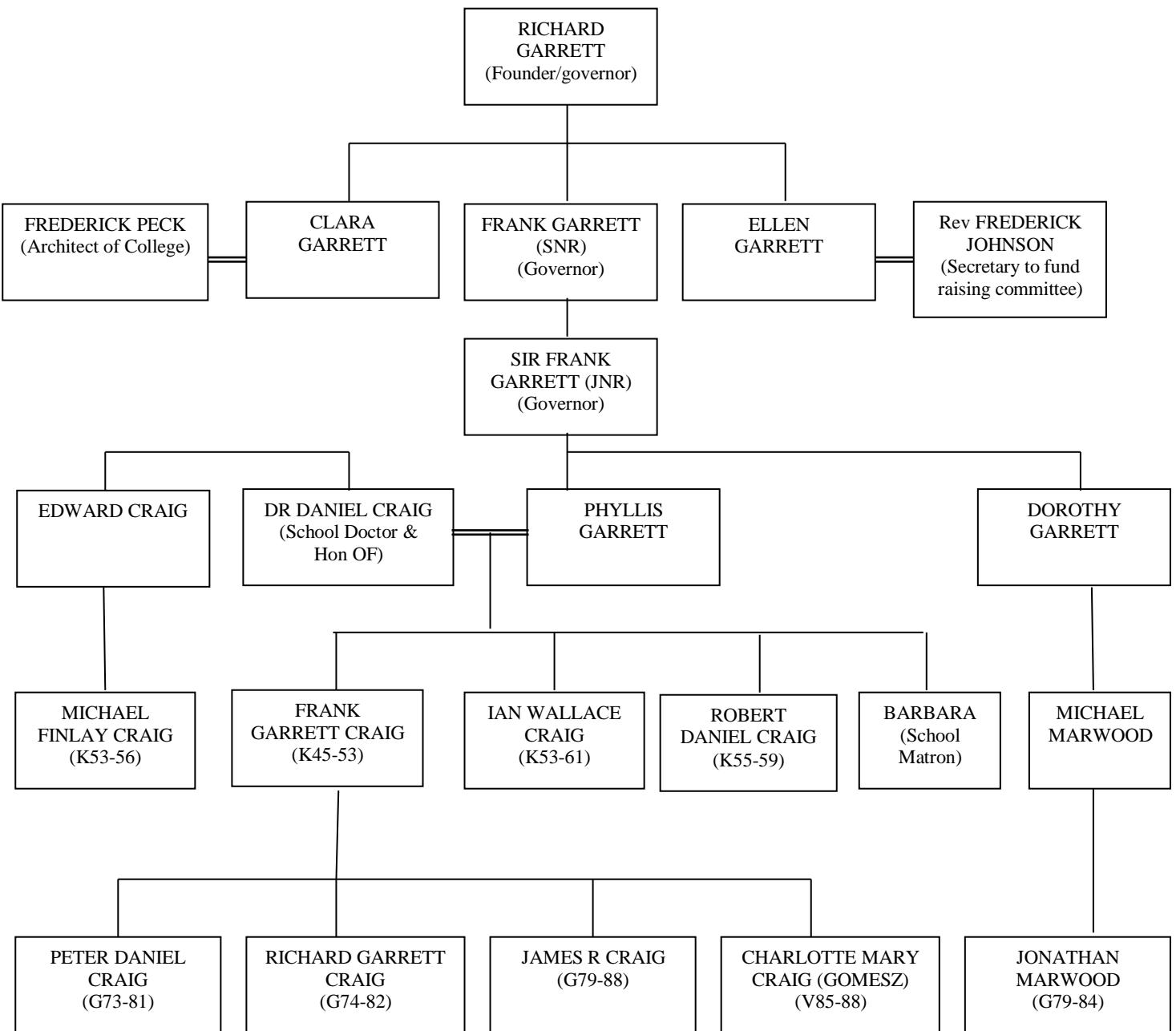


## CRAIG/GARRETT FAMILY (Dates shown are years at Framlingham)



The above shows the members of the CRAIG and GARRETT families who have been involved with the College.

**Peter Daniel Craig (G73-81)** joined the Navy for 23 years. Since leaving the service he has worked in the defence industry, initially in Sales and Marketing with Ultra Electronics but then with BAE Systems Insyte. There he leads a group of ex-military experts and software engineers in a process known as Visualisation and Experimentation. He delivers an operability and software integration derisking activity for the new generation of Aircraft Carriers (CVF) being delivered to the Royal Navy. He immerses current servicemen in a virtual interactive synthetic environment and guides them through Carrier wargames to test the new systems designed into the Ship's Mission System.

