

## Chapter Five

*The sands run down*

MRS ROBINSON was succeeded by Miss Roberts, a Yorkshirewoman educated at Brighouse Girls' Grammar School and Leeds University, where she took a first-class honours degree in Botany and Zoology. She taught in several Yorkshire grammar schools, spending three years in Natal at a girls' boarding school before returning to Sutton Coldfield and Wilmslow (where she was Deputy Head of a new mixed grammar school) before her Collegiate appointment. She was one of the post-war teachers who widened their experience as much as possible and prepared themselves to rise on the career ladder which was now taking shape. The first scientist Head, she faced the task of keeping the school together in a compact unit as she effected a smooth transition after the quarter century of Mrs Forgan's headship. There is always danger of disintegration when long-established ways are faced with new ideas and objectives. A perfectionist, with a good measure of Yorkshire common sense, and with a close attention to detail, Miss Roberts wisely succeeded in introducing innovation gradually, so that no injurious hiatus was caused.

She introduced a new colour for the school skirts, a special dye called, for convenience, Collegiate blue, and the school blouses were changed to blue from white, the prefects keeping the striped blouses they had worn for some time. A pink version of the summer dress was allowed and the Windsor woollie skirt was phased out. Year discussions were held to provide a forum for pupil ideas and complaints. A course of general lessons, covering five years, was planned: Physiology in the first year, Health and Hygiene in the second, teenage culture in the third, current affairs in the fourth and personal responsibility, including the discussion of sex, in the fifth. Miss Roberts took the first and fifth years of the course. She

got to know by this means every girl in the school on a personal basis.

But Miss Roberts was not allowed much time in which to alter the course of the school. To her fell the task of preparing the school for amalgamation with the Grammar School. She took up her appointment in September 1965, just one month before Anthony Crosland, Secretary of State for Education and Science, issued circular 10/65, which was, in effect, the death sentence to the state grammar schools. The circular required all local authorities to prepare plans for the reorganisation of their secondary schools along comprehensive lines.

The change in educational thinking which led to the so-called "all-in schools" had taken place gradually, though it had been implicit in the 1944 Act. This Act had not stipulated the exact nature of the tripartite system it inaugurated. The provision of "secondary education for all" in Grammar, Technical and Modern schools was first postulated in the Norwood Report of 1943, and almost everywhere the Act had been implemented following that plan. However, by 1944, the denigration of the grammar schools was already the orthodoxy of many educationalists in local administration and in teacher training establishments, and was supported by some teachers in other kinds of secondary school. For some there was a desire for administrative neatness, for some, a distaste for an examination system which they considered favoured memory and application rather than initiative, for others, a residual resentment that the Act left the grammar schools practically unscathed while causing fundamental reorganisation in other types of school. Others felt that the opportunity of grammar school education was not open equally to everyone, as had been the intention. Indeed in the years following 1944 "grammar school education for all" was for a brief period a slogan, until the impossibility of the concept was realised.

Outside the schools, a belief grew up, fostered by journalistic cliché, that somehow Modern schools (Technical schools had not been established in many areas) produced second-class citizens. This ignored the excellent work done by many Modern schools and the successes achieved by many modern-school pupils.

The unease and dissatisfaction came to centre on the process of selection at age eleven and the 11+ became the target of those who wished to change the system. Transfer to Grammar schools had taken place in individual cases at both 13+ and, increasingly, into the sixth forms, but it was felt that suitable courses for all should be



Speech Day, 1966.



Speech Day, 1970. Cllr and Mrs R. Jacobs, Mrs H. Woosnam (Chairman of Governors), Mr R. E. Hodd (District Education Officer), Miss Roberts and Linda Gregory (Head Girl).

provided for under one roof, or at least by one establishment. (In 1973 the school leaving age was raised to sixteen to bring all secondary school provision in line.)

