud off only to have it re-applied the next day; and going in the showers, having had the cane the day before for going to the fish and chip shop on Bracebridge Drive, and showing off the bruises as 'badges of courage'.

Wonderful days, when I used to go into school for sports periods only having been off ill for all academic lessons, and when staff gave freely and willingly of their spare time (or appeared to do so). Corinthian days - possibly not, but I wish I could do them again.

Bilborough Grammar School - based on correspondence from Melvyn Hill (1962-67)

I started at Bilborough Grammar School in September, 1962, and at that time uniform was considered very important. Full uniform had to be worn every day. Boys had to wear caps and girls had berets, and we had dark gabardine coats with school scarf for outdoor wear in winter. There was a variety of games kit, even house colours. Later, in the fifth year, we were allowed to wear white shirts instead of grey. Jackets and ties could come off only if it was exceptionally hot. I seem to remember the sixth-formers were allowed to wear suits. Discipline was fairly strict, from a cuff around the ear off Mr M for being lippy, to detention for misbehaviour, to the dreaded cane. I had them all. Looking at the state of things today, it wouldn't be a bad idea to bring back that cane.

The entrance hall at that time also served as a dining room. The meals were pretty ghastly, cooked at Players School kitchens and transported to BGS in special flasks and then re-heated. The pig bins out the back were always overflowing. Later, a new sixth-form block was built with more changing rooms, and proper kitchens enabling us to have our meals cooked on the premises. The poor old pigs must have starved to death after that.

During my time at Bilborough we had some very successful sports teams, notably the intermediate cross-country team, who managed to beat the two athlete-specialising public schools, Dr Challoners and Millfield. I remember also the cross-country course. It was a real grueller. The starting point was at the bottom of the Bilborough Road driveway. We turned left onto Bilborough Road and then right onto the sandy part of Strelley Lane and up towards the village. Just beyond the village, there was a left turn over Catstone Hill - no motorway there at that time - and then left into an open-cast site and through a lot of deep black mud if the weather had been poor. The route then took us across to the sand hills and then right onto sandy Strelley Lane again, left onto Bilborough Road and then right into the school drive. The M1 motorway was built in 1964/5 effectively cutting the course in two. We used to train along the canal at Wollaton. The Nidderdale houses have been built on this site since then.

I remember going on school trips. In the summer term, our form teacher would ask if we fancied a hike somewhere. If there was enough support, and there usually was, she would hire a Camms coach and we would split the cost, usually something like 4 shillings for the day. I can remember when Nottingham Forest was due to play a second replay in the quarter-finals of the FA Cup, I think it was, around 1966, I know it was against Swindon and to be played at Villa Park. One of the teachers hired a coach for the evening and we all paid our share. We also used to go on a five day trip to the Lake District. Autumn half-term was only Monday to Wednesday in those days. The fourth and fifth years were able to go on a youth hosteling trip. I went twice. The first year we stayed at Keswick and Ambleside, and the second time it was Keswick and High Close. The clocks are always put back on the Saturday of half-term, and I remember being kept awake at Keswick by a dance in the Pavilion next door. They were great outings. Over the two years we climbed Scafell Pike, Helvellyn, Great Gable and Green Gable, walked across Striding Edge and also walked up the Old Man of Conistone. I can also remember scree-running near Harrison Stickle. On a sad note, one of the trips came the day after the disaster at Aberfan. On these trips, we had a great rapport with the teachers and really got to know them well. These trips inspired us to join the YHA and do our own walking holidays, including nine of us doing the Pennine Way in 1967.

I can remember there being a whole host of after-school activities. Of course there were the sports practices and games, but in my first year, I joined the History Club which was run by Miss Cherry. I also joined the Railway Society and the Junior Scripture Union, both of which were run by Keith Flinders who I think was in the fifth year at that time. The railway club was really a tribute to the closing years of steam trains and we went on trips to Crewe and Derby locomotive works, trips around the Eastern Region of British Railways, and we practically haunted Colwick engine shed. In the 4th and 5th year, I joined the Senior Christian Fellowship and the Stamp Club which was run by Mr Jacob.

Bilborough Grammar School was built when very few people had cars causing the place to have abysmal parking facilities. I remember some of the sixth-form lifting Miss Scott's mini into the gymnasium. The place had double doors leading onto the playground otherwise this would have been impossible. Can you remember an Austin 7 type of car belonging to Miss Trail? It had running boards and fifth-year lads were always standing

on them. One amusing item is often raised for a laugh in our family. A notice was sent home to parents about what to do in the case of sickness. It actually said in the letter "The secretary cannot take massages by telephone".

Twenty one years after I left Bilborough, my own son, Mark, came to what was by this time Bilborough College. I did go and look around, but so much had changed. I believe Mr (now Dr) Jacob, Miss Betts and Mr Yarnell were still there, but thankfully, Mr Yarnell could not remember the hard times that I had given him 20-odd years earlier. I am glad to say that my own son left Bilborough with much better results than I did.

The Williams Years 1965-1/1973

To begin ... at the end. Here is part of the address given by Bill Bristow, Acting Headmaster, at Speech Day in March, 1973, five weeks after Ivor Williams had retired.

Bilborough has indeed been fortunate with its Headmasters. The energy, drive and organising ability of Dr Peake, the first Headmaster, rapidly established a School which gained a reputation for its Scholarship, Sport, Drama and moral and social standards. Throughout this period Mr Williams, as Deputy Headmaster, was the perfect complement, tempering justice with humanity and helping to create what he always referred to as the 'family atmosphere' in the school. He succeeded Dr Peake as Headmaster in 1965, and for six months or more went through a period of intense strain carrying the combined load of Headmaster and Deputy Headmaster and gradually mastering the details of organisation*. Events have proved him to have been in many respects an ideal successor. A man of considerable culture, Celtic warm-heartedness and humanity, genuine humility, gratitude and self-sacrifice, his strength has lain in personal relationships. He has devoted himself unsparingly to the well-being of all his pupils and his Staff, and has never paused to question the cost to his time or, indeed, his own health. I suspect that a very large number of present and past pupils will look back in future years to realise what a debt they owe him, and there are very few Staff who do not owe him some personal debt of gratitude. His door was always open to Staff and pupil alike for advice or assistance on any matter. Nothing was too trivial for his attention and it mattered not whether it was strictly business or purely personal.

[*Ivor himself wrote on 29th April, 1966: 'In September last I became Headmaster but a Deputy Head was not appointed until two months ago. During this interim period Miss Thompson carried out extra duties as Acting Deputy Head, as well as the many commitments she had as Senior Mistress.' I may add that the appointment to Acting Deputy Head was made by the Education Authority. Ed]

Some ten years before that valediction was offered, in the period September, 1962, through to July, 1963, plans for the much needed extension to the school buildings had been drawn up with Dr Peake and W G Jackson (Director of Education) making regular contributions at the Sites and Buildings Sub-committee monthly meetings. Now, in Ivor's first term in office, having shown around the school those candidates short-listed for the vacancy of Headmaster, but been himself appointed on 24th September, 1965, the building programme was underway. It fell to Ivor to engage in the difficult task of developing a modern Sixth that answered the demands and needs of society. Cometh the hour, cometh the man. Ivor used his first public opportunity to outline part of his philosophy when at Speech Day in March, 1966, he had this to say.

I am proud of our Sixth Formers at Bilborough - one hundred and ninety of them - especially those who have joined us from the Bilateral Schools - they have to work harder than at any other time of their lives without the material compensation that their contemporaries enjoy. They represent a true Bridge between the sheltered life of school and the outer world and I do beg parents of these young men and women to continue to encourage them, exercise solicitude and patience in their vacillation of moods, and to share with them their troughs of depression and moments of joy.

Socrates believed that in all men was something of God. My task as Headmaster and that of the staff is to find that core of goodness in these young men and women. They have a passionate desire to be someone, to be an individual in this bewildering world - to find their niche.

With the drilling and clanking of building machinery ever audible to remind Ivor of the problems ahead there arrived on his desk a copy of Circular 10/65 Organisation of Secondary Education (of which more anon) seemingly to compound those difficulties, though one hindrance to progress was eventually removed when the vacancy of Deputy Head was filled on St David's Day, 1966, by the appointment of Bill Bristow, who had taught in Swansea before moving to Mundella and finally Bilborough.

Blissfully unaware of such 'unimportant' (to them) matters, the vast majority of the 676 pupils and students continued to display their talents and enthusiasm in the many out-of-class activities, in concert and on stage, in service and on canvas, in club and on field, in competition or purely for fun. Ian Barnard created a new United Kingdom record in the steeplechase at the All England Schools Championship, and in the same season, with wins in Nottingham, Lichfield, Oxford, Grantham and at Rugely, the cross-country team had justifiable claim to be hailed the All England Schools champions. In contrast, at the end of the year, the Bilborough House system was laid to rest - 'to allow the spirit of competition to be harnessed by Bilborough as a school against other schools but not against ourselves'. House blocks for House Meetings, if indeed ever envisaged, failed to materialise (was the A-block one such building?), and the increasing numbers of students transferring at 16+ reluctantly transferred House allegiances previously acquired.

Come September, 1966, change was in the air. On the day before term, prospective sixth-form students were greeted not by the three most senior staff alone but accompanied by, for the first time, heads of department. The music department was relocated in the A-block and the classroom at the rear of the hall was fitted out as a language laboratory. The start to the sixth-form timetable the following day was slightly delayed while equipment was moved into the new extension; classrooms and tutorial rooms were used for teaching in the afternoon. In the following week there was convened a Staff meeting to discuss a Constitution for the Sixth Form Centre, if, that is, 'centre' is the appropriate word. The extensions comprised nine small classrooms, six tutorial rooms, common room and library for the use of the Seniors, together with a dining room (brought in to use in the following January) enjoyed by the whole school, Seniors and Juniors. Further, many sixth-form classes were still conducted in the 'old' buildings, both in the general classrooms in the tower block and in the specialist rooms, such as the laboratories. Whilst it was generally recognised and agreed that the 'new' sixth should be treated as young adults in their new environment it proved difficult to draw up appropriate guidelines for behaviour given the physical constraints of the buildings.

No doubt some of these matters were raised when the Governors came to view the Centre in early December, and again when a party of Councillors, accompanied by the Director of Education, visited in the following June. There was rather more to these visits than self-congratulation. By this time Sixth-Form Colleges had been founded elsewhere in the country and the creation of such colleges within the City was the subject of considered debate.

There were two births and a burial in the course of the year. Advantage was taken of the newly available common room to hold separate senior and junior school assemblies. The Fencing Club was formed and members entered into local competition. The Annual Athletics Sports Day was laid to rest. There was another first - the administration corridor, staff-room and hall were re-decorated. No mention has so far been made of the Service Group. Here is their report from Magazine No 10.

THE SERVICE GROUP

During the last year, the Service Group has re-emerged with the generous assistance of Miss Scott, Mrs Watts and Mr Day. We have tackled several activities including the distribution of Oxfam boxes, the sale of Christmas cards which raised £14 4s. 6d., a collection of toys for the N.S.P.C.C. and carol singing for Oxfam, which raised another £4 5s. 8d. Projects were begun and completed on the 'Community', the 'Elderly' and 'Racial Integration' which brought many interesting results. The most recent money raising activity with the help of the Junior Dramatic Society was the collection for the N.S.P.C.C. after *Toad of Toad Hall*. Apart from all this, members of the group have helped to arrange a Silver paper collection, a Second Form dance which raised £5 for the S.C.F. and various film shows during the year. Recently a local children's home has been adopted and we hope that visits will

continue, also that the Service Group will grow in size and continue its work next year. MEMBERS OF THE SERVICE GROUP

The A-level results for Summer, 1967, one year after the new tutorial, library, dining and common room facilities had been brought into use, were duly reported - 97 candidates scored 164 passes - with the comment - These results were not up to our previous standard. The following year the pass rate improved by 8% to 69%.

There were two little changes in administration in the new academic year - one at the beginning, one at the end. The usual staff meeting was called on Monday 29th August with years 1-5 and 7 appearing the following day. The new year six arrived on the Wednesday for discussion and confirmation of their courses. On the last day of the summer term, there was an Assembly (in place of the traditional service in the local Church) followed by refreshments with Staff at 11 am. In between these two events, the Essay Society and the Bridge Club were formed, and football with a 'round ball' appeared regularly in the sporting calendar. Members of the Climbing Club tested their skills on the rock faces in Skye and in the Junior Drama Festival, some of the plays were both written and produced by the pupils themselves. With Mr Singleton's organisation, the senior school took part in a twenty-mile sponsored walk which raised over £300 for SHELTER.

In November 1968, Ivor explained in a letter to parents of sixth-form students his proposal concerning a new dress code.

... Now that we have established the Sixth Form Centre where senior pupils are treated differently from the rest of the school, I feel it is logical that the next step is to allow the Sixth Form a wider choice of dress.

They are at an age when most of their contemporaries are out of school uniform and it is my view that if they know there is this option in the matter of dress they will feel even more that they are being regarded as young adults from whom I can expect responsible behaviour.

The whole aim of the Sixth Form Centre is to help the senior pupils to mature not only intellectually but socially and anything which can assist them in this quite difficult period of transition should be encouraged. I have discussed the matter with the Governors of the school and all my colleagues, who have been most helpful with their suggestions, and I am now sending this letter to parents from whom I would welcome any comments.

The simple guidelines which followed are given in Appendix I to allow those who wish to draw a comparison between successive generations. The trial period of one term was duly extended. If the experiment was further reviewed, there is no note of the comments. Yet another step in the modernisation of the sixth-form was taken when all its members were declared equal in the sense that all were to have prefectorial duties, in an attempt to build up a co-operative spirit. During the course of the year, Rod Lupton reached the final England Basketball trials for the U19 age group and Alan Widdowson swam regularly for England and Great Britain senior teams. 'But times they were a-changing'. A rather sad announcement appeared in the introduction to After 4 in Magazine No 12.

Five years ago as I strode confidently over the threshold into Bilborough, I was amazed at the amount of Extra-curricula activities with which to use my time after four o'clock. Due to the enthusiasm of those concerned the societies boomed and their horizons were ever widening. However as staff and enthusiasts left, interest in the existing groups waned and the whole system sank into a sea of apathy. Because of these factors the societies are sadly lacking in support as is evidenced by the limited number of reports received by the magazine committee. C.M.

Though the Bridge Club expanded and the Essay Society continued to provide intellectual fare for the sixth-form, the Service Group 'battled on with its fortnightly meetings, handicapped by lack of members' and the Senior Christian Fellowship, also complaining of lack of support, ventured to form a Junior Scripture Union with some success. It is interesting to note that the latter pair of these four associations long outlived the former.

Her Majesty's Inspectors had been visiting the school since Day 1, or rather Day 24, being 2nd October, 1957, when Mr E C Merchant (General Inspector) enquired after the health of the new school, but the visitations were

sporadic and averaged a mere 1½ inspector-days per year. Mr Brierley arrived in October, 1968, two years after the extensions had been occupied, to investigate the modus operandi of the Sixth-Form Centre, with particular reference to the use of Private Study. He reappeared some seven months later to deliver his report which was then used by Mr Williams as the basis of his presentation to 34 headmasters from local education authorities who were developing similar centres. In March, 1970, there arrived three subject inspectors and one general inspector, but they confined their interest to the Junior School.

The final paragraph of Magazine No 13 reads as follows.

ANTHONY PAGE

Special congratulations must go to Anthony Page who has been selected as Captain of the English Schools' Cricket Association Under 19 Team to tour India for eight weeks [from early December, 1970]. Anthony has been a prominent member of almost all the school's sporting teams since he arrived in the second form. At cricket, however, he has excelled, and this selection is a just reward for the tremendous amount of time and energy Anthony has put into the game. I would like, on behalf of the school, to wish him a very successful tour, and an abundance of runs. S. Deeman.

In September, 1970, the Parent-Teacher Association was formed, and something of its life is revealed in a later article. Four months on, we heard of the death of Alderman Reed. Here is the tribute paid to his memory by Mr Williams at the Annual Presentation of Prizes, 17 February, 1971.

Three weeks ago today in my room at school I was talking to Alderman Reed who had come to see me, as he modestly put it, for his 'briefing' for Speech Day. I gave him the notes I had prepared and a copy of my speech, little dreaming that by a cruel shaft of fortune he would not be hearing it tonight. But that hour we spent together was so typical of the many that we had shared: we talked of previous Speech Days, of the many school productions which he had seen, the latest being 'Under Milk Wood', he asked how some old scholars were now faring, what of the present, what of past staff appointments, what special problems were now facing the sixth, problems both general and particular - and the whole conversation was laced with good humour and easy understanding. I sat there listening to his sound common sense, and his quiet solid wisdom. He was the same MacReed three weeks ago as when I first knew him thirteen years ago when Bilborough opened - always cheerful, always friendly, never pompous, never stuffy. And it wasn't always in school time that I contacted him. A headmaster always needs someone he can turn to at any time, and I can honestly say that I have rung up Alderman Reed early in the morning and very late at night. On numerous occasions when I had telephoned him at home Mrs Reed said 'He's not come home yet from the Council House but he'll ring you when he comes in'. This he never failed to do - although often he had had a tiring day. A man who knew humility, he was devoted to this City, and as our founding Chairman he together with Mrs Reed, took a special pride in Bilborough. Truly no Headmaster, no school could have been served by a finer Chairman. We were proud to know him, and we feel grateful to him and for him.

Ivor Williams retired from the post of Headmaster at the end of January, 1973. Here are some extracts from the Report given by Bill Bristow at Speech Day, March, 1973, to illustrate the health and wealth of the school he left behind.

Throughout the year, Mr Hutchinson and Miss Heath, assisted voluntarily by over half the Staff, have coached and managed no fewer than 48 different sports and athletics teams who have played 388 matches, and about 350 life-saving, survival or safety awards have been won by boy and girl swimmers. This is in addition to badminton, canoeing, squash, lacrosse, boys' hockey and golf. On some Saturdays about 130 boys and girls are competing in sports events of some kind. 6 cross-country runners, 3 cricketers, 6 girl hockey players, 4 netball players, and 2 girl and 1 boy athletes from Bilborough have represented the County.

Drama has always been prominent at Bilborough. In his final year with us, Mr Saunders produced 'The Crucible' by Arthur Miller as the School play with a cast of 20 pupils. The middle school suffered the intense disappointment of having weeks of rehearsal for 'A Man Dies' brought to a sudden halt by the

power cuts resulting from the miners' strike, but manfully switched their efforts to 'Oh What a Lovely War' and presented it to their fellows at the end of the Spring Term. The most recent production was Brecht's 'The Caucasian Chalk Circle', produced by Mr Binding, with a cast of over 60 on stage and a further 70 or so Staff and pupils involved behind the scenes, with music specially composed for this performance by Christopher Bochmann . . . A choir of pupils, staff and parents, aided by solo singers and accompanied by the West Bridgford Music Circle orchestra performed Vivaldi's 'Gloria' in St Leonard's Church, Wollaton. The music was heightened by another programme of speech, drama and movement entitled 'Celebration', the two short programmes designed to form a single entity.

The Geography and Biology departments have each held their annual field course for the upper school students. . . There was a field day for the 4th year Geographers in Edale, and a half-day excursion for the first years to study local history and geography, whilst the Fell Club did six hikes in North Derbyshire and a 4-day excursion in the Lake District. . . On Easter Monday over a hundred first-year pupils, together with A-level Art and History students and Staff went on a long-planned excursion to the 'Treasures of Tutankhamen Exhibition' and this once-in-a-lifetime opportunity was greatly appreciated. . . Second-year pupils visited York. . . The Art department has made a number of visits to London Galleries and Museums, and spent a sketching weekend in North Lancashire, and at Christmas, 1971, they decorated one of the men's wards of the General Hospital with a thirty foot long mural. . . Thanks to the magnificent co-operation of the Arkwright Society, some of our sixth formers spent several Sunday afternoons on conservation work at Cromford, restoring a corn-mill and waterworks, and acted as guides to our own 3rd year pupils and parties from other schools pioneering experimental teaching materials provided by the Society, and volunteers assisted with the Arkwright Festival in 1971 and the Steam Fair in 1972. Two girls, then in their third year, won the regional section of the City and Guild essay competition and were rewarded by a very busy and exciting 3 days in London as guests of the Guild.

But undoubtedly the most ambitious excursion was the 17 day visit to the U.S.S.R. last summer. Mr Richards and Mrs Ivas took a party of 24, 16 Bilborough pupils, 3 from High Pavement, 1 ex-Mundellian, 1 brother and 1 mother, outwards via Ostend, Berlin, Warsaw and Brest to Moscow and Leningrad and returned by steamer via Helsinki and Copenhagen and thus passed through 7 different European States.

Friends for Life - Judith Atkinson (English, 1965-69)

From the moment I stepped off the bus and began to walk down the drive towards Bilborough for my interview, I felt sure that this was a school I would like to work in.

I and John Davie, who was appointed on the same day, joined a close-knit English Department which met every lunch and coffee break round the same table in the staff-room. They were exciting days, when, led by Robert Protherough and later by Trevor Stratford, we were encouraged to try new approaches, introduce new books and discuss together how best to make English lessons enjoyable as well as valuable. For a young teacher who'd spent two years in an unpromising first job, it was a stimulating environment. In that first job I'd had to make my own way, with little support or guidance from the rest of the Department. At Bilborough I felt part of a group of teachers who enjoyed working together, who would plan and try new ideas and then rush back to the staff-room to share successes and failures.

This sense of shared enjoyment extended into collaborations with other staff, and with students. I remember with pleasure the very unsolemn sessions spent planning concerts and 'events' with Colin Jones and David Day and the after-school rehearsals for plays and music. It's a collaboration with Colin which stays in my mind more than any other, when we directed together Benjamin Britten's 'Noye's Fludde'. The striking set and costumes were designed by a student and there was a huge cast, which, at the climax of the opera filled the whole stage. When, as teachers, we collaborated on a staff play, it seems typical of Bilborough's mixture of fun with academic 'edge' that we should choose to perform a translation of 'The Birds' by Aristophanes.

At the reunion in 1997, several past students commented on the unity, energy and commitment of the staff they'd worked with. Some had gone on to be teachers themselves and had looked in vain for a 'Bilborough' atmosphere in other schools. Since leaving myself I've worked in several schools but have never again found what I now think of as characteristic of Bilborough as it then was - a sense of shared enjoyment and commitment to the best teaching and learning, and optimism. It's no coincidence that the colleagues I grew to know well in my time at Bilborough continue, some thirty years later, to be among my closest friends.

Years of Great Significance - Jenny and John Davie (Geography / English, 1966/65-69/71)

In September 1966 Jenny joined the Geography Department at Bilborough as a recent graduate. Inevitably she wondered how her first teaching job would turn out but had no particular thoughts about its leading to marriage as she already had a boy-friend, John, from University days. This was to cause considerable confusion in the staff-room six months later on Valentine's Day when she thanked the wrong (now the right) John for a bouquet of red roses!

John had been at Bilborough for a year and was already well established in the English Department in his second teaching job. However, thoughts of marriage may well have been floating in his subconscious as he had witnessed six marriages between members of staff at his previous school.

Our paths soon began to cross as Jenny was invited to join the English Department break-time coffee group (the rest of the staff all preferred to drink tea). After a few weeks Jenny, who had been lodging in the heart of the catchment area in Bilborough, was asked by Marion England to share her flat in Wollaton. Marion had friends in the English Department and it wasn't long before our social as well as our professional lives began to cross. Our friendship soon turned to romance and, with Jenny living in the catchment area, its progress was eagerly followed by many of the pupils, particularly Jenny's sixth-form. Our lives in school too became more entwined as Jenny started to teach some English and also became involved in John's school productions of plays such as *The Insect Play* and *The Imaginary Invalid* by helping out with costumes; John was invited to join the Geography field weeks in the Lake District and Swanage. Together we ran the Duke of Edinburgh Award scheme and also formed a Service Group to give pupils opportunities to help in the community.

We became engaged just a year after our first meeting and were married in July 1968. Many of the staff joined us at our wedding together with a couple of the sixth-formers and with both of us now living in Wollaton our lives never really escaped the school's sphere of influence. By the time we married we felt we knew each other better than most couples did in that there had been very few days we had not spent most of the time together.

The pupils' interest in our personal lives probably faded somewhat after we were married. Jenny continued to teach at Bilborough, having now also expanded into the PE, RE and General Studies departments, until the birth of our first child, Richard, in 1970. John continued in the English Department and also became Head of General Studies until he moved in 1971 to Nottingham College of Education at Clifton (now Nottingham Trent University).

Naturally we look back at our years at Bilborough as being of great significance to us but also we reflect on a school of academic and sporting achievement, of discipline and tradition (at the time we arrived most members of staff still wore gowns and Speech Days were an annual event) but in which equally there was a happy atmosphere, good relations between staff and pupils, and a community where everyone looked forward with confidence.

Father-in-Law - Frances Williams

As one of Ivor's daughters-in-law I have many personal, musical and humorous memories but as a professional I remember Ivor well - I was a young teacher in my second year of teaching - a Head of department in a large inner city comprehensive when I took Ivor on a guided tour - "That's where all the money is going" he said quietly.

As a new entrant to the profession and not from a teaching family I hung onto every word and still remember many of them now. (How he would be feeling now about me being an LEA inspector I think I can guess - the LEA was not always his most favourite area for discussion!)

The three memories that I retain amongst many were:

The evening during the power strikes of the three-day week when a school fund-raising evening could have come to an abrupt halt as the power was cut - but no, the head sat at the piano and entertained everyone until the power was restored!

The 'Mind Your Head' notice over a short flight of stairs adjacent to the entrance to the Art Room - a nice 'double-entendre' - that reminded me of the 'Loneliness of the long distance head' and that 'the buck does stop there'.

The most memorable of all in education - 'Do allow room for the butterflies'. That comment has been with me throughout my career.

These last two anecdotes are from Ivor's last speech day. Mike Robinson kindly sent me a copy of part of Ivor's last Speech Day Oration of 28th March 1972 which I was privileged to have attended. I have read this to many of my headteacher colleagues on my patch this term - twenty-seven years on - it still has the same magical impact - and it has brought tears to more than myself.

[The complete last paragraph of the speech was as follows:- I know little about flowers, but I have constantly to remind myself of the final words of a lecturer who ended his hour's talk on flower arrangement with these words:- "And now that you have absorbed all my hints, and arranged everything in the vase according to the rules and regulations - don't forget one thing - Do allow room for the butterflies!". Ed]

A Great Place To Be - Elaine Golding (née Straw) (1961-68)

That was then ...

Mid-February - first day, new school, wrong uniform, maroon and gold: transfer from Mundella Grammar School, '*Red and yeller - Monkeydella*' was the cry of the local secondary mods. This taunt was later to become '*Bilborough Grammar snobs*' to which we replied when we dared '*Billy Blunt yobs*'. Hardly politically correct was it? But I digress . . .

I was collected from the foyer by a small dark haired girl named Lesley Taylor (whose friendship I still share). I was to be in Class 1C, in room 1.1 - it took a few years for the significance of the room numbering system to register with me, but proved useful later when I did some teaching at the alma mater. The tutor was called Miss Cherry, she also taught History, and, as at Mundella, she wore a black academic gown. The class went to great lengths to tell me about Susan who had left and how wonderful she had been; somehow I felt like a poor substitute. I was placed next to Valerie, who turned out to be the cousin of a friend at Mundella. It was a small world even then. The desks were in rows, alternately boys and girls, which was very useful in later years when you 'took a shine' to someone and wanted to sit and look at them.

That first year passed without much event except for the birth of another brother in July, the same night that the first pictures were received from Telstar. I became absorbed into the school, and slowly acquired the proper uniform, some of which was purchased through the second-hand shop. The blouses were of a colour called 'air-force blue', but after years of washing with Persil I stood out like a sore thumb on Speech Days. The school prided itself on its modernity: a new purpose built Grammar school in the heart of a council estate. It would not

teach the 'dead' languages of Greece and Rome but would fit its scholars for the world of science, with Russian and German. Yet we had a Latin motto on our school badge 'Summa Fide ac Probitate' (with utmost faith and integrity - I remember not knowing what integrity meant), and the uniform unashamedly copied that of the High School, whose second-hand books, together with those from Forest Fields GS, we used, while the school scarf imitated Eton's colours. There was 'assembly' every morning and a sure sign that you were maturing was the move from floor to seats in the third year and to the raised platform at the side in the sixth form. When staff entered the hall (and classrooms) all pupils would stand. These entrances were grand affairs; a flourish of academic black as the procession filed neatly onto the stage to the strains of Beethoven's Fifth or Handel's Water Music. There were hymns, a Bible reading and 'notices', that long-lost art of delivering information speedily, efficiently and without recourse to sheets of paper.

By the second year things were looking up. We were placed in sets for different subjects and our group 2R would study Russian as well as French. The boys longed for the days when lunchtime netball practice preceded P.E. for the class as they could ogle the long brown legs of our form mistress (Deana Loach - they were distraught when Jim Sullivan won her affections) - our own being too pale and thin to merit a glance at the time. But we had Benny, who threw board rubbers at the inattentive, and a young chemistry teacher, with a penchant for wine-gums, who had the gift of making the Periodic Table and its symbols come alive: 'Tidy benches tidy minds' he would recite. It was to become a mantra, to be used whenever we sought to retrieve the memory of days long past. I remember the year that we were given TB 'jabs'; it was very hot, the Bunsen burners were blazing, and as always we had to wear blazers in class. I fainted. I was escorted into the prep-room by the afore-mentioned chemistry teacher much to the envy of my classmates. At the end of every term we had to polish the benches with hard pink polish and rock-hard, greasy cloths. Today it would be a punishment for the unruly; then it was made to seem like a privilege. The area around the science labs, C1 and C2 in particular, had its own characteristic smell, not acid, nor alkaline, nor even organic, but an all pervading mixture of vapours that had somehow collected there over the years and was reluctant to dissipate.

When I think back to those times I can hardly believe what teachers did to keep pupil behaviour in check. There was the thrower of board-rubbers or on a good day chalk; the believer in a 'sharp tap on the head with an exercise book'; others would pull ears and make miscreants stand at the back for whole lessons or outside the door. Then there was detention, lines or essays - for lateness, missed homework and not wearing caps or berets, or wearing them incorrectly, or, as in my case, for having it thrown out of the window in 0.2 during an adolescent scuffle with a boy I fancied. The Headmaster (political correctness had not yet been invented) was everywhere, an all-seeing, all-hearing power, who kept a cane in a corner of his office. And yet this man was fairness personified and I do not recall anyone feeling 'hard-done by'.

The fourth and fifth years brought options and Additional Mathematics, end-of-term dances, and a lunchtime Scottish dancing club where our partners would swing us ever faster in order to glimpse the frilly 'long johns' that were the height of fashion beneath our skirts. Some of us sat Ordinary Level examinations early in the autumn of 1965; I clearly remember the results being read out in class and being told that I should have got a 'one' in French not a 'three'. I wonder what those grades would equate to now?

The school became a builder's yard during 1966 as the long-awaited sixth-form block was constructed. We were its first occupants. There were tall steel lockers, big enough for a hockey stick and sports bag; tutorial rooms with 'writing-arm' chairs; a common room, a dining hall and coffee facilities at break. The library was extended and carrels for private study were installed, though I am not sure how much use they got.

I had briefly toyed with the notion of leaving school at 16, but a boring holiday job during the summer and lots of parental nagging soon cured me of that. And so I came to the sixth-form during the days of Flower Power and the warm after-glow from winning the World Cup. Again Bilborough was different as we had years six and seven not Lower and Upper Sixths as elsewhere. We envied friends on arts courses as they had 'free periods' but we had smaller teaching groups. I became a member of the Debating Society and gained a reputation for coming second; there was also the Literary Society, and drama and rock-climbing clubs; I excelled at none but thoroughly enjoyed each.

General Studies and Use of English were compulsory then as were two none academic interest options. Pupils, for students then were mortals that only existed in higher education, completed UCCA forms that demanded that university choices were ranked: if you hoped to go to Bristol best not to put it second to any other university. Then, just as we were on the verge on moving on, they did the unthinkable. Forward thinking as ever, Bilborough had introduced an elected sixth-form committee who succeeded in getting uniform regulations relaxed. No more berets or seamed stockings, and very soon no uniform at all for sixth-formers. This seemed like the ultimate privilege to those of us reared on measured skirt lengths, regulation drab colours, and strict dress codes - *'How many buttons on your cardigan Elaine'* asked the senior mistress; there was one too many on the hand-knitted cardigan that I wore.

But this is now . . .

Then one day I was back again, but this time on the other side of the demonstration bench. There was the same old smells and even some of the same old staff! The staff-room had failed to benefit from any of the improvements meted out to other areas of the College, (for now Bilborough Grammar School was no more) and I am sure that the dusty Swiss Cheese plant in the corner was a relic from 1968. My age showed when I kept referring to the 'sixth-form block' in what was now a Sixth-Form College. C1 was now B1 and the Domestic Science room was used for Home Economics, which soon disappeared from the curriculum leaving way for the Art department to spread its easels. The Assembly Hall now houses a thriving Art's Centre, where student 'Goths' aspire to stardom, but the stage curtains still hang in shreds. The rose-beds at the front of the building have been grassed over - never again will students become glassy-eyed and faint as the smell of fresh, steaming manure filters into the English room. The playground has inevitably become a car-park, while the bike-sheds conceal smokers, except that now it is not out-of-bounds nor is smoking an offence. The cloak-room corridor houses vending machines; the original music room is now part of the staff-room; the Music block has created space for the outsize desks of the Geography department and the Music department has squeezed itself into 0.1 only to be squeezed out again to make room for enlarged office space. *Plus ça change, plus c'est la même chose.*

But the atmosphere that was essentially Bilborough, a caring, secure environment has not changed. There is still the pursuit of academic rigour carefully combined with the spirit of nurture. It is people that make places great and Bilborough was, and is, a great place to be.

BGS Memories - extracted from correspondence from John Martin (1961-68)

Teachers

The conservative Mr Bartlett, music teacher, and the radical Mr what's-his-name, with the wild wavy dark hair brushed back [Anthony Pither? Ed] who introduced us to John Cage's *4' 3"*. Assembly always closed with classical music. Thank you Mr Bartlett (or Mr Williams) for bending my ears at such a tender age. That and my mum's preference for BBC Radio 4 at home led me on, once I could afford it, to become an avid symphony and chamber music concert-goer.

Miss Loach taught tennis to the girls in the last two periods of the afternoon. Miss Loach taught us French in the first period of the afternoon in her tennis gear. Fortunately she also taught us French during other periods in regular clothes or we may never have learned anything - the boys I mean. Miss Loach was gorgeous. Rob and I both had a huge crush on her. One time she found us out of bounds and grabbed us both by the scruff of the neck. Neither neck got washed for several days. She married Mr Sullivan to our disgust.

Mr Kirton introduced us to the wines of France in the sophisticated ambience of the Metalwork Shop. Thank you. I'd never tasted wine. My mum's family abstained except for a small bottle of brandy that came out for upset stomachs or toothaches. My other grandfather liked port, perhaps a little bit too much. The two rules I remember: when the sommelier pours you a sample he is simply asking you to check that the wine is still good - a brief sniff is all that is required to tell whether it has turned to vinegar - this isn't an opportunity to reconsider your choice on the grounds of taste; and the second rule was be prepared to break the rules.

Mr Yarnell. Wal liked to turn his pronouncements into *The Sayings of Yarnellfucius*. The only one I remember had to do with the fact that the load presented by an electric motor was not resistive: "Thou shalt not boil water on an electric motor." At the time, Mr Yarnell drove an Austin A40 *Somerset*, circa 1952-54, a vehicle for which I had enormous affection because my dad had two in succession and the last one became mine for a couple of years. We took great delight in speculating that Mr Yarnell's instrumentation would be accurately calibrated in gram-centimetre-second units. Thus the speedometer would be in centimetres per second, the odometer in centimetres, the fuel gauge in cubic centimetres, the ammeter in ampères, the oil pressure in dynes per square centimetre, and the water temperature in degrees Kelvin. If there'd been a fuel consumption gauge it would have been calibrated in square centimetres. Our fearless physics master dumped his luminous watch when the lab geiger counter went off-scale.

Mr Sturman and Elaine Straw marching around the entrance hall learning vectors experientially.

Mr Bristow in his little Wolseley hammering along Cockington Road before or after school, his head barely visible over the steering wheel. Mr Bristow was always the lead in the numerous Gilbert & Sullivan productions that the school mounted. My first ever visit to the school was to see *The Pirates of Penzance* in February, 1961. Later in life, I fell in love with a young woman who had a dog called Sullivan, a hamster called Gilbert, and a dad who sang in the local operatic society. Getting used to calling our teachers by their first names in the 6th and 7th Forms.

Feared teachers

Mr Downing, Miss Betts, Mr Jacob (who was actually a really nice guy when you got to know him).

Mr Wibberley, who threw chalk and the occasional board rubber at chatterers and sleepers, and once asked Widerson, with Widerson's earlobe firmly between his thumb and forefinger, "Widerson, why are you standing up?"

The mixed blessing of being taught special maths by Dr Peake (who turned out to be not only a good maths teacher but also a really interesting guy).

Exams

My A-level Qualitative Chemistry Practical. Wandering up to the front of the lab for a particular reagent and obtaining the most glorious yellow precipitate. Mr Robinson's silent grin was almost as glorious. I returned it, also in silence.

Academics

A break-through in obtaining the roots of factored polynomials when I approached the teacher after class and told him I just didn't get it. Without his patient explanation I may have hit the wall.

Being told we could not use *W5* (which was what was wanted) at the end of geometry proofs instead of *QED* (*quod erat demonstrandum*) by Mr Wibberley in the 1st Form. Nobody had heard of *W5* before, let alone been tempted to use it.

Earning the comment "very elegant solution" for a problem in trigonometric identities from Miss Loudon. Dutifully QED'd I'm sure.

Wearing down Mr Newcomb's patience with some German grammar exercises. He'd kept a bunch of us behind after school. I was the last one there and still messing up. Eventually he sent me home with the advice to take a cold bath.

[The excluded 2000 words will form the nucleus of John's autobiography. Ed]

Somewhere Special - Janice Ware (née Matkin) (1961-68)

On my first day there was a feeling of total apprehension - it was 1961 - and having got all of the uniform on the list and read the book of rules it reminded me of a kind of school which figured in girls' comics at the time. Most of us had indoor shoes dyed with Radium dye, which stank, in our school shoe bags - strange how they disappeared after the first term. Also the entrance hall had knobby floor tiles and Miss Lowe used to sit at the end on Monday mornings collecting the 5/- dinner money. We had tables at which we were served by 3rd years, who always ate all of the seconds themselves and didn't share it out, unless it was awful in the first place!

By the time we'd discovered the opposite sex there were ploys used to see the object of desire - like waiting by a certain radiator until he/she walked past. Even the location of your class in assembly was crucial as you had to be able to see the promenade; also leaving the premises had to be timed perfectly to be able to see the favoured person. In 1962-3 the sixth-form used to play records in the Music Room at lunch time and we used to vie for seats on the wall outside so we could hear the Beatles over and over again. You had to be at least three feet away from a member of the opposite sex but we all used to log members of staff going off on to the top field for walks in the summer. When it rained on a Friday lunch time there was a dancing club held in the hall - usually if fine it was an 'OUT' day so that's where we'd be, huddling together for warmth outside Chemistry 1 whilst your teeth chattered until the bell went. Some prefects were more tolerant than others about the gaggle in the girls' toilet back-combing hair and spraying it with lacquer.

We did work however - very, very few people did not finish homework, as detention on a Wednesday night was awful. We had exams twice a year with class positions and effort and progress letters. The majority of teachers had nicknames - nowadays, with a few exceptions, it's just OLD so and so, or so I've found. It's strange how you don't forget things. When I was in 2G I played (very badly) the violin and was in the school orchestra for a while. Our form room was 1.7 in the science block and that was where I'd left my violin, in the cloakroom. The science block was out of bounds in the lunch hour but I needed my violin, so in I went. I heard footsteps and hid. Malcolm Carter, prefect, arrived as did Mr Robinson. As I was somewhere I shouldn't have been - although without violin I wouldn't have been much use in the orchestra either, I got a punishment - 6 diagrams, labelled for the next day - 2 × preparation of oxygen, 2 × preparation of hydrogen, 2 × preparation of nitrogen. It took me hours! Next morning I handed them in and they were ripped up in front of me (to prevent recycling?) - but I never did forget how to make those gases. In fact I think I could draw the diagrams even now, 37 years later.

Bilborough was really like nowhere else except that we didn't realise it at the time. Having spent 24 years in the teaching business and in numerous schools I think it was probably somewhere special, even allowing for time differences.

A Sign of the Times - Roger Huxtable (1964-71)

In many respects, Mr J I Williams, former head of the school, was an enlightened man. He abandoned the public school pretension of the 'house system', withdrew the institution of prefects and allowed sixth-formers the privilege of not wearing school uniform. However, he was not afraid to stand up for his principles against those who took advantage of his liberal-mindedness. The infamous double-haircut incident of 1969 allowed him the opportunity to show his mettle.

One sunny day in the middle of September my friend Michael Chester and I were marched into his office and informed with commendable force that our hair styles were unacceptable. These were no doubt a couple of weeks past the short-back-and-sides stage, and we were happy to take his money and disappear to the barber's shop for a couple of hours. Our return was marked by the predictable sniggers of fellow students and more surprisingly by the incredulity of the headmaster. He did not believe that we had been to the hair-dressers at all; he must have thought that we had skipped off to the local pub.

In consequence we were bundled into his Rover limo - an old-fashioned marque where the rear doors opened out backwards - presumably to be driven to a remote corner of the city and left, each of us with a bullet in our skulls. In fact we were taken to the dungeon salon at the Crown Island shops, and there compelled to suffer a

second crop. "Do you think these boys have had a hair-cut today?", asked Mr Williams. "Yes," replied the bemused snipper - 'yes' being a euphemism for 'of course they have, you silly old fool'.

On the return journey, however, the world was put to rights. Mr Williams showed his gentler side and offered us a sweet. And that as far as we were concerned was an end to the matter. We could not be bitter; after all we had each had two free hair-cuts at the man's expense - and a sweet! In any case, Chester and I had not the least interest in education at the time. We were writing songs together and offering them to music publishers. It was only a matter of time before we received the call to become the next Lennon / McCartney.

Darker forces were at work however. A mutual friend - a care-not heir to the family business - took umbrage when he heard what had happened, and sent an indignant, partly literate letter on the matter to the local Evening Post. No doubt the letter found its way rapidly into the office waste paper basket, but still there was the scent of a story and the full resources of the press were mobilised. A junior reporter was dispatched to the young heir's house. I went round to spill the beans.

The story was given a couple of columns in the local paper, graduated to a whopping six-by-one inch paragraph on the inside pages of a number of nationals and even filtered down as far as South Africa - probably a devious attempt to turn the human rights issue back in the face of British Imperialism. It was not long before the lunatic fringe took over. Student activists from the local university appeared at the school gates, handing out seditious leaflets, doubtless with a promise that, come the glorious day, Mr Williams would be first one up against the wall of the school gym. Strenuous rebuttals appeared in the local press from those pupils clamorous to attest their loyalty to the hairless Head.

Chester and I remained aloof. From our point of view the most entertaining episode in the whole affair occurred during a history lesson on the day that the story first appeared in the newspaper. From our privileged position at the back of the class we were able to gaze down into the Headmaster's office and watch a continual stream of teachers march in with the dire news, waving copies of the nasty broadsheet in the air. It was fun to observe the Headmaster's body language, becoming increasingly florid and impatient. If we had been in possession of a pair of opera-glasses, we might have been able to see steam coming out of his ears. "Yes, yes, I know it's in the paper, do you think I haven't read the thing?"

These were the halcyon days of late summer; celebrities at last, on the brink of super-stardom. Fate had one more card to play, however. Before Christmas, Chester left the school for good to join his mother in Leeds. The song writing stopped. Unlike the hair-cut story, the details of this tragic loss to British popular music were not recorded in the daily news.

Memories of Bilborough Grammar School - Richard J Bass (1965-72)

For those who were at Bilborough at the same time as myself perhaps the most abiding memory has to be the then Headmaster, J I Williams, in full flood at the piano in the school hall, cloak streaming behind him and hissing through his teeth like some newly emerged demon from the nether regions whilst he gave us the first few bars of the 'Grieg Piano Concerto' or, for variation now and then, the 'Rachmaninov Piano Concerto'. Willie, as he was known when we were being polite about him, seemed not to know more than the first bars of those works, for he would always break off after a thunderous beginning and continue with whatever subject he had chosen for the day. His love of the music, though, and his desire to fire us with the same love, came through at full volume.

Another favourite memory of mine was the time when Cyril Jacob was giving a lesson on the poet Coleridge. He had a habit of writing on the blackboard whilst still watching the class. Presumably this made it impossible for him to see what he was writing, for he spoke of the poet's 'Annus Mirabilis', but wrote 'Anus Mirabilis'. Those few of us who knew sufficient Latin to spot the error started tittering. Mr Jacob demanded to know what was so funny, and was instructed to look at what he had written. When he spotted it, he fell about laughing! Perhaps Mr Jacob remembers the incident himself?

Then of course there was the delight of French lessons with Miss Allsop. Those lessons always seemed to take place in the Portakabin next to the front drive of the school. The heating system used to make some dreadful noises - at least it did on the rare occasions that it was working - and I used to sit right at the back with my mate Phil. We'd lean our chairs up against the radiators and slumber more or less peacefully through the lessons, until interrupted by the fearsome clatter of an accurately aimed wooden board rubber landing on the desk in front of us, thrown by Miss Allsop. This would always be accompanied by the command for one or other of us to approach the board and complete the explanation of whatever point Miss Allsop had been teaching. Complaints that it 'wasn't me miss' were dealt with by a sarcastic 'victimisation is the word you are looking for' and a flourish of the chalk.

