

Appendix 1CHELSEA COLLEGE OF PHYSICAL EDUCATIONHistory of the College1972Questionnaire -

Name \_\_\_\_\_ (Miss/Mrs.)

Year of entry \_\_\_\_\_

Year of completion of course \_\_\_\_\_

1. Why did you choose to study Physical Education?
2. Why did you apply to train at Chelsea?
3. What was the attitude of:
  - (a) your family
  - (b) your friends
  - (c) your peers
  - (d) your school staff to this choice?
4. Comment on the balance, between practical and theoretical subjects, in the curriculum you studied.
5. Was the College Course adequate preparation for teaching Physical Education?
6. Do you consider that you received a "good" personal education?
7. How was the qualification, you received on completing your training, regarded outside the Physical Education profession?

8. What status did you have in the staffroom?
9. What are the outstanding impressions of your student days?
10. What Further Studies have you undertaken since leaving college?
11. What contribution have you made to Physical Education since leaving college?
12. What contribution have your associates made to Physical Education?

Name

Contribution

13. What changes would you like to see in Physical Education, as a teaching subject, in the 1970's?
14. Further comments you wish to record about Physical Education.

Appendix 2SUMMARY

32 Respondents

<u>Responses from Students to Questionnaire</u> <u>who trained between a) 1898 and 1929</u>			
Question 1		Main Interest	20
		Enjoyment	7
		Outside advice	5
"	2	Influenced by gymnast trained at CCPE	10
		Able to live at home in London	7
		Able to live with friends/relatives in London	7
		Other	8
"	3a	Parental support	26
		Parental disapproval	2
		Personal choice	4
"	3b	Taken for granted	23
		Envy	5
		Surprise	4
"	3c	Suitable	14
		Surprise	3
		Nil response	15
"	3d	In favour	22
		Against	6
		Nil response	4
"	4	Balanced	20
		Too much theory	4
		Too much practical	2
		Unquestioned	6
"	5	Adequate preparation	32
"	6	Good personal education	25
		Inadequate	7
"	7	Respected	30
		Inadequate	2
"	8	Equality	32
"	9	Hard work	16
		Friendship	10
		Others	6
"	10	Refresher Courses	12
		Physiotherapy	2
		Others	7
		Nil response	11
"	11	To courses	14
		Teaching	9
		Other activities	3
		Nil response	6
"	12	Personal information	3
		Nil response	29
"	13	Return of discipline	3
		Emphasis on Health	1
		Nil response	28
"	14	Vith Form curriculum too liberal	6
		Nil response	28

b) 1930 and 1958

49 Respondents

Question 1	Enjoyment	49	
" 2	Influenced by gymnast trained at CCPE		39
	Able to live at home		10
" 3a	Parental support	46	
	Parental disapproval	3	
" 3b	Taken for granted	37	
	Envious	5	
	Nil response	7	
" 3c	Approved as suitable/ideal		23
	Surprised		8
	Nil response		18
" 3d	In favour	43	
	Against	6	
" 4	Balanced	40	
	Too much theory	4	
	Too much practical	3	
	Nil response	2	
" 5	Adequate preparation	43	
	Inadequate preparation	6	
" 6	Good personal education	42	
	Inadequate	4	
	Nil response	3	
" 7	Respected	34	
	Not of degree status	12	
	Nil response	3	
" 8	Equality	46	
	Unequal	2	
	Nil response	1	
" 9	Hard work	13	
	Comradeship	11	
	Enjoyment	17	
	Restrictive	8	
" 10	Refresher courses	22	
	P.Ed. Advanced Awards	14	
	University degrees	4	
	Other activities	2	
	None	7	
" 11	Teaching	36	
	Related areas	7	
	Voluntary Service	3	
	Nil response	3	
" 12	Personal information	11	
	Nil response	38	
" 13	P.Ed. for all	25	
	Return to discipline	3	
	General comments	4	
	Nil response	17	
" 14	Postural emphasis	7	
	Miscellaneous	20	
	Nil response	22	



c) 1959 and 1970

35 Respondents

Question 1	Main interest	32
	Desire to teach	3
" 2	Influenced by staff trained at CCPE	19
	Influenced by students at the College	8
	Environment	8
" 3a	Parental support	32
	Non-committal	3
" 3b	Accepted	15
	Interested	15
	Indifferent	4
	Nil response	1
" 3c	Enthusiastic	14
	Indifferent	8
" 3d	In favour	27
	Disapproved	6
	Nil Response	2
" 4	Balanced	27
	Too much theory	4
	Too much practical	4
" 5	Adequate preparation	31
	Inadequate preparation	1
	More emphasis on individual activities	3
" 6	Good personal education	26
	Too specialised	8
	Lacked social provision	1
" 7	Respected	17
	Inferior to a degree	8
	Not very impressed	9
	Nil response	1
" 8	Equality	26
	'Lesser' status	9
" 9	Hard work	14
	Friendship	10
	Enjoyment	6
	Inferiority	5
" 10	Advanced Studies	15
	Refresher Courses	15
	None	5
" 11	Teaching	29
	Overseas	4
	Games coaches	2
" 12	Reference to teaching achievements	8
	Reference to games achievements	1
	Reference to swimming achievements	1
	Nil Response	25
" 13	Leisure activities	14
	Improve status and resources	10
	Specialise in Primary work	3
	Institute/Increase Examinations in P.E.	3
	Nil Response	5
" 14	Return to formal methods	3
	Delay choice	4
	Increase choice	4
	Improve liaison	6
	Attain degree status	2
	Improve facilities	2
	Emphasize Dance/Arts	3
	Nil Response	11

Appendix 3Completed questionnaires received from:

	<u>Year training completed</u>
Mrs. Vigor (nee Bramham)	1905
Mrs. M.J. Harding (nee Salisbury)	1906
Mrs. W. White (nee Fisher)	1907
Miss M. Cooke-Yarborough	1908
Miss M. Fountain	1908
Miss U.M. Gairdner	1910
Mrs. L.S. Clark (nee Cotsworth)	1912
Miss D.M. Meakin	1912
Mrs. W.C.B. Rosewarne (nee Ellis)	1913
Miss O. Lawrence	1914
Miss A. Rogers	1916
Miss D.A.P. Idle	1917
Miss O.M. Roberts	1917
Mrs. V.H. Skinner (nee Sproat) letter	1918
Mrs. M. Nuttall (nee Broome)	1920
Miss V. Barralet	1921
Mrs. P.M. Schlotel (nee Donne)	1921
Mrs. H.F. Moore (nee Bonner)	1922
Mrs. P.H. Tanner (nee Boase)	1922
Mrs. I.E. Goodall (nee Leshley)	1923
Miss J. Chambers	1924
Mrs. J. Wall (nee Dickinson)	1924
Mrs. K.D.C. Billson (nee Crooks)	1925
Mrs. M.E. Graham (nee S-Clarke)	1925
Miss M. Hawkes	1925
Miss M.O.B. Swain	1925
Miss F. Watson	1926
Miss D.M. Andrews	1928
Mrs. N.F. Bailey (nee Wilson)	1928
Mrs. K.M. Graves (nee Berry)	1929
Mrs. M. Langdon (nee Dolman)	1929
Miss I. Munden	1929
Mrs. E.S. Hicks (nee Phillips)	1930
Mrs. D.E. Clark (nee Mundy)	1931
Miss B.G. Dacie	1931
Mrs. D.M. Erlebach (nee Way)	1932
Mrs. E.S. Meiklejohn (nee Russell)	1932
Mrs. B. Alexander (nee Brookes)	1933
Miss M. Cadell	1934
Mrs. C. Marriage (nee Alldis)	1934
Miss G.K. Holthusen	1935
Mrs. L. Joules (nee Whitehead)	1936
Mrs. D.E. Sullivan (nee Jobbins)	1936
Mrs. E.M. Gardener (nee Longden)	1937
Mrs. P.E. Glick (nee Barnett)	1937
Miss E.R.B. Fraser	1938
Mrs. G.H. Short (nee Perkins)	1938
Miss P.M. Kingston	1939
Mrs. G.D. Southall (nee Bladon)	1940
Mrs. M.O. Davies (nee Fennelly)	1941
Miss J.B. Edwards	1942
Mrs. J.R. Jackson (nee Haddock)	1942
Mrs. F.M. Thomas (nee Williams)	1942
Mrs. J. Pettigrew (nee Hacks/hall)	1943

Mrs. J. Stacey (nee Clarke)	1944
Mrs. M.H. Whitten (nee Chick)	1945
Miss M.E. Berridge	1946
Mrs. P. Hall (nee Bell)	1947
Miss E.M. Hammond	1948
Mrs. G. Brodie (nee Ray)	1949
Mrs. B.G. Smith (nee Bennett)	1949
Mrs. M. Windsor (nee Smith)	1949
Mrs. K.B. Allen (nee Wool)	1950
Mrs. M.A. Mason (nee Nash)	1950
Mrs. J.M. McKay (nee Miles)	1950
Mrs. J.A.H. Clarke (nee Wilmot)	1950
Miss B.J. Gibson	1951
Mrs. G.A. Duncan (nee Carter)	1952
Mrs. E.D. Edwards (nee Pinn)	1952
Miss S.E. Wright	1952
Mrs. R. Plommer (nee Howard)	1953
Mrs. P.K. Waters (nee Hodge)	1953
Mrs. V. Edbrooke (nee Cannings)	1954
Miss N. Soppitt	1954
Mrs. B.J. Coleman (nee Wood)	1955
Miss M.J. O'Sullivan	1955
Miss I.M. Rudling	1956
Mrs. A.P. Borrell (nee Raw)	1957
Miss M. Newby	1958
Mrs. P.M. Raeburn (nee Dobner)	1958
Mrs. J. Vernon (nee Maxwell)	1958
Mrs. J.E. Wescott (nee Marks)	1959
Mrs. B. Dunn (nee Northwood)	1960
Miss A.M. Lowes	1960
Mrs. J. Mahany (nee Orchard)	1960
Mrs. P.L. Burke (nee Vincent)	1961
Mrs. H.C. Emslie (nee McCree)	1961
Mrs. M. Peck (nee Fry)	1961
Mrs. E.M. Spellman (nee Pearce)	1961
Mrs. J. Martin (nee Lyons)	1962
Miss J.E. Catt	1963
Mrs. S. Stewart (nee Brown)	1964
Mrs. P. Tamblyn (nee Glynn)	1964
Mrs. P.J. Taylor (nee Bevan)	1964
Mrs. M. Chaundy (nee Palmer)	1965
Miss S.P. Mawdsley	1965
Mrs. M. Wilson (nee Push)	1965
Miss G. Ness-Collins	1965
Miss R.A. Brown	1966
Mrs. S. Houlston (nee Metcalf)	1966
Mrs. C.L. Turrell (nee Naylor)	1966
Mrs. V.L. Harbour (nee Gilbert)	1967
Miss M. Roberts	1967
Mrs. J. Self (nee Taylor)	1967
Miss G.M. Walker	1967
Mrs. J. Weaving (nee Bayfield)	1967
Mrs. A. Barker (nee Mulley)	1968
Miss C. Bates	1968
Mrs. N.F. Castle (nee Herbert-Smith)	1968
Miss J.E. Furness	1968
Mrs. A. Angell (nee Clinch)	1969
Mrs. M.L. Brett (nee Shaw)	1969
Miss J. Tarbutt	1969
Miss R. Cooper	1970
Miss K. Lamprell	1970
Mrs. L. Myers (nee Holt)	1970

Appendix 4

The subject Centred Curriculum has the following basic Assumptions in built into its structure:

1. The belief that the major role of the school is to transmit the cultural heritage from generation to generation.
2. The belief that most significant parts of this heritage can be grouped into parts, or "subjects".
3. The assumption that each subject has an internal order which can be presented in sequence from simple to complex.
4. The assumption that this organization is such that it will enable the student to develop the capacity to deal with the culture as he meets it.
5. The belief that an authoritarian presentation is superior to a democratic approach.
6. The belief that this pattern has stood the test of time and, hence, has merit. It provides security for the teacher, the learner, and the parent because of its time - honoured status."

The Characteristics of a subject centred curriculum are:

1. "Learning a subject is based upon language activities - talking, listening, reading, writing. Thus, it is expository in nature.
2. Adults select and organize the content before it is presented to the learners.
3. The content is universally true and, hence, is not affected by the local situation.
4. Each subject is in its own "compartment", with little genuine concern for things outside its walls. University scholars often talk about (and even attend) "interdisciplinary" meetings, but although they may be willing to peep through the windows in their walls, they seem seldom to conceive of tearing the walls down.
5. Emphasis is upon the processes of absorption and memorization. Methodology will include considerable drill to establish the content in the learner's mind."

The Criticisms of a subject centred curriculum include:

1. The accumulation of knowledge and the tendencies of schools to add more subjects to the offerings have resulted in the teacher being less confident of his ability to handle the subjects. To give attention to these different areas, it becomes necessary to chop up the school day into short blocks of unrelated time.
2. With school attendance representing more and more the total school-age population, problems of individual difference have been accentuated. These differences make ever less tenable the fixed curriculum.
3. A basic tenet of the subject-centred approach is that learning the information presented will eventually transfer to life situations. Psychology has cast serious doubts upon the likelihood of such automatic transfer - especially when knowledge is broken up into discrete parts.
4. Subject emphasis fails to take into consideration the interests of the learners, and as psychology has shown, interest affects learning.
5. Overconcern with the cultural heritage leads to the neglect of current social activities and problems.
6. The prevailing methodology and the nature of the material

foster rote memorization rather than a process of thinking.

OLIVER "Curriculum Improvement", pp. 308-310.

## Appendix 5

The main features of an experience based curriculum are:

"1. The interests of the student do facilitate his learning; most interests are socially derived; hence, attention to them makes the program more life-related.

2. In a highly developed social organization such as ours, co-operation is important; thus, finding common interests and working together in terms of those unifying elements affords growth in life-related skills.

3. The rapidly changing times and the diversification of the student body call for a very flexible school program. "Unstructured" maybe too planless for most, but the concept is an effective protest against the rigid pre-determination of the traditional offerings. In the latter case, "structured" often results in "strictured".

4. Flexibility also carries over into materials. Instead of a text there must be multiple resources suitable for individuals of varying interests, abilities, and stages of growth.

5. To teach in a classroom characterized by the above qualities, teachers must know a great deal about the growth and development of children and youth."

Appendix 6

The nine most common objectives in the teaching of physical education extracted from literature by the Director and Deputy Director of the 1970-71 project were:

- 1) Emotional stability (refers to the opportunities given for the development of personal control and personal adjustment).
- 2) Self-realisation (refers to the opportunities offered to each individual to capitalise on his unique abilities).
- 3) Leisure-time activities (refers to the opportunities given for acquiring appropriate physical pursuits for the enjoyment of leisure time).
- 4) Social competence (refers to the contribution to the development of interpersonal skills).
- 5) Moral development (refers to the contribution to the development of desirable standards of behaviour and conduct).
- 6) Organic development (refers to the development of optimum functioning of the cardiovascular and other organic systems).
- 7) Motor skills (refers to the development of general co-ordination and efficiency in movement and in the more specific skills required in athletics, dance, games, etc.).
- 8) Aesthetic appreciation (refers to the development of an understanding of aesthetic criteria, values and judgements).
- 9) Cognitive development (refers to the contribution to the development of reasoning and making judgements).

See KANE pp. 76-77.

Appendix 7

<u>D. Wilke - LCC Exams.</u>	<u>Passmark</u> <u>55</u>	<u>Person.</u> <u>Ref.</u>	<u>Tch.</u>	<u>Tot.</u>
e.g. of comments.				
good carriage, 9 well ans <sup>were questions</sup> slight lack of vigour in commands.		25	40	65
vigorous commands, very hard, unsympathetic manner questions not well ans <sup>were</sup> lacked thought.		25	30	55
questions fairly well ans <sup>were</sup> not sure of herself or nervous, will be good with practice.		25	35	60
bright manner has not thought about the subject, careless, thoughtless work.		25	20	<u>45</u>
bad lifeless commands lack of experience, lack of thought no grip		25	25	<u>50</u>
bright, vigorous voice & manner, explains well accustomed to teach good carriage.		26	50	76
excellent carriage bright voice good grip very intelligent answers really good work quite the best.		28	55	83
excellent voice very good commands. very vigorous, cannot tch march or running - else very good sympathetic.		25	45	70
head poking dreadfully, questions badly answered, personal performance bad quite unable to make class do anything at all knows nothing		23	0	<u>23</u>
unable to answer any one of 3 questions at all good voice quite unable to teach anything.		25	10	<u>35</u>
good answers good voice sympathetic vigorous good gestures good commands good corrections very good teacher.		26	60	86
personal performance very poor, questions very badly ans <sup>were</sup> hysterical will not do anything quite unsuitable to tch subject refuses to tch lunge.		20	0	<u>20</u>

e.g. General Summary

Teaching some of the candidates had had experience in teaching the subject and did fairly well, others were intelligent and sympathetic and did well on that account but there was evident throughout a great lack of real knowledge of the subject due to insufficient training. Candidates were hardly ever able to correct bad carriage and faulty positions, correct standing and walking positions were not understood and could not be explained. The exercises were taken as fixed work instead of means to an end. The whole subject seemed a



dead one as presented by the candidates.

### Personal Performance

Vigorous, smart work, excellent concentration some of the movts cannot be judged owing to the nuns dress and veil - time bad.

### Teaching

All seem intelligent, have v.g. concentration and know how to express themselves, they fully understand the effect of the various exercises, their commands are often quite good, they probably have had practice in teaching this subject and time to assimilate what they have learned.

### Teaching

Nobody can teach or explain marching or running commands v. poor nobody is able to correct or even see mistakes, all are dreadfully slow and afraid to teach anything because they feel they do not know, nobody is sure of anything, one cross question upsets them altogether.

### Analysis of results

Failures 88

Passes 476

Range of passes	55%	-	179
	56-60%	-	152
	61-65%	-	69
	66-70%	-	49
	70% +	-	27

Appendix 8Domina's talk to leaving students (undated)

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.

A teacher has wonderful opportunities, she not only teaches but by the life she lives and the examples she gives she can be a great force to the good or to the bad, and of this we must ever be mindful. It is a beautiful mission to have in hand not only the moulding of the body, but also the forming and strengthening of the young mind and the training of character, the making of women of the right stamp worthy of their country.

A good teacher will experience heavenly joys in her work as well as terrible disappointments but the almost sacred joys will outweigh the disappointments and her life will be a true blessing to those with whom she comes in contact and she will experience the happiness of knowing herself to be much needed, wanted everywhere, beloved by many and helping the world a step further on.

When teaching remember that when you lose your temper you always lose your dignity as well, therefore, moral, don't lose your temper.

Remember that if you are not very punctual yourself you cannot wonder if your class is most unpunctual. Punctuality is a good habit which it is your business to help others to acquire and therefore you must have it yourself first.

With regard to example, I would like to impress upon you the importance of good carriage. Three quarters of your teaching, even if good, is wasted if you stand badly, sit badly, walk badly. You also lose much good influence if you dress badly. You should always be a pleasure to look at, dressed in a dignified suitable healthful way to help others by force of example to dress more suitably and hygienically.

Will you laugh at me when I speak of manner. Manner maketh man! The present day rush of life ignores this, yet when you come to analyse manner you find that good manner is nothing more or less than having consideration for others. When you collect all the cushions in the Rest Room for your sofa, you ignore that others may possibly want them, when you leave them there all dented with the impress of your head you do not in the least consider how unpleasant this is for the next person wanting to use that sofa or how Domina's face flushes with shame when she brings visitors round to the untidy room. You may say it was "first years". But are not the first years the children of the third years?

The gymnastic mistress (if she is nice) is the great favourite in the school. She is bright, cheerful, full of resources, ever ready to help where help is needed. She is always (or nearly so) in good health because she knows how to live and how to keep in health. She is therefore a cornerstone

of the school, infecting others with health and the right way of living. No(w)(?) wonder she is a general favourite, but there is a danger also, and if a child brings her flowers twice in succession let her beware - that she may not become a stumbling block in that child's life or even in the whole school. This is only a gentle reminder as I know the subject has been treated fully in Psychology, but the dangers on this point are so great especially to a young inexperienced teacher that you should be always mindful and alert and ask yourself whether you are doing the right thing or not.

Each one of you will probably have troubles and difficulties of your own, don't give in easily, face the troubles squarely and overcome them if possible. I know you would all wish to be loyal to your Head Mistress. If your Head Mistress belongs to an older school of life and has views that do not agree with your own remember that after all she has a right to her views, you may try to convert her in regard to your work and you will very often succeed. If you cannot and find your principles of work are too hampered to do any good, resign your post but be loyal to the Head Mistress and to the school up to the last moment.

Always remember that if you need advice your old College follows all your steps with the keenest interest and I will answer any urgent enquiry by return of post to help you. I hope we shall all keep in touch with one another. We have spent three happy years together and have shared many ups and downs. It has brought us very near together. Now you go out into the world and I look confidently forward that you will do your part well and do credit to your Old College and that I shall be very proud of hearing of your success in life. Come back whenever you can to your old College. You will always be received with open arms.

Appendix 9

## Correspondence

Telegraphic Address  
Victrices London

The New Victorian Club,  
30A, Sackville Street,  
Piccadilly W.

Dec. 12 - 1901.

Dear Fraulein Wilke,

The Committee and I, myself, are very anxious to make you an Honorary Member of this Club, and hope you will grant us this favour. We all so much appreciated your lecture the other evening that we want in some small way to make a little return for it by offering you our Honorary Membership. I hope you will say yes, as we shall be very pleased and proud to have you and we hope the Club will often see you here. Thank you for the Circulars I have given most away already and some of our committee asked if they could go and see your classes, and one I hope means to join. I told them to present a card and say who they were and I was sure you would admit them.

With kindest regards.

Yours sincerely,

F. L. Smart.

Appendix 10

17, Mount Carmel Chambers,  
Dukes Lane, Kensington W.

Wednesday morning.

Dear Fraulein,

I must just send you a line to congratulate you on your splendid success last night. Everybody loved it and you; and Mrs. Smart told me afterwards how many people had asked her about you and whether you had classes that they could attend for the kind of exercises you spoke about. Would you send her some more of these booklets, because she has used up all the ones you gave me, and people were asking for more, and would you tell her what classes you have that outsiders can join? Dear Fraulein I felt so proud last night of having introduced you to the club. It is people like you who do so much for physical culture, because you are such a sweet person yourself. Only of course there aren't any people like you! and thank you so much for all the trouble you have taken about this lecture, and for delivering it so charmingly.

With much love.

Yours affec

Evelyn Sharp.

P.S. Dont forget that I am at home on the 3rd Saturday.

Appendix 11

17, Mount Carmel Chambers,  
Dukes Lane, Kensington W.

Monday 16th December 1901.

Dearest Fraulein,

Indeed it is nothing to do with me. It is your own sweetness that you have to thank and that is all. Mrs. Smart wrote and told me that she and the Committee were going to ask you to be an Honorary member, and I was delighted to hear that they had so much sense. But I am not on the Committee so you see I had no voice in the matter at all. I am so pleased that you have accepted, and I hope you will find the club as useful as I do. Besides, perhaps I shall meet you there some time. Dont forget that next Saturday is my at Home Day. I am afraid I cannot come to the class to-morrow night, as I have to go to the break up at my old school; so do come on Saturday, won't you?

I'm so awfully pleased about the club. This is what the President says of you in her letter - "I hope she will consent as I think her quite charming and should be so pleased to have her on our list of members." So there! Perhaps you'll believe now that you had something to do with it!

Yours affec

Evelyn Sharp.

Appendix 12

Japan British Exhibition.                      Women's Congress.  
 July 9th 1910.                      Physical Training for Girls.  
    Dorette Wilke.                      (Copy)

Quote from B. of Ed. Syllabus (1909†)

"It is now generally recognised that the physical health of the children lies at the root of all education properly conceived, and that healthy physical conditions undeniably assist the development of mental and moral faculties - thus physical education is essential to sound intellectual training, and may be said to be fundamental in its effect on the individual."

(Stress on health)

"We know that exercise and fresh air is absolutely essential for the healthy development of the child and the health of our children does not only mean their happiness and welfare, but it means the success and future prosperity of our country - we need a vigorous body, able to resist disease and fatigue and capable of a maximum amount of work with a minimum effort - a strong body with a strong mind and character, such as will equip the individual for a place in the race of life."