Another development contributed to the pressure to introduce comprehensive education. Although the Modern schools had been seen, in 1944, as blessedly free from the constraints imposed by external examinations, and therefore able to experiment with courses as appropriate, there was a growing demand, as time went on, for some kind of paper qualification in these schools. This was triggered by the change to the G.C.E. in 1950, when the academic demands of a compulsory language and science were removed. Modern schools were ultimately allowed to enter suitable pupils for the G.C.E., and, by 1965, a steady stream of pupils from Modern schools, equipped with the necessary qualifications, was entering the sixth forms of all local Grammar schools in Blackpool.

In 1965 a new examination, the Certificate of Secondary Education, was introduced, catering specifically for Modern school pupils who wished for some certification but found the G.C.E. syllabus and examination uncongenial. This examination had two main differences from G.C.E. Firstly, it examined in width, rather than depth, thus enabling the pursuit of a varied, rather than a more narrowly prescribed syllabus, and, secondly, it did away with the pass/fail concept. Whereas G.C.E.s were recorded only if they reached a pre-determined pass grade (C), in the C.S.E. all the grades were recorded, even the lowest "unclassified", which was lower than fifteen per cent of the marks.

Over time, both G.C.E. and C.S.E. came to be taken by both Grammar and Modern schools, C.S.E. being offered to those Grammar school pupils who found the G.C.E. syllabus in some subjects too demanding, and G.C.E. to those of the Modern schools who had shown academic promise. There was therefore an area of overlap. This led to the inevitable result that some measurement of parity was demanded between the two examinations and the Examination Boards came to the agreement that a Grade 1 at C.S.E. should be equivalent to a Grade C or above at G.C.E. The Grade 1 was not to be considered an equivalent to Grade C, the grade demanded by the universities, but as having reached a standard which was at least a G.C.E. grade C. The universities then started to accept Grade 1 as a matriculation grade, except in the few subjects where the syllabuses were totally different.

Soon after Miss Roberts's arrival, the laborious business of drawing up plans for education in Blackpool along Compre-

hensive lines began, following the 10/65 Directive. Miss Roberts, along with Mr Brooks of the Boys' Grammar School, was on a working party which met with increasing frequency to hammer out alternative schemes and decide which should be implemented.

The necessity of having children of all abilities under one administration meant that comprehensive schools generally were larger than the former secondary schools. Whereas, before, 700 was considered quite large, and the few, like the Manchester Grammar School with 1,000 pupils, exceptionally large, now a thousand was to be quite common and some were to be much larger. If the old Grammar-School education was to be still available in the new schools, some adequate sixth-form provision was essential. Much debate ensued, in Blackpool as elsewhere, as to how the requirements were to be met.

In the Collegiate School, these years were by no means years of decline. Each year still saw some dramatic or musical performance. Two operas, *The Happy Prince* in 1967 and a revival of *Amahl and the Night Visitors* in 1969, with the play *Antigone* in 1968, bore witness to continued activity. Visits, courses, meetings, matches, concerts and examinations proliferated in the school's year. Parties went abroad and to London; groups went walking in the Lake District, and working to the Snows Heights Centre. Social service flourished and expanded. To the party for underprivileged children, given since 1963, was added consideration for the elderly. The Garden Party, re-christened, (because it was no longer held outside), with scientific accuracy, the Summer Fair, brought in record takings for the Charities Fund, and the P.T.A. extended its social activities with a Social Committee and a Social Secretary to plan them. The regular annual careers evenings, established for over twenty years, continued, but with Miss Pilling now as Careers Mistress, much detailed care was given to the recording and directing of girls' aspirations. In timetabling, Languages and Science were fostered, in the belief that, in these areas, lay the development of the future. A new school dog followed Jock and Vicki, and Pat settled down to her academic routine.

The Sixth Form grew steadily in numbers. From the select pre-war band there had been a sharp wartime rise in numbers which had never diminished. Palatine girls had entered the sixth in 1960 and during the second half of the decade transfer from Modern schools increased appreciably. To help to acclimatise aspirants, both from the Collegiate and elsewhere, a pre-sixth-form course was introduced at the end of the summer term.

