

The thesis is the result of work done during the period
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PREFACE

The detailed study of the History of Chelsea College of Physical Education, through research and dialogue, has provided not only a fascinating journey into the past but also a stimulating experience.

Current curriculum development techniques concentrate on the ongoing process and have been adapted for the purposes of historical analysis.

Originally, 75 years seemed to be a suitable span of time to appraise the foundation and development of the College. With the re-organisation of higher education in East Sussex since 1973 it has also become essential to make reference to the latest institutional changes and the proposals for the future.

C O N T E N T S

	Pages
PREFACE	(ii)
CONTENTS	(iii)-(xviii)
<u>INTRODUCTION</u>	1 - 39
i Definitions	2 - 8
ii Problems	8 - 9
iii Curriculum Analysis	9 - 39
iv Format	39
<u>SECTION I 1898 - 1929</u>	
<u>FOUNDATION</u>	40 - 165
i THE FOUNDER - Dorette Wilke	41 - 68
ii THE BUILDINGS - South Western Polytechnic	69 - 78
iii THE STAFF and STUDENTS	79 - 113
a. The Staff	80 - 87
b. Social Customs	87 - 91
1. Uniform	87 - 89
2. Traditions	89 - 91
c. Students	91 - 106
1. Entry requirements	91 - 93
2. Advantages of a training	93 - 99
3. The effects of war	99 - 100
4. Interests and achievements	100 - 104
5. College Societies	105 - 106
d. The Old Students' Association	106 - 112
e. Benediction	112 - 113
iv THE CURRICULUM	114 - 165
A. Aims and Objectives	115 - 118
B. Content	118 - 154
1. Practical Studies	119 - 131
a. Gymnastics	119 - 126

	Pages
b. Remedial Gymnastics	126 - 127
c. Dancing	127 - 130
d. Games	130
e. Swimming	131
f. Foil Fencing	131
2. Theoretical Studies	131 - 136
a. Anatomy	132 - 133
b. Physiology	133 - 134
c. Hygiene	134
d. Psychology	134
e. Experimental Mechanics	135
f. Household Science	135
g. Theory of Movements	135 - 136
h. Theory of Games	136
3. Professional Studies	136 - 140
a. Teaching Practice	136 - 140
b. Voice Culture	140
4. Extra-curricular Activities	140 - 154
a. External Lectures	140 - 141
b. Educational Visits	141 - 146
c. Demonstrations	146 - 152
d. External Classes	152 - 153
e. Work in the Clubs	153 - 154
C. Methodology	154 - 155
D. Evaluation	155 - 165
a. Examinations	155 - 157
b. Inspections	157 - 160
c. General Comments	160 - 162
d. General Observations	162 - 165

SECTION II 1929 - 1958

Pages

<u>TRANSITION</u>	166 - 320
i THE HEADMISTRESS - May Fountain	167 - 182
The Principal - May Fountain	182 - 189
The Principal - Gwynyth Cater	189 - 191
The Acting Principal - Beryl Gough	191 - 193
The Principal - Annie Rogers	193 - 196
ii THE BUILDINGS	197 - 230
a. London 1929-1939	198 - 204
b. Borth 1939-1948	204 - 217
c. Eastbourne 1948-1958	217 - 230
iii THE STAFF and STUDENTS	231 - 276
a. The Staff - 1. London	232 - 234
- 2. Borth	234 - 236
- 3. Eastbourne	236 - 238
b. Social Customs	238
1. Uniform	238 - 240
2. College Crest	240
3. Regulations	240 - 242
c. Students	242 - 272
1. Entry Qualifications	242 - 250
One Year Course	250 - 252
2. Advantages of a Training	252 - 260
3. The Effects of War	260 - 264
4. (i) Borth and	264 - 265
(ii) Eastbourne	265 - 266
5. Students' Meetings/Union and Societies	266 - 272
d. The Old Students' Association	272 - 275
e. Achievements	275 - 276

	Pages
iv THE CURRICULUM	277 - 320
A. Aims and Objectives	278 - 286
1. London Diploma Course	279 - 280
2. One Year Course	280
3. College Diploma Course	280 - 282
4. Certificate Course	282 - 285
5. Supplementary Course	285
6. Leaders Course	285 - 286
B. Content	286 - 313
I Courses	286 - 293
1. Diploma Courses	286 - 292
2. One Year Course	292
3. Certificate Course	292 - 293
II Extra-curricular Activities	293 - 313
1. External Lectures	293 - 298
2. Visitors	298 - 300
3. Educational Visits	300 - 304
4. College Activities	304 - 306
5. Demonstrations and Classes	306 - 313
C. Methodology	313 - 315
D. Evaluation	316 - 320
Inspections	319 - 320
<u>SECTION III 1958 - 1973</u>	
<u>EXPANSION</u>	321 - 459
i THE PRINCIPAL - Audrey J. Bambra	321 - 342
ii THE BUILDINGS	343 - 352
iii THE STAFF and STUDENTS	353 - 404
a. The Staff	355 - 375
b. Social Customs	375 - 387
The Government of the College	375 - 377

	Pages
1. The Governing Body	377 - 381
2. Academic Board	382 - 385
3. Departmental Structure	385 - 386
4. Academic Council	386 - 387
c. Students	387 - 397
1. Entry qualifications	387 - 390
2. Choice of College	390 - 394
3. Participation in International Congresses	394
4. Students' Union	394 - 397
d. Old Students' Association	397 - 404
1. Achievements	397 - 398
2. Service as Teachers	398 - 404
iv THE CURRICULUM	405 - 459
A. Aims and Objectives	408 - 424
1. Teacher's Certificate	410 - 414
a. Physical Education	411
b. Education	411 - 413
c. Science	413
d. Liberal Studies	413
e. Further Studies	413 - 414
2. Certificate in Education	414 - 420
a. Physical Education	414 - 417
b. Education	417 - 418
c. Liberal Studies	418 - 419
d. Further Studies	419
e. Advanced Course in Dance	419 - 420
3. B.Ed. (Hons) Degree	420 - 421
4. The Post Graduate Course	421 - 422
5. In-Service B.Ed. (Hons)	422 - 423

	Pages
6. One Year Supplementary Course	423
7. Degree in Movement	423 - 424
B. Content	424 - 447
1. Teacher's Certificate)	425 -
2. Certificate in Education)	435
a. Art and Science of Movement	428
b. Modern Educational Dance	428 - 429
c. Gymnastics	429 - 430
d. Activity Courses	430 - 431
e. Outdoor Activities	431
f. Liberal Studies	431
g. Further Studies	431
h. Education	431 - 433
i. Teaching Practice	433 - 434
j. Advanced Dance Course	434
k. Guildford Students' Course	434 - 435
3. B.Ed. (Hons)	435
4. Post Graduate Course	436 - 438
5. In-Service B.Ed. (Hons)	438 - 439
a. Special Subject Studies	438
b. Educational Development Studies	438 - 439
c. Inter-Disciplinary Studies	439
6. Supplementary Course	439
7. Junior Year Abroad Course	439 - 440
8. Chartered Society of Physiotherapy Course	440 - 441
9. International Workshop	441 - 442
10. Movement in the Middle Schools	442
11. Advanced Course in the Science of Movement	442 - 443
12. Physical Education for Teachers of Mentally Handicapped Children	443

	Pages
13. External Lectures	443 - 444
14. Educational Experiences	444 - 445
a. Days of Gymnastics and Dance	444
b. National Dance	444 - 445
c. Exchange Visits	445
15. Visitors	446 - 447
16. Comparative Studies	447
C. Methodology	447 - 450
D. Evaluation	450 - 457
1. Teacher's Certificate	450 - 451
2. Certificate in Education	451 - 452
3. B.Ed. (Hons) Degree	452 - 454
4. In-Service B.Ed. (Hons) Degree	454
5. Supplementary Course	454
6. Post Graduate Course	454 - 455
E. Summary	457 - 459
CONCLUSION	460 - 475
ADDENDUM OF SUMMARIES	476 - 498
<u>APPENDICES</u>	I
1. Questionnaire	I - II
2. Analysis of Responses	III - V
3. Names of Respondents	VI - VII
4. Subject Centred Curriculum	VIII - IX
5. Experience Based Curriculum	X
6. Common Objectives - 1970-71 project	XI
7. L.C.C. Examinations - D. Wilke	XII - XIII
8. Domina's talk to leaving students	XIV - XV
9. Letter - F.L.Smart to Fraulein Wilke	XVI
10. Letter - Evelyn Sharp to Fraulein Wilke	XVII
11. Letter - Evelyn Sharp to Fraulein Wilke	XVIII
12. Physical Training for Girls - D.Wilke 1910	XIX - XXIV

	Pages
13. Letter - Domina to Staff 1929	XXV
14. Letter - O.S.A. to Domina	XXVI
15. Memorial Service - Dorette Wilke	XXVII
16. Buildings - 1913	XXVIII
17. Facilities for 100 P.Ed. Students - 1919	XXIX
18. Staff 1909-1912	XXX
19. Staff 1912-1913	XXXI
20. Staff 1928-1929	XXXII
21. Staff and Subjects 1921	XXXIII
22. Staff and Subjects 1928-1929	XXXIV
23. Rules for Admission 1902-03	XXXV
" " " 1910-11	XXXV - XXXVII
" " " 1928-29	XXXVII - XXXVIII
24. Constitution O.S.A.	XXXIX - XL
25. Officers O.S.A.	XLI
26. Achievements of O.S. 1898 - 1929	XLII - XLIV
27. Termly Reports 1904-06	XLV - LII
28. Illustrations of gymnastics	LIII
29. Remedial Gymnastics	LIV
30. Morris Dancing	LV
31. Sharp's Lecture	LVI - LVII
32. Foil Fencing	LVIII - LX
33. Anatomy of Deformities Syllabus	LXI
34. Extended Physiology Syllabus	LXII
35. Hygiene Syllabus	LXIII
36. Extended Hygiene Syllabus	LXIV - LXV
37. Psychology - Syllabus	LXVI
38. Experimental Mechanics - Syllabus	LXVII
39. Household Science - Syllabus	LXVIII
40. Theory of Movements - Syllabus	LXIX

	Pages
41. Sharp's Lecture - 1910 Paris	LXX
42. Letter - Secretary Paris Congress	LXXI
43. Letter from George Newman	LXXII
44. Reply from Dorette Wilke	LXXIII
45. Letter from Lauder Brunton	LXXIV
46. Evening Classes	LXXV - LXXVI
47. Board of Education - Inspectors	LXXVII
48. Letter from Dorette Wilke to Board of Education	LXXVIII
49. Reply from L.A. Selby-Bigge	LXXIX
50. Testimonial from D. Wilke	LXXX
51. Testimonial from Maria Nylen	LXXXI
52. Time-table 1902-03	LXXXII
53. Analysis of course 1902-03	LXXXIII
54. Time-table 1910-11	LXXXIV - LXXXV
55. Analysis of course 1915-16	LXXXVI
56. Analysis of course 1927-28	LXXXVII
57. Library Books 1912	LXXXVIII
58. Library Books 1928-29	LXXXIX - XCV
59. Letter to Old Students from May Fountain 1949	XCVI
60. M. Fountain - Committees	XCVII
61. Use of facilities	XCVIII
62. Future of the College, 1936	XCIX - C
63. Principal's and Headmistress' Memo - Future of the College, 1937	CI - CIV
64. Detail of buildings required	CV - CXLII
65. Accommodation 1939	CVI
66. Copy of agreement - Grand Hotel, Borth	CVII
67. Use of College premises during the War	CVIII
68. Information - Borth facilities	CIX

	Pages
69. Hostel accommodation - 1944	CX
70. Letter to T.E.S. from G. Cater	CXI
71. Extract - Letter L.P.E.A. to Ministry of Education	CXII
72. Extract - Letter L.P.E.A. to National Press	CXIII
73. Letter H.M.A. to Ministry of Education	CXIV
74. Min. 5. Ed. Com. - Eastbourne	CXV
75. Resolution - Chelsea College of Physical Education	CXVI
76. Inventory - equipment	CXVII - CXXVI
77. Approval from Ministry of Education	CXXVII
78. Proposed accommodation	CXXVIII - CXXIX
79. Furnishings	CXXX
80. Financial Estimates 1947-48	CXXXI
81. Purchase prices	CXXXII
82. Governors	CXXXIII
83. Official Opening of the College - 28th January 1949	CXXXIV
84. Adaptations	CXXXV
85. Tree Planting Ceremony - Hindsland	CXXXVI
86. Equipment - New Gymnasium 1957	CXXXVII
87. Library Report - 1949	CXXXVIII
88. Staff 1929-30	CXLIII
89. Changes in Staffing 1929-1939	CXLIV - CXLV
90. Visiting Staff - Borth	CXLVI
91. Changes in Staffing 1939-48	CXLVII
92. Staff 1948	CXLVIII
93. Changes in Staffing 1948-58	CXLIX - CL
94. Staff achievements	CLI - CLII
95. Uniform 1933-34	CLIII
96. Uniform 1937-38	CLIV - CLV

	Pages
97. Uniform 1948-49	CLVI - CLVII
98. College's Rules 1935-36	CLVIII
99. House Rules at Borth	CLIX - CLX
100. Instructions before entry to College - 1948	CLXI
101. Financial aid to students 1939-1942	CLXII
102. Rules for Admission 1935-36	CLXIII - CLXIV
103. Regulations - Diploma in Theory and Practice of Physical Education	CLXV - CLXVIII
104. Regulations - under war-time conditions	CLXIX - CLXX
104A Text of Letter - Staff to Students	CLXXI
105. First One Year Course	CLXXII
106. One Year Course 1930-39	CLXXIII
107. Letter from Miss Fountain to Parents	CLXXIV
108. Arrangements for the College 1947-48	CLXXV
109. Thanksgiving Service 1948	CLXXVI
110. Letter Miss Fountain to Principals other Specialist Colleges	CLXXVII
111. Letter Miss Fountain to Head Teachers - School Practice Schools	CLXXVIII
112. Constitution of Students' Meeting 1938	CLXXIX - CLXXX
113. Constitution and Rules of Games Club 1938	CLXXXI - CLXXXIII
114. 50th Celebrations - O.S. Luncheon	CLXXXIV
115. Students' Achievements 1930-1958	CLXXXV - CLXXXVI
116. Syllabuses - London Diploma T. & P. of P.Ed.	CLXXXVIII - CXCVI
117. Analysis of Course	CXCVII - CXCVIII
118. Demonstration Class - A. Higg	CXCIX
119. Modern Dance - D. Jordan	CC
120. Gymnastic Tables - One Year Course	CCI - CCII
121. International Folk Dance Festival 1935	CCIII

	Pages
122. Visitors 1939-40	CCIV
123. Health Exhibition, Aberystwyth, 1944	CCV
124. External Lectures	CCVI - CCVII
125. Memo - M. Davies - P.T. teachers	CCVIII
126. Educational visits 1935-36	CCIX
127. Visits to Birmingham 1944	CCX
128. Camp	CCXI - CCXII
129. Camp 1934 and 1939	CCXIII
130. Evening Classes 1936-37	CCXIV
131. Festival of Youth - 1937 - Gymnastic Table	CCXV
132. L.C.C. Report 1929-30	CCXVI
133. Teaching Practice Record	CCXVII - CCXVIII
134. Examination Achievements - Miss Bambra	CCXIX
135. Merchant Taylors' Girls School	CCXX
136. The Future of Physical Education - A.J. Bambra, 1964	CCXXI
137. Universities Conference 1964 - A.J. Bambra	CCXXII
138. Precis - Training of Specialist teachers and leaders of recreational activities - A.J. Bambra	CCXXIII
139. Examinations in Physical Education? A.J. Bambra 1970	CCXXIV
140. Why Physical Education in Education? A.J. Bambra 1971	CCXXV
141. The Art and Science of Movement - A.J. Bambra	CCXXVI
142. British Council Cultural Exchange. Hungary 1966	CCXXVII - CCXXVIII
143. Development of the College, 1966	CCXXIX
144. Admission of Men Students	CCXXX
145. Proposed Sports Hall	CCXXXI
146. Proposed Sports Hall	CCXXXII

	Pages
147. Development of Higher Education in the Non-University Sector	CCXXXIIII
148. Staff Qualifications 1973	CCXXXIV - CCXXXV
149. Resolution of Senate, University of London	CCXXXVI
150. Principal's Report to O.S.A. 1970	CCXXXVII
151. From Principal's Reports to Governors	CCXXXVIII - CCXXXIX
152. Governors of the College 1958, 1969, 1973	CCXL - CCXLII
153. Training Colleges and Teacher Supply in the 1960s	CCXLIII
154. Some Observations and Recommendations on Forward Policy	CCXLIV
155. The Governing Body 1969	CCXLV
156. Report to O.S. 1975 - D.E.S. Letter December 1974	CCXLVI
157. The Academic Board - Constitution, 1960	CCXLVII - CCXLVIII
158. Amendments 1968	CCXLIX
159. Amendments to Articles of Government, 1969	CCL
160. Amendments to Constitution of Academic Board 1972	CCLI
161. Academic Board Committees - Structure	CCLII - CCLV
162. Research Sub-Committee	CCLVI - CCLVII
163. Academic Council - Constitution 1966	CCLVIII
164. Academic Council - Constitution 1968	CCLIX - CCLX
165. Students in College 1958-1973	CCLXI
166. Examination Results	CCLXII - CCLXIV
167. Teaching Posts	CCLXV
168. Countries from which students have been accepted	CCLXVI
169. B.Ed. Admission Requirements	CCLXVII
170. Comparison of Changes - Summary	CCLXVIII - CCLXIX

	Pages
171. Students' Union Constitution 1973	CCLXX - CCLXXVII
172. Report Union Activities 1963-64	CCLXXVIII - CCLXXXI
173. Students' Activities 1959, 1966, 1973	CCLXXXII - CCLXXXVI
174. Old Students' Association, Constitution, 1964	CCLXXXVII - CCLXXXIX
175. Old Students Achievements, 1959-1973	CCXC - CCXCI
176. Letters and Questionnaires to Old Students - 1956-59, 1961-64 1966-69	CCXCII - CCXCVII
177. Summary of Results of Questionnaires	CCXCVIII - CCXCIX
178. Detailed Results - (a) No. of years of Teaching	CCC - CCCIV
(b) Geographical Areas	CCCV - CCCVI
(c) Teaching	CCCVII - CCCVIII
(d) Types of Schools	CCCIX - CCCX
(e) Marital Status after 5 years	CCCXI
179. Letter to O.S. - Refresher Course - and Replies	CCCXII - CCCXIII
180. Officers of the O.S.A. 1904-1973	CCCXIV - CCCXV
181. Lecture by Miss Bambra to C.C.P.R. Movement and Dance Division	CCCXVI - CCCXVII
182. Aims - working papers	CCCXVIII - CCCXX
183. Teacher's Certificate - Education Course	CCCXXI
184. Constituent Colleges of School of Education, University of Sussex	CCCXXII
185. College timetable from 1964	CCCXXIII
186. B.Ed. Degree	CCCXXIV - CCCXXVII
187. Gymnastics 1967	CCCXXVIII - CCCXXXII
188. Gymnastics Syllabus	CCCXXXIII - CCCXXXVI
189. Education Department	CCCXXXVII - CCCXXXVIII
190. Teaching Practice - Conference Topics	CCCXXXIX

	Pages
191. Dance - Advanced Level Syllabus	CCCXL - CCCXLI
192. Dance for Guildford Students	CCCXLII
193. B.Ed. 1965	CCCXLIII - CCCLI
194. In-Service B.Ed. Special Subject Studies P.Ed./Dance	CCCLII - CCCLIII
195. In-Service B.Ed. - Dance	CCCLIV - CCCLVI
196. In-Service B.Ed. - Educational Development Studies	CCCLVII
197. Visiting Lecturers	CCCLVIII - CCCLIX
198. Special Field Visits	CCCLX
199. Visitors to the College	CCCLXI - CCCLXII
200. Analysis of Class Contact Hours - Certificate in Education	CCCLXIII - CCCLXV
201. Examination Papers - 1959 and 1967	CCCLXVI - CCCLXXXIV
202. Teacher's Certificate - results	CCCLXXXV
203. Examination Papers 1968 and 1973	CCCLXXXVI - CCCXCII
204. External Examinations	CCCXCIII
205. Certificate in Education - results	CCCXCIV
206. Record cards and gradings	CCCXCV - CDI
207. Certificate in Education - Examination Board	CDII - CDIII
208. Teaching Practice - Supervisor's Report	CDIV - CDVI
209. Supervisor's Comments on Schools	CDVII
210. B.Ed. Examination Papers, 1968 and 1973	CDVIII - CDXIX
211. P.G.C.E. Assessment	CDXX
212. College timetable 1972/73	CDXXI - CDXXXI
213. College Basic Requirements	CDXXXII - CDXXXVII
214. Diploma in the Theory and Practice BIBLIOGRAPHY of Physical Education, University of London.	CDXXXVII (i) - CDXXXVII CDXXXVII - CDLXX (xxii)
PRIMARY SOURCES	CDXXXVII - CDLVIII
CORRESPONDENCE	CDXXXVII - CDXXXIX
INTERVIEWS	CDXXXIX - CDXL

	Pages
LECTURES and PROGRAMMES	CDXL - CDXLI
LETTERS - Copies or Originals	CDXLI - CDXLVI
MEMORANDA	CDXLVI - CDXLVII
MINUTES	CDXLVII - CDLIII
MISCELLANEOUS	CDLIII - CDLIV
NEWSPAPER CUTTINGS	CDLIV - CDLVI
PERSONAL NOTES	CDLVI - CDLVII
REPORTS	CDLVII - CDLVIII
SYLLABUSES	CDLVIII
SECONDARY SOURCES	CDLIX - CDLXX
BOOKS	CDLIX - CDLXIV
GOVERNMENT PUBLICATIONS	CDLXIV - CDLXV
LOCAL PUBLICATIONS	CDLXV
PERIODICALS	CDLXV - CDLXVIII
PROSPECTUSES	CDLXVIII
REGULATIONS	CDLXIX
REPORTS	CDLXIX - CDLXX
THESIS	CDLXX
ACKNOWLEDGEMENTS	CDLXXI - CDLXXII

INTRODUCTION

INTRODUCTION

"The historian is concerned with tracing the unique evolution of man in his activities as a social being, the unique life record of humanity." ¹

Definitions

In the process of researching, studying, analysing and recording the History of Chelsea College of Physical Education the chronological development of the College has been traced in factual terms. In completing this process an important phenomenon has emerged to take precedence over all other observations.

The re-occurring theme is the inter-dependence of the 'care of the clientelle' and the 'curriculum' which led to the 'professional attitude' for which the College is universally acclaimed. It is perpetually woven into all activities of staff and students.

The two impressions of 'relationship' and 'standing' are revealed in the public statements of authoritative bodies and in the personal reminiscences of Old Students. Both sources clearly illustrate the opening quotation and the function of the 'working historian'.

The "working historian does not search for generalities but goes beyond description to attempt an explanation i.e. beyond uniqueness of unique events in search of relationships".²

It is therefore appropriate to consider briefly the words 'standards', 'standing', 'professional', 'relationships',

¹ MORROW, F. 'The Writing of History' in NEVINS, A. "The Gateway to History", 1962. p. 335

² CHARLTON, K. 'The Contribution of History to the Study of the Curriculum' in KERR, J.F. "Changing the Curriculum". p. 68

'education' and 'training'.

Standards and Standing

Professor Elvin has clearly differentiated between 'standards' and 'standing'.³

"We do not believe, however, that any area system for the training of teachers can be effective unless those who shoulder the responsibilities derive their authority from a source which, because of its recognised standards and its standing in the educational world, commands the respect of all the partners concerned, and which, because of its established independence, is powerful enough to resist the encroachment of centralization. The universities embody these standards and have this standing and independence."⁴

Professor Elvin continued, "Standards, well now, the remarkable thing about the University Institutes is that there is not just 'validation'. Universities don't validate degrees: they establish degrees for their students to take, and they establish courses of study. There is continuing intercommunication within the body that examines."⁵

Of 'standing' he remarked, "---- its not just a matter of snobbery. It involves the consideration of the whole way in which you are trusted to have professional responsibility,

³ ELVIN, L. The First Thomas Huxley Memorial Lecture, "White Paper or Black Re-action?" 5th July, 1973, at University of London, Institute of Education.

⁴ *ibid* (ref. McNair Report). p. 13

⁵ *ibid*. p. 13. "The word validation fits the C.N.A.A. because it does just validate degrees, entered for by people in institutions which are not constitutionally part of the C.N.A.A. But you get something quite different in a University and in a University Institute of Education and something profoundly important for education."

subject to overriding national need, for conducting your profession in a way which conduces to the public interest." ⁶

Professional and Relationships

'Relationships' arise from the internal organisation of the college and may be described as the 'hidden curriculum'. ⁷

'Relationships' may also be seen in terms of personal relationships, staff/student relationships and professional relationships.

On 'relationships' an Old Student wrote, I gained a "gradual understanding of contemporaries with very different interests from my own. This I'm certain would not have resulted had the course not been residential." ⁸

The 'professional' influence of the staff is expressed in the following comment, "At all times I have tried to pass on the attitudes engendered at Chelsea of enthusiasm for the subject together with tolerance and concern for the individual." ⁹ The interaction of personal and vocational elements is evident in the following observation, "I felt there was a very good balance between these (theory and practice) indeed the whole course was well organised to produce personal ability and ability to pass on knowledge." ¹⁰

⁶ *ibid* p. 13. He continued, "But if teaching is to become more definitely a profession than it has been it must do what other professions are doing: more and more making their preparation for professional responsibility university based." p. 14.

Note:

The courses at Chelsea have been University based since 1930 (London) and will continue, in the foreseeable future, to be University based (Sussex).

⁷ WARWICK, D. "Curriculum Structure and Design" p. 24

⁸ MCKAY 1950. (from returned questionnaires)

⁹ NEWBY 1957.

¹⁰ SOPPITT 1954.

The effects on the individual of the three forms of 'relationships' are summarised by another Old Student as, "One had to learn to give and take in so many ways and to consider others." ¹¹

'Professional standing' was recognised beyond the immediate membership of the Physical Education profession. The L.C.C. Inspectors commented, "Another important change is due to the retirement of Miss Dorette Wilkie who founded the College of Physical Education and for 31 years guided its career so that it has become one of the leading training colleges for women students of physical education in the country." ¹²

One Old Student commented, prior to applying for entrance to Chelsea, "My Careers Master advised me that Chelsea was the top Physical Education College -----" ¹³

At an interview one member of the panel stated, "The fact that Miss ---- trained at Chelsea is enough for me" ¹⁴ and at the mention of Chelsea by the candidate, at another interview, the response was, "Ah, you should have had a good training." ¹⁵

A practising teacher commented, "Most people I came in contact with had and have still a high regard for Chelsea College training." ¹⁶

¹¹ SPELLMAN 1961.

¹² L.C.C. Education Committee. Higher Education Sub-Committee Report for 1929-30 Chelsea Polytechnic - Introduction.

¹³ VERNON 1958.

¹⁴ loc. cit. 10

¹⁵ HOULSTON 1966.

¹⁶ loc. cit. 10

The statement, "Chelsea's reputation preceded me" ¹⁷ illustrates the circularity of pattern of appointment to schools of staff from the same college which has its parallel in pupils electing to study at Chelsea when they have themselves been taken, at school, by Old Students of the College. ¹⁸

The following comment serves to underline how resourceful a physical educationist must be and emphasizes the importance of a sound professional training.

"As you will know organising in physical education can be thwarted with difficulties ---- no gymnasium, or shared with the boys, or two netball courts the length of the school apart or four tennis courts for 35 children; walking to playing fields and swimming baths, not enough equipment to go round, trying to have team practices when children were all transported by special buses in a country area, lost P.E. kit, notes from Mums - no college could teach you all that but getting through Chelsea meant you could tackle it." ¹⁹

Personal contribution to the College course is taken a stage further in the following observation, "The structure of the course was such that one could extract a more than adequate preparation if one was prepared to work hard." ²⁰

Finally, the personal opinion of one Old Student is typical of the regard Old Students have for the work of their own College. She says, there was a "better training at

¹⁷ CATT 1963.

¹⁸ See also p.101, pp. 254-5, and p. 391-392.

¹⁹ BORRELL 1957.

²⁰ MAWDESLEY 1965.

Chelsea than at the majority of Teacher Training Colleges." ²¹

Education and Training

Within the material used to illustrate many aspects of College life the words, 'education' and 'training' are used repeatedly.

One explanation is, "---- training signifies educating narrowly rather than liberally and making people qualified and proficient in a specific task or occupation." ²²

The two words are often used in conjunction as in the main aim of the college, no matter the era or phraseology used, which can be summarised as "to educate and train students to become sensitive teachers and competent physical educationists." ²³

There has always been an integrated approach to learning at Chelsea which has incorporated the following three aspects:

First, "the study of, and practical experience in, all main branches of Physical Education ----", second, "the study of theoretical subjects necessary for a proper understanding and intelligent application of the practical work ----", and third, "the training of the teacher." ²⁴

Students have therefore been able to build on experience, throughout the concurrent course, and to relate theory and practice.

²¹ SHORT 1938.

²² KING, A.R. "The Curriculum and the Discipline of Knowledge - A Theory of Curriculum Practice". p. 4

²³ WEBB, I.M. 'The Changing Face of Teaching' in "The Bulletin of Physical Education" B.A.O.L.P.E. July 1974 p. 21

²⁴ FOUNTAIN, M.F. Article in Journal of Physical Education and School Hygiene No. 101, p. 11. Quoted in SWAIN, M.B. 'The Training of Teachers' p. 7

They have been both educated and trained.

Problems

Inevitably with a 'living institution' the history of the College has been recorded and re-recorded through a number of channels during the past 75 years. One of the main vehicles has been the magazine of the Chelsea College of Physical Education Old Students Association. ²⁵

In 1961 the editor wrote, "The re-writing of History goes on apace and it never ceases to amaze me with the incredible differences of its interpretation and impact on individuals who experience the same thing at the same time." ²⁶

The personal reminiscences of members of staff and Old Students have been used extensively to illustrate the text while their opinions may be prejudiced nevertheless their comments are valid for the Old Students form part of the 'living institution'. It is therefore relevant and perhaps essential, in order to try to eliminate 'emotional' overtones for the data to be comprehensively reviewed, in the first instance, by an individual who has been directly connected with the college for only two years and second for a technique of analysis appropriate to the assessment of curriculum development, within the college, to be employed.

Documents in the 'archival collection' in the College Library, magazines of the Old Students Association, completed

²⁵ A complete set of magazines of the Old Students Association available in the Library of Chelsea College of Physical Education.

²⁶ LEACH, M.M. C.C.P.E. O.S.A. Magazine. No. 3.
1961. p. 11

questionnaires, ²⁷ personal correspondence and interviews provided source material.

In sorting the 'minutiae' and extracting general principles care has been taken not to impose personal prejudices. On the other hand, personal observations have been made in recognising and highlighting 'relationships' that contribute to the overall pattern of development of the College. As far as possible an 'objective' approach has been utilised in appraising 'subjective' material.

An attempt has also been made to retain a 'perspective' through the more theoretical study of 'curriculum development' but even here the 'human factor' must be acknowledged for as Taba says, "Curriculum is, after all, a way of preparing young people to participate as productive members of our culture." ²⁸

Curriculum Analysis

Curriculum stems from 'currere' (L) - 'to run', it "--- is socially and historically located and culturally determined." ²⁹

Taba's work followed that of Tyler; ³⁰ she provided a comprehensive guide to Curriculum Development. It was essential, she said, to study children as growing and learning

²⁷ See Appendices 1, 2 and 3 for copy of questionnaire, analysis of answers and complete set of respondents, respectively. 116 completed questionnaires were received. 32 from students trained between 1898 and 1929; 49 from students trained between 1930 and 1958; 35 from students trained between 1959 and 1970.

²⁸ TABA, H. "Curriculum Development - Theory and Practice" p. 10.

²⁹ HOOPER, R. "The Curriculum, Context, Design and Development" p. 2.

³⁰ TYLER, R.W. "Basic Principles of Curriculum Instruction"

individuals.³¹ In the education and training at Chelsea this point has always been central and is shown in the following comments from Old Students.

"Excellent teaching practice"³² and "I think the early initiation to coping with children in rather squalid playgrounds and halls gave us a great insight into the art of teaching and of children's needs for physical activity and how to make it enjoyable for all. In this I felt always that Chelsea was way ahead of the other Colleges with whom we came in contact."³³

"A curriculum is defined from time to time in terms of experiences, courses or subject matter."³⁴

Approaches to the curriculum may be, 'child centred', 'subject centred', 'society centred', or 'experience based'.³⁵

In practice one approach cannot totally exclude aspects or facets of the other three approaches. Teaching is concerned with children who form part of society; the subjects are used as the time-table units; and personal experience must be acknowledged if cognizance has been taken of all relevant factors and education is to be progressively planned and developed.

Child Centred Curriculum

"The basic claim for this (child centred) curriculum is that provision of learning experiences which enable the child

³¹ loc. cit. ²⁸ p. 3.

³² LAWRENCE 1914

³³ SOUTHALL 1940

³⁴ BARROW, H.M. "Man and His Movement: Principles of His Physical Education" p. 293.

³⁵ loc. cit. ²⁸ p. 3.

to follow his own interests across traditional subject boundaries allows the child's potential to unfold." ³⁶

Students at Chelsea have always been concerned with 'the child' and her needs, particularly in terms of physical development and social adjustment.

"We were taught to teach, to understand children ----" ³⁷

Methodology has, however, changed from training and imposed discipline to education for self discipline.

Colonel Fox said, "---- physical training aids in quickening the intellect and training the body to obey, with readiness and precision, the dictates of the mind; in developing self reliance and determination, in ensuring precision in action, and last but not least, in concentration of thought." ³⁸

In contrast to quote from "Movement", "The role of the teacher has changed considerably from that of instructor to one of consultant and guide. Discipline is more firmly based on the individual responsibility and self-control a child develops in the pursuit of objectives which are important to him." ³⁹

The interim stage was described by Dr. MacNulty who said there has been a "---- transition from the early formality and limited objectives ---- to the freedom and wider scope that characterizes the physical training of to-day." ⁴⁰

³⁶ OPEN UNIVERSITY - "Perspectives on the Curriculum" Unit 4. 'Aims and Claims' pp. 29 - 30.

³⁷ loc. cit. 10

³⁸ FOX, G.M. HMI. Copy of undated lecture on 1902 and 1904 syllabuses. p. 2.

³⁹ MOVEMENT D.E.S. H.M.S.O. 1972 p. 3.

⁴⁰ B.M.A. Report, 1935 p. 5 - reference to 1904 and 1933 syllabuses.

The main concepts of a 'child centred curriculum' are fully acknowledged in the principles used in the teaching of 'modern educational gymnastics and dance'.

"Close observation of the children's response and appreciation of their readiness for further challenge are of first importance in planning situations to meet their individual needs." ⁴¹

This point applies equally to the education of students in training and is reflected in the development of the curriculum. ⁴²

The personal comment of an Old Student summarizes the controversy between notions of education and training and illustrates the essence of a child centred curriculum.

"I have found over the years that it is far more important to know how to educate children than to teach P.E. Until one has discovered the former it is impossible to achieve the latter." ⁴³

The values directly attributed, by many people, to Physical Education which also influence general education are summarized in the following comment.

"I believe the attitudes of self-discipline and self-knowledge gained through Physical Education are vital to a child's full education." ⁴⁴

Child centred education can be seen to provide an acceptable approach in the teaching of Physical Education.

⁴¹ loc. cit. ³⁹ p. 25.

⁴² See pages 114-165, 277-320 and 405-459.

⁴³ EDWARDS 1952.

⁴⁴ loc. cit. 10

The Subject Centred Curriculum

A subject centred curriculum has emphasis upon teaching subject matter. The material is selected and organised before the teacher meets her classes and is controlled by the teacher. Emphasis is placed upon teaching facts and specific habits and skills as separate or isolated aspects of learning, upon improving specific methods of teaching subject matter and upon uniformity of exposure to learning situations and therefore results.

Education, under this system, conforms to the patterns set by the curriculum and may be considered as 'schooling'.⁴⁵

The subject centred curriculum, as far as Physical Education is concerned, is perhaps more appropriate for students in training than for pupils at school.

"The claim for the subject-centred curriculum is not that it gives full initiation into the whole range of forms of knowledge, but that it gives the learner sufficient insight into concepts, modes of enquiry and validation to show him how they work. That is, a critical appreciation of the forms of knowledge, rather than full, specialist immersion. If the subject-centred curriculum is to meet the claims of its supporters it should achieve breadth across the spectrum of knowledge and understanding of parts, rather than mere facts about them."⁴⁶

Richmond describes the principles of a subject centred curriculum as:

" a) certain bodies of subject matter are arranged in a

⁴⁵ OLIVER, A.I. "Curriculum Improvement - a guide to problems, principles and procedures" p. 312.

⁴⁶ loc. cit. ³⁶ p. 25. Para. 4'7.

logical order to facilitate exposition and are called subjects.

b) these subjects are determined in advance of the school lesson on pupils' learning experience.

c) teaching and learning are for the most part channelled into these already organised fields." 47 48

The time-tables of the students at Chelsea, in all three eras, show subject divisions. Methodology reflects changes in approach to teaching/lecturing.

In spite of the limitations of a subject centred curriculum, "Every time an educational crisis arises there is a demand from laymen and specialists sometimes even from teachers, for greater concentration on subject-matter. This ignores the part played by process, as well as a good deal of experimental evidence that mastery of subject matter does not ensure effective application of learning in relevant situations, that there is considerable difference between 'knowing that' and 'knowing how' ----" 49

Society centred or core curriculum

In a society centred or core curriculum Richmond says, the "arrangement of subject matter is according to the following principles:

a) the fundamental material to be studied consists of the rules, beliefs, facts and methods of thinking that are shared by the society of which the school is part.

b) the study of this subject-matter is directed

47 RICHMOND, W.K. "The School Curriculum" p. 4.

48 See Appendix 4 for basic assumptions and characteristics of a subject centred curriculum.

49 loc. cit. 47 p. 17 (reference to WHEELER, D.K. 'Curriculum Process', pp. 179 - 181).

consciously towards the improvement of the society's beliefs, methods of thinking etc.

c) the subject matter is arranged for study around current social problems or trends.

d) the main facts, values, skills and attitudes to be learnt are determined and arranged in advance by the teacher, but the actual problems studied and the manner of their study are decided by joint planning between teacher and pupils which takes careful account of the present needs and interests of the pupils." ⁵⁰

Wheeler supports this view, "To a large extent, then, the curriculum will be shaped by the culture of the society in which it operates it will be affected by social values, social needs and social problems." ⁵¹ and Bruner says, "--- a curriculum ought to be built around the great issues, principles and values that society deems worthy of the continual concern of its members." ⁵²

King says, "Education comes by way of family, friends, community, church, mass media, marriage, travel, work, military service, politics and formal schooling." ⁵³ and "The social perspective of man conveys on human groups, on the rôles of individuals in these groups, and on the impact of groups on individuals." ⁵⁴

⁵⁰ *ibid.* p. 5. (reference to CONNELL, W.F. 'A glossary of curriculum terms' in The Forum of Education XIV 1. July 1955).

⁵¹ *ibid.*

⁵² *ibid.* p. 6.

⁵³ *loc. cit.* ²² p. 2.

⁵⁴ *ibid.* p. 14.

For a 'society centred curriculum to operate in the College context account has also to be taken of national needs, trends, values and problems. Generalised issues may be very different in substance from specific issues. The social needs of residents in Chelsea, Borth and Eastbourne or Sussex, Portsmouth and Reading can be shown to be very different.⁵⁵ On leaving College students take up appointments throughout the British Isles and overseas. The student has therefore to be trained to extract principles on which to base her judgements and apply her knowledge. The tangible curriculum or that influenced by local community needs endorses the pragmatic approach to curriculum development.

Past students' comments substantiate this premise. "One seems to learn most in one's first years of teaching but Chelsea gave us all that was necessary to be able to continue learning through teaching"⁵⁶ and "Of course one was rather raw at first and although one had had practice in teaching the various subjects a lot was learnt by experience in one's first job - but a very sound foundation was laid at Chelsea in every branch of P.E."⁵⁷

Experienced based curriculum

An experienced based curriculum is centred on the 'learners' and promoting the all-round development of the learner. Subject matter is selected, organised, directed and controlled co-operatively during the learning process. Four

⁵⁵ Locations of the college and teaching practice areas respectively.

⁵⁶ GIBSON 1951.

⁵⁷ HICKS 1930.

main emphases are pertinent to this form of curriculum. First, "meanings which will function immediately in improving living", second, "building habits and skills as integral parts of larger experiences", third, "understanding and improving through use of the process of learning" and fourth "variability in exposures to learning situations and variability in the results expected and achieved". ⁵⁸

Each child is enabled to build a "socially creative individuality" and education is considered as a continuous intelligent process of growth. ⁵⁹

An experienced based curriculum presupposes personal knowledge of pupils on the part of teachers. It utilises many of the characteristic features of a child centred curriculum. ⁶⁰

From this brief account of four different bases, for a curriculum, it is evident that many aspects of one system are present in the other systems. A difference in emphasis may be classed as the 'specific method' currently in use. In the College curriculum an amalgam has been used with greater emphasis on one or other set of characteristics in different eras, ⁶¹

At all times, however, "The training is thus a basic one in the subject of Physical Education and should lead to such an understanding of Physical Education that those who have

⁵⁸ loc. cit. ⁴⁵ p. 312.

⁵⁹ ibid. p. 312.

⁶⁰ See Appendix 5 for main features of an experience based curriculum.

⁶¹ See pages 114 - 165
277 - 320 on 'The Curriculum'.
& 405 - 459

taken it are able to organise suitable schemes of work and carry them out in any type of institution, be the primary aim educational, recreational, social or remedial. By this it is not meant that every individual qualified is necessarily suitable for every one of these four avenues of work, but that, if her temperament and personality are suitable, she is equipped." ⁶²

In, "The Process of Education" Bruner wrote, "The curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject." ⁶³ and Paul Hirst in "The logic of the curriculum" said, "--- all these forms of development with which education is concerned are related to the pupil's progress in rational understanding. This means that physical education, for instance, is pursued in accordance with a rational appraisal of the place and value of physical activities in human life which we wish the pupil to acquire, that the activities themselves are viewed as those of a developing rational being, not merely an animal, and that they therefore constitute part of the life of a rational person." ⁶⁴

In an article "The Training of Teachers of Physical Education", an Old Student of the College, Marjorie Swain wrote, "The philosophy of physical education is dependent on that of general education because the one is an integral part of the other. Education has been very largely regarded as

⁶² loc. cit. ²⁴ p. 7.

⁶³ op. cit. p. 5.

⁶⁴ loc. cit. ²⁹ pp. 238 - 239. Para 11.8.

the acquisition of factual knowledge, in the process of which the physical training lesson was an unnecessary interruption. While education had little relation to the life of the average child and while it aimed at the mastery of set subjects, physical training could aim no higher than the mastery of certain physical skills. The introduction of the new syllabus in 1933 pointed out the need for a recreational element in the lesson and for adapting the work to the physiological and psychological needs of the child, but the interpretation of the syllabus depends on the aim and understanding of the teachers." ⁶⁵

The physical recreation element is taken much further in the Schools Council Working paper No. 45. In that paper the elements of a balanced curriculum are quoted as:

- | | |
|-----------------------------|--|
| Communication | (1. Literacy (and the related oracy). |
| Skills | { (2. Numeracy. |
| Knowledge and Understanding | { (3. A knowledge and understanding of man's natural or physical environment. |
| (cognitive) | { (4. A knowledge and understanding of man and his social environment. |
| Affective | { (5. A developing moral sensibility. |
| | { (6. A developing aesthetic sensibility. |
| Expressive | { (7. Fashioning the environment (the creative arts and the creative aspects of technology). |
| | { (8. Physical education in its widest sense." ⁶⁶ |

Physical education in its widest sense includes, physical

⁶⁵ loc. cit. ²⁴ p. 1.

⁶⁶ op. cit. p. 58.

activities, health education, games, sports, dance and drama."⁶⁷

The members of the Working Party "--- firmly believe that the widest range of recreational activities should be provided to suit each sixth-former's needs."⁶⁸ The report continues, "For instance, it should be generally agreed that at least three in-school periods a week are set aside for recreational activities. This is not merely a question of giving a pupil time off for relaxation it is also a question of training in the use of leisure. It looks as though the right use of leisure is going to become increasingly important as time goes on."⁶⁹

If this recommendation is universally accepted it has implications in the education and training of students of physical education in the 1970's.

The 'ideal curriculum'⁷⁰ may never be achieved but the basic principles, which have been discussed and agreed, should be followed.

"Physical Education is a fundamental method of education - a method which proceeds by means of or through predominantly physical activities."⁷¹

It "--- is much broader than simply a programme to improve health. It is a fundamental technique whose ultimate value may be to improve, besides health, the qualities of courage,

⁶⁷ *ibid.* p. 60.

⁶⁸ *ibid.* p. 72.

⁶⁹ *ibid.*

⁷⁰ *loc. cit.* ⁷ p. 22.

⁷¹ ROGERS, F.R. "Educational Objectives of Physical Activity" p. 12.

initiative, perseverance and self control; honesty, courtesy, justice, co-operation and loyalty; sympathy, information and understanding; for the central nervous system should be as active when the children play as when they study, and neurograms should be created and modified as rapidly and as permanently on the playground as anywhere in school life." ⁷²

The means and the methods therefore have to be an integral part of the College students' education and training.

Paul Hirst said, "To rationally plan a curriculum, I suggest, does demand an awareness of the ends of the business and the characterization of such ends is logically prior to the determinant of appropriate means." ⁷³

Planning is a continuous, practical, structured, collaborative and informed activity requiring judgement and corporate innovation.

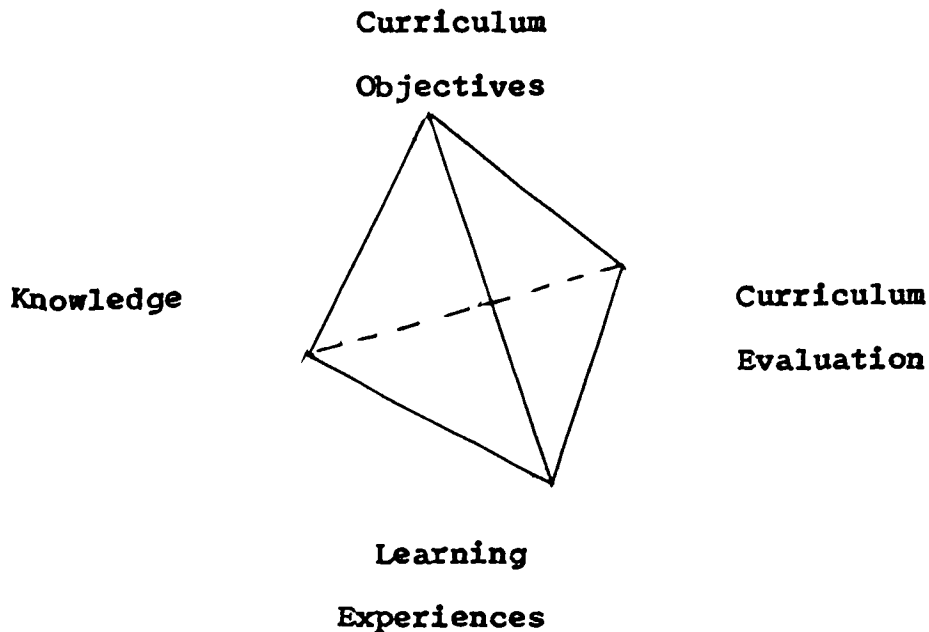
The theory of Taba's curriculum development is based on the following: general aims, specific objectives, major areas, specific content, type of learning experiences, evaluation of effectiveness of curriculum and over-all pattern. ⁷⁴

Kerr in "Changing the Curriculum" simplified this model and that of Herrick and Tyler to:

⁷²ibid. p.13.

⁷³TAYLOR, P.H. and WALTON, J. "The Curriculum: Research Innovation and Change" p. 13

⁷⁴loc. cit. ²⁸ p. 6.



and finally to:

Aims and objectives
Content
Methodology
Evaluation.

"ACME" - the highest point of perfection ⁷⁵ - would seem to be appropriate in the pursuit of curriculum development in any institution.

This model has therefore been used in the evaluation of the curriculum at the College. Although simple in structure it is comprehensive in coverage and allows for exploration of both macro and micro aspects, it also provides an adequate framework for the appraisal of the development of Physical Education as a subject within a Teacher Training context and as a subject in its own right.

Aims and objectives

Much has been written about aims and objectives. The meaning of the two words can be the same. "--- an aim is an

⁷⁵ The Concise Oxford Dictionary. p. 13.

objective and an objective is an aim. An aim gives purpose, design and direction to an area of work. An aim is an expression of strategy; it points the way to a goal. An objective is also tactical in design; it is often used to describe what a teacher is trying to achieve and how she is trying to achieve the desired end. But, professionally aims have been accepted as being broadly based and serve as the ultimate goals of a school curriculum in Physical Education." ⁷⁶ Objectives provide short term goals; they are presented as clear cut statements which can be achieved in a relatively restricted time.

"Historically, aims may be put into two broad categories: aims concerned with producing a certain type of person, and aims concerned with producing people capable of fulfilling a particular role." ⁷⁷

In 1929, Rogers stated, "---the conditions of growth are the guiding aims of education - health, social efficiency, culture and economic efficiency." ⁷⁸

Aims "--- are expressed in comparatively general terms. They incorporate a prescription that something (such as growth or autonomy) is worthwhile and ought to be achieved." ⁷⁹ Aims provide, "--- principles of procedure." ⁸⁰

Objectives "--- are achievements (learning, knowledge,

⁷⁶ WEBB, I.M. "Physical Education - its Aims and Objectives" in C.C.P.E. Year Book 1970 - 71, pp. 9-15.

⁷⁷ WHEELER, D.K. "Curriculum Process" p. 13.

⁷⁸ loc. cit. ⁷¹ p. 6.

⁷⁹ loc. cit. ³⁶ Unit 9. Para 2.11 Aims p. 118.

⁸⁰ SCHOOLS COUNCIL WORKING PAPER No. 53. 13-16 year olds 'The Whole Curriculum' p. 68

understanding) which are capable of being expressed in less general terms than aims (e.g. understanding the nature of scientific thinking) and which are called objectives only when they are seen as necessary for the achievement of an aim." ⁸¹

Tyler refers to objectives as "changes in pupil behaviour which it is intended to bring about by learning." ⁸²

Wiseman and Pidgeon see that:

- "(i) Objectives must be directly and appropriately related to the learning experiences provided on the course.
- (ii) Objectives must be capable of being achieved and evaluated within the course.
- (iii) Objectives must be stated in terms of observable behaviour.
- (iv) Objectives must be appropriate to the level of instruction aimed at in the course." ⁸³

The aims and objectives of Physical Education in the British System were seen by Harvey in 1896 as:

- " 1. Perfection of form.
- 2. Health and strength.
- 3. Mental alertness and control of mind over body, resulting in skill and grace.
- 4. Character building - the encouragement of such qualities as self-reliance, perseverance, unselfishness, endurance, fairness, courage, keenness, esprit de corps." ⁸⁴

⁸¹ loc. cit. ³⁶ Unit 9. p. 118.

⁸² loc. cit. ² p. 21. (Ref. TYLER, R.W. in Educational Research Bulletin XIII. No. 8. 1933. pp. 196-206).

⁸³ WISEMAN, S. and PIDGEON, D. "Curriculum Evaluation" pp. 41-42.

⁸⁴ HARVEY, F.J. "Physical Exercises and Gymnastics for Girls and Women". Chapter 1. The British System p. 1.

Later he elaborated, "Physical teachers have perhaps the most responsible position in a school. Every pupil in the school comes under their tuition. Teachers of gymnastics have consequently more influence and power than teachers of other subjects. Not only are the health and physique of each pupil in their hands, but to a great extent the formation of the character. Upon the physical teacher depends, very largely, the whole tone of the school - its discipline, loyalty, perseverance, keenness, fairness and esprit de corps."

The "--- training of body and mind are inseparable --- i.e. training of body should only be entrusted to experts." ⁸⁵

The aims of the Schools Council Research Enquiry in 1970-71 into Physical Education in Secondary Schools were:

a) to discover the facts about the place and the programme of physical education in secondary schools;

b) to consider how far present practices were related to the aims of physical education published in the first issue of the Schools Council newsletter Dialogue (September 1968);

c) to provide information about existing practices to those concerned with physical education;

d) to use the information as a basis for a future curriculum development project. ⁸⁶

To quote the preliminary statement:

1. "Physical Education is an integral part of the process of Education. That process is endeavouring to fit young people while at school to play their full part in the

⁸⁵ *ibid.* Chapter VII. 'The Teaching of Physical Exercises'. p. 121.

⁸⁶ KANE, J. "Physical Education in Secondary Schools" p. 1.

society in which they will take their place. Physical Education is an aspect of Education rather than a subject, and as such affords an excellent opportunity to contribute to the development of the individual. Its particular objectives are:-

2. to assist the optimum balanced growth of each individual by the development of not only his physical resources and their skilled and efficient use but also his capacity for creative and imaginative work;
3. to assist in the development of initiative, moral and social attitudes and responsible behaviour. Young people often meet each other and the teachers outside the classroom in activities which readily lend themselves to the transmission of values and attitudes of social behaviour and group co-operation. These activities can take place, for example, in the gymnasium, on the games field, in the country-side and while holidaying abroad;
4. to provide purposeful and enjoyable experience in a sufficient range of physical activities; to encourage increasing responsibility in the choice of such activities while at school; to promote some sense of achievement and positive attitudes towards participation in post-school recreation."

The nine most common physical education objectives extracted from literature for the 1970-71 project were: emotinal stability, self realisation, leisure-time activities, social competence, moral development, organic development, motor skills, aesthetic appreciation, cognitive development. ⁸⁷

⁸⁷ *ibid.* pp. 76-77 (see Appendix 6 for details).

Aims and objectives serve as guides in the development of a curriculum and become critical criteria for the curriculum-maker.⁸⁸

If the aims and objectives of physical education are universal then they will be equally applicable at college and school levels. In examining the curriculum of the College it has been found that in both the personal education and the vocational training of students aims and objectives contribute to an overall 'integrated process'.

Content

Content and learning experiences are closely related; it is through the latter that aims and objectives can be achieved and content may be learnt.

The teacher must therefore establish an environment that motivates students to learn. The content of the course will reflect the nature of the subject, the ability of students and the level of understanding to be achieved by the students.

Content may be simply described as 'knowledge'. It will be specific in each aspect of the course and contribute to the student's development both as an individual person and as a teacher.⁸⁹ "Knowledge becomes significant also to the extent that its pursuit conveys the spirit and the method of inquiry."⁹⁰

Methodology

Learning experiences form the 'Ways and Means' of the curriculum. The process may be slow for no one experience

⁸⁸ loc. cit. ³⁰ p. 62.

⁸⁹ MACLURE, J.S. "Curriculum Innovation" pp. 29-30.

⁹⁰ loc. cit. ²⁸ p. 271.

necessarily brings about profound changes.

What is important is "the organisation of these learning experiences to facilitate consequential development and enlightenment and enlightening relationships with other concurrent experiences." ⁹¹

Experience must be re-inforced by further experience and this is particularly evident in a spiral curriculum where work "--- is based on the selection of important ideas and principles which are re-introduced at all levels." ⁹²

The same process is also pursued in a progressive approach to learning. "Planning a cumulative progression in learning involves planning learning experiences to create a movement from one level of difficulty or complexity to a higher one, from a more limited use of ideas to a greater breadth and from simpler concepts to increasingly more complex ones." ⁹³

This pattern has always been used at the College as students progressed from year I to years II and III and ultimately to year IV.

"The crux of the matter lies in teaching for transfer, in developing the capacity to apply whatever is learned in one context to other areas and problems." ⁹⁴

This would appear to be a pertinent problem in the preparation of students for teaching. What is 'practised' on each other is not directly transferable to teaching children.

⁹¹ loc. cit. ⁸⁹ p. 37. (Ref. Tyler).

⁹² CAVE, R.G. "An Introduction to Curriculum Development"
p. 75.

⁹³ loc. cit. ²⁸ p. 297.

⁹⁴ *ibid.* p. 277.

A process of translation has to take place. As Taba says, "A way has to be found --- to translate the essence of the particular idea, process, or concept into the thought forms and perceptive patterns of the students." ⁹⁵

This process has to be accomplished at two levels, from lecturer to student and from student/teacher to pupil. The change in role of the individual is also very relevant.

Learning in physical education may be through one or more of the following methods:

practical	- psychomotor	- doing	
kinaesthetic	- affective	- feeling	
intellectual	- cognitive	- thinking	⁹⁶

Evaluation

"Education is a process which seeks to change the behaviour of students." ⁹⁷

Evaluation provides, "The means of appraising student learning;" ⁹⁸ it highlights deficiencies and validates hypotheses. It should also be the means of producing "--- the feedback to the teacher and the child which controls the next step in the sequence." ⁹⁹

Changes in behaviour are the objectives of education and "Evaluation is the process of determining what these changes are and of appraising them against the values represented in objectives to find out how far the objectives of education are

⁹⁵ *ibid.* p. 294.

⁹⁶ See p. 33 for extension of this point.

⁹⁷ *loc. cit.* ²⁸ p. 312.

⁹⁸ *ibid.* p. 655.

⁹⁹ *loc. cit.* ⁸⁹ p. 39. (Ref. Dr. Marion Jenkinson).

being achieved." 100

"Curriculum evaluation requires collection, processing and interpretation of data pertaining to an educational programme." 101

Criteria used in the above process reflect contemporary scientific knowledge 102 and " --- should, therefore, encompass and integrate the implications from the views regarding the functions of the school in society, from the study of the needs and requirements of the society, from the studies of the learners and the learning process, and from the analysis of the nature of knowledge and of the subject matter." 103

The instruments of evaluation must be appropriate to the situation to be measured and in Physical Education will range from objective tests to subjective assessments.

According to Curriculum Development practice not only must the learning process and the nature of knowledge to be acquired be considered but also the nature of learning, the nature of the individual, the goals of the culture, and the role of the individual have to be taken into account. 104

The Nature of Learning

The nature of learning in physical education must be, mainly through "doing" or physical participation.

100 loc. cit. 28 p. 312.

101 TYLER, R.W., GAGNE, R.M., SCRIVEN, M. AERA MONOGRAPH
"Series on Curriculum Evaluation". No. 1. Perspectives of
Curriculum Evaluation. p. 5.

102 loc. cit. 28 p. 268.

103 ibid. p. 267.

104 ibid. p. 7.

Bloom in "Taxonomy of Educational Objectives" defined three areas or domains: cognitive, affective and psychomotor. He expanded the first two in full length volumes but of the third he said, "Although we recognize the existence of this domain, we find so little done about it in secondary schools or colleges, that we do not believe the development of a classification of these objectives would be very useful at present." ¹⁰⁵

To date, Bloom has not written Volume 3 but among others Elizabeth Simpson, ¹⁰⁶ Anita Harrow, ¹⁰⁷ and Hilary Corlett and Ida Webb ¹⁰⁸ have put forward various alternative forms of the psychomotor domain.

Bloom stated, "The major purpose in constructing a taxonomy of educational objectives is to facilitate communication." ¹⁰⁹

"--- a taxonomy must be validated by demonstrating its consistency with the theoretical views in research findings of the field it attempts to order." ¹¹⁰

Simpson defined her taxonomy in terms of seven hierarchical classification levels: perception, set, guided

¹⁰⁵ op. cit. I. Cognitive Domain pp. 7-8.

¹⁰⁶ SIMPSON, E.J. "The Classification of Educational Objectives: Psychomotor Domain".

¹⁰⁷ HARROW, A.J. "A Taxonomy of the Psychomotor Domain".

¹⁰⁸ A.P.W.C.P.E. Conference Report 1972. "Education and Physical Education - Complementary Studies?". pp. 32-49. and C.C.P.E. Year Book 1972. pp. 15-20.

¹⁰⁹ loc. cit. ¹⁰⁵ p. 10.

¹¹⁰ ibid. p. 17.

response, mechanism, complex overt response, adaptation and origination.

Harrow's taxonomy is based on six classification levels, namely: Reflex Movements, Basic-Fundamental Movements, Perceptual Abilities, Physical Abilities, Skilled Movements and Non-Discursive Communication.

Corlett and Webb used the following criteria:

- (1) Logical development throughout the domain,
- (2) educational objectives that can be fulfilled in each section,
- (3) the development of a movement way of looking at movement, and had six classification levels: action, perception, participation, selection, construction, practice.

"There is nothing more central to a discipline than its way of thinking. There is nothing more important in its teaching than to provide the child with the earliest opportunity to learn that way of thinking - the forms of connection, the attitudes, hopes, jokes and frustrations that go with it. In a word, the best introduction to a subject is the subject itself." 111

Corlett's and Webb's taxonomy is based on physical action, the first stage of movement, which is the unique way of learning about movement and the very essence of movement.

For "To each thing to be learned belongs its own way of being learned ---" 112

Physical activities can only be learnt and evaluated in a totally meaningful way through practical experience.

111 BRUNER, J. "Toward a Theory of Instruction" p. 155

112 loc. cit. ²⁸ p. 279. (Ref. Kilpatrick).

The role and place of practical studies in Physical Education has long exercised the profession. Practical work may be viewed:

as contributing to self knowledge,
as a means of expressing knowledge,
and as a unique way of making knowledge. ¹¹³

These illustrate the PRACTICAL form of knowledge, the ACQUAINTANCE form of knowledge, and the PROPOSITIONAL form of knowledge, ¹¹⁴ or "knowing how", "knowing through experience" and "knowing that", respectively. ¹¹⁵

In the early part of the College's existence there was a marked emphasis on practical work, although the importance of theoretical understanding was acknowledged.

Students trained between 1898 and 1929 commented that the whole course, was "too practical". ¹¹⁶ or "Hard physical work ---" ¹¹⁷

Between 1929 and 1958 the following comments reflect the change of emphasis in the curriculum. "At the time it seemed as though we had too much theory but looking at it in retrospect the theory was necessary and helpful for the practical ---" ¹¹⁸ and "We were given a good background in all

¹¹³ loc. cit. ¹⁰⁸ p. 39.

¹¹⁴ *ibid* RENSHAW, P. 'The Nature of Human Movement Studies and its relationship with Physical Education'. pp. 99-109.

¹¹⁵ MURDOCH and WEBB. "Practical Studies in Physical Education" (Unpublished article submitted to editor Journal of Curriculum Studies)

¹¹⁶ CHAMBERS 1924.

¹¹⁷ NUTTALL 1920.

¹¹⁸ GARDENER 1937.

that was known at the time." 119

Between 1958 and 1975 the continued struggle for degree status was reflected in, "The theoretical subjects were rather superficial and often trying to intellectualise practical aspects for the appearance of giving P.E. an academic image."¹²⁰

Progress in the development of the subject from Physical Training through Physical Education to Art and Science of Movement/Human Movement Studies parallels, fairly accurately, the three eras of the College:

1898 - 1929 Foundation and Training

1929 - 1958 Transition and Education

1958 - 1973 Expansion and Academic Study

The nature of the individual

The student of Physical Education, no matter the year of entry to the College, 'enjoyed' Physical Education. The following random sample of comments more than adequately confirms this statement.

I "enjoyed playing games at school" 121

I was "keen on gymnastics and sports" 122

I "loved dancing and games" 123

I "enjoyed physical education and was good at it" 124

"A love of gymnastics and games throughout my school

119 BERREDGE 1946.

120 WILSON 1965.

121 HARDING 1906.

122 CLARKE 1912.

123 MOORE 1922.

124 loc. cit. 21

life" 125

"I enjoyed Physical Education and wanted others to enjoy it too" 126

"I wished to teach and enjoyed P.E. more than any other subject" 127

"Subject I enjoyed and wished to further both knowledge and skills" 128

A love of physical activity does not, however, support the maxim 'all brawn and no brain' the cliché so often but incorrectly associated with Physical Educationists. Comments from staff and Headmistresses of schools reveal how many students who had the intellectual ability to apply for a University degree course, choose to pursue Physical Education.

"--- school staff would have liked me to go on to a University ---" 129

"The Head wanted me to have an Academic Education" 130

"--- regret from the academic staff ---" 131

"All thought it was waste of a good brain ---" 132

"Disappointed it was not a University course" 133

125 THOMAS 1942.

126 DUNCAN 1952.

127 PECK 1961.

128 LAMPRELL 1970.

129 FOUNTAIN 1908.

130 IDLE 1917.

131 MUNDEN 1929.

132 GLICK 1932.

133 WHITTEN 1945.

"--- would have preferred that I went to University" 134

"--- pressure to try for a University" 135

"Senior staff were upset; accused me of wasting my education" 136

Final results at the end of the College course and achievements in graduate and post graduate studies further illustrate the intellectual level attained by many Chelsea Old Students. For example:

B.Sc. (London) 1904 137

L.R.A.M. 1917 138

B.A. (Sydney) 1925 139

M.A. (Edinburgh) 1930 140

B.A. (O.U.) 1943 141

B.Sc. (Hons) (Psychology) 1955 142

B.Ed. (Hons) (Sussex) from 1968 143

134 DUNCAN 1952.

135 PECK 1961.

136 MYERS 1970.

137 SKELTON 1904.

138 loc. cit. 130

139 SWAIN 1925.

140 OLDHAM 1930.

141 PETTIGREW 1943.

142 COLEMAN 1955.

143 8 successful candidates 1968. Beynon, D., Black, L., Campbell, R., Hollis, G., Jameison, D., Jessop, R., Moir, M., Pudge, M.

The individual is therefore a person of 'all round ability' who has chosen to pursue an active career where interest in and concern for others are also of prime importance.

Goals of the culture

The goals of the culture (the College) were summarised by Miss Fountain in the following way, "This training is for the student's own benefit and that she may experience the subject matter which she is about to teach. It aims at the training of her kinaesthetic sense - to give that inner experience and increased sensitiveness and knowledge of movement which will help her in the training of others. It is not merely for demonstration purposes - and it is perhaps wise to stress this point - as it helps to explain why the best demonstrators are not - necessarily the best teachers of movement."

Miss Fountain continued, "In the past the P.T. Colleges were places where students in addition to being trained as games coaches were trained in a certain system of exercises with the theory underlying them (dogmatically presented) and where they practised teaching this system under supervision. It is difficult to say when each of the Colleges emerged from this conception of its work, but this conception is now out of date. The central study is the individual at different stages of growth and the study of the best form of Physical Activity for procuring his or her all-round development." ¹⁴⁵

Role of the individual

As the goals of the culture (the College) serve more than

¹⁴⁴ TALBOT 1968. (née Moir).

¹⁴⁵ loc. cit. ²⁴ pp. 7-8. (Ref. Fountain).

one purpose so the role of the individual may be seen as multi-purpose. The student at Chelsea has always been expected to contribute to the life of the college as well as to receive an education and training from the College. To have maximum effect the individuals contribution must be positive yet sensitive, social and professional, solo and group based, as leader and as follower, as taking the initiative and conforming to set patterns.

Integration

Integration may refer to the 'integrated day', 'inter-disciplinary enquiry', 'integrated approach' and etc. ¹⁴⁶

The College Authorities have always valued and stressed the importance of 'integration' and seen the education and training of students of Physical Education as an 'integrated process' with all aspects of the curriculum contributing to the final product.

Kerr, when considering the search for coherence in the curriculum development process, said, "Just when we are beginning to see the possibility through recent studies in curriculum development of integrating the professional and academic aspects of say, physical education, and getting rid of those useless short curriculum courses on physical education in the primary school, or whatever, examination requirements seem likely to re-establish the division between theory and practice." ¹⁴⁷

The professional and academic aspects of the curriculum,

¹⁴⁶ loc. cit. ⁷ p. 54.

¹⁴⁷ KERR - 'General Review of Recent Attempts to Reform the Curriculum' in A.T.C.D.E. P.E. Section Conference Report, 1973. p. 17.

have always been integrated at Chelsea College of Physical Education.

FORMAT

The preceding introduction provides a summarised basis for the main text.

The history of the College has been divided into three main periods:

Section I

1898 - 1929 - "Foundation"

Section II

1929 - 1958 - "Transition"

Section III

1958 - 1973 - "Expansion"

The same format has been used within each section, namely:

- (i) The Head of the College
- (ii) The Buildings
- (iii) The Staff and Students
- (iv) The Curriculum

Provision has therefore been made for comparison of changes within the College, in the different eras, as well as tracing and recording the chronological development of the College and examining the Curriculum in detail.

S E C T I O N I

1898 - 1929

'FOUNDATION'

- (i) Dorette Wilke - The Founder
 of Chelsea College of Physical
 Education

"To know her was a liberal education." ¹

Dorette Wilke, the founder of Chelsea College of Physical Education, was born, a subject of the German Empire on the 14th day of June 1867, at Slendel, ² Prussia, of Prussian parents Friedrich and Dorothea Wilke. ³

Nothing is known about her education or life, nor that of her parents ⁴ prior to her arrival in England in 1885 ⁵ nor is it known, for certain, why she left Prussia for an unknown country. The only available reference to her early education is contained in an article, "Interview with Fraulein Wilke". ⁶

"Did I begin training as a child?" echoes Fraulein with a laugh. "No, indeed; nor need any woman for that matter. --- I was a sufferer from lateral curvature of the spine until I was seventeen years old, and it was to this that I really owed my career. Acting on a doctor's advice, I took up gymnastics in the hope of effecting a cure; and not only realized my hope, but became so enthusiastic in consequence

¹ C.C.P.E. Magazine. No. XI December 1929. p. 22

² Slendel or Stendal - Magdeburg, Bezirk, West Central, East Germany on the Uchte River North East of Magdeburg.

³ Naturalization Form No.1 "A" 163149. (Public Records Office).

⁴ Follow up enquiries to Germany have, so far, been negative.

⁵ NINE PIONEERS. p. 15.

⁶ Reprinted from "The Woman at Home" and undated but probably written in 1899. See p. 11. "We are filling up splendidly as it is, considering that the College was only founded a little over a year ago." C.C.P.E. founded 1898.

that I determined to enter the profession." ⁷

When Dorette arrived in this country she was a penniless and delicate but sensitive and receptive teenager. ⁸ She entered the Training School of Adolf A. Stempel's Gymnasium to receive a professional training. ⁹ The theory and practice of all published systems of Physical Education were compared and critically appraised. In observation lessons, the values of exercises to individuals, both male and female, were noted and the teacher's effectiveness was assessed. Dorette took fencing lessons at the college but had to seek private tuition for lectures and tutorials in anatomy and physiology.

From a tall, physically weak, pale and sickly child Dorette developed into a healthy well proportioned and dignified person. Dorette was an intelligent student and at the end of the course she was awarded a First Class Diploma.

In return for two years free training she taught unsalaried for a year at Stempel's fashionable Gymnasium and its connected schools. The members of her classes ranged from infants and older children to adults (both married and

⁷ ibid.

Observation.

It is not clear from these comments whether Dorette was advised to travel to England to participate in gymnastics or whether she received the Doctor's advice after she had landed in England. The reference to 17 years of age, in relation to her birth in 1867, would mean arrival in England in 1884. This would be true if a cure of the lateral curvature was effected before she was eighteen. 1885, however, is the date most often quoted in the literature for her arrival in England. It also supports her statements of receiving benefit from gymnastics and wishing to train in the gymnastic profession.

⁸ Ref. to resident for 23 years in U.K. (Naturalization Form completed 29.2.08)

⁹_a) Gymnasium at Albany Street, Regents Park, London. (See Nine Pioneers p. 15). Herr Stempel was formerly Director of the London Orion Gymnasium and a member of the National Physical Recreation Society founded in 1886. ⑤ (See WEBB M.Ed. Thesis p. 85).

elderly ladies) and she also tutored medical students as a special group.¹⁰

It was Dorette's hope that such benefits as she had gained through her training would be gained by others through the work of her students.

"I am so grateful, you see, for what gymnastics have done for me, that I want to make them a means of doing good to as many people as possible."¹¹

After leaving Stempel's Gymnasium Dorette went as Assistant to the Misses Bear at Queen Alexandra's Gymnasium. Later she joined the staff of Battersea Polytechnic and then moved to the South Western Polytechnic in 1896, at a much lower salary but with an opportunity to establish a training department.

In her personal notes Dorette wrote, "Surely it was my fate to come to Chelsea? I had been at Battersea some 4 or 5 years agitating the whole time to get a Physical Training College started feeling sure that there was an urgent need of one in London the centre of most (good)¹² things. I had my scheme all ready and Mr. Wells, the Battersea Principal was in favour but the Governing Body failed to consent, though approached several times on the matter - I was so eager to train teachers that when 3 or 4 girls with special abilities for the profession asked for my help, I arranged a course for them at Battersea, that is to say, I helped them to choose the right theory subjects and coached them in practical gymnastics myself every spare moment I could find. Perhaps it is only fair to

¹⁰ *ibid.* p. 159.

¹¹ *loc. cit.* ⁶ p. 2.

¹² In original text 'good' is crossed out.

myself to add that I did so without any fee, merely for the love of the work."

Dorette continued, "I was also teaching at that time at Alexandra House where the work rather distressed me for I was ever called away from the students in order to give attention or special help to Lady So and So or some other important person so that the students' work was interrupted constantly and my heart was in the training work - "

Her transfer to the South Western Polytechnic is summarised as follows, "The Chelsea Polytechnic which had only been opened 2 or 3 years (1895) had Miss Stuart Snell of Alexandra House in charge of their Women's gymnastics 2 evenings a week - she gave it up to get married and I heard of the vacant post." ¹³

Dorette was appointed to the South Western Polytechnic staff to replace Miss Snell and by 1898 she had founded the Chelsea College of Physical Education as the Gymnastic Teachers' Training Department in connection with the Day College for Women. Later, it was called the Gymnastic Teachers' Training College or G.T.T.C. ¹⁴

The Principal, Mr. H. Tomlinson, B.A., F.R.S., in the Fourth Annual Report of the Polytechnic said, "During the session a department for the training of Gymnastic Teachers was opened in connection with the Day College for Women. This is under the direction of Fraulein Wilke, who is a member and Examiner of the British College of Physical Education and a distinguished teacher of all branches of physical culture.

¹³ From Dorette's personal notes, now in C.C.P.E. Library.

¹⁴ loc. cit. ¹ p. 4.

The course of training extends over two years and the fee is seventy-two guineas. Besides the usual practical and theoretical subjects, Massage, Life Saving, Sick Nursing, Elocution and Voice Production are taught, and there is a professional coach for outdoor games such as cricket, tennis and hockey, a great advantage for the girls who are trained not only with a view of being gymnastic teachers, but also to hold such posts as Games Mistress in girls' schools. During the session, six students entered the college and at the present time, there are eleven entries." ¹⁵ Fraulein Wilke held the position of Headmistress.

Dorette Wilke first lived in the college boarding house. "Those (students) who are not resident in London, of whom there are several, are expected to live in a boarding house attached to the college, where they are under my supervision." ¹⁶ Dorette then moved to a flat at 7 Elin Park Mansions, Chelsea from first December 1900 to Fifteenth December, 1906 when she moved to live at 31 Beaufort Mansions, Chelsea. ¹⁷ This became her permanent home until retirement in 1929.

In the early days she had a pet parrot Polly and later a Pekinese, Ting Ling, was her constant companion.

"She frequently lengthened the daily walk to College by going via the Embankment. She loved the river and the artistic atmosphere of the district. Her circle of friends was wide and varied and on Sunday afternoons she was at home

¹⁵ SOUTH WESTERN POLYTECHNIC Fourth Annual Report.
Session 1888 - 1889.

¹⁶ loc. cit. ⁶ p. 9.

¹⁷ loc. cit. ³ (name and address given).

in her flat to any Old Student who cared to visit. She was there to chat, to discuss, advise, sympathise, scold or console. Dorette Wilkie was the soul of generosity professionally. The College was open to visitors at all times. Members of the profession, other educationists and doctors were made welcome to watch classes or attend any lecture, and Dorette Wilkie was ready, and expected her staff to be ready, to discuss and make the visit profitable and friendly. As a result, staff and students were privileged to meet many interesting people. This generosity was conveyed to her students by the advice to bring "a missionary spirit" into their work." ¹⁸

It would seem, from available records, that Dorette always taught many private classes as well as having permanent appointments.

One of the earliest displays of Gymnastics, led by Fraulein Wilke, was held April 6th, 1888, ¹⁹ at Stempel's Gymnasium. The Women's programme consisted of Marching, Mass Exercises with light wooden barbells totalling forty consecutive movements to music, Maze, Indian Clubs, Rope Climbing and Storming Board. ²⁰

The press commented the next day, "Fraulein Wilke distinguished herself by her grace and precision." ²¹

Gymnastics, at this time, was always in unison and lent itself to spectacle. The performers, irrespective of size and

¹⁸ loc. cit. ⁵ p. 16

¹⁹ Year not recorded in original information but Dorette student 1885 - 1887, member of staff 1887 - 1888.

²⁰ Taken from book of newspaper cuttings now in C.C.P.E. Library.

²¹ *ibid.*

shape, or speed of movement were expected to keep in time and to work as one person.

In 1891 Dorette took classes for ladies and children at the Church Institute, Croydon and at Queens College. The culmination of a series of classes was often a demonstration for the public and for the children's parents. Of the first display at Croydon in 1892 one spectator remembered, she stood with a "--- bouquet held aloft while the little ones circled round her in a labyrinth of movements." ²²

And of the second display in 1894 "--- besides adding greatly to her reputation as a teacher of Gymnastics she will have done much to popularize the science among the women folk." ²³

During 1900 Dorette was one of Mr. Sandow's lady instructors. ²⁴

Her early teaching experiences soon convinced her that psychological knowledge was an essential part of a teacher's background. For three years she attended Professor Adam's lectures and became a member of the Child Study Society. ²⁵

Dorette's desire to increase her knowledge and her enquiring and penetrating mind made her keen to learn more about the various systems of gymnastics taught in the schools in Europe. During vacations she travelled abroad and visited Switzerland, Germany, Denmark and Sweden. ²⁶

²² *ibid.* (The Queen, 1892).

²³ *ibid.* (The Gymnast and Athletic Review, 1894).

²⁴ *ibid.* (Daily Express, Dec. 18th 1900).

²⁵ *loc. cit.* ⁵ p. 15.

²⁶ *ibid.*

In March 1908 Dorette applied for British Naturalization. The report of the Chief Constable, for the Assistant Commissioner F.S. Bullock on the Memorialist was favourable and the certificate was registered on 1st May, 1908. The Memorialist was described, by Edward Parker (Sergeant) and W. Bascombo (Acting Superintendent), as a "Professor of Physical Culture, a respectable woman who intends to remain permanently in the United Kingdom and seeks to obtain the rights and capacities of a natural born British Subject." She "can speak, read and write the English language well." ²⁷

It is reported by her own students that, Dorette had a clear resonant voice and a good command of the English language; but although she was an eloquent speaker she never mastered the "th" or "w" sounds." ²⁸

In the formal application documents, to become a British subject, Dorette was credited as "Head Mistress of the Physical Training College, South Western Polytechnic Institute and Examiner in Physical Culture, under the London County Council." ²⁹ She also held the Certificate from the Royal College of Physical Culture ³⁰ and was a member of the Gymnastic Teachers' Institute, The British College of Physical Education ³¹ and the National Society for Physical Education. ³²

²⁷ Report available at Public Records Office.

²⁸ loc. cit. ⁵ p. 15.

²⁹ loc. cit ³ (Para. 2). See Appendix 7 for example of her work as an Examiner.

³⁰ loc. cit ²⁰ Newspaper cutting (1901).

³¹ *ibid.* Battersea Times.

³² Prospectus, Gymnastic Teachers Training College for Women, The South Western Polytechnic 1902-03, p. 7.

Her duties as an examiner were used as evidence in support of her application and had also led her initially to apply to become a British Subject. The Memorialist said she would find it easier to carry out her duties, as an examiner in Physical Training in Great Britain if she were granted British status for she then would have equal rights and capacities as those of a natural born British Subject. ³³

When Dorette had originally applied, in 1907, to become an Examiner in Physical Training, under the London County Council, her application was supported by Colonel Fox, ³⁴ Herbert Tomlinson, ³⁵ and Sidney Skinner. ³⁶

In his testimonial Colonel Fox described Dorette as "--- a practical worker and thoroughly versed in Hygiene and the theory of Physical Training." ³⁷

Herbert Tomlinson praised Dorette's work as Headmistress of the Physical Training College and wrote, "--- this success was evidently due to her combined kindness and firmness together with her profound and scientific knowledge of the various methods of physical culture adopted in England and abroad." "--- she is possessed of really wonderful energy and zeal and whatever she undertakes will be done thoroughly." ³⁸

³³ loc. cit. ⁵ (Para. 7). Her professional experience and standing were recognised.

³⁴ Colonel Fox, HMI. P.T. - later Sir Fox; Former Military Inspector at Aldershot.

³⁵ Herbert Tomlinson, F.R.S. Late Principal of the South Western Polytechnic.

³⁶ Sidney Skinner, Principal of the South Western Polytechnic.

³⁷ Testimonial - now in C.C.P.E. Library.