We see thousands of men and women break down under the high pressure of competition, alas, we have become so accustomed to seeing poor wretched specimens of humanity, that we look upon it as a matter of course, but surely, surely a strong body and vigorous health ought to be the rule rather, and not the exception. Generous mother nature meant each one of us to have a proper share of health and happiness, and it is only through the violation of her laws that we often lose both, for nature will exact the utmost penalty, if we disregard her commands.

"It is certainly the duty of the school to help to produce (not hinder) this physical fitness without which all mental attainment is hampered. All observers of children notice their great desire for movement, every teacher knows how difficult it is to keep an healthy child still - this craving for exercise is physiological and closely associated not only with its physical but also with its mental growth and development. This has been pointed out over and over again by doctors and educationists and yet we give our children 25 hours of mental work per week and 20 mins. twice or three times a week of exercise, often badly regulated, taught by teachers who know little about it, frequently in stuffy schoolrooms with all the windows shut.

When we have learned to consider body and mind of the child equally during school life, it will put an altogether different aspect on the physical side of its education in its broadest sense. We shall then realise that this important work must be put in the hands of well trained teachers and that the good new book given to us by the Board of Education will be useless unless put into the hands of competent teachers.

Any comprehensive scheme of physical education for girls should certainly comprise gymnastics, dancing and games, all of which are almost equally important and none can quite take the place of the other. Of dancing I need not speak here, since we have two such great authorities as Mrs. Kimmens and Mr. Cecil Sharp with us today, who will no doubt tell us all that is of interest about it. I therefore need only consider gymnastics and games, which should go hand in hand, each supplementing and balancing the other.

The general organic effects of muscular exercise are common to all kinds of bodily activity. Organised games in the open air are splendid for improving general health, for cultivating deep breathing and moreover for promoting unselfishness, self control, courage and public spirit. Unfortunately where playing fields are most needed the authorities have not seen fit to provide them. It is generally the strong vigorous child who enters heartily into games and derives the most benefit - unhappily the weak nervous child gets left behind.

In gymnastics we can more effectively determine the character and the direction of the development, that is to say in gymnastics of the right kind. All efforts are directed towards equal development, towards the forming of good habits of movement and of good carriage in feet, towards counteracting the evil effect of school-desk-life. Hence in gymnastics the corrective element should be uppermost and emphasised.

In games, the activity is chosen as best adopted to the peculiarities of physique of the individual. Thus bad postural habits may become more fixed and the chances of even all round development are diminished rather than increased. Some games are too cramped or too one-sided (Hockey for instance). Lacrosse would be too strenuous for delicate girls though it encourages good stretches and might be excellent for the robust. Net-Ball is to my mind the ideal game for girls and I am glad to see its popularity steadily increasing.

Dancing is in the widest sense beneficial, it encourages lightness, rhythm, grace and it should also cultivate graciousness of manner. All very important in the education of girls. But while we consider it necessary to keep our children together in schoolrooms for many hours a day, we must have the corrective element of p. t. strongly emphasised, such element can best be reached by gymnastics and drill, if in the hands of teachers who understand their business. As long as our teachers are only half trained (if trained at all) they will grope in the dark without results, a consequence to be seen any day in many of our Elementary Schools.

Legislators are still too apt to avoid, misunderstand or even totally ignore their responsibility towards the physical welfare of the child whose normal development is hindered by being shut up in stuffy schoolrooms for the best part of the day. It is the most impeded action of heart and lungs during school-life which is the cause of so much anaemia among girls and the hysteria which is so common among the elder girls of higher grade schools is put down to ill directed education.



Happily much has already been done with regard to medical inspection in schools, but the physical training, especially in Elementary Schools needs looking into. We must get educational authorities to recognise the importance of this subject and alter the often impossible conditions under which it is taught. We must get our teachers properly trained before we can expect them to train the children.

Efforts are now being made privately in various directions to provide curative gymnastic treatment for Elementary School children suffering from spinal curative anaemia and general debility in the hope that education authorities will then officially introduce this scheme for all schools, no doubt a praiseworthy effort deserving consideration, but the efficiency of such a scheme would of necessity be very expensive as probably each child would require separate and daily treatment. The curative gymnastic treatment in most of our Secondary Schools is a mere farce - the girls cannot be spared from their classes and the teachers time is fully occupied, so that the few moments given to treatment before or after school hours when pupil and teacher are tired, can have little beneficial results.

I do not see, how in the face of these difficulties curative gymnastic treatment can be officially introduced into our Elementary Schools, but we can do the next best thing - or perhaps the better thing - for prevention is better than cure! and I verily believe, that if we give our children good educational gymnastics, (with or without apparatus) throughout their school-life, we shall to a great extent do away with the need for curative treatment and the child who never had spinal curvature is better than one who is cured.

Physical exercises to produce best results, should be taken every day and nothing less than 20 minutes at a time will be of much use. The exercises should to a great extent be of a corrective nature, they should be carefully progressed and well adapted to each class and to the special conditions of each School. The exercises for children should not be too slow or too heavy. They should afford enjoyment and relief from brain work, as Darwin says - Joy quickens the circulation and stimulates the brain!

All this is more especially important for City Schools, where the opportunity for outdoor games is small (though the latter should always be insisted upon where-ever possible). It is of no use putting 2 or 3 classes together for drill as is frequently done - as apart from numbers the children of different ages need different exercises - and if individual attention is to be given, the number in class should not exceed 30.

The time allowed for P.T. in Elementary Schools is one hour per week. I ask for a minimum of 20 minutes for each of the five school days making it 1 hour 40 minutes per week in all. Surely this extra 40 minutes should not be grudged, when we can prove that so much better results can be obtained!

The next difficulty (and a very great one) is the absence of suitable clothing for drill. If the children do their exercises in dresses too tight across the chest, in tight

sleeves and ill fitting boots, the work of even the best teacher would practically be wasted. Local Governments should provide the children with shoes for drill, which are every bit as necessary for the proper carrying out of the work as school books are. With regard to dress, the teacher can do a great deal by personal influence and example - some schools have already adopted the loose tunic and blouse as a regular school dress, which is both pretty and economical and allows for growth and free movement of the wearer. This costume is so simple that any child over 10 could be taught to make her own dress, which again would have a good moral effect, the child would take care of the dress she had made herself, would be more thoughtful in keeping it tidy and clean, she would take pride in it.

Every lesson should of course begin with handkerchief drill. Many children (even of the upper classes) are not taught how to use their handkerchief - they sniff up instead of blowing down and adenoids with all the bad consequences will often result. If the teacher helps the children to establish the good habit of regularly and thoroughly clearing the nose, it will do untold good and I find if handkerchiefs are really insisted upon the children somehow do produce them, though there may be a little trouble at first.

The shoes are not quite so easy, but the difficulty should in no way prove insurmountable. In Copenhagen and partly in Stockholm the shoes are provided by the Local School Boards - so many pairs of each size are stored in a cupboard in the gymnasium. (Perhaps you know that Germany, Denmark and Sweden all have well equipped gymnasiums in the Elementary Schools, it is only poor England who cannot afford it!) The children in these countries marched past this cupboard in stocking-feet (again a valuable moral training as they had no holes in their stockings) they called out their number and had a pair of shoes given to them, which were returned to the cupboard after the lesson. The same shoes would do for several classes and in this way the expense would be very small as compared to the benefit derived and I cannot think why this should not be done everywhere without delay. Perhaps there is someone in this audience who would like to give the Borough Councils a lesson showing them that what they ought to do by providing this experiment at any one school? I should say £5 would cover the expense of shoes and cupboard.

Now to the teacher! There lies our greatest difficulty. No educational authority would dream of asking a teacher to give lessons in English and Arithmetic without having had the necessary training and preparation, yet the same educational authority will sometimes expect a teacher to be proficient in Physical Training after 24 lessons! The London County Council holds examinations after such a course. All I can say is - they fully deserve all they get in return.

The essential principle of scientific Physical Training is, that each exercise should be completely and correctly carried out, if this is not the case the effects are often reversed and bad positions accentuated or even produced, thus the untrained teacher is a real danger to the school.

If you watch an Elementary School class at drill the first

thing that strikes you is that a great many of the children take up the wrong standing position, the hips are poked forward, the chin is up, the back is hollowed (illustrate position). School *lordosis* the doctors call it, and expect it in the Elementary School child almost as a matter of course, yet this position is extremely harmful. Imagine all the exercises done from this wrong and harmful starting position! What can be expected? Only failure.

The Training Colleges are at last beginning to employ experts for Physical Training, a step in the right direction. But when one enquires as to time set apart for each set of students for Physical Training one finds it amounts to  $\frac{1}{2}$  or  $\frac{3}{4}$  of an hour per week.

If students throughout their college training had a daily lesson of a minimum of 20 minutes, there would be fewer breakdowns among them, and if after those among them who had a special gift and inclination for Physical Training were allowed an extra year to specialise in this subject, they could undertake all the drill in their school and could make a success of it. The present system of allowing all Elementary teachers to drill their class is not a good one, they are not fitted to teach physical training - the elderly, or the deformed or the delicate nervous teacher should never be called upon to do so, it is not fair to the children, nor is it fair to them.

As long as we keep up this antiquated method we shall never progress.

I must not forget to tell you that the London County Council permitted me to make the 20 minutes a day experiment at the Cook's Ground Elementary School. The School Doctor picked out 25 delicate children (some of each class) and we have been at work for 6 months with very good results. I fully hoped to bring the children here this afternoon to show you our work. Alas - the London County Council refused permission! Perhaps they are afraid I might convert you all to the daily 20 minutes drill scheme! Anyway the children are very disappointed not to come and so am I.

I may not encroach further on your time to speak of the work in Secondary Schools, but in conclusion I should like to call attention to the work done among Working Girls Clubs. It is a glorious work, very far reaching and I think in no other country, is our success equalled. Swedish gymnastics is not used here, nor is it necessary or even desirable, but year by year the work steadily improves. Compared with that of 10 years ago, it has improved beyond all recognition. This Physical Training among the Working Girls of England is of great National importance. It is a work of which we may be justly proud, work which will tell even more in the coming generation, work which will help to produce a healthy mind in a healthy body.

Wake up England! Do your duty to your little children (the school children) whilst they are still growing you have the power of moulding the human form, the power of developing each little child, to its fullest capacity - think what that means! Physical Training is not the only, but a very powerful factor towards this end.

Plato says: "The aim of Physical Training is to create a perfect harmony between body and soul" - what could be more beautiful?

A body as hard as steel!  
A mind as clear as crystal!  
A heart as warm as sunshine!  
This is the mission of Physical Training."

Appendix 13

Letter 6.5.29. Domina to Staff.

My very dear Staff,

I wish you could have been here when that wonderful surprise basket of yours was opened! The excitement was simply terrific - it was like six Christmases and six birthdays all put in one. We all three (Mrs. Tucky, Ting-Ling and myself) sat in the middle of the room and it would be difficult to say who was most excited Ting-Ling with tail high in the air, jumping madly about in the medly of brown paper, string and bright coloured labels (but rather ignoring his own little parcel) or Mrs. Tucky always urging me on - steady - steady don't mix up the labels on the parcels else you wont know where you are, but all the same doing it herself all the time as much as I did and enjoying it as much - and there we were at this and just as she had said not knowing who was what and which was who and what was which but what did that matter - it was all so wonderful and beautiful! - 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 lots of other beautiful things I could never count them all and last but not least that wonderful basket was cram jammed full of loving thoughts peeping out from every corner and parcel and coloured label - it was like a gift straight from heaven so beautiful in its combination and aspects. Was there anybody ever so lucky as poor old Domina!! and for all these wonderful gifts I can only say thank you with all my heart.

Yours most affectionately,

Domina.

Appendix 14

Dear Domina,

When your letter was read to us at the Holiday Course, we hoped and tried to believe that the announcement that this was your last term at College - might prove not to be true; but now that events have forced us to realise it, we are writing on behalf of all Old Students to tell you how very sad we are that ill-health should have prevented your spending this last term among us all at College and also how very grieved we feel to know that illness should be the immediate cause of your resignation.

We hope that thoughts of all your untiring and splendid work for the College from its beginnings to its present robust maturity, and the assurance of the love and loyalty felt for you personally, and as creator of the College, by your Old Students, will be a consolation to you during this difficult time.

To feel and know that you have been the source of inspiration and tradition to hundreds of enthusiastic teachers, many of them successful pioneers, must be a heartening reflection.

It was thought that many personal letters would be a weariness to you, so the O.S.A. Committee hope that this will convey to you from all, the feelings of sympathy, affection and regret at your resignation and its cause - that innumerable Old Students otherwise would have liked to express personally.

College and the Polytechnic are utterly different without you.

From your affectionate Old Students.

G.M. Cater - Chairman O.S.A.  
A.G. Engel - Secretary O.S.A.

Appendix 15

The Old Church (All Saints) Cheyne Walk, Chelsea.  
Order of Service. In Grateful Memory of Dorette Wilkie  
June 14th 1867 - January 19th 1930 at 2.30 o'clock.

Prayer

Hymn - O God our help in ages past

The Lessons. XLIV th Chapter of Ecclesiasticus verses 1-15,  
and Chap. XLV Verse 26.

Let us now praise famous men --- <sup>to</sup> evermore. The people  
will tell of their wisdom, and the congregation will show  
forth their praise ----- God --- to may endure for ever.

Psalm 19. - The heavens declare the glory of God;  
Psalm 23.

Prayers.

Hymn. Jerusalem.

Blessing.

Appendix 16Buildings - equipment needed for upper and lower halls 1913.

## Equipment needed for upper hall:

- 2 double booms
- 10 climbing ropes
- 1 window-ladder
- 4 jumping ropes
- 1 new piano
- 1 large mirror

## Equipment needed for lower hall:

- 4 balance forms with hooks
- Chairs in gallery

## Equipment needed for medical gymnasium:

- 12 small cushions
- 6 pig skin straps
- Ambulance cupboard



Appendix 17

Dorette suggested the following facilities were needed for 100 students undergoing professional training in Physical Training, 4 - 500 adults (members of recreation classes) 5 - 600 children (classes for teaching practice) and 100 - 150 patients (for remedial treatments).

two large well equipped gymnasia

two changing rooms to each gymnasium with thirty lockers, twelve showers, twelve washhand basins and six water closets per room.

one annex with equipment suitable for children's practical classes together with changing room and twelve washhand basins and water closets.

two well equipped medical gymnasia and a changing room to each, fitted as above.

a drying room for clothes and towels.

three lecture rooms (2 x 30 students)  
(1 x 100 " )

three physiology rooms including two laboratories and store rooms.

Adequate cloakroom accommodation for staff, students, children, adults and patients.

Staff study rooms

Student study rooms

Staff work room for interviewing students

Students Common Room

Departmental library

Swimming bath.

D. Wilke.  
(H.M. Report)  
January, 1919.

Appendix 18

Members of Staff                      1909 - 1912

Head Mistress                      -     Dorette Wilke

1909

Helen Ruffell	Dance, Senior Gymnastics, Junior Anatomy and Netball.
Miss Brandt	(from Copenhagen) Junior Gymnastics and Theory of Movement.
Miss Lloyd	Senior Anatomy and Curative Gymnastics.
Miss Strick	Hockey.
H.B. Lacey	Physiology.
Dr. Shrubsall	Hygiene.

1911

Helen Ruffell	2nd and 3rd year Swedish Gymnastics and Morris Dancing, 1st, 2nd and 3rd year Dancing.
Miss Brandt	1st yr. Swimming, 1st, 2nd and 3rd yrs. Theory of Educational Gymnastics.
Theodora Edgell	Games coaching and lectures. Morris dancing yr. I.
Miss Lloyd	1st and 2nd yrs. Anatomy, 2nd and 3rd yrs. Medical Gymnastics, responsible for patients.
F.C. Lewis, M.D., B.Sc., D.P.H.	3rd yr. Anatomy of Deformities and Hygiene.
Dr. Nina Dobbie	3rd year students - Medical Gymnastics, supervision of patients (C.M.O.).

1912

Honorary Inspectors - Sir George Malcolm Fox (HMI. P.T.)  
- Sir Victor Balck (late Principal Royal Central Gymnastic Institute, Stockholm).

Teaching Staff

May Fountain	- Anatomy, Massage, Medical Gymnastics.
Hansine Anderson	- Gymnastics, Class Teaching, Theory of Movements.
Helen Ruffell	- Gymnastics, Dance.
Theodora Edgell	- Games.
Marjorie Sinclair	- Folk Dancing, Netball, Class Teaching.
Gladys Martyn, D.Sc.	- Psychology.
Nina L. Dobbie, M.D.	- Anatomy of Deformities, Medical Gymnastics, Supervision of Patients.
Fanny Heywood	- Voice Culture, Games, Swimming.
J. Lister, A.R.C.Sc.	- Mechanics.
H.B. Lacey	- Physiology.
E.H. Kettle, M.D. B.S.	Hygiene, First Aid, Sick Nursing.
Dr. F.O.B. Ellison	- Physiology.
F.H. Lowe, M.Sc., F.C.S.	- Physiology.
Cecil J. Sharp, B.A. (Cantab).	- Supervision of Folk Dancing.
A.J. Bride	

Appendix 191912-13

Winifred Martyn (Dr. of Sc)

a) Thesis on fatigue - research at Bedford College, London University.

b) Lecturer in psychology at Bedford College, London University.

c) Inspector of Physical Education, University of London, Examinations Board.

Nina Dobbie, M.D. translating Swedish book of Medical Gymnastics into English.

Dr. Kettle - writing a book on Pathology.

Dr. Stoner - writing pamphlet - treatment with X-Rays of Exopthalmic goitre.

May Fountain - 2 years studying at RCGI, Stockholm to investigate methods of teaching Educational Gymnastics and Theory of Movements. Spent 1 year at St. Andrews College to study treatment of patients.

Helen Ruffell, studying and investigating classical dancing, system of Jacques Dalcroze and experimenting with use of latter in College and Schools.

Theodora Edgell 1st XI - Middlesex Cricket.

" - South "

Member Selection Committee for Middlesex.

Member of Council South W.C.A.

Marjorie Sinclair - assisting Cecil Sharp to decipher ancient English dances  
Examiner E.F.D.S.

Fanny Heywood published book on voice culture.

Appendix 201928-29

- Dorette Wilkie - Advisory Committee, University of London,  
Diploma in the Theory and Practice of  
Physical Education.
- May Fountain - Advisory Committee U. of L. D.T.P.P.E.  
Examinations Board - Ling Association  
Council - C.S.M.M.G.  
Training Committee - C.S.M.M.G.  
Registration Committee - C.S.M.M.G.  
Finance Committee - C.S.M.M.G.  
Committee for Assessment of Teachers -  
C.S.M.M.G.  
Examiner Conjoint Exam. Massage and  
Medical Gymnastics - C.S.M.M.G.
- Ruth Clark - Examinations Board - Ling Association.  
Joint Committee - Physical Training.  
Colleges Syllabus U. of L. Dip. T.P.P.E.  
Examiner - British Association P.T.
- Hilda Grafton - Examiner - Ling Association for Gymnastics  
and Teaching.  
Lecturer English Scandinavian Summer School.
- Stina Krøger - Organiser Physical Education courses  
Ollerup and Stockholm.  
Lecturer English Scandinavian Summer School.
- Winnifred O. Legg - Board of Examiners - Ling Association.  
Executive Committee - Ling Association.  
Dartford O.S.A.  
A.E.W.N.A.  
Treasurer - AELLA.  
Rounders Rules Board.  
Lecturer - Ollerup, Ling Holiday Courses,  
L.C.C. Teachers Courses, Dartford Reunion  
Course, English Scandinavian Summer School.
- Clarice A. Partridge - Examiner Ling Association Games.  
Executive Committee - W.C.A.  
Executive Committee - Middlesex W.H.A.  
Rules Sub-Committee - A.E.W.H.A.  
Umpires Sub-Committee - Middlesex W.H.A.  
South W.H.A.  
Lecturer - English-Scandinavian Summer  
School.

Appendix 21

In 1921 the staff was listed as follows:

Head Mistress	Dorette Wilkie
Dr. Nina L. Dobbie, M.D.	- Anatomy of Deformities, Medical Gymnastics, Treatment of Patients.
Miss M. Fountain	- Anatomy, Massage, Medical Gymnastics and Supervision of Patients.
Miss R. Clark	- Dancing, Class Teaching and Gymnastics.
Miss E. Willmer	- Supervision Students Teaching, Swimming and Life Saving.
Miss M. Oldland	- Theory of Movements, Class Teaching and Folk Dancing.
Miss C.A. Partridge	- Gymnastics and Games.
Miss M. Newbold	- Games and Supervision of Practising Classes.
Miss R. Bie	- Gymnastics and Class Teaching.
Dr. G.W. Halsey, D.Sc.	- Psychology and Methods of Education.
Miss E. Surie, B.Sc. (Hons)	- Physiology and Chemistry.
J. Lister, A.R.C. Sc.	- Mechanics.
Dr. N. Beaumont, M.B., B.S., D.P.H.	- Hygiene, First Aid and Home Nursing.

Appendix 22STAFF 1928-29

DORETTE WILKIE Headmistress.

NINA L. DOBBIE, M.D.	College Medical Officer.
MAY FOUNTAIN	Anat. Mass. Med. Gym. and Sup. of Pats.
RUTH CLARK	Dancing, Class Teaching and Gym.
VIOLET COGHILL, M.B. Ch.B.	Anat.
MABEL BRODIE, M.B., Ch.B., D.P.H.	Hyg. First Aid and Home Nursing.
CLARICE A. PARTRIDGE	Gym. Games and Class Teaching
HILDA GRAFTON	Class Tch. Folk Danc. Sw. and Org and Sup. St. Cl. Tch.
GLADYS W. HALSEY, D.Sc.	Psy. and Methods of Educ.
HILDA M. BRUCE, B.Sc.	Phys. and Chemistry.
STINA KREUGER	Class Tch. and Gym.
DOROTHY WOOD, A.R.C.S., L.R.C.P.	Sup. of Pats. Th of Treat. by Med. Gym. and Mass. The. of Movts.
A.E. LUDLAM, M.Sc.	Mechanics.
W.H. KERRIDGE, M.A. Mus. Bac. (Cantab) F.R.C.O., A.R.C.M.	Class Singing.

Secretary H.B. HARPER

Prospectus

Appendix 23Rules for Admission 1902-03

1. Between 18 and 25 yrs. - Min. 5'3" in height.
2. Dr.s certificate - sound health and strong physique.
3. Matric L. Univ. Oxford or Cambridge Senior or High locals or write an essay - familiar subj - test gen. educ.
4. Each candidate - 1 trial term.

Certain regulations have to be followed by the students regarding dress, diet and hours of rising and retiring.

training 2/3 yr. - acc. ability, age, or prev. training.

Fee 12 Guineas per term. 72 g. full course.  
(If pd. 12 Guineas on entrance 60 G. by 2nd Term)

exam. fees and books - Max £10 during tr.

Costume £1.1s

College Gown £1.1s

A Boarding House, under the supervision of the HM, can be recommended.

Prospectus p. 7.

Rules for Admission 1910-11

- 1 - Students below the age of 18 are admitted to the non-professional course only. Students are admitted to the professional course between the ages of 18 and 25. Their minimum height should be 5 ft 3 in when entering the professional course. The admission of students is settled by the Head Mistress.
- 2 - Candidates must either be examined by the College Medical Adviser (Florence A. Stoney, M.D., 4, Nottingham Place W. Hours 11-1), for which a fee of 5s. is charged or the medical entrance forms supplied by the College may be filled in by the candidates' own doctor.
- 3 - Candidates must join the non-professional year unless they have passed one of the following examinations:-  
Matriculation of the London University the Oxford or Cambridge Senior, or higher local Examination, or Oxford and Cambridge Joint Board.
- 4 - Each candidate enters the College for one term on trial, at the end of which the Head Mistress will decide as to the advisability of her continuance of the course. A student may be asked at any time to withdraw, if her progress or conduct is not considered to be satisfactory.

5 - Students whose homes are not within easy reach of the College are required to live at the Hostel (Cadogan Lodge) within three minutes walk of the Institute. The Warden is a fully certificated teacher of Domestic Science. The Hostel is conducted on hygienic principles, and is arranged to suit the special requirements of Physical Training Students.