Also at the end of the summer term, when public examinations were over, a programme of talks for leavers, on subjects ranging from beauty culture to social security, was arranged and members of staff gave their time to address the group in addition to outside speakers. As well as the Careers Day and Sports Day, Form outings took place and House Drama, a Tennis Tournament and House matches were included in the end-of-term festivities. There was much going on.

The school, in fact, went on its way as if it were immortal and as if Miss Roberts could look forward to many years of continuing construction. But, by 1970, building was begun at Highfurlong, amalgamation with the Grammar School had been decreed, and no reprieve was possible. The task of moving the school's belongings, lock, stock, and barrel, was soon upon us. We were too busy to realise fully what was meant by the ending we were enacting. The Blackpool Collegiate School for Girls had known its beginning, and its middle period. This was the end. It was now passing into history, complete with dates, 1925-1971.

There is a mis-placed tendency in the modern world to put absolute faith in structures. Structures are erected with the noblest of motives. The 1902 Act set up state secondary schools to extend the opportunities of secondary education to all areas. The 1944 Act sought to provide secondary education for all children based on selection procedure which was to select by ability rather than by wealth or ambition. The 10/65 circular was intended to do away with the divisiveness of selection and to educate all secondary school children in the same establishment (if not under one roof). We have now the situation of large state comprehensive schools and a flourishing private sector of smaller schools, still following the Grammar-School tradition, thus perpetuating a divisiveness more separating than the tripartite arrangement following the 1944 Act. There are good Comprehensive schools, just as there were good Grammar and Modern schools. But there is no doubt that the private sector received a shot in the arm when Grammar schools were abolished. Elmslie and Queen Mary's flourish. The Collegiate School for Girls, once their rival in sport and their sister in ethos and corporate values, vanished overnight. Schools are still, as ever, made by people. Without people, no structure can succeed, for it is the people who do the work. But no Comprehensive school can provide the same kind of educational ethos as the old Grammar schools, if only because of size. They may provide a different one, good of its kind. But the attitudes and standards of the former

state Grammar schools are gone for good. Some may welcome this, but, equally, some may regret it.

Life in school, as well as out of it, has become increasingly complex since 1925, and the ordered days of "before the war" seem a long way off, as, indeed, they are. *Autre temps, autre moeurs*. But there is no doubt that the Collegiate School had been a growing and vital community for the forty-six years of its life. As we pass by the site of what was once the Blackpool Collegiate School for Girls, we should be less than human not to experience sharp regret that what was such a vigorous and positive concern was denied the continuing development so characteristic of it.

This was no ancient foundation hallowed by history and long tradition, no fruit of nineteenth-century philanthropy or civic endowment, no private venture for a privileged few. It was planted, blossomed, and was uprooted in full bloom, in the twentieth century, entirely a product of that century's advance in the education of girls. It was built on the foundation which was so hardly won and so jealously guarded by the pioneers of the last century. Women of vision and dedication directed its course, women of integrity, emancipated through their own education, instructed and influenced its pupils.

The school offered, as all schools should, identity, security, and opportunity. Many are still grateful to the Collegiate School for teaching them the virtue of sincerity and an awareness of the sanctity of the individual. Many have received from the Collegiate an intellectual stimulus that has enriched their lives. Many have learnt from their Collegiate years how to come to terms with themselves.

Mrs Robinson once wrote:

"*Meliora sequamur*" should be to us more than a motto on a badge. It should shape the lives we lead and the plans on which we build, for it is those plans and lives that bear witness to what the years have taught us in this school and by them we shall be judged.

When the school closed on that July day in 1971, the seagull, in the freedom of flight, soaring in high places and scanning far horizons, flew away. The youngest old girl who knew only the old Collegiate is now in her middle thirties. But many who look with gratitude to the school of their youth allowed a part of them to fly with the seagull, grateful, even as we bear our inadequate witness, for what we were taught within the now-vanished walls.