³⁸ *ibid.*

Sidney Skinner commented Miss Wilke, is "--- so well known for her extensive and broad knowledge of the subject." "--- Miss Wilke has always kept in view the scientific basis of physical education and has never allowed herself to be drawn into the narrow and unscientific 'systems' about which so much is heard in physical education." ³⁹

Her application for British citizenship was further supported by four respectable and responsible persons who were householders and natural born British Subjects. ⁴⁰

After Dorette was made a naturalised British Subject she refused to be called "Fraulein" and was universally known as "Domina". Her surname Wilke was changed to Wilkie by this same DEED POLL. ⁴¹

Dorette's work as Headmistress was widely acclaimed and her students not only taught in Great Britain but did pioneer work themselves overseas particularly in Australia, Canada and China. ⁴²

Few possess the gift manifest in the ability to teach teachers to teach without destroying, at some time, the individual's personal confidence. Dorette was blessed with

³⁹ *ibid.*

⁴⁰ *loc. cit.* ²⁷

Mary Coghill Hawkes, M.D. had known Dorette for $9\frac{1}{2}$ years and was a member of the College staff;

Gwendoline Alice Polegreen was also on the staff of the College;

Harry Bird Harper was Secretary of the South Western Polytechnic; and

Edward Hugh Pritchard was a schoolmaster in Middlesex. (*loc. cit.* ³)

⁴¹ *loc. cit.* ⁵ p. 15.

⁴² For example SWAIN in Australia (see p. XLIV), CARTWRIGHT in Canada (see p. 81) and Sister HUGHES in China (see p. XLII). & p. XLII

boys by proving themselves to be no mean opponents in the game. ⁴⁶

Fraulein Wilke studied the psychological as well as the physiological effects of playing games. I "--- attempt to put a little brightness into their (the children's) lives, though they may know little enough of the higher aims of Physical Education." ⁴⁷

Her work also extended to the London Working Girls Clubs, first in a personal capacity and later through the teaching of her students. Dorette has "--- done more to help and encourage their efforts than anyone in the profession. For years she devoted much free time to judging competitions and her wise advice and enthusiastic bearing on these occasions must have inspired and helped many teachers and workers." ⁴⁸

In 1916 Dorette praised the Swedish System of Gymnastics. "--- here each exercise has a definite aim and is carefully graded according to its effects especially on circulation and respiration whilst in other so called systems, the exercises are often put together without the slightest knowledge or consideration as to their physiological effects." ⁴⁹

"Miss Wilkie was a brilliant teacher of gymnastics Her vitality and her genius for teaching would have made

⁴⁶ Article 'The College' 1902. C.C.P.E. Library.

⁴⁷ *ibid.* ⁴⁵

⁴⁸ *loc. cit.* ¹ p. 8.

⁴⁹ Lecture to the National Organisation of Girls Clubs on 'The Best Form of Physical Education for Girls Clubs' published in Girls' Club News No. 51. Nov. 1916.

anyone a gymnast, ---" 50

As well as instructing and commanding the members of a demonstration Dorette often performed a solo for the audience.

"Nothing is really adequate in this world except the true spirit of humility. I am a humble spectator of all artistic accomplishment. The other evening I sat entranced, whilst the directress of a gymnasium class of ladies performed graceful evolutions with clubs in a darkened hall. She was clad in red, and her clubs were illuminated by electricity, and she looked like a spirit of the Brocken who had turned from evil to please poor mortals with mild and harmless magic. It did not occur to me that my contribution to the entertainment exceeded the sum I had paid for my ticket, because she was a "merely adequate" executant of my ideas of grace, muscular vigour and the application of electricity." 51

Inevitably spectators in their comments compared instructress and instructed - Fraulein Wilke "--- herself is grace in every movement and her training seems to impart a special suppleness to all pupils" 52 or the students, "--- emulate the correct and splendid style of their talented instructress." 53

Dorette was praised for her method of instruction which was unmistakably distinguished by energy and thoroughness. 54

50 loc. cit. ¹ p. 24.

Written by Miss Evelyn Sharp, Sister of Cecil Sharp, Founder of the English Folk Dance Society, on the eve of Dorette's retirement. Evelyn Sharp attended classes at the South Western Polytechnic, 1896-1898.

51 loc. cit. ²⁰ Daily Chronicle June 8th, 1901.

52 ibid. The Gymnast and Athletic Review - 1894

53 ibid. (cutting).

54 ibid.

The "--- able leadership of their very popular and genial instructress" was publically acknowledged.⁵⁵

It was not long before both Dorette's work and the products of the College were well known.

The reporter in The Daily Telegraph, June 29th, 1904, wrote, "Fraulein Wilke has contrived to instil her pupils with much of her own enthusiasm for the art she teaches, and this backed by the best technical science on English and German Models is the explanation of the success of her college." ⁵⁶

Cassel in 'Physical Educator' wrote, "Fraulein Wilke does as good work in Physical, as many others do in Intellectual Culture." ⁵⁷

Dorette always emphasised with her students the "--- Need for quick eyes ---" and the necessity to be "--- all the time on the alert, and it would be strange" she said, "if her (the student's) powers of observation and perception did not receive a stimulus, stranger still if technical study and the long series of elaborate exercises which she goes through with unfaltering precision failed to strengthen her memory."

For Fraulein Wilke, "--- discipline in any shape or form was held to be an educative agent." ⁵⁸

Her students worked hard as Mrs. Winifred White, recalled, "hard work but very happy" ⁵⁹ and Miss Muriel Cooke-Yarborough

⁵⁵ *ibid.*

⁵⁶ *loc. cit.* ²⁰ - *op. cit.*

⁵⁷ *op. cit.* p. 416.

⁵⁸ *loc. cit.* ²⁰ Ladies Pictorial - 1903 written by E.E.T. p. 665.

⁵⁹ WHITE 1907.

said, "lots of homework, very keen supervision" "under the eagle eye of Fraulein Dorette Wilke." ⁶⁰

These comments were endorsed by many Old Students trained between 1898 and 1929 as shown in the following selected but typical examples.

"Hard work but most enjoyable mentally and physically." ⁶¹

"Our Principal Fraulein Dorette Wilke was a martinette and woe betide any student who deviated in any way from perfection in work, punctuality, politeness, scrupulous neatness, good appearance and hard work." ⁶²

"My outstanding memory is of Domina, through times of great mental and physical stress, always cheerful and full of zeal and enthusiasm." ⁶³

Of Domina, herself, one Old Student wrote, "Bodily pain and weariness have never been allowed to dominate or control the mind. She has remained serene and steadfast, always ready to be interested in the work she set out to do.

Her keen intellectual ability and broad outlook enabled her to judge what was important for the progress of Physical Education. In spite of discouragement and criticism her fearless attitude, has never allowed the surrender of one item which she knew to be essential.

All those who have worked under her have realised the strength that has been gained from her courage and sympathy. They can testify to the love and reverence that her personality

⁶⁰ COOKE-YARBOROUGH 1908.

⁶¹ GAIRDNER 1910.

⁶² MEAKIN 1912.

⁶³ loc. cit. ¹ p. 2.

has inspired." ⁶⁴

Domina always made a point of speaking to the leaving students and emphasised, social service, adherence to principles, the opportunities offered in teaching and the moral responsibility they had towards their pupils.

"We are glad that teaching is a social service. Our men die for their country, we must live for our country, live to the fullest capacity, live with an aim and object in life, live to be of real help and service to our fellow creatures." ⁶⁵

Very early, however, in her career as Headmistress of the college she had said, "--- although I love training them, that I hope my girls may never have to teach in the end; I want them all to marry and be as happy as they can be! But if they do not marry" she added, becoming swiftly grave again, "it is something to feel that they will be thoroughly equipped, every one of them, to face the world!" ⁶⁶

This philosophy she followed throughout her life and work as Headmistress; she also used it as the standard of professional training offered at Chelsea. Today, teacher education and training is often divided into personal education and professional training. While Dorette concentrated on the training of her students as teachers she did not overlook the personal development of the individual.

In summary she thought that each student and pupil for that matter should develop, as a result of her time at the College, or education within school, into a 'whole person'.

⁶⁴ *ibid.* p. 25

⁶⁵ See Appendix 8 and copy in C.C.P.E. Library.

⁶⁶ *loc. cit.* ⁶ p. 11.

She wanted students and pupils to attain:

"1) A body as hard as steel - to work hard, to work well and bear up against our many difficulties.

2) 'A mind as clear as crystal' to see and understand all that is good and noble and beautiful in the world, and also to distinguish the true from the false.

3) A heart as warm as sunshine, so that we may feel and sympathise with the joys and troubles of our fellow creatures."⁶⁷

After giving a lecture on "Physical Culture for Women" to the members of the New Victorian Club on Tues. 3rd December, 1901 Fraulein Wilke was invited to become an Honorary Member of the club. In her talk she stressed the importance of exercise as the great regulator of nutrition and also the importance of endurance which can only be achieved through regular training.

"---. To educate the mind without educating the body could only end in failure, for what was knowledge at the mercy of a weak, undisciplined body?" ⁶⁸

Fraulein Wilke lectured to many eminent audiences including delegates at the English Educational Exhibition, Imperial Institute, London on January 27th 1900; ⁶⁹ the West Ham and District Educational Conference on Physical Training December 5th, 1902; ⁷⁰ the West Riding County Council Educational Conference, Shipley, May 12th 1906; ⁷¹ the Sussex course in 1906 on

⁶⁷ loc. cit. ²⁰ Address by Fraulein Wilke at the English Educational Exhibition Imperial Institute, London, Jan. 27th, 1900.

⁶⁸ *ibid.* Ladies Mirror 1901, together with Lecture notes and letter inviting her to become a member of the New Victorian Club. See Appendices 9, 10 and 11 for texts of letters.

⁶⁹ See Footnote 67.

⁷⁰ Lecture notes in C.C.P.E. Library.

⁷¹ *ibid.*

Physical Training in Public Elementary Schools; ⁷² a course in Rotherham January 23rd 1909; ⁷³ the Women's Congress in Japan July 1910; ⁷⁴ and the National Organisation of Girls Clubs, October 15th 1912. ⁷⁵

Her talks from 1906 onwards were mainly concerned with the Physical Deterioration seen in so many children particularly in the large socially overcrowded cities in Great Britain.

She was often heard to say: "Apart from heredity, it is exercise which is the greatest factor in full harmonious development of the body." ⁷⁶

She was appalled at the ignorance of matters of personal hygiene and the lack of responsibility, on the part of parents, for the physical welfare of their children.

To quote one of her comments, "--- success in life, success of a nation, depends very largely on our physical health." ⁷⁷

Dorette felt that, "It was the duty of legislators to provide facilities and as the law compels children to go to school, the law should also be compelled to look after the children's health." ⁷⁸

⁷² *ibid.*

⁷³ *ibid.*

⁷⁴ *ibid.* See also Appendix 12 for text.

⁷⁵ *ibid.*

⁷⁶ Quoted during lecture at Shipley, see footnote 71.

⁷⁷ Quoted during lecture to The New Victorian Club, see footnote 68.

⁷⁸ *loc. cit.* ⁷⁶

For her, "--- proper Physical Training is at least one of the factors (and a powerful one) for improving the physical, mental and moral health of the coming generation." ⁷⁹

She therefore saw physical education as having a very important place in the general education of every child. "To me this branch of education is of greatest national importance, as I am a firm believer in its mental and moral influence, as well as its physical value." ⁸⁰

She publically condemned untrained or only partially trained teachers. ⁸¹

"As long as our teachers are only half trained (if trained at all) they cannot realize the whole weight of their responsibility towards the physical welfare of the child ---." ⁸²

On another occasion she again stressed the above point in the following way, "We are engaged --- in the work of teaching the teachers, for unless the teacher has herself been taught, how can she teach others?" ⁸³

For Dorette, women physical educationists should be employed to teach girls. "--- it is no use setting a man to drill girls. He does not understand them as does a woman. His place is to drill an army; we do not want our women for the Army." ⁸⁴

⁷⁹ Quoted during lecture to course in Sussex, see footnote 72. p. 1.

⁸⁰ The Gymnasium, p. 140.

⁸¹ Teachers who have not received any training at either a college or university.

⁸² loc. cit. ⁷⁰
Footnote 72. p. 2.

⁸³ loc. cit. ²⁰ Daily News Dec. 8th 1903.

⁸⁴ *ibid.*

This point of view foreshadowed that expressed in the Memorial, "Women Teachers for Women" presented to the Board of Education in 1904. ⁸⁵

Dorette was always an inspiring teacher and in her own way she would "--- help young students develop their own personalities, changing them from timid non-entities into thinking, discriminating, gracious people." ⁸⁶

The personality and bearing of the individual teacher were also of direct importance in relation to the influence the teacher had on her class. Dorette is known to have said, "--- it is less the exercises than the way in which they are applied that makes the difference." ⁸⁷

Here, she was also referring to and making a pointed criticism of teachers who read lessons straight from the Model Course of Physical Training, (1904) to their pupils.

She was always interested in her students and their progress, "Domina took a personal interest in us all, and was always ready with advice and help - also criticism" ⁸⁸ or "We were very fortunate to have Fraulein as our Head. I shall never forget the talks we had in her study and her guidance to me, was worth its weight in gold." ⁸⁹

"Domina's strong, good, steadfast and great personality influenced us all." ⁹⁰

⁸⁵ loc. cit. ^{9b} p. 117.

⁸⁶ loc. cit. ¹⁴ p.22.

⁸⁷ loc. cit. ⁷⁰ p. 2. Footnote 72.

⁸⁸ LAWRENCE 1914.

⁸⁹ CLARK 1912.

⁹⁰ BAILEY 1928.

Old Students were always welcome to return to college, "If any of you feel rusty or disheartened come back to the college for even a week and it will refresh and stimulate you to new and better efforts" said Dor  tte at an 'At Home' on the 3rd June, 1910. ⁹¹

Her concern for the individual student was paralleled by her professional integrity and vision.

"Domina had a marvellous foresight as to the trend of affairs in professional matters as exemplified by her early decision that three full years of training should be given, thus bringing it into line with a University education; by her decision that Matriculation should be aimed at as the entrance examination to the training, and by her early determination that her students should have a sound scientific background for their work, should know something of Chemistry, Physics, Mechanics and have the best Physiology and Psychology obtainable." ⁹²

"Her changes were usually made with absolute correction, in the light of new or further knowledge which she had explored and found right for 'now', 'this day' and so were made immediately and absolutely." ⁹³

The 19th Century systems of Physical Education had Gymnastics as the central core of work. In gymnastics the body was systematically exercised.

"All efforts are directed towards equal development, towards the forming of good habits of movement and of good

⁹¹ Annual Leaflet. OSA. C.P.T.C. (1909-10) p. 10.

⁹² loc cit ¹ p.23.

⁹³ Personal correspondence POWELL, C.

carriage, in fact towards counteracting the evil effect of school desk-life ---"⁹⁴

For Dorette and other pioneer Physical Educationists the corrective element was uppermost and this was achieved through gymnastics. "We are going to make a special point of medical gymnastics in our course of training." ⁹⁵

Hockey - was seen as a one sided game by Dorette with lacrosse too strenuous and netball - ideal. She did, however, praise the effects of dancing for she said, "Dancing is in the widest sense beneficial, it encourages lightness, rhythm, grace and it should also cultivate graciousness of manner." ⁹⁶

On the occasion of the 21st birthday of the College celebrated on the 8th November 1919, Domina recalled its birth in October 1898. She also spoke of its difficulties and joys to the 200 Past and Present Students and the Principal and Staff who met in the Hall to share in the celebrations.

Later, an Old Student was moved to write, "Surely her stirring words roused in each one of us a greater love of College, a keener desire for its advancement, perhaps a scarcely realised wish to serve in our turn. Through her unquenchable fervour Domina had lighted a spark and fanned it into flame - is it not the duty of all Chelsea students, both past and present, to see that that fire never dies out?" ⁹⁷

"In 1914 she bought a cottage in Headley, Hampshire. This was to be her home in retirement and during the holidays

⁹⁴ loc. cit. ⁷⁴ p. 2. Footnote 74.

⁹⁵ loc. cit. ⁶ p. 3.

⁹⁶ loc. cit. ⁷⁴ p. 3. Footnote 74

⁹⁷ C.C.P.E. Magazine No. 1 1920. p. 14.

and occasional weekends in term time she gardened and made improvements to her home until it became delightfully colourful and characteristic of herself." ⁹⁸

During the early part of 1929 Domina became seriously ill; she retired to her cottage and did not return to College in an active way again. In a letter to the staff she wrote, "You will all have to work harder and take on extra responsibilities during my absence, but I know you will do this cheerfully. I thank you all with all my heart for your devoted work - you have all done so much in making the College what it is and I am so proud of having a staff who at all times have always put the welfare and interest of the College first." ⁹⁹

In a second letter she thanked the staff for the gifts they had so generously sent her. "I wish you could have been here when that wonderful surprise basket of yours was opened. --- there was food for the body and food for the soul and food for contemplation - there was raiment for my poor old body and there were scents and snaps and smokes and the joys of future beauty in the garden --- and last but not least that wonderful basket was cram jammed full of loving thoughts --- and for all these wonderful gifts I can only say thank you with all my heart." ¹⁰⁰

"During her illness, even when she was physically weak and in pain, her interest in college and professional matters never waned. She pondered over and discussed future developments and to the end of her life maintained the vision, judgement and

⁹⁸ loc. cit. ⁵ p. 16.

⁹⁹ Personal letter from Domina to staff now in C.C.P.E. Library.

¹⁰⁰ *ibid.* See also Appendix 13 for full text.

open mind that characterized her planning in the early days and after thirty-one years of courageous work left a college with sound educational principles and fine traditions." 101

On her retirement, Domina bequeathed the furniture in her College room to Miss Fountain, the next Headmistress of Chelsea Physical Training College. 102

At the end of the College session on July 12th, 1929 Mr. Harlow sent the following telegram to Domina:-
"We, Principal, Staff and Students, assembled at the close of session, send our affectionate greetings to our beloved Domina, and express heartfelt sympathy in her prolonged illness. We deeply miss her genial presence, and wish to comfort her with the assurance that she is constantly in our thoughts, and that we are determined to attain the high ideals with which she has always inspired us." 103

Domina died during the morning of Sunday the 19th January, 1930 aged 62 years. 104 The memorial service for her was conducted by Archdeacon Bevan at the Chelsea Old Church (All Saints), Cheyne Walk, on Saturday 25th January, 1930. 105

"--- the influence of her unique personality had gone out into the world inspired by that contact." 106

101 C.C.P.E. Magazine - "1898 - 1958" p. 23. See also Appendix 14 - letter from O.S.A.

102 Letter from Dorette to Miss Fountain now in C.C.P.E. Library.

103 loc. cit. ¹ p. 29.

104 C.C.P.E. Magazine No. XII July 1930, p. 1.

105 Handwritten report now in C.C.P.E. Library. See also Appendix 15 for Order of Service.

106 *ibid.*

In memory of Domina on the 24th March, 1930 the Governing Body of Chelsea Polytechnic established the Dorette Wilkie Scholarship. This provided for one free place in the College and it was granted once every three years. The first holder 1930-33 was Evelyn Stanley, a pupil of Christs' Hospital School, Hertford.

In July 1930 the Chelsea Old Students Association renamed the College Fund the Dorette Wilkie Scholarship Fund. There were two main reasons for this change:

"1) Because an opportunity had occurred whereby the money, which for so long had been accumulating, could be put to a practical use and 2) because, by using it, in this particular way, the memory of our beloved Domina would be perpetuated in a cause which was very dear to her heart." 107

Many tributes were paid by Old Students, *eminent* members of the Physical Education profession and other well known personalities. The following are but a selection, "--- I add to the list of Domina's sterling qualities that of tremendous perseverance. She has worked throughout with a goal in view, and there are few obstacles however large that her determination and courage have not been able to move." 108

"All through her working days she was ever ready to see where the change should come, and when she saw she acted, irrespective of personal likes or dislikes or personal desires. She came to this country very young, very poor, very inexperienced, but with the strange gift of a great personality. This personality she spent in the service of the land of her

107 loc. cit. 104 p. 28. See also p.110

108 loc. cit. 1 p. 26.

adoption. She gave it to a cause, looking for nothing in return, and out of nothing, with little or no materials with which to build she made a great College with a great tradition. All honour to her." 109

Finally the last tribute, written by M. Salisbury as a reflection on college life, sums up the respect and feelings of all who knew Dorette Wilkie.

We had "--- a tremendous admiration and affection for Fraulein Wilke who inspired us all. I think we gained much from being comparatively few in number so that she knew each one of us personally." 110

In 1925 the Old Students had commissioned Harold Speed to paint a portrait of Domina. The portrait was lent to the College and now hangs in the main entrance, "--- the College is grateful to have such a vital and characteristic picture of Domina for all time." 111

Miss Holmes, as Chairman of the O.S.A., speaking on the occasion of the 40th Birthday of College said, "--- Domina worked for over thirty years as Headmistress and she left us a great inheritance, and a College with Old Students who have been and are working in every type of educational and remedial work not only in this country but in all parts of the world." 112

Domina was astute, unconventional, broad-minded and democratic - a leader who encouraged individuality in others

109 *ibid.*

110 SALISBURY, 1906

111 *loc. cit.* ¹ p. 21.

112 C.C.P.E. Magazine No. XXI September 1939. p. 45.

she was a vital personality whose enthusiasm was effervescent and infectious and pervaded any gymnasium, lecture room, hall or building she entered. ¹¹³

"Domina looked at Physical Education with a searching vision of the whole situation, the whole child and the whole subject, as was her wont!" ¹¹⁴

The vivacious, dynamic, outspoken Headmistress had a charm of manner that endeared her to staff, students, visitors and friends, young, old, rich and poor - all were made welcome and considered of equal importance. ¹¹⁵

As an Old Student said, she had an "--- extraordinary power of getting into touch with young and old ---" ¹¹⁶

Personal characteristics may be subjectively interpreted from the visual image. It could be said that Dorette's vivacity and the liveliness of her personality were portrayed through her bright red working tunic and brightly coloured dresses.

The set of her head indicated an intensely alive human being, a person interested in all that goes on around her and one that assesses a situation accurately and acts accordingly. She "valued above all things the spirit of joy, freedom and happiness in work and play ---" ¹¹⁷

Dorette was also an artist with defined tastes and high

¹¹³ loc. cit. ⁴³ p. 22.

¹¹⁴ Personal correspondence, POWELL, C.

¹¹⁵ loc. cit. ⁴³ p. 22.

¹¹⁶ C.C.P.E. Magazine No. X 1928. p. 22.

¹¹⁷ loc. cit. ¹ p. 23.

standards, whose professional generosity was widely acclaimed. 118

"Domina's far-reaching influence, apart from her accomplished work, came from her personality, which irradiated every sphere she entered, created and retained a uniquely inspiring atmosphere and was an arresting example of 'the spirit which maketh alive'." 119

"She (Domina) brought out the best in everyone and to do this she made one work. Another thing she taught her students and teachers was to be adaptable, not to teach in a cut and dried way following a set method but to study the material before you, the living children and to adapt your work to their needs. This, I think, was the most valuable lesson I have ever learnt in my educational life." 120

Her vision was matched by her courage and she had the ability to overcome all difficulties.

"To know her is a liberal education." 121

118 loc. cit. ⁴³ p. 23

119 loc. cit. ¹¹⁶ p. 22.

120 C.C.P.E. Magazine No. XXXVI 1954, p. 29.

121 loc. cit. ⁴³ p. 23.

S E C T I O N I

1898 - 1929

(ii) The Buildings

Chapter ii The Buildings

"--- the most modest provision --- can bring about remarkable results." ¹

The Foundation Stone of the South Western Polytechnic was laid by H.R.H. The Prince of Wales in 1891. "There was no official ceremony at the opening of the Polytechnic, the building being austere devoted to hard work". In the first instance courses in Civil, Electrical and Mechanical Engineering, Building Construction and Architecture and Colonial Training were provided. ²

Herbert Tomlinson, the first Principal, was sympathetic towards Dorette Wilke's idea of establishing a Training Department for Women Gymnastic Teachers and he encouraged her in this enterprise. ³

Later in 1922, recognition was given to the College at national level when, "By changing the name to Chelsea Polytechnic the Borough proclaimed to the world that within its boundary were a School of Science and Technology, a School of Art, and a School of Physical Education where the lovers of learning could bring their knowledge to a University standard." ⁴

When the College was first opened, within the Polytechnic, ⁵

¹ Schools Council Working Paper 43.
School resources centres, p. 6.

² Prospectus S.W. Polytechnic 1895, p. 7. Syllabus details pp. 7 - 28.

³ C.C.P.E. Magazine No. 3. 1961, p. 11. Department, "--- derisively known to the students as 'SWEEPEYE' ---" because S.W.P.I. stamp was on all papers.

⁴ Chelsea Polytechnic Jubilee 1895 - 1945.
S.W.P.I. 1895 - 1922. p. 3.

⁵ C.C.P.E. Magazine No. XI December 1929. p. 3.

there was only one gymnasium which the women Physical Training Students had to share with the men's and boy's classes taken by Sergeant Jones. ⁶ Photographs of the early gymnasium show fixed and portable equipment; a new giant-stride was added in 1899. ⁷ Accommodation for the women P.T. Students was limited and primitive. ⁸ Dorette had to share a small dressing-room with Sergeant Jones and the students shared a rest room with women students from other Polytechnic Departments. ⁹ There was no separate lecture room for theory lectures; use was made of any available room for lectures in class teaching, theory of movements and 'commanding'. ¹⁰

Sessions in anatomy and physiology took place in one of the Polytechnic's main laboratories. "--- with the additional advantage of using laboratories and so on that are fitted up on a scale hardly to be expected in an ordinary college.

She (Fraulein Wilke) opens a door as she speaks and we find ourselves in the midst of the physiology class, which is being held in a laboratory that fully justifies everything Fraulein has just been saying. Here are all the modern appliances that can be desired in the way of diagrams and models; and each of

⁶ Ex - 1st Battalion Grenadier Guards.

⁷ "Interview with Fraulein Wilke" reprinted from 'The Woman at Home'. p. 9.

⁸ Part of the gallery was curtained off to form a cloak-room for the women students and the remainder of the gallery was used by them as a common room during their 'free' time. A chest of drawers served as locker space and one row of pegs was provided as hanging space.

⁹ Principle of integration practised from foundation of the College.

¹⁰ loc. cit. ⁵ pp. 2 and 3.

the students is poring over a specimen preserved in spirit, which the lecturer, pointing to his drawing on the blackboard, explains to us is some internal organ of the rabbit. It is very wonderful to think that all this is to assist these girls in becoming gymnastic teachers." ¹¹

Swimming facilities were poor; the students went to the small bath, known as the 'Soap Dish' adjoining Chelsea Town Hall, ¹² and considerable time must have been wasted in travelling to and from the games fields. ¹³

Gradually the accommodation for professional studies was improved and as the number of students increased to 45 by 1902 so the cloakroom accommodation was extended. ¹⁴ The Governors of the Polytechnic, acquired the lease of St. Margaret's Lodge in 1903. ¹⁵ The rooms were used by the students of the Gymnastic Teachers Training College for lectures including Medical Gymnastics. The grounds provided courts for tennis and space for some other games.

In March 1904 a new Hall, cloakroom with modern facilities, an ante-room and a classroom were opened and for the first time the students of the Physical Training College had their own

¹¹ loc. cit. ⁷ p. 5.
A graphic description of the facilities available for scientific studies within a Polytechnic Institute in 1899.

¹² The deep end was shallow enough for the students to stand and twelve boxes were provided along the sides of the bath for changing.

¹³ Hockey and cricket were played in Battersea Park and tennis in Trafalgar Square. Ref. loc. cit. ⁵ p. 4.

¹⁴ *ibid.* p. 5.

¹⁵ *ibid.* p. 6.
St. Margaret's was a large house with extensive grounds at the back of the Polytechnic.

lecture-room.¹⁶ Students now bicycled or were taken by horse-brake to Walham Green Baths for swimming, Burntwood Lane, Wandsworth Common for Cricket and Tennis and Butcher's Almhouses Ground at Walham Green for Hockey.¹⁷

Private accommodation for Students was provided in Glebe Place, Trafalgar Square, Paulton Square and Sidney Street prior to the opening of a boarding-house, in Oakley Street, by Mrs. May¹⁸ in 1902.¹⁹ In 1905, the pioneer Hostel for 20 Physical Training College Students was opened at 11, Carlyle Square, with Miss Wallers as Warden.²⁰

In 1905 students first played Lacrosse at Walham Green from 08.30 - 09.15 twice per week,²¹ and during 1906 the Chelsea Swimming Bath was rebuilt and the outdoor playground at the Polytechnic was used for netball. The students now walked to Battersea Park to play cricket.²²

In the Board of Education Report, 1911 it was suggested that before alterations were made to the Premises and Equipment careful consideration of the present and future needs of the College was desirable.²³

¹⁶ *ibid.* p. 7.

¹⁷ *ibid.*

¹⁸ The mother of one of the students.

¹⁹ *loc. cit.*⁵ p. 4.

²⁰ *ibid.* p. 8.

²¹ *ibid.* p. 9.

²² *ibid.*

²³ *op. cit.* For women. Copy now in C.C.P.E. Library.

"We worked in the Chelsea Polytechnic and had none of the amenities of present day colleges. No showers, no hot baths etc. We cycled to and from the Games field and even cycled at night to teach in the Clubs and the various Youth movements which were just being started." ²⁴

Conditions within the main Polytechnic were also crowded and in 1912 St. Margaret's Lodge was demolished and extensions built, (for Sciences, Arts and Social purposes). A new Medical Gymnasium, Doctors' Room, Rest room and Lecture room were provided for the College on the top floor of the main building and the wide corridor was used for lunch and tea parties. ²⁵ Domina personally furnished the Rest Room, except for the carpet which was a gift from Colonel Fox.

The concern of Dorette Wilkie over the inadequate facilities for the students is revealed in a memo dated October 31st, 1913, and submitted, in her own handwriting, to the Inspector of the Polytechnic for his consideration.

Dorette saw the College as a "--- centre of progress" for Physical Training and as such it required modern accommodation and equipment. ²⁶

The College had anticipated, in July 1914, the use of extended accommodation at the beginning of the new academic year. ²⁷ The summer holidays, however, saw the declaration of the First World War and the new Sloane buildings became a

²⁴ MEAKIN 1912.

²⁵ loc. cit. ⁵ p. 14.

²⁶ op. cit. Copy now in C.C.P.E. Library. See also Appendix 16 for detail of equipment required.

²⁷ The Boys' School was due to move to a new building in Hortensia Road, during the summer vacation.

hospital instead of a school. The Boys' School therefore remained in possession of rooms the College had planned to use and this was the beginning of many difficult years.²⁸

"The House", a college hostel, was opened by Miss Crowdy in 1914 and remained open for ten years. With the outbreak of war lacrosse and cricket were played at Wandsworth, close to Price's Candle Factory.²⁹ Travel to games pitches became even more of a problem in 1915 when winter games were moved back to Walham Green and summer games were played at Wormwood Scrubs.³⁰

It was not until August 1917 that the concern of the London County Council's Inspectors was recorded in the official report on the South Western Polytechnic. "The most pressing problem in connection with the buildings is the provision of adequate accommodation for the work of the Physical Training College for Women."³¹ "Hitherto the Council has not aided this department of the Polytechnic by equipment grants and it has been regarded as a branch that should practically support itself by the fees charged for the instruction. In view of the increasing importance which will be attached to physical training in the future, and of the need for a strong and well-managed training college for London Students, we think that the

²⁸ loc. cit. ⁵ p. 15.

²⁹ *ibid.*

³⁰ *ibid.*

³¹ *op. cit.* (now in C.C.P.E. Library).
The inspectors suggested that as the importance of the college was likely to be increased in the near future adequate provision, particularly cloakroom accommodation and sanitary arrangements should be made as soon as possible.

time has come when more formal recognition should be given to the excellent work that the College has done and is doing, and that it should receive more generous treatment in the way of maintenance and equipment grants. It should, we think, be looked upon by the Council as the London training college in this subject and given the opportunity and facilities to develop its work." ³²

An Old Student commented, "Compared with the facilities of the modern college, life in Chelsea was rather cramped and games were always a difficulty; one netball court at college and journeys by bicycle or bus laden with games equipment to 1) Walham Green, 2) Shepherds Bush 3) Roehampton." ³³

A period of expansion followed the ending of the war. The Boys' School left the Polytechnic and the Hall, Lower Gymnasium, Room 83, Staff Room and other lecture rooms were allocated to the college. The Refreshment Room was renovated in 1919 and in 1920 the College gained Room No. 6 as a Common Room.

During this same period the games ground at Walham Green was used for building purposes and Students travelled by "College bus" to Roehampton for games. "It was sad to lose connection with the ground and the old inhabitants of the almshouses, who had watched the games and taken an interest in the student life of many generations." ³⁴ But "It has been of great benefit to the students' health to be spared the fatigue of travelling long distances in public vehicles, and a

³² *ibid.* p. 3.

³³ BARRALET 1921.

³⁴ *loc. cit.* ⁵ p. 19.

higher standard of play has naturally resulted now that students arrive at the field fresh and ready for their coaching." ³⁵

In her Headmistress' report, January 1919 Dorette Wilkie commented that although the college had been successful it was still hampered by inadequate accommodation spread over five floors of the Polytechnic, there was no internal telephone system and the arrangements for games were still inadequate. ³⁶ She suggested the facilities required for 100 students undergoing professional training. ³⁷ Dorette Wilke also commented, "The playing fields at Walham were over used and further acreage was required." ³⁸

During 1920 the lower gymnasium was cleared and new apparatus was installed. Lecture rooms, medical gymnasium, staff rooms and cloakroom accommodation were changed within the Polytechnic and a general improvement made to the facilities for the Physical Training College. ³⁹

The hostel accommodation was further increased in 1922 when 'Queens', in Queens Gate Gardens, and 'Oakley', near Cheyne Walk were opened ⁴⁰ and again in 1924 when 'Onslow' in Onslow Gardens became a College hostel. ⁴¹

³⁵ *ibid.* p. 20.

³⁶ *op. cit.* - (now in C.C.P.E. Library).

The hall had to serve as a gymnasium, it was insufficiently equipped and over used for other purposes; the gymnasium was also used by the boys and the ventilation system was virtually non-existent; the cloakroom accommodation and drying room facilities, for staff and students, were poor.

³⁷ See Appendix 17 for details.

³⁸ *loc. cit.* ³⁶

³⁹ C.C.P.E. Magazine No. I 1920. p. 2.

⁴⁰ C.C.P.E. Magazine No. III 1922. p. 6.

⁴¹ *ibid.*

During the summer term of 1922 the playing fields at Merton were used, for the first time, by the Chelsea students.⁴² By 1923 the Outer Gymnasium had been built⁴³ and in 1928 the College had its own playing fields (Sports/Games ground) of thirty four acres complete with pavilion, changing room and bathroom at Prince's Road, Merton Abbey.⁴⁴ The Sports Ground facilities were available to all students (past and present) who wished to join in the social and athletic events organised as club activities.⁴⁵

From the preceding account it is clear that the College always suffered from inadequate facilities. Valuable time was lost in travelling to and from playing fields and students' energy used in bicycling across London.

In spite of these problems Chelsea College was established and flourished. It says much for the pioneer determination of the staff and students who overcame all difficulties and achieved a high standard of professional training. They had been ably led by Domina whose "magnificent courage and loyalty to her ideals --- had brought the College to its present status."⁴⁶

⁴² loc. cit. ⁵ p.20.

⁴³ ibid. p. 21.

⁴⁴ Annual Report Chelsea Polytechnic - 1928-29. p. 8.

⁴⁵ C.C.P.E. Circular No. 15 Evening Classes 1928-29.
(now in C.C.P.E. Library).

⁴⁶ loc. cit. ⁵ p. 19.

S E C T I O N I

1898 - 1929

(iii) Staff and Students

"Mens sana in corpore sana." ¹

When Dorette Wilke moved from Battersea Polytechnic to Chelsea Polytechnic three students Ethel Mabel Cartwright, Maud Jenkins ² and Ethel de B. Colinette also transferred. Anna Coltman, a pupil of Dorette's at Queen Alexandra's House joined them and together the four formed the first group of students to complete their training at the Gymnastic Teacher's Training College, Chelsea. As part of their course they assisted Dorette with her afternoon and evening classes and also took outside classes to help with the payment of fees. Ethel Cartwright was the Senior Student and in her second year she was also a member of staff. By the end of the first year six students had been enrolled ³ and in 1899 there were twelve entries. ⁴

Little detail was recorded at the time of training, about the first four students, but they had, "--- enthusiasm for teaching and zeal for missionary work." ⁵

Domina did, however, write later, "One of these students (Anna Coltman) afterwards followed me to Chelsea where she gained her Diploma, the other three all turned out very well

¹ College motto.

² Recorded as Maud Jenkyn. C.C.P.E. Magazine No. 3 1961. p. 21. Died 16.9.61; trained 1898-1900.

³ One was Mrs. E. Bideleux née E. Reed, who worked in Argentine for 40 years.

⁴ (i) Annual Report 1898-1899 - eleven entries.
(ii) C.C.P.E. Magazine No. XI 1929 - p. 2.
twelve entries - 5 seniors and 7 juniors.

⁵ loc. cit. ²

and held good posts for many years - one (Ethel Cartwright) even becoming head of a training centre, 2 are now mothers but the other 2 are still at work." ⁶

The Section on Staff and Students has been considered chronologically under four sub-titles: Staff; Social Customs; Students; The Old Students Association.

(a) STAFF

While Dorette took all the German Gymnastics, the chief system taught in the early days, she had from her training at Stempels realised that much could be learnt from other recognised systems. From the founding of the College she therefore recruited, to her staff, experts in Swedish and English gymnastics. It is also known that Dorette Wilke had met Madame Bergman Österberg ⁷ on one occasion. "I may mention here that Madame Österberg once came to see one of my classes and the following week sent several of her students to join that class." ⁸

Froben Adolphsen ⁹ took two Swedish Gymnastics lessons per week as well as Massage and Medical Gymnastics. English Gymnastics and vaulting were taken by Sergeant Jones. Of the other practical subjects; Fencing was taught by Mr. McPherson

⁶ Notes written in longhand by Dorette Wilke - now in C.C.P.E. Library. Maud Jenkins became Sister Maud and worked in Nyasaland and later became Mother Superior of St. Denys convent. Ethel Cartwright founded the Physical Education School at McGill University. (M.A. Thesis in preparation by Canadian Physical Educationist).

⁷ Founder of Dartford College of Physical Education, 1885. See MAY, J. "Madame Bergman Österberg" for details.

⁸ WILKE, D. "My Professional Career" 1912. Unpublished notes now in C.C.P.E. Library.

⁹ Diplomee of Copenhagen.

and M. Volland and Games ¹⁰ by Mr. John Hawke. Ballroom Dancing ¹¹ was taken by Miss Beauchamp and Swimming by Miss Daly. ¹²

Practical aspects of the course were strongly supported by theoretical studies. "I have only been showing you the theoretical side first, because we Germans lay so much more stress upon it than you do," said Dorette showing a party of visitors round the College in 1899. ¹³ Dorette appointed six members of staff to take specific theoretical aspects of the course and she had further support from the members of staff of the other schools of the Polytechnic.

"You see" she said to the above visitors, "The Chief point about our College is that we have a special teacher for every subject, practical and theoretical, so that the girls have the very best training it is possible to give them in every single branch of the work. This, of course, is a result that can be more easily attained in a college of this sort than in many others, for it is situated in an institute that provides excellent teachers for all subjects." ¹⁴

She was herself also responsible for lectures in class teaching, theory of movements and "Commanding" and supervised criticism lessons. ¹⁵

¹⁰ Hockey, Cricket and Tennis (voluntary).

¹¹ The Lancers, Barn Dance, Waltz, Polka etc.

¹² Employee of the Chelsea Baths - loc. cit. ⁴ (ii) p. 2.

¹³ "Interview with Fraulein Wilke" p. 9.

¹⁴ *ibid.* p. 5.

¹⁵ loc. cit ⁴ (ii)

Her policy in class teaching was to work from the small group to the large teaching practice class; from "Commanding" in unison to speaking solo; from listening to lectures to giving a lecture; so the pattern of training unfolded according to the demands of the situation but it was always developed to give the student increasing confidence. ¹⁶

An article written in 1901 highlighted these points. "Fraulein Wilke laid great emphasis on the fact that she attaches the greatest importance to breathing exercises, to which especial attention is given during the college training. A lady teacher, who is herself both a trained actress and singer, gives a lesson once a week on the art of lecturing. The posture of the body, every gesture, is carefully studied and the student is trained not to shout. The art of criticism is also carefully developed in the future teacher. The students are expected to freely criticise every class, and to criticise each other. Thus they are *gradually trained to take* first a small class, then a larger class, and lastly a grown up class. Much of their experience is gained by teaching in the Board School which is attached to the Polytechnic." ¹⁷

The criticism lesson was a time of 'real ordeal' and yet it often served to strengthen the students' belief in herself and in her personal observations. ¹⁸ At the end of the lesson the 'College' adjourned to Dorette's room, where the 'victim'

¹⁶ WEBB, I.M. "The Spirit of Our Founder" in C.C.P.E. Year Book, 1969-70. p. 23.

¹⁷ Article - "The College" in book of Newspaper cuttings (1902) now in C.C.P.E. Library.

¹⁸ loc. cit. 4 (ii) p. 2.

was first criticised by Dorette. ¹⁹ The other students were later asked for their observations and criticisms.

"Happy was the student who found a * at the end of her crit., for this meant distinction." ²⁰

The Voice Production and Elocution lessons, mentioned above, were taken by Miss Fanny Heywood, late Prima Donna of the Crystal Palace Opera Company and also of the Lyceum Theatre and Mr. Seymour Dicker, late Organ Scholar of Christ's College, Cambridge, conducted the singing. ²¹

The Scientific aspects, of the course, in which students studied Physiology, Hygiene, Anatomy and First Aid and Sick Nursing were taken by Mr. H.B. Lacey, late of St. Mary's Hospital School, Mr. Masten, Froken Adolphsen and Dr. Mary Coghill Hawkes, M.D., late Registrar and Anaesthetist to the Royal Hospital for Women and Children and also later the Honorary Medical Adviser to the College, respectively. ²²

Comment must be made on the staff student ratio, 1:1, and on the width of the course of training for the first Chelsea students. The sound concept of a thorough training was directly related to the advantages of being based in a Polytechnic Institute.

Staff changes that followed, during the remainder of the era, occurred, as one would expect, either when a member of

¹⁹ *ibid.*

If this method of 'criticism' were used today the order of the follow up session would probably be reversed. i.e. Students' views first; lecturers' contribution second. Methods reflect 'authoritarian' and 'free' approach to tutorial work.

²⁰ *ibid.* p. 3.

²¹ *ibid.*

²² *ibid.*

staff left the college or Polytechnic, or when student numbers increased or when there was a change in the courses offered. ²³

In 1902 Miss Adair Roberts joined the staff, "and Swedish took an equal part with German Gymnastics in the curriculum." ²⁴ Miss Roberts also had responsibility for Medical Gymnastics, Anatomy and Theory of Movements. Later when Miss Beauchamp left the staff she also took the Dancing. ²⁵

In 1908 a course for men students was established; the course was "never filled" and it was closed in 1912. ²⁶

With the extension of the women's course, in 1909, to three years of training the permanent staff was increased and work appropriately divided into lectures with first, second and third year students. ²⁷

Dorette Wilke gradually relinquished her lecturing commitments and participated more in meetings of professional associations. The staff work load averaged 23 sessions per

²³ It is not practicable to record every change; those of significance have been included in the text; lists of staff have been given as appendices.

²⁴ loc. cit. 4(ii) p. 5.

²⁵ Miss Roberts had been trained at Hampstead and Dartford by Madame Bergman Osterberg from 1896-1898. (See MAY, J.). She was appointed to Anstey Physical Training College 1899 after teaching in Exmouth. (See CRUNDEN, C. "History of ACPE") and was later Warden and Principal of Dunfermline College of P.E. (See WEBB, I.M., M.Ed. Thesis). See also NINE PIONEERS, p. 25.

²⁶ (i) Annual Leaflet 1912 and
(ii) C.C.P.E. Magazine 1898-1958, p. 13.

²⁷ See Appendices 18 (1909-12), 21 (1921) and 22 (1928-29).

person per week plus tutorial time. ²⁸

By 1912 two Honorary Inspectors had been appointed and the permanent staff numbered sixteen.

In 1912 also Miss M. Fountain ²⁹ joined the staff to take anatomy, massage and medical gymnastics and in 1913 Miss R. Clark ³⁰ was appointed to take dancing and class teaching.

By 1916 Ruth Skelton, B.Sc. ³¹ and Cicely Read ³² had joined the staff to take physiology and gymnastics, respectively. One or two members of staff left to contribute more directly to the war effort. ³³

At the beginning of the academic year 1918-19, Misses Partridge, ³⁴ Foulger ³⁵ and Oldland ³⁶ joined the staff and Misses Read and Sinclair left. During this year Miss Clark

28		Teaching	Supervision	Total
	Ruffell	15	7	22
	Fountain	17	8.5	25.5
	Anderson	17	9	26
	Edgell	9	9	18
	Sinclair	6	18	24

Teaching practice criticism sessions were additional.
From - Memo from Dorette Wilke to Polytechnic Inspectors under staffing - Now in C.C.P.E. Library. Dated - Oct. 31st 1913.

²⁹ See Section II (i) Headmistress. pp. 166-196.

³⁰ Student at C.C.P.E. 1903 - 1905.
Preparatory course at C.C.P.E. 1902 - 03.
See also Section II (i). pp. 166-196.

³¹ Student at C.C.P.E. 1899 - 1901.

³² Bedfordshire Times, Feb. 1949.
Trained Bedford 1909-11; Responsible for Ling Association Women's Gymnastic Team, Lingiad 1939; from C.C.P.E. moved to Bedford C.P.E.; became Principal 1945; died during C.C.P.E. Golden Jubilee Celebrations.

³³ Miss Edgell, joined V.A.D. 1915.
Miss Anderson, joined the Land Army 1917.

³⁴ Responsible for games.

³⁵ Trained 1913-16 at The College.

³⁶ Studied Austrian Gymnastics in Vienna under Dr. Margaret Streicher 1923-4.

was on study leave in Canada and Miss Anderson returned, "bringing new ideas and inspirations to her work after a period of study under Froken Else Thomsen, a disciple of Froken Elli Björkstén of Helsingfors University." ³⁷

During 1919 the Battersea Physical Training Department was closed and students were transferred to Chelsea. ³⁸

In 1925 Miss Oldland died suddenly. "The personal loss to College was very great, and the death of such an earnest worker and broad minded thinker was a serious loss to the profession." ³⁹

Misses Gladys Wright ⁴⁰ and Boyton were appointed in 1925 and in 1926 Miss Wright was replaced by Miss Stina Kruger. ⁴¹

There is evidence, from the earliest days of the college, that staff and students contributed to the development of Physical Education as a subject. Many furthered their own knowledge through research and attendance at courses, many lectured and took external courses beyond their college commitments, and many contributed to Physical Education literature and development of services. ⁴²

(b) SOCIAL CUSTOMS

Social class structure is reflected in the college uniform and the changes periodically made to it as fashions altered.

³⁷ loc. cit. 4(ii) p. 18.

³⁸ C.C.P.E. Magazine No. I 1920 p. 2 and NUTTALL, 1920.

³⁹ loc. cit. 4(ii) p. 21.

⁴⁰ Founder and Principal of Nonington C.P.E. (See WEBB, I.M. M.Ed. thesis) pp. 405-410.

⁴¹ Trained at Southport by Alec Alexander; moved to Nonington; became Deputy Principal. (ibid. pp. 88-89).

⁴² See Appendices 19, 20.

It is also evident in the 'traditions' that grew up within the College environment many of which were concerned with 'social service'.

1. Uniform

"The College costume consisted of a navy serge shirt blouse, with turned down collar, white pique tie, belt, and white canvas shoes, navy serge knickers buttoned on to the blouse and a circular navy skirt which was removed for apparatus work. Gowns were always worn except in the Gymnasium and woe-betide the student who ever put her nose outside the Gym. door minus her gown, which had to be kept carefully closed. For games the costume was a white flannel blouse and a navy skirt about three or four inches from the ground. College hats - a white boater, with navy blue band and the College band (white with G.T.T.C. in blue) were compulsory, winter and summer. The College dressmaker at this time was Miss Bartel - of such dwarf like stature that it was necessary for her to stand on a chair when fitting. She made most of the gymnastic costumes and gowns, both for Domina and the students." ⁴³

1903 or early 1904, saw "the introduction of the existing (1929) tunic in place of the navy blouse and skirt. Games tunics of the same pattern, but reaching to within eight inches of the ground were also substituted for the skirt and blouse. The Chelsea tunic was designed by Domina and carried out and patented by Mr. Walter Clemo, the College tailor for many years." ⁴⁴

Tunics were worn for all practical work as explained in the

⁴³ loc. cit. 4(ii) p. 4.

⁴⁴ ibid. p. 7.

following extract, "--- the style of tunic we wore for gym and dancing with a longer one for games and out of doors use. We also wore a gown of the same material and were not allowed in the corridors or refreshment rooms without it." ⁴⁵

1911, saw a further and final change in the collars of the gymnastic blouses. "For some time past, vanity had (quite against Domina's rule) dictated the ever-increasing height of the round collar - and the embellishing rows of feather-stitching then in vogue. The crisis came one day when Domina, having found that the height of the collars and the embellishing rows of feather-stitching transcended all previous records, hacked off with a large pair of scissors, from the owners' necks, all the collars she could lay hands on!" --- "Consequently another mode had to be found, and the square neck was the result." ⁴⁶

In "1914 the tunic was discarded, for gymnastic wear, in favour of knickers and jersey." ⁴⁷ Naturally enough this radical change provoked much criticism. The College colours - blue, white and red - were originally chosen because they were the colours of the Earl Cadogan who for 10 years was a member of the Governing Body of the Institute and upon whose estate the Polytechnic was built. ⁴⁸

2. Traditions

The small size of the college allowed for a friendly personal atmosphere and "Until early 1903 all students were

⁴⁵ MEAKIN 1912.

⁴⁶ loc. cit. 4(ii) p. 14.

⁴⁷ ibid. p. 15.

⁴⁸ C.C.P.E. Magazine No. II 1921. p. 3.

known to each other and to the women members of staff by their Christian names, but that term a student was admitted who objected to this, and Domina decided that in future the use of Christian names should be discontinued. This caused much indignation amongst the students, who immediately gave the protesting student a nick-name, which stuck to her long after the use of Surnames became universal and the indignation forgotten!" ⁴⁹

One example of 'social service' was the Annual Christmas Party which was started in 1910 and was an occasion of fun and merriment for students and children. Tea was prepared by the members of The Domestic Economy School, the students entertained the children, a gigantic Christmas Tree lighted with candles bore a present for everyone and 'Father Christmas' descended from the roof to direct the carol singing and dancing before distributing the gifts. ⁵⁰

A second example of 'social service' was established after the First World War, in 1919 when the then present and past students of Chelsea joined students from Anstey, Bedford and Dartford Physical Training Colleges in endowing a bed in the Elizabeth Garrett Anderson Hospital. ⁵¹

Further examples include voluntary work with children and working girls, ⁵² entertainments to raise money for various

⁴⁹ loc. cit. 4(ii) p. 5.

⁵⁰ loc. cit. 26(ii) pp. 15-16. Children from teaching practice and remedial classes invited.

⁵¹ *ibid.* pp. 20-21. Chelsea students subscribed £295 towards the £1,000 needed for endowment. Charity supported into the 1950's.

⁵² See Section I (iv) pp. 153-4.

charities ⁵³ and contributions to a number of 'war efforts'. ⁵⁴

(c) STUDENTS

(1) Entry qualifications

During the first few years, the college was opened, applications were considered termly.

The students worked a 36 week year and a 25 hour week. ⁵⁵

Before entry the students needed the following qualifications, "intelligence, refinement, observation, a cheerful disposition combined with enthusiasm, good health, a well formed figure and a good general education." ⁵⁶ ⁵⁷

The standard of admission to the Day Course was detailed, in 1913, as Matriculation of London or other recognised University or Oxford or Cambridge Senior local or Higher local examination or Oxford or Cambridge Joint Board Higher Certificate, or College of Preceptors (1st class) or King's Scholarship Examination (1st or 2nd class) or L.L.A. St. Andrews or Intermediate leaving Certificate, Edinburgh. ⁵⁸

The fees for the early students were £12/12 - per term or 72 guineas per two years, paid in advance with the option

⁵³ Particularly during the war 1914-18.

⁵⁴ See later in this chapter pp. 99-100.

⁵⁵ 1902-03 Prospectus. (Now in C.C.P.E. Library). p. 6.

⁵⁶ *ibid.* Example of a medical certificate. "Miss Mabel Salisbury is in good health and of sound constitution - she is a fit subject to undergo a course of Physical Culture." M. Burgess and Dr. Ford. June 3rd 1904.

⁵⁷ Rules for admission - see Appendix 23. (1902-03, 1910-11 and 1928-29).

⁵⁸ *loc. cit.* ²⁸ under 3 Students.

of extending the course for a third year, free of charge. ⁵⁹

The prospectus for 1910-11 gave notice of a FREE STUDENTSHIP, tenable in the Physical Training College, for two years and to be awarded in September of each year. Candidates had to satisfy the Head Mistress as to their physical fitness for the training and hold a University degree or its equivalent. ⁶⁰

The first free studentship was held by Winifred Martyn, B.Sc. 1904-06. She gained the college Diploma and continued her experimental work on Fatigue. When she left college she organised physical work for undergraduates at Bedford College, London and completed her D.Sc. Dr. Martyn then returned to Chelsea to lecture in Psychology. ⁶¹

All students were medically examined and in 1915 the L.C.C. Report on the work of the Physical Training College, in the Polytechnic stated, "students are medically examined at the beginning of each Session by the Woman Medical Officer of the College and a record of anthropometric measurements is kept." ⁶²

In the prospectus it was suggested that all students were required to live in hostels; a policy not followed 100%. ⁶³

"This would ensure a supervision of the entire life of the students based on lines in strict conformity with the principles

⁵⁹ loc. cit. 17
Daily Mirror p. 12. Womans Work - "Lady Professors of Gymnastics - a Lucrative Calling".

⁶⁰ op. cit. p. 2.

⁶¹ C.C.P.E. O.S.A. Magazine No. 2. 1960, p. 25. Married and became Dr. Halsey.

⁶² Prospectus 1914-15. p. 5.

⁶³ Reference Old Students comments about living at home or with friends. See footnotes (105 and 106).

of their college training." ⁶⁴

(2) Advantages of a training

Educated and trained women as teachers of physical training quickly attracted the attention of the public and the press. The writer of "The Prospects of Lady Professors of Gymnastics a Lucrative calling" saw that "--- a clever instructress should in time be able to obtain a post as headmistress ---" ⁶⁵ and "The only possible drawback to be set against the obvious advantages of this calling is that an assistant teacher who has not been able to secure a post as headmistress may find that later on in life her agility is not equal to performing gymnastic feats and that she must retire." ⁶⁶

The starting salary was £100 rising to £250 per annum.

All students contacted, who had trained between 1903 and 1929 were unanimous that they had equal status in the staff rooms of the schools to which they were appointed.

In 1902 Edith Ethel Towgood described 'A New Profession for Girls' - the teaching of physical education under the title "Money making Muscle". ⁶⁷

Opportunities for women to develop physical potential and skill were still comparatively revolutionary, and in 1906 were regarded as "unusual". ⁶⁸

"The modern maiden aims at muscular development, she

⁶⁴ L.C.C. Report 18.11.15. Teresa A. Simmons and Helena Graham. Points for Consideration - No. 3.

⁶⁵ loc. cit. ⁵⁹

⁶⁶ ibid.

⁶⁷ The Coloured Pictorial Aug. 30th 1902. p. 427.

⁶⁸ HARDING 1906.

prides herself upon her "form" nor does she see the smallest impropriety in the free use of arms and legs." ⁶⁹

The advantages, difficulties and high standard of the well planned course in physical training were, however, acknowledged, "Since every science which bears on the laws of health is, sooner or later, included in the gymnastic schedule, to qualify therein is no mean achievement." ⁷⁰

The main purpose of the professional aspect of the course was appreciated, "--- she is not only possessed of the requisite knowledge; she has learnt how to impart it." ⁷¹

The philosophy of closely relating practical and theoretical studies to professional needs through concurrent training has survived the passage of time and still forms the basis for the majority of today's awards in the education and training of women physical educationists. Experience has shown the wisdom of this practice; theoretical learning and practical experience complement one another and so academic knowledge becomes of realistic value to the potential teacher.

The life of the gymnastics and games teacher was often judged from the annual displays of work given by the Chelsea Students. In 1903 Stevenson wrote, "There are many ways in which a woman may earn her living, but none of them offers so good a chance of romping happily thro' life, as it were, as the way of the gymnastic teacher, especially when she is a games mistress as well. Not that her profession is all play and no work, for the display given at the Chelsea Polytechnic last

⁶⁹ loc. cit. ⁶⁷

⁷⁰ *ibid.*

⁷¹ *ibid.*

night by the students of the Physical Training College for Women showed pretty clearly that to learn to play well one has to work harder than most people." ⁷²

While the greatest advantage of the early college course was therefore considered to be the "physical benefit to the students" ⁷³ nevertheless the professional training which equipped them as teachers was highly respected.

Dorette's interviewer in 1899 hoped that the students would, "--- reap the full advantages of belonging to the end of this wonderful old nineteenth century, --- they cannot do so better than by undergoing the sound physical training that was unknown, or at least forbidden to their less fortunate grandmothers." ⁷⁴

The training at Chelsea, "--- enables the students to realize the relation that their own special study bears to education as a whole ---" ⁷⁵

In describing their role in the school and in the staff room Old Students commented, "Naturally I was much junior in age and I hope I showed due respect." ⁷⁶

"I was the first trained physical mistress at Queenswood - prior to my going a master visited the school once or twice a week for drill, and they refitted the gymnasium for me and I started the Swedish system." ⁷⁷

⁷² loc. cit. ¹⁷ "The Seriousness of Play".

⁷³ loc. cit. ¹⁷

⁷⁴ loc. cit. ¹³ p. 11.

⁷⁵ loc. cit. ⁶⁴ under General Report.

⁷⁶ VIGOUR 1905.

⁷⁷ HARDING 1906.

"Fortunately in any school I was in I was recognised as a qualified teacher in my own line and also I was practically always in charge of the general health of both pupils and staff."⁷⁸

"I think, without I hope arrogance, an important one. It was generally assumed that I knew far more about individual girls because I saw them in a less formal atmosphere, than other members of staff. Also, in the three grammar schools in which I taught, I really carried a very heavy load, much heavier, in each school, than any other member of staff. i.e. full teaching programme with 3 may be 4 free periods only per week, daily pre-school, lunch hour and after school practices, Saturday matches, Open Days, Swimming Galas, Sports Days and all general organisation of the school, all medical care, such as examinations, records, remedials, camping and other school outings. I think there was a recognition that much of the school life devolved upon me." ⁷⁹

Of status within the College itself, in relation to other members of the Polytechnic staff, Miss Fountain commented, "At the time that the Burnham Scale 'came-in' - ^{physical} P_A Education qualifications were not recognised by M_A of Ed_A ^{industry} ^{education} for graduate scales. At its introduction Heads were allowed to use their discretion about existing ^{physical education} P_AE_A Staff. The Principal of Chelsea Polytechnic, Mr. Skinner put all staff of the ^{physical} P_AE_A College on graduate scale but after that date new appointments could only be offered non-graduate salary. This was difficult for Chelsea as the private Colleges could still offer graduate scale." ⁸⁰

⁷⁸ MEAKIN 1912.

⁷⁹ HAWKES 1925.

⁸⁰ FOUNTAIN 1908.

Of the actual course and memories of training comments vary from complete satisfaction to mature and critical appraisal.

"I loved the training and hated leaving College. We worked very hard and got very tired but there were no unpleasant under currents." ⁸¹

"A very happy three years but I was dedicated to P^{hysical} Education. Not all students felt the same. Looking back I feel there should have been time and freedom to make wider interests and more social contacts." ⁸²

"Working very hard mentally and physically. Being in awe of the staff and not being able to look on them as friends and advisers. Too much formality and discipline. Complete unawareness of the world outside College - too narrow a curriculum. Being hungry and having a badly balanced diet. No time to stand and stare." ⁸³

" 'Keeping up appearances' at home with the inside knowledge that some of it was a bit heartbreaking. --- thrill of teaching and knowing that one could teach." ⁸⁴

"I was so physically fit, for one thing, and utterly uncritical - I think very immature. And I knew that I could teach so the horizon was one big golden glow. I expect it is for everyone who enjoys good health at that age." ⁸⁵

⁸¹ LAWRENCE 1914.

⁸² GRAVES 1929.

⁸³ SCHLOTEL 1921.

⁸⁴ MOORE 1922.

⁸⁵ loc. cit. 79

"Of constantly having to do things of which I was frightened and of the relief and joy of achievement when I managed them. Of the joy of movement in folk dancing and the good fellowship enjoyed at folk dance holiday courses." ⁸⁶

"Never a spare moment - terrible rush to get to the games fields which were at some distance - the 2nd year was the most tiring - there seemed to be more theoretical work to cope with. All practical work enjoyable and high standard demanded. A very friendly atmosphere - everybody cheery." ⁸⁷

"An awakening to the enormous potentialities of ^{physical education} P_AE_A in General Education and Medicine." ⁸⁸

"I loved it all, theory and practical, and shall always be glad that I had such an interesting training." ⁸⁹

"Hard work, strain, and the desire to get the Course done with and on with the real job!" ⁹⁰

"Years of practical and doubt of ability to teach." ⁹¹

"We were educated to be teachers and not to be 'people'. We were educated to be punctual, tidy and polite - but one's personality was not encouraged to emerge." ⁹²

"I came away with a very strong sense of duty and responsibility and conscious that it was necessary to be a good example." ⁹³

⁸⁶ SWAIN 1925.

⁸⁷ ROBERTS 1917.

⁸⁸ loc. cit. ⁸⁰

⁸⁹ BAILEY 1928.

⁹⁰ MUNDEN 1929.

⁹¹ ANDREWS 1928.

⁹² loc. cit. ⁸³

⁹³ GOODALL 1923.

And finally, "Chelsea at this period (1921-24) of College history was much influenced by Domina's colourful personality and her high hopes for her students' status in the educational field. In a large Polytechnic one was made to realize that our department was a small part of the whole and gave one a certain perspective on general education. Being in London, was, for a student, a great adventure." ⁹⁴

There was a very general remembrance of hard work, happiness, good fellowship and enjoyment and even "tremendous keenness, often dampened by members of staff." ⁹⁵ That students were dedicated there is no doubt neither is one left with any uncertainty about the thoroughness of their training.

(3) The effects of war

During the last year of the war (1918) food was very scarce in London. The students worked under great stress and at great disadvantage. They could be found, together with the staff, queuing at 1 o'clock for bowls of soup and slabs of unappetizing grey-looking suet-pudding at the Chelsea Community Kitchen in Manor Street. ⁹⁶ Rations were further supplemented by Glaxo, "Glaxo duty", for the staff, consisted of putting on an enormous kettle to boil in the kitchen of the Domestic Economy Department, of whisking bowls of Glaxo until it frothed and of having mugs of hot Glaxo ready for hungry students at 10.50 a.m. ⁹⁷

The influenza epidemic affected the students during the summer term and yet in spite of all the events of the year Domina held a luncheon party for IIIrd year students which

⁹⁴ WALL 1924.

⁹⁵ WATSON 1926.

⁹⁶ loc. cit. 4(ii) p. 17.

⁹⁷ ibid. p. 18.

hostess and guests enjoyed. ⁹⁸

The College contributed to the War Effort in many ways. Students and Old Students worked on farms, in the Forestry Corps, as fruit pickers and in hospitals. In the summer vacation of 1918, "--- thirty students and three members of the staff joined the Women's National Land Service Corps, and went into camp with 150 other women workers at Ilchester, Somerset. For periods of time varying from three to eight weeks they lived under canvas and worked eight hours a day and frequently overtime pulling flax." ⁹⁹

"The Flax Camp is put on record as a bit of work undertaken officially by the College." ¹⁰⁰

(4) Interests and achievements

From the earliest days the majority of students entering a career in physical training have done so because of interest and ability in doing gymnastics, playing games or dancing. ¹⁰¹ The attraction of an unusual career, opportunity to prevent ill health in others or to assist in the curing of remedial defects, a second choice to the medical profession ¹⁰² or a University course ¹⁰³ have persuaded others to take up the teaching of physical training as a profession.

⁹⁸ *ibid.* p. 17.

⁹⁹ *ibid.*

¹⁰⁰ *ibid.* p. 18.

¹⁰¹ Of 32 respondents (1905-1929) 24 indicated interest and/or ability.

¹⁰² "I wanted to become a Dr. but it was difficult to get entrance to the medical profession." MEAKIN, 1912.

¹⁰³ "It was a second choice; I failed to get into Westfield College for a degree course." BARRALET, 1921.

The enjoyment of personal participation, however, has nearly always preceded the desire to teach others. One or two have, however, expressed the opinion that because there were no qualified teachers or they had only recently been appointed to a particular school; "--- the individual wanted to train to help girls to enjoy physical activities properly." ¹⁰⁴

While over fifty per cent of the early students selected Chelsea because they already lived in London ¹⁰⁵ or had friends or relatives ¹⁰⁶ with whom they could stay and were therefore day students and expenses to parents were less than if they had lived in lodgings, nevertheless one third selected the college because staff at their own schools had been trained at Chelsea. ¹⁰⁷ This pattern of personal influence has persisted in the recruitment of prospective students to the College through the seventy-five years of the College's history.

Of interest also are the choices of students who selected Chelsea for more individual reasons. As early as 1906 an entrant based her choice on reading the prospectuses of the colleges, ¹⁰⁸ in 1909 one selected the three year course in preference to the two year courses available at the other colleges ¹⁰⁹ and in 1918 and 1922 there is mention of the first

¹⁰⁴ loc. cit. ⁶⁸

¹⁰⁵ Students completing training in 1905, 06, 07, 10, 13, 14, 17, 22 and 24.

¹⁰⁶ Students completing training in 1912, 21, 25 (x 3), 28 and 29.

¹⁰⁷ Students completing training in 1908, 14, 17 (x 2), 21, 23, 24, 26, 28 and 29.

¹⁰⁸ loc. cit. ⁸⁰ Ref. to Anstey, Bedford, Chelsea and Dartford.

¹⁰⁹ loc. cit. ⁴⁵ Ref. to beginning of struggle to establish degree course.

bursary and scholarships, respectively, the latter being granted by Warwickshire County Council under conditions which meant that it could not be used at a private institution. ¹¹⁰

The vast majority of students, over 90%, had and needed parental support in their venture, both financial and professional. "--- my Father made a considerable sacrifice to send me to College." ¹¹¹ and "--- my father was anxious that all his five daughters should have a recognised training which would enable them to earn a living." ¹¹²

Disapproval was related to particular view points or prejudices. My mother did not want, "a masculine woman for a daughter" ¹¹³ or "My eldest brother was against it (3 yr. training in P.E.) as he thought the training made for too narrow a life. He wanted me to take a 9-5 job with a firm who had good sports facilities and to enjoy my games in leisure time" ¹¹⁴ or "My doctor did all he could to prevent me from training. His comment was, 'it is one of those survival of the fittest affairs and I am very much opposed to it'." ¹¹⁵

Attitudes of both parents and friends towards education for girls and training for women for a profession were slow to change as revealed in the following comments.

"--- in those days girls were not encouraged to enter

¹¹⁰ loc. cit. ⁷⁹ Chelsea received financial support from the London County Council.

¹¹¹ loc. cit. 68

¹¹² loc. cit. 80

¹¹³ loc. cit. 95

¹¹⁴ loc. cit. 82

¹¹⁵ loc. cit. 93

professions and it was only because my Aunt, ---, was a woman of advanced views on the education of girls that I was allowed to train." 116

"--- unusual and modern but quite suitable for me." 117

"I think that --- the school staff would have liked me to go on to a University course but they recognised that Physical Education was a new profession." 118

"My Head Mistress at Queenswood Methodist School, then at Clapham Park, London was fortunately very advanced in her views on the training of girls and the staff were also keen. I was particularly good at any kind of sports and athletics and we had one of the very early P.T. Mistresses ---" 119

Nevertheless change did occur, "All very pleased that I was accepted and considered it an interesting and worthwhile training, though I do not think any of them realised the wide range of subjects studied at Chelsea." 120 - to the point of acceptance without question "--- taken for granted that I should train to be a P.E. specialist." 121 "--- only too delighted, as they realised this had been my ambition for many years" 122 and finally "to envy". 123

"They visualised my life being one long glorious gym lesson

116 loc. cit. 45

117 loc. cit. 68

118 loc. cit. 80

119 loc. cit. 45

120 loc. cit. 89

121 loc. cit. 82

122 LANGDON 1929.

123 loc. cit. 90

and were rather envious!" 124

Criticism of choosing physical training as a profession endorsed the lack of understanding of the content of the course, on the part of many peers and the public in general. This is made more explicit in comments such as, "Don't you do anything with your brain?" 125 or "In the scholastic world it (the Diploma of Chelsea College of Physical Education) was recognised but I do not think the full value of our training was ever realised by anyone outside the teaching profession. We were then (1928) still regarded, I felt, as female Sergeant Majors "drilling" the school children." 126 or My Head Mistress said, "I suppose you realise that when a girl goes in for physical training everyone assumes that it is because she hasn't sufficient brain to do anything else? However, as it is not true in your case I suppose there is no need for you to worry." With that, I was sent out of her study!!! 127

"I was a rebel at school and I think they (Staff) were quite pleased that I had taken up a traditionally respectable career." 128

And finally a rather caustic comment from a Headmistress, "Of course you cannot expect a governor's exhibition (previously held out as an inducement to stay at school for 2 years after matric) as you are not going to the University." 129

124 loc. cit. 93

125 loc. cit. 86

126 loc. cit. 89

127 loc. cit. 93

128 loc. cit. 79

129 loc. cit. 86

(5) College Societies

The Societies established in the College reflected Students' interests and included: in 1923 the Camping Society which was formed with Students paying 3/- subscription.

By 1925-26 the Debating Society, (1923) Choral Society and 7th Chelsea Girl Guide Company were active ¹³⁰ and in 1927 the Dramatic Society was flourishing. The College joined the Students' Christian Movement in 1928.

"--- every opportunity was there: Girl Guides, the Student Christian Movement, Discussion groups and etc. were all encouraged. We had a morning "assembly which, though optional, was well attended. There was a feeling of friendship and co-operation throughout College ---" ¹³¹

Later an Orchestral and a Musical Society were formed.

Students at the college have always fielded teams in the major games. The early records show that fixtures in hockey and netball were played. ¹³² By 1913-14 the College fielded 3 hockey XIs, 2 netball VIIIs, 2 lacrosse XIIs, 1 tennis team, 2 cricket XIs and a swimming team. ¹³³

By 1919-20 the 1st and 2nd XIs played 7 matches, the 1st and 2nd XIIs 8 matches and the 1st, 2nd and 3rd VIs 21 matches during a season. ¹³⁴

By the end of the era many Old Students had played for teams at representative levels. ¹³⁵

¹³⁰ C.C.P.E. Magazine No. VIII 1926. pp. 3-5.

¹³¹ loc. cit. ⁸⁹

¹³² Annual Leaflets 1909 - 1919.

¹³³ Annual Leaflet 1914.

¹³⁴ C.C.P.E. Magazine No. I 1920. p. 4.

¹³⁵ County, territorial and national levels. Individual's achievements recorded in the magazines.

From 1913-14 the Old Students Association organised a Games Club and hockey, netball, cricket and swimming teams had regular fixtures. ¹³⁶

Detailed reports of the teams progress appear annually in the College magazines.

The formation of the Games Council in November 1923, was suggested by the staff of the college, it consisted of:

- (1) All captains of the College teams.
- (2) Year representatives from each year not directly represented through a captain.
- (3) All Games Officers; Secretaries and Treasurers.
- (4) Two other representatives not already holding official positions (four from a double year).

The Games Council discussed matters relevant to teams and matches and became the Selection Committee. ¹³⁷

The Students' Meeting, the forerunner of the Students' Union was inaugurated in 1921. ¹³⁸

Since the publication of a College Leaflet the appointments of leaving students have been detailed ¹³⁹ and periodically summaries have been published to show the range of appointments held by Old Students of the College. ¹⁴⁰

(d) THE OLD STUDENTS' ASSOCIATION

Chelsea College of Physical Training Old Students Association was informally started in 1900 "--- by the first

¹³⁶ For example see Fifth Annual Report 1913-14.

¹³⁷ C.C.P.E. Magazine No. V 1924. p. 11.

¹³⁸ loc. cit. 4(ii) p. 21.

¹³⁹ See leaflets and magazines now in C.C.P.E. Library.

¹⁴⁰ See for example Prospectus 1910-11. p. 9.

nine students who gained Diplomas with the idea of keeping in touch with one another." ¹⁴¹

"The Old Students Association of Chelsea Physical Training College was formally founded in May 28th, 1904, with Domina as President, Mr. Skinner as Vice-President and Miss Skelton as Secretary and Treasurer. Miss Cartwright was Chairman until her departure to Canada in the autumn when Miss Polgreen succeeded her." ¹⁴²

Privileges of members of the Old Students Association included, weekly meetings on Fridays from 6.30 - 7.30 p.m. with Domina taking the class for gymnastics, ¹⁴³ holiday courses of 4/5 days in length for which no fees were charged and use of the books in the College Library. ¹⁴⁴

"The objects of the Association were:

(a) To form an organised and independent body of trained Gymnastic teachers.

(b) To keep in touch with educational development by means of weekly meetings and lectures.

(c) To forward the cause of Physical Training in England." ¹⁴⁵ ¹⁴⁶

During 1909 the Annual Leaflet was published to record "home events" for circulation amongst members only and not to

¹⁴¹ loc. cit. ¹³⁷ p. 7.

¹⁴² loc. cit. 4(ii) p. 8.

¹⁴³ Notes of the classes were sent to members unable to be present.

¹⁴⁴ Annual Leaflet 1911, p. 4.

¹⁴⁵ loc. cit. ¹³⁷ p. 8.

¹⁴⁶ Constitution of O.S.A. See Appendix 24.

encroach on the Journal for Scientific Physical Training, ¹⁴⁷
V. Charter was the Hon. Editor.

Fraulein Wilke remained as President of the Association throughout her life with Mr. Skinner and later Liet. Braae Hansen as Vice-Presidents; Miss Appleton became Hon. Chairman and Miss Perry was elected Hon. Secretary to succeed Miss Polgreen and Miss Skelton, respectively.

The Committee was formed by Country and Town members and each was responsible for a group of Old Students with the aim of collecting ideas and views on special matters. Country members included Miss de Tiel, Miss Cartwright, Miss Moseley and Town members, Miss Clark and Miss Turtan.

Dorette welcomed the Leaflet as a means of communication; she commented, 214 students had already been successfully trained at Chelsea and individual personal correspondence was no longer possible. When the Leaflet became a magazine in 1920 Dorette again wrote to the Old Students. ¹⁴⁸

The Holiday courses had an established pattern of gymnastics, dancing, medical and cultural lectures and continued to be popular. In 1912, 8th - 13th September, 50 members of the Association participated in the Holiday

¹⁴⁷ First edition of J.S.P.T. supported financially by Fraulein Wilke, C.P.T.C. O.S.A. and Mrs. Adair Impey (Roberts)

¹⁴⁸ Annual Leaflet 1909. p. 10.
My Dear Children All,

My best congratulations to your new venture! May the new journal prosper and thrive. May it form another strong new link between present and past students - may it carry on successfully the old well loved Chelsea traditions.

This is my wish.

Yours with fond love,
Domina.

1920

course. 149

In 1924 members of the Holiday Course participated in Gymnastics, Greek Dancing and National Dancing and listened to lectures on Musical Appreciation, Foot Disabilities, Postural Scoliosis and Hygienics. 150

At the Holiday Course of 1927 members considered, "Should static movements be reduced to a minimum" (led by Miss Brackenbury) and "The use of rhythmic work and of music in gymnastics" (led by Miss Preedy).

The Easter Holiday Course of 1928 welcomed the Principal of the Polytechnic to speak on the Hadow Report. 151

The Weekly Meetings continued and in the Autumn of 1925 Greek Dancing was taken by Miss D. Idle, Games for small children by Miss P. Spafford, Indoor Games by Misses Preedy and Matthews, Physical Training in elementary schools by Miss A.B. Ash (HMI) and Hockey Coaching by Miss Hobson.

During the Spring of 1926 Miss G. Wright took Gymnastic classes; the application of Physiology to gymnastics was taken by Miss H. Drummond and Remedial Classes in Schools by Miss Lace.

During the A.G.M. of 1912 it was proposed and passed,

149 Programme -
Gym - Miss Wèlin (Central Institute, Stockholm).
Vaulting - Miss Bulan (D.P.T.C.).
Miss Nellie Chaplin's ancient dances - Mrs. Lake Taylor (C.P.T.C.)
Ballroom dancing - Miss Jenkinson (assist. to Miss Hutton Moss).
Medical lectures - Dr. Elmslie (St. Bartholomew's Hospital).
Psychology lectures - Miss Gladys Martyn, D.Sc.
Introducing teaching sex hygiene in school curriculum - Miss Norah March (Clapham Day Training College).
Treatment of Patients by suggestion - Dr. Constance Long.
Annual Leaflet - 1913. p. 16.

150 C.C.P.E. Magazine No. VI 1925, p. 14.

151 loc. cit. 4(ii) p. 67.

"That the O.S.A. should begin a fund for the purpose of helping students in training at College." ¹⁵²

In 1913, "--- the O.S.A. founded the College Fund, a fund by which voluntary subscriptions should ultimately form the capital for a College scholarship." ¹⁵³

At the same A.G.M. the following resolutions were also passed, "That should any attempt be made among English Teachers of Swedish Gymnastics to train a team for the next Olympic Games, that Chelsea Old Students should take part and be ready to subscribe to any fund raised for the purpose." ¹⁵⁴

"That such a team also be available for any Congress on Physical Education."

"That the Committee be empowered to subscribe what amount they think fit to any such fund." ¹⁵⁵

During 1914 Miss Skelton chaired the Registration sub-committee of the O.S.A. that reported to the Advisory Committee in Physical Training that in turn reported to the Teachers' Registration Council.

The Chelsea Old Students and members of the Ling Association agreed to discuss the necessary qualifications with representatives of the German and Swedish systems.

The following conditions were established:

1. That an equal number of German and Swedish representatives be appointed on to the Board.

2. That the Chairman be a Man or a Woman of known standing

¹⁵² loc. cit. ¹⁴⁹ p. 7.

¹⁵³ loc. cit. 4(ii) p. 15.

¹⁵⁴ loc. cit. ¹⁴⁹ p. 13.

¹⁵⁵ *ibid.*

outside the gymnastic profession.

3. That in practical work the two systems, German and Swedish be kept distinct. ¹⁵⁶

The Old Students' Association was active in organising meetings and courses for its members 1900 - 1929.

It supported the establishment of the Journal of Scientific Physical Training by providing members for the sub-committee who designed and published the first edition October, 1908. ¹⁵⁷

It has provided a service for its members and kept them informed of current developments in Physical Education.

As with any flourishing association it has been well served by its officers. Officers were elected annually under the constitution of the Association. ¹⁵⁸

The achievements of the Old Students of the College are numerous and many have been detailed in the Old Students' Association Magazines. ¹⁵⁹ A few notable examples have been selected to illustrate the wide range of contributions made by Chelsea Old Students to Physical Education, Missionary and Social Work and pioneering ventures. ¹⁶⁰

One comment of general interest is, "Please remember that this (College training) was over 50 years ago but my relatives and friends thought that I had done very well to work so hard for 3 years and to have achieved a Diploma! (So did I !)" ¹⁶¹

¹⁵⁶ C.C.P.E. Annual Report 1914. pp. 11-12.

¹⁵⁷ J.S.P.T. Vol. 1. No. 1. Oct. 1908.

¹⁵⁸ Officers of Association - see Appendix 25 and Appendix 180.

¹⁵⁹ Full set available in Library at C.C.P.E.

¹⁶⁰ See Appendix 26.

¹⁶¹ loc. cit. ⁸⁴

As one example of the activities in the emancipation of women the following passage is quoted, "Miss Evans was summoned at Batley for riotous behaviour during a meeting held by Mr. Runciman." ¹⁶² Her father paid the fine to keep her from imprisonment. She resigned her school post and was appointed as permanent organiser of the Women's Suffrage work in the Midlands with her headquarters in Birmingham." ¹⁶³

(e) BENEDICTION

"In July, 1928, Principal Skinner retired, and during the summer term College attended a farewell party held in his honour. On this occasion a presentation in the form of a cheque and a writing desk was made by the staff and students of the Polytechnic. It was sad to say good-bye to Mr. Skinner, but his interest in physical education will not wane by severance from the College. Chelsea students, and indeed the whole profession owe a debt of gratitude to Mr. Skinner for his advice and work in presenting a Memorial to the Senate of the University of London petitioning for a Diploma. It is good to know that Mr. Skinner is still a member of the committee at work on the University Diploma in Physical Education." ¹⁶⁴

"The present year (1929) has been a sad one in the life of the College. Not only has Domina been absent from its midst, but the knowledge of her illness and pain has been constantly in the mind of 'her children'. The disappointment of being away during her last terms from the work, the place, and the people wherein all her interest and affection lie has been a

¹⁶² loc. cit. ¹⁴⁸ p. 21.

¹⁶³ *ibid.*

¹⁶⁴ loc. cit. 4(ii) pp. 21-22.

very real one. She has borne her grief and her illness with the courage and fortitude that have characterised all her work, and we must see to it that the College for which she has laboured for over thirty years is worthy of its great Founder." 165

"--- one hopes that in a small way one has influenced the young people one taught for good and to believe that 'Mens Sana in Corpore Sano' is true." 166

165 *ibid.* p. 22.

