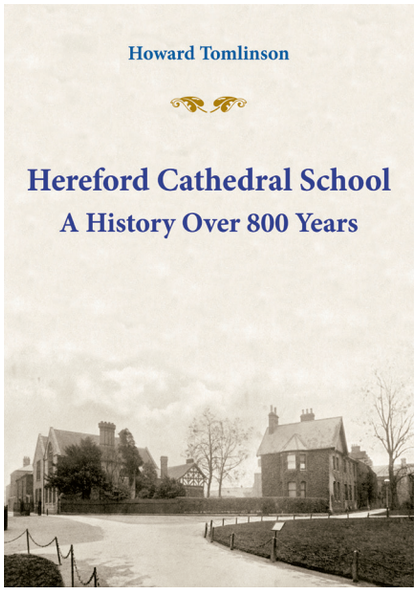
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Howard Tomlinson

Hereford Cathedral School
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Canon Dr Howard Tomlinson was educated at Ashville College, Harrogate, and at the Universities of London and Reading, where he completed his doctorate. As a postgraduate student, he won both the Julian Corbett prize in naval history, awarded by the Institute of Historical Research, and the Royal Historical Society's prestigious Alexander prize. Following his University of Wales fellowship, he was Head of History and Housemaster at Wellington College, before his appointment at Hereford Cathedral School, where he was Headmaster, 1987-2005. He is the author and editor of several books and articles on aspects of early modern English History, including the post-Restoration chapter in the millennium History of Hereford Cathedral.

There is good reason to suggest that a grammar school was first attached to Hereford Cathedral in the late twelfth century, and that it perhaps even predated Richard I's charter to the city of Hereford of 1189. Over the following 800 years, although we know that its existence has not been continuous, the Cathedral School overcame the absences of medieval chancellors; was strengthened by both the new cathedral statutes of 1583 and 1636 and the generosity of its early seventeenth century patrons; weathered the storms of the civil war in the 1640s; survived the abolition of Deans and Chapters and continued (under different governors) as an educational establishment during the Interregnum; prospered during the Restoration period, when further rules were set (in 1665) for its existence, and it became the almost accidental beneficiary (in the 1680s) of the Duchess of Somerset's largesse; endured the scandal of headmaster who ran into financial difficulties in the late eighteenth century and had to be removed from office; avoided closure when numbers fell to single figures in the late 1840s; fought off threats of mergers with the County College and then the Boys' High School fifty and more years later; was restored during the latter part of the Great War and the depression years of the 1920s and 30s; muddled through years of austerity during the Second World War and the immediate post-war years; was modernised in the 1950s and 60s; adopted co-education in the following decade, which helped offset the phasing out of direct grant and assisted places in 1976 and 1998; and flourished as a fully independent school since 2004. How HCS survived such traumas and adapted to these changes form a central theme of this book, which also places the school's development within the context of its wider community in Hereford and beyond. It is a rich and complex story of survival and growth of one of Hereford's oldest living institutions.

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