## Kaleidoscope

THESE are taken from the last issue of the School Magazine in July 1971 and the year of the writer is given. Where necessary, the tense has been altered to the past.

**Summer Fair:** *The day before the Fair all was chaos. A wise form chairman made certain that she had a good supply of crepe paper before the Tuck Shop ran out. The Geography teachers paced up and down the Geography Room watching the caretakers carry away their precious tables. Members of the Science staff were accosted by breathless girls begging for retort stands and clamps. Blackboards appeared in the Entrance Hall with "reserved for form X" written on them. The office laid on a supply of drawing pins and chalk. The three short lessons of that Friday afternoon seemed to last forever. But at last the bell rang and the Hall was filled with girls. Spies were sent out to find out which form was using what colour scheme and whether it was the same as ours. The non-perishable goods were carefully laid out and covered. Instructions were given out for the following day. Everyone went home feeling that her stall was going to make the most money. (Fifth Year.)*

**Music:** *I remember the production of Amahl and the Night Visitors, not for its success, but for the fact that in the opening music, I had to play two consecutive notes of sixteen beats length (on a wind instrument that is no joke) and used to emerge at the interval feeling quite exhausted. (Fifth Year.)*

**Biology Animals:** *Shortly after the toads died I was asked if I would like to look after the stick insects, which I did till I left. Since I started to go into the Biology Laboratory in the dinner hour, the animal collection expanded enormously. In addition to mice, hamsters, gerbils, white rats, guinea pigs and terrapins were acquired. At one time there was even a pair of chipmunks. (Fifth Year.)*

**The School Compared:** *I was sorer than I can say to leave the school in Hong Kong, and no more happy at the prospect of entering the Blackpool Collegiate School for Girls. I must admit that, on looking*

*back, my attitude was somewhat coloured by my extremely limited, and therefore prejudiced, knowledge of "all-girls' schools", which, until that time, had been outside the scope of my experience. It is to the disproof of these prejudices that my school career at the Collegiate led me. I noticed a healthy informal air, which permitted lively contact between staff and school and also between the different age groups of pupils. (Fifth Year.)*

**Nostalgic Prospect:** *Although it may be more fun joining up with the boys' Grammar School in a relatively new building with new prospects, I will always remember the beauty of the apple blossom on the tree outside the first form rooms, the blackbirds singing by the Biology Lab., the magnificent views from the top storey windows and I shall always feel nostalgic towards the Old Collegiate School. (Fourth Year.)*

**The comparative situations:** *As the new school is the main topic of interest at present, I might as well state my views on "the move." I suppose we will be better off in as much as we will have new buildings and modern facilities for cookery, science, languages and so on. But consider the scenery. At the moment we have gardens, trees and bushes all round the school, and Stanley Park is practically on our doorstep. Up at Highfurlong, however, we have flat playing fields and that is about all. We may well appreciate more what we had, when we have to manage without it. But I am sure that most of us will have much more than scenery to occupy ourselves with when the schools merge. Even though we should benefit from the new school, I know that I will be very sad to see the end of the Collegiate School for Girls. (Second Year.)*

**Moral standards:** *Day by day, the school, besides trying to educate me, has at the same time tried to increase my storehouse of experience, and has given me moral standards against which to assess the world around me. (Fourth Year.)*

**Affectionate acceptance:** *The school seems to have been worn by successive generations into the most comfortable, if not the most handsome, shape, and is regarded with an off-hand affection by most of its inhabitants. (Fourth year.)*

**Hopeful determination:** *Materially, for the loss of our school building, we gain a modern, comparatively new school; but for the loss of Collegiate traditions, the remedy is in our own hands. We can create new ones and hope for the success of our school. We can acquire the ability to work with, and by, our gentlemen companions. Although the new school*

can never mean to me what the Collegiate has meant, we go into it wishing it every success in the future. (Fourth Year.)