166 GRAHAM 1925.

S E C T I O N I

1898 - 1929

(iv) Curriculum Development

"The function of the curriculum is the provision of a concrete platform for instruction and evaluation." ¹

In tracing the development of the curriculum at Chelsea College of Physical Education many deductions have been made from descriptions contained in prospectuses, examination papers, syllabuses, college magazines and from personal correspondence and interviews.

The Model put forward by Kerr ² namely:-

Aims and Objectives

Content

Methodology

Evaluation

has been used as a basis for report and research. ³

(A) AIMS AND OBJECTIVES

"The College was founded in 1898 to give a sound education in Physical Training." ⁴ It had as its central aim a broadly based curriculum so that students would be acquainted with details and fundamental physiological principles which underpinned the systems of gymnastics in vogue in different countries.

The scientific approach was essential "for all whose task in after life will be to teach others and to design and to adapt exercises and games for children and adults under

¹ TABA, H. "Curriculum Development - Theory and Practice"
p. 209.

² KERR, J.F. "Changing the Curriculum" pp. 16-17.

³ See Introduction, pp. 21-30.

⁴ Prospectus 1910-11. p. 4.

different conditions of physique and environment." ⁵

It is significant that the knowledge acquired during the course was always meant to be adapted and used according to prevailing conditions. It is also clear that the College was very aware of the 'poor' physique of many pupils, particularly those in city elementary schools, and conscious of the lack of facilities for physical training.

"A happy healthy physical development of children was our aim with relaxed and correct deportment and a watchful eye for those who needed special physical correction." ⁶

When the two year course was extended to three years, 1909-12, "in order to bring the training up to the standard of a University education and in accordance with the requirements of the new Registration Act" ⁷ the aim of the third year of study was the application of knowledge gained in the first two years.

The curriculum was consequently widened with an increase in teaching experience and remedial work and its underlying theory and a year's course in Psychology and Principles of Teaching was introduced. ⁸

The course therefore was sub-divided into 'Foundation' and 'Specialisation'.

In 1913, in a handwritten Memo Dorette Wilke restated the main aim of the college as the provision of teachers for secondary schools and Elementary Training Colleges.

⁵ *ibid.*

⁶ TANNER 1922.

⁷ Syllabus 1914-15. p. 4.

⁸ Personal notes from M. Fountain.

The three main objects of the Evening classes, a feature of the college, were "to help Elementary teachers in improving their health and physique" to assist the same teachers "in teaching physical exercises, dancing and Netball at their schools better" and "to give opportunity to others of sedentary occupation for healthy exercise." ⁹

Two further aims were outlined in this memo, first "to train teachers of University standard" (a restatement of intention) and second to encourage students "to do research work" in the laboratories available at the Polytechnic. ¹⁰

Dorette went on to say, "we hope that the University (of London) will institute an examination for our three years course and will grant us a degree. The University has inspected us and has approved of our work." ¹¹

At this stage Dorette saw, "*no special new lines but a great deal of development of present lines ---*" ¹²

In 1916 Sidney Skinner, the Principal of the Polytechnic, wrote to Dorette Wilke stating, "The aim of the course is to give a course of physical training on a broad basis (i.e. not confined to teacher training)." He continued, "We should always have a higher aim than leading to the teaching profession only."

"If we take the higher aspect of training we shall bring our profession up to the University level which has been refused up to the present, probably with some justification if

⁹ op. cit. to Polytechnic Inspectors, October 31st, 1913.

¹⁰ *ibid.*

¹¹ *loc. cit.* ⁹ c. The University.

¹² *ibid.* 2.g. proposals.

we think of the narrow and short curriculum which we were told exists in many of the colleges."

"In our physical training course I think that we should bring our students into the same position at the end of their course as those who have taken a first degree in a university course."

"Much might be done to advance the status if our seniors were to look forward to some form of research in connection with their work. I observe with gratification in this connection that the programme for the coming display contains a number of original items. I think we may congratulate ourselves that it does contain them." ¹³

From its first conception the course was "based on as sound a theoretical foundation as possible" ¹⁴ it was complemented by educational visits and external lectures.

(B) CONTENT

The first professional course included German, Swedish, English and Medical Gymnastics, Vaulting, Massage, Fencing, Hockey, Cricket, Tennis, Swimming and Ballroom Dance as the practical areas of study and lectures and demonstrations in Class teaching, Theory of Movements, Commanding, Criticism, Physiology, Hygiene, Anatomy, First Aid, Sick Nursing, Voice Production, Elocution and Singing. ¹⁵

In commenting on the 'balance' of the curriculum a student who trained 1903-05 said, "We were given our time-tables and I

¹³ Letter from S. Skinner to D. Wilke, 6th April 1916. Now in C.C.P.E. Library.

¹⁴ loc. cit. ⁸

¹⁵ See Appendix 27 for copies of termly reports, M. Harding (née Salisbury) trained 1904-06.

at any rate didn't think of questioning the balance of the the curriculum." ¹⁶

And from 1909-12, "The time-table was well balanced; a gymnastic class first every morning followed by lectures or teaching practice. Usually games in the afternoon and dancing classes or more lectures. An evening meal about 6 or 6.30 then talks from many very interesting people on all kinds of subjects. Study and bed." ¹⁷

1) PRACTICAL STUDIES

(a) Gymnastics

There is no doubt that Gymnastics formed the "core" of the course during the first era.

"Every morning, from ten to twelve", said Dorette, "the girls do practical gymnastics under my tuition; besides this, there are two or three extra classes every week at which they take it in turn to be teacher, their lesson being criticised afterwards by the others." ¹⁸

The students also participated in the ordinary gymnastic classes held at the Polytechnic and, "Every senior student, too, is required to invent a figure mass every week; and we have just been doing some pretty work with the wands that you might like to see", said Dorette to the visitors, as she took them round the college in 1899. ¹⁹

Some idea of the content of German Gymnastics can be extracted from the programmes of displays of work given by

¹⁶ VIGOUR 1905.

¹⁷ MEAKIN 1912.

¹⁸ "Interview with Fraulein Wilke" p. 9.

¹⁹ *ibid.*

pupils and students under Dorette's direction.²⁰

Further information is contained in a letter written by Alice Gardner, student at the College in 1900, "We have half an hour of callisthenics which consists of marching, mass exercises with dum-bells, bar-bells, clubs or free movements and one hour directed to vaulting, parallel rings, bars and other pieces of large apparatus."²¹

No detail has been found indicating the content of English gymnastics beyond the reference to vaulting taken by Sergeant Jones.²²

In 1902 Swedish and German gymnastics were given equal emphasis²³ and there is reference to Ling's Swedish Gymnastics taken by Miss E. Adair-Roberts and 'Model Course' work taken by Miss E. Cartwright as part of the 1903 display.²⁴

The 1900 'Model Course of Physical Training' was based on the Army Red Book and therefore had military overtones and was only suitable for older boys and girls.

"The object of this training is not display, but the setting up of scholars by the development of their muscles and activity the quickening of their intelligence and the formation

²⁰ Extension exercises, squad practice involving rings and jumping, low rings, parallel bars, inclined ladder, rope climbing, ornamental marching combined with mass exercises using flags, further squad practice with storming board, balancing poles and vaulting horse. Demonstration in 1901 by 67 pupils. Dorette gave solo performance of Indian Club Work. Battersea Times. 22nd June 1901 in Book of Newspaper cuttings in C.C.P.E. Library.

²¹ Letter published in South Hampstead High School Magazine November 1900. Alice Gardner, pupil at above school, Student 1900-1902.

²² See p. 71 and p. 81.

²³ See p. 85.

²⁴ See p. 149.

of the habit of obedience." ²⁵

There was an emphasis on commands, formations, signals and instruction.

"The bulk of the manual is devoted to an exposition of the actual exercises recommended prefaced by a short but very necessary series of drill movements. In the earlier lessons these drill movements must receive special attention and must be sedulously practised until they become absolutely automatic, in order that, later on, more time may be devoted to the actual physical exercises." ²⁶

Responsibility for physical training in the elementary school was given to the class teacher, "As a general rule physical training should be carried on by the teachers forming the ordinary school staff rather than by outside instructors, and this for reasons which all teachers will appreciate they must, however, first learn to instruct. For this purpose, groups of Schools can combine to secure the services of a qualified instructor, who should, if possible, have been trained in the Army gymnastic course." ²⁷

Physical Training was held to be important; it was claimed that it was possible for all children to benefit from graded exercises particularly if they were precisely executed. "Games, however valuable in themselves, do not properly fill the place of organised physical exercises even in country schools. Organised games, such as cricket and football, can

²⁵ op. cit. "A Syllabus of Physical Exercises for Elementary Schools". Introduction 1902.

²⁶ Lecture by Colonel Fox, p. 2. Copy now in C.C.P.E. Library.

²⁷ loc. cit. ²⁵ p. 72.

generally be played only by a minority of the children, and almost necessarily exclude or fail to reach those most in need of development." ²⁸

An increased amount of Physical Training was advocated for senior pupils, "Most large schools will be ready to undertake further Physical Training for their upper classes than is provided in this Model Course." ²⁹

And "Schools in which it is desired to proceed to military drill are referred to in "Infantry Training, 1902" published by the War Office. In this publication, full instructions in "skirmishing", which should be attractive to boys in country schools," were also detailed.

Recognition was, however, given to other forms of exercise for those for whom military drill was not suitable. "Girls Schools and those Boys Schools in which it is not desired to undertake military drill, may make use of the great variety of free gymnastic exercises (including gymnastics, dancing and skipping for Girls, Swedish drill, swimming drill, exercises with dumb-bells, bars, bar-bells, Indian Clubs etc.) which are to be found in the numerous well-known text books of Physical Exercises now used in schools under the larger School Boards." ³⁰

There are no records of Colonel Fox's discussions with Dorette Wilke or, from 1902, with Miss Adair-Roberts. That Dorette was an exponent of German gymnastics and Ethel Adair-Roberts of Swedish gymnastics is established fact. ³¹

²⁸ *ibid.* p. 75.

²⁹ *ibid.* p. 78.

³⁰ *ibid.*

³¹ See p. 81 and p. 85.

Inference can only be made of the influence of these two pioneers through noting the changes between the 1902 Model course and the 1904 Syllabus of Physical Exercises.

"The actual exercises embodied in the syllabus are common to many well known 'systems'." ³²

It is known that, there was less emphasis on military drill and that note had been taken of both German and Swedish systems of gymnastics. Further in 1904, when the first Board of Education syllabus of Physical Training for Elementary Schools was published, Colonel Fox, who was mainly responsible for it, was frequently at Chelsea College and during this period he tested many of the exercises and tables with classes of students. ³³

In speaking about the syllabus Colonel Fox quoted, "The primary object of any course of physical exercises in schools is to maintain, and, if possible, improve the health and physique of the children. This may be described as its physical effect." ³⁴

He continued, "But the exercises which conduce to this result may if rightly conducted have an effect scarcely less important in developing in the scholars' qualities of alertness, decision, concentration and perfect control of mind over body. This may be styled the educational effect." ³⁵

Teachers were encouraged to experiment and to apply their

³² See syllabuses for details.

³³ C.C.P.E. Magazine No. XI Dec. 1929. p. 7.

³⁴ Syllabus of Physical Exercises for use in Public Elementary Schools, 1904. p. 9. Introduction.

³⁵ *ibid.*

knowledge.

"Nor do we think that courses need necessarily be confined to the selection of exercises given in the syllabus. On the contrary, in physical exercises, no less than in other school subjects, we think it of the utmost importance that teachers should be encouraged to apply their minds to the consideration of principles, and that they should be at liberty to propose emendations or enlargements of the syllabus, providing there is reasonable prospect of a resulting beneficial effect." ³⁶

"The consideration of principles" re-echoes the central aim of the College course ³⁷ with freedom to adapt the objectives of the course ³⁸ according to circumstances.

Although students at Chelsea studied both German and Swedish gymnastics during 1906 the following question was hotly debated, "Should the system of Physical Training adopted in England be pure Swedish, or should music be retained as an accompaniment to exercises worked out on Swedish principles?"

At the turn of the century the Swedish System was conducted by word of command and no musical accompaniment was used. Exponents of the British System (an eclectic system) used music particularly for floor exercises. During the twentieth century there have been phases when 'music' was an integral part of gymnastic lessons and times when it was 'frowned' upon and forbidden by the 'purists'. Currently, (1975) music is an integral part of the Olympic Gymnastics and Jazz Gymnastics Systems but not of Modern Educational

³⁶ *ibid.* p. 4. Preface.

³⁷ See p. 115.

³⁸ See p. 117.

Gymnastics.

Work in "Elementary Schools" was based on the 1904 and later Board of Education syllabuses. Exercises were formal and performed to command, therefore time, in the college course, was given to learning the points of the prescribed exercises and the commands used to control them. Great attention was paid to the use of the voice and Voice Production from 1898 to at least 1920. ³⁹

About the year 1920 a freer type of work was advocated and in place of lessons based on the Board of Education Syllabus students during the last term of their First year had charge of a small group of children for free activities and playground games each week. Gradually they gained experience of children and control of a small active group, as well as observation of the children's individual movements. ⁴⁰

Further freedom in gymnastics at Chelsea came with the return of May Fountain from visiting Froken Björkstén, to study under her, April 10th - July 30th 1921. The basis of Froken Björkstén's gymnastics was "training in localised muscular work leading to economy of effort and training sense of rhythm."

Her philosophy was that, "Gymnastics only begin to be educational in a wide sense if the class comes away from the lesson with a feeling of increased vitality, full of joy and well being." ⁴¹

³⁹ Personal correspondence R. Clark.

⁴⁰ *ibid.*

⁴¹ FOUNTAIN, M. Report on a visit to Denmark, Sweden and Finland. April 10th - July 30th 1921. p. 2.

Suppleness, ease and grace were characteristics of Women's work in Sweden, in gymnastics during the 1920's. Impressions drawn by a Turkish child ⁴² of 14 years show the gymnasium "freely" used in 1928. ⁴³

Dorette always gave "freedom for her staff to experiment"⁴⁴ In 1926 the Third year students were introduced to the Austrian Gymnastics brought back from Vienna by Peggy Oldland. "This work influenced the 1933 syllabus to which Chelsea made an important contribution." ⁴⁵

In the first era of the college the curriculum therefore centred on gymnastics; related subjects were also given priority and made a major contribution to the whole course.

(b) Remedial Gymnastics or Medical Gymnastics

Of the Medical Gymnastics Dorette said, "not only are we going to give this branch particular prominence, but we are also going to inaugurate an examination for it." ⁴⁶

The Senior Students had daily practice (under supervision) in the gymnastic methods of treating the most common bodily deformities of school children. ⁴⁷

"--- by using human agency, as we do, allowance is made for difference of build and strength in each patient." ⁴⁸
Mechanical aids were 'frowned' upon and active work encouraged.

⁴² Pupil of an Old Student, TANNER, 1922.

⁴³ See Appendix 28 for details.

⁴⁴ Personal correspondence C. Powell.

⁴⁵ *ibid.*

⁴⁶ *loc. cit.* ¹⁸ p. 3.

⁴⁷ *loc. cit.* ⁴ p. 5.

⁴⁸ *loc. cit.* ¹⁸ p. 7.

Lectures covered theories and causes of all known physical deformities together with methods of examination of patients and treatments. ⁴⁹

In 1911 Domina wrote to Miss Fountain, "I am hoping to make great improvements in our medical work by putting it under the supervision of Dr. Dobbie. I shall hope to begin with the thin end of the wedge next term." ⁵⁰

An Old Student commented, "We had a full course of massage and medical remedial gymnastics which I think added considerably to both theoretical and practical work." ⁵¹

And a second Old Student said, "In my old age, I have often thought that it was a mistake expecting us to do all the work for the C.S.M.M.G. in addition to our own training as teachers in schools." ⁵²

Remedial work was developed and continued to form part of the Students' course throughout the first and second eras.

(c) Dancing

At first only ballroom dancing was taught but Dorette Wilke appreciated the, "practical value of Sharp's gospel" and he instructed both staff and students in Morris and Folk Dancing from at least 1906.

"Miss Wilkie gave Sharp a free hand and before the (Morris) School he gave personal instruction assisted by occasional visits from Kimber to the College students and members of the staff, so that he was already provided with a competent body of

⁴⁹ See Appendix 29 for details and C.S.M.M.G. Conjoint requirements.

⁵⁰ Dr. Dobbie appointed in 1912.

⁵¹ ROBERTS 1917.

⁵² GOODALL 1923.

teachers." ⁵³

Outlining his views on the educational value of folk songs and dances Sharp stated: "--- I attach greater importance to their influence in training and refining the musical taste of the rising generation. As regards the dances, the Morris dances are an almost ideal instrument of physical education. Miss Wilke, the physical instructor at the Chelsea Polytechnic and Training College for Teachers, told me that the Morris dances were the very things she had been longing for. If they are danced properly they exercise the whole body, and, as everyone knows, exercise which is combined with enjoyment is worth far more than exercise which is merely taken for the sake of the exercise." ⁵⁴

"It had not originally been Sharp's intention to play an active part in the teaching of the dances but he had underrated the difficulties and dangers of popularization. He now realized that satisfactory results would not be obtained unless first-hand instruction were given by himself and he had direct control over his teachers. In the Physical Training Department of the South Western Polytechnic (now the Chelsea Physical Training College) he found an organization which met his requirements and in September (27th) 1909 a School of Morris Dancing was established in connexion with the College, with Sharp as Director.

Its object was:

- a) to form classes in Morris Dancing
- b) to train, examine and grant certificates to teachers of

⁵³ FOX-STRANGWAYS, A.H. "Cecil Sharp" p. 79.

⁵⁴ Morning Post, Jan. 20th 1909 available at Cecil Sharp House in book of newspaper cuttings.

Morris Dancing

- c) to keep a register of certificated teachers, lecturers, and
c. and to give advice and disseminate information respecting
folk-dances, folk songs, children's singing games and c." ⁵⁵

Dorette Wilkie was co-opted on to the Provisional
Committee of the English Folk Dance Society December, 1911.
Her co-operation, encouragement and sympathy were of real help
to Sharp.

On Tuesday evenings Sharp, held an 'experimental class' at
the Chelsea Polytechnic "--- where he tested any dance that he
had just collected, or had deciphered from Playford." ⁵⁶

"From this time onward 1908-09 a large and unwieldy
recreational Country Dance Class, including many well-known
members of the London 'intelligentsia' met on Thursday evenings
in the Hall to disport themselves in the Irish Trot and unravel
the intricacies of Newcastle, while Mr. Sharp accompanied and
issued directions from the platform." ⁵⁷

Sharp also travelled throughout Great Britain lecturing
and took students from Chelsea Physical Training College to
give practical demonstrations of dancing and singing games. ⁵⁸

The skill, vitality, grace and brilliant entertainment
provided by the Chelsea students was much appreciated. ⁵⁹

Sharp directed the Chelsea Christmas Vacation Schools

⁵⁵ loc. cit. ⁵³ p. 78 and loc. cit. ⁵⁴ School Review
October 1909. See also Appendix 30. C = classes

⁵⁶ loc. cit. ⁵³ p. 101.

⁵⁷ loc. cit. ³³ p. 12.

⁵⁸ loc. cit. ⁵³ p. 86.

⁵⁹ See Appendix 31 for details.

which were attended by 400 - 565 members. ⁶⁰

The School's programme included a Public Demonstration of dances and official visits were paid to the School by the President of the Board of Education. ⁶¹

By 1928-29 dancing at Chelsea was "studied from an artistic and educational point of view. Aesthetic, national, ball-room and English Folk dancing" ⁶² were taught. The students studied dance composition and the history of dance and during the second and third years they had experience in teaching all types of dance to children and adults.

(d) Games

Between 1901 and 1903 cycling, life saving, netball ⁶³ and indoor games had been added to the practical aspects of the course. Hockey, cricket and tennis were taken in games sessions. ⁶⁴ During practical games sessions third year students, from 1911, went in turn to Secondary Schools to coach major games and with Lacrosse every third year student coached a first year student in technical skills this being a new game for many students. ⁶⁵

In Games lectures techniques and tactics of all major games were covered. Students were also taught umpiring and how to coach. ⁶⁶

⁶⁰ E.F.D.S. Reports 1912-23 and 1919-23.

⁶¹ ibid. p. 4 1919 and p. 6 1922.

⁶² C.C.P.E. Annual Report 1928-29. p. 4.

⁶³ Played in the gymnasium.

⁶⁴ loc. cit. 21

⁶⁵ loc. cit. 8

⁶⁶ See magazines for further details.

(e) Swimming

From the start of the college students participated in swimming and life saving.⁶⁷ They were taught the basic strokes and were entered for external examinations. Students were also taken to lecture/demonstrations and themselves gave swimming displays for the public.

It is recorded that: the Swimming Contest of 1911 included seven events.⁶⁸

(f) Foil Fencing

The System of Fencing was arranged under four headings:

- 1st Preliminary Movements or Positions
- 2nd Defensive Movements or Parries
- 3rd Offensive Movements or Attacks
- 4th Return Attacks.

Direct, Indirect, Counter, Second Return, Indirect Return and Irregular Attacks were studied and details given in note form.⁶⁹

2) THEORETICAL STUDIES

"Theoretical subjects were studied so that students understood the reasons for giving specific exercises to children."⁷⁰

In 1902 Histology became a regular feature and a course of special lectures was instituted in ventilation, heating and lighting of gymnasia, methods of testing the security of various instruments in the gymnasium, the construction and

⁶⁷ loc. cit. 21

⁶⁸ * 100 yds; * Diving: high, low, medium;
* Surface Diving; * Underwater; * Style:
Breast and Back; Blindfold - 1 length;
Team Race. * Contributed towards Championship.
See magazines for details of match results.

⁶⁹ See Appendix 32 for details.

⁷⁰ loc. cit. 21

materials used for the different apparatus, the way to deal with special cases such as lateral curvature, partial paralysis and etc. the best mode of assisting pupils in attempting difficult exercises and the arrangement of an outdoor gymnasium. ⁷¹

Chemistry, Physics and Mechanics were short preliminary studies taken in Year I. Anatomy, Physiology and Hygiene were studied throughout the two year course. ⁷²

The theory lectures tended to be "technical rather than philosophical" ⁷³ and the amount of study involved in the course astounded many students. "It brought me down to earth rather sharply" ⁷⁴ or "More theory than practical" ⁷⁵

(a) Anatomy

During the first year students considered the general structure of the body taking particular note of the disposition of the bones, the structure of joints and the placing and action of the principal muscles. In the second year the body was considered "as a living machine". Attention was paid to the general principles of the construction of the body and the adaptation of the various organs to the function they fulfilled. The forces moulding the body during growth were considered as were the effects of modifications in their nature and direction whether intentional or accidental in origin. ⁷⁶

⁷¹ Prospectus 1902-03. p. 6.

⁷² loc. cit. ⁸ - started in 1902.

⁷³ SWAIN 1925.

⁷⁴ MOORE 1922.

⁷⁵ ROSEWARNE 1913.

⁷⁶ loc. cit. ⁴ p. 10.

A student's notes of 1905-6 ⁷⁷ show that attention was paid to detail and many facts were given in the form of typed lecture notes.

Between 1911 and 1915 second and third year students visited Cook's School of Anatomy for a dissections course. ⁷⁸

"During the (1915) session third year students began hospital practice at St. George's Hospital and demonstrations on dissected parts became a compulsory part of the curriculum for second year students." ⁷⁹

Post First World War demonstrations on dissected parts were attended by the students at King's College Medical School and the London School of Medicine for women as part of the Anatomy Course. ⁸⁰

Anatomy of Deformities and Application of Massage and Remedial Gymnastics to Deformities and Diseased Conditions was introduced into the three year course in 1914. ⁸¹

(b) Physiology

Lectures in physiology were given a practical emphasis. Students examined tissues and organs under the microscope; set up tests for proteids, fats, carbohydrates and etc.; analysed some of the principal foods of diet; analysed blood, bile, urine and etc.; set up experiments on the digestion of food by saliva, gastric juice, pancreatic juice and etc.; dissected rabbits and frogs; experimented with muscle-nerve preparations,

⁷⁷ M. Harding (née Salisbury).

⁷⁸ C.C.P.E. Annual Leaflet 1912. p. 27.

⁷⁹ loc. cit. ³³ p. 16.

⁸⁰ loc. cit. ⁸

⁸¹ See Appendix 33 for details of syllabus.

the cardiograph, sphygmograph, ophthalmoscope and etc. ⁸²

"During the time that she (Mrs. Mellanby) worked in the College she co-operated with other members of staff in revising the physiology, hygiene, chemistry and physics syllabuses, co-relating the work to a more comprehensive scheme and adjusting hours." ⁸³ ⁸⁴

(c) Hygiene

The syllabus for Hygiene covered air, water, food, housing, disposal of sewage, prevention of disease, personal hygiene and school hygiene. ⁸⁵ In the extended syllabus students studied Food and Diet, Cardio-Vascular system, Respiratory system and Infective diseases in year two and in year three they concentrated on the hygiene of childhood and adolescence. ⁸⁶

(d) Psychology

Psychology was first introduced into the course in 1911 with the appointment of Dr. Gladys Halsey. ⁸⁷

"This marks the fulfilment of Domina's keen desire to establish Psychology as a diploma subject." ⁸⁸

The syllabus covered definitions of terms, pedagogical implications, concepts of major factors and adolescence and childhood. ⁸⁹

⁸² loc. cit. ⁴ p. 11.

⁸³ loc. cit. ³³ p. 16.

⁸⁴ See Appendix 34 for extended Physiology syllabus.

⁸⁵ See Appendix 35 for syllabus.

⁸⁶ See Appendix 36 for syllabus.

⁸⁷ Old Student née Martyn 1904-06. See also p. 92.

⁸⁸ loc. cit. ³³ p. 14.

⁸⁹ See Appendix 37 for details.

(e) Experimental Mechanics

In this aspect of the course students considered general properties of matter. ⁹⁰

(f) Household Science

By 1909 Household Science, a specially arranged course for students of the First Professional Year, who had no previous scientific training, included measurement, constituents of common substances and chemical constitution of foods. ⁹¹

(g) Theory of Movements

As early as 1909, in Theory of Movements lectures, students concentrated on Educational Gymnastics. They studied the subject in historical context as well as the technical aspects of Movements. ⁹²

Post 1919 students were brought into contact with the progress in methods of Physical Education which had been made in Europe during the war years through Fröken Hansere Anderson who worked in Denmark and Finland, through Madame Bertram who worked at Copenhagen University and through Miss Oldland's year of study at Vienna University with Dr. Gaulhofer and Dr. Margarethe Streicher. The interest aroused in staff and students by their lectures and demonstrations inevitably "illuminated" the Theory of Movements syllabus. ⁹³

The Theory of Movements course had always culminated in each Senior Student giving a lecture. When the course was extended to three years, students submitted subjects and a

⁹⁰ See Appendix 38 for details.

⁹¹ See Appendix 39 for details.

⁹² See Appendix 40 for details.

⁹³ loc. cit. ⁸

scheme for approval before delivering the lecture to their own year. Question and discussion followed the lecture.⁹⁴

(h) Theory of Games

This aspect covered umpiring and decisions; rules of specific games; strokes for beginners and advanced players in all major games; tactics from beginner to advanced standard and general and specific teaching and coaching points.

Comments from Old Students on this aspect of the course both from the same year ranged from "Theory of Games - second to none"⁹⁵ to "Theory of games seemed nonsense to me."⁹⁶

This illustrates most clearly the polarisation that can happen in any lecture and highlights personal prejudices, motivation and intent or lack of motivation and interest, and possibly personal ability or lack of it.

3) PROFESSIONAL STUDIES

(a) Teaching Practice

Students were introduced to teaching by practising on each other to gain confidence in the use of the voice and to experience observing people moving before being confronted with numbers and class management. They had regular instruction and practice in teaching gymnastics and games including arrangement of lessons with and without hand apparatus.

"At this time (1902) two schools, the Secondary School and a Domestic Training School, were housed in the Polytechnic, and the gymnastic classes for these girls provided the teaching practice, although the students also (attended and) helped with

⁹⁴ Personal correspondence from R. Clark.

⁹⁵ Personal communication - 1922.

⁹⁶ TANNER 1922.

Domina's (external) classes ----" 97

"--- three or four classes were taught simultaneously from 12.0 to 12.30 and 1.45 to 2.15 daily and from 2.15 to 4.0 the Hall was occupied by a series of classes ----" 98 "When one-third or fourth of the Hall and apparatus was one's portion, the possessor of the most interesting personality and biggest voice came off best." 99

One Old Student commented, "All students had teaching classes in nearby schools under observation." 100 101

"Mention must be made of the 'supervision duties' taken by the students, in the Gymnasium, of the Secondary School Girls during the dinner hours. The only redeeming feature in those 'hours of torture' is the fact that they probably made disciplinarians of the 'tormented'." 102 Supervision continued until 1907 when the First Year Students were relieved of this daily duty after a successful deputation, supported by Domina, to the Principal. 103

Classes for children from local Elementary Schools were started in 1912 in the College gymnasium. At the end of the year, under the leadership of the Senior Student W. Warren, a

97 loc. cit. 33 p. 4. See also pp. 152-153.

98 ibid. p. 10.

99 ibid.

100 COOKE-YARBOROUGH 1908.

101 Servite School in Park Walk; Cook's Ground Board School; St. Mary Bolton's; St. Luke's Church School; Royal Victoria Patriotic School at Wandsworth Common. loc. cit. 33 p. 10.

102 loc. cit. 33 p. 6.

103 ibid. p. 10.

demonstration was given by the children for their parents. ¹⁰⁴
The demonstration for parents became an annual event.

In the Second year students practised on each other in teaching more advanced gymnastic movements on apparatus. i.e. vaulting, as well as in their own gymnastic lessons and gained experience in assisting, standing by and receiving where necessary.

They shared with other students a large class of children and each took a section for work on apparatus so leading up to being responsible for the whole class by degrees.

When they had entire charge of their classes their lessons were criticised by Dorette Wilke and her Assistants. ¹⁰⁵

When the course was extended to three years the students had time to consider "the Art as well as the Science of teaching." ¹⁰⁶ and emphasis was placed on observation of movement and contact with the individual child. ¹⁰⁷

In the Third year each student had two to three classes each week for which she was responsible and generally two of these would be gymnastics with apparatus available and one dancing class. Classes were changed at the end of each term so that a wide experience of children and adults, and type of class was gained. These were supervised as a rule and to encourage individuality in teaching students were supervised by different lecturers term by term. ¹⁰⁸

¹⁰⁴ ^{week} ^{ibid.} p. 15. Note: 100 - 120 practising classes per 8 - 60 pupils per class.

¹⁰⁵ loc. cit. ⁴ p. 5.

¹⁰⁶ loc. cit. ⁷ p. 4.

¹⁰⁷ loc. cit. ⁹⁴

¹⁰⁸ ^{ibid.}

There were some adverse comments about school practice, "Our teaching practice took place in Elementary School Playgrounds or in classrooms full of desks etc. and most of us had never had any contact with these sort of children. As we were, at the end of our 3 years, going into High Schools and Private Schools and County Schools where we had gymnasium apparatus, I feel, on looking back that the teaching practice was very inadequate. Possibly it was all we could get in Chelsea and round about that area." 109

In contrast an Old Student, trained 1921-24 said, "--- teaching theory, practice and staff supervision of teaching was very good and helpful. Over the three year period one progressed steadily with age groups to teaching Adults in Evening Classes and helping in Girls' Clubs etc." 110

Each third year student was also responsible for a child in Clinic for postural deformities and further teaching practice experience was gained in the Girls' Clubs.

In London each second year student was responsible for a girls' or women's Recreational Club during the winter term; this work was unsupervised.

Club work gave unusual opportunities for contact with a variety of young people as well as necessary adaptation of the type of work acceptable. 111

"Practice in teaching Swimming was obtained by giving lessons to pupils of the Elementary Schools before breakfast, the teachers being roused from their beds by the pupils!" 112

109 loc. cit. 52

110 WALL 1924.

111 loc. cit. 94

112 loc. cit. 33 p. 4.

In summary, "--- a very varied teaching practice. I had all sorts from very young children to grown-ups (very elderly) in evening classes at College and also varied girls' clubs." 113

(b) Voice Culture

In the Voice Culture classes special attention was paid to the training of the voice for speaking. "The brightness and success of a gymnastic class depends largely upon the way the teacher speaks." 114

Dorette repeatedly said that, "She liked dialects, but if a student had a cockney accent she was advised to take private lessons to correct it. But this because the Head Mistress of those days required a teacher to speak with pure vowel sounds in addition to all other qualifications." 115

As part of the two year course each student *had to deliver* a weekly lecture. This exercise was seen as necessary preparation for her to take her place in any educational establishment. 116

4) EXTRA-CURRICULAR ACTIVITIES

The formal course was extended into a personal and more liberal education through external lectures and educational visits.

(a) External Lectures

"Perhaps here mention should be made of the many ways in which Domina ensured that the students should always be kept

113 LAWRENCE 1914.

114 loc. cit. ¹⁸ p. 5.

115 Comment by Old Student.

116 loc. cit. ⁴ p. 5.

in touch with all that was helpfully new. There is every evidence that, in these early days, and all through the College life, if Domina knew that the students needed certain work which was not obtainable through the ordinary channels, she would pay for this out of her own purse, rather than the students should be without it." ¹¹⁷

The following are but a few examples to show the cross section of topics covered in the extension programme.

Extension lectures at the University of London; League of Nations, The British Fascisti, Dr. Barnado's Homes, Physiological topics, ¹¹⁸ National Playing Fields Association, Physical Training in Sunderland for children under 7 years; English Folk Dance, Citizenship, Songs of Europe, A New System of Physical Training (Madame Betrand) and etc. ¹¹⁹

(b) Educational Visits

Educational visits were also a feature of the early training. Students were often taken to the Royal College of Surgeons' Museum, South Kensington Museum, and in talking to some visitors to the college in 1899 Dorette said, "I am going to take the students to as many gymnastic depots as possible ---, in order to teach them how everything we use is made; for I mean my girls to know every detail of their craft. I shall take them to several gymnasiums too, so that they may see the bad as well as the good. That is another advantage of placing our college in a large town." ¹²⁰

¹¹⁷ loc. cit. ³³ p. 5.

¹¹⁸ C.C.P.E. Magazine No. II 1921.

¹¹⁹ See magazines for further details.

¹²⁰ loc. cit. ¹⁸ p. 9.

Students were also taken to "--- watch gymnastic classes and competitions whenever there was opportunity." ¹²¹ Visits extended to trips to various parts of the continent.

"In the Easter holidays of 1903 Domina took a small party of students to Denmark and Sweden. Domina and the College were already known to some of the leaders of Physical Education in Denmark and Sweden and the characteristic hospitality of these countries enabled the party to see work in various schools and institutions. In addition, a further interest in the physical education of foreign countries and friendly relations with many educationists were established for the College." ¹²²

"In July, 1903, Domina took a team of twenty Senior and Junior Students to the Turnfest at Nuremberg. The students were boarded out in twos and threes in German families, as Domina felt that they would thus see more of real German conditions than if they all stayed together at an hotel. Demonstrations of free standing exercises and marching were given both at the Festival and at private schools. One of the students returned to Nuremberg the following year as gymnastic mistress in one of these schools and remained in Nuremberg till 1914." ¹²³

"During the Easter holidays 1908, Domina took a party of students on an educational visit abroad, and Dr. Shrubsall, at that time lecturer in Hygiene and Anatomy, accompanied the party.

"They remained four weeks abroad, visiting Hamburg and

¹²¹ loc. cit. 33 p. 8.

¹²² ibid. pp. 6-7.

¹²³ ibid. p. 7.

Altona, as well as Copenhagen and Stockholm, and Schools of all types, as well as Training Colleges and voluntary Evening Clubs were visited.

"The party was given every facility for seeing work by Herr Maller, of Hamburg, Herr Knudsen in Copenhagen and Colonel Balck in Stockholm, and those who went on that visit will never forget what an inspiration it was, nor the kindness of the welcome they received wherever they went." ¹²⁴

Invitations to join College Educational visits were extended to Old Students. On 15th June, 1910, Dorette Wilke wrote to Miss Salisbury (1904-06), "Have you heard that, we are going to take part in the Paris Hygiene Congress? Do come and join us, it will be such fun! We are doing a free Standing table (which you practice by yourself) Net-Ball and some dancing. Date August 2-7; cost £5.5.0. do come we want some old girls - Miss Turton is coming. We alone are representing England, so I want it to be a great success and covered with International honours - the French are going to do all in their power to make our stay pleasant - do come let me know soon. Yours affectionately, Dorette Wilke." ¹²⁵

Miss Salisbury joined the party and commented, "It was an extremely successful and memorable occasion." ¹²⁶ The Old Students' report of the occasion reads, "In July of 1910 an important educational visit was made to the International Congress of Hygiene in Paris. Domina and Mr. Cecil Sharp were official delegates to this Congress. They took with them

¹²⁴ *ibid.* p. 11.

¹²⁵ Copy of letter now in C.C.P.E. Library.

¹²⁶ HARDING 1906.

a party of students who gave two demonstrations, showing free-standing gymnastics and, introduced by Mr. Sharp, Morris and Country Dances. The first of these demonstrations was at the Grand Palais, and the second at a conversazione given by the Medical Inspectors of Schools of the City of Paris to the members of the Congress at the Municipal Theatre at Enghien."¹²⁷

Miss Lloyd also read a paper on "Medical Gymnastics".

The Chelsea party stayed at the Hotel de Dijon.

The Free Standing Exercises shown by the Chelsea Students were introduced in the following way, "The exercises in use in English Schools are based on the Swedish system of Educational gymnastics with the exercises so chosen as to be suitable for children of school age (5-14) and capable of being effectively carried out without the use of special apparatus.

The gymnastic table which will be presented is a sample of a type of work in use in many English schools.

Besides formal drill and gymnastics organised games are an essential part of the scheme of instruction and in girls' schools dance movements play a prominent part."¹²⁸

In introducing the folk dancing Cecil Sharp spoke at length about the recent revival of interest in Folk Song and Dance and about the recognition given by the Board of Education to this branch of physical education.

"Educationists have not been slow to perceive the value of these discoveries and, in response to a recommendation recently issued by the Board of Education, our folk dances are now being

¹²⁷ loc. cit. ³³ p. 13. Programme: Bobbing Joe, Brighton Camp, Princess Royal, Ribbon Dance, Pop Goes the Weasel, Irish Jig, Scotch Reel, Highland Fling.

¹²⁸ From the Programme.

taught in the elementary schools throughout the country." ¹²⁹

Of the demonstrations, the Journal of Scientific Physical Training said: "This was an exceedingly good display, and gave a faithful representation of the work, educational and recreative, in use in English Schools, and of the principles recommended by the Board of Education." ¹³⁰

Praise too was received from Le President du Congress, and the Secretaire General du Congress, ¹³¹ and from foreign representatives and the Honorary Secretary of the Organising Committee of Great Britain, E. White Wallis, F.S.S. - who said, "I know how much the demonstrations were appreciated by the members present." ¹³²

The Chief Medical Officer, Dr. George Newman, however, wrote to Dorette Wilke expressing concern at the nature of the demonstrations and asked for a detailed report of the work shown. ¹³³ He had received adverse comments.

Dorette replied and stated that two demonstrations had been given one at the Congress and one at the request of the

¹²⁹ *ibid.* See also Appendix 41 for full text.

¹³⁰ *op. cit.*

¹³¹ Dear Fraulein Wilke,

I have got an official letter of thanks signed by the President and General Secretary of the 3rd International Congress of School Hygiene to you and your students for helping by demonstrating Physical Exercises to the Congress but am forwarding it through the Royal Sanitary Institute to make it more official. I think you well deserve it for all your trouble.

Yours sincerely

James Kerr. (L.C.C.)

Dated - October 26th 1910.

See also Appendix 42. Now in C.C.P.E. Library.

¹³² E. White Wallis - Honorary Secretary, Organising Committee of Great Britain.

¹³³ See Appendix 43.
Now in C.C.P.E. Library.

Lauder Brunton, supported Dorette and wrote a personal letter to Dr. Newman stating that he and his daughter had been present at the demonstrations and continued, "--- I do not think it was possible for any one to take exception to their action." 135

The matter was cleared and no further derogatory references were made.

While the College was in London, one morning a week in the Summer term was spent by Year III students observing work in different types of school, for the Blind, Deaf, Mentally handicapped etc. Nursery Schools, also Swimming taught by an L.C.C. expert to Elementary School children in a Public Bath.

The last week of each term in 1914-15 was spent "Investigating education in its broader aspects by visiting educational centres and other places of interest in order to better understand the relationship of specialised subjects to education as a whole." 136

Visits were followed by discussion or the writing of an essay.

(c) Demonstrations

As a teacher and lecturer at Battersea Dorette Wilke had herself always given Public displays of her pupils' and students' work. 137 She continued this practice at Chelsea and gave the first annual performance of her training college work in July 1901.

134 See Appendix 44. Copy now in C.C.P.E. Library.

135 See Appendix 45. Copy now in C.C.P.E. Library.

136 loc. cit. ⁷ p. 4.

137 See p. 43.

Eleven students took part in the first College display.¹³⁸
At the end of the programme Diplomas and Certificates were presented by Mr. L.F. Austin and Mr. F.W. Verney was Chairman for the evening. The audience was specially invited and "It is characteristic of Domina's unfailing thoughtfulness that an invitation to the displays was always sent to Miss Bartel"¹³⁹ - the college dressmaker.

The displays by members of the afternoon and evening classes continued and "The young gymnasts went through their graceful movements with an ease and skill that evoked the loud applause of the audience, and bore significant testimony to the conscientious manner in which the instructress had trained her willing pupils."¹⁴⁰

Sixty seven pupils took part in the programme, Miss Martin presided at the piano and The Right Honourable, The Earl of Meath, Patron of the College, presented the medals to the successful gymnasts.¹⁴¹

The Earl expressed his delight at the programme of physical training being developed in the United Kingdom and

¹³⁸ Misses A. Lilian White, Alice Gardner, Helen Ironside, Theodora Butcher, Anna Coltmore, Dora Smith, Margaret Hughes, Bessie Reed and Ruth Skelton. 3 students Misses Tomlinson, M. Lloyd and Ethel Dibden were absent.

Programme consisted of: rings and jumping, balls parallel bars and vaulting horse, high rings, Swedish exercise, Indian Club exercises, Skipping, High Jump and the German Wand Exercise - "Stabreigen".

"The Queen" July 6th 1901.

¹³⁹ loc. cit. ³³ p. 4.

¹⁴⁰ Battersea Times and S. Western Star in Book of Newspaper Cuttings in C.C.P.E. Library.

¹⁴¹ Medals: Misses Thursbee and Lighton - excellence in gymnastics. Miss Saunders - excellence in rings and jump (7'). Miss Eckert - excellence in High Jump (4'7").

commented that after next August Physical Training would be compulsory in every school. ¹⁴²

Reference was made to the increase in the number of women participating in the Ladies Classes (from 100 - 300 in 15 months) as proof of the popularity and success of the instructress, Dorette Wilke. ¹⁴³

A demonstration of Fencing by Dorette Wilke and Miss Smith of the German Gymnasium was included in the programme. Colonel Malcolm Fox was present at the demonstration.

A further press report complimented the "--- perfect drill and skill of performers ---" and described the main purpose of the work in the following way, "thro'out the programme the object aimed at was not the development of lumps and knobs of muscle, but an agile and lissom form." ¹⁴⁴

The second annual display of work by the college students was given in the presence of their Excellencies the Governor of Jersey and Prince di Cassano (both Balaclava veterans) and of Colonel Fox. ¹⁴⁵

On Saturday 14th June, 1902 in the presence of His Royal Highness the Duke of Connaught, "--- the College, assisted by some of the pupils of the evening classes, took part in the Coronation Tournament at the Albert Hall, showing skipping, Indian Clubs, free exercises and figure marching, and were the

¹⁴² Reference to 1902 Model Course. "The highest grant would only be obtainable by schools who adopted physical training".

¹⁴³ S. Western Star. loc. cit. ¹⁴⁰

¹⁴⁴ Pall Mall Gazette in book of Newspaper cuttings in C.C.P.E. Library.

¹⁴⁵ Book of Newspaper cuttings.

only women taking part. All that remained of the Balaclava heroes were on the platform, and stood to attention while "The Charge of the Light Brigade" was recited. After the performance by the Chelsea students a message came that these old soldiers would like to shake hands with Domina. One who was present says¹⁴⁶, "I shall never forget her grace and charm as she went down the line arrayed in her scarlet. She took me with her, and one old man, mopping his eyes, said, what a grand General she would have made." 146

The work of the college was quickly established and its high professional level publically acknowledged.

In the Sixth Annual Report of the South Western Polytechnic, for the year 1900-1901, the Principal, was pleased to report, "The School for the Training of Women Gymnastic Teachers has proved a great success. In this School upwards of 20 students have been going through a complete course of physical training combined with such allied theoretical subjects as physiology, hygiene etc. The School has commenced the present session (1901-02) with 25 students of whom 10 are new entries." 147

At the Annual Display on Dec. 9th 1903 Fraulein Wilke was responsible for the German Gymnastics, Miss Roberts for the Swedish Gymnastics and Miss Cartwright took a class for the elementary teachers on the Model Course of Physical Training. 148

Previously, "The Institute, in common with other Polytechnics, was represented by exhibits at the English

146 loc. cit. ³³ p. 6.

147 op. cit. Session 1900-1901.

148 Book of Newspaper cuttings - Daily Mirror Dec. 9th 1903.

Education Exhibition and the great Exhibition of Paris. Mention must also be made of the displays given at the former by the students of the Gymnastic Teachers' Training College under Fraulein Wilke." 149

The English Educational Exhibition was held at the Imperial Institute, London 27th January, 1900. On the 27th January Dorette Wilke addressed the delegates and spoke about the "The Effect and Influence of Physical Training." 150

"--- one great element of success in life is bodily health and strength, and that no intellectual greatness can carry with it its fullest influence without an element of physical capacity. Therefore, as long as we need the body, let us take care of it." 151

She commented on the environment of children tied to desks in schools, office bound city clerks, men and women working in factories and students burning the midnight oil which led to "wretched specimens of humanity --- narrow chested, weak limbed and hollow eyed, with a face that looks as if it could not smile, even though it would." 152

Her students were trained to promote the general physical well-being of the pupils they would teach in the nation's schools. The scientifically based training equipped them to deal with the physical disabilities mentioned above.

During 1911 a Physical Training course for Teachers including Voice Production and Speech Training was held at the

149 Fifth Annual Report, Session 1899-1900.

150 op. cit. Lecture notes now in C.C.P.E. Library.

151 *ibid.*

152 *ibid.*

Albert Hall. Its aims were twofold, first to equip teachers to take entire charge of the physical training in girls' schools and second to meet the needs of adolescent pupils by modifying existing physical training methods. The course covered educational and remedial work, daily physical exercises, dancing, games, voice production and speech training. The staff for the course included Dr. Hulbert, Miss Elsie Fogerty, Miss Radmar and Miss M.A. Hughes (1899-1902). Miss Hughes (C.C.P.T.) took the practical physical work. ¹⁵³

Although air raids were frequent in London during 1917 and 1918 the Ling Association staged a demonstration of gymnastics and dance at the Albert Hall, 1917. Second and third year students from Chelsea College showed gymnastics taught by Miss Anderson. "--- the only unrehearsed event was a terrific thunderstorm which took place during Chelsea's gymnastics. The climax was reached during the balance on high beams, when the roof of the Albert Hall was struck and Chelsea's fame in balance established, as the gymnasts remained unshaken throughout the episode." ¹⁵⁴ The students also performed a ballet, arranged by Cecil Sharp and taught by Miss Marjorie Sinclair for Granville Barker's production of "A Midsummer Night's Dream".

In 1920, May 14th and 15th, Chelsea students gave a demonstration of gymnastics, games and dance for Head Mistresses, Doctors and others interested in Physical Education. ¹⁵⁵

¹⁵³ C.C.P.E. Annual Leaflet 1912, p. 25.

¹⁵⁴ loc. cit. ³³ p. 16.

¹⁵⁵ C.C.P.E. Magazine No. 1 1920, p. 7.

In May 1921, the Ling Association organised a second demonstration of dance and gymnastics. Students from Chelsea again took part, this time under the guidance of Miss Partridge for gymnastics, Miss Clark for national dance and Miss Oldland for country dance. ¹⁵⁶

The whole College took part in a free-standing gymnastic table taken by Miss Clark at the L.C.C. demonstration at the Albert Hall in November 1922. ¹⁵⁷

(d) External Classes

Dorette had also always extended her work to classes for external students. ¹⁵⁸ She held sessions both during the day and in the evenings and many interesting people attended. The recorded names include, "--- Miss Evelyn Sharp, the writer and sister of Mr. Cecil Sharp; Dorothy Scott (Minto), the actress; the daughters of Alice Meynell; ---" ¹⁵⁹ "Dame Ellen Terry's grandchildren attended one of the children's classes, and she sometimes came to watch - she and Domina making a wonderful combination!" ¹⁶⁰

Her students were encouraged to participate in as many classes as possible. "Then there are the ordinary gymnastic classes of the Polytechnic, which the students attend either as pupils or teachers." ¹⁶¹

¹⁵⁶ loc. cit. ³³ p. 20.

¹⁵⁷ ibid. pp. 20-21.

¹⁵⁸ See pp. 46-47.

¹⁵⁹ loc. cit. ³³ p. 4.

¹⁶⁰ ibid.

¹⁶¹ loc. cit. ¹⁸ p. 9.

Prior to 1908 open Evening Classes had been taught on German lines with music being used for the free-standing exercises. "Domina herself taught the Friday class (which included many Old Students), and the classes were exceedingly popular and largely attended." 162

In 1908, "Domina decided that the time had come for them to be taught on Swedish lines, and be utilised as practising classes for the students, developments not at all acceptable to the members of the classes." 163

"The students appointed felt very keenly the responsibility entailed in endeavouring to 'make a success' of the change." 164

The regulations and programme of evening classes for the year 1928-29 illustrate the range of work covered at the college, the standard of experience and performance expected and the opportunities available to students. "Students" ranged from ex-students of the college and practising teachers to members of the general public who wanted to participate in physical activities during their leisure/recreation hours. 165

(e) Work in the Clubs

Teaching at the London Girls Working Clubs was always part of the College teaching experience. 166 Domina sent her students to Clubs, "not only to gain teaching experience but to

162 loc. cit. 33 p. 10

163 ibid. Domina had also attended a Conference at Anstey. On return train journey she suddenly said, "It (German Gymnastics) must go" to her companion.

164 ibid. pp. 10-11.

165 See Appendix 46.

166 See p. 139.

learn more of human nature and to see something of the lives of the less fortunate of the world's workers. It is impossible to forget her advice to bring a 'missionary spirit' into one's work, for she herself has retained this spirit and fosters an interest in Club work in her students." ¹⁶⁷

"Volunteers from among Third-year students are still (1929) called for regularly to judge competitions and to help in other suitable ways, while every Second-year student is responsible for a Club once a week throughout the winter. This is the outcome of Domina's own early work." ¹⁶⁸

(C) METHODOLOGY

"Commanding" is the dominating feature in presentation of work in Physical Education in the first era. Great attention was paid to this subject and reference can be made to "Terminology and Commanding" by E. Dowling for details. "Commanding" was an art and had to be learnt; there was to be no movement of the class until a 'command' had been given. Precision, instantaneous and uniform response were desirable indeed necessary for the correct conduct of the class.

The majority of lectures, in the theoretical aspects of the course, would seem to have been given by the direct lecture method except in Anatomy and Physiology where practical laboratory work was also used and in Remedial Gymnastics which featured practical sessions in the gymnasium.

The small tutorial group was an aspect of the follow up session in 'Criticism' lessons, and discussions succeeded student and outside lectures and visits.

¹⁶⁷ loc. cit. ³³ p. 8.

¹⁶⁸ *ibid.*

In practical work the direct method of instruction was a feature of the early years of the course. This conclusion is reinforced by the attention paid to "commanding".

There is, however, a reference to Froebel's kindergarten principles under "Matters of Movement" (probably 1902).

Dorette explained that in Froebel's terms the "Teacher must graft all his instruction upon the spontaneous activity of the child. The work of a teacher was not to give knowledge but to supply material means and opportunities in a rational and harmonious order for the child's mind spontaneously to work upon." 169

At a meeting of the Teachers Guild at Moorfields Training College December 2nd 1909 Miss Perry ¹⁷⁰ presented a paper on Games. "She dealt with the subject from a somewhat new point of view, namely, that there should be progression in games according to the type and age of children."

"The more scientific and therefore more difficult games such as hockey and cricket, could not be introduced with much success in schools where children had not first been taught co-operation, the exercise of individual judgement, patience and etc." 171

(D) EVALUATION

(a) Examinations

In the first instance students took "outside" examinations as well as the College Diploma until the latter was established

¹⁶⁹ Lecture by D. Wilke. 'Matters of Movement' - Play Lessons in Book of Newspaper cuttings now in C.C.P.E. Library.

¹⁷⁰ Became H.M.I. P.T.

¹⁷¹ Annual Leaflet. O.S.A. C.P.T.C. 1909. p. 12.

and recognised. "Between the years of 1889 and 1903, students entered for examinations conducted by the following bodies:- British College of Physical Education (British and Swedish Sections), National Society of Physical Education, Gymnastic Teachers' Institute" as well as the South Kensington Science and Art Examinations in Physiology and Hygiene, conducted by the Board of Education. ¹⁷²

In their First Year they took the examination in The Science of Common Life and Hygiene, Stage I and Human Physiology Stage I.

In the Second Year Hygiene, Stage II and Human Physiology, Stage II were taken. ¹⁷³

It would appear that the Chelsea students reached a good standard for in 1904 and 1908 a Chelsea student was placed first in the Physiology Stage II examinations and was awarded the King's Prize. ¹⁷⁴

"As early as 1902 students obtained the certificates of the Incorporated Society of Trained Masseuses' and the First Aid and Sick Nursing certificates of the St. John's Ambulance Brigade. ¹⁷⁵ In early notes the word Association and not Brigade is quoted.

In order to gain the college Diploma a student after 1909 had to have full attendance for nine terms. The following subjects were taken in Year II - Physiology, Hygiene, Anatomy and in Year III Psychology, Theory of Movements, Theory and

¹⁷² loc. cit. ³³ p. 3.

¹⁷³ loc. cit. ⁸

¹⁷⁴ *ibid.*

¹⁷⁵ loc. cit. ³³ p. 3.

Practice of Medical Gymnastics, Class Teaching, Gymnastics, Lecturing, Games, Theory of Games and Theory of Treatments.

55% had to be achieved in all subjects except Class Teaching where 70% was the pass mark.

A Distinction Diploma was awarded if 75% was gained in 7 subjects including Class Teaching at the first sitting only.¹⁷⁶

Other external examinations included:- C.S.M.M.G.

Conjoint Examination, RLSS - Silver Medal

Bronze Medal

Proficiency

AEWHA 'B' Umpires Test

EFDS Folk Dance - Advanced

Elementary

S.J.A.B. First Aid

Home Nursing.¹⁷⁷

Terminal examinations in each subject were held until at least 1914-15 and termly reports sent to parents or guardians.¹⁷⁸

Of particular examinations and conditions, "The most striking incident was taking the advanced examination of the E.F.D.S. when an air raid occurred. (I think it was a Zeppelin) and we all retreated to the basement until the 'All-Clear' and then resumed the exam! If I remember rightly the examiners were particularly kind!"¹⁷⁹

(b) Inspections

The College was periodically inspected, by the University

¹⁷⁶ Memo from Dorette Wilke to Polytechnic Inspectors, Oct. 31st 1913 under section L Examinations for Diploma.

¹⁷⁷ Details included in College leaflets, reports and magazines.

¹⁷⁸ See p. 118 and Appendix 27.

¹⁷⁹ IDLE 1917.

of London in 1903, by the Board of Education in 1911, 1914 and 1915 by the Ling Association in 1912 and by the London County Council in 1915.

While the University's report on the work of the College was favourable ¹⁸⁰ The Board of Education's Report for 1911 on the work of the Women's Gymnastic Course was unfavourable. Both practical and theoretical lectures were criticised and teaching methods were considered to be outdated. ¹⁸¹

The College was inspected by 3 members of the Ling Association on 27th November, 1912. They spent the day watching all aspects of practical work and attended Anatomy, Physiology and Theory of Movements lectures. At the 14th Annual General Meeting of the Ling Association, January, 1913 the following resolution was passed, "That Chelsea Physical Training College be recognised by the Ling Association and all future graduates be eligible for membership." ¹⁸²

Miss Koetter and Miss Clarke, HMI's, visited Chelsea College of Physical Education during March and June, 1915. Their report of the work at the college was very critical, "--- the instruction in Practical Physical Exercises cannot yet be regarded as satisfactory." ¹⁸³ They suggested that suitably qualified persons should be appointed to the staff, "--- in order to increase the general efficiency of the work of the Course." ¹⁸⁴

¹⁸⁰ Report now in C.C.P.E. Library.

¹⁸¹ *ibid.*

¹⁸² Annual Leaflet 1913 p. 14.

¹⁸³ Report in C.C.P.E. Library.

¹⁸⁴ *ibid.*

Dorette contested the Board of Education's Report and substantiated her comments by reference to the experience of her staff in comparison to the experience of the Inspectors.¹⁸⁵ She also made reference to Miss Koetter's invitation to Miss Andersen, the member of staff particularly criticised, to take a course in Yorkshire in 1913. At that time Miss Andersen's work had been satisfactory and Miss Koetter had recognised the exceptional ability of Miss Andersen, as a teacher of gymnastics and class teaching. Dorette invited the two inspectors to "--- give us a demonstration in gymnastics and class teaching and show us what is wrong with our work."¹⁸⁶

At this time there was also criticism of the inspectors and their reports on School visits. The opinion of the Training Colleges Association, on the Board of Education Inspectors, for Physical Training was expressed in the Scientific Journal of Physical Education and condemned the mechanical way in which inspections were conducted.¹⁸⁷

Lewis D. Cruikshank visited the College in April 1914 and was impressed by the thoroughness of the work.¹⁸⁸

Further, Dorette felt, that the College was being 'victimised' by the Inspectors. She therefore wrote a personal letter to Sir L. Amhurst - Silby - Bigge, at the Board of Education, and received a rather curt reply.¹⁸⁹

¹⁸⁵ Dorette's comments in memo form now in C.C.P.E. Library.

¹⁸⁶ *ibid.*

¹⁸⁷ *op. cit.* See also Appendix 47.

¹⁸⁸ "highly delighted with everything seen --- and most favourably impressed by the thoroughness and the intensity with which the several branches of the work were carried out." Letter dated 1.4.14. Now in C.C.P.E. Library.

¹⁸⁹ See Appendices 48 and 49 for texts of letters.

By contrast, the London County Council Report expressed a totally opposite view point. Teresa A. Simmons and Helena Graham had visited Chelsea on the 18th November 1915 and watched practical work, i.e. Educational, Medical Gymnastics, Games, Dancing, Swimming and Class Teaching. They also attended lectures in Anatomy, Physiology, Hygiene, Theory of Movements, Pathology, Psychology, Mechanics and Theory of Games. They reported that the staff were highly qualified and efficient and that the training, the students at the College received, was excellent. ¹⁹⁰

On 22nd Nov. 1927 the CSMMG visited the College and reported "the work is excellent, but limited in scope." ¹⁹¹

The practical and theoretical content was therefore wide ranging and detailed.

(c) General Comments

The final evaluation, however, is perhaps better judged from the near 100% support given by Old Students to the effect that the course at Chelsea was adequate preparation for teaching Physical Education. ¹⁹²

"I was able to cope adequately with everything I had to do - particularly first aid." ¹⁹³

"I discovered I had the ability to teach." ¹⁹⁴

"I felt it (college training) so and the schools I taught

¹⁹⁰ Report now in C.C.P.E. Library. Dated 18.11.15.

¹⁹¹ *ibid.* 22.11.17.

¹⁹² Reference Questionnaire - No. 5. See Appendix 1.

¹⁹³ LAWRENCE 1914.

¹⁹⁴ CHAMBERS 1924.

in felt the same as my work was always satisfactory for I tried to assist my girls to become good citizens and to play sportingly." 195

"--- stress was made on improving and making the best of existing conditions in all types of buildings, and with all types of people, in short one was taught to be adaptable, and versatile while still maintaining a high standard of performance." 196

"I knew what I was aiming at. I felt confident and was eager to start teaching. The range of activities I was expected to teach was (mercifully) much less wide than it is now. Training in how to teach was excellent, starting from the very simple and gradually progressing. So also was the ingenuity required in making up games and other activities to suit local conditions and to achieve the desired effect." 197

"I felt we had a very thorough knowledge of everything to do with physical education --- Although I was not considered a very good teacher, I left with perfect confidence to tackle my first post and I felt the success I had was definitely due to the careful and wide training I had received at Chelsea." 198

On the whole, 85% support, 199 the Chelsea Diploma and College education was "respected" 200 both within and without

195 CLARK 1912.

196 WALL 1924

197 SWAIN 1925.

198 BAILEY 1928.

199 Extracted from completed questionnaires.

200 FOUNTAIN, 1908 and GRAVES, 1929.

the Physical Education profession. It was "accepted as another branch of education" ²⁰¹ and a "good qualification" ²⁰² or simply "recognised". ²⁰³

"I do not remember ever being 'looked down upon' though, of course, my 'work' was always regarded, by others as 'play'." ²⁰⁴

"Our 3 year Diploma was the first step in the fight for recognition as a Degree. We were paid on a non-graduate scale and it was many years before I received a salary with extra for Special Responsibility. I started teaching at £92 per annum, non-resident, which was considered good." ²⁰⁵

And finally succinctly stated is the following analysis of the college award, "As the highest qualification in my profession and equal to that of any other specialist teacher."²⁰⁶

(d) General Observations

"Fraulein Wilke was an outstanding Principal" ²⁰⁷ and under her leadership the college was established and flourished. The products were on the whole dedicated professional teachers with a mission in life. They had had a sound training and were convinced of the values of Physical Education.

In retrospect, however, one Old Student wrote, "At the

²⁰¹ HARDING, 1906. See also Appendices 50 and 51 for College Testimonial and certificate for Curate^y Gymnastics 1906.
^

²⁰² TANNER, 1922. WALL, 1924.

²⁰³ BAILEY, 1928.

²⁰⁴ GOODALL, 1922.

²⁰⁵ MEAKIN, 1912.

²⁰⁶ SWAIN, 1925.

²⁰⁷ ROSEWARNE, 1913.
"--- trained dedicated, professional teachers."

time I saw nothing wrong but afterwards realised that we should have had training in some other subject in which we had an interest e.g. history or mathematics. We should then have had something else to offer to the school and something to fall back upon when with increasing age it becomes more difficult to continue with Physical Education. Our only alternative was a study of physiotherapy which was excellent and suited some students who found a preference for this rather than P.Ed." 208

"The post-war period (1st World War) was one of widening interest in both the practice and theory of Physical Education. The experience of the war years had stimulated investigation into training in efficiency in movement. Much had been and was being learned from the rehabilitation of the wounded and through 'efficiency tests' on recruits." 209

Domina always welcomed innovations and readily agreed to the students participating in research. 210 211

"The tests were carried on for a considerable period and the insight into the methods of research and the findings were valuable both for staff and students." 212

Speaking at the English Educational Exhibition in London in 1900 Dorette said, "Unhappily the idea still prevails in

208 GROVES 1929.

209 loc. cit. 8

210 Conducted by Professor Georges Dryer, C.B.E., M.A., M.D., Professor of Pathology at Oxford University. He collected anthropometrical measurements to establish levels of physical fitness.

211 loc. cit. 33 p. 20. Conducted by Professor Leonard Hill at Mount Vernon to establish standards of general efficiency for women. Data collected by Wing Commander Martin Flack, C.B.E., M.B., B.C.L.

212 loc. cit. 8

England that a girl must go in for physical training as a profession, because she has not brains enough to be a success in anything else." ²¹³

In the first prospectus there was a clause, "--- that requires all candidates to write an essay as a test of their capabilities." "Clearly", said the visitor to the college, "a student of less than the average brains would stand little chance of distinction in Fraulein Wilke's college." ²¹⁴

Dorette had always aimed for a "high" intellectual standard. ²¹⁵

In 1902 the Preparatory Course for girls over 16 years was formalised. ²¹⁶ Initially the course had been unsupervised but it was of Matriculation standard. ²¹⁷ By 1910-11 the course was known as the Non-Professional Course. ²¹⁸

Wider, personal study was also encouraged. "Students

²¹³ op. cit. Jan. 27th in book of Newspaper cuttings now in C.C.P.E. Library.

²¹⁴ loc. cit. ¹⁸ p. 8.

²¹⁵ Students who were admitted to the college in 1901 had to be between the ages of 18 and 25 years for the 2/3 year course. They were also expected to pass an examination in general education before admission or to spend one year achieving an acceptable standard.

²¹⁶ Ruth Clark first student to complete the course 1902-03. Helen Ruffell second student to complete the course.

²¹⁷ Prospectus 1902-03, p. 8. Subjects included English, (Composition, History, Grammar and Literature) Foreign Languages, Elocution, Hygiene, Elementary Science, Arithmetic, Anatomy, Singing, Games (including swimming) Dancing and Gymnastics. The fees were £8.8 per term for a 12 week term of 25 hrs. study per week or £21 per session of 3 terms.

²¹⁸ Prospectus 1910-11, p. 6. Students were now prepared for the London Matriculation Examination in English, Mathematics, French and Chemistry. The students also took part in daily gymnastic lessons and as many games and dance lectures as time permitted.

finding spare time (1902-03) may, with the sanction of the Head Mistress, take up other subjects taught in the Polytechnic such as Chemistry, Languages, Shorthand, Typewriting, Cookery and etc. without extra charge." 219

This policy of a broad education was retained throughout the first era of the college but the main aim was never subordinated.

Of the early student it is true to say, "--- she learns to dance, to fence, to swim, to play cricket and hockey - above all she learns to teach." 220 221

219 loc. cit. 217 p. 7.

220 Ladies Pictorial 1903. Gymnastic Teaching - A Profession for Girls by E.E.T. p. 665.

221 See Appendices 52 - 56.

S E C T I O N I I

1929 - 1958

(i) Head Mistress and Principal

May Fountain - Head Mistress

1929 - 1945

- Principal

1945 - 1950

Gwynyth Cater - Principal

1950 - 1953

Beryl Gough - Acting Principal

1953 - 1954

Annie Rogers - Principal

1954 - 1958

May Fountain

"essentially modest, without thought of self and always ready to give credit to others." ¹

The appointment of Miss Fountain, as her successor, brought Domina great happiness. ²

Miss May Fountain was born, in 1888, three years after Dorette had arrived in England. She attended a small private school as her "father was anxious that all his five daughters should have a recognised training which would enable them to earn a living." ³ She herself appreciated the devotion of the staff to their task of educating their pupils. Miss Fountain passed the London Matriculation 1st Division and felt that, "the school gave much beyond preparation for examination." ⁴

The school staff would have liked Miss Fountain to go on to a University. They did, however, acknowledge her intense interest in Physical Education and realised that the training available at the specialist colleges offered "a new profession" for women.

Miss Fountain carefully studied the prospectuses from the specialist colleges and selected Chelsea "as the range of work available within the Polytechnic context appealed to her." ⁵ She was accepted for training in the Gymnastic Teachers'

¹ C.C.P.E. O.S.A. Magazine No. 11 July 1970. p. 9.

² C.C.P.E. Magazine 1898-1958. p. 23.

³ Response to questionnaire. 100-150 girls in the school.

⁴ *ibid.*

⁵ *ibid.* Anstey, Bedford, Dartford, Dunfermline and Liverpool.

Training College S.W. Polytechnic and started her two year course in September, 1906. In her opinion it was "exciting for a student to live and train in London." ⁶

Miss Fountain thoroughly enjoyed her student days but it is typical of her foresight, intelligence and wisdom that the outstanding impression of her student days is "An awakening to the enormous potentialities of Physical Education in general education and in medicine." ⁷

Miss Fountain was an extremely able student in both practical and theoretical studies. She gained Distinction in the College Diploma in 1908. ⁸

On completion of her college course Miss Fountain went straight on to the staff of The County Council Training College, Truro, "Where she taught all aspects of Physical Education." She commented, "The Board of Education must have approved of my qualification although there was no official 'recognition' in those days." ⁹ Miss Fountain completed the Chartered Society of Massage and Medical Gymnastics Teachers' Certificate and later took courses, for the C.S.M.M.G., in England, Denmark and Sweden. (Chartered Society Massage and Medical Gymnastics)

Miss Fountain was inspired by Dorette's desire to foster in her students the 'Spirit of enquiry'. ¹⁰ Accordingly,

⁶ *ibid.*

⁷ *ibid.* Throughout her professional life she retained an awareness of the potentialities of Physical Education and directed her efforts towards the fulfilment of these aims.

⁸ College records. Second Student from the College to win the King's Prize for Physiology in her final year.

⁹ *loc. cit.* ³ and Annual Leaflet 1909. Training College for Teachers.

¹⁰ *loc. cit.* ² p. 25.

very early in her professional life she travelled abroad in pursuit of 'further knowledge of her subject'.

From 1910-12 Miss Fountain worked 'as an extra student' at the Royal Central Gymnastic Institute, Stockholm, at Dr. Arvedson's Gymnastic Institute, Stockholm and she studied anatomy at Carolins Ra Institute. She found it interesting to compare Swedish and English systems of training.¹¹ Miss Fountain felt the students had plenty of teaching practice, starting in the first week of their training but that it was not varied enough during the whole course.

On her return to England, September 1912, Miss Fountain was appointed to the staff of the College with special responsibility for Massage and Medical Gymnastics.¹²

In the summer of 1921 Miss Fountain spent her sabbatical term of leave in Denmark, Sweden and Finland visiting schools and colleges.

In the report, of her visit, Miss Fountain made reference to the teaching of Froken Björkstén, to the joyous atmosphere she created in the gymnasium, to the rhythmical work of the students and to the aesthetic aspect of gymnastics.¹³

¹¹ C.P.T.C. Annual Leaflet 1911. p. 24.
In Sweden the training was confined to the theory and practice of Ling's educational and medical gymnastics. Teaching practice started with one member of staff being responsible for 10 students and 100-150 'Folkschool' children who came to the college daily for gymnastics. In the first lesson the students would take their classes for 'fall in', 'open ranks' or assembling and gradually increase the amount of the lesson they were responsible for until by the end of the first term they were 'commanding' the introductory activities.

¹² C.P.T.C. Annual Report 1928-29, p. 4.

¹³ Fountain, M. Report on a Visit to Denmark, Sweden and Finland, April 10th to July 30th, 1921. pp. 1-3.
The women's work was characterised by suppleness, ease, grace and simplicity. Froken Björkstén had brought a 'new look' to the stereotyped form that had universally been developed in Swedish Gymnastics.

In July 1921 two other members of staff and three old students joined Miss Fountain and representatives from fifteen other countries at the three weeks State Course at Hadersler, Denmark, at which Froken Elli Björksten taught.

Enthusiasm, in England, grew for the Björksten principles and methods of teaching and teachers and lecturers wanted to learn more about "Rhythmic Gymnastics". Miss Fountain was secretary and treasurer of a small representative committee that organised a 2 week Post-Graduate course, at Reading University for graduates from all the recognised Physical Training Colleges, April, 1922.

Miss Fountain was also very interested in the Austrian 'Natural' Gymnastics and visited Dr. Streicher in Vienna and the Gaulhoffer Institute in Amsterdam. ¹⁴

Later, in 1932, Miss Fountain invited Dr. Streicher to London as her personal guest. Miss Fountain encouraged her staff to experiment with Austrian Gymnastics and to develop the system as one that was 'right' for the progressive physical education of girls. ¹⁵

As Miss Fountain became a senior member of staff she worked more closely with Domina. ¹⁶ Miss Fountain was a very loyal and hardworking member of staff. Her professional integrity was quickly respected by her colleagues and by the students. She also possessed the qualities of leadership necessary in one destined to become Headmistress of the College.

¹⁴ Miss Oldland had spent 1923-24 at the University of Vienna studying gymnastics under Dr. Streicher and Dr. Gaulhoffer.

¹⁵ See Section I p. 126.
and Section II p. 290.

¹⁶ Discussed future developments and plans for the College.

The L.C.C. Inspectors quickly expressed their confidence in Miss Fountain. "The present headmistress was for many years a member of the staff and one may rest assured that under her leadship, backed by a band of enthusiastic lecturers, the College will maintain its position and carry out new developments. The members of the staff are all highly qualified in the subjects for which they are responsible." ¹⁷

The first change which Miss Fountain initiated was the "One Year Course for Certificated Teachers" run in conjunction with Whitelands College. ¹⁸ Negotiations took place during her first year of office.

Miss Fountain justified the course on the following grounds: "The raising of the school leaving age and the scheme for the re-organisation of Elementary Schools involving the formation of an increasingly large number of Senior Schools providing post-primary education for children of 11-14 plus calls not only for a large increase in the total number of teachers required but also demands that these teachers shall hold still better qualifications for their work.

With the increase in the number of teachers required we are not concerned. There is no intention of appointing Physical Training experts in the New Senior Schools. But there is

¹⁷ L.C.C. Education Committee Higher Education Sub-Committee Report 1929-30. Written after inspection November 30th 1929. Miss Fountain took office as H.M. 1st September, 1929. Part II p. 26 (a).

"The Headmistress and members of the staff give their services unsparingly to the work of the College and with their experience and qualifications in the teaching and management of students the effects of their efforts are far reaching in the development of physical training for girls and women over a wide area. The training courses are admirably arranged and carried out and the comprehensive nature of the subject of physical education has been generously interpreted." Part I p. 5 (vii).

¹⁸ See Section II (iii) and (iv) pp. 250-1, p. 280 and p. 292.

certainly need for a number of teachers from the Elementary Training Colleges holding an additional qualification in P.T."¹⁹

Whitelands was already providing third year courses in other subjects ²⁰ and Miss Fountain felt that it was "--- important for the future of the College of Physical Education that we should show that we wish to keep up with the demands of the educational schemes of the day and are willing to co-operate." ²¹

After an informal meeting with Miss Mercier, Miss Monkhouse, Miss Ash and Miss Perry, ²² Miss Fountain said, "it was made clear that the Board of Education would welcome suggestions for a third year course in ^{physical training} P.T. and would favour the linking on of such Course to a ^{physical training} P.T. College." ²³

The course opened in 1930-31 with eight students and continued successfully until the outbreak of the Second World War in 1939. ²⁴

This was to be the first of many innovations made at Chelsea by Miss Fountain during the next twenty-eight years.

During the 1920's Miss Fountain had already served on the sub-committee planning the syllabuses for the University of London Diploma in Theory and Practice of Physical Education.

¹⁹ Personal notes - M. Fountain.

²⁰ Board of Education allowed £40 grant to third year students. Whitelands Board and Residence £10 p.a.
Fees £30 p.a.

²¹ loc. cit. ¹⁹

²² Principal of Whitelands; Chief Inspector Women's Training Colleges, Board of Education; HMI. P.T.; HMI. P.T. and responsible for advanced courses, respectively.

²³ loc. cit. ¹⁹ Miss Fountain also felt that a satisfactory one year course could be provided without detriment to the existing College.

²⁴ One year Old Student Association formed as branch of O.S.A.

She now worked closely with Dr. Harlow.²⁵ Her breadth of knowledge and insight into the comprehensive nature of Physical Education were invaluable in discussions and meetings.

Miss Fountain was always ready to "seize an opportunity" and turn it to advantage. Taking the whole college to camp, under her personal direction, is but one example.²⁶ She was also ready to make the facilities of her college and the 'expertise' of her staff and students available for professional advancement. The course for Club Leaders, organised by the College in conjunction with the Central Council of Recreative Physical Training in 1937 and the photographs of Chelsea Students, in the Board of Education publication, "Recreation and Physical Fitness for Women and Girls" serve to illustrate these two aspects, respectively.²⁷

Miss Fountain continued the well established practice of welcoming overseas students and visitors to college. She encouraged her staff to take lecture demonstrations for various organisations and societies, both professional and non-professional. Eminent doctors, artists and scientists visited the college and advantage was taken of the numerous lectures and demonstrations available in London and beyond "routine work".

Miss Fountain endeavoured to see that her students were not only professionally trained but "personally" educated. Her interest in the personal welfare of her students led to her giving much time in discussing individual's problems.

²⁵ Principal of the Chelsea Polytechnic and Chairman of the initiating committee. See WEBB, I.M. M.Ed. thesis pp. 332-335.

²⁶ See Section II (iv) pp. 304-5.

²⁷ loc. cit. ² p. 28.

In her speech at the 40th Birthday Party of the College she said, "it was very tempting to linger over the history of the College." ²⁸

At the Conference on Physical Training held by the Students' Career Association ²⁹ Miss Fountain spoke about the "Serious Shortage of Teachers". The implementation of Circular 1445 ³⁰ had led to an increase in the number of advisers recently appointed; an increase in courses in Normal Training Colleges; an increase in number of periods of Physical Education on school time-tables; and an increase in the popularity of Recreative Physical Training. All these factors were to be applauded but also served to stress the need for an increase in the number of teachers available.

Miss Fountain also underlined the need for 'The School Certificate' as a compulsory entrance qualification, 'for the sake of the profession'. ³¹

²⁸ C.C.P.E. Magazine No. XXI 1939.
8th October, 1935. Domina had left students a great inheritance; her personal example of gaiety in work and tremendous vitality under personal and professional difficulties were acknowledged by all and each student cherished a Domina story.

The college had grown up in a Polytechnic where men and women worked together although each had separate P.E. departments. "The whole is greater than the sum of the parts" but the parts must make their full contribution. The College must be the best we can make it. (and personal notes)

²⁹ Held at 54 Russell Square on 9th June, 1938.

³⁰ Board of Education Circular 1445 Section VI.

³¹ Miss Fountain outlined the scope and content of the 3 year course at the Women's Specialist Physical Education Colleges. She also made reference to the One Year Course at Chelsea, in co-operation with Whitelands from 1930, and the immediate or deferred Certificate of Teaching, with Southlands since 1936. See "Women's Employment" July 1st 1938, pp. 291-292.

Chairman - Mrs. I.C. Major-Stevenson, M.A.
Other Speakers - Mr. Victor Stanyon, B.S.C.
Miss P.C. Colson, O.B.E.

Her standing in the professional sphere of Physical Education was universally acknowledged and her grasp of the complexity of many current educational issues made her a much sought speaker.

Miss Fountain gave unsparingly of her time and the detail of her papers is reported in the professional journals of the time. ³²

Following the national crisis in 1938 and when first enquiries to provide accommodation for the College in Loughborough, in 1939, had failed Miss Fountain made it her personal duty to visit Miss Perry. ³³ Miss Perry instructed Miss Rogers ³⁴ to "Make Miss Fountain and your college your job until you have got them housed." ³⁵ Miss Rogers and Miss Fountain drove to Borth and arrived in sunshine at low tide. "Miss Fountain's fertile imagination immediately envisaged college games in progress on the four-mile stretch of hard sand." ³⁶

The dining room of the Grand Hotel, where they took lunch, became a potential lecture room, a semi-basement "ballroom", tennis courts and Billiard room - facilities for practical lectures, the bedrooms - accommodation for staff and students

³² See for example Journal of Scientific Physical Training at P.E.A., Ling House.

³³ Miss Perry, HII. Senior Woman P.Ed. Inspector for the Board of Education and an Old Student of the College.

³⁴ Miss Rogers, HII. Senior Woman for Wales and an Old Student of the College.

³⁵ Miss Fountain and Miss Rogers had been warmly received in Aberystwyth with offers of teaching practice classes at Ardwyn School and lecturers services from the University but no accommodation was available.

³⁶ loc. cit. ² p. 31.

and so on. The proprietor, Mr. Bennett, agreed to the exclusive use of the hotel by the College if a minimum of 60 persons was guaranteed.³⁷ Miss Fountain had been successful in finding suitable accommodation for the College.

On the declaration of war, in 1939, Miss Fountain was responsible for the well organised evacuation of the College to Borth. She gave her full attention to every detail of the move from the listing and packing of the college equipment to the sending of red labels to all new entrants to the College³⁸ so that they might recognise each other at Paddington Station! Her efficient administration enabled the college to settle in its new environment with the minimum of fuss and in the minimum time. Miss Fountain is quoted as saying, "How thankful --- we were to have learnt, --- the possibilities of working and living under unconventional conditions."³⁹

A second reference to the advantages of camping is contained in the following extract published in the Old Students' Magazine in 1970. "Miss Fountain mistrusted the stereotyped form of Physical Education. She held the opinion that space with suitable ground surface and the open air are the first essentials for physical education activities and that camping might be the answer."⁴⁰

Throughout the nine years stay at Borth Miss Fountain was in residence with the students. Possibly ninety keen,

³⁷ *ibid.* p. 32. Further exploration of the village revealed two schools "Lower Borth" and "Upper Borth" and a large village hall.

³⁸ To be worn!

³⁹ *loc. cit.* ² p. 25. i.e. reference to College camps.

⁴⁰ C.C.P.E. O.S.A. Magazine No. 11 1970, p. 8.

energetic, high spirited and youthful Physical Education students under one roof and dependent on their own resources for entertainment, while responsible as individuals, needed a 'mature' word of advice periodically! It is indicative of Miss Fountain's expectations of each individual that she made students responsible for maintaining discipline but also in character that she felt she should be 'in residence'.

In October 1939 Miss Fountain wrote to Old Students telling them about the facilities and opportunities at Borth. "The surrounding country is very beautiful and at present we seem to be removed from the tension of the towns, so that concentrated work is possible." ⁴¹

Miss Fountain began her report on the session 1940-41, "Once more it is with thankfulness that a record can be made of another completed year of work at Borth, a year which has been harder than the preceding in some ways, through increased anxieties, but easier in others because the Staff has reaped the benefit of the results of the pioneer work done in adapting to the new conditions during 1939-40." ⁴²

She also recorded, in the report for the session 1940-41, "--- my warmest thanks to the full-time Staff for their adaptability and resource in our new conditions of work and play, and for their unfailing co-operation in the life of the College as a whole, which is making our sojourn in Borth a valuable experience in the history of the college." ⁴³

⁴¹ op. cit. "May we all face the future with courage and an unswerving belief that the results of good work are not wasted though they may not always be visible to us."