### College Rules

All students shall report themselves at the beginning of each term to the Head Mistress and to the Registrar.

Except in the case of illness or sudden emergency, no student may absent herself from any Lecture or Examination without previous permission from the Head Mistress. If a student be unavoidably absent without having obtained exemption, immediate notice should be sent to the Head Mistress.

Students must be punctual in their attendance at the classes. A record is kept of attendance, and parents or guardians will be notified of persistent unpunctuality.

No student suffering from any infectious disease or coming from a house where there is any infectious disease, shall be allowed in the Institute. A doctor's certificate as to freedom from infection is required on the re-admission of a student who has had an infectious illness, or been in the house with a person suffering from infectious illness.

Students are only allowed to practice in the gymnasium exercises permitted by the Head Mistress. For the breach of this rule students are liable to dismissal from the College and loss of their diploma.

The Professional Course of training extends over three years.

Fee        12 Guineas per Term.  
The fee for the non-professional course is £6 per term or £15 per session.  
Remittances should be drawn in favour of the S.W. Polytechnic Institute, and crossed Coutts & Co.  
All Fees must be paid in advance.

The cost of examination fees, books and expenses connected with games during the training should not exceed £10.

Library Subscription 1/6 per year (all Students must join).

The cost of the necessary outfit amounts to about £10. A tailor attends at the beginning of each session to take measurements. A list of the requisites may be had from the Head Mistress.

The attention of Students is drawn to the General Rules and Notices given in the Calendar (pp. 20-27) to which they will be subject.

A Free Studentship, tenable in the Physical Training College, for two or three years, will be awarded in September



each year. Candidates must satisfy the Head Mistress as to their physical fitness for the training and hold a University Degree or its equivalent.

The Head Mistress may be consulted any morning during Term by appointment.

## Prospectus

### Rules for Admission 1928-29

- 1 - Students are admitted in September only of each year; application for admission should, if possible, be made one year in advance.
- 2 - An interview with the Head Mistress is necessary; the admission of students is decided by the H.M.
- 3 - Candidates must be not less than 18 years of age. Their minimum height should be 5 ft. 3 in. Candidates who use glasses constantly are not as a rule accepted. The prescription of the glasses worn should be sent to the Headmistress when application is made for an interview.
- 4 - Candidates must be examined by the College Medical Officer, Nina L. Dobbie, M.D., who attends every Wednesday at 2.30 p.m. during term time. A fee of 10/6 is charged to be paid at the time of the examination. The College medical adviser's decision regarding the physical suitability of a student is final. The Head Mistress (with whom an appointment must be made in advance) will interview candidates prior to the examination.
- 5 - Vaccination - Students must be vaccinated before joining the College unless this has been done within the last four years.
- 6 - Day Students. Day students are accepted if living within easy reach of the College. Parents are expected to see that their daughters observe the same rules as the resident students.
- 7 - Students' Residences.
  1. 112, Elm Park Gardens, S.W.10. Telephone Kensington 3440, Warden Miss Parkinson. 5 mins, wlk from the college. Acc. for 23 students. Fee £30 to £32 a term with full board.
  2. 75, Harrington Gardens, S.W.7. Telephone Kensington 6185, Warden: Miss Ainsworth. 15 mins. walk from the College. Acc. for 34 students. Fee £26 a term (not including lunch or tea except at weekends). Lunch is served at the College for 1.2d and tea from 4d.
  3. 21, Drayton Gardens, S.W.10. Telephone Kensington 9445. Warden Mrs. Leach. 10 mins. wlk from the College. Acc. for 18 students. Fee £26 a term (not including lunch or tea except at week-ends) Lunch is served at the College for 1s 2d. and tea from 4d.

Further particulars may be obtained from the Wardens with whom students must make their arrangements in advance.
- 8 - Educational Qualifications Required - Before entering College, students must have passed the Matriculation

examination of a University in the United Kingdom or an examination accepted by such a University in lieu of Matriculation.

10. Fees. 16 guineas per term.  
 Registration fee 5s per annum.  
 Exam. fees, books and exp. connected w. games approx. £15 p.a.  
 Games Club sub. 15s p. yr.  
 Outfit approx. £16.

Scholarships and Training Grants may be given by Local Education Authorities for training at the College. Applications for such aid must be made to the Local Education Authority of the District in which the student resides.

### College Rules

Rule 5 - Students may not attend or teach any classes outside their College time-table without permission from the Head Mistress.

8 - A half term's previous notice of the removal of a student must be given in writing to the Principal or to the Head Mistress, or payment of a half-term's fee will be required.

9 - The Governing Body does not hold itself responsible for loss, accident or damage of any kind that may occur in the Polytechnic from any cause whatsoever to the property of students.

Prospectus

Appendix 24Constitution of Association

## 1. OBJECTS

(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.

## 2. NAME

That the Association be called the CPTC, OSA.

## 3. MEMBERSHIP

That the Association consist of past students of the College who shall be elected at a General or Committee Meeting, being proposed and seconded by members.

In the case of a student not having gained the College Diploma, previous application must be made to the Hon. Secretary for an examining Sub-Committee to report upon her work to the General Meeting at which she wishes to be elected.

## 4. ASSOCIATES

That members who have retired from the profession may become Associates.

Associates shall be elected at the General Meeting and shall have the same priveleges as members.

## 5. MANAGEMENT

That the Association be managed by a Committee consisting of President, Vice-Presidents, Honorary Chairman, and Hon. Secretary, and eight other members, four of whom have not served the previous year, five to form a quorum.

## 6. OFFICERS

That the President, Vice-Presidents, Hon. Chairman and Hon. Secretary be elected annually at a General Meeting of the Association. Nominations for these officers, duly proposed and seconded by members, to be sent to the Hon. Secretary not later than August 1st of each year.

That a Games Secretary be elected annually at the General Meeting. Nominations duly proposed and seconded by members; to be sent to the Hon. Secretary not later than August 1st in each year.

That if more nominations are sent in than there are vacancies, a ballot shall be taken from the members present.

That members unable to be present at this meeting may vote on these nominations by letter.

That an honorarium be voted to the Hon. Secretary at the Annual General Meeting.

## 7. COMMITTEE

That the remaining eight members of the Committee be elected from nominations received at the General Meeting.

That the Committee be empowered to appoint Sub-Committees to act temporarily on certain matters as occasion arises.

## 8. MEETINGS

That the Annual General Meeting be held early in September for the election of Officers. That other General Meetings be called if any matter arises beyond the power of the Committee to decide.

That meetings for practice, lectures and criticism be held if possible once a week during the session.

That a Holiday meeting of about a week's duration be held if possible early in September of each year.

## 9. SUBSCRIPTIONS

That the subscription for town members be 17/6 per annum, for country members 7/6 per annum (residence within eight miles of Chelsea constitutes town membership; and for Associates 2/6 or life subscription £1.1s Od.

That all subscriptions become due on September 1st, and must be paid within six months of that date.

In the case of a member not having paid her subscription within the prescribed time, the Committee shall decide whether or not her name should be struck off the list of members.

Resignation of membership must be received by the Hon. Secretary on or before September 1st, otherwise members will be liable for the following year's subscription.

## 10. REPORT

That an Annual Report of the Association be issued containing minutes of General Meeting, report of work done, list of members and Associates and other information.

## 11. ALTERATIONS

That the rules can be altered and added to only at a General Meeting after due notice having been given of the proposed alteration.

Appendix 25 .C.C.P.T. O.S.A. Officers

President - Dorette Wilke 1904 - 1930

Vice Presidents included: Mr. Skinner, Lt. Braae Hansen, Mrs. E. Adair Impey, Mr. R.C. Elmslie, F.R.C.S., Miss Crump, Miss Mercier, Miss Andersen.

Chairman included: E. Cartright, G.A. Polgreen, M. Appleton, R. Skelton, R. Clark, M. Fountain, G.M. Cater.

Hon. Secretary and Treasurer included: R. Skelton, E. Perry, S. Celia Sponger, L.E. Crowdy, R.W. Trayler, Mrs. Charter Dirdin, A. Engel.

Committee included Town and Country representatives.

Complete lists in Leaflet and Magazines.

Appendix 26Contributions of Old Students to Physical Education, Missionary and Social Work and Pioneering Ventures.

Ethel Mary Cartwright 1898-1900. Member of staff 1900-1903; Founder of P.Ed. Dept. McGill University, June 1912; Director 1912-1927; Moved to Saskatchewan University 1927 as Head of P.Ed. Dept. for Women with rank of Professor.

Margaret Hughes, Sister Anne, Sister of Charity, 1899-1902 worked at the Presentation Convent, Clisson Island, China for 29 years, 1923-1952.

Ruth Skelton 1899-1901. B.Sc. lectured in Physiology at the College.

Flora Ogston 1901-03 became first Principal of Dunfermline College of Physical Education in 1905.

F. Brackenbury 1902-04. B.A. London. Worked at Institute Lohmann Nuremberg.

Leila Rendell, O.B.E., 1902-04. First woman Inspector, P.T. Board of Education, 1908. Governor of Gordonstoun. Co-founder of the Caldecott Community.

Miss Edith Rendell (Leila's aunt) was a pioneer social worker; she was one of the first women Guardians under the Old Poor Law Act. Leila was always interested in social work and stimulated by her aunt's work and visits to the Working Girls Clubs in London she founded the resident Caldecott Community. The children ranged in age from infants to seniors. The community was permanently housed by 1946 in Lord Brabourne's Adam House, Merstham, Kent.

"The community catered for difficult children (boys and girls) who were in some way deprived and/or emotionally unstable but basically of sound temperament, in fact often of superior intelligence, once the behaviour difficulties were over".

The aim of the community was, "to attempt to integrate the whole life of a child who, in a world of conflicting standards is so frequently un-coordinated in mind and emotions."

The Caldecott Community was supported by the College (College Charity) for many years.

Violet Dibdin (nee Charter) 1903-05. Holder of the King's Prize for Physiology.

Evelyn M. Perry 1903-05. 1915 - appointed by War Office to H.M. Munitions Factory, Gretna Green as Organiser of P.Ed. HMI and Senior Woman Inspector.

Ruth Clark 1902-05. Deputy Principal, Chelsea College of Physical Education.

Mabel Harding (nee Salisbury) 1904-06. First trained

physical mistress at Queenswood.

Winifred White (nee Fisher) 1905-07 became a professional singer; sang at the opening of 2LO; specialised in Folk Song and Dance with Cecil Sharp while at College. Interviewed by Judith Chalmers, for Woman's Hour, December, 1972.

May Fountain 1906-08 Principal Chelsea College of Physical Education 1929-1950.

M. Cook-Yarborough 1906-08. Specialised in dance and was still teaching at Psychiatric Unit, Leeds Hospital in 1973.

Una Marjorie Gairdner 1907-1910 - became a physiotherapist, and Teacher of Physiotherapy. Staff of St. Thomas' Hospital and College. Retired 1956.

Marjorie Sinclair 1909-11. Worked with Cecil Sharp and English Folk Dance Society from 1909 - she was a member of the nucleus group of Sharp's demonstrators. In 1954 she was awarded the Gold Badge of the English Folk Dance and Song Society.

Marjorie Sinclair was "--- the greatest and most knowledgeable of the EFDSS' teachers." "THE Authority". "She had no time for stupidity or lack of intelligence, but for those who were able to appreciate and assimilate her forthrightness and her expertise her classes were indeed a revelation and an experience to be relished." --- as a dancer she was unrivalled, combining grace of movement with perfection of technique.

Dorothy Mary Meakin 1909-12 served in the Almeric Paget Massage Corps 1916-18.

I. Horsley, M.B., C.R., B. (Edin) 1910-13; Winifred C.B. Rosewarne nee Ellis 1910-1913 served in the Almeric Paget Massage Corps.

Olive Lawrence 1911-1914 - was the gymnastic mistress at Brondesbury and Kilburn High School for 45 years.

C. Matthews 1912-15 Social Secretary 'Hard of Hearing Club', attended lip reading sessions; worked in lending library PEA.

Annie Rogers 1913-16 HMI and Principal CCPE 1954-58.

Doris A.P. Idle 1914-17, LRAM and Fellow of the Greek Dance Association; served on staffs of Q.A.H.P.T.C. and Nonington.

V.A. Skinner (nee Sprout) 1915-18. Regular correspondent in O.S. News.

1916-1919. M.N. Deakin - regular visitor. East. OS Days.

1917-20 Dr. F. Allport - practised in Sydenham, and anaethetist South London Hospital for Women, Syd. Children's Hospital.

Vera F. Barralet 1918-1921 served on O.S.A. Com. enquiring into changing work for VI forms.

Hilda F. Moore 1919-1922 - keen on ASA and RLSS work.

E. Meridith 1919-1922. C.S.M.M.- Electricity Exam. (1st).

A. Gunnery 1919-1922. Sister Ruth, All Saints Mission, Kaffraria.

Irene E. Goodall nee Leshley 1920-1923 - E.F.D.S.S. and English Gymnastic Society.

Joan Chambers 1921-1924 became Administrative Officer of the Middlesex Hospital.

Monica Hawkes 1922-25 HMI. 1945-67. Senior Commandant ATS. 1941-45. In charge all P.T. in ATS. Visited U.S.A. 1967-69. Lectured at Illinois University.

Marjorie O.B. Swain, B.A., 1922-25 - emigrated to Australia, 1940 to become Lecturer in Physical Education at University of Sydney; started and developed 3 year course at Sydney Teachers' College; established B.Ed. (P.E.) at Sydney University - retired 1964. Published many articles and a book with Dr. E.H. Le Maistre.

Freda Watson 1923-26 became a deputy Head-Mistress.

Connie Powell 1924-27. Member of Staff CCPE 1939 to 1960. Taught Austrian Gymnastics.

Vivian Kent. Lacrosse for Yorkshire and Surrey. Taught Harrogate, Sevenoaks, Todmorden and Hebden Bridge. Org. P.E. 1934 Todmorden and in 1936 in Preston. Moved into Youth Service, Youth Organiser under Preston. 1946. West Ham Borough - 1966 retired.

1925-28 Edith Alexander -

Inspector L.C.C. - 1949.  
Principal Dartford 1949 - 1962.  
B.A. Open University 1974.  
Regular contributor to O.S. News.

Norah F. Bailey nee Wilson 1925-28. Lived and worked in E. Africa - taught African and Indian girls; ran the first Sports Day ever held in any African Girls' School; trained the teachers in P.Ed.

Ivy Munden 1926-29 - teacher for first four years, lecturer and organiser for remainder of career. Written two books on P.Ed. Retired 1968 "--- happy to follow her own pursuits and lead her own life".



Appendix 27

Copies of termly reports 1904-06

## SOUTH-WESTERN POLYTECHNIC,

Michaelmas TERM 1904

## PHYSICAL TRAINING COLLEGE.

Name of Student *Mabel Salisbury*

SUBJECT.	KNOWLEDGE AND PROGRESS.	SIGNATURE.
AMBULANCE 1st Aid ... ..	<i>Satisfactory</i>	<i>Harry Cyril-Harles</i>
SICK NURSING ... ..		
ANATOMY ... ..	<i>Good</i>	<i>E. M. Newton</i>
PHYSIOLOGY ... ..	<i>Excellent</i>	<i>H. W. Lacey</i>
HYGIENE ... ..	<i>Excellent</i>	
LOGIC ... ..		
VOICE PRODUCTION ... ..	<i>Good voice. Will speak well</i>	<i>F. Heywood</i>
GYMNASTICS, GERMAN SYSTEM	<i>Very good indeed. Works well.</i>	<i>G. A. Polgreen</i>
GYMNASTICS, SWEDISH SYSTEM	<i>Good.</i>	<i>E. M. Newton</i> <i>M. Nylen</i>
MASSAGE & MEDICAL WORK	<i>Fair</i>	<i>M. Nylen</i>
FENCING ... ..		
DANCING ... ..	<i>Good</i>	<i>E. M. Newton</i>
SWIMMING <i>Chemistry</i>	<i>Good</i>	<i>C. W. Stale</i>
GAMES (HOCKEY, CRICKET, &c.)	<i>Ought to be an excellent player if she does not handicap herself with too much one-handed play.</i>	<i>G. A. Polgreen.</i>
<i>Net Ball.</i>	<i>Very good.</i>	<i>G. A. Polgreen.</i>
<i>Singing</i>	<i>Good</i>	<i>S. Dike</i>
CLASS TEACHING ... .. (GERMAN SYSTEM)	<i>Very promising.</i>	<i>Sorilla Wilke.</i>
CLASS TEACHING ... .. (SWEDISH SYSTEM)		

Remarks by the Head Mistresses:

*General progress very good.**Cecilia S. Hagg* Lady Superintendent.

- 1.—New Students will be admitted and Lectures begin on *Thursday January 12<sup>th</sup> 1905*
- 2.—The Governing Body request that a Term's Notice be given in writing to the Principal of the removal of a Student from the College. If such notice be not given, a Term's Fees must in all cases be paid.

## SOUTH-WESTERN POLYTECHNIC,

Term 1905,

## PHYSICAL TRAINING COLLEGE.

Name of Student *Mabel Salisbury.*

SUBJECT.	KNOWLEDGE AND PROGRESS.	SIGNATURE.
AMBULANCE 1st Aid ...		
SICK NURSING ...	<i>Detached</i>	<i>Mary Cybil - Handwritten</i>
ANATOMY ...	<i>Excellent. 90% of Term's marks</i>	<i>E. M. Newton</i>
PHYSIOLOGY ...	<i>Excellent</i>	<i>H. W. Lacey</i>
HYGIENE ...	<i>Excellent.</i>	<i>A. J. Matheson</i>
LOGIC ...		
VOICE PRODUCTION ...	<i>Very good</i>	<i>F. Heywood</i>
GYMNASTICS, GERMAN SYSTEM	<i>Very good.</i>	<i>Bonnie Wilke</i>
GYMNASTICS, SWEDISH SYSTEM	<i>Very good &amp; painstaking work</i>	<i>E. M. Newton</i>
MESSAGE & MEDICAL WORK	<i>Very good indeed</i>	<i>M. Nylin</i>
FENCING ...		
DANCING ...	<i>Good</i>	<i>E. M. Newton</i>
<del>Swedish</del> Chemistry...	<i>Good; much improved</i>	<i>C. W. Hall</i>
GAMES (HOCKEY, GOLF, &c.)	<i>Has not yet settled her place; but should play excellently.</i>	<i>G. A. Polgreen</i>
Net Ball.	<i>Very good.</i>	<i>G. A. Polgreen</i>
Singing	<i>Good</i>	<i>S. Vickar</i>
CLASS TEACHING (GERMAN SYSTEM)	<i>Promising</i>	<i>Bonnie Wilke</i>
CLASS TEACHING (SWEDISH SYSTEM)	<i>Very good</i>	<i>M. Nylin</i>
<i>Theory of Movement</i>		

Remarks by the Head Mistresses:

*An excellent worker and very promising*

*Cecilia S. Kagg* Lady Superintendent.

- 1.—New Students will be admitted and Lectures begin on *Wed. May 3rd 1905.*
- 2.—The Governing Body request that a Term's Notice be given in writing to the Principal of the removal of a Student from the College. If such notice be not given, a Term's Fees must in all cases be paid.

## SOUTH-WESTERN POLYTECHNIC,

Easter TERM 1905

## PHYSICAL TRAINING COLLEGE.

Name of Student *Mabel Salisbury*

SUBJECT.	KNOWLEDGE AND PROGRESS.	SIGNATURE.
AMBULANCE 1st Aid ...		
SICK NURSING ...		
ANATOMY ...	<i>Very good work.</i>	<i>E. M. Newton</i>
PHYSIOLOGY ...	<i>Excellent</i>	<i>H. N. Lacey</i>
HYGIENE ...	<i>Excellent (3rd on list).</i>	<i>A. J. Mason</i>
LOGIC ...		
VOICE PRODUCTION ...	<i>Very good</i>	<i>F. Heywood</i>
GYMNASTICS, GERMAN SYSTEM	<i>Very good</i>	<i>W. G. P.</i>
GYMNASTICS, SWEDISH SYSTEM	<i>Very good.</i>	<i>E. M. Newton</i>
MASSAGE & MEDICAL WORK	<i>Good</i>	<i>M. Nye</i>
FENCING ...		
DANCING ...		
SWIMMING ...	<i>Good; is improving.</i>	<i>G. A. Polgreen</i>
GAMES ( <del>Hand</del> , CRICKET, &c.)	<i>Good; is keen; fields well.</i>	<i>G. A. Polgreen.</i>
<i>Theory of Movement</i>	<i>Very fair</i>	<i>M. Nye</i>
<i>Phys. Science</i>	<i>Good</i>	<i>Newton</i>
CLASS TEACHING ... (GERMAN SYSTEM)	<i>Very promising</i>	<i>Lorette Wilke</i>
CLASS TEACHING ... (SWEDISH SYSTEM)		

Remarks by the Head Mistresses:

*Has done excellently L.W.*

.....Lady Superintendent.

1.—New Students will be admitted and Lectures begin on *Tuesday, Sept: 26th*

2.—The Governing Body request that a Term's Notice be given in writing to the Principal of the removal of a Student from the College. If such notice be not given, a Term's Fees must in all cases be paid.

## SOUTH-WESTERN POLYTECHNIC,

MANRESA ROAD, CHELSEA.

DAY COLLEGE FOR WOMEN, *Michaelmas* TERM 1905

## PHYSICAL TRAINING COLLEGE.

Name of Student *Mabel Salisbury.*

SUBJECT.	KNOWLEDGE AND PROGRESS.	SIGNATURE.
AMBULANCE OR SICK NURSING	<i>Satisfactory</i>	<i>May. C. Hill-Harles</i>
ANATOMY ... ..	<i>Excellent</i>	<i>S. Gertzell</i>
PHYSIOLOGY ... ..	<i>Excellent</i>	<i>H. H. Kacey</i>
HYGIENE ... ..	<i>Good; will yet improve.</i>	<i>W. G. Winnell</i>
MECHANICS ... ..		
EXPERIMENTAL SCIENCE ...		
THEORY OF MOVEMENTS ...	<i>Excellent</i>	<i>S. Gertzell</i>
MEDICAL GYMNASTICS ...	<i>Good work</i>	<i>M. Nylin</i>
VOICE PRODUCTION ... ..		
SINGING ... ..	<i>Good</i>	<i>S. Dick</i>
GYMNASTICS, SWEDISH SYSTEM	<i>Excellent</i>	<i>S. Gertzell</i>
GYMNASTICS, GERMAN SYSTEM	<i>Good.</i>	<i>Lorette Wilke</i>
FENCING ... ..	<i>Good</i>	<i>W. Jones</i>
DANCING ... ..	<i>Satisfactory</i>	<i>H. MacRae</i>
<del>Swimming</del> or HOCKEY ...	<i>Very much improved, must now try &amp; have a reason for every stroke.</i>	<i>G. A. Solgreen</i>
NET BALL or <del>Canoeing</del> ...	<i>Very good; plays keenly.</i>	<i>G. A. Solgreen.</i>
CLASS TEACHING ... .. (GERMAN SYSTEM)	<i>Very good indeed and always reliable.</i>	<i>Lorette Wilke</i>
CLASS TEACHING ... .. (SWEDISH SYSTEM)		

Remarks by the Head Mistress:

*Very promising. L.W.**Cecilia S. Hagg* Lady Superintendent.

- 1.—New Students will be admitted and Lectures begin on *Thursday Jan. 11<sup>th</sup> 1906*
- 2.—The Governing Body request that a Term's Notice be given in writing to the Principal of the removal of a Student from the College. If such notice be not given, a Term's Fees must in all cases be paid.

# SOUTH-WESTERN POLYTECHNIC,

MANRESA ROAD, CHELSEA.

DAY COLLEGE FOR WOMEN,

Sent TERM 1906.