**Optimistic anticipation:** Gradually everyone will become accustomed to the new routines and better material facilities and the new school will eventually be as useful for those who are now embarking on careers as was the older building. I now look forward to the time when the Collegiate Grammar School will be as well known and loved as the school in Beech Avenue. (Fourth Year.)

### Footsteps

Fingers  
 Touching hand-rails  
 Surrounding empty steps  
 Which echo the clatter  
 And laughter of friends.  
 Footsteps  
 Running past the door  
 Through the passage.  
 Outside on stony slabs  
 Now warped with age  
 Useless papers  
 Blown from the satchels  
 Wrap around railings,  
 As if to say  
 'We don't want to leave.'  
 Rain  
 Like comforting tears  
 Falls on the stones  
 As the very last footstep  
 Dies away  
 (Third Year.)

### Fragment of a Memory

A misty figure floats decisively forward  
 Drifting slowly along deserted corridors  
 Mounting and descending endless steps.  
 The bell sounds in silence, rusted and corroded,  
 Whilst surrounding walls echo monotonous chimes

But the sounds are lost in shrouds of stillness  
 Buried in depths of memories . . .  
 Countless names scrawled illegibly on wood and stone -  
 Names of girls, women, people, inscribed forever.  
 The hopes, fears, even the lives, of so many  
 Written for all the world to see.  
 The garden lies sadly decayed and neglected  
 A jungle of confusion and strangulation  
 Branches - like withered arms - stretch out for help  
 But their cries are drowned out by the mist.  
 The figure continues to search relentlessly,  
 Its own footsteps mingling with thousands of others,  
 Footsteps of success, failure, joy and sorrow,  
 In unison echo as one . . .  
 Outside in the unknowing and uncaring world  
 Stands a mother, clutching the hand of her small child  
 Smiles of recognition and remembrance  
 Cross her face momentarily  
 But they, like the figure, are gone.  
 (Third Year.)

### The Staff 1970-1971



THE COLLEGIATE SCHOOL FOR GIRLS, BLACKPOOL.

MAY

1971



Staff

*Panetta* 67 CLERKENWELL RD  
LONDON, E.C.1

#### Headmistress:

Miss M. Roberts, B.Sc. (Leeds), Hons. Botany and Zoology.

#### Deputy Headmistress:

Miss J. Wilkinson, M.A. (Manchester), Ph.D. (London), Hons. English.

Mrs R. Amine, B.Sc. (London), Special Physics and Mathematics.

Miss K. M. Berryman, B.A. (London), Hons. History, A.K.C.

Mr E. J. Bradshaw, B.A. (Manchester)

Miss A. M. Burns, B.A. (Oxon), Hons. French, A.R.M.C.M.

Mrs C. L. Clarkson, Teaching Certificate, Totley Hall Training College, Sheffield

Mrs I. D. Clayton, B.A. (Wales), Hons. French

Mrs M. J. Davies, B.A. (Cardiff)

Miss S. Doughty, A.T.D., L.G.S.M., L.L.C.M.

Mrs E. Evans, Certificate in Domestic Arts, (Cardiff). Advanced Needlework Certificate

Mr D. K. V. Firman, B.A. (Cantab), Hons. History and Geography  
Mr M. Flavill, Teacher's Certificate, City of Leeds College of Education.

Miss M. D. Gray, B.A. (London), Modern Languages

Mrs E. R. Gillett, Anstey College of Physical Education and London University

Mrs E. M. Gillett, Oxford Delegacy Art Diploma

Miss J. I. Hinchliffe, B.D. (London)

Mrs P. M. Hoggett, Certificate in Domestic Science, Birmingham University.

Mr J. Huggon, B.Sc. (London), Hons. Physics and Mathematics. Diploma of the Mathematical Association. Grad. Inst. P.