⁴² op. cit. 8th July, 1941.

⁴³ ibid.

Throughout the war years Miss Fountain travelled regularly to London to attend meetings.

At one meeting on 11th August 1942, of the Committee for the Training of Teachers attended by Miss Fountain, Miss G. MacLaren and Dr. F.J. Herlow⁴⁴ the following questions were considered: the restricted nature of the course at the Women's Specialist Colleges of Physical Education; recognition from the Board of Education if students qualified in more than one subject; the place of the Physical Education Specialist in Primary Schools; the possibility of a four year course; and the University of London Diploma in the Theory and Practice of Physical Education to rank as a degree. At the same meeting contact between University Training Departments, other Training Colleges and Physical Education Colleges, was welcomed and the importance of research in Physical Education was stressed.

Miss Fountain defended The Diploma of the University of London as the best method of examination available in 1930, which would recognise the all-round training desired in Physical Education.⁴⁵

While in London, she also arranged to interview candidates and many Chelsea Students were accepted after meeting Miss Fountain at Victoria, Paddington or Euston stations, in one of London's hotels or in the small basement office from which the Principal of the Polytechnic worked during the war.

⁴⁴ op. cit. Paper No. 23 File ED/TRA/3/8/ Record Office I.L.E.A.

⁴⁵ The large number of individual subjects, both theoretical and practical, offered by the students under the 'umbrella' of Physical Education presented many difficulties in gaining degree status for the course. The current P.E. course and University degree course requirements, it seemed to Miss Fountain, were not compatible.

See also J.P.E. & S.H. Vol. XXXV No. 104 1943. pp. 19-24. (Journal Physical Education and School Hygiene).

In this way Miss Fountain kept the student intake at approximately thirty per year and retained the traditions of the College so well established within the Polytechnic context.

With the cessation of hostilities the College hoped to return to London for the 1945-46 Session. Miss Fountain was keen to re-open the One Year Course for Certificated Teachers and to plan refresher and post-graduate courses and develop the Three Year Course. Developments at the Polytechnic had been impossible during the war and the College was unable to return to its former buildings.

Miss Fountain concluded her report for 1944-45, "We record our thanks to the Principal for all he has done on our behalf and sincerely trust that by the close of the next session our hopes for the future will be nearer realisation." ⁴⁶

From 1945 to 1947 Miss Fountain conducted "the fight" to keep Chelsea College of Physical Education open. She attended numerous meetings, wrote detailed memoranda and personal letters and explored every avenue first to get the College back to London and then when it was clear "that the L.C.C. could do nothing for the College" ⁴⁷ to get a new and permanent home for the College with a "sympathetic" Education Authority.

Under the title 'The Shortage of Teachers' Miss Fountain wrote,

Sir,

At this time when the need for Teachers of ^{Physical Education} P.E. is so urgent, the ^{Chelsea College of Physical Education} C.C.P.E. evacuated to Borth Wales, since 1939 has

⁴⁶ loc. cit. ² p. 43.

⁴⁷ ibid. p. 43.

no home to which to return in 1947. The College founded in 1898 has a distinguished record of public service in education and preventive medicine. When in London all students gave their services to Play Centres and recreational Clubs and were linked with this work over a wide area.

We had looked forward to considerable developments on our return - to the re-establishment of the One Year Course for Certificated Teachers (in abeyance during the war years) and the development of the Three Year Diploma Course for Teachers with closer links with both Normal Training Colleges and the proposed School of Education of the University of London as envisaged in the McNair report. It was also hoped to continue in the work of research in Physical Education already begun in Chelsea.

These are difficult times in this country and the principal difficulties in this case are the provision of a site and the initial expenditure. Is there no way in which these can be overcome in order that an established College may continue its work?

Signed M. FOUNTAIN

Head Mistress.

CCPE (Chelsea College of Physical Education)

at Grand Hotel, Borth, Cards. ⁴⁸

Relieve for the College came when the Ministry of Education said, "This College must go on." ⁴⁹

One Old Student commented, "It is greatly to the credit of Miss Fountain and her staff that the great concern they must have felt for the future of College in 1946-47 scarcely conveyed

⁴⁸ T.E.S. Feb. 23rd 1946.

⁴⁹ loc. cit. ² p. 43.

itself to the students." 50

In the meantime a very important change had taken place in the status of the College. "From April 1st, 1945, recognition as a Training College for Teachers has been accorded by the Ministry of Education, and the responsibility for the College has been accepted by the London County Council until the time arrives for the transfer of the College to its new home. At the request of the London County Council the Governors of the Polytechnic have continued the management of the College." 51

Miss Fountain now ceased to be the Headmistress and was appointed as Principal. 52

In 1945 Miss Fountain felt the time had arrived for her to retire. In a personal letter, to Dr. Harlow, she tendered her resignation.

Dr. Harlow replied, "I have hoped that you would be able to stay long enough to see the college through the initial stages of post-war reconstruction. This would not be possible if you go at the end of 1945-46. However, I appreciate all you say and feel. You will perhaps be able to leave your final decision until the beginning of next session, by which time I hope we may be able to see some daylight." 53

50 BRODIE 1949.

51 loc. cit. 2 p. 43.

52 As Principal of Chelsea College of Physical Education Miss Fountain was placed at the maximum of the Salary Scale £1,000 - £1150 per annum without residence as from 1st April, 1948. When the College moved to Eastbourne the Authority was also permitted to remunerate the Principal for certain supervisory duties in the College which would normally be performed by a resident Principal, through meeting some part of the cost of outside residence.

Further Education Sub Committee 14th Sept. 1948 p. 26
Min 8. C.C.P.E. (a) and ibid 12th Sept. 1950 p. 54, Min 9.
C.C.P.E. (c).

53 op. cit. 15.3.45. Copy now in C.C.P.E. Library.

Not only did Miss Fountain leave her decision until the end of the next session but she continued to lead the college for a further five years and to see it safely and well established at Eastbourne.

In her speech on the occasion of the official opening of the College in 1949 Miss Fountain said, "This ceremony marks the beginning of a new chapter in the life of our College, and as we take our place as a Training College for Teachers recognised by the Ministry of Education and a Constituent College of the new Institute of Education of the University of London, we should like to think that we could bring to this new Chapter all the best that we have gleaned from our past experiences - from Miss Milkie, our Founder, and the able men and women whom she interested in Physical Education - from our years as a part of the Chelsea Polytechnic - from our contacts with the University of London since the institution of the Diploma in Physical Education, and what we learned from our years in Wales as part of a village community, and from our contacts with the University College of Wales - and at this point in our history, we are grateful to the Education Committee for enlisting the interest and help of our Governing Body of Professor Winifred Cullis, (Prof^{essor} of Physiology) and Professor Appleton (Prof^{essor} of Anat^{omy} Un^{iversity} of London) and for extending an invitation to a representative of the Old Students' Association - to serve also on that Body - a place now filled by Miss Perry, formerly Senior Woman Inspector of Physical Education, Ministry of Education. We are proud to acknowledge their help and to have them with us today.

--- "We look forward to our work in this Borough and in the schools where we have already met with so much kindness, and it is our sincere desire to repay all that has been done for us

by furthering the Science and Art of Physical Education in the service of humanity." ⁵⁴

Miss Fountain had regularly kept Old Students informed of College developments and she was always aware and appreciative of Old Students loyalty and service.

"I write to send you all my warmest thanks for all you did to make our Golden Jubilee celebration such a happy and encouraging time for us all. --- you have paid me a very great honour in having my portrait painted - I don't know what you will think of the result - but you gave me a very interesting experience, and I enjoyed the privilege of meeting Mr. A.R. Thomson very much indeed. ---" ⁵⁵

On the 6th July 1949, Miss Fountain wrote,
Dear Old Students,

By the time this letter reaches you the advertisement for my post will have appeared.

You will understand I resign it with some sadness. I think few people can have enjoyed their work more, or had more congenial colleagues, but I resign it because I am convinced that the time has come for a younger person to take over. There could hardly be a more interesting time at which to develop the work. As you know, the Eastbourne Education Authority has given us a very kind welcome and every support, and there is the challenge of planning the curriculum within the framework proposed by our Area Organisation, the Institute of

⁵⁴ Eastbourne Gazette Wed. 9th Feb. 1955 also reported in Eastbourne Courier Friday Feb. 4th 1949 and Eastbourne Review.

⁵⁵ See Appendix 59 for full text.
The portrait hangs in the main entrance hall of the College together with the portrait of Domina.

Education of the University of London.

I know you are with me in hoping there will be good applicants, and that the College will proceed from strength to strength in the service of Education.

I look forward to keeping in touch with Old Students, and shall be pleased to act as a reference for any of you as long as this is of any use to you.

I am

Yours affectionately,

M.Y. FOUNTAIN. 56

At a Special Meeting of the Governing Body on Monday 14th November 1949 4 selected candidates were interviewed by Dr. F.J. Harlow (Chairman), Councillor Sir Robert Dodd, Alderman Caffyn, Alderman A.E. Rush, Councillor Mrs. Lee, Professor Winifred Cullis and Mrs. D.F. Whitworth for the post of Principal.

Miss Gwyneth H. Cater, Senior Lecturer at Chelsea College of Physical Education was appointed Principal on a date to be arranged. 57

"After my last letter you will have been wondering how it is I have not disappeared by now! But advertisements and appointments take time in these days and it is probable that the transfer will take place at the end of the summer term." 58

56 C.C.P.E. Magazine XXXI Dec. 1949.

57 Further Education Sub-Committee 15th November 1949. p. 106 (2) at a salary on the approved scale of £900-1050.

58 Letter from Miss Fountain to Old Students 1st December, 1949. "By the time this letter reaches you many of you will have heard that Miss Cater has been appointed Principal as my successor.

I am sure that, with mine, your heartfelt wishes go out to her as she takes up the big responsibilities to College which this position carries with it. --- This will I hope make it possible for Miss Cater to have some time off next term and in the Summer to complete her work as Chairman of the Common Board in Physical Education for the Teachers' Certificate of the London Institute of Education."

Work including lecturing and official duties, continued for Miss Fountain throughout 1949-50.

On Wednesday 19th July 1950, at Pantyfedwen, Borth, a tablet was unveiled by Sir Ifan ab Owen Edwards to commemorate the stay of the college from 1939-48. ⁵⁹

"This building named in turn CAMBRIAN HOTEL, GRAND HOTEL, PANTYFEDWEN erected 1870 sheltered in times of emergency UPPINGHAM SCHOOL 1876-77, the Students of Alexandra Hall, U.C.W. 1937 and the CHELSEA COLLEGE OF PHYSICAL EDUCATION, 1939-48. It was presented to the WELSH LEAGUE OF YOUTH by D.J. JAMES, ESQ., as a Silver Jubilee Gift, 1947. This tablet was erected in grateful appreciation of the kindness and co-operation of the people of BORTH by the Staff and Students of the CHELSEA COLLEGE OF PHYSICAL EDUCATION on their departure to EASTBOURNE." ⁶⁰

In her reply to the citizens of Borth Miss Fountain said, "When we were living here, we often thought of those, who in other times of emergency had sheltered here before us, the boys of Uppingham School under the great Edward Tring, 300 boys in this building in the days of candles and lamps and the winds and draughts, just as they are now." ⁶¹

We choose the words "sheltered in times of emergency" advisedly. We had some discussion about the word "shelter" and looked it up in the Oxford Dictionary. "Shelter" - thing serving as a shield or barrier against attack - danger - heat -

⁵⁹ Cambrian News and Welsh Farmers Gazette, Friday July 28th 1950. The state tablet had been carved by Mr. Gapper, a local resident, and member of University College of Wales, Aberystwyth.

⁶⁰ loc. cit. ² p. 55.

⁶¹ Welsh Gazette, July 27th 1950.
Reference to 1876-77.

wind. Screen built to keep off wind and rain - a place of safety and we felt it was the right word.

"We are glad to be able to record our gratitude for the safe keeping of the College and all that we owe to this village for the kindly way you welcomed us and the help that we received from you.

"The nine years at Borth are an important contribution to our College history. During these nine years in which you made us a part of your village life, we experienced, learned and enjoyed so much that has now become woven into the life of the College, and that will always have its influence upon the future of the College." ⁶²

During her professional life Miss Fountain served on innumerable working parties and committees. ⁶³

After her retirement Miss Fountain acted as Assessor for the London University Diploma in the Theory and Practice of Physical Education until 1953 and as Examiner for the Institute of Education, London University, until July 1955.

Throughout her time as Headmistress and Principal Miss Fountain was stalwartly supported by Miss Clark, first as Senior Mistress and then as Deputy Principal; Miss Fountain is the first person to acknowledge the invaluable and loyal service given, to the College, by Miss Clark. Miss Fountain conferred with Miss Clark over major issues of policy and took her into her confidence at times of crisis.

The following two examples illustrate these aspects, respectively.

⁶² *ibid.*

⁶³ See Appendix 60.

First, during a Theory of Movements lecture to year III, in 1934, Miss Fountain made reference to "the advantages that would accrue in the future in being able to record movements and study and compare film records." ⁶⁴ A student in the lecture, Pauline Kimberley contacted her father, Sir Paul Kimberley, O.B.E. and a meeting was arranged with Mr. Bruce Woolfe. As a direct outcome of that meeting, Miss Fountain and Miss Clark prepared a memorandum which led to the formation of the Physical Education Committee of the British Film Institute in 1935. And second, in 1939 Miss Clark travelled with Miss Fountain to Loughborough to visit the college with a view to it becoming "the temporary home for Chelsea" should war be declared.

Miss Fountain, during her 21 years of office as Head-mistress and Principal of Chelsea saw the College through two major crises and in so doing she, as Dorette Wilke had done before her, exhibited great courage. Miss Fountain possessed a sense of history born out of an awareness of keeping things in perspective. She was thorough in all that she did, very honest and hard working and punctual. "It was occasionally necessary for Miss Fountain to travel to London from Borth and she would return overnight and appear on time for a 9.0 a.m. lecture." ⁶⁵

Miss Fountain had given generously of her time and talents in the service of the College and the Physical Education Profession.

Miss Fountain's energy and enthusiasm seemed inexhaustible; she certainly led by example and this trait

⁶⁴ loc. cit. ² p. 30.

⁶⁵ loc. cit. 50

remained to the fore throughout the College's stay in Wales and indeed throughout Miss Fountain's time as Principal at Eastbourne.

Miss Fountain, however, was human and conscious of human frailties. In a personal letter, after a "trying session", she wrote, "One has only to get away and into another atmosphere to realize how terribly things get on top of one. I know that we all get too worked up about a lot of little details or fuss and waste good energy and time over trivialities. I tell myself this very often when I'm in college but I'm quite powerless to cope with myself till I get away." ⁶⁶

"Miss Fountain was severe but absolutely fair" ⁶⁷ and "dedicated to Physical Education and to Chelsea." ⁶⁸

Miss Fountain was greatly admired by Governors, Staff, members of the Physical Education profession and Chelsea students for all that she had achieved. At the Old Students Diamond Jubilee luncheon in June 1958, Miss Fountain proposed 'the health of the College'. Chelsea is "--- the best equipped Physical Training College in the country. I have always been proud of it and this is my proudest day." ⁶⁹

Although Miss Fountain retired 25 years ago she still takes an active and searching interest in *Physical Education* and attended the Summer Re-union of the Old Students Association June, 1973.

She takes a "--- full part in the life of Boscastle, is a

⁶⁶ Personal notes.

⁶⁷ GARDENER 1937.

⁶⁸ loc. cit. 50

⁶⁹ Eastbourne Gazette, Wed. 2nd July, 1958.

member of the Church Parochial Council, a member of the Women's Institute, a member of the Cornish Society and a member of the Chelsea Society. Miss Fountain is an active member of the Play and Poetry reading groups and a keen supporter of Boscastle Art Society. She still travels to Camelford by train to listen to lectures and joined in the Processional Furry Dance down the main street of Helston." ⁷⁰

From her home in Boscastle, Cornwall, to which she retired in 1950, she writes, "Of course I am out of things now but from what I see and hear I feel we have still to guard against over emphasis on "records" and competition and try for the best basic training and health education of each individual pupil in school or college." ⁷¹

Without her "faith, vision and persistence it is doubtful if College would exist today." ⁷²

"Seldom had so much been achieved by a College Principal." ⁷³

"Her faith never wavered, nor her capacity for enjoyment in simple things, and fun, and she kept her sense of humour." ⁷⁴

Gwynyth Cater

Miss Gwynyth Muriel Cater was born 24th May, 1900 and died 2nd December, 1953.

She trained at Chelsea 1918-1921 and taught in Croydon, Kettering, abroad and in London in the boroughs of West Ham and Woodford.

⁷⁰ loc. cit. ⁴⁰ p. 13.

⁷¹ loc. cit. ³

⁷² loc. cit. ⁴⁰ p.9.

⁷³ loc. cit. ² p. 56.

⁷⁴ loc. cit. ⁴⁰ p. 9.

Miss Cater returned to the staff of the College in 1933 and served in London, Borth and Eastbourne for seventeen years. From 1935-39 she was in charge of the One-Year-Course. She made major contributions to the success of the College camps and was firmly convinced in the educational value of camping. She took the College to camp at Firle Park, in 1953, despite the great pressure of work.

Miss Cater was invited to become President of the Musical Society at Borth and was a staunch supporter of the Dramatic Society. "She had a great love of poetry and was always pleased when the Dramatic Society arranged a Poetry reading." ⁷⁵

Professionally she taught gymnastics and dance and at Eastbourne was in charge of students' teaching. All the first contacts with the schools were made by Miss Cater. Her great love of children was very evident during Christmas parties and work with handicapped children at St. Aidan's School.

On the retirement of Miss Fountain, Miss Cater was appointed Principal of Chelsea in September, 1950. In her short term of office she was responsible for many College developments including changes in the curriculum and an intensive building programme. She promoted her love of beauty in the college environment. *She strove to develop a sense of responsibility and independence in each individual student.* She supported the broadening of the curriculum linking it with general education and was an advocate of a 4 year training with a duly recognised qualification. Miss Cater was a clear thinker; her remarks and comments were always constructive pertinent and respected outside her own college. "She was invited to become Chairman of the Special Physical Education

⁷⁵ C.C.P.E. Magazine No. XXXVI November 1954, p. 25.

Committee of the London Training Colleges delegacy and later to be a member of the Council of Academic Board of the newly-formed Institute of Education, University of London." ⁷⁶

Miss Cater was also a Governor of Croham Hurst School, Croydon and a member of the Executive Committee and various sub-committees of the Ling Association.

Miss Cater was therefore a respected member of the Physical Education profession. She was also very knowledgeable about wild flowers, birds and sea shells and enjoyed many cultural activities including reading. Essentially the simple pleasures of life such as walking, gardening, camping and studying nature pleased her most and provided the much needed relaxation to balance her exacting professional life.

All her gifts and interests were brought unstintingly into the service of the College. In spite of the demands upon her time and energies, in the day to day administration of the college, Miss Cater welcomed friends and colleagues and was always prepared to discuss their problems. She was a generous person who was ever prepared to assist others.

The memorial service for Miss Cater was held at All Saints Church, Eastbourne on 10th December 1953.

"Her charming personality, beauty of character and professional vision will be greatly missed." ⁷⁷

Beryl Gough

Beryl Gough, Deputy Principal was appointed acting Principal December 1953 to September 1954. The College

⁷⁶ *ibid.* p. 2.

⁷⁷ *ibid.*

Service attended by Past and Present Members of Staff and Students, Members of the Governing Body, relatives and friends.

continued to move forward with purpose and courage "indicative of the unity which has been fostered" under her leadership.⁷⁸ Routine work, examinations and assessments continued, as did special lectures educational and cultural visits and the carrying out of building and furnishing plans.

Miss Gough was "--- a tall, singularly impressive figure ---" ⁷⁹ Her appointment as Lecturer in Drama was summarised by Bridget Winter, student 1950-53, in the following way, "The wind of change blew hard and we wondered what had hit us. Ideas, totally novel and challenging were thrown at us and the staid and sometimes restricting limits of a Physical Education course were widened in a most refreshing way." ⁸⁰

Miss Gough's intelligent enthusiasm for Drama, her tact, sympathy, patience, wide experience, skill and knowledge quickly won the confidence and respect of the students. Her work was of a high quality and perhaps the outstanding performance of the Production Club and Miss Gough's farewell was "Kalevala". This was based on traditional Finnish legends and performed on 30th June, 1967 to celebrate the opening of the John Fulton Hall. It was a performance in the round given with the advantages afforded by modern lighting equipment and control room, a continuous back wall for projection and curtains from ceiling to floor.

Members of the Finnish Embassy, Mr. Robert Armstrong and his Finnish wife, were invited to the performance. ⁸¹

⁷⁸ *ibid.* p. 1.

⁷⁹ C.C.P.E. O.S.A. Magazine No. 9 1968. pp. 27-28.

⁸⁰ *ibid.*

⁸¹ The Embassy had loaned the college a characteristic Finnish Musical instrument, 'the Kantelle'. This was used to accompany the verse speaking of the chorus.

Miss Gough had travelled widely and visited many art galleries and museums. She was a cultured person and "The College owes a great deal to her." ⁸²

On the appointment of Miss Rogers as Principal, Miss Gough continued to serve as Deputy Principal and retired July, 1967, "to cultivate her garden". ⁸³

Miss Annie Rogers

Miss Annie Rogers was born in 1895. She decided to apply to Chelsea as it was the only specialist College offering a three year course in 1912 and "the knowledge that it was a London College added to the attraction". ⁸⁴ Miss Rogers was not attracted to a more academic course and in spite of knowing "nothing of what the course would entail" ⁸⁵ she nevertheless was certain that she wanted a career in Physical Education. In this she was supported by her family, friends and school staff who suspected that her "--- life would be one long round of practical work." ⁸⁶

To Miss Rogers the course at Chelsea 1913-1916 seemed well balanced and "did tend to make students responsible young people". ⁸⁷ The staff stressed that "students had had a grounding and that experience and holiday courses etc. needed to be followed to make one more competent and to give one a

⁸² loc. cit. ⁷⁹ pp. 27-28.

⁸³ ibid. p. 17.

⁸⁴ In answer to questionnaire.

⁸⁵ ibid.

⁸⁶ ibid.

⁸⁷ ibid.

deeper understanding of the needs of children." ⁸⁸

Student days were "a period of very hard work" ⁸⁹ with the training demanding so much from the staff and the students. Even so, Miss Rogers felt "One of the best lessons I learned was that one could always go the extra mile; this has been invaluable." ⁹⁰

Miss Rogers was always "deeply interested in Physical Education as opposed to the development of tip top skill in the few gifted ones --- the skill and pleasure the average child gets from sound physical work equips that child to enjoy life to the full." ⁹¹

On leaving college Miss Rogers taught in a Grammar School, organised in urban and country areas, lectured in a Teacher Training College and was an HMI for nearly 20 years. During this time she was responsible for Physical Education in Wales and became Staff Inspector with responsibility for the Education of Women and Girls in all Educational establishments in Wales. ⁹²

In July 1954 Miss Rogers retired from her post of Chief Woman Inspector for Wales, "with all the pleasure in the world". "It's been a good life, and I've enjoyed it enormously, but it will be nice to stand and stare a bit." ⁹³

⁸⁸ *ibid.*

⁸⁹ *ibid.*

⁹⁰ *ibid.*

⁹¹ *ibid.*

⁹² Reference College's stay in Wales.

⁹³ *loc. cit.* ⁷⁵ p. 35.

Miss Rogers, however, was not to "have time to stand and stare". She was invited by the Governors to be Principal of the College for at least two years. "Loyalty and gratitude to her old college prompted her to accept" the invitation. "She took up the reins in September, 1954 and quickly endeared herself to Staff and Students. Her generous response to the Governors' appeal was rewarded by the interest and pleasure she immediately found in the work and life of the College". ⁹⁴

Miss Rogers "fully realized the qualities needed for effective teaching; her attitude had a considerable impact on the students' work in schools and the relationship within the college and between the college and the LEA and the Governors changed radically." ⁹⁵ Although Miss Rogers was appointed on a temporary basis "she blew through the college like a fresh wind". ⁹⁶ She had a "very personal, impulsive and intuitive approach" ⁹⁷ to the post of Principal.

When asked about her contribution to Physical Education and to Chelsea Miss Rogers replied, "I have not been a conspicuous failure in any of my posts, so perhaps it would not be too arrogant to suppose that one's influence had not been harmful." ⁹⁸

Miss Rogers's term of office "was a time of building". ⁹⁹

⁹⁴ loc. cit. ² p. 62.

⁹⁵ Personal correspondence from Miss Ruth Foster, Former Staff Inspector.

⁹⁶ *ibid.*

⁹⁷ *ibid.*

⁹⁸ loc. cit. ⁸⁴

⁹⁹ Personal correspondence from Miss Rogers.

"Building" is used, in this instance, in its widest context; facilities, equipment, staff, "I made some very good appointments" ¹⁰⁰ and student numbers increased. Under Miss Roger's leadership the College therefore continued to expand and the way was prepared for the appointment of a permanent Principal and the beginning of the third era of the College.

Although Miss Rogers took up the duties of Principal, 1st September, 1954 for two years her term of office was eventually extended to July 1958. By this time she had "decided that the time had come to hand over her responsibilities to a younger woman." ¹⁰¹

Miss Rogers had given four years of her rightful retirement "--- with the utmost generosity and with lively interest in every branch of the work and in the well being of Students and staff." ¹⁰²

¹⁰⁰ *ibid.*

¹⁰¹ *loc.cit.* ² p. 67.

¹⁰² *ibid.*

S E C T I O N I I

1929 - 1958

(ii) (1) The Buildings

- a. London 1929 - 39
- b. Borth 1939 - 48
- c. Eastbourne 1948 - 58

(2) The Governing Body

(3) Development at Eastbourne

(4) The Library

"Many of the problems of transition are particular to the school and arise from its previous history ---" ¹

As far as buildings and facilities are concerned, the second era of the College can be divided into three almost equal periods:

1929 - 39	lack of adequate facilities in London,
1939 - 48	evacuation conditions at Borth, and
1948 - 58	building a "recognised" College in the environment of Eastbourne

a) London 1929 - 39

By 1929-30 the demand for instruction within the Physical Education College, had outgrown the premises and facilities available within the Polytechnic. The accommodation occupied by the College was scattered throughout the Polytechnic building and the facilities for social activities were limited. ²

Although facilities were far from ideal the College was inspected in 1930 by the University of London and approved as providing a Course of Instruction and Training for the Diploma in the Theory and Practice of Physical Education.

In 1934, Miss Fountain stressed the desirability of the College having exclusive use of the Physical Education accommodation; she also re-stated the need for an extension of the accommodation.

"In putting forward these points I should like to make clear that I fully realise the difficulties under which all

¹ Schools Council Working Paper 43. p. 7.

² L.C.C. Education Committee, Higher Education Sub-Committee Report 1929-30. B. General. pp. 2-3.

departments of the Polytechnic are at present working through lack of accommodation but I consider that the environment in which students of Physical Education work is of the utmost importance and unless a high standard is maintained the work of the college cannot be carried on efficiently nor the right type of student attracted to take her training here." ³

During 1936 the question of a National College of Physical Education was discussed. Mr. Harlow ⁴ wanted to retain the close links currently existing between the College and the Polytechnic even if the new buildings were sited some distance from the existing buildings. His aim was to perpetuate the mutual advantages which the College and the Polytechnic had enjoyed. ⁵ He likened the psychological and educational values of the bond to the traditional ties which a constituent college of a University experienced. Within a Polytechnic ⁶ there was "--- the possibility, denied to other Colleges of Physical Education, of experimenting with new courses involving training in other subjects as well as Physical Education." ⁷

The Governors of the Polytechnic proposed to build a new College of Physical Education on a site opposite the Polytechnic. ⁸ This proposal was regarded by the L.C.C. as

³ Memorandum to the Principal 14th November, 1934. See Appendix 61 for detailed use of accommodation.

⁴ Memorandum from the Principal to Miss Fountain - now in Library, C.C.P.E.

⁵ See Appendix 62 for full text of Memorandum.

⁶ The following advantage, quoted in text, was mentioned at the Board of Education Conference in 1935.

⁷ loc. cit. ⁴ Limitations to experimental work within the college were due to lack of adequate accommodation.

⁸ An attempt to combat the inadequacies of the buildings available.

expensive ⁹ who put forward the following alternatives:

(a) Building on the present Athletic Ground at Merton.

(b) Building on one of the large sites, for example in Middlesex, which the Council hopes to acquire for the purpose of sending out every Elementary School child for one day each week for organised games. ¹⁰

The Principal and the Headmistress considered the alternative suggestions and with the kind permission of the Education Officer --- discussed the proposals with the Council's experts in Physical Education, Miss Grant Clark and Major Gem.

While either proposal offered a less restricted site and association with the Council's Organised Games Schemes was seen as an advantage nevertheless necessary time-table adjustments, an increase in time spent travelling, lack of hostel accommodation, the poor state of existing playing surfaces, change in administration, loss of experience with adult classes, decrease in recreational facilities for students, curtailment of medical aspects of the course, restriction of the one-year course, limited development of other subject areas, and limited facilities for improving the students' general knowledge were all seen as disadvantages.

Miss Fountain and Dr. Harlow maintained, "The best solution to the problem of accommodation at the Polytechnic is to build an entirely new College of Physical Education with suitable gymnasias and with adequate playground space adjoining.

⁹ Cost of site £28,000 - 30,000.

¹⁰ Conference held at County Hall 7th December, 1936. See Appendix 63 for full text of Memorandum Harlow to Fountain March 1937.

A suitable site which will be built upon almost immediately, exists opposite the Polytechnic.

If a Chelsea site is to be acquired, the matter must be dealt with as one of urgency." ¹¹ (London County Council) (Chartered Society of Massage and Medical Gymnastics)

Contrary to the L.C.C. inspectors report, the C.S.M.M.G. ↓ report on 14th March 1936, made reference to the well appointed facilities for remedial gymnastics and the suitable laboratory accommodation for physiology and anatomy. ¹² The report gave approval for the college to continue its work in remedial gymnastics and enabled the students to take the C.S.M.M.G. examinations.

The Principal accompanied by Miss Fountain inspected four acres of land in Wandsworth during 1936. ¹³ While the site was open and attractive Mr. Harlow reported in a letter to the Education Officer, "In my opinion, however, if the College were re-built on a site so far removed from the Polytechnic as Wandsworth it would be much more satisfactory, if not essential, for it to be self-contained and its close connection with the Polytechnic severed." ¹⁴

¹¹ Personal correspondence from Miss Fountain.

Mr. Harlow and Miss Fountain proposed the erection of a four storeyed building with a frontage to Manresa Road (Chelsea Polytechnic built in Manresa Road). 800,000 cubic feet capacity, estimated cost of £60,000 on a one acre site. There would be space for 3 netball/tennis courts and together with the playing fields at Merton would give adequate facilities and all the advantages Chelsea now enjoyed within the Polytechnic. See Appendix 64 for detailed requirements.

¹² Note - its purpose and content is very different from L.C.C. report.

¹³ On instruction from the Education Office.

¹⁴ Copy-Letter Harlow to Education Office; now in Library C.C.P.E. The reasons supporting this view were a restatement of previous points, namely: the advantages of being part of a Polytechnic would be lost and the increase in travelling time would be excessive.

The Principal wrote to Miss Fountain, "If the Council could see its way to decide upon the policy of a site in Chelsea, the arguments in favour of which seem to be overwhelming, I am not without hope that if an appeal were made by the Governors the expense of the site might be met from other sources. Until the policy is determined by the Council it will be appreciated that it is scarcely possible for my Governors to move in the matter. In my view, a decision is urgently needed as at any moment the opportunity of securing the only suitable site in Chelsea may be lost." ¹⁵

In the final report on the provision of a National College of Physical Training and Recreation reference was made to the Women's Specialist colleges, including Chelsea, as not being recognised establishments at least by the Board of Education, although they provided teachers for Secondary Schools.

"None of the four colleges ¹⁶ gives the kind or amount of instruction in the principles and practice of teaching usually required under the Training College Regulations." ¹⁷

The final comments with reference to any one of the colleges becoming the National College were unfavourable.

Chelsea, already in receipt of a certain amount of grant aid from the L.C.C., had expected to receive a direct grant and so to become the National College of Physical Training and Recreation. ¹⁸ This hope was not to be realized and to date no

¹⁵ *ibid.*

¹⁶ Anstey, Bedford, Chelsea and Dartford.

¹⁷ Board of Education Final Report. National College of Physical Training and Recreation. p. 54, para. 104.

¹⁸ Comment by Miss Fountain, on above report 25th March, 1937.

national college as such, has been established in England. ¹⁹

The other very salutary point is that Chelsea was founded within a Polytechnic environment in 1898, and from 1929 to 1945 many moves were made to sever this connection because of internal politics and lack of space. It is interesting to note that in the present climate the national trend is for Colleges of Education to merge with Polytechnic Institutions or to form Colleges of Higher Education resembling minitechnics. ²⁰

The ideals and philosophy of Dorette Wilke, May Fountain, Mr. Skinner, Dr. Harlow and the Polytechnic Governors have been vindicated. "The college has established itself as one of the leading colleges in the country, in spite of the fact that it has grown up in premises not designed for the purpose". ²¹

The dispersed facilities had hampered development of the course at Chelsea and made it almost impossible for the college to keep abreast of current developments in Physical Education.

Reciprocal problems also existed for the Polytechnic.

"Owing to the work of the College monopolising the large hall and gymnasium, there is considerable interference with the work of the Polytechnic, of examinations, social functions, lectures etc. Other space occupied by the College is also badly needed for the expansion of the science departments of the Polytechnic." ²²

¹⁹ As for example, Royal Gymnastic Central Institute, Stockholm.

²⁰ Chelsea College of Physical Education, Eastbourne College of Education and Seaford College of Education to form East Sussex College of Higher Education, 1st September 1976 with Mr. G.R. Tyler, B.A., Dip.Ed., M.B.I.M., F.R.S.A. as Director.

²¹ From particulars supplied to Board of Education 1939. See Appendix 65 for detail of accommodation.

²² *ibid.*

While the college used the playground no further extension of Polytechnic buildings was possible. With a new College on the site opposite the Polytechnic many problems could be solved. ²³

The Governors of the Polytechnic still thought the advantages of keeping the College in Chelsea outweighed the advantages of removing the College to a remote site on the outskirts of London and outside the Administrative County of the L.C.C. ²⁴

b) Borth 1939 - 48

National events cut short the debate on 'new premises for the College'.

During the Munich crisis September 1938 structural alterations were started to the Polytechnic to convert it into premises for Civil Defence purposes. Staff and students volunteered to assist with the evacuation of London School children and C.C.P.E. ^(Chelsea College of Physical Education) was closed. One week later, however, the college was opened and work proceeded as normal. ²⁵

During February and March 1939 tentative arrangements were made, in case war was declared, for the College to be evacuated to Loughborough. "--- on the basis that Women's Colleges in evacuation areas would proceed to Men's Colleges in reception areas". ²⁶

By August 1939, it was clear that Loughborough College would be unable to provide facilities for Chelsea. Men

²³ *ibid.*

²⁴ *ibid.*

²⁵ C.C.P.E. Magazine '1898-1958' p. 29.

²⁶ From 'Plans for Evacuation'. Document now in C.C.P.E. Library.

students would be returning to the College and the Physical Training facilities would probably be needed for additional army training.

Miss Fountain, "--- therefore, felt it essential to explore other possibilities and went down to the West" where she found 'The Grand Hotel' at Borth, to be suitable. ²⁷

Miss A. Rogers, ²⁸ had accompanied Miss Fountain and "--- will do everything in her power to facilitate the arrangements for teaching practice in the neighbourhood." ²⁹

Under the above conditions Miss Fountain contemplated "that a valuable training could be given to the students" and that the College need not be closed in the event of a war.

"The need of trained teachers in the work of reconstruction is self evident, actually during the war students in training may be needed to help with Massage and Remedial work, and I feel their training should proceed without delay". ³⁰

Negotiations were completed with the proprietor of the Grand Hotel, Mr. Bennett, and with the declaration of war on 3rd September, 1939 final arrangements were made for Chelsea College of Physical Education to move to Borth, for the

²⁷ Borth 8 miles from Aberystwyth. The hotel could accommodate all the students and had 3 hard tennis courts; the firm and extensive sands across the road would provide 'games field' space; a large room in hotel suitable for indoor work; gymnasium and laboratories at the County School, Aberystwyth - available outside school hours.

²⁸ HMI P.T. Wales. See also p. 175.

²⁹ loc.cit. ²⁶

³⁰ ibid.

duration of the war. ³¹

The necessary equipment was collected by each member of staff and packed ready for transportation. ³²

"Preparations to leave were complete but a move could not be made until the L.C.C. had given sanction." Seven days elapsed between presenting the evacuation scheme to the L.C.C. and formal approval of the plans. ³³

"That night (21st September, 1939) the pile of equipment was packed into two college games buses from which the seats had been removed. With Miss Legg and Miss Cater as passengers who would supervise the unpacking in Borth, the buses drove away from the Polytechnic at 4 a.m." ³⁴

The college assembled - year III on the 28th September, year II on the 29th September and year I were received on the 1st October in their 'new home'.

The urban environment of Chelsea had been exchanged for the rural environment of Borth, the college hostels had been exchanged for the bedrooms in the Grand Hotel with the added luxury of hot and cold water, the bus ride to Merton had been exchanged for the ride to Aberystwyth. Gymnastics were now held in Ardwyn School, Aberystwyth and the sands of Borth served as the Chelsea playing fields with the sea of Cardigan

³¹ See Appendix 66 - copy of agreement with proprietor, Grand Hotel, Borth.

³² Domina's portrait was stored, for the duration of the war, in a specially prepared room at the Polytechnic together with valuable science apparatus. "The charcoal sketch from which the artist worked is with us here" (in Borth). Letter from May Fountain to Old Students September, 1939.

³³ loc. cit. ²⁵ pp. 32-33.

³⁴ *ibid.* p. 33.

Bay for swimming and life saving and the public, including the army, as spectators. ³⁵

The Report for the 1940-41 session detailed the changes that had taken place in the transference of Chelsea College 217 miles to Borth in Wales. ³⁶

A satisfactory course was conducted throughout the war years.

"End of term meant carrying all the portable gymnastic apparatus from the village hall to the hotel and packing it with the rest of College possessions in the medical gym (the hotel billiard room) as at times the hotel was open for visitors during College holidays." ³⁷

In 1942 the Principal began talks with the L.C.C. about the future of the College. ³⁸ Reference was made to the dependence of the College on "houses" for residential accommodation in London and that much success of the College was due to satisfactory 'hostel' accommodation. ³⁹

At a Conference in 1943 proposals for the future of the College were considered. ⁴⁰

³⁵ C.C.P.E. Magazine No. XXII September 1940, p. 19. See Appendix 67 for extract from 45th Annual Report 1939-40.

³⁶ See Appendix 68 for detail.

³⁷ loc. cit. ²⁵ p. 39.

³⁸ From letter F.J. Harlow to M. Fountain, 24th June 1942. Now in Library C.C.P.E.

³⁹ See Appendix 69 for detail.

⁴⁰ Conference held at Chelsea Polytechnic Tuesday 16th Nov. 1943 - present:
Mr. W. Elliott, HMI Chief Inspector for Technology; Mr. F. Bray, HMI Divisional Inspector London Division; Dr. P.C.L. Thorne, HMI District Inspector; Mr. R.G. Lean, HMI Staff Inspector, P.Ed.; Miss E.R. Clark, HMI Woman Inspector, P.Ed. The L.C.C. by: Mr. J.W. Bispham, Assistant Education Officer; Mr. J. Brown, Chief Inspector. The Polytechnic by: Dr. F.J. Harlow, Principal (Chairman at the request of the members); Miss May Fountain, Head Mistress, College of Physical Education.

After a brief historical resume it was agreed that the work of the College was national in character and that the institution should be developed as a National Centre in a densely populated area as a corporate part of a larger educational institution.

Preliminary consideration was given to a site at the Ranelagh Club ⁴¹ and sites adjacent to the Polytechnic. The L.C.C. representatives were asked to investigate the sites and the meeting was reminded that formal approval by the Board of Education, the London County Council and the Governors of the Polytechnic was necessary before any scheme could be implemented. ⁴²

In a personal letter to Miss Fountain Dr. Harlow reported, "--- the L.C.C. are interested Spectators who will be quite content to regard the College as an independent voluntary institution and leave the Governors to do the best they can with the Ministry and any help they can get elsewhere." ⁴³

Financial assistance was sought in 1946 from the Nuffield, Carnegie and Pilgrim Trusts ⁴⁴ but the applications were unsuccessful because of lack of expressed official lead and support for the policy of developing the training of specialist

⁴¹ 1 house and grounds - suitable for hostels and playing fields; 15 minutes by bus from Polytechnic; considered by present owner as suitable for development as a recreational and welfare centre.

⁴² Sites - adjacent to Poly. as well as Ranelagh. From Report of conference now in C.C.P.E. Library.

⁴³ Dated 31.8.44. Dr. Harlow had met representatives from the L.C.C.

⁴⁴ Letter from Miss Fountain to Mr. Harlow reporting meeting fixed with Secretary of Nuffield Trust, Mr. Farrar Brown for Tuesday 30th April, 1946.

women teachers of Physical Education.⁴⁵ The Trusts felt that the development of the College should be from public funds.

The sequence of events must be linked with developments under discussion in the future training of teachers. Members of the Physical Education profession and particularly Dorette Wilke had long wanted degree status for three year trained students.⁴⁶

Chelsea had long established links with London University and Miss Fountain believed, "--- that if we could get a start by help from this Trust for a site and possibly a contribution towards the initial capital expenses, it would be possible for us to remain in London and be linked with London University and serve as a Training College at the same time."⁴⁷

After the publication of the 1944 Education Act the Principal wrote to Miss Fountain, "--- in the end" the final site of the college will "be thrown back to the L.C.C. to implement any development, 50% of the cost to be spread over all the L.E.A.'s in the country and 50% to be borne by the Government. The prospect of our receiving help from Trusts when there is provision in the Education Act for meeting the cost of training teachers, are in Mr. Wood's (Board of Education) opinion, not very rosy. The Trusts would communicate with them (the Board of Education) and they would be bound to disclose the fact that provision can be made in the

⁴⁵ Memorandum 12th October 1943. Governors approached Carnegie and Pilgrim Trusts for financial assistance - unsuccessful.

⁴⁶ See p. 117.
Reference to McNair Report and 1944 Education Act.

⁴⁷ Personal correspondence - letter and memorandum Miss Fountain to Miss Rogers.

above mentioned way from public funds." ⁴⁸

This was indeed the case and no further moves were made in this direction.

Further explorations were, however, made in the London area and surrounding counties.

One of the added attractions of the Ranelagh site was the possible development of Recreative Physical Activities, including training in camping for children drawn from the thickly populated areas of Fulham, Chelsea, Putney, Hammersmith and Barnes. ⁴⁹ The College had experience in both indoor and outdoor recreational activities and the latter had been recorded in the film "Fresh Fields" made by Chelsea in conjunction with "Gaumont British Instructional Ltd." ⁵⁰

This point also illustrates the 'forward' thinking of Miss Fountain and her staff in planning new and appropriate developments beyond the previous scope of school Physical Education curricula.

On 24th November, 1945 the Principal wrote to Miss Fountain in the following terms: "--- it is difficult to get anything done for the College in the London area."

"The problems facing Education Authorities are so enormous and the difficulties in the London area of solving them in reasonable time so great that I am very doubtful whether anyone will be likely to take on the College. What do you think of the idea of Loughborough? The Leicestershire Authority is very go ahead and the facilities they have developed in Loughborough

⁴⁸ Communication dated 5th October, 1944.

⁴⁹ Notes dated 9th June, 1944.

⁵⁰ *ibid.*

(College) are first-class." ⁵¹

"After 14 or 15 years fighting for the College in London I think the time has come to cut the Gordian knot in the interest of the College and go all out for help from an enlightened Authority. If Leicestershire will take it on I believe the College would be able to go ahead by leaps and bounds and not be hampered at every stage of development as it will be in London." ⁵²

References ~~were~~ then made to consideration of the Civil Defence Centre, Chelsea, as a temporary base, ⁵³ and to making the College into an Emergency College. ⁵⁴

"The College could not be treated as an Emergency College. It would alter its whole structure, source and method of recruitment etc." ⁵⁵

The Principal then wrote to Miss Fountain, "If the College is to leave the Polytechnic and that now seems inevitable it will be ~~for~~ better off if the L.C.C. have nothing to do with it." ⁵⁶

"I am sorry to be writing in this strain but I can see no other way if the College is to be saved and to have the future which it deserves and which is so necessary for the country." ⁵⁷

⁵¹ Personal letter - F.J. Harlow to Miss Fountain.

⁵² *ibid.*

⁵³ On a 14 year lease by the Borough Council.
Meeting of the Governing Body 25th January, 1945.

⁵⁴ Letter F.J. Harlow to Miss Fountain 22nd November, 1945.

⁵⁵ Letter F.J. Harlow to Miss Fountain 23rd November, 1945.

⁵⁶ Personal letter F.J. Harlow to Miss Fountain 24.11.45.

⁵⁷ *ibid.*

The matter had been pursued with the Ministry of Education by the Principal.

"It is assumed that it would be the wish of the Ministry that the College should no longer be operated as hitherto, as a branch of Technical Education, but that the College should become a recognised Teachers' Training College within the purview of the Teachers' Training Department of the Ministry. The Governors would welcome its early recognition and desire to ask whether the Ministry would wish to carry out an inspection of the College at Borth during the current summer term with that object in view." ⁵⁸

Recognition of the College, by the Ministry of Education, was delayed until the long term arrangements had been agreed. ⁵⁹

"There is no doubt that on the educational side and on the merits of its work, we (Ministry of Education) should be prepared to grant such recognition, although, as you know, there is no exactly comparable institution, and the other specialist Colleges for training women students in physical education are not in fact recognised." ⁶⁰

After fairly lengthy negotiations the College was recognised, from 1st April, 1945, as a Training College for Teachers by the Ministry of Education under the Regulations for the Training of Teachers, for the time being in force. ⁶¹

It was now possible for students to enter the College as

⁵⁸ Copy of letter from F.J. Harlow to Secretary of State for Education 23rd April, 1945.

⁵⁹ Letter F.J. Harlow to Miss Fountain 5th December, 1945.

⁶⁰ Letter G.N. Flemming (Ministry of Education) to F.J. Harlow 30th November, 1945.

⁶¹ C.C.P.E. Prospectus 1947-48. p. 3.

recognised or private students. ⁶²

The raising of the school leaving age was forecast in the 1944 Education Act. Therefore, an increase in the supply of fully trained teachers including teachers of Physical Education would be essential. ⁶³

There was every reason for keeping Chelsea College of Physical Education open and finding a building with suitable accommodation.

The wheels of authority ground slowly and the Principal of the Polytechnic was 'desperate' to proceed with planning and expansion.

"I have come to the conclusion that the time has arrived to throw down the gauntlet and say you must do something or we go under." ⁶⁴

He was prepared to use the "threat to close the college in order to get something done" and confident that this would not ultimately happen.

"They will never let us do that in view of the dire national need." ⁶⁵

Eight months elapsed, one College session 1944-45 had been

⁶² See p. 248.

⁶³ Ministry of Education Circular 48 24th May 1945.
Para. 6

"--- the extension of training college accommodation which is a necessary antecedent to raising the (school) age ---".
Para. 7

"In as much as a sufficient supply of teachers is a pre-requisite of educational reform it is a matter of first urgency to increase the accommodation available for the training of teachers ---".

⁶⁴ Letter F.J. Harlow to Miss Fountain 27.3.45.

⁶⁵ *ibid.*

completed and the next 1945-46 started and still no tangible progress had been made. The Principal had met an Officer from the Ministry of Education and reported, "--- unless there was some guarantee before the end of the year that accommodation would be provided for the College in 1947 I should feel compelled to advise the Governors to cancel all admissions in September, 1946." ⁶⁶

The College was now under 'real threat of closure' and crisis point had been reached. ⁶⁷

"With their (L.C.C.) lack of appreciation for the real work of the College so well known to us the L.C.C. still hark upon the idea that the place for a Physical Education College is in the country or on the fringe of an urban area and they are quite unprepared to countenance running the College in Chelsea and apparently are unsympathetic to the Ranelagh scheme and the continued association of the College with the Polytechnic. The Ministry do not agree with this attitude but feel that for the present it is useless to force the L.C.C. They (L.C.C.) can block the scheme in so many ways and without the L.C.C.'s sympathy progress would be impossible." ⁶⁸

The campaign to get the College transferred from Wales to England was very extended. Many people were involved and at one point it seemed that ultimately, in spite of all previous efforts, the college was due for closure.

Miss Fountain wrote, "It was in Cardiganshire that the

⁶⁶ Letter F.J. Harlow to Miss Fountain 22nd November, 1945. Reference to interview with Flemming at Ministry of Education.

⁶⁷ During this period the Principal was in daily communication with Miss Fountain.

⁶⁸ Letter F.J. Harlow to Miss Fountain 23.11.45.

resourcefulness and initiative of staff and students were brought out and employed to the full." ⁶⁹

Support was received from the O.S.A., the Ling Association, the Head Mistress' Association and the Association of Assistant Mistresses.

In letters to the Times Educational Supplement and direct to the Minister, Miss Wilkinson, the associations recorded the achievements of the College, expressed their concern at the possible closure of the College and asked that measures be taken to overcome the difficulties and that the Future of the College be assured. ⁷⁰

While the staff were prepared to work under the limited facilities available at Borth during the war by 1946-47 they were very concerned that nothing definite had been decided about the permanent siting of the College.

In a very detailed paper Miss Ruth Clark, stressed that the effects of a further College Session in Borth could be "disastrous" for the College. She commented on the lack of professional, educational, cultural and social opportunities for both staff and students, the strain created in working under difficult conditions and particularly "the fatigue to Miss Fountain as the result of frequent journeys to London on

⁶⁹ C.C.P.E. O.S.A. Magazine No. 14 1973. p. 9.
This asset applied not only to training students under war-time conditions but to the 'fight to save the College'.

⁷⁰ (a) See Appendix 70 - text of letter to T.E.S. 5.3.46.
(b) See Appendix 71 - extract from letter Miss Y. Moyse, P.R.O. LPEA to G.N. Flemming (M. of Ed.) 30th May, 1946.
(c) See Appendix 72. Extract from letter L.P.E.A. to National Press. Miss Spafford, Secretary LPEA. had written to Miss Fountain suggesting this action be taken.
(d) See Appendix 73 - copy of letter from HMA.

professional business". ⁷¹

The College was continually being penalised and would be unable to continue to make a major contribution to Physical Education unless circumstances were improved fairly quickly.

Suggestions were put forward, by the staff, for temporary arrangements at Ranelagh for 1946-47 should the site be purchased. ⁷²

Mrs. L.L. Estrange-Malone ⁷³ made reference to the meeting of the Higher Education Committee at which the future of the College was very carefully and sympathetically discussed; their previous decision was, however, confirmed.

"It is very disappointing for the Council was anxious not to lose the College from London, especially at the present juncture when we are looking forward to big developments in the training of teachers. Personally I regret the necessity very much indeed." ⁷⁴

In summary - When the Polytechnic was inspected during 1938-39 the inspector had recommended that all departments needed to expand and that the P.E. College should have new accommodation. ⁷⁵

⁷¹ Memorandum 'The effect of a Further College Session in Borth 1946-47' R. Clark. 18 separate points made.

⁷² These included a small intake into Year I, temporary hutments, a curtailed and modified lecture time-table but increased teaching practice. "With the shortage of teachers, students under the direction of a supervisor, would be welcome in elementary and secondary schools in London". In return school facilities might be made available to the students, out of school hours.

⁷³ Governor of Chelsea Polytechnic.

⁷⁴ Letter from Mrs. L.L. Estrange-Malone to F.J. Harlow, 24.1.46.

⁷⁵ Memorandum 'C.C.P.E. as Department of Chelsea Polytechnic'. M. Fountain.

Plans were developed but the war intervened and while negotiations had been continued with the L.C.C. and the Board (later Ministry) of Education an impasse had been reached.

The Governors had given the L.C.C. an ultimatum that the College would have to be closed unless suitable alternative accommodation could be found but the L.C.C. were concentrating their first post war efforts on provision for Primary and Secondary Education.

c) Eastbourne 1948-58

When it was absolutely clear that the College could no longer remain as part of Chelsea Polytechnic every possible avenue was explored simultaneously with provincial L.E.A.'s. ⁷⁶

The Principal favoured Loughborough "--- as the facilities available will be unlimited" ⁷⁷ and felt the South coast Town idea attractive but "--- limited and cloistered". ⁷⁸

The staff were taken into confidence and a letter sent to 1946 entrants informing them of the current position. ⁷⁹

At a meeting of the Secondary and Further Education Sub-Committee, Eastbourne Education Authority, on Monday 21st January, 1946, ⁸⁰ "The Chief Education Officer reported receipt of an unofficial enquiry from the Ministry of Education as to whether the Authority might be prepared to take over a well

⁷⁶ The Middlesex, Surrey, Loughborough and Eastbourne Authorities were all approached. From personal letter F.J. Harlow to M. Fountain 25.1.46.

⁷⁷ *ibid.*

⁷⁸ *ibid.*

⁷⁹ *ibid.*

⁸⁰ *op. cit.* Min. 11. Training Colleges. p. 39.

established College of Physical Training which would be unable to return to its former premises, and stated that an official communication was likely to follow at an early date. In the meantime he had made provisional enquiries with regard to possible accommodation. It was resolved: That the Sub-Committee record their interest in the proposition and that the Chief Education Officer continue to explore the position." ⁸¹

The formal letter was received and the resolution was confirmed by the Education Committee on Tuesday 29th January, 1946 and the Ministry of Education was informed "That the Eastbourne Education Authority welcome the suggestion contained in the Ministry's letter, and that the Authority would be willing to examine the possibilities of the situation in greater detail with the Ministry and the Governors". ⁸²

The Chairman of the Education Committee, the Chairman of the Secondary and Further Education Committee, the Chief Education Officer and Mrs. E. Hamblin represented the Authority at a conference held on the 25th February, 1946 with representatives of the College. ⁸³

At a Meeting of the Governing Body, of the Polytechnic 28th March, 1946 the Principal reported a "--- prima facie case has been made for acceptance of the offer of the Eastbourne Education Authority to take in the College of Physical Education

⁸¹ The Chairman of the Secondary and Further Education Sub-Committee was H.A.C. Dingle. Members present included: Rev. J. Saunders (D.Ch.), Alderman Caffyn, Alderman A.E. Rush, Councillor Jowett, Councillor Marshall, Reverend Canon F.A. Corbett and Mrs. E. Hamblin

⁸² loc. cit. ⁸⁰ College of Physical Education for Women Min. 2. p. 50.

⁸³ Reported to Education Committee Tuesday 26th February 1946. loc. cit. ⁸⁰ Min. 9 College of Physical Education for Women, p.63.

and make provision for it in Eastbourne." 84

The Chief Education Officer of Eastbourne reported to the Education Committee on the 15th April, 1946 85 that "The Governors of the College concerned approve, in principle, the proposed transfer of the College to this Authority and have empowered the Chairman, subject to his being satisfied that the requirements of the College can be adequately met to negotiate the transfer on their behalf."

Negotiations continued and on Tuesday 25th June, 1946 the Chief Education Officer reported to the Education Committee the receipt of a letter, "from the Principal of the Chelsea Polytechnic acting on behalf of the College of P^{hysical} Ed^{ucation} and stating that certain premises, now named, would form a satisfactory College Unit if they could be acquired, subject to certain adaptations and modifications being made." 86

At the Joint Meeting, between the Eastbourne Authority and the College held, Monday 8th July, 1946 the whole matter was comprehensively discussed. 87

Formal negotiations for the transfer proceeded including the detailing of all equipment so that any financial adjustments could be made. 88

"Eastbourne became a reality to College when on December,

84 Agenda Item 5. College of Physical Education. Additional report.

85 loc. cit. 80 Min. 9 College of Physical Education for Women. p. 87.

86 ibid. Min. 5 Chelsea College of Physical Education p. 130. See Appendix 74 for detail.

87 See Appendix 75 for detail of resolution by Education Committee. Secondary and Further Education Sub-Committee.

88 See Appendix 76 - for inventory.

3rd 1946, the Chief Education Officer for Eastbourne, Mr. Aspden, the Town Clerk, Mr. Busby and the Borough Treasurer, Mr. Cowan, came with Dr. Harlow to Borth for negotiations. Two days spent in Borth and Aberystwyth discussing business and administration as well as meeting Staff and Students gave College confidence in the impending changes. The friendliness and obvious interest in College shown by the visitors and their surprise and some amusement at our village life made this important occasion a very pleasurable one." ⁸⁹

The proposal was approved by the Minister ⁹⁰ but the Admiralty could not vacate the two buildings until the summer of 1943.

The Town Clerk was instructed by the Secondary and Further Education Sub-Committee to write to the Admiralty and to the Ministry of Education urging "That the Admiralty should press on with the erection of their proposed new premises in Hampshire with a view to HMS Marlborough vacating by the early spring of 1943 at the latest the premises in Eastbourne which are required for the College and which they occupy." ⁹¹

On April 1st 1947, the administration of the College was formally transferred from Chelsea Polytechnic (London County Council) to the Eastbourne Local Education Authority. ⁹²

⁸⁹ loc. cit. ²⁵ p. 44.

⁹⁰ See Appendix 77 for detail.

⁹¹ loc. cit. ⁸⁰ 16th December, 1946.
Min. 9. C.C.P.E. (b) p. 22.

⁹² *ibid.* (a) and (d) Teaching staff p. 23.
"Resolved, Principal and remainder full-time teaching staff be offered appointments under the Eastbourne Education Authority as from 1st April, 1947. Their status --- remaining as at present ---"

"Many conferences with the Eastbourne Education Authorities followed ---" ⁹³

Much time was spent poring over plans for alterations submitted by Mr. Williams (Borough Engineer) and Mr. Connolly (Deputy Architect). ⁹⁴

"Miss Fountain made frequent visits to Eastbourne, always returning with new exciting information and problems to be talked over in Staff Meetings." ⁹⁵

The L.C.C. handed maintenance of the College to the Eastbourne County Borough Council on 1st April, 1947 and the College moved to its premises at Eastbourne in the Autumn of 1943.

The Grand Hotel, Borth was sold by its owner Mrs. Bennett and purchased by the Welsh League of Youth. The College remained as tenants for the 1947-48 Session. ⁹⁶

The financial estimates for 1947-48 were included in the Eastbourne Council's estimates. ⁹⁷

The Council proceeded with the implementation of the scheme and loan sanction was received for the purchase of the three properties St. Winifreds, Granville Crest (freehold) and Hillbrow (leasehold); plans were submitted for repairs and

⁹³ loc. cit. ²⁵ p. 44.

⁹⁴ ibid. See also Appendix 78 for detail of buildings proposed for the College.

⁹⁵ ibid. See also Appendix 79 for reference to furnishings.

⁹⁶ Report 1946-47.

⁹⁷ See Appendix 80 for detail and loc. cit. ⁸⁰ Monday 16th December, 1946. Min. 9. C.C.P.E. pp. 22-23 particularly (e) Financial Estimates.

redcoration and tenders invited. ⁹⁸

The Chief Education Officer visited Borth on the 9th June, 1948 to make final arrangements for the transfer of the College to Eastbourne and to express officially, on behalf of the Authority, its appreciation of the goodwill shown to the Chelsea College of Physical Education.

"The Chief Education Officer conveyed to the Welsh League of Youth, the Trustees of the Public Hall, Borth, the Cardiganshire Local Education Authority, and the Headmaster and Staff of the Ardwyn County School, Aberystwyth warm appreciation and thanks for the great kindness and help which had been shown to the Chelsea College of Physical Education during the time of its stay in Borth." ⁹⁹

The College closed down at Borth on the 2nd July, 1948.

The people of Borth presented the College with a parchment, "To the Staff and Students of Chelsea College of Physical Education.

We, the residents of Borth gratefully remember your sojourn in our midst during the years 1939 to 1948. By going about your activities blithely you did much to ease the strain of these years and your many courtesies and kindnesses have been greatly appreciated. As strangers you came, you leave as friends." ¹⁰⁰

⁹⁸ loc. cit. ⁸⁰ 21st April, 1947. Min. 7. p. 86.
ibid. 16th September, 1947. Min. 3. p. 153.
ibid. 21st October, 1947. Min. 3. pp. 175-176.
See also Appendix 81 for purchase prices and conversion costs.
Further details loc. cit. ⁸⁰

⁹⁹ loc. cit. ⁸⁰ 8th June, 1948.
Min. 4. C.C.P.E. (a) Departure from Borth. p. 129.

¹⁰⁰ The formal inscription now hangs in the Library at C.C.P.E.

The "bare necessities" which had left the Polytechnic in 1939 had multiplied and a "colossal packing up" was completed by staff and students.

"The Staff met for a day at Eastbourne and explored college premises, all occupied by workmen". ¹⁰¹

Each department was organised by the member of staff in charge, equipment was unpacked and arranged and by October 8th, 1948 the College was ready to receive the third year students.

The main staircase was not completed until 1949 and the new gymnasium was only half finished. "Niels Larsen's workmen were using the St. Winifred's dining room as a workshop where they adapted some of the gymnastic apparatus from Chelsea Polytechnic and some which came from Borth to be used in the gymnasium at St. Winifred's. Until the new gymnasium was ready for use the Head Mistress of Eastbourne High School kindly lent College the school gymnasium on Saturday mornings and after school hours." ¹⁰²

Second year students arrived on 12th October, 1948 and first year students on 15th October, 1948.

"--- although buildings presented an unfinished appearance there was an atmosphere of permanency that was satisfying, and even at times restful." ¹⁰³

The gymnasium was finished and equipped by November 1948. It "--- was light, airy, spacious, with a good floor and was fully equipped, truly the finest in the land and an inspiration to teachers and taught". ¹⁰⁴

¹⁰¹ loc. cit. ²⁵ p. 48.

¹⁰² *ibid.* p. 49.

¹⁰³ *ibid.*

¹⁰⁴ *ibid.* p. 50.

(2) The Governing Body

The Governing Body, of the College, at Eastbourne, consisted of 11 members.¹⁰⁵ By the time the college was officially opened four members had changed.

Dr. F.J. Harlow, was invited to be the first Chairman.

In moving to Eastbourne and as a direct outcome of the McNair Report the college courses were now validated by the Institute of Education, University of London.

The Senate of the University of London felt, very strongly, that Principals of Training Colleges which are constituent members of the University's Institute of Education, should be ex-officio full members of their Governing Bodies.¹⁰⁶

The Education Committee felt "That, on the information before this Committee they are not prepared to agree that the principals of Training Colleges should be members of their Governing Bodies."¹⁰⁷

Miss Fountain was therefore not made a member of the Governing Body. She was always, however, in close touch with the Chairman, the Governors and the Chief Education Officer.

On the 31st October, 1950 The Governing Body of the College was appointed as a Sub-Committee of the Education Committee.¹⁰⁸ The exercise of their functions with respect

¹⁰⁵ loc. cit. ⁸⁰ Monday 16th December, 1946.
Min. 9. CCPE (e) Governing Body p. 23, and
Tuesday 20th February, 1947 Min. 6. CCPE (a) p. 66.
See also Appendix 82 for membership of first Governing Body.

¹⁰⁶ ibid. 25th September, 1952.
Min. 5. Training Colleges - Governing Bodies p. 59.

¹⁰⁷ ibid. 23rd October, 1952.
Min. 4. (b) Training Colleges - Governing Bodies p. 72.

¹⁰⁸ A course recommended by the Ministry of Education.

to the government of the College was delegated to the Governing Body "except the powers to borrow money, to raise a vote, to grant or take a lease of land, to sell or acquire land, or to fix the number and salaries of the administrative staff, and subject to the condition that this Committee shall not expend without the approval of the Local Education Authority any monies in excess of the amounts specified in their annual estimates for the College." ¹⁰⁹

The Governors suggested that as the opening of the College in Eastbourne coincided with the beginning of the Fiftieth Session in the life of the College there should be an Official Opening early in 1949 and that the Minister of Education be invited to perform the ceremony.

The Further Education Sub-Committee approved the idea and the Minister provisionally accepted. ¹¹⁰

All necessary arrangements were made and the College was officially opened, at Eastbourne, by The Right Hon. George Tomlinson, M.P., Minister of Education, on Friday 28th January, 1949 at 3.0 p.m. ¹¹¹

The Dedicatory Prayers were offered by the Rev. L.E. Heredith, Vicar of Eastbourne. Dr. Harlow then made reference to his own 'experiences' when "--- physical education was regarded as nothing more than bodily exercises" and Miss Fountain acknowledged the debt the College owed to the

¹⁰⁹ loc. cit. ⁸⁰ 31st October, 1950. Min. 8. F.Ed. Sub. Com. CCPE and E.T.C. p. 89.

¹¹⁰ ibid. 14th September, 1948 Min. 8. CCPE p. 26, and 26th October, 1948 Min. 10 CCPE p. 58.

¹¹¹ Programme - now in C.C.P.E. Library. See also Appendix 83 for Platform Party and Order of Proceedings.

Eastbourne Education Authority in "adopting" Chelsea. She also praised the facilities that had been provided for the College.

"Mr. Tomlinson then spoke, saying that he had been round the College and had admired the handsome buildings that had been adapted to its purpose. He expressed pleasure in the colour scheme which he felt helped to create the right surroundings for those who would spend some time there. To the students he said they should remember the important part they would be called upon to play when they came to handle others in their care. He related the proper development of the body and the mind with the spiritual realities which were more important than anything else." 112

During the afternoon reference was also made to the stay of the College in Borth.

"The Principal and Staff strove hard to maintain the tradition of the College and the high standards of achievement which had always characterised its work.

But the College notwithstanding its illustrious past, the devotion of the staff and the ready help of friends, had anything but an encouraging and hopeful future to look to. The work of the Polytechnic had expanded so that it was not possible for the College to return to its former home. The London County Council could not see its way clear in the circumstances with which it was faced at the end of the war to provide other accommodation in London. That Council was, however, prepared to act as the providing authority for a temporary period until a decision could be taken about the

112 Press reports and loc. cit. ²⁵ p. 50.

future of the College".

The decision had been taken and "It was fitting that at the end of fifty years of growth, development and wandering, that College should find a permanent home." 113

The vote of thanks to the Minister was given by the Mayor who "--- recalled that when the Town's Officials left for Wales to discuss the question of removing the College to Eastbourne they were given their instructions in two words, 'Get it'." 114

The vote was seconded by the Chairman of the Education Committee, Councillor Sir Robert Dodd and the proceedings closed with the playing of the National Anthem.

(3) Development at Eastbourne

Organisation and re-organisation of rooms, as new buildings became available, continued. 115

During the autumn of 1951 the foundations of the new gymnasium were laid in the grounds of the Welkin. 116

The 17 acres of land at Hinds Land, already owned by the Council, were developed as playing fields for the College. 117

113 *ibid.*

114 *ibid.*

115 See Appendix 84 for cost of adaptations to buildings.

116 The building was completed at an estimated cost of £32,500. *loc. cit.* 80 Educ. Com. 26th June 1951, Min. 4. p. 26.

117 Value of £2,000.

ibid. Further Ed. Sub. Com. 15th Feb. 1949 Min. 2. pp.113-114

The plan included space for the laying down of six full sized hockey pitches and two cricket squares. Detailed preparation of land - estimated cost of £3,000.

ibid. Further E. Sub. Com. 12th July 1949 Min. 8. p. 41.

Work started Autumn 1950; pavilion erected 1952-53 - for £6,161. Groundsman's cottage erected, on site, £2,100. "--- in view of the importance of protecting the ground and the equipment ---"

ibid. Ed. Com. 25th Sept. '52 Min. 4 p. 59. Ed. Com. 25th June '53 Min. 3 p.29 and Ed. Com. 18th Dec. '52 Min. 3 p. 98.

During 1952-53, 3 rooms of the ground floor of Bishopsbourne were converted into the Library and Reading Room; ¹¹⁸ Hindsland was officially opened and the new changing rooms for the gymnasium were completed.

24th October, 1953. Eighteen lombardy poplar trees were planted at Hindsland to mark the Coronation of H.M. Queen Elizabeth II and "to serve as a windbreak". ¹¹⁹

After the formal opening of the ceremony the first tree was planted by the Mayor.

The vote of thanks was given by Sheila Critchlow who commented, "This is for us not only a memorable occasion but one which gives us great pleasure in knowing that we have been priveleged to take part in College history." ¹²⁰

In 1954-55 the Dorette Wilke hostel was opened and the foundations for the Whitworth hostel laid. ¹²¹ The New Dining Room was completed and Bishopsbourne became the residence for the domestic staff, matron and housekeeper, and the sick bay was located here. ¹²²

The new hall for drama and dance was officially opened by Mr. Robert Speaight, M.A., F.R.S.L., Friday 20th May, 1954. ¹²³

¹¹⁸ C.C.P.E. Magazine No. XXXV 1953 p. 8.

¹¹⁹ Reported in Eastbourne papers. e.g. Eastbourne Gazette Wed. Oct. 28th 1953 and C.C.P.E. Magazine. See Appendix 85 for full list of people who planted trees.

¹²⁰ *ibid.*

¹²¹ £44,000. *loc. cit.* ⁸⁰ Ed. Com. 25th June 1953 Min. 3 p.29 and £40,000 *ibid.*

¹²² C.C.P.E. Magazine No. XXXVII November 1955 p. 2.

¹²³ Vice President British Drama League.

To mark the occasion a performance of 'The Bridal Day', produced by Miss Gough was given by the students to an invited audience including Dr. and Mrs. Vaughan Williams. ¹²⁴

During 1955-56 the Whitworth hostel was completed, the Old Dining Room in Denton Road became the Anatomy room and the Principal's Office and the Administrative Offices were moved to the ground floor of the Welkin Building.

During 1956 a new gymnasium and caretaker's cottage were approved ¹²⁵ and came into use in October, 1957. Four additional tennis courts were also provided on the Welkin site. ¹²⁶

On Friday 16th May, 1958 the New College Buildings, on the Welkin site, were officially opened by Sir Edward Boyle, Bart., M.P. Parliamentary Secretary to the Minister of Education. ¹²⁷

(4) Library

Within this section brief reference has been made to library facilities. The library is one aspect of the College that has changed considerably as new courses have been developed. It is worthy of separate mention.

"The College Library of pre-war days was a specialised one as books on all other subjects could be obtained from the Polytechnic Library and the next door Chelsea Public Library

¹²⁴ Composer. ¹²² loc. cit. p. 1, and pp. 12-14. Words from Spencer's poem, 'Epithalamion' were arranged by Ursula Wood and set to music by Dr. Vaughan Williams on the occasion of their marriage.

¹²⁵ loc. cit. ⁸⁰ Education Committee 21st June, 1956 Min. 4 p. 29 - estimated cost £25,000. Used as Indoor Games Room as well as gymnasium. See Appendix 86 for detail of equipment.

¹²⁶ Cost £3,000. loc. cit. ⁸⁰ Education Committee 25th April, 1957 Min. 6 p. 187.

¹²⁷ C.C.P.E. Magazine No. XL November 1958, p. 1.

with its excellent reference Section. With the increasing number of students the specialised section had to be enlarged and with the introduction of Special Fields of Study entirely new Sections on Music and Literature had to be developed. Books on Travel, Civics, Art and Nature are now also available (1953). Since the beginning of 1951 nearly 3,000 books were added to the Library and each year numbers increased, reaching a total of more than 5,000 books by the Diamond Jubilee". ¹²⁸

Initially students were responsible for the Library but when Miss Gough was appointed to the staff she acted as the College Librarian and a student Librarian was responsible for the organisation of signing in and out of books. A Library Committee was formed by 2 representatives from each year plus third and second year students responsible for each section of the library. There were fourteen sections namely, Anatomy, Physiology, Theory of Movements, Remedial Gymnastics, Health Education, Games, Dancing, Education, Music, Literature, Art, Travel, Civics and Nature. ¹²⁹

The process of expanding the college had begun and was to continue throughout the next two decades.

By 1958 the College was therefore well established at Eastbourne.

¹²⁸ loc. cit. ²⁵ p. 60.

¹²⁹ loc. cit. ¹¹³ p. 8.

During Miss Gough's time as Librarian approximately 3,000 books were added.

See Appendices 57 (Library 1912), 58 (Catalogue 1928-29), and 87 (New Library Books - 1949).

See also C.C.P.E. Magazines for further details.

S E C T I O N I I

1929 - 1958

(iii) Staff and Students

"--- grant us also to know that it is not the beginning but the continuing of the same until it be thoroughly finished which yieldeth the true glory." ¹

Frequently on the retirement of the leader of an establishment, several members of staff who may have served the College for many years also decide to leave. This was not the case when Miss Fountain was appointed as Head Mistress. That staff remained could be seen as respect for the ability of a former colleague to lead the college and to follow in the well established traditions laid down by Domina.

a) The Staff

(1) London

In September, 1929 the staff was formed by six full-time and eight part-time members of the teaching staff, the College Medical Officer and the Secretary to the Polytechnic. The part-time members lectured in other departments of the Polytechnic. With less than 100 students, in the College, the advantages of having a wide range of expertise, available to the students, through utilising the resources of a Polytechnic institution, can be appreciated. ² The gradual increase in the number of full-time members of staff, over the next decade, reflected the steady increase in the number of students trained

¹ C.C.P.E. Magazine No. XXXI December, 1949 p. 18.

² See Appendix 88 for full list.
Full-time members of staff were mainly responsible for all practical aspects of the course including Gymnastics, Games, Dancing, Class Teaching, Supervision of Students practice and Theory of Movements. Polytechnic Staff mainly lectured in anatomy, physiology, mechanics, Theory of treatments, First Aid, Home Nursing, Hygiene, Physics, Chemistry, Psychology and Methods of Education and Class Singing.

annually. The number of staff with medical qualifications was indicative of the emphasis placed on this aspect of the course. The importance of practical work was perhaps underlined by the number of Chelsea Old Students appointed to the staff.³

The competence of the staff was acknowledged by the L.C.C. Inspectors, "The headmistress and members of the staff give their services unsparingly and with their qualifications and experience in the teaching and management of students the effects of the work could not fail to be far-reaching. London is fortunate in having such an institution as the Chelsea College of Physical Education within its boundaries, a good training centre being of great value in keeping up the standard of work in any area."⁴

During the thirties students "respected" the staff "--- we only met during lectures, no other contact."⁵ but also remember them as "--- extraordinarily hard task masters and hard on those not so good practically."⁶

Staff were encouraged by Miss Fountain, as by Dorette Wilke, to extend their knowledge and experience in as many aspects of Physical Education as possible.⁷ For example, Miss Stina Kreuger was given leave of absence during the Michaelmas Term of 1929 to study gymnastics at Helsingfors University⁸

³ See Appendix 39 for details.

⁴ L.C.C. Report 1929-30 p. 28.

⁵ KINGSTON 1936-39.

⁶ HOLTHUSEN 1932-35.

⁷ See pp. 86-87 and p. 169.

⁸ C.C.P.E. Annual Report 1929-30 (handwritten).

and in the Spring term of 1932 Miss Clark visited Vienna University to study Physical Training in Austria under Dr. Margaret Streicher and Dr. Gaulhoffer. ⁹

During the decade, 1929-39 there was a 'turn-over rate' of half of the members of staff per year; this may appear to be high but full-time staff left to be married and to go to more senior posts and the majority of the changes took place amongst the part-time members of staff. That Chelsea trained staff were loyal and long serving is reflected in the number appointed to the staff who stayed for very long periods of time. ¹⁰

(2) Borth

In 1939 the following members of staff went with the College to Wales: Misses Fountain, Cater, Clark, Davis, Gairdner, Hermes, Legg, Parkinson, Partridge and Powell. ¹¹ Six members of the Polytechnic staff regularly visited the College and the staff was further 'supplemented' by members of staff from the University Colleges of Wales, Aberystwyth. ¹² Within the war period, 1939-45, some members of staff felt they had to give more direct war-service. While changes in the part-time staff were numerous, Misses Fountain, Clark, Gairdner, Partridge, Parkinson and Powell remained as the 'stable' core. ¹³ With the uncertainty of the future of the

⁹ C.C.P.E. Magazine No. XIV 1932 p. 1.

¹⁰ See pp. 166-189, pp. 189-190, pp. 236-238.

In the college prospectuses there was often no indication of full-time and part-time members of staff; the College therefore often appeared to be very generously staffed.

¹¹ Headmistress, 8 full-time members of staff and the warden.

¹² See Appendix 90 for details.

¹³ See Appendix 91 for detail of changes.

College it became increasingly difficult to appoint full-time members of the Physical Education staff.

"Many of our instructors, lecturers, coaches were too old - but it was wartime and we had abnormal circumstances ---" ¹⁴

In 1946, the Principal, Dr. Harlow said, "It gives me great pleasure to convey to you the warm congratulations of the Governors on the work done by the Polytechnic during the period 1939-45, a resume of which appears in the Report just published, a copy of which has been issued to you.

The Governors regard the report as being eminently satisfactory. They feel that the Polytechnic has played a noble part in carrying on its work under great difficulties during the war years and in contributing so handsomely towards the successful prosecution of the war.

May I take this opportunity of expressing to you and to all members of the staff my personal thanks for your loyal co-operation and fervent support in all the vicissitudes through which we have passed?

The work of reconstruction will call for no less effort on our part. Doubtless we shall see great changes during the next few years in order that the work of the Polytechnic may fit effectively into the forward move which the Education Act of 1944 will make possible in the national system of Education. The trend will doubtless be in the direction of concentrating on the more advanced work as other educational institutions develop to fit students for such work.

Moreover, the changes contemplated in University courses will call for considerable adaptation of our work to maintain

¹⁴ STACEY 1941-44.

the close link with the University of London which the Polytechnic has enjoyed and in which it has excelled for so many years." ¹⁵

(3) Eastbourne

When the College opened in Eastbourne, September 1948, there were eleven full-time members of staff, including six from Borth, and five part-time members of staff. ¹⁶ The scattered buildings entailed the appointment of Hostel wardens and resident Domestic Bursars. ¹⁷ The teaching staff was increased to twenty one by 1958 and the number of subjects offered to the 250 students was also increased. ¹⁸ Many staff now specialised in particular aspects of Physical Education.

Of the twenty one members of staff in 1958 fourteen had specialist training in physical education and one other also lectured solely in practical areas. Two were responsible for science, two for education, one for music and one for drama.

The emphasis in 1958 was still on the practical and professional aspects of the course although the "Special Field of Study" and Education had assumed more importance in the curriculum of the 3 year and 1 year courses.

Miss R. Clark, Miss C. Partridge and Miss Parkinson retired after completing 35 years, 33 years and 36 years

¹⁵ Memorandum to all members of the Polytechnic staff, 3rd April, 1946.

¹⁶ See Appendix 92 for list of staff.

¹⁷ Miss Parkinson - Granville Crest - W. and A.B.
Miss Gendall - Hillbrow - B.
Miss Hancock - " - W.
Miss Hartley - St. Winifreds - W. and A.B.
Miss Maby was in charge of the office.

(W = Warden. B = Bursar. A.B. = Assistant Bursar)

¹⁸ See Appendix 93 for staff changes 1948-1958.

respectively at the end of the summer of 1951.

Miss Clark had completed the preparatory year at Chelsea 1902-03 and the two year course 1903-05. She taught at South Hampstead High School (GPDST), at Trafalgar School in Montreal and at McGill University. In 1915 she joined the staff of the College and was responsible for "dance and the training of students as teachers of Physical Education". Miss Clark was Commandant of the Flax Camp at Ilchester in 1918. During 1919 she organised the Physical Education Department at Queen's University, Kingston, Ontario and on her return to the College she took responsibility for first year gymnastics, dance throughout the college and the organisation of Educational visits for third year students.

"During the 'nake-do' problems in the years at Borth and in the transition to and establishment of the College at Eastbourne, Miss Clark was a tower of strength and her keen sense of humour lightened the load for everyone both in routine days and difficult times."

On retiring from the Staff in 1951, Miss Clark presented the College with a picture of Domina's Cottage painted by her sister Mrs. Goodchild.¹⁹

From 1959-1970 Miss Clark was Chairman of the Magazine Sub-Committee of the Old Students Association. She continued to take an active interest in the work of the College and always supported Old Students' functions.

Miss Clark retired to Reigate.

Miss C. Partridge and her sister Miss W.I. Partridge presented the College with a teak seat for the playing fields.²⁰

¹⁹ C.C.P.E. Magazine No. XXXIII November 1951 p. 1.

²⁰ ibid.

Miss Partridge's ability as a games coach will long be remembered by Chelsea students.

Miss Parkinson was a student at Chelsea 1907-09.²¹ A gentle personality with a genius for unobtrusive management. Miss Parkinson was in close touch with College life and students from 1915 to 1951. She was warden of 'The Lodge' 1915-1939, a resident member of staff 1939-43 and Warden of Granville Crest 1948-51. She will be remembered for her ability to establish happy relations and for her concern for student welfare.

The staff achievements and extension of professional knowledge included games successes, holding office in various associations and attendance at many professional conferences and courses.²²

a) Social Customs

In 1929, as may be imagined in today's climate of women's liberation, rules were very strict in an all female establishment such as Chelsea.