Sadly none of the 14 children of the last generation to attend the College have gone there, because of changing times and the families migration to the South Coast.

Below is an interesting article written by Peter Craig's aunt, Margaret, on the founding of the College and the involvement of the Garrett and Craig families.

## Framlingham College

Framlingham College was Suffolk's memorial to Prince Albert, the husband of Queen Victoria, who died on 14<sup>th</sup> December 1861 in the forty third year of his age. As John Booth says in his history of the first 60 years of Framlingham College (published by the Society of Old Framlinghamians 1925) "the whole nation paid tribute to the zeal and tact with which the Prince had discharged the duties of an exalted and difficult office; to his influence on domestic and European politics; to his fruitful endeavours in the cause of public education, the arts and sciences... to his encouragement of manufactures and industry through the means of the Great Exhibition of 1851 and in many other ways". Indeed the nation's tribute to the Prince, the Albert Memorial in South Kensington, has engraved on it the words Manufacture, Architecture, Commerce and Agriculture. John Booth's history is expanded by Leslie ("Bob") Gillett's manuscript history of the founding of the college, completed and given to the school library shortly before his death in 2002.

Albert's interest in putting Britain on the map was reflected in his sponsoring of the Great Exhibition. Inspired by the Paris Exhibition of 1849, he was greatly encouraged by a civil servant of wide interests named Henry Cole, and by Joseph Paxton the architect of the Crystal Palace where the exhibition was held. The profits from the Great Exhibition, which was held from May to October of 1851, some £186,000, were to be put towards education and from this emerged the South Kensington complex of museums and educational establishments – the Victoria and Albert Museum, the Science Museum, the Natural History Museum, Imperial College, the Royal College of Music and the Royal School of Needlework.

Richard Garrett was an important supporter and contributor to the Great Exhibition. There is no evidence that he met Prince Albert but he was probably a great admirer of his ideas. Certainly the contacts he made during the course of the exhibition were to have a great influence on the future direction of Leiston Works as is described elsewhere. A second exhibition also sponsored by Richard took place in 1862 but this was not so successful as first due in part to Albert's illness and death. (The College turret clock, a gift of Frederick Peck, the architect was exhibited here.)

Many towns and counties put up memorials to the prince even though he was not universally popular. Suffolk chose to establish a school or college for middle class boys, at first known as the Albert Middle Class College – to be a college and school, independent and self contained, to aim for learning and fellowship. There are early references to a "scientific college" supporting training for agriculture and manufacture as opposed to concentrating on classics and the arts, as was more common in the older established "public schools". It is interesting to see the use of the term middle class, referring to those people whose station in life fell somewhere between poverty and affluence, in particular in Suffolk the farming community. The college seal of October 20<sup>th</sup> 1865 refers to the Seal of the Albert Middle Class College in Suffolk 1864, there being no reference to Framlingham or its inhabitants.

There were already several schools in Framlingham – Hitchams was opened, probably on the Market Hill, in 1695 for 40 boys; Thomas Mills opened a school in 1750, probably in Brook Lane, for 20 children including girls. There were, however, a number of possible reasons why Framlingham was chosen to be the site for the school: Pembroke College, Cambridge, held land in Framlingham, Debenham, Levington and Coggeshall inherited from the estate of Sir Robert Hitcham, and a suitable position was pinpointed on the hill overlooking the town. At the beginning there was some opposition from the town – the school was not primarily for Framlingham boys (it was a "Suffolk" school); people complained that footpaths that had been open for centuries would be blocked off. It was however pointed out that the economic advantages of the college community to local tradesmen would be considerable. Another possible reason for the choice was that the railway had come to Framlingham in 1859 so communication with other areas including London was relatively easy. There were already grammar schools at Ipswich, Woodbridge, Eye and Beccles so there was a large area in the middle of the county which was not served by a suitable school.

A statement from the founders declared:

"The object of the founders is to provide for the middle classes at a moderate cost a practical training which shall prepare pupils for the active duties of agricultural, manufacturing and commercial life."

A second declaration was fuller:

"...To furnish to the middle classes in Suffolk, the means of obtaining such an education for their sons as shall place them for all practical purposes in such a position with the upper and lower classes as will fit them for the society in which it will be their lot to live.