Mr J. Johnson, B.Sc. (Leicester) Gen. Hons.

Miss I. Kilburn, B.Sc. Hons. Zoology (Liverpool)

Mrs B. Kirby, B.Sc. (Liverpool)

Mr J. P. Lonergan, B.A. (Dunelm)

Miss M. Mason, B.Sc. (Sheffield), Hons. Mathematics

Mrs G. Moss, L.L.C.M., L.R.A.M., Teacher's Diploma

Miss J. M. Parton, P.T.C. Diploma (Queen Alexandra's College)

Miss B. U. Penny, B.A. (Liverpool), Hons. English

Mrs M. S. Penty, B.A. (Hull), Hons. History

Miss F. Pilling, B.A. (Reading) Hons. Geography

Mrs C. K. Proudfoot, M.A. (Edinburgh), Hons. English.

Mrs D. C. Prutton, B.A. (Oxon), Hons. English

Mrs A. M. Shearer, B.A. (Leeds)

Mrs J. Sheffield, Teacher's Certificate. C.F. Mott College of Education

Mr R. G. Slack, B.A. (London)

Mr J. D. Smith, B.Sc. (London), Hons. Chemistry

Miss J. A. Tattersall, B.Sc. (Reading), Ph.D. (Southampton), Hons. Biology and Geology

Miss J. F. Taylor, B.Sc. (London), Hons. Geography

Miss M. L. Taylor, M.A. (Cantab), Mod and Med. Languages Tripos. French and German

Miss K. Walmsley, B.A. (Manchester), Hons. French

Miss L. Webb, Teacher's Certificate, Homerton College of Education

#### Visiting Music Teachers:

Mrs B. M. Kershaw; Mrs G. Leslie; Mr R. L. Wilkes; Mr W. Warburton

School Secretary: Mrs A. J. Williams

Assistant Secretary: Mrs N. Major

Laboratory Assistant: Mr R. Nicholson

### The Old Girls' Association

BY 1928 the Blackpool Girls' Secondary School felt sufficiently mature to form an Old Girls' Association, with Miss Dunn as President. The transition to the Collegiate School Old Girls' Association, following the change of name in 1933, passed unrecorded. Two years later, the Association suggested amalgamation with the Old Girls of the Dual Secondary School who were now called the members of the Grammar School Old Girls' Association since the Boys' change of name, also in 1933, but the invitation was not accepted.

In 1947, however, the old students' associations of the Collegiate School, the Grammar School for Boys and the Grammar School Old Girls' Association were all loosely affiliated in the umbrella "Old Students' Joint Committee", allowing the three associations to function independently but to have some activities in common, such as an annual reunion.

The Collegiate School Old Girls' Association moulded itself to the changing requirements of the times. Growing from a small to a relatively large body, it modified its rules by constitutional means to suit contemporary demands. It began with six annual functions, relevant to the school of the day - the Annual General Meeting, a meeting on the evening of Speech Day, attendance at the Christmas Party, an evening in February for "Whist and Ping-Pong", attendance at the Singing Competition, and a tennis tournament with the pupils. The School gymnasium was open for one evening a week for badminton under the instruction of a member of staff.

Various innovations were attempted. In 1937, a Dinner was held in the school Dining Room, but it was not a success, and it was left to Mrs Joyce Birtwhistle to revive the idea of an annual dinner during her Presidency in 1960. This first dinner was held at Revill's Hotel, which it rapidly outgrew to become the chief event of the Association's year, usually held on the first or second Thursday in January now at a hotel capable of accommodating over a hundred diners.

The Association was always generous, to the Coronation Year



Second Old Girls' Dinner, 1962. Standing: Muriel Cookson, Olga West, Joyce Birtwhistle (Immediate Past President), Helen Woosnam, Mai Whiteley. Seated: Mrs Robinson, Miss E. M. Taylor (Chief Guest), Maureen Fozard (President) and Joyce Buckley.