(1) Uniform

As far as College clothing was concerned, dress reflected social attitudes and customs. Students were expected in 1933 to purchase fourteen compulsory items:²³ by 1937-38 the total cost of special clothing essential for the course was £17.0.0.²⁴

The insistence on uniformity reflects the detailed attention paid to standards of dress and discipline, in the

²¹ *ibid.* No. XXXI December 1949 p. 76.

²² See Appendix 94 for staff achievements.

²³ See Appendix 95 for details.

²⁴ See Appendix 96 for details.

College, in keeping with the professional standards of the course.

In 1941-42 the College gown was replaced by the College Track suit. ²⁵

Even during the war, as high a standard of uniformity as possible was expected as indicated in the following comment by an Old Student, "There was far too much red tape about small items of uniform particularly in wartime." ²⁶

When demonstrations of work were put on for the public every effort was made to see that the students were smart and neatly turned out.

Writing in 1958 about clothing for students for demonstrations during the war Miss Clark said, "Today it is difficult to believe that the equipping of a team in uniform fit to appear in public was a major problem; uniform had become unobtainable. Even when clothes coupons were available, materials and shoes could not be procured, (and the floors at Borth were old and splintery and unsafe for bare feet). Old Students were generous in returning College uniform for present students' use and the Polytechnic Secretary got an L.C.C. "Issue" of plimsolls. In spite of this it was not unusual to see a combination of one white, black or brown shoe for professional use; the green Liberty silk dresses were loaned and greatly patched, and gym knickers were hand knitted in grey unrationed wool from Lerry Mills made according to a pattern evolved by Miss Partridge, and the individual results were amazing in their variety!" ²⁷

²⁵ C.C.P.E. Magazine No. XXIV September 1942, p. 2.

²⁶ JACKSON 1942.

²⁷ C.C.P.E. Magazine '1898-1958' p. 42.

There was return to the 'full' list of clothing and equipment as soon as conditions allowed. ²⁸

(2)College Crest 1957-58

When the College moved to Eastbourne the students wanted a College Crest which linked London, Borth and Eastbourne. £150 was raised to purchase the Crest and Miss Gough and a representative group of students visited The College of Arms.

The Arms were granted: "Azure a Winged Bull statant Argent horned and unguled and resting its dexter fore foot on a Sphere Or on a Chief also Or between two Sea Horses vert the dexter legs raised a Pale Ermine there on a Cross throughout Gules surmounted of an open Book proper edged Gold". ²⁹

(3)Regulations

All students had to report to the Head Mistress at the beginning of each term and no student was allowed to absent herself from College lectures without previous permission from the Headmistress except in the case of illness or sudden emergency. ³⁰

The Head Mistress was always available for consultation, by appointment, any day during the week except Saturday. ³¹

Students reactions, towards official rules, were varied. "I did find the restricted 'school' atmosphere irksome and

²⁸ See Appendix 97 for details.

²⁹ C.C.P.E. Magazine No. XL 1958, pp. 4-5.
Chelsea represented by Winged Bull of St. Mark from Chelsea Arms. Silver on blue field.
Physical Education represented by Sphere (ball).
Eastbourne represented by sea horses.
University of London represented by open Book and Cross (red).

³⁰ See Appendix 98 for details.

³¹ Prospectus 1935-36 p. 9.

looking back, I think the staff must have found me difficult
---" ³² and "Rightly or wrongly I thought we were treated in a
childish fashion" ³³ and even in 1946 "It was less like the Olde
English Girls' Boarding School than most of the others seemed to
be ---" ³⁴

The nature of the College course was very demanding and
therefore special regulations were drawn up to safe-guard the
physical well being of the Students. Students were only
allowed to practise "approved" exercises, on their own in the
gymnasium and no student could attend or teach classes without
permission from the Head Mistress. ³⁵

House Rules at Borth strictly adhered to the well
established Code of Conduct of the College and domestic
arrangements were carefully detailed. Punctuality, courtesy
and emphasis on taking personal responsibility in the adherence
of regulations, especially under war time restrictions,
featured prominently in the House Rules. ³⁶

The College experienced difficulties in engaging domestic
and maintenance staff and the students cleaned their own rooms
and, under Miss Partridge's supervision, undertook the dragging,
watering and rolling of the hard tennis courts.

The insistence on obedience, honour, discipline and self

³² MEIKLEJOHN 1932.

³³ EDWARDS 1942.

³⁴ BERRIDGE 1946.

³⁵ Rules - see Appendix 98.

³⁶ See Appendix 99 - House Rules at Borth.

control can be seen to be an extension of the notion "Manners maketh Man". It was indicative of the relationship credited between personal conduct of one's life and quality in work or the instilling of high standards of moral conduct in those about to become responsible for education of the young.

Care of the individual and attention to detail continued throughout and after the war. Students were well briefed before entry to College of the College standards and expectations.³⁷

c) Students

(1) Entry qualifications

In 1929 entry to the College was gained after the successful completion of a School Certificate and an Interview with the Head Mistress.

Prior to entry each student had to have a medical.³⁸

While the College was in Borth, Dr. Gurrow, the College Medical Officer came at the beginning and end of each term for medical examinations and heart testing.

During the war all new entrants, were told, "The Aberystwyth and Cardiganshire Hospital offers Students and Staff the advantages of their Hospital Contributory Scheme on payment of three pence a week during the College Terms. All students who do not already belong to a Hospital Contributory

³⁷ See Appendix 100 for details.

³⁸ "The College Medical Officer to whom these forms are submitted would be glad if the following details were noted on the form.

1. Any enlargement of the thyroid.
2. In regard to the heart:-
 - (a) Distance of apex beat from mid-line.
 - (b) Rate of pulse in sitting position.
 - (c) Rate of heart after exercise, such as twice up and down a short flight of stairs.
 - (d) Length of time taken for pulse rate to return to normal."

Scheme are advised to take advantage of this offer." ³⁹

From 1929 the Governing Body of the Polytechnic granted a 'Free Place' once every three years to a student, entering the College, as a memorial to Domina. ⁴⁰ Three students held the Dorette Wilkie Scholarship:

Evelyn Stanley	1930-33
Elizabeth M. Kirby	1933-36
Honor Fry	1936-39. ⁴¹

The Old Students Association offered a £15 bursary, annually from the Dorette Wilkie Scholarship Fund. ⁴²

Students who lived in London could become Day Students but they were strongly advised to reside at one of the College hostels "in view of the educational value of hostel life". ⁴³

Although the College recruited students nationally a high proportion were residents of London, mainly for financial reasons. One of the conditions of an L.C.C. Senior County Teaching Scholarship was that students should receive their education in a City institution.

The London County Council agreed, however, to allow Senior County Teaching Scholarships for resident students to be held

³⁹ Letter from Headmistress.

⁴⁰ Candidates had to hold the London Matriculation or its equivalent but were not allowed to apply if they held another scholarship.

⁴¹ loc. cit ²⁷ p. 23.

⁴² Either to holder of 'free place' or to another student in training.

All information circulated to members of the Association of Head Mistresses, the Ling Physical Education Association and the Old Students' Association.

⁴³ Prospectus 1939-40, p. 6.

by L.C.C. scholars while the College was at Borth. ⁴⁴

During the 1940's Authorities allowed students to be educated in institutions outside their own boundaries under the Further Education and Training Scheme. For example, a County Scholarship for Women, from the County Council of the West Riding of Yorkshire enabled one student to train at Chelsea. ⁴⁵

The Ministry of Education "--- will follow with great interest the careers of men and women who have held awards under the above Scheme, and for the purpose of record, you will be asked in about three years' time if you will be good enough to give some particulars of your career subsequent to the expiry of your award under the Scheme." ⁴⁶

Between 1939 and 1942 at least sixteen students received financial assistance towards training at Chelsea. ⁴⁷

An increasing number of candidates therefore received financial aid from Local Authorities and/or Trusts or were awarded Scholarships or Bursaries.

Rules for admission were stringent and strictly adhered to. ⁴⁸

⁴⁴ College Report. 1941-42.

⁴⁵ The Scholarship was worth £154 inclusive of charges for maintenance, cost of books and materials, travelling etc. for the 1943-44 session, £158 for 1945-46 and £105 1946-47 (1 year's deferment for National Service).

Of this sum 7/6 per term was paid for membership fee of the Students; £16.16.0 tuition fee per term; £33.0.0 residential fee per term. Travelling would be at least £7.10.0 per annum so that parents had to support this student.

⁴⁶ From letter dated 1947. Reference Further Education and Training Scheme.

⁴⁷ See Appendix 101 for Summary of Financial Aid to Students 1939-42.

⁴⁸ See Appendix 102 for details 1935-36.

The Students who entered the College September 1930 were the first group eligible to sit for the examinations leading to the Diploma in Theory and Practice of Physical Education, University of London. ⁴⁹

Students had to be not less than eighteen years of age at the time of entering upon the course of study for the Diploma. ⁵⁰

They also had to gain before entry to college a School Certificate or equivalent qualification recognised by the University. ⁵¹

Application for registration had to be submitted through the Authorities before the end of the first year of study. ⁵²

Not all students were entered for the London Diploma Course but completed the College Diploma Course only. ⁵³

During the war the University of London lowered its age limit to 17 years 6 months on 1st October of year of entry to the College and the Ministry of Education in consultation with the Ministry of Labour and National Service allowed candidates of not more than 18 years 6 months on 1st October of year of entry to complete the three year course. ⁵⁴

The 1944-45 session "had a disturbed beginning ---". Many students were called up during the summer vacation and four weeks later, when their places at college had been filled,

⁴⁹ See pp. 279-280 and 286-292.

⁵⁰ University of London. Regulations for Diploma in Theory and Practice of Physical Education. Regulation 5.

⁵¹ *ibid.* Regulation 6.

⁵² *ibid.* Regulation 7.

⁵³ See Appendix 103 for details.

⁵⁴ See Appendix 104 for details.

they were suddenly released. Numbers were temporarily increased to 94 but not all students could be reinstated. Those who had only one year to complete were allowed to return.

Miss Fountain had always made the possibility of conscription during the course very clear to new entrants. "I am pleased to confirm my offer to you of a place in the College next September, and I hope it will prove possible for you to complete your training.

From the copy of the regulations which I sent you in my last letter you understand that you are taking a risk. In the event of your being called up in the middle of a term it would not be possible to refund tuition fees: a proportion of the fee for residence would be refunded.

No Certificate is given until the Three Years Course has been completed. In the event of your Course being interrupted you must undertake to accept the decision of the College authorities as to the stage at which you are allowed to re-enter.

In your reply please state definitely if you are willing to accept the offer of a place under the conditions as stated." ⁵⁵

Miss ---, together with other students accepted a place but in 1944 had to ⁱⁿ terminate her training. Miss Fountain had fought to keep the students for the whole of the first year and in this she was successful for the students should have been "called-up for work of National Importance" February, 1944. During 1944-45 the students did various teaching practices and returned to the College in 1945 to complete a further two years training qualifying in 1947. ⁵⁶

⁵⁵ Taken from letter addressed to Miss Bell June 3rd 1943. Miss Bell trained 1943-44. Called up 1944. Re-entered College 1945-47.

⁵⁶ From letters sent by Miss Bell.

One Old Student so caught writes, "I do not know how the other girls were affected by having a year out of college but it did me a lot of good. I matured a lot in that year and returned to college with much more self assurance and with more reason to settle down to hard study. I think this applied to the others too and helped to persuade Miss Fountain that the taking of mature students would be a good thing." ⁵⁷

The Staff sent a signed letter to each "conscript"; this is yet another illustration of the personal interest taken in each student. ⁵⁸

Miss --- kept the college informed of her activities: she received several letters from Miss Fountain. ⁵⁹

By 1945, "Women who wish to train for the teaching profession or youth service by undertaking approved courses may do so without restriction as to age and may, if they are engaged in national service, be released for the purpose if they are not immediately required for work essential to the war effort." ⁶⁰ And: "Candidates who are or have been in national service should apply to the local office of the Ministry of Labour and National Service for permission to proceed to the course in question, giving full particulars of their present

⁵⁷ Personal letter, HALL (née Bell) 1947.

⁵⁸ See Appendix 104 for text of letter.

⁵⁹ Extract - Letter from Miss Fountain. "You will remember that I advised you to make certain with your Education Authority that your scholarship would be transferred to 1945-47. Mean-while I am holding a place for you and unless I hear to the contrary take it for granted that you definitely intend to return in September, 1945."

⁶⁰ Ministry of Education Circular 40. (17th April, 1945) issued in connection with the Memorandum of the Ministry of Education and the Ministry of Labour and National Service concerning Women Students Training for teaching.

employment." ⁶¹

After the College was officially recognised students received the following information and request from the Principal: "The Ministry of Labour and National Service require a declaration that you intend to teach at the end of your training; I should be glad to have this and your National Registration Identity Number."

Students were admitted to the College in September only of each year. By 1947-48 promise of admission could only be officially given 6 months in advance. The academic year, for purposes of admission was defined as beginning on the 1st August. ⁶²

Both Recognised and Private Students seeking admission to the College from September 1948 had to be at least eighteen years on or before 1st October, of the year of entry, have passed the School Certificate Examination of a recognised Examining Body (or reached equivalent standard), and "satisfy the College Authorities as to their character, probable suitability for the teaching profession, and health and physical capacity for teaching." ⁶³

Recognised students also had to be British subjects and sign a declaration of intention to complete the course and to teach on completion of the course in an approved School, "and that in entering the college she takes advantage of the public funds by which it is aided to qualify herself for that

⁶¹ In letter from Miss Fountain to Miss Bell, 25.5.45.

⁶² Prospectus 1947-48, p. 3. General Information.

⁶³ *ibid.* p. 6 3 a,b,c.

profession and for no other purpose." ⁶⁴

Prospective applicants were interviewed by the Principal and normally expected to be not less than 5'3" in height and to have been vaccinated before entry to college. ⁶⁵ The decision of the College Medical Officer regarding the physical suitability of candidates was final. ⁶⁶

The first term was one of 'Probation' for all students and "the Governors reserved the right on the recommendation of the Principal to require the withdrawal at any time of a student whose progress or conduct was considered to be unsatisfactory or if she was found to be unsuitable for the teaching profession." ⁶⁷

Recognised resident and day students paid no tuition fees and only had to pay maintenance in accordance with an income scale laid down by the Ministry of Education. Local Education Authorities were empowered to make financial awards to meet incidental expenses. ⁶⁸

Private students paid full tuition and boarding fees. ⁶⁹

As part of the first year students evaluation programme Miss Fountain wished, in 1943, to experiment with the use of psychological tests. "I am quite agreeable to your arranging the psychological tests for Year I and shall be glad to have

⁶⁴ *ibid.* p. 6 3 d, e.

⁶⁵ *ibid.* p. 7 5a.

⁶⁶ *ibid.* p. 7 5c.

⁶⁷ *ibid.* p. 7 7.

⁶⁸ *ibid.* p. 7 7 (a).

⁶⁹ *ibid.* p. 8 7 (b).

full particulars in due course. It will be interesting to see how well the tests correlate with results. I am afraid I am not very hopeful as I do not think the psychologists can properly test the many factors which go to make a good teacher of Physical Education. However, I am open to be convinced." ⁷⁰

ONE YEAR COURSE

A one year course for certificated teachers who wished to specialise in Physical Training was established at Chelsea with the co-operation of Whitelands College in 1930-31. Directors of Education, Organisers of Physical Education and Head Teachers had increased the number of enquiries made for teachers with the extra Physical Training qualification. A large number of Central Schools had also advertised posts in which Physical Training was mentioned as a special requirement.

Entry requirements were therefore satisfactory completion of a 2 year Teachers' Training Course at a General Training College.

Eight students were admitted to the first course. ⁷¹ The course was inspected by Miss N. Palmer HMI and Miss E.M. Perry, HMI.

Students could either take the course straight after completion of the two year course or as a deferred course after teaching experience. ⁷²

Students worked with Year I for gymnastics and folk dance,

⁷⁰ Personal letter from the Principal, Dr. Harlow to Miss Fountain, dated 17th December 1943. Students had visited the Institute of Industrial Psychology for many years and observed individuals completing psychological tests.

There is no further reference to this experiment in the College records.

⁷¹ See Appendix 105 for names and Colleges attended.

⁷² C.C.P.E. Magazine No. XIII July 1931, p. 4.

with the College for games and theory of games and had other lectures as a separate group. ⁷³

In 1933-34 the number of students at Whitelands had been reduced from 270 to 210 and the college was too financially embarrassed to provide the fees for the students to take the one-year-course at Chelsea. The Finance Committee of Whitelands recommended that the course be suspended for a year. The Principal, Miss Mercier wrote to the Board of Education requesting that grants should be paid, for the students, direct to Chelsea and that the students should continue to reside at Whitelands.

"My Council hope that the Board will make every effort to allow them to continue work which they have found to be of great educational value ---" ⁷⁴

The course continued and by 1933 69 students representing 26 colleges had successfully completed the One Year Course for Certificated Teachers. ⁷⁵

With the evacuation of Chelsea to Borth in 1939 the One Year Course was held in abeyance for the duration of the war. ⁷⁶

In 1929 there were 70 students in the college. An average of 90 was retained during the war years and post war

⁷³ *ibid.*

⁷⁴ Extract from letter - M. Mercier to Board of Education. Tuition fees - £70 per student.

⁷⁵ See Appendix 106 for details.

⁷⁶ Letter - Miss Fountain to Miss D. Counsell, M.A. Principal, Whitelands College. 22nd September 1939. "The College is evacuating temporarily to the Grand Hotel, Borth, Cardiganshire. I am very sorry indeed that we shall not be able to have a One Year Course for Certificated Teachers, 1939-40. I have informed the students and I have told them that it is possible they may be hearing from you also on this matter."

the total numbers rose to 224 by 1958 including 90 first year students.

College had always welcomed students from overseas. In the summer of 1930 Miss Kiri and Miss Prass from the University of Tartu, Estonia completed a P.G. course following their 3 year training. ⁷⁷

After the war overseas students were again welcomed and special courses were organised for them.

(2) Advantages of a Training

COLLEGE DIPLOMA

In 1923-29 Twenty eight students qualified for the College Diploma, twenty two gaining distinction in one or more areas. ⁷⁸

College Diplomas were formally presented at the Annual Distribution of Diplomas and Prizes and Presentation of Students who have Graduated or obtained Higher Degrees of the Polytechnic. ⁷⁹

Upon gaining the College Diploma students were eligible to become members of the Ling Association without further examination. ⁸⁰

Students holding the College Diploma were also eligible, in 1932-33 to apply to the Teachers' Registration Council for admission to the Official Register of Teachers on completing one year of satisfactory experience in teaching. ⁸¹

⁷⁷ loc. cit. ⁷² p. 3.

⁷⁸ Annual Report 1928-29. p. 2.

⁷⁹ Programme 1930-31. Now in C.C.P.E. Library.

⁸⁰ Prospectus 1936-37. p. 5.

⁸¹ ibid. 1931-32 p. 5.

In 1933-34 the Teachers' Registration Council became the Royal Society for Teachers. ⁸²

The end of the 1941/42 session saw the completion of training for the first set of students to train under evacuation conditions.

All these students successfully gained the College Diploma, three with Distinction. The results of the University of London Diploma Examination were also above average.

All students, in this year, except one who married and joined the Women's Auxillary Air Force, were appointed to schools. ⁸³

A professional training in Physical Education has always appealed to those who "enjoyed" it at school and had an acceptable level of physical skill and ability.

Every student contacted, who had trained between 1929 and 1958 reported such phrases as:

- "Because I was best at this at school ---" ⁸⁴
or "It was my best subject and I did not want any sort of office/shop job." ⁸⁵
or "Physical Education was the one subject at school which made the whole of school-life worthwhile!" ⁸⁶
or "Because I had good natural physical ability and was successful in all P.E. at school." ⁸⁷

⁸² *ibid.* 1933-34 p. 5.

⁸³ Miss Fountain's Report 1941-42.

⁸⁴ MEIKLEJOHN 1932.

⁸⁵ STACEY 1944.

⁸⁶ WILMOT 1950.

⁸⁷ EDBROOKE 1954.

or "Largely because I had enjoyed it at school." ⁸⁸

or finally "I loved all aspects of sport and wanted to make it my career, especially as I wanted to teach." ⁸⁹

When explaining why they had chosen to take up Physical Education it is important to note the order of personal preference at the beginning of training and to acknowledge that enthusiasm for physical participation has priority. Without this attribute, training as a teacher may have little effect on or relevance for the individual. The commitment to teaching develops, on the whole, as training proceeds and possibly reflects the ever increasing maturity of the student. It may be more appropriately considered under evaluation.

Over fifty per cent of the students selected Chelsea because their own school staff had been trained at the College. This point is clearly explained in such quotations as:

"Because the games mistress at my school was Chelsea trained - in fact I knew of no other Physical Education College at that time, and no other was suggested to me." ⁹⁰

or "Chiefly because this was the College where my Gymnast had trained." ⁹¹

or "Our P.E. staff came from Chelsea." ⁹²

or "My own P.E. Staff was there (at the beginning of the century - and she is still alive!)." ⁹³

⁸⁸ COLEMAN 1955.

⁸⁹ VERNON 1958.

⁹⁰ MEIKLEJOHN 1932.

⁹¹ HOLTHUSEN 1935.

⁹² KINGSTON 1939.

⁹³ STACEY 1944.

or finally, "I applied to train at Chelsea because my current P.E. teacher, at that time, was from Chelsea and therefore she encouraged me to apply there for my 'first choice'." ⁹⁴

Many students applied to Chelsea for financial reasons. At the beginning of the 1929-58 period mention is made of living in London and being at home as less expensive by at least one fifth of respondents and towards the end of the period there is the first reference to "free tuition".

"--- not so expensive as the other colleges ---" ⁹⁵

"--- as it was in London at the time of choosing and my family was not well off, it might have worked out less expensive." ⁹⁶

"Chelsea was the first P.E. College, to my knowledge, at which it was possible to receive subsidised training." ⁹⁷

"Because it was one of the few colleges at that time offering completely free tuition." ⁹⁸

More individual reasons ranged from:

"--- my abilities seemed to fit into the Chelsea requirements best." ⁹⁹

"I lived in the South, I liked London and I knew the facilities, schools, hospitals and staff were all of high quality in Chelsea --- also --- I had an Aunt who had attended Chelsea Polytechnic in her youth." ¹⁰⁰

⁹⁴ EDWARDS 1952.

⁹⁵ HOLTHUSEN 1935.

⁹⁶ STACEY 1944. (Evacuated to Wales for 3 years).

⁹⁷ MCKAY 1950.

⁹⁸ EDBROOKE 1954.

⁹⁹ HOLTHUSEN 1935.

¹⁰⁰ KINGSTON 1939.

"My headmistress visited Chelsea among other training Colleges and was sure that the students' life and the training there was more progressive than elsewhere at that time." ¹⁰¹
to "--- it appealed to me to be near the sea." ¹⁰²

Students were supported, as were students from 1898-1929, ¹⁰³
by their families, friends and schools; 92% of respondents received family support: "helpful", "encouraged", "pleased", "supported", "co-operative", "delighted", "agreeable", "supportive", "keen", "favourable", "full-backing" and "happy" were words used to describe the attitude of the family towards the students entering college for a 3 year training.

"Father encouraging because of his interest in sport generally." ¹⁰⁴

"At first they (parents) were a little dubious because they wondered what I would do, when I was too old to teach P.E.! When they realised that there were P.E. Organisers and that there are plenty of jobs where one does not necessarily have to perform oneself then they were all for it and delighted when I gained my diploma." ¹⁰⁵

The 8' who had parental opposition all gave specific reasons for lack of family support.

"Very against it. My very generous Father did not like to think of his daughters working for a living - especially

¹⁰¹ SOUTHALL 1940.

¹⁰² RUDLING 1956.

¹⁰³ See p. 102.

¹⁰⁴ PETTIGREW 1943.

¹⁰⁵ GARDENER 1937.

was he against it as it was during the depression and he thought no one who didn't need a job should take one. However, he agreed when I promised not to take a job after training." ¹⁰⁶

"My father was aware of the limitation of such professional training should one want to return to teaching after marriage and children." ¹⁰⁷

"My family was not favourably inclined. I had 4 HSC and 9 SC and was in receipt of a State Scholarship and County Major Award. They wanted me to enter the Civil Service or go to University to obtain a degree." ¹⁰⁸

A new "first generation" of students entering higher education appeared in this era for differing reasons from those of the first era.

"I was first generation Grammar School and extended family considered me an oddity, wanting to be a teacher and stay on at school after 14. --- Thought 'odd' wanting to take more exams instead of earning money. Some parents of friends hostile as a result; maintained old friends by underplaying my achievements." ¹⁰⁹

"I was the first of a family of four girls to go on to any form of further education and it was mainly as a result of the influence of games staff at school that I did so." ¹¹⁰

Support from friends and peers was, on the whole, generous

¹⁰⁶ MEIKLEJOHN 1932. (Student kept her promise initially, taught when teacher supply short of demand).

¹⁰⁷ MCKAY 1950.

¹⁰⁸ WATERS 1953.

¹⁰⁹ PETTIGREW 1943.

¹¹⁰ EDBROOKE 1954.

and exceptions within school staffs and Headmistresses always related to scholastic achievement.

"Strong support from friends. --- I expected and always received their loyalty." 111

"--- given every opportunity for suitable responsibilities at school." 112

"The general feeling of the school staff was that I was not intellectual enough to enter university but that I had sufficient determination to master the studies required for Physical Education." 113

"I think the school staff and my headmistress in particular, were pleased to help me in my application and were astonished when I was accepted ---" 114

"Staff all thought it was a waste of a good brain, as they, in those days, thought I would be doing practical all the time and didn't realise there was a lot of theory involved." 115

"--- regret by some that my choice was not more academic." 116

"--- disappointment that I wasn't going to University." 117

"As inferior - it was not a degree subject and not an academic study. It was assumed that ability and choice of P.E. resulted not from a preference for P.E. but from an inability

111 KINGSTON 1939. (Head Girl, Games Captain, School teams and Form Captain I - V yr.)

112 HOLTHUSEN 1935.

113 HALL 1947.

114 EDWARDS 1952.

115 GLICK 1937.

116 PETTIGRE / 1943.

117 WHITTEN 1945.

in academic subjects." 118

Equality of status, after successful completion of the course, was granted to almost 100% of the respondents. If anything the "gymnast's view" was often requested by Head Mistresses.

"As I gained experience, i.e. being too 'young' to notice much in my first post - the position of the P.E. Staff was held with high regard. We were called upon on many occasions to give views on children and behaviour problems. We somehow "knew" the children better and also knew them all through our subject." 119

In the 1930's, "The demand for trained teachers of Physical Education exceeded the supply. Local Education Authorities appointed many more Organisers of Physical Education than hitherto. Many Old Students filled these new and important posts." 120

Structural limitations at the Polytechnic prohibited the college from increasing the number of students in the Physical Education College substantially. 121

During the year, 1956-57 the shortage of both general and specialist teachers of Physical Education became a matter of grave national anxiety. Responding to an appeal to increase numbers, Miss Rogers undertook to accept thirty additional students, "--- a gesture in true Chelsea tradition." 122

118 NEWBY 1958.

119 CADEL 1934.

120 loc. cit. 27 p. 28.

121 See pp. 198-204.

122 loc. cit. 27 p. 66.

(3) The Effects of War

On 28th August, 1939 Miss Fountain had written to all members of Staff outlining 'evacuation' arrangements. Students' parents received a letter, from Miss Fountain, 18th September, 1939 giving details of accommodation in Borth and asking if they were prepared to allow their daughters to continue training.¹²³

"It was a new experience for Chelsea Students to live together in one residence and to be almost entirely dependent upon their own resources for entertainment. Borth had no theatre or cinema, Aberystwyth one cinema and the last bus to return to Borth left Aberystwyth at 9 p.m. There were no buses or trains on Sunday."¹²⁴

One Old Student writes, "The first two years were spent in Borth. This meant that we had to rely on each other for our social life and could not get away for week ends. We had a very good time, enjoyed our part in the village life and worked hard in primitive conditions."¹²⁵

"Impromptu and practised entertainments were given in the Hotel which afforded great pleasure to both performers and audience and much latent talent was discovered."¹²⁶

"Friends in the village were delighted to be invited ---"

"The constant journeying between the hotel and the village hall, which was in daily use for practical classes, soon made "the Chelseas" known to the village people who showed great

¹²³ See Appendix 107 for text of letter.

¹²⁴ loc. cit. ²⁷ p. 35.

¹²⁵ SMITH 1949.

¹²⁶ loc. cit. ²⁷ p. 35.

interest in college activities and from the first day were most friendly and kind." 127

Not all students, however, were enamoured of village life. One Old Student wrote, there were "A lot of grumbles resulting from living in a small village. I was in the first group and living conditions were frightful to begin with - we had no means of getting warm. (So I remember)" 128

"The first two winters in Borth were particularly severe. In January 1941 the cold was intense and for three days buses were unable to run owing to snowdrifts ---" 129

"In February 1941, Mr. Bennett, Proprietor of the Grand Hotel, died. College much appreciated the way in which Mrs. Bennett planned so that the life of College went on undisturbed. Her brother, Mr. Fleet, came to manage the Hotel and Mrs. Ellis and her daughter Natalie came to look after the domestic side, and remained with us until 1947." 130

Victory in the European War was celebrated with Sports on Friday 25th May, 1945, for at least 200 children. 131

With the war in Europe over the College anticipated its return to London in the fairly immediate future.

"It was a keen disappointment to us all that our return to London was not possible for the Session 1945-46 when hostilities ceased, as we are all eager to proceed with the

127 *ibid.* p. 33.

128 EDWARDS 1942.

129 *loc. cit.* ²⁷ p. 33.

130 *ibid.* pp. 37-38.

131 C.C.P.E. Magazine No. XXVII September 1945, p. 11.

urgently needed developments which have been made impossible during the war. We are anxious to re-open the One Year Course for Certificated Teachers and also to plan refresher courses and post graduate courses as well as to develop the existing Three Year Course.

We record our thanks to the Principal for all he has done on our behalf and sincerely trust that by the close of next session our hopes for the future will be nearer realisation."¹³²

Events, however, did not work out for the College to return to London and "crisis" point was reached in 1946.

"New Students for September 1946 had been booked, for it was unthinkable that College should not go on. The worst blow fell when Dr. Harlow telephoned to tell Miss Fountain that the L.C.C. could do nothing for College and that prospective students, accepted for entry in the College must be withdrawn. Miss Fountain immediately telephoned the Principals of Anstey, Bedford, Dartford and Liverpool Colleges of Physical Education and asked if in the event of Chelsea having to close in 1947 each college would take five or six of Chelsea's accepted candidates. There was no hesitation, each Principal agreed to the request and when the students were notified none withdrew." ¹³³

"It was a crucial moment and the generous help promised by our sister colleges gave a breathing space and filled us with new hope. Chelsea will always remember with gratitude that the other Colleges of Physical Education stood by her in the hour of need." ¹³⁴

¹³² 50th Annual Report 1944-45.

¹³³ loc. cit. ²⁷ p. 43.

¹³⁴ *ibid.*

New Students were notified on 2nd February, 1946 by the Principal and Head Mistress: "We regret to have to inform you that owing to the difficulties which have arisen in respect of arrangements for the return of the Chelsea College of Physical Education from evacuation it is by no means certain that students can be enrolled in September 1946 with any guarantee that facilities will be available to enable them to complete their courses at the College." 135

Reference was made to alternative places being available at the other Specialist Colleges. 136

At the same time Miss Fountain wrote to Old Students, "The threat to the continued existence of the College is a staggering blow especially at a time such as this when the need for more teachers of Physical Education is so widely recognised. But we are prepared to go on fighting for our existence and our strength lies in the reputation which the College has been able to establish through the good work of Old Students." 137

The College was "saved" and in the 51st Annual Report details of interim and future arrangements for Chelsea under the L.C.C. and Eastbourne Authorities, respectively, were given. 138 The College remained in Borth until July 1948.

"On June 27th, 1948 College attended St. Matthew's Church when thanksgiving for the years in Borth was included in the

135 Copy of letter sent to 1946 entrants.

136 principals of the other specialist colleges had all sent telegrams accepting Chelsea students if the College was closed.

137 Copy of letter from Miss Fountain.

138 51st Annual Report 1945-46, p. 3.
See Appendix 108 for detail.

Evening Service." 139

Miss Fountain wrote to the Principals of the Specialist Colleges, thanking them for their "readiness to help" 140 and to the Head Teachers of all school practice schools for their kindness and co-operation during the College's stay in Borth. 141

The residents of Borth gave the members of Chelsea College of Physical Education a "leave taking party" on Tuesday, 29th June, 1943. During the evening Dr. Tom Jones presented the College with a framed inscription. 142

In replying Miss Fountain read the inscription on the tablet, to be *formally presented at a later date, to the people* of Borth. 143 The Senior student thanked the villagers for making the College's stay in Borth so pleasant. 144

A short paragraph was inserted in the local paper.

(4) (i) BORTH

Thanks - In saying goodbye on their departure for Denton Road, Eastbourne, Miss Fountain, the staff and students of Chelsea College of Physical Education sincerely thank the people of Borth, Aberystwyth, and neighbourhood for all the kindness which has been shown them during their nine years'

139 loc. cit. 27 p. 48. See Appendix 109 for Order of Service.

140 See Appendix 110 for text of letter.

141 See Appendix 111 for text of letter.

142 See p. 222.

143 To be placed on the west wall of Pantyfedwen.
See also pp. 185-186.

144 After Auld Lang Syne, both the Welsh and English National Anthems were sung. C.C.P.E. Magazine XXX December 1943, p. 9.

stay. ¹⁴⁵

"Farewells were said in the village and as the various groups left the railway station was thronged with well-wishers to wave good-bye. Waving continued till trains were out of sight and was taken up by friends at the back windows of houses as far as Ynyslas, while the engine whistled the traditional "send off" which honours special travellers from Borth." ¹⁴⁶

The ties with Borth had not been totally severed and, as promised when the College left in the summer of 1948, Miss Fountain returned on Wednesday 19th July, 1950 to present The Tablet. ¹⁴⁷

The Tablet was accepted by Sir Ifan ab Owen Edwards. ¹⁴⁸

(4) (ii) EASTBOURNE

The amenities of the College buildings at Eastbourne were fully appreciated particularly by 2nd and 3rd year students.

"--- and thoroughly enjoyed the 'luxury' of our year at Eastbourne." ¹⁴⁹

The facilities of the town like the Winter Gardens and Devonshire Park Theatre where concerts and plays were given regularly, were appreciated and much frequented. Visits to Brighton, particularly for performances of ballet were enjoyed

¹⁴⁵ The Welsh Gazette, Thursday July 8th, 1948.

¹⁴⁶ loc. cit. ²⁷ p. 43.

¹⁴⁷ See p. 185.

¹⁴⁸ Carbrian News, July 2ndth, 1950. "Sir Ifan --- said his first duty was to accept the custody of the tablet, which should remain there for ever. He traced briefly the history of Pantyfedwen and its many occupiers and asserted that none had left a greater mark on Borth than had Chelsea College."

¹⁴⁹ SMITH 1949.

and at Devonshire Park, Eastbourne students had opportunities to see tennis exhibition matches and tournaments.

The Towner Art Gallery had regular exhibitions and loaned pictures to the College from the permanent collection.

The Downs and surrounding countryside were thoroughly explored.

Student impressions vary enormously as illustrated in the following two examples from the same year of students.

"I was disappointed with the poor social side to college. There was very little going on outside lectures and I would have enjoyed more Clubs. We were all very much split into our small hostel groups and even smaller groups in the bigger hostels and we did very little in groups with common interests." 150

and "I look back on friendships formed. Personal attention of staff due to a small intake. One mattered as a person. The Principal knew you and pretty well too. We worked hard; were expected to work steadily - no last minute cramming. It was an exacting time of maturing." 151

(5) STUDENTS' MEETINGS/UNION and SOCIETIES

The Constitution of the Students' Meetings provided for formal discussion of matters affecting the whole College. 152

The students, with staff guidance and help, organised various societies to meet current demands. For example:

Regular weekly meetings were held by the Students

150 EDBROOKE 1954.

151 SOPPITT 1954.

152 See Appendix 112 for copy of Constitution of Students' Meetings 1938.

Christian Movement and representatives attended national functions.

After the establishment of the Dorette Wilkie Scholarship Fund the students held regular demonstrations of Folk Song and Dance to raise money for it.

The Dramatic Society held regular play and poetry readings and gave annual public productions.

The Camping Society organised weekend camps and at least one annual standing camp for many years.

At Borth the Camping Society flourished. Members of the Society had visited the Polytechnic during the Easter of 1940 and brought the Camping Society's equipment to Borth. Local Police gave the College permission to camp and two camps were established approximately six miles from the village; one at Clarach by the sea and the second at Pontgoch, inland. ¹⁵³

"After the first summer the inland camp was abandoned owing to the virulence of the midges." ¹⁵⁴

The Society organised many rambles and the collection of rose hips for syrup for babies. ¹⁵⁵

"The natural surroundings of Borth are very beautiful, including coast, marsh and mountain land, with a great and interesting variety of plant and bird life. Almost everyone acquired a bicycle and the countryside was well explored both by cyclists and walkers." ¹⁵⁶

The College projector was fitted up at the County School,

¹⁵³ C.C.P.E. Magazine XXII September 1940, pp. 7-8.

¹⁵⁴ loc. cit. ²⁷ p. 36.

¹⁵⁵ loc. cit. ²⁵ p. 11.

¹⁵⁶ loc. cit. ²⁷ p. 36.

Aberystwyth and the students were able to have Film evenings.

The first group of films included four from the series "Fitness Wins" including "Four and Twenty Fit Girls" made by students from Chelsea and "Eighteen Girls and a Horse" made by students from Dartford. ¹⁵⁷

Later in 1940-41, when an adaptation (DC to AC) had been made for the power supply the projector was moved to the Grand Hotel, Borth. Film evenings were more frequent but many films had to be seen on more than one occasion because of war-time restrictions.

The Chelsea College of Physical Education Amateur Dramatic Society put on annual public performances; included in their repertoire were, "Quality Street", "Ladies in Waiting" and "I have 5 daughters".

"The Lent term play became a feature of Borth life and as soon as College returned for a new Session in September enquiries began as to the name of the play and when tickets would be on sale!" ¹⁵⁸

The College pantomime also became a salient focus of village life at Borth. ¹⁵⁹

During the nine year evacuation period much money was

¹⁵⁷ loc. cit. ¹⁵³ pp. 11-12.

¹⁵⁸ loc. cit. ²⁷ p. 35.

¹⁵⁹ Cambrian News and Welsh Farmers' Gazette, Friday July 2nd and 9th, 1948.

raised for war and local charities. ¹⁶⁰

The students played Cricket Matches against Borth Village teams and entered the Open Tennis Tournament.

The 7th North Chelsea Ranger Cadet Company assisted Miss J.B. Edwards with the 1st Borth Guide Company, and in 1943-44 a Sea Ranger Crew was formed. It was compulsory for all first year students to join the Cadet Ranger Company but voluntary for second and third year students. ¹⁶¹

The Musical Society held weekly meetings and enjoyed lectures and recitals from well known lecturers and soloists and groups including Dr. Percy Scholes, Mr. Allen and Students from Music House, University of Wales.

Debating was a feature of University life and "College was invited by the London and Aberystwyth Debating Society to debate on the motion: "The evacuation of slum children into higher social circles would prove beneficial to the community". Two Chelsea students successfully carried the motion opposed by a Member of London University and a Member of Aberystwyth University. Again in 1942 and in 1943 College accepted invitations to debate and on each occasion successfully carried their motion."

¹⁶⁰ loc. cit. ²⁷ p. 36.

The following charities were amongst those generously supported: Aberystwyth and Cardiganshire Local Hospital; Mrs. Churchill's Aid to Russia Fund; Borth Comfort's Fund for Men & Women in the Forces; Lord Mayor's Fund for Bombed Areas; Relief Fund for Swansea; Cardiganshire Spitfire Fund; British Red Cross - Borth Depot Central Hospital Supply Service; International Students Relief Fund; British Red Cross P.O.W. Fund; The Royal Infirmary, Aberystwyth; Distressed Areas and Red Cross Fund; Save the Children Fund; Save Europe Fund; Society for the Prevention of Tuberculosis; National Y.M.C.A. War Service Fund; Borth Welcome Home Fund.

¹⁶¹ loc. cit. ⁴ Part II p. 27.

The students readily accepted the challenge and proved that they were literate and able to successfully defend a proposition.

In September 1950, first year students were introduced to the College Societies in the following way; Camping Society - a walk over the downs to Jevington; Drama Society - two one-act plays; Musical Society - excerpts from the Mikado.

"In 1952-53 several new Societies were formed by the Students, a Film Society, Guide Club, ¹⁶² Athletic Club and an Art Society". ¹⁶³

Jack Crump (Sec. B.A.A.B.) spoke to members of the Athletics Club on "Women's Athletics".

Annual reports of the Societies' activities appear in the College Magazines.

The Constitution of the Students Union was completely revised in 1951-52. Aims -

"(a) The initiation, co-ordination and encouragement of such College activities as are not primarily the concern of the College Authorities.

(b) The formation and expression of student opinion concerning all student organised activity in College.

(c) The representation of student opinion when necessary, to the College Authorities."

"The committees of Clubs and Societies shall be appointed separately by the Clubs and Societies, and shall in all cases be sub-committees of the Executive Committee. The Clubs and Societies shall be run by the Students."

¹⁶² Registered at H.Q. 4.3.53. C.C.P.E. Magazine XXXV
1953 p. 7.

¹⁶³ loc. cit. ²⁷ p. 60.

Attendance at the General Meeting became voluntary. ¹⁶⁴

Under the new constitution members of staff were no longer eligible to be Presidents of the various Student Societies.

The first student presidents were:

Dramatic Society	-	Bridget Winter
Musical Society	-	B. Richards
Camping Society	-	Jean Hall
Film Society	-	June Maynard ¹⁶⁵

Games

The Games Club was responsible for the administration and organisation of College matches. ¹⁶⁶

Detailed reports for each game are given in the College magazines.

A high standard of play was maintained throughout the era.

During the years in Borth, Hockey, Lacrosse, Netball and Tennis matches were played against University College of Wales, Aberystwyth, University College of London (women students at Aberystwyth, St. Marys College, Cheltenham (evacuated to Llandrindod Wells), and several schools.

After two years at Eastbourne the College fielded:

8	XI's	(Hockey)
3	XII's	(Lacrosse)
6	VII's	(Netball)
2	XI's	(Cricket)
4	VI's	(Tennis)
2	IX's	(Rounders)

and a Swimming Team.

¹⁶⁴ C.C.P.E. Magazine XXXIV 1952, p. 8.

¹⁶⁵ ibid. pp. 4-7.

¹⁶⁶ See Appendix 113 for Constitution and Rules of the Games Club 1938.

Match fixtures grew quickly in number and importance at Eastbourne; College was able to participate in the Sussex Inter Club Hockey Tournament and the Southern Ladies Lacrosse Tournament at Motspur Park as well as attending International matches.

"It was a proud day for College when Diane Coates, a second year student, was selected to go to Helsinki with the Olympic Team to represent Great Britain as Javelin thrower. She had qualified by winning the Southern Counties and the W.A.A.A. National Championships, when her throw measured 148 ft. 9½ ins. which was only 10½ ins. short of the Olympic record. The journey to Helsinki was preceded by a visit to Buckingham Palace where the British Olympic Team were received by the Queen, Prince Philip and Princess Margaret." 167

d) The Old Students' Association

Through the Old Students' Association former Students were able to keep up with developments affecting the college. The Association periodically organised social and educational functions for its members. 168

Old students were also encouraged to attend Chelsea for a term or longer (provided there was room) to study modern developments. Terms were by arrangement. 169

Vacational courses were held and news distributed through the Magazine published in collaboration with the present students.

167 1952. loc. cit. 27 p. 59.

168 loc. cit. 62 p. 5.

169 loc. cit. 80 p. 5.
Old Students from any recognised college also welcome.

On October 8th, 1938, over 300 past and present students celebrated the 40th birthday of the College; every year was represented. 170

"The afternoon programme began with a demonstration of gymnastics and dancing by present students. Speeches by Dr. Harlow, Miss Fountain and Miss Betty Holmes, Chairman of the O.S.A. followed." 171

Year I, under Miss Clark's direction gave a demonstration of Austrian Gymnastics; Year II under Miss Partridge's direction gave a demonstration of Swedish Gymnastics and Year III again under Miss Clark showed Dutch Dances. 172

While the college was evacuated, "Old Students' visits were always a great joy, many came and were surprised and amused to see College in such different surroundings and flourishing." 173

When travel arrangements had eased in 1948, "Glorious weather at Whitsun welcomed over 30 Old Students to a re-union. Cricket and tennis matches were played against Present Students, classes were watched, there was a vaulting session, a lot of bathing, tea parties and a deal of talk were all enjoyed." 174

As part of the war effort, Old Students had taken the lead in every branch of social and working life, in cities and villages, in England and in the Commonwealth and Colonies.

170 44th Annual Report, 1938-39 p. 14.

171 loc. cit. ²⁷ p. 30.

172 C.C.P.E. Magazine No. XXI September 1939, p. 43.

173 loc. cit. ²⁷ p. 37.

174 *ibid.* p. 47.

They had been, Red Cross Workers, Presidents of Women's Institutes, Church Councillors, Conservative Workers, Musicians, Archeologists, members of Drama Groups, Nurses, Physiotherapists, members of all branches of the Armed Forces, worked with disabled children, and been responsible for running farms and gardens. 175

Much of this work was also continued in peacetime.

"On January 29th, 1949 over 200 Old Students, Past and Present Members of Staff, and other guests, assembled in the Winter Gardens for luncheon to mark College Jubilee. Old Students came from near and far and it was particularly gratifying that there were several from the very early days and almost every year of the 50 years of College was represented."¹⁷⁶

"Apart from a One Day Course held at the Polytechnic soon after the cessation of hostilities, professional gatherings of the O.S.A. had been in abeyance since 1939. Old Students' gatherings at Eastbourne had been purely social and were held on the day when Past and Present met in a games contest. In November 1953 the first O.S.A. half-day Conference was held in College when Miss L.E. Turner (C.C.P.E. 1935) taught a class of Old Students, which was followed by discussion in which members of Staff gave valuable help. A similar half-day Conference has been held each year since, the afternoon being devoted to matches, with time for talk over tea. Old Students greatly value this link with College when problems may be discussed, friendships renewed and the latest additions to College buildings and furnishings admired." ¹⁷⁷

¹⁷⁵ loc. cit. ¹⁶² p. 22.

¹⁷⁶ loc. cit. ¹ report pp. 46-48. See Appendix 114 for Luncheon Order of Toasts and Speeches.

¹⁷⁷ loc. cit. ²⁷ p. 61.

On July 8th, 1950 the Old Students paid tribute to Miss Fountain. Mrs. Thomson, Chairman of the Association presented Miss Fountain with a cheque and a tray and thanked Miss Fountain for her support of the Association.

Miss Fountain commented that, "--- College had in the past and always would rely on her Old Students and what they stood for." 178

"The opinions of the Old Students seemed to weigh --- heavily with the college Staff" 179 and with Miss Fountain.

In 1958 the Editor of the magazine wrote, "Our Magazine Secretary feels we have become too big to be joined with the Present Students, who yearly increase in numbers and activities. Therefore news will be collected during the Autumn Term and published and sent out in January." 180

The Association continued to be well served by its Officers who contributed their talents generously. Names of Members holding positions of responsibility, in the Association, are given in the College Magazines.

e) ACHIEVEMENTS

The achievements of the College may be assessed through individual successes. As to be expected in a College of Physical Education many of these are in the sphere of sport at county, territorial, national and international levels.

In making a selection of representative achievements from 1929 - 1958 attention has been specifically paid to games

178 *ibid.* p. 56.

179 Personal correspondence from Miss Ruth Foster.

180 Editor - V.G. Steward (née Hill) 1931. C.C.P.E. Magazine XL 1958, p. 27.

records as well as to other outstanding contributions to
Physical Education. 181

The 'living institution' had survived its transition from
London to Eastbourne via Borth.

181 See Appendix 115 for details.

S E C T I O N I I

1929 - 1958

(iv) Curriculum Development

"A curriculum is a plan for learning; therefore what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum." ¹

"The aim of physical education is to obtain and maintain the best possible development and functioning of the body and thereby to aid the development of mental capacity and of character". ²

Between 1929 and 1958 there were major changes in the structure of courses at the College with a corresponding development of subject content.

A. AIMS AND OBJECTIVES

The following projections for the College, may also be interpreted as aims and objectives.

- " a) Improvement in the efficiency of the Diploma Course.
- b) Extension of the One Year Course for trained certificated teachers. (For such teachers with special training in P.Ed. there is a considerable demand)
- c) Establishment of a post-degree course in P.E. for graduates in other subjects. (There is likely to be a need for this type of trained teacher in secondary schools in addition to the specialist teacher)
- d) Extension of evening courses of training for Club Leaders and teachers of "keep-fit" classes." ³

¹ TABA, H. Curriculum Development. p. 11.

² British Medical Association, Report. April, 1936. p. 1.

³ Memorandum - M. Fountain (undated but with 1936 material). Implementation dependent on new buildings.

The College had also given students, "--- opportunity for research work ---" ⁴ and encouraged experience and appraisal of new methods in Physical Education.

"--- the principal and the head of the women's department (of Physical Education) --- have created an atmosphere in which both staff and students are encouraged to work seriously and earnestly towards the attainment of their respective aims and objects." ⁵

The aims of the Headmistress and staff were to gain University recognition for the Diploma Course; to mount new courses; and to continue to produce well trained teachers of Physical Education.

(1) LONDON DIPLOMA COURSE

The Principals and Staffs of Anstey, Bedford, Chelsea and Dartford met under the Chairmanship of Dr. Sidney Skinner, Principal of Chelsea Polytechnic, to prepare a Memorial to present to the University of London petitioning for the institution of a Diploma in the Theory and Practice of Physical Education. ⁶

The course at Chelsea was inspected and approved in 1931 and the first students to take the Diploma sat Part I in 1932 and Part II in 1933. ⁷

"The object of this Diploma is to testify that the holder

⁴ Prospectus 1935-36.

⁵ L.C.C. Report, 1929-30 p. 2.

⁶ WEBB, I.M. M.Ed. Thesis 1967, pp. 332-335. Memorial drawn up 1926; circulated for signing 1927; presented 1928; instituted 1930. Special advisory committee established 1929 to draw up syllabuses and regulations.

⁷ Nine successful candidates.

has successfully undergone a course of training for Physical Education, including the practice of teaching, together with scientific studies appropriate to such training." ⁸

The object remained constant and the syllabuses with only minor amendments were retained until the early 1950's when after the formation of the various University Institutes of Education, the Diploma was superceded. ⁹

The specific objectives of the course in the first two years were to provide students with factual knowledge and experience of all aspects of Physical Education and the allied Sciences.

"During the third year the knowledge gained in the first and second years is applied and the Art as well as the Science of teaching is considered." ¹⁰

(2) 1 Year Course

The aim of the course was to "provide training for teachers for central and modern schools" ¹¹ or "to provide teachers with increased knowledge of physical education for the re-organised senior and central schools". ¹²

(3) College Diploma Course

"The attached memo will be of interest to you. It opens up the vista of a biological training as a background of

⁸ University of London Regulations - No. 2.

⁹ 1952. Personal notes from Miss Fountain.

¹⁰ loc. cit. ⁴

¹¹ loc. cit. ⁵ p. 29.

¹² C.C.P.E. Magazine No. XIII July 1931, p. 4.
Miss K.M. Richardson had been appointed to the staff to be in charge of the course.

Physical Education. I wonder whether there is scope in the Polytechnic for a one year preparatory course in Physics, Chemistry, Mechanics and Biology as a desirable preliminary to the College Diploma Course?"¹³

This proposal underlined the importance of the scientific basis of the Physical Education course and the need for students to have studied the named subjects as a prerequisite to the three year course.

The aim to admit 'well' educated candidates, to the diploma courses, can be interpreted from the above proposal.

During the 1942-43 session there was some discussion about College Diploma Examinations in relation to the University of London Diploma Examinations. Automatic and exceptional exemption were discussed.

"College Diploma is a certificate to indicate that the College Authorities are satisfied that the student has reached an adequate standard and is qualified to teach" - "this should be the guiding principle rather than any over-meticulous insistence on compliance with regulations."¹⁴

'The guiding principle' could also be said to be an overall aim of the course.

Prior to the McNair report there was much discussion about "courses in the future", within the Polytechnic, as well as within Professional Associations.

Miss Fountain and Dr. Harlow discussed a four year course of dual subject training as a broader basis for the Course in Physical Education.

¹³ Memorandum - Dr. Harlow to Miss Fountain, 27.10.34.

¹⁴ Personal letter Dr. Harlow to Miss Fountain, 1st Feb. 1943.

The course was to be "an integrated whole and not treated as two distinct sections of training".¹⁵

Alternatives suggested included the possibility of combining the Diploma in Biology with that in P.Ed., or General Science, or Social Science, or Art, Music or Domestic subjects.¹⁶

A separate area discussed in relation to information for the McNair Committee was Physical Education and the Primary School Teacher. Miss Fountain envisaged another course and she stressed that "the work done in the Primary Schools by specially trained Certificated teachers needs to be supervised by fully (3 year) trained supervisors who have made a special study of Physical Education at the Primary Stage."¹⁷

(4) Certificate Course

The McNair Report of 1944 "recommended far reaching changes in our provision for the training of teachers and in particular, that the Colleges concerned with this work should be brought into closer association with one another and with the Universities."¹⁸

The Teachers' Certificate in which students followed, "an approved course of study" had as its main aims, at Chelsea, (1) The study of and practical experience in, all main branches of physical education,

¹⁵ Letter, Dr. Harlow to Miss Fountain 18th March, 1943.

¹⁶ See Appendix 116 for detail.

¹⁷ Letter from Dr. Harlow to Miss Fountain 20th December, 1943 re-stating point she had made in an earlier communication to Dr. Harlow.

¹⁸ Report of Inauguration Ceremony, University of London, Institute of Education, 19th December, 1949. p. 2.

- (2) The study of theoretical subjects necessary to an understanding and intelligent application of the practical work,
(3) The training of the teacher."¹⁹ & was established by 1951.²⁰

"Students pursuing three year courses of study at Colleges of Physical Education will be required to pass, in addition to the examinations in Theory and Practice of Education and a special field of study, an examination in the Theory and Practice of Physical Education --- Marks of Distinction and Merit may be awarded on the basis of the performance of candidates in (a) Theory (Anatomy and Physiology) and/or (b) Practice (Practical Physical Education)."²¹

"Another chapter has opened at a time of change. The material side of the College may be said to be relatively secure and free from anxiety. New ideas are, however, gaining ground, particularly ideas about the training of teachers. The new Area Organisation, in which the College will play its part as a constituent college of the London University Institute of Education, places upon it heavier responsibilities as a member of a team of colleges. The years may bring about a change of emphasis in certain aspects of the work, but it will be regrettable if the changes which must come reduce the opportunities for the College to continue its specialised work in Physical Education, and to make its contribution to research and the development of original work and ideas in a department

¹⁹ University of London, Institute of Education, Handbook 1955-56. p. 23.

²⁰ The reformed Institute of Education, University of London, set up by 1st September, 1949.

²¹ University of London, Institute of Education, Regulations and Syllabuses, Teacher's Certificate Examination, 1955-56. p. 13. Para. 24.

of education in which it has excelled and wishes still to play a distinguished part. The College can go forward with renewed confidence to further success." ²²

Debate on Physical Education as a subject for degree status continued. Professor Appleton gave the impression that efficiency in teaching Physical Education depended upon 'nimbleness'; that remedial exercises were only included because of the Conjoint Certificate of the Chartered Society of Physiotherapy; and that practical work was 'recreational'. ²³

In reply Miss Fountain commented, on the first point:- "Experience has shown that this is not so and one regrets any statement which implies it"; the second:- "--- the study of remedial exercises is and has always been an integral part of the main course"; and the third, "I think all the Colleges of Physical Education will feel that there is a danger in referring to the practical work as recreational. It is in one sense, sad but nevertheless inevitable, that Gymnastics, Games and Dancing cannot be considered recreational when they are part of a planned curriculum in a course leading to tests and examinations. They are then subjects of study and though one hopes, enjoyed and making the time-table varied, they cannot be considered as the students' recreation. This note applies to the succeeding references to their recreational aspect." ²⁴

The ultimate aim of a "degree in Physical Education" was not to be realised in the 1950's.

It is important, however, to note the early reference to

²² Report to Old Students, M. Fountain 1951.

²³ Professor Appleton, University of London, extensive Memorandum.

²⁴ Taken from personal notes, written by Miss Fountain.

Physical Education as a "subject of study" and to draw attention to the opinion so frequently held by those outside the profession, that there is no difference between 'Physical Education' and 'Physical Recreation'.

(5) SUPPLEMENTARY COURSE

"The outstanding feature of session 1956-57 was the inauguration of a Supplementary Course".²⁵ The Course enabled "--- students who had completed courses of teacher training, and intending teachers, to receive specialist training in Physical Education, to meet the needs of the schools".²⁶

(6) Recreative Clubs

Leaders Course

A course of Recreative Physical Training for Club Leaders and others interested in developing the physical activities in Social Organisations was held at the College, Autumn Term, 1935.²⁷ The course was arranged in connection with the Central Council of Recreative Physical Training; it included recreational gymnastics, (keep fit work) dancing, skipping, indoor games, elementary theory and teaching practice.

The course was repeated - 1936 and further courses based on "Folk Dances from Many Lands"²⁸ and "Scandinavian Dances" and the Board of Education Book "Recreation and Physical

²⁵ 1 year in length; 21 students enrolled for the first course; Supplementary course replaced the One Year Course 1930-39.

²⁶ C.C.P.E. Magazine "1998-1958", p. 66.

²⁷ Tuesday evenings 7.15 - 9.0 p.m.

²⁸ Published by Ling Physical Education Association 1936.

Fitness for Girls and Women" were developed. ²⁹

(7) Educational Visits

Students from all courses were always taken on Educational visits to places of interest "--- in order to understand the relationship of specialised subjects to education as a whole".³⁰

(8) Students' Aims

The aims of the students, although not specifically recorded, were to successfully complete their courses and so to qualify as teachers.

"I wanted to teach and had ability in P.E. so this seemed the best way." ³¹

"We considered our focus to be teaching and we had confidence and skill in this area." ³²

B. CONTENT

I COURSES (1) Diploma Courses

The content of the three year Chelsea Diploma and the University of London Diploma courses was closely related.

The subjects included, Psychology, Methods of Teaching, Anatomy, Anatomy of Deformities, Physiology, Chemistry, Hygiene, Mechanics, Theory of Movements, Theory of Medical Gymnastics, Theory of Class Teaching, Lecturing, First Aid and Home Nursing, Theory of Games, and Theory of Dancing. Gymnastics on Swedish Principles, Class Teaching, Massage and Medical Gymnastics, Dancing, Folk Dancing, Swimming, Life Saving, Games (Hockey,

²⁹ 1938. Information in copy of letter written by Miss Fountain.

³⁰ loc. cit. ⁴ p. 3.

³¹ KINGSTON 1939.

³² ibid.

Net Ball, Tennis, Lacrosse, Cricket, Rounders) Indoor Games, Playground Games, Guide Rangers and Class Singing. ³³ ³⁴

Teaching practice and work in girls clubs ³⁵ was always a very important feature of the course. From 1929-1939 teaching practice, in London, continued on similar lines to that organised in the previous ten years.

"The students have regular instruction and practice in teaching gymnastics, dancing and games and take entire charge of classes, their lessons being criticised by the Head Mistress and her Assistants". ³⁶

"A large proportion of the time must be spent in learning to teach a subject in which the use of apparatus brings in a strong element of danger, should everything not be handled with the greatest care. The work of the staff is greatly increased by the amount of supervision and criticism which has to be undertaken." ³⁷

Students ran the College Clinic, in London, on a regular basis for children with postural deformities. ³⁸

³³ Detailed syllabuses for theoretical subjects, Anatomy, Physiology, Hygiene, Principles and Processes of Education, and Theory of Gymnastics for University of London Diploma recorded in the Regulations. See Appendix 116. Detailed syllabuses for practical subjects were not detailed in the Regulations.

³⁴ See Appendix 117 for Hours devoted to the various sections of Training.

³⁵ Four evening classes per week, within the College, were also taken by 3rd year students in dance and gymnastics.

³⁶ loc. cit. ⁴ pp. 3-4.

³⁷ loc. cit. ⁵ p. 27.

³⁸ College clinic - under supervision of a registered medical practitioner and members of the College staff held Mondays, Wednesdays and Fridays, in term time, 12 - 12.45 p.m. Free treatment, for postural defects, faulty carriage, flat feet etc. given to school children recommended by School Medical Officer.

When the College was moved to Borth students teaching practice had to be in the local and surrounding village schools, at Ardwyn School and in University of Wales gymnasium, Aberystwyth and on the local beach.³⁹ This was rather limited and to augment teaching practice experience,

"Through the kind co-operation of the Head Masters and Head Mistresses of a number of Public High and Secondary Schools each Third Year Student had a fortnight's intensive teaching and coaching practice and observation in a Secondary School at the end of the Autumn or Lent Terms."⁴⁰

As well as the specific teaching practices clinics were set up in Aberystwyth and Borth. Voluntary dance classes for children were established and Keep Fit classes for the Borth Social Club and Women's Institute became a regular weekly feature of village life.⁴¹

"All students who entered for the Conjoint examination of the Chartered Society of Massage and Medical examinations finished the Lent term with a fortnight's experience in the Massage Department of a large hospital."⁴²

"To minimise expense in fares the school and hospital practice was arranged at the end of the term and as far as possible near or en route for students' homes. This arrangement was perpetuated throughout the evacuation years."⁴³

³⁹ For games.

⁴⁰ loc. cit.²⁶ p. 35.

⁴¹ In total over 90 classes, per week, were taken by the third year students.

⁴² loc. cit.²⁶ p. 35.

⁴³ *ibid.*

In anticipation of the College opening in Eastbourne, in September 1948, Miss Cater, who was in charge of Students' teaching, had spent some time in the town making preliminary contacts with schools. "As soon as the new session in schools started the organisation of teaching practice was completed." ⁴⁴

At first students continued with experience on one day a week. Local classes came to the college or students visited the schools.

In the summer of 1952, Third Year Students spent two days observing routine school work in various Grammar and Independent Schools in Sussex.

"In the Lent Term of 1953, Third Year Students spent three weeks in "Block" Teaching Practice in Grammar and Independent Schools." This arrangement became permanent and many students travelled far afield. The weekly teaching practice in local schools was also continued. ⁴⁵

In Borth, as far as possible the full syllabus in Anatomy was taught.

"Dr. Watkins again lectured to Year II Students and gave great help in the dissection and preparation of a monkey to help the students in their anatomical studies. The monkey was a gift to the College from Professor C. McLaren West."

"The monkey proved of particular use to Year II though as time went on he became less popular as a resident in his tank in the Medical Gymnasium!" ⁴⁶

⁴⁴ *ibid.* p. 49.

⁴⁵ *ibid.* p. 60.
Residence away from College became necessary.

⁴⁶ *ibid.* p. 39.
Prof. McLaren West was Head of the Dept. of Anatomy, University College of South Wales and Monmouthshire, Cardiff.

Medical gymnastics still formed an important part of the training.

"--- although only a proportion of the students may take up work definitely on these lines, the training gives them a better knowledge and a greater interest in the structure and functioning of the body." ⁴⁷

1947 was the last year the Chartered Society of Physiotherapy examination was taken by third year students. The Chartered Society of Physiotherapy had extended the course from two to three years and the hours of work had correspondingly been increased.

"Since the recognition of the College as a Teachers Training College, much thought had been given to the curriculum to meet impending changes." ⁴⁸

The Anatomy, Physiology and Theory of Medical Gymnastics courses covered the structural, functional and applied aspects, respectively.

"Experiment with Austrian gymnastics for school children did not get very far until the war years when Miss Powell had the unique opportunity of supervising the whole of the gymnastic work taught by third year students at Ardwyn School, Aberystwyth. Six consecutive years of work in a grammar school convinced the Staff that the type of gymnastics that the girls had practised was on the right lines." ⁴⁹

⁴⁷ loc. cit. ⁵ p. 26. (e)

⁴⁸ loc. cit. ²⁶ p. 52.

⁴⁹ *ibid.* p. 26.

The influence of Miss Oldland, Dr. Streicher and Miss Ehner is reflected in this development. Chelsea 'returned' to teaching gymnastics on Austrian lines.

In dancing, the following forms: aesthetic, national, ball-room and English Folk were taught.⁵⁰ Each form had its own specific techniques. the history of dance was also studied.

The visit of Miss Annie Fligg to demonstrate the work of Rudolf von Laban, "aroused furore of discussion".⁵¹ "The demonstration was extremely interesting but only served to give us a very transitory idea of the work ---"⁵² The demonstration also led to a debate in College.

The motion "That the Methods and Movements demonstrated by Miss Fligg are without value" - Proposed by Misses Dunn and Oldham and opposed by Misses Clarke and Phillips - was defeated by 31 votes to 14.⁵³

The 'transitory idea' was pursued and staff and students attended conferences and courses.⁵⁴

"Work began at Borth, and a routine was quickly established, although the time-table had to be readjusted each day in order that games could be played on the beach at low-tide".⁵⁵

In spite of the different environment the Games syllabus included field, playground and indoor games as before.

"We marked out our games pitches with cricket stumps on

⁵⁰ loc. cit.⁵ p. 26. (g)

⁵¹ C.C.P.E. Magazine No. XIII July 1930 p. 10.

⁵² *ibid.* p. 18. See also Appendix 118 for detail.

⁵³ *ibid.* p. 10. Miss Fountain had taken the chair and summarised the views of the speakers.

⁵⁴ For example - Ling P.E.A. Conference 21st - 23rd April, 1941 at St. Margaret's School Bushey on Modern or Central European Dance - practical sessions taken by Joan Goodrich and Diana Jordan. See Appendix 119 for content of paper written after the Conference.

⁵⁵ loc. cit.²⁶ p. 33.

the sand; old oil drums filled with stones ensured that the goal posts stayed erect".⁵⁶

(2) 1 Year Course

The content of the One Year Course was as follows, gymnastics⁵⁷ and folk dance with Year I students, hockey, netball, organised games and some theory of games, with college and other subjects, namely: Theory of movements, class teaching were taken as a separate group.⁵⁸

(3) Certificate Course

By the autumn of 1951 the first group of students to be completely trained at Eastbourne were in the third year of the course. 1951-52 also saw the last examination for the London Diploma and the College Diploma courses.

"The examination for the Institute of Education Teacher's Certificate replacing both Diplomas".⁵⁹ The new entrants that session were therefore the first students to take the Certificate course.

"The Institute of Education regulations require that each student shall take a 'Special Field of Study' in addition to the specialist course".⁶⁰

Students were offered Advanced Physiology, or Music and Movement, or English and Drama, as the Special Field of Study

⁵⁶ WHITTEN 1945.

⁵⁷ See Appendix 120 for examples of gymnastic tables.

⁵⁸ loc. cit. ¹² p. 4.

⁵⁹ loc. cit. ²⁶ p. 53.

⁶⁰ ibid.

"for her own personal development".⁶¹ Later Biology and Art and Crafts were added to the options available.

II EXTRA-CURRICULA ACTIVITIES

(1) External lectures

Following Domina's policy Chelsea students continued to have opportunities to attend lectures by eminent speakers.⁶² Some lectures had direct relevance to the students professional work; other lectures had a broader cultural significance.

This practice was upheld during the war⁶³ in spite of difficulties of travelling, and in Eastbourne opportunity was taken to invite members of the local community to the College. A representative selection of lectures has been used to illustrate the liberal nature of the extra curricula programme.

An important guest on the 17th November, 1930 was Lady Baden Powell, Chief Girl Guide, who inspected the College Cadet Rangers Company and spoke to the members.⁶⁴

In 1932 the Old Students Association had invited Fraulein Maria Ebner, from Vienna to teach gymnastics at their Holiday

⁶¹ C.C.P.E. Magazine No. XXXIII November 1951, p. 1.
Subjects allied to Physical Education. Theoretical content detailed in University of London, Institute of Education, Regulations and Syllabuses for the Teacher's Certificate. (See for example 1955-56).

⁶² Lecturers specifically invited to the College; lectures within other schools in the Polytechnic; opportunity to extend personal education.

⁶³ "It would have been easy to drift along in the safety of Borth but Miss Fountain was imbued with Domina's traditions and ideals, (a broad outlook on education) and no opportunity was lost in giving the students the very best that was possible in those war years" (loc. cit. 26 p. 40).

⁶⁴ The Guide and Rangers companies had flourished, within the College, for many years. At one time - it was compulsory for first year students to join the Chelsea Company; membership in IInd and IIIrd year - voluntary.

Course. The course was so successful that Miss Ebner was invited to return Easter 1934. On this occasion she also lectured to the present students and introduced them to the Dr. Streicher's form of "natural" gymnastics. ⁶⁵

The other "outside" lecturers brought to the college during 1933-34 concentrated on different aspects of dance and posture. Miss Chameir took a practical session on Revived Greek Dance, and Margaret Morris one on the Margaret Morris Movement. Mr. Matthias Alexander lectured on the "Alexander Method" of retraining posture. ⁶⁶

"In April 1935, Miss Karpeles of the English Folk Dance Society talked to College about the forthcoming International Folk Dance Festival". ⁶⁷

Miss Colson spoke to students, in 1935, about the work of the newly formed Central Council for Recreative Physical Training and gave a demonstration 'Keep Fit' lesson. ⁶⁸

Throughout the time the College was in Borth Dr. Harlow, Principal of the Polytechnic, was a regular visitor. He brought news of the activities in the Polytechnic and of conditions of living in London. Dr. Harlow always made time to talk to the students and took a keen interest in all College activities. He was appreciative that the "high standard" of

⁶⁵ Fraulein Ebner had been a student at Vienna University and became gymnastic mistress in the largest High School in Vienna.

⁶⁶ C.C.P.E. 39th Annual Report 1933-34, p. 19.

⁶⁷ loc. cit. ²⁶ p. 27.
See Appendix 121 for detail.

⁶⁸ Phyllis Colson was Organising Secretary of the CCRPT - formed 1935. The following October representatives of Staff, I, II, III and O.Y.C. students attended a conference arranged by the CCRPT.

training established in London was being maintained with limited facilities in Borth. "His frequent assurance that College was making a valuable contribution to post-war educational reconstruction was heartening. In his turn Dr. Harlow with his keen sense of humour had many a laugh over the 'make-do' stories he heard and we felt that a breath of sea air, a few nights free from air raids and fire watching and the farmhouse fare that a Welsh village produced were good for one doing exacting and responsible work in wartime London".⁶⁹

Mr. Kennedy's annual visits to Borth, to examine the students for the English Country Dance Award and to lecture to the College, were looked forward to with anticipation. The evening of his visit was always spent in the Village Hall when 'everyone' joined in the Country Dance Party.⁷⁰

During 1940-41 Diana Jordan spent a week at the College taking 2nd and 3rd year students for Central European Dance. The third year students also visited Newtown Secondary School to watch Miss Lisa Ullmann take two demonstration lessons of this form of dance.⁷¹

During the war Gordonstoun School, Elgin was evacuated to Llandinan, Wales and Mr. Kurt Hahn, the Head Master often visited College and spoke to students about the County Badge Scheme in education.⁷²

⁶⁹ loc. cit.²⁶ p. 37. See Appendix 122 for list of visitors 1939-40.

⁷⁰ *ibid.* p. 35.

Mr. Kennedy in the RAF during the war. Villagers, staff and students joined in the party. Mr. Kennedy was very popular with the villagers as were his wife, who played the 'squeeze-box', and Miss Wilson who played the piano.

⁷¹ *ibid.* p. 33.

⁷² *ibid.* The students visited his school, at Llandinan, and were conducted over the buildings by the boys who also answered questions and explained the curriculum.

During the 1941-42 and 1942-43 sessions Miss Lisa Ullmann visited the college to take courses in Modern Dance with II and III year students. Miss Ebner took students annually for a concentrated practical and theoretical course in athletics. ⁷³

These concentrated courses were a "feature" of the time spent in Borth and were recognised as being a profitable way in which to study comparatively new areas of work.

Visitors included members of the Inspectorate, of various branches of the Physical Education profession, and of the arts world. ⁷⁴

During 1942-43 there was a special lecture from L. Rendell, Hon. Director and Co-Founder of the Caldecott Community. ⁷⁵

Dr. McAllister Brew, Educational Adviser to the National Association of Girls Clubs was a very popular speaker who frequently visited College. She spoke, in a fascinating and knowledgeable way about the work of the Association and adolescent problems and was always prepared to answer the innumerable questions raised by the students about the girls in the clubs they attended. ⁷⁶

In 1944 and again in 1946 and 1948, Miss Kirschner came to Borth for a week to lecture and take practical classes followed

⁷³ C.C.P.E. Magazine No. XXIV September 1942. p. 2.

⁷⁴ Detailed lists in C.C.P.E. Magazines in Library.

⁷⁵ The Home was evacuated from Maidstone to Wareham, Dorset during the war. Children were sent to it by the Home Office from disrupted families. When the College was in London students often visited the Community on Sunday afternoons. (C.C.P.E. Magazine, No. XXV September 1943, p. 11).

⁷⁶ The work of the leaders of the Clubs was also of interest to Physical Education students many of whom gave voluntary service in local youth clubs. (loc. cit. ²⁶ p. 40).

by discussion on "Physical Awareness and Body Control". ⁷⁷

When a Health Exhibition was held in the Town Hall, Aberystwyth, on November 12th 1944, Miss Brackenbury and Miss Dellow also visited the College. ⁷⁸

Sylvia Bodmer spent a week in College taking a Modern Dance Course, with the students. "The body training was based upon natural actions ---" ⁷⁹ and every session was intense and lively. ⁸⁰

Mr. Reginald Roper, visited the College for the first time in 1946-47 and illustrated his lecture, "Observation of Physique" with apparatus of his own invention. ⁸¹

During 1947-48 Major Thulin gave an illustrated lecture entitled, "The use of Rhythm in Both Functional Bodily Movements and Gymnastic Exercises". He was a lively and impulsive speaker. ⁸²

⁷⁷ loc. cit. ²⁶ p. 40.

The use of these terms in the 1940's heralded the more acceptable terminology of the 1960's and 1970's when 'body awareness', 'body parts' and 'self concept', for example, formed part of the 'everyday' (verbal) language of movement.

⁷⁸ Held by kind permission of the Mayor and Corporation. Miss F. Brackenbury, B.A. (C.C.P.E. 1902-04) and Miss Dellow, members of staff Avery Hill Training College. See Appendix 123 for details.

⁷⁹ C.C.P.E. Magazine No. XXVII September 1945, p. 12.

⁸⁰ Other visitors/lecturers during 1944-5 included: Mr. Naisbitt, NUT - 'Post War Education'; Miss Allann, AAM - 'The Association'; Mr. Aston, Chairman, Denbighshire Education Committee; Miss Spafford, Ling PEA - 'The work of the Assoc.'

⁸¹ loc. cit. ²⁶ p. 45.

⁸² C.C.P.E. Magazine XXX December 1948, p. 1. President of the International Federation of Ling's Gymnastics and Principal of the Gymnastic Institute, Lund. Major J.G. Thulin toured G.B. during 1947-48. Other visitors included: Miss P. Whateley - "Save the Children Fund"; Mr. S.H. Wood, C.B., M.C. (Ministry of Education) - "Education"; Dr. E.E. Watkins - "Eugenics" and "Evolution".

To many of the war weary visitors Borth provided a haven of peacefulness away from air raids.

"Our Examiners and Assessors and visiting lecturers who stayed in the village were always impressed by the creature comforts they received. Whenever possible Miss Fountain arranged that visitors should see something of the beautiful countryside, the Llyffnant Valley, Machynlleth, and the 'long way round' from Aberystwyth being drives that were frequently included in the day's work." ⁸³

Staff and students by contrast may have found the isolation tedious and inhibiting.

When the college moved to Eastbourne many new opportunities presented themselves to the students and 'External Lectures' became a regular feature of the College Calendar. ⁸⁴

Mr. and Mrs. Kennedy continued their annual visits and Men from the Eastbourne Emergency Training College were invited to join in the evening Folk Dance Party. ⁸⁵

The wide range of topics covered in the first few years at Eastbourne reflected some of the changes occurring in curricula in general in the training of teachers. Domina had insisted that vocational training by itself was insufficient and that the personal education of the student was very important. This philosophy was continued throughout the second era of the College.

(2) Visitors

Developments in education in general led to many official

⁸³ loc. cit. ²⁶ p. 37.

⁸⁴ See Appendix 124 for details.

⁸⁵ 1943-50.

visiting parties being welcomed to the College.

Members of the British Medical Association visited Chelsea, 3rd December 1935 to see the work of a College of Physical Education for Women.⁸⁶ Miss Fountain was anxious that the visitors should have "the opportunity of seeing the students teaching children and that they should see good representative classes".⁸⁷ Great appreciation was expressed by the members of the committee.⁸⁸

In February, 1936 Mr. Geoffrey Shakespeare, M.P., Parliamentary Secretary, Board of Education, had visited the College to learn about the training for Women in Physical Training. He saw students at work in the laboratory, playing games in the playground, doing dance and gymnastics and he watched II and III year students taking children for gymnastics, dance and remedial work.⁸⁹

On Wednesday 9th February, 1938 the National Advisory Council under the Chairmanship of Lord Aberdare visited the College. The third year students were seen teaching games lessons in the playground, gymnastics in the Hall and treating patients by massage and medical gymnastics in the Medical and

⁸⁶ B.M.A. appointed a Physical Education Committee - terms of reference: "To consider a report upon the necessity for the cultivation of the physical development of the civilian population and the method to be pursued for this object". Memorandum and Report.

⁸⁷ The committee established a Training of Teachers sub-committee, at the request of the Minister of Health, to investigate 'Modern Physical Education including Teacher Training'. See Appendix 125 for details of memorandum - N. Davies.

⁸⁸ Party consisted of eminent medical men and representatives of the Army, Navy, Air Force, The Board of Education and other organisations.

⁸⁹ C.C.P.E. Magazine No. XIX September 1937, p. 2.

Lower Gymnasia. Second year students demonstrated practical physiology in the laboratory. All students (I - III plus one year course) demonstrated gymnastics and dance. ⁹⁰

In the Autumn Term of 1943, Miss E.C. Oakden, HMI and Miss E.M. Perry, HMI, visited the college as members of the Physical Education sub-committee of the McNair Committee. "They met Staff, Third Year Students and Second Year Students in special groups and spoke of the proposals under discussion by the McNair Committee." ⁹¹

(3) Educational Visits

Educational visits have always formed an important part of the training of Physical Education students. These were continued in London, Borth and Eastbourne and used to expand the students' professional and cultural experiences.

The range of visits illustrates the above two points and again selection has been made to portray the width of the programme organised to fulfil this section of the course. ⁹²

Gradually it becomes clear that "all brawn and no brain" and "playing games all day" was a myth and can never truly be said to have been the sum total of training of Women Physical Educationists.

Third year students, in particular, had a special programme of visits to observe different forms of Physical Education, Health Education and Welfare programmes. Students attended

⁹⁰ C.C.P.E. Magazine No. XX September 1938, p. 3.

⁹¹ The Committee was formed to report to the Board of Education on the future training of teachers and Youth Leaders. The work of the specialist colleges was of particular interest as the training at this time was outside the 'recognised' system.

⁹² See Appendix 126 for 1935-36. Educational Visits.

the Demonstration of Recreative Gymnastics by British and Swedish teams, at the Albert Hall, 26th March, 1933. ⁹³

At Borth professional events of National and International standing were almost non-existent. The students, however, made journeys to Cardiff and Birmingham and attended local events.

In 1940 the first of a series of Special Fire Fighting demonstrations was arranged for the students through the kindness of Major Stimson, Chief Organiser of A.R.P. for Cardiganshire, ⁹⁴ and III year students took the A.R.P. Wardens' qualifying test in 1942-43. ⁹⁵

In 1940-41 visits were first paid by IIIrd year students to the National Library of Wales. ⁹⁶

"Staff and Students were invited by the Joint Debating Society of ^{University College of Wales} U_AC_AW_A and University College of London to hear Mr. Jan Masaryk speak when he visited Aberystwyth as a guest of this Society. They were also invited to the lecture given by Miss Vera Brittain "The Shape of the Future", during the University College of London Foundation celebrations; and to a lecture given by Professor Joad on "What is at Stake". ⁹⁷

⁹³ National concern for physical fitness in 1930's. Programme organised by Ling P.E.A., CCRPT, National Swedish Gymnastics Association, the National Fitness Council and the Anglo Swedish Society. Displays of work given by men from Birmingham Athletic Institute, Men's and Women's Swedish teams and London Recreational classes.

⁹⁴ loc. cit. ²⁶ p. 33.

⁹⁵ Annual report. 1942-43.

⁹⁶ The Library was normally for the exclusive use of members of the University but an exception was made for the students at Chelsea. Students visited the department for renovation of old books and manuscripts where an octogenarian craftsman of amazing skill worked.

⁹⁷ loc. cit. ²⁶ p. 33.