## PHYSICAL TRAINING COLLEGE.

Name of Student

*Mabel Salisbury*

SUBJECT.	KNOWLEDGE AND PROGRESS.	SIGNATURE.
AMBULANCE OR SICK NURSING		
ANATOMY ... ..	<i>Excellent work</i>	<i>S. Gutzell</i>
PHYSIOLOGY ... ..	<i>Good.</i>	<i>H. B. Lacey</i>
HYGIENE ... ..	<i>Satisfactory progress</i>	<i>W. J. Linnell</i>
MECHANICS ... ..		
EXPERIMENTAL SCIENCE ...		
THEORY OF MOVEMENTS ...	<i>Very good</i>	<i>S. Gutzell</i>
MEDICAL GYMNASTICS ...	<i>Fairly good</i>	<i>M. Nylén</i>
VOICE PRODUCTION ... ..		
SINGING ... ..		
GYMNASTICS, SWEDISH SYSTEM	<i>Very good indeed, does always her very best.</i>	<i>S. Gutzell</i>
GYMNASTICS, GERMAN SYSTEM	<i>Very good.</i>	<i>Louise Wilke</i>
FENCING ... ..		
DANCING ... ..		
SWIMMING OR HOCKEY ...	<i>Always plays up her best &amp; is now very good indeed.</i>	<i>G. A. Polgreen</i>
NET BALL <del>OR GAMES</del> ...	<i>Has much improved.</i>	<i>G. A. Polgreen</i>
CLASS TEACHING ... (GERMAN SYSTEM)		
CLASS TEACHING ... (SWEDISH SYSTEM)	<i>Excellent.</i>	<i>Louise Wilke</i>

Remarks by the Head Mistress:

*Excellent worker, thoroughly satisfactory all round.*  
*Cecilia S. Hoag* Lady Superintendent.

1.—New Students will be admitted and Lectures begin on *Wed. April 25<sup>th</sup> 1906.*

2.—The Governing Body request that a Term's Notice be given in writing to the Principal of the removal of a Student from the College. If such notice be not given, a Term's Fees must in all cases be paid.

## SOUTH-WESTERN POLYTECHNIC,

MANRESA ROAD, CHELSEA.

DAY COLLEGE FOR WOMEN, *Easter* TERM 190*6*

## PHYSICAL TRAINING COLLEGE.

Name of Student *Habel Salisbury.*

SUBJECT.	KNOWLEDGE AND PROGRESS.	SIGNATURE.
AMBULANCE OR SICK NURSING		
ANATOMY ... ..		
PHYSIOLOGY ... ..	<i>Very good.</i>	<i>H. U. Lacey.</i>
HYGIENE ... ..	<i>Very marked progress.</i>	<i>W. J. Linnell</i>
MECHANICS ... ..		
EXPERIMENTAL SCIENCE ...		
THEORY OF MOVEMENTS ...	<i>Very good</i>	<i>M. Mylen</i>
MEDICAL GYMNASTICS ...	<i>Good</i>	<i>M. Mylen</i>
<del>VOICE PRODUCTION</del> ... <i>lecture</i>	<i>Very good.</i>	<i>J. Heywood</i>
SINGING ... ..		
GYMNASTICS, SWEDISH SYSTEM	<i>Excellent</i>	<i>S. Gertzel</i>
GYMNASTICS, GERMAN SYSTEM	<i>Excellent.</i>	<i>Bonnie Wilke</i>
FENCING ... ..		
<del>Baseball</del> <i>Cricket.</i> ...	<i>Batting needs to be more varied. So a good fielder.</i>	<i>G. A. Polgreen</i>
SWIMMING <del>on Hecway</del> ...	<i>Very good.</i>	<i>G. A. Polgreen</i>
NET BALL <del>on Ground</del> ...	<i>Excellent.</i>	<i>G. A. Polgreen</i>
CLASS TEACHING ... (GERMAN SYSTEM)		
CLASS TEACHING ... (SWEDISH SYSTEM)	<i>Very good indeed</i>	<i>Bonnie Wilke</i>

Remarks by the Head Mistress:

*Obtained the College Diploma with Distinction. WJ**Rebecca S. Hogg* Lady Superintendent.1.—New Students will be admitted and Lectures begin on *Tuesday Sept 25<sup>th</sup> 06.*

2.—The Governing Body request that a Term's Notice be given in writing to the Principal of the removal of a Student from the College. If such notice be not given, a Term's Fees must in all cases be paid.

PHYSICAL TRAINING COLLEGEMANRESA ROADCHELSEA S.W.FIRST YEAR (1904-5)SECOND YEAR (1905-6)EXAMINATION RESULTEXAMINATION RESULT (FINAL)COLLEGE EXAMINATIONS

SUBJECT	Distinction 1st Class	2nd Class	Pass	Fail	SUBJECT	Distinction 1st Class	2nd Class	Pass	Fail
ANATOMY	1				ANATOMY	1			
PHYSIOLOGY	1				PHYSIOLOGY	1			
HYGIENE	1				HYGIENE	1			
KINESIOLOGY		1			KINESIOLOGY	1			
VOICE PRODUCTION		1			SPEECH	1			
CHEMISTRY		1			SWEDISH TEACHING(3)	1			
SWEDISH GYMNASTICS	1				SWEDISH GYMNASTICS	1			
GERMAN GYMNASTICS	1				GERMAN GYMNASTICS	1			
GAMES & SWIMMING	1				GAMES & SWIMMING	1			
MEDICAL PAPER		) ) ) 1			MEDICAL PAPER		) ) ) 1		
MEDICAL PRACTICAL		) )			MEDICAL PRACTICAL		) )		

SOUTH KENSINGTON EXAMINATIONS

PHYSIOLOGY (Stage 1)	1				PHYSIOLOGY (Stage 2)		1		
HYGIENE (Stage 1)	1				HYGIENE (Stage 2)		1		
ELEM. SCIENCE OF COMMON LIFE (Stage 1)		1							

ST. JOHN'S AMBULANCE

FIRST AID CERTIFICATE

MEDALLION

HOME NURSING CERTIFICATE



Appendix 28

The first picture illustrates the use of apparatus in the following way: one girl is climbing the rope ladder with a second girl standing on the floor with one foot on the bottom rung and holding the ladder; two girls sitting and working on the floor; one girl travelling sideways on the bar with assistance and being watched by a third girl; 4 girls working on the wall bars, 3 showing identical positions, 1 seems to be ahead in the movement!; 2 climbing ropes and 2 watching; 1 girl doing flank vault over the horse and a second girl about to start; two girls sitting on the floor in the middle of the gym, apparently talking!; the gymnast at the ready.

The second illustration, also of apparatus work seems to show 'partner work'.

The interpretation of 'freedom' emphasizes the importance of methodology.

Drawings sent by TANNER 1922.

Appendix 29Remedial Gymnastics - Lecture Topics

Lectures in Remedial Gymnastics covered Theories and origin of Scoliosis; the development of curvatures and accompanying deformities; the different forms of scoliosis and their characteristics; the examination of a patient for curvature of the spine; measurements to be taken; treatment to be given; the treatment of Kyphosis and Lordosis; the probable causes, symptoms and possible treatments of Knock knees, Bow-legs, Flat-feet and Club-foot; sprains; table construction; the treatment of Wry-Neck, Sciatica, Constipation, Headache and Rheumatism.

Prospectus 1910-11. p. 11.

CSMMG - Conjoint exam. Issued March 1924

Qualifications for entry

- (A) Proof of tr. in accordance w. scheduled requirements  
 -C at recog. sch - acc. tch. Med. Gym.  
 1 yr. (48 wks) x 12 hrs. inst. -) 576 hrs.  
 in combined subj. exclusive wk on patients - med, surg and ortho  
 clinical ex. 40 wks x 3 hrs.  
 (B) 21 yrs. age (birth/marr. cert)  
 (C) Phys. fit.  
 (D) 6 Att. - anat. dissect.  
 (E) Course - Educ. Gym.

Scope of Training

Anat. Phys. Th and Pr. Mus. and Med. Gym. (incl. elem. med and surg).  
 Th and Pr. M and M - 8 hrs. wkly. instruction  
 El. Med and Surg - 2 " " "  
 Anat and Phy - 5 " " "

Scope of Exam.

- A. Written exam 1) Anat and Phys.  
 2) Th. Mas and Med.  
 3) Treatment.  
 B. Viva Voce Anat and Phys.  
 C. Pract. Exam. 1) Gen. mass. and care of patient.  
 2) Mas and Med Gym.  
 3) Injuries - Bandaging and Splinting

PRACT

(massage, fundamental and derived post., pass. and act. mvts, carry out rem. ex. spec. cases)

Anat and Phys - taken as Part I  
 Th and Pr " " " II later if desired.

Fee £5.5.0

Appendix 30

In an article in School Review, October 1909, the writer states "that the revival of Morris dancing had just received a great stimulus by the official recognition given to the dance by the new revised syllabus of physical exercises issued by the Board of Education."

The aim of the (Morris) School was to conserve and pass on the Morris dance in "all its traditional purity". If the dance was to be taught at all it must be taught exactly as received from the old traditional dancers. Otherwise the dances would be disseminated "in ways not sanctioned by training". This was what was happening at the moment, "owing to ... (a) lack of competent instructors".

To this end there would have to be close liaison between the school and surviving traditional dancers, and the pupils would be given the opportunity of seeing and receiving instruction from them. There would also be lectures on the theory and history of Morris and the traditional customs associated with it.

The school would be associated with Miss Wilke and the College, and the technical side of things would be under the direction of Sharp.

Appendix 31Details of Sharp's Lectures  
with practical demonstrations  
by Chelsea Students to  
illustrate text.

On Saturday October 23rd 1909 Sharp gave a lecture on "Folk songs" at the Retford Town Hall, Nottinghamshire. The lecture was reviewed in several of the local papers, which also mentioned that a team of ladies from Chelsea College came along to give a display of dancing. William Kimber from Headington was there too.

On Thursday December 16th 1909 the Folk-Song Society held its AGM in the Queen's (Small) Hall, London. After the meeting Sharp gave a lecture on Morris and Country dances, with William Kimber and the girls from Chelsea College illustrating. The proceedings were reviewed in The Referee, December 19th 1909.

Sharp lectured at the Huddersfield Town Hall on Morris dances, with a team from Chelsea College illustrating the dances (Hudd. Examiner, February 17th, 1910) Friday, Feb. 18th.

April 20th 1910 Sharp lectured on Morris and Country Dancing at the Royal Academy of Music, London. Again, William Kimber and a team from Chelsea illustrated the dances. Morning Post, April 21st, 1910.

April 22nd 1910 Sharp lectured at the Mansion House, London, before the Lord Mayor, Lady Mayoress and the London Shakespeare League. The dances were performed by the girls from Chelsea College. (Daily Telegraph; April 23rd).

May 31st 1910, Sharp lectured in the Queen's Hall, London, on Morris and Country dances, again with Kimber and the Chelsea students. (Westminster Gazette, June 1st 1910).

In July 1910 there was a Women's Congress as part of the Japan-British Exhibition at Earl's Court. At the concluding meeting of the Congress there was a discussion on "Physical Training and Organised Play". Dorette Wilke argued for more time to be devoted to exercise and physical training in schools than the current one hour per week. Children needed at least twenty minutes exercise each day, under the supervision of well-trained teachers. Dancing was a useful thing to be taught during these periods, along with the other more usual games such as net ball.

Sharp also attended the discussion and gave a brief lecture on Morris dancing, preparatory to a demonstration of dancing by six students from Chelsea College (Morning Post, July 16th 1910; Observer July 10th; Times, July 11th 1910 et al.)

During the first week in August 1910 there was an International Congress of School Hygiene held in Paris. A team of girls from Chelsea were there to give a demonstration of dancing, under Sharp's direction. (Daily Telegraph, August 4th 1910).

October 14th 1910, Sharp lectured on Morris dancing in Taunton, with illustrations by a team from Chelsea College (Taunton Courier Oct. 16th 1910).

Daily Telegraph, December 1910 (no precise date): In an article on the Morris, Country and Sword dance classes held at the College, the author writes ".... I was astounded at the brilliant entertainment provided by members of the various classes. I was given to understand that those who were performing were either taking a course of instruction, had taken one, or were themselves teachers. In any case, all concerned were wonderfully adept, and what they accomplished in something under two hours was full of grace, a splendid vigour, and an immensely refreshing vitality.

"From what I saw I am convinced that any reasonable person must realise the immense practical use that these dances may be put to. The dances have vastly more interest than that usually associated with folk-lore or antiquarian matters. They are full of a real grace nearly always; they have a rare rhythmic swing, are essentially typically British, and they provide a means of obtaining healthy exercise of the most fascinating character ...."

January 24th 1911; a demonstration of folk songs and dances at The Stationers Hall, London, directed by Sharp. William Kimber and a team from Chelsea illustrated the dances. (Morning Post, Jan 25th).

February 1911, Sharp lectured at the Corn Exchange, Oxford, with a team from Chelsea illustrating the dances and on February 3, 1911, Sharp lectured at Norwich, with again a demonstration team from Chelsea.

In reporting one demonstration the following comments appeared in the Stratford upon Avon Herald 11.8.11, "... students from Chelsea College of Physical Training ... sang and danced their ways into the hearts of an enthusiastic band of sight seers ..."

And The Oxford Times Feb. 25th 1911 stated, "There is an old book of descriptions of dances dating back to 1350 in which the information is so precise that with the knowledge Mr. Sharp has already acquired he can follow them correctly, and he will no doubt in course of time show us further proofs of his untiring research in some of these old figures worked out with the Chelsea students."

Appendix 32F O I L F E N C I N G

The System of Fencing is arranged under four headings, viz.

- 1st. Preliminary Movements or Positions
- 2nd. Defensive " " Parries
- 3rd. Offensive " " Attacks
- 4th. Return Attacks

The 1st. Consists of the Guard, "Advance or Retire," "Lunge and Recover," from which every movement of the other three divisions are made.

The 2nd. Consists of the Engagements and the Parries with their corresponding counters.

The 3rd. Embraces all the Movements which it is the object of the Defensive movements to guard, and also those that are designed to deceive those defences.

The 4th. Embraces those attacks which are made from a successful defence, made from the vantage position of Guard.

DIRECT ATTACKS

These are Attacks made on an adversary from the engaging Guard, whilst avoiding or deceiving his blade.

3 Series. 1st. Under the Blade, 2nd. Round the Blade,  
3rd. Over the Blade.

INDIRECT ATTACKS

These are attacks made on an adversary's blade, to force or lure it from the neutral position of Guard, prior to attacking his body, and simply consist of special movements pre-added to Direct Attacks.

6 Series. 1st. The Beat, 2nd. The Beat Reverse, 3rd. The Graze,  
4th. The Quit, 5th. The Pressure, 6th. The Changement.

COUNTER ATTACKS

These are attacks made on an adversary (Direct) during the performance of Indirect Attacks.

6 Series. On the Bent, Beat Reverse, Graze, Quit, Pressure,  
and Changement.

SECOND ATTACKS

These consist of two attacks made on the one Lunge, and are delivered on an adversary if he gives the return in a careless or complicated manner, or if he retires to parry, it can be made during his advance again to attack.

3 Series. Thrust, Disengage, Cut-Over.

RETURN ATTACKS

7 Series. Simple returns, Simple returns reverse, Second returns reverse, Double returns, Double returns reverse, and return cut-over.

A Simple return, is a direct attack on an adversary after a successful parry.

A Second return, is a direct attack on an adversary after parrying his Simple return.

A Double return, consists of two returns given after a successful parry, 1st. with the Extension, 2nd. by a disengagement.

A Return reverse, is when the return is delivered to the reverse line to that on which the parry was formed.

A Return Cut-over, is when the attack is made over the blade of an adversary when he is in the act of recovering after an unsuccessful attack.

INDIRECT RETURN ATTACKS

These are attacks made on an adversary's blade, (Prior to returning) after successfully parrying it to prevent a second attack.

3 Series. Beat, Bindings, and Graze.

IRREGULAR ATTACKS

These are attacks made during the performance of direct attacks.

Single Series Time Attacks.

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The Target or part of the body at which attacks are to be aimed is the space between the collar bone and the waist, and perpendicularly by a line dropping from the front part of the right armpit, and another which passes over the left breast.

A Simple Parry, meets the blade of an adversary and passes it off to the same side as on which it advanced to attack.

A Counter Parry, follows the blade of an adversary, overtakes it and passes it off to the opposite line to that on which it advanced to its attack.

No Counter Parry, can be formed without the previous formation of its simple.

A One Two, consists of two consecutive disengagements to deceive a simple parry terminating on the opposite line to that on which it advanced to its attack. Every simple parry can be deceived by a disengagement. A counter parry will deceive a disengagement and prevent a One Two.

A Cut-Over, is a disengagement over the blade.

No Double, can be formed without previously making a disengagement that being its initial movement, the second movement being actually a circle formed within the large circular defence.

D I R E C T   A T T A C K S

<u>1st Series</u>	<u>2nd Series</u>	<u>3rd Series</u>
Thrust	Double	Cut-Over
Disengage	" & Disengage	" " & Disengage
One-Two	" " One-Two	" " " One-Two
	Twice Double	" " " Double
	Re-Double	

I N D I R E C T   A T T A C K S

<u>1st Series</u>	<u>3rd Series</u>	<u>5th Series</u>
Beat & Thrust	Graze & Thrust	Press & Thrust
" " Disengage	" " Disengage	" " Disengage
" " One-Two		" " Double
" " Double	<u>4th Series</u>	<u>6th Series</u>
<u>2nd Series</u>	Quit & Thrust	Change & Thrust
Beat Reverse & Thrust	" " Disengage	" " Disengage
" " & Disengage		" " One-Two
		" " Double

R E T U R N   A T T A C K S

<u>Simple Returns</u>	<u>Second Returns</u>	<u>Double Returns</u>
Parry Quarte & Return	Lunge Quarte & Return	Quarte & Double Return
" Sixte " "	" Sixte " "	Sixte " " "
" Septime " "	" Septime " "	<u>Double Returns Reverse</u>
" Octave " "	" Octave " "	Sixte & Double Return
		Reverse
<u>Simple Returns</u>	<u>Second Returns</u>	Octave & Double Return
<u>Reverse.</u>	<u>Reverse.</u>	Reverse
Sixte & Return	Lunge Sixte & Return	<u>Return Cut-Over</u>
Octave	Octave	Quarte & Return Cut-
Octave & Return	Lunge Octave & Return	Over
Sixte	Sixte	Sixte & Return Cut-
		Over

S E C O N D   A T T A C K S

Thrust	Disengage	Cut-Over
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I N D I R E C T   R E T U R N   A T T A C K S

Parry Quarte & Beat	Parry Quarte & Graze	Parry Quarte Bind in
" Sixte " "	" Sixte " "	Octave
		Parry Sixte Bind in
		C. Sixte

T I M E   A T T A C K S

On The Disengagement - Time	On the Double to Outer Line - Time
" " " - Octave	" " Counter Sixte - "
	" " Advance - "

Personal Notes from  
M. Harding (nee Salisbury)  
1904-06



Appendix 33Anatomy of Deformities

The syllabus covered:

Deformities - congenital, acquired, secondary;  
Peculiarities of skeletal growth;  
Conditions causing arrested development of bones: rickets, infantile paralysis, malnutrition;  
Diseases and Deformities treated by Remedial Gymnastics: Kyphosis, Lordosis, Scoliosis, "Flat Back";  
Examination of patients for curvatures;  
Remedial Treatment: limitations and dangers;  
Common deformities of lower limb: club-feet, flat-feet;  
Injuries, fractures, sprains, synovitis of joints and tendon sheaths;  
Diseases of General Nutrition: anaemia, rheumatism, constipation, neurasthenia, hysteria and etc.

Syllabus 1914-15 p. 12.

Appendix 34Extended Physiology Syllabus

General Build of the body. Position, form, structure and function of the principal organs.

Structure, properties and functions of the blood and lymph.

The general arrangement of the circulatory system. Structure and physiology of the heart and blood vessels. The Lymphatic system. Influence of muscular exercise upon the circulatory system.

The relationships and structure of the respiratory organs.

The physiology of the various respiratory movements.

Tissue respiration. Changes in air and blood. Muscular exercise in relation to respiration.

The digestive system. Relationships, structure and physiology of the digestive organs. The Chemistry of the food stuffs and of the digestive processes. Absorption of digestive food.

The production of energy. Heat production and regulation of temperature.

Excretion. Structure and physiology of the skin and kidneys.

Chemistry and significance of the excreted products.

Influence of muscular exercise upon excretion. Animal mechanics, levers. Ciliary and amoeboid movement. Structure and physiology of the various forms of muscle. Fatigue.

Standing, walking etc. General relationships of the nervous system. Structure and physiology of the brain and spinal cord.

Nerve cells and nerve fibres. Reflex and voluntary actions.

Functions and distribution of the cranial and spinal nerves.

The Senses. The skin as a sense organ. The physiology of taste and smell. Structure of the eyeball. Physiology of vision.

Structure and physiology of the ear.

The Larynx - Production of the voice and speech.

The Practical Physiology will include -

A - The examination of tissues and organs microscopically and by dissection.

B - Exercises dealing with the chemistry of foods, the digestive processes, blood etc.

C - Exercises in the use of Physiology apparatus, the Cardiograph, Sphygmograph, Ophthalmoscope, Stethoscope, Clinical Thermometer, Dynamometers and etc.

Appendix 35HYGIENE

In detail the composition and improprieties of the air were studied together with the amount of air necessary for an individual under varying conditions of rest and exercise. The principles of ventilation by natural and artificial means were examined.

Water supplies, sources of contamination, cisterns and domestic filters were considered.

The nature, uses and abuses of food substances, calculation and use of diet tables, the feeding of infants and children formed the main topics under food and diet.

Under housing, the general principles of house construction, the points to be noted in selecting a house, the usual arrangement of drains, traps, closets, sinks and baths, the detection of common defects, warming by hot-pipes and stores and soils and site formed the detailed topics.

The disposal of sewage was a title in itself and under prevention of disease the students considered the nature of Micro-organisms, infection and disinfecting, method of spreading diseases, incubation periods, quarantine, re-admission to school of patients and relatives.

Cleanliness, clothing, sleep, rest and exercises and requirements at different ages were studied in lectures on personal hygiene.

School hygiene covered the general principles of school construction and equipment, supervision of children, deformities of school life, eyes and sight, ear and throat, physically and mentally backward and defective children and the arrangement of the curriculum and day's work.

Appendix 36Extended Hygiene Syllabus

## Second Year

Food and Diet - The nature, uses and abuses of food stuffs. Calculation and use of diet tables. Variation in quality and quantity at different ages. Excretion. Effects of improper and insufficient food supply. Food diseases.

ANIMAL HEAT. Body temperature and its maintenance. Practical applications in food and clothing.

SKELETON. Common abnormalities. Rickets, Scoliosis, Lordosis, Kyphosis. Causation of deformities through faulty attitudes. School desks. Effects of physical exercises on curvatures.

CARDIO-VASCULAR SYSTEM. Abnormalities. Signs of cardiac strain.

RESPIRATORY SYSTEM. Modification of lung substance and of thorax by abnormalities and disease. Nasal and buccal respiration. Adenoids. Signs, symptoms and causes of chronic want of ventilation of blood.

NERVOUS SYSTEM. Function. Structure and growth of Brain. Spinal cord. Motor and sensory nerves. The reflex arc. Reflex actions at birth, during life. Fundamental and accessory movements in development of child. Hughlings Jackson's three level theory. Educational significance and its bearings on methods of education at different stages of development. Mentally deficient children. Physically defective. Educational methods and limitations.

SPECIAL SENSES. Common sensations. Muscular sense.

VISION. Accommodation. Myopia. Hypermetropia. Effects of defective vision. Spectacles. School furniture, books and lighting of work. Eye strain. Headaches. Vision testing.

HEARING. Mechanics of auditory apparatus. Connection with throat. Discharging ears. Deafness.

MUSCULAR SYSTEM. Muscular action. Chemistry. Removal of waste products. Muscle contractibility. How maintained. Muscle sense. Its importance in Physical Training.

FATIGUE. Muscular. Nervous. Practical applications in arrangements of work and time tables. Speech. Reading. Writing. Methods of teaching and learning.

PERSONAL HEALTH AND HYGIENE. Nutrition. Diet. Exercise. Excretion. Habits. Nervous. Phlegmatic and precocious types of children.

INFECTIVE DISEASES. Micro-organisms. Infection. Toxin and antitoxins. Vaccination. Immunity. Protection against infectious diseases. General sanitation. Personal resistance. Infectious diseases of school-life. Precautions. Isolation. Notification. School closure and readmittance. Brief outline of symptoms of common infectious diseases. Disinfection and disinfectants; general and personal. Parasitic diseases. School inspection; its aims and objects. Methods.