Speakers and guests at the Golden Jubilee of the Old Girls' Association, 1978. Standing: Mrs B. Brooks, Linda Blackburn, Joan Wilkinson, Helen Woosnam. Seated: Miss Cottam, Miss Roberts, Betty Halliwell (President), Mrs Forgan and Miss E. M. Taylor.



Collegiate Cot Fund, to charitable causes by annual donation, to school by gifts of money. The Presidents came from all generations of old girls, and certain members of staff always gave their welcome support. All three headmistresses were closely involved in the Association's activities.

The last dinner of the Collegiate School Old Girls' Association was held at the Savoy Hotel on January 15th, 1971. A record attendance gathered to hear Barbara Robotham (Mrs Waite) give a most entertaining talk on her life as a singer on the international concert platform. She represented the many old girls who had made a considerable mark in their chosen spheres. There were also many representative guests. Mrs Forgan and Miss Roberts were there, and Miss Parton and Miss Doughty represented the many old girls who had from time to time joined the staff. From retirement, Miss E. M. Taylor, at school for thirty-one years and Miss Humphries, for thirty-three, represented the staff who had served on the Old Girls' Committee as did Miss Margery Mason and Miss Kathleen Berryman. Mrs Hodd, wife of the Blackpool Chief Education Officer, and Mrs Brooks, wife of the headmaster of the Grammar School, represented the Association's connection with a wider educational world.

The President's toast was not to the Association, but to "the spirit of the Collegiate School, long may it continue" and this spirit was defined as the fostering of the individual, each headmistress deploring the artificial moulding which led to stereotypes. Each had encouraged the development of the girls as themselves, ideally their best selves.

During the final year of the school's existence, the Old Girls' Committee considered carefully what the ending of the school meant to the Association, and to the generations of old girls which it served. Some had seen elsewhere the disappearance of well-established schools with a resultant legacy of a sense of rootlessness, of a feeling of disembodiment, like survivors of a world which had never existed.

To counteract this demoralising effect, the committee decided to shape the Old Girls' Association in such a way as to keep faith with the past while offering scope for the future. The Association was to remain a living organisation. They decided, therefore, to drop the "Old Girls" from the title "to make clear the past and future were meeting in the present." Any girl who attended the Collegiate School for Girls and any girl from the school it was to become would be eligible to become a member of the Collegiate

Association. This was in no way to prejudice any new association which might evolve in the new school. No shackles were placed on future development, nor was the past put in cold storage.

Membership of any "old" association is haphazard. When pupils or students leave school or college, they often become totally absorbed in new activities or leave the district. Interest in the old school or college wanes and resolution to "keep in touch" wavers. With the majority, the links, once so strong and binding, break and are never re-forged. But, with a hard core, the links are maintained, and with some, are strengthened in later life when commitments change. They are, however, few who are totally indifferent to the old school where they completed their education. The sense of loss, and the accompanying nostalgia, occasioned by the demolition of the Collegiate School building bears out the strong sense of connection with the people and surroundings so influential in childhood and youth. Although the majority of former pupils do not belong to the Association, most of them feel reassured to know that it exists.

In 1985, the Association changed again, becoming, along with the Grammar School Old Girls, the Old Girls' Branch of the Blackpool Collegiate Old Students' Association, which consists, in addition, of the Old Boys' Branch, formerly the Blackpool Old Boys' Association, and the Ex-Students' Branch of both boys and girls who left the Collegiate High School (which followed the Collegiate Grammar School), including leavers from the Sixth Form. It had taken fourteen years to effect an amalgamation which the Collegiate Old Girls' Association had thought, in 1971, would take place much sooner.

Any old girl reading this book is eligible to, and welcome to, join the Association and to take part in events planned either by the Association as a whole or by the constituent Old Girls' branch. See the information on page 104.