Special educational visits lasting three days were arranged for leaving students, while they were in Borth, to Birmingham to see Nursery, Primary and Senior Schools, Clinics, recreational centres and a number of modern buildings. ⁹⁸

As soon as possible after the war international exchanges were arranged and "In April 1947 the Students Union Royal Gymnastic Central Institute, Stockholm invited thirty men and thirty women from Physical Education Courses in Great Britain to visit Stockholm for two weeks. The Senior Student and Deputy Senior Student and an Ex-Service Student (from Chelsea) accepted this invitation and had a most interesting and worthwhile visit seeing gymnastics and sport in schools, colleges, and in Industry and Recreational clubs." ⁹⁹

Teams of gymnasts, from Scandinavia, visited Great Britain and in October, 1947 Madame Carlquist brought the "Sophiaflicker" girls to demonstrate gymnastics. ¹⁰⁰ Members of staff and third year students travelled to Birmingham and "much enjoyed the work of this celebrated team of gymnasts". ¹⁰¹

The Birmingham trip was repeated in 1948 when Madame Carlquist's team of girls "Sophiaflicker", Stockholm and the Arbortarnus Men's team, Örebro, trained by Erik Linden gave a demonstration of Swedish Gymnastics in the Central Hall.

"It was a unique experience for many of the students who

⁹⁸ loc. cit. ⁹⁵
See Appendix 127 for details.

⁹⁹ loc. cit. ²⁶ p. 45.

¹⁰⁰ The Ling P.E. Association organised two performances, one in Birmingham and one in London.

¹⁰¹ The programme also included National and Character dancing by students of Anstey CPE and an exhibition game of Basket-ball by members of the British Basket-Ball team.

had seen little of gymnastics outside their own college owing to wartime restrictions during their school and college careers." ¹⁰²

One of the first "outside" events in Eastbourne to be attended by the students was held on 18th and 19th November, 1950 at Eastbourne High School when 4 students represented the College at a Youth Conference.

Immediately post war the N.U.S. became very active and Senior Students attended a Conference at Dartford on 25th November, 1950. Delegates were addressed by A.H. Gem, Staff Inspector for the L.C.C., on "Physical Education in school and post school" and Mr. L.U. Wall, B.A., on "Child delinquency as the schoolmaster sees it". The delegates were also shown a film "Children on Trial" and listened to a representative of the University of London, Institute of Education, Students Association (ULIESA) talking about the work of the Association.¹⁰³ Exchange visits with Avery Hill students were held between 22nd and 26th January, 1951. ¹⁰⁴

Educational visits in 1952-53 included the International Dance Festival at the Albert Hall in October, the Ballet Rambert at Brighton in November, and Alicia Markova and Michael Soames at the Winter Gardens, Eastbourne in June. ¹⁰⁵

The IFWHA festival is held, in peacetime, once every 4

¹⁰² loc. cit. ²⁶ pp. 47-48.

¹⁰³ loc. cit. ⁶¹ p. 8.

¹⁰⁴ 2 year Training College 'seen in action'. Also visited special schools, nurseries, play centres, London School of Dramatic Art, Institute of Industrial Psychology, British Museum, Houses of Parliament, Westminster Abbey and Cathedral, Victoria and Albert Museum and the National Art Gallery.

¹⁰⁵ C.C.P.E. Magazine XXXV 1953, pp. 2-4.

years and "On November 3rd, 1953 the whole College spent the day at Folkestone where the Women's International Hockey Tournament was taking place. The day chosen was one on which there was a grand parade of the teams taking part, bearing the standards of their countries. Eight matches were played on four pitches on this particular day." ¹⁰⁶

The visit afforded the students an opportunity to see Hockey of the highest standard in the world.

(4) College Activities

College activities included camping experience for all students.

From June 27th - July 9th, 1931 the whole College camped at Minnis Bay, near Birchington, Kent.

Miss Fountain, Miss Clark, Miss Richards and 10 students formed the advance party. Miss Fountain and Miss Clark supervised the layout of the camp and the pitching of tents and the students filled all the palliasses and put the provisions in place. ¹⁰⁷ Miss Grafton was Quartermaster.

The main party left college on Monday 30th June, at

¹⁰⁶ loc. cit. ²⁶ pp. 60-61.

¹⁰⁷ loc. cit. ¹² pp. 17-18.

Sea

Year III

Staff Year II

Year I

Road

Mess Tent Food Stores
Recreation Tent

2.45 p.m. in 3 charabancs supervised by Miss Partridge.

"Staff and Students learnt together the art of camping, the chief instructors being members of the College Camping Society and the students who had camped as Guides during their school life".¹⁰⁸

The camp was such a success that the experience was repeated during the last two weeks of the summer term in 1934 and 1939 to "Provide experience of an organised camp and inter-dependent community life and to give opportunity for practical professional work under unusual conditions".¹⁰⁹

"Miss Cater had taken part in two of the three College camps held before the war and was convinced that some knowledge of camping should be included in the curriculum. So a camp was arranged, at short notice in 1953 from July 2nd to 10th."¹¹⁰

College was divided into two groups of 1st, 2nd and 3rd year students. For four days a group went to Camp while those remaining in College covered all the teaching in schools and had extra games and swimming practice and educational visits".¹¹¹

College spent July 1st - 8th, 1955 in Camp at Blacklands

¹⁰⁸ loc. cit.²⁶ p. 25.
See Appendix 128 for details.

¹⁰⁹ loc. cit.⁶⁶ p. 19.
See Appendix 129 for further details.

¹¹⁰ Equipment and a site at Firle Park were kindly lent by Ascham School; additional equipment was lent by Eastbourne and Girl Guides.

¹¹¹ Two groups changed over.

"A feature of the camp programme was that small groups of students planned and carried out an expedition, each group reporting its findings at the end of the day. A great variety of interests were explored. Despite rather wet weather the Camp was enjoyed and was a time of new experiences for many." loc. cit.²⁶ p. 60.

Farm, the Guide County Camp Site near East Grinstead.

"--- more luxurious than former camps, it was most attractive and conveniently situated." ¹¹²

The groups were made up of students from all hostels which gave a much appreciated opportunity for making friends with other students not previously encountered. Six Log books may be found in the College Library which record all the camp activities and excursions.

As at past camps, there was a visitors' day when parents, friends and Old Students enjoyed camp hospitality. ¹¹³

(5) Demonstrations and Classes

These continued to feature very prominently in the College Calendar. The College was always "open" to visitors and many special demonstrations were organised for specific associations.

The College was very pleased and honoured to be able to put on an "Open Afternoon" as part of the Centenary Celebrations of British Association in 1931-32. ¹¹⁴

"The middle 1930's were years when there was a gradual awakening to the importance of improving the physique of the nation and the part that physical education could play in this

¹¹² The organisation consisted of six small camps varying from eighteen to thirty-three in number and led by Third years.

¹¹³ loc. cit. ²⁶ p. 64.

¹¹⁴ Programme included:
2.30 - 3.15
Practical Physiology IInd year students
Anatomy IInd year students
Treatment of Patients - General IIIrd year students
Treatment of Postural Deformities IIIrd year students
Gymnastic class for children taught by IIIrd year students
3.15 - 4.20 Demonstrations in the Hall.
Gymnastics II year students
Games III year students
Gymnastics III year students
Dance and Folk Dance II and III year students.

respect. The status of the Women's Colleges of Physical Education was much enhanced as professional advice was sought from the colleges on many occasions." ¹¹⁵

In 1937 two National Advisory Councils were appointed, one for England and Wales and one for Scotland, and grants were allocated for Physical Training and Recreation. "In response to the demand for more leaders of Recreational Physical Training, a course for Club Leaders was organised by College in conjunction with the Central Council for Recreative Physical Training. This course consisted of thirty weekly sessions of two hours each and was taken by Miss K.M. Richardson." ¹¹⁶

It is of interest to record, however, the continuance of the practice established in Domina's day of "weekly" courses at Chelsea. ¹¹⁷

In July 1937 students from Chelsea College, together with students from Anstey, Bedford and Dartford ¹¹⁸ took part in the "Festival of Youth" held in Wembley Stadium in celebration of Coronation Year and Old Students acted as Stewards.

"Representatives of forty organisations marched past the Royal Box which was occupied by King George VI and Queen Elizabeth". ¹¹⁹

The ten displays, which demonstrated various aspects of educational and recreational physical training, were appreciated

¹¹⁵ loc. cit. ²⁶ p. 28.

¹¹⁶ *ibid.*

Similar courses either weekly or 3 monthly were organised by the other specialist Colleges outside London.

¹¹⁷ See Appendix 130 for programme 1936-37.

¹¹⁸ Anstey - 40; Bedford - 120; Chelsea - 95; Dartford - 100

¹¹⁹ loc. cit. ²⁶ p. 29.

by the spectators.

The 350 students from the specialist colleges demonstrated free standing exercises in unison and divided into college groups for apparatus work.

The "table" was very representative of the work in all the specialist colleges pre-World War II with its accent on Swedish Gymnastic principles. 120

"In February 1938 an open afternoon was arranged for members of the National Fitness Council, and Area Committees, and the Central Council of Recreative Physical Training. Students were seen at work in the laboratory, at games in the playground, teaching children, and themselves taking part in gymnastics and dancing." 121

Following the National Fitness Council visit, Colonel Wand Tetley of the Army School of Physical Training, Aldershot, asked for his officers and instructors to be allowed to see the work of the College.

A Physical Fitness Display of Medicine Ball work and National Dances was given by College Students, in the Chelsea Town Hall, on 17th November, 1938. 122

The evening was organised by the Fitness Committee, Chelsea Borough Council and opened by the Mayor. 123

The College co-operated in the National Fitness Campaign

120 See Appendix 131 for table.

121 loc. cit. 26 p. 29.

"We were honoured by the presence of Lord Aberdare, Chairman of the National Fitness Council, and of Viscount Hampden, Chairman of the Central Council of Recreative Physical Training, and Viscountess of Hampden, as well as members of both Councils and Area Committees."

122 Other contributors to the programme included Boy Scouts, Girl Guides and Members of Evening Institutes.

123 C.C.P.E. Magazine No. XXI September 1939, p. 14.

and demonstrated all types of Physical Education during the winter of 1938-39 to various audiences.

As a further part of the National Fitness Campaign a series of films was made at the Gaumont British Studios, Shepherd's Bush in March, 1939. Chelsea II and III year Students contributed to "Fitness Wins" under the producer Miss Mary Field. ¹²⁴

As well as the benefits of participating in the making of the film the students also used the opportunity to critically appraise their personal performances.

"--- the analysis of the movement by the camera, teaches one more than a whole volume written on ball work". ¹²⁵

In July 1939 in Stockholm gymnasts from all over the world celebrated the Centenary of Ling's death at the "Lingiad". Five selected Chelsea Third Year Students were members of the Ling Association demonstration team. ¹²⁶

The Chelsea tradition of giving public demonstrations of dance and gymnastics was continued throughout the College's stay in Borth.

The first demonstration was given soon after the College had opened in Borth on 22nd November, 1939. Second year students showed gymnastics and third year students demonstrated English, Scottish, Czechoslovakian and Aesthetic Dances. ¹²⁷

¹²⁴ Miss Richardson taught the gymnastic exercises; Miss Clark and Miss Douglas were responsible for the skipping section; and Miss Legg took the students for games and ball work.

¹²⁵ loc. cit. ¹²³ p. 16.

¹²⁶ S.M. Brown, E. Dye, P. Morphy, J. Robinson and E. Steel. The other members of the team (25 in total) came equally from Anstey, Bedford, Dartford and Dunfermline. E. Steel attended Congress Dinner.

¹²⁷ C.C.P.E. Magazine No. XXII September 1940, p. 12.

In February 1940 and 1941, the students showed dance at the University of Wales during inter collegiate week and Keep Fit at Aberystwyth for Leaders of the Welsh League of Youth. ¹²⁸

Throughout the College's stay at Borth Miss Powell directed two weekly classes of Keep Fit for the Borth Social Club and Women's Institute. ¹²⁹ "These classes brought College into close contact with the people of Borth and with teachers and children evacuated from Liverpool and billeted in Borth and Aberystwyth". ¹³⁰

Students also started recreative work with the WR~~AF~~^{AF} at Aberystwyth 1943-44. ¹³¹ (Women's Royal Air Force)

In February 1941 children from the voluntary dancing classes and normal school classes gave a demonstration of dance and gymnastics for their parents. ¹³² The Sea Scouts, taught by Miss Partridge also showed Physical Training, Games and Dancing. ¹³³

A similar programme was arranged in 1942 when Miss Rogers, HMI and Mr. D. Williams, Assistant Director of Education for Cardiganshire, visited the College. ¹³⁴

On Wednesday 18th November, 1942 students performed the following programme for local residents at the Public Hall,

¹²⁸ *ibid.* p. 2.

¹²⁹ *ibid.*

¹³⁰ *loc. cit.* ²⁶ p. 33.

¹³¹ C.C.P.E. Magazine No. XXVI September 1944, p. 2.

¹³² Annual Report 1940-41.

¹³³ *loc. cit.* ²⁶ p. 41.

¹³⁴ *ibid.*

Borth.

Year II	Gym	20 minutes
Year III	Heavy Ball Work	5 "
Year I	Games	10 "
Years II and III	Dance	40 "

Greek, Italian, Lithuanian, Russian,

"Modern" Dance, English Country Dances.

Second Year Students assisted with newly formed Youth Clubs in Llandre and Aberystwyth in 1942-43.

On 1st March, 1944 there was no College Demonstration but the village children gave a demonstration of gymnastics vaulting, skipping and dancing. The children had been taught by the students and Miss Partridge had again taken the Sea Scouts.

"The aesthetic dancing was delightful to watch and from the tiniest tot to the eldest boy and girl all the children showed such a spirit of spontaneous enjoyment and, in the free and imaginative work, obviously forgot themselves and the onlookers in their joy of movement."

As part of the War Effort, during summer vacations all students worked in Nursery or Primary Schools or in Hospitals, Factories or on the Land.

V.E. Day was celebrated on May 7th, 1945 with an impromptu party and two days holiday. Towards the end of the month the College assisted with a Victory Tea Party for about 200 local children. "Tea was followed by Sports on the beach organised by Miss Powell and Miss Kahn with Year II as helpers. The fact that rain drove the competitors and onlookers into the hall in no way dampened spirits on this happy occasion." 135

135 *ibid.* p. 42.

Twenty third-year students under the direction of Miss Kempster, gave a thirty minute demonstration of dance and gymnastics on Thursday, 7th June, 1945 at Brangwyn Hall, The Guildhall, Swansea, for The Welsh Association of Physical Education. ¹³⁶ "The programme included representative classes from all parts of Wales, rural and urban and included all ages from infants to Normal Training College Students (Men) and our own College of Physical Education (Women)". ¹³⁷

In November, 1945 Students gave a demonstration of practical work at Machynlleth at the request of the district branch of the Welsh Association of Physical Education.

"During the Easter holidays 1947 the Ling Physical Education Association arranged a Conference on, "Gymnastics for the School Child". Each College of Physical Education was asked to contribute a session. A team of Form V girls from Ardwyn School, trained throughout their school life by Chelsea Students under Miss Powell's supervision, demonstrated the type of work advocated by the College. The demonstration was much appreciated and discussion of great interest followed."¹³⁸

At Eastbourne the practice of "Open Days" was perpetuated and students continued to put on demonstrations of work for "official visitors" and to travel to give specially requested displays of work.

Miss Fountain invited members of the Education Committee to visit the College during the afternoon of 4th July, 1950 to watch the staff and students at work. ¹³⁹

¹³⁶ Newspaper cutting.

¹³⁷ loc. cit. ²⁶ p. 42.

¹³⁸ ibid. p. 45.

¹³⁹ Education Committee 27th June, 1950. Min. 6. p. 28.

The College held an Open Day for Governors, members of the Local Education Committee and the teachers from school practice schools in December, 1952. The Second Year students put on a demonstration of Country Dancing at the Winter Gardens Theatre in February, 1953 for St. Mary's Patronal Festival. ¹⁴⁰

"During February, 1956 a group of 14 volunteer Third Year Students demonstrated Movement, including Vaulting and Dance, at a series of Demonstrations organised by the Central Council of Physical Recreation. These demonstrations were held at Worthing, Crawley, Brighton and Reigate. The programme on each occasion was designed to show various activities which might appeal to Youth of both sexes, such items as Skipping, Morris, Scottish and National Dance and the more specialised Medau Work. Chelsea had been asked to show good movement. Mrs. James taught the class and gave a commentary as the students worked. Their Dance was to percussion accompaniment demonstrating one solution of the pianist problem for this type of dance." ¹⁴¹

C. METHODOLOGY

"A research worker must seek the truth".

To feel confident and sure one is working on the right principles practical experience must be supported by scientific investigation.

Chelsea had always taken a leading part in the development of courses in Physical Education and in Methods of teaching Physical Education.

As Miss Fountain remarked, "In spite of the limitations

¹⁴⁰ loc. cit. ¹⁰⁵ pp. 2-4.

¹⁴¹ loc. cit. ²⁶ p. 65.

under which it has worked, the College has fostered research work into new methods of teaching, having from time to time invited pioneer workers from the Continent to demonstrate new methods which have been incorporated when considered suitable and desirable in the training scheme untrammelled by examination requirements imposed from without." ¹⁴²

Presentation of material, which may be classed as Methodology, was seen to vary with the individual lecturer and the system of Physical Education being taught.

The main method in use in the thirties and forties had a Scientific foundation - the giving and learning of facts - and an artistic application - the selection of material with appropriate adaptation to environment - for each lesson.

Anatomy and physiology were both studied in a theoretical and in a practical context. From 1928-29 to 1936-37 students attended King's College in the Strand for dissections; from 1937-38 they went to the London School of Medicine for Women in Hunter Street. ¹⁴³

"During the war it was not possible to arrange demonstrations for Dissected parts for all Second Year Students. In the Easter vacation of 1945 two courses were held, one at the Medical School, Birmingham, and one at the London School of Medicine for Women, so each Second Year Student had the advantage of a course." ¹⁴⁴

In 1929-30 the L.C.C. Inspectors had been very critical of

¹⁴² Memorandum - Post war requirements for C.C.P.E.
12th October, 1943. p. 4.

¹⁴³ Annual Report 1939-40. p. 3.

¹⁴⁴ loc. cit. ²⁶ p. 42.

the anatomy and physiology courses. They appreciated time-tabling difficulties and "work of practical nature" but suggested increased co-operation with members of staff in the science department. ¹⁴⁵

The main PE courses were praised. "The training courses are admirably arranged and carried out and the comprehensive nature of the subject of physical education has been generously interpreted". ¹⁴⁶

The Inspectors recommended: "The teaching of the sciences which are part of the course in the College of Physical Education should be under the general supervision of the heads of the other departments of the Polytechnic". ¹⁴⁷

Speech Training was specifically given in the first term when, "Special attention is paid to the training of the voice for speaking".

In order to learn actual commands, students taught each other and extended this method to include the teaching of simple movements. Later students "teach advanced gymnastics and dance" to each other before practising in the school context.

"During part of the Course each student has to deliver weekly lectures, so as to be fully prepared to take her place in any educational establishment." Students then teach children and put into practice the knowledge and methods experienced in the college sessions. ¹⁴⁸

¹⁴⁵ See Appendix 132 for detail.

¹⁴⁶ op. cit. p. 5 (vii).

¹⁴⁷ ibid. p. 5 C(IV).

¹⁴⁸ C.C.P.E. Prospectus 1935-36. p. 4.

D. EVALUATION

Evaluation in this era (1929 - 1958) may be assessed by successes in the College Diploma, University of London Diploma, One Year Course, Teachers Certificate, other Associations' examinations, and reports that followed official inspections. Evaluation may also be considered through examining the progressive development of the work, in the College from internal to recognised external validation.

Equally the translation of the College and the subsequent expansion of student numbers may be viewed as an indication of achievement of aims.

Between 1929 and 1958 over 700 students had gained the College Diploma, (approximately) 500 students the University of London Diploma, 76 had completed the One Year Course, 39 the Supplementary Course and (approximately) 200 the Teacher's Certificate.

Many of these awards had been gained with Distinction. The College Magazines contain an annual analysis.

More detailed consideration of the London Diploma shows that the College was inspected in February 1931 by Professor Winifred Cullis and Miss A. Ash, former HMI, P.T. Board of Education for University of London.

At the Meeting of the Senate, 17th June, 1931 the following resolution was passed, "That the Course of Instruction and training at the Chelsea College of Physical Education be approved under Regulation 3 of the Regulations for the Diploma in the Theory and Practice of Physical Education".¹⁴⁹

¹⁴⁹ loc. cit.¹² p. 2.

Regulation 3: "The course of study for the Diploma extends over at least three years, and shall be taken at a Physical Training College or other Institution at which a course of instruction and training has been approved by the University for this purpose". (See also Appendix 214)

Miss Fountain recorded: "We are proud to be the first College to receive this recognition." ¹⁵⁰

In July 1932, 13 candidates took part I of the Diploma in Anatomy and Physiology. ¹⁵¹

In July 1933, 9 Chelsea students successfully gained the Diploma, 3 were referred in one subject and 1 in two subjects. The students had taken examinations in Hygiene, Principles and Processes of Education and Theory of Gymnastics.

They had also been assessed in practical work and teaching.

During the war, "The examining bodies for the Diploma in the Theory and Practice of P.E. of the University of London, and the Conjoint Examination of the Chartered Society of Massage and Medical Gymnastics allowed the written examinations to take place in Borth. One of the regulations of these examinations was that candidates must take gas masks into the examination room. This ruling caused much merriment and some searching as gas masks were not carried in Borth." ¹⁵²

"The examiners for the oral examination Part I of the University Diploma, and the Assessors for Part II came to Borth, a concession for which College was extremely grateful. For the practical examinations of the C.S.M.M.G. students went to the Agnes Hunt and Robert Jones Orthopaedic Hospital, Oswestry which involved the minimum of travel." ¹⁵³

"This Session (1946-47) Students in training were able to enter for the Conjoint Examination of the Chartered Society of

¹⁵⁰ Annual Report 1930-31. p. 16.

¹⁵¹ C.C.P.E. Magazine No. XIV 1932. p. 2.

¹⁵² loc. cit. ²⁶ p. 34.

¹⁵³ ibid.

Physiotherapy for the last time." ¹⁵⁴

In Swimming:

Year I prepared for ASA Teachers Certificate Elementary.

Year II prepared for RLSS bronze and silver medallions.

Year III prepared for A.S.A. Teachers Certificate Advanced award.

During the war the examinations were continued at Borth but in Cardiganshire Bay.

"War weary soldiers (survivors from Dunkirk) were taken to rest camps in various places and a group sunning themselves on the promenade at Aberystwyth were entertained by the sight of Chelsea Students taking their Royal Life Saving Examinations in the sea.

With Miss Partridge conducting the examination from a boat and Major Stimson as Examiner, students rescued, surface dived for the brick, toiled through the waves doing "lengths" around stationary boats cheered on by the soldiers on the shore. One weak candidate who might easily have given up the struggle emerged triumphant saying that without the British Army urging her on she would never have achieved her bronze medallion!" ¹⁵⁵

Other Associations' examinations included:

A.E.N.A. Umpires Test Part I - 15 student successes 1954-55.

A.E.W.H.A. 'B' Umpires Test.

Teaching practice was graded by Supervisors on a numerical scale. ¹⁵⁶

¹⁵⁴ *ibid.* p. 47.

The Society's new regulation made it impossible for the Physical Training College students to take both trainings concurrently but an arrangement has been made by which the work done in the Colleges is recognised as contributory should a student wish to enter for the Conjoint Examination later on.

The students were granted, on payment of a fee, Associate membership of the C.S.P.

¹⁵⁵ *ibid.* p. 37.

¹⁵⁶ See Appendix 133 for example.

In the Teacher's Certificate certain procedures differed from those used in the Diploma Course. Assessment gradually replaced the stricter form of examination.

If a student was marked in one day this became a teaching examination; if a student's average mark for the practice was compared with the mark for the day of assessment then a composite grade could be given if there was any difference.

INSPECTIONS

In 1929-30 there were two major Inspections. In November a full inspection of the Polytechnic by the L.C.C.¹⁵⁷ and in February an inspection by representatives of the University of London of the Diploma in Theory and Practice of Physical Education course.

At the end of the Summer Term 1945, Mrs. Mee (Training Colleges) Miss E.M. Perry (Senior Woman P.Ed.) and Miss E.R. Clarke, H.M. PE. made a preliminary visit to the college in response to a request for recognition as a Teachers' Training College.¹⁵⁸

An official visit to see the work of the College was made by representatives of the Institute of Education, University of London, on 7th February, 1949. The party included a representative of the University Professor Jeffrey, Professor Moncrieff, Dr. P.V. McKie, Miss D.M.E. Dymes, and Miss D.R. Oldham, and Professor Killick, Miss H.E. Squire, Miss M. Chamberlain, and Dr. A. McPhee as Inspectors, University of London, Extension Council, Diploma in Theory and Practice of Physical Education.¹⁵⁹

¹⁵⁷ Report referred to throughout this section.

¹⁵⁸ Annual Report 1944-45.

¹⁵⁹ C.C.P.E. Magazine No. XXXI December 1949. p. 2.

S E C T I O N I I I

- (i) Principal 1958 - 1973 *
Miss Audrey J. Bamba

* In office until 31st August, 1976

"... a character in her own right." ¹

Miss Audrey J. Bambra was appointed as Principal of Chelsea College of Physical Education, 1st September, 1958. She was the first non-Chelsea trained person to become Head of the Institution after the inception of the College. Miss Bambra was educated at Talbot Heath School and then at Anstey College of Physical Education, 1935-38.

At Talbot Heath Miss Bambra came under the influence of an outstanding Headmistress, Miss C.F. Stocks, M.A. Many of Miss Bambra's educational convictions stem from this time; for example she appreciated the importance of the relationship of education and examination results as a personal guide; that teaching pupils to learn and the process of being educated are more important than the actual information acquired which may be soon out moded; and that inventiveness and originality are more important than the ready acceptance of convention. ²

At Anstey, "Right from the start Miss Bambra was an exceptional student - she came with a reputation as a dancer, and this was maintained; but it was strength of character which made her stand out from the crowd. Her games ability was lamentable! So she was denied this status symbol which is always important to students especially in their first year but her teaching ability took its place and it was no surprise to me when she was elected set representative." ³

¹ Personal correspondence - Miss C.M. Webster Former principal Anstey College of Physical Education.

² Personal comments from Miss Bambra.

³ Personal correspondence - Mrs. G. Davies (née Fordham Anstey 1934-37).

On May 21st, 1938 Miss Bambra took part in the Greek Dance Association Evening at the Scala Theatre, London.

"The students of Anstey Physical Training College, Birmingham showed most accurately and precisely exercises for producing and developing strength, health and mental alertness, and finished with a most impressive massed Jardin Pyrrhic Dance entirely arranged by the performers themselves, showing that this important side of their training (dance arrangement) is not neglected." ⁴

In the Dancing Demonstration given at the end of the Summer Term, 1938, Miss Bambra participated in the Highland Reel, The Portuguese Fisher Girls Dance and a Dionysian Fantasy. In her third year Miss Bambra became Head Student; she established a good relationship with the Principal, Miss Marion Squire, and carried out her duties as 'leader of the student body' efficiently and effectively. Her physical strength and determination contributed to her individual style of leadership.

Miss Bambra was an able student who developed her talents to maximum level. Her examination results were outstanding. ⁵ Not only this but she was also a gifted teacher finding scope and outlet for her creative ideas more in the teaching of dance than in the teaching of games.

Miss Bambra views the following as the major lessons of her College education: commitment to and preparation for professional life; satisfaction with her chosen subject of study achieved through gradually extended challenge; and attainment and appreciation of sense of quality of movement imbued by Miss Squire who had not, at that time, heard of Laban

⁴ Anstey P.T.C. Magazine No. 40 1938 p. 11.

⁵ See Appendix 134.

but who was a 'natural'.⁶

Miss Bambra first taught at the Merchant Taylors' Girls School, Crosby from 1938-1940. She was a very able 'gymnastic mistress' and an agreeable colleague. A high standard of Physical Education, despite all the vicissitudes of war-time, was maintained in the school.⁷

Ambition, as expressed by contemporaries, urged Miss Bambra to move to begin her ascent to one of the highest positions in the Physical Education profession. Miss Bambra herself said, "My conviction is that I have never been ambitious but that I very early decided that opportunities were for taking. When I was offered a post with the Central Council for Recreative Physical Training I took it with some trepidation; there was certainly no idea of a race to the summit but just a sense that challenge should be accepted."

During 1940-41, Miss Bambra worked with the Central Council for Recreative Physical Training in Nottingham. Routine work included administration and organisation of courses, the promotion of recreative activities in the area, dealing with day to day enquiries and the training of coaches for various sports.

Later Miss Bambra made a significant contribution to the Training of Leaders for the Keep Fit Association. She has often chaired major conferences, for the Association, particularly those concerned with the significance of Laban's work in recreative movement. Miss Bambra has also acted as consultant to the Keep Fit Association on matters of importance; she has extended the work of the Association at

⁶ loc. cit. 2

⁷ See Appendix 135.

Chelsea through one day courses for the students during their training. Her interest, in this area of work, stemmed from the excitement she experienced, as a student, when taking Keep Fit classes in Birmingham for members who voluntarily choose to attend.

In September 1941, Miss Bambra joined the staff of the City of Leeds Training College and remained there until September 1945 when she moved to the Municipal Training College, Hull, for one year. For Miss Bambra the real significance of her time at Leeds was the influence of sharing a hostel with a gifted member of the Education staff. The Education department was at that time led by Dorothy Gardner. Miss Bambra quickly realised that the child and not the teacher was central to the education process. This, in turn, contributed to an appraisal of the place and contribution of Physical Education to the total education of the child and further to a useful habit of assessing the value of movement from first principles.

Ruth Foster was the influential H.M.I. who supported the modern dance courses taken by Lisa Ullmann at York. The educational importance of this form of creative dance became increasingly evident, to Miss Bambra.

In each post her work was outstanding and this was recognised by her own College when at the Anstey re-union week 1945, Miss Bambra opened a discussion on, "The value of our Training in our present job". "... after summarising the requirements of this type of post (City of Leeds Training College) she said that she had found the training (at Anstey) a sound fundamental basis on which to build and develop for herself." ⁸

⁸ A.P.T.C. News Bulletin 1944-45, Dec. 1945 p. 22.

Miss Bambra was subsequently invited to join the staff of Anstey College, by Miss Squire, in September 1946.

During the three years Miss Bambra stayed at the College she lectured in Basic Movement and Health Education and supervised clinic and school practice; she was also very all round in her interests. ⁹

Miss Bambra introduced Modern Dance through Basic Movement sessions to the college in "her own unique and individual way." The students responded well although this type of work was new to them and many would have been self conscious in less able hands. ¹⁰ Her work in Health Education was also on quite new lines and her lively approach and ability to see the subject as something much larger than Hygiene was forward thinking. ¹¹ Miss Bambra commented, "Health Education was greatly influenced by my conversion, at Leeds, to activity methods and my conviction that students should lead children to the understanding of, rather than to the memorizing of, facts. I had also come to realise that students too needed to investigate a topic and consider its relevance in the education of children. Equally in Basic Movement, rather than acquire 'dead' information, students needed to understand the subject through practical experience. Movement is a facet of human capacity to be nurtured just as carefully as intellect and emotions." ¹² Miss Bambra continued to attend modern dance holiday courses, to engage in discussions regarding the future of dance and the

⁹ Served on the Library Committee. Resident in a College House - Shenstone.

¹⁰ loc. cit. 1

¹¹ ibid.

¹² loc. cit. 2

application of principles of movement in all aspects of the curriculum. Miss Bamba's pioneer work in movement based on gymnastics was at St. Paul's School, Coleshill, where she took 3 classes on Friday afternoons for some 5 to 6 years. She gave demonstrations of this form of gymnastics to members of the Physical Education Association, at annual conferences, and to groups of teachers all over the country. Miss Bamba maintained the habit of teaching in a school until about 5 years after her appointment to Chelsea. She has commented "(I am) basically a teacher."

Miss Bamba got on well with both staff and students, at Anstey, despite her modern and more informal approach to teaching. She was vital and enthusiastic and was understanding except with the apathetic student whom she rightfully thought had chosen the wrong profession. ¹³

At the end of the Summer Term 1949 Miss Bamba left Anstey to join the staff of Coventry Training College where she remained until 1953. Coventry had been founded as an emergency college but under Miss L.D. Browne it was established in September, 1948 as a permanent college. There was no 'wing' course for Physical Education students, while Miss Bamba was a member of staff, and experience for mounting of the Supplementary 1 year course was gained through taking a special 3 month course in the summer of 1958.

At Coventry, Miss Bamba was in charge of dance and had opportunities to develop her contribution to Modern Educational Dance. She came to believe in integrated Studies, Music, Movement and Drama, and particularly in the study of the relationship between the Arts. This invaluable experience was

¹³ loc. cit. 1

to be influential in her thinking in later years in the development of curricula at Chelsea. ¹⁴

The combined movement/music and movement/drama course greatly enriched the students curriculum; Miss Bambra enjoyed assisting with the annual productions which were open to public spectators. ¹⁵

Intellectually able, Miss Bambra delighted in 'sparring' with members of other departments and always completed The Times Crossword during morning break in the Senior Common Room. ¹⁶ 'Sparring' was helpful in ensuring that the relationship of Physical Education to other subjects was considered and it was a method which proved useful in learning the need to make the case for the study of movement within the college. It also assisted Miss Bambra in further clarifying thoughts that led to the conviction that Physical Education was an integral part of the process of education.

Again, for Miss Bambra, the influence of colleagues was marked and important in the overall development of her personal philosophy. In particular Miss J.D. Browne, with her ability to delegate through clear sighted confidence in her colleagues, her encouragement to them to innovate, her enthusiasm for Physical Education and her belief in its future, played a major role in this process. The members of the Physical Education Department co-operated with one another and had a deep professional concern for the work of the College. The generosity of staffing, the consensus in decision making and

¹⁴ loc. cit. 2

¹⁵ Personal interview with Miss Margaret Caudwell, (Anstey 1934-37).

¹⁶ Colleagues commented on her tenacity in daily completing the Times Crossword in the S.C.R. as well as frank discussion over curriculum and College matters.

the uncomplicated administration also contributed to the powerful influences of Coventry at this stage of Miss Bambra's career.

It was 1st September, 1958 when Miss Bambra took up her appointment as Principal of Chelsea. She was immediately aware of the 'atmosphere' of the College and said, "I can feel the spirit of the place in the skirting boards." There was loyalty, goodwill and kindness in abundance but a lack of critical analysis and variety in modes of thinking. "Miss Rogers' very personal and intuitive approach had prepared the way for Audrey Bambra who discerned the needs of the College in a quite different way." ¹⁷

Miss Bambra was quick to change the attitude of "self satisfaction", "smugness" and "family dependence". She "... inspired search for sound principles on which to base the teaching of movement"; ¹⁸ "her approach was analytical and intellectual and she encouraged her staff to be likewise." ¹⁹

Miss Bambra has a dominant personality and her tireless energy and enthusiasm quickly permeated the whole College.

Her status as Principal was enhanced through a policy change by the Eastbourne Education Authority. The Instrument and Articles of Government of the College were accordingly amended.

The Director of the London Institute of Education had asked, December 1958, for reconsideration of the ex-officio membership of the Principal on the Governing Body of the College. "... the University attached fundamental importance

¹⁷ Personal correspondence from Miss Ruth Foster, Former Senior Staff Inspector, Physical Education.

¹⁸ C.C.P.E. O.S.A. Magazine No. 9 1968, pp. 12-13.

¹⁹ loc. cit. 17

to the rights and duties of the academic head of the institution of University standing ..."

and asked for

"... formal recognition to the high responsibilities attaching to the post of Principal ..." 20

This was granted and so Miss Bambra became the first Principal of Chelsea to hold an ex-officio position on the Governing Body of the College.

Under the Articles of Government, 4th May 1959 "... The Principal shall control the internal organisation, management and discipline of the College shall exercise supervision over the teaching, administrative and domestic staff and shall have the power of suspending students from attendance for any cause which she considers is adequate, but on suspending any student she shall forthwith report the case to the Governors." 21

Miss Bambra exercised her powers with discretion and from 1953 to 1973 the College, under her leadership, expanded and made a significant contribution to the Physical Education profession. Miss Bambra is a 'perfectionist' and demands this standard of herself and others; second best is not acceptable to her. 22

Members of staff, many of whom had been at Chelsea for sometime, must have questioned "the wind of change" that blew in at gale force on her appointment! As one who does not suffer fools or traditionalists gladly she was not prepared to sacrifice the work of the college in order to make life easy for the staff who wished to retain the established pattern of

20 Education Committee, 18th December, 1958, Min 5
Constitution of Governing Bodies of Training Colleges. p. 120.

21 Article 15 (b) p. 5.

22 loc. cit. 15

working.²³ Her method was pragmatic; she carefully analysed every situation; extrapolated the general principles and then developed plans for future progress. There was never a pre-conceived plan without prior detailed preparation and those plans always allowed flexibility for initiative and originality.

The "... readiness (for change) stems from the enthusiastic lead given by the Principal in developing the curriculum and in changing the pattern of courses to be in line with modern ideas on a balanced education for teachers in training."²⁴

Miss Bambra has very great skill in selecting outstanding people as members of staff;²⁵ she was anxious to obtain a wide variety of lecturers with a diversity of gifts even if as people they were unorthodox in type. Inevitably mistakes were made and some new appointments did not fit in easily with the existing staff; the 'new' selections were not always approved by colleagues.²⁶

During 1960 Miss Bambra was elected to the Academic Board of the Institute of Education, University of London.

Soon after her appointment, in 1958 Miss Bambra outlined the "Place of the Specialist College of Physical Education" in terms of its function. She saw Chelsea as providing opportunities for "the study of movement and physical activities in all their aspects and in relation to the education, and recreation, of children and young people." Priority, she said, would be given to the study of movement and the study of children (to degree level) and not to the acquisition of

²³ loc. cit. 1

²⁴ loc. cit. 13

²⁵ Personal correspondence Miss Alice Stephen, former Senior Staff Inspector, Physical Education.

²⁶ loc. cit. 1

personal skill (though this too would receive attention). ²⁷

Miss Bambra has given several outstanding lectures which reveal her foresight and ability. At the 1964 British Association of Organisers and Lecturers in Physical Education Congress, she spoke on "The Future of Physical Education" and the "most exciting opportunities" as well as the "almost overwhelming problems" facing the members of the profession. "It is a moment in which we must demonstrate convincingly that Physical Education is a subject which abundantly fulfills the aims of higher education." ²⁸ Miss Bambra saw "Movement Studies" as providing the fundamental content of the course and "Physical Education" as "a worthwhile vehicle through which to educate the school child." ²⁹ Movement provides "a means of educating ... (and) ... of assessing". "It offers ... the most basic opportunities in learning, mastery of the self through exploration and discovery. It lends itself to imaginative learning, to invention, to independence and to initiative ..." ³⁰

In considering "the role of the woman teacher of Physical Education" Miss Bambra distinguished twelve distinctive aspects within that role: organiser, performer, coach, leader, observer, assessor, recorder, educator, missionary, student, author and teacher. The Physical Educationist must be a responsible member of a team of staff and a "true educator." ³¹

That Miss Bambra had spent much time in thinking about

²⁷ 1959. Courses to be developed: supplementary, post-graduate, advanced training, refresher courses, overseas students course and research.

²⁸ op. cit. p. 1.

²⁹ ibid. See Appendix 136 for precis of paper.

³⁰ ibid. p. 11.

³¹ Undated paper. p. 11.

Physical Education is clearly evident in her paper "Why Physical Education?" She based this paper on Why include Physical Education in the school curriculum? Why not accept that Physical Education is complementary to other time-table subjects? Why Physical Education when emphasis has recently increased in social qualities? In summary, is Physical Education the name of a subject or "one aspect of the process of educating?" ³² Miss Bambra saw Physical Education both as a subject - or rather a series of subjects - and as an aspect of education.

"Our goal then is through bodily competence; no other subject has this objective." ³³

Miss Bambra's interest in gaining degree status for Physical Education is reflected in her address to members of the Universities Conference in 1964. Miss Bambra reminded delegates of the "sensitive" state of negotiations between Chelsea and the newly established University of Sussex. The situation was flexible but offered opportunities for Physical Education to be "... accepted as an appropriate high level study in a University which has already a reputation for lively and original thinking and for a non-traditional pattern of study." ³⁴ In her estimation the B.Ed. student would "emerge during the training" rather than be selected as "an elite at entry." ³⁵

In speaking to members of the Chartered Society of Physiotherapists Miss Bambra explained the main difference between gymnastic work prior to the late 1940's and today, the

³²Undated paper p. 1.

³³ibid. p. 4.

³⁴Paper - p. 1.

³⁵ibid. p. 2.

1960's, in the following way,

"Where once the teacher of gymnastics selected and imposed exercises according to a scientific plan, she now builds on the natural abilities and aptitude of the children, setting a challenge with which each may deal according to her capabilities." ³⁶ "Such teaching makes immense demands upon the teacher for very thorough knowledge of the nature of movement linked with carefully trained powers of observation ..."³⁷

"The method of presentation is through challenge, observation and discussion."³⁸

At another lecture given to members of the Movement and Dance Division of the Central Council for Physical Recreation Miss Bambra compared the training of specialist teachers of Physical Education with the training of leaders in recreational activities. Both needed to study the four inter-related components of Human Movement, Education, the practice of teaching and Liberal subjects. ³⁹

During the 1960's Miss Bambra had said, "Physical Education is happily not an examination subject." In 1970 she addressed the members of the Carnegie Old Students' Association and considered, "Examinations in Physical Education?" After appraising the problems of examining movement Miss Bambra left the topic as an open question. ⁴⁰ This illustrates, however, her capacity to change her thinking

³⁶ op. cit. p. 1.

³⁷ ibid.

³⁸ ibid. p. 2.

³⁹ See Appendix 138 for precis of paper.

⁴⁰ See Appendix 139 for precis of paper.

about a problem when she is convinced the first solution is no longer valid under changed circumstances.

"Why Physical Education in Education?" was the question posed by Miss Bamba in 1971. The thesis of her paper was based on the thinking/feeling/doing relationships as one important aspect of the educative process. The content of this paper displays individual thought that utilises topical approaches to curriculum development. ⁴¹

Throughout Miss Bamba's public lectures there is revealed a consistent standpoint in relation to Physical Education as part of the educative process.

In her section in "Readings in Physical Education" published in 1966 Miss Bamba demonstrated her ability to think beyond the present and through her explanation of the quality of Human Movement she made a positive contribution to the development of Physical Education. ⁴² That it took time for her prognosis to materialise substantiates the view and the fact that her thinking was ahead of that of her contemporaries.

Together with C. Muriel Webster Miss Bamba has written a book on "The Teaching of European Folk Dance". For Miss Bamba Human Movement is a study based on personal experience. For this reason she was approached and authorised by Batsford consultants to prepare a book which would grow from first hand teaching experience and would include a varied selection of dances learned directly from folk dancers of the country. Her wide interest in travel and comparative studies and her belief that students gain much from early opportunities to examine educational practice in the light of some experience of

⁴¹ See Appendix 140 for precis of paper.

⁴² See Appendix 141 for summary.

the policies and practice of other countries encouraged her to co-operate in the authorship of this illustrated text-book.

From the time of her appointment, as Principal of Chelsea, Miss Bambra has always stressed the need for the detailed study of movement as an integral part of the course for prospective teachers of Physical Education.

The progression in her thinking about Physical Education is clearly demonstrated in her leadership of the College and this aspect has become even more evident in the latest discussion about the future of the College. She has had not only a knowledgeable understanding of the past and present but a vision of the future development that is appropriate and possible for Chelsea. ⁴³

Miss Bambra has been a Governor of the London College of Dance and Drama ⁴⁴ for the past 25 years. "Typically", she said, "I was drawn into accepting this office by good fortune." During the 1950's Miss Bambra had visited the London College to get exact information about historical dance from Miss Anita Heyworth and Miss Madge Atkinson. Shortly after this visit, she was invited onto the Governing Body and the Advisory Board to represent the ATCDE; she is now Vice-Chairman and has been pleased to serve for so many years. She believes that dance within schools and colleges provides very important strands in the study of human movement.

For many years Miss Bambra attended and lectured at Courses and Conferences organised by the Physical Education Association of Great Britain. In particular, she regularly participated in the New Year Holiday Courses held at St. Paul's

⁴³ Post 1973 see reference in Conclusion pp. 471-472.

⁴⁴ Administered by I.S.T.D.

School, London. Miss Bambra has also served on the Executive Committee of this Association and its research sub-committee.

Miss Bambra has been a member of the Association of Principals of Women's Colleges of Physical Education since September 1958; she has been Chairman of the Association in the past and the Honorary Secretary 1970-76.

"As member, Chairman and Secretary, Audrey Bambra has served this Association ably and successfully. Adjectives which can be used to describe her are: thorough, determined, skilful and efficient. She has been a tower of strength, a source of authority and has guided us through troubled times, aware and alert to all developments, far-seeing and imaginative. She has acted as a spur to thought and has provided incentive for action. She has proved an excellent guardian of the Association and of Physical Education." 45

Internationally Miss Bambra has contributed to many conferences concerned with Physical Education. She is currently a member of the International Association of Physical Education and Sport for Girls and Women and serves on its Executive Committee. She has taken a leading role in its four yearly conferences. 46

July 1961 Miss Bambra lectured at the Canadian Summer School, University of Ontario.

During 1965 Miss Bambra was invited by the D.E.S. to be a member of the Ford Foundation six weeks tour of the United States of America. The experience was intensely stimulating

45 Min. 145 (1975-76) APWCPE. Tribute by Miss M. Jamieson, present Chairman.

46 In Tokyo (1969) she chaired an exhilarating discussion session with 200 plus delegates, mostly non-English speaking Japanese, when the simultaneous translation failed!

In Teheran (1973) Miss Bambra chaired a series of short sessions.

not only because of the opportunities that travel afforded to see different approaches to education but for the valuable discussion with other Principals and members of the party. During the tour she met many of the leading educators on college, university and school boards. The visit enabled Miss Bambra to gain a glimpse of the problems and some of the solutions which were being tried and have proved to be effective. She saw, at first hand, various curriculum development programmes and these later influenced curriculum planning at Chelsea.

From 1st - 15th March, 1966, through the auspices of the British Council as part of a scheme for cultural exchange, Miss Bambra visited various establishments concerned with Physical Education and Sport in Hungary including the College of Physical Education, the Research Institute for Sport and Physical Education, the Sport Hospital, the National Ballet Institute and the College for Primary Teachers in Budapest. Her programme was planned by M.T.S.H. (The Hungarian Department of Physical Education and Sport) at the request of the Cultural Relations Office. The Physical Education College training in Hungary was under the direct control of the M.T.S.H. "... because it is a specialist centre for higher education." Miss Bambra met at least twenty five senior officials including Principals, Heads of Departments and Inspectors. 47

As a result of her visits to the United States and Hungary Miss Bambra has appreciated the degree of independence awarded

47 CCPE Year Book 1968, pp. 31-36. Miss Bambra spent some time at the College of Physical Education in Budapest and with Dr. Hepp, Director of the Research Institute. and Minutes of the Governing Body 26 April, 1966 7. Miscellaneous Items. (detail in attached Principal's Report). Listed - Institutions visited; People met; Sight-seeing. (See Appendix 142 for detail).

to British teachers which is reflected and apparently justified in the quality of education in Britain. The visits also provided Miss Bambra with further material for her on going internal discussion regarding instruction, education and recreation. She was very interested in the Central Plan and the use made of the abilities of the most able students and teachers and the way in which instruction illustrated much of the value of more liberal education when in the hands of caring and devoted teachers. She was also impressed by the relationship of sports coaches and teachers; this is a view which she has always believed we should emulate.

Miss Bambra's visit to Russia, in many ways, corroborated her earlier opinions formed in Hungary. She has an admiration for the status of education in Eastern European Countries where the quality of the teacher appeared to offset educational practice. The individuality that we deliberately seek to foster is gained in Russia in an indirect way.

For Miss Bambra travel to European countries is enhanced when it is possible for her to link it with visits to educational establishments, or folk dance, or to teach at a course or speak at a conference. The different assumptions of the various cultures are often topics of concern and freely discussed.

During her travels Miss Bambra has increased the number of international contacts for the College. As a direct result of her enquiries the College has mounted a variety of courses to provide for the needs of overseas students and initiated a very successful student exchange scheme with at least seven countries.⁴⁸

⁴⁸ Junior Year Abroad (U.S.A. and Canada); Bursary scheme; and exchange scheme with Iran, Holland, Israel, Germany, Spain, U.S.A. and Canada.

Chelsea was one of the first Specialist Physical Education Colleges to accept that the subject of Human Movement should be studied in its own right. There is no doubt that Miss Bambra brought about the change in attitude towards the traditional structure of the course. Certainly the introduction of the 4 year B.Ed. degree course, stimulated and influenced the thinking of the staff but the personal influence of Miss Bambra had much to do with the rapid development of a Physical Education course (both Certificate in Education and B.Ed.) with an academic strength.

The University of Sussex gave a good deal of freedom to the well established specialist college although they scrutinised the content of the syllabus (Certificate in Education and B.Ed.) the wording of examination papers and the standard of marking.⁴⁹

While Miss Bambra has encouraged the emphasis on academic study she has always kept herself and her colleagues aware of the necessity for keeping a balance between the three aspects namely: professional training, the acquisition of skill and academic study.

Miss Bambra has given so much of her time to the work of the College that staff and students cannot but have been influenced by her example.

Like many people of strong character Miss Bambra does not conform to any one type and is in fact contradictory in nature. She is both a creative thinker with liberal views in most things and yet extremely conventional in other ways. She believes in personal freedom and has always been prepared to give this to staff and students up to a point, and indeed further than many colleagues, and yet she has had no hesitation in taking firm

⁴⁹ loc. cit. ¹ and BA. from 1975 (discussions started in 1973)

action on any matter where moral standards, as distinct from college discipline, were concerned. 50

As a person she is sympathetic to anyone who is in trouble or is worried and she is generous with her time and advice but the College comes first. Staff and students have had to show a willingness to consider, interpret and put into practice new ideas that spring from her fertile mind.

As a woman with clearly defined views, on most subjects, it is admirable to see her discipline herself not to impose these views, when she has taken the Chair at Association meetings or discussions. In these circumstances her real ability as a teacher and as an educationist comes to the fore. She is capable of making people present their views when she herself holds opposing views. It is here too that she manages to show patience, a quality which does not come easily to her. 51

Miss Bambra has worked with some very fine Headmistresses, Principals and colleagues. She has a great respect for these pioneer women; for example Miss Stocks at Talbot Heath, Miss Squire at Anstey, Miss J.D. Browne at Coventry. She has learnt from them all and both the traditional and the more modern thinking have affected her own view point.

"There is no doubt that Audrey Bambra has been an outstanding principal, not only for stringent intellectual qualities, but also because she has understood and encouraged the expressive aspect of movement." 52

"... she has brought Chelsea College of Physical Education into the front rank of colleges of education"; nationally and

50 *ibid.*

51 *ibid.*

52 *loc. cit.* 17

internationally it is of equal stature. 53

"Miss Bambra's forward thinking in relation to the growth and future of the College has always been progressive." 54

Miss Bambra has always been an adventurous thinker prepared to fight for what she believes in; she has fought hard for Chelsea College of Physical Education. 55

"Her aliveness to THE moment in time and her visionary sense which has led her to initiate and adapt to so many changes in the training of teachers, during the years of her Principalship, are qualities for which all members of Chelsea College of Physical Education have been truly grateful.

Miss Bambra has not only inspired tangible outcomes within the College and at national and international levels in Physical Education but perhaps more important she has engendered enthusiasm for a belief in Physical Education in the many individuals who have had the privilege of knowing her and serving under her leadership." 56

In her own words Miss Bambra says,

"My career has been 'made' by the impact of talented and unusual people. A philosophy of education is obtained by accretion. I was very fortunate in those that I met." 57

"A Principal with high principles ..." 58

53 loc. cit. 25

54 ibid.

55 See conclusion for reference to developments 1973-76. pp. 472-475.

56 Editorial Comment CCPE Year Book 1975-76 p. iv.
Chelsea College of Physical Education Year Book 1975-76 p. v.

57 loc. cit. 2

53 loc. cit. 56 Grainger, J. A Tribute to Miss Bambra.

S E C T I O N I I I

(ii) The Buildings

"If movement is life then 'Chelsea' must indeed have a healthy vitality, for its buildings so frequently appear to be in a process of changing their functions, while - as is only to be expected - its inhabitants are well versed in the Art of Movement." ¹

Throughout the sixties the College continued to expand; new buildings were erected and the processes of adaptation and alteration continued to meet the ever changing needs of accelerating growth.

The College in 1958-59 was already carrying a complement of 30 students in excess of the normal. In view of the serious shortage of teachers it was asked to increase numbers further for 1959-60 when 226 students would be resident in college and 15 placed out at the Lindens Hotel. ²

"The Minister's view is that a college for 400 to 500 students is of suitable size and he intends that expansion shall be concentrated on colleges which by September 1962, can be expanded to at least that size, though hard and fast rules for expansion cannot everywhere be rigidly applied and exceptions in particular cases might arise." ³

College authorities were asked to consider the long term position of their colleges in the training system noting that "larger and better sited units" were part of the overall

¹ C.C.P.E. O.S.A. Magazine, No. 9 1968 p. 25.

² Governors Meeting, Min. 4b. 24th April 1959. Minutiae ref. accommodation, buildings, equipment and furniture detailed in Minutes.

³ Education Committee, 23rd October, 1958. Min. 5 Training College Expansion (b) CCPE (ii) p. 91 ref. to 12,000 additional places by 1962 in Tr. Colls. and loc. cit. ² Min. 10 17th October, 1958.

scheme. ⁴

In 1958 the Governors reaffirmed their view "that, having regard to the particular circumstances of the locality, especially from a teaching practice point of view, to the size of this College and the specialist nature of its work and to the fact that an expansion of the Eastbourne Training College is being recommended by the Governors of that College no proposal for the expansion of the Chelsea College of Physical Education be submitted." ⁵

Although there was no proposal for large scale development, marginal increases were expected from the number of 251 in 1950-59 with 240 (as a stable figure) for the three year course and an increase in the number of students taking the supplementary year. ⁶

In 1960 a pre-fabricated building was provided for the Art and Craft course, and rooms in St. Winifreds were re-allocated for remedial work and dance. ⁷

Consideration was given by the Governors in January 1960 to the building of a Junior Training Centre at Hinds Land under the Mental Health Act 1959 but this proposal was not implemented. ⁸

5th May 1961 the Governors discussed in detail the purchase of Bernesmede "to relieve the very heavy pressure on accommodation resulting from the increased intake of students

⁴ *ibid.* (iii) and Min. 10.

⁵ *ibid.* (iii) (a) and Min. 10.

⁶ *loc. cit.* ³ 22nd October, 1959.
Min. 4. CCPE. Accommodation (a) p. 80.

⁷ *loc. cit.* ² Min. 7 (a) 12th July, 1960 and Min. 5 (a) 20th October, 1960.

⁸ *ibid.* Min. 11b. 22nd January, 1960.

in recent years." ⁹

This proposal was approved by the Minister in May 1961. "For residential accommodation ... with a view to re-organising the College facilities as a whole and relating both the teaching and residential accommodation more closely to the requirements of the increasing numbers of students which would be permanently of the order of 250 (3 year course)". ¹⁰ "... about 50 students needed to be accommodated in approved lodgings 1961-62." ¹¹

A temporary Lodgings Officer, Mrs. F.M. Davies, was appointed to inspect lodgings and an advertisement was placed in local newspapers inviting householders with suitable accommodation to contact the College; ¹² the Chief Education Officer also prepared and circulated a letter to owners of small hotels and boarding houses, within a convenient distance of the College, asking if they would accommodate small groups of students. ¹³ Facilities for non-resident students were provided, within the College, when Bishopsbourne became the day students' centre. ¹⁴

⁹ loc. cit. ³ 20th April, 1961.

Min. 5 CCPE Accommodation, p. 169, and loc. cit. ² Min. 5c 28th October, 1960 and ibid Min. 4 5th May, 1961.

¹⁰ loc. cit. ³ 25th May, 1961 Min. 9 p. 4.

¹¹ ibid. p. 5.

¹² ibid. and loc. cit. ² Min. 8 29th September, 1961 and Min. 6 2nd February, 1962.

¹³ loc. cit. ² Min. 3 5th December 1961.

¹⁴ loc. cit. ¹ p. 11. "... transformation of Bishopsbourne into a day-time centre with crowded changing rooms and utility rooms where too many bodies chase too few feet (of space) and where garments and gear of all kinds are lost and found - and lost again. While this ceaseless activity does not make for the peace and quiet conducive to study, it does at least ensure that the library is now, for second year students at least, at the centre of college life, and the corresponding increase in its use over the last five years has been remarkable."

In April 1963 the scheme to develop the College and increase student numbers to 450 was approved by the Education Committee of Eastbourne. ¹⁵

Discussions, on this matter, had taken place within the Governing Body for over one year. ¹⁶ At the same time it was noted that existing teaching accommodation had been approved for 160 students and that 257 students were on roll in January 1961. ¹⁷

The Governors were concerned that the number of residential places should not fall below two-thirds of the College complement ¹⁸ while the Principal emphasised the need for more large teaching spaces. ¹⁹

The College improvement project was discussed as early as 1963 and the Gaudick site embracing two new gymnasias, swimming pool, tutorial block, art rooms, music and practice rooms, the John Fulton Hall and cloakroom accommodation was completed in 1967. Hillbrow became the Administrative Centre of the College and the Welkin gymnasium was adapted as the central kitchen and dining-room while the old dining-room became the Library with the kitchens adapted as laboratories. During 1963 St. Winifred's courts had been floodlit. ²⁰ The former

¹⁵ loc. cit. ³ 25th April, 1963 Min. 7 p. 161. 360 - 3 year course; 40 - dance; 20 - P.G.; 30 supplementary. Cost £118,962. and loc. cit. ² Min. 2. 19th April, 1963.

¹⁶ loc. cit. ² Min. 2. 4th May, 1962.

¹⁷ loc. cit. ³ 25th April, 1963 Min. 7 p. 163. National picture - 48,000 students in training 1963 - 80,000 students in training 1971.

¹⁸ ibid. p. 161 and loc. cit. ² Min. 2 19th April, 1963.

¹⁹ loc. cit. ³ 20th February, 1964 Min. 6 CCPE (b) p. 146 and loc. cit. ² Min. 4 31st January, 1964. Arts complex opened 1967; Science block 1968; Library transferred 1968; Dining-room conversion 1968; S.U. in Bishopsbourne 1968.

²⁰ loc. cit. ² Min. 8 4th October, 1963.

library and day students' centre became the Students' Union building. ²¹

In 1966 £250 was included in the financial estimates, for the current year, for the purchase of equipment for 'Movement Analysis' (Ergonomics). ²²

"Students of the type attracted to Physical Education, even those very able in the academic field, require a special teaching method. In a study of movement they need to be able to move, to carry out investigations and measurements, while movement is occurring, and to have their visual and auditory senses stimulated." ²³

In April 1966 the Principal submitted a list of items of equipment amounting to £609 "which were essential for the development of the course in movement analysis ... HMI was anxious that one of the women's P.E. Colleges should undertake this work." ²⁴

In February 1966 the Chief Education Officer met officers from the Department of Education and Science.

He reported, to the Education Committee the contents of a letter received from Mr. P.R. Odgers, Head of Teachers' Branch (Training).

"(1) That the short term and long term aspects of this College's future development could not properly be considered in

²¹ *ibid.* - estimated cost, in 1964, for new buildings plus monies for adaptations was £129,350.

²² Ergonomics is a "study of the capabilities and limitations of human performance in all kinds of physical work carried out in different environments". Paper by M. Cutland.

²³ "Ergonomics". *ibid.*

²⁴ *loc. cit.* ³ 29th April, 1966 Min. 9 (b) p. 8 and *loc. cit.* ² Min. 5 29th April, 1966 - purchase approved.

isolation.

(2) That the future of the Chelsea and Eastbourne College of Education could not be considered in isolation either.

(3) That the Department were thinking very much in terms of teacher training units of some size and broad scope, admitting both men and women students.

(4) That, in the circumstances existing in Eastbourne it appeared that thinking was bound to move in the direction of a single institution of bi-lateral shape as the ultimate pattern, with a physical education side which would be a significant unit in its own right, both numerically and otherwise, and that in this framework the Chelsea College of Physical Education would provide a centre of excellence in the physical education field.

(5) That immediate developments should be planned with the longer term in mind.

The Department would nevertheless agree to meet representatives of the Governors and the Principal to discuss the position in the light of these points. ²⁵

In December 1966 approval was given for the erection of a Swift plan building at Hindsland "... on the clear understanding that no further buildings could be accepted in this position ...". ²⁶

On 6th December 1967 the John Fulton Hall was officially opened; Lord and Lady Fulton attended the ceremony. The development of the Arts complex has led to an increase in

²⁵ loc. cit. ³ 1st July, 1966 Min. 5 CCPE (a) and loc. cit. ² Min. 7 1st July, 1966.
See also Appendix 143 for further detail.

²⁶ loc. cit. ³ 15th December, 1966 Min. 5 CCPE a(i) p. 149 and loc. cit. ² Min. 3b 27th September, 1966.

liberal and cultural activities. 27

The National Teacher Training target for 1973-74 was 111,000 students; 28

"The Secretary of State expressed the view that it would be appropriate to concentrate this expansion primarily on the extension of existing colleges of education, special attention being given to the possible enlargement and broadening of scope of some of the remaining specialist colleges for women." 29
Facilities were increased with the purchase of land from the Royal Eastbourne Golf Club for tennis courts. 30

The Governors discussed with Miss Bambra the admission of men students to Chelsea. The D.E.S. did not approve this suggestion that men be admitted to the 3/4 year course. 31

In November, 1967 the D.E.S. had approved the purchase of Milnthorpe Court 32 and in 1972 and 1973 Bishop Carey House and Sunnynede were purchased, respectively. 33

27 loc. cit. 1 and Principal's Report.
loc. cit. 2 Min. 9 4th December, 1967.

28 loc. cit. 3 19th October, 1967 Min. 5 CCPE (b) pp. 93-99.

29 ibid.

30 loc. cit. 2 Min. 7 1st February, 1968.

31 See Appendix 144 for detail.

32 loc. cit. 2 Min. 5 16th February, 1968
purchase price - £41,150;
adaptations - £16,850.

Ravelston adapted as day centre for 100 2nd year students in 1968.

33 ibid. Min. 5 20th June, 1969 and Min. 13 8th December, 1969, purchase prices:

Bishop Carey House	£20,670
Sunnynede	£17,400
Adaptations	£20,000
Furniture and Equipment	£43,620
Bishop Carey	Centre for Education.
Sunnynede	Centre for Art and Science of Movement.

Consideration was given to the purchase independently or jointly of Glyn Padarn, Outdoor Pursuits Centre, Llanberis, N. Wales for College use.

Miss Bambra said,

"The present work of the College in Outdoor Pursuits was of necessity elementary because of the limitations of the local environment in this respect, and the possession of a centre in N. Wales would provide for work which was more advanced and a more complete preparation for outdoor activities, which by reason of the element of danger must be led by teachers who were fully trained." ³⁴

The scheme was not approved.

In 1970 Miss Bambra asked the Governors to consider the building of a Sports Hall for the College. "Such a hall would serve not only present needs but also would enable the College to extend its services to the community by providing a centre for (i) the training of talented sports men and women, (ii) Sports events and tournaments, (iii) in-service courses in a wide variety of physical activities for school and club use, and (iv) physical recreation of all kinds for the public, with leadership from the College staff and students. ³⁵

The matter was raised again by Miss Bambra in December 1971. "... it was becoming the practice for this type of accommodation to be provided in schools ... the increasing number of activities which were now offered in school programmes, for the teaching of which the College must be in a

³⁴ loc. cit. ³ 22nd July, 1972 Min. 6 (d) p. 40 and loc. cit. ² Min. 15 25th June, 1971.

³⁵ loc. cit. ² Min. 14 4th December, 1970.
See also Appendix 145 for details of discussions in 1973.

position to train students." ³⁶ After consultation with the D.E.S. and H.M.I. it was agreed that the "... project should be designed essentially to meet the needs of the College, though the possibility of incidental use by members of the public should not be ruled out." ³⁷ Provision of a Sports Hall was approved in principle. The D.E.S. stated that "the need for a Sports Hall was accepted in principle and would be put forward as a bid for a major programme allocation." ³⁸

Throughout the third era, 1958-73, it can be seen that the specialist facilities, at the College, were substantially increased and improved and supported the expansion of the study of Physical Education.

³⁶ *ibid.* Min. 8 3rd December, 1971.

³⁷ *ibid.* Min. 13 10th March, 1972.

³⁸ *ibid.* Min. 6 9th March, 1973.
See also Appendix 146.

S E C T I O N I I I

(iii) Staff and Students

"To hold a degree, is increasingly important in modern society." ¹

In the third era there was a noticeable change in the qualifications of the teaching staff. This phenomenon would seem to be linked with the introduction of the B.Ed. degree in 1967/8 and the development of the subject of Physical Education. It also acts as a pointer towards changes in the curriculum and particularly in the structure and content of courses. Further it is associated with 'the nomenclature debate' - Physical Education/Human Movement Studies and from 1973 with the development of diversified courses in teacher training institutions.

In 1958, as in the first and second eras, staff with University qualifications (other than the University of London Diploma in the Theory and Practice of Physical Education) lectured in Anatomy and Physiology and later Education.

By 1973 thirteen members of the Physical Education Department had a University Academic Diploma and/or degree qualification and between 1958 and 1973 thirteen members, with similar qualifications, had been appointed to the Physical Education Department but had subsequently left the College. It should also be noted that eight members had attended the Art of Movement Studio for 1/2 year or 3 month courses either prior to appointment or on secondment; one had subsequently resigned. The pursuit for increased knowledge and further qualifications has continued with six members, from 1972, taking the In Service

¹ Principal's Report to O.S.A. A.G.M. 1975 C.C.P.E.
No. 17. p. 4. 1976.

B.Ed. degree, University of Sussex, at the College and one at London; three members are studying for a degree of the Open University and one an M.Sc. at Dalhousie University in Sports Coaching and Recreation.²

a. The Staff

In 1958 there were 21 full-time members of staff, including the Principal ³ and 225 students giving a staff : student ratio of 1 : 10.7.

PRINCIPAL: Miss A.J. Bambra, Dip. Anstey CPE, Dip. T & PPE
(Lond) CSP.

DEPUTY PRINCIPAL: Miss B. Gough, B.A. (Drama)

Miss J.E. Baggallay, Dip. Dartford CPE, P.Ed. (Games)

Dip. T & PPE (Lond) CSP.

Miss C.H. Baker, Dip. Dartford CPE (P.Ed.) Athletics.

Miss M. Cadel, Dip. Chelsea CPE (P.Ed.) Games. CSP.

Mr. R.A. Collier, B.Sc. Tch. Dip. (Hd. of Science).

Miss F.S. Cook, B.Sc., M.A. (Education)

Miss G.M. Coombes, Dip. Bedford CPE P.Ed. (Games) MISTD. CSP.

Mr. E.T.E. Davies, B.A., B.Mus., LRAM. (Music)

Miss B.M.G. Edwards, B.A. (Library and Education).

Miss J.M. Harrison, B.Sc. Tchrs. Cert. Tchrs, Dip. (Science)

Miss J.M. James, Dip. Anstey CPE. (P.Ed., Gym)

Dip. T & PPE (Lond), CSP.

Miss G.J. Jasper, Dip. Dartford CPE (P.Ed.) Athletics. CSP.

Miss J. Langridge, Dip. Chelsea CPE (P.Ed.) Gym Dance

Dip. TPPE (Lond) CSP

Miss E.W. Lewis, Dip. Bedford CPE (P.Ed.) CSP.

² See Appendix 148.

³ 3 Principal Lecturers including Deputy Principal,
9 Senior Lecturers and 8 Lecturers.

Miss B. Pont, Dip. Bishop Otter C. (P.Ed.) games. Supp. CCPE.

Miss C. Powell, Dip. Chelsea CPE (P.Ed.)

Miss P.W. Tanner, Dip. Dartford CPE (P.Ed.)

Miss L.E. Turner, Dip. Chelsea CPE (P.Ed.) Gym & Dance.

Dip. T.P.P.E. (Lond), C.S.P.

Miss B.W. West, Tchrs. Cert. NFF (P.Ed.) Games.

Miss L.M. Wilson, Dip. Bedford CPE (P.Ed.) Dance

Dip. TPPE (Lond) AISTD, CSP.

Of the full-time staff 15 were primarily concerned with Physical Education, 2 with Education, 2 with Science, 1 with Drama and 1 with Music. ⁴ At least 9 of the Physical Education staff also held the Chartered Society of Physiotherapy qualification.

At the June 1958 meeting of the Governors Mrs. James had requested leave of absence on part-time or full-time basis to attend the Academic Diploma Course at the University of London 195 -60 or 1959-60, respectively.⁵

The matter was deferred until the new principal took office but "... the Ministry of Education be asked to state whether the status of the proposed course was such that they would be prepared to agree to payment of full salary to a lecturer attending it, and Mrs. James be asked to elaborate further her ideas on the objective she would hope to achieve by attendance at this particular course." ⁶

Subsequently R. Turner was given financial aid to attend the above course 1961-63, Mrs. James 1962-64 ⁷ and E. Loader

⁴ A ratio of 19 : 2, P.Ed. : Ed.

⁵ Min. 13 (a) Governors' Meeting 20.6.58.

⁶ ibid. Min. 13 (b).

⁷ ibid. Min. 9 (c) 5.10.62, approval. Studied 1962-64; gained Academic Diploma 1964.

1967-69.

September 1959 R. Turner replaced Miss B. Edwards (Education) Miss M. Cutland replaced Miss M. Cadel (Physical Education) and Miss H.M. Sebestyen (Anatomy) and Miss P.O. Veerhault (Senior Lecturer in Social Studies) were appointed to new posts in the College establishment. ⁸

In December 1959 the first College technician was appointed; G.T. Buckley, A.I.S.T. held the post until his death in April 1971. G. Buckley developed, in particular, the scientific aspects of the technical service. ⁹ D. Draper, was appointed Senior Laboratory Technician in 1971; he developed, in particular the audio visual services. ¹⁰

At the January meeting of the Governors Miss Bamba reported that 3 pieces of research were about to begin in the college viz: An Investigation into Modern Gymnastics as a basis for Athletic Training, Somatotyping and "The matter of the Pelvic Tilt". ¹¹

By the end of the academic year 1959-60 Miss B. Pont (after completion of a 3 year appointment), ¹² Miss C. Powell (after at least 21 years service) had resigned. ¹³ The Principal had earlier recommended to the Governors that a

⁸ *ibid.* Min. 8(b) 24.4.59.

⁹ *loc. cit.* ¹ June 1971.

¹⁰ Currently in post.

¹¹ *loc. cit.* ⁵ Min. 6 22.1.60.

1. Profession has some doubts about weight and circuit training. It is hoped that some Eastbourne Youth Club members will come to the College for training.

2. Dr. Parnell, Wareford Hospital, Oxford, lectured at PEA Conference, written book on "Behaviour and Physique" agreed to guide staff in measurement of Students physique.

3. Miss Sebestyen keen to follow up work of Drs. Barlow and Tanner at Institute of Child Health.

¹² *ibid.* Min. 5 8.12.59.

¹³ *ibid.* Min. 8b 22.1.60.

Head of Department post (Principal Lecturer in Physical Education) be created. ¹⁴ Miss P.M. Kingston was appointed to this post 1st September 1960. ¹⁵ Misses Tanner and C. Baker resigned 31.8.60 and Misses A.E. Cooper, J.P. Edgely and V. Verdin were appointed as Lecturers in Physical Education. ¹⁶

During 1960-61 Mrs. James exchanged lecturing posts with Mrs. H. McLean from the University of Missouri, U.S.A. ¹⁷

The Governors approved that Miss Sebestyen conduct a 3 year survey of postural defects. Results would be used in selection of students of suitable physique for a course in physical education. ¹⁸

At the end of the academic year 1961, Miss Cook retired and in September 1961 Miss B. Barford (Principal Lecturer in Education) and G.F. Curl (Co-ordinator of the Arts) joined the teaching staff and Miss R. Arkley, B.A., A.L.A., was appointed Librarian. ¹⁹ On 1st January 1962 Miss M.T. Read (Art) joined

¹⁴ *ibid.* 8.12.59. Principal's Report. "... it seems the moment to establish a head of department post. Propose to advertise for a Principal Lecturer in Physical Education. It might even be suitable to offer an allowance so that such a post would rank with the 'Head of Wings' in general colleges. This would be open to application from members of the College Staff. There is already a Head of Science Department, Mr. Collier, Principal Lecturer. It is envisaged that there might later be a Head of Dance and its related Arts (Music, Drama, Art and Craft) and that the Head of the Education Department should later also be a post of Principal Lecturer." (See also Staffing Sub-Committee 20.3.61 and 24.5.61 - G.F. Curl and Miss B. Barford appointed, respectively).

¹⁵ *ibid.* Min. 10 (a) 29.4.60. Special Sub-Committee 10.3.60.

¹⁶ *ibid.* S.S.C. 15.3.60 and S.C.C. 5.2.60.

¹⁷ *ibid.* Min. 4 8.12.59 and Min. 10 (c) 20.4.60. Request from Mrs. James for permission to apply to the British Committee for the Interchange of Teachers between the United Kingdom and the United States of America.

¹⁸ *ibid.* Min. 15 28.10.60 - reasonable expenditure subject to satisfactory progress report approved. (No further detail found).

¹⁹ *ibid.* Min. 5 (b) 3.2.61. Min. 11 (b) 5.5.61. Min. 15 (a) 29.9.61 and Staffing Sub-Com. 27.6.61. From 1.9.64 paid on Pelham Scale because of University qualifications.

the Staff ²⁰ and April 1962 Miss Jasper resigned after 10 years. ²¹ At the beginning of the 1962-63 academic year, F.B. Horne (Lecturer in Physical Education, Education and Social Studies) joined the teaching staff ²² and a new post for an Assistant Domestic Bursar was created. Miss Le May was appointed ²³ to this position.

Miss E.D. Wiseman (Lecturer in Education and Physical Education) was appointed for the Autumn Term 1962 and April 1963 after 11 years service Miss E.W. Lewis resigned. ²⁴ During 1963 Miss Wilson was upgraded to Principal Lecturer and Misses Cooper and Sebestyen became Senior Lecturers. ²⁵ Misses C.A. Hamby, (Lecturer in Dance), M.M. Hayes (Senior Lecturer in Education) and W.A. Ellis (Lecturer in Physical Education) were appointed during February 1963 to join the staff the following September. ²⁶ By 1964-65 P.R.F. Doole (Lecturer in Education) and T.C. Wood (Lecturer in Physical Education) had been appointed to the teaching staff. ²⁷

Approval had been given by the Education Committee, in 1964, for the College to participate, at the request of the Department of Education and Science, in the Commonwealth

²⁰ *ibid.* Min. 15 (a) Staffing Sub-Committee 27.6.61.

²¹ *ibid.* Min. 4 (a) 5.12.61.

²² *loc. cit.* 1 No. 4 1962 p. 82.

²³ *ibid.* Min. 15 29.9.61. Staffing Sub-Committee (27.6.61) (e) (iii) Re-organisation of Staff.

²⁴ *ibid.* Min. 13 6.7.62 and Min. 9 19.4.63 respectively.

²⁵ *ibid.* Min. 11 1.2.63 and Staffing Sub-Com. 5.2.63.

²⁶ *ibid.* C.A. Hamby for academic year 1963-64; became permanent member of staff 1.9.64 - See Staffing Sub-Committee 21.2.64.

²⁷ *ibid.* Min. 12 (a) 1.5.64. Staffing Sub-Committee 30.4.64.

satisfactory service and the completion of his M.Ed. degree at Leicester University. 33

At the end of 1964-65 F. Horne resigned and R. Turner was seconded for 3 years as Deputy Principal of the Teachers Training College in Nassau by invitation of the Minister of Overseas Development. 34 G.D. Taylor (Lecturer in Social Studies, Youth Leadership and Education) and Misses O.H. Pritchard and O.C. Napper (Temporary Lecturers in Physical Education) were appointed for 1st September 1965. 35 Miss H.M. Sebestyen resigned 2nd January 1966 to take up her appointment as one of Her Majesty's Inspectors 36 and Miss A.E. Gregory was appointed (Senior Lecturer in Remedials and Physical Education of Handicapped Children) from 26th April 1966. 37

In September 1966 E.C. Loader became a permanent member of staff (Lecturer in Physical Education); Misses Causley and Napper were offered an extension of a further year 1.9.66 - 31.8.67, and Miss J. Baggallay was upgraded to Senior Lecturer. 38

Miss Edgley resigned August 1966 and Miss V. Kemp was appointed Lecturer in Physical Education September 1966. 39 At the end of that year, August 1967 Miss B. Gough and

33 *ibid.* Staffing Sub-Committee 30.3.65. Thesis later published as book entitled "Education, Physical Education and Personality".

34 *ibid.* Min. 12 (b) 30.4.65.

35 *ibid.* Staffing Sub-Committee 14.5.65.

36 *ibid.* Min. 8 1.10.65.

37 *ibid.* Min. 7 15.12.65.

38 *ibid.* Min. 9 29.4.66. Staffing Sub-Committee 16.3.66.

39 *ibid.* Min. 13 (a) 1.7.66.

R. Collier resigned.⁴⁰ Student numbers increased by at least fifty two and ten (permanent) members of staff were welcomed September, 1967.

Miss Barford became Deputy Principal and new staff included D. Kidd (Principal Lecturer in Science and Head of Science Department), Mrs. M. Britton (Lecturer in Education), Mrs. E.F. Lawrence (Senior Lecturer in Education), Miss J.T. Dilmott (Senior Lecturer in Science and Movement), P. Bale (Lecturer in Science and Movement), D. Chapman (Lecturer in Art), Miss S. O'Hanlan (Lecturer), C.G. Peters (Lecturer in English and Drama), Mrs. S. Shaylor (Lecturer in Physical Education), K.S. Bibby (Assistant Lecturer in Sociology Temporary one year appointment) and Miss I.M. Webb (Principal Lecturer in Physical Education).⁴¹ Mrs. Causley and Miss Napper accepted permanent posts and Miss Veerhault was seconded to study for an M.A. degree at Sussex University.⁴² In 1967 G. Taylor started a three year part-time study course for an M.Phil. degree at the University of London.⁴³ By now the Principal, Head of Department and CEO had been authorised by the Governors to appoint Lecturers and Senior Lecturers.⁴⁴ Miss Hayes was upgraded to Principal Lecturer and appointed Head of the Education Department and Misses Cutland and Verdin were upgraded to Senior Lecturers. Miss P. Baker (Lecturer in

⁴⁰ *ibid.* Min. 9 (a) 23.2.67.
16 years and 19 years, respectively.

⁴¹ *ibid.* Min. 19 (a) (i) and (ii) 16.6.67.
Staffing Sub-Committee 28.2.67, 1.3.67, 2.3.67, 3.5.67.

⁴² *ibid.* Min. 13 (b) 1.7.66 and Min. 19 (c) 16.6.67.

⁴³ *ibid.* Min. 10 27.9.66 and Min. 10 29.11.66.

⁴⁴ *ibid.* Min. 9 (c) 23.2.67.

P.Ed.) was appointed January 1968.

In 1967-68 the College establishment was Principal, Deputy Principal, seven Principal Lecturers, sixteen Senior Lecturers and seventeen Lecturers. ⁴⁵ Expansion of teaching and non-teaching staff continued as student numbers increased and changes in the college curriculum brought about new demands in the technical field.

In 1967-68 permission was granted for 1st September, 1968 for the appointment of eight additional members of the teaching staff. ⁴⁶

During 1967 with the kitchen centralised the catering and housekeeping were separated and a catering officer, assistant catering officer, Domestic Bursar, three Assistant Domestic Bursars, Matron, Assistant Matron, 2 Dining Room Assistants and one Handyman were appointed. There was also an increase in the administrative staff with the appointment of a Junior Clerical Assistant, Library Assistant and a Junior Laboratory Assistant. A Senior accompanist for dance Mrs. M.H. Barber was also appointed to the College. ⁴⁷ The Administrative Officer, Mr. Loats was appointed on a permanent basis. ⁴⁸ Miss B.M. Haywood formerly Assistant Domestic Bursar was appointed Domestic Bursar on the retirement of Miss Duggan

⁴⁵ Total of 42 members of the Teaching Staff.

⁴⁶ Total establishment of:
8 Principal Lecturers
21 Senior Lecturers
19 Lecturers.

⁴⁷ loc. cit. ⁵ Min. 20, 16.6.67.

⁴⁸ *ibid.* Min. 13, 12.10.67 and Education Committee Min. 19.10.67. Min. 5 (c) C.C.P.E. pp. 99-100. C.C.P.E. O.S.A. Magazine No. 9 1968 p. 28.

Miss Harrison had been awarded a 6 months Sports Council Bursary to study with Professor Tanner at the Institute of Child Health starting Spring 1968. Mrs. M.E. Barnes was appointed Lecturer in Kinesiology and Anatomy during Miss Harrison's absence.⁵⁰ In the Spring of 1968 G.F. Curl was awarded the M.Ed. degree, University of Leicester and Mrs. James, Mrs. Britten, R. Turner and Miss Veerhault resigned August 1968.⁵¹

September 1968 the following staff took up their appointments at the College. Miss H. Corlett (Principal Lecturer in the Art and Science of Movement),⁵² N.L.K. Atherton (Senior Lecturer in Education), Miss M.C. Kent (Lecturer in the Art and Science of Movement), Mrs. F.J. Korth (Lecturer in Dance), O.B. Sykes (Senior Lecturer in Education), Miss D.E. Wilkinson (Lecturer in Physical Education), E.R.C. Burnett (Senior Lecturer in Education), Mrs. L. Jenner (Lecturer in Education), R.H. James (Lecturer in Education), Miss J.B. Standeven (Lecturer in Physical Education) and A. Donald (Senior Lecturer in Social Studies).⁵³

⁴⁹ "Sixteen years of efficient rule, on the Domestic scene at Chelsea came to an end this Christmas. Term after term with calm dignity Miss Duggan Rees tackled the enormous domestic tasks of a rapidly expanding college. An awe inspiring figure of firm intent who nevertheless readily assisted students in trouble. Her support could always be relied on at College functions and we thank her for the many years that she had given to the welfare of Chelsea and its students." P. Greenwood (1966).