One of the favourite themes of Mr Williams the Headmaster was that once we had reached the sixth-form we were no longer children but young adults. Accordingly, the sixth-form were much admired by the lower school for all their freedom and privileges. We had our own sixth-form block, common room, free periods, a record player and a separate assembly conducted by sixth-formers . . . all on the strict understanding that with freedom went responsibility. Mr Williams trusted us, and it was the breach of this trust which he used so often to bring arrant sixth-formers to heel!

As to that record player, there was no plug on it, and the bare electrical wires were pushed into the wall socket and held in place by two matchsticks! It was also the cause of many an interrupted lesson in the sixth-form block. I remember our earnest discussions on a play in French being interrupted by the looping guitar introduction of a record by 'Free', who were popular at the time. Full volume was forbidden, even during non-school hours. Mr Kendrick struggled to follow his train of thoughts all through the record, but strode from the room in fury when the record started up again! There was sudden silence from the sixth-form common room, followed by muffled shouting. Mr Kendrick returned, but after a while the volume on the record player began to creep up again. I think it got confiscated by Mr Williams for about a week after that! We were all given the usual lecture about privilege and responsibility, followed by the 'You've all let me down' speech.

Then there was the Art teacher, Charles Stone. During a fifth-form Art class one day, he carefully explained that the stack of newspapers used to protect surfaces from the ravages of would-be artists had been moved from its usual place. I think he'd done this because we'd been using up the supply too rapidly and he wanted greater control over the supply. Anyway, he'd moved them into the cupboard. Mr Stone then went on to lecture for a while on what he wanted us to do during the double period, then sent us off to get started. Within moments the first of many inattentive pupils went up to him and asked, 'Please, Sir, where are the newspapers?' After a while, the normal bustle of twenty or more pupils concentrating on their masterpieces was interrupted by an almighty crash. All eyes turned instantly to see an irate Charles Stone standing atop a desk. On the floor where he had just thrown it was the large pile of newspapers. 'NEWSPAPERS!' yelled Mr Stone. I need hardly add that nobody ever asked him again where to find the newspapers!

Part III - Bilborough College 1973 - 1987

The Bristow Interregnum 2/1973 - 8/1975

In September, 1973, there was no first-form entry to Bilborough; the transition from grammar school to sixth-form college was underway. Though the nature of the change was prompted by Circular 10/65 Organisation of Secondary Education, the timing has its origins in the late fifties when the City authorities introduced 'bilateral schools'. In the Annual Report, 1957, we may read as follows.

ESTABLISHMENT OF BILATERAL SCHOOLS

During the year the Committee decided upon a bold experiment in the Secondary Modern Schools. The Committee have for some time been conscious of the fact that despite the establishment of two new Grammar Schools, the number of Grammar School places - about 14% of the total places in the City - is low compared with most other Authorities in the country. This has resulted in the general standard of both Grammar and

Secondary Modern Schools being well above average, but only a few small groups in a few Secondary Modern Schools have stayed beyond the compulsory school leaving age to undertake advanced work.

In tackling this problem the Committee faced alternatives. Were they to build more Grammar Schools - a policy which could obviously not be implemented for some years - or were they to try to adapt the existing schools to meet the problem forthwith? The Committee decided on the latter policy. Eleven Secondary Modern Schools were selected for the introduction of special five-year courses, with either a Grammar or a Technical bias, leading to General Certificate of Education in perhaps five subjects. Parents of children in the 11+ age group were invited to apply for places in these schools on the understanding that the children would stay for the full five-year course. The results were encouraging, almost 1,300 applications being received. After careful analysis, taking into account the parents' wishes, the children's performance in the Annual Selection Examination and reports from Primary Head Teachers, the Committee decided that between 550 and 600 children could suitably be admitted to five-year courses. (The schools selected for this experiment are listed in Appendix J.)

The Committee also decided that wherever possible the remaining children who had sought five-year courses should have them. Those living in the normal catchment areas of the Bilateral school were to be formed - provided numbers and ability permitted - into a 'shadow' stream of the Grammar / Technical stream proper. The others were to attend a normal Secondary School. The Heads of all Secondary Schools have been given every encouragement and freedom by the Committee to arrange five-year courses for these children, leading to General Certificate of Education in perhaps one or two subjects.

In the General Review the following year, the Committee had this to say.

It was a period of considerable development. The second stage of the alteration in the age of transfer from junior to secondary schools has taken place, and, with the opening of the bilateral schools, the Committee were enabled to provide five-year courses leading to General Certificate of Education for nearly thirty per cent. of the children entering secondary schools instead of the eleven per cent. of some former years. It is of special note that, as reference to the report of the Secondary Education Sub-Committee shows, about sixty per cent. of the boys and girls of the City are attending schools with organised courses leading to General Certificate of Education in a number of subjects. It is true that in the early stages of their careers some of these children, in the bilateral schools, are planning to leave at fifteen, but every boy and girl has the chance, on merit, to transfer to a five-year course. The doors of opportunity are now open.

In these measures the Education Committee are pleased by the backing given by parents. Increasing numbers of children are remaining at school beyond the age of fifteen, and in the results of the summer examination for the General Certificate of Education in the year now under review, there was a thirty per cent. increase in the number of passes obtained at Ordinary Level. It now remains for that interest and that progress to be reflected in the growth of the sixth forms of the grammar schools.

In this connection, an interesting development is the growing co-operation between the head teachers of the bilateral schools and those of the grammar schools to ensure ease of transfer of pupils to the sixth forms of the grammar schools, and between the heads of all the secondary schools and the junior schools with the aim of co-ordinating the work of the junior schools and that of the bottom forms of the secondary schools, including grammar schools.

The 'co-operation' mentioned here manifested itself on the Bilborough site in a number of ways. In each of Bilborough's first three years, Bilborough contributed the equivalent of one member of staff to William Sharp to teach music, modern languages and the sciences, as detailed in Appendix K, and there was also some association on the cultural level via the orchestra. Through the early years of the sixties, more than 700 pupils per year were being admitted at 11+ to selective streams in bilateral schools.

Against this backdrop came Circular 10/65, the first two paragraphs of which read as follows.

It is the Government's declared objective to end selection at eleven plus and to eliminate separatism in secondary education. The Government's policy has been endorsed by the House of Commons in a motion passed on 21st January, 1965:

'That this House, conscious of the need to raise educational standards at all levels, and regretting that the realisation of this objective is impeded by the separation of children into different types of secondary schools, notes with approval the efforts of local education authorities to reorganise secondary education on comprehensive lines which will preserve all that is valuable in grammar school education for those children who now receive it and make it available to more children; recognises that the method and timing of such re-organisation should vary to meet local needs; and believes that the time is now ripe for a declaration of national policy.'

In the document, the Government envisaged six main forms of comprehensive organisation of which the fifth was 'comprehensive schools with an age range of 11-16 combined with sixth form colleges for pupils over 16'. In discussing this option, the Government opined 'there are few obvious arguments in favour of comprehensive schools with an age range 11 to 16', and three paragraphs later continued

In this country there is so far little experience on which to base final judgements on the merits of sixth form colleges. Nevertheless the Secretary of State believes that the issues have been sufficiently debated to justify a limited number of experiments. Where authorities contemplate the submission of proposals, he hopes that they will consult with his Department at an early stage.

Notwithstanding, in the Annual Report, 1966, we may read

The Education Committee adopted in principle a scheme of comprehensive schools for pupils aged 11-16 years and a comprehensive and co-ordinated scheme of provision for 16-19 year olds on full-time and part-time courses in colleges of advanced secondary education [CASE] and in colleges of further education.

The increasing tension between the local authority and Government department can be sensed in the resolution passed the following year.

In June, 1967, the Committee resolved that the Secretary of State be informed that subject to the approval by the Secretary of State in whole or in part of the scheme submitted to the Department of Education and Science in October, 1966, the Committee resolved to reserve their right to amend the scheme after consultation with the teachers and parents and instruct the Director of Education to inform the Department.

Statements regarding the success of the bilateral school system occurred regularly in the Annual Reports.

These [data] are quite remarkable figures which speak volumes for the success of the bilateral schools (1967). The bilateral schools are in an excellent position to provide for each pupil the most suitable grade of work in each subject (1968). The Secondary Education Sub-Committee have expressed their satisfaction at the results of the grammar schools and at the consolidation over the past few years of the impressive achievement of the bilateral schools (1969).

However, in Annual Report, 1972, we have

In the May elections the control of the City Council changed and the new Committee immediately announced a policy of reorganising the secondary school system on comprehensive lines. The immediate need was to carry out consultations and to formulate proposals. The first meetings with teachers, governors and parents took place in July.

In September, 1972, the City of Nottingham Education Committee published its proposals for 'Comprehensive Education in Nottingham', in which two paragraphs read

1.7 In 1966 the Education Committee proposed a scheme based upon comprehensive schools for 11-16 year old pupils and colleges of advanced secondary education for 16-19 year old students. The dispersal of school buildings still lends itself to such a system. The Committee do not favour a pattern

of schools for 11-18 year old students as the scattered premises in the city could not produce an overall system of schools with viable sixth forms. Any such proposals could be staffed only on an inefficient and uneconomic basis.

- 1.8 The main strategy of the scheme of comprehensive education therefore, will be based upon
- (a) schools for pupils aged 11-16,
 - (b) colleges of advanced secondary education (sixth form colleges) for students aged 16-19.

The document set out the factors taken into account in arriving at these conclusions and also outlined the curriculum, paragraphs 2.1-2.4 dealing with the schools for pupils aged 11-16 and paragraphs 5.1-5.5 with the colleges. Paragraph 5.3 is reproduced here.

5.3 The colleges will be open-access, ie there will be no entry requirements and students from the 11-16 schools may simply transfer at the end of their five-year course. The colleges will have curricula much wider in scope than those at present offered in the grammar school sixth forms and it is intended that they should cater for the following needs:-

- (a) 'A' level or equivalent courses. The size of the colleges will allow a wider choice than can normally be offered in grammar school sixth forms.
- (b) 'O' level courses. These may be repeated courses or fresh courses in a wide range of subjects.
- (c) Courses to meet the syllabus requirements of any new examinations designed for the 16-19 range.
- (d) Courses of a bridging nature to equip students to follow vocational courses in Further or Higher Education establishments. Bridging courses for future ONC and OND students are envisaged.
- (e) Courses designed especially for girls who intend to work in education, nursing and social services and who are awaiting admission to courses or training at Waverley College or elsewhere.
- (f) Courses designed to help young people to equip themselves more properly for adult life. The courses will include preparation for running a home, raising a family, filling leisure time.
- (g) A wider range of minority time courses for students of all abilities. These will include current affairs, both local and national; craft and design courses; conversation courses in foreign languages, sociology, government studies, music.
- (h) Any expansion in the requirements for girls with office skills and secretarial qualifications may be met in one or more of the colleges rather than by an expansion at one of the Colleges of Further Education.
- (i) A wider range of leisure activities to meet the recreational needs of the students.

With remarkable prescience, the Committee wrote in paragraph 5.4 ...

it is to be hoped that the Department of Education and Science will ultimately make one set of statutory regulations covering the education of the 16-19 age group.

It was predicted that the approximate numbers arising from current courses at Bilborough CASE over the five 'tapering' years, 1973-1977, would be 652, 542, 477, 420, 350, the last excluding numbers arising from new courses. These were gross underestimates.

The proposal was submitted to the then Secretary of State for Education and Science, Mrs Margaret Thatcher, who approved it with the modification that two grammar schools, Mundella and Clifton Hall, were to remain. The entry in the Bilborough Log for Monday 2nd July, 1973 reads

Headmasters' meeting, Education Offices 8.45 am first official confirmation of the Ministry acceptance (with modification) of LEA's proposals for reorganisation of secondary education. Education Committee have decided to implement as from beginning of new school year. Bilborough to run down

junior school and eventually convert to sixth-form college. No new intake in September. This leaves Bilborough overstaffed by 8.

By this time Bill Bristow had been 'in charge' for five months, during which time he had sanctioned various of the science staff to visit local industries for three days under the 'Teachers in Industry' scheme, experienced his first Speech Day and arranged elections for representatives to the Governing Body. Under the new regulations, there were to be Student, Teacher and Parent representatives, those elected in April, 1973, being Paul Keely and Sylvia Drew, R Downing and M T Robinson, and Mrs Gill, Mr Meese and Mr McKeating. A staff meeting was called to debate the question 'Do we give too much freedom too soon?' with reference to the sixth-formers. The Girls carried off the Junior and Senior Championships and the Boys the Junior Championship at the City Sports in the nearby Harvey Hadden Stadium, during the course of which Bill Bristow, acting head, was sounded out by the Director as to his future intentions. Two months later, he was appointed Headmaster of Bilborough with effect from 1st September for two years duration up to retirement. At the end of June the first sixth-formers' Leavers Dinner was held very successfully at Daybrook House, and one week later, over a two day period, fifth-formers handed in their books, attended lectures on Young Enterprise and Finance, listened to talks from heads of department and to records - G&S - supervised by the Head, and then departed, the once extensive programme of post-examination activities being discontinued. Both the Fête, this year favoured by kind weather, and the Junior Drama Festival took place and with great success.

Bilborough College of Advanced Secondary Education started the Autumn term, 1973, with no first-formers and a sixth-form year of 124 (see Appendix L), and a teaching staff all of whom except the Head were invited to re-apply for posts. It was a very unsettling experience. Officers of the authority made frequent visits to the College for discussions with staff; the Head attended with others of his ilk meetings with the Chief Education Officer and his staff to discuss the development of 16+ education, the role of the sixth-form colleges and, most importantly, staffing. The contents of such meetings were always fully reported to the staff, occasionally, as required, through the medium of extra lunch-time meetings; such 'open government' was very much appreciated by the staff. The dust began to settle a little with the appointment in January, 1974, of F S Redding as Deputy Head 1 (responsible for, inter alia, timetable and curriculum development), R Downing as Deputy Head 2 (pastoral care for the boys and examination administration) and the re-appointment of Miss R M Betts as Senior Mistress (pastoral care and careers guidance for the girls). Next Rev P Head, who had been appointed for the preceding September as head of Religious Instruction, was promoted to Senior Teacher with particular responsibility for non-examination courses and students, and liaison with feeder schools and further education. The profile of Careers was raised by the appointment of A J Richards. Heads of department were appointed in early February and the majority of the remaining staff in late March.

The sense of uncertainty moved from staff to junior pupils when in April there came further re-organisation - this time of Local Government, Nottingham City becoming a district of the new Nottinghamshire authority. Under the policy in the County, most of the secondary education sector was organised on the basis of 11-18 comprehensive schools, and for a few months there were rumours that some juniors at the sixth-form colleges would be moved to other schools. Although these rumours proved unfounded, an unsettling feature for juniors elsewhere occurred in 1975 when under a new national administration, the Education Secretary reversed the decision taken two years earlier and Mundella and Clifton Hall were brought into the scheme.

Throughout the year, the traditional pattern of events was maintained. The PTA functions continued, generally with very good support, at regular intervals; the Bilborough Road Relay, attended by 25 schools, took place; the Junior school presented Puss in Boots (producer Sarah Jennett) and All the King's Men (producer David Hale), and the Seniors presented Noel Coward's Hay Fever (producer Gilly Archer); Speech Day occurred in March with former students Mr Dennis Smith giving the address and his wife, Tanya, presenting the prizes; the Fête was opened by the Lord Mayor, Alderman A S Shelton, father of Andrew, at that time a member of 4G.

But change was in the air. A paper was published on 25th September on 6-, 5- and 10-day timetable models and at a meeting of heads of department seven days later, the 10-day option was agreed with slight modifications; in October, the first Open Evening took place, the first step taken by the College to advertise and

market itself; two heads of department attended a symposium in Cambridge on AO courses and examinations; heads of department of the feeder schools were invited to meet with their counterparts at College in a first step towards developing links; P W Ford was appointed to introduce A-level Economics; there was a fair sprinkling of visits by advisers to discuss, amongst other things, resources for photography and for drama; the A-block, being surplus to requirements (temporarily) was loaned to William Sharp.

In June, Ruth Betts applied successfully for secondment and it was agreed Marion England and Margaret Gotheridge share the Senior Mistress responsibilities for 1974-75. Finally, elected to the Governing Body were Paul Fessler and Joanna Wilkinson for the Students, R Downing, M T Robinson and J R Yarnell for the Staff and Mr Meese, Mrs Hagues and Mr Hartley for the Parents, all under the Chairmanship of Mr M Cowan, taking over from Mr J T Rhodes - change of government, change of colour.

On the day before the new academic year started, Deputy Heads and Senior Tutors interviewed potential sixth-formers, and by the first period after break the next morning the whole college was on timetable. For the first time, the new sixth-form entrants were counted and 'classified', 53 on three A-level courses, 41 on two A-level courses, 14 on one A-level courses and 17 on O-level courses only. The reputation of the College had already spread, attracting a lad from Cyprus and a young lady from Jamaica.

Various persons from County Hall continued their visitations, to advise on the lay-out of the workshop, to enquire about staffing, to determine the feasibility of a course on Local Government, to discover the re-furnishings required, and, towards the end of the year, the Deputy Director came for a general discussion of the situation, the buildings and the facilities. More worryingly, heads of department were organised into Working Parties, on General Studies, Resources, Prospectus, Admission of and Course Guidance to Entrants, Communications and Curriculum Development. At intervals through the year there were to be seen parties of fifth-formers from the feeder schools, keenly weighing up the pros and cons of continuing their education at Bilborough.

In the first term, there was a double bill of Little Sweep and Trial by Jury (the last public appearance in G&S of the Headmaster). In the second term, Tony Goodchild, appointed full-time at the beginning of the year, invited George Guest of St John's College, Cambridge, to adjudicate the inaugural Music Competition, following which the prize winners gave a concert. The following day, the Annual Presentation of Prizes took place, once again in the intimacy of the college hall. By way of consolation, perhaps, the prize winners were invited to have tea afterwards with the Governors and Staff. In the summer term, the third- and fourth-formers enjoyed their Drama Festival.

The most significant event of the year, however, was the appointment of Mr C G Martin, an external candidate, to the post of Principal. He met the Staff and Governors over tea and stayed on for his first Governors' Meeting. A fortnight later, he was able to spend 3-4 hours in discussion with the retiring headmaster, and on his next visit, he was able to read in the Log

I trust and believe that I have arranged the organisation of next term in such a manner that the routine will continue without supervision if necessary, so that my successor will have time to 'feel' his way in. I wish the College and Mr Martin every success, and having met Mr Martin I have the utmost confidence that I leave it in very capable hands. E W Bristow, retiring Headmaster.

to which Mr Martin replied

I record my appreciation of the help given by Mr Bristow and the excellent way in which arrangements for the beginning of term have been set up. C G Martin, incoming Headmaster.

A Choice I'm Glad I Made - Rachel Byron (née Sherry) (1971-78)

How tall and adult all those sixth-formers looked to me as an uncertain first year! How I dreaded the periodic skirt length checks, and wanted to cringe with embarrassment at the girls' assemblies when we were lectured on the perils of 'going too far'. As we worked our way up the school, the sixth-formers seemed to shrink in height!

The news that there would be no first year intake was a disappointment to me. I had looked forward to the prospect of keeping an eye on my sister. However, this was more than compensated for by the abolition of uniform, and most importantly for me, the development of the Music department into a major subject centre, with over 10 students studying A-level music and a chamber orchestra that won through to the finals of the International Youth and Music Festival in Vienna.

Bilborough has given me several lifelong friends, one of whom, David Ashmore, introduced me to my husband. I am eternally grateful to some of the teachers: Andrew Burnham for firing my enthusiasm for music, inspiring me to make my career in it, and, following his ordination, officiating at my wedding; Tony Goodchild for building up the Music Department and the endless time he put in helping me to develop musical rigour, discipline and stamina; Gilly Archer and Gill Elias for instilling a love of English Literature, and John Kendrick for many pearls of wisdom and for sharing his love of French Literature.

Bilborough had a wealth of interesting and unusual extra-curricular activities, thanks to the willingness of staff to share their enthusiasm and give up their time. Among others I was involved in mill restoration at Cromford, Organ building (the instrument I helped to build has since been dismantled) and the annual school opera which was great fun to play in, and in later years, great experience to sing in. Going to Bilborough was an active choice, and one that I am always glad I made.

The Best of Times - Gillian Godbeer (née Hull) (1972-79)

I was one of those lucky ones who really enjoyed school, every aspect with the exception of language classes which I found positively stomach churning. I used to devote my energies to finding the desk in the classroom where I thought I was least likely to be picked on. I would then look attentive whilst simultaneously trying to blend into the background. Was I the only one or was half the class cowering in their seats? I wonder if the likes of Mr Richards and Mr Kendrick knew what effect they had on us?

I joined Bilborough in September, 1972, the last intake into the Grammar School. As the youngest year throughout our secondary education, I wonder whether we were over indulged, given freedoms and treats that we would not normally have had until we had reached the sixth-form. I remember as a first-former queuing outside the dining room, peering into the small tutorial classrooms of the sixth-form and catching glimpses of the sixth-formers relaxing in their common room. From our perspective they seemed to have a privileged existence and I looked forward to the day when I would join their exalted ranks. But of course by the time I reached the sixth form I was one of many. There was no sense of being special, no sense of being in a position of responsibility. We were poorer for it.

I have a vague recollection of the traditions and ritual of the Grammar School. As a first-former I remember presenting a posy to the Sheriff of Nottingham at the School Speech Day. A big thrill. The Speech Days were held in the Albert Hall in the centre of Nottingham. They seemed very grand to a little girl. These petered out into little presentations in the library and then disappeared altogether.

The greatest fun I had was participating in the school operettas. It gave the younger pupils of the school an opportunity to mix with the older members and teachers on an informal basis. The stern, imposing teachers were in fact a lot of fun (I include Mr Robinson in this category who was a stalwart member of the orchestra). The Little Sweep by Benjamin Britten allowed myself and my small group of friends starring roles. Kate Shaw played the title role with great aplomb. I fear my voice was so weak that those in the orchestra would have been hard pressed to hear it, let alone the audience, but I had a great time.

All this was lost as we headed towards the sixth-form. But it was not all gloom and doom. New intakes of teenagers meant new friends and new characters entered the school and if there were no longer operettas, there were alternatives. A group of us led by Miss Archer toured the primary schools with a short musical play. The music was provided by Mick Walker, a fellow sixth-former, on the guitar and the rest of us played all sorts of characters. Mr Knowles and I ended the play flying off as daddy and baby pterodactyls.

All this reminiscing makes me wish I could do it all again. It was for me at least the best of times.

My Experiences and Memories of Bilborough - Janet Browne (née Bass) (1972-79)

Arriving at Bilborough for the first time as a pupil was full of mixed emotions, a first step into the 'big world'. Bilborough's head at that time was a Mr Williams, who was very much of the 'old school'; I think it was no accident that the school tie was very similar to that of Eton - Bilborough certainly had high aspirations! Indeed Mr Williams was frequently to be found playing the piano wearing his gown! Other eccentricities which one had to accustom oneself to on arrival was the 'unique' 6-day week Bilborough operated. This meant whatever you did on a Monday this week would be done on Tuesday next week. And then there was the staff - all characters in their own way. The mnemonics-mad history teacher (Mr Nicklin?), Mr Downing whom I'm convinced only possessed the one jacket and Mr Littlewood - who can forget him? Indeed one of my very first lessons at Bilborough was Physics with Mr Littlewood. I recall he leapt onto the side benches, threw the windows open, bellowing that we were not to follow suit! Subsequently I recall another lesson with him. He had a ball of plasticine which he punched to demonstrate some aspect of physics, and as he did this he was drenched in water. He thought we had filled the plasticine ball with water, but it seems it was one of the other classes who knew exactly which theory he would be demonstrating and the course the demonstration would take. My first mathematics lesson was also memorable. Each of us was given an exercise book for classwork, one for homework and one for graphs to last the year. At the time I recall finding this very daunting, realising just how much work we would be covering. By the time I was nearing the end of my time at Bilborough I was getting through those same books in just a couple of months! Then there were the Miss Betts assemblies, what girl could forget those? An announcement that we were to attend one of these was quickly followed by much combing of the hair, straightening of ties and pulling down of skirts!

Sports provided some noteworthy occasions, like the day we returned to school from our swimming lesson only to be immediately traipsed out onto the playing field, lying under several inches of snow - for a hockey lesson. Or the time the refuse collectors were so busy watching two of us play tennis (again it was snowing) that they reversed into the lamp post nearly knocking it down; and the cross-country runs which as we became older the more keen we were to partake in them, as once out of sight they degenerated into brisk walks and lots of chat.

As regards being a member of the 'special group', the last intake of the Grammar School, I do feel we were treated a little differently. I recall there being some uncertainty around the 3rd year as to whether we would remain at Bilborough or be sent to various other schools to finish our secondary education. I personally found this unsettling. We were given certain concessions though; the principal one was not having to adhere so strictly to the uniform, mainly because no one was prepared to make / stock it for ever decreasing numbers (a real slipping of the standard).

The influx of 'strangers' coming into the 6th form did, I believe, help to make us more understanding and tolerant of other cultures / societies. Until then we had largely been cocooned from cosmopolitan society. Other aspects of Bilborough life that deserve a mention are the rugby scrum for the buses to ferry us to and fro between home and school and the 'run ins' with William Sharp, particularly when snow was about.

In the Last Intake - Alison T Buttery (1972-79)

I was part of the so called 'special group', being the last intake to the Grammar School in September, 1972. I distinctly remember certain members of staff having difficulty in re-adjusting to the fact that there would be no younger ones coming through after our year. One incident in particular crystallises this in my mind. The 'form' had been that the new intake would always clear up (ie wash up) in cookery classes for the sixth-form. I remember the kitchens had been left in a real mess before one of our lessons and we were expected to clear up before we started our own cooking. From memory it was Judith Grundy who spoke up for our year and pointed out that we would be washing up until we reached the sixth-form and then there would be no one to do the same for us. The point was taken and from then onwards we were treated differently.

Other incidents that spring to mind include the energy displayed by some of the male teachers, two of whom used to leap onto benches to gain our attention, namely Mr Littlewood who taught Physics and Mr Stone who taught Art. I remember Mr Stone taking the 'pottery' class one step further by leading a trip out of school to some muddy fields where we gathered our own clay and brought it back to Bilborough where we made it in to pots. I understand that Mr Stone is now a successful businessman running 'The Bottle Kiln' locally. My family are particularly amused by Mr Dearing (whom we nicknamed 'Darling Dearing') trying to teach Janet Bass and me to play chess. Poor Mr Dearing could not comprehend the fact that Janet and I tried to clear the chess board as a matter of urgency because the game was interrupting a good gossip. I believe his words were, 'Girls, girls, this is not draughts - consider strategy'.

Enjoyable Years - Kay Eade (née Drury) (1972-79)

I arrived at Bilborough in September, 1972, after my first journey on one of the 'special' buses costing 2p! I recognised some of the children in my class from Fernwood Junior School but none of them were my close friends.

I soon realised my new class seemed to have all the 'naughty boys' from the year and individual and class detentions were quite commonplace. However, we all showed remarkable team spirit and won a trip to Skegness by collecting the most jumble for the Bilborough summer fête in 1973.

Being the last intake year for the school did change things for us but I think most of it was for the better; school uniform was abolished a couple of years early and we got the chance to socialise with the older new sixth-form intake. We never had to be form prefects and 'baby-sit' the young ones before the form teacher arrived. I think we were treated differently by the staff as our progression through the school marked the end of an era and we were the last ones they would have known possibly for a seven year period.

I still live close to the college and drive past quite often and look over with a smile as I remember my enjoyable years there.

The Charles Martin Years - 1975-1987

In September, 1975, senior staff under the direction of F S Redding and R Downing interviewed and allocated courses for 178 lower sixth students of whom a high proportion (65 %) had come from comprehensive schools. A quarto-sized brochure 'Bilborough College Student Information 1975-6' had been issued to schools in the previous academic year. The introduction stated

Bilborough College offers a full range of examination courses, 'A' and 'O' level, as well as a number of non-examination courses. All that is required is for you to wish to come, to know what you are aiming at, and to be willing to work for it, for we shall expect high standards of work at all levels. Your past performance will, of course, be taken into account in advising you on the courses you should take. For the academically able, we believe that a Sixth Form College is the best place to pursue studies in a number of 'A' levels. We are equally sure that students wishing to spend one or two years extending their education in other ways will find that the College has much to offer.

Later in the booklet great emphasis was placed on pastoral care, a feature distinguishing sixth-form colleges from further education colleges. New and / or unusual subjects such as commerce, drama and theatre arts, engineering science and government and politics were described and then came an explanation of the timetable (see Appendix M) together with advice on selecting a course. Two pages were given to describing the importance of the arts with reference, under the music section, to no less than eight group activities, including the Bilborough Philharmonic Orchestra (about 30 strong) and two string quartets formed to give advanced pupils higher performing opportunities.

Perhaps three matters were uppermost in Mr Martin's mind when he planned out the agenda for his first year in office - student enrolment, facilities (including staffing) and curriculum development - and he set to work with a will. Being new to the area it was obviously important to make contact with as many people in the education

world as possible and to this end Mr Martin visited a number of local comprehensive schools and invited heads of others to working lunches at Bilborough. Other points of contact came via Governors' meetings, parents' evenings and the Bilborough College Society. Over twenty adviser-visits occurred in the course of the year. Discussions were taking place on the provision of a drama studio and a computer link, on improving the language laboratory and science accommodation, and on re-furnishing the domestic science room. Resources were made available for 'new' sixth-formers, and there were many meetings to discuss the most important resource, staffing.

But staffing for what? In 1969, the Schools Council (including within its membership a certain Dr H J Peake) in conjunction with the Standing Conference on University Entrance published 'Proposals for the Curriculum and Examinations in the Sixth Form', which, had they been implemented as hoped, would have generated the first Qualifying Examinations in summer, 1975, and the first Further Examinations in summer, 1976. Within six weeks of taking office, Mr Martin attended a conference across the city on '16+' examinations. Four months on, a representative of the City and Guilds of London visited to discuss the Institute's Foundation Course and a delegation arrived from Basford Hall to determine the feasibility of Link Courses. Advisers came to see how the Child Welfare Course was developing and just before the end of the summer term, Mr Martin attended a meeting at East Midland Region Examination Board to discuss proposals for the Certificate of Extended Education. The Curriculum Committee had a very full agenda indeed.

Meanwhile, management of the College was achieved via the fortnightly meetings of the Staff Standing Committee influenced, occasionally, by the College Council. Bilborough College Society continued to thrive and the Drama and Music departments combined to produce *Orpheus in the Underworld*. The Induction Course over three days in June / July attracted over 200 prospective students, and though it is difficult to identify major factors in attracting larger numbers, perhaps the much improved quality of the prospectus was one. The 1976-77 model appeared in A5 format, pinned on the short side and enclosed in a card cover, with all subjects at all levels detailed and colour-coded. The prospectus also contained descriptions of the Foundation Course and of courses in secretarial, typing and office-management skills through links with Basford Hall confirming that Bilborough was taking seriously its claim to be an open-access college.

Two hundred and thirty-five students enrolled into the sixth year and though courses of study had been arranged for the majority of students attending the induction course two months earlier, it still required two days in September to amend some of these or arrange courses for new applicants. Nine students signed on to the Foundation Course. Amidst the routine of receiving advisers and improving liaison with local schools, Mr Martin hosted a working party of eight sixth-form college principals primed with the task of setting up the Association of Principals in Sixth-Form Colleges, in due course to be known by the acronym APVIC. His attendance (over a two year period) was also requested on a Nottinghamshire County course on management. On 9th February, 1977, the penultimate Annual Presentation of Prizes took place in a quiet but formal affair in the library, the award winners being invited to take tea with the Governors. The peak of the Bilborough College Society year was the illustrated lecture given by the celebrated climber, Doug Scott, on his recent experiences on Everest. In the arena of performing arts there were presentations of *The Tempest* (producer Gilly Archer) and of *The Pirates of Penzance* (producer David Littlewood). Following a successful audition (by recording) the orchestra competed in July in the National Festival of Music for Youth held in London. Having distinguished themselves in this Festival, the young musicians were invited to contribute to the Schools Prom held in the Royal Albert Hall on Monday, 28th November, 1977. The programme note read as follows

Bilborough College Chamber Orchestra, Nottingham

Director of Music: Tony Goodchild

Pastorale Lars-Erik Larsson

Bilborough College is a sixth-form college situated in Nottingham. There are about 450 students of whom 35 are studying A-level music. The Chamber Orchestra has been in existence for two years, and meets once a week for advanced coaching from Gretl Schmid. In the true tradition of chamber ensembles, this group plays without a conductor, and is directed by the leader. Intensive rehearsal makes this possible, and each member of the Chamber Orchestra is fully self-reliant. The *Pastorale* by

Lars-Erik Larsson is scored for strings, solo flute, solo clarinet and piano or harp, and was written in 1941. Lars-Erik Larsson was born in Sweden in 1908, and studied at the Stockholm Conservatory and then in Vienna with Alban Berg.

In September, 1977, Bilborough came of age in the sense that the last of the 'juniors' had either left for direct employment or entered the sixth-form. There were 62 students in the latter group who with 190 from other schools swelled the total to 440 which, even allowing for the 13 on the Foundation Course, exceeded handsomely the 350 predicted by the Authority four years earlier. One week after the newcomers had appeared on the premises, they were called down to the hall and photographed - one by one! Copies of the photographs were required for the student's personal file and for reference collections which were held in the staff-room and the office. A few years on, the system was modified and new students were required to provide the appropriate number of passport photographs themselves. With the loss of the junior school came the peaceful burial of the 7-period day, 5-day week (or 10-day fortnight) timetable, its place being taken by a 4-period day with two long periods either side of morning break and two short periods in the afternoon. This was the first of four changes in eight years, as we shall see.

Student recruitment depended heavily on liaison. Guidelines were set down by the authority outlining 'associated schools' (in effect catchment areas but officially described as 'spheres of influence') in an attempt to enable the three sixth-form colleges to grow at a similar rate, a policy which worked reasonably well in the short term although an analysis published in 1980 indicated that Bilborough had accommodated 38 % of the students going onto Bilborough, High Pavement and Forest Fields. Members of the liaison committee worked very industriously, visiting careers evenings and open evenings at local schools and in guiding staff in preparing for Bilborough's own Open Evening, at this stage held in Spring each year. High recruitment to one department in particular, Music, was achieved on the strength of a spreading reputation. It is perhaps a reflection on the personality of the head of department, A T Goodchild, that the Producer of the Schools Prom, Mr Geoffry Russell-Smith, accepted an invitation to adjudicate the Bilborough Music Competition in March, 1978. Six weeks later, there was a presentation of Mozart's first German operetta *Bastien und Bastienne* and Horowitz's *Horrortorio*. In July, the string orchestra competed in Vienna and won 3rd Prize in the Festival of Music for Youth; a presentation was made to Gretl Schmid, peripatetic stringed-instrument teacher, in recognition of the significant contribution she had made at Bilborough over twenty years.

Visitors came from as far afield as Edinburgh and Croydon to discuss with Mr Martin the role of the sixth-form college in delivering 16-19 education. In May, he hosted a Faith-Culture week during which the students attended illustrated talks on Rastafarianism, Islamic Studies and Jewish Customs. In one particularly hectic week, the Principal attended a three-day conference in Ollerton, subject Multiracial Education, returning to visit an open evening at one feeder school and address the Parents' Society at another, and then on the fourth day, travelled up to Doncaster for a sixth-form conference. Two former staff returned. Terry Newcombe came down from Edinburgh University to talk to students about the opportunities available north of the border and Mr Bristow was invited to distribute the prizes at the very last Speech Day, a simple but dignified ceremony held in the library. Duty had been done.

The grammar school stream into the sixth-form having dried up, the whole entry of 290 students in September, 1978, came from other schools - associated schools and non-associated schools, private schools and schools across the county boundary - swelling the total in the college to 502. Space was at a premium, and consideration was given to ways of making better use of the premises. In the first of many modifications to the buildings (see Part V), part of the area alongside the science corridor, formerly used by the juniors to hang coats and pe-kit bags, was cleared and carpeted, fitted with soft-drink dispensers and, nick-named the Twilight Zone, used for relaxation purposes. At the same time, the section nearer to the entrance hall was converted into office accommodation for Head of Careers and the Caretakers, the work being undertaken by Community Industries in summer, 1979.

Curriculum development continued apace, including local and national discussions on proposals for the N- and F-level courses and examinations. Available in the college for the first time were, inter alia, Additional Maths at AO-level, Computer Science at A-level (following on from O-level Computer Studies) and courses leading to examination by the Institute of Linguists. For reference purposes, all the courses offered in the

Prospectus 1978-9 are shown in Appendix N. The City architect gave his blessing to the installation of an organ at the rear of the college hall. Music students contributed to the project of reconstructing the instrument which was dedicated by Father McCulloch of All Souls Church, Radford (from where the organ had been transferred) and played by Dr George Guest in the concert which followed the Music Competition in March, 1979. One week later, many of the same music students led by Graham Hall and his jazz group contributed to a sponsored 24-hours 'play-in' in aid of the Iceland trip.

The Bilborough College Expedition to Myvatn, Iceland, organised by Bob Dossetter and Ros Grum (whose brainchild it was) was made by a party of five staff and sixteen students in three weeks of the summer of 1979 - the participants are listed in Appendix O. Here are two extracts from the 154-page account produced by members of the party on their return.

The expedition had two main objectives:-

1. For our students to be in a situation where they could develop their sense of responsibility, initiative, planning and fellowship, and explore the limits of their character.
2. For our students to investigate and appreciate the environment of the Myvatn Area of North Iceland.

Our primary biological objective is to enable Bilborough College Biology students to experience, investigate and record some aspects of the biology of the Myvatn area of Iceland, thus extending their comprehension and appreciation of ecological science and conservation. The methods employed will include the use of transects, quadrats, random and systematic sampling and the measurement of environmental parameters. Equipment used to measure these physical and chemical factors include pH and soil test kits, humidity meters, oxygen, light, temperature and conductivity probes.

The primary [geological] objective was to enable Geology students to study a type of landscape which is totally different from areas they have studied in Britain. Geological and geomorphological mapping techniques were used and transects drawn up by using abney levels, tape measures, clinometers and prismatic compasses. Rock types were examined in situ and observations recorded by field sketches and photographs.

A Day from the Expedition Diary - 16th July - by Kate Shaw

This morning we were awoken by the gentle sound of pouring rain and a rendering of some strange howling by Mr D and Mr K. It was most effective. The whole camp burst into angry activity.

After a hurried breakfast we all set out - save for Mrs Grum, Mr Dossetter and Mrs Gotheridge, to trace the source of the lava flow, accompanied all the while by torrential rain and force 98 winds (head on, of course).

Mr Kendrick led the expo. in style with his big black broly looking somewhat similar to an overgrown mushroom. Lindsey with her infallible size 8 boot discovered by force several amazing lava strata. During the two hour walk, Nick managed to discover the symptoms, suffer the pain and enjoy the sympathy of at least four diseases, the most memorable being rabies, which didn't arouse much sympathy. After battling against unbelievable odds, bad (foul) weather, falling lava, faults etc, etc, Mr Kendrick decided to find us a nice warm dry cave in which to dine, 'It's only round the corner' yelled he, merrily brandishing his jolly-broly. Two mountains, three moraines and several landslides later we hadn't found it, so we sat down disconsolately upon some ragged rocks and dined in style however wet it may have been. The bread, a little hard from the day before, soon softened under the impact of the rain and a little refreshed but much wetter, we packed up and headed for home. But No!! despite pouring hail and gusty winds, Kenders and a few other less sane members formed a split fraction group and decided to ascend the mountain.*

Laughing we returned home, and peering over our shoulders, we could see their cagoule-clothed bodies straining up the slag.

During the evening assembly we learned of Mrs Grum and Mr D's exciting adventure in a warm pool, how they lounged luxuriously 'sans apparel' much to the amusement of a small group of Norwegian tourists, who saw sights they didn't expect.

Tomorrow we have a hard day doing transects and visiting warm pools. Now we are all settling down for the night to cries of 'shut up, Dinsdale' and 'look out for the Vikings'. A last remark as Nick disappears into his tent!

Zip 'Good Night, Cruel World!'

[*We found the lava cave (and an Arctic Saxifrage) 5 minutes after leaving the deserters. Such is life. JMK]

By now, the routine was established and in each of the following eight years the College Calendar appeared in more or less the same form - which is more than can be said for the building, as we shall see. With the Liaison Committee continuing to do sterling work and with two Open Evenings each year, student numbers rose and hovered around the 600 mark with full-time equivalent staffing of about 50 - see Appendix L. One problem which took a long time to resolve related to clerical assistance. In the latter days of the grammar school the 'turnover' of students was of the order of 100 per year, but as the student numbers neared 600 in the developing college, this figure rose to 300-350, and generated a great deal more paperwork. There was a constant battle for more administrative assistance. The County Management Service conducted a review of ancillary staffing in 1977 but delayed publishing their Report until 1986! In 1978 came the first exchange with teachers from Canada and America when Toby Jackson (Art) participated in an arrangement with Hugh O'Connell for one year. This was followed by Vic Delstanche (PE, John Gucciardo, 1979), Martyn Offord (English, Doug Agar, 1980), Sue Phillips (English, Helen Fogg, 1982) and Peter Ford (Economics, Don Ivey, 1985). Over three weeks in July-August, 1980, 22 students accompanied by Peter Ford and Sue Phillips undertook an 'American Tour' playing football and tennis fixtures in Los Angeles (arranged by Hugh O'Connell) and Arizona (arranged by John Gucciardo).

Mr Martin continued his attendance at the 16-19 Working Party meetings held in County Hall on a monthly basis, and in autumn, 1984, entered into discussions with management at Basford Hall concerning a consortium to introduce the newly devised Certificate in Pre-Vocational Education. Such a course was to take the place of the Foundation Course which at that time comprised three elements: City and Guilds Foundation Course in Distribution, Child Care and Office Skills. In September, 1985, Peter Stay, now titled Director of CPVE, welcomed 54 students on to the new course. In the next major change in curriculum, GCE and CSE were merged to GCSE and, by way of preparation, two Training Days were arranged, the first in February and the second four months later. The new syllabuses were introduced in September, 1987.

In July, 1987, 12 months after the retirement of Sid Redding (a founder member of staff) and Joyce Beilby (after 20 years association) came the retirement of Charles Martin in whose honour a farewell party was held in St John's College, Bramcote. At similar functions in previous years, Mr Martin always had *un bon mot* for the retiree, amusingly but sincerely expressed, and on this occasion the favour was returned. After the serious orations of the evening there came a bit of gentle fun in the form of one member of the careers department reporting to another on an interview he had just completed with Mr Martin, the scene punctuated with overhead projections showing Mr Martin's photographed face superimposed on line drawings of a man variously dressed as a bishop, a beach balloon salesman, etc. The details appear in Appendix P. Such comic presentations became a feature of many staff retirement functions in the ensuing years.

A small '30 Years of Bilborough' exhibition was held at the end of 1987, coinciding with Roy Downing's retirement and Rosie Barnes (née Allen), Member of Parliament for Greenwich, came to say farewell and took the opportunity, when addressing assembly, to tell a few anecdotes about her experiences as a pupil at Bilborough in the first years of the Grammar School. The third Vice-Principal, Ruth Betts, also a founder member, retired two terms later. The three, Sid, Roy and Ruth, starting at Bilborough together and leaving within a two year period, had between them given over 90 years of service to the establishment.

A Steep Learning Curve - C G Martin (Principal, 1975-87)

I arrived at Bilborough in 1975 from being a deputy head (i/c sixth form centre) in a 1700-strong comprehensive school. A few years before I had been privileged to spend a sabbatical term at Cambridge researching sixth-form colleges and was an enthusiast for the new educational model. I inherited a competent and committed Grammar School staff who had been unceremoniously pitchforked into change. It is not surprising that they were less interested in an exciting new system than in the prospect of retaining a job at all. To their great credit they did put mind and effort into making Bilborough a model which Nottinghamshire was proud to show off to visitors from other authorities considering change. The staff compared well with those I had worked with earlier in two very successful Grammar schools in the South. They (not 'we'!) were young; and we were mostly first generation graduates - incidentally all hoping our own children would take degree courses. We were glad to help students climb the ladders we had climbed. By this time they were well-trying ladders for the selective intakes of Grammar Schools. Bilborough had not been intensively selective. When I arrived there was one pupil in the surviving fourth form who had an IQ listing of 100 so possibly less than half the population had been excluded. I had intended to make no change for the first term, so that I could fully absorb the ethos and district, the strengths of staff, the quality and variety of intake, parental aspirations and so on. In the event this proved impossible as sixth-form students resolved to push me into abolishing assemblies for them. (They were patronisingly happy to subject the remaining 4th and 5th forms to this indignity.) With the strong support of deputy Roy Downing - who gave an assembly, for all students, broadly on Plato's theme: "the unexamined life is not worth living" (brilliant, I still have the tape) - we obtained at least student acquiescence, and assemblies became for many a valuable part of the week's programme. I venture to hope that though they regarded me as a freak who thought it was *God's* world, at least they began to realise it wasn't *their's* and they should learn to live in it responsibly, co-operatively and thankfully.