## Third Year (1915-16)

In the final year special attention was given to the hygiene of childhood and adolescence. Certain of the subjects treated in previous years were considered in greater detail and the problems of Mental and Physical Growth were dealt with more fully.

Instruction was given in the preparation and delivery of suitable lectures and demonstrations on personal hygiene to children of various ages, and the students themselves gave lectures under criticism.

SYLLABUS 1914-15 pp. 14-16.

Appendix 371915-16PSYCHOLOGICAL PRINCIPLES OF EDUCATION - Syllabus

Lectures I to III - Meaning and Scope of Psychology and the application of Psychology to Education. The observation of mental processes and their interpretation.

Lectures IV to V - Formation and significance of habits. Pedagogical maxims based on habit. The influence of external and internal factors.

Lectures VI and VII - Nature of attention. General character of processes which influence attention. Power of Concentration and training. Experimental work on attention.

Lectures VIII to X - Sensation and Perception. The processes through which knowledge is obtained. Sense discrimination, observation, etc. Experimental work.

## SECOND TERM

Lectures I to III - Memory, retention and reproduction. Association. Degree and growth of memory. Experimental work on learning and forgetting. Development and value of imagination.

Lectures IV to VI - Language and thought. Value of literature. Power of reasoning and judging.

Lectures VII to X - The instincts and emotions, their relation to social life. Complex emotions. The importance of suggestion, sympathy and imitation and their effect in teaching.

## THIRD TERM

Lectures I to X - Psychology of childhood and period of adolescence.

Appendix 38Syllabus - Experimental Mechanics

General properties of matter including: length, volume, mass, density and their measurement. Force; composition of parallel forces, centre of gravity, levers, pulleys, the inclined plane, wedge and screw, equilibrium of forces, tension in cords and stresses in frameworks, elasticity and Hooke's Law. Motion and inertia; simple cases of motion under gravity, pressure in liquids and gases, the barometer, the siphon, pumps, flotation. Boyles Law and Theory of Gases.

Prospectus 1910-11 p. 12.

Appendix 39Syllabus - Household Science

Measurements of length, area, volume and weight; comparison of the British and Metric Systems of Measurement; use of the thermometer and barometer; modes of transmission of heat; ventilation. The constituents, chief properties and impurities of air and water; the action of air on combustion, animal and vegetable life; natural waters; hardness and its removal from water. The preparation and properties of common mineral and vegetable acids; properties of cooking utensils. The chemical constitution and behaviour of proteids, fats and carbohydrates; baking powder, fermentation and preservation. Fuel and illuminants; soap, bleaching agents, disinfectants and deodorants.

Prospectus 1910-11 p. 12.



Appendix 40Syllabus - Theory of Movements

During the first year of the course they studied the history of Swedish Gymnastics; classification of gymnastics; description of position and exercises; progression of exercises; construction of gymnastic tables; Method of instruction and class management.

In the second year they examined the effect of physical exercise on the functions of the organs of the body; forces and levers as applied to the movements of the body together with arrangements, in the body, to alter the direction of the muscle power; irritability, contractility, elasticity and tone of muscles; nervous impulse and contraction; antagonistic muscle work; how to influence the length of a muscle; how to calculate the strength of a muscle; the degree of muscular contraction; different kinds of muscle work - concentric, excentric and static - as analysed with regard to circulation and exertion; muscle fatigue; movements with reference to direction, velocity, extent and exertion; gymnastic exercises and positions with special consideration given to the analysis of muscle work, the causes of the usual mistakes, the way to prevent mistakes and the way to correct them; the process of selection of gymnastic exercises with reference to the mental and corporal peculiarities at the different periods of the child's development.

Appendix 41Cecil Sharp's lecture. Paris 1910

"During the last few years a very remarkable interest has been aroused in England in the revival and practice of our national folk-music. Hitherto, it had been generally believed that the English peasantry had no songs nor dances of their own that were distinctive and characteristic of their race. Recent researches have, however, shown that we possess a large number of popular songs and dances which we have the temerity to believe as vital expressive and as artistically important as those of any European nation.

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 taught in the elementary schools throughout the country.

Two very different and generically distinct types of folk-dance are found in England - The Morris and Country Dance.

It should be understood that these dances do not represent the result of industrious research amongst the old music books and dance manuals of past centuries. They have been taken down, step by step, from the country dancers themselves and may, therefore, be safely regarded as faithful representations of the genuine traditional dances of our nation.

Quite a large number of our popular dances have now been preserved in this way, and many of these are now published, together with their own proper tunes and a detailed description of their steps and movements."

Appendix 42Copy of Letter from Paris 20th October 1910

Letter from Paris

20 Octobre 1910.

III<sup>e</sup> Congrès International D'Hygiene Scolaire.Président d'Honneur: M le Ministre de l'Instruction  
Publique.Secrétariat Général,  
10, Boulevard Magenta,  
Paris.

Madame,

Nous avons le plaisir de vous adresser les vifs remerciements  
de Comité d'organisation du III<sup>e</sup> Congrès international pour la  
participation des jeunes filles du Collège de Chelsea aux  
séances de Gymnastique comparée organisées pendant le Congrès.

Nous sommes heureux de vous transmettre ces éloges, et nous  
vous prions à en faire part à vos charmantes élèves.

Veuillez agréer, Madame, nos salutations les plus distinguées.

Le Président du Congrès

A. Mathieu

Le Secrétaire Général

B. Wufuteb

Appendix 43

Letter from George Newman C.M.O. (on Black Edged Paper!)

18th October 1910

Dear Madam,

Certain statements have recently been made to me respecting the character of the demonstrations given by some of your students at the late Paris Congress on School Hygiene. I have received these reports with a good deal of concern, and I am anxious to obtain from you full and authentic particulars before reporting on the matter to the Board.

Will you therefore kindly let me know what demonstrations your students gave in Paris, and whether it is a fact that they gave a display at a Casino. If so, can you let me have particulars as to its character and the conditions under which the display was given? Was the demonstration given before the Congress and the display given at the Casino according to your wishes and representative of your teaching?

I am, dear Madam,

Yours very truly,

Appendix 44

Reply from Dorette Wilke to Dr. Newman.

Copy of D.W. reply.

Oct. 21st 1910

Dr. Newman

Dear Sir,

The Women students of the PTC S.W.P. Inst. gave in Paris two Demonstrations of their work at the IIIrd Int. Hyg. Cong. The first at the Grand Palais before the Congress and the second at the Conversazione given by the Society of Medical Inspectors of Schools of the City of Paris at the department of Seine to the members of the Congress in the Municipal Theatre at Englien to which the students were invited and asked to give a Demonstration by the International Committee. On both occasions the students were accompanied by Mr. Cecil Sharp and myself the official delegates of this Institute.

Y. f.

D.W.

Appendix 45

Copy of letter from LAUDER BRUNTON.

Oct. 24th, 1910

Dear Dr. Newman,

I have learned with regret that you have heard statements detrimental to the demonstration given by the students of physical training who went across to the School Hygiene Congress in Paris in August last. Their demonstrations were I think a very great success and were very greatly appreciated, not only by the French but by all the foreign Members of the Congress to whom I had an opportunity of speaking. Many of the Members of the Congress who would have liked to see the demonstration were unable to do so on account of other duties. On this account the Société des Médecins Inspecteurs des Ecoles de la Ville de Paris et du Département de la Seine very kindly arranged with the students to give a demonstration at the Evening Fête to which the Society had invited the President of the Congress, Madame Mathieu, and many of the most distinguished French Members and Foreign Visitors. The dinner was given by the Society at the Casino at Enghien-les-Bains, and the exhibition of dancing was given afterwards at the Municipal Theatre. My Daughter and I were present at both of them and my Daughter who has taken a great interest in physical training in general was very much pleased with the dancing. The exhibition was entirely a private one to which only Members of the Congress were admitted by special invitation. The students were never in the Casino at all but I do not think it was possible for any one to take exception to their action. I know that the most distinguished of the French Members of the Congress felt very grateful to them for the exhibition they had given and were convinced that by giving the exhibition they had done a great deal to forward the cause of physical training in France. If you would like any confirmation of my personal opinion I shall be very glad to obtain it from Monsieur Mathieu, President of the Congress in Paris.

Believe me,

Sincerely yours,

Lauder Brunton.

Appendix 46

Regulations - (Circular No. 15) for Evening Classes in  
Gymnastics, Dancing and Country Dancing. 1928-29.

1. If a Student has any doubt as to physical fitness she should obtain a doctor's certificate. The Headmistress will arrange for a consultation at a low fee.
2. Women students must wear the following costume:-
  - (a) Dark blue tunic to the knee;
  - (b) Plain white blouse;
  - (c) Black shoes and stockings
 (dancing sandals must be worn for dancing classes, no heels allowed).
3. Fees (which must be paid in advance) are terminal. No half-term fees are allowed.
4. Visitors are not permitted to watch classes except by permission of the Headmistress, MISS WILKIE.

ProgrammeGymnastics for Women

Day	Time	Place	Class	Fee Per Term	*
Monday	7-8	L. Gym.	Recreational Class with easy apparatus work.	3/-	
Tuesday	7-8	L. Gym.	Apparatus work.	3/-	
"	8-9	L. Gym.	Advanced Gym.	3/-	
"	8-9	Hall	Class for Club Leaders in Free Standing Gym. Games and Dancing.	3/-	
Wednesday	8-9	Hall	Recreational Gym. with easy Apparatus Work.	3/-	
	8-9	L. Gym.	Advanced Gym.	3/-	
Thursday	7-8	L. Gym.	Class for Teachers in Gym. and Games, taken by a member of the staff. (This class does not prepare for any examination)	10/-	

Dancing for Women

Day	Time	Place	Class	Fee per Term	*
Wednesday	6-7	Hall	Dancing Stage II	6/-	
"	7-8	Hall	" " III	10/-	
"	7-8	L. Gym.	" " I	6/-	
Thursday	7-8	Hall	" " I	6/-	
"	8-9	Hall	" " II	6/-	

All students are required to join Stage I until examined for entry into a class of a higher stage.

Country Dancing (for Men and Women)

Monday	7-8	Hall	Country Dancing Stage I	6/-
"	8-9	Hall	" " " II	6/-
"	8-9	Outer Hall	" " " III	6/-

Ordinary dress, rubber shoes essential.

\* The fees shown in this circular apply to students who reside in the counties of London or Kent and conditionally to Middlesex residents. Particulars of the fees and concessions for students who reside elsewhere may be obtained on application to the Principal.



Appendix 47Opinion Training Colleges Association on Board of Education  
Inspectors— P.T. from Scientific J. P.Ed. 1914.

"The good work done during the training is not recognised at the inspection:- the inspector takes up no definite attitude and leaves behind no impression except one of general discouragement. The report sent in afterwards is, purely destructive, no help or suggestion for the improvement of the work being given either then or on the day of the inspection. The inspection is conducted on very mechanical lines, as if its object were to find out if the rigid rules of the syllabus were closely followed; the inspector is hypercritical and not helpful. Too much importance is attached to small details, and not enough to the broader aspects of the work, e.g. a slight departure from the set form in the wording of a command is commented on as if it were a serious fault, while the spirit and general tone of the work are lost sight of.

---. A feeling seems to prevail that prejudice is shown by the individual inspectors, and that their demands often border upon unreasonable exaction."

Appendix 48

B of Ed. 1916.

Copy letter D.W. to Sir L. Amhurst-Silby-Bigge.  
I wonder if you can help me in a rather delicate matter. I feel I have evidence which leads me to believe that certain Inspectors of Physical Training of the Board of Education are damaging the reputation of this college by advising Headmistresses to appoint only teachers trained at either Dartford or Bedford - I should be greatly obliged if you would kindly look into the matter. As an example of what I mean, I should like to bring to your notice the following two instances.

1. When Miss Gee (Principal of the Diocesan Tr. College, Truro) last came to see me (June 1915) she told me that Miss Koetter had advised her to have a Dartford trained teacher - she had acted upon this advice and had interviewed a member but finding none of them had had any experience in dealing with Elementary Teachers she had come back to Chelsea to select her teacher, knowing that she would get one who had had the desired experience before leaving the College after her three years training. (I may add here, that Miss Gee since 1904 has always had Chelsea students and in each case fresh from College).

2. Miss Preston - Principal of the Brighton Training College came to select a teacher a week or two ago - she had practically settled on one of two and was going to let me know the next morning but instead I received a letter saying that Miss Clark of the Board of Education had advised her not to have a teacher fresh from College - I find no fault with this but the offence lies in the fact, that the Post was then given to Truman and Knightly's Agency saying that Dartford or Bedford training was preferred - therefore undue influence must have been brought to bear -

It is extremely serious to have the character of this college defamed in this semi-official way, which simply means a boycott by the Board of Education - and surely it is a breach of professional etiquette for Inspectors of the Board to decry a College - the training of which has proved satisfactory judging from the results old students now engaged in schools and Training Colleges get from their work.

As you know, Dartford and Bedford Training Colleges have Old Students as Inspectors on the Board - whilst Chelsea has not, which makes the matter the more serious for Chelsea.

Although I have no doubt whatever that the College in future as in the past will be able to hold its own as the result of its work, nevertheless I feel certain, that it cannot be the desire of the Board of Education, to have any College pursued with intrigues thus hindering progress of useful work.

With apologies for taking so great a liberty as addressing you.

I beg to remain dear Sir

Yours truly

D.W.

Head Mistress

Appendix 49

Reply 9th Oct. 1916.

Madam,

I have investigated the cases to which you refer in your confidential letter of the 30th June, and am satisfied that there is no basis for the suggestion that any of the Board's Inspectors are intriguing against or defaming the Physical Training College of the S.W.P. Institute.

As regards the first case, Miss Koetter has not visited the Truro College since 1911 or had any communication with Miss Gee since that date. In 1909, 1910 and 1911 she was able to commend the work of the two Instructors trained at the South Western Institute.

As regards the second case, you find no fault with Miss Clarke's recommendation that a teacher fresh from college should not be engaged, and you do not adduce even the most meagre scrap of evidence in support of your assertion that undue influence must have been brought to bear in connection with the advertisement. That assertion is, so far as the Board's Inspectors are concerned, entirely gratuitous and unfounded.

I have on this occasion investigated the allegations which you have made, although in view of the tone and language of your letter I should have been justified in ignoring it. If in future you consider that you have ground to question the conduct of an officer of the Board, I must request you to do so in an official letter and not in a confidential letter addressed to me personally.

I am, Madam,

Your Obedient Servant,

L.A. Selby-Bigge

Appendix 50

SOUTH - WESTERN POLYTECHNIC,

Manresa Road, Chelsea,

London, S.W., June 11th 1906.

PHYSICAL TRAINING DEPARTMENT.

Miss Mabel Salisbury has been a student at this College for two years. I consider her to be a teacher of exceptional power and ability, which combined with great moral strength, enthusiasm for her work and charm of manner would make her a desirable member of any school staff.

Dorette Wilke

Head Mistress.

Appendix 51

SOUTH - WESTERN POLYTECHNIC,

Manresa Road, Chelsea,

London, S.W.,      July 6th 1906

PHYSICAL TRAINING DEPARTMENT.

I have pleasure in testifying that Miss Salisbury is quite good in Curative Gymnastics and that she has treated her patients under my supervision with interest and conscientiousness. I consider her fully qualified in treating Spinal Curvatures, knock-knees, flatfoot, anaemia and bad breathing.

Maria Nylén

Graduate of the Royal Central Institute of Gymnastics in Stockholm.

Appendix 52

## Gymnastic Training Course

1902-03

First Year

Subjects	M.	T.	W.	T.	F.	S.
Anat		12-1		10-11		
Elem. Hyg.			10-11			
" Phys.		10-11.30				10-11
M. & Med. Gym.	11-12		9-10			
St. J. Amb.					5.0-6.40	
German Gym.	10-11		11-12	2.30-3.30	(alt wks)	
	2.30-3.30					
Sw. "		9-10			9-10	
Th. of teaching				11-12	10-11	
Indian Clubs				9-10		
Hockey		2.30-4	2.30-3.30	2.30-4		
			(practice)			
Dancing	5.30-6.30					
Singing	5.0-5.30		4.30-5			
Voice Prod.				2.30-3.30		
Teaching						
Classes	3.30-4.20			3.30-4.20		

Second Year

Subjects	M.	T.	W.	T.	F.	S.
Anat.	10-11			9-10		
Adv. Hyg.		11.30-12.30			2-3	
" Phys.	3-4					11-12.30
Mas. & Med. G.			10-11		10-11	
St. J. Amb.					5-6.40	
					(alt wks)	
German Gym.	11-12		11-12	10-11		
Swed. "		10-11			9-10	
Th. of teaching				11-12		9.30-10.30
				(Swedish)		
Indian Clubs			9-10			
Fencing			2.30-3.30		11-12	
Hockey		2.30-4	2.30-3.30	2.30-4		
			(Practice)			
Dancing	5.30-6.30		4.30-5			
Teaching						
Classes	12-12.30	11-11.30		4.20-4.50	12-12.30	
		3.50-4.50			3.50-4.20	
Singing	5-5.30		4.30-5			

Appendix 53

An analysis of time spent on the course in 1902-1903  
shows:

	<u>Year I</u>	<u>Year II</u>
Anat.	2 hrs. per wk.	2
Phys.	2 $\frac{1}{2}$ " " "	2 $\frac{1}{2}$
Hy.	1 hr. " "	2
M. & M. Gy.	2 hrs. " "	2
St. J.	1 hr. 40 mins per wk.	1 hr. 40 m.
Germ. Gym.	3 hrs. per wk.	3 hrs.
Sw. "	2 " " "	2
Th. of tch.	2 "	2
Ind. Clubs	1 hr.	1
Hockey	4 hrs.	4
Dancing	1 hr.	1
Singing	1 hr.	1
V. Prod.	1 hr.	
Teaching	1 hr. 40 mins.	3 $\frac{1}{2}$
Fencing		2

Appendix 54WINTER TIME TABLESession 1910 - 11

## FIRST PROFESSIONAL YEAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8.45-9.30	Gym.	Hygiene	Gym.	Gym.	Hygiene	Net Ball
9.30-10.15	Anat.	Anat.	Anat.	Th. of Ed. Gym	Anat.	9-9.45 Voice
10.15-11.0	Games Th	Gym.	Cl. Tch. Lesson	Break 10.15-10.30	Gym.	Culture 10-11
11.0-11.15	Break	Break	Break	10.30-11 Cl.Tch.L.	Break	
11.15-12.0	Dancing	Cl.Tch. Lesson	Mechanics	11.0-12 Phys.	Games Lesson	
12.0-12.30			Net Ball	12-12.45 Vaulting	12-12.45 Cl.Tch.	
2-3.30	Phys. Pract.	2-3/3-4 Hockey 1 hr.	2.15-3.15 Dancing	2-3/3-4 Hockey 1 hr.	2.30- 3.30	
3.30-5	Hsehld. Sc. Pract.	Hsehld. Sc. Tutorial Cl. 1 hr. 4-5	4-5 Eng.Lit.	Hsehld. Sc. Lect.4-5	Lacrosse	

## SECOND PROFESSIONAL YEAR

8.45-9.30	Medical Gym.	Anat.	Medical Gym.	Anat.	Th.of Ed.Gym.	9-10 Net Ball
9.30-10.30	Gym.	Gym.	Hygiene 10.15 10.15	Gym.	Gym. 10.15 10.15	
10.30-11.0	Break	Break	Games Th 10.45	Discuss. 11-11.15	Med.Gym 11.0 Break	
11.0-12.0	Phys. Lect.	Phys. Lect.	Gym. 10.45-11 Break	Break 11.45 Th. of Ed.Gym 12.0	11-11.15 Cl.Tch. 11.15-12	
12.0-12.45	Treat. Pats.	Treat. Pats.	Treat. Pats.	Treat. Pats.	Treat.of Pats.	
2.15-3.15	Dancing	Hockey 2-3/3-4	Net Ball 3.0	Hockey 2-3/3-4	Lacrosse 2.30-3.30	
3.30-5.0	Pract. Phys.		Dancing 3.15-4.0			



## THIRD PROFESSIONAL YEAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8.45-9.30		Gym.			Valtg.	
9.30-10.15	Th. of Ed.Gym.	Th.Tch. of Hyg.	Gym.	Med.Gym.		
10.15-10.30	Break	Med.Gym 11.0	Med. Gym. 11.0	Discuss. 10.30-11	Med.Gym 10.15-11	
10.30-11.15	Gym.	Break 11.15	Break 11.15	Break 11.15	Break 11.15	
11.15-12.0	Treat. Pats.	Treat. Pats.	Treat. Pats.	Treat. Pats.	Treat. of Pats.	
12.0-12.45	Skipp- ing	Vaulting	Tch. Lesson	Vaulting		
2.15-3.15	Dancing	Hockey 2-3/3-4	Net Ball 3.0	Hockey 2-3/3-4	Lacrosse 2.30-3.30	
3.15-4.0	Tch. Dancing		Dancing			

Appendix 55

S O U T H - W E S T E R N P O L Y T E C H N I C I N S T I T U T E  
C H E L S E A P H Y S I C A L T R A I N I N G C O L L E G E F O R W O M E N

\_\_\_\_\_  
Session 1915-16  
\_\_\_\_\_

DURATION OF COURSE THREE YEARS

(Three Terms a Year of roughly twelve weeks each)

	<u>Hours in Course</u>
Anatomy .....	248
Hygiene .....	96
Physiology .....	174
Theory of Movements .....	180
Mechanics .....	36
Psychology and Child Study .....	36
First Aid and Home-Nursing .....	30
Theory of Games .....	72
Anatomy of Deformity .....	72
Voice-Culture and practice in Lecturing .....	84
Gymnastics .....	540
Dancing .....	324
Games and Swimming (if fine) .....	432
Lessons in class teaching Gymnastics .....	108
"    "    "    "    Dancing .....	108
Students practice in Teaching .....	180
Demonstration lessons .....	108
Treating Patients at College Clinique .....	210
"    "    "    St. George's Hospital .....	72
Medical Gymnastics and Massage .....	216
Educational visits variable 10-20. (average)	15
Total number of hours ...	3,341

Appendix 56Analysis of the time spent on the Course 1927-28

Anatomy	240	hours
Physiology	170	"
Hygiene	90	"
Psychology	45	"
Speech Training	50	"
Gymnastics	450	"
Theory of Movements	150	"
Games, Athletics, Swimming	450	"
Theory of Games	72	"
Dancing	300	"
First Aid	25	"
Massage and Medical Gym.	300	"
Treatment of Patients	220	"
Training in Teaching	250	"
Teaching Practice	190	"
Mechanics	26	"
<hr/>		
Total	3028	hours
<hr/>		

Appendix 57Library Books. 1912.

Library -	Anatomy -	10 books	
<u>Books</u>	Zoology	1	
	Curative Gym.	6	
	Physiology	8	
	Hygiene	40	
	Gymnastics	39	+ SJP.E. (1910)
	Psychology	14	
	Games	12	
	Dancing	7	
	Women's Hygiene and Phys.	2	
	Sociology	2	
	Anthropology	3	
	Miscellaneous	23	
<u>Pamphlets</u>	Gymnastics	9	
	Miscellaneous	5	
	Hygiene	10	
	Alcohol	6	

Annual Leaflet 1912 p. 13.

Appendix 58

Chelsea College of  
Physical Education  
Library Catalogue.