*Presidents of the Old Girls' Association*

1928	Sylvia Kenney
1929	Hilda Unsworth
1930	Edna Rowe
1931	Marion Worden
1932	Kathleen Marsh
1933	Marion Lord
1934	Hilda Ratledge
1935	Lavinia Burton
1936	Mina Kershaw Elsie Turner
1937	Doreen Smith
1938	Lucie Barratt
1941	Janet Greenwood
1942	Olwyn Mackintosh
1944	Annie Gore
1946	Edith Hey
1948	Gwyneth Price
1950	Dorothy Kay
1952	Mrs. Dorothy Moakes
1953	Celia Todd
1954	Marianne Shuttleworth
1955	Sheila Hollingsworth
1956	Alice Edwards
1957	Susanna Doughty
1958	Mrs. Joyce Buckley
1959	Enid Lonsdale
1960	Mrs. Joyce Birtwhistle
1961	Maureen Fozard
1962	Mrs. Myee Whiteley
1963	Mrs. Helen Woosnam
1964	Mrs. Muriel Cookson
1965	Mrs. Olga Taylor
1966	Mrs. Ruth Bullough
1967	Mrs. Eileen Whitehouse
1968	Mrs. Janet Smith
1969	Mrs. Rita Vickers
1970	Dr. Joan Wilkinson

*Postscript*

THE school duly moved to Highfurlong and joined with what had been the Grammar School for Boys to form, initially, the Blackpool Collegiate Grammar School. Although the amalgamation was the first move in Blackpool's response to Circular 10/65, a comprehensive intake of new pupils (i.e. with no 11+) did not take place until September 1974. In April of that year, local government reorganisation had placed Blackpool and Fylde education under Lancashire County administration, centred on County Hall in Preston.

The 11-16 section of the school was housed in what had been the Grammar School building, occupied since the move from Raikes Parade in 1961. A purpose-built Sixth Form Unit accommodated a complement of 450, which included some 60 or 70 from local Modern Schools. The Sixth Form offered a wide selection of Advanced Level courses and student numbers increased steadily until some 300 were entering each year by the mid seventies. As in the 11 - 16 section, there were, at the beginning, two thirds boys, as the Grammar School had been larger than the Collegiate. The proportion eventually settled to fifty per cent. After Comprehension had been established for a few years two thirds of the Sixth Form Students came from a wide variety of schools other than the Collegiate, but the greatest number from any one school still came from the Collegiate itself.

In 1974, "Grammar" had to be dropped from the name of the school when the selective intake ceased, so the word "Collegiate" took on a new significance. Certainly no longer based on Miss Buss's 1850 school, the name could now be interpreted as referring to a school which had developed from another establishment.

The Collegiate High School continued as one institution until 1988, when the Sixth Form Centre was separated from the Main School. For the Session 1988-1989 teachers continued to be involved in both sections as the Time Table had been made before the Minister published his decision. In 1989 the development of what were the two branches of the Blackpool Collegiate School will take a new turn, the precise nature of which is not known at the

time of going to press.

But, for all those women whose "smiles of recognition and remembrance" are of the original Collegiate, the Blackpool Collegiate School for Girls, a fifth former of 1971 spoke the final word. In the last issue of the School Magazine she wrote:

This school will continue as long as there are any old Collegiate girls left and any teachers from it. It has influenced us all and will only die when we do, and when we cease to remember its pleasures and problems.

So be it.

*Great Eccleston, February 1989*

### ***The Blackpool Collegiate Old Students' Association***

The B.C.O.S.A. holds regular meetings and gatherings and is a valuable means of keeping in touch with old pupils and staff.

Anyone interested in joining the B.C.O.S.A. should contact:

**Mrs Marcia Roper, 23 Ash Drive, Poulton-le -Fylde FY6 8DZ. Tel: 892965.**

or

**Mrs Annette Anderson, 51 Westwood Avenue, Poulton-le-Fylde FY6 7EN. Tel: 894758.**