The change in curriculum was not so pressured. 16+ numbers increased only slowly in the first years and groups of staff worked imaginatively to produce suitable programmes. Discussion documents from those days still make interesting reading. Peter Head deserves credit, with similarly able and compassionate colleagues who established the 'Foundation Courses' - which subsequently became CPVE, and would now I suppose be NVQs. Education is always so, 'new initiatives', new reports, new acronyms; plus ça change, plus c'est la même chose. Incidentally the new courses proved popular with those from 'feeder schools', where the taste to try a further year in education was increasing. So the College grew. 70% of students still followed traditional A level courses, but slowly we did become more 'comprehensive' and staff gained new competences. Ancillary staff coped with acres of paper and provided great support. The printing department set up by Norman Kirton became a significant publishing outfit under David Furse. My own introduction to comprehensive education had been in a school combining (rather hastily) two single-sex grammar schools and one mixed secondary modern, so I had close realisation of the strain and pain staff undergo.

I had always been an enthusiast for "General Studies", following Plato again - and having edited a series of textbooks while in a previous Grammar School. Students did not seem unduly upset by the 'unexamined life' and some staff were more interested in 'proper subjects', but, with excellent library service by Jean Gregory, a useful programme did develop to the great enjoyment of many students and staff.

My earlier researches had convinced me that large 16+ institutions had greater opportunity in the liberal arts, so I encouraged the development of music and art departments - both with able and thrusting leadership. Both flourished, with Bilborough orchestra gaining high recognition, and at least one rather maverick art exhibition.

Ins and outs became major industries. With students staying at most three years, career counselling and advice was essential. Alan Richards and his team assisted tutors, and I believe we offered an excellent service to students. At first I tried to see every student whose UCCA form or reference I signed, but later became wise enough to trust the judgement of tutors and team leaders.

At the other end, visits to 11-16 schools and interviewing prospective students took a lot of time, though often very enjoyable and rewarding. Team leaders became very good at this, and together with tutors made the first day or two of the new year a valuable induction system which gave a fairly painless transition between

institutions. As I forecast, the 16 year olds flourished in their 'feeder' schools (not having to compete with 6th formers for responsibility and notice), so we had many mature and self-reliant students coming every year.

This helped the student ethos, which was another aspect I was keen to develop. The 70's were the years of 'student militants' and Bilborough students, along with other schools in the area received a duplicated invitation (headed *AUX ARMES, ÉTUDIANTS*, see Appendix X) to form a 'Schools Action Group' with the slogan "The Class struggle begins in the Classroom", but we led a surprisingly peaceful and co-operative existence. My experience of human nature made me think that committees work best if they have genuine responsibility for money, so students took over responsibility for the tuckshop - which became a lucrative enterprise - and, in the College Council, learnt a lot of community-directing skills. Some student leaders were outstanding - I remember with pleasure Wayne (whom we were advised not to take!) who became our first black student president and commanded great respect from fellow students, and incidentally passed A level Philosophy!

Speaking of Wayne brings me to one of the great privileges of my time at Bilborough. I had learnt long before from Cowper that:

souls have no discriminating hue, alike important in their Maker's view;

that none are free from error since the Fall, and love divine has paid one price for all.

but this was my first experience of living and working in a multi-ethnic community and I found it immensely rewarding and instructive. I still have a vivid memory of an able Muslim student who tore into a General Studies group of typically cheerful, godless, white students and upbraided them for their unbelief. We were fortunate that our early experience included a group of East African refugee Sikhs who were model students both in work and courtesy. I remember them with respect, and believe staff and students established a good, integrated, multi-racial community. This was largely due to the devotion of group tutors, some of whom went dramatically beyond the call of duty in dealing with students' problems. Sadly the research said students mostly split into ethnic groups on leaving.

Bilborough was for me a constant stimulus to thought, from lively and often provocatively thoughtful staff, all sorts of provocative students, and a multitude of meetings with advisers and such like together with an in-tray full of reports and recommendations. As a member of both the Secondary Heads Association and National Association of Headteachers I had the benefit of wide experience both with secondary and primary heads, and the cogent criticism of colleagues who were trying to maintain a course in a sea of change and conflicting reports. I might summarise my learning by quoting one such report, the Hargreaves Report (ILEA 1984). This distinguished four 'achievement levels' and assessment techniques:

1. academic - the ability to express oneself, to memorise and organise factual material;
2. the capacity to apply knowledge rather than memorise knowledge itself;
3. personal and social skills, communication, self-reliance;
4. motivation and commitment, the willingness to accept failure without destructive consequences;

the readiness to persevere; the self-confidence to learn in spite of the difficulty of the task.

GCSE and A level assess the first well.

NVQ and some GCSE try to test the second.

The third gets a mention in some references but we haven't found out how to assess it.

The fourth gets a little mention in some references, and virtually no attempt at calibration, yet I warm to it because it is the way God deals with me.

Fourteen years on from Hargreaves it seems league tables still have not learnt how to move beyond the first and second. Instead of giving first importance to those achievements we *can* assess, we should be devising ways of assessing what is really important. I believe we made some progress towards this ideal at Bilborough.

Friendships and deep respect for dedicated colleagues live on. So does much of the thinking that made life at Bilborough so demanding and so rewarding. Some of the things that have happened since would have made life easier. I should have loved the freedom of LMS, and greater autonomy. I think I would have found ways through, or round, the paperwork. It is nice to be reminded of those (unadaptable) buildings and the (sometimes adaptable) inhabitants. God bless Bilborough and all who sail in her.

A Never-to-be-Forgotten Experience - Tyehimba Nosakhere (formerly Wayne Clarke) (1983-86)

From out of the Wilderness

Attending Bilborough College was without doubt one of the most significant events in my life. For me Bilborough College represents a time of transformation in which many positive aspects of my personality and character, that had previously been suppressed, were gently touched and then teased into development, causing the gradual soothing and stilling of the abrasive remnants of adolescent rebellion which had thus far generally categorised my statutory education. I look back, therefore, with an acute sense of irony because Bilborough was not my first choice of college. I had chosen Beeston, because it had an environment which included mature students in which I thought I might better settle down to study. Mysteriously my application for Beeston College was not received by them in time although it had been completed and submitted to my school for processing. I was consumed by anger and disgust, convinced that Glaisdale's five year plot to socially and academically assassinate me had finally succeeded. I cursed with indignation as I begrudgingly accepted that Bilborough was my only chance of further education, but the hurt was deep, and I advanced on Bilborough for my interview, burning wrath in my heart and a murky mischief in mind. I strode into the office on a long term mission of self-destruction and collided with a force to be reckoned with, Charles Martin, Principal of Bilborough College and my eventual mentor.

A Sanctuary Perhaps?

What took place in that particular ten minutes was nothing special apart from having my attention drawn to the big red 'C' on my file which marked me as conditional and meant that I would be reviewed in the coming October and February. There was no show-down, no histrionics, just a clear and calm message that the future was in my hands and if I intended to ruin it I could politely go and do that elsewhere. I left the office confused, bewildered and excited about my prospects, unbeknown to me at the time that Mr Martin had already quashed the concept behind my planned offensive on Bilborough by subtly suggesting self-determination. The last thing I was expecting at that time was to be given the opportunity to accept responsibility for myself, it was new, it was a relief and somewhere deep inside the pain that had fuelled many rebellions past began slowly to subside.

A Firm Friend

I enrolled at Bilborough College in September, 1983, and began courses in A-level English, A-level Philosophy and O-level Biology together with O-level Mathematics as a retake. I was still very excited about my prospects and I suppose to a certain extent I think I had my head in the clouds, dreaming about all the swotting I would gladly do and the brilliant results I would get. I didn't know it at the time, but I was in desperate need of being brought down to earth because life just isn't that easy. Yet again fate seemed to be on my side as I met another person who was to play a role of major significance in terms of my self-development. Mr Robinson was my tutor group teacher and I thought him very strange because he rode to college on a push-bike. If I remember rightly he also taught chemistry and perhaps his deeper understanding of 'matter' is what gave him the capacity to convert my fantasies about working hard into real graft. This again was not something which he achieved in a day but resulted from consistent care and repeated reminders about my work from the moment I arrived in relative obscurity, throughout the notoriety gained from becoming president and up unto the day I left to continue my studies in Lancashire.

The Presidential Campaign

I made friends at Bilborough, in my tutor group, my A-level English class and especially in the common room which was often the hub of activity and most definitely the most cosmopolitan of the college's many meeting places. It was from this great variety of friendships that the idea of my running for student president was born, but there was also significant encouragement from the respective tutors who taught me and, again, this adult support that had been sadly lacking prior to Bilborough transformed my 'it's all a bit of a joke' attitude to the presidency to something much more serious and focused, and I accepted nomination. I don't really remember doing a great deal of canvassing for the election. I think this was mainly because there seemed to be so many of my friends who were doing the canvassing for me and also because I was nowhere as confident of what I was doing as they were. All in all, I look back and think, regardless of the outcome of the election, the encouragement and support I received from both students and staff changed me in that I began to realise that

people, many different people, saw something in me that they believed was good. From that moment on there was aching need to make something positive out of the support that was so forthcoming; internally I made the commitment to do my utmost to gain the position of president and do the job to the best of my ability. My election speech before the assembled students and staff was my most nervous, and yet it was in this particular address that I discovered by accident a technique in oratory that became the footstool and trade mark for all my future speeches. I had been up all night putting together what I thought was a masterpiece of a speech, but when I actually got in front of my audience I was so nervous my written sheet may as well have been blank, and so with the aid of well honed mental gymnastics I did what I have always done since, I simply told the truth, albeit knitted together with a gratuitous helping of wit and charm. Sometimes in life, although you expect nothing, you really, really hope for something and end up reeling in amazement when you get more than you could ever possibly have imagined. That is the best description I can give to the response I got to my speech both in terms of audience reaction at the time it was delivered and the victory that resulted from the ballot box.

Making A Positive Difference

Although I never lost my easy going character I took the job of student President very seriously. I never forgot the trust and support which others had invested in me or the opportunity that I now had to seriously influence the improvement of the college. My term of Presidency, I think, would merit a small book, which one day I hope I have time to write, but for now I would say that there was a variety of activities which categorised the generic nature of how I went about the job. I remember so many things, coming into college with other volunteers throughout the holidays to paint the entrance hall, an assembly on racial discrimination, in which I recited Dr Martin Luther King's famous speech 'I had a dream' word for word, an assembly in which I used 'Mr Bin', a litter bin, in an attempt to persuade students to clean up the entrance hall. I remember talking to parents at an open evening about a number of issues including course priorities, lack of achievement, absenteeism and college romances. I remember performing poetry 'Black Christmas' and spontaneously combusting as Krook in Bleak House, one of Miss Archer's brilliant drama productions. I also recall college council and executive meetings because it must be remembered that the student office was made up of a number of elected officers, including Vice-President, Social Convenor, Secretary and Treasurer. Together along with the tutors and the wider student populace we were a team that got things done in a way that helped everybody. If I look at my presidency I would say it was significant for three reasons. Firstly, the level of responsibility involved in the role caused substantial advancement in my personal development. Secondly, the support and co-operation I received from both staff and students throughout my term of office enabled many goals to be achieved and an overall feeling of belonging to pervade the college. Thirdly, my success in being re-elected was a clear indication to me that my particular style, attitude and commitment to getting things done was widely accepted by all at Bilborough.

Lest We Forget

Of course, whilst all this was going on I still had studies which a certain trusty tutor wasn't about to let me forget. I had failed my Mathematics O-level in the early retake but managed to pass it at the second attempt, and I was so happy and relieved that I ceremoniously built a pyre in my backyard and kissed my old maths books goodbye for ever as I tossed them on to the fire. Getting maths was a milestone in itself; I took an extra course, A-level Communications knowing now that I was well on the way to taking my education further than Bilborough especially as I also gained a pass in my Biology O-level at the same time. I took great pleasure in my A-level studies in English Literature, all the tutors, Mr Offord, Dr Jacob, Miss Butterworth, being exceptional teachers, although their styles were quite different. In A-level Philosophy I was of course in my element, and I can only describe Mr Martin's lessons as akin to surfing the Internet such was the availability of high level information made simple by what I consider to be a wizard of a tutor and a true seeker of human understanding; I am not ashamed to say that I modelled much of myself on what I learned from him about philosophy and subsequently about life. My passionate love for philosophy was borne out in my exam result, a grade B, which I was very proud of. Unfortunately I did not do as well in English Literature or Communication Studies for which I received an E and an O-level result respectively. I was not alarmed as my place at Lancashire Polytechnic, on the Applied Social Studies BA Hons, was almost certainly secure.

The Weaning

I left Bilborough College in June, 1986, with the mixed feeling of being proud of my achievements but sad leaving behind all those who were significant in helping me gain them. I had already seen many of my friends go

because I had stayed an extra year, and my second term of Presidency had terminated in the February leaving me feeling a little bit like a very respectable spare part. I still had many friends though and many of them were staff, so when I did finally walk through those entrance hall doors that I had helped to paint for the last time I felt that I would be sincerely missed; the feeling was mutual.

The Legacy

When I look back over the years I feel I owe Bilborough College, the students and the staff, a huge amount for the opportunity that was given to me, to be me without having to fight for the right to be myself. Apart from the invaluable support that I have received from my mother and family, nothing can compare with the way in which the trust, caring and support from those at Bilborough College positively prepared me for the rest of adult life. I only have good thoughts of Bilborough and they will never be forgotten.

Home Economics and ... - Joyce Beilby (Home Economics, 2/1966-86)

In 1966 Celia Gill, soon to become Mrs Celia Towndrow and later Celia McInnes, needed a part-time teacher in the Home Economics department at Bilborough Grammar School. I was offered the appointment but was very reluctant to accept (can't believe it now!) because, at that time, as well as having a husband, two daughters, a semi-invalid mother and two elderly parents-in-law to care for, there was, also, our 2½ years old son, Edmund. However, I went to see Celia (we became firm friends that very first day) and the well-loved and highly respected headmaster, Mr Ivor Williams. "What about Edmund?" said I. "Oh, he can go to the nursery for teachers' children at Middleton School." "What if he is not very well?" "Well, can't he come with you?" said dear Mr Williams. That altered the situation; I accepted the offer and never regretted my decision.

Within three weeks of joining the Staff I found myself helping Celia with the catering for the Annual Speech Day at the Albert Hall - hectic but fun. That set the tone for our work together ... A- and O-level courses were interspersed with General Studies; helping Celia make new curtains for the hall (what a mammoth task that was!); creating costumes for the annual 'production'; catering for social events, parents' evenings, concerts, Governors' meetings and so on and so on!! Never a dull moment, especially being a part-time teacher following, or trying to follow, a six-day timetable.

When we became a Sixth Form College, Mr Charles Martin, our new principal, suggested that we should introduce a new examination course into the department and that was how the Child Care and Human Development course came into being. It proved to be a highly successful and popular course especially as, by this time, Bilborough had become renowned for its unofficial crèche. Any child of any member of staff who was not quite well enough for school or had an extra day of holiday made his or her way up to the HE department providing welcome real live 'teaching aids' for the Child Care students!

By this time, and after several staff changes, Celia had two little girls, Judith and Susan (who also 'grew up' at Bilborough) and we had exchanged roles, Celia coming back to Bilborough as a part-time teacher whilst I took over full time after Pat Payne's serious accident. When Celia eventually re-married and went to live in Yorkshire, Ann Tribble became a valuable and well-respected member of the department and we are still close friends.

In September, 1979, Edmund came up to Bilborough from Bluecoat to study for his A-levels accompanied by a number of his friends - music, science and art students included. Most of the boys decided to do the 'Bed-sit Cookery' course in General Studies and a great time was had by all. I still see and hear about some of the 'lads'; they have all been successful in their various careers and are still capable of producing an edible spaghetti Bolognese! Many of you will remember Simon Fricker and that wonderful production of 'Salad Days'. Last Autumn, my husband and I had a few days holiday in the Isle of Wight and went to visit Simon's parents. We heard about his career as a Musical Director and that, like Edmund, he is a good cook!

It is always a joy to meet former students who are following useful careers and many are happily married, too, with their own children. A few years ago, at a Bluecoat service, a young lady named Jane introduced herself as a former student who now has her own catering business, employing several other people. "All thanks to two years at Bilborough" said Jane. I was thrilled.

Of course, it wasn't all honey. We had our disappointing results as well as our good ones; sad personal events as well as happy ones but support was forthcoming and we had many more laughs than tears.

1986 brought retirement for me, after twenty years as 'Mrs B' at Bilborough, with a host of memories and many good friends.

Happiness ... a good cook - Edmund Beilby (1979-81)

It was inevitable really that I would wind up doing my A-levels at Bilborough, after all the place had always seemed like a second home. Anytime I was sick as a child I would be bundled up in warm clothing and ensconced away at the back of the Home Economics room where my Mother could keep an eye on me and I could smell the (usually) wonderful aroma of cooking going on round the corner.

Memories of Bilborough ... no more school uniform - boy did those cowboy boots and frayed-bottom jeans see some use; Chris Robinson head butting the swing doors into the entrance hall - ouch that must have hurt; Bill McNaughton telling us to stop playing Motorhead's Ace of Spades on the common room juke box when his room was located on the floor directly above; Dungeons and Dragons on Wednesday afternoons for two years, despite the fact that you were supposed to change activities every term; and so many friends, some never seen since, some barely known then but best friends now. Oh, and I learnt to cook in common studies - thanks Mum.

Follow a Career in Music - Simon Fricker (1979-81)

I can't exactly remember why I left the Nottingham Bluecoat Church of England Grammar School to attend Bilborough College. Bluecoat had lost its grammar school status to become a comprehensive and many of the strict discipline and dress code rules had been relaxed by the current head which, even through my schoolboy's eyes, seemed to undermine the whole institution. The move was also precipitated by the choice of subjects that I needed to study concurrently.

I began playing the piano at the age of three and a half and was blessed with perfect pitch and the ability to sit down and instantly play anything that I heard. I used to perform a magic act, had a well equipped home laboratory and I have always adored anything to do with explosives or pyrotechnics. I came to Bilborough to study Chemistry! I should have smelt a rat when I checked into my classroom to find that I was surrounded by music students and in the charge of the Director of Music, Tony Goodchild. I somehow ended up spending lunch-times accompanying the choir, playing the 'cello in string orchestras, rehearsing musical productions and, after hours, representing the College in pre-show recitals at the Theatre Royal. One notable production I was involved with was Salad Days. The 'orchestra' comprised two grand pianos driven by Margaret Watkinson (from the music department) and myself. One lunch-time, rehearsing Salad Days in the wooden hut, Miss Watkinson returned from a Chinese meal and presented me with a couple of spare ribs she had wrapped in a serviette. The drama department was involved in a production at the Theatre Royal. Their entry was called The Edwardians. For some reason I ended up at the piano again (wearing a false moustache!).

I saw Professor Shaw's lecture-demonstration on explosives at Nottingham University. Mike Robinson suggested that I might like to stage my own. I masqueraded as a teacher and went on a special course in Loughborough. Dr John Salthouse (now a dear friend) gave a great lecture and, after an exciting private talk with him, I climbed into my Dad's car with an armful of bottles full of delightful chemicals to enhance my own demonstration. We practised for a few weeks, Jeremy Hull assisted me. I am indebted to MTR for trusting me and letting me go as far as he dared!! Everything went smoothly on the day (except the luminol, which is always temperamental and isn't that stunning anyway!) and most people's ears were ringing as they filed out of C2.

During my time at Bilborough - I nearly got a scholarship to Oxford but did get my LTCL in classical piano - I had a great social life and was taught by some lovely people.

PS Thanks to Hilary Jones, I was able to type this contribution with good speed and accuracy!

A Bilborough Choreographical Recollection - Martyn Offord (English, 1976 - present)

In the year 1979-80, John Gucciardo, PE exchange teacher from Arizona had set Bilborough's sports programme alight with such importations as soft ball, racquet ball, soft tennis, American Football, steer wrestling and doggie lassoing. Whilst trying to manage all of these simultaneously he was informed that into this schedule he would insert membership of the male staff dance troupe.

This august body, of rather disgusting bodies, represented the physical climax for colleagues now shuffling and slipping around their places of work or retirement. Such stalwarts as Rick Dearing, Roger Stevens, Alan Richards, Cyril Jacob, Bill McNaughton and Frank Knowles had all cut their bunions in stunningly pedestrian footwork pyrotechnics such as Greek Dancing, Morris Dancing and Ballet. Incidentally their decayed successors recently presented an explosively zimmered version of 'Riverdance'.

Behind drawn blinds and locked doors they practised. Passwords were uttered, mysterious signals passed, and through this initiation John Gucciardo was thrust innocently, unwarily, into a rehearsal for Cossack Dancing. Jean Gregory had done the fur hats and baggy trousers; hernias, varicose veins and prostate problems had yet to rear their ugly bulges - though there were other ugly bulges to confound the wardrobe mistress.

So John stood there dumbstruck before being ushered through his moves - down on his haunches, somersaults - just as he was told. It was when Peter Ford cartwheeled across the room he was heard to mutter: "Jeeze, and they told us the Brits were inhibited!"

Part-time Record or Record Part-time? - Ruth Kendrick (English, 1969-91)

Time: October, 1989. Place: Robin Hood's Bay. Action: Geography Field Course, Day 'n'.

A student has rock-hopped over the sandy bars to reach a good vantage point for sketching the new sea defences, and now sits absorbed, unaware that the tide here comes in with an insidious sideways trickle, quiet and crablike, filling in the gullies imperceptibly, so that by the time one notices, it's a case of paddling for the beach before having to swim or be engulfed - and that really is how the Bilborough Syndrome tended to operate, in my case at least - a sort of creeping up unawares, and before one knew it there was 'just a bit of part-time again, please!'

Mike Robinson, Dossier Keeper in Chief, commented wryly on my record-breaking achievement of leaving Bilborough more times than anyone left anywhere; but that depends on one's perspective. It was much more a series of many happy returns whenever the need arose.

I first visited Bilborough Grammar School, as it was then, in about 1961 in a group from the Manning Grammar School, English Department, invited by Mr Protherough to discuss aims, ways and means of producing school magazines; and whilst the memory of the discussions is hazy, I can visualise and still feel daunted by the now legendary figures of Dr Peake and Mr Protherough. The school itself, of course, was a revelation in all its gleaming modernity. Nearly thirty years later, I was to stand amid the rubble of renovations and extensions to what was becoming a crumbling pile, victim of its flat roofs and its rising population.

Theoretically, I was never more than a part-timer, but effectively, from when my husband, John Kendrick, joined the staff in 1969, those tidal tentacles were already lapping round me. As a staff spouse, one was soon sucked into the round of school functions, educational and social, from helping at jumble sales to augmenting the choir, and eventually being caught up in an eternal, albeit enjoyable, round of concerts, plays, garden fêtes, seasonal parties and of course, the annual French exchange. My own job was in an FE College where I was required simply to go in, take the register, teach and go home; so the Bilborough 'family' soon took precedence. Even at this stage, our children became camp followers at all the main functions - an early preparation for later transferring their allegiance to the Sixth-Form College. Like many staff children, they wanted to become 'Bilbos'.

In 1976, the call came 'to help out for a while'. The school was gradually phasing out the 11-16 element and the Sixth-Form College was emerging. Since everyone had to have some qualification in English, that department was bursting with 16-year-olds who had not yet fulfilled that requirement, as well as with A-level students attracted in by the standard of teaching and by the prospect of 'freedom'. ('Freedom to do what?' was Mr Martin's acerbic question.)

The first reaction of one whose experience had been confined to single-sex grammar schools and adult evening classes was one of terror; but having been assured by the enthusiastic Gill Elias that 'all they need is love and their confidence restored', I was launched into what proved a very happy period. Having taught for the most part all girls, all white, all selected and suddenly confronted by classes which were mixed in every sense of the word, this could have been a nightmare; but Gill was right; and whatever they learned, I probably learned more! (Where and what are you now, 'Ash' Hussein and your group? Certainly still remembered with affection, believe it or not!)

One of the most difficult aspects was dealing with pupils who must have felt somewhat dispossessed by being the last year of the disappearing grammar school, and as such, destined never to be real seniors. As fifth-formers with no juniors below them, they remained themselves, in effect, the juniors. As a staff, we recognised this, but it was still a delicate task to keep up their morale so that they felt part of a new era rather than the tail end of the old one. Despite our efforts, I am sure some fell short of their potential.

Meanwhile, early September days in 3.1 - 3.5 felt very much like being in The Tower of Babel as the department seemed to expand and contract from day to day until students had settled into a pattern dictated by how their needs could be accommodated by the timetable. The sheer numbers at that time must have made Martyn Offord feel like calling in the crowd control squad of the Mounted Police.

The atmosphere however was the best of all. There must have been hitches and glitches, but the overall memory is of good leadership, immense mutual support and lasting friendships. I personally never felt like a part-timer, partly because of being 'married in'. This had its disadvantages in that everyone assumed that by osmosis I would always be completely au fait with everything that was going on and more over that I would always know where John was. No doubt the Lowes and Hilary Jones and Chris Brierley understand the problem. Chiefly, however, part-timers were easily integrated because the college had more than its share of colleagues who were as welcoming as they were talented and one never felt an outsider. Then, in the 1980s, as I had less time teaching, our own daughters arrived giving us an extra rôle as Bilborough parents. The fact that so many of the staff never even considered any other establishment for their offspring probably says everything. Our two still maintain their network of Bilborough friends more than ten years after leaving.

So what of all those departures in Robbo's dossier? In the mid 80s it was necessary to prune the part-time and create a new full-time English post, and as there were other things I wanted to do, it seemed therefore the time to leave. How could I have known as I put my mark books on the shelf as precious souvenirs that the era of going on courses was beginning? I lost track of how many times John came home with a message from MCO - 'Can you cover for ... ?' All I know is that like being Queen for a day, I systematically 'became' Dorothy Mountford, Dave Gore, Sue Phillips, Elaine Millard, Martyn Offord, Cyril Jacob, even Martin Watson (German!), JMK (French) and Andy Slosarsky (Geography) as they all trooped off in turn to be developed in the light of educational changes, or sadly, in Cyril's case, to be ill. Round that off with two February trips to Paris and two Geography field courses ('Ruth'll go; she doesn't mind getting cold and wet.') - 'this' as we used to say in the days of continuous cinema programmes, 'is where we came in'.

Notes from a small (but perfectly formed) Island - Alan Richards (Russian and Careers, 1970-90)

Early Days ...

Get the BGS job. Quiet place, not like the Comp. at all, kids not swinging from lights, am amazed that some even hold doors open for staff (so selected entry does have advantages ...) Building seems to leak a lot, looks as though components fell off delivery lorry and were just left lying about. HM bald chap, white moustache, likes jazz and swing.

Start earning my point by monitoring dinner numbers and controlling dinner queues - a big thing at BGS - but easy-peasy as there are no riots, just pupils presenting strange chits marked: 'Took dinner without ordering / ordered dinner without taking'. They smile weakly as I simulate voice of authority.

Lend HM my recordings of Carroll Gibbons and the Savoy Orpheans on 78s but no further salary points result. He does some brilliant impressions of dance band pianists, then promptly retires.

Sit in staff room next to avuncular person with limp who grins broadly and reads out Times crossword clues to anyone who will listen. He is Acting Head (accurate description, since he takes his leading part in G & S opera very seriously indeed). Helping with anagrams however a good move, as am made Head of Careers, and collect a point.

Whispers of economic crisis over oil or something (can't see it affecting us).

BGS now reorganised into a CASE (anyway, a College). Decide to clear sandwiches and apple-cores from display area and weed out all occupational leaflets over a certain age. In main library remove books on job opportunities in coracle-making, manuscript-illumination, etc., but a week later they are back on the shelves. Librarian can't bear to part with anything - try in vain to explain to him the concept of obsolescence.

Pupils enjoy careers interviews, mostly. Those bent on being pilots, marine biologists and foresters more often than not also possess, respectively, poor visual acuity, D grades in science and a deep-seated need for social contact - still, one can't blame them for wanting to fantasise. Ought we to do more in the way of careers education, I ask myself.

Careers Convention deemed a success. Staff and kids get afternoon off, employer reps highly impressed by bold signs to car-park plus tea and buns at half-time.

Some time later ...

New boss arrives (tall, drives a mini, likes doing assemblies) and goes at it hammer and tongs. First off - issues edict to abolish uniforms. Hence trails of ripped cloth strewn over forecourt last day of term. HM now Principal, pupils now students, form-teachers now tutors. Students who say things like: 'me want doctor job' known as the 'New Sixth'.

More talk of economic crises and structural unemployment (whatever that is).

Be that as it may, I carry on placing students with local insurance firms, department stores and banks, otherwise am wielding stapler, drawing pins etc., and rubbing out moustaches on 'Careers for Girls' posters (Equal Opportunities still in murky distance and no chance of occupational literature showing anything other than white faces, of course).

Boss gives me helpers to spread work-load, calls it a 'careers team'. Principle OK - but I see at once that some are keener than others. However, am sending them on courses to show willing, while Senior Teacher scale eases any pain.

Anxieties about employment continuing. Nobody else seems particularly interested, but one teamster (gangling Economist with back problems from falling off mountain) volunteers to help with Employment Preparation Course in Common Studies (not especially catchy titles but we like using old B/W video camera for practice interviews). Business simulations for students quite popular, YOP schemes - not quite so popular. Authorities get a bee in their bonnet about teachers sampling the tough and uncompromising world of industry, so send me to a very relaxed and friendly family brewery for my placement. Fair enough.

A bit later still ...

Incoming Govt is friend of entrepreneurs. Now all the talk is of markets. Unsurprisingly, job situation worsens. Fed up with careers officers coming and going in relays. Need a steady chap, have my eye on one who plays mean game of shove-ha'penny and win my case. Good choice.

Big changes. Premises revamped. Offices and interview rooms being moved to exciting new converted cloakroom area. Boss in his element, spends holiday laying carpet in entrance-hall. Believes in self-help, is

obviously self-taught and likes to save a bob or two. Face wreathed in smiles. Enthusiasm infectious, so also find myself laying carpet unevenly in offices and display area. Soon the place smells of adhesive.

The shove-ha'penny player and revised team (gangling rock-climber replaced by smiling, short-skirted Economist - appointment made on strictly professional criteria) suddenly seem to be here, there and everywhere - liaising, inducting, accessing, HE visiting, interviewing, yellow-forming, lifeskilling and starring in Open Evenings.

These days we are spending a lot of time decoding initials. Perhaps they are a substitute for actual jobs. Some sound like slightly damp fireworks - CRAC FIS CRCH - others seem to capture the youth culture - ACE CATS GO JIG-CAL DISCO - while others contain barely concealed menace - DOG GET IM. The boss enjoys jargon-spotting and we pin examples up and laugh together, but seem to generate plenty ourselves, one way and another.

Meanwhile storage cabinets bulge with handouts - careers videos and computer disks proliferate. (N.B. staff seem a lot keener these days to help out - maybe they are hedging their bets.)

Nearing the end ...

Even white-collar jobs beginning to disappear. Govt telling us to be more like business managers, less like teachers. All right, fine. Funny that students no longer see business as Shangri-la, and are heading off towards communications and the media.

Boss retires and after short interregnum new one arrives (nice Lancashire lad, sings bass line in choir, mostly as written). HE and FE now refuges for young unemployed, so applications pile high on in-trays. So high in fact that preparations are made to rope in tutors as reference writers. Sounds good to me.

Students keep 'borrowing' handbooks on permanent basis, so stuff moved to library, where policed by v. efficient librarian (wise men learn not to make ill-considered remarks on gender in her hearing). But she is willing to let people try out her CD-Roms, and on-line data-bases.

Tory Central Office, perhaps dimly aware of its mortality, sends me its literature and asks me to help recruit party agents. I decide it is definitely time to leave.

Rise and Fall - Peter Stay (German, CPVE ... 1/1980-94)

I came to Bilborough College in January, 1980, as Head of Foundation Studies, which meant I was responsible for courses for those students who were not ready to tackle more academic work at that stage in their career. My previous experience had been in a grammar school and then 12 years in a comprehensive on the other side of the city. At my interview it was made very clear that I would not be teaching my specialist subject, German, as there was already a well established member of staff for that. Within a year, however, that person had decided to leave teaching and I found myself teaching City & Guilds Foundation courses and A-level German, with some C.S.E. and O-level English thrown in! From its earliest days as a Sixth Form College Bilborough had an innovative approach to courses for less academic students which was continued with the introduction of a radical Certificate in Pre-Vocational Education, and this led to my being seconded to the County for a year to help other schools set up similar schemes.

While I was on secondment it was announced that one of the Vice Principals, Sid Redding, was to take early retirement and it was suggested that I might like to apply. It seemed very unlikely to me that I stood much of a chance considering who else might apply from the staff let alone those from outside, but I applied. To my surprise (and the surprise of quite a few others I expect) I was offered the job and I began to realise the difficulty of what I had taken on, or at least I thought I did. In January, 1987, I started as Vice Principal and by Easter of that year Mr Martin had made it clear he would be retiring in the summer and so I would be working for a new boss in September. The Local Authority had other ideas, however. Because of the possible reorganisation of post 16 provision, it was decided to delay the appointment of a new Principal for a term. Obviously one of the three Vice Principals would act as temporary Principal for a term. Both the other VPs had been in post for many years and had vast experience of the way Bilborough operated, but neither Roy Downing,

who was to retire at Christmas, nor Ruth Betts wanted to take on the job. They both urged me to do it, promising me their full support and encouragement, which they certainly gave. The Local Authority also offered the help of a local inspector and so I agreed to do the job for a term with a good deal of fear and trepidation. The whole staff was most supportive and to me it felt that we were running the College as a team effort, because I depended so much on the skills and knowledge of so many others.

Before the end of the term we had shown round a group of candidates for the post of Principal and they went off for their formal interviews. There were, of course, mixed feelings about who stood a good chance of getting the job and who would be acceptable to the rest of us. I do not remember ever really thinking that an appointment might not be made, but that is what happened, and so I was asked to carry on for another term, which turned out to be another two terms. I applied as a matter of course for the permanent post, but it was clear I did not have sufficient experience and so Gordon Brown was selected as the next Principal, starting in September, 1988.

My year as Acting Principal was perhaps the most interesting of my whole teaching career. I found I enjoyed leading a team of people who had definite ideas about the future of the college, and I also liked making decisions, although others may have thought I did not do enough of that. It was not a year we could have carried on as before even if we had wished to do that. The Local Authority decided that all schools had to produce a development plan; we did this collaboratively as a staff and I then wrote it up formally for the governors. The Government introduced a new pay structure for teachers during this year, which meant we had to look at the difficult problem of grades and allowances, and issues of working hours. I was loath to put a new system in place before a new person took charge of the college and so produced a draft scheme for a way forward for the consideration of the new man. At Christmas Roy Downing retired, so I had the responsibility of helping to appoint the new Vice Principal, Roger Stevens. He and I were very different people, but we got on well together and complemented each other.

When Gordon Brown came in September, 1988, I resumed my post of Vice Principal. It was not easy, of course, either for me or for the new Principal, but fortunately we were both aware of this and actually got on very well together, becoming personal friends as well as colleagues. To begin with I looked after the general administration of the College and curriculum matters. Later I took charge of student matters when Ruth Betts retired, and eventually I took on the marketing and publicity work. The most difficult thing for me was to go back to looking after one or two aspects of College life; I enjoyed having my finger in many pies. One of the few things I have learned about myself is that I enjoy discussing new ideas and putting forward suggestions, but I am not so good at seeing things through in all their detail. The strength of the management team at Bilborough in my time was that we had both kinds of people - starters and finishers.

After Bilborough was forced to be independent of the Local Authority it became increasingly obvious that we would have to begin making some radical changes to the College budget, and since by far the greatest expense was staff salaries, that was a starting place. When it was decided that voluntary redundancy might be a way of reducing staff costs, I was among the first to volunteer! I had always joked that I would retire at the age of 55. In the event I was 56.

Part IV - For men may come and men may go ...

The Bilborough Magazine, 1958-73 - Marion England (History, Latin . . . 1965-97)

Nowadays in education as in most other areas, the buzz word is 'Communication'. Masses of statistics, spread-sheets, league tables and shiny brochures pass from institutions to waste-paper baskets in its name. But from its first academic year in 1958, Bilborough Grammar School had its own unique form of communication, each year eagerly awaited and closely read by pupils, staff, parents, governors, and friends, in the magazine which not only provided full information on academic, sporting and cultural achievements, considerable as these were from the outset, but through the original contributions by staff, pupils and guest writers gave a feeling of the atmosphere of the institution and what it was really like to be a member of the Bilborough community.

The first edition stated its editorial policy - 'We see no point in imitating other school magazines at their worst; we believe that a magazine is meant to be read and enjoyed; and we believe that in a school magazine much of the writing should be done by the boys and girls'. Under the skilled guidance of Robert Protherough (whose later work as Professor of Education at Hull University has disseminated the good practice) the magazine achieved a good mix of information, on events as large as the opening of Nottingham's last purpose-built grammar school by the then leader of the Labour party, Hugh Gaitskell on April 25th, 1958, to as (relatively) small as the theft of the staff-room teaspoons, with reports, reviews, and original contributions in prose, poetry, and, under the guidance of successive Heads of Art, Mr Rowat and Mr Manners, art and design, which greatly added to the attractive and user-friendly format.

The range of activities which even in its first few years the school undertook is astonishing. Twelve societies, and the first dramatic productions, inter-house sports competitions, sporting victories including pupils being selected for county sides, were already providing good news for the very first edition; over the years all these expanded, and added to it were foreign visits, academic achievements, with the first O-level results (in 1960), A-levels and the first seventh years proceeding to university in 1962, an expanding careers service, and the take-over of the Albert Hall (Nottingham not South Kensington) for the annual Speech Days. Early dreams in 1958 of one day putting on 'Macbeth' came true in 1967 (also successful were productions not even fantasized about . . . of Molière, Shaw, Pinter, Ibsen); the Bilborough Road Relay Race became a fixture in the National cross-country calendar; a steady stream of places, exhibitions and scholarships to Oxford and Cambridge justified the first Headmaster, Dr Peake's, hope that the school would win 'a reputation for hard work, good sportsmanship, and sensible behaviour'.

A big change to the magazine's cover, as to the school as a whole, came in 1967 with the opening of the new 'Sixth-Form block' - the dining room and those rooms beginning with '6' that Mr Leatherland's groups never quite fit into - which meant the old design based on the school plan was no longer accurate, nor with the discontinuation of the House system the cover's alternating house colours. But, now fully run by a student committee (though always with the guiding hand of Miss Skedge and later the two Michaels, Saunders and Higginbottom), the magazine in new larger format went from strength to strength. The development of the school's photography department enabled a wider range of illustrative and decorative material to add to the increasingly relaxed style perhaps typical of the 'sixties' - more jokes, fewer Latin phrases, and the poems rhymed much less frequently! But the record of achievement and the quality of the creative work continued to rise, till, with the reorganization of Nottingham's schools and the establishment of the new phase of Bilborough's life as a sixth-form college in 1973, the grammar school magazine as such bowed out after its highly successful fifteen years.

Many other 'occasional' publications supplemented the regular magazine - depending on the creativity and tenacity of current pupils / students, we could read 'Verbage', 'Xylst', 'Zilch' or the less felicitously titled but now ubiquitous 'Bilborough Bulletin' at different times over the years. But the regular magazine provided not only the record of a school of which much was hoped and which if anything exceeded expectations. Looking through them consecutively provides a fascinating slant on half a century of social and educational change.

Whilst some things change less than one might expect - in his speech at the opening ceremony Mr Gaitskell said that 'The standards of education were not good enough' (now where have we heard *that* more recently?) and, in 1964, a contribution on 'A Day in Shakespeare's Life' might well today have won an Oscar as the germ of 'Shakespeare in Love'. But could we today get as excited about the appearance of a sixth-form tie? (Would all of the present sixth-form know what to *do* with a tie?) Would job adverts for the Midland Bank now ask for 'a personable young man' (1964) or suggest you 'Apply now to the highly productive East Midlands Mines' (1971)? Would the Principal of today's multi-cultural Bilborough feel comfortable in advocating at Prize Giving 'the supreme importance of the development of Christian character'?

But whilst much has changed, sometimes for the better, sometimes perhaps not, the magazine, many of whose earlier contributors now have had, or have, children at the college, is not only a record of a successful educational community but shows the roots from which the present Bilborough grew, flourishes and will, if allowed, continue to do so in the changing circumstances of the new millennium.

For the record, the full text of the editorial in Magazine No 1 read as follows.

Now the school's first year is over. The building is deserted as I write this, the silence unbroken by the feet of 3c charging down the staircase, the gramophone booming from the music room, the small boys squealing as they duck under cold showers. Nobody is producing a five-course dinner in the Domestic Science room, running a four minute mile through knee-high grass on the top field or rehearsing *Hamlet* on the stage. They have even stopped making tea in the staff-room. One year; and the building has already acquired a history of its own. Do you remember how the tomato juice got on the blackboard in this room? and who held the record for going up and down those wall-bars? and who got locked in this store-room? Yes, the buildings have got their history all right.

The first year is over, and "firsts" always have a fascination for us. We blaze our trail by them: the first day at school, the first long trousers, the first girl-friend, the first pay-packet, the first grey hair . . . This has been a whole year of first experiences; a new school and a new staff; new work and new games; new friends to know; new societies to join; new traditions to make. Some of these things you will find recorded in these pages, and if others are omitted it is only because *you* didn't write about them for us. For here is another "first": our first school magazine. Though some things about it may be a little unusual, it will soon become as familiar as the buildings, the faces and the subjects that were "new" a year ago. Before that happens we are seizing this once-and-only chance of saying what our feelings are about school magazines (and this one in particular).

"But they *never* have stories in school magazines", said one girl when we asked her to write one. "But they *always* have house notes", said a rather older voice when we suggested leaving them out. Our ideas on the subject are few and simple. We see no point in imitating other school magazines at their worst; we believe that a magazine is meant to be read and enjoyed; and we believe that in a *school* magazine much of the writing should be done by the boys and girls. When it goes home to Mum unopened; when a boy only looks to see how often his name appears in print; when two-thirds of the printed matter consists of lists of names and results - then it is time for the magazine to fold up.

We could have said that as this school is a new one, we would wait until it had grown before publishing children's work. This seems to miss the point, though. If nothing is worth printing at the ages of 11, 12 and 13, it is unlikely to appear magically at 15 and 16. We have been encouraged by the large numbers of boys and girls, drawn from every form in the school, who have submitted work for this magazine, and thank them for all the efforts they have made. Some you will read in these pages, and we hope that you will enjoy their work. We do not believe that we are printing masterpieces, but we do believe that constant writing for publication is one of the surest ways to success. The athletes in our school have their matches, the actors their public performances, the scholars their examinations, and you may read here of what they have done. Principally, though, the school magazine is a training ground where our poets, story-tellers and artists show us what they can do.

And now, on to the second year. R.P.

There follow (a little tongue in cheek) two extracts illustrating the quality of the creative writing, the first being excerpts (accurately quoted!) from examination papers, the second displaying the very high standard consistently achieved over the years.

- If I lived in the Pyramid Age I would be very old now.
- An isosceles triangle has five sides.
- Stonehenge is the place where the people who worshipped women made their sacrifices.
- The language is plain. There are no smilies or metaphors.
- When Napoleon invaded Egypt he found the Rosetta Stone. On it the Egyptian hieroglyphics were written in Greek.
- A quadrilateral is an angle with four straight sides.
- The feminine of *fier* is *fierce*.
- Parliament bribed Charles by not letting him have any money until he agreed to whatever he wanted.
- A chord is a line which measures the same distance in each part from a fixed point.
- Some of the coins were not worth what they really should have been because the hedges had been clipped.
- Homer was a great writer and he wrote the Iliad for the archaeologist Dr Schliemann.
- Henry attacked English clergy and finds them £100,000.

ELIZABETHAN FOG 1564

'Six o'clock on a cold night and all's well.'

It was November and bitterly cold. My hands were numb and my cheeks clung tight to their bones. Already the fog was thick, and the houses closed in on me, their latticed windows yellow in the candlelight, just a faint blur against the dark oak beams. It was hard to avoid the gutter in the middle of the road. My hair hung damply in tendrils about my cheeks, and my heavily brocaded dress hung limp and straight even over the whale-boning.

A wall loomed high in front of me. I had missed my turning. I dare not think what my mistress would say, I had no leave to be out at that time of night. I drew my cloak round my shoulders, but even that was soaked through.

Something cold and wet touched my hand. It was nearly as big as myself, black, thin, unknown - a dog! Rats scuttled around behind me and water lashed against the road side. I must have wandered near the river!

No direction; no vision; just thick yellow fog everywhere. A shout a few streets away, then silence. I turned again; a buzz of cheery voices and a dim light - The Blue Cock Inn, not far from the palace. High gateways blocked my way.

'Who goes there?'

'Maid in waiting to the Queen.'

'Why so late?'

At last to the door. I stumbled down the steps and inside to be greeted by a book in my face. 'Where have you been all this time, girl? And your mistress waiting ...'

Jennifer Martin, Year 1

HOUSE SYSTEM & SPORTS DAY

The House system served, essentially, for the organisation of sport, particularly Sports Day. In the Inter-House Competition points were awarded (20, 15, 10, 5) according to the results through the year in the sometimes ten, sometimes eleven sports. Over the nine years through which the competition ran, Welbeck (green) won the All-Rounders Trophy seven times to Rufford's (red) twice, Clumber (light blue) and Annesley (dark blue) sharing 3-2, respectively, five second places between them. Sports Day, an important occasion in the calendar up to 1966, made a re-appearance in the late eighties as Fun Sports Day with wellie-wanging and egg-throwing mingling with less serious events such as the three-legged dash, the egg-and-spoon sprint and the metric mile.