1928-29

C A T A L O G U E

## 1.-ANATOMY AND ANTHROPOLOGY

Surface Anatomy	Bridge.
Anatomy Atlas	Critchley.
Anatomy (3 copies)	Cunningham.
Textbook of Anatomy	Gerrish.
Textbook of Anatomy (2 copies)	Gray.
Anatomy Atlas	Quaine.
Landmarks & Surface Markings	Rawlings.
Anatomy, Vol. I (2 copies)	Spalteholz.
Anatomy, Vol. II (2 copies)	Spalteholz.
Anatomy, Vol. I, II & III	Toldt.
Anatomy Atlas	Cathcart & Cairn.
Arboreal Man	Wood-Jones.
Anatomy of the Joints	Morris.
Quaine's Anatomy -	
Vol. I, Part 1. Embryology.	
Part 2. General Anatomy or Histology.	
Vol. II, Part 1. Osteology.	
Part 2. Arthrology.	
Myology.	
Angiology.	
Vol. III, Part 1. The Spinal Cord and Brain.	
Part 2. The Nerves.	
Part 3. Organs of the Senses.	
Part 4. Splanchnology.	
Appendix.	
Manual of Practical Anatomy, Vol. I & II	Cunningham.
Human Osteology	Holden.
The Pocket Gray (2 copies)	
Traité d'Anatomie Humaine	Gegenbauer.
Anatomy	Heitzmann.
Surgical Anatomy	Yonge.
Anatomie und Mechanik der Gelenke	Fick.
The Human Foot	Ellis.
The Origin of Species	Darwin.
The Descent of Man	Darwin.
Heredity in the Light of Recent Research	Doncaster.
The Study of Man	Haddon.
Evolution	Geddes & Thomson.
Mendelism	Punnett.
A Guide to Anatomy	Ewart.
Anatomy of Brain and Spinal Cord	Ryland Whitaker.

## II.-PHYSIOLOGY

Physiology for Beginners	Foster & Shore.
Textbook of Physiology, Vol. I - IV	Foster.
Elementary Lessons in Physiology	Huxley.
The Human Body	A. Keith.
Engines of the Human Body	A. Keith.

Chemical Physiology and Histology (2 copies)	Lacey & Punnett.
Physiology of Bodily Exercise (2 copies)	Lagrange.
Physiology of Bodily Exercise (in German)	Schmidt.
Human Physiology	Waller.
Human Physiology	Furneaux.
Textbook of Physiology	Landois & Stirling.
Essentials of Physiology	Bainbridge & Menzies.
Villiger's Brain and Spinal Cord	Piersol.
Principles of Human Physiology	Starling.
The Physiology of Muscular Exercise	Bainbridge.
The Introduction to General Physiology	Bayliss.
Biology	Harvey Gibson.
Manual of Human Physiology	Leonard Hill.
Essentials of Physiology	Noel Paton.

### III.-PSYCHOLOGY & THEORY OF TEACHING

Exposition and Illustration in Teaching	Adams.
Mind and Body	Bain.
Practical School Method and Organisation (3 copies)	Boardman.
Power Through Repose	Call.
Hygiene of the Mind	Clouston.
Gateways of Knowledge	Dell.
Mind and Work	Gulick.
Psychic Phenomena	Hudson.
Education in Accordance with Natural Law	Ingham.
Talks to Teachers (2 copies)	James.
Education Through the Imagination	McMillan.
Social Psychology	McDougall.
Experimental Psychology	Myers.
Development in the Child	Oppenheim.
Groundwork of Psychology (2 copies)	Stout.
Study of Children	Warner.
Psychology of Education	Welton.
Training of the Child	Spiller.
Physiological Psychology	McDougall.
The Crowd	Gustav le Bon.
Textbook of Psychology	James.
Education (2 copies)	Spencer.
Theory and Practice of Teaching	Thring.
Montessori	Maria Montessori.
What Is and What Might Be	Holmes.
Eurhythmics	Jaques-Dalcroze.
Music, Rhythm and Education	Jaques-Dalcroze.

### IV.-HYGIENE

First Lessons in Health	Berners.
Talks with Girls on Personal Hygiene	Burns-Smith.
Care of the Body	Cavanagh.
Home, Health and Domestic Hygiene	Collie & Wightman.
Essentials of Domestic Hygiene	Goslett.
The Wonderful House that Jack Built	Millard.
Hygiene	Notter & Firth.
Personal Hygiene	Pyle.
Good Health	Ravenhill & Jewett.
The Healthy Girl	Cunning & Campbell.
Health, Strength and Happiness	Saleeby.

Teeth and Mouth	Ball.
Some Characteristics and Requirements of Children (2 copies)	Ravenhill.
Children, Their Care and Management	Brockbank.
Child and Care of Health	Oppenheim.
Control of Body and Mind	Jewett.
The Body at Work	Jewett.
Hygiene	Newsholme.
Household Foes	Ravenhill.
Practical Hygiene	Ravenhill.
Hygiene	Reynolds.
Hygiene in School (2 copies)	Critchley.
Health at School	Duke.
School Hygiene	Hope & Brown.
School Hygiene	Lister.
Health of School Child	Mackenzie.
School Hygiene	Newsholme & Pakes.
School Hygiene	Porter.
Hygiene for Teachers	Rowlands.
School Hygiene	Shaw.
Normal School Hygiene	Slefrig.
Hygiene	Watt Smyth.
Hygiene	Whitelegge.
School Hygiene (1910)	Kerr.
School Hygiene	Kerr.
The Care of the School Child	Gorst.
Children of the Nation	Kenwood.
Public Health Laboratory Work	Gulick & Jewett.
Town and City	McFie.
Air and Health	Leeds.
Treatise on Ventilation	Parkes & Kenwood.
Hygiene and Public Health	Poore.
Rural Hygiene	Poore.
Dwelling House	Sykes.
Public Health and Housing	
Model Answers, Sanitary Institute Examinations.	
London Health Laws, 1897 (Mansion House Council).	
Sanitary Law and Practice	Robertson & Porter.
Emergencies	Gulick.
Tendencies to Consumption	Mortimer.
Dangers to Health	Teale.
Towards Racial Health	March.

#### V.-THEORY OF GYMNASTIC MOVEMENTS

Modern Gymnastic Exercises, Part I & II	Alexander.
Musical Drill, Part I & II	Alexander.
Home Gymnastics (in German)	Angerstein.
How to Get Strong	Blaikie.
Sound Bodies for our Boys and Girls	Blaikie.
Handbook for Gymnastic Teachers (2 copies)	Navy.
Physical Educator	Cassell.
Natural Method of Physical Education	Checkley.
Physical Culture for Home and School	Dowd.
Hints to Gymnasts (3 copies)	Graf.
Dumbbells	Graf.
Home Gymnastics	Hartelius.
Physical Exercises and Gymnastics for Women and Girls	Harvey.

Gymnastics	Jenkins.
Indian Clubs	Jenkins.
Buch der Reigen	Jenney.
Indian Clubs	Lemaire.
Physical Culture	McFaddon.
Gymnastic Tables for Infants	Nicholson.
Gymnastic Exercises	Puritz.
Handbuchlein Turnerischer Ordnung	Puritz.
Gymnastics and Athletics	Ravenstein & Hulley.
Handbook of Free Standing Gymnastics (2 copies)	Adair Roberts.
Gymnastics for Women	Schulzen.
Physical Training, Junior Course	Solano.
" " Senior "	Solano.
Home Exercises for Health and Strength	Sylvan.
Physical Training	Street.
The Fine Art of Ju Jitsu	Watts & Beldam.
Infant School Drill, with Music	Wilson.
Physical Education in Relation to School Life	Roper.
Postures of School Children (2 copies)	Bancroft.
Theory of Physical Education in Elementary Schools	Chesterton.
Cours Supérieur d'Education Physique	Démeny.
Mecanisme et Education des Movements	Démeny.
Education Physique Raisonnee	G. Hébert.
Physik des Turnens	Kohfransch.
Theory of Movements (in Danish)	Knudsen & Teilmann.
d'Education Physique en Suede	Lemair.
Kinesiology of Swedish Gymnastics (2 copies)	Posse.
Unser Korper	Schmidt.
Gymnastik an den Schwedischen Volksschulen	Schmidt.
Gymnastic Kinesiology (3 copies)	Skarstrom.
Swedish Gymnastics (in German)	Torngren.
English Terminology (3 copies)	Physical Training Club.
Physical Education	Treves.
Ling, the Founder of Swedish Gymnastics	Westerblad.
Fatigue	Mosso.
Gymnastic Teaching	Skarstrom.
Applied Anatomy and Kinesiology	Bowen & Mackenzie.
Textbook of Gymnastics	Knudsen.

## VI.-MASSAGE AND MEDICAL GYMNASTICS

Massage in Practice	Atkey.
Textbook of Massage (2 copies)	Despard.
Handbook of Massage for Beginners	Despard.
Massage, its Principles and Practice	Mennell.
Massage and Medical Gymnastics (2 copies)	Kleen.
Handbook of Medical Gymnastics	Anders Wide.
Theory of Massage	Copestakes.
Massage in Recent Fractures	Bennett.
Treatment of Fractures	Mennell.
Gunshot Injuries of Bones	Hey Groves.
Nerve Injuries and their Treatment	Stewart & Evans.
Exercise in Education and Medicine (2 copies)	Tait Mackenzie.
Lateral Curvature of the Spine	Barwell.
Scoliosis	Lorenz.
Lateral Curvature	Lovett.
Orthopaedisches Schulturnen	Schmidt & Schroder.
Deformities of Bones and Joints, Vol. I & II	Tubby.



Notes on Pathology (2 copies)	Arvedson.
Diseases of the Joints and Spine	Howard Marsh.
Consumption and its Cure by Physical Exercises	Sylvan.
Medical Revolution	Macilwaine.
The Practice of Medicine	Taylor.
The Principles and Practice of Medicine	Osler.
Clinical Methods	Hutchison & Rainey.
Medical Inspection of Girls	Chisholm.
Medical Inspection in Schools	Mackenzie.
The Action of Muscles	Mackenzie.
Practical Nursing	Maxwell & Pope.
Report of Physical Examination of Men of Military Age	National Service Medical Boards.
Secret Remedies	British Medical Association.
Home Nursing	Collie & Wightman.
St. John Ambulance (2 First Aid, 1 Sick Nursing)	Cautlie.
Alcohol and the Human Body	Horsley & Sturge.
The Problem of Nervous Breakdown	Edwin Ash.

## VII.-GAMES

Fencing, Wrestling, Badminton Library	Armstrong.
The Psychology of the Organised Group Game	Reaney.
Organised Play	Roper.
Games for Playground, Home, School and Gymnasium	Bancroft.
Playground Games (2 copies)	Chesterton.
150 Games	
Organised Games for School, Hall and Playground	Elston.
Organised Games for the Playground	Terry.
Swedish Recreative Exercises	Macmillan.
The Playground Book	Sperling.
Suggestions in Regard to Games	Board of Education.
Reorganised School Playground	Curtis.
The Practical Conduct of Play	Curtis.
Education Through Play	Curtis.
Physical Exercises in the Infant School	Hughes.
Children's Singing Games, Vol. I & II	Gomme.
Traditional Games, Vol. I & II	Gomme.
Singing Games, Vol. I, II, III, IV, V, VI (2 copies)	Gomme & Sharpe.
Ringoch andra Songlekar (in Swedish)	
The Guild of Play, Vol. I & II	Kimmins.
The Complete Swimmer	Sachs.
The Art of Lawn Tennis	W. T. Tilden.
The Complete Tennis Player	Myers.
The Complete Cricketer (2 copies)	Knight.
Cricket, Badminton Library	
The Complete Hockey Player (2 copies)	White.
Hockey	Green & White.
Hockey	Slazenger.
Lacrosse for Beginners	Sachs.
Girl Guides. How Girls can help.	
How I Learned to Ride a Bicycle	Willard.

## VIII.-DANCING

Modern Dancing and Dancers	Crawford Flitch.
The Healthful Art of Dancing	Gulick.
Dancing for Infants and Junior Classes	Harris.

Dancing	Scott.
Dancing Ancient and Modern	Urlin.
Morris Book Part I	Sharpe & McIlwaine.
I & II	Sharpe & McIlwaine.
III (2 copies)	Sharpe & McIlwaine.
IV (2 copies)	Sharpe & McIlwaine.
V	Sharpe & McIlwaine.
I, revised	Sharpe & McIlwaine.
Country Dance Book, Part I (2 copies)	Sharpe & McIlwaine.
II	Sharpe & McIlwaine.
III	Sharpe & McIlwaine.
IV	Sharpe & McIlwaine.
V	Sharpe & McIlwaine.
Sword Dance Book, Part I	Sharpe & McIlwaine.
II	Sharpe & McIlwaine.
Folk Dance in Schools	C. Sharpe.
Aesthetic Dancing	Rath.
Dramatic Games and Dances for Little Children	Crauford.
Dance Album of National Dances of Scotland	Mackenzie.
Technical Encyclopaedia of the Theory and Practice of the Art of Dancing	Charles d'Albert.
The Art of Ballet	M. Perugini.
Dancing (Badminton Library)	Grove.
The Antique Greek Dance (2 copies), English and French	Emmanuel.
Glossary of Dancing Terms	D. Moore.

## IX.-VOICE CULTURE

Voice, Speech and Gesture	Blackman.
The Training of the Speaking Voice	Heywood.
The Science of Voice Training	Maitland.
The Common Sense of Voice Development	San Carol & Daniel.

## X.-MISCELLANEOUS

Erziehung zur Schönheit	Schreiber.
Lord Lister, His Life and Work	G. T. Wrench.
The Feeble Minded	Charity Organisation Series.
Congres International d'Hygiene Scolaire	Rapports, August 1910.
The Human Machine	Arnold Bennett.
Advance in Co-Education	A. Woods.
How to Conduct a Meeting	John Rigg.
Spirit of Youth in the City Streets	Addams.
A New Conscience and an Ancient Evil	Addams.
The Growing Generation	Baron.
Across the Bridges	Paterson.
Towards a National Policy	Roberts.
Man and Woman	Havelock Ellis.
Josephine Butler	Johnson.
Let Youth But Know	Kappa.
Life and Matter	Lodge.
Manual of Bacteriology	Muir & Ritchie.
Sesame and Lilies	Ruskin.
Self Help for Nervous Women	Mitchell.
Old Students' Association Reports.	
Journals of Scientific Physical Training.	

Mothercraft  
Perfect Health for Women and Children  
Martha beim Onkel Doctor  
Woman and Womanhood  
Children  
Woman and Labour  
Tokology

Chadwick.  
Chesser.  
Max Oker-Blom.  
Saleeby.  
Salus.  
Schreiner.  
Stockham.

Appendix 59Letter from May Fountain

15th Feb. '49

Dear Old Students,

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. Your letters, telegrams and the presence of so many of you on January 29th were a great joy, and keenly appreciated by the Staff and by me. Our special thanks are due to K. McConnell, Chairman, and to D.E. Foster, Secretary, and the Committee who made such excellent arrangements.

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.

Now that we are accessible once more, we look forward to the pleasure of showing you all in turn our beautiful new home.

The speakers at the luncheon were all too generous in the kind things they said about my work for College, but I know and you must know too, that it was the reputation that the work of Old Students and Staff had built up for the College that was the deciding factor at our critical time, which caused the Ministry of Education to say "Chelsea must not go". This fact must always be an encouragement to us, and our present College witnesses to the recognition of the continued need for our work.

May we all go forward into the future with courage and determination to develop and advance our work in the service of humanity.

With love and thanks, and the best of good wishes to you all,

from,

MAY FOUNTAIN.

Appendix 60M. Fountain - Committees

Among those of International or National standing were:

Executive Committee - Fédération Internationale de Gymnastique Ling - elected member 1935. Meetings were held in Brussels and in Stockholm, 1935, 1939 and 1946;  
The Advisory Committee of the Diploma in Theory and Practice of Physical Education, University of London - 1931-46;  
Provisional Council, Institute of Education, University of London; Council of the Chartered Society of Massage and Medical Gymnastics; Council, Executive Committee and General Purposes Committee Central Council Recreative Physical Training 1935-1942; and Physical Education representative - Advisory Committee British Film Institute;  
Miss Fountain also held many responsible offices. In 1935-38 she was President of the Ling Association; a position she held for 3 years; President of the National Association of Organisers of Physical Education;  
Vice-Chairman of the Training and Examining Committee of the CSMMG Council;  
Chairman of the Physical Education Panel, British Film Institute;  
Chairman Federation of Societies of Teachers of Physical Education; and  
Examiner for Conjoint Examinations and Teachers' Certificate Examinations - CSMMG.

Appendix 61Hall and Gym.

individual practice  
 practical work  
 practising classes - yr-3 - 3 x per. st. per wk. (90 hrs)  
 Cleaning  
 App - wear and tear  
 Med. Gym - used by Studs. Sch. of Chiropody.

Playground -

Netball, Playgr. games, Tennis. T.P. matches and ind. games,  
 practice and children's classes.

Alt. acc. - wet w.

Netball - Normally on Playgr. - if wet 2 Halls nec. w. prov.  
 for prat.

Org. games - Playg. or gym.

Theory of Games ) Lect. r., gym. or playgr.

Practice in Games lect. Yr. III ) as nec.

Commanding practice and Class Tch. Gym and/or playgr. nec.

Lecture Rooms full use all its lect. r. (79, 80)

+ Dr. R. and HM's Room.

Staff room. 8 Full T. Staff ) one room 21' x 17'

12 visit " ) also office.

(Office and St. R. needed)

+ Tutorial R. " - criticism of classes.

at present in corridors.

Students Cloakrooms - totally inadequate

Sh. baths - should be next to cloak r. acc. more locker  
 space req.

Cl. acc. for children's classes badly needed.

at present galleries and corridors used.

Staff Cloakroom. - small. - no hot H2O.

H.M. - no cloakr. acc. for self and visitors. other than Poly  
 acc.

Appendix 62

4th December 1936. Chelsea Polytechnic.  
Note (by J. Harlow Princ) (to Miss Fountain) on the question which Mr. Eric Hall thinks may be raised at the meeting of representatives of the Governors with the Chairman of the Education Committee.

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Question. In the event of the Council deciding to provide a new College of Physical Education on an outlying site, would it not still be possible to maintain the close link with the Polytechnic and thus perpetuate the advantages in this respect which the College has enjoyed hitherto.

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"The complete answer to this question depends upon the location of the site. If it were reasonably near there would, of course, be no great difficulty in bringing the students to the Polytechnic for instruction in Mechanics, Physics, Chemistry, Physiology, and, if necessary Anatomy. The Polytechnic would then bear a similar relationship with the College as, say, do now the hospitals to which we send students of Physical Education for special instruction in Anatomy, Massage etc.

The link between the College and the Polytechnic is, however, rather more than the Polytechnic providing instruction in certain subjects of the curriculum. There is, so to speak, a spiritual bond. The College is now a constituent part of a much larger organisation. The psychological and educational value of this bond, helped as it is by tradition, is similar to that which a particular College of a University derives from its being a constituent part of the University. One of the drawbacks to the Colleges of the University of London as compared with those of Oxford or Cambridge is that the distance between them destroys to some extent the sense of unity and community of interest. The same drawback would arise if the College were to be removed from Chelsea, even if it were to remain administratively a part of the Polytechnic.

As examples of the loss which the College would sustain one might mention the following:-

1. The mutual contact of the College Staff with the staffs of other departments - Art, Music, Biology, Chemistry, Domestic Science etc.
2. The educational value of Polytechnic functions and organisations where the students are made to realise the part they play in a large community - e.g. Prize Functions, Social and Athletic Organisations, Annual Addresses by the Principal, etc.

While perhaps the bond might be continued to some extent while the present personnel remain, with changing personnel it would ultimately disappear. The College students would come to be regarded and would regard themselves, as belonging to an outside institution.

At the conference held last year with the Board of Education, one very great advantage which the close association of the College with the Polytechnic was considered to give 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. Such experiments would be scarcely possible if the intimate contact of the College with the Polytechnic were to disappear. Experiments of this kind which would be a valuable contribution to the impending development of Physical Education are limited at present through lack of adequate accommodation.

At the conference referred to above it was felt that separation of the College from the Polytechnic would result in its conforming to a type of which there are already a number in existence."



Appendix 63CHELSEA POLYTECHNIC

MEMORANDUM to be presented to the Sub-Committee of the Governing Body relating to proposed new College of Physical Education.

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Members of the Sub-Committee will remember that the proposal of the Governors to build a new College of Physical Education on a site opposite the Polytechnic was regarded by the L.C.C. as expensive owing to the cost of the site, which the Officers of the Council assessed at from £25,000 to £30,000. At a conference held at County Hall on December 7th, 1936, the Governors were asked to consider the following alternatives on the understanding that the College would still remain under the Polytechnic organisation.

- (a) Building on the present Athletic Ground at Merton.
- (b) Building on one of the large sites, say 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.

The Headmistress and I have carefully considered the alternative suggestions, and have, through the kind permission of the Education Officer, discussed the proposals with the Council's experts in Physical Education, Miss Grant Clark and Major Gem.

We desire to make the following observations with which the Council's experts are in substantial agreement -

1. Either proposal offers the advantage of a less restricted building site with plenty of space for outdoor activities, together with playing fields adjoining. Such a site would be considerably less expensive than the more restricted Chelsea site.
2. The association of the College with the Council's

organised games scheme offers the advantage of an abundant supply of elementary school pupils for organised games teaching practice, and, provided there is no inherent difficulty in the pupils participating in gymnastics and indoor exercises on the same day as organised games, gymnastics teaching practice would also be available in abundance with pupils of a certain age range.

3. Arrangements could be made by suitable adjustment of the time-tables for the teachers-in-training to be brought by coach to the Polytechnic for their studies in Chemistry, Physics, Mechanics and Physiology. Such transport would take the place of the present travel to the Playing Fields at Merton.
4. We are very doubtful, however, whether the overall capital cost of building the College on either of the above mentioned alternative sites would be less than building it on the more expensive Chelsea site, for the following reasons:-
  - (a) There are no facilities in either neighbourhood for securing the use of privately owned hostels. Hostels under the control of the Governors would have to be built in the vicinity of the College.
  - (b) In the case of the Middlesex site, first-class playing pitches would have to be laid, as pitches equivalent in quality to those at Merton, covering about 20 acres, would be required. The playing areas regularly used by the children would scarcely be suitable.
5. It is difficult at this stage to estimate the cost of administration and maintenance but it would appear on prima facie grounds that the Chelsea site, being so near the main building, would be less expensive in this respect. Moreover, at Chelsea the Headmistress would be relieved of many administrative duties which she would of necessity have to undertake at the expense of professional duties if the College were removed to a more remote site.
6. Perhaps the most serious difficulty which we foresee in connection with the outlying sites, is that of maintaining and extending the association of the College with the Physical Education of adults. It is essential that the Diploma training should include an appreciable proportion of experience with adult classes and we have visualised that the College will be called upon to take an increasing share in the part-time training of teachers and leaders for Adult Physical Education in London. While teaching practice of this kind is available at the Polytechnic and at various Clubs and Centres in London, it is difficult to see how these facilities can be made available adequately at either of the sites under consideration without excessive travelling.
7. While the outlying sites have their undoubted attractions, it is felt that unless provision can be made at or near the

- College for the recreation and physical education of adults as well as of school children, a most valuable feature of the future College as we visualise it, would be lost. If the Council would consider the possibility of associating the College with a large Adult Recreational Scheme sufficiently attractive to induce adults to travel regularly from West London in order to participate in its amenities, an outlying site would prove much more satisfactory.
8. We feel, that in spite of the advantages of the continued association of the College with the Polytechnic, if an outlying site were chosen, it would be more satisfactory if the College became self-contained and separately administered under its own Governing Body. It would probably be better in such circumstances if laboratories were added to the accommodation for Physics and Mechanics, Chemistry and Physiology in order to overcome the disadvantages of travel to and from the Polytechnic.
  9. One of the great disadvantages of an outlying site, is the necessity to travel considerable distances, unless local facilities for all branches of the College activities can be provided. On account of the exigencies of the timetable and the heavy drain on the students' energies which the character of the course entails, any additional travelling is to be strongly deprecated. In fact any travelling additional to that which is now undertaken would necessarily mean the exclusion of some part of the course as now organised.
  10. It is almost certain that the medical part of the students' curriculum would suffer by the removal of the College to an outlying site. This would arise from the following causes:-
    - (a) The probable difficulty of securing the attendance of suitable patients for clinic practice.
    - (b) While doubtless as in the case of the Dartford College, it would be possible to secure the part-time services of a medical staff, the field of choice of suitable medical experts would be lessened and a possible reduction of efficiency in this respect must be envisaged. Alternatively additional expense would have to be incurred in paying the travelling expenses of suitably qualified experts and greater fees paid to cover the additional time involved.
    - (c) Attendance by the students at hospitals where they now receive part of their training would have to be eliminated or seriously curtailed.
  11. The One Year Courses for Certificated Teachers which, in view of their importance in the national scheme, it is hoped to extend when new accommodation is available, would have to be provided entirely by the College, including the essential hostel facilities. The site in Chelsea would, it is anticipated, permit of an extension of the present scheme whereby the teachers-in-training continue to reside at their College and come to Chelsea for 20 hours per week. The organisation of the One Year Courses as Third Year

Training College courses would have to be replaced by one in which the whole of the training and residence would be provided by the College of *Physical Education*.