It has long been a recognised fact that the middle classes have not within their reach so good an opportunity of obtaining an education suitable to their condition as any other class. The establishments of the upper classes are beyond their means, and the subjects taught in them are not of such nature as to suit the Pupils for the activity and reality of a business life, while those of the lower classes are neither varied nor sufficiently advanced in their instruction to form good farmers and practical men. The present Institution has, therefore, been founded to supply this want. The terms are moderate – Greek and advanced Latin, unless taught by special arrangement are excluded – other subjects of a practical nature are introduced – such as Modern Languages, Mechanical Drawing, Surveying, etc...The teachers of Modern Languages are natives of those countries in whose grammar and literature they profess to instruct their pupils."

This very modern approach to education shows up what the establishments of the upper classes were offered and what their Founders considered suitable for approaching the activity of a business life, far from the reality of everyday commerce, manufacturing, and agriculture.

Richard Garrett himself had very little formal education, (as did his brother Newson), and yet he obviously was highly self educated to the extent that he was an early member of the Royal Agricultural Society of England and consultant to its founders, and he became a member of the Institutes of both Civil and Mechanical Engineers. He saw education as a very real need for getting on in the world and although he could not afford to send his older sons to a public school, the two younger ones, Henry and Frank, both went to Rugby School which was run on the lines laid down by the famous headmaster, Dr. Thomas Arnold (Head 1827-1841). Arnold demanded that his pupils receive quality teaching on three particular planes: Religious and Moral principles, Gentlemanly conduct and Intellectual ability, in that order. Richard with his aspirations to move up the social scale would have approved of these aims, and would also have recognised that a practical education rather than one based on Latin and Greek would enable a boy to get on in the modern world. Frank and his son Frank Junior spent some years working in Germany and learnt the language, an important tool if a successful export business was to be built up.

No public money for the founding of the school was forthcoming from government or other national sources and the founders had to make every effort to persuade local people to contribute to the fund. Following a meeting held at Ipswich Railway station, on 22<sup>nd</sup> February 1862 there was a note in the Ipswich Journal asking for support for a requisition or petition. Signatures were to be sent to Richard Garrett of Carlton Hall, C. Welton of Wickham and S.C. Goodwyn of Covehithe, Wangford a kinsman of Richard.

Richard Garrett wrote a circular letter requesting the setting up of an effective agency for collecting subscriptions throughout the county. A copy of this hangs on the wall in the Headteacher's study at Framlingham College:

PRINCE ALBERT MEMORIAL FOR SUFFOLK  
ALBERT MIDDLE CLASS SCHOOL AND COLLEGE

Richard Garrett Esq  
Carlton Hall  
Saxmundham  
Hon Sec.

Sir,

The patrons and committee would be glad to have, throughout the District, an effective agency for collecting subscriptions to the Memorial School and College.

The Chairmen of the Boards of Guardians have been requested to be good enough to ask the Guardian, or some other person in each parish, to undertake this duty, in conjunction with the Clergyman, Church Wardens and such other gentlemen as may be willing to further this patriotic object.

May we beg the favour of your kind co-operation in forming such a parish committee and promoting its active working.,

**So that every person able to contribute may be earnestly canvassed.**

The Institution is designed to afford a practical education at a small cost, adapted to the wants of the Middle Class and calculated to be of the utmost advantage to young men destined for agriculture or business generally. It will be in connection with the Church of England, certain exemptions however being granted to the children of Dissenters.

For particulars allow me to refer you to the Ipswich papers of March 22<sup>nd</sup>, for the county meeting and April 5<sup>th</sup> for the first committee meeting.

I am Sir,

Yours obediently

Richard Garrett  
Hon. Secretary

Carlton Hall, Saxmundham

April 1862

Nevertheless it was not an easy task to convince the yeomen of Suffolk that a fitting memorial to Prince Albert should be a school. It fell to the Reverend F.A. Johnson, Rector of Stratford St. Andrew, who was secretary to the Founders and son in law of Richard Garrett to write a pamphlet showing how close the project would have been to the heart of Albert and also what benefits it would bring to the county.