ANNUAL PRESENTATION OF PRIZES

High Pavement, Mundella and Manning Grammar Schools all held Speech Days in the Albert Hall and Bilborough followed in these well worn tracks. For three years, this opportunity for the School to celebrate its success in the company of parents and local dignitaries was held in the school hall. In the fourth year, two ceremonies were conducted, one for the seniors and one for the juniors, and for the following twelve years the event took place in the Albert Hall. For these occasions, a couple of hours were taken up in the morning arranging the seating, with prize winners in the front stalls and seniors behind, and juniors in the balcony (smallest in each row nearer to the organ!). A few prize winners demonstrated the routine of mounting the platform and receiving a book and after a few general comments, the pupils were dismissed and the orchestra and choir held a final rehearsal. The afternoon was spent at leisure; the evening performance ran like clockwork (or appeared to do so!). In the usual form, following the National Anthem the Headmaster gave his address, after which the Chairman introduced the Guest Speaker. Then came the presentation of prizes, awarded for both effort and achievement, and a musical finale. The final four ceremonies, in the period of transition from grammar school to sixth-form college, were held in the school. The speakers for the twenty-one occasions are shown in Appendix Q.

PARENT-TEACHER ASSOCIATION / BILBOROUGH COLLEGE SOCIETY

First murmurings of a potential Parent-Teacher Association were heard in the staff-room and at Parents' Evenings in Spring, 1970, and a steering committee meeting took place in the school on 14th April, 1970, to discuss a possible constitution for such a society. Those in attendance were

'Mesdames: Gammans, England, Gotheridge. Messrs: Williams, Stratford, Singleton, Sutton, Pound, Lock, Croxford, Skipsey, Gofton, Breckles, Cartlidge. Mr Williams was in the Chair.'

Items 1 and 10 of the proposed constitution (subsequently accepted) were stated as follows.

1. The objectives of the Association shall be to encourage fullest co-operation between the staff and parents; and to engage in activities forwarding the education and welfare of all children attending the school.

10. The funds of the Association will be applied solely for the development of its stated objectives. In the event of the dissolution of the Association the remaining funds shall be devoted to objectives similar to those of the Association.

Items 2-9 dealt with the constitution and workings of the association and were also accepted, some with minor modifications.

In a letter from Mr Williams, progress to date on the establishment of an association was advertised to Parents who were asked to support the venture and to indicate ways in which they would be willing to contribute to future events. In the AGM called for 6th October, 1970, elections were held for one parent representative from each of the years 1-7. The first committee meeting of the PTA occurred two weeks later and was attended by

'Mrs Squires, Mrs McKeating, Mr Hallett, Mr Croxford, Mr Wright, Mr Cartlidge, Mr Pound, Mr Breckles, Miss Betts, Mrs Gotheridge, Miss England, Mr Davie, Mr Hutchinson and Miss Donaldson. Apologies for absence were received from The Headmaster, Mr Singleton and Mr Sutton.'

Although it was anticipated that the Headmaster would take the chair, Mr Williams had to withdraw on health grounds and Mr Breckles was elected Chairman. Mrs Gotheridge was elected Vice-Chairman, Miss Donaldson offered to take on the duties of Secretary - an offer which was gratefully accepted - and Mr Wright was elected Treasurer. In the early (of the monthly) meetings discussions ranged around financing the association (rather than fund raising) and identifying ways and means of fulfilling the main aims as agreed in the constitution. The National PTA provided useful advice.

In the first public event organised by the PTA, Dr E B Ritson, Consultant Psychiatrist at the Addiction Unit at Mapperley Hospital, and Det Insp Pattison of the City Police addressed those assembled - Parents and year 7 students had been invited - on 'Problems Facing Parents of Children Attending Grammar Schools', followed by a question and answer session. The members in attendance at the committee meeting in March, 1971, heard something which was to influence greatly the aims and objectives of the Association when their invited speaker, the Chairman of a local PTA, told them that the main aim of his PTA was to raise funds to assist in the acquisition of equipment for the school and also to provide facilities beyond those for which the local education authority was responsible. The speaker also gave helpful assistance with regard to the organisation of fêtes, some of which was to be put into immediate effect. Indeed, the first fête, opened by Alan Hill of Nottingham Forest Football Club, took place in sunny weather on Saturday, 3rd July, 1971. Perhaps the Treasurer's report in Appendix R will serve to help some readers to recall the events of the day.

In October, 1971, Mr Breckles and Mr Wright were re-elected, Mr Sharrod (successor to Mr Singleton as head of Geography) was elected Secretary and Mrs Payne (née Donaldson) and Mrs Beilby were elected Social Secretaries. The fête the following year was not blessed by the weather but even so the Chairman was still able to confirm just after the event that funds accumulated for the purchase of a minibus totalled £1,500. The 'Austin/Morris 250 JU Plan 2 (15 seater with front facing seats)' was duly delivered four months later, and the gift to the school was acknowledged by Ivor Williams with the words

'... I wish to express my extra thanks to you [John Breckles] for guiding the PTA in their efforts to reach this mobile target.'

There were four fêtes in all, the last one, in July, 1974, opened by the Lord Mayor.

With the transition from school to college, it was felt that the students should be invited to participate in the running of the association which, in October, 1975, became known as the Bilborough College Society. Some three years after making his first appearance on the committee, John Kendrick was elected Secretary, a post he was to hold for 14 years. Charles Martin took a keen interest and attended all the committee meetings in a non-voting capacity. For a number of years, with the co-operation of the Music department, there was held a very successful AGM each September with a Wine and Cheese supper and a concert given by the Music students. This was usually well supported and acted as a recruitment evening for forming the new committee each year. During the course of the year there were fund-raising activities, illustrated lectures, informative talks, visits and social events. In addition to the Prize Draw, there were Jumble Sales, Flea-Market Stalls and Car-Boot Sales; Doug Scott came on two occasions to talk about his experiences on the slopes and pinnacle of Everest and Bernard Beilby talked about Old Nottingham; visits were made to Hurts' Knitting Factory and the caves under the City, to Shire Hall and the Granada Studios in Manchester; there were Barn Dances, Square Dances and St Valentines Dances. In less glamorous events, information was given on Careers, the UCCA/PCAS systems and Student Funding. Over the years, there was a very wide variety of activities, and on one special occasion, Jayne Torville and Christopher Dean, the World Ice Dance Champions, made a personal appearance.

The Society certainly provided a channel for parents of goodwill and energy to put something into the college. Many, indeed, made a great contribution: Albert Crabtree served on the Governing Body, John Wilson was elected Vice-Chairman and then Chairman of the Governors and Alan Hawksworth was elected first Chairman of the Corporation. The BCS Award scheme was an interesting venture which never got the attention it deserved. Students doing active and unusual projects were invited to apply for a grant, and money was given to a group walking the Pennine Way and then one doing the Lyke Wake Walk. Gradually the idea of service was added to the reward for initiative, and, for example, a grant was given to a student decorating the walls of the Children's Hospital.

The PTA of the grammar school was undoubtedly very successful in achieving its aim of bridging the gap between home and school but in its revised BCS form, when students were associated with the college for only two years, its management became increasingly difficult. Certainly there was nothing comparable in any of the other Nottingham colleges, and even in its final year it was able to purchase First Aid Kits for Sports, provide financial support for Field Trips and the Music Competition, and buy a colour printer for the library and sound equipment for the stage. The Society was wound up in April, 1992, aged 22 years.

Part V - ... but I go on for ever

The School and College Library (i) - Cyril Jacob (English, 1961-91)

The story of the Library is necessarily the history of the development too of Bilborough as school and college, reflecting changes in intake, curriculum, standards and education methods. To a very real extent, the use or otherwise a pupil or a student made of the Library or, indeed, still makes of it could determine that person's results - and hence career and subsequent life! It was (and is) therefore vital that it should be capable of meeting all our students' needs, both academic and recreational, and it was that concern that motivated me and my colleagues.

The first school magazine tells us:

Within a fortnight of the beginning of the first term, the library was open to borrowers with a stock of nearly 1,400 volumes ... This was only made possible by the hard work of a number of boys and girls who volunteered during lunch hour and after school to mark the books with their Dewey classification numbers, stamp them and equip them with issuing cards, arrange them on the shelves and sort the catalogue cards.

It goes on to say that there were 'some 4,000 issues' in the first year alone. At lunch times, the library was so well used by both staff and pupils that extra tables and chairs had to be ordered!

When I joined the staff in September, 1961, as 'English and French master with Special Responsibility for the School Library', the school had been in existence for four years, so that the library was already well established with its basic organisation in place. This meant that, for much of the immediately foreseeable future, the emphases were to be on expansion of stock, following the demands of changes in the curriculum and in examination syllabuses, and on effective day-to-day administration.

All ex-pupils will remember the inverted L-shape of the library in those early years, offering an obvious natural division into 'Fact' (the academic subjects) in the longer 'upright' of the L and 'Fiction and Reference' in the 'foot', with a well-stocked newspaper and magazine rack. A folding screen could be drawn across, so that a class could be taught in one part, while a few individual sixth-formers could still do their private study in the other - but this was an exceptional arrangement; the screen did not shut out very much noise. The School had just acquired its first Sixth Formers, privileged beings, some of whom were now Prefects, who could spend private study periods in the library, where they could actually be trusted to work quietly unsupervised!

Top

Before I arrived, the library had been run by John Pick, who was also a member of the English Department. He had recruited a band of pupil librarians from the top year whose task it was to issue and receive books during lunch times and from 4.00 to 4.30. This was a system which worked extremely well and one I was happy to continue. At lunch times, a roster of library prefects as well as the pupil librarians ensured discipline when I could not be present. As well as administering the issue-files, pupil librarians were also taught a number of basic library skills, such as filing by author and by Dewey decimal number, cataloguing of books received as gifts, simple repairs (101 uses of Magitape!) and stock-taking. They also issued overdue slips and sometimes helped to arrange displays of new books and resource materials on particular topics in the display cabinets and notice boards. Books that had been requisitioned came to us from the Schools Libraries Service ready provided with plastic jackets or reinforced in the case of paperbacks and complete with catalogue cards but of

course we had to file these and write out the issue-cards. Most of my helpers were girls but there were a few boys too; it has always given me pleasure to know that a modicum of these pupils actually went on to take up librarianship as a career.

By the time I came, there was a book-stock of some 3,000 volumes, including a good range of the standard encyclopædias, dictionaries and similar reference books. The annual library budget out of the annual school capitation started at around £500, exclusive of newspapers and magazines. When I'd asked Dr Peake what the allocation was for these, he'd smiled and said it was from a different fund and no ceiling had been set - so, in addition to 'The Times' and 'The Guardian' and their Sunday equivalents, until there was a change in administration, we always had a double rackful of general interest, specialist and hobbies magazines such as 'Gibbons' Stamp Monthly', 'Angling Times' and 'Amateur Photographer', as well as foreign language magazines, even including the Russian pictorial magazine 'Ogonyok'! In the first year of the school's existence alone, some forty magazines and newspapers were taken - and well used!

One of the less agreeable parts of my job as teacher-librarian was to have to divide up the library allocation between departments, for each would be sure to have some special case to plead for extra money and book prices would often increase quite radically between the time my order went in and the book's arrival. However, any imbalance was usually equally arbitrarily corrected by the sudden unavailability of certain items. I dare say this is one aspect of a librarian's life that has not altered! In addition to the departmental orders, I always retained a fair proportion of the allowance to buy books of general interest and good quality fiction for both juniors and seniors. As one of my first tasks, I also ensured we had a wide cross-section of the great classics of English and world literature.

Since no one person could possibly keep track of all the new children's literature, still less teach at the same time, we joined the School Library Association, a branch of which had recently been formed in the city and whose quarterly journal was an invaluable source of reviews. In September, 1963, Bilborough had the honour of hosting the annual national SLA Conference. Membership of the SLA also proved to be a marvellous way not only of acquiring new library skills but also of obtaining insights into developments in school libraries and into new techniques of information retrieval that were needed as syllabuses changed and new information technology developed. I soon found myself persuaded to join the branch committee and I remained its treasurer for twenty-five years, until the local association was dissolved, as teacher-librarians gave way to professional librarians in schools and its functions were duplicated by the professional associations.

To administer the library, I was allowed two extra 'free periods' per week of forty minutes each - which meant, of course, that I usually used up some of my other 'frees (which were really meant for marking and preparation) to do library work. Longer tasks, such as requisitioning and stock-taking had to be done out of school hours or, in the case of the latter, when the library could be conveniently closed towards the end of the school year. For all the extra duties and responsibilities, I received a special allowance of the princely sum (initially) of £100 a year! In my second year, my position was raised to Head of Department, with a small corresponding increase in salary.

At this point, I should perhaps mention that, although I have no formal professional qualifications as a librarian, I had had previous experience of running school libraries in England and France. It was only after twelve years that I was given some adult help. At a time when 'helper-Mums' were being recruited to assist the teacher-librarians in routine administration in our sister secondary schools, we were fortunate to obtain the services, at first part-time, of a chartered children's librarian, Mrs Jean Gregory, the mother of one of our ex-pupils. As my own teaching commitment grew with an increasing emphasis on A-level and other examination work, and as the stock grew at an average of a thousand books a year (for example, from about 8,000 in 1968 to over 9,000 in 1969), so did the need for more help. For short periods, Frau Gretl Schmid, our peripatetic violin teacher, helped with filing and Mrs Norma Howitt, like Mrs Gregory a chartered librarian, also came to help part-time. Eventually, Mrs Gregory was able to work full-time, bringing to the School and then to the College not only her professional skills but also her considerable and much appreciated abilities as a designer and maker of costumes for our plays, operas and staff end-of-term comic dances. When the school became a sixth-form college, she took over the library and I was allocated new responsibilities within the English Department.

Over the years, there were profound changes in curriculum and teaching methods, with more emphasis being placed on 'child-centred learning'. During lesson-time, the library changed from being a silent holy of holies for a few select sixth-form to do their private study to being an extra classroom for certain subject-teachers, so that they could bring down their pupils to do their individual projects, for which we had to try to ensure the provision of appropriate materials. When forewarned, I tried to be present to answer questions and to point pupils towards possible resources - and to reply to such questions as: 'Sir, sir! What sports did they have in Palestine in New Testament times?' - Answer: 'Stoning the adulteress and crucifying the prophet!' (Actually overheard!)

The expansion of the sixth-form as more of our students stayed on to take a wider range of A-level subjects and others joined them from our sister comprehensive schools, either for A-level courses or to resit and upgrade their GCE and CSE results, meant that not only our book-stock but also our library itself had to expand. An extension forming part of an entire sixth-form block was begun in the mid-sixties. As has been so often the case in education, there was no consultation with the professionals actually involved: I came in after the summer holiday of 1966 to find the new library with fixed shelving (ie there was the same distance between all the shelves)! This was obviously useless; I called in Miss Pyniger and Miss Greene, the heads of the City and County Education Library Services, who were appalled and quickly ensured that variable shelving was installed instead, presumably at no small extra cost. Another expensive mistake and one which remains in place to this day is that dividers were placed down the middle of each table with provision for neon-lighting tubes - but no thought was given as to how these were to be connected to the supply! However, my job was made somewhat easier by the partitioning off of a corner of the main library as a much-needed office and stockroom. Study carrels were also provided by the windows, fortunately without the very tall dividers that caused those put up in one county school to be nicknamed 'snogging boxes'!

New courses in such subjects as computer studies, economics and media studies meant there had to be changes in book provision. As the prospect of our evolving into a Sixth-Form College drew nearer, we found ourselves exchanging large blocks of stock with schools that were losing their sixth-forms to become comprehensives or training colleges. Present students owe a considerable debt of gratitude to our committees of student helpers who worked so hard to change labelling and to file catalogue cards for the hundreds of books exchanged at this time. The introduction of computers was the beginning of changes in information retrieval that would eventually mean that a librarian conversant with advanced information technology would be required if students and staff alike were to be constantly supplied with all the services and up-to-the-minute resources that present-day courses require. There is certainly no way today that the traditional teacher-librarian could do this. However, I am glad to have had my experience as a teacher-librarian, hard work as it was. I hope that books will long continue to be a source of pleasure and knowledge, together with all the new forms of publishing and information retrieval that are rapidly developing and which I have to confess are now 'beyond my ken'.

The Library (ii) - Jean Gregory (Librarian, 1973-90)

In 1973 the Education Committee of Nottingham City, then separate from the County Education Committee, appointed staff to work in Nottingham City secondary schools. My previous experience as a professional librarian had been with Notts Education Library Services whose policy of providing services to children, both in the public library and the County secondary schools, was at the forefront of national development and was internationally recognised under the leadership of Esme Green, famous for her innovative and pioneering work.

Prior to 1972 the City of Nottingham secondary schools, including the grammar schools, lucky enough to have libraries, relied on members of teaching staff with some free time to arrange collections and to provide some policy for using them. The decision to introduce staff into city school libraries was welcomed, but progress in reaching the ultimate goal of appointing full-time chartered librarians, based on a central education library department responsible for over-seeing training and policy development, was very slow. Development was hampered by two upheavals in the education world. With the introduction of comprehensive re-organisation many schools, including grammar schools, disappeared and were absorbed into the new system. Bilborough

Grammar School became Bilborough Sixth Form College in 1973 faced with an enormous challenge of change. A fortuitous event for Bilborough was the appointment of Charles Martin as principal. He is a man with a rare combination of talents and the college flourished under his guidance. His ability to recognise potential where ever he found it made Bilborough College a stimulating, and for many, a more secure place in which to learn. School libraries never had a more understanding friend.

Comprehensive re-organisation followed by the amalgamation of Nottingham City and County Authorities brought the City school libraries under the network management of the County Education Library Services. Their task was to bridge the gap between the very different levels of provision in City and County schools. In the light of heavy financial demands of re-organisation of the whole education system, the political will was sadly lacking to prioritise the funding to bridge that gap quickly. Faced with further delay it did not stop us fighting for recognition that access to appropriate resources, appropriate professionals to manage those resources and train users in basic and new skills, and finally appropriate space were crucial in meeting the needs of the learners. Further more, the demands of the ever changing curriculum and the introduction of technical information retrieval brought support from those far-sighted enough to understand the desire for a radical change in attitude to the role of the school and college library in meeting those needs.

School librarians throughout the country are supported by their professional body, the Library Association, concerned with recommended standards in schools and colleges. Unions concerned with working conditions and salaries were also involved. I was elected to Library Association Council and also became a Union Steward with Nalگو in order to represent colleagues both nationally and locally in their pressure for professional recognition and appropriate salaries for graduate / chartered librarians. In all this I was fortunate in having the understanding support of Charles Martin who followed with interest the struggle to initiate change.

Eventually, under the Education Committee chairmanship of Fred Riddell the gap between the old City policy and the County policy for school libraries was bridged. The appointment of Chartered Librarians to Nottinghamshire secondary schools became policy. With Nalگو support appropriate salary grades were awarded in Nottinghamshire. Nationally it has long been sought to have statutory conditions regarding school library provision. The present patchy situation throughout Britain results in real disadvantage to many schools and children. I live in hope.

Against this background, I first joined Bilborough Grammar School Staff in September 1973 to work part-time in the library during term time. I was introduced to the staffroom by the headmaster, Bill Bristow, who made me feel very welcome. He also introduced me to Cyril Jacob who took me round the library and explained his involvement as an English department teacher with some free time to run the library. I remember that first day well. I remember my first reaction - the need for more staff time, more funding for more resources, more space, more involvement with the classroom and more contact with the individual pupil. How had they managed? For a time I worked alongside Cyril and I soon realised that the school had 'managed' due to his enthusiastic interest in books and his dedication to what must have been a demanding task, given the limited time he had free from his teaching work load.

In comparison with later years the curriculum was restrained and the text book was all powerful. There was not a great deal of 'reading around' the subject in the main school, and library visits were limited. I remember with delight the arrival one day in the library of a whole class with their history teacher, Hugh Nicklin, and a challenge to search for contradictions in any books based on what they were studying. It was joy to join them! I found it interesting that the segregation of main school and sixth form engendered a certain arrogance totally lacking in the same age group when the school became a college. The provision of two separate adjoining areas, however, to meet the needs of main school and sixth form, was a huge advantage in meeting subsequent changing use of space.

Never one to resist challenges, I listed them under headings - funding, staffing, resources, space, classroom involvement and individual pupil contact. The whole of the following seventeen years as librarian at Bilborough was spent in meeting those challenges. During the period of transition from school to college, those challenges intensified, but on the arrival of Charles Martin as principal with his commitment to meeting the needs of all students, we made progress. Funding was increased towards meeting national recommended

standards, 'towards' enough to welcome a bolt of material arriving for the long-awaited library curtains but not 'towards' enough to cover the cost of making! Never one to resist a challenge . . . ! Staffing was increased over time. I was appointed to a full-time professional post and Norma Howitt arrived as part-time library assistant second to none. She and I worked as a team and her energy and enthusiasm brightened the day. Val Coulter joined us as a part-time clerical assistant and the team was complete. We also had YTS help including Nazia Iqbal, who contributed so much in spite of her deafness handicap.

Resources were increased as a result of increase funding and staffing. The support of the County Education Library Service in providing loan collections, special project collections and advice and management development sessions was invaluable. An information unit providing newspaper and periodical cuttings was initiated and maintained by students based on requests from staff and students. With the advent of information technology a micro-fiche record of the County Library stock together with a location code proved to be a great time-saver. A computer and modem were installed enabling access to Prestel and other information data-bases. After some in-service training (and a gentle reminder from the computing department that it was not necessary to say 'sorry' when 'BAD COMMAND' appeared on the screen) I was able to offer data-base search sessions followed by booking facilities for students to carry out their own searches. Particularly valuable was the careers data-base giving details of all available courses at British Universities and Polytechnics together with useful additional information.

Space to accommodate all this increasing activity was insufficient. At busy periods on most days there would be up to a hundred students, studying, searching or discussing within the library area, many of them having individual help from the library staff. Under the new principal, Gordon Brown, pressure grew for an extension to the library to accommodate the growing use of information technology. Eventually the old reprographics room, which had been created by Peter Head so many years before and which at the time had ruffled the quiet waters of conventional practice, became the information technology area of the library. New hardware was introduced in a space more appropriate for changed needs of the students. The old sixth form library became a quiet study room leaving the main library as a silence free area appropriate to inquiry and discussion. Students were trusted to choose which ever area best suited their need.

Classroom involvement became possible with the increased staffing hours. There was welcome opportunity to attend curriculum discussion in various departments in order to have advance notice of resource needs and special class project loans. Individual student contact became a normal, and for me the most important, part of the college time-table. The library opened everyday until 5 o'clock. Students with free time could choose to spend it in the library. All new students received a brief introduction to 'The Library - What's in it for you?'. Latterly this was presented by an information tape/slide scripted by current students, recorded by Keith Orchard of the Physics department and photographed by John Gregory. A group of Library Workshop students also scripted and presented a tape/slide entitled 'Meeting the Needs in the School Library', again with Keith's and John's help. I presented it, along with a paper on School Libraries, at a Library Association Conference at Leicester University, and as a result was invited by the then Chief HMI, Trevor Dickinson, to present it again at the Annual HMI's Conference at Lancaster University. It was a learning experience for everyone!

One of the more significant influences on student attitude to the library was the inclusion of the Library Workshop Group in the list of Associate Study options. All students had free choice of a rolling programme of activities. The Workshop Group spent time in any area of library routine which interested them, from paper cuttings to data-basing. It subtly changed attitudes - whose library is it anyway?! A number of students over the years became involved and interested enough to commit themselves to a career in Information Studies and Librarianship in its various forms. At least two of them are now making headway as University Librarians. In September 1990 I retired and handed over to the new librarian, Dianne Baldwin. At least some part of all my challenges had been met with the help and support of so many people to whom I am enormously grateful. I am sure Dianne is working though a list of her own - such is the nature of the job!

A Librarian's View from 1990 to the Millennium (iii) - Dianne Purdy (Librarian, 1990 - present)

When I started at Bilborough College in 1990 I was a mere 26 years old, and I was barely older than the sixth-formers who were studying there. My September starting date seemed badly timed. Within my first week I was organising Library Inductions for approximately 300 students. It seemed strange to be telling them about a Library I hardly knew myself. I hoped that they didn't realise that I was also a newcomer. It seems funny looking back on it all.

I felt very privileged starting work at Bilborough. The Library had been newly extended to accommodate an IT and careers area. We had the latest technology which was a BBC computer with Prestel and a modem, and an Archimedes computer which contained a database for students of English Literature. We felt proud of this area although it seems modest in today's terms.

One thing never changes at Bilborough. The College has a unique and very friendly atmosphere. I think it must be something to do with its size. Walk down the corridors and you will receive smiles and hellos from the students and staff. The College is a supportive environment, and I have fond memories of the support students have given me. I had only been the College Librarian for 3 months when I had my 27th birthday. This day sticks in my mind because we had a lively group of students in the Library who did not want to go home. I was very patient with them, but eventually thought it was time to ask them to leave. I was completely taken back however when they stepped forward with a bunch of flowers, a box of chocolates and an enormous card. I had been accepted into the Bilborough crowd.

A few months later I was asked to stand up in assembly and promote the Library workshop course. I had only ever spoken to groups of 30 students or less. My self-consciousness was obvious and I blushed with embarrassment. I reached the last sentence of my talk and received applause from a small group of male students. They came up to me later that afternoon and said, "We thought you needed a little support, you looked lonely up there."

So how has the Library changed? Within the first year I had purchased our first IBM compatible computer with CD-ROM. I had two discs ECCTIS a careers package and the Guardian newspaper. Computers in those days did not arrive with all the software installed, and I had to load everything from scratch. This was a nerve-racking time for me, and the moment I typed in the installation command and pressed return an electrician arrived asking if he could switch everything off. Looking back on those days seems very strange. Our provision compared to today's standards seems very modest although at the time we were leading in technology. We are about to receive a suite of 10 computers with CD-ROM drives and the Internet. We have also built up a large library of discs ranging from Encyclopædias, to Atlases and newspapers in French. Perhaps in another ten years this provision will seem modest.

My next purchase was a computerised library system. Not only did this package help me keep tabs on who had borrowed what, but it also acted as an electronic catalogue. Every resource in the Library had to be painstakingly put onto the database and there were approximately 12,000 resources in those days. This meant that I had the unenviable task of producing a list of topics for each book. The biggest hurdle was to put them onto the database. By luck a local training agency phoned me at this crucial stage to ask if I would like to take on a trainee who needed lots of IT experience. I felt like shouting, "Eureka!". The timing could not have been better. Poor Nick the trainee ploughed through the entire stock until it was all on the database. Today's students really do owe a great deal to the dedication of dependable Nick.

A more recent development has been the introduction of a Security System. It left quite an impression on one student who forgot we had security gates and walked straight into them chipping his tooth. Fortunately, he saw the funny side of it. Even after all this time the students are fascinated by the security system. Year 13 students still plead with me to let them run through the gates with a book on their last day. Students still laugh wildly if staff set the alarms off, and I am sure the designers never anticipated that students would activate the alarm through carrying CD-walkmans and mobile phones.

I can finally conclude that one thing seems certain at Bilborough. Although educational goal posts are constantly moving the college itself remains a special place to work. Our students start year 12 as rather shy 16 year olds and leave with confidence to take on the world. Sometimes I turn on the radio or pick up a newspaper to find somebody criticising today's young people. This makes me angry. Whilst working at Bilborough I have discovered that these youngsters really are special. When studying becomes hard or life is touched with sadness these students rally round to support their less fortunate friends. During charity events such as Red Nose Day they work incredibly hard to raise money for others. One memory in particular haunts me. When Diana, Princess of Wales, died in 1997 we opened a book of condolence in the Library. Students patiently waited in line to sign this book. Their words were both beautiful and moving. So just remember when you hear somebody criticising the youth of today that the new Millennium should be a time of hope based on the achievements of these young people.

REPROGRAPHICS

Hands up all those who remember the Banda spirit-duplicator - now look at your hands . . . are they still covered in blue ink? No? Then you were one of the few who learned how to operate it properly, obtaining dry-ish copies carrying legible print. For a while, the machine lived in one of the aforementioned cubby-holes in the staff-room, sited on a desk under which stood spare gallon cans of spirit (the H&S at Work Act did not make an appearance till 1973!) Examination papers and bulk numbers of circulars, letters for parents for example, were reproduced using a stencil duplicator, the stencils being cut on a typewriter. In due course, an electrostatic stencil cutting machine was acquired and housed in the metalwork room under Norman Kirton's watchful eye. Norman also operated a cold metal letter press used for printing tickets and programmes. During the transition from school to college, the metalwork room was refurbished for use by the Art department (and designated Art 2) and the reprographic facilities were concentrated in room 0.2 which, for a while, also housed a few of the specialist drawing tables removed from room 1.6. Charles Martin brought his experience in the field to bear, and, using 'new' money made available on his appointment, negotiated the purchase of an off-set lithographic process which was capable of generating good quality plates from which printed copies could be made. David Furse brought his expertise to the post of Reprographics Technician for five years to August, 1987, and quoted in Appendix S is one of the Treasure Hunts which he devised for the amusement and confusion of staff. A major development in Roy Butlin's tenure of office came with the renting of a volume copier, thus enhancing the pace of production of increasing quantities of paperwork. An even busier, more sophisticated replacement was installed in June, 1997.

PREMISES & CARETAKING

The premises, according to the programme for the official opening of the school, provided the following accommodation.

Assembly Hall.

Gymnasium and changing rooms.

Library.

Five Science Laboratories and Preparation Rooms.

Housecraft Room and Needlework Room.

Ten Classrooms and History, Geography, Music and Art specialist rooms.

Four Division Rooms.

Metalwork and Technical Drawing Office.

Administration and Staff Rooms.

Ancillary spaces, including School Meals Scullery.

It is expected that in due course the number of pupils will exceed 550, including 90 Sixth Form pupils

FURNITURE, APPARATUS AND EQUIPMENT

An initial expenditure of £21,300, including £1,500 for library books, was approved by the City Council and the Minister of Education. Worthy of special mention are the fittings of the Science Laboratories and the associated Metalwork Room and Drawing Office, the Library and the Gymnasium.

Of the above facilities, the School Meals Scullery became defunct with the opening of the dining room and kitchen in January, 1967, and many areas, both classrooms and ancillary spaces, were modified from the mid 1970s on. Indeed, there are examples of walls being demolished only to be rebuilt and of partitions being inserted only to be removed at a later date. An attempt has been made to document (and date, albeit, sometimes approximately) the major examples of these modifications in Appendix T.

We have seen how five laboratories became six in 1960, accommodating the separate sciences, biology, chemistry and physics. In January, 1979, B2 and C1 were 'interchanged' (becoming C3 and B2 respectively) allowing the two chemistry laboratories to be serviced more effectively (and vastly more safely) from the one preparation room and easing the load of fetching and carrying for the technicians. P1 was used increasingly as a base for the rapidly expanding psychology department in the mid '90s. Music was displaced from the large sunny room at the rear of the hall (0.9) by the installation of a 30-seater language laboratory. Some 20 years later, in 1976, a new 14-booth Tandberg language laboratory was built in room 601 and language teaching generally was centralised in rooms 602 and 605 with the adjacent rooms 603, 604, 606 and 607, used variously as offices, oral examination preparation rooms and for the storage of audio-visual materials and machines. A new state-of-the-art language laboratory was acquired in 1995 and 601 had to be knocked through into 607 to create the appropriate space. Music occupied the A-block until the latter was loaned to William Sharp in 1974. Its retrieval was the subject of protracted negotiations, and a compromise was reached in 1981 with Bilborough having use of the block for the morning sessions and William Sharp for the afternoons. The following year, it was taken over full-time by the Geography department and in 1993 the block was given a very substantial (and long overdue) refit. The music department, evacuated for a second time, found a new home, initially in rooms 608 and 609, and from 1987 in 0.3. A facility in the sixth-form centre not mentioned earlier was the sports changing accommodation, which was used for the purpose intended until the late '70s. At this time, with the swelling numbers of music students, the first floor of the block was converted into practice rooms; in 1998, the ground floor also was 'restructured', to incorporate a music teaching room, storage space and an office.

Extra accommodation for the Art department was initially provided in room 2.4 for three years before room 0.1 was knocked through into the original art room and provided with a short flight of steps in 1976. Room 0.1 was retrieved as a classroom in 1983 and greater use was made of Art 2, the re-furbished craft-room. Drama was accommodated in rooms 600 and 0.3 before being sited in the hall, designated the Arts Centre, in 1987. The teaching of typing, shorthand and office skills was introduced in 1979 with the appointment of Hilary Jones, and accommodated in room 0.9 for four years before being resited in H1 for the same period of time. H1 proved to be an attraction for vandals and the department was moved to room 0.3 for one year and then, in 1988, to its current home, room 1.3. Since that time, all the typewriters have disappeared and their place taken by successive generations of word processors.

Staff facilities were improved enormously when in early 1984, the staff-room was knocked through into 0.9, the gents cloakroom being retained. The stock room built into 0.9 was provided with a serving hatch and fitted out as a kitchen, with tea urn, refrigerator, gas stove and, on Tony Goodchild's retirement in December, 1988, a microwave oven. The idea that the extension into 0.9 should be used by staff as a quiet, preparation-cum-marking room and the original staffroom for its social amenities never really caught on. Sad to say, and in a sense ironic, as students numbers increased in the mid to late 1990s from 600 towards 900 the number of staff actually declined and 0.9 was recreated, although in a slightly diminished form, the kitchen facilities being retained.

Extensive improvements to the premises were carried out under the general heading of 'fire precaution works' which were started in January, 1990, and completed 11 months later. Escape routes in the form of external spiral staircases were installed to allow rapid egress from C3 and the landing giving access to rooms 611-617.

More difficult for the former grammar school pupil to visualise, parts of the side walls of the School Meals Scullery were demolished to allow those students hastening down the front stairs to continue in a bee-line onto the rear playground. The now-reduced scullery became the new home of reprographics (including the volume copier acquired a year earlier) and room 0.2, thus vacated, was conjoined with the library. The outer office - the one in the entrance hall - was enlarged and properly fitted out and equipped and, in further building work in 1998, linked to room 0.3, the extension accommodating the examinations officer and Management Information Systems officer, amongst others. Much thought had been given to the provision of social facilities for students and various rooms, including 600, 0.3, H1 and the entrance hall, at some stage or another, had been used as a base. Under the fire precaution work, room 600 was knocked through into the dining room and refurnished, thus encouraging students to move away from the entrance hall, leaving it a more welcoming place for visitors. In 1985 the County Catering Service had taken over from the students the management of the entrance hall coffee bar and in the course of the work in 1990 the facility was moved to room 600. The opportunity was also taken to build a lighting and sound booth at the rear of the Arts Centre, the structure incorporating space for the storage of costumes and properties used by the Theatre Studies department. During the summer of 1999, the library area was extensively re-vamped. The old - 1957 - library (see the illustration on page 89) was knocked through into the new - 1966 - library, and the lower library - originally room 0.2 - was refurnished, with modern carrels, as the 'quiet library'. In the same period, services were installed in readiness for the foundation, on the top tennis / netball courts, of Portakabin City - a six class-room block - due 'on stream' in October. An extension to the canteen has been planned.

Where there are premises care must be taken of them and the first Caretaker was Mr S Hodges followed from July, 1959, till his retirement in November, 1973, by Mr Harry Beadsworth. A short, broad, work-worn looking man, Harry's bark was far worse than his bite. That said, those juniors detected by him taking a short cut from the entrance hall across the immaculately polished stage to the changing rooms beyond must have felt they had walked into an invisible wall when he bellowed at them - and staff were not always immune either. His successor was another Harry, Mr Harry Upton, but the name was all they had in common - they were as different as chalk and cheese. Harry Upton was a shy, quietly spoken man but still, when the occasion demanded, capable of being firm. He was always very fair in his dealings with his team of lady cleaners, many of whom showed remarkable loyalty to the establishment. Irene Gilbert started on the cleaning staff when the grammar school opened and Sylvia Walters joined soon afterwards and both also served behind the counter of the entrance hall coffee bar until it was taken over by the County in 1985. In December, 1989, the Evening Post was invited to record the story in pictures of the retirement of Sylvia and her erstwhile friend Lucy Gladwin who between them had given over 50 years of cleaning service. Edna Browning came on to the cleaning staff in 1971 and also contributed to the running of the coffee bar, and even today she continues to prepare and serve 'elevenses' in the staff-room. Another of the long-serving ancillary staff, Mary Wallace, retired in November, 1992, after 22 years service with the Dinner Ladies. Harry Upton was greatly touched by the presentation made by the staff on his retirement in October, 1987. Dave Eastwood held sway for one year before Alan Ward was appointed senior Caretaker, overseeing, amongst others, his son Matthew who had come as assistant 14 months earlier. In a role reversal in Summer, 1998, Matthew took over the senior position and his father became assistant.

TIEMTABLES

The first sixth-formers, in 1960, operating on a 7-period day, 6-day cycle were timetabled for 30 periods of science, or 27 of arts, together with four periods of PE/Games, one RI, two Use of English with the balance given over to private study. On the revised 7-period day 10-day cycle introduced in 1974 for three years, the sixth had 24 periods of science, or 21 arts, the remainder made up with common studies, games and private study time. This was the last timetable based on 40-minute periods, for in September, 1977, the pattern changed to a 4-period day, with two 90-minute periods either side of morning break and two 60-minute periods in the afternoon. For four years, the Common Studies was blocked in twice per week, on Monday and Friday mornings, and Activities on Wednesday afternoons. The four-block timetable (with blocks designated 1-4 for two years and P-S for a further two years) allowed for both A-level and O-level classes to have five hours per week teaching, the latter courses being of one-year duration only. Contact time averaged 80 % excluding tutor group periods. As student numbers rose towards 600 and demand for teaching rooms increased, it became

essential to maximise the use of the buildings, and so in 1981 there was introduced a 5-block, 5 hours per block, timetable with Common Studies, now titled Associate Studies, and Activities spread throughout the week, though team games continued on Wednesday afternoons. A minor change in designation of the blocks occurred in 1985 producing a certain pleasing symmetry in the pattern which was to be maintained unchanged in its essential features for nine years. In the next change, 18 months after Incorporation, A-level classes continued to receive five hours tuition (in blocks P-T), but GCSE-level classes received only four hours (in blocks J-N, and W), and the timetables for the two groups operated concurrently though in a way which still allowed students to select subjects at both levels. An attempt has been made in Appendix U to summarise timetable changes.

Thanks for the Memories - Jean Gregory (Librarian, 1973-90)

To be involved in the whole life of a school is the normal experience of the Librarian. Drama productions, both formal and informal, occurred regularly at Bilborough. Help was always needed and the search for detail often began in the library. Admitting to Marion England and Cynthia Allsop of the wardrobe team that I could sew a straight seam drew me rapidly into the action of Orpheus in the Underworld being produced by Cyril Jacob. In a flight of fancy he handed me photographs from the Covent Garden production of the lavish and extravagant costumes with the obvious expectation of the same - followed swiftly by the instruction to 'keep it all under £60'!

I remember curling endless paper petals through the night for a hundred roses needed by the bride and bridesmaids of Trial by Jury, and consoling each other that at least they could form permanent stock for future productions. Alas! On the final performance, whether from excitement or sheer relief that it was over, Marion England tossed her bouquet into the applauding audience, whereupon all the bridesmaids in total delight followed suit! So much for our permanent stock of roses! I remember Gilly Archer's production of Salad Days with vivid flash-backs of George Coombs in the fashion salon and Viveen - glorious as Cleopatra's night-club singer. It was all so wonderfully supported by Margaret Watkinson and Simon Fricker at two pianos.

I remember Tony Goodchild singing with Rachel Sherry in Bastien und Bastienne wearing a revamped black overcoat from lost property and looking splendid, in spite of his earlier twenty minute struggle with his tights - and that was only one leg! I remember working with Ann Tribble of the Home Economics department, efficiency personified, to create costumes for Gilly's production of The Edwardians at the Theatre Royal. Of the thousand separate pieces of costume, we lost only one!

There were so many productions but Gilly Archer's The Mikado still stands out as a wonderful experience. Margaret Watkinson was responsible for the music and Pauline Walters from the Art department used the designs of the sets and costumes as part of an A-level art project. Much research took place through the library and the students visited the V and A museum with Pauline to study Japanese design and textiles. The final designs for all the sets and costumes were chosen from students' work. Material was silk-printed in the art room and together with Celia Towndrow and the Home Economics students we made the costumes and head-dresses. The cast included both students and staff - it was truly a whole college production.

Finally, mention must be made of the hilarious versions of 'folk dances of the world' organised by Martyn Offord and members of the male staff to be performed at the end-of-term concerts. I am certainly not alone in remembering the enjoyment of teams working together with the drama and music departments to produce such wonderful performances over the years. Thanks for the memories!

Part VI - Bilborough College 1987 - 2000

YEARS 1987-1995

In a thumb-nail sketch of Bilborough College published in 1978, Charles Martin had concluded with the remarks

'So Bilborough raises a modest 'Ebenezer' and awaits any future educational changes with confidence if not with eagerness. Most of all we should like a time of peace to reap the advantages of recent upheaval - at least until 'falling rolls' cause fresh ripples'.

In a curious sort of way, it was the issue of falling rolls - and it was estimated in 1987 that there would be 6900 surplus places in secondary schools in Nottingham by 1995 - which caused a delay in the appointment of a successor to Charles Martin even though he had given ten months notice of his intention to retire. The Governors were informed in a special meeting in April, 1987, of

'... the lea's decision not to make any decisions until after the publication of the County Development Plan in respect of Headships which fall vacant after its publication in June'.

The staff petitioned Messrs Ward, Weaver and Puckey at the Area Education Office in the following terms.

'We, the undersigned Members of Staff, wish to register our dismay that there will be no appointment of a successor to Mr Martin. Mr Martin informed the CEO on 23rd October, 1985, of the developing situation relating to the age-profile of the Senior Management Team, and this was again raised with the CEO during his visit on 30th January, 1986. The matter was again fully discussed at County Hall with Mr S Parry on 10th March, 1986. The Principal submitted his resignation early in October, 1986, to take effect in August, 1987... . We feel that the situation is particularly critical in view of a number of initiatives which are currently underway and/or in the pipe-line:- 1. Introduction of GCSE, finance and cross curriculum planning. 2. Introduction of AS-levels, curriculum/time-tabling implications. 3. The possible re-organisation of the College within a Tertiary system... '

There were 49 signatories, teaching and ancillary staff, but to no avail.

The County Development Plan, devised, *inter alia*, to resolve the problem of surplus places in secondary schools and, rather more importantly from the point of view of the College, to rationalise Post-16 Education provision, set forward a number of alternative schemes. In one of these affecting Bilborough

'It is recommended that Bilborough sixth form college, the High Pavement sixth form college and Basford Hall college of further education be closed and a tertiary college established on the existing sites of Bilborough sixth form college and Basford college of further education. This tertiary college will serve the North Western part of the conurbation including Eastwood and Kimberley.' In another 'Conurbation Tertiary College 3 (City, North West) this college will serve the west and north-west of the conurbation and be based on the sites of Basford Hall college and Bilborough sixth form college. The Basford Hall and Bilborough college sites are ideal for expansion, and are well placed on transport routes to serve the north west of the conurbation and to complement the west of the County. Both buildings are modern and the further education college has up-to-date facilities for vocational provision, most noticeably in the area of construction.'

In the event, though some rationalisation of 11-16 comprehensive schools occurred, no tertiary college was created in the City - and Peter Stay agreed to act as Principal for the Autumn term, 1987. When no appointment was made from the candidates assembled at County Hall in December, Peter found himself in charge for a further two terms, with a very full agenda. On the curriculum front were the development of Technical and Vocational Education Initiative, Certificate of Pre-Vocational Education, and the introduction of the General Certificate of Secondary Education, Information Technology and AS-level courses, and Business and Technician Education Council courses were on the horizon. The Education (No 2) Act, 1986, defined new responsibilities for Governing bodies, extending their role and prescribing their composition. From April, 1987, the in-service training of teachers was organised and financed under the LEA Training Grants Scheme

(unofficially known as GRIST - grant related in-service training). Peter Stay and his staff, with support from the Inspectorate, had begun to address some of these issues when there came the 1988 Education Reform Act and 'local management of schools' which required local education authorities to delegate to Governing bodies certain responsibilities for financial management, though, of course, the work load fell on the college management team.

When Gordon Brown, appointed Principal with effect from 1st September, 1988, looked around his senior management team, wondering how to re-structure their responsibilities, (a far cry from 14½ years earlier - time-table and curriculum development for one, boys' pastoral care and examination administration for another and girls' pastoral care and careers for the third) he observed two vice-principals and one acting vice-principal with 11 months of experience-in-post between them. Gordon himself tells the story of how he moulded his Senior Management Team into a successful fighting unit in 'An Era of Continuous Change' - an era in which a new language developed with references to facilitators coping with flexible learning, self-supported study, open learning, core skills and entitlement curriculum, an era which many found exciting and challenging but a few depressing and demoralising. The word 'cuts' and its synonyms were often on the lips of County Hall administrators and, from April, 1993, never off the lips of the FEFC. For better or for worse, the 'business ethic' had arrived in education and competition was the name of the game.