12. While doubtless it would be possible to develop courses of a different type involving training in other subjects in addition to Physical Education, the facilities available at the Polytechnic and at the various University Colleges in London would, it seems, enable such developments to be undertaken much more readily if the new College were built on a site in London.
13. An important point which must not be overlooked is the superior facilities which the students have, in virtue of residence in London, for improving their general knowledge and culture during their leisure periods.
14. We have been able to consider in greater detail the type of building *which would be appropriate on the site opposite* the Polytechnic. By erecting a four storeyed building, the area and hence the cost of the site, can be reduced to a minimum. We would suggest a building in a single four-storeyed block with a frontage to Manresa Road of 250 ft. Such a building would have an approximate cubic content of 800,000 cubic feet and an estimated cost of £60,000. The depth of site required would be 220 ft. This area of just over one acre would permit of playground space for three netball/tennis courts which, together with the Playing Fields at Merton, is considered adequate having regard to the many advantages which a Chelsea site would provide.

F. J. HARLOW,  
Principal.

MAY FOUNTAIN,  
Headmistress.

March, 1937.

Appendix 64Detailed requirements - buildings and facilities

In greater detail Chelsea required:

"(1) Up-to-date Buildings with Lecture Rooms, Gymnasia, Dancing Rooms, Dressing and Locker Rooms, Bath Rooms, Medical and Anatomy Rooms, Games Room, Staff and Students' Common Rooms, Refreshment Room, Library and Office.

(2) Facilities for teaching Chemistry, Physics, Mechanics, Physiology and Hygiene.

(3) Adjoining playground space equipped for organised games, netball, tennis, rounders, with shelters.

(4) Hostels for students.

(7) Playing fields of at least 20 acres with Pavilion and areas laid out for first class play in Hockey, Lacrosse, Cricket, Tennis and Athletic Sports.

(8) Swimming Bath - a public bath within easy access which can be made available for exclusive use of the College for certain periods; otherwise College must possess its own bath."

From Confidential Memo from Principal to Miss Fountain 25.10.37.

Appendix 65Accommodation - CCPE 1939

The accommodation of the Department consisted of:

Two lecture rooms (122 and 123)  
One Laboratory (Physiology) - which is shared with the  
Department of Biology (115)  
Three gymnasia (9, B32 and B35)  
Medical gymnasium (118/a)  
Medical Officer's Room (121)  
Students' Departmental Library and Rest Room (120)  
" Common Room (B17)  
" Drying Room (B16)  
Headmistress' Room (14)  
Staff Room (117)

From particulars supplied to Board of Education.

Appendix 66Copy of agreement with proprietor Grand Hotel, Borth.

The agreement was renewed annually.

"I the undersigned, do hereby agree that the Governing Body of the Chelsea Polytechnic shall have the use of the Grand Hotel, Borth, Cardiganshire for the purpose of carrying on the Chelsea College of Physical Education during the session 1942-43 in accordance with the under-mentioned terms and conditions."

Appendix 67

In the 45th Annual Report of the Polytechnic for the session 1939-40 the following statement appeared,

"The use of the premises for Civil Defence and the difficulties of continuing to provide proper facilities in London necessitated other arrangements being made for the College of Physical Education. After consideration of alternative venues, it was found possible, with the invaluable aid of the local authorities concerned and H.M. Inspector for the district, to arrange for the complete evacuation of the College to Borth, Cardiganshire. The work of the College during 1939-40 attained its usual high standard, and the transfer has proved an unqualified success. Ninety-one students attended the College."



Appendix 68

CCPE for Women. Session 1940-41.

Temporary Address: Grand Hotel, Borth, Cardiganshire.

The accommodation in the main Polytechnic building normally occupied by the College of Physical Education having been requisitioned for Civil Defence purposes, it became necessary at the outbreak of war to seek alternative accommodation, and in view of the possibility of air-raids the opportunity was taken to evacuate the College to a comparatively safe area. Arrangements were made for the College to be housed at the Grand Hotel, Borth, eight miles from Aberystwyth, Wales. The courses for the College Diploma examinations, the Diploma in the Theory and Practice of Physical Education of the University of London, and the Conjoint examination of the Chartered Society of Massage and Medical Gymnastics are continuing as before.

All Third and Second year students returned and there is a full entry of First year students. All full-time Staff are in residence in Borth, the Head Mistress and some members of the staff living in the Hotel with the students. The number of students at present in the College is 90.

There are a hall and hard tennis courts on the premises another large hall five minutes away, and across the road a good beach with acres of firm hard sands on which a considerable amount of practical work can be taken. Portable apparatus has been brought from London to equip the halls.

With the help of the Cardiganshire Education Authority arrangements have been made for school practice in Elementary schools in Borth, Aberystwyth and neighbouring villages, and in the County Secondary School, Aberystwyth. Voluntary classes are being arranged in Borth. As Cardiganshire is a reception area the school population is increased, and there are opportunities for helping, with the out of school activities of the evacuated children.

Courses in Hygiene and Principles and Processes of Education and Voice Training are being undertaken by the Staff of the Education Department of the University College of Wales, Aberystwyth, and laboratory work has been arranged at the County School laboratories, where weekly gymnastic classes and apparatus class teaching practices in a fully-equipped gymnasium take place. Occasional intensive courses from visiting specialists are arranged.

The College Authorities gratefully acknowledge their indebtedness to H.M. Chief Inspector for Wales, Board of Education, for introductions and help in preliminary arrangements; and also to the Principal and Staff of the University College of Wales, Aberystwyth; the Director of Education for Cardiganshire; and the Head Master of the County School, Aberystwyth, for great kindness and help given in carrying out these arrangements.

Tuition fees remain the same as before, i.e. 16 guineas per term with a membership fee of 7s 6d per term. Fees for residence here are £33 per term.

Appendix 69Hostel accommodation

In 1944 hostel accommodation required for 100 resident students included:

Sleeping accommodation with appropriate bathroom, washroom and lavatory accommodation;

2 small sick rooms;

Dining Space for 100 students;

3 Studies - 25-30 people without overcrowding;

3 recreation rooms or 1 small and 1 large room the latter with folding doors;

Small room for seeing friends;

Drying room;

Laundry room;

Pantry accommodation on each floor.

Memo - May Fountain to F.J. Harlow.

Appendix 70Copy of Letter to T.E.S. 5.3.46

Sir,

At this time when the future of CCPE is in jeopardy the old students of the Coll. would like to place on record the following facts. Chelsea was the first Coll. to prov. a Three yr. tr.; it was the last to enter students for the P.E. Dip. U. of L. for nine years before the war it had an additional One Year Course for Certificated Teachers; and for fifty years its Old Students have held important posts in all parts of the country, in the Dominions, Colonies and Egypt. In the fields of medicine, in general education and in the Physical Ed. and organisation of the Women's Services its members have made valuable contributions.

We are greatly concerned that the output of trained teachers of PE should be reduced by at least one sixth by the extinction of a college at a time when supply is already lamentably short of demand and when the promises of the new Ed. Act depend on enticing 70,000 recruits to the teaching profession. What we want to emphasise is that the disintegration of this College, with its traditions, inspiration, experience and most of all its forward-looking outlook, which we acknowledge with gratitude, would be a disaster at this point.

Can nothing be done to prevent the wastage of closing a College that has all the machinery for training teachers, and is alive to the possibilities of such developments as will increase the number available?

(Signed) G. M. CATER

Chairman. C.C.P.E. Old Students Association  
Brook House, Catcott, Nr. Bridgwater, SOMERSET.

Appendix 71

Extract from letter - Miss Noyse L.P.E.A. to G.N. Flemming  
M. of E.

"The Ling Physical Education Association has been gravely concerned for some time past with the situation which has arisen in regard to the premises of this (Chelsea) College."

Reference to shortage of teachers of Physical Education and output 300 teachers p.a. from specialist colleges.

"The closing of CCPE will reduce the total of trained Spec. teachers by 35 per annum, and in view of the requirements of the new Education Act, this will be little short of calamitous. There is a strong feeling in our Association that a public announcement should be made by us without delay, in an endeavour to find suitable premises, but knowing that the Ministry has the matter in hand, I felt we should approach you first, so that we might have an opportunity of learning the exact position, before taking further steps."

Reference to applicants being refused admission because of current situation.

Appendix 72Extract letter from L.P.E.A. to National Press.

"May we ask for your help in preventing one of our member training colleges from closing temporarily through lack of accommodation?"

"Education Authorities are faced with enormous difficulties at the present time in securing accommodation. The situation is so critical as regards P-Ed- and the need so urgent and vital that the Assoc. feels that any assistance which could be given from private sources would be most welcome. The immediate need of the Chelsea College is for suitable premises. If these could be provided by private benefactors an inestimable boon would be conferred upon the health and welfare of the youth of the nation."

Appendix 73Copy of letter from Dr. Smith, President H.M.A. to the Minister

Dear Miss Wilkinson,

C.C.P.E.

The Executive Committee of this Association was dismayed to learn, as we learnt a few months ago, that C.C.P.E. has had to send a notice to all the students to whom it has offered admission in Sept. 1946, informing them that they may not be able to complete more than one year of their training at the College unless accommodation can be found for it, when it has to move out of its evacuation quarters at Borth in July 1947.

As Head Mistresses, we are greatly interested in the work of the College. Girls go on to it from our schools and we know from them how excellent is the training that they receive there. Many of us have on our staff Physical Training Specialists who took the Three year Diploma Course there, and this is one of the qualifications which has proved itself most valuable for work of this kind. You are, of course, already aware of the College's distinguished record both in this country and overseas, so that I need not speak of that. The prospect, however, that one out of only seven colleges that give a training of this kind may have to close at a time when there is such a shortage of teachers of Physical Education, as of other subjects, is one which causes us the gravest concern. I have heard in the last few months of schools which cannot find anyone to fill their Physical Training posts, and the Principals of all the Colleges have long lists from the schools of vacancies which they are unable to fill, either from their past or present students.

I understand that negotiations are afoot with the Eastbourne Education Committee, and that this Committee may possibly undertake responsibility for the College. I believe however, there are still difficulties in the way of a settlement. I am, therefore, venturing to write to you on behalf of my Committee to ask that measures may be taken as a matter of urgency to overcome these difficulties. We shall be most grateful if we may hear from you that the future of the College has now been assured.

Y.        s.

President

Appendix 74

Min. 5. Educ. Com. Tues. 25th June, 1946.

The Town Clerk and the CEO gave particulars of the action they had taken to explore the possibility of the Admiralty de-requisitioning two of the properties mentioned, which they occupy. The Town Clerk also reported that he and the CEO had arranged to meet the District Valuer with regard to the possibility of expediting the purchase of the properties. It was resolved: That, subject to any developments which may emerge as a result of the proposed Joint Meeting between representatives of the Authority and the representatives of the College, the outline scheme be approved, in principle, and the approval of the Ministry of Education be sought; that the action of the Town Clerk and Chief Education Officer be approved and that they be authorised to take necessary measures with a view to expediting the proposal."

Appendix 75Resolution - reference Chelsea College of Physical Education

"It was Resolved (a) That the proposal that the Eastbourne LEA should take over and maintain the CCPE as from a date to be fixed be submitted to the M. of Ed. for approval. (b) That the M. of Ed. be asked to approve the suggested scheme as now submitted, including the proposed building works referred to in para. (c) above, and the general proposal to acquire land for playing field purposes; (c) That, subject to all necessary consents, the M. of Ed. be asked to approve the Authority's proposal to purchase the buildings now named; (d) That, if the Min. of Educ. approve the proposal in principle, they be urged to press the Admiralty to vacate all the properties at the earliest possible moment; (e) that the London County Council, who for the interim period are maintaining the College be informed of the proposals and asked for their observations; and (f) That all possible steps be taken to expedite the proposal, such as arrangements for the matter to be considered at an early date by the Building and Town Planning Committee and for the preparation of estimates of cost."

Secondary and Further Education Sub-Committee. Monday,  
15th July 1946. Min. 10 CCPE p. 138.



Appendix 76

The Educ. Off. to Princ. 16 Jan. 1947.  
Ref. East. - "providing" authority.

"We have a number of points to settle with Eastbourne in connection with the transfer of responsibility and as a start we should like to have as soon as possible a complete up-to-date list of equipment, books and apparatus in use at the College which belong either to the Governing Body of the Polytechnic or to the Council. It would be convenient if this list could be supplied in quadruplicate and show separately equipment belonging to the Governing Body and to the Council.

It is probable that there will have to be some financial adjustment between the Council, the Governors and Eastbourne in this connection.

Y. s.

F.N. Butcher.

F. Robertshaw Bursar Poly to M.F.  
Ref. abov. - copy. plus Princ's note list of e.g., books and app. in use at C.

Enclosed also is a typed list which I believe is intended as a record of equipment and etc. at Borth. It appears that we shall have to rely, therefore, upon your staff to bring this up-to-date, inserting where possible (a) the cost of the respective items, and (b) an indication of any items purchased out of L.C.C. Equipment Grant (these are given in the Inventory Book also sent).

I am sorry to give you this trouble but you will appreciate there is no alternative.

Kindly return all documents at your convenience.

Y. s.

F. Robertshaw

Inventory in 3 parts.

- (1) Equipment at Borth.
- (2) " " Poly - Eastbourne.
- (3) " " Poly which belongs to Miss Fountain  
(representing her personal belongings and things  
Domina gave to the College).

Equipment used for Students' Games, Gymnastics Classes (Small hand apparatus) and Students' Teaching Practice

Balls (for all purposes)

92 cricket balls	)	
15 rubber covered balls	)	
204 Hockey balls (Leather and Compo)	)	
12 String covered balls	)	
13 Cloth covered balls	)	
80 Lacrosse Balls	)	
46 Netballs (16 extra Bladders, 17 laces)	)	
121 Rounder and Stool balls	)	consumable
20 dozen Tennis balls	)	
187 Old " "	)	
188 Small Sorbo type balls	)	
28 Large Rubber Balls	)	
27 Medicine Balls	)	
2 Beach Balls	)	
6 Polo Balls	)	

CRICKET

4 Cricket boxes - Home made	
45 Cricket Stumps)	£8.3 set of 6
5 Sets of bats )	
1 set Playground Stumps and base	10.00
3 bowlers markers	3.0
23 pairs Batting pads. 2 odd ones	
4 pair wicket keeping pads	
6 " " " gloves	
5 cricket bats	£ 5. 5. 0
53 batting gloves, 6 odd ones	
5 Cricket Nets	

HOCKEY

6 stands for Hockey balls	
3 Tin Trays	
Tin and Brush for Painting	
5 pair Hockey goal pads. 1 odd one	
1 " " toe pad	
32 Hockey Sticks (old)	£28.16. 0
19 Shinty "	£ 1. 3. 9

LACROSSE

2 sets of Lacrosse Goal Posts and Nets	£ 9. 0. 0
6 Lacrosse Body Pads	
1 pair Lacrosse Goal Gloves and odd one	
5 Right hand Lacrosse Goal Gloves	
2 Lacrosse Face Masks	£ 1. 9. 0
41 Lacrosse Sticks (9 new) Games Club	
2 Goal Tapes	

NETBALL

2 Netball Pumps	6. 0	
2 " Lacers	1.10	
1 Deflater	6	
6 Netball Posts 1/2 sets LCC	4. 0. 0	a set
10 " Rings	2.10. 0	
1 Clamp for Netballs	11. 6	

## ROUNDERS

12 Rounders Bats	1.15. 0	
19 " Sticks	4. 6	each
2 Sets Rounders Bases	18. 6	set

## STOOL BALL and LONGBALL

8 Stool Ball Bats	7. 6	each
2 " " Wickets	18. 0	
2 " " Boards	12. 6	
2 Long " Sticks	7. 0	

## TENNIS

2 Wooden Tennis Net Measures		
3 Tennis Scoring Pads		
3 " Nets		
4 Padder Bats		
1 Sprayer for Tennis Court	17. 6	
2 Drags		
1 Spray for Hose	7. 6	
3 Umpire Stands	LCC	£37.14.11

## SWIMMING

12 Cork Floats
10 Bladders
3 Bricks

## MISCELLANEOUS

14 Quoits	
1 Home made Teniquoit Net	
3 Cloth Bags	
26 String Bags	
1 Kit Bag	
174 Hoops	
79 Rush Mats	
417 Coloured Bands	
155 Bean Bags	
76 Individual Skipping Ropes	
3 Long Skipping Ropes with Wooden Handles	
2 " " " without Handles	
4 ropes weighted at one end for circular Skipping	
4 " " " both ends for use W. Jump. St.	
7 Croquet Hoops	7. 0
1 Mallet	1. 3
1 Small spade	
1 Bag of Nails	
4 Green Canvas Buckets	
2 Measuring Tapes	2.13. 6
1 Line Marker	3. 2. 6
2 Rolls of White Tape	
1 small Megaphone	10. 6
34 Skittles	
15 Skittle Stands	
13 Jumping Poles	
6 Infant Jumping Stands Home Made	
Stop Watch LCC	1. 7. 6
15 Playground Jumping Stands	
8 Red Blocks	
6 Tambours and 3 Beaters	
9 Boom wedges	
7 Extra Boom pegs	

Resin  
 6 Jardins  
 32 Swords (for Sword Dancing)  
 23 Morris Sticks  
 6 Wands  
 14 Canes (many broken)  
 1 Cycle Horn

## GYMNASTICS EQUIPMENT

10 Mats (3 rubber 7 cocoanut fibre) LCC	£ 3.13. 0	each
4 Beating Boards	15. 4. 0	
1 Spring Board	2. 1. 0	
1 Single Double Boom )		
4 Boom Saddles ) 2 LCC	11. 0. 0	
4 pairs Jumping Stands	11. 0. 0	
16 Forms 6 LCC	4.12. 6	each
8 Bridges 7 LCC		
3 Vaulting Boxes 2 LCC	6.13. 6	each
2 " Horses - 1 small	14.14. 0	large
	13. 0. 0	small
1 " Block	6. 0. 0	
26 Boxes (Stools)	11.19. 0	
1 Balance Bar for Outdoor use LCC	2. 2. 0	
3 Wooden Cupboards to hold small equipment	17. 6	
2 Tanks with 2 swabs, 1 Mop	2.10. 0	each

## MUSIC LIBRARY

3 Music Cabinets (one containing personal property of Miss R. Clark)	1.10. 0	each
1 set Home made shelves to hold Music		
215 Bound Volumes of Music average cost - binding	5. 0	a vol.
average cost - music	3. 0	" "
95 Pieces of sheet or small Albums of music		
N.B. Catalogue with details is available		
2 Portable gramophones		
79 Gramophone records		

## LIBRARY

766 Volumes	aver. cost	7. 6	a vol.
N.B. A large proportion of these books is out of print			
A catalogue is available			

## MEDICAL GYM EQUIPMENT

1 cupboard large		
1 " small		
4 low Plinths square legs )	£ 1.10. 0	each
4 " " round " )		
4 High " square " )	£ 3.10. 0	"
4 " " round " )		
1 Stool square	5. 0	
12 Stools (gymnastic Oblong)	10. 0	"
3 " square Padded Top	10. 0	"
2 Platforms (small)		
12 Pillows, Small	6. 0	"
18 " Large	7. 6	"
8 straps	6. 0	"
53 blankets		
1 Dust Sheet		

24	Pillow cases - small	
49	" " - large	
27	Plinth covers - purple	
24	" " - pink	
	First Aid Charts	1.15. 0

## Splints

1	Middeldorf's	)	
2	Abductin	)	
1	Thomas	)	
1	Tin Night Shoe	)	
2	Carr	)	3. 0. 0
29	Gutters Iron various sizes	)	
39	Straight Wooden various sizes	)	
36	Metal Joiners	)	
2	Back Splints with Foot Pieces	)	
2	Internal Angular	)	

## Bandages

74	Roller	)	
61	Triangular	)	1. 0. 0
1	Bandage Roller	)	

## FURNITURE USED IN COLLEGE

30	Steel Chairs	lent by Poly.	
2	Book Cases (Belonging to Principal)		
	Book Shelves		
3	Roller Blackboards		
2	Ordinary Blackboards (one with Music lines)	lent by Poly	
12	Wooden Chairs	LCC	
24	Folding wood and metal chairs	LCC	
2	" tables (army type)	covered and stained	
12	" " " " plain wood	LCC	
1	Piano (Collard and Collard)	LCC	£47. 5. 0
1	Large Press	LCC	
2	Desks (Bureau type)		£ 4.10. 0 each
2	Large cupboards	1 games equip.	
		1 office	
	Projector		
5	Waste Paper Baskets		
	Notice Boards		
1	Large Cupboard with Sliding doors for bones	LCC	£12. 6.10

## OFFICE FURNITURE

1	Filing Cabinet
1	Desk and wooden letter rack
1	Typewriter (Oliver No. 20)
1	Gestetner Duplicating Machine
	College Record Books, files, examination papers etc.
	Stationery

## FURNITURE AND EQUIPMENT USED IN RESIDENCE

4	Combination Chest of Drawers	LCC
4	Wardrobes	"
48	Under Blankets	"
2	Ash Buckets	"
4	Shovels	

- 3 Stirrup Pumps
- 4 Davy Fire Escapes
- 4 Electric Kettles

Cont.

- 4 Electric Irons
- 1 Ironing Board
- 2 Valor Perfection Heating Stoves, 2 oil cans
- 1 " " Boiling Stove
- 2 Small Electric Boiling Stoves
- 3 First Aid Boxes with Contents
- 1 Screen 10. 0. 0
- 1 Wireless (Battery Set)

# SUNDRIES

- Long Mirror (from Staff Cloakroom at Chelsea) 2. 2. 9
- 1 Chalk Drawing of Dorrina )Property
- 2 Photographs of Dorrina's portrait )of Princ.
- 1 cushion for Piano Stool
- 1 Pair of Crutches 5. 0
- 2 Walking Sticks 1. 6 each

# Equipment from Chelsea Poly. at Ardwyn Sch. Aber.

- 1 Rack of Stains and Alcohols and Xylot
- 1 Box of Slides
- 39 racks routine slides (listed separately)
- 4 Bunsen burners and rubber tubing
- 2 Centigrade Thermometers
- 2 Fahrenheit "
- 1 Asbestos Gauze
- 4 " Sheets
- 4 Spring Clips
- 4 Screw "
- 7 Test Tubes Brushes
- 2 Spatulas
- Glass Tubing
- Glass Rods
- 1 Box Filter Papers
- 2 Beakers
- 2 Funnels
- 4 Cups
- 1 dozen rubber teats
- 1 box blue litmus paper
- 1 " red " "
- 1 blue chinagraph pencil
- 1 red " "
- 1 pneumograph
- 1 upright
- 1 Sphygmomanometer
- 3 Microscopes and 4 Old Microscopes
- 5 Small Bench lamps
- 1 Practical Physiological Chemistry (Cole)
- 1 Introduction to Gen. Physiology (Bayliss)
- 1 dozen Test tubes

# (EQUIPMENT FROM Chelsea cont.)

- 1 set of spot slides A (40) )
- 1 " " " " A.C. (8) ) listed separately
- 1 " " bone " (4) )

- 1 set of printed numbers 1-35
- 1 heat immersion rod
- pointers for straws
- 1 drum paper clips
- 1 frog hook
- 1 bottle Universal Indicator
- 1 kinaesthesiometer
- 1 Spirometer
- 1 Urea apparatus
- 1 Coil Wire DCC 22 gauge
- 1 10 cc pipette grad.
- 2 prs. dividers )
- 1 pr. compasses ) bought at Aber.
- 1 Stethoscope
- 1 10 cc Grad. Cylinder
- 1 Kate Thermometer
- 1 pr Bone Forceps
- 1 pr Scissors (small)
- 1 pr " (large)
- 1 pr Forceps ( " )
- 4 prs " (small and medium)
- 3 Scapels
- 2 Seekers
- 1 Pithing Needle
- 1 Lactal Syringe
- 1 Haemoglobinometer
- 1 Douglas bag
- 1 Half Mask
- 2 Valves
- 1 Corrugated Rubber Tubes
- 1 Electrically driven drum
- 1 Induction coil
- 2 4 way keys
- 1 Spring "
- 1 Starting Myograph with frogboard
- 1 " Heart lever
- 1 Adjustable vibratory reed
- 1 Set of Weights
- 1 Hook for "
- 1 Double Starting Myograph with board
- 1 " Myograph
- 1 pr. electrodes
- 100 sheets glazed paper
- 2 X blocks
- 2 Old Microscopes
- 4 L.P. Scissors
- 4 H.P. "
- Board and some parts of Guthrie Apparatus  
(See attached list)
- Guthrie apparatus
- 12 prs Scissors (small)
- 12 prs Forceps (large)
- 12 Scalpels
- 24 Mounted Needles
- 4 Test tube racks for reagents
  - Egg Albumen
  - Shellac
  - Sudan III
  - Acetylcholine
  - Dichlorophenol Indophenol

Phenylhydrazine H. Cl.  
 Benzidene  
 Adrenalin  
 Bile Salts  
 Pyrogalllic Acid  
 Oleic Acid  
 Intunomy Trichloride  
 Eosin  
 Acid Fuchsin  
 Leishman  
 Methylene Blue  
 Guthric Apparatus  
 Glass Tube - (outer use)  
     "      "      with tap and bulb to be inserted into  
   Glass Tube  
 Rubber bung to fit into one end of glass outer tube  
 Cork, cut in half to go under bulb before inserting  
   Tube  
 Glass funnel with rubber tubing attached  
 Chain to fit on side of board

Apparatus acquired since Sep. 1945.