Only two examples of the booklet now exist though there were two editions, the first being published after the Ipswich Town Hall Meeting on March 18<sup>th</sup> 1862 and before the appointment of Framlingham's first headmaster, the Rev. A.C. Daymond, July 1864. It is the only source for the assertion that the first idea of combining a memorial to Prince Albert with an educational establishment came from Lady Kerrison:

"...To trace the first nascent idea of any institution is as interesting as to watch its development. In this case we believe there had long been in the mind of Sir Edward Kerrison a desire to see certain trust funds in this County applied to educational uses according to the original intention of the legacy. It occurred to a noble lady that this might perhaps at this junction be done in concert with a memorial to the lamented Prince Consort. The idea once started was heartily adapted and action taken with a promptitude which promised well for the future."

It was asserted in the pamphlet that the original idea was to educate young men in the physical sciences after they had completed their school education, but that it was realised that there would not be enough such students to make the college viable. Johnson examines Prince Albert's view of the relations between the different classes of society of which one layer under the blessing of 'Divine Providence' enjoyed 'station, wealth and education'. Such people should by their wise leadership and advice encourage men to help themselves. Albert recognised that there had been a gratifying increase in the number of schools since 1800, but considered that the course of instruction was inadequate and included "scarcely anything which has a direct bearing on the business of life." He considered that it belonged more to the 13<sup>th</sup> century than the 19<sup>th</sup> and that England should endeavour to emulate the schools being set up in Germany and France to encourage instruction in physical and mechanical sciences which would be of more use to boys growing up in an increasingly industrial world.

"It is universally agreed," claims the Rev. Johnson, "that education must be confined to those subjects which are most practically useful to the class for whom benefit is intended – a class comprising hundreds of young men on whom the future of the county depends". The results would be observable, in commerce, in agriculture and in the general spread of intelligence.

His conclusion runs thus: "We trust it will appear that the proposed College in Suffolk will meet a great and acknowledged need. It will testify to the high honour in which the memory of the departed Prince is held and also carry out the plans of his Royal Highness ....In fact we become his executors and bring into effect his purposes, not indeed as signified by the last will and testament, but by the whole course of his beneficial life and labours."

(David Pitcher OF Magazine vol 25 no 1 spring 2002

Railway station meeting 23 March 1863)

It is clear from the list of subscribers to the founding of the school that the appeal was heard and widely supported throughout the county and the Garrett family figure prominently amongst names of the lords, ladies and gentlemen who contributed. Top of the list are Sir Edward Kerrison Bart, of Brome Hall £2,500, Sir Thomas Lucas Bart, of Lowestoft and Lambeth, £1,500 and William Goldsmith of Surrey and London £900. Amongst those contributing £500 each are included Abraham Garrett of Glemham Hall (Abraham Garrett never owned Glemham Hall but apparently rented it for a year - to enable himself to be so styled? It is not clear), a cousin of Richard; Richard Garrett and his family of Carlton Hall; Mrs. Richard Garrett for "the erection of the Nave of the Chapel sufficient for Divine Service"; Richard Garrett and

Sons, of Leiston ironworks: the Lodge and Entrance gates. Thomas William Grimwood of Woodbridge, husband of Richard's daughter Betsy Maria also contributed.

On the 30<sup>th</sup> July 1864 the charter was granted to the Albert Middle Class College of Suffolk. Amongst the governors were Richard Garrett, Abraham Garrett and George Gayford (Gayford was the maiden name of Richard's mother in law).

John Booth again:" In all the preliminary labours Richard Garrett was untiring, and in addition to conducting a heavy correspondence he never ceased to advocate the aims of the School in speeches at meetings and in communications to the Press. In February 1865, shortly before the opening, he wrote of the School:

"It has been erected from the designs of the most approved among a number of competitive architects at a cost which, together with the furniture and fittings, will amount to at least twenty-five thousand pounds. Its situation in the immediate neighbourhood of the old town of Framlingham is healthful, pleasant and picturesque, and invested with great historic interest. Its grounds are fifteen acres in extent and every precaution that science can suggest has been taken to render the building, if possible, fireproof, or in the case of such a calamity as fire to furnish the means of speedily extinguishing it."

The architect in question was Frederick Peck, who married Richard's daughter Clara and was thus his son in law. Peck is named in the list of contributors as having also presented the college with "the Clock and Bell, estimated at £170".

The dangers of fire would have been well known to Richard, working as he did in an industry which relied heavily on a foundry and he later presented the town of Leiston with its first fire engine.

The crest of the College is surmounted by a carving of the head of the Suffolk Punch horse. One of Richard's interests was a determination that the breed should survive and he and his eldest son, Richard, spent a lot of money and energy to ensure that they should do so. The Suffolk Punch with the Redpoll Cow and the Suffolk sheep are enduring symbols commemorating the agricultural heritage of the county of Suffolk.