Examples of the lines of communication created in the process of marketing the college include the Prospectus, 4th Form Day (Year 10 Day) and the Newsletter. The shape, means of production and essential content of the Prospectus had changed scarcely at all in the eleven year period to 1987, the last year in which 1300 copies of the A5-sized booklet were collated and stapled on the premises. The brochure produced in 1988, consisting of 16 A5 sides, black-on-white, with the now familiar drawing of the college on the front and Nottinghamshire County Council logo on the back, gave the briefest of introductions and descriptions of facilities. The range of course was indicated, supported by a centre-page spread listing subject and level available. Some special features of the college were described, followed by a staff list. By 1992, the brochure had grown to 22 sides of A4 and included, in addition to lengthier descriptions under headings used in its predecessor, examination results, a highly presentable stylised map of the western side of the city and, as appeared in its ancestor of 1976, details of the timetable blocking system. Curiously, in the 'After Bilborough' section, the pie-chart indicated the proportion of students moving into Higher Education (42 %), Employment (25 %), Further Education (18 %), Youth Training (6 %) and gap-year (5 %), the same as in 1988, confirming, perhaps, Bilborough's consistency in achievement. The whole was stapled in a blue-card cover and, together with an application form, slotted in an attractive red-and-black-on-white folder. The prospectus for 1993 and 1994 was professionally produced, and consisted of nine sides of A4, white-on-green headings, green-on-yellow descriptions on glossy paper enclosed in an attractive card folder. Those of 1996 to 1999 reverted to two-thirds A4, and were weighty, colourful, glossy and informative - in all, extremely attractive.

Ever since the formative days of the college, there had been liaison of one sort or another with 'associated schools'. In the 1970s, staff visited Fernwood, Peveril, William Crane, Glaisdale, ... to teach latin and music classes, the sciences established link courses in which groups of pupils came to do experimental work, Bilborough students visited as part of Community Service, and Children's Theatre took its magic to schools on both sides of the county boundary. In July, 1988, more formal links were set up when 4th Form Day (later to be called Year 10 Day) was established. For one day towards the end of the summer term in each of the years to 1994, the Bilborough premises teemed with 14-15 year-olds eager (generally, though for some the lesser of two evils) not only to sample the different subjects available post-GCSE but also to experience the atmosphere in a college of further education. In some of those years, in excess of 350 pupils from associated schools and schools from further afield visited and most staff were involved, some in giving sample lessons in their subjects, others in organising activities and sporting events.

Newsletter - A letter specially written to communicate the news of the day [Shorter Oxford English Dictionary]. The first Bilborough College Newsletter appeared in December, 1991, a folded A3 sheet, black-on-white (including five small photographs), professionally designed and produced. It was a start, and a very auspicious one. In the early issues, single-paragraph articles were collated under such headings as News, Community

Links, Sport, Music, Drama, but there was nothing rigid or incommutable concerning the lay-out - the content dictated the headings. After No 1, there were no more black and white photographs, and increasing use was made of coloured panels. In the first 'leader', the Principal informed the reader of impending Incorporation and in the second, the Chairman wrote about the Governors Role. Naturally, opportunity was taken to broadcast the examination results each year - the soundest way of promoting the college. Sporting news was never allowed to dominate the pages though fair coverage was given to the successes of the netball team and particularly the boys' hockey sides. The latter were twice winners (1990, Lilleshall and 1994, Bedford) and twice runners-up (1991 and 1992) in five successive visits to the final stages of the Midland Bank Sixth Form and Tertiary Colleges Cup for England and Wales. Stephen Wood and the Sully brothers, Mark and Philip, all represented England in this period. In the 1998-99 season, the hockey XI 'did the double' of winning the Midland Bank Cup and the British Colleges Cup. (A match between the sides of the nineties and of the mid-sixties would have provided great entertainment.) Another Bilborough student to make it to the top was Zoë Campbell who won the bronze medal in the European Shito-Rye Karate Championships in Paris in Spring, 1996. Following the staff restructuring in June, 1996, there came a change in editor and a change in format of the Newsletter, with No 10, appearing in Spring, 1997, carrying a full front-page colour photograph, with the Bilborough College logo mounted vertically. In a bumper edition - six sides A4 folded - appeared a photograph with the caption 'Leavers Line Up - One for the album - the Class of '98 line up for the big picture' - the nearest to a school photograph for 37 years. All in all, the Newsletter was a very effective organ in advertising the college.

In the inaugural meeting of the new Governing Body following the enactment of the Education (No 2) Act, 1986, which occurred on 12th December, 1988, D Pitt was elected Chairman and J V Wilson Vice-Chairman. The body exercised its rights under the Act to co-opt five more members, which number included A Hawksworth, the person who was to be elected Chairman of the Bilborough Corporation five years hence. The full governing body, meeting three months later, was addressed by the Education Officer for Further Education who gave a definition of 'Aspects of Learning in Nottinghamshire into the 1990s'. With the advent of Local Management of Schools, it was recognised that three governors' meetings per annum were insufficient and so four working parties were created - Curriculum, Personnel and Students, Finance and General Purposes, Sponsorship - soon after, except for Sponsorship, to be commuted to sub-committees, when a fifth working party, Marketing, was also set up. In Autumn, 1990, Doug Pitt resigned from the Chair for reasons of ill-health and when his replacement, John Wilson, opened the Governors' meeting in November, he was faced with an agenda of 24 items, a far cry from the meetings of years gone by, for some of which there were five or six items of business, including 'DONM'. The new Vice-Chairman was Derek Sharland, a former Bilborough student.

With the introduction of the County's plans for Post-16 Education and for Staff Development more or less coinciding with the installation of a new college management team, it was no surprise to hear that a Dipstick* inspection was to be carried out by the County Advisory and Inspection Service in 1990. It was the first full inspection; the junior school section of the grammar school had attracted the attention of Her Majesty's Inspectorate in March, 1970, but never the whole school or college. (Like the proverbial London buses, so here, no inspection for 20 years, then two in five years.) At a meeting in January, the AIS six-person team first laid out the aims of the inspection and identified the areas of interest, and then went on to outline the intended procedure and the criteria to be used. The inspection itself lasted for three weeks from 22nd January (encompassing the Open Evening of the 25th January) and the Report, No 5/90, was presented to the Governors on 17th September. In summary the Report said, in the terminology of a later era, that with respect to aspects of cross-college provision, there was a balance of strengths and weaknesses and with respect to curriculum areas, there was provision in which the strengths clearly outweighed the weaknesses. [*dipstick - a rod for measuring the depth of liquid; there had been endless problems caused by rain flooding through rotting (30-33 year old) flat roofs]

Some of the issues raised in the AIS Report were subsequently addressed on Inset days (eponymously known as B-days) - matters such as learning support and General National Vocational Qualification. The number of Inset days per year had been laid down in the 1988 Education Reform Bill, when the school / college year was increased from 193 days (less a Governors' holiday, the last at Bilborough falling on 5th December, 1986, serving as a Christmas shopping day) to 195 days, including five training days. At Bilborough, one of these five

was used for preparing for the new academic year and another for the development and preparation of materials for the Induction Course, leaving three days to cover a wide range of issues. These included the Gender Project, Racial Awareness, the Children's Act, Quality, Record of Achievement, Technical and Vocational Education Initiative, A-level Information Service and there was even one on Management of Stress (from which emanated the memorable dictum 'learn to say no').

But no in-service training could have prepared the staff for the statement made by Mr Kenneth Clarke to the House of Commons on 21st March, 1991, concerning the Government's plans for the reorganisation of further education. His introductory remarks were as follows.

We are determined to achieve better standards throughout the education service. The national curriculum is improving teaching and motivating young people in schools as never before. Parental choice is being exercised in more and more schools. A new and clearer system of vocational qualifications is beginning to open up exciting opportunities for school leavers. The proportion going on to higher education has nearly doubled since this Government took office. But we still lag behind our competitors in the participation of our school leavers in further education and training, and their achievement of useful qualifications.

I believe that the further education colleges have a vital role in providing education and training for both school leavers and adults. They have never in the past been given the attention that their importance in education policy would justify. Through links with business they are well placed to provide the knowledge and skills needed in the workplace. The Education Reform Act has given them greater managerial autonomy and they are recruiting more students. But they are still subject to bureaucratic controls from local authorities. They lack the full freedom which we gave the polytechnics and higher education colleges in 1989 to respond to the demands of students and of the labour market. The polytechnics are demonstrating quite spectacularly the gains in increased student numbers and increased efficiency without any loss of academic standards which can be achieved with full independence.

The Government therefore propose to introduce legislation at the earliest opportunity to form a new sector of post-16 education from April 1993, by taking all further education colleges offering full-time education and all sixth form colleges out of local authority control. They will be funded directly by the Government, through a Council appointed by and responsible to me. The funding regime will consist of a basic annual budget together with an element dependent on the numbers actually enrolled. It will be designed to provide a powerful incentive to recruit additional students and reduce unit costs. The further education colleges will also assume responsibility for some adult continuing education.

Spending by local authorities on further education colleges and sixth form colleges in England currently totals over £2bn of current spending and £100m of capital. That will become central government spending with a corresponding reduction in grant to local authorities.

The colleges will work closely with the Training and Enterprise Councils. The Government attach great importance to the developing partnership between TECs and other local interests in education and training. We have already given TECs specific responsibilities in work-related FE. They and the new independent colleges will have much to gain from close co-operation. The colleges will own their assets and employ their own staff. They will provide for an ever increasing proportion of our young people the preparation they need for their working life in the rest of this decade, and in the twenty first century.

In the two-year period to Incorporation on 1st April, 1993, a lot of anecdotal evidence surfaced in support of the view that sixth-form colleges had been included in the scheme only as an after-thought but when challenged on this point, Kenneth Clarke replied that he himself always wanted to include the sixth-form colleges, as they addressed the education and training needs of the same age group as further education colleges, though some of his officials were perhaps fearful of the reaction of local authorities. The complete text of his letter appears in Appendix V. The error - if error there be - was not that sixth-form and further education colleges were taken under the same umbrella, the FEFC, but that they were funded in exactly the same way. In brief, sixth-form

colleges are engaged in education as opposed to training, and provide substantial amounts of pastoral care and extra-curricular activities which the further education colleges do not. Clearly - at least to those at the chalk-face (white board?) - there were round pegs and square pegs to be accommodated but unfortunately the FEFC possessed a peg-board with only one shape of hole.

The first Corporation Meeting took place on 19th October, 1992, those present being Mr A H Hawksworth, Mrs R Clarke, Mr J S Clough, Mr J C Green, Mrs L Hort, Mr J S Maltby, Mrs D E Mountford, Mrs D Ottewell, Mr I D Blakeley, Mr M D Stokes, the Principal, Mr H G Brown, Acting Clerk, Mr M J Edwards and from the Area Education Office, Mrs R Lishman. Mr Hawksworth was elected to the first of his four 2-year periods of office as Chairman and Mrs Clarke as Vice-Chairman. It was resolved to accept the Instrument and Articles of Government; the constitution of the Governing body was agreed, the membership of 14 (at that time) to be made up of 6 independent members, 2 staff, 1 parent, 1 TEC and 1 student representative, the Principal and 2 further persons to be co-opted; it was agreed to set up committees for Employment Policy and Finance, Remuneration, Audit and Strategic Planning. Much time and thought was given in ensuing meetings to the development of the Strategic Plan. On 23rd March, 1993, there occurred the final LEA Governors' Meeting (which was immediately followed by a Corporation Meeting) and on 2nd April, the last day of term, the Chairman of the Corporation joined the Staff in the staff-room for a small celebration, being the end of a successful era for the College under the ægis of the local education authority. Within the lea, members of the teachers' associations met with officers of the education service in a forum known as the Joint Consultative and Negotiation Panel, and post incorporation, a similar panel was set up within the College, a forum in which unions could meet with management.

Circulars flowed thick and fast from the FEFC laying down the ground rules for financial management, and setting various targets, including those for growth in student numbers. Initially, Bilborough recruited strongly (see Appendix L), and by careful budgeting, substantial reserves were accumulated, only for the FEFC to change the rules, examples of which included the introduction of penalties in relation to student drop-out and the removal of the 'demand-led element' of the recurrent funding - the latter retrospectively had the FEFC had it all its own way. At a later date, the FEFC introduced the concept of 'efficiency gains' in order to rationalise funding cuts.

Memories of Bilborough extracted from correspondence from J R Yarnell (Physics 1964-1996)

In 1964 I joined the staff at Bilborough as second in a department of three. It was then a very successful grammar school. The pupils wore school uniform and the place ran like a piece of well-oiled clockwork. I remember an occasion during notices following the (usual) morning religious assembly when Dr Peake the headmaster spent several minutes reiterating the rule that pupils should keep to the left hand side of the corridors when moving about between lessons. And like the many other rules which regulated the lives of its 700 or so pupils, this rule seemed to be obeyed pretty conscientiously. The school was highly rated by parents and academic standards were high.

The Physics department, when I arrived, was in the capable hands of Bill Bristow who had organised the teaching in a pattern which persisted until the advent of the Sixth Form College. Each subject area was visited in the teaching programme during each year. This meant that most topics had been met 4 or 5 times by the time of O-level; thus the foundations had been solidly laid and carefully built upon, giving a final structure which was sound and well founded - a firm basis upon which to base A-level work.

TPactical work was traditional and led, both at O and A-level, to a practical exam. This was a major logistical exercise. The equipment requirements were communicated beforehand to the head of the Physics department. Implementation usually required the ordering of new equipment and/or the construction of customised apparatus by him and the technician. All of this had to be done under a cloak of secrecy, in the minute prep rooms which used to be the only space available to the technicians. When the great day eventually arrived, the weather was usually hot, especially if bunsen burners were to be used, and the poor pupils, under great pressure, had to manipulate Heath Robinson equipment or unfamiliar circuitry with sweaty hands and stressed minds. Later this gave way to the continuous assessment of practical work, which was

certainly preferred by the majority of students; but it greatly increased the workload of the staff who had to mark the many pages of report which nearly all students produced. Indeed, in the latter years, there never seemed any time when there was not an assessed practical either impending or ready to mark.

My own promotion to the post of Head of Physics, which I occupied from 1966 to my departure in 1996, throws some light on the differences between procedures then and now. I was in the middle of a lesson in what was then the downstairs Physics laboratory (P1) when the headmaster, Ivor Williams, appeared outside the door and beckoned me to come outside. During the course of the conversation which ensued it became clear that he was offering me the post, a considerable promotion for a 28 year old assistant teacher. Taken aback, I accepted the offer and was left with the distinct impression that I had done him a favour! No mention of interviews, shortlisting or appointing committees, never mind Equal Opportunities!

In 1978 it was decided to upgrade the short Associate Studies course which Alan Twaithe had started and offer Electronics right up to O-level. This involved an enormous amount of work for me personally and every Saturday and most of Sunday became booked for the process of developing and documenting a practical course. Although traumatic at the time, it not only widened the choice for students, it also enabled me, professionally, to cross a threshold from which I had previously held back. This was to prove invaluable in the years which followed as Physics teaching used more and more electronically based equipment. Talk of electronic equipment, of course, became inseparable from the use of computers. The BBC model appeared in the early eighties, albeit only one machine initially, and proved itself to be extraordinarily versatile in science, especially for data logging, in situations where manual recording of data was not possible, usually in cases where the process was too fast, but occasionally also where it was too slow and took place over 24 hours, say. A number of other microprocessor-based data-logging devices also gradually found their way into the department and widened the scope of practical work.

A couple of stories. During the sixties Saturday sport was still regarded as an integral part of school life and staff were expected to turn up to take responsibility for teams at home or away. Thus, there was an occasion when I had volunteered to help host the visit by the Boys High School for their fixture with our First XI. This was the school's prime fixture of the season and it was vital that everything went smoothly. Sandwiches had been prepared and set out in what was then part of the canteen area (now part of the lower library) and the door locked. The school at that time employed as caretaker a certain Harry Beadsworth. Harry was notorious for his shortness of temper and teaching staff trying to rehearse a play, for example, would get a verbal lashing if they over-ran their time limit by a minute or two. On the afternoon in question, the key to the canteen was for some reason unobtainable, so there was the prospect of being unable to provide a tea for our High School visitors - an unthinkable prospect. So I examined the windows of the room for any means of entry and noticed that one of the upper ones was cracked. This would obviously at some stage need to be replaced, so I found a broom handle, smashed the window and was able to climb in. The teams were thus able to come and partake of the tea, but I had serious forebodings as to the reaction from Harry Beadsworth. When the end of the afternoon arrived and Harry came to lock up, he looked at the damage, listened to my explanation and for the only time in my experience, was totally lost for words! The crime of wilfully breaking a window was so heinous that it was completely off his scale. I never had any problems with Harry after that!

The other incident concerned a cross-country team who were scheduled to compete against a leading school in Coventry. The sports master, Peter Hutchinson, had stressed to me the vital importance of this fixture and had telephoned the coach company, Rosetta, to emphasise the necessity of sending a reliable vehicle so that we arrived in Coventry in good time. The coach duly arrived to collect us on the Saturday morning but it later lost power and failed completely on the M1. We waited on the hard shoulder for what must have been about an hour for assistance, which eventually came in the shape of a reserve coach. This took us to the next service area where I telephoned the Coventry school. By then their team had given up and gone home. So we stayed about 45 minutes at the service area to allow the youngsters to play the games machines before we also set off for home. So ended our most important cross-country fixture!!

A Life-Enhancing Experience - John Kendrick (Modern Languages, 1969-1994)

When the Chairman of the Governors told me in May, 1969, that I had been successful in my application for the post of Head of Modern Languages at Bilborough Grammar School, I never realised how my life was going to be dominated by Bilborough for the next 25 years. Twenty-five years! It sounds like a life-sentence, yet those action-packed, sometimes exhausting, but never boring years, when viewed now from the relative calm of retirement, take on all the warm glow of halcyon days.

As a Francophile, teaching French and about France was always something I enjoyed; fascinated by the intricacies of the grammar, delighting in acquiring and using vocabulary and happy in the refinements of pronunciation and intonation, the hours of marking and preparation seemed a small price to pay for the opportunity to be using the language every day in a useful capacity. Besides, there was always fun to be had. Do many former pupils and students, I wonder, recall pronunciation drills with 'tongue-twisters', or 'uphill' and 'downhill' accents, performed with suitable actions, as a relief from the more gruelling grammar grind? Before the supply of younger pupils dried up there were the silly games such as 'Chaos', despite its name a tightly-controlled but hectic activity, which was always most enjoyable when apparently edging towards a free-for-all! It was fortunate that we were safely away from the main building in the wooden hut next to the driveway.

Teaching sixth-formers always offered the extra academic challenge which lifted the intellectual content of the day. I now remember literature classes that sometimes brought students to love the books so much that they wanted to buy them to keep at the end of the course, and the new A-level syllabus that encouraged 'total immersion' - nothing but French in the classroom. By the end of the first term the students were so grooved in to the language that they would actually reply in French if I spoke in English. I wouldn't have thought it possible, but the proof was there and very gratifying too.

Throughout the years there were always other activities alongside the teaching that helped to forge the spirit of Bilborough and established a different and stronger relationship between the teacher and the taught. Involvement with the cross-country teams in the 1970s meant regular training sessions and Saturday fixtures, against local schools and further afield to Oxford, Birmingham, Coventry or Manchester. The annual Bilborough Road Relay had been started by Derek Green, an inspirational cross-country coach who had made Bilborough one of the best teams in the country. His work was continued by Pete Hutchinson as the Relay drew a large entry of 20 to 30 teams and a crowd of supporters to one of the most important fixtures in the racing year. Then there was the wonderful victory at the public school in Somerset, Millfield, when the Bilborough team beat all-comers in their cross-country relay. The runners themselves must have greater memories of those days and I enjoyed making it possible for them to compete.

At other periods other sports became part of my weekly load. There were afternoons sailing a dinghy on the Trent or canoeing at Holme Pierrepont, or teaching trampolining in the gym. Weekly cricket practice in the nets at Trent Bridge featured for some years, and then there was the archery, all these sports being part of General, Common or Associate Studies, as they were differently called at different times, but all giving students, and me, a taste of something new.

Playing cricket has always given me great pleasure despite my limited abilities in the game. Perhaps there was always the feeling that, with practice, I might bat, bowl or field better next time. Hope springs eternal . . . ! The Bilborough Staff Team matches were major events in the summer term when the team, often augmented with one or two students, had enough talented cricketers like Dave Hale, Peter Ford or Peter Jones to ensure a genuine game played in a friendly spirit of competition, where dropped catches or first-ball ducks mattered but did not merit bitter recriminations. As the education authority ceased maintaining grass wickets in many schools, the pitch at Bilborough became more attractive as a venue and most of our matches in later years were played at home. Sunny evenings on the top field, good cricket in a friendly atmosphere, all rounded off with a glass or two at the Broad Oak afterwards. Happy days!

For 15 years or so, the Bilborough College Society was a significant part of my life. Having been started by David Singleton in the early '70s with the initial aim of raising enough money to purchase a mini-bus, the association of parents and teachers then expanded to include students in the Sixth Form College and continued to raise funds and act as a channel for the goodwill and energy of some very committed parents. It

was always my view that it takes a special kind of maturity in a student to be able to mix socially with staff and parents, but we managed to hold some very successful Square Dances and other events, which, together with the Christmas Prize Draw, raised hundreds of pounds for the benefit of the students. Certainly there was nothing comparable in any of the other Sixth Form colleges at the time.

Music and stage shows were always important at Bilborough and when staff were encouraged to join in to support the students some of us managed to squeeze rehearsals into the short lunchtimes. Singing with the choir under Colin Jones in the Fauré Requiem or with Tony Goodchild in Handel's Messiah were unforgettable experiences that brought tremendous pleasure, as did the minor roles in the occasional Gilbert and Sullivan or Chris Brierley's exciting 'Northern Passage'. Such rewarding experiences depended totally on the efforts of some very dedicated staff, but Bilborough always seemed to be very well-provided in that respect.

In the late '80s a huge quantity of over-inflated jargon began to invade the world of education, contributing in no small way to the sense of unease felt by some of us as the vital business of teaching began to seem subsidiary to the administration, evaluation, assessment, recording and all the other buzz-words of the new area. I do recall, however, the phrase Personal Development and the word Enrichment, both of which were meant to be applied to a student's experience at the College but which seemed to apply increasingly to my own days as a teacher. My aim, if I ever thought consciously about it, was always to give something to the pupils and students I taught, and I sincerely hope many of them remember me for that, but my own abiding memory is that my twenty-five years' stay there was a period of great personal development and enrichment. Whatever I gave to Bilborough was exceeded by what I personally received. It was a very fulfilling and rewarding time, with the joy of teaching, the absorbing interest of the extra-curricular activities and the feeling of participating usefully in a joint enterprise alongside some very gifted and hard-working colleagues. Not a life-sentence then, but a life-enhancing experience for sure.

An Era of Continuous Change - G H Brown (Principal, 1988-96)

When I became Principal in September 1988 after a year's interregnum competently managed by Peter Stay, the Nottingham Sixth Form Colleges had just come to a satisfactory agreement on the allocation of grades for a new national pay structure for teachers. Inevitably there were financial implications for the local Education Authority and financial control was to become a matter of monumental significance in subsequent years.

In September of each year, schools and colleges pleaded their cause to Area Education Offices for extra staffing to cope with problems. In 1989 the Government decided to phase in local management for schools so that finances would be transferred largely from the LEA to the schools. Frantic meetings were held to organise the fairest distribution of the County budget; Bilborough and High Pavement Colleges did well by having viable numbers. Forest Fields Sixth Form College was struggling, partly by its location, and decided to merge with People's College, with the provision of new buildings on the Forest Fields site.

In 1992 Bilborough had completed its staffing structure according to the County formula when Chancellor Kenneth Clarke dropped the bombshell of setting up a national body, the Further Education Funding Council, which would include Sixth Form Colleges and all Further Education Colleges. They would be financed nationally and be independent of Local Authority control. Incorporation, when colleges became independent, was fixed for 1st April 1993, but a new Governing Body had to be in place by 1st September 1992. The following is a summary of the upheaval caused in every aspect of the life and work of the College.

The Governing Body

Up to 1992 the structure was determined by the LEA with political appointments. The Chairman, for a good number of years was Doug Pitt, a Labour Party nominated Governor, who served faithfully and conscientiously and never once raised any political bias. He was not blessed with good health, but following a heart by-pass operation, he looked like a new man, which was very good to see. He continued to take a kindly interest in the College up to my retirement. He was succeeded by John Wilson, a parent Governor, who took great personal interest in the well-being of the College. Unfortunately for us, a demanding new job forced his retirement as Chairman.

The old Governing body were most supportive of the College and to me personally, but the FEFC brought in a totally new structure which did not allow any County Council representative, imposed age limits and insisted on at least 50% being business representatives. Principals were given the task of finding suitable candidates for Governors, the suggestions being ratified by FEFC legal representatives. I and the College were most fortunate to end up with a splendid, talented set of Governors, totally supportive of the College and prepared to take full responsibility for its well-being and financial health. Alan Hawksworth, at the time Senior Personnel Director on the main board of Boots, agreed to be Chairman and his professionalism, support and encouragement for me personally and the College as a whole was tremendous. The Governors were appointed for 4 years and such was their commitment, that a good number, including Alan and the Vice-chairman, Ros Clarke agreed to stay for a further 4 years from September 1996.

The days of one Governors meeting per term were over, at least 6 a year were required with Committees to look at particular aspects; finance and property, curriculum and pastoral and personnel matters. The College was also fortunate in its Clerk to the Governors. When I started in 1988, Reg Ward was a great servant to all schools and colleges in the Nottingham area. Martin Edwards proved a worthy successor and agreed to become the Clerk for the new Governing body, his wisdom and calm approach to difficult problems proving invaluable.

The Senior Management Team

The nature of Headship changed greatly in the late eighties, as accountability in all matters took place. A team approach was necessary and then absolutely essential. Soon after I took over, Dorothy Mountford was appointed Vice-Principal in place of Ruth Betts who had just retired and she alongside with Peter Stay and Roger Stevens all worked tirelessly on behalf of the College. Four Senior teachers formed the rest of the Senior Management Team: Bob Dossetter, Peter Jones, Bill McNaughton and at first Alan Richards, then Sue Phillips. The College is indebted to the hours of work put in between them to cope with the range of tasks and changes.

Team meetings became formal in structure and all decisions were minuted and reviewed to see if action had been taken. The LEA introduced Development Plans and under the FEFC, College Management Plans had to be carefully worked out with sharing of proposals across the whole staff. Targets had to be set and all the work of the College was accountable.

Relationships with LEA, FEFC and Other Bodies

In my time as Principal, the Chairman of the County Council, Fred Riddell, never visited the College, but the LEA officers gave excellent support. John Fox, Peter Housden, Rob Valentine, as Directors of Education, were aware of the College's needs and the College Inspectors, Steve Farnsworth, Trisha Bailey and then Nick Sparks, all gave me and the College great personal support. On becoming independent the College bought in various services offered by the LEA, such as personnel services, legal support and grounds maintenance, and the County appraisal scheme for teaching staff. Relationships between the Nottingham Sixth Form Colleges strengthened over the years with much joint co-operation and local heads were always friendly and helpful. Much hard work was done to provide improved opportunities across the Primary and Secondary sectors.

We were fortunate that the first Chief Executive for the FEFC was a remarkable man, William (Sir William) Stubbs, who guided the Colleges through all the new legislation with a clear vision and also wrung out of the Government more money than might have been expected. Contrary to the beliefs of many large F.E. Colleges he also ensured that Sixth Form Colleges were not swallowed up and overpowered - indeed he encouraged them to have a distinctive voice in Post-16 education.

The structures to ensure that the work of Colleges was wholly accountable were remarkable. Colleges had to appoint internal and external auditors and they were in turn audited by the FEFC Audit Team Accountants assessing the financial health at regular intervals. Teams were set up to assess the state of buildings and resources, and elaborate procedures for budget entitlement were put in place. An Inspectorate was set up with regular 4-year inspections, the emphasis being on quality in every part of College life. Policies and procedures on all aspects were required including charters, mission statements and college plans, and there were directives emerging from the FEFC virtually every week. By the time I retired four years on, several shelves were filled with reams of FEFC information and directives.

Ways of working together with local F.E Colleges were explored, particularly with Basford Hall College, though Broxtowe College put forward in 1995 a possible merger plan, which the Governors rejected. The Training and Enterprise Councils set up by the government gave the College opportunities to have a voice in local development and the Greater Nottingham TEC accepted several bids for funding of projects, unlike some local areas where Sixth Form Colleges were ignored.

The Association of Principals in Sixth Form Colleges (APVIC) prior to 1993 had been labelled, with some justification, a Gentleman's Club (there being very few Women Principals at the time). Incorporation under FEFC changed all that and sharpened the focus greatly. Paramount in the thinking were survival and the necessity to have a representative voice in the developments. To this end APVIC succeeded in the early years and then developed into an Association of Principals and Governors. A Sixth Form College Association was also formed with a paid executive to develop policies and contracts on behalf of all staff in agreement with the Unions, particularly as school teacher contracts no longer applied. Principals spent many hours in meeting nationally and regionally to develop the best policies and strategies.

Financial Control and Organisation

On incorporation the College Management were effectively running a business with a budget in excess of £2M, the exact amount depending on the number of students enrolled. Computer systems were imperative and data on students became more and more involved. Eventually monies were allowed according to the points generated by every student enrolled, and the time spent on inputting data into the computer was alarming. Peter Stay and then Bob Dossetter spent many hours to ensure the information was correct. Roger Stevens took on the role of Finance Manager and between us we drew up Financial regulations and procedures and Roger did a wonderful job in controlling the income and expenditure. Freda Burton, though nearing retirement, learned massive amounts of new procedures with the computer so that we were in a very good financial state in the first years. All this work was scrutinised rigorously by auditors.

Staffing - Teaching Staff

There were very serious consequences of both LMS and Incorporation for levels of staffing. Redundancy, a term unheard of in Education, prior to the mid-Eighties suddenly became a distinct possibility. Bilborough did its best to protect staff throughout the changes, believing that staff were the most important resource. Shirly Elms, David Bland, Vic Delstanche and Margaret Tuck all took premature retirement due to ill-health, and Peter Stay and John Kendrick took advantage of modest incentives to retire early. By 1996 financial cutbacks meant further reductions were necessary and rather than bring in all these changes and then retire shortly afterwards, I decided it was an appropriate time for the appointment of a successor, a decision which the Governors graciously but reluctantly supported.

Staffing - Non-teaching Staff

Caretaking Shortly after my arrival I appointed Alan Ward as Head Caretaker assisted by his son Matthew. Alan was a man of many parts. On appointment I jokingly said that he would get the job if he could move the massive safe in the Principal's room from one side to the other. This he accomplished shortly afterwards. He also had the knack of knowing who could do an emergency job immediately and somehow persuaded a workman to board up a skylight blown out in the Tower Block in the most horrendous gale just prior to the start of an Open Evening.

Office Staff

The demands on the office increased tremendously. Brenda West and Carol Hitchcock shared responsibility for Reception and student records.

Technicians

It became very clear that help was required generally in College and when Denise Ottewell succeeded as Senior Technician she was able to co-ordinate a team doing a range of tasks including work with computers. By 1996 it was very apparent that the salary scales for non-teaching staff needed an urgent review and reassessment, the demands on all of them being very great. Sixth Form Colleges as a group were in agreement on this matter.

Librarian

Jean Gregory retired after years of distinguished service to our own library and the schools Library Service both County wide and nationally. It was a hard act to follow, but Dianne Baldwin settled in well and advanced the use of technology and the needs of students in her own distinctive way - so the library continued to be a centre of excellence. Throughout my time the librarians were given excellent support by teaching and non-teaching staff and by students. It was with confidence that I took visitors into the Quiet Library knowing it would be quiet, or the technology area where CD Rom would be explained, or the active learning area where intense discussion about a topic would often be taking place.

Student and Curriculum Matters

Students continued to come from a range of schools and areas with a variety of abilities and needs and from differing cultural and religious backgrounds. Peter Stay did an admirable job heading student pastoral work. Many, many students have cause to be grateful to him and Dorothy Mountford for their kindly personal care, and the support from all staff was a hallmark of the college. College was a happy place for almost all students. Throughout my time the comments made so often by visitors within a few minutes of arriving were : "There's a lovely atmosphere in the College which we felt as soon as we came in". Long may it continue!

During the early 1990's a greater proportion were studying A-levels, principally owing to the demise of CPVE, the unsuitability of its replacement, GNVQ, and also to the introduction of league tables. This revealed Bilborough to have the best 'A' level results of any East Midlands College in each successive year and so produced enquiries from further afield. As results from some of the local feeder schools were not too encouraging we decided to put on special buses to cope with demand. The first students who came from areas such as West Hallam, South Normanton and Kimberley publicised the good nature of the College and so in 1996 it was obvious that the College numbers were going to expand significantly, particularly with the extra money and drive to produce good publicity. This was not tangible evidence until September, so the March Inspection report suggested numbers would need to increase, and they did to almost 800.

There were changes in the subjects offered, particularly at 'A' level. Home Economics and Geology were dropped through lack of numbers. Business Studies, Sociology, Psychology, English Language were introduced - all enjoying a good take up. Modular 'A' levels were found to be popular with the students and produced good results. English Language and Religious Studies were the first subjects to be examined via Module Tests, followed by the Sciences.

Various steps were taken to give less able students suitable courses of study, an initiative with a city centre group called TRAC being one of the most interesting. The wholehearted commitment of staff was seen in the range of extra subjects and activities which were offered to give students a good all-round education. All students were encouraged to develop their computer skills and tutors under the direction of the Career Guidance team produced references and together with students - individual Records of Achievement. The latter was started under the national T.V.E.I. project. All A-level students continued to do General Studies which eventually was offered as an additional 'A' level. Drama and music flourished as academic and extra-curricular subjects, the very high standard being due in no small part to the dedicated work of the teachers concerned. Sport was very well supported with success at County level in various team games and also individually and at National level in boy's hockey. Religious festivals were celebrated in interesting ways and we learnt from each other more about other faiths. Links with Europe widened to Germany, Alsace and Sweden with some exciting possibilities for the future. One of the most innovative events was the week of activities at the end of the summer term with a long distance walk for charity being a particular feature.

Buildings and Resources

When I first arrived the students all congregated in the Entrance Hall in a very contented huddle, though staff and visitors had to pick their way through a sea of legs. The snack bar operating there relied on food from the canteen being brought down a steep slope which was icy in winter. The Snack Bar was condemned on Health and Safety grounds and the LEA decided the buildings were a very bad fire risk. Hence in 1990 fire precautions work was carried out and as a result we acquired a new Reception Office, a stage lighting console at the back of the hall and new Snack Bar adjacent to the canteen in the area which had been General Studies, Music and

Drama. Drama moved to the Hall and we purchased, at a modest price, raked seating from South Nottinghamshire F.E. College.

Under the FEFC an inspection of buildings was to lead to money being available for improvements, the first money for the worst buildings. We had high hopes, but no, other colleges had worse problems. We had to produce an accommodation strategy to justify anything we wanted doing. Eventually in 1995 the front curtain wall of the building was replaced as the concrete was crumbling. Then we found the original had never been tied in properly, but it had stood for nearly 40 years! The Geography block was rebuilt just before the roof flew away and the windows collapsed.

The College with its own funding put catering out to competitive tender and we installed a modernised canteen counter and new chairs and tables. A specialist Electronics room was created adjacent to the Physics lab upstairs and the Typing Room became the Information Technology room. I.T. expanded in all directions with computers being added at regular intervals. The library was revamped and expanded into the reprographics area which took over the old snack bar. A fast copier system replaced the messy offset litho unit with its unpleasant chemical process. All the time we explored the best ways of coping in a changing world with limited resources; for example the technical room was changed to another Art room.

Amid all these changes the Staffroom remained the same with an occasional tidy up which often brought lost treasures to light. On one occasion the treasure was a carton of Mars bars about 20 years old!

Concluding thoughts

In my time as Principal, the College almost certainly endured far greater changes than at any other time previously, most of which were from national directives. Nevertheless the essential nature of the College remained the same. In spite of all the extra demands on their time, the staff remained dedicated to the needs of the students in all aspects of College life and the friendly attitude and atmosphere was retained. I was proud to have belonged to such a College for it catered for the real needs of students, and I was privileged to have enjoyed the wholehearted support of staff and students.

Nottingham and surrounding areas should be grateful for the special contribution to Post-16 Education provided by Bilborough College.

European Links - David Martin (Computing, 1981-98)

One of my great pleasures over the past few years of teaching at Bilborough College has been to work as part of the College's European Team as staff and students have developed a Partnership with Colleges abroad including ones in Germany (Städtisches Gymnasium I, Frankfurt Oder), France (LEGTP Stanislas, Wissembourg, France) and Sweden (Magnus Åbergsgymnasiet, Trollättan). As hosts and guests, staff and students have shared in culturally rich experiences at a deep personal level, which have developed into long-term friendships.

Our contacts have been wide ranging and have included links with Italy, Poland, Russia and Slovakia.

A theme of these links has been generous and genuine hospitality on both sides, through which long-term friendships have developed. Without this involvement by a wide range of staff and students our Partnerships would have remained a noble action plan without much life.

I have just returned from our annual Exchange visit to Germany led by Jo Edwards (German). It was lovely to meet with a member of staff, Elka Dietrich, to discuss the start of our links with Germany. She had travelled to a 24-nation summer course in Rutland Hall on the University campus in 1989 and through this had been put in contact with Peter Stay (Vice Principal). He visited the Frankfurt Oder College in October, 1990, with two students and started our long association with the college that has developed through many transitions.

Our students and staff have just returned from an Exchange visit to France and the staff and students from LEGTP Stanislas are with us for a few days. In 1993, Diane Fletcher (French) accepted an invitation to join in an East Midlands Partnership scheme with the Alsace Region. This led to a formal twinning with the College,

annual exchange visits and an exchange of staff as Diane Fletcher taught at LEGTP Stanislas and Nicole Junger taught at Bilborough College for two terms in the 1997-8 academic year.

With our contacts with Germany and France the scene was now set for a Partnership of Colleges. Malcolm Swan, a lecturer in Mathematical Education at the University of Nottingham visited a College in Trollhättan, Sweden in 1994. He sent a copy of a letter he received to local Colleges. It read 'For some considerable time now we have been endeavouring to establish a link with a 6th Form College / Technical College in the UK but with absolutely no success! Perhaps you may be able to help in some way . . .'. The letter was posted on the staff notice board. Peter Ford and I replied on the 30th January, 1995, by Fax with a brief message 'Peter Ford, Business Studies. David Martin, Computing - friend of Malcolm Swan, wish to investigate linking of College (Sixth Form College) with Magnus . . . ' and within three months, on 1st May, 1995, a party of Swedish staff were flying to us to discuss links. Fruitful meetings in various tea-shops and pubs in Derbyshire, Nottingham and York cemented our link and we made a return visit in the October, 1995, half term, by the cheapest route possible. Chris Brierley, Peter Ford, Hilary Jones and myself were treated to memorable views and delightful friendships. In a few days after our return we welcomed the first of an annual exchange of students from Sweden and the tears at their departure made us all realise the impact of the visit. By November, 1996, a number of visits had taken place between the different Colleges, and representatives from each of the Colleges met in Nottingham to discuss a joint Comenius 'Youth Culture' Project. By 1st March, 1997, we had successfully applied for funding from the European Union to start a joint project on 1st August, 1997. Our first meeting of Heads and Staff Co-ordinators was held in Sweden in April, 1997, to plan for the Partnership and Project. The speed of development at times was both exciting and breathtaking and one that challenged the College's ability to cope with new funding and strategic plans.

In September, 2000, staff and students from the four Colleges will meet together for an activities camp in Frankfurt Oder, providing an opportunity to have fun together and to continue to develop understanding and friendships that will impact positively on the lives of many.

For me the last few years have been a time for expanding horizons and wonderful friendships. It has been a privilege to be a part of it.

A Risk Worth Taking - Magnus Poole (1991-93)

I am grateful to Bilborough College for encouraging me in my efforts to do something very unusual: to combine Arts and Science subjects at A-level. This was a risk, but in view of the efforts being made nowadays to encourage students to do exactly what I did, I think it was a risk worth taking, and I enjoyed being a pioneer!

So it was bracing to move from classes in 'Eng Lit' (D H Lawrence's 'the country of my heart' lay right opposite the front gate of Bilborough College, which inspired me as I was studying *The Rainbow*) and the short stories of Maupassant (I even trekked over to Paris to look at the setting of *Two Friends* at Argenteuil) to classes in Organic Reactions! I made good friends on both sides of the cultural divide.

But I could not have made these transitions without the encouragement of one teacher in particular - Dr Robinson. He was patient and supportive and always put in extra time with me (it goes without saying that I was not a strong candidate!) but the most important thing was that he did not treat me differently from the straight Science students. I think he understood why I was doing what I was doing, and the fact that he himself has been breaking down the 'two cultures' divide by learning Spanish speaks volumes.

The confidence that I gained at Bilborough allowed me to repeat the manoeuvre when I went to University. I got a place at the University of East Anglia to read Scandinavian Studies (my mother is Danish) but I still wanted to do some Chemistry at University level. No-one else had ever done this before at UEA, and when I turned up for my first tutorial, everyone thought I was just a 'blip' on the computer! But I was serious, and I took modules in organic and inorganic Chemistry in my third year, and even got 'A's for my experimental work, though my exam marks were less glorious! I came out at the end of the course with a 2(i) - mostly Ibsen and Strindberg, but . . . some Chemistry in there somewhere! If I made history at UEA, it was all due to the broad-minded policies at Bilborough.

Since I took my degree, I have been working at the Royal Centre in Nottingham, so 'Arts' have won out in the end. But I suppose that was pretty predictable.

YEARS 1995-2000

The FEFC carried out an Inspection in two stages, of the sciences in March, 1995, and of all other areas towards the end of the year. The report, 58/96, was presented to a special meeting of the Corporation on 8th February, 1996, a meeting attended by the Principal-Designate, Martin Slattery. In his words, some 3 months later,

'The Inspection Report had been very positive and favourable to the College, although it had identified a number of weaknesses which required attention. An Action Plan was required by the end of term and discussions on this had already taken place with the Strategic Planning Committee" (Corporation Minutes, 23rd May, 1996).

Report 58/96 ran to 24 pages. Any brief extracts are bound to show partiality. Here are three such extracts!

Seven grades under the heading of 'aspects of cross-college provision' averaged 2.7 and seven grades under the heading 'curriculum areas' averaged 1.9. (In FEFC-speak, of the grades 1-5, grade 2 means 'provision in which the strengths clearly outweigh the weaknesses' and grade 3 means 'provision with a balance of strengths and weaknesses'.)

The second extract comes from page 3, paragraph 8.

A particularly strong feature of the college's provision is the enrichment programme. This includes opportunities for students to participate in 44 different activities including a range of competitive sports and leisure pursuits. Outdoor activities include a major expedition once a year. There are opportunities to take part in drama productions and musical groups, including choir. A course for the basic food hygiene certificate assists students who work part time in catering establishments. The well-organised physical recreation scheme provides all students with the opportunity to take part in activities which are competitive or non-competitive. Systematic coaching is available in a wide range of sports. The young enterprise scheme gives students a chance to experience the business world by running a company for themselves. Students who take one or more GCE A level subjects also take GCE A level general studies. Language courses are also offered in the enrichment programme. The RSA Examinations Board (RSA) certificate in information technology is taken by students across a range of courses. The youth award scheme leading to bronze, silver and platinum awards is currently followed by 27 students. The community service programme involves some 50 students who help in local schools and hospitals.

From the tables at the end of the report:

95 % of (661) enrolments are aged 16-18 years; 90 % of (661) enrolments are engaged in Advanced Studies; teaching staff, 45 f/t and 5 p/t, and support staff, 4 f/t and 7 p/t; income (for 12 months to July, 1995) £2,237,000 of which 93 % was FEFC recurrent funding.

In the view of the retiring Principal,

'... it was clear there was a need for some diversification in the curriculum to maintain growth ... and for restructuring the staff.' (Corporation Minutes, 18th March, 1996).

On St George's Day, eight days before he was due to take up his appointment, Martin Slattery attended at the college and presented, first to the association and union representatives and then to the full staff, his plan for a Management and Staffing Restructure with the following Aims and Objectives.

In line with the FEFC Inspection Report the proposed structure aims to:

1. Review and rationalise the current structure and to bring it into line with the needs of an incorporated College in preparation for the Year 2000.
2. Simplify and clarify lines of management responsibility, accountability and communication.
3. Review and regenerate the career structure for teaching and support staff.
4. Encourage leadership, initiative, teamwork and accountability.
5. Prepare and plan for a phased reduction in management and staffing costs in line with:-
 - (i) the projected College Budget
 - (ii) the potential restrictions on FEFC Funding through convergence and the pressures on the Average Level of Funding
 - (iii) potential variances in College recruitment
 - (iv) the proposed reduction in the Staffing Budget ratio to overall expenditure of 65/68 %
 - (v) the proposed redeployment of College funding to Learning Resources and the Accommodation Development

By the end of the second week of July, the new structure was in place. There had been a reduction within the Principalship to one Vice-Principal and the creation of a new post of College Bursar to oversee and manage the College Budget and Finances, the College Premises / Estate and the maintenance and development of Accommodation, the College MIS and the Support Staff Structure. There had been a restructuring of the roles of Senior Management Team with Directors responsible for the four areas Market and External Liaison, Staff and Curriculum Development, College Management Information System, and Student Support Services. There had been a rationalisation of the teaching departments into 6 Divisions, each with a Head of Division and Senior Tutor and finally, there was created a dozen or so Cross-College Co-ordinator posts. Subject areas were managed by Curriculum Leaders. Two years on, the structure was further refined with the merging of pairs of Divisions to produce Arts and Literature; Business, Humanities and Languages; Mathematics, Sciences and Computing; and there was a reduction of one in the number of Director posts. The College Bursar, appointed at the end of July, 1996, soon moved on to pastures new and in summer, 1999, with a minor restructuring of roles within the Principalship, a second Vice-Principal was appointed. Over the six-year period 1993-1999, there was a reduction in the ratio 'staffing costs / college income' from about 90 % to less than 70 %, part of the price to be paid in order to retain a fair measure of independence. There were, however, no redundancies, though some staff negotiated 'leaving packages'.