⁵⁰ loc. cit. ⁵ Min. 13 (a) 16.2.68 and Min. 10 (b) (ii) 4.12.67.

⁵¹ ibid. Min. 21 (b) 30.5.68.

⁵² ibid. Min. 21 (a) (i) 30.5.68. Staffing Sub-Committee 21.2.68. First lecturer to be appointed to a post in 'The Art and Science of Movement'.

⁵³ ibid. Min. 21 (a) (ii) 30.5.68.

At the end of December 1968 Miss G. Coombes, after 21 years service, and Miss V. Kemp resigned, and Misses West and Read were upgraded to Senior Lecturers. ⁵⁴ Miss Ellis had started on a 3 year part-time study for the Academic Diploma of the University of Southampton and Misses Kingston and Wilson had been invited to lead the British Physical Education Colleges Gymnastics and Dance team at the International Conference in Tokyo in the summer of 1969. ⁵⁵ Miss M.E. Fogo joined the staff on the 1st January 1969. ⁵⁶ August 1969, Mr. and Mrs. Davies, Mrs. Causley, G.F. Curl, D. Kidd and Miss I.M. Webb resigned, 9 new appointments were made and seven members of staff were upgraded. The new appointments included, Misses J.E. Allen, B. Burgum, J.C. McC Smith (Lecturers in Physical Education), Miss H.J. Chittenden (Lecturer in the Art and Science of Movement), Miss S.M. Murphy (Lecturer in Dance), Miss M.F. Smith and R.P. Malley (Senior Lecturers in Music), R. Gleave (Lecturer in Audio Visual Aids) and C.D. Griggs (Lecturer in Education and Social Studies). ⁵⁷ Upgradings included Misses Cooper, Langridge, Turner and Wardrop to Principal Lecturers and E. Loader, G. Taylor and T. Wood to Senior Lecturers. ⁵⁸ E. Doole was seconded to study for an M.A. (Education) at the University of Sussex and Miss Allen and P. Bale commenced 2 years part-time study at the University of Sussex on the Diploma in Education course. ⁵⁹

⁵⁴ *ibid.* Min. 12 (b) and (c) 4.10.68.

⁵⁵ *ibid.* Min. 10 4.10.68. See also Appendix 150.

⁵⁶ *ibid.* Min. 8 (c) 18.12.68.

⁵⁷ *ibid.* Min. 13 (a) and (b) 20.6.69.

⁵⁸ *ibid.* Min. 13 (c) 20.6.69.

⁵⁹ *ibid.* Min. 13 (d) 20.6.69.

In her report, in 1969, to Old Students Miss Bambra said, "The urgent pressure for expansion seems to be over." ⁶⁰ Miss Harrison was made a Principal Lecturer and Head of the Science Department ⁶¹ and R. Watson was appointed as a Principal Lecturer in the Science Department. P.J. Arnold resigned August 1970, Miss J. Holbrook (Senior Lecturer in Dance), R. Homer (Lecturer in Education) and D. Best (Senior Lecturer in Philosophy) were appointed to the staff September, 1970. ⁶² By now the College had 3 levels of appointments committees for teaching staff. ⁶³

P. Doole, Mrs. L. Jenner, Misses O. Napper and J.C. McSmith were upgraded to Senior Lecturers with effect from 1st April 1971. ⁶⁴

Miss C. Pantlin (Lecturer in Science of Movement and Physical Education) was appointed to the staff September 1971. ⁶⁵

During 1971 D. Best and A. Donald were awarded a B.Phil and Ph.D. from the Universities of York and Aberdeen, respectively. ⁶⁶

Miss Cooper spent 1971-72 in America studying for an M.Sc.

⁶⁰ Principal's Report to O.S.A. 1969. In O.S.A. Magazine 1970 p. 3.

⁶¹ loc. cit. ⁵ Min. 18 a (1 and 2) 8.12.69.

⁶² ibid. Min. 16 26.6.70.

⁶³ ibid. Min. 5 8.12.69.

DP and SAO - Principal, Chairman and Deputy Chairman of Governors and 4 Governors.

PL and SL in charge of Departments.

Principal, Chairman and Deputy Chairman of Governors, 2 Governors and 2 members of the academic staff appointed by the Academic Board.

SL and L - College Committee of the Academic Board.

⁶⁴ ibid. Min. 19 (b) 4.12.70.

⁶⁵ Completed Advanced Diploma in P.Ed. (Leeds University) August 1971.

⁶⁶ loc. cit. ⁵ Min. 15 12.3.71.

(P.Ed.) at the University of Massachusetts ⁶⁷ and in her absence Miss M.L. Riggs (University of Massachusetts) accepted a half-time appointment on the Principal Lecturers scale and continued her personal studies when not lecturing. ⁶⁸

Mrs. R. Prideaux (Lecturer in Physical Education) and Mrs. M. Wootton (Lecturer in Drama) were appointed January 1972. ⁶⁹ Misses Ellis and Standeven, J. Homer and R.H. James were upgraded to Senior Lecturers as from 1st April 1972. Miss Holbrook resigned 31st December 1971. ⁷⁰

At the end of the Summer Term 1972 Misses Gregory and Dilnott and A. Donald resigned. ⁷¹

September 1972, E. Roe (Senior Lecturer in Social Studies), ⁷² D. Leggett (Lecturer in Biology) and Mrs. E.C. King (Senior Lecturer in Education, half-time) joined the teaching staff. ⁷³ Mrs. L. Jenner was seconded to study at Reading University for an M.Ed. degree, ⁷⁴ G. Taylor resigned with effect from 31st December 1972, ⁷⁵ Miss Read after eleven years service resigned April 1973, ⁷⁶ and Mrs. Wootton ⁷⁷ and Miss West, after twenty one years at the College, resigned August 1973. ⁷⁸

⁶⁷ *ibid.* Min. 19 (c) (ii) 4.12.70 and Min. 21 12.3.71.

⁶⁸ *ibid.* Min. 17 (c) 25.6.71.

⁶⁹ *ibid.* Min. 17 (c) 3.12.71.

⁷⁰ *ibid.* Min. 3 (a) (3) 3.12.71 and Min. 17 (d) 3.12.71.

⁷¹ *ibid.* Min. 21 (b) 9.6.72.

⁷² *ibid.* Min. 14 (a) 1.12.72.

⁷³ *ibid.* Min. 21 (a) 9.6.72.

⁷⁴ *ibid.* Min. 17 (a) 25.6.71.

⁷⁵ *ibid.* Min. 14 9.3.73.

⁷⁶ *ibid.* Min. 14 (b) 1.12.72.

⁷⁷ *ibid.* Min. 12 31.5.73.

⁷⁸ *ibid.* Min. 14 (b) 1.12.72.

In April, 1973 P. Bale, D. Chapman, Miss Kent and Mrs. Korth were upgraded to Senior Lecturers. ⁷⁹

During 1972-73 the teaching staff numbered 53 ⁸⁰ and the student body was 521 giving a staff student ratio of 1 : 10.2. 39 members were in the Physical Education Department ⁸¹ and 12 in the Education Department. ⁸²

COLLEGE STAFF

Principal:

Audrey J. Bamba, Diplomas of Anstey College and London University in the Theory and Practice of Physical Education, CSP.

Vice-Principal:

Bede Barford, Teacher's Certificate (Homerton), Certificate of the Institute of Education in Child Development (London) LRAM.

Lecturers:

Joyce E. Allen, Diploma of Dartford College of Physical Education (University of London Institute of Education), Diploma in Education (Sussex), (P.Ed.).

N.L.K. Atherton, BA Hons Psychology/Sociology (Sussex), Teacher's Certificate (Wimpole Park, Cambridgeshire), Supplementary Certificate in Divinity (Institute of Education, Birmingham), Diploma in the Education of Handicapped Children (Institute of Education, London), (Ed.).

Joyce E. Baggallay, Diplomas of Dartford College and London University in the Theory and Practice of Physical Education,

⁷⁹ *ibid.* Min. 15 9.3.73.

⁸⁰ Principal, Deputy Principal, 11 Principal Lecturers, 26 Senior Lecturers, 14 Lecturers.

⁸¹ Dance 5, Science 5.5, Arts 7, Art and Science of Movement 21.5

⁸² Including one lecturer appointed to develop audio-visual area of work.

CSP, (P.Ed.).

P. Bale, Certificate of Applied Biology (Bristol),
Licentiate of Institute of Biology, Post-Graduate Teacher's
Certificate (St. Luke's, University of Exeter Institute of
Education), Diploma in Education (Sussex), (P.Ed. - Sc.).

D. Best, BA Hons (Cambridge), B. Phil (York), Teacher's
Certificate (Worcester), (Ed.).

Diana E. Bishop, Certificate of Education (I. M. Marsh,
University of Liverpool Institute of Education), (P.Ed.).

Biddy Burgum, Diplomas of Bedford College and London University
in the Theory and Practice of Physical Education, (P.Ed.).

E.R.C. Burnett, Teacher's Certificate (University of London
Institute of Education), Diploma in Education (Leeds), (Ed.).

D. Chapman, Art Teacher's Certificate (Brighton, University of
London Institute of Education), National Diploma in Design
(Painting), (P.Ed. - Arts).

A. Elizabeth Cooper, Diplomas of Dartford College and London
University in the Theory and Practice of Physical Education,
CSP, M.Sc. (Mass.), (P.Ed.).

Hilary Corlett, Diplomas of Bedford College and London
University in the Theory and Practice of Physical Education,
CSP, (A. and S. of M.).

Marjorie L. Cutland, Diplomas of Anstey College and London
University in the Theory and Practice of Physical Education,
CSP, (PE - Sc).

P.R.F. Doole, MA Education (Sussex), Teacher's Certificate
(St. Paul's, Cheltenham, University of Bristol Institute of
Education), Advanced Certificate in Education (Bristol),
Diploma in Education (Bristol), (Ed.).

Wendy A. Ellis, Teacher's Certificate (I. M. Marsh, University
of Liverpool Institute of Education), Diploma in Education

(Southampton), (P.Ed.).

Mary E. Fogo, Diploma of Dartford College of Physical Education
(University of London Institute of Education), (P.Ed.).

Margaret I. Fox, Diploma of London University in the Theory and
Practice of Physical Education; Diploma of I. M. Marsh College
in Physical Education, CSP, (P.Ed. - Sc.).

R. Gleave, Teacher's Certificate (University of Manchester),
(Ed. AVA).

C.D. Griggs, B.Sc. Hons, Economics (London), MA Education
(London), Teacher's Certificate (University of Southampton),
Academic Diploma in Education (London), (Ed.).

Joan M. Harrison, B.Sc. Special Hons Zoology (London),
Teacher's Certificate, Teacher's Diploma (London), Research
Fellow, Sports Council of Great Britain, (P.Ed. - Sc.).

Madeline M. Hayes, MA Education (London), BA (London),
Teacher's Certificate, Teacher's Diploma (London), (Ed.).

J.R. Homer, MA Philosophy, Politics and Economics (Oxon), MA
Education (Sussex), Graduate Certificate in Education
(Manchester), (Ed.).

R.H. James, BA Hons History (Durham), M.Ed. (Durham), Diploma
in Education (Durham), (Ed.).

Lorna Jenner, Teacher's Certificate (St. Gabriel's University
of London Institute of Education), Diploma in the Advanced
Study of Education (Reading), (Ed.).

Margaret C. Kent, Teacher's Certificate (Lady Mabel, University
of Sheffield Institute of Education), (P.Ed.).

Enid C. King, BA Hons Sociology (LSE), Diploma of Vocational
Guidance (Extra-Mural, Oxford), (Ed.).

Patricia M. Kingston, Diploma of Chelsea College of Physical
Education, (P.Ed.).

F. Julie Korth, Teacher's Certificate (Chelsea, University of

London Institute of Education), (P.Ed. - Dance).

Jacqueline Langridge, Diplomas of Chelsea College and London University in the Theory and Practice of Physical Education, CSP, (P.Ed. - Dance).

Dennis L.K. Leggett, BA Diploma in Rural Education (University of Reading), Teacher's Certificate (Forest Emergency Training College), (P.Ed. - Sc).

E.C. Loader, Teacher's Certificates (St. Mark and St. John University of London Institute of Education), Diploma in Physical Education (Carnegie), Advanced Diploma in Physical Education (Leeds University), Academic Diploma in Education (London), (P.Ed.).

R.P. Malley, Certificate in Education, Graduate Birmingham School of Music, (P.Ed. - Arts).

Sally M. Murphy, Diploma in Physical Education (I. M. Marsh, University of Liverpool Institute of Education), (P.Ed. - Dance).

Olga C. Napper, Teacher's Certificate (Chelsea, University of London Institute of Education), (P.Ed. - Dance).

Shelia O'Hanlon, Certificate of Education (Portsmouth, University of Southampton Institute of Education), Supplementary Certificate (Chelsea), AGSM, (P.Ed. - Arts).

Cherrie M. Pantlin, Teacher's Certificate (Bishop Lonsdale, University of Nottingham Institute of Education), Advanced Diploma in Physical Education (Leeds University), (P.Ed. - Sc.).

Ruth E. Prideaux, Diplomas of Anstey College and London University in the Theory and Practice of Physical Education, (P.Ed.).

Margaret T. Read, Ministry of Education Painting qualification, Ministry of Education Art Teacher's Diploma (Brighton), (P.Ed.-

Arts).

Sheila Shaylor, Teacher's Certificate (Chelsea, University of London Institute of Education), (P.Ed.).

Joy C. McC. Smith, Diploma of Physical Education (Otago University, N.Z.), Diploma of Teaching (N.Z.), M.Ed. (Wayne State University, Michigan), (P.Ed.).

Margaret F. Smith, Teacher's Certificate (Levesden Green), Royal Academy Diploma in School Music, Royal College of Music Diploma in Pianoforte, (P.Ed. - Arts).

Joyce B. Standeven, B.Ed. Teacher's Certificate (Nonington, University of London Institute of Education), (P.Ed.).

O.B. Sykes, BA Hons (Leeds), Diploma in Education (Leeds), (Ed.).

G.D. Taylor, B.Sc. Economics (LSE), Post Graduate Certificate of Education (Westminster), Academic Diploma in Education (London), (Ed.).

Lorna E. Turner, Diplomas of Chelsea College and London University in the Theory and Practice of Physical Education, C.S.P., (P.Ed.).

Varina E. Verdin, Teacher's Certificate (Bedford, University of Cambridge Institute of Education) LRAM, ALCM, FISTD, (P.Ed. - Dance).

Beryl Wardrop, BA Hons Geography (Manchester), Teacher's Certificate (Cambridge), Child Psychology (Birmingham University), (Ed.).

R. Watson, M.Sc. (Loughborough University), Teacher's Certificate in Education (Birmingham), Diploma in Physical Education (Carnegie), Advanced Diploma in Physical Education (Leeds University), Research Fellow, Sports Council of G.B. (PE - Sc).

Barbara W. West, Teacher's Certificate of the National Froebel

Foundation, (P.Ed.).

Lorna M. Wilson, Diplomas of Bedford College and London University in the Theory and Practice of Physical Education, AISTD, CSP, (P.Ed. - Dance).

T.C. Wood, Teacher's Certificate (Westminster, University of London Institute of Education), Diploma in Physical Education (Carnegie), Advanced Diploma in Physical Education (Leeds University), (P.Ed.).

Margaret D. Wootton, BA Hons English (Nottingham), Certificate of Education (Nottingham), ACSD (Central School of Speech and Drama, London), (P.Ed. - Arts).

During the third era there was a marked increase in staff attendance at courses and conferences, in their contribution as lecturers at courses and conferences, in the publication of articles and books, in activities outside college duties, in further study on both a full-time and a part-time basis, in Games honours at all levels, in research and in their appointments as External Examiners for University Institutes/Schools of Education and National Governing Bodies of Sport. This trend is reflected in the Principal's reports to the Governors and three examples, 1959, 1966 and 1973, serve to illustrate the general advancement of interests and activities.⁸³ Further detail is given in Minutes of Meetings of the Governing Body of the College and the O.S.A. Magazines.

The staff, of the college, have always provided courses for members of the Physical Education profession. With the growth in the size of the college and the use of the term 'In-Service' an ad hoc committee was set up in 1967 to

⁸³ See Appendix 151.

examine the College's responsibility in In-Service Training. ⁸⁴
 The Committee held discussions with the County's Physical
 Education Advisers and organised Courses for local teachers.

By 1969 the Committee had become a Standing Sub-Committee
 of the Academic Board. Its brief was to co-ordinate and
 develop courses for serving teachers. ⁸⁵

Miss J. Langridge has been Chairman of the Committee, since
 its inception, and Miss V. Kemp, G.F. Curl, Miss H. Corlett
 and R. Malley have served as Secretary. ⁸⁶

The Committee has organised and administered a variety of
 courses including residential, one day, week end and evening
 courses for teachers and members of allied professions from all
 parts of Great Britain, from Overseas, as well as for teachers
 in the immediate vicinity of the College. ⁸⁷

The College has also mounted DES short courses. ⁸⁸

⁸⁴ Min. 86 Academic Board, 11.10.67.

Misses Cooper and Langridge together with members of
 Academic Council, (Mrs. Britten, G.F. Curl, Miss Kemp) formed
 the ad hoc committee.

⁸⁵ Min. 336, AB.

Document A3/AC/4/BB/JP. 17/6/69.

See also Appendix 161.

⁸⁶ Chairman - Miss J. Langridge 1967-69
 ad hoc committee 1969 - In Serv. Com.
 Secretary Miss V. Kemp - 1967-68
 G.F. Curl - 1968
 Miss H. Corlett - 1969-1972
 R. Malley - 1972-

⁸⁷ National - Teaching of Swimming, Basketball, Creative
 Dance, Educational Gymnastics.
 Allied - C.S.P.; Movement Education; International
 Workshop.

Local	- Sessions	Course	Date
	6	Art and Movement	Aut. 1970
	5	Creative Movement in the Primary School	Spr. 1971
	3	Netball	Aut. 1970
	3	Movement Study	Aut. 1970

ad hoc Group - Refresher courses in a variety of Physical
 Education Subjects.

⁸⁸ Science of Movement; Physical Education in the Middle
 School; Physical Education for teachers of mentally
 handicapped pupils.

Even during the time of rapid expansion Miss Bambra maintained a policy of appointing staff who had quality of experience, a sound knowledge of their subject, were well qualified and had a unique contribution to make to the development of the College.

b. Social Customs

The social customs, of the third era, reflect not only the continuation of certain traditions but also the universal change in attitude towards staff and student participation in determining College policies.

The tradition of College assemblies at the beginning and end of each term was maintained; 'halfway' was celebrated by second year students who selected a theme as the focus of attention, for the day which culminated in an evening's entertainment; college uniform, although changed in style, continued to be worn for professional commitments; staff/student matches were played at the end of each term; handicapped children were entertained at Christmas; and money was collected for a number of charities.

An examination of the various levels of government of the college shows the increase in staff and student participation in decision making.

The Government of the College

In 1967, there were "... a number of recommendations all designed to give colleges, within certain limits, much greater control over their own affairs and to emphasize the importance of academic freedom." 89

The Governing Body suggested "... a joint meeting with the Governors of Eastbourne College of Education to consider the

89 Education Circular 2/67.

draft proposals for the government of the two colleges prior to their submission to the Education Committee and the Council ..."

90

The Joint Meeting was held 1st June, 1967 and a draft Scheme of Government was considered and agreed.

91

The Weaver Report⁹² put forward the "... concept of partnership ..." in the government of colleges of education and aimed to "... reconcile academic freedom with social responsibility"⁹³ The "... internal government of colleges (was) reviewed ... in light of the Robbins Committee's recommendations ..."

94

The report recommended, "local education authorities and voluntary bodies should take such steps as may be necessary to reconstitute the governing bodies of their colleges in the light of the recommendations of this report and should inform the Secretary of State accordingly;

The governing bodies of all colleges of education should review the present arrangements for the organisation and management of their colleges, in the light of this report, with particular reference to the need to establish properly constituted academic boards;"

95

⁹⁰ loc. cit. 5 Min. 8 (a) 23.2.67.

⁹¹ ibid. Min. 5 16.6.67.
Incorporated into Instrument and Articles of Government 1969.

⁹² Report of the Study Group on The Government of Colleges of Education.

⁹³ ibid. p. iii.

⁹⁴ Higher Education Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins 1961-63
Para 1 p. 1.

⁹⁵ ibid. Rec. 1 and 2 p. 26.

(1) The Governing Body

In 1958 the Governing Body consisted of nine Representative Governors appointed by the Local Education Authority, including one representative of the University of London, one representative East Sussex County Council and one representative Old Students Association of the College, and two co-optative Governors. ⁹⁶

The Principal was invited to attend meetings ⁹⁷ until 1959 when she became a full member of the Governing Body. ⁹⁸

In the first instance the CEO or his representative acted as Clerk to the Governors ⁹⁹ and from 1969 "Except with the approval of the Secretary of State, the Senior Administrative Officer of the College" was the Clerk to the Governors. ¹⁰⁰

The Governors have always taken a keen interest in the affairs of the College. The Minutes of their meetings record not only the formal resolutions but a synopsis of discussion. The following selection has been made to illustrate the continuing concern for the development and status of the College.

In the first instance Governors were concerned with the minutiae of staff and student progress to the point that the

⁹⁶ Instrument of Government 4th December 1950 and see Appendix 152.

⁹⁷ loc. cit. 5 Min. 2 17.10.58. Instrument 10 f 1950 - "The Principal shall attend the meetings of the Governors and of any Sub-Committee appointed by them except in any special circumstances when the Governors may decide otherwise."

⁹⁸ loc. cit. 5 Min. 2 23.1.59.

⁹⁹ loc. cit. ⁹⁶ No. 9 1950 and 1959.

¹⁰⁰ ibid. No. 15 1969 and Education Committee Min. 3 27.6.68, pp. 33-34.

Principal reported all accidents and illnesses in detail. 101
The Governors' concern for the quality of education and training
is summarised in the following minute ref. Training Colleges
and Teacher Supply in the 1960s.

"... the Governors re-affirm their view that there should
continue to be a place in the future training college
organisation for the specialist work in physical education with
which this College has been identified for many years and that
this College should continue to play its full part in this
respect." 102

In considering a draft Report of the University of London,
Institute of Education visit to the College, 21st May 1962, the
Governors were, "... of the opinion that the visitors should
meet the Governors on the day of the visitation, with a view to,
points which have arisen during the Visitation being discussed
immediately." 103

The Report was communicated to the Governing Body together
with the following comment; "... the Senate note with
satisfaction the general character of the Report." 104

During 1966 much time was given to discussion of the role
of the College in the future. 105

101 loc. cit. ⁵ Min. 14 17.10.58.

102 ibid. Min. 10 b. 17.10.58 and see Appendix 153.

103 ibid. Min. 8b. 19.4.63 (recommendation was not
approved by Senate).

Members of Visitation:

Mr. Bouffler	-	Carnegie College
Miss Casson	-	Lady Mabel C.P.E.
Miss Laidler	-	D.S. College, Battersea
Dr. Tenen	-	Furzedown College
Prof. Linnell	-	Dean of the School of Pharmacy
Mr. Elvin	-	Director, I. of Ed.
Miss Egan	-	Dep. Sec. I. of Ed.

104 ibid. Min. 12 4.10.63.

105 See Appendix 154.

In 1967-8 the views of the Academic Board were sought in the revision of the Instrument and Articles of Government. Student opinion was also sought with reference to student participation in College Government. 106

During 1968 and 1969 the Governors continued to discuss, at length, the Government of the College including the revision of the Instrument and Articles of Government, the constitutions of the Academic Board and Academic Council, the Departmental structure of the College and the role of the Students' Union.¹⁰⁷

Discussion culminated in revised Instrument and Articles of Government dated 4th August 1969 and operational from 8th December 1969 when the first meeting of the full Governing Body was held. 108

In June 1973, with reference to the White Paper "Education - a framework for expansion" a special sub-committee of the Education Committee was established "to examine the circular in relation to the two colleges and further and higher education in general taking into account views expressed by each Governing Body." 109

Chelsea Governors had established a sub-committee 3rd December 1971 to consider the implications of the James Report. 110

106 loc. cit. 5 Min. 3 16.2.68.

107 ibid. Min. 3 16.2.68
 Min. 5 30.5.68
 Min. 2 (d) 4.10.68
 Min. 8 (d) 18.12.68
 Min. 2 and 6 21.2.69
 Min. 3 20.6.69
 Min. 7 8.12.69

108 See Appendix 155.

109 Ed. Com. - Min. 6, p. 150 25th June 1973.

110 Consultations on regional and local basis. Membership of Chelsea Sub-Committee: loc. cit. 5 Min. 9 3.12.71
Chairman - Mr. Alderman Caffyn, Deputy Chairman - Miss E.R.B. Fraser, Principal, Deputy Principal, Miss K.M.E. Murray.

With reference to Eastbourne College of Further Education and the College of Art and Design the CEO stated - "That he did not consider that it would be possible to think in terms of connecting the development at King's Drive with possible developments for the two Colleges of Education bearing in mind that the Eastbourne College of Further Education was always likely to be a local College providing courses that were in the main below Advanced level, while the two Colleges of Education would provide courses at a higher level ..." 111

The Governors informed the Authority and D.E.S., after lengthy discussion of papers submitted by the Principal, "that they are of the opinion that Chelsea College of Physical Education should be maintained as a separate institution, and that plans should be made for its future development as a Specialist centre in accordance with the terms of para 17 of Circular 7/73. 112

Discussions continued and are reported in the minutes of the respective Governing Bodies and in the Minutes of the Education Committee. 113

Due to local government re-organisation the County Borough of Eastbourne ceased to exist 1st April, 1974; the College was then administered by the East Sussex Authority.

In giving her annual report to the Old Students, June 1973 Miss Bambra expressed, "... appreciation of all that the County Borough of Eastbourne has done for the College in the

111 loc. cit. 109 Min. 8, p. 154.

112 loc. cit. 5 Special Sub-Committee Friday 30th March, 1973 and ibid. Min. 5, 31st May 1973.

113 Available at County Hall, Lewes and Public Library, Eastbourne, respectively. (Now East Sussex County Library, Eastbourne).

25 years since Chelsea came to the town and the Local Education Authority took responsibility for our administration."

"We have always had most generous treatment and have enjoyed the support of an excellent, liberal and thoroughly interested Governing Body and the kindness and understanding of the Chief Education Officer, Mr. John Aspden, ..." "Sir Sydney Caffyn, Eastbourne's last Mayor, is fittingly the Chairman of the Governors in this last year; we owe much to his well-informed and skilful leadership and his great interest in the College." 114

Chelsea Governors were concerned that if they supported a merger of the two Eastbourne Colleges and Seaford they would be reversing a decision made in 1973, and that the tradition and international reputation of Chelsea built up over the past 75 years would not be maintained. Anxiety was also expressed that the Governors were being asked to agree a merger whose nature is not defined and which could lead to loss of prestige both nationally and internationally." 115

Finally, the Secretary of State, Mr. Reginald Prentice, approved the inception of the East Sussex College of Higher Education, with the amalgamation of Chelsea College of Physical Education, Eastbourne College of Education and Seaford College of Education, as from 1st September, 1976. 116

114 O.S.A. Magazine No. 15. 1974.

116 Eastbourne Herald, Saturday January 4th 1975, p. 3.
"Mr. Prentice says he recognises the fact that the College (C.C.P.E.) has made an important contribution in the past. He wishes to have it ensured that its specialist facilities and expertise are further developed in the future.

Chelsea College had pleaded that it was necessary to safeguard its national and international role in education, plus having guarantees about the number of student places for physical education in the new College."

See also Appendix 156.

(2) Academic Board

In 1965 "The Chief Education Officer reported (to the Governors) that the establishment of an academic board to consider all matters relating to the academic policy of a college was in accordance with present trends. It was, however, necessary to bear in mind the importance of the relationship of the academic board with the governing body and, in this connection, the Secretary of State for Education and Science had himself set up a Working Party to consider matters relating to the government of colleges of education. It would, however, be some time before this Working Party was likely to report. 117

The "Collier Sub-Committee" had been set up within the College October 1964 to draft a Constitution for the proposed Academic Board.

"The purpose of the Academic Board shall be the formulation and expression of a corporate policy on academic matters ..." 118

The membership, in the first instance was the Principal, Deputy Principal, Principal Lecturers and staff representatives equal in number to the Deputy Principal and Principal Lecturers. 119

On 23rd February 1967 the Principal submitted copies of the constitutions of the Academic Board and Council to the Governors. The "arrangements were operating as an interim measure, pending the consideration of, and a decision on,

117 loc. cit. ⁵ Min. 12 (e) 7.7.65. See also loc. cit. 92 paras. 126 and 132.

118 Constitution of Academic Board, para. 1. (See Appendix 157).

119 ibid. Para 2. Changed in 1968 (see Appendix 158).

internal government in the light of the Weaver Report and the Department's Circular 2/67." 120

The first meeting of the Academic Board was held 5th October, 1966 at 5.30 p.m. when Departmental Reports were received, the Constitution of the Academic Board was clarified and B.Ed. syllabi were considered. 10 further meetings of the Board were held during 1966-67.

Major issues of academic importance were debated and college policy determined. For example in the first year, of the Board, on 23rd November 1966 the relationships of the Certificate in Education and B.Ed. courses was discussed and on 25th May, 1967 the function of the Board of Governors and staff representation on the Governing Body received attention. 121

With changes in the Articles of Government, 4.8.69, the Constitution of the Academic Board was amended. 122

Full student representation on the Academic Board came in 1973; "Three full-time registered students of the College to be appointed by the Students' Union" 123 preceded from 1970 by "liaison with Academic Board through Staff/Student Curriculum Advisory Committee, with the right to attend for the discussion of any items brought forward from this

120 loc. cit. 5 Min. 8b. 23.2.67.

121 The Board recommended that the Principal and 2 members of the Academic Staff should serve on the Governing Body. (Ref. Weaver Report)

122 See Appendix 159.
Amendment to Constitution of Academic Board, 1969.

1. "The Academic Board shall have the powers and duties set out in the current Articles of Government for the College together with any further powers and duties delegated to it by the Governors."

123 loc. cit. 5 Min. 5. 1.12.72. See also Appendix 160.

(Student Executive) committee." 124

The committees of the Academic Board were formalised into Standing Sub-committees, ad hoc committees and Provisional committees. 125

Standing Sub-committees have included: B.Ed.; Chelsea College Year Book; In-Service; Research.

Ad hoc committees have included: Structure of Academic Board Committees; Orientation course; Record cards.

Provisional committees have included: Staff/Student Welfare Advisory Committee, 126 Curriculum Committee 127 and B.Ed.

Research has always been accepted as an integral part of the work of a Specialist College of Physical Education. 128

A Research Sub-Committee was formally established by the Academic Board in 1968 and was responsible for advising the Board on Technical matters. 129

124 loc. cit. 109 Min. 143. 2.2.70.

125 See Appendix 161.

126 The Staff/Student Welfare Advisory Committee was appointed to consider matters of general concern which affect the life of the community.
(720/B plus RJ/JP. 24.2.70).

127 Staff/Student Curriculum Advisory Committee.
Standing Sub-Committee - Academic Board.
(2) Staff/Student Curriculum Advisory Committee will engage in discussion of any matters of general principle which have a bearing on the content of the college academic course.
Membership: Principal, Deputy Principal, 4 members Academic staff (appointed by Academic Board), 6 members Student Union Curriculum Committee (appointed by Student Union Executive).
716/B and R.J./JP./ 5.3.70 (Revised).

128 See also Section I, Section II and Section III
p. 87, pp. 117-8, p. 163; p. 180, p. 279, p. 283; and p. 357 and p. 373.

129 See Appendix 162.

The Academic Board, as in all Colleges of Education, has played a vital part in determining the academic philosophy and policy of the College since its inception in 1968.

(3) Departmental Structure

As the student and staff numbers increased and the content of the courses was changed a formalised departmental structure evolved.

"The term 'Department' is used to signify an area of work for which a designated Principal Lecturer holds responsibility." 130

The MAJOR Departments were Education and Art and Science of Movement; Miss M.M. Hayes was Head of the former and Miss P.M. Kingston of the latter.

Miss Kingston also had overall responsibility for the work and coordination of the Departments of Physical Education, Arts, Dance and Science.

The Physical Education Department was concerned with all aspects of movement which were studied as part of the students' professional preparation.

The Arts Department led by G.F. Curl was concerned with coordination of work in Art and Craft, led by Miss M. Reid, English and Drama, led by C. Peters, Music and Movement led by E.T.E. Davies, and for the development of integrated studies. The Science Department, led by D. Kidd, was concerned with all aspects of the Science of Movement, including the preparation for teaching of the subject and its coordination with the work in Biology of Man, led by Miss J. Harrison. The Dance Department, led by Miss L.M. Wilson,

130 Paper to Academic Board, Departmental Structure
AJB/JH 3.10.68.

was concerned with all aspects of the Art of Movement, including Ballroom and National Dance.

Social Studies, led by Miss P. Veerhault, was included in the MINOR Departments.

The MINOR Departments offered Liberal Studies courses and the option of main level work for able students.

Each Department had its Standing Committee whose membership comprised all members of staff concerned with the subject. Departmental and joint Sub-committees were established as required.

In 1969, Miss Kingston saw the essential value of a "free environment in which ideas and opinions can be fully expressed, received with respect and are fairly evaluated" as vital to the efficient functioning of the Departments of Art and Science of Movement and Physical Education.

While the Education Department was small each tutor took entire responsibility for the work of his/her own group though the general policy was agreed in departmental meetings. About 1970, with an expanded department meetings were more formalised.

(4) Academic Council

The 'Harrison' sub-committee, set up June 1966, recommended that an Academic Council and General Staff Meeting be established. 131

The former to consist of all members of the teaching staff to discuss and advise the Academic Board on general academic matters and the latter to be formed from all members of the

131 See Appendices 163 and 164.
Purpose of General Staff Meeting is to hear, (and to discuss when necessary) items of a non-academic nature.

teaching, administrative, technical and domestic (including nursing and ancillary) staff. 132

The sub-committee aimed to "... steer a middle course between the non-involvement of the many and the over-involvement of the few." 133

The Council met at least once a term and received reports from representatives on the Academic Board and offered advice on current issues.

Matters of a domestic character were discussed at the General Staff Meeting normally held at the beginning of each term.

c. Students

(1) Entry qualifications

Student numbers doubled within the fifteen years of the third era from 225 in September 1958 to 550 in September 1973. 134

The students continued to study for the Teacher's Certificate to 1961, and the Certificate of Education to 1967 of the University of London, Institute of Education. 135 The 1965 intake qualified in 1968 for the Certificate in Education University of Sussex, School of Education. The Three-year Certificate course in Advanced Dance, with curriculum courses in at least four activities, was established in 1964. 136

132 Paper to Academic Board. 699/B/JP. 13.2.70.

133 Report dated October 24, 1966.

134 See Appendix 165.

135 See Appendix 166 - Summary of Examination Results.

136 First and Third years at Chelsea; Second year at the Laban Art of Movement Studio, Addlestone.

Students applying for the above courses had to be 18 years 1st October, year of entry, and hold the minimum qualification of 5 GCE 'O' levels. The College Authorities had to be satisfied as to the probable suitability for the teaching profession, health and physical ability of each candidate. All applicants had to have an interview with the Principal and complete the college practical tests. The first term was always on a probationary basis until 1964-5 when the period was extended to one year.

Summary of first appointments is given as Appendix 167, and shows the range of schools to which Chelsea students have been appointed. 137

In 1962/3 a one year post-graduate course of teacher training, with subsidiary Physical Education was established leading first to the Teacher's Certificate and later to the Certificate in Education. One student was accepted for the first course and by 1972/73 the course had fifteen students including eight men. 138 Students have been accepted from at

137 See Appendix 167. Results of 5, 10 and 15 year questionnaires to Old Students.

138 1962/63 Pauline McCullough BA, McGill University, Canada (English).

1972/73 G. Morgan, B.Sc. (Civil Engineering) Southampton (Maths)
 R.D. Watts, B.Sc. (Hons) Manchester (Maths)
 B. Vaughan, B.Sc. (Pharmacology) Reading (Biology)
 C.R. Jenner, B.Sc. (Pharmacology) Reading (Chemistry)
 Judith London, B.Sc. (Hons) Leicester (Biology)
 Gill Gwyther, B.Sc. (Zoology) Aberystwyth (Biology)
 B.J. Licombe, B.Sc. (Econ) Aberystwyth (History)
 P. Martin, B.Sc. (Hons)(Botany/Comp. Sc) London (Biology)
 F.D. Walton, B.Sc. (Sociology) Portsmouth Poly. (Lond)
 (History)
 Mrs. G.H. Sutton, B.Sc. (Sociology) Leeds (History)
 W.R. Farr, B.A. (Gen) Canada (Biology)
 R.D. Blackwell, B.Sc. (Hons)(Admin. Sc) Aston (History)
 Miss G.F.C. Bray, B.A. (Hons)(English Politics)
 Leicester (English)
 Kathy Weisinger, B.A. (P.Ed) Rosemount, USA (Biology)
 D. Langley, B.A. (Gen) Portsmouth Poly. (Lond)

A letter of recommendation from the Director of the Physical Education Department of the University or a similar sponsor should accompany the forms, and should set out in detail the candidate's experience in physical activities during the period of study at the University.

least thirty-nine Universities and four Polytechnics. The Universities include: McGill, Queens, Birmingham, Durham, Edinburgh, Aberdeen, Bristol, London, Liverpool, Sheffield, Manchester, Leeds, Newcastle, Oxford, Cambridge, York, Reading, Sussex, Bradford, Swansea, Nottingham, Leicester, Lampeter Aberystwyth, Aston, Surrey, East Anglia, Essex, Warwick and Ulster. The Polytechnics include: Hendon, Portsmouth, Oxford and Kingston; one student who had graduated from Ealing Technical College also completed the Chelsea course. Students had studied a variety of subjects including Physical Education, English, Mathematics, Political Science, Foreign Languages, Psychology, Zoology, Art, Chemistry, Drama, Sociology, Fine Arts, Geography, Natural Sciences, Theology, Civil Engineering, Pharmacology, Administrative Science, Economics and European History prior to the post graduate year.

A one year course for qualified practising teachers leading to the Supplementary Certificate, Chelsea College of Physical Education and later (1970) to the Supplementary Certificate - Physical Education, University of Sussex, was continued. ¹³⁹

A one year course for Overseas Students (the Bursary Scheme) was implemented in 1964.

Since 1967 the Supplementary and Overseas courses have been combined.

Students have been accepted from almost fifty countries ¹⁴⁰ onto the "Overseas 1 year Course". The majority have

¹³⁹ A letter of recommendation from the Headmistress or Headmaster of the school where the applicant teaches is required, and also a testimonial from the Principal of the College where initial training was taken.

¹⁴⁰ See Appendix 168.

returned to their own countries to teach; many have taken posts of major responsibility including Directors of P.Ed., members of Sports Councils and Inspectors.

In 1960-61 3 students from the London College of Dance and Drama formed an experimental group and studied for one year for the Teacher's Certificate. When Chelsea became a constituent College of Sussex University this course was transferred to Dartford College of Education.

Selection for the 4th year of the B.Ed. degree course was based on the College record, the Certificate in Education examination, performance and initially an interview.¹⁴¹ In the IVth year students were eligible to become full members of the University of Sussex Students' Union.

In 1972, the Delegacy of the University of Sussex School of Education approved suitably qualified students from Guildford School of Acting and Drama Dance Education be allowed to proceed to a further year at Chelsea to prepare for the Certificate in Education.¹⁴²

(2) Choice of College

The pattern of choosing Physical Education as a main teaching subject, because of interest and ability in the subject and in children, continued into the third era of the College. Almost 100% of respondents quoted "interest", "enjoyment", "ability" and "wanted to teach" in their replies. "I had always enjoyed physical activities and I was particularly attracted by the varied curriculum within the field of P.E. I was brought up on a farm and although I had no wish to take up farming I could not envisage spending my

¹⁴¹ See Appendix 169. Interview later discontinued.

¹⁴² loc. cit. ⁵ Min. 11, 1.12.72.

life working indoors. I had no experience with young children but I did enjoy working with the lower school, when I was a prefect and games Captain. I would like to say that I wanted to give to children some of the enjoyment I had experienced in P.E. but I cannot remember whether that feeling came before or after college." 143

"I also felt that in P.E. one gets to know the children as individuals better than in many classroom subjects." 144

With the introduction of the Dance course and the re-introduction of the Supplementary course students pointed out: "I wanted to further my knowledge of creative dance. 3 of us met from London College of Dance and Drama as a trial group - 1 year only to gain a Ministry Certificate." 145

"I had taken P.E. as one of my two main subjects (the other English) for my 2 yr. course at Worcester (1958-60). At that time my motivation was simply that P.E. was something I enjoyed and was good at. Intellectual satisfaction was gained in my English Studies. After a few weeks of teaching practice it was obvious to me that I did not enjoy classroom teaching nearly as much as Physical Education. So I decided to do a 1 yr. Supplementary Course in P.E. in order to be a better P.E. teacher." 146

The influence of ex-Chelsea students in persuading or encouraging pupils to enter the college also continued. Over 50% of respondents had themselves been taught by Chelsea Old Students and a further 15% quoted Chelsea as "the best"

143 DUNN 1960.

144 PECK 1961.

145 BURKE 1960-61.

146 EMSLIE 1960-61.

college. Several students, 20%, had been influenced by Chelsea students on school practice in their schools or previous entrants from their schools while 15% wanted to enjoy "the sea". "My PE teacher thought it would be most suitable - the emphasis being on a good all round education rather than outstanding ability. I also thought of the long hot summers and the sea - an added temptation!" 147

By the late 1960s (1967-68) entrants were beginning to consider qualifying for a B.Ed. degree and reading prospectuses with this in mind. "It (Chelsea College of Physical Education) was going to start the B.Ed. course during my training and I wished to do the course." 148

Parental support continued almost 100% although now for more varied reasons. My parents were, "willing to accept advice of staff at school to allow me to pursue a course of further education. An excellent attitude from a large working class family background especially when other training colleges were a two year course and PE was three." 149
My parents - "approved but (expressed) slight concern that the course might prove to be too strenuous." 150

Attitudes do, however, take time to change as illustrated by the following two examples: "Initially didn't like the idea - had the old fashioned idea that a PE teacher wasn't a 'real' teacher having been brought up on public school idea of ex-Sergeant Major in charge of gym!" 151

- | | |
|------------------|-------|
| 147 HOULSTON | 1966. |
| 148 MYERS | 1970. |
| 149 LOWES | 1960. |
| 150 PECK | 1961. |
| 151 NESS-COLLINS | 1965. |

Fairly non-committal, although my brother thought I was stupid "Why dont you go to the University?" and "What will you do when you're forty?" and etc. 152

While the majority of friends and peers accepted the choice of Physical Education, as a profession for the respondents, nevertheless there were some 'sceptics':

My friends - "They thought I was 'mad' - fancy wanting to go to an all girls college was their re-action. I think they also thought that one spent the whole three years with hockey stick in hand." 153

Or "Amused acceptance of what they deemed the inevitable." 154

"Some friends outside school looked upon the choice of subject as 'odd', not particularly intellectual and thought I'd be playing games all day." 155

Friends - "Embarrassing - imagined I'd be 'jolly hockey sticks' etc. after my first term. Because it was to be so distant I was quickly forgotten - a fate of many students." 156

As far as school support was concerned, any disapproval was related to the final award being of lesser status than a University Degree. Over 40% of respondents mentioned this point in various ways.

"... wasted my intellectual (academic) ability. 9 'Os'

3 'As' - distinction in English and PE at College." 157

"At first there was a little opposition. I had my

152 HOULSTON 1966.

153 ibid.

154 SELF 1967.

155 BRETT 1969.

156 MYERS 1970.

157 EMSLIE 1960-61.

'A' levels at 17 and some staff were of the opinion that I should be applying for University." 158

With the inauguration of the B.Ed. from 1967-68 and other degree courses from September 1975 this attitude should change in the next era.

(3) Participation in International Congresses

In August 1969, the International Association for Physical Education and Sports for Girls and Women held its VIth Congress in Tokyo. A team of students from the Women's Specialist Physical Education Colleges demonstrated modern educational dance and gymnastics under the Leadership of Miss Wilson and Miss Kingston, respectively. The two students selected from Chelsea as members of the team, were Alison Smith and Penny Gale. Margaret Shaw was selected as reserve.

In August 1973, Gill Aldiss, Sue Harding and Linda Warwick, who were selected to represent Chelsea, attended the VIIth Congress held in Teheran. Again the team demonstrated Educational Dance and Gymnastics, led this time by Miss E. Stokes (Bedford C.P.E.) and Miss W. Morrison (HMI - Scotland), respectively.

(4) Students' Union

Parallel to the development of the College changes were made in the formal organisation and conduct of the Students' Union. 159

In 1961 the Union had a Senior student and two deputies, one responsible for Social activities and one for Domestic affairs, a secretary and a treasurer as officers. By 1973 the Union had seven officers, an executive committee, a

158 STEWART 1964

159 See Appendix 170.

Council and such other committees as the Union deemed necessary. ¹⁶⁰

In 1963, the social societies and clubs were amalgamated and met one evening per week. While this arrangement left the other evenings for study or physical (recreational) activities it did limit the students' choice of social activities. ¹⁶¹

During July 1963 the Minister of Education approved Students' Union Fees as part of Tuition costs. ¹⁶²

Previously the students had paid £1.0.0 per annum to the Students' Union, £1.0.0 to the Principal's Fund and the Local Authority had paid £1.0.0 to the Union and £1.5.0 to the Games Fund.

Under the new arrangements the Authority contributed £3.10.0. ¹⁶³ The students also levied their own subscription. Later, 1.12.64, the Authority paid £2.10.0 to the Students' Union, £1.5.0 to the Games Fund and a Block sum of £50 to the Principal's Fund.

The Principal was very aware of the contribution of the Students' Union to the life of the College. "The Student executive has again proved its capacity to organise and guide

¹⁶⁰ See Appendix 171.

¹⁶¹ See Appendix 172.

¹⁶² "... the whole sum should be administered by the students themselves, instead of only partly by the students as under the present approved arrangements. The Ministry added that care must be taken that no part of the fee should be used to make payments to bodies not eligible for grant from public funds, such as political parties, the National Union of Students and the Student Christian Movement, including college branches in each category. If students wished to support these bodies, they should do so as individuals." 3rd December 1963

¹⁶³ £1.10.0 Students' Union, £1.0.0 Principal's Fund, £1.0.0 Games Fund.
loc. cit.⁵ Min. 14, 28.6.63. Reviewed after one year.

the social life of the College and has shown increasing sense of responsibility also for standards of work." 164

In November 1968 the Local Education Authorities and the National Union of Students issued a Joint Statement commenting "... properly established means of effective participation" in College Government be created. The "Union, within its stated functions, should manage its own affairs." 165

Students at Chelsea have always given priority to serving others and this is well illustrated through the Children's Camps they have ~~for~~organised annually. During 1960-61, with the approval of the United Nations Organisation and under the direction of Roger Catchpole the students raised £1,275 to take two groups of refugee children to camp for two weeks per group in Hockkonig, Austria in the summer of 1962. Debbie Turner was the student leader and six other students assisted with the camp. 166 Since then camps have been organised in Eastbourne 167 Cromer 168 Burnham on Sea 169 and at Hindsland.170

A variety of Charities have always been supported and include for example: World University Service, Children's

164 Report to Old Students' Association, Summer 1966.

165 Document KDS 5000 3B November, 1968.

166 Near Salzburg.

167 At Hindsland, College playing fields, 1968. Principal's Report to Governors 4th October, 1968.

168 G. Duggan Year III - overall responsibility for London Children. Principal's Report to Governors 1st October, 1965.

169 Children from Notting Hill; Principal's Report to Governors 12th October, 1967.

170 English and Polish Children, Principal's Report to Governors, 25th September, 1964.

Country Holiday Fund, International Social Service, Handicapped Children, National Charities and the Social Services Group at the Avenida Club, Eastbourne. 171

As part of the campaign for Education in 1963, during "... the first week of the summer vacation, second year students offer their service to their "home" authorities and are ready to talk to girls on Modern Physical Education. The students are anxious to use this opportunity to explain the scope and contribution of the subject and to remove the many misunderstandings about the training." 172

Again a selection of three reports serves to illustrate the range of Student activities, college events and games successes. 173

d. Old Students' Association

The Old Students' Association held 3 meetings per year at the beginning of this era for social and educational purposes. By 1968 the meetings had been cut to two per year. 174

(1) Achievements

Members of the Association have always discussed current trends in Physical Education, 175 participated in community projects, and brought honour to the College through academic successes and representation in games and sports at all levels. 176

171 President's Report to Governors, 9th November 1973.

172 Principal's Report, 19.4.63.

173 See Appendix 173. Reports given by the Principal to the Governors.

174 See Appendix 174. Constitution O.S.A. 1964.

175 "... O.S.A. - members were perturbed by the lack of time and interest given to Physical Education in the Senior part of some schools ..." Sub-committee formed to conduct survey, 8.6.63. O.S.A. Magazine No. 5 pp. 9-10.

176 See Appendix 175.

A selected example from each year group serves to illustrate the versatility and ability of the Old Students.

(2) Service as Teachers 177

Recently, interest has centred on the service given as practising teachers by Old Students of the College. 178

The results of Miss Bambra's 5, 10 and 15 years out enquiries show that on average:

50%	of	students	teach	for	5	years	
20%	"	"	"	"	10	"	
10%	"	"	"	"	15	"	179

Well over 75% of students were in posts of responsibility and at least 15% of students no longer teaching had held posts of responsibility earlier in their careers.

A greater percentage of each year group has remained in the Southern region of the country. Appointments to different types of Secondary Schools reflect current educational patterns and approximately a ratio of 2 : 1 students marry during the first five years after leaving College. 180

After completion of training well over two-thirds of respondents found that they were accorded equal status in the staff room. Many made comments on the following lines:

"In fact, it has been the case in both posts, that when it comes to really getting to know a pupil, the advice of the PE dept.

177 See Appendix 176. Copy of letters and questionnaires.

178 Miss Bambra kept track of this situation through sending questionnaires to Old Students.

179 See Appendix 177 - Summary of returns.

180 See Appendix 178 -

Analyses: a No. of years Teaching
b Geographical Areas
c Full-time, Part-time
d Types of Schools
e Married/Single

has been sought. It also seems a foregone conclusion that P.E. staff are able to organise and are called upon to be in charge of seating, Speech Day organisation, time tabling for examinations and etc. General school discipline seems to stem from the P.E. Dept. ... so I am led to believe by both sets of staff in two schools." 181

"... the same as any member of staff who worked hard and had a professional attitude towards her work. Any new member of staff had to prove her worth!" 182

and

"I was considered a teacher who was very concerned about teaching children rather than a subject, and who took a very active role in a great variety of aspects of the general education, particularly the physical welfare of the children." 183

With the coming of the large comprehensive schools, where the Physical Education Block is more often than not separated from or at the farthest end of the school from the main entrance such phrases as, "a race apart." 184
or "Separated from the rest of the staff." 185
or "No status established - school too large." 186
appeared in replies to the question "What status did you have in the staffroom?"

The outstanding impressions of College training of students qualifying between 1958 and 1973 continued to be

181 LOWES 1960.

182 TAYLOR 1964.

183 MARTIN 1962.

184 CATT 1963.

185 WEAVING 1967.

186 TARBUTT 1969.

"enjoyment", "exhaustion", "hard work" and "friendship".

"There seemed to be so much to do one wondered if one would last the distance." 187

"Hard work and the high standard demanded of you almost to the point of fanaticism." 188

"Establishing lasting friendships. For the first time learning to live with people of totally different social and economic backgrounds - you begin to question your values. Being with people of great ability both students and staff."189 and

"The high standard of personal physical fitness required the cameraderie of those united in a common goal." 190

Towards the end of the sixties the social limitations of an all female community are reflected in students and peers attitudes.

"The limitations of a single-sex college, and the relatively narrow environment by all students studying the same course, apart from a few exceptions. ... the relatively carefree time compared with the pressures of teaching!" 191

"The restrictions and disadvantages of being in an all female community. Total enjoyment of intense physical activity. Involvement in study of a subject I was very interested in and the opportunity to think and write on this. Becoming independent and being able to sort out my own standards for living." 192

- | | | |
|-----|----------|-------|
| 187 | SPELLMAN | 1961. |
| 188 | STEWART | 1964. |
| 189 | TAYLOR | 1964. |
| 190 | CATT | 1963. |
| 191 | HOULSTON | 1966. |
| 192 | BRETT | 1969. |

"... a time of having very strong ideals most of which had to be drastically modified when teaching began." 193

and

"I feel I left behind a great deal of information I could now make use of, that at the time I thought useless." 194

The majority of Old Students saw their contribution to Physical Education as "teaching" and "helping children to enjoy the various aspects of Physical Education".

"I hope that my contribution has been to help children to enjoy the various aspects of physical education, and to encourage them to realise the necessity of participation in physical activity whatever one's calling or profession. It has always been my aim to encourage everyone to participate whatever their level of ability." 195

"Have been Head of Department for seven years and endeavoured to foster and encourage PE among the young people I come into contact with." 196

and

"I have served on the County Associations of hockey, netball, athletics and gymnastics and have assisted several times on outdoor activities courses run by the County for school children. I play hockey and netball for the County and try to take part in as many activities as possible. I had felt the need for a hockey club in Penrith for some time, and took steps to start one last year. It is now a very flourishing club and has attracted members from all trades and professions

193 PECK 1961.

194 TARBUTT 1969.

195 STEWART 1964.

196 NESS-COLLINS 1965.

and enables school girls to continue playing after leaving school." 197

Old Students of the College have also continued to give their services, in a voluntary capacity to work of Physical Education and Sports Associations.

"I taught PE in a Gr./Tech. Sch. 1962-64; I ran evening classes in 'keep fit' and Ladies Gym. 1962-64; I ran recreational swimming sessions weekly at first then twice-weekly during the same period; from 1964 I was Hd. of Dept. and initiated and ran from 1963 the Basildon Schools Gymnastics and Trampoline Associations including coaching and annual competitions; I supervised students from Dartford during their school practice; I took school parties to Dartford to see the kind of work a PE course involved." 198

This form of service often starts during the first year out of college and continues for a very long period of time. "I have taken groups on combined outdoor pursuits courses and have started Outdoor Pursuits as a timetabled activity as well as just running clubs. For 2 years I have attended the ILEA Mixed Winter Expedition as an Instructor.

I am on the Committee of the London Schools Horse Society and am Certificate Sec. The Society does a great deal for riding in London for children who normally would not get this opportunity. It also helps to maintain a standard in the instructor." 199

Refresher Courses have always been available to Old Students of any recognised College of Physical Education for

197 BROWN 1966.

198 MARTIN 1962.

199 TARBUTT 1969.

one term or longer to study modern developments in physical education.

In 1966 Miss Bambra contacted Old Students trained between 1935 and 1955 to ascertain their interest in attending a refresher course. 200

Preference was expressed for a course in the Summer vacation.

It was a cause of concern, to Miss Bambra, that no Old Student had by 1973, made a contribution to the Chelsea Year Book. "This means that the views of the practising teacher are missing. If the publication is to achieve a balance of views it must present the teachers' standpoint as well as that of visiting lecturers, staff and students in training."

Miss Bambra was always aware of the importance of the Old Students' Association. "It is right that the Old Students should be kept informed of the activities in College; that they should know that, while we are alive to the splendid conditions of the past, we are trying each year to work in the spirit of those traditions, while we respond to the new demands of the present." 201

"... as we look forward to possible substantial changes during the next few years, we have at least some experience of the flexibility of organisation and outlook which we shall need to meet new challenges." 202

The "... link of past, present and future which is, I believe, one of the great characteristics of the College and a compliment to you who keep us in touch," 203 reflects also

200 See Appendix 179.

201 Report to O.S.A. 1961.

202 *ibid.* 1972.

203 *ibid.* 1971.

the loyalty and professionalism of the past and present members of Chelsea College of Physical Education.

Officers of the O.S.A. 1904-1973 have been tabulated as Appendix 180.

S E C T I O N I I I

(iv) Curriculum Development

"The curriculum should develop the knowledge and perspective which is commensurate with the kind of world in which we live." ¹

The Chief Education Officer and Governors had to be notified, by the Principal, of changes in the curriculum. ² During the period 1958-73 changes included a total re-organisation of the College time-table to allow greater flexibility and student choice, transfer from the Teacher's Certificate course validated by the Institute of Education, University of London to the Certificate in Education course validated by the School of Education, University of Sussex ³ the introduction of new one and three year courses, the B.Ed. (Hons) degree course and the In-Service B.Ed. (Hons) degree courses. ⁴ Discussions, following the publication of "Education - a framework for expansion" ⁵ and the James Report, ⁶ were started and led to proposals from the Curriculum Development Committee for a B.A. degree in Human Movement combined with an allied discipline. ⁷

To prepare staff to cope with expansion and new ideas

¹ Taba, H. Curriculum Development - Theory and Practice p. 273.

² Article 15 d (i) p. 5.

³ School of Education, University of Sussex inaugurated 1st October, 1965.

⁴ Full-time and part-time.

⁵ Cmnd. 5174. HMSO. 1972.

⁶ Teacher Education and Training, DES. HMSO, 1972.

⁷ Human Biology and Sociology accepted by the University of Sussex for September 1975 start. Recreation, Health, Philosophy and Psychology under discussion.

Professor Ben Morris ⁸ led a discussion on "Personal Relationships in a College of Education". Staff also participated in a one day conference ⁹ on "Methods of Study" based on Jerome Bruner's book "Towards a Theory of Instruction". The Staff/Student Curriculum Committee considered "Self Evaluation". ¹⁰ Following lengthy discussions at Academic Board and Council ¹¹ on "Interdisciplinary Studies for students of P.E." all members of staff, working in pairs, investigated some of the relationships between aspects of Physical Education and other subjects of the total College Curriculum.

In keeping with current trends during October 1972 the Physical Education Department supported the change of name from Art and Science of Movement to Movement Studies. ¹² The opinion of the Academic Board was requested; the Board referred the matter to the Curriculum Committee of the Board who debated the following alternatives: Movement; Movement Studies; Human Movement Studies. ¹³

On 29th October 1973 the Board again discussed the title of the Main Course. "... in view of the title of the proposed new degree, (the Board) agreed to adopt that of "Human Movement Studies" as a replacement of the existing "Art and Science of Movement". ¹⁴ The Board of Study - Physical

⁸ Professor of Education, University of Bristol.
Discussion held 21.1.71.

⁹ 20.4.71.

¹⁰ 27.10.71.

¹¹ 10.11.71.

¹² Document 450 c/PK/DG 11.10.72.

¹³ Academic Board. Min. 835, 12th February 1973.

¹⁴ *ibid.* Min. 918, 29.10.73 and Min. 948, 26.11.73.
Document 187 D/PK/DG/8.11.73.

Education, University of Sussex, also accepted with full agreement, the change of name.

A. AIMS AND OBJECTIVES

"The curriculum of a specialist college of Physical Education has two complementary aims. Firstly, to offer a liberal higher education which will enable the student to realise her full potential and to develop the wide resources of knowledge which she will need as an educator; a liberal education in which her specialist interests are closely interwoven with a wide spread of related studies.

And secondly, to provide professional preparation based on an understanding of the educational needs of children and an appreciation of the vital part which movement plays in their growth and development, mental, physical, emotional and social." ¹⁵

"A fundamental principle in the design of the Chelsea College curriculum (post 1964) is that the student first masters basic areas of study which have a common focus, and later develops aspects of the work to meet her own needs, interests and abilities, so that in fact no two students follow the same curriculum pattern. This ensures opportunity for each to build from her previous experience and attainment and to distribute her time as seems wisest." ¹⁶

"A variety of choices were made available to the students and their college life generally was liberalized." ¹⁷

¹⁵ Bambra, A.J. Lecture to C.C.P.R. Movement and Dance Division. pp. 2-3 (undated).

¹⁶ *ibid.* p. 5.

¹⁷ Personal correspondence from Miss R. Foster, Senior Staff Inspector.
"The courses became more demanding of both staff and students, and while such demands were by no means well received others found them invigorating."

Students learnt to apply methods of scientific evaluation; they gained knowledge of concepts of sociology, and a sound understanding of the principles of psychology; they were encouraged to adopt the impartial attitudes and rigorous disciplines of philosophy, and they increased their understanding of aesthetic theories which are fundamental to the formation of artistic judgement.

Practical work "... is the touchstone for the development of the study of Human Movement ..." ¹⁸ and real learning depends on interaction between teacher and taught.

During 1969 the Academic Board debated "Some important aims in a College of Education". ¹⁹

"In any review of the College curriculum it is essential to begin by establishing the aims of the College:-

The College as: an institute of higher education; a place of professional preparation, a centre for advanced Specialist study." ²⁰

The Working Document from the Curriculum Committee set out the following six aims as a basis for discussion:

1. The continual establishment of 'right' relationships - through example more than precept; and at all levels, stages and in all circumstances.
2. To encourage in all students a real love of 'something'. (not necessarily Physical Education specialisation)
3. To develop powers of imagination encouraged by (1) above, and also through creative opportunities.

¹⁸ See Appendix 181 for precised version of lecture (see footnote 15).

¹⁹ Document 501/AB CC 4(a)/LET/KP. 25.11.69.

²⁰ Document 469/AB CC 3/AJB. BB. BW/KP. 17.11.69.

4. The awareness of the importance of means rather than ends, experience than results, growth than change, while recognising where ends, results and changes are of value.

5. The understanding of the balance of imposed and self discipline.

6. The encouragement of each individual to find out about herself, her potential, her limitations - whether intellectually, practically or socially. (connected with 3 above)

Aims of a College of Education, a Specialist College of Physical Education, the professional education of students and a main course submitted by sub groups of the Curriculum Committee are given in Appendix 182.

From the submissions, the phrases "Knowledge of subject and children", and "maturity and professional integrity" summarise the main qualities to be aimed for in the education and training of prospective teachers.

(1) Teacher's Certificate

The London Certificate course ²¹ extended over three years and the following sections of the training proceeded concurrently:

(1) The study of, and practical experience in all main branches of physical education,

(2) The study of theoretical subjects necessary to an understanding and intelligent application of the practical work,

(3) The training of the teacher. ²²

²¹ Continued until 1967. (i.e. intake of 1964).

²² University of London, Institute of Education, Handbook 1958-59, p. 23.

The approved course for students at Chelsea included:

(1) A study of the General Theory of Education with particular reference to the needs and interests of children and young persons and of the principles of the curriculum in relation to Physical Education. ²³

(2) The Theory and Practice of Physical Education. ²⁴

a. Physical Education

The main aim of the Physical Education course was to inculcate an understanding of the place of physical education in the general education of children. This was to be achieved through practical and theoretical studies based on training in movement in the various branches of physical education. The course also included: administration of physical education in the schools of England and Wales, the history of the growth of physical education, with special consideration to the evolution of modern developments and the aims and values and scope of physical education in the varied curricula in different schools - Primary and Secondary (Modern, Technical, Grammar). ²⁵

b. Education

"The main aim of the Education Course was to orientate the mind of the student towards the fundamental problems of education and to initiate in his mind a life-long process of reflection in which educational theory and practice will be fruitfully related to one another." ²⁶

²³ Work included vacation and term-time observation of children; voluntary work in local Youth Clubs/groups; opportunities to teach in Primary, Secondary Modern and Grammar Schools.

²⁴ University of London, Institute of Education Regulations and Syllabuses for the Teacher's Certificate Examination 1958-59 p. 33. See also Appendix 183.

²⁵ *ibid.* p. 33.

²⁶ *ibid.* p. 22.

The course also aimed to give information and to train the student in thinking about educational matters.

More specifically the aims of the General Principles section were to help students to become conscious of the assumptions underlying current educational theory and practice, to examine these assumptions critically, to achieve clarity of thought, and to help students to form, clarify and strengthen their faith in education as a process which is both fundamentally important and practicable. ²⁷

In History of Educational ideas there were three main aims:

"1. To help in an understanding of our present system by seeing it in relation to the influences which have operated in the past, and so to lead on to a consideration of possible developments in the future.

2. To give an understanding of the course of development of the principles implicit in our present educational practice.

3. To arouse interest in the relationship between education and social conditions and ideals in the past, and thus to lead to more informed consideration of educational ideals and values in different cultures." ²⁸

The psychology course aimed to lead students to an understanding of the children they would teach so that they could consider the practicality of aims of education and the best means of achieving them.

The course in Health Education was intended "... to develop in the student not only a sound attitude towards his personal health, but also an appreciation of the place and importance of health education in the life of the community and

²⁷ *ibid.*

²⁸ *ibid.* p. 24.

of the contribution which all aspects of school life make to good health." 29

c. Science

In Anatomy the relationship of one structure to another was emphasized while in Physiology the emphasis was on the application of the principles of Physiology to the students work in physical education and to her everyday life.

d. Liberal Studies

The Art and Crafts course intended to make provision for those students whose personal interests lay in this direction and to allow them to practice, rather than make a study in depth, as many aspects of the course as may interest them. 30

The course in Drama aimed to give the student a literary history and opportunity for practical work. 31

The Music and Movement course aimed to give the student an historical perspective, opportunities to make music and a detailed study of the problems involved in the union of the two arts of music and dance. 32

e. Further Studies

The aims of the Special course of advanced study in Physiology were:

"(a) to expand the work done in the normal College course, so giving the student a more detailed knowledge,

(b) to provide the opportunity for doing experiments which are not included in the College course, or are done only as demonstrations,

29 *ibid.* p. 27.

30 *ibid.* p. 56.

31 *ibid.* p. 128.

32 *ibid.* p. 160.

(c) in the later stages, to develop the study of one or more branches of the subject to the greatest depth possible to the student, under College conditions." 33

(2) Certificate in Education 34

After detailed scrutiny of the whole curriculum, 35 scheduled to coincide with change to validation of awards by the University of Sussex, 36 the organisation of College work was totally restructured for 1st September, 1965 in the following way: Basic studies in year groups in the mornings, Activities, Science and Liberal studies in heterogenous groupings in the afternoons. 37

"In the evenings courses in recreational activities enabled students to become competent coaches ..." of individual sports. "Many of these activities were gradually being included in the Physical Education programme of forward looking schools." 38

(a) Physical Education

The main aims set out provisions for students to satisfactorily follow an approved course of study leading to Certification as Qualified Teachers.

These aims were accomplished, at Chelsea, through the study of the Art and Science of Movement, 39 Education, a

33 *ibid.* p. 175.

34 1965 first intake; final examinations 1968.

35 Ministry of Education had suggested "... time tables of Training Colleges should be extended ..."

36 See Appendix 184.

37 College Report, Frances Montgomery, Senior Student 1964 to O.S.A. C.C.P.E. O.S.A. No. 6 1964-5 pp. 86-7. See also Appendix 185.

38 Miss Bambra's Report to Old Students' Association. *ibid.* No. 5. 1963-64. pp. 8-9.

39 Known to students as 'Art and Sigh'. *ibid.* No. 9 1968. p. 14.

Liberal Study, a Further Study, the Practice of Teaching and the Activities courses.

The Art and Science of Movement had as its specific aim: "... to give students a full understanding of the theory and practice of movement in all types of physical activity." ⁴⁰

Movement was studied as an educational, recreational, and remedial force in the lives of children and adults. Observation and analysis formed an important part of the study and consideration was given to movement as a means of expression and communication. The development of skill in movement and the acquisition of techniques were studied in detail. The fundamental study of movement was supported by work to a high level in the following aspects of physical education: dance, gymnastics, games, athletics, swimming and outdoor activities.

The specific aims of dance through practical experience centred on the quality and appreciation of movement as a communicative art. ⁴¹

The aim of gymnastics was "to help students to move well, and to be aware of what constitutes 'a good mover' so that they are alert and sympathetic towards the problems of the children they will teach: to develop an awareness of the best combination of effort factors for any movement task and lead to economic, objective and inventive movement." ⁴²

The Aims of the Activities Courses were:

1) To develop skill through a general understanding of the principles of movement.

⁴⁰ loc. cit. ²⁴ 1966-67. p. 214.

⁴¹ ibid. p. 217.

⁴² Chelsea College of Physical Education Handbook 1971/72 p. 28.

- 2) To progress to as high a standard as possible in theory and practice and to prepare for teaching.
- 3) To develop skill in a new major game and widen experience and knowledge in games played before.
- 4) To prepare further as a teacher and to take appropriate external examinations. ⁴³
- 5) To establish a knowledge of:-
 - a) The marking and upkeep of grounds.
 - b) The choice and care of equipment.
 - c) The prevention of sports accidents.
 - d) The organisation of tournaments and matches.
 - e) The Governing Bodies of Sport. ⁴⁴

The Beginners playing grades aimed to:

- 1) teach students the basic principles of the game/activity,
- 2) introduce them to the rudimentary skills of the game/activity,
- 3) make students familiar with elementary tactics and positional play/competition,
- 4) instruct students in the care and choice of equipment.

The Elementary Umpiring and Coaching courses aimed to give students a working knowledge of the rules of the game/activity and experience in Umpiring/Officiating and the basic skills to coach elementary strokes and tactics in a game, respectively.

In Grade I of each course the following were the main aims:

⁴³ Such as:-
 The LTA Elementary Certificate
 The AEWHA Elementary Coaching Certificate
 "C" Umpires Certificate of the AEWHA
 "B" " " " " "
 Part I Umpires Certificate of the AENA
 W. AAA's Teachers Award
 RLSS Swimming Awards
 ASA Teacher's Certificate and etc.

⁴⁴ Activity Courses, 1967.

- 1) the development of good technique
- 2) the development of basic skills
- 3) the introduction of more advanced tactical play
- 4) the consideration of practices, suitable for teaching children

In Grade II the courses were directed towards:

- 1) the introduction of more advanced skills and tactical play
- 2) a full understanding of the rules of the game
- 3) knowledge of the relevant Associations

In Grade III courses students concentrated on technical skill and the improvement of personal practical performance and theoretical knowledge.

In Grade IV courses students developed skill in various positions of play using appropriate individual techniques to a high standard by playing games at speed.

The Advanced Umpiring and Coaching Courses prepared students for the Examinations of the appropriate National Associations.

(b) Education

The aims of the Education course for P.Ed. and Dance Students were set out as:

to introduce students to the history and development of ideas on education, and to give them a sufficient basis of knowledge to enable them to examine critically educational theory and practice and the underlying assumptions;

to enable students to acquire knowledge and understanding of children, and reference to psychological and educational experiment should be closely related to children in and out of school;

to emphasise that this part of the course (Education in its Social Aspects) acknowledges that children are members of a

community and that their development and the satisfaction of their needs can only be adequately viewed in the light of the groups and societies of which they are members. ⁴⁵

(c) Liberal Studies

The General aims of these courses may be summarised as:
to offer courses of cultural/academic interest outside the field of Physical Education;
to provide the opportunity for study in depth in one topic;
to present a context in which to enlarge concepts of the environment, develop awareness of the inter-relation of knowledge in natural, social, scientific and cultural fields and widen appreciation of the role of Liberal Studies in Education.

The main course in Art was intended to develop their (second and third year students) creative work in the visual arts and to give them some understanding and knowledge of the place of Art and Crafts in the life of Man. ⁴⁶

The primary aim of the (Drama) course was to stimulate the students' interest in Drama by providing as many and as varied opportunities as possible for experience of and experiment with it. ⁴⁷

The aims of the Music and Movement course were, very similar to those of the Teacher's Certificate course. ⁴⁸

In the Biology of Man course students aimed to examine man in his relationship with the environment. ⁴⁹

⁴⁵ The University of Sussex, School of Education, Handbook 1968/69. pp. 19-20.

⁴⁶ *ibid.* p. 23

⁴⁷ *ibid.* p. 26

⁴⁸ See p. 413 and *loc. cit.* ⁴⁵ p. 57.

⁴⁹ *ibid.* p. 76.

The Social Studies Course aimed to examine the Social Structure and Social Conditions and Youth in Industrial Society. ⁵⁰

(d) Further Studies

Further Studies courses, established September 1960, ⁵¹ were open to selected third year students with special aptitude and interest who were able to undertake the work in addition to the normal course.

They aimed to extend the students knowledge and to encourage independence of thought.

Initially courses in Dance, Youth Leadership, Outdoor Pursuits, Science and P.E. for Handicapped children were available. Later, by 1967, Skill and Movement, Education, Philosophy, Assessment of Human Performance, Physical Education for Children with Special Needs, were mounted.

The Youth Leadership Course had also been approved by the Ministry of Education and the Institute of Education, University of London, as a pilot course of training for third year students. It was inter-related with the Social Studies Course. ⁵²

(e) Advanced Course in Dance

Early in 1963 ⁵³ Miss Bambra consulted Miss Ruth Foster⁵⁴ about developing a course in Advanced Dance in conjunction with the Laban Art of Movement Studio, Addlestone.

⁵⁰ *ibid.* p. 80.

⁵¹ Under the Teacher's Certificate Course see pp. 413-14 and Min. 3 Governors' Meeting 29.4.60.

⁵² *ibid.* Min. 5(b) 2nd October 1959.

⁵³ Principal's Report to Governors, 1.2.63. Item 5.

⁵⁴ Senior Staff Inspector, Physical Education.

The Ministry of Education and the Institute of Education, University of London approved the course for a September 1964 start. ⁵⁵

The Three Year Specialist Course in Dance aimed to develop an awareness of the quality of movement in a wide range of experiences, to appreciate dance as a communicative art and to encourage confidence, originality and clarity in movement. ⁵⁶

On 23rd October 1972, the Delegacy, University of Sussex formally agreed to the College link with the Guildford School of Acting and Drama Dance Education Ltd. ⁵⁷

For the Guildford Students the one year course had three main aims:

1. To develop an understanding and appreciation of dance as an art.
2. To gain a knowledge of quality of movement and of form in dance composition, and to acquire the ability to perform with confidence, originality and clarity a variety of types of dance.
3. To become aware of and sensitive to the needs of children and to examine the place and purpose of dance in the school curriculum. ⁵⁸

(3) The B.Ed. (Hons) degree

"The Bachelor of Education degree of the University of Sussex is a classified Honours degree which is awarded after a four year course taught by the constituent Colleges of the

⁵⁵ Min. 10 Governors' Meeting 28.6.63.

⁵⁶ loc. cit.⁴² p. 24.

⁵⁷ loc. cit. ⁵⁵ Min. 11 1.12.72.

⁵⁸ From syllabus proposals submitted to University of Sussex.

University's School of Education." ⁵⁹

The first 8 students from Chelsea to complete the course graduated July 1968. ⁶⁰ Since then numbers have increased steadily; by 1972/73 twenty-one students graduated and in 1973/74 thirty-one students held provisional places.

In the University of Sussex B.Ed. (Hons) degree course students took their study of Education and one main subject further in the additional year (4th).

The relationship between these two elements (Education and Main Subject) was made explicit in a Linking Study. ⁶¹

Students at Chelsea pursued one special field of study in Education (Adolescence, the Secondary School Curriculum, The modern family or The health of the school child); one aspect of Physical Education (Scientific, Social or Movement) and The Linking Study. ⁶²

(4) The Post Graduate Course

The one year Post Graduate course which had been first discussed with Miss Foster in 1959/60 ⁶³ was finally approved in 1963. ⁶⁴ The aims of the course, open to men and women graduates, were:

1. To offer to graduates an opportunity for a detailed study

⁵⁹ University of Sussex, Bachelor of Education Degree, Leaflet, June 1967.

⁶⁰ 2 students gained Class II degrees
5 students gained Class III degrees
1 student gained a pass degree

⁶¹ loc. cit. ⁴⁵ p. 82.

⁶² loc. cit. ³⁷ No. 11, 1970 pp. 17-20. "The B.Ed. Degree"
Webb, I.M. See Appendix 186 for detail.

⁶³ loc. cit. ⁵⁵ Min. 3c(i) 22.1.60.

⁶⁴ ibid. Min. 7. 4.5.62 and Min. 9. 1.2.63.

of some aspects of physical education and a general study of the aims and principles of movement education.

2. To prepare graduates to be teachers of a limited number of physical activities selected according to interest and previous experience. ⁶⁵

In the 1970's the general aims of the course were:

(a) to give the student an understanding of the development and behaviour of children and adolescents and an appreciation of the social context of education;

(b) to assist the student to adapt his degree specialism and existing physical skills to the teaching of children of secondary school age;

(c) to enable the student to develop his own view of the aims of education and of the teaching process in the context of which to set particular subject specialisms.

(5) In-Service B.Ed. (Hons)

The In-Service B.Ed. degree course was discussed in 1971/2. 5 students were accepted for the preparatory year 1971/2 for the Special Subject Study Physical Education/Dance and completed the full time year 1972/73. The College had 12 students in the Educational Development Study and Inter-Disciplinary Studies groups.

In the 1972/73 preparatory year, 15 students took the PE/D course and 12 students the E.D.S. and I.D.S. courses at Chelsea.

"The characteristic of this In-Service B.Ed. is that it has been developed as a regional scheme by a Management Group representing each of the Colleges and the University." ⁶⁶

⁶⁵ loc. cit. ⁴⁵ p. 14.

⁶⁶ loc. cit. ³⁷ No. 14, 1973. p. 5.

The general aim of the course was to acquaint serving teachers with current developments in Physical Education and to encourage them to appraise their own work in school.

"The course is specially designed to meet the needs of practising teachers and it is hoped that those who are teaching will apply in great number." 67

The course was based on a set of assumptions regarding the needs, abilities and work styles of experienced teachers returning to full-time study as well as an integrated model for course design radically different from that of the initial B.Ed. 68

Additional complexities were created by the joint co-ordination of the scheme, regional sharing of teachers and resources and the variation in levels of provision between and within institutions. The course was truly innovative but future planning included modification as a result of evaluation and consolidation. 69

(6) One Year Supplementary Course

The course, for qualified teachers, aimed to extend the teachers' knowledge of Physical Education in order that they could specialise in teaching Physical Education in schools. Opportunity was given for students to develop the work of their previous training and to select part of their studies according to individual need and interest. 70

(. 7) Degree in Movement

The Total Aims and Objectives of the Course, as defined by

67 *ibid.*

68 Principal's report to the Governors November, 1973.

69 *ibid.*

70 *loc. cit.* 42 p. 15.

the Curriculum Committee of the Academic Board in November, 1972, were:

- "1. To develop an understanding of the nature and significance of human movement through the establishment of principles and the examination of theories of movement.
2. To examine the development of skill in sport and in everyday life.
3. To review the contribution of movement study to man's health and social well-being.
4. To consider the place of movement as a means of human communication.
5. To investigate the contribution of movement and physical activity to the child's development and education." ⁷¹

B. CONTENT

From 1960, Art and Science of Movement was the title given to the main course of study. Miss Bambra said, "The purpose of a main course is the education of the student, giving an opportunity for her to extend her abilities to the fullest." ⁷²

She continued in her report to the Old Students, "In Physical Education we have always, and rightly, been very much concerned with the training of the teacher and have not even tried to separate our material from method. In establishing the study of our subject, we have found a new title, which we hope also indicates the width of the work; that, in addition to techniques and skills with their background of anatomical analysis we consider very fully the more creative aspects of Dance, with the Laban movement analysis." ⁷³

⁷¹ Document. 562C/B/DG/20.11.72.

⁷² loc. cit. ³⁷ No. 3, 1961. p. 16.

⁷³ *ibid.*

(1) Teacher's Certificate and (2) Certificate in Education

From Old Students' comments there is no question that the course was professionally orientated.

"On entering college I was disappointed at first at the lack of practical work on the games field and in the gymnasium as so many "practical" lectures in fact turned out to be "theoretical" in practice - discussing hockey practices for girls of thirteen rather than playing games for our own enjoyment!" 74

"It is necessary to understand fully both the theory and practical side of a subject and I felt this was well covered."75

"I thought the emphasis was (rightly) on the teaching of the various activities rather than on the achievement of high personal standards of performance (although the latter was encouraged too). The theory was well linked to the practical side." 76

"Theory and practice were not always set apart but one was used with the other e.g. a gymnastics lecture would be stopped to discuss the theory of the practical work. Some of the Educational theory seemed to have little to do with modern teaching practice." 77

"... but the more teaching experience one is given the better. I think my first year of teaching taught me a great deal, the mere fact of being able to teach day in, day out, taught one a lot. Sometimes I felt that the theories propounded at College were too idealistic, that they fitted the ideal

74 LOWES 1960

75 SPELLMAN 1961

76 MARTIN 1962

77 CHAUNDY 1965

situation, in the ideal school, rather than the less than ideal situation in which one found oneself - for example - the reluctance of the vast majority of girls in the middle school to participate." 78

"... short concentrated courses have a lasting effect. e.g. tennis Dewpool.