1. From Chelsea Poly.
  - 2 Du Bois Reymond keys
  - 1 1cc Pyrex Syringe
  - 1 5cc's Pyrex Syringe
  - 1 doz No. Hypodermic Needles
  - 1 " No. " "
  - 1 large Scalpel
  - 1 small "
  - 1 pr small Forceps
  - 1 pr large dissecting Forceps
  - 3 doz new slides

#### CHEMICALS ACQUIRED SINCE SEPT. 1945

(Bought on College Petty Cash Account)

- 1 bottle Fructose
- 2 tins Glucose
- 1 bottle Lactose
- 1 " Maltose
- 1 " (1 oz) Pepsin powder
- 1 " Adrenalin
- 2 " s Phenylhydrazine H.Cl.
- 1 " copper acetate
- 2 " s Liquor pancreatis
- 2 tubes (test tube size) Resorcinol

#### II OWN APPARATUS LOANED TO COLLEGE

- 1 Stethoscope
- 1 Patellar Hammer
- 1 Tuning Fork
- 1 5 cc's Syringe
- 1 25 cc's "
- Opthalmoscope, Auriscope, Laryngoscope
- Haemocytometer
- Haemoglobinometer
- Franck's Blood Lancet
- 1 Headlamp



## 2. EQUIPMENT AT CHELSEA POLY. TO BE USED IN FUTURE AT EASTBOURNE.

From Staff Room - Room 60

5 Bureau Shaped desks	£ 4.11. 0	each
1 Roll top desk	13. 0. 0	
1 Letter rack	18. 6	
1 Wire letter Rack LCC (outside Staff Room)	1.10. 0	
1 Stationery Cupboard	13.15. 0	
8 Arm Chairs (dark wood to match desks)	26. 0. 0	
1 Long Notice Board		

From Medical Gymnasium Room 58

1 large Mirror	2. 2. 9	
2 Cushioned Stools	10. 0	each
4 "Crit" desks (armchair with adjustable writing flap. One from Gym, one from outer Gym, one from Med. gym)	2. 5. 0	"
Flat foot apparatus - home made		
6 High and medium plinths (4 from Drs R.)		
2 Low plinths		
Cushions		
Long fixed green cupboard		

Doctors Room No. 87

Measuring apparatus		
Glass top surgical table LCC	2. 6. 6	
2 Cushion covered stools	10. 0	each
1 small wooden stool	5. 0	
First Aid Cupboard		

Lecture Room No. 80

1 Skeleton cupboard	
Bone and Model	

Ante Room

Fixed Cupboard w. sliding doors. LCC	3. 7. 5
Long Notice Board	

Gymnasia

Mirror with covering doors. Lower gym.	£17.15. 0	
14 forms LCC	LCC 2.12. 6	each
11 Bridges LCC		
1 Spring Board from Hall	2. 1. 0	
2 sets (i.e. 4 posts) jumping stands	5.10. 0	
20 wall bars outer gym LCC	21.10. 0	
1 wall " Med. "	1. 1. 0	
1 window ladder from Hall	18.10. 0	
1 (or 2) Vaulting Boxes from Hall LCC	6.13. 6	each
1 (or 2) small " " " Outer		
76 Stools (from Hall) Gym & Med. Gym. LCC	7. 6	each
Double bars from Med. Gym. w. saddles, pegs and wedges LCC	13. 7. 6	

N.B. Other Wall Bars and Boom Bars dependent upon reply as to possibility of new apparatus

1 Cupboard on wall of outer gym. cloakroom	17. 6
1 Green cupboard from Games Equip. room	
1 Large brown games equip cupb. outr. lower gym.	
4 Racks for Games Sticks	

3	Cupboards from Lower Corridor outside Cloakroom				
	Wardrobe cupboard w. sliding doors	18.18. 0			
12	Notice Boards from lower corridor and Inside Cloakroom				
3	Long Mirrors " " " LCC	1.15. 6	each		
110	Long Wardrobe and shoe lockers from 3 cloakrooms and from Staff Cloakroom	2. 0. 0	each		
6	Tier Shoe lockers	3. 4. 0			
1	Glass fronted Globe Vernicker with lower wooden section (dark wood) from lower rest room	5.19. 6			
	Tennis posts				

#### Equipment belonging to the Principal

1	Gate legged table from Staff room				
	Vases from upper and lower Rest Room and Miss F's room				
1	Chest of Drawers from Dr's Room				
	Knee hole Desk " " "				
	Table from Dr's R.				
2	Arm Chairs from Upper Rest and Doctor's Room				
12	Upright " " " " " "				
5	Sofas " " " " "				
5	Mattresses " " " " "				
5	Bolsters " " " " "				
8	Cushions " " " " "				
	Pictures (one of John, Canadian Rockies and others)				
1	Oak Clock from Upper Rest Room				
1	" " " Lower " "				
5	Double writing tables from L and URRs				
4	Basket work (green) chairs				
	Oak Table				
	Small cupboard				
	Globe vernicker 6 Sections				
	Tall glass fronted bookcase				
	Low open book case				
	Chains and light from Domrina's portrait				
	Domrina's portrait (oil painting by Harold Speed)				

#### Miss M. FOUNTAIN'S ROOM (Chelsea Poly)

##### (Personal Property)

	Glass fronted bookcase (with silk inside curtains)				
	Large table with leaf				
	Wooden backed, cushioned settee				
	Two upright, cane seated chairs with loose cushions				
	One armchair to match				
	One swivel, office desk chair				
	Circular backed wooden arm chair (rush seat)				
	loose cushion				
	Wooden arm chair with adjustable back, two large cushions for seat and back				
	"Humpty" with yellow cover				
	Adjustable foot rest covered to match cushions of rest of furniture				
	Blue Chinese hearthrug				
	Copper Kerb				
	Fire Irons				
	Mirror with blue surround				
	Wooden, roll front filing cabinet				
	Large bin, green painted (under stairs outside the room)				

Appendix 77Approval from the Minister

(I) That the Minister approves the proposal that the Eastbourne LEA shall become responsible for the CCPE as a "provided" College under the provisions of Grant Regulations No. 7 (1946), and that the Minister will propose a date from which this proposal shall be implemented as soon as she has consulted the LCC.

(II) That she approves in principle the purchase of the properties named for the permanent accommodation of the College, subject to the Authority's receiving an assurance in writing from the Admiralty that they would have no intention of continuing in occupation of one or other of two buildings involved at present occupied by them.

(III) That she approves in principle the proposal to erect a gymnasium and laboratory of temporary structure on the site now named.

(IV) That she will approach the Welsh League of Youth with a view to finding out whether the College can continue to occupy the Grand Hotel, Borth, until the summer of 1948.

(V) That she hopes the alternative of providing temporary accommodation for the College in Eastbourne for the Session 1947-48 will not be abandoned as impossible, as she is not at present prepared to agree that it would be better to suspend the work of the College for the session 1947-48.

(VI) That she would like to know whether an attempt could now be made by the Authority to recover possession of land now under the plough for the purpose of regaining as quickly as possible the necessary additional playing fields in order to make it possible to meet the needs of both H.M.S. Marlborough and the Training College.

(VII) That if the support of the Minister in negotiations with the Ministry of Agriculture is needed, she will be glad to give it.

The CEO rep. preparatory steps which are being taken by T.C. and himself w. a view to proceeding w. the proposals.

Secondary and Further Education Sub-Committee.  
Monday 14th October, 1946.  
Min. 13 (b) p. 175.

Appendix 78Proposed buildings

The buildings, St. Winifreds (private school), Hillbrow (private school), Granville Crest (seaside home of London City Mission) proposed for the college were inspected, with one exception (in use by Admiralty) early in 1947 by Dr. Harlow, Miss Fountain, Miss Clark and Mr. Aspden.

It was envisaged that the premises could be used in the following way:

Granville Crest:

Accommodation for 30 students  
 Gymnasium for Medical Gymnastics with adjoining room  
 for the Doctor  
 Large room as lecture room  
 Staff: Warden  
 4 Maids  
 Maintenance man

St. Winifreds:

Gymnasium for Gymnastics  
 Cloakroom - for changing accommodation  
 Headmistress' Study - Headmistress' Office  
 Drawing room - Headmistress' room  
 Cloaks in Front Hall - Staff Cloakroom  
 Mistress' Dining Room - Staff Dining Room  
 School Hall - Large Lecture Room  
 Library to remain for same purpose  
 Classroom (1) - Lecture Room  
 " (2) - Students' Recreation Room  
 Music Rooms - Small Studies - Staff and Staffroom  
 Basement - Drying room  
 Air Raid Shelters - Games Equipment Store  
 Accommodation for 50 students  
 Staff: Warden - Bedroom and Sitting Room  
 Bursar - " " " "  
 1 Cook  
 2 Kitchen Maids  
 2 Serving "  
 6 Cleaning "

All meals to be taken by all students at St. Winifreds

Maintenance man in College in Grounds.

Hillbrow:

Gymnasium - new construction  
 Laboratories  
 Administration - College Office  
 Main Lecture Rooms

Hindsland:

Playing fields - 6 acres.

Cost - £130,000	-	acq. of 3 properties	£52,919
		adaptations and additions	£36,179
		furniture, fittings and eq.	£28,000
		gym. incl. equip.	£12,619

Appendix 79Furnishings

"A request from Mr. Aspden for a list of necessary furniture was a staggering proposition, especially as Miss Parkinson (Warden) was the sole member of staff with experience in furnishing a residence on a large scale. Help was given by the Principal of Furzedown Training College when Dr. Harlow, Miss Parkinson and Miss Clark visited the college and saw the newest of the L.C.C. hostels built and equipped shortly before the war. A further visit to Balls Park, Emergency Training College, Hertford, equipped during the war gave more ideas and provided the name of a firm of furniture makers who ultimately submitted designs for furniture for Common Rooms, Dining Rooms, Bedrooms and Lecture Rooms. At the time of furnishing the first three college buildings, furniture could not be bought except by the newly married who were allowed coupons which procured the bare minimum! There were similar problems regarding fabrics; choice of material for curtains and upholstery, also carpets, was limited to "utility" and "non-coupon" - expensive and few designs and colours from which to select."

CCPE Magazine 1898-1958 p. 44.

Appendix 80Financial Estimates. 1947-48Ed. Com. Appendix

	Actual Inc. for yr. end.31.M.'47	One yr's est. Nov. 48	Prob. Inc. 31.M.48	New Est. yr. end. 31.3.49
INCOME.				
Grants M of Ed.				
CCPE	-	14100	15615	25357
Students				
Contributions	-	4500	3350	3000
Expenditure.				
Salaries of Tch. & Sup.	-	6615	6287	6390
Salaries & Wages - Non Tch. St.	-	528	1050	1130
Furn. App. & Equip.	-	100	50	200
Books, Stat. & Materials	-	50	200	200
Rent, Rates, Taxes & Ins.	-	211	220	615
Upkeep of Buildings & Gr.	-	-	50	1686
Fuel, Light & Cleaning	-	-	-	2786
Boarding Exp.	-	9100	9200	9650
Teaching Pr. Exp.	-	-	180	560
Medical Exp.	-	75	75	158
Advert & Teleph.	-	100	55	338
Travelling & Removal Exp.	-	650	755	650
Sports Equip.	-	125	-	150
Other Exp.	-	171	374	792

Appendix 81Purchase Prices:

St. Winifreds	£16,320 plus fees	(P79)
Hillbrow	£16,000 " "	(P86)
Granville Crest	" "	(P153)
(March, April, Sept 1947)		

Conversion:

	Estimated cost	Actual tender
St. Winifreds	£11,700	£13,070
Hillbrow	£15,300	
Granville Crest	£ 6,860	£ 7,943
(P175) (October 1947)		

The "freehold" of Hillbrow was purchased for £8,300 plus fees and duties (P46) (Jan. 1948)

Tennis Courts were laid at

Hillbrow for £1,583  
at St. Winifreds for £909  
and at Granville Crest for £531  
by W. H. Gaze & Son Ltd. (P104)  
(April 1948)

The Standing Orders with regards to contracts for furniture were suspended (P12) (Nov. 47) and £8,164 allocated as the first instalment of the total requirement of at least £20,000 (P42) (Jan. 48).

The contract for the building of the Gymnasium was given to W. Llewellyn & Sons Ltd. at an estimated cost of £10,599. (P25) (Dec. 47) and work proceeded for the conversion of the buildings.

The estimated cost of the programme of Capital Expenditure for 1948/49 was £80,000 and for 1950/51 was £17,000. (P16) (July '48)

Minutes of Eastbourne Education Committee and Sub-Committees



Appendix 82Governors

6 to be appointed by the Local Education Authority.  
 1 to be nominated by the University of London.  
 1 " " " " " Governors Chelsea Poly.  
 1 " " " " " OSA of the College.  
 1 " " " " " E. Sussex Ed. Auth.  
 1 " " co-opted with interest or experience in Physical  
 Education.

The first members included:

Mr. Alderman A. E. Rush, J.P.  
 Councillor Bignell (Mr. Alderman S. N. Caffyn)  
 " H. A. C. Dingell (Mr. Councillor H. Jowett)  
 " Sir Robert Dodd, C.S.I.  
 " Mrs. W. L. Lee  
 " Mrs. E. Hamblin (Mrs. D. F. Whitworth)

Professor A. B. Appleton, M.D., M.A., L.R.C.P., M.R.C.S.  
 " Winnifred Cullis, C.B.E., M.A., D.Sc.  
 Miss E. M. Perry, HMI  
 Mrs. J. Gow, M.B.E. (Mrs. B. M. Braithwaite)  
 Dr. F. J. Harlow, M.B.E., B.Sc., F. Inst., P.A.R.C.A.

D.I.C. Principal of Chelsea Polytechnic.

Chief Education Officer and Clerk to the Governing Body,  
 J. C. Aspden, M.A.

Names in brackets - four changed L.E.A. members.

Appendix 83Official opening of the College 28th Jan. 1949Platform party:

The platform party consisted of:

Dr. F. J. Harlow, M.B.E. Chairman of the Governors who presided.  
Minister of Education and Mrs. Tomlinson.  
The Mayor (Councillor Randolph E. Richards) and Miss Richards.  
Mr. C. S. Taylor (M.P. Eastbourne).  
Councillor Sir Robert Dodd (Chairman Education Committee)  
Miss May Fountain (Principal)  
Mr. J. C. Aspden (Chief Education Officer)  
Mr. F. H. Busby (Town Clerk)  
Rev. L. E. Meredith (Vicar of Eastbourne)

Order of proceedings:

Opening Hymn.  
Dedicatory prayers.  
The Chairman of the Governors.  
The Principal.  
Official opening.  
Votes of thanks.  
The National Anthem.

The audience included other members of the Governing Body, members of Eastbourne Town Council, members of the Education Committee, Borough officials, H.M. Inspectors, Heads of schools in the town, members of other Training College staffs, the College staff, and past and present students.

Full reports of the proceedings appeared in:

Eastbourne Courier, Fri. Feb. 4th 1949.  
" Herald,  
" Gazette, Wed. 2nd Feb. 1949  
" Chronicle Fri. Feb. 4th 1949.

CCPE Magazine No. XXXI Dec. 1949. p. 1.  
CCPE OSA Magazine No. 14 1973. pp. 5-6.  
and CCPE Magazine 1898 - 1958 p. 50.

Appendix 84Adaptations to Granville Crest, St. Winifreds and Denton Road.

Adaptations were made to Granville Crest at a cost of £922, to St. Winifreds at a total cost of £1,861 and to Denton Road at a total cost of £1,829.

(Further Education Sub-Com. 18th Oct. '49  
Min. 6 pp. 85-86)

During Stage 2 of the building programme at Eastbourne, 1949-50, alterations at St. Winifreds were completed at a cost of £2,750 and Ravelston was acquired as a hostel at a cost of £8,000 plus £1,400 for adaptations and £2,000 for furnishing. Com. of Educ. Plan. Sub-Com. (July 19th '49 Min. 2. pp. 48-49 and Ed. Com. 24th May 1949. Min. 17 pp. 5-6).

Bishopbourne, Carlisle Road, was purchased for £10,850 plus fees and The Welkin, Carlisle Road for £10,750 plus fees during the Autumn of 1950. Adaptations cost £5,000 and £4,663, respectively and furnishing £5,000 and £4,000, respectively. (Educ. Com. 26th June 1951. Min. 4 p. 26)

Appendix 85Tree Planting Ceremony at Hindsland

Other trees were planted by :

Mr. Alderman A. E. Davis,	Chairman of the Education Committee,
Mrs. D. F. Whitworth,	Governor,
Mrs. E. V. F. Fordham,	" ,
Miss K. McConnell,	" ,
Dr. L. A. Dickson,	" ,
Mr. Councillor W. P. Lebbon,	Governor,
Mr. W. Elliott,	" ,
Miss G. M. Cater,	Principal,
Miss Ruth Clark,	Rep. C.O.S.A.
Miss U. M. Gairdner	for Miss C. A. Partridge
Miss B. Gough	- representing the Staff
" S. E. Critchlow	- Senior Student
Mr. F. H. Busby	- Town Clerk
Mr. R. Williams	- Borough Surveyor
Mr. J. C. Aspden	- Chief Education Officer

Appendix 86Equipment in New Gymnasium 1957

One side wall had windows at roof level and was almost free of permanent fixtures a white line at the height of a tennis net was painted across the end wall as were the positions of hockey and lacrosse goal posts and small aiming circles.

"The most important piece of apparatus" - floor - Granwood composition.

"Rings and Trapeze, frowned upon since 1908, are re-instated ..."

'Cave' apparatus supplied by Olympic Gymnasium Co. cost £2,136.

Wall bars and Bar uprights swing out from the walls and are so placed that when both are in use at the same time much space is saved as it is possible for work to be carried on right into the corner.

This arrangement of apparatus can take place in three corners of the gymnasium simultaneously.

To meet the varying physique and ability of the pupils as well as the type of movement required, there is a greater variety in width between rungs of window ladders and wall bars.

The ropes are placed so that they can be used in conjunction with each other, also with the beams and the movable wall bars.

Another innovation is the inclusion of a third bar to the beams, which offers further challenge in the vertical direction.

The new type of box has a Dunlopillo rubber top and this section is the only part.

Horse-box adjustable.

Fold away mats.

Trampette Trampoline.

"Invention on the part of the pupils and the presentation of a purposeful situation by the teacher should find infinite scope in a gymnasium designed with this end in view."

Appendix 87LIBRARY REPORT

The Lending and Reference Libraries are now amalgamated to form the main Library at St. Winifred's Hostel. Each of the other hostels have a much smaller library consisting mainly of essential text books and it is hoped to enlarge these hostel libraries as soon as possible. To conform with these new arrangements there is now one librarian and a sub-librarian at each hostel. All the books have been re-catalogued.

Many new books have been added to the Library during the past year and the general reading section has received special attention. Miss Cater hopes to enlarge this still further and to her we would like to extend our thanks for all the help she has given to us during this past year.

D. M. SLARKS.

NEW LIBRARY BOOKS, JULY, 1949

## ANATOMY:-

Muscles, Kendall and Kendall.  
Living Anatomy, Henry Lockhart.

## DANCING:-

Dances of Portugal, Armstrong.  
Dances of Finland, Heikel and Collan.  
Dances of Greece, Crossfield.  
Dances of Austria, Breuer.  
The Waltz, Carner.  
The Romantic Ballet, Batford Publication.  
The Masque, I, IV, V, L. Whistler.  
Modern Educational Dance, Laban.  
A Reader's Guide - Ballet, Haskell.  
The Story of Dance Music.

## EDUCATION:-

The Nursery Years, Isaacs.  
Social Development in Young Children, Isaacs.  
Childhood and After, Isaacs.  
Intellectual Growth in Young Children, Isaacs.  
Rising Twenty, Jephcott.  
Some Thoughts on University Education, Livingstone.  
Informal Education, Macalister Brew.  
Education After School, Stimson.  
The Lost Tools of Learning, Sayers.  
Education of the Community, Stead.  
Educational Review, Birmingham University.  
Planning the Lesson, Green.

## GAMES:-

N.C.S.S., National Council for School Sports.  
Days in the Sun, Cardus.  
The Summer Game, Cardus.  
Good Days, Cardus.

HYGIENE:-

The Peckham Experiment, Pearse and Crocker.  
Building for Health, World Health Education.  
Pioneering in London, Pearse.  
Modern School Hygiene, Gamlin.

THEORY OF MOVEMENT:-

Special Empire Session of the International Congress.  
Agility Apparatus, Head.  
Syllabus of Physical Training, pub. London County Council.  
Syllabus of Physical Education in Junior Schools, pub.  
London County Council.

MEDICAL GYMNASTICS:-

Massage and Medical Gymnastics, Tidy.

PHYSIOLOGY:-

Food and Principles of Dietetics, 10th Edition, Hutchinson.  
Principles of Human Physiology, Lovatt and Evans.  
Handbook of Physiology and Biochemistry, McDowall.  
New Biology 4, Penguins.  
New Biology 6, Penguins.  
Science Survey 4, Penguins.  
Science Survey 4, Penguins.  
Science News 10, Penguins.  
Science News 11, Penguins.  
The Living Body, Best and Taylor.  
The Brain and Its Mechanism, Sherrington.  
Proteins and Life, Tracey.  
The Body and the Way it Works, Cullis.

CHEMISTRY:-

Introduction to Organic Chemistry, Read.  
Chemistry, Lambert and Andrews.  
Practical Biochemistry, Cameron and White.  
A Textbook of Biochemistry, Cameron.

PHYSICS:-

A Manual of Physics, Crowther.

MISCELLANEOUS

FICTION:-

Emma, Jane Austen.  
Northanger Abbey, Jane Austen.  
Mansfield Park, Jane Austen.  
Persuasion, Jane Austen.  
Pride and Prejudice, Jane Austen.  
Sense and Sensibility, Jane Austen.  
The Rising of Henry Morcor, Phyllis Bentley.  
Inheritance, Phyllis Bentley.  
Uneasy Terms, Peter Cheyney.  
Fame is the Spur, Howard Spring.  
Busman's Honeymoon, D. Sayers.  
Vanity Fair, I and II, Thackeray.  
The Bridge of San Luis Rey, Thornton Wilder.  
A Room of One's Own, Virginia Woolf.  
Three Guineas, Virginia Woolf.

The Importance of Living, Lin Yutang.  
 Romola, Vol. I and II, George Elliot.  
 Green Dolphin Country, E. Gollidge.  
 The Snow Goose, Paul Gallico.  
 The Great Promise, Noel Howton.  
 A London Family, M. V. Hughes.  
 Three Came Home, Keith.  
 Highland Homespun, M. Leigh.  
 Channel Packed, Raymond Mortimer.  
 The Art of Living, A. Maurois.  
 The Ship, Forrester.  
 The Friendly Road, Grayson.  
 The Butterfly Man.  