From the inception of the FEFC it was widely recognised that the survival of the College as an independent establishment was dependent on the equilibrium established between income and expenditure, putting one in mind of Mr Micawber's philosophy - Annual income twenty pounds, annual expenditure nineteen nineteen six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery. At monthly intervals through the year, the numbers of applications to date was posted on the staffroom board. Following the induction course in June / July, staff showed a keen interest in the totals of students in attendance. Then came the anxious wait to September - to find out how many 'units' would appear during the opening days of the new term. Sufficient units equated to 'happiness', which being translated into the terms of a harsh business world meant 'independence'. The 1993 directory of colleges published by the FEFC showed there to be 116 sixth-form colleges, including 21 voluntary aided and 10 voluntary controlled, since which time there has been a gradual decline in the overall number brought about by take-overs and mergers. In a special meeting of the Corporation held on 24th April, 1995, Governors discussed and debated a proposal made by the Principal of Broxtowe College for merger of Bilborough and Broxtowe Colleges. The proposal was turned down and the Chairman attended a staff briefing meeting the following morning to announce this decision to the staff and to confirm that the Governors wished to retain Bilborough's distinctive character and were therefore against merger though prepared to 'work co-operatively' with other colleges. 'Fiercely Independent' was to be the college motto. In the Corporation meeting of 9th February, 1998, the Principal up-dated the governors in respect of merger proposals between Basford Hall and Clarendon Colleges and developments between Broxtowe, SE Derbyshire and People's Colleges. The government, it was reported, was encouraging rationalisation and mergers by supporting feasibility studies. The Governors agreed to approach the FEFC to indicate that a study should be carried out at Bilborough (and that funding would be required). In another special meeting in June, representatives of New College, Nottingham, made a presentation on collaborative

partnerships to Bilborough and KPMG representatives, the Principal of Basford Hall College and the Chairman of High Pavement Sixth-form College Corporation. In the event, on 1st April, 1999, High Pavement became a tentacle of New College, itself the product of a Clarendon and Basford Hall merger, whilst Bilborough opted for a 'strategic partnership' with Broxtowe College (with effect from 1st September, 1999), Bilborough Corporation wishing to 'keep its options open, and to preserve the Bilborough College ethos, culture and self-determination'. (The third of the three Nottingham sixth-form colleges created in 1973, Forest Fields SFC, was absorbed into Peoples FEC at the end of the eighties.)

With regard to curriculum developments, 30 students started on TRAC in September, 1994, falling to 16 by the end of the first term. The trial was continued for only one more year. About the same time, accreditation was successfully sought for BTech courses in Business Studies which, following an SMT decision to concentrate on A-levels, were not therefore introduced. For the same reason, GNVQs never made an appearance in the Bilborough curriculum. Consideration was given to the provision of Adult Education, to be introduced in September, 1997, but the programme was not proceeded with. Evening classes in Accounts, IT and Modern Languages were staffed for a couple of years by Bilborough staff. A wide range of 'short' courses (ranging from 10 weeks to 40 weeks) was available from September, 1999, organised in association with Broxtowe College. On Monday evenings, you could have studied Home Interior Design, or on Thursday evenings obtained a European Computer Driving Licence and on Saturday mornings learned the ins and outs of the Internet/WorldWideWeb - to mention just three. A-level Modular Physics was introduced in September, 1994, to be followed by Chemistry and Biology in 1995. The DoEE consented to a change in name from Bilborough Sixth-form College to Bilborough College with effect from June, 1997. Janice Ware (née Matkin) carried the burden of inviting to a 40th-year Reunion as many as possible of the pupils who entered Bilborough Grammar School between 1957 and 1972, with the extremely gratifying result that 461 of them, together with many staff, enjoyed, on Saturday, 3rd May, 1997, a splendid buffet and a suitably nostalgic wallow in 'the good old days'. Allied to this, who was the first boy or girl to follow in mum's or dad's footsteps as a Bilborough pupil? The offspring of two of the contributors to this history fall into this category, but who was the first? Further, a simple calculation suggests that the time is not far hence when the first grandchild of a former Bilborough pupil may attend the college. Not quite fulfilling the precise criterion, a student who left the college in summer, 1999, is the son of a Bilborough student of the late '60s, and the grandson of the gentleman who was the Chairman of Bilborough Grammar School Governors in 9 of the years between 1957 and 1969.

End-of-term 'fun' concerts have long been a feature of Bilborough student life, creating a platform for some very talented performers. Indeed, in one age, the quality of the performances was so high that the MC appeared attired in black tie and evening dress in order to complement (and compliment) the excellence of the artistes. Over the years, there have been many 'pop groups', a few of which played at gigs at venues in and around the city. Soloists and duetists rubbed shoulders with stand-up comics and, on one occasion, a conjuror, a member of the Magic Circle. The show was usually brought to a close by a 'staff act' which rarely failed to bring the house down. A nominal charge was made for entry and the money raised was donated to the charity nominated at the beginning of the year by the College Council. Karaoke concerts and auctions of gifts (including property deposited in the office and deemed lost!) also contributed to fund-raising. A sponsored walk raised sufficient funds to defray the expenses of an Old Persons' Christmas (1987) Party held in the college hall and attended by 80 elderly residents of the Bilborough area. Six months later, a student concert, MC-ed by the inimitable 'don't work with animals and children' Jim Leatherland (JL), raised £300 for the chosen charity, and at the end of the year there was a splendid response by the students to the Armenia Disaster Appeal for clothing. A Comic Relief concert raised over £600 in March, 1989, and £415 was collected for the Children in Need Appeal in the following November. In July, 1991, 65 Bilborough students and 25 staff hosted an outing to the American Adventure for 120 children from five local primary schools, and at Easter, 1992, 18 students and staff, sponsored on the Lyke Wake walk, raised £330 for the QMC.

One walk led to another, and another ... At a Governors' meeting six months after Incorporation, the Principal laid on the table a letter which sought permission from the Governors for JL and assistants to organise a party of staff and students to undertake the Coast-to-Coast walk at the end of the academic year. The response was positive - 'the Governors resolved to welcome the fund-raising initiative in principle'. In due course, the Governors granted permission and in their meeting of April, 1994, heard that plans were in place for 31

students, 8 staff and 13 support members to leave Nottingham on 16th July. For that party of 52, the walk from St Bees Head on the Irish Sea to Robin Hood's Bay on the North Sea, a distance of 193 miles and completed in the 10 days to 26th July, was an unforgettable experience, and an immense achievement. JL was able to report in person to the Governors in October that £6061 had been raised, of which £6000 had been donated to Wish Upon a Star. This feat was followed, if not quite imitated, in July, 1995, by a party completing Offa's Dyke walk, and each summer thereafter, similar character-forming and challenging expeditions were undertaken in the splendid county of Yorkshire.

The spirit of Bilborough lives on.

Bilborough from January, 1969 - Julia Brailsford (Chemistry, 1969 – present)

It was thirty years ago, in January, 1969, that I first joined the staff at Bilborough. The headmaster, Ivor Williams, met me in the Nurseryman pub in Beeston and took me along to the interview. The school had achieved academic soundness under the rule of the legendary Dr Peake; its tradition for even-handed fairness and friendliness could perhaps be attributed to Mr Williams. He coped manfully with difficult times (this was the era of the flower children) and resorted to the grand piano in times of stress.

Bilborough was a grammar school, although Nottinghamshire had an enlightened and generous policy towards the eleven-plus, which meant that the intake was relatively broad based. After working in London in my first job it was a huge change. These pupils were friendly, easy going and frequently a little lazy. Since this was the Sixties, most of the older ones who chose Chemistry were boys. Actually, on reflection, apart from the gender balance, little has changed. In those days we kept the same people in our tutor groups throughout their school careers, which I think helped us to cope the better with adolescent crises. Long hair was a major issue, passionately argued over; poor Ivor ended up in the national press over this, though no one could have been more anxious to be fair and to see the students' point of view.

As a young teacher I had a very enjoyable time. The pupils were enthusiastic and eager to impress and my colleagues were sociable. There were a number of teachers around my own age, many of whom have proved to be life long friends. Among the senior staff, Roy Downing, Head of History, was forthright but kind. He would regale me with stories of misdeeds when young (exploding inkwells using carbide) and pungent reflections on present day youth. Academic gowns were worn at assembly, and even lessons by some staff. A list of people I remember with affection could never be complete. We were vastly entertained by the English Department (not much changes!), Brian Binding and Mick Saunders are names to conjure up memories, John and Ruth Kendrick were ever hospitable, Marion England and Cynthia Allsop, good companions. The Head of Maths, Sid Redding, was a staff room legend. In Religious Education, David Day was funny and a pleasure to know.

We all took part in extra curricular activities; I expect that too helped to create the Bilborough atmosphere. I joined the choir. I remember singing the Fauré Requiem in St Leonard's Church, Wollaton, and taking part in a mean Trial by Jury at the school. For a while I went along on Geography field trips at Easter. These were led by David Singleton (who, unhappily, died soon after leaving the school) and Bill Sharrod, very different people but both great enthusiasts and able to inspire. These trips started me off on a life long interest in Geology and Physical Geography and introduced me to some wonderful country. In North Yorkshire I was nearly annihilated by the trek up Ingleborough, but saw a red squirrel on the way and the Ribble Head viaduct from the top. In Dorset, in glorious weather, we were introduced to the wonderful and seemingly endless cliff scenery; Chantal Mabit (now Corvoisier), the French *assistante* came too and was entranced.

Then, of course, there was Chemistry. Fortunately there have always been students who could understand how exciting and relevant it is to much of our lives though the new syllabuses give modern students a much greater chance of success. The Robinson - Brailsford combination lasted for over twenty years and as head of department Mike was always absolutely fair in all his dealings, methodical to the last and with a passion for puzzle solving which delighted and bemused generations of his students. We've taken groups all over; to refineries and breweries, to soap works and endless laboratories. Nothing could beat the sight of the Blast Furnace being tapped a few feet away from us at Stanton Ironworks. Terrifying - definitely not to be repeated -

but unforgettable! We've coaxed and encouraged people to pass A-levels, get the grades they need and go on well beyond that to great academic achievements and successful careers at the highest level. To set someone on the right path for a career that suits them has been the purpose of my working life and an immensely rewarding one.

Finally, the young. We only know people for two years, mostly, but they are very significant years. It's good when we can keep in touch. Some large families 'lasted' for years, which helps; others write when they have taken up Science teaching themselves. Recently there have been delightful encounters with ex-students whose children are entering Bilborough and from time to time proud parents or younger siblings give us news of weddings or babies or job changes. There are lots of people I'd love to hear from; in a way my job is like reading a novel with half the pages missing - I like hearing about the next few chapters! It's truly fascinating to work with the young; they make my life more enjoyable every day, even now. And I bet most of my colleagues would say the same.

Drama & Theatre At Bilborough - Gilly Archer (Theatre Studies, 1971 - present)

When I arrived at Bilborough Grammar School in September, 1971, I encountered a strong tradition of drama, in which it has been my pleasure to be involved to this day.

There was a senior school production in November, a middle school production in the spring and a lower school 'drama festival' in the summer. In 1971 the November production was Miller's *The Crucible*, directed by Mick Saunders. This was an amazingly authentic production, involving, as was always the case then, a large number of pupils and staff. Team effort is one of the best things I remember about Bilborough productions.

Charles Stone (Head of Art) created the set using reclaimed church beams hung above the stage. The lighting was operated from the side of the stage using six wall-length dimmer bars, which took two hands and all one's body strength to slide up and down, emitting sparks as they went. (How quickly technology has moved in this field!)

I trawled the antique shops on the Mansfield Road for authentic props. A writing desk I borrowed and which the shop kindly declined to take back, is still in our props cupboard. Somewhere in there, too, is the little puritan 'poppet' I made for the scene where Goody Proctor is arrested.

In 1972, Brian Binding (Head of English) staged Brecht's *The Caucasian Chalk Circle* with specially commissioned percussion. I remember putting fresh cheese inside the papier mache one used for the first scene, so that the actors could eat some, and warming jugs of water to pour over Grusha's husband in his tin bath.

My directing debut was Noel Coward's *Hay Fever* with set designed in art nouveau style by Toby Jackson (Head of Art). We did this production on a shoe-string and the best bit about it was that students created costumes, stage managed and helped direct.

While Bilborough was developing as a sixth-form college, I directed *The Mikado*. This production boasted meticulously researched kimonos by our librarian, Jean Gregory. (Some are still extant in our Wardrobe.) The unruly chorus included many of the male staff. Bill Bristow, a staunch fan of Gilbert & Sullivan, saw the show and was horrified that I had not wanted to follow the D'Oyly Carte moves that he knew off by heart.

In 1975, Drama & Theatre Arts AO-level was introduced into the Bilborough syllabus - I had 2 candidates. This course gained in popularity during the next 5 years, but we kept the productions open to everyone - still a real strength in my opinion.

Despite the changing nature of the institution, our theatrical work continued to develop. An experimentation with street theatre (outside the relatively new Broadmarsh Centre) became an annual event in the form of children's theatre, devised and performed by students at local primary schools. We have presented magic puddings, talking horses and rumbling volcanoes to thousands of excited (sometimes terrified) 5-7 year olds.

Innovation and variety have always been hallmarks of Bilborough's theatrical activity. Dave Littlewood's brilliant production of *The Pirates of Penzance*, complete with chicken wire and papier mache 'rocks', experimented with back projection. Martin Ford's production of Beckett's *Play* in 1976 was our first venture into the absurd. *The Tempest* followed - in-the-round with student rock band. (This was the year the rostra and the new fingertip control lighting system arrived.)

Bolt's *A Man For All Seasons* boasted probably our last solid 3D set with costumes based on contemporary paintings. (Our Sir Thomas More is now an Architect.) In *Salad Days*, the highlight was a fashion house scene, with incredible flower frock creations by Jean Gregory (whose sister, actress Pat Heywood, had appeared in the original production). The star of this production is now head of infants at Bramcote Hills Primary School and has commissioned several of our Children's Theatre pieces.

In 1979, AEB A-level Theatre Studies began - I used to teach it in one year. Some of the 9 students appeared in our second Noel Coward production of *Blithe Spirit*, memorable for its leading man not learning his words. Martyn Offord vowed never to do another production. Our largest venture was a Radio Nottingham schools' challenge to mount a production at Nottingham's Theatre Royal. For our theme, *The Edwardians*, we created a collage of contrasting scenes featuring cameos such as George Coombs as Edward VII. I remember vividly the rehearsals taking up the entire hall, stage and catwalk, which roughly equalled the size of the Theatre Royal stage.

In 1982, *West Side Story* hit the stage with very contemporary setting designed by art students and Tony Goodchild's huge orchestra (sited behind the audience because it was so loud!) We have a video tape copy, somewhat ghostly since technology was primitive. Lloyd Notice, who played Riff, is now a professional actor, currently working in TV.

It wasn't just stage productions during this time. For two years running my tutor group created a Christmas nativity experience for primary school children at Shipley Park farm. Imagine the bussed-in children's surprise to see 'real' shepherds encamped upon the Derbyshire hills as they arrived, and to meet a harassed innkeeper barring a young couple from her inn, only to have a baby born amid the goats and sheep in the barn. At lunch-times the contemporary productions workshop Instant Lunch proved very popular - workshop productions such as Synge's *Riders to the Sea* were a regular feature in the Drama Studio (now reverted to its original use as student common room). Now the Acting Workshop fills the Arts Centre on Friday lunch-times.

Especially for 1984 I adapted Dickens' *Bleak House* for performance. This took up the whole hall with the audience seated along one side facing the catwalk. The court scenes were on the stage, scenes in different houses in the catwalk alcoves, and scenes in Hertfordshire at the opposite end of the hall, near the organ (which was then housed there). There was a constantly present chorus of the writhing poor on the floor below the catwalk and much use was made of dry ice smoke to recreate the fog which permeates the story. A shortened version was staged at Nottingham Playhouse - another brilliant experience for our students.

During the 1980s Martyn Offord staged *The Playboy of the Western World* (brilliantly evocative scenery and music) and *The Rape of the Lock* (ambitious choral and mime piece based on the poem). We co-directed *Lysistrata* (scripted by Martyn), and Dorothy Mountford and I staged a traverse stage production of Bond's *The Sea*, which gained a special mention in the Times Ed., and Hilary Jones and the CPVE team staged *Grease* and *Hair* to much acclaim. Chris Brierley wrote and staged two innovative dance-music pieces with Hilary Jones, *Northern Passage* and *Voices from the Labyrinth*, and A-level Theatre Studies students performed Berkoff's *Metamorphosis* at the newly opened College Street centre for the performing arts.

The 90s saw us move into our Shakespeare phase - to coincide with the new National Curriculum requirements for pupils to study Shakespeare. We started with a black and white production of *Measure for Measure* - our last production before the advent of second-hand raked seating. Then came *Romeo & Juliet* (famous for its dreadlocked Romeo) and *Macbeth* (the latter with a grant of £2000 from TVEI, fondly remembered for its striking chorus scenes and using two actors and two actresses for the Macbeth couple) for which we shipped in local comprehensive school pupils.

As the staff has become smaller and time more pressing and as more and more students are bussed in from further and further away, it has become increasingly difficult to maintain large stage productions. We have mounted summer term activity week offerings: a five-day *Comedy of Errors*, a four-day *The Tempest* and a three-day *Images of King Lear*. Rob Colley (Head of Music) and Martyn Offord co-wrote a rock version of *Oedipus Rex* (retitled *Oedipus Rox*) with catchy tunes, masks and chorus - strains of 'Oh Sphinky, you're such a minxy' drifted through the college for months. Students (hooray) directed and staged Gogol's *The Nose* in 1997.

The advent of Performing Arts AS in 1996 met the growing demand for more dance-based work. There have been Christmas specials - an original dance piece *Where is the Child?* alongside a dramatisation of Keat's *The Eve of St Agnes* in 1997 - and last year a Theatre Studies student-devised production of *The Bacchae*

This year - 1999 - the students are putting on *West Side Story* again. They obtained the rights, held auditions and have begun work for a July performance. When they came to ask me if they could go ahead, my first reaction was 'Oh, we've done that.' But of course, these students were only just born in 1982 - so why not run it again!

[A 'nearly complete' list of productions from 1957-1999 appears in Appendix W. Ed]

The trick is not to stop the sliding but to find a graceful way of staying slid - Jim Harmes (Geography ... , 1987 - present)

I was asked to express a few thoughts on how the job has changed over the past twenty years. Whilst the following article is not, perhaps, totally balanced, it certainly identifies some personal frustrations.

Houghton seemed to be the only body which really valued teachers. Part of the trouble is that the profession tends to be regarded as a homogeneous entity when the characteristics of the job - from nursery to FE - can be very different. I feel that my present job is as rewarding as any I am likely to get and I look back in horror at the stresses of 17 years in Inner London schools. But Inner London was an authority which cared and put its money where its mouth was. It also introduced a system of inspection and support which hasn't been bettered. So it had to go. Frequently teachers in more stressful institutions are regarded as less competent and less effective simply because they are unable to compensate for inadequacies of parenthood, peer pressures, media and society demands, etc. And that is without the progressive withdrawal of funding and support for the social services so that, increasingly, schools are expected to compensate.

Degradation of teachers began long ago. Kenneth Baker didn't exactly help when he imagined he would make the system more effective by measuring it. From then on, teachers were not to be trusted to organise their own time; 1265 hours were to be demanded and five days were taken off holidays for training. There were doubtless fruitful spin-offs from this but for many staff that was the end of Saturday morning supervision of sports and other voluntary activities; they thought, 'stuff it, if we're not going to be valued'. I think that marked a sea change in attitudes and levels of commitment. Neither do I believe that it is coincidental that many complain of deterioration in the quality of state school sports.

About this time, the other thing to knock was the quality of teachers. But the Government was going to do something about this. Yes, sirree, they were going to make sure that the profession would in the near future become all-graduate. That, of course, was where there was a bit of money in the coffers. Then it changed. Now the main qualifications are that you need a bit of interest, can speak a modicum of English and don't mind learning on the job. Talk about being dictated by economic necessity ...

Then the National Curriculum. Not because it is of intrinsic value to pupils but because politicians will be able to keep a closer eye on teachers and pretend that they, the politicians, are doing something useful and *measurable*. And they can construct neat and tidy league tables which put nice, middle class schools at the top and demonstrate that inner city schools - mostly in Labour-controlled boroughs - are hopelessly

inadequate. Concepts of value added were trendy and, of course, to be ignored. Fortunately they were unable to stifle all of the outcry and modifications and a few changes of policy have taken place.

CPVE came and went and then we moved into acronymical megadrive. NCVQ, NVQ, GNVQ, etc, etc - all designed for post-16 but filtering downwards because in the certificate quagmire there was precious little to inspire low achievers. D34 and D35 have entered the teaching vocabulary as verbs. What sort of communicators have we become? Then, just as we are beginning to work out what the letters mean they change. One minute A-levels are the gold standard, then there is to be a parallel and more practical route - which could have been quite sensible. Then A/S entered and is now clearly on the way out. Then we hear that GNVQ standards are so low that the scheme may change. Then the whole of the A-level route may change, and the merry-go-round continues.

The system wasn't satisfactory. So let's try another change. Persuade industry to cough up for specialist City Technology Colleges, outside the state system, to provide examples of good practice. But industry wasn't that gullible and the government ended up pouring millions of desperately-needed pounds into a crackpot scheme which was bound to fail, short-changing local authority schools in the process. Now all government talk of CTCs has gone terribly muted. Meanwhile other schools crumble, so how about off-loading them? Bribe them to opt out. Few were that daft; logic dictated that a short-term windfall was not likely to last. So instead we get local management of schools and colleges, an idea which in some ways has its merits. But the price we pay is that the idea of a *regional policy* for education goes out of the window. Support centres have disappeared and the prevailing ethos is now competition, not co-operation. The prevailing language is management-speak, with marketing *challenges* (oh how I hate that word), franchise *opportunities* (and that one), curricular niches ...

... and Quality Control. Yes, that matters. So we'll inspect. Every four years. According to Our Criteria. And cheaply. So we advertise for bids. And so it came to pass. If it is not cheap it shall be efficient. And if it is not efficient it shall be cheap. A bit more to fret over. The result? Not the improvement of teacher skills or educational planning by making recommendations and sending in teams of advisers. That would cost money. No; the outcome shall be a Grade, and that Grade shall be incorporated into League Tables. Or perhaps not. The market will do the rest. The trouble is, inspectors don't seem to want the job and the shortfall is such that ideas of four-yearly cycles seem to be fading fast.

Meanwhile, in Scotland, where more than 95 % of the student population has gone to comprehensive schools since the early 1960s, there has been significantly less tinkering. Exam results are higher than in England, as are the perceptions of the quality of education being received. It's not the system as much as the stability which matters. And that is something which we certainly don't have. It's driving many out of the profession and others into an early grave. And that isn't exaggerating the problem. As for money ...

So what has happened since then? Well, a new government has arrived, chanting the mantra of education, confirming and building on most of the initiatives of its predecessor. For all education post-16 the pressure is on. The sector is now driven by market forces; the more 'activity units' we generate the more money we gain. A necessary evil, I suppose. Evil inasmuch as earning cash can detract from the prime activity of education, necessary because resources are limited and we need to be accountable.

So what would I like to see happen in the coming few years?

A Chief Inspector appointed who valued people. Inspectors who are given the resources to do their job properly rather than, as is presently instituted, taking valuable time off teachers to collect information for them.

A way of removing the ethos of fear. The current inspection system seems to engender an urge to cover your back at all costs. Something is only done if it is *recorded*. Communication thus only really takes place if a memo is involved. It would be nice if talking came back into fashion.

A week in every year when *no paper* shall be generated.

A system which supports strugglers and sifts out the idle whilst at the same time encouraging the bright and quirky. Staff and students alike.

Free and regularised publication of statistics and information but the dumping of published league tables. A way to be found once more of encouraging co-operation rather than competition between institutions.

A chance once more for me to retire at 55.

If it is true that the amount of work expands to fill the time available - and it certainly seems to be - then two essential questions follow. How much time should we reasonably make available? Which is the important work which must be done? However we resolve those questions in our own minds we are bound to make somebody unhappy. We can't win and it was ever thus. We can only strive to stay gracefully slid.

Despite all this, how come I still enjoy teaching? So many lovely people.

Reflections on Bilborough College - Peter Jones (Director, 1981 - present)

I woke to discover my colleague's tongue in such proximity to my ear that, had he been conscious, the incident might have caused some embarrassment. I had made two fundamental errors the previous evening: pitching our tent on a slight incline, and choosing to lay out my sleeping bag on the lower side. Pinned against the wall of the tent by a heaving mound of flesh and with little chance of immediate escape I pondered on the amazing set of events of which this could be seen to be the bizarre culmination. I thought back to the first evening. The sun dipped low over the Irish Sea bathing the field in a warm glow as I looked out over all the tents with a strange sense of disbelief. For some reason we thought we could take 30 young people, unfamiliar with the rigours of long-distance walking before this year, and cover 193 miles in 9 days over mountain and moor land, pitching camp at a fresh spot each evening and moving on next day. I could not understand then how we were going to do it and now that the journey was almost complete I did not know how it had been done. Anyway, it did not seem important any more. What mattered was that we had experienced some astoundingly beautiful countryside, overcome individual physical and psychological barriers we had not even approached previously, and in doing so we had each shared something of ourselves with others. We had talked together, laughed together, cried together. For all those privileged to be part of it, it had been a precious time and it would not be an exaggeration to say that for some it had changed the whole direction of their life. I turned my head towards the gaping mouth, rhythmically spluttering like a coastal blow hole yes, altogether a unique experience.

The Coast to Coast Walk was the first of the big summer walks raising money for charity which now seem to have become an accepted part of the College Calendar. Although completing a recognised long distance walk brought the students a sense of personal achievement and gave the event some structure, it was the relationships that were forged and the intense appreciation of the natural world around us which made it memorable. In creating this balance it seems to me it epitomised all that is best about Bilborough College, an institution which has managed to work within a framework without becoming bound by it. In doing so it has enabled staff to maintain the enthusiasm for learning and for engaging positively with other individuals which makes them not just first class teachers but good people to be around. It is this homely but invigorating atmosphere which has meant so much to me and undoubtedly influenced my own approach to teaching over the years.

Back in the classroom I follow the syllabus and encourage students to jump through the hoops which will earn them their certificates and enable them to progress to the next stage of their career. But at the same time there is space to get to know and work alongside young people, bright enough to appreciate some of the fascination of the subject and polite enough to laugh at the wearisome jokes. Together we explore a store of knowledge which never fails to conjure up fresh surprises as another set of students brings its own understandings, and indeed misunderstandings, to familiar topics. Entering a classroom to teach Mathematics has always been a bit of an adventure for me, a foray into the unknown, and not always because I can't remember what it was we were doing last time. The precision and power of this language of logic and the fascinating visual imagery associated with it are an endless source of wonder. One has to be grateful to work in a place where an affective response is neither mocked on the one hand nor set on a scale of wondrousness on the other.

At Bilborough the recognition that not everything of value is easily categorised and measured is mirrored in the richness and diversity of College life beyond the classroom. Apart from the walks, there have been so many special activities which have served to bring people together and help them identify with the College as a community. One thinks back to the bus loads of local youngsters escorted around the American Adventure, the 'Stars in Their Eyes' Concerts, the Fun Sports, and the annual Christmas Ball. At the same time activities such as the evergreen Children's Theatre taking its home-grown production around the local junior schools, or the painting of murals for the QMC Christmas Pantomime, have brought smaller groups of students together in a very special way.

There is a large and increasing pool of sporting and artistic talent amongst the students, and their performances, whether on the sports field or the stage, are for me not only a joy to watch but often a strangely moving experience. These are people I know, students I see regularly around the college doing normal student things like dropping litter or reviving each other with a spot of mouth-to-mouth. They may not even be studying a related subject, yet suddenly here they are transformed, displaying almost unbelievable skills and creativity. The Family Care Concert given in the Great Hall at Southwell Minster was one such event which sticks in the memory. It is this extra dimension which makes for a more rounded community and provides a more complete experience for each of its members.

Yet we have never been allowed to take ourselves too seriously. Despite the increasing pressures, which threaten to turn us all into memo maniacs, that sense of fun always seems to bounce back. The ability to laugh at ourselves and take an irreverent view of the more ridiculous situations we face, sometimes helps us through another day. It is even a way of celebrating very different personalities in a positive way. Perhaps this has been seen best at some of the retirement events which have been organised over the years which have given the opportunity to show our affection for colleagues and affirm them without seeking to canonise them. Does anyone remember these snippets?

Oh Roy Downing, Oh Roy Downing We'll miss the dulcet echoes of Your voice across the exam room, Announcement of impending doom, So ditty sing, so ditty sing, So dit, sodit, so ditty sing, So dit, sodit, so ditty sing, So ditty sing to Roy Downing (sung to the tune of 'The Red Flag' by Martyn Offord)	They were talking about a security grill To go in the outer reception. It wasn't so Brenda would come to no ill, But the visitors needing protection. Brenda's heart is so big and so full of fun, It eclipses her mouth to be fair, Though to make sure you find your way to the one Fill the other with chocolate eclair.
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All of these aspects of life at Bilborough form part of what has made it such a good place to be for so long. In a world of factory farming there is still a bit of the free-range farm about us. From the outside, knowing the names of all your chickens and allowing them space to flap their wings might appear a little quaint, almost romantic, but the reality is that it can be messy and it's hard work keeping it going.

In fact it is interesting to consider just how it has kept going in quite the way it has. Personal conviction drawn from professional, humanitarian and religious values has undoubtedly provided a strong sense of purpose over the years. Of late this has perhaps been strengthened by survival instincts directing us into our little niche in the market. Or maybe we just have to admit that it is more fun plodding around in your wellies, as it were, talking to chickens, than monitoring the inputs and outputs of battery pullets on a computer screen.

Liaisons - Sue Phillips (Director, Marketing & Curriculum Development, 1978 - present)

As a small Sixth Form College we have 'liaised' with a number of people including schools, businesses and other educational institutions. Over the years our reputation has fluctuated from being 'free and easy', 'liberal and lacking in discipline' to being an 'institution of academic excellence'.

During this time our liaisons have changed educationally from working with 'feeder' schools in a 'catchment' area to 'partner' schools in a rather more diverse area creeping over county boundaries, and some have even

been so bold as to say we have 'poached' from neighbouring Colleges. We have been a member of any county or city plan to link schools together educationally. Many of us remember the TVEI days with affection but often we found ourselves outsiders in these partnerships as we were not a school and not an FE College. This lack of identification was often a blessing as we could choose which groupings were favourable to us. We also remember other links through CPVE, especially Peter Stay's valiant attempts to transport students from Bilborough to Basford Hall and back again! Now we have moved into 'Compacts' with local universities and with local schools and key words like 'Widening Participation' have entered our vocabulary.

We also liaise in a European fashion now and are part of a European consortium of Colleges with France, Germany and Sweden. To mark the Millennium and the partnership between the countries a number of students from the partnership will be attending a camp in Frankfurt-Oder, Germany, in September 2000.

Working with businesses has seen us a part of the TEC's initiative of Teacher placements. Many staff had enjoyable experiences of working in industry for a week or more and students benefited from the occasional class visit, perhaps a visiting speaker or free films from Boots!

After Incorporation another word took over from liaison and that was marketing! We could no longer have these frivolous liaisons, we had to market ourselves in a competitive market place. Our unique selling point was the fact that we were small and friendly, we cared for the individual and we were concerned with academic excellence. Therefore while everyone else became GNVQ crazy we stayed with our traditional roots and continued to deliver A levels. Our Newsletters and Prospectuses grew from photocopied in-house printed sheets of paper to glossy, colourful editions each reinforcing our achievements. With these came the presentations and career fairs and again bigger and more professional presentation stands. Although Roger Stevens resented the spending of money on such extravagances even he submitted to the marketing phenomenon!

Our numbers keep growing and our reputation of 'academic excellence and care for the individual' remains established at the moment and it appears a number of people would like to 'liaise' with us!

Where do we go from here? As luck would have it, we seem to have always marketed ourselves best by the good old Bilborough phrase 'word of mouth', be that the mouth of the student, member of staff, parent or governor. Our annual Reunions of staff and students echo the sense that having experienced Bilborough the memory fondly lingers on. When asked what it is that makes Bilborough the place it is, the sense of belonging unfolds but rather like a good mystery no one can fully sum up the experience but the words they use are always positive. Long may that continue!

Pastoral Care - Dorothy Mountford (Vice-Principal, 1979 - present)

When the Editor began this compilation last autumn he wrote to me asking for a piece on 'Pastoral Care'. Nearly a year later I was still suffering writer's block; even proof reading colleagues' draft contributions failed to inspire me to put on to paper the 'good ideas' that visited me in the small hours. It was time to analyse my subconscious and to confront the reason for my reluctance to contribute to this history of the college!

It wasn't long before I came clean and discovered the stopper to be the terminology of the topic! 'Pastoral Care' like all labels is a useful shorthand but a dangerous stereotype. Redolent of Bo-Peep the suggestion that students are sheep and teachers are herders is uncomfortable and unfortunate. In the past in many educational institutions the role of the pastoral carers has been marginalised to the non-specialist and to the women. It was the mumsie, tears, tissues and tampax image that grated. Bilborough as a sixth form college has always done better than that both by its students and its staff.

Times have changed and support for students is now a clearly identified part of the college's quality system which is inspected by the FEFC. Student Services in FE in general is no longer the poor relation, and even if it is the customer care aspect of the client centred ethic of the new world of incorporation which has generated this, it should be celebrated as giving dignity to an aspect of education that in the past has been denigrated and seen as second class by those who valued only the able or like-minded students in their 'care'.

Not infrequently first-time visitors offer gratuitously their perception of us as a warm and welcoming place. Call it ethos, atmosphere, what you will, bottle it and we could create an 'alternative income stream' (ie not rely solely on the FEFC for cash!) The link with care is not insignificant ... Students are our business and have been since pre-incorporation times. Staff are educators by profession, they are concerned with the growth of the whole person. The concept of pastoral care as something separate, a splinter activity tagged on to the 'proper business' of academic teaching, has never been on the agenda of any of the principals of the sixth form college.

Charles Martin set the tone. Young people deserved the best in terms of role models in the shape of their teachers and if investment in staffing was at the expense of the fabric of the place those of us who have gnashed our teeth at leaking roofs and bare boards more than reap the benefit of the firm foundations he laid in 'people' terms.

Four of those people were the first division leaders, a management role that was to be a key if changing function within the college. George Coombs, Bob Dossetter, Bill McNaughton and Margaret Watkinson, from 1979, made a reality of that early vision of a caring and supportive environment. They had the oversight of a group of tutors and students - a liquorice allsorts tutor group system where foundation students doing basic skills courses met twice daily with their Oxbridge-entrance peers. Thus began, from very early in the life of the sixth form college, that sense of valuing the individual which is still a feature as the institution faces the millennium. The student was important. Charles Martin was the principal who knew the names of the students by the end of the first week. Though he does pretty well even Peter Jones cannot beat that - he gets there by the end of the first term!!

Gordon Brown took up the baton. He introduced the 'tick-plus-minus system', a termly snapshot of how students were performing in their studies, identifying those deserving commendation and using the minus (later changed to a less judgemental query) to help students who were under-performing by investigating why there was a 'cause for concern'. Gordon's view was that whatever was standing in the way of learning needed to be addressed. Peter Stay was the VP pastoral care never resorting to sheep dog tactics, but together with Roger Stevens who, despite his remit as finance VP (one he kept to very tightly) provided a professional support to students par excellence. This period of the college's history saw an expansion of divisions to eight, then a reduction to six. Many staff gained valuable experience from the opportunity to manage a division. The role demanded a multiplicity of skills: interpersonal, diplomatic, administrative and survival!

What Charles Martin and Gordon Brown, Peter Stay and Roger Stevens share with the 'new' principal, Martin Slattery, is that quality of care which has informed their vision for Bilborough. Their commitment to young people extended and extends beyond league tables and performance indicators. The deep vein of committed concern for students by so many staff has been sustained by these men leading by example - not something found in every school and college, not something with which every principal is comfortable nor of which they are necessarily capable. With the fresh eye of an objective newcomer Martin quickly noted the concept of Bilborough as a family. One may presume that as a sociologist he has no cosy nostalgic notion of that term. There has been a sense of tough love about two phases of reorganisation - a painful reality for those undergoing it and equally so for those having to make difficult but necessary changes.

Although the old order changed giving place to new, the division remained. Although the new style division leader managed budgets, staff and timetables, the ancien régime lived on. Gilly Archer and Jeff Lowe, incumbents of reorganised curriculum divisions have both been old style division leaders, as have Karen Lowe, Di Sulley and Julia Brailsford senior tutors in the restructured plan whose role closely resembles the old division leader! Together with the senior curriculum leader, a brand new role and title, they support students as learners, and so the song goes on ... !

Martin Slattery has taken the elements of Bilborough, recreating a robust and rigorous structure to support that ethos which has come down strongly through the years and which as its latest principal he seeks to cherish and retain.

During the introductory session of the newly established academic board, staff representatives and governors put themselves in context with comments such as "my children came here . . ." or "come here . . ." or "will come

here ..." In his turn Martin expressed the wish that his children had come here! A moving affirmation of his staff and their approach to students.

So, pastoral care or guidance and support or support for students, whatever, remains an integral part of Bilborough. Some students may fall through the net, but few fail to respond to the time and support staff give to them. Some staff may feel uncomfortable with the learner culture, but the college is about the whole person, about both teaching and learning. Socrates sums up, albeit in archaic and uninclusive language, the philosophy Bilborough seems to practise instinctively: 'I shall only ask him, and not teach him, and he shall share the enquiry with me ...'

The journey we are privileged to share with our students encourages the development of the whole person, ensures that the individual is never allowed to be overshadowed by a sense of failure. Staff show as much delight in the achievement of a border line student as in that of someone gaining the grades for Oxbridge.

Bilborough has been fortunate in its governors who have appointed principals with principle, who in turn have supported the staff who fought the constraints of the academic straight jacket, without compromising academic excellence, resisting both the pitfalls of sentimentality and the strictures of superiority, who saw care for the individual as an integral part of the learning process and nurtured that rare plant which today still flourishes as the quality of professional relationships and rapport which is part of the 'family values' of Bilborough College.

In conclusion: after careful reflection on the above, a last word on pastoral care, like the term or loath it, care of and for the individual is not a part of the college ethos - it IS the college ethos!

From the Chair - Alan Hawksworth

The following article is based on jottings made during an informal and relaxed conversation with the current Chairman of Bilborough College Corporation.

Ed: Do you remember your first contact with Bilborough?

AH: Yes, that would be when my elder son, Paul, started at the college in September, 1983. Barbara and I have two sons, Paul and Richard, both of whom attended Fernwood Comprehensive School and Bilborough College. I remember, in particular, Paul's interview with the then Headmaster, Charles Martin, who explained how the College worked and the standards expected. I'm strongly in favour of letting students know what is expected of them, as well as telling them what they should expect of the College. Barbara and I regularly attended Parents' Evenings and it was during the course of one of these that I came to hear of the Bilborough College Society.

Ed: And one thing led to another ...

AH: That's right. I joined the Society and was in due course elected Treasurer in succession to Mike Chamberlain. I quickly came to admire the enthusiasm and dedication of this group of people and I felt that by supporting the Society I was making a worthwhile contribution to the college and to the welfare of its students. Charles Martin retired in 1987 and because the County Authority was considering restructuring its 16-19 education provision, no immediate successor was appointed. I well remember a stormy meeting of Governors and Parents at which an attempt was made to bring pressure to bear on the Authority, but to no avail. Then the Local Management of Schools (LMS) system was introduced and soon afterwards I was co-opted onto the Governing Body. I attended my first Governors' meeting in March, 1989. The financial statement prepared in June that year showed that the college income was made up of a basic sum, £2,800, plus an allowance of £68-19 for each of the 589 students, giving the princely total of £42,963-91, excluding odds and ends for telephone, postage and travel expenses. Today the budget is of the order of £2.25 million. We soon recognised that under LMS three Governors' meetings per year would never suffice to deal with the huge increase in business delegated to the college. We therefore formed sub-committees to deal with Curriculum, Finance and General Purposes, Personnel and Students, and Sponsorship. At that time, I served on the latter two, hoping to use for the benefit of the college my experience as Personnel Director of The Boots Company.

Ed: What was your reaction to Kenneth Clarke's proposal in March, 1991, to create a new post-16 education sector?

AH: I can honestly say that it was not one of shock-horror. On the contrary, I welcomed the prospect of greater freedom of action for Governors and perhaps benefits for the local community.

Ed: And then Incorporation itself, 1st April, 1993.

AH: Those two years between Kenneth Clarke's announcement and Incorporation seemed to fly by. We prepared industriously, having the new Governing Body with four sub-committees (Employment Policy and Finance, Remuneration, Audit and Strategic Planning) in place by October, 1992. I was elected Chairman (the first of my four two-year stints) and I think it fair to say that, as a body, we were optimistic, particularly as excellent working relationships had been established with Gordon Brown, who, with his hardworking Senior Management Team, had borne the brunt of the introduction of LMS following his appointment as Principal in 1988. We felt we had the right blend of skills and expertise available to meet the anticipated challenges and generally speaking, this has been the case. However, some of those challenges have perhaps been greater than expected, in particular securing our financial position. The Further Education Funding Council (FEFC) is responsible for providing Government funds, which have been progressively reduced, putting us under increasing pressure to raise funding from other sources.

TEd: Would you like to comment on the FEFC Inspection Report presented in February, 1996?

AH: I don't wish to sound complacent, but I think, on the whole, we were reasonably satisfied by the outcome. That said, it is extremely disheartening, for example, to be held responsible for the poor state of repair of the building, a building which was erected in 1957 and which was for 36 of the next 39 years the responsibility of the local education authority. Martin Slattery, Principal Designate, was also present when the Report was tabled, and I would like to pay tribute to him for the dedication he has shown over the last three-and-a-half years in responding to the issues raised.

Ed: I gather you are the Governor representative for the Midlands and Wales on the Sixth Form College Employers' Forum (SFCEF) Council. What does this entail?

AH: There are eight regions, each with a Governor and a Principal representative, with a permanent Secretariat which is based in London. I'm not sure that 'representative' is the right word, as it really is not possible for me to maintain contact with all the Colleges in an area as big as the Midlands and Wales. We meet about once each month on an agenda which deals with employment matters, including conditions of service. In particular, we conduct the annual pay negotiations for both teachers and support staff. I find it very useful to be able to discuss matters of mutual interest at national level and in particular to take part in meetings with Government and FEFC representatives. As we speak I think we are making some progress in convincing them of the special value and needs of sixth-form colleges within the FE sector.

Ed: Are you optimistic about the future?

AH: Yes. There are areas of concern, of course, such as where the responsibility lies for planning FE provision in any area, in our case the East Midlands. Then there is the ever-increasing burden placed on governors and staff by Government policies which demand more but provide reduced resources. However, I spent a day in College recently, meeting staff and students and taking part in the day's programme. I was very impressed and I cannot believe that any government would jeopardise such a high quality contribution to our education system. We are top of the East Midlands league and I feel we can match the best in the country. We have reviewed all the options to guarantee our future financially and I am sure that the one we have adopted, strategic partnership with Broxtowe College, will allow us to maintain the Bilborough character and will prove successful for both parties.

Ed: Finally, I noticed in the minutes that you will not be standing for re-election as Chairman in Autumn, 2000.

AH: That's right. I have decided to retire from the Corporation then. After 11 years as a Governor, 7 of them as Chairman, I feel that the time has come for a change, the election of a new person with fresh ideas. I shall look

back fondly on my "Bilborough years" and I would like to take this opportunity to thank all the Staff and Governors with whom I have worked over those years and to wish the College every success in the future.

The following two paragraphs originally appeared as a postscript to the concluding article of this history. On the occasion that the Principal addressed the staff, soon after his appointment and before taking up office, I asked the question - 'Why did you apply for this post?' I was curious. The new incumbent had come from Basildon College which, according to the 1996 FEFC Inspection Report, had 5570 enrolments (55 % aged 25+ years, 18 % 19-24, 26 % 16-18, 1 % under 16), 202 fte staff and an income of £5.590m (and expenditure of £6.006m). It seemed that the only feature in common to the two colleges was the initials.

Postscript: Finally - and in response to the Editor's persistent question - why did I take on the position of Principal of Bilborough College 3½ years ago? The answer is very simple. Beneath all the concerns raised by the FEFC Inspectorate and by various financial and strategic analyses of the institution, lay a College with a clear commitment to teaching, learning and most especially students. Its curriculum was sound and its academic achievements were solid, some of the best in the East Midlands. However it clearly had the potential to do better - in fact it had to do better if it was to survive as an independent institution. Change was needed - in some areas quite radical change - but not to change Bilborough as such, but to strengthen it and to enable it to fulfil its Mission within post-16 education in Nottingham. The College had - and has - enormous potential and considerable inner strengths. If I have contributed anything over the past three years it is to recognise that potential and work on it; to build on the standards and traditions set by previous Principals and to encourage and enable Bilborough to be its true self - an attractive, confident, well respected College offering 16-19 year-olds high academic standards and the full range of Sixth Form opportunities. That is what Nottingham clearly needs; that is what Bilborough is capable of offering.