The school was opened without ceremony on Monday, April 10 1865, the head, the Rev. Daymond, who had been in residence for some time, and Garrett being present. On that day one hundred and forty five boys presented themselves and these were followed a week later by one hundred and twenty three more, making two hundred and sixty eight in total, filling all the available accommodation. All but 35 were from Suffolk. They were all boarders and no day boys were admitted for the first 10 years, virtually excluding those from the town, the school being basically for the sons of farmers. The opening was celebrated with a peal of the bells from Framlingham parish church and display of flags. In the evening, the Ipswich Journal records, some forty gentlemen sat down to a "public" tea in the Crown Inn.

See Booth page 23

There is a picture of Frederick Peck's design for the school 1865 (From the Architect's water colour drawing)

The campaign to establish the school came at a difficult period in Richard's life. Having retired to St. Johns' Wood in London, leaving the Works in the hands of his three sons, he had had to return when the two eldest fell out with each other, and take over the reins of the company again. It cannot have been an easy time and indeed he fell ill and died in 1866, only a few months after the opening of the school.

Richard's younger brother, Newson and his family were also supporters of the school. There being no room for him at Leiston Works Newson had more connection with Aldeburgh, being the first mayor of the borough and a major benefactor of the town. Having acquired a corn and coal business at Snape Bridge he began malting in 1854 and built Snape Maltings. He and Richard married sisters, Elizabeth and Louisa Dunnell whose family came from Dunwich. Two of his daughters became famous: Elizabeth Garrett Anderson, the first woman in Britain to become a doctor and Millicent Fawcett, who was a great campaigner for women's education and for women's suffrage.

At least five members of the Garrett family have been governors of the school (Richard, James Skelton Anderson, husband of Elizabeth, Frank Senior and Frank Junior, and George). Between 1867 and 1894 the chairman of the Governors at the annual Speech day is listed almost invariably as being a member of Suffolk's aristocracy. For fourteen years following that time Frank Garrett senior, youngest son of Richard, took the chair and he was succeeded by his cousin, George Herbert Garrett of Snape, Newson Garrett's youngest son. On two occasions, 1899 and 1906, the prizes were presented by George's sisters, Millicent and Elizabeth.

In its early years the college ran into considerable financial difficulties, through bad management at times and a less than satisfactory first headmaster. (*Again see Booth*) But these were eventually overcome and by the beginning of the twentieth century it was firmly established. When Queen Victoria died in 1901 it was hoped to fund a scholarship in her memory at one of the Universities or approved place of higher education. Despite the support for this of Mrs. Newson Garrett, Elizabeth Garrett Anderson's husband, James Skelton Anderson, Frank Garrett Senior and George Garrett, less than 40% of the sum hoped for was raised and the idea was abandoned (*page 109*).

At the celebrations on 10<sup>th</sup> April 1915 to commemorate the fiftieth anniversary of the school's opening, the retiring headmaster, Dr. Inskip, under whose headship the school had flourished, paid this tribute to the family:

"I desire," Dr. Inskip said, "to take this opportunity of giving expression, in the most emphatic way possible, to the indebtedness of the School to the efforts made on its behalf, and the keen interest taken in it by the Garrett family. Two distinguished members of that family have at different time, not so many years ago, distributed the prizes; I refer to Mrs. Garrett Anderson, whose late husband was a prominent member of the governing body, and Mrs. Fawcett. Mr. Frank Garrett for fourteen years was chairman of the governing body and he was succeeded by his cousin, Mr. George Garrett. No one knows better than I do the amount of work that Mr. Frank Garrett and Mr. George Garrett have done in the interest of the School as chairmen of the governing body. I wish to express my personal thanks to both of them for the manner in which they have at all times supported me in my aims and plans for what I considered the advancement of the School. My relations with all the members of the governing body have always been of the most pleasant and the most delightful description..."

*Page 129 on*

The connection between the family and the school continued until 1988. Sir Frank Garrett was a governor till his death in 1952. The husband of his youngest daughter, Dr. Daniel Craig, was medical officer after the Second World War until 1967; their two older sons, Frank and Ian, were pupils there as also were Frank's four children, the last leaving in 1988. Jonathan Marwood, grandson of Frank Junior's fourth daughter, Dorothy Marwood, and Michael Craig, son of Dr. Craig's brother Edward were also pupils at the school in the 1950's.