I also feel that the endless work in 'Body Awareness' was and still is absolutely necessary to enable the teacher to 'feel' as well as 'see'. One thing I do regret is no training whatsoever in the classroom." 79

"I especially liked the way in which e.g. in Gymnastics we were made to draw up a detailed syllabus and scheme of work for a 4 year Secondary School course. I think this should have been done in all subjects especially MED. I also wish we had been pushed into taking more coaching certificates and umpiring tests, etc. My qualifications in athletics have been invaluable." 80

"I felt the following practical points could have been covered: filling in a register and totalling it at the end of term, an understanding of allocation of money in schools for the ordering of equipment, use of tape recorders, amplifiers, film projectors etc., classroom techniques such as use of the blackboard." 81

"I would have appreciated more opportunity for preparation in teaching recreational activities. Some Education Authorities are demanding special coaching qualifications recognised by

78 STEWART 1964

79 DUNN 1960

80 EMSLIE 1961

81 PECK 1961

National Bodies. e.g. British Trampoline Federation coaching certificate, and some county organisations such as the Surrey Netball Association require Umpiring Certificates before a school can be entered for a County Tournament. I feel that the possible necessity of obtaining these awards should have been made more clear to us, plus the chance to take the awards - made possible for all within the College course." 82

and

"Great stress was put on the example which you set as a teacher. This necessitated looking at oneself objectively." 83

In 1959 all students participated in the General Introductory Course which initiated them into the broader aspects of Physical Education, the child and his interests, the Body and its movement, the Arts and Physical Education and the Place of Environment in Physical Education. 84

Opinion amongst the staff was divided as to the value of an introductory course. "Some of the students have appeared like actors, perpetually waiting in the wings for the real play to begin and we have asked ourselves whether some of the initial enthusiasm with which the new student enters college has been wasted." 85

By 1968, 100 1st year students had an orientation week as an introduction to College before embarking on the syllabus

82 ROBERTS 1967

83 STEWART 1964

84 loc. cit. 55 Min. 5(a) 2nd October 1959.

85 University of Sussex, School of Education, Teacher's Course Working Party, Chelsea College of Physical Education Statement. 16.2.68.

proper. 86

This procedure has been continued.

(a) Art and Science of Movement

The Content of the Certificate in Education courses in the area of Art and Science of Movement have included:

Science, Games Training, History of Physical Education, Movement Study - Principles, Observation and the study of the development of Skill in Year I.

Scientific aspects of Movement, Skill and learning Movement and the Arts Movement in Year II.

Movement and Skill Study, The Physical Education Teacher in School and Society, a 15-30 minute lecture prepared by each student, Modern Trends in Physical Education and Curriculum development in Year III. 87

The fundamental study of movement was supported by work to a high level in dance, gymnastics, games, athletics, swimming and outdoor activities. 88

In Year I in Science students learnt about Structure related to movement and in Year II Chronic and immediate effects of Exercise. 89

(b) Modern Educational Dance

In dance lectures, the study of effort, through the motion factors, basic effort actions, effort graph, simple

86 Four day course in which all first year students experienced all aspects of Physical Education, met members of staff, explored Eastbourne and the surrounding environment and were introduced to Students' Union activities.

87 See loc. cit. 42 pp. 18-19 for detail.

88 ibid. pp. 20-23.

89 ibid. p. 31.

concepts of space, partner and group relationship, movement discipline through technical work, rhythm and form in music, motif writing, principles of theory based on themes I - XVI (Laban) sequences and studies, stimuli for dance, analysis of movement, observation and recording, the role of other arts in dance, compositional form and studies and dances using a variety of lyrical and dramatic ideas were covered in the first and second years of the Teacher's Certificate and Certificate in Education courses. 90

(c) Gymnastics

In gymnastics the body was trained in the functional aspects of movement, with the gymnast contributing ideas and thoughts as she experimented and explored the many movement possibilities to answer the task set.

Gymnastic lessons were based on problems related to management and control of the body in stillness and in movement. Total understanding came through personal experience and active participation.

Through observation and analysis the teacher assessed the needs of the class and was able to plan accordingly. The Basic lesson plan included: Introductory, Training, Class Activity, Apparatus and Final Movement.

In the 'Introductory' the right atmosphere for the class was set, the body was prepared mentally and physically for the lesson, the members limbered, the theme was introduced and skill in movement was trained.

In 'Training', the whole body was used and the individual learned the limitations of her own vocabulary in relation to the floor.

90 *ibid.* p. 24.

In the 'Class Activity' general class teaching was accomplished as Body Training and Apparatus sections were linked.

In 'Apparatus' the climax of the lesson was achieved and in 'Final Movement' the lesson was brought to a suitable conclusion.

Every session included time for experiment with movement ideas; attempts were made to master skills and inventiveness was encouraged in answering tasks set. ⁹¹

In Year I the students were introduced to Educational Gymnastics and explored and experienced all aspects of Body Management.

In Year II this work was extended and there was also a stress on Teaching. In Year III Students prepared for final practical assessments in the Autumn Term, continued the emphasis on Teaching in the Spring Term and participated 'voluntarily' in gymnastics in the Summer Term. ⁹²

(d) Activity Courses

The content of the Activity Courses was appropriate to the level of the course and also varied according to the abilities of the group.

In games lectures students mastered basic and advanced techniques, tactics, rules, coaching methods and umpiring. ⁹³

Athletics was built on a basis of running, jumping and throwing. Movement principles and body mechanics were emphasised and students learnt to analyse and coach all Track and Field Events. ⁹⁴

⁹¹ *ibid.* p. 28

⁹² See Appendices 187 and 188 for detail.

⁹³ *loc. cit.* ⁴² pp. 20-22.

⁹⁴ *ibid.* p. 20.

In Swimming lectures the fundamentals of swimming, stroke analysis, personal survival, diving, synchronised swimming and teaching and coaching were covered. ⁹⁵

(e) Outdoor Activities

All students learnt elementary camp-craft, rock climbing, orienteering and canoeing during the first year summer camp.

(f) Liberal Studies

In Art both two and three dimensional work was covered together with Art History and Appreciation. In the Biology of Man course the theme was man in his relationship with the environment. In Drama and English courses were designed to evoke and increase the students' interest in all aspects of drama. In Music individual interests and skills were furthered together with an emphasis on different aspects of Music and Dance. In Social Studies three main strands were pursued: social, economic and political background, comparative sociology and the study of society and other fields.⁹⁶

(g) Further Studies

In Further Studies courses students pursued a selected subject to greater depth and in Technical Studies administrative, and more technical aspects of the course were available.

Practical work was supported by theoretical study and students completed individual assignments.

(h) Education

"The course was an integrated programme timing and choice of work being determined by its relation to the practical teaching experience of the students as this was developing

⁹⁵ ibid. pp. 22-23.

⁹⁶ ibid. pp. 29-30.

through primary and secondary age ranges. There was no attempt to teach the disciplines separately. Developmental psychology and social aspects of education received the most attention.

About 1970 with an expanded department it was desirable to use the expertise of tutors differently. The three year course was divided into two stages: a foundation course, team taught, and a stage II course of unit courses many of which were interdisciplinary, lasting one term and designed and taught by two lecturers with different but complementary knowledge in the education disciplines.

To avoid fragmentation the group tutor continued to meet his own group, monitoring the progress in written work and tutoring the individually chosen pieces such as the special exercise. The group tutor maintained close cooperation with the Physical Education/Dance tutors during teaching practice and aimed to appreciate the students' course as a whole.

Advantages of the reconstruction of the Education course were the opportunity for students to pursue some aspects in greater depth, to feel that they had greater autonomy in their private study to reach B.Ed. entry level. The size of teaching group was not greater than 40 plus. Tutors found the collaboration stimulating and were able to indicate the modes of study and central concepts of their own disciplines, the juxtaposition and dialogue resulting from the joint programme proving illuminating and tending to the lessening of formal approaches, such as the lecture, and to the devising of different modes of assessment for each unit." 97

97 Personal report from Miss M. Hayes. Head Education Department, 1967-75.

In Education, over three years, students took the following courses: Human Development, Intellectual Development Psychology of learning, Study of Adolescence, Personality Development, Philosophical aspects of Education and teaching and current educational problems. ⁹⁸

In their first year students also assisted at the College Play Centre ⁹⁹ and in local Youth Clubs and Voluntary Organisations. In both situations they were encouraged to observe and communicate with the young people as well as organising more formal activities.

(i) Teaching Practice

In the Practice of Teaching, "The teacher's role is (now) less obtrusive (than previously) but her influence is no less important than before, since it is through the quality of her skill in movement observation and in her relationships with the class that she establishes the 'rapport' and the 2-way flow of ideas which enables her pupils to work in partnership with her to improve the quality and diversity of their work." ¹⁰⁰

In Year I students spent half day a week on School Experience - either with children at the College or in local Primary Schools. A short block Primary School Practice took place in the Summer Term.

From 1964/65, in the second year students experienced a Secondary Block Practice in the Autumn Term in Sussex or Surrey schools preceded by a group practice, one day a week, ¹⁰¹

⁹⁸ See Appendix 189 for detail and loc. cit. ⁴² pp. 25-26.

⁹⁹ Held in Granville Gymnasium for local Primary Children, 4-11 years, Monday - Thursday 5 p.m. Started in 1964 by P. Doole with 18 children; assisted by Mrs. M. Britton 1968, 82 children.

¹⁰⁰ loc. cit. ³⁷ No. 9, 1968 p. 21.

¹⁰¹ 6/8 students per tutor.

from 1968-69, in local schools, in the first half of the Autumn Term.

"In accordance with the current trend, particularly in the University of Sussex School of Education, to involve teachers more directly in the training of teachers, it is hoped that the group practice may be a really co-operative effort between college and schools." 102

In the third year, students experienced a 5/6 weeks block practice in Secondary Schools. Geographically speaking, the area covered has grown steadily with the increase in student numbers. In 1960 Portsmouth, Bournemouth and Southampton were the only areas used outside Sussex but in 1968 92 schools were used for 108 students and in 1973 students were placed in schools in Berkshire, Buckinghamshire, Dorset, Hampshire, Bournemouth, Portsmouth, Southampton, Oxfordshire, Sussex and Wiltshire. 103

(j) Advanced Dance Course

The Specialist Dance course focussed on movement as a means of expression and communication, Dance as an art form, the History of Dance, Music for Dance, Correlation of Dance with other Arts and Ballroom and National as well as Modern Educational Dance. 104

(k) Guildford Students Course

The content of the Guildford Students course included:

102 28 school staff invited to College 5.6.68 to discuss proposals.

103 Teaching practice conferences, following each block practice, became a feature of the College Calendar. See Appendix 190.

104 loc. cit. 45 pp. 63-64
loc. cit. 42 pp. 24-25
and leaflet.
See Appendix 191 for detail.

The study of the theory and practice of dance.

Comparative study of dance styles viewed in their historical, theatrical and educational settings.

Educational presentation of dance. 105

(3) B.Ed. (Hons)

In her report to the Governors Summer 1964, Miss Bambra said, "Much discussion has taken place with regard to the development of Physical Education as a degree course study."¹⁰⁶

In the fourth year students made a further, more intensive study of material chosen from the scientific, the social or the movement aspects of physical education, already considered in the Certificate course.

In the Scientific Study, the determinants of physique, physical activity, and a subject or topic using subject matter or techniques derived from mechanics; ergonomics; tests, measurements and statistical analysis; or corrective movement, were followed.

In the Social Study, Sociology and administration of physical recreation, Social Psychology in Physical Activities and either Sociology of Dance, or Psychology and Performance or the Social adjustment of the Handicapped were followed.

In the Movement Study ¹⁰⁷ Movement Analysis, Dance Notation and Composition and Critical Studies formed the content of the syllabus. 108

¹⁰⁵ See Appendix 192 for detail.

¹⁰⁶ loc. cit. ⁵⁵ Min. 8. 3.7.64.

¹⁰⁷ This aspect was titled Movement in the University of Sussex Handbook p. 112; within the College it was called Aesthetic.

¹⁰⁸ See Appendix 193 for detail as discussed in 1965

(4) Post-Graduate Course

In the Post-Graduate Course in the area called Movement Study - Movement in Education, Observation and analysis of movement based on the principles of Rudolf Laban were covered. A study of the structures and function of the body related to movement - development of skill and mechanics of movement were studied. In Theory and Practice of selected activities students selected their activities according to their interests and previous experience. Methods of teaching and coaching, planning of lessons, compiling a syllabus and organisation were covered. 109

In Education the syllabus was divided into three main sections. Principles of Education where the concept of education and its aims, Educational Practice as developed from philosophies of education, Education and democracy, the school curriculum and Current educational issues and experiments were discussed.

Educational Psychology and Child Development, where Human development from birth to maturity, Individual differences, Educational Measurement, the nature of learning and the integration of personality were studied.

Education in its Social Aspects, where the present educational system, the social environment of children, the function of the school in society, and the principles and practice of Health Education were considered. 110

School experience and practical teaching

School experience was seen as closely related to the student's college studies. The general aims of the

109 loc. cit. 42 p. 15.

110 ibid. p. 14.

educational studies course, in particular, were closely allied to the purposes of each phase of school experience.

The pattern of school experience

(i) Introductory stage.

Study practice in a primary school working chiefly with 9 - 10 year old children formed a gradual introduction to the responsibilities of a teacher. Students were encouraged to discover their capacity for communicating with children and learning the needs of different age groups. They taught some prepared work according to confidence and readiness but emphasis was placed upon child study and the study of conceptual development.

(ii) Weekly practice in secondary school.

School experience in secondary school provided a continuing weekly contact with a small number of groups of children. Students offered both their academic and practical subjects but they were encouraged to view their work in school less as formal teaching practice than as an opportunity to work alongside experienced teachers, to observe and to participate in schemes of team teaching, to become aware of experiments in integrated studies and other curriculum developments, especially those in fields allied to their own.

(iii) Block practice in secondary school.

This half term of teaching complemented the school experience of the first half year. Students taught two thirds of their time. They were attached to a particular class and undertook as many as possible of the normal duties of a member of staff. In this phase they began to appreciate the complexity of children's motivation and learning and the range of demands which are made upon teachers. 111

111 Personal notes from Miss Hayes.

Professional Studies

Professional aspects of the main teaching subject were studied in tutorial groups with a college tutor, experienced in the teaching of that subject. Joint meetings of tutors and students were held approximately twice per term in order to discuss common practical problems and to exchange ideas relating to the teaching of allied subjects. 112

(5) In-Service B.Ed. (Hons)

a) Special Subject Studies - Physical Education/Dance

Full integration of the professional and academic aspects of physical education was undertaken through an analysis of dance, gymnastics and sports. Consideration was given to the relative objectives of the different areas of movement education in schools. Movement was studied as a psycho-motor skill, a means of communication and as a creative tool. Curriculum analysis and development was included in the syllabus.

After a general introduction to the whole field of study, students selected one aspect of Physical Education, from the Scientific Option, the Social Option, the Aesthetic Option for study in depth. 113

b) Educational Development Studies

A study of: practical developments which are changing the nature of schooling and the role of the teacher; the limitations and opportunities resulting from increasing knowledge of the development of children and young people; the principles underlying the formulation of educational aims and objectives; topics of current educational significance;

112 *ibid.*

113 i *loc. cit.* 42 1973/74, p. 35.

ii See also Appendices 194 and 195 for detail.

formed the content of this area of study. 114

c) Inter-Disciplinary Studies

The third component was designed to enable students to understand the relationships of one subject to other disciplines. Curriculum theories about interdisciplinary study were examined and an appraisal of schemes, already used in schools was undertaken. The students had an opportunity to design and assess a curriculum unit involving an interdisciplinary approach. 115

(6) Supplementary Course

In the Basic course, theory of movement in Educational Gymnastics and in Modern Educational Dance and a related Arts and Science course were studied. The educational value of movement training was fully considered and teaching practice was arranged in Primary and Secondary Schools. Each student undertook a special Study which was presented in lecture form. Students also followed selected Activity courses, a Liberal Study and Technical Studies courses. 116

"By the end of the year those from the developing countries have gained considerable self-confidence in tackling a variety of activities and in turn have contributed much to the college by presenting examples of different cultural backgrounds." 117

(7) Junior Year Abroad Course

This one-year course, established 1965, was designed for students from abroad who wished to spend one year of their

114 i *ibid.* (i) p. 26.

ii See also Appendix 196.

115 *ibid.* (i) p. 31.

116 *ibid.* (1971/72) p. 15.

117 *loc. cit.* 37 No. 9. 1968. p. 16.

training in Great Britain and have the period of study assessed for credit purposes in their own institution. The programme was planned to suit the individual's requirements. Courses were selected freely by the student in consultation with the appointed tutor. 118

(8) Chartered Society of Physiotherapy Course

Approval in principle was given by the Governors to establishing a course in association with the Chartered Society of Physiotherapy September 1961. 119

On 12th February 1964 members of the Society visited the College to assess the remedial work. 120 "During the visit, the Assessors discussed with the Principal ways in which physiotherapists, and particularly teachers of physiotherapists, might keep in touch with modern trends in movement."

The visit was followed by a letter from the Secretary of the Society requesting further discussions with a view to establishing a course for physiotherapists.

Observations of the D.E.S. were also sought and a short annual course was finally approved for a 1967/68 start. 121

The four week course was held as part of the two year training course leading to the Diploma awarded jointly by the Society and the Polytechnic of North London for experienced physiotherapists from training schools in the United Kingdom. 122

118 Miss J. Standeven tutor since 1970 and loc. cit. 42 p.16.

119 loc. cit. 55 Min. 11. 29.9.61.

120 ibid. Min. 7. 25.9.64.

121 Miss L.E. Turner in charge of course assisted by Misses J. Baggallay and Gregory and other members of staff 1967 - 18 students; 1968 - 19 students (10 women and 9 men).

122 Short Courses Report 1973. p. 2.

"The students would be at the College to study modern trends in movement and they were interested in normal children and not concerned, at this stage, with the treatment of children through movement principles." 123

The course was based on a study of normal movement taken to greater depth than is possible at student level in physiotherapy and gave opportunity for practical experience, observation and analysis. Stress was laid on the educational approach to gymnastics, dance, skills and swimming to enable student teachers to gain further knowledge and understanding of movement to assist them later in developing and teaching the various specialised movement techniques required in physiotherapy. 124

(9) International Workshop

A five week course for teachers and lecturers from overseas to introduce them to the concepts underlying Movement Education in Great Britain was started in 1969/70. 125 The course was held by arrangement with the D.E.S. Miss H. Corlett has been responsible for organising the course and she has also taken the major part of the course.

Work focussed on principles of human movement underlying creative dance and gymnastics. The course has been conducted through practical lectures, seminar discussions and film observation with students making visits to local Primary and Secondary schools, schools in the Inner London Education Authority and other Colleges of Physical Education.

Visiting lecturers have included: Mrs. I. Glaister -

123 loc. cit. 13 Min. 224. 10th October 1968.

124 loc. cit. 122 p. 2.

125 loc. cit. 42 p. 16.

Observation of Movement, Miss E. Mauldon - Objectivity in Physical Education, Miss J. Layson - Physical Education and the Curriculum, Mr. B. Jelfs - Movement Concepts. 126

Students from the United States of America, Canada and Israel have attended the course. 127

(10) Movement in the Middle Schools

A five week course approved by the D.E.S., was organised Autumn 1971 for teachers in Middle Schools who were interested in, but without experience in Movement and who sought to relate their subject to creative movement. 128

Observation of movement, practical sessions for personal experience, lectures, discussions on educational implications of child centred education and creative approaches to learning and visits to Middle Schools were an integral part of the course. 129

(11) Advanced Course in Science of Movement

A one term course for teachers, lecturers and sports coaches concerned with advanced Study in the Science of Movement, by arrangement with the D.E.S., was approved for a 1972 start. 130

The introductory period served to refresh students, through reading and discussion, in the subject area. The major part of the course was given to advanced studies in

126 1972-73.

127 Students have included: teachers, lecturers, inspectors, professors, advisers and Government officers.

128 Art and Craft, Music, English, Drama.

129 Secondment for 5 weeks difficult. 2 week course more popular. Now organised by Mrs. R. Prideaux.

130 loc. cit. 42 p. 16.

kinesiology, human performance and physiology of exercise. Practical work included learning experimental techniques and statistical analysis. 131

The course has been staffed by Miss J. Harrison and Dr. R. Watson assisted by other members of the Science Department.

(12) Physical Education for Teachers of Mentally Handicapped Children

A five week, D.E.S. sponsored, course for teachers and head teachers in schools for severely mentally sub-normal children and educationally sub-normal children was approved for a 1972 start. 132

Normal movement was studied in practical sessions and observed in schools and student classes. Lessons and lectures included gymnastics, dance, skills and swimming. Development of the normal child's movement, language, play and creative work were studied alongside that of a mentally handicapped child. Films and video tapes were used freely and students attended the College Swimming Club for Handicapped children. 133

Visiting lecturers have included: Dr. Lorna Wing - "Severely Handicapped Children", Mr. Alan Giles - "Assessment", Miss M. Palmer - "Aphasia", and Misses Harding and Cartwright - "Physiotherapy work at Chailey Heritage Hospital".

Discussions were held with Physical Education Advisers and Head Teachers and students visited local Special Schools. 134

(13) External lectures

Eminent speakers from the different spheres, of Medicine,

131 loc. cit. 122 p. 3.

132 First course held 22.2.72 - 24.3.72, 17 students. Course organiser - Miss A. Gregory; later Mrs. M. Fox.

133 loc. cit. 122 p. 2.

134 Mental handicap, physical handicap, maladjustment.

the Arts, Education and all aspects of Physical Education were invited to speak to the students between 1953 and 1973. ¹³⁵

Gradually there seems to have been developed a policy of inviting 'outside' speakers to lecture to years of students during time-table time and to lecture to the College in the students own time. ¹³⁶

(14) Educational Experiences

a) Days of Gymnastics and Dance

In recent years, from 1970, the College has organised Days of Gymnastics and Dance for pupils from local Secondary Schools.

These have been very popular, two hundred accepted, three hundred had to be refused but another day was organised for them. "... it was an encouragement to see that so many girls get such satisfaction from educational gymnastics, when the pressure towards more skill focussed work is increasing." ¹³⁷

The College has also run a Swimming Club (1968) and a Gymnastic Club (1972) on a Saturday morning when approximately 100 and 50 children have attended the respective sessions.

The Clubs are organised by the Staff with Student assistance.

b) National Dance

Days of National Dance, normally Sundays, have been a feature of the College since Miss Bambra was appointed as Principal. Experts, either from the country or in the dances of the country, have visited the College and instructed the staff and students in the characteristic and authentic steps and formations of the national dances. Dances from the

¹³⁵ See Appendix 197.

¹³⁶ For example 1968-69, College lectures by visiting speakers each Thursday evening.

¹³⁷ loc. cit. ³⁷ No. 14 1973. p. 7.

following countries have been included in the programme:
Greece, Israel, Yugoslavia, Poland, Rumania, Turkey, U.S.A.,
Estonia, Hungary, Czechoslovakia, France, New Zealand (Maori),
Portugal, Bulgaria, Russia, Japan, Cyprus and England.

Lecturers have included: Miss Phrosso Phister, Anat Keren,
Ken Ward, Judith and Jacob Barkan, Bert Price, Mme. Juditz
Popescu, Hamdi Ataoglu, Maida Riggs, Aily Eistrat, Alan
Maclean, Hedda Klingrora, Simon Guest, Thora Watkins, Lucille
Armstrong, Dan Lumley, Kristina Michael, Jill Gribbon, Geoargie
Mikellidou and Joy McSmith. 138

c) Exchange visits

Exchange visits were continued with Avery Hill, 139 at the
beginning of the era, and students pursuing Special Fields of
Study 140 had special visits organised as an integral part of
their courses. 141

From 1970 exchange courses for IInd year Students were
held with Anstey College of Physical Education at the end of
the summer term. Chelsea Students divided into three parties
and studied, 'The Education of the Immigrant Child in
Birmingham', 'Special School Provision in a City' and
'Recreational Opportunities in the West Midlands'. 142

138 Information from Mrs. J. Korth.

139 For example: 25 Year II students used Avery Hill's Men's
Annexe at Horsferry Road. Visits included: 2 days for Special
Field of Study; 1 day - Infant, Junior and Secondary Schools,
Barn Elms Playing Fields.
25 Avery Hill men used Dorette Wilke Hostel - Course:
Geography.

140 Later called Further Studies and/or Liberal Studies.

141 See Appendix 198 for examples.

142 Mrs. L. Jenner, Mrs. P. Irons; R. James, N. Atherton,
R. Burnett; Miss J. Baggallay have accompanied students and
organised courses.

(15) Visitors

The College has always welcomed visitors and the third era was no exception to this established practice.

On 28th October, 1966 the College was honoured by a visit from Her Majesty The Queen and H.R.H. the Duke of Edinburgh during their tour of towns associated with "1066 and the Battle of Hastings". 143

The Queen unveiled a plaque opposite the 'Old' Gymnasium; photographs and the visitors book were signed.

Miss Bambra, and the Senior Student Miss Sparkes were presented and the visitors watched III Year students demonstrating Modern Educational Dance and Gymnastics and Coaching Games on College Pitch. The one year course students participated in a lecture/demonstration of Observation and analysis of Movement.

The Duke, when leaving the College commented, "The students are surprisingly unmuscular." 144

Parties of schoolgirls have always been welcomed and shown the work of the college. Many of the parties have been accompanied by past students of the College.

From these visits has stemmed the course for V and VI form pupils; during their stay at the College they are introduced to the work of a Physical Education Student in training.

During this era there were frequent visits from H.M.Is including:

Miss Stephen - Staff Inspector - P.E.

Mr. Sagar - Staff Inspector - P.E.

143 loc. cit. 37 No. 3, 1961. p. 17.

144 ibid. No. 8 1966/67. p. 7.

Mr. Gordon - (H.M.I.)

Mr. J. Allen - (H.M.I.)

Miss E.G. Pollard - Senior Staff Inspector P.E.

Visitors from all parts of the world have also been welcomed. 145

(16) Comparative Studies

The College has also started to: "... build a really extensive collection of information about the development of P.Ed. in all parts of the world, with detail of work in schools and Colleges and about the place which Physical Education plays there." 146

Second Year Students have also had opportunities for exchange visits on a "quid pro quo" basis. 147 Exchanges have been held with Dalhousie University, Nova Scotia; The State University of New York, Brockport; State Teachers College, Beer-Shera, Israel; Wingate Institute, Israel; P.E. Academy, Amsterdam; Sports High School, Koln; Sportscentre, The Technical University, Munich; Women's P.Ed. College, Madrid; College of P.Ed., Hungary.

Specialised courses in comparative Physical Education have been planned for pre-service and in-service B.Ed. Students. 148

C. METHODOLOGY

"Instruction is, after all, an effort to assist or to shape growth." 149

145 See Appendix 199.

146 loc. cit. 37 No. 14, 1973. p. 7.

147 Student's work must be up-to-date before application; exchange for half or whole term; students pay own return fares; applications considered on individual basis.

148 Information from Miss J. Standeven.

149 Bruner, J.S. "Toward a Theory of Instruction" p. 1.

The nature of physical education and human movement studies has always determined that practical studies formed a major part of the courses at the College.

Practical studies contributed to: the development of basic physical abilities (performer); experience in a variety of situations (teacher); and learning about movement (student).

Individual lecturers have utilised the above methods as appropriate to subject content, students' physical abilities, students' capacity to learn, students' experience, and students' needs.

The "practical" form of knowledge ¹⁵⁰ has focussed on "learning how" from doing and full participation in physical activity; the "acquaintance" form of knowledge was derived from the personal experience gained from the doing and from observation of others; the "propositional" form of knowledge emphasized the cognitive content of movement and helped to determine approaches that may be utilised in the selection of effective forms of learning, teaching and coaching. ¹⁵¹

The three forms have been achieved, respectively, through participation, observation of movement ¹⁵² and lectures, seminars and tutorial sessions.

For the students, since 1964, "... every hour of time-tabled work carried with it an equivalent period of student work, either practical or theoretical." ¹⁵³ Students were

¹⁵⁰ Webb, I.M. in A.P.W.C.P.E. Report 1972, p. 32 and Renshaw, P. ibid. p. 100.

¹⁵¹ Murdoch, E. and Webb, I.M. - "The role and place of practical studies in Physical Education and Human Movement Studies". (unpublished paper)

¹⁵² Film, video and live performances.

¹⁵³ loc. cit. ⁴² p. 10.

advised, in consultation with personal tutors, to plan plenty of time for reading and personal study. Twenty hours of time-tabled work was recommended as a satisfactory average.

As educational technology has advanced and new equipment has been installed so lecturers have utilised new methods using film, video-tape and other audio-visual aids, as appropriate, in place of 'chalk and talk'. This is particularly true for the theoretical aspects of Art and Science of Movement and Human Movement Studies as well as certain areas of Education, Liberal and Further Studies. ¹⁵⁴

Initially, the B.Ed. Committee expressed concern that due to, "... the increased emphasis upon the 'academic' ... understanding and experience of the creative and professional aspects of the general work ... might diminish ..." "The presence of the degree course had already been the source of a greater critical awareness of standards and values implicit in the certificate work." and for this it was welcomed.

"Seminar methods of teaching have made more intensive demands on students, and the more intimate confrontation of mind on mind has undoubtedly promoted keener response."

There was evidence of
"... diligent searching ...
... independent thought ...
and ... critical approach to study ..." ¹⁵⁵

Members of the Committee also felt that methods of learning, self discipline, ability to organise study time and

¹⁵⁴ See Appendix 200 for analysis of class contact hours for Certificate in Education.

¹⁵⁵ Letter from G.F. Curl, as ATCDE College Correspondent, to Professor Tibble (Chairman Education Policy Committee, ATCDE) January 1968.

how to use it wisely were vitally important and should be established and developed earlier during the three year course. 156

D. EVALUATION

"What one really wants to know about a given curriculum is whether it works." 157

"Evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision making with regard to a specified programme." 158

The evaluation of the courses during the third era may be seen first in terms of assessment and examination and second as to whether the major aims of a liberal education and professional preparation had been achieved.

(1) Teacher's Certificate

The scheme of examination for the Teacher's Certificate included: written and oral examinations in Anatomy and Physiology; written examinations in the Theory and Practice of Physical Education; assessment of practical performance; two written papers in the Theory and Practice of Education; and a special study, course work, oral and written examinations and practical assessment as appropriate to the Special Field of Study. School Practice was assessed by College tutors and a percentage of students teaching was seen by the External Examiners. 159

Work during the term was evaluated through essays and

156 loc. cit. 37 No. 11, 1970. p. 19.

157 Gagne, 1967, p. 29 in Stenhouse, L. 'An Introduction to Curriculum Research and Development' p. 99.

158 ibid. p. 112.

159 See Appendix 201 for examples of Teacher's Certificate Examination papers.

assessment of practical work.

Results would seem to justify a certain satisfaction in outcome. 160

(2) Certificate in Education

In the Certificate in Education tests and examinations were held regularly throughout the course. Assessment was based on Course work and at least a PASS standard had to be maintained.

The grading scheme was:

A - Excellent	5% of student group
B - Well above average	15% of student group
C - Average	60% of student group
D - Satisfactory - below average	15% of student group
E - Weak - failure	5% of student group 161

Final examinations included written papers, assessment of practical work, assessment of teaching and special studies. 162 Course work was available for the External Examinations and a percentage of students were interviewed. 163

Students were able to take 'External Examinations' of National Governing Bodies of Sport. 164

Again the high standard of results, of individual students, supports the view that the College course was judged by the external examiners as satisfactory. 165

¹⁶⁰ See Appendix 202 - Teacher's Certificate - examples of results.

¹⁶¹ loc. cit. ⁴² p. 11.

¹⁶² Winter assessment - gymnastics, hockey, lacrosse, netball. Summer assessment - dance, athletics, swimming, tennis, field games.

¹⁶³ See Appendix 203, Certificate in Education - examples of examination papers.

¹⁶⁴ See Appendix 204 - External Examinations - National Governing Bodies of Sport.

¹⁶⁵ See Appendix 205 - Certificate in Education - examples of results.

Throughout a student's course detailed record cards have always been kept for all aspects of work; the format of the record cards has been changed with changes in course content.¹⁶⁶

Under the University of Sussex Examination Regulations the information on the College record cards had to be available to the Examining Board when it met to consider Certificate in Education examination results. ¹⁶⁷

From time to time various attempts have been made to objectify the assessment of School Practice ¹⁶⁸ or forms have been designed to assist tutors in categorising comments.

Basically each tutor was responsible for maintaining an adequate progress record for each student assigned to her/him.

The Heads of the Schools, through the Head of the Physical Education Department, were also asked to make a report to the College on the students' progress during the practice, and supervisors submitted reports on the suitability of schools for teaching practice. ¹⁶⁹

(3) B.Ed. (Hons) Degree

The fourth year B.Ed. (Hons) degree course was evaluated in the following way:

Education - 1/5th 3 hour (unseen) examination paper.

- 1/5th course work - (normally 3 selected essays).

Physical Education - 1/5th 3 hour (unseen) examination paper.

- 1/5th course work - (Aesthetic - 1 essay,

¹⁶⁶ See Appendix 206 - Record Cards.

¹⁶⁷ See Appendix 207 - Examination Board.

¹⁶⁸ See Appendix 208 - Teaching Practice Assessment.

¹⁶⁹ See Appendix 209 - Supervisors' comments on Teaching Practice Schools.

1 work file, 1 choreographed, practical
dance. Scientific - Laboratory Work Book.
Social - 3 selected essays).

Linking Study - 1/5th dissertation of 4,000 - 6,000 words on
theme or topic showing the relationship between Physical
Education and Education. 170

As the External Examiner Professor Tibble commented, the
"Different marks should reflect differences of judgement about
quality of the work and not different ways of using the grading
system." 171

The first group of students, to take the B.Ed. degree
commented, "As a group we feel that the B.Ed. degree course has
provided the opportunity for pursuing individual interests at
a deeper level. We were given scope to do original pieces of
work, which included field work, of our own choice. The whole
course allowed for more rational and critical analysis of ideas
and situations.

The course demanded a different attitude of mind on behalf
of students finishing the three year course and this was one of
the difficulties which had to be overcome. More connection is
needed in the three year course; an initial preparation for
work to be done in the fourth year should be started in the
third year.

The course is very worth-while for students in the third
year who have a real interest in Educational issues and wish
to have time and opportunity to pursue these interests to a

170 Education - 100 class contact hours
Physical Education - 120/180 class contact hours
Linking Study - individual tutorial guidance.

171 See Appendix 210 - for examples of question papers.
1972/3 Results: 3 - class II I, 20 class II II, 5 class III,
1 Pass.

greater depth." 172

(4) In-Service B.Ed. degree

The results show the wide range of ability level of the students selected for this pilot course. They fail to show, however, the students' individual development, general enthusiasm and degree of co-operation and integration. 173

(5) Supplementary Course

At the completion of the course the Supplementary Certificate was awarded on the basis of assessment of Practical work and Course work. 174

(6) Post Graduate Course

The scheme of examinations incorporated:

- (1) Two unseen papers in Educational Studies together with assessment of course work.
- (2) One project or study appropriate to the student's special field.
- (3) A three-hour paper in Physical Education, practical assessment and interview.
- (4) Practice of Education

Assessment at the end of the Spring period of teaching practice.

During 1973 revised proposals from the College envisaged no formal written examinations but a Scheme of continuous

172 loc. cit. 37 No. 11 1970. p. 20.

173 Results of total intake - In-Service B.Ed. students University of Sussex. 3, class I; 15, class II I, 33, class II II, 4, class III, 2, Pass.

174 Participants holding a teaching qualification gained in the United Kingdom or its equivalent were eligible for the University of Sussex Supplementary Course Certificate; students without this qualification were awarded the Chelsea College of Physical Education, Supplementary Certificate.

assessment. 175

Comments from Old Students may be used to appraise whether a "liberal education and a professional training" were achieved.

"At the time I did but I suppose as I look back it could have been a wider general course but not from the P.E. point of view." 176

"Apart from one's Special Field of Study it was all allied to P.E." 177

"Not really, this I consider to be a fault of the specialist college. We were all girls studying P.E. and one's thoughts and discussion were narrow. I think that a good specialist course within a broader environment would improve one's personal education." 178

"There were plenty of opportunities to take courses to broaden one's outlook." 179

"... it was 'good' in that it provided an opportunity for the extension of the personal education received in the Sixth Form and offered interesting new aspects." 180

"There was little social education and I don't feel the general atmosphere particularly helped social development." 181

"Personal education was linked with inter-relationship of

175 See Appendix 211 for proposals.
1972/73 results 15 students gained the Certificate in Education.
Physical Education - 4 merits
Education - 7 "
Practical Teaching - 4 "

176 LOWES - 1960.

177 PECK - 1961.

178 TAMBLYN - 1964.

179 NESS-COLLINS - 1965.

180 BARBER - 1968.

181 COOPER - 1970.

years, as in resident hostels." 182

"It was basically a teaching course with frequent teaching practices of varying lengths." "... practical lectures ... dealt with from the teaching point of view ..." 183

"We had very good preparation for teaching P.E." 184

"Theory and practice of all subjects - well covered." 185

"... the emphasis was (rightly) on the teaching of the various activities rather than on the achievement of high personal standards of performance (although the latter was encouraged too). The theory was well linked to the practical." 186

"The structure of the course was such that one could extract a more than adequate preparation if one was prepared to work hard." 187

"In general I felt that the theoretical subjects were rather superficial and often trying to intellectualise practical aspects all most for the appearance of giving P.E. an academic image ...

good - certainly for teaching skills ...

'Education' as a subject I thought was saved only by a lecturer with a sense of humour - it being extremely drawn out and almost entirely non helpful in a classroom situation." 188

"... I never felt incompetent or had the feeling that I had

182 MYERS - 1970.

183 LOWES - 1960.

184 PECK - 1961.

185 SPELLMAN - 1961.

186 MARTIN - 1962.

187 MAWDSLEY - 1965.

188 WILSON - 1965.

"missed out" on anything." 189

"I began my teaching with the attitude that I would also learn from and with the children; ... I feel extremely fortunate that this attitude was engendered in me at Chelsea." 190

"The Gymnastics course gave excellent preparation for the teaching of early themes with understanding of the subject, but with the more advanced themes we did not have sufficient material for teaching." 191

"... the College course ... provided a structure and the principles on which to plan the teaching of the subject." 192

"... a very good preparation for teaching P.E. I left college with a considerable amount of teaching material. College had demanded a high standard of organisation and personal appearance; we were made to be self critical." 193

"More could have been done to gain coaching awards in sports." 194

and

"... the course was too idealistic ..." 195

E. SUMMARY

Miss Webster, former Principal of Anstey College of Physical Education has written, "During the 5 recent years that I was External Examiner at Chelsea I was impressed by three aspects of the work in which it was easy to notice

189 HOULSTON - 1966.

190 ROBERTS - 1967.

191 WEAVING - 1967.

192 BARBER - 1968.

193 BRETT - 1969.

194 TARBUTT - 1969.

195 MYERS - 1970.

progress: the training in teaching, the practical courses, and the theoretical work. Having examined a final school practice for 4 years I have been aware of the improvement in the help that the students were given by their tutors before and during the final practice with consequent improvement in the actual teaching despite the increase in problems of teaching in several schools and in particular geographical areas. During this period the staff lived in an area of England with a group of students and so were able to concentrate all their thoughts on the individual difficulties that they observed and without the distractions of college lecturing at the same time. It was impressive to observe the excellent relations between the tutors and the practising specialist teachers and organisers. Many of the tutors were asked for their advice on some current problems and changes in the type of work and they gave this most willingly. The students seemed usually willing and eager to get tutors' help and advice and did not look on them as examiners but as advisers.

Having stressed the improved quality of teaching the examiners were aware that the College was particularly anxious not to allow a really weak student to pass in teaching. At each final meeting there was usually a small percentage of failures even although everything had been done to coach those who had shown weakness in the second year practice.

Of the Practical Work, Miss Webster said, "The Radical change at Chelsea was in advance of the times. Students were encouraged to select courses according to their ability and not to start at the most elementary level. Miss Bambra instigated this approach to the course and was able to get the support of the staff in making it work despite some natural hesitation in

what then seemed a revolutionary change." 196

And of the Theoretical Studies, Miss Webster continued, "During my years as examiner I was aware that this high level of study influenced the setting of papers and standards of projects at the certificate level - more depth of thought and critical appraisal of texts were asked for and the marking standards were raised." 197

Although the course can be seen to have clearly defined aspects 198 the stress on integration has never been overlooked or lost during the process of change. The close relationship of theory and practice, movement and Physical Education, academic and professional education and training has been retained and Miss Bambra has always looked for a "balance" in courses offered at the College. One aspect of the course has been used to illuminate another.

196 See Appendix 212 - for example of time-table.

197 Personal correspondence from Miss C.M. Webster.

198 See Appendix 213 for basic requirements - Certificate in Education course.

Conclusion

CONCLUSION

"We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time." ¹

It can be seen, from previous chapters, that throughout the main eras of Chelsea's development a constant factor, the interdependence of 'the care of the clientelle' and 'the curriculum', has emerged. ² It has been manifest in the inculcation of a professional attitude towards the vocation of teaching and in the quality of the trained student. Further, achievement of the main aims of the College has also strengthened and re-strengthened this central influence.

Aims "... incorporate a prescription that something ... is worthwhile and ought to be achieved." ³

The main aims, of the college, in each era, have been to give students a broad or liberal education together with a sound professional preparation as teachers of Physical Education.

In 1926,⁴ Dorette Wilke addressed the Conference of Principals and Members of Staff of Physical Training Colleges and Representatives of the Association of Head Mistresses. ⁵

"If the Gymnastic Mistress is all that she should be she should be felt like a fresh sea-breeze throughout the school - and she should be the right hand of the Headmistress - ever

¹ Eliot, T.S. Four Quartets p. 43.

² See p. 2.

³ Open University units - curriculum Aims - para 2.11 p.118.

⁴ Thursday, 7th October, at 29 Gordon Square, W.C.1. at 3.0 p.m.

⁵ Original notes - now in C.C.P.E. Library.

ready to help in emergencies of all kinds.

It is essential that she should be intelligent and well educated and she must have a sense of fitness in all things by which I mean a sense of proportion shown as refinement both moral and artistic. In no other subject can any taint of vulgarity so quickly betray itself as in all forms of Physical Training. The gymnastic mistress should also have a great store of vitality and common sense. She is perhaps the only Mistress throughout the School through whose hands all the children pass - from the kindergarten right up to the 6th Form - she therefore needs a real knowledge and understanding of children of all ages.

The influence of the gymnastic mistress should inculcate the true principles of Hygiene and right living and should help the children to lay the foundation of true self control, that subordination of the self to the needs of the community or school of which in after life the Nation reaps the benefit. She must be a capable Organiser as she is frequently called upon to organise and work/teach in Playing Fields, or Gymnasia several forms together and sometimes the whole school together. She must be tactful and resourceful in assisting the medical doctor during medical examinations and in giving treatment to special children. She is expected to be ever ready in helping with school theatricals/concerts as well as Sports of all kinds. She is expected to give First Aid in any school accidents. She usually has some school accounts to look after as well as Games equipment and school outfits. All her work requires enormous vitality and alertness and the fact that there is often a slight element of risk in it, makes the strain considerable. Practically all the time the gymnastic mistress uses her brain, her body, her voice - all three together and

to keep discipline with a large number of children moving about requires more energy than if the children sit in rows in front of the teacher. It is sometimes urged that the gymnastic mistress has no books to correct - this is perfectly true but one must remember that there is a great deal of preparation to be done for the gymnastic lesson - there are also medical charts to be kept and the preparation for Games and Matches often seems endless and entails work after school hours.

It is easily seen that although the subjects of our curriculum may not come up to the degree standard the gymnastic mistress in her own numerous subjects is highly qualified and should be rather an exceptional type of woman.

In consideration of this and of the wide range of work and responsibility in the school we feel fully justified in asking for a salary equal to graduate scale." ⁶

A sense of duty and a professional attitude towards teaching were instilled, in the middle era, through the strict observance of rigid standards of personal conduct and attention to detail. For Miss Fountain, self discipline incorporated the acceptance of responsibilities towards the welfare of the various communities, both residential and institutional, of which the individual was a member.

In fulfilling a more democratic process of institutional government Miss Bambra had to establish a formalised and time consuming committee structure for both staff and students.

⁶ Areas discussed:

- a. existing position
- b. place on school staff
- c. entrance qualifications
- d. length of training
- c. Curriculum of Physical Training Colleges
 - i) alternative subjects
 - ii) teaching of hygiene.

Within this framework, however, professionalism remained an important aspect of the students' education and training.

First, the influence of the principals, each so different in personality, Dorette Wilke, May Fountain and Audrey Bambra. All three, however, were 'born' teachers and teachers of teachers with a major concern for the process of education of both school pupils and college students.

Through the founding of Chelsea College of Physical Education the courageous and vivacious Domina made possible the augmentation of a new area within the teaching profession for women. ⁷

"Her beginning was small but sincere and built on a basis of sound principles." ⁸

These principles were maintained and extended through the unobtrusive but firm and positive leadership of "a somewhat shadowy figure", Miss Fountain. Miss Fountain skilfully led the college by example from the formal rigid period of "Physical Training" to the more informal time of "Physical Education". Her fighting spirit was always a source of strength to her staff and students and her wise counsel was respected.

The way for the dominant personality of Miss Bambra was further prepared by Miss Rogers. Miss Bambra's recognition of and reaction to challenge enabled her to create a flexible curriculum. In response to social determinants she was able to take the College into a period characterised, in higher education, by an emphasis on academic content.

Second, the varied buildings in which the college has been

⁷ Madame Bergman Österberg founded the first college for Women Specialist Teachers of Physical Education at Hampstead, 1885.

⁸ Chelsea College of Physical Education 1898-1958 p. 68.

housed have provided adequate accommodation.

Materialistic problems may, at times, have delayed progress but they have not seriously marred the reputation or the work nor inhibited the fulfilment of the main aims of the College.

At no time has the College had totally ideal buildings, facilities or resources but it has always been regarded, both nationally and internationally, as a "Centre of excellence and progress".

In the South Western Polytechnic, from a very early time, conditions were cramped and students travelled for games.

At Borth, the disadvantages of limited and inadequate professional facilities and games on the beach, according to the tides, were partially compensated, particularly during the traumas of a world war by the advantages of life in and the comparative safety of a rural community.

In Eastbourne, facilities have been steadily improved and are now excellent ⁹ but students still travel 4 miles out of the town for games at Hindsland.

Third, the social influences and educational expectations, typical of each era, have been reflected in the living institution - the staff and the students.

The success of an institution may be evaluated, although this "... is an ambiguous term" ¹⁰ from the performance and quality of its members and from the expansion in size as well as from the standing of its validated awards.

⁹ A sports hall was approved in principle by the D.E.S. 1972.

¹⁰ Taylor, P. Explorations in the concept of Evaluation, in N.A.T.F.H.E. Conference Report, Evaluation in Physical Education, 1976. p. 5.

The entry qualifications, for prospective students have gradually been raised parallel to the improvement in provision of universal education. Interest in and enjoyment of Physical Education activities have, however, been maintained as priority reasons for pursuing Physical Education; support from family, friends and school and the personal advice of the Schools' Physical Educationists have also continued to influence candidates choice of Chelsea as a College.

Old Students, of the College, of each era, have given loyal service as teachers and carried out the professional requirements of their vocation impressed on them through their college education and training.

Staff qualifications have, on the whole, changed parallel to the demands of the era. At the end of her term of office Miss Bambra reported to the annual Summer meeting of the Old Students Association, "It is perhaps natural that I should think highly of the staff team, which is one of friends as well as colleagues, but I can also make the Professional judgement which on this special occasion enables me to say that they have been outstanding for their professional standards, in their selfless concern for the students' interests, and for their readiness, shown particularly in the Academic Board, to take time thoroughly to investigate issues, acting with academic detachment to get to the heart of a matter and to establish firm principles for action." ¹¹

Fourth, the curriculum, over the past 75 years has spiralled and each rising coil has further facilitated the process of learning and the development of knowledge.

In each case it can be seen that a balanced curriculum,

¹¹ Bambra, A.J. Principal's Report to the Old Students Association, June, 1976.

appropriate to the particular period of time, was established. As flexible an approach as possible was taken towards teaching people as individuals (whether students or children) together with the intention of procuring their satisfaction in the educative process.

"In the post-white paper period Physical Education will either go on to take advantage of new opportunities or it may well receive decreasing attention in a society where academic success is valued so highly." ¹²

"As a profession, we are concerned for physical capacity, interaction of mind and body and the development of individuality. We should be looking afresh at the children's physical achievement recognising that success is important to each and that face saving alternatives do not deceive." ¹³

"As far as I can see (A.J. Bamba) the only way to judge of individual and group progress is through careful recording ... the crucial instrument ... is the teacher's observation Record keeping is onerous, but it is also rewarding, it offers the feed-back which other teachers get from written exercises." ¹⁴

The pursuit of knowledge through experience has also characterised each era whether the curriculum has been more predominantly subject centred, as in the first era or child centred, as in the second era or society centred as in the third era. Thoroughness of preparation for teaching has always been important although the emphasis has changed from

¹² *ibid.* June, 1973.

¹³ Bamba, A.J. Lecture to Devon and Wiltshire Teachers, The Place of Physical Education in Secondary Schools. January 1975. p. 7.

¹⁴ *ibid.* pp. 10-11.

theoretical knowledge to understand more clearly the implications of practical teaching to the study of the subject, Human Movement, as the 'core' of the curriculum with application to professional requirements as in the teaching of Physical Education.

Physical Education "... is a process, an important part of the total process of education and it is through movement that the child learns." ¹⁵ "The term 'movement' is highly ambiguous - there are many manifestations and forms of movement. Yet with students in the learning situation we most frequently use the term in relation to human movement - to the mind/body process which is observable in the personal manner/style (mode) of bodily movement ..."

"If therefore, we perceive movement as a changing process stemming from each individual's inherent sense of movement we need to focus on the human being - on the way in which this movement occurs and is made manifest in the body - on its significance as well as its use." ¹⁶

Human Movement has recently ¹⁷ become a subject for detailed study at both undergraduate ¹⁸ and post graduate levels. ¹⁹

In summary:

"The field of Human Movement Studies is centred on the study of the moving human being in different contexts.

¹⁵ *ibid.* pp. 1-2.

¹⁶ Corlett, H. Paper for meeting of Physical Education Department, CCPE, 7.5.69.

¹⁷ Post 1970.

¹⁸ B.Ed. and B.A. degrees.

¹⁹ M.A. (P.Ed.).

It is possible to study an allied discipline in detail and apply its concepts and principles to Human Movement but it is more meaningful to study Human Movement as the central focus and use, where appropriate, selected 'tools' from allied disciplines.

An application of the Study of Human Movement as a professional outcome is exemplified in the vocational preparation of a teacher of Physical Education." 20

In Human Movement Studies the students become perceptive in both the learning and teaching situations, they develop kinaesthetic awareness and an integrated approach aids the students to perceive relationships between various fields.

"In the change of emphasis from provision of courses mainly of professional preparation for teaching to courses providing higher education as extended personal education without direct vocational implications the content of the courses has been examined and subject matter has been identified." 21

"The major outcome of the (new B.A.) degree should be to equip the students with the necessary conceptual and methodological training and thus enable them to go further in their studies." 22

The aim of the contextual studies in the foundation year (Year I) is "to reflect the spirit and purpose of the whole field of human movement studies." 23

20 East Sussex College of Higher Education, Temporary Academic Development Committee, Chairman's Report to Temporary Academic Board, Para. 8.2, 29.3.77.

21 Bambra, A.J. Paper to Physical Education Association Conference. April 1974, p. 11.

22 C.C.P.E. Curriculum Working Party Extraordinary meeting, 11.1.74.

23 *ibid.* May, 1974.

"The disciplinary study" of the B.A. degrees Human Movement and Human Biology and Human Movement and Sociology, "is set in a framework of contextual studies which are common to all students ..."²⁴

The college has been supported in its curricular discussions by its validating body.

At the 79th meeting of Senate, The University of Sussex affirmed its support for its constituent institutions.

a) "It re-asserted its guarantee that the University will continue to validate existing qualifications until all students admitted to constituent members of the ATO under present regulations have qualified.

b) It re-asserted its support for the principle of regional co-operation in teacher training and the development of higher education.

c) It declared its desire to validate qualifications in higher education if this proves organisationally, financially and educationally viable!

d) It asked the Steering Committee of the ATO to set up appropriate panels to consider specific proposals for the validation of new qualifications, to assess their implications, and to report to Senate next term.²⁵

e) It invited colleges which now wish to make proposals for new qualifications formally to make applications for consideration, endorsed by their Academic Boards and Governing Bodies.

f) It would consider the whole situation at its first meeting in the Autumn term of 1973 in the light of the

²⁴ *ibid.*

²⁵ Summer 1973.

recommendations from the Steering Committee of the A.T.O., the report from the University's own working party on the Dip.H.E., and in the light of national developments as then known." ²⁶

In the report to Old Students in 1974, Miss Bambra said, "We believe that organisation should wait on academic decision and that structure should be designed to support objectives."²⁷

In the negotiations, for the merger of Chelsea, Eastbourne and Seaford Colleges, in 1974 Miss Bambra with support from the College Academic Board, sought a series of guarantees which seemed essential if the work of Chelsea College was to be preserved and developed.

"1. The number of teacher places for Physical Education will be proportional to the present student intake.

2. Advanced level courses in the study of human movement will be retained and developed.

3. Plans for diversified courses for closely related vocations may be presented to the Regional Advisory Council without delay. These plans concern

- i) youth, recreation and play leadership
- ii) health therapy and work with the handicapped
- iii) sports coaching and management
- iv) the performing arts.

4. The total intake of students to years 1, 2 and 3 should represent the present members at Chelsea College unless it proves impossible to recruit candidates.

5. Present and proposed research projects be continued

²⁶ Report to the University Steering Committee.

²⁷ Bambra, A.J. Principal's Report to Old Students Association, June 1974.

and extended as part of a continuing Chelsea contribution to the study of human movement since this development is not adequately provided in Universities.

6. These initiatives be not interrupted while other sections of the institution come into balance.

7. There is, at least, for an interim period, a component in the new institution which is clearly identifiable by nature and title as the successor to Chelsea College." 28

The Governors supported the Principal and questioned the formation of a merged college before the "Nature of the New Institution" had been discussed and defined.

"The Governing Body (of Chelsea) views with concern the academic issues raised by the proposals for a merger of the three colleges and asks to be consulted when the first report of the working party is available before a final decision is taken." 29

The final decision is summarised in, the Chief Education Officer's paper, "The Re-organisation of Higher Education in East Sussex." 30

In the short term, "... a new college of higher education formed out of the existing colleges of education of Chelsea, Eastbourne and Seaford be established at Eastbourne and that a new principal and a new governing body be appointed as soon as possible after the proposal has been approved. 31

"... in the first instance there will be an emphasis on

28 *ibid.* and to Governors.

29 Eastbourne Gazette Wednesday, 1st May 1974 and Memo to Education Committee from C.E.O.

30 September, 1974.

31 Para. 1.1 p. 1.

teacher training.

"Long term planning will be more feasible at a later date when national policy on higher education has been more clearly defined according to the state of the economy, population trends, student demand, the need for teachers and the evolution of the colleges themselves as institutions of higher education."

"The college will be concerned with five main areas of study - humanities; home, family and community studies; visual and performing arts; the study of human movement; and educational studies. The college should develop from the strengths of the present colleges in these areas of study and in particular in training persons who will be responsible for recreation and leisure facilities, including youth and community work and adult recreation." ³²

In speaking to the Old Students, June 1976, Miss Bambra said, "My only regret is that in the involved discussions which have preceded the formation of a new college here in Eastbourne I have seemed unable to convince others that we have no wish to look backward (indeed we have sometimes thought ourselves to be daringly innovatory) nor to be exclusive. We are concerned solely to ensure that it is possible to sustain these features which have been good in our life and work and to maintain a supportive community appropriate to the need of young people preparing for a profession of national importance.

"That these objectives in which we all share will be successfully pursued in the School of Human Movement I have no doubt, since the School will work under the leadership of Miss

³² *ibid.* Para. 1.3.2 p. 2.

Kingston, an Old Student of the College, ³³ and a highly respected and talented member of its staff; she has our complete confidence in the difficult task ahead." ³⁴

The formal merger of the three colleges took place on 1st September, 1976. ³⁵ Mr. G.R. Tyler, B.A., M.B.I.M., F.R.S.A., was appointed as Director; he had taken office as Director Designate on 1st January 1976. ³⁶

"... change is now so rapid that there is no time to evaluate the changes already made before more begin." ³⁷

"In a letter received by the Chief Education Officer, Mr. J. Rendel Jones, on the 25th January, 1977 he was informed -

"I am sorry to have to tell you that it is proposed that teacher training should cease at the East Sussex College of Higher Education. The Secretary of State is, however, anxious that the provision for physical education at the former Chelsea College should be continued and proposes that this should be retained as part of the Brighton Polytechnic where the teacher training provision should be increased from 600 to 1,000 places for this purpose." ³⁸

In 75 years Chelsea has witnessed and adapted to many changes within itself and within education. Indeed, its

³³ Head of Art and Science of Movement and Physical Education Departments in the former Chelsea College of Physical Education.

³⁴ Bambra, A.J. Principal's Report to Old Students Association, June 1976. p. 4.

³⁵ loc. cit. ³⁰ Para. 1.3.4. p. 2.

³⁶ Former Principal Ealing Technical College.

³⁷ C.C.P.E. O.S.A. Magazine, No. 16, 1975. p. 3.

³⁸ From B.C. Peatey, DES. 24th January 1977, Para. 2.

history reflects a spirit of adaptability while sustaining a stable central core of professionalism.

It is not envisaged that the "... accumulated wisdom of the years ..." of a college that "started as an anomaly" ³⁹ can ever be totally lost in the current search for equality of opportunity within the present development of the non-university sector of higher education in East Sussex.

³⁹ Personal letter F.J. Harlow (Principal) to M. Fountain, 5th December, 1945.

ADDENDUM OF SUMMARIES

SUMMARY OF INTENTIONS (Introduction pp. 2-39)

AIM

The main aim or intent of this thesis is to document in detail and so to record in one work the first 75 years of the History of Chelsea College of Physical Education making special reference to the development of the curriculum. This emphasis was partly determined by the formulated hypothesis and partly by the current interest in curriculum development. The study has been written within the accepted dimension of time, this being one of the major characteristics of history.

HYPOTHESIS

The supposition or starting point of investigation for the thesis, was:

"students recruited to Chelsea College of Physical Education would receive a thorough preparation as prospective teachers of Physical Education or Physical Educationists."

In other words "thorough professional preparation" was seen to be directly related to the College curriculum. It was also assumed that the curriculum would be influenced by the by the Principal, the Buildings, the Staff and the Students as well as by the appropriate current educational theories of the respective eras and community expectations for the education of the young. It would have been possible to write the history with a sociological bias - "sociology in motion" - taking account of the students' backgrounds in accordance with the Registrar General's classification. The complete records of all the students who have attended the College are not, however, available.

METHOD

I have, consequently attempted in the Introduction to clarify terms, such as 'standards', 'standing', 'profession', 'relationships', 'education' and 'training'; essential to the understanding of the development of the College curriculum which itself has to be evaluated within the main text, in the context of both a changing educational system and an altering socio-cultural environment.

(A study of the development of Women's Physical Education in Great Britain, 1800-1967, including each Specialist College, has already been completed.)

The four bases for the changing curriculum: 'child-centred', 'subject-centred', 'society-centred' and 'experience-based' are also defined briefly. Curriculum development, in general terms is reviewed and discussed in the Introduction and then applied to Physical Education in the main researched text under the headings, 'Aims and Objectives', 'Content', 'Methodology' and 'Evaluation'. Further, "the nature of learning appropriate to the subject", (i.e. a practical mode of study), "the nature of the individual" (i.e. one who enjoys physical activity), "the goals of the culture" (i.e. training as a teacher through experience of all aspects of the subject), and "the role of the individual" (i.e. giving to, as well as taking from, the College) have been considered briefly in the Introduction and elaborated in the main text.

With an integrated curriculum and mode of training the problem of unravelling material and placing it in the most appropriate category has been acute. Others may have made a different selection and allocation.

SOURCE MATERIAL

In collecting material for this study the author felt it important first, to ascertain the views and reminiscences of a random cross-section of students, if possible of each cohort, who had attended the college between 1898 and 1973. Second, to interview staff and students, both past and present, and individuals who had been connected with the College. Third, to collect and research both private and published material.

To achieve the first source of information an open ended questionnaire was devised. (See Appendix 1. pp. I-II).

It was appreciated that Old Students of any College may be tempted to view their own training through 'rose coloured spectacles' and so be non-critical and therefore present a very biased or prejudiced viewpoint. Some critical comments and observations were, however, made and many of these have been included in the text. Differences of interpretation of the same event or activity, were also evident and have been quoted.

The second source of information provided not only hours of interesting conversation and many reminiscences but also constructive observations and previously unreported facts. Very few students and staff, especially of the first part of the first era, are alive today who remembered or were trained by Dorette Wilke and it therefore seemed important to collect material while it was available and could be used in a study of the development of the College.

The third source, while fairly substantial, nevertheless presented a problem of continuing storage in limited facilities. Much valuable material has already been destroyed and/or lost from the College archives and individuals collections.

Material not relevant to the particular emphasis of this work has been rejected. It was, however, felt by the author important that detailed Appendices were included as a collected reference for future students.

It is acknowledged that, while a great deal of material has been collected, much may not have been found and therefore not researched. Equally, with a different emphasis, such as a sociological stance, the history of the College could have been differently interpreted. History is essentially a dialogue that is communicated in the constant rewriting and re-interpretation of material and it therefore develops in a cumulative way.

FORMAT

The format was determined first by the division of the College into three main eras and second by the emphasis of the thesis so that factors influencing the curriculum were dealt with before the curriculum itself.

EDUCATIONAL SYSTEM

It has also to be appreciated that the College was founded at the end of the nineteenth century soon after the 1870 Education Act and the establishment of a national system of Elementary Education in England.

Secondary education was available at endowed Grammar and Independent Schools for Girls for fee paying pupils.

A formal teacher training in Physical Education was open only to those students whose parents could afford to pay the fees of these private self supporting newly established institutions.

Although no formal qualifications were demanded initially,

nevertheless, prospective students had to satisfy the Headmistress that they were capable of completing the course and suitable for training as prospective teachers. With the introduction of scholarships the opportunity to train was available to an increased number of girls.

By 1973 the principles of comprehensive education had been accepted and all the Specialist Colleges of Physical Education were part of the maintained sector of Higher Education. All prospective candidates had tuition fees guaranteed if they achieved minimum entrance qualifications. They still had to satisfy, through interview procedures, the College Authorities as to their suitability for the course and home students paid for accommodation according to parental means.

The overall effect of such a policy was to make teacher training in Physical Education more available to a cross section of the school population.

SOCIAL BACKGROUND

Social background and level of educational attainment are linked and interact. The number of professions open to women at the end of the nineteenth century was limited. The majority of students who attended the Specialist Colleges of Physical Education were from the Upper and/or Middle classes.

The social customs of the Victorian era were perpetuated and even reinforced through the education and training of the students at Chelsea. Much emphasis was placed on values such as 'suitable personality', 'calibre of the individual', 'professional integrity', 'total commitment to teaching' and 'dedication'.

As the education system changed, so the social background

of prospective students differed. 'Ability' and not 'ability and wealth' became the major criterion for consideration before interview for entrance to Chelsea.

Whatever the form of parental support it was vital to all students on the course to have this backing for the course was arduous and often its content and intentions were misunderstood.

CURRENT INTEREST

The present interest in History of Physical Education has been influenced first, by the development of the B.Ed. degree (4 and 3 year courses) and second, by the growth in diversified degrees in the former Colleges of Education.

There is also concern, while individuals and material are available, to establish and record the origins of past institutions whose identities and influence in the future may be minimised or totally lost in their merger with larger educational establishments.

SECTION I

Chapter (i) Dorette Wilke. (pp. 41-68)

The colourful personality of Doremina enabled her:- first, to influence persons in authority so that Chelsea College of Physical Education was established in 1898 within the South Western Polytechnic.

second, to enthuse both staff and students to work hard to attain personal satisfaction from and public recognition for Physical Training as a means of improving health;

and third, to instil in staff and students an attitude of professionalism and service to the community through teaching, voluntary effort and/or remedial work.

Doremina was an open minded individual of great vision and

courage whose judgement was sound and justified as later events show.

She had the unique gift of making immediate personal contact that encouraged the free exchange of ideas. She was respected for her knowledge and understanding of Physical Training and her leadership of Chelsea.

Domina was herself a trained teacher and she set out to increase the opportunities available to women to become specialist teachers of Physical Training.

This ambition she achieved.

SECTION I

Chapter (ii) Buildings. (pp. 69-78)

There were many advantages for the staff and students in being part of a Polytechnic that offered a variety of courses and had for example laboratory equipment for advanced study, but the accommodation for the Physical Training students was always limited. No swimming bath was ever built on the Polytechnic site and there was no ground adjacent to the Polytechnic for the development of playing fields. Staff and students travelled either by bicycle or bus to various parts of London to participate in swimming and games.

The paucity of facilities was partly due to the policy of the London County Council that the course should be self-financing from tuition fees; other departments of the Polytechnic received equipment grants.

The college was mainly non-residential but gradually, as students were recruited from other parts of the country, hostel accommodation was provided.

Within the limited facilities however, a satisfactory course was developed - as can be judged from the Curriculum

detailed in Chapter (iv) (pp. 114-165).

SECTION I

Chapter (iii) Staff and Students. (pp. 79-113)

The first era of the College leaves one with the very strong impression of a relatively small essentially democratic and progressive social unit of staff and students ably led by Dorøtte Wilke. The early establishment of a liberal education and student societies serves to illustrate an awareness of the need for cultural as well as professional development.

The advanced nature of the course and the thoroughness of training is indicated from the earliest days of the College by the appointment of specialist staff, the implementation of the principle of servicing from other departments of the Polytechnic, the establishment of sabbatical leave to extend individual's knowledge and level of expertise, and the provision of In-Service Education and Training for past students and London teachers on both a weekly and, for the former, on an annual basis. The effective formalisation of the Old Students Association extended this concept.

The tradition of inculcating an acceptance of voluntary social work, for the less fortunate members of the community, as an integral part of training dates from the foundation of the College. This reflected an extension of an accepted "middle class" practice into a professional teacher training. It is further illustrated by the number of staff and students who were credited with one or more of many forms of War Service.

The majority of students, throughout the first era, were "fee paying" and must therefore have come from a reasonably wealthy parental background. This assumption is supported by

the expectation of a Matriculation Standard for entry to Chelsea as early as 1913 which could only have been gained from attendance at a Secondary or Independent school or from private tuition.

SECTION I

Chapter (iv) Curriculum Development. (pp. 114-165)

The curriculum, in the first era, was directed towards a "sound Education in Physical Training" with gymnastics, both German and Swedish, as the core study. The curriculum was scientifically based with a balance of practical, theoretical and professional studies. There are several references to the importance of conducting research (especially for the senior students) and therefore to the advanced nature of the course. The students were introduced to the Board of Education syllabus (intended for teachers of elementary school pupils) although they were expected to be appointed to either Secondary Schools or Elementary Training Colleges. Students had contact with all age groups during their 2/3 year training through taking play afternoons, teaching in a variety of schools, being responsible for evening classes for the general public and contributing in a voluntary way to the work of the London Clubs for Working Girls.

The students' course was supplemented particularly for extension of personal education, by talks from visiting lecturers and educational visits to places of interest in Great Britain and other European Countries.

Many demonstrations, particularly of dance and gymnastics, were given by the students (and taken by the staff) to a variety of audiences. The opportunities of contacting a cross

section of the population were therefore increased.

Throughout the course students received both direct instruction and indirect guidance, from the staff, in the social and professional standards of behaviour and work expected of a teacher of physical training.

SECTION II

Chapter (i) May Fountain. (pp. 167-182)

In contrast to the flamboyant Dorrina, May Fountain was unassuming almost to the point of being a retiring personality. She was, however, knowledgeable, persistent, thorough and an efficient organiser. Staff, students, governors and officials were impressed and influenced by her genuine concern for the College in the service of education and for Physical Education in the service of humanity. She had both a professional integrity and a humane approach to problems; she led by personal example.

Students appreciated and acknowledged her interest in their welfare and accepted the responsibility she delegated to them particularly where matters of discipline and self discipline were central.

The quiet exterior hid a tenacity that characterised her leadership of the College especially during the very traumatic period when there seemed to be no future for Chelsea.

May Fountain's courage inspired her loyal staff to continue the fight with her and finally the College was re-established in 1948 in a permanent home in Eastbourne.

Her faith had been justified and rewarded.

SECTION II

Chapter (ii) Buildings. (pp. 197-230)

As other Polytechnic departments expanded facilities for Chelsea became more dispersed within the main buildings. There had been unsatisfactory and inconclusive discussions about the provision of a National College of Physical Education in London during the 1930's. Plans, however, for new accommodation at the Polytechnic for the College, had been prepared when World War II broke out in September, 1939.

The College was immediately evacuated to Borth and remained in Wales until September, 1948. Here, while all students were resident at the Grand Hotel, professional accommodation was again scattered and students travelled between Borth and Aberystwyth to undertake their studies.

Towards the end of the war the aim of providing a National Centre as a corporate part of a larger educational institution was once more reviewed and then rejected. It was appreciated by the Polytechnic Governors that premises could be provided from public funds. Therefore no Trust or private sponsor would be prepared to support the College as a private institution.

The Polytechnic was no longer able to allocate any of its premises to the College and crisis point was reached. With the threat of closure a final effort was made to find a provincial education authority able and willing to rehouse and maintain the College.

Eastbourne Education Authority successfully negotiated the transfer of the College, which the Ministry of Education had formally recognised as a Training College for Teachers, on 1st

April, 1945.

The formal transfer from the London County Council took place 1st April, 1947 and the physical transfer 1st September, 1948.

SECTION II

Chapter (iii) Staff and Students. (pp. 231-276)

On the whole while the College was in London full-time staff, in the main, trained at Chelsea contributed to the practical and professional aspects of the course. Part-time members of staff who taught in particular, the Scientific aspects of the course, were normally members of staff of other departments of the Polytechnic. As the College expanded the Physical Education staff also began to specialise more in particular aspects of Physical Education. This practice was of course made possible by an increase in recruitment.

Throughout the second era there was still a marked emphasis on the inculcation of high standards of behaviour and dress. Regulations were strict and a reading of them gave the impression of a Boarding School approach to residential life. The positive relationship between conduct of one's personal life and one's professional commitment was stressed.

The staff: student relationship was fairly formal with staff taking a leading role in the extra curricular activities/societies of the College. Many clubs were established and were seen to contribute to the personal education of the student.

The "Chelsea cycle" had been established in the first era and extended into the second period. Students trained at Chelsea, on the whole, recommended pupils they taught to attend

Chelsea if they wished to become Physical Educationists.

Students had to hold a School Certificate, be medically fit to undertake the course, show the potential practical ability required to complete this section of the curriculum and convince the interviewing staff of their qualities as prospective teachers. The order of priorities, as far as the students were concerned, would seem to be physical participation, interest in children and commitment to teaching.

Gradually as scholarships and bursaries became available for Physical Education students so parental financial provision was no longer an overriding criterion in a candidate's decision to apply to train as a teacher.

Finally, in financial terms, towards the end of the second era when the College was "Recognised" by the Ministry of Education Home students received free tuition and paid for accommodation according to parental means.

The Middle class attitudes and standards, established in the first era, were retained. The achievements of Old Students of the College show excellence in games and a high level of voluntary service. The latter was particularly evident during the second World War.

While the College was in Borth both Staff and Students identified themselves with village life and made a significant contribution to both educational and social environments.

In Eastbourne the new cultural and social opportunities were much appreciated particularly by the students who had spent one or two years 'isolated' in Borth.

SECTION II

Chapter (iv) Curriculum Development. (pp. 277-320)

Great changes were made in the curriculum in the second era. The final award changed from the College Diploma to the University of London ~~and the College Diploma~~^{and} ~~to~~ the Certificate in Education. The latter award was identical to the certificate received by all successful students in Colleges of Education but the content of the course was appropriate for Physical Education.

The College Authority's three main aims were to gain University recognition, to develop new courses and to retain the specialist nature of the course for the training of teachers of Physical Education. All three aims were achieved between 1929 and 1958. One is, however, very aware of the length of time taken for the germination and ultimate fruition of ideas and ambitions.

The emphasis remained on the study of Physical Education although the amount of Education was increased and a related subject was introduced into the Certificate course. The controversy over nomenclature 'Physical Training', 'Physical Education' and 'Physical Recreation' can be traced to the second era of the College. The change in percentage of vocational training to formal personal education reflected the views and recommendations of the McNair Committee.

The organisation of the curriculum was influenced by environmental conditions particularly in Borth. For example, the tide determined the daily programming of games on the sands and the geographical isolation of the College necessitated the introduction of short 'block' courses taken

by visiting lecturers. Equally the outside lecture programme played a vital role in extending the personal education of the students in Borth and when the College moved to Eastbourne the programme was used as a basis for local community contact.

Educational visits were limited, during the war, and consisted mainly of expeditions to Aberystwyth. Post war, opportunities were taken from Borth to visit the Midlands and from Eastbourne to make visits to London.

Camping has been a notable aspect of College life; the practice was established in the first era and extended and strengthened in the second era.

Students continued to give a variety of demonstrations to a range of audiences.

That the College not only survived its many ordeals but the demand for Chelsea trained students steadily increased is reflected in the expansion of the College towards the end of the second era. The curriculum, from such evidence, would seem to be satisfactory.

SECTION III

Chapter (i) Audrey Bamba. (pp. 321-342)

Audrey Bamba was a perfectionist who spared no personal effort in her leadership of the College. She also led by example and had the physical strength and character as well as professional expertise to respond to the challenges of the third era.

Primarily a dedicated teacher Audrey Bamba nevertheless accepted opportunities and positions of administrative responsibility. These were an essential part of the progress of her own career and the development of Physical Education.

She saw Physical Education as an integral part of the process of education with the child central to that process. The course of study for Physical Educationists was therefore clearly centred in the third era, on the study of movement and the study of children within a social context.

Audrey Bamba was both a creative individual and a hard task master. For her the acquisition of personal skills or bodily competence was integral in the methodology used for learning, yet incidental to the main aims of the course. She was concerned that the students understood knowledge rather than amassed undigested facts and also experienced a variety of modes of thinking during the course. In her own thinking and writing about Physical Education and Movement Studies Audrey Bamba was ahead of many of her contemporaries. She made an original contribution to these fields of study and highlighted the contribution of the aesthetic/expressive area. This was in contrast to the scientific emphasis of the previous two eras; the balance of the course had changed.

During her time as Principal the course at Chelsea was critically examined, analysed, rethought and restructured. It became a more academic study yet retained the essential professional and practical elements necessary for a potential Physical Educationist.

Although, the third era is comparatively short, nevertheless it spanned a time of constant change.

SECTION III

Chapter (ii) Buildings. (pp. 343-352)

With an increase in student numbers it became essential to purchase buildings in the immediate neighbourhood, to build

purpose-built specialist accommodation, to adapt existing facilities or to convert old premises for new uses.

Additional land, adjacent to the College, was also purchased for the extension of games facilities.

When all available hostel accommodation had been filled, additional provision was made by putting students into approved lodgings. The ratio of resident students changed from 100 : 0 (resident to non-resident) to $1/3 : 2/3$ (College Hostels to Approved Lodgings) to $1/3 : 1/3 : 1/3$ (College Hostels to Approved Lodgings to Private flats).

All the above changes were approved by the College Governors, the Local Education Authority and the Department of Education and Science nevertheless in the 1960's more drastic changes in the pattern and provision of teacher training were foreshadowed.

SECTION III

Chapter (iii) Staff and Students. (pp. 353-404)

The changes in Staff and Students in the fifteen year period of the third era were noticeable.

The most noticeable feature with reference to the staff, was the increase in the number appointed to the College who had acquired academic qualifications of first and/or second degree standard. This signified the change in the curriculum towards degree status courses and the greater need for specialised knowledge and experience. It also reflected a changing pattern of appointments that became more possible with an increased number of students recruited to the College. With expansion in student recruitment, the retirement of long serving members of staff and departmental restructuring,

opportunities for promotion increased.

The changed balance of studies necessitated recruitment of permanent staff in subjects directly related to Physical Education.

With the implementation of the Weaver Report both Staff and Students participated in the Government of the College, in the formulation of academic policy, in the clarification of the philosophy of the College and served on decision making committees.

The Students changed the structure and extended the functions of the Students' Union. There was still, however, a concentration on games and sports as club activities.

The social life of the College reflected the enthusiasm and vitality of staff and students primarily keen on physical activity but appreciative of the many cultural interests available to them. Students continued to do voluntary social work in the community concentrating on assisting deprived and handicapped children.

The achievements of the Old Students are numerous and notable both within the Physical Education profession and in the wider community.

The College continued, in the third era, to produce dedicated teachers who had a sound knowledge of child development and Physical Education.

SECTION III

Chapter (iv) Curriculum Development. (pp. 405-459)

In curriculum development, the third era saw the change in title of the subject from Physical Education to Art and Science of Movement to Movement Studies. This process

reflected both the change in emphasis in mode of study and the development of Movement as the core area.

The College aimed to provide both a liberal education and a sound professional preparation for teaching. As an institution it moved into the recognised field of Higher Education, it was a centre for the professional preparation of Physical Educationists, and a centre for the advanced study of Physical Education and Human Movement.

In order to achieve the main aims the time-table was made more flexible and the college day was divided into basic courses in the morning, activities courses in the afternoon and recreational courses in the evening.

The writing and presentation of syllabuses reflected the current level of curriculum development. They were constructed under the main headings of aims and objectives, content, methodology and evaluation. Methodology changed with the implementation of technical innovations. The principle of contact and non-contact hours was formalised in practice.

The external lecture programme and educational visits were continued and extended to include educational experiences and exchange visits with other students both in Great Britain and overseas.

Evaluation of results both formal and informal, showed a consistently high level of achievement in academic, practical and professional areas, the appropriate selection of material to achieve course aims and methodology consistent with the mode of learning.

The curriculum has contributed to the national and international prestige of the college as assessed through evaluation of the product.

In the conclusion I have indicated the main conclusions of the study (pp. 461-471) and made reference to major developments post 1973 as an indication for a future study. (pp. 471-475).

Dorette Wilke's speech (pp. 461-463) summarises the aims and objectives of the training for Physical Educationists at Chelsea in the first era. She placed the emphasis on a thorough training and professional preparation for a comparatively new vocation for, women and so provided a firm 'foundation' for later developments.

In the second era the word 'discipline' and 'impeccable conduct' summarise the standard set and reflect the intended outlook of well educated middle class women who had attained an acceptable attitude towards teaching in the 'transition' period.

The third era is characterised by 'expansion', staff/student participation in determining College policy and a more democratic and comprehensive approach to the education and training of Physical Educationists.

The three heads of the institution were all "good teachers", in their own right, as well as respected leaders within the Physical Education profession. Each directed and influenced the work of the College in a personal way but each also had the support and loyalty of staff and students.

Dorette Wilke continued the pioneering of a new profession for women in England in Physical Education established by Martina Bergman Österberg and epitomised in the 'Foundation' era.

May Fountain quietly brought about the change from autocracy to democracy and pragmatically influenced the era of

'Transition'.

Audrey Bambra appreciated, contributed to and guided the developments of a more academic approach to the education and training of students at Chelsea. These were reflected in the opportunities opened up in an era of 'Expansion'.

The buildings, of the College, have always been adequate but never totally ideal.

The staff and students, as the 'living institution' have always been enthusiastic for the work of their choice and prepared to contribute one hundred per cent to achieving successful recognition of the College as an establishment of national and international repute in Physical Education and Human Movement Studies.

A missionary spirit seems to have been implanted and maintained and has manifested itself in voluntary service to the community as well as in the service to education through teaching. From the founding of the College to 1973 staff and students have contributed to play afternoons for children, (in a variety of forms) and club activities (London Working Girls Clubs to Eastbourne Youth Clubs).

The quality of the product of the College has been acknowledged through the standard of work achieved by teachers trained at Chelsea.

Whatever the actual organisation of the College, theoretical, practical and professional studies have been an integral part of the College curriculum.

As new theories have been developed and proved or new material discovered or new methods of teaching found to be acceptable so the work of the College has changed. It has

progressed from a concentration on the scientific approach of the first era to a more educational approach in the second era and finally, to include aesthetic, scientific and social perspectives in the third era. Equally gymnastics as the core area has been replaced by movement as the core area.

The process of evolution or organic development has also occurred as can be seen in the gradual change from a subject-centred curriculum to a child-centred curriculum to a society-centred curriculum. These emphases coincidentally reflect the collective concentration of the first, second and third eras, respectively.

Both staff and students have contributed to the development of knowledge of the subjects Physical Education and Movement Studies and to the contributory elements of each area.

Finally, on the basis of the preceding evidence and in particular the aims, and content of the curriculum and the evaluation of Old Students contributions to education and in particular Physical Education it can be seen that "students recruited to Chelsea College of Physical Education have received a thorough preparation as prospective teachers of Physical Education or Physical Educationists".

Notes on Sources

Primary sources of material used in writing this thesis have been detailed in pp. CXXXXVIII - CDLVIII and secondary sources in pp. CDLVIX - CDLXX.

The Chelsea College, University of London no longer holds any original material or textbooks of the Chelsea College of Physical Education apart from the Annual Reports of the Institution (S. Western Polytechnic) some early prospectuses,

calendars and similar material.

The Welkin Library, of the Chelsea School of Human Movement, East Sussex College of Higher Education now holds copies of the magazines of the Old Students' Association (incomplete set), syllabuses, memoranda, reports, minutes of the meetings of the Eastbourne Education Committee, books of newspaper cuttings and material that has been collected during this study.

The Chelsea School of Human Movement office holds available students' records and the administrative building of the East Sussex College of Higher Education houses the official files and records of meetings attended by staff of the former Chelsea College of Physical Education.

With a premium on storage space the College and research students have been dependent on the judgement of individuals to retain material that may in the future be of interest and value in writing either a comprehensive history or a particular aspect of the history of the College. Inevitably some material has been destroyed or borrowed and not returned to the College.