Nothing I have done, however, could have been done without support. Whatever people's initial reservations about the changes proposed, once the need for change was recognised, support has been extensive and heartfelt. The staff have responded magnificently, and the Corporation, and in particular the Chairman, Alan Hawksworth, the Vice-Chair, Ros Clark, and the Clerk to the Corporation, Martin Edwards, have been wonderfully supportive and extremely encouraging. Special mention must however go to the Senior Management Team (SMT) of Peter Jones, Bob Dossetter and Sue Phillips; Gilly Archer, Peter Ford, Jeff Lowe and Martyn Offord - staff who have given a lifetime of service to the College and to its development. Particular thanks must equally go to Dorothy Mountford. Dorothy more than most has carried the burden of change, supporting both myself and the staff through the anguish and, on occasions agonies, that change inevitably brings to both individuals and to the institution. The support and commitment of SMT has been unswerving and without it little could have been achieved. Together with the staff - the teaching and the support staff - they have and are preparing the College for that very "bright" future David Gore once predicted. The question isn't really why did I take up the challenge, but how could I turn it down! How could I turn down the opportunity to make a contribution to a College that had so much to contribute both to its students and to the community of Nottingham.

The Spirit Lives On - Martin Slattery (Principal, 5/1996 - present)

First impressions are all important. As the new Principal appointed to Bilborough College in May 1996, I had three first impressions, all very different, all very varied, all very Bilborough.

My first impression was of the building:

The bins and bikesheds as you enter the front of the College, *which is ironically at the side*;

The welcoming wave from a portly caretaker;

The peace and quiet of the Principal's office and the scenic view beyond.

My second impression was one of immense and intense warmth and welcome, of purposeful hustle and bustle, a vibrant and lively atmosphere that pervaded the whole environment: reception, the staffroom, the

canteen and the library. The corridors were *"alive with the sound of students"* and the *Grand Tour* by Roger Stevens and Dorothy Mountford only reinforced the sense of history, tradition and achievement that pervaded the atmosphere and every nook and cranny that we were allowed into. The sense of care and concern that underpinned all conversations and even the interviews were equally on display. The Governors clearly had a special feel for the College and the sort of personal commitment that can only come through the experiences of your own children. The sense of community, of care and of family was obvious to all.

My third and final impression was that provided by the 1996 FEFC Inspection Report. The FEFC Inspectors clearly spelt out the strengths and weaknesses of the College and provided an agenda for action - in some cases quite urgent action - over the next four years. The quality of the teaching and learning, pastoral support and the enrichment programme was clearly described in their commentary and in the grades awarded. The concerns the inspectors raised about the need for the College to fundamentally review its organisational structure, its decision making and its lines of accountability if it was to survive, let alone thrive, in the highly competitive world of FE matched my own initial analysis.

Here was a small Sixth Form College on the outskirts of Nottingham with a clear and almost Christian commitment to students and to the uniqueness of the College, satisfied with and rightly proud of its results and achievements but in danger of being complacent, of being sidelined and even taken over. The shadow of the Local Education Authority still hung over the organisation. There was a strong distrust, an almost self-righteous attitude towards the FEFC, the inspectors and any outsiders who claimed to know better than the staff. If change was to come to Bilborough then it had to come swiftly and cleanly. Hence my first staff meeting, a week before I took up post. Hence the first major restructuring; hence the changes that have taken place since. They have all been designed to show the need for change, not for the sake of change, but to enable the College to live up to its proud achievements, and the traditions set by Harry Peake, Charles Martin and Gordon Brown in the hostile and competitive world of incorporated colleges. These traditions may at times appear old fashioned, even out of date in the "fast food" world of today, but the values they represent are as relevant and important now as they are likely to be in the next century.

The changes of the last three years have been demanding and quite extensive. A two-phase Restructuring Programme has reorganised the College from 26 departments down to three curriculum Divisions. The teaching staff has been reduced from 50 fte in 1995/6 to 40 fte today during a period when the support staff has been almost doubled. Student numbers have escalated from 635 students in 1995/6 to over 950 today. Inevitably this has had a significant impact on class sizes and staff workloads.

At the same time A-level results have improved significantly rising from an 85 % pass rate grades A-E in 1995 to 94 % today, with the top grades A-C at nearly 66 %. And in parallel there has been a major accommodation programme of £150-200,000 pa over the past 2-3 years on IT and on refurbishing the building; a remodelled Canteen, an extended and networked IT workshop, a remodelled library and numerous alterations to existing classrooms. All this at a time when government funding for further education has been reduced dramatically.

Over the last three years the College has therefore had to provide for 300 more students and invest some £0.5m in a major accommodation programme on the same budget it had in 1995/6 and with fewer teaching staff. The impact on staff workloads has been significant and demanding. However, once staff understood the reasons for these changes then they responded magnificently. Morale has been maintained, results have improved and students still enjoy the very personal and intense support from staff that has been the hallmark of the College.

It was this response and this spirit of "fierce" independence that persuaded the Corporation in November 1998 to reject the offers of merger from New College Nottingham, and from Broxtowe College nearby. This decision was reached after an extensive and fundamental review of the College finances and its strategic options carried out by both the College management and external consultants. The College's financial forecast showed a deteriorating balance sheet and a serious lack of investment capital whilst the competitive environment within Nottingham had intensified immensely with the creation of New College Nottingham (NCN), an amalgamation of Clarendon College, Basford Hall and latterly High Pavement Sixth Form College and Arnold and Carlton College of FE. This corporate giant with an annual budget well in excess of £40m now

threatened to engulf the whole of FE in Nottingham. Bilborough stood at a cross-roads and given its financial position and the external advice commissioned by the Corporation it should have joined High Pavement, and become a *College within a College*, a minor member of NCN.

Instead, persuaded by the staff's "dogged determination" to remain independent, the Corporation voted in favour of the proposal put forward by College Management to form a Strategic Partnership with Broxtowe College; a partnership of two equal and independent institutions rather than a conglomeration of many. It was with much relief that the College celebrated the New Year of 1999 as the sole remaining independent Sixth Form College in Nottingham.

The College is now enjoying the fruits of that decision. As numbers continue to grow and results rise, the new funding for further education has provided the College with a windfall of £189,000 and a budget for 1999/2000 of £2.4m, £300,000 above that in the previous year. The need for efficiency, the tightness of the budget and the pressure on staff workloads remain but the future looks more stable and more promising. The new financial forecast for 1999-2002 shows a small but healthy operating surplus and the College is still a category A College in terms of its financial health. It is a leaner - but hopefully not a meaner - organisation, more capable now of withstanding the changing winds of public funding and government priorities. It has carved out a very clear niche for itself as a major provider of 16-18 academic education. It has a strong and healthy intake of students and a growing reputation for academic excellence. The partnership with Broxtowe College is proving to be mutually beneficial and it is enabling the College to meet the government's agenda on widening participation and collaboration as well as that of achievement and quality. More importantly it now has the opportunity to begin to improve facilities and accommodation across the whole site.

So as the College nears the end of the 20th century it is in a stronger and healthier position to meet the needs, demands and challenges of the Millennium. It is very clear and very focused on its role within and contribution to post-16 education locally. It rests very firmly on its fundamental strengths and it is very focused on the 16-18 A-level market.

The College has no desire or ambition to grow beyond its "natural" boundaries. It is proud of and quite defensive of its size, its sense of community and its ability to provide the personal touch. It is very proud of and firmly rooted in the Sixth Form College tradition, a tradition based on high academic achievement, strong pastoral support, a rich and varied Enrichment Programme and a commitment to the needs and aspirations of 16-18 year olds. It celebrates these achievements and revives past memories through College Reunions and Leavers photos, rather than grand ceremonies. It aspires to being a centre of academic excellence within Nottingham and in the top 50 - or even top 30 - Colleges nationally.

Nottingham needs a strong vibrant and high quality Sixth Form College to provide and extend choice and to raise standards. With Curriculum 2000 - the government's latest initiative for broadening the curriculum and extending A-level choices - the College is in a strong position to access new funding and to grow in size and facilities.

As one member of staff succinctly, if sardonically, put it, 'The future is bright; the future is Bilborough'. Possibly he watches too many advertisements but the sentiment reflects the vision before the College, a vision written back in 1997 as part of the College's Strategic Plan, but one that still encapsulates the College ambitions and aspirations.

VISION STATEMENT

The vision offered by the 1997-2000 Strategic Plan is a dynamic and exciting one. If its full potential is realised then by the Year 2000, Bilborough College will be a thriving Sixth Form College of 800-1000 full time students undertaking a wide variety of academic programmes based on A-level and GCSE Courses in preparation for the National Diploma, HE, FE and Employment. In the evening, at weekends and during holidays it will provide a range of courses, programmes and facilities for the local community, for adults, youngsters and employers. Its accommodation will have been significantly upgraded and remodelled and its campus enhanced by a Sports, Arts and Community Centre, a Technology and Conference Block and improvements to its grounds, driveway, car park and security.

At the heart of this vision is the maintenance and enhancement of Bilborough's reputation as a small, high quality academic institution with a reputation for outstanding achievement, friendliness and high standards of student support - the 'Family College' with the personal touch and a commitment to supporting the local community.

Behind this vision lies the staff. They are at the heart of the College. Their morale, their motivation and their professionalism will ultimately determine the success of this Plan and the quality of the service we provide.

The great obstacle to Bilborough aspirations, the one thing that is likely to prevent it realising its full potential, is its accommodation and its building.

Refurbishment alone will not give new life to a tired and outdated building, designed and built in 1957 for 550 school children and now attempting to house nearly 1000 16-19 year olds; designed and built as a grammar school for the 1950s not as a Sixth Form College for the Year 2000. It is sorely lacking in the quality and specialist facilities needed to support advanced learning. Its corridors and public spaces now groan with the weight - and size - of student numbers. Bilborough needs a new College to enter the New Age and developing a new accommodation strategy that incorporates new build with the redevelopment of the campus will be THE major challenge in the years ahead.

New buildings, new funding, new curricula, new initiatives do not however explain or embrace the character and the contribution of Bilborough College. Bilborough is as happy celebrating and commemorating the past as it is in planning for the future. It is rooted in the Sixth Form tradition and in the academic excellence represented by the gold standard of the A-level. It is rooted in the traditions of pastoral care and the development of the individual as a person as much as in scholarship or sporting achievement. Like that tradition it is enduring and endearing. It has the inner strength to resist change, and the seductive ability to adapt to it. Its commitment to maintaining high quality education and to promoting academic performance is well captured in its Mission Statement.

Bilborough College

MISSION STATEMENT

**Bilborough College is a Sixth Form College
dedicated to offering academic excellence in a
supportive environment to serious and
committed students**

It is more effectively captured however in its students and in the way they describe the College and what it has added to their memories and experiences of learning. The letter below from a past student poignantly illustrates the spirit and ethos of Bilborough College.

"After spending the last two years at Bilborough College, I am writing to take the opportunity to thank all the staff I came into contact with for making my time there so enjoyable. Bilborough is, I feel, a very unusual institution, combining as it does, academic excellence and whole person development. The support I received in all three subjects, Biology, Chemistry and Maths, was comprehensive and suited to my individual needs. I feel that every effort was made to challenge and stretch my abilities as appropriate which fuelled my interest in the subjects. I would also like to note that I have seen this ethos of support applied not just to me but other students of every calibre.

I found that not only was academic support widely available, but also tutorial support, and this was useful to me especially as I settled in to Bilborough. Throughout the two years I took advantage of several of the extra curricular activities, such as debating, the mock trial group, and the 120 mile walk and thoroughly enjoyed them all. Many staff gave up valuable time and put much effort into making these, and other events, a success.

Without the help and support I received from the College staff, I feel I would not be looking forward to starting Cambridge University in a month's time. The last two years have been absolutely invaluable to me, Bilborough being a great change from anything I had previously met in my education, so thank you again. I hope that Bilborough is able to maintain such a marvellous learning environment."

Bilborough may not be big, it may not be bold but it has a strength of character and an inner determination that represents the best in English Education. That spirit, that commitment endure and sustain the College in fulfilling its mission even into the next century. The building may change, the curriculum may change, even the staff may change. Hopefully, however, the Ethos, the spirit of care and concern, of community and continuity, will not and so enable Bilborough College, its staff and its students, its governors and its constituents to enjoy and to celebrate learning well into the 21st century. That is what the past three years, the past 25 years, have been about. That is what the future holds.

Long may Bilborough College survive; long may it thrive; long may it continue to provide high quality education for youngsters about to enter the *university of life*.

Appendices

Appendix A	Result of the census of school in the Borough of Nottingham as reported in the School Board Minutes, 15th May, 1871
Appendix B	An extract from City of Nottingham Development Plan, 1952
Appendix C	The numbers of pupils on roll in City of Nottingham Grammar School in the period 1945 to 1963
Appendix D	The Staff (1957)
Appendix E	School Rules
Appendix F	Poll from Magazine No. 1
Appendix G	Pupil-Student Numbers, Bilborough Grammar School, 1957-1976
Appendix H	Options 1961-62
Appendix I	Guide-lines on dress
Appendix J	Bilateral Schools created and the type of course available
Appendix K	Details of Bilborough Staffing provisions for William Sharp
Appendix L	Student Numbers, Bilborough Sixth-Form College, 1973-1999
Appendix M	Subject Blocks used as the basis for the Timetable 1975-6
Appendix N	Courses advertised in the Prospectus 1978-9
Appendix O	Bilborough Grammar School Expedition to Myvatn, Iceland, 1979 - Expedition Personnel
Appendix P	Career Discussions for CGM
Appendix Q	Annual Presentation of Prizes
Appendix R	Treasurer's Statement for the Fête held on 3rd July, 1971
Appendix S	A Treasure Hunt
Appendix T	The Premises
Appendix U	Timetables
Appendix V	From the Rt. Hon. Kenneth Clarke, QC, MP
Appendix W	Dramatic Productions 1957-2000
Appendix X	Aux Armes, Étudiants
Appendix Y	Staffing
Appendix Z	Biographies

Appendix A

Result of the census of schools in the Borough of Nottingham as reported in the School Board Minutes, 15th May, 1871

	Receiving grants	Will apply for grant	Not aided	Private	Contemplated	Total
No. of Schools or Departments	52	4	6	10		72
No. of Children for whom accommodation is/will be provided	9,786	519	448	242	1,204	12,199
No. of Children in attendance	6,200	130	468	211		7,009
No. on School Rolls	8,582	196	609	253		9,640 including 573 < 3 or > 13 years old
		Number of Schools or Departments	Average attendance	Number on books	Capacity	
National or Inspected Church of England Schools		40	4,827	6,800	7,367	
Roman Catholic Schools, Inspected		2	220	332	529	
British Schools, Inspected		11	1,021	1,294	2,016	
Dissenters Schools (Wesleyan), Inspected		3	262	352	393	
Endowed Schools (Bluecoat Street)		2	78	80	80	
Ragged Schools (Newcastle Street)		2	266	405	244	
Workhouse Schools, Inspected		2	124	124	124	
Private Adventure Schools		10	211	253	242	
Total		72	7,009	9,640	10,995-	
The 33 non-efficient schools						
Roman Catholic Schools		not quoted	242	390	432	
Dissenters Schools		not quoted	80	94	82	
Ragged Schools		not quoted	245	322	353	
Private Adventure Schools		not quoted	208	217	359	
775	1,023	1,226				

Appendix B

An extract from City of Nottingham Development Plan, 1952 - Most of the schools in the City are those provided by the Corporation as Local Education Authority, and these at the time of the Survey comprised:-

Secondary (Grammar) Schools 3, Primary Schools 76, Secondary (Technical) Schools 3, Nursery Schools 3, Other Secondary Schools 30, Schools for handicapped children 6, Hostels for maladjusted children 2

There were also 14 voluntary schools where the religious denominations concerned owned the buildings but the running expenses were the responsibility of the Corporation, two Secondary Grammar Schools under the control of the Nottinghamshire County Council and a number of private schools of varying size. In addition there was one independent Grammar School for Boys and one Direct Grant Grammar School for Girls.

Other educational provisions included:- Nottingham University, Nottingham and District Technical College, College of Art and Crafts (incorporating a School of Architecture), Clarendon College of Further Education, People's College of Further Education and Boots' College.

Appendix C¹

The numbers² of pupils on roll in City of Nottingham Grammar Schools in the period 1945 to 1963

Year	HP	MA	MU	St C	BH	GH	BE	FF	BI	CH	Total
1945	812	679	734	-	12	23	-				2260
1946	819	725	735	-	23	45	-				2347
1947	814	700	725	-	35	67	-				2341
1948	835	720	698	-	44	87	-				2384
1949	815	739	697	-	58	104	4				2417
1950	803	709	727	-	67	114	7				2427
1951	801	729	751	170	73	121	21				2666
1952	808	722	774	159	81	124	36				2704
1953	792	778	794	159	81	117	50				2771
1954	795	783	827	160	79	119	72				2835
1955	776	775	807	164		~270 ³		357			3149
1956	776	782	798	179		~270		549			3354
1957	767	779	786	175		~270		546			3323
1958	765	749	770	187		~270		448	378		3567
1959	768	701	766	198		~270		535	474	127	3839
1960	786	683	769	242		~270		568	569	230	4117
1961	776	621	758	280		~270		597	648	318	4268
1962	803	594	756	327		~270		589	664	409	4412
1963	815	556	720	375		~270		587	681	488	4492

HP - High Pavement; MA - Manning; MU - Mundella; St C - St Catherine's; BH - Boys' High; GH - Girls' High; BE - Beckett; FF - Forest Fields; BI - Bilborough; CH - Clifton Hall

Notes

1. Data taken from Annual Report, 1954 (for years 1945 - 1954) and Annual Reports 1955 through 1963.
2. The census was variously taken in September, January and April.
3. Estimated.

Appendix D

The Staff

Headmaster:

Dr. H. J. Peake, M.A., M.Sc.

Senior Master:

J. I. Williams, B.A. (Manchester), L.R.A.M.

Senior Mistress:

Miss A. E. Thompson, B.A. (Sheffield)

Housemasters and Housemistresses:

Annesley - E. W. Bristow, B.Sc. (London)

Mrs. P. Goodwin, Domestic Science (Diploma Bath College)

Clumber - R. Protherough, M.A., B.Litt. (Oxon)

Miss L. A. B. Davenport, B.A. (London)

Rufford - R. Downing, M.A. (Oxon)

Miss R. M. Betts, B.A. (Leeds)

Welbeck - D. K. Rowat, A.T.D.

Mrs. G. A. Pennell, B.Sc., Ph.D. (Nottingham)

Miss P. F. Butler, B.A. (Nottingham)

N. L. Kirton, Metalwork (Diploma Loughborough College), M.Col.H.

Miss E. B. Lynch, B.A. (Liverpool)

C. E. Rains, Physical Education (Diploma Loughborough College)

Miss G. D. Rattray, Physical Education (Diploma I. & M. Marsh College, Liverpool)

F. S. Redding, B.Sc. (Leeds)

A. P. Sanday, M.A. (Oxon)

S. Sherman, B.Sc. (London)

School Secretary:

Mrs. L. Bowmer

School Telephone Number – Lime Tree 624

Appendix E

School Rules

General

1. No pupil will be admitted, or permitted to return to School after the holidays, except on production of the Health Certificate signed by a Parent.
2. Reasons for absence should be addressed to the Form Master/Mistress. No reason for absence except illness or bereavement is accepted, unless permission has previously been obtained from the Headmaster. If a pupil is absent from School, even for a single morning or afternoon, the Form Master/Mistress must be informed of the cause, in writing and at once. Parents should not wait for an enquiry from the School to be made before writing.
3. When leave of absence is desired, application must be made by letter to the Headmaster. The letter must state the precise reason for which leave is desired. Leave will not be given if a reason is not stated. Entertainment is not an adequate reason.
4. When it is desired that a pupil should, on any particular occasion, leave School before the usual hours, a note to this effect, and not an oral message, must be sent to the Headmaster.
5. Reasons for lateness must be addressed to the Form Master/Mistress. No excuse can be accepted unless the note is signed by the pupil's parents and states the precise reason.
6. In every case where a pupil is found to be suffering, or is suspected of having been exposed to infectious or contagious disease, this fact must be notified at once to the Headmaster and the pupil must be kept away from school until the period of quarantine is ended.

School Property

1. Misuse of School property is a serious offence.
2. Any loss of/or damage to School property must be reported immediately. If the loss or damage occurs in a form room, it should be reported to the Form Master or Mistress. Damage caused elsewhere should be reported to the Office and to the Senior Master or Mistress.
3. All books used in the School must have the name of the pupil to whom they have been issued, written legibly in ink, on the regulation label. No marking or writing in textbooks is allowed except on the instruction of a Master or Mistress. Breakage, damage or loss of School property must be made good.

Personal Property

1. All personal property must be removed before the holidays.
2. All clothing, caps, books, bags, shoes and all other articles of school use must bear the name of the owner, legibly marked.
3. Money or articles of value should not be left in pockets, but should be deposited in the Office or handed to a Master or Mistress for safe keeping.
4. Loss of property at anytime should be notified to the Form Master or Mistress.
5. Articles that are found must be handed in at the Office at once.
6. Any boy or girl found interfering with another boy's or girl's cycle will be severely punished.

School Dinners

No boy/girl staying at School for dinner may leave the School premises and grounds without the permission of the Master/Mistress in charge. This will be given only on a Parent's written request.

Playground and Games Field

1. All litter is to be deposited in the baskets provided.
2. Ball games will only be allowed in the playgrounds if the ball used is of the perforated plastic type.

Cyclists

1. No pupil is allowed to come to School by bicycle unless he / she possesses a cycle permit.
2. In the interests of safety, cyclists will use the entrance on Hanslope Crescent and not that on Bilborough Road. They must dismount before entering the grounds.

Assembly

Attendance at Assembly is compulsory except on Religious or health grounds. In the case of health a Medical Certificate will be necessary. Exemption from Scripture lessons may be granted on Religious grounds only.

School Uniform

School Uniform is to be worn at School or at any School engagement, or when a boy or girl is going to or from School or any School engagement. Pupils must also have the stated requirements for Physical Education and Games.

Physical Education

1. Physical Education, Games and Swimming form a regular part of the School curriculum. No pupil is permanently excused therefrom without a Medical Certificate, which should be sent to the Headmaster. If a parent thinks it necessary for a pupil to be excused on a particular day on health grounds, application by letter should be made to the Master or Mistress in charge.
2. A bath or shower is compulsory for all pupils after gym or games.

Conduct

1. Disorderly or unmannerly conduct in public will be treated as a School offence.
2. When moving about staircases or corridors the 'keep left' rule is to be observed. RUNNING IS NOT ALLOWED. Shouting and whistling indoors are forbidden.
3. Pupils will, in general, remain outside the School building:- (i) until 8-55 am. (ii) at break. (iii) during the dinner hour until 1-45 pm. (iv) after 4-15 pm.
4. Girls and boys will use their respective entrances. Girls' cloakrooms and playground are out of bounds to boys. Boys' cloakrooms and playground are out of bounds to girls.
5. No pupil may have in his/her possession, fire-arms, ammunition, catapults, fireworks, sheath knives or any other article which would involve breach of School discipline, or be attended with danger to himself/herself or others.
6. Pupils are not allowed to buy or sell amongst themselves, nor to gamble.

Details of the uniform for boys and girls (and suppliers) were equally clearly set out.

Appendix F

Poll from Magazine No 1

For the benefit of those who feel that an account such as this is incomplete without a column of figures, here is a list of societies with the number of boys and girls who named each as their chief interest, and the total membership.

Society	Chief Interest of		Total	Total Membership
	Boys	Girls		
Dramatic Society	20	25	45	112
Rambling Club	12	12	24	44
Art Club	7	13	20	47
Geographical Society	8	4	12	81
Badminton Club	10	1	11	25
Dancing Club	2	8	10	78
Choir and Orchestra	3	6	9	36
Chess Club	8	0	8	52
Modern Languages	4	3	7	52
Scripture Union	0	3	3	23
Needlework Club	0	3	3	13
Photographic Society	2	0	2	15

Appendix G

Pupil-Student Numbers, Bilborough Grammar School, 1957-1976

Year	Total	Year 1	Year 2-3	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
1957-8	377	127	250 Years 2-4							
1958-9	476	101	375 Years 2-5							
1959-60	573	104	469							
				Year 6						
1960-1	658	129	469	60						
					Year 7					
1961-2	665	54+47	233+221	35+20	31+24			[b+g] ^[1]		
Year	Total	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
1962-3	689	63+41	51+46	69+61	50+52	54+44	59+37	37+21	2+2	
1963-4	701 ^[2]	42+48	63+39	50+46	68+60	49+51	62+37 ^[3]	56+29	1+0	
1964-5	674	50+46	42+45	61+38	48+45	65+54	58+27	56+32	5+2	
1965-6	676	51+52	49+47	43+46	61+39	51+45	66+44	56+26		
1966-7	688	46+64	50+52	45+46	41+45	64+42	53+37	64+39		
1967-8	643	47+45	47+64	50+47	48+48	40+47	56+23	49+32		
1968-9	645	43+49	48+46	46+63	48+49	53+48	38+33	55+26		
1969-70	650 ^[4]									
1970-1	705 ^[5]									
1971-2	707 ^[6]	533 [1-5]					94	80		
1972-3	701	553 [1-5]					148 [6-7]			
1973-4	592		119	113	117	119	59	65		
1974-5	536			56+60	60+57	62+57	57+68	30+29		
1975-6	516				54+65	60+57	106+72	50+52		
1976-7	508					54+63	130+105	91+65		

Notes

1. boys + girls.
2. H J Peake + 46 full-time staff.
3. Including 21 boys and 10 girls from bilateral schools (data not available for other years).
4. Estimated.
5. Policy change to 4 stream entry.
6. J I Williams + 47 full-time equivalent staff.

Appendix H

Options 1961-62

Fifth Form

5 ₁	Music	German	Mathematics	Geography	History	Chemistry
5 ₂	Latin	History	Geography	Biology	Chemistry	
5 ₃	Needlework	Geography	Chemistry	Physics	Biology	
5 ₄	Art/Cookery/TD	History	Physics	Biology		

Fourth Form

4 ₁	German	Geography	History	Chemistry	Biology
4 ₂	Latin	History	Geography	Chemistry	
4 ₃	Needlework	Physics	Chemistry	Biology	Geography
4 ₄	Art/Cookery/TD	Biology	Physics	History	

Sixth Form

	6 ₁	6 ₂	6 ₃	6 ₄
Fourths	4 ₁ + 4 ₄		4 ₂ + 4 ₃	
6 Arts	English	History	French	German
			Biology	Geography
6SB	Chemistry	Chemistry	Mathematics	Physics
6SA	Mathematics	Mathematics	Physics	Chemistry

Upper Sixth

	7 ₁	7 ₂	7 ₃	7 ₄
7 Arts	History		English	French
	German	Geography		
7 SB	Biology			
	Mathematics	Physics	Chemistry	Chemistry
7 SA	Physics	Chemistry	Mathematics	Mathematics

Appendix I

Guide-lines on dress

You will appreciate that it is my duty to ensure that all Bilborough pupils appear in dress which brings credit to themselves and the school. In order to avoid flashiness and extravagance of dress I have drawn up the following simple rules which I hope will seem reasonable.

Suggestions for Girls

1. Dress: suit, skirt and blouse; skirt and jersey; skirt and twinset; dresses.
2. Shoes: low or medium heeled.
Boots: for outside wear only. Shoes to be worn in the school building.
3. Stockings: normal (not patterned) nylon; no extravagantly coloured woollen tights.
4. Make-up: girls who wish may wear light make-up.
5. Jewellery: no obtrusive jewellery, or earrings.

Suggestions for Boys

1. Suits, sports jackets: since all boys will have to face an interview either for University, College or Business Firm it is imperative for them to have a lounge suit. This could be worn at school as an alternative to school uniform. If parents so wish a sports jacket may be worn instead of a school blazer. I repeat however, that every boy should have a lounge suit for the formal occasion, eg interview. At Speech Day boys will wear either school uniform or a suit.
2. Pullover: any pullover should have a V-neck, to show shirt and tie.
3. Socks and shoes: no restriction.
4. Shirts: to be in keeping with the suit or jacket and not to be too gaudy in colour.
5. Sixth form tie: this is an attractive tie, but it need not be compulsory.

Appendix J

Bilateral Schools created and the type of course available

<i>School</i>	<i>Type of Course</i>	<i>Admissions</i>	<i>Admissions</i>
Glaisdale	Grammar	Two-form entry	Mixed
Margaret Glen-Bott	Grammar	Two-form entry	Mixed
Claremont	Grammar	One-form entry	Boys
Haywood	Grammar	One-form entry	Girls
Peveril	Technical	Two-form entry	Mixed
Ellis	Technical	Two-form entry	Boys
Greenwood	Technical	One-form entry	Boys
Manvers	Technical	One-form entry	Boys
Cottesmore	Technical/Commercial	One-form entry	Girls
Guilford	Technical/Commercial	One-form entry	Girls
Blenheim	Technical/Nursing	One-form entry	Girls

In addition, as a temporary measure, there was Farnborough, Grammar/Technical, One-form entry, Mixed, to provide for children on the Clifton Estate for one year in the first instance pending the opening of Clifton Hall Grammar School (Girls) and the Clifton Comprehensive School (Boys) in September, 1958.

Appendix K

Details of Bilborough staffing provision for William Sharp

September, 1957

Ruth Betts, Modern Languages, 5 periods;
Ann Pennell, Science, 13 periods.

September, 1958

Ian Bartlett, Music, 12 periods;
Ruth Betts, Pat Butler and Arthur Gilliver, Modern Languages, each 6 periods;
Ann Pennell and Bob Slatter, Science, 8 and 6 periods respectively.

September, 1959

Ruth Betts, Pat Butler and Terry Newcombe, Modern Languages, each 6 periods;
Ann Pennell, Science, 4 periods;
Alan Sanday, Derek Dowell and Bill Bristow, Science, each 2 periods;
Ian Bartlett, Music, 4 periods;
Miss A Hopewell, Domestic Science, unspecified.

Appendix L

Student Numbers, Bilborough Sixth-Form College
September, 1973-1976 (b+g)

Year	Total	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
1973-4	592		119	113	117	119	59	65
1974-5	536			56+60	60+57	62+57	57+68	30+29
1975-6	516				54+65	60+57	106+72	50+52
1976-7	508					54+63	130+105	91+65

Student Numbers, Bilborough Sixth-Form College
September, 1977-1999

Year	Total	Year 6	Year 7	Year 8	Notes
1977-8	232+208	252	188		
1978-9	267+235	290	212		
1979-80	564	355	209		
1980-1	586	151+158	126+122	21+8	
1981-2	601	150+190	101+123	14+23	
1982-3	601	157+176	91+133	27+17	
1983-4	592	165+180	88+111	21+27	
1984-5	613	141+211	114+109	23+15	48f/t+6p/t
1985-6	595	159+177	87+124	27+21	CGM+47f/t+6p/t
1986-7	603	156+197	93+111	18+28	CGM+47f/t+5p/t
1987-8					
1988-9	613	318	295		HGB+45f/t+7p/t
1989-90	628	154+195	106+134	23+16	
1990-1	641	165+188	106+148	19+15	
1991-2	630	147+174	121+138	25+25	
1992-3	605	149+140	102+141	42+31	
1993-4	644				
1994-5	664				
1995-6	635				
1996-7	786				
1997-8	840				
1998-9	880+				
1999-2000	950 ¹				MJS+39fte

1 Target.

Appendix M

Subject Blocks used as the basis for the Timetable 1975-6

General Studies	A-level Course	A-level Course	A-level Course	Physical Recreation, etc.
	6 ₁	6 ₂	6 ₃	
	Biology	Biology	Art	
	Chemistry	Chemistry	Biology	
	Economics	Economics	English	
	English	English	French	
	French	Geography	Geography	
	German	History	History	
	Mathematics	Mathematics	Home Economics	
	Physics	Needlework	Mathematics	
	Religious Studies	Physics	Music	
			Physics	
			Technical Drawing	

Sub-columns of Courses leading to O-level or equivalent

6 ₁ A	6 ₁ B	6 ₂ C	6 ₂ D	6 ₃ E	6 ₃ F
Accounts	Biology	Boys Craft	Art and Design	Biology	Economics
Craft	Commerce	Chemistry	Computer Studies	English	Electronics
Drama and Theatre Arts	Engineering Science	English	French	German	Environmental Studies
Geography	English	Home Economics	Geology	Government and Politics	Mathematics
	Human Biology	Needlework	Music	Mathematics	
				Physics	

General Studies

All Students take General Studies courses. They contain an area of non-examination subjects, an area of Craft/Culture options and an integrated course of Lectures on 'Man in Society'. They are designed to broaden your education beyond the narrow bounds of your examination subjects and to provide a common meeting-ground where all types of student views can be exchanged.

Physical Recreation, etc.

A wide range of Games and physical pursuits or Social Service or External Training or Work Experience

Appendix N

Courses advertised in the Prospectus 1978-9

Foundation Course		
O-level		
Art	Accounts	Biology
Craft	Commerce	Chemistry
Drama and Theatre Studies	Computer Studies	Electronics
Engineering Metalwork	Elementary Surveying	English Language
English Literature	Geography	French
Food and Nutrition	Geology	German
Geometrical and Mechanical Drawing	Government and Politics	Hindi
Music	History	Latin
Needlework	Mathematics	Physics
Photography	Social Economics	Punjabi
Woodwork	Religious Studies	Russian
A-level		
Art	Economics	Biology
Craft	Further Mathematics	Chemistry
Drama and Theatre Studies	Geography	Computer Science
Fabric Printing	Geology	English Literature
Geometrical and Mechanical Drawing	Government and Politics	French
Home Economics	History	German
Music	Mathematics	Physics
Needlework or Dressmaking	Religious Studies	Russian
Pottery		

Certificated Pre-PE Teacher Training Course
Institute of Linguists, French, German or Russian
National Association of Maternity and Child Welfare Certificate

CEE

Design in the Environment
Environmental Studies
Expressive Arts
Health Science
Mathematics

Pre-O-level

English Language

AO-level

Additional Mathematics
Applicable Mathematics
European Studies
Further French Studies
Religious Studies

CSE

Accounts,
Commerce

Appendix O

Bilborough College Expedition to Myvatn Iceland 1979

Expedition Personnel

Bob Dossetter	Joint Leader, Biologist
Rosalynde Grum	Joint Leader, Geologist
John M Kendrick	Linguist, Mountaineer with special responsibility for Insurance and Freight
Margaret Gotheridge	Chemist, Treasurer and Quartermaster
Lyn Stone	Geographer, Geologist, PE

Students	Year	Subjects
Philip Butler	1	Mathematics, Chemistry, Biology
Andrew Simpson	1	Mathematics, Geology, Geography
Paul Pollicott	1	Chemistry, Biology, Geology
Christopher Bailey	2	Geography, Geology, Surveying, Photography
Tim Waite	2	Geography, Governments and Politics, Economics
Nick Guest	1	Mathematics, Geography, Geology, PE
Dinsdale Broderick	1	Biology, Chemistry, Physics, Applied Mathematics
Penny Weston	2	Biology, History, English
Rozanne Pare	1	Geography, Geology, Biology
Kate Shaw	2	Biology, English, French
Lindsey Mitchell	1	Biology, Geography, Mathematics
Anne Tomlin	2	Biology, Chemistry, Physics
Charmaine M°Pherson	1	Biology, Chemistry, Physics
Lai Man Shum	1	Biology, Chemistry, Mathematics
Catherine Hall	1	Biology, Chemistry, Mathematics
Karen Graudins	1	Biology, English, Geology

Appendix P

Careers Discussion for CGM

PHJ - What do we do with him, Alan? - Charles Martin!

AJR - Been here for 12 years, eventually he decides to leave, but has he sorted himself out with a job - no way!

PHJ - All I can get out of him is Scarborough, Scarborough, Scarborough. Really, what jobs are there in Scarborough? Can you imagine him selling balloons on the promenade?



AJR - Do you know, I sat him down for a chat about the future, and what was he doing? Scraping chewing gum off the bottom of the chair with his pen-knife . . . and looking up at the clock every couple of minutes.

PHJ - I've told him they're not all queuing up at Scarborough waiting for the next Aristotle, but he doesn't listen.

AJR - I can see him joining the massed ranks of disaffected geriatrics, sitting on the beach waiting for the giro.



PHJ - This report on him is no help! 'Gives the impression he's been weeding the flower beds before college - and probably has been.' Can you honestly see him picking up a job at one of Scarborough's night spots?



AJR - Here again: 'Strange guttural sounds occasionally emanate from his room, but he's well-behaved in public'. Just a pity there isn't a bishopric in Scarborough - 'Charles Scarborough' has a certain ring to it.

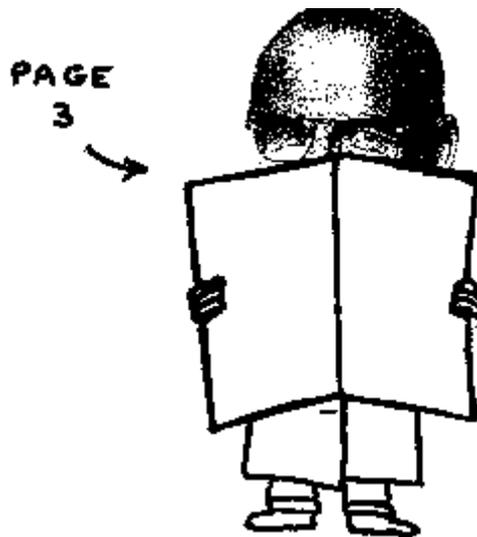


PHJ - 'Totally honest and upright.' This is the fellow who, under our guidance, Alan, never pinched anything from the General Allowance (not that there was anything to pinch), never bet on anything at Bilborough (and who can blame him), and never even eyed up the secretaries.

AJR - Now he's going to get in with the wrong crowd and he'll end up terrorising the locals on his Norton.



PHJ - What do we do to these people, Alan? Closeted here at Bilborough, we protect them, we care for them, we give them that moral direction, but can they survive the temptation of the world outside?



AJR - Have you got any contacts in Scarborough, Peter?

Caricatures by Peter Jones.

Appendix Q

Annual Presentation of Prizes

Academic Year	Venue	Date	Guest Speaker	Chairman
1957-58	School Hall	20.2.1959	Lord Mayor, Alderman J Littlefair JP	Cllr C M Reed
1958-59	School Hall	26.2.1960	Mr W G Jackson Director of Education	Cllr C M Reed
1959-60	School Hall	13.10.1960	Sir John Hunt CBE DSO DCL LLD	Ald J Ll Davies
1960-61	School Hall	13.10.1961	Mr Kenneth Adams Director of TV Broadcasting	Cllr H Wilson
	School Hall	26.1.1962	Alderman W Derbyshire	
1961-62	Albert Hall	22.2.1963	Reverend H Trevor Hughes MA Principal of Westminster College, Oxford	Cllr H Wilson
1962-63	Albert Hall	21.2.1964	Professor R A Crossland MA Professor of Greek, Sheffield University	Cllr B A Morley
1963-64	Albert Hall	19.3.1965	Mr Willoughby R Norman Chairman of Boots Pure Drug Co Ltd	Cllr C M Reed
1964-65	Albert Hall	4.3.1966	Professor Sylvester Bradley Leicester University	Sheriff C M Reed
1965-66	Albert Hall	9.2.1967	Dr Barbara Reynolds Warden of Willoughby Hall	Cllr C M Reed
1966-67	Albert Hall	15.2.1968	Dr Lucas Warden of Cripps Hall	Cllr C M Reed
1967-68	Albert Hall	19.3.1969	Lord Mayor, Alderman Mrs Case	Ald C M Reed
1968-69	Albert Hall	11.2.1970	Sheriff, Alderman L Whitehouse	Ald C M Reed
1969-70	Albert Hall	17.2.1971	Dr William Neil Warden of Hugh Stewart Hall	Ald C M Reed
1970-71	Albert Hall	28.3.1972	Madame Lacroix (nee Julia Holmes) Matron of Hertford British Hospital, Paris	J T Rhodes
1971-72	Albert Hall	6.3.1973	Professor W J H Butterfield OBE DM FRCP Vice-Chancellor, Nottingham University	J T Rhodes
1972-73	Albert Hall	7.3.1974	Mr Dennis Smith MA MSc Leicester University	J T Rhodes
1973-74	School Hall	19.3.1975	County Councillor Michael Cowan	Co Cllr M R Cowan
1974-75	School Hall	25.2.1976	Dr H McKeating BD MTI PhD Vice-Chairman	Co Cllr M R Cowan
1975-76	Library	9.2.1977	Mrs Hagues Parent Governor	Co Cllr M R Cowan
1976-77	Library	16.1.1978	Mr E W Bristow BSc former Headmaster	

Appendix R

Treasurer's Statement for the Fête held on 3rd July, 1971

Form	Wet Day Room	No. and Event	X	Y
1A	-	Station Stop	2-97½	1-97½
	0.3	1. Roll-a-Penny	2-03	1-28
	0.3	36. Hoop-la	2-32½	1-32½
1S	0.3	8. Milk Bottle Ping Pong	1-26	26
	Off	30. Clown with Mouth	2-13½	1-13½
	Mobile	42. Peas in Jar	2-14½	1-14½
		Ice Cream	4-10	4-10
1P	Mobile	43. Length of String	1-31	31
		37. Skittles		-1-00
	Hall	53. Tie Bar	5-06½	4-06½
		Bottle and Jar	3-13½	2-38½
1M	Hall	15. Sweet Stall	8-97½	7-97½
	0.3	2. Staff Pictures	39½	-60½
	Off	51. Shots at Goal	3-49	2-49
	Tuck Shop	16. Hot Peas	6-26½	5-51½
	Hall	45. Rat Race	2-00½	1-00½
		Needle Stall	88½	13½
2A	0.2	3. Treasure Hunt-Sand	2-76½	1-76½
	0.2	4. Pick-a-Straw	2-28½	1-53½
	Tuck Shop	17. Hot Dogs	8-76½	8-01½
		Be Your Own Artist	2-36½	1-36½
2B	0.2	5. Pick the Key	38	38
	0.2	6. Coins in the Water	86	-14
	Off	39. Tins with Cushions	1-32½	1-32½
2S	Off	21. Football thro' Tyre	78	3
	Entrance Hall	20. Cold Drinks	21-15	21-15
	0.2	7. Ping Pong Ball in Jars	1-26	26
		Panoramic Viewing	77½	77½
2M	Mobile	41. Smarties in Jar	1-79	1-04
	0.2	38. Candles with 1 Match	95½	-54½
	Hall	40. Bits & Bobs Stall	5-00½	4-00½
3G	Hall	18. Cake Stall	6-93	5-93
	Hall	12. Perfume Stall	-	-
	Hall	13. 2nd Hand Records	2-85½	2-85½
	Dining Room	22. Crèche	74½	74½
3B	0.1	32. Darts/Playing Cards	2-19½	1-44½
	609	11. Treasure Hunt	2-37½	2-37½
	Mobile	55. Wt of Bag of Groceries	1-07	1-07
3A	Stage	44. Crazy Golf	1-77	1-02

	Hall	14. Handicraft Stall	12-96	11-96
4A	Hall	29. Fruit & Vegetable	-	-
	Tuck Shop	19. Hot Drinks	6-75	5-00
4R	Off	46. Aunt Sally	-	-
	Hall	10. 2nd Hand Books	8-85	7-85
	Hall	9. Ring Along Wire	1-77	77
	Off	47. Washing Line & Pegs	-	-
4G	609	23. Birthday Card Stall	3-65	3-65
	Hall	48. Toffee Apples	7-07	6-07
		Marbles in Jar		-75
4B	0.1	31. Darts	4-35	3-35
	Off	24. Tennis Ball Game	-	-
	Off	49. Horses	4-46½	4-46½
5A	Hall	50. Train Circuit	1-80	1-05
5R	Hall	35. Ring Along Wire	-	-
	Gym	33. Art/Craft Exhibition	5-18½	5-18½
AT*	Hall	25. Suede Stall	5-53½	4-53½
JLB	Hall	26. Bottle Bingo	3-80	2-80
PD	Hall	27. Pound Stall	3-71½	2-96½
BB*	608	34. History of Nottm Ex	-	-
PDS*	Hall	28. Plant Stall	7-09	6-09
CJ*	6th CR	52. Folk Music	-	-
GS*		54. GO-Carts	-	-
		Top Gate	6-03	5-03
		Bottom Gate	10-03½	8-03½
		Unaccounted for	1-95	1-95
			211-90	169-90

Notes

X Stall Receipts including float; Y - Actual Stall Receipts; AT* - A R V Tidmarsh; BB* - Bernard Beilby; PDS* - P D S L Mellors; CJ* - C Jones; GS* - G Snelling, Mr Pound.

Appendix S

A Treasure Hunt

START from the car park of the Nottingham Knight. Follow the signs to MELTON, past Wheatcroft's Garden Centre, round the island, and take the A606 (Melton). No clues on the main road stretch.

Turn LEFT at the Total Garage, signed Tollerton.

1. They must be kept on it. What must?
2. Leading off Medina Drive, the square root of 25 . . . will enable you to name it.

3. When it operates, it initially may mean Much Running About. What is it?

Turn RIGHT.

4. Did Blackmore sleep here? Where?

5. Many a passing hungry nag may well have paused to buy a bag. How much for 9?

6. To drop your rubbish is a sin, it may mean they can not win it. Win what?

7. With open mouth it readily awaits your pleasure. Say who it was who made this homely treasure.

Turn LEFT at junction.

8. Home sweet home - by whom?

9. Sticky Bill was well insured. How many signs of it?

Turn RIGHT - signed Owthorpe.

10. If you add it up and multiply by 7 it comes to 161. Do it yourself and say what does. (Calculators allowed)

11. He may have left her at the post, but he was her admyra. Who is or was?

12. 302, yes, its current. Where is it?

13. With this Estate is associated a Hall. Name it. A46 crossroads. Cross very carefully.

14. Mighty oak or feathery ash, all turned here from tree to cash. Where?

Straight on at crossroads.

15. Not made of redwood, only looks like it. How many pieces are there?

Turn RIGHT at 'give way' sign - Kinoulton.

16. How many miles up at Mackley's?

17. There may be none on the road tonight, but there's a sign of it. Of what?

Bear LEFT at junction.

18. Which two signed on here?

Turn RIGHT at crossroads.

19. It must have been this Sovereign's favourite tippie, by the grace of God. Who was he?

Keep RIGHT up village street.

20. Bill B. was there at the building of it and later snuffed it. How many years between?

21. The perspective may be half baked, but there are a number of supporters. How many?

22. Susan's main proclivity is strenuous activity. An obvious live wire, Kinoulton's ball of fire. What can you join her in?

23. If your pooch has rank unsocial habits, rather worse than chasing cats or rabbits, PC Plod may spot the evidence, which could cost you quite a lot of pence. How many?

Be careful on the S bend.

24. Pony post. Where?

25. Equinal post-digestive workings trigger many a gardener's brag, about his marrows, spuds and gherkins, the question is . . . how much per bag?

26. Here you'll find for sure virile males galore. Where? Take care over two crossroads (A46 & A606)

27. Few will now recall that distant day when fiery belching monsters passed this way. If to slake your thirst here is your notion, better check your means of locomotion. Why?

Have a rest - no clues for about a mile.

Turn LEFT at School House.

28. Unless you shine a light, they're purposeless, superfluous. How many of them?

29. Here live a bunch of bovine beauties. Whose? (Did you turn RIGHT a few yards back?)

30. Parents! What and what are dangerous? Keep straight on.

31. You'll be up the pole if you disconnect it. What?

32. How many did the 'B's lay?

Turn LEFT at junction and disembark at the Church (Wysall)

33. Here is Peace - how many times over?

34. If on the 14th of July, the church was polished, clean and spry, all this was carried out with gusto, by Mr, Mrs or Miss Name?

35. He was young once. What was his trade? (Nothing to do with gravestones)

Back aboard and turn LEFT - signed Wymeswold.

36. Slots and a cross. How many slots?

37. If you're dying for a fag, a crafty puff, a secret drag, this is not the place to light it, so kick the habit, try to fight it. No what, what and what?

38. Mr Thompson left his mark. How many pieces make it?

39. Off a cart or perhaps a carriage, which shifted muck or maybe graced a marriage. Many pieces reach from rim to hub; you have to count how many, that's the rub.

40. Where's a 'Y' and not an 'I'?

Descend into village, turn LEFT at Tudor Thatch and behold on your left Shangri-La - journey's end.

Appendix T

The Premises

1960	former B2 (current C3) extended; A-block brought into use
1963	H1 and H2 brought into use
1970-1973	H3 and H4 in use
1974	A-block loaned to William Sharp
1970-79?	male toilet near former B2 converted into 'rat room'
1975	1.4 equipped as film and television room; PTA donated a colour television receiver and vcr
by February, 1976	computer terminal installed (PDP8 computer on loan from Hampshire Newspaper Company)
Summer, 1976	Art and 0.1 joined; 0.3 fitted out as drama studio; old 'kitchen' converted to coffee bar
1977	rubber floor of junior library replaced by Nylfloor
1977-79?	north changing rooms converted to music practice rooms
January, 1979	B2 and C1 interchanged, becoming C3 and B2 respectively
1979	female toilet [by new C3] converted to stock room
Summer, 1979	part of science corridor cloakroom => student social facilities, part => careers & caretaker's offices
Summer, 1980	1.6 partitioned to ease pressure on Geography department
Easter, 1981	603 and 604 knocked into one room to provide a base for RE
Summer, 1981	1.5 partitioned => extra computing facilities; ?2.6 partitioned => Maths office; A-block shared
Spring, 1982	additional office space and Students Office built in entrance hall
September, 1982	A-block occupied full-time by Geography department
Autumn, 1983	4 classrooms at Portland Primary School available, and used for GCE and Oxford examinations
January, 1984	staffroom extended into 0.9
Autumn, 1984	cafeteria system revamped, dining room partitioned and new entrance provided
1985?	'rat room' converted to chemistry department office
February, 1988	room 600 refurbished
Summer, 1988	1.6 carpeted and fitted out for electronics; 1.6a carpeted and available as a 'bookable' IT facility;
October, 1988	fume cupboard fitted in C3
February, 1989	dining room refurnished
1989	H1 and H2 carpeted
through 1990	0.2 => lower library; reprographics => old diminished 'scullery'; coffee bar => 600; fire precautions;
Summer, 1991	administration corridor and front stairs (to first floor) carpeted
August, 1991	window installed in chemistry preparation room; new shelving fitted
Summer, 1994	major improvements in 'student restaurant'; breakfast service introduced by Caterskill
1995	housecraft room refitted as classroom; 601 and 607 conjoined to house new language laboratory
Summer, 1996	twilight zone made way for technician room
Aug/Oct, 1997	612 and 613 knocked together (Economics) / 614 and 615 knocked together (History & G & P)
Summer, 1997	Duplex Portakabin (2 rooms) installed adjacent to H1/H2
August, 1998	0.3 linked to outer office; 604 and 603 reinstated - briefly; 603 knock through into 602 (German); 604, office; 605, still in tact (Français); 2nd Duplex Portakabin (3 rooms) installed adjacent to 1st
Summer, 1999	library seriously re-vamped; twilight zone re-created; 5 class-room block installed on top courts

Appendix U

Timetables

September, 1957, 7 × 40-minute periods per day (4 morning, 3 afternoon), Monday to Friday

September, 1958-1973, 7 × 40-minute periods per day (4 morning, 3 afternoon), operating on a six-day cycle

September, 1974, 1975, 1976, 7 × 40-minute periods per day (4 morning, 3 afternoon), Monday to Friday

September, 1977-1993, periods of 90 minutes in the morning and 60 minutes in the afternoon - approximately

Year	Monday	Tuesday	Wednesday	Thursday	Friday
1977, 1978	- 1 - CS - 3 - 2 -	- 2 - 1 - 4 - 3 -	- 4 - 3 - Activities -	- 3 - 4 - 2 - 1 -	- CS - 2 - 1 - 4 -
1979, 1980	- P - CS - R - Q -	- Q - P - S - R -	- S - R - Activities -	- R - S - Q - P -	- CS - Q - P - S -
1981 - 1984	- P - Q - R - S -	- Q - R - T - P -	- R - S - P - T -	- S - T - Q - R -	- T - P - S - Q -
1985 - 1993	- P - Q - R - S -	- Q - R - S - T -	- R - S - T - P -	- S - T - P - Q -	- T - P - Q - R -

In 1989, and presumably for some years earlier and possibly after as well, Tutor Group ran for ten minutes at the beginning of the morning and five minutes at the beginning of the afternoon, with voluntary assembly on Friday mornings. Morning break was taken from 10.40 to 11.00 am and lunch break from 12.30 to 1.45 pm except on Wednesdays, when lunch was taken from 12.30 to 1.10 pm.

In years 1994 - 1996, two time-tables ran concurrently, one for A-level and the other for GCSE. No attempt has been made to indicate the lengths of the periods which were variously 95, 90, 85, 80, 75, 60, 55, 50 and 45 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday
A-level				
- Q - T - P - S - R -	- P - T - R - Q -	- T - S - P -	- S - R - Q - T -	- R - Q - P - S -
GCSE-level				
- K - N - J - M - L -	- W - J - N - L - K -	- N - M - W - J -	- M - W - L - K - N -	- L - J - K - W - M -

In years 1997 - 1999, there were four classes per day, with periods of 90 minutes in the mornings and 60 minutes in the afternoons. Break was taken from 10.30 to 10.50 am and lunch from 12.30 to 2.00 pm (12.40 to 2.00 pm on a Monday). Tutor Group occurred at 10.50 am for 10 minutes (20 minutes on a Monday).

Year	Monday	Tuesday	Wednesday	Thursday	Friday
1997 - 1999	- Q - P - S - R -	- P - T - R - Q -	- T - S - P - P -	- S - R - Q - T -	- R - Q - T - S -

Appendix V

From The Rt. Hon. Kenneth Clarke, QC, MP

HOUSE OF COMMONS

LONDON SW1A 0AA

21ST June, 1999

Dear Dr Robinson,

Thank you very much for your recent letters asking me for my help in your writing of the history of Bilborough College. I am afraid that my recollection of these events is getting rather hazy, eight years later, and I do not have the time to look up any papers or do any research on the subject.

I can remember that I had discussions with officials about whether or not to include sixth form colleges in the arrangements. My recollection is that I personally always wanted to include sixth form colleges, and I cannot recall whether there was any hesitation about it. Some officials were very fearful about the likely reaction of the local authorities and it may have been that either the officials or some colleagues in the Government wanted me to tone down the proposal and leave more inside local authority control. I must say that I cannot recall that I ever saw any point in that and there was a great deal to be said for dealing with what were then described as further education colleges and sixth form colleges on a similar footing, as they were essentially addressing the education and training needs of the same age group. I was Secretary of State and obviously it was me (*sic*) who took the decision to include sixth form colleges in the change.

I cannot imagine why the President of the Board of Trade made a statement, if your recollection is correct. It may be that you first saw it reported when he made a reference to it. The policy of setting up the Further Education Funding Council, based on the White Paper to which you refer, was the responsibility of me and my Department of Education and Science.

I hope this is helpful.

Yours sincerely,

Appendix W

Dramatic Productions 1957-2000

Year	First Term	Second / Third Term
1957-58		Home is the Hunted - R F Delderfield excerpt from A Midsummer Night's Dream - Shakespeare The Crimson Coconut - I Hay
1958-9		Lady Precious Stream - S J Hsiung Honest Folk - F Austin Hyde Oh, I do like to be beside the Seaside - Bayliss & Sharpe Hiss the Villain - adapted by Taylor and Cossons
1959-60		Toad of Toad Hall - Kenneth Grahame/A A Milne She Stoops to Conquer - Oliver Goldsmith
1960-1	Romeo and Juliet - Shakespeare	The Pirates of Penzance - Gilbert and Sullivan The Man in the Bowler Hat - A A Milne This is Everytown
1961-2	Dido and Æneas - Henry Purcell Trial by Jury - Gilbert and Sullivan	Arms and the Man - G B Shaw
1962-3	The Dumb Waiter - Harold Pinter Barnstable - James Saunders A Resounding Tinkle - N F Simpson	[The Long Sunset - R C Sheriff]
1963-4		The Mikado - Gilbert and Sullivan Everyman, Androcles and the Lion
1964-5	The Rivals - R B Sheridan	Merchant of Venice - Shakespeare
1965-6	Skin of Our Teeth	Tobias and the Angel - J Bridie
1966-7	You Never Can Tell - G B Shaw	Insect Play
1967-8	Macbeth - Shakespeare	Imaginary Invalid - Molière
1968-9	Noye's Fludde - Britten	Thieves Carnival - Anouilh
1969-70	Peer Gynt	Gammer Gurtons Needle
1970-1	Under Milk Wood - Dylan Thomas	A Point of View The Thwarting of Baron Bolligrew
1971-2	The Crucible - Arthur Miller	A Man Dies - had there been no power cuts Oh What a Lovely War
1972-3	The Caucasian Chalk Circle - Bertold Brecht	The Shoemaker's Holiday - Thomas Dakker
1973-4		Puss in Boots; All the King's Men Hay Fever - Noel Coward
1974-5	The Little Sweep - Britten Trial by Jury - Gilbert and Sullivan	
1975-6		Orpheus in the Underworld - Offenbach The Critic - Sheridan; Play - Beckett
1976-7	The Tempest - Shakespeare	The Pirates of Penzance - Gilbert and Sullivan
1977-8	Man For All Seasons - Robert Bolt	
1978-9	Harlequinade - Terence Rattigan	The Mikado - Gilbert and Sullivan
1979-80	The Importance of Being Earnest - Wilde	Salad Days - Reynolds and Slade
1980-1		The Edwardians

1981-2	Blithe Spirit - Noel Coward	West Side Story - Sondheim and Bernstein
1982-3	Our Town - Thornton Wilder	Spring and Things, Music and Dance
1983-4		Bleak House - Dickens [adapted]
1984-5	The Little Sweep - Britten Trial by Jury - Gilbert and Sullivan	The Playboy of the Western World - J M Synge Tartuffe - by a visiting French Group
1985-6		Lysistrata - Aristophanes
1986-7		The Rape of the Lock - Alexander Pope L'Alouette - by a visiting French Group
1987-8	The Sea - Bond	Springboard
1988-9		Grease
1989-90	The Seagull - Anton Chekhov	Hair
1990-1	Measure for Measure - Shakespeare	Northern Passage - C J Brierley
1991-2	Our Christmas Carol - adapted from Charles Dickens	Voices from the Labyrinth - C J Brierley
1992-3		Romeo and Juliet - Shakespeare
1993-4	Macbeth - Shakespeare Motivus - C J Brierley	The Cherry Orchard - Chekov
1994-5	Our Country's Good - Timberlake Wertenbaker	A Comedy of Errors - Shakespeare
1995-6		Oedipus Rex based on Oedipus Rex by Sophocles
1996-7		The Nose - Gogol
1997-8	Re-working of The Eve of St Agnes - John Keats Where is the Child based on the Christmas story	The Bacchae - Euripedes
1998-9		West Side Story - Sondheim and Bernstein
1999-00		

[Assistance to fill the spaces would be appreciated. Ed]

Appendix X Aux Armes, Étudiants

Have you been told that University is a lot different from school and that a lot of adjustment will be required both in intellectual and personal terms? Well it is not.

We have the same problems in university as you face in School - the problem of paternalist regulations of various details of personal and intellectual life, the problem of an examination system which is no more than a structure to meet the needs of a class society, the problem of exclusion from the decision making machinery which attempts to regulate students' lives. At University, however, a pretence is maintained that 'enquiring minds' are free to ask relevant questions of problems, with the important proviso that the answers must be acceptable. At school it is not normal procedure for students to ask questions about arguments from authority and inertia, but university dissent to a greater or lesser extent revolves around unacceptable answers to relevant questions concerning the aims of education, and the organisation of the structure to promote these. Apart from the fact that our headmaster is termed 'vice chancellor', and our prefects are called wardens, security guards and porters, that we are 'sent down' and not expelled, that we have our pockets not our arses caned, the questions raised in university dissent are as relevant to schools and colleges as they are to university structures.

There are over ten million students in this country, there are too many of us to close down every protesting university, to cane every independent minded student at school, to gag every dissident voice. If YOU are interested in the abolition of corporal punishment in schools, the abolition of exams, prefects, compulsory religious education and assemblies, school uniform, tyrannical headmasters, school rules and the whole apparatus of educational control, then come along to the university next MONDAY JUNE 30 at 7.30 pm to room B7 in the Portland Building and help form a Schools Action Group in your school. We will offer you very subversive aid we can, we can organise together, to break down both the existing school structure and university structure and social structure.

THE CLASS STRUGGLE BEGINS IN THE CLASS ROOM

Appendix Y

Headmasters / Principals

	Service
Dr. H.J.Peake	57/9 - 8/65 d. 4/1998
Mr. J.I.Williams	65/9 - 1/73 d. ~1976
Mr. E.W.Bristow	73/2 - 8/75
Mr. C.G.Martin	75/9 - 8/87
Mr. P.A.Stay	87/9 - 8/88
Mr. G.H.Brown	88/9 - 4/96
Mr. M.J.Slattery	96/5 - present

Teaching Staff

	Service
Betts, Ruth - French	57/9 - 8/88
Bristow, Bill - Physics (Annesley)	57/9 - 8/75
Butler, Pat - French	57/9 - 8/66
Davenport, Miss L.A.B. - Geography	57/9 - 8/58
Downing, Roy - History (Rufford)	57/9 - 12/87
Goodwin, Mrs P. - Domestic Science	57/9 - 8/58
Kirton, Norman - TD/Metalwork	57/9 - 8/84
Lynch, Eileen B. - English	57/9 - 8/61
Pennell, G.A. - Biology	57/9 - 2/60
Protherough, Robert - English (Clumber)	57/9 - 8/66
Rains, Colin - PE	57/9 - 8/61
Rattray, Gill - PE	57/9 - 8/63
Redding, Sid - Mathematics	57/9 - 8/86 d. 1996
Rowat, D.K. - Art (Welbeck)	57/9 - 8/61
Sanday, Alan - Chemistry	57/9 - 8/64
Sherman, S. - Mathematics	57/9 - 8/58
Thompson, Adrienne - French	57/9 - 8/69
Williams, Ivor - Classics	57/9 - 8/73
Bartlett, Ian - Music	58/7 - 8/62
Bramley (née Daibell), Jenny - Domestic Science	58/9 - 8/63
Carlson, Brian - Geography	58/9 - 8/64
Dix, Miss M.J. - Geography	58/9 - 8/61
Fergie, Miss M.A.M. - History	58/9 - 8/61

Gilliver, Arthur - Modern Languages	58/9 - 8/62 d. 2/2000
Houghton, Miss A.G. - Mathematics	58/9 - 8/61
Lowe, John - English	58/9 - 8/61
McFarlane, Margaret - Mathematics	58/9 - 8/64
Slatter, Robert - Biology	58/9 - 8/63
Double, R.K. - Mathematics	59/1 - 8/59
Dowell, Derek - Chemistry	59/4 - 8/62
Cherry, Jean - History	59/9 - 8/65
Hopewell, Miss M.A. - Domestic Science	59/9 - 8/60
Newcombe, Terry - French	59/9 - 8/67 d.
Pick, John - English	59/9 - 8/61
Tebbutt, Maurice - Physics	59/9 - 8/64
Wibberley, Ian - Mathematics	59/9 - 8/63
Cholerton, Barrie - Biology	60/1 - 8/69
Burton (née Wallace), Pat - English	60/9 - 8/66
Dag, Miss A.J. - Housecraft	60/9 - 8/61
Louden, Lois - Mathematics	60/9 - 8/64
Renwick, Howard - PE	60/9 - 8/62
Roberts, Bill - Geography	60/9 - 8/63
Robinson, Peter - PE	60/9 - 8/67
Sullivan (née Loach), Deana - French	60/9 - 3/70
Watson, P.A. - Chemistry / Physics	60/9 - 8/62
Clark, Mike - History	61/9 - 8/65
Cowlishaw, Peter - Physics	61/9 - 8/64
Cox, Barrie - English	61/9 - 8/63
Henry (née Rose), Glenys - Domestic Science	61/9 - 8/64
Jacob, Cyril - English	61/9 - 8/91
Lee, Ann - Mathematics	61/9 - 8/66
Manners, Norman - Art	61/9 - 8/66
Robshaw, Carl - English	61/9 - 8/67
Singleton, David - Geography	61/9 - 8/71 d.
Crompton, John - English	62/9 - 8/64
Ewan, John - Religious Instruction	62/9 - 8/66
Green, Derek - German / Russian	62/9 - 8/67
Hay, David - Biology	62/9 - 8/66
Henry, George - Chemistry	62/9 - 8/64

Pickering, Barbara - Mathematics	62/9 - 8/63
Pither, Anthony - Music	62/9 - 8/67
Robinson, Michael - Chemistry	62/9 - 8/97
Rogers, Peter - PE / History / Geography	62/9 - 8/64
Frodsham, Audrey - Chemistry / Biology	63/9 - 8/65
Hay (née Dilley), Jane - PE	63/9 - 8/66
Lezmore, Valerie - Biology	63/9 - 8/66
McDonald, Elizabeth - Geography	63/9 - 8/64
Myles, Patricia - Housecraft	63/9 - 8/64
Scott, Valerie - Modern Languages	63/9 - 8/67
Skedge, Juliet - English	63/9 - 8/69
Sullivan, Jim - Mathematics	63/9 - 8/70
Traill, Elizabeth - Geography	63/9 - 8/65
Vaughan, Anne - Mathematics	63/9 - 8/69
Boucher, Keith - Geography	64/9 - 8/68
Bristow, Margaret - Chemistry	64/9 - 8/65
Conway, Gillian - Mathematics	64/9 - 8/68
Gavin, Pam- Geography	64/9 - 8/66
Hill, Jane - English	64/9 - 8/65
Ivas, Ellen - Russian Assistant	64/2 - 8/74 ?
Moreton, Michael - Chemistry / Physics	64/9 - 8/66
Pearson, Sonia - Domestic Science	64/9 - 8/66
Settle, Roy - Physics	64/9 - 8/67
Stacey, Barrie - History	64/9 - 8/65
Towndrow (née Gill), Celia - Domestic Science	64/9 - 8/79
White, Susan - Mathematics	64/9 - 4/66
Wombwell, Philip - Chemistry	64/9 - 8/69
Yarnell, Rod - Physics	64/9 - 8/96
Atkinson, Judith - English	65/9 - 8/69
Berry, Annette - PE	65/9 - 8/66
Davie, John - English	65/9 - 8/71
England, Marion - History	65/9 - 8/97
Gotheridge (née Denne),Margaret - Chemistry	65/9 - 8/79
Sillitoe, John - Chemistry / Biology	65/9 - 8/66
Watts (née Collins), Ruth - History	65/9 - 8/67
Whitfield, John - Geography	65/9 - 8/70

Beilby, Joyce - Home Economics	66/2 - 8/86
Cornhill, David - Mathematics	66/4 - 8/70
Davie (née Lunn), Jennifer - Geography	66/9 - 8/69
Day, David - Religious Instruction / Latin	66/9 - 8/73
Gammans, Joan - Art	66/9 - 8/70
Gingell, David - Biology	66/9 - 8/70
Hale, David - English	66/9 - 8/75
Jarvie, Jane - Biology	66/9 - 8/68
Lowe, John - Physics / Mathematics	66/9 - 8/70
Robinson (née Talbot), Judith - French	66/9 - 8/68
Sherratt, Pamela - Biology	66/9 - 8/67
Statham, Annette - PE	66/9 - 8/67
Stone, Charles - Art	66/9 - 8/74
Stratford, Trevor - English	66/9 - 8/70
Sturman, Andy - Mathematics	66/9 - 8/70
Whitaker, Michael - Russian	66/9 - 8/70
Allsop, Cynthia - French	67/9 - 8/76
Bland, David - Biology	67/9 - 12/90
Heath, Ann Wyn - PE	67/9 - 8/73
Hill, John - PE	67/9 - 8/68
Jones, Colin - Music	67/9 - 8/71
Nicklin, Hugh - History	67/9 - 8/74
Nilsen, Morgan - German	67/9 - 8/80
Quinn, Brian - French	67/9 - 8/68
Robinson, Edwina - Physics/Mathematics	67/9 - 8/69
Smith, Linda - French	67/9 - 8/74
C. K.R. (KRC) - Mathematics	68/9 - 8/69
Clarke, Sandra - Geography	68/9 - 8/71
Hutchinson, Peter - PE	68/9 - 8/73, d. 8/2000
Brailsford, Julia - Chemistry	69/73+79/present
Kendrick, Ruth - English	69/9 - 8/91
Kendrick, John - French	69/9 - 8/94
Leggott, Brian - Mathematics	69/9 - 8/71
May, Rosalynd - Mathematics	69/9 - 8/71
Patterson, Carol - Mathematics	69/9 - 8/71
Saunders, Mick - English	69/9 - 8/72

Sutton, Peter - Biology	69/9 - 8/72
Watling, Jenny - English / RI	69/9 - 8/72
Aveyard, Rosemary - Biology	70/9 - 8/71
Binding, Brian - English	70/9 - 8/73
Boyden, Brenda - Music / Art	70/9 - 8/72
Broadbent, Alan - Mathematics	70/9 - 8/73
Higginbottom, Mike - English	70/9 - 8/73
Littlewood, David - Physics	70/9 - 8/81
McCartney, Anne - Mathematics	70/9 - 8/71
Payne (née Donaldson), Pat - Home Economics	70/9 - 8/72
Richards, Alan - Russian	70/9 - 8/90
Sharrod, Bill - Geography	70/9 - 8/74
Stott, Anne - History	70/9 - 8/71
Archer, Gillian - English	71/9 - present
Baylis, Michael - Mathematics	71/9 - 8/74
Bhambra, Gurdip - Mathematics	71/9 - present
Bowen, Margaret - Biology	71/9 - 8/74
Houghton, Mike - Physics / Mathematics	71/9 - 8/72
Kerslake, Gwyneth - Geography	71/9 - 8/72
Mahoney, Dennis - Mathematics	71/9 - 8/73
McNaughton, Bill - Geography	71/9 - present
Parker, Ann - Home Economics	71/9 - 8/72
Simpson, Cherrie - PE	71/9 - 8/75
Street, Christine - Music	71/9 - 8/72
Whitaker, John - Mathematics	71/9 - 8/74
Berdinner, Liz - English / RI	72/9 - 8/75
Burnham, Andrew - Music	72/9 - 8/74
Chillman (née Bamford), Jenny - Mathematics	72/9 - 8/79
Dossetter, Bob - Biology	72/9 - present
Fletcher, Lorraine - History	72/9 - 8/73
Jackson, Toby - Art	72/9 - 8/85
Jennett, Sarah - English	72/9 - 8/74
Newman, Sue - Geography	72/9 - 8/74
Twaite, Alan - Physics	72/9 - 8/77
Williams, Audrey - Home Economics	72/9 - 8/73
Charnock, John - History	73/9 - 8/74

Ford, Martyn - English	73/9 - 8/76
Greig, Margaret - PE	73/9 - 8/74
Head, Peter - Religious Instruction	73/9 - 8/79
Howe, Joyce - History	73/9 - 8/74
Owen, Chris - PE	73/9 - 8/75
Southgate, Martin - Mathematics	73/9 - 8/94
Thomson, Christine - Chemistry	73/9 - 8/74
Williams, Michael - English	73/9 - 8/76
Barrass, Anne - Biology / Chemistry	74/9 - 8/76
Coombs, George - History	74/9 - 8/00
Day, Maureen - Geography	74/9 - 8/76
Ford, Peter - Economics	74/9 - present
Glass, Gillian - French	74/9 - 8/75
Goodchild, Tony - Music	74/9 - 12/88
Hind (née Miller?), Susan - Geography	74/9 - 8/77
Knowles, Francis - Mathematics	74/9 - 8/81
Stanley, Christine - PE	74/9 - 8/75
Anderson, Caroline - Chemistry / Biology	75/9 - 8/76
Delstanche, Vic - PE	75/9 - 8/96
Elias, Gill - English	75/9 - 8/80
Fitch, Mary - PE / Human Biology	75/9 - 8/77
Hill, Peter - Economics	75/9 - 8/82
Mellows, Tim - Chemistry / Biology	75/9 - 8/77
Grum (née Bush), Rosalind - Geography / Geology	76/9 - 8/80
Offord, Martyn - English	76/9 - present
Walters, Pauline - Art	76/9 - 8/91
Watkinson, Margaret - Music / RE	76/9 - 8/94
Lowe, Jeff - Physics / Mathematics	77/9 - present
Stone, L - Geography / Recreational Activities	77/9 - 8/78
Dearing, Rick - Geography	78/9 - 8/84
Hallett, Caroline - Biology	78/9 - 8/87
Karpinska, Ewa - Foundation Mathematics	78/9 - 8/81
Phillips, Susanne - English	78/9 - present
Staples, Sidney - Economics	78/9 - 8/79
Callaway, David - Mathematics	79/9 - present
Dickin, Russell - Craft / Foundation	79/9 - present

Fletcher, Pam - Mathematics	79/9 - present
Jones, Hilary - Typing & Shorthand	79/9 - present
Little, Janet - Social Studies / RE / English	79/9 - 8/83
Love, Ian - Chemistry / Mathematics	79/9 - 8/81
Moncrieff, Catherine - Economics / History	79/9 - 8/83
Mountford, Dorothy - English	79/9 - present
Stay, Peter - Foundation / German	79/9 - 8/94
Tribble, Anne - Needlework	79/9 - 8/95
Garnett, Alison - Geology	80/9 - 8/81
Sandell (née Bower), Yvonne - English / Music	80/9 - 8/83
Tuck, Margaret - Mathematics	80/9 - 3/96
Edwards, Susan - Economics / Mathematics	81/9 - 8/82
Elms, Shirley - Geology	81/9 - 8/89
Jenner, Peter - Physics / Chemistry	81/9 - 8/82
Jones, Peter - Mathematics	81/9 - present
Lowe (née Loom), Karen - Religious Studies	81/9 - present
Martin, David - Computer Studies	81/9 - 8/98
Saunders, Roy - Physics	81/9 - 4/84
Stevens, Roger - Physics / Chemistry	81/9 - 8/96
Toombs, Ann - Mathematics	81/9 - 8/85
Clancy, Chris - Economics	82/9 - 8/85
Leatherland, Jim - Economics	82/9 - present
Sleigh, Kath - Mathematics	82/9 - present
Butterworth, Sue - English	83/9 - 8/88
Jones, Lynn - Economics	83/9 - 8/87
Millard, Elaine - English	83/9 - 8/89
Thompson, Hazel - Foundation / Art / Music	83/9 - 8/88
Orchard, Keith - Physics	84/4 - present
Binns, Gareth - Geography	84/9 - 8/89
Hallam, Ann - Typing	84/9 - 8/92
Brierley, Chris - Art / Art History	85/9 - present
Gwyther, Rod - Photography	85/9 - 8/86
Marriott, Terry - Accounts	85/9 - 8/86
Vincent, Lisa - German	85/9 - 8/87
Evans, Bob - Art / Photography	86/9 - 8/91
Harvey, Steve - Economics	86/9 - 8/87

Tansey, Ruth - Home Economics	86/9 - 8/91
Calder, Geoff - Accounts	87/9 - 8/89
Chirgwin, Peter - Accounts / Economics	87/9 - 8/98
Dragun, Ann - Art	87/9 - 8/88
Harmes, Jim - Geography	87/9 - present
Keithlow, Sandra - German / Spanish	87/9 - 8/98
Kingston, Judy - Biology / Psychology	87/9 - present
Scanlon, Jan - Mathematics	87/9 - present
Thorpe, Isabel - Religious Studies	87/9 - 8/89
Ellis, Diane - Mathematics	88/9 - present
Gore, David - English / Communication Studies	88/9 - present
Scott, Don - History / G & P	88/9 - present
Standing, Ann - Art	88/9 - 8/89
Watson, Martin - German / French	88/9 - 8/90
Cowx, David - Economics	89/9 - present
Downing, Pat - Economics / Accounts	89/9 - 8/93
England, Sue - English	89/9 - 8/90
Farmer (née Barrett), Rachel - Russian	89/9 - 8/91
Hallmark, Michael - Art	89/9 - present
Lane, P - PE / Games	89/9 - 8/90
Slosarski, Andrew - Geography	89/9 - 5/00
Yamin, G - History	89/9 - 8/90
Clark, Ann - English	90/9 - present
Dunnett, Noreen - English / Communication Studies	90/9 - present
Graham, Sheri - German / French	90/9 - 4/93
Morton, Eleanor - Art	90/9 - 8/91
Waby, Diane - PE / Games	90/9 - 8/91
Dickin (née King), Linda - HE / Sociology	91/9 - present
Dunne, Josephine - Biology	91/9 - 12/95
King, Rachel - Art	91/9 - 8/92
Ogden, Julia - English / Communication Studies	91/9 - 8/97
Pryor, Andrew - Photography / Art	91/9 - present
Sulley, Diane - PE	91/9 - present
Fletcher, Diane - French / German	93/4 - present
Din, Kalid - Business Studies	94/9 - 8/95
Lewis, Patricia - Modern Languages	94/9 - 8/98

Parkin, Josephine - Biology	94/9 - 8/95
Suckling, Ian - Accounts / Business Studies	94/9 - 12/96
Colley, Rob - Music	95/1 - 8/98
Shaw, Derek - PE	95/9 - 5/96
Thomson, Cheryl - Biology	95/9 - present
Smith, Elizabeth - Biology	96/1 - 5/96
Reed, Neil - Director/Finance, Business Development	96/7 - 2/98
Gaffney, Matthew - PE	96/9 - present
Lardi, Alison - Biology	96/9 - present
Perkis, Craig - Business Studies / Economics	97/1 - present
Eyre, Mark - English / Communication Studies	97/9 - present
Pope, Jo - Chemistry	97/9 - present
Cooper, Stephen - English	98/9 - present
Sharma, Rajni - Psychology	98/9 - 8/00
Stubbs, Keith - Music	98/9 - 8/99
Worthington, Steve - VP Finance	99/7 - present
Bartrop, Jane - English	99/9 - present
Byrom, Tina - Music	99/9 - present
Roddick, Eleanor - Biology	99/9 - present

Appointments by Year

In the following table are shown the number of new teacher appointments each year, with end of decade totals.

Year	Appointments	End of Decade
1957	18	
1958	10	
1959	8	36
1960	9	
1961	9	
1962	9	
1963	10	
1964	14	
1965	8	
1966	16	
1967	10	
1968	3	

1969	9	97
1970	11	
1971	12	
1972	10	
1973	9	
1974	9	
1975	6	
1976	4	
1977	2	
1978	5	
1979	10	78
1980	3	
1981	9	
1982	3	
1983	4	
1984	3	
1985	4	
1986	3	
1987	8	
1988	5	
1989	8	50
1990	5	
1991	6	
1992	-	
1993	1	
1994	4	
1995	3	
1996	4	
1997	3	
1998	3	
1999	4	33

Auxiliary Staff

Laboratory Technicians		
Chemistry	Biology	Physics
Miss J Swanwick (10/57-)		
Shirley Cook (?9/60-)	Sheila Beeson (5/62-)	Martin Woodland
Rose Ware (1968-10/85)	Rose Lovett (1968-12/84)	Peter Warwick (1968-71) Janet / Mike Graham Morris (6/74-11/83)
Denise Ottewell* (11/85-4/00)	Elizabeth Robinson (1/85-94)	Ken Woodward (11/83-10/90)
Christine Scothern (1997-present)	Jane Taylor (1994-present)	Val Coulter* (4/89-present)

(*Changed roles in restructuring in 1996)

Reprographics / Resources	Caretakers / Site Supervisors
Norman Kirton (Metalwork, etc 1957-84)	S Hodges (9/57-7/59)
David Furse (9/82-87)	Harry Beadsworth (7/59-11/73 ret)
Roy Butlin (1987-5/96)	Harry Upton (11/73-10/87 ret)
Steven Tristam (1996-97)	Dave Eastwood (11/87-10/88) Alan Ward (11/88-6/98 => assistant) Matthew Ward (6/98-present; assistant from 1987)

Librarians	Computer Technicians	Cooks
John Pick (English, 1959-61)		
Cyril Jacob (English, 1961-91)		Mrs Seymour (1/67-)
Jean Gregory (9/73-8/90)	(Roy Butlin)	Bella Wilson (1978?-)
Dianne Purdy (née Baldwin, 9/90-6/00)	Patrick Watters (1996-98)	Caterskill
Assistant Librarians	Ian Gilbert (1998-present)	
Norma Howitt (1986-91) Margaret Sendall (1991-96) Sonja Bredgaard (1997-99) Margaret Kight (1997-present)		

Secretaries	Language Assistants	Peripatetics
Mrs L Bowmer (9/57-)	Herr W Denzel (1961)	Gretl Schmid (1958?-1980)
Miss J A Harwood	Mlle C Gonnet (1961)	Vladim Kmoch (1962-67)
Jenny Walker (née Lowe) (5/61-67?)	Frl M L Grzegorzewski (1962)	Mr Mallinson (1962-76)
Miss M Crampin (1962-)	Mdm Helen Deleuze (1963)	Mr Farnsworth (1973-)
Sheila Wylie	Frl U Hess (1963)	L Fraser (1975-80)
Patsy Smith	Mdm Genavieve Bouloc (1964)	Bill Ducker (1976-77)
Gwen Cresswell (née Midgelow) (12/66-)	Herr Willi Theis (1964)	Miss Chandler (1977-85)
Diane Flint	Herr Hans Posset (1965)	A Glazebrook (1980-89)
Audrey Whiteley (1/74-3/86)	Mlle Annie Cransac (1965)	D Hodgson (1980-82)
Mrs Woodcock (1975-)	Frl Brigit Hilger (1966)	M L Lavelle (1980-82)
Mrs Payne (am 1976-81)	Mlle Clair Vial (1966)	Mrs Little (1980-82)
Mrs Bruce (pm 1976-79)	Chantal Mabit (1969)	M Nabarro (1980-82)
Mrs Pounder (pm 1979-84)	?Claude Grimaldi (1970)	Mrs I Dodson (1982-84)
Freda Burton (12/80-97, and finance)	Myriam ? (from N Africa) (1971)	D Hinson (1982-97)
Suzanne Bennett (1996-98)	Anne-Marie Moreau (1972)	Miss J A Towl (1984-85)

Assistants(Clerical <i>et al</i>)	Frl Monning (1973)	Mrs J A Hall (1985-89)
Brenda West (1984-96)	Mlle Martine Ronssin (1973)	Mrs Shutler (1985-89)
Carol Hitchcock (1988-present)	Mlle Garrigou p/t (1974)	Miss H Matheson (1989-)
Elizabeth Cooper (1989-97)	Mlle Sauze (1974)	Ms C Beedle (1996-)
Gill Crabtree (pre1995-99)	Herr Streng (1974)	S Lloyd (1996-97)
Jayne White (-1999)	Mlle Michelle Nevers (1975)	Ms J Fraser-Burton (1996-97)
Nadine Arboine (1998-present)	NCC withdrew (?1976-91)	Kelvin Edge (1997-)
Jo Clarke	Evelyne Bornier (1991-2/92)	Chris Smellie (1997-)
Margaret Moore (1997-98)	Caroline Laborde (2/92-6/92)	
Glennis Thompson (1998-)	Isabelle d'Angély (1992)	
Peter Morley (finance) Pamela Palmer Mat Kay (-1999) Lynn Chambers (1999-present) Andrea Sharpe (1999-present) Stephen Last (1999-present)		

Appendix Z

Biographies

D K (Ken) Rowat (Art, 1957-61)

I left Bilborough to take up the post of County Art Adviser to the Derbyshire LEA; following that I spent three years lecturing at Mansfield College of Art (life drawing and complementary studies); five years at Leeds College of Art and six years at Leeds Polytechnic (now Leeds Metropolitan University). I retired early and for fifteen years reviewed art exhibitions for the Guardian newspaper and wrote occasional book reviews for The Lecturer.

[Ken submitted the above in January, 1999; sadly he died on 9th June, 1999. Ken was born in Bristol in May, 1920, and on leaving school trained and worked as a draughtsman with the Bristol Aeroplane Company for 11 years. He studied at the West of England College of Art and taught in Portsmouth for five years before moving to Bilborough. Ed]

Arthur Gilliver (Modern Languages, 1958-62)

In 1962, I went to be head of Modern Languages at Bede Hall Grammar/Technical School in Billingham, County Durham and in 1966 I went to the Army's Higher Education Centre in Germany as a Lecturer in Modern Languages to the army (BAOR). Although my original contract was for only 3 years, I managed to prolong this to 21 years and 2 terms and retired in Summer, 1987, to Folkestone, where I still live with my wife Molly. Our two sons, John, born in Nottingham in 1960, and Peter, born in Middlesbrough in 1964, both have good jobs. John is a Research Scientist working for GEC/Marconi in Chelmsford and Peter is one of the editors of the OED, living and working in Oxford (he has, I'm pleased to say, a Cambridge degree).

[Arthur died in February, 2000]

Ian Bartlett (Music, 1958-62)

After Bilborough, where he taught music from 1958-62, Ian Bartlett took up a lectureship at Bretton Hall College of Education, Yorkshire. He returned to school teaching in 1965 when he became Director of Music at Banbury Grammar School (soon to become Banbury (Comprehensive) School), where he also established the North Oxfordshire Junior Music School. At Banbury he was able to put into practice a conviction, the seeds of which were sewn at Bilborough, that opera productions involving close collaboration with other departments such as English, drama, dance, art and technology should be central to the life of a school's music making - for demonstrably social as well as artistic and cultural reasons.

In 1970 he was appointed Senior Lecturer in Music at Goldsmiths College, London. The College's music department has developed into one of the largest and most active university music departments in the country. At various times he was Acting Head of Department and from 1982-86 was Dean of the Faculty of Music in the University of London. He had written widely on music and music education in periodicals including Music and Letters, The Musical Times and Music Teacher, contributed to The New Grove Dictionary of Music and edited works by the eighteenth-century English composer, William Boyce, for the BBC. His scholarly edition of Boyce's serenata Solomon was published by Stainer and Bell in the Musica Britannica series (Vol. 68) in 1996.

After retiring from his full-time post at Goldsmiths in 1989 he has continued to teach part-time there and, from 1995, at Trinity College of Music. Throughout his career he has remained active as singer, choral and orchestral conductor, piano accompanist - and long-distance runner (London Marathon in 1992).

John Pick (English, 1959-61)

After leaving Bilborough, John Pick taught Drama at Cambridge and then was head of Drama at Clifton and St Peter's College, Birmingham. He then was appointed Principal of Dillington College in Somerset. In 1976 he moved to City University, London, where he was the Founding Professor of the Department of Arts Policy and Management. After teaching spells in Hong Kong and the USA, and a six year appointment as Professor of Rhetoric at Gresham College, he retired from the university as Professor Emeritus, in 1990.

Robert Breckles (1958-66)

Born Wollaton 1948. Russell Infants 1953-5, Fernwood Junior School 1955-9, Bilborough GS 1959-66. St Edmund Hall Oxford 1967-70, Hull University Cert Ed 1971-2. Taught history Ashfield Comprehensive School Kirkby 1972-7. Durham University Diploma in Theology 1977-9. Ordained Church of England deacon and priest, Curate at St Mary's Bulwell 1979-84, Vicar of Lady Bay, West Bridgford since 1984. First Green Council candidate in Notts, for Wollaton division, 1981. Nottm University MPhil in history of Ashfield 1993. Married Kate, we have two girls and a boy, and currently share our home also with Robert's father John who became first Chairman of the Bilborough PTA in gratitude for the help of the school in general and of his neighbour Ivor Williams in particular.

Melvyn Hill (1962-1967)

Thirty two years after leaving school, I am now working for the railway and have a wife, two sons and two grand-daughters.

Where they are now

Robert (Bob) Hallam - living in beautiful surroundings in a remote area of Cheshire, England.

Michael (Dick) Dennis - last heard of being thrown out of Communist Russia by the KGB - possibly I'm not supposed to mention this.

John (Joe) Martin - living in Richmond Hill (north of Toronto, Canada), working for multi-national as a computer guy.

David (Johnno) Johnson - living and teaching in Nottingham.

Graham (Lofty) Stocker - living and fishing in Norfolk, England.

John (Mitzi) Morley - living in London, England, practising alternative medicine from an address on Harley Street.

Tim (Wal) Wallace - teaching chemistry at one of the universities in the north of England, Manchester-way I think. [Salford, Ed]

Elaine (Elaine) Golding (née Straw) - living and teaching in Nottingham, England.

Janice Ware (1961-68)

I was Janice Matkin at BGS and went on to the University of Newcastle-upon-Tyne to do a BA and a PGCE. I taught for 24 years in various High Schools, ending in 1997 in Mitcham, SW London. I applied to British Airways in 1974 for their Graduate Training Scheme reaching the final 6 but no further, but was successful in 1997 - tenacity? - and I now work for BA at London Heathrow in Cargo.

Gillian Godbeer (née Hull) (1972-79)

I am just about to return to work at the QMC, where I work in the Immunology Department analysing blood and urine for disorders of the immune system. I am married with two young daughters.

Janet Browne (née Bass) (1972-79)

1983, graduated from Surrey University with BSc (Honours) Psychology; 1985, renal transplant; 1988, married and moved to Redhill; 1991, birth of son, Alexander; currently working part-time at HM Land Registry, Croydon.

Alison T Buttery (1972-79)

The business card which accompanied Alison's letter reads 'ALISON T BUTTERY, BA (HONS), ACIS, LLDip BARRISTER & CHARTERED SECRETARY [Ed]

Kay Eade (née Drury) (1972-79)

After my seven years at Bilborough I started at Boots Pharmaceuticals and worked as a laboratory technician for 16½ years. The business was sold to Knoll Pharmaceuticals in 1994 and I now work in drug safety. Whilst working I have taken an ONC, HNC and a degree in Biological Sciences all as part-time courses.

Simon Fricker (1979-81)

I went on to Manchester University to study Chemistry. Dr Salthouse was my tutor and I helped him present his 'Flash Bang Show' (and prepared the odd compound for him as I was better at it!).

I have worked as a Musical Director in the theatre now for nearly 16 years. I had just finished conducting Blood Brothers in Leicester one night last year and was informed that I had a visitor at the stage door. Tony Goodchild was waiting for me, and with a smile and a shake of the hand he took the opportunity of reminding me that he had always said I should follow a career in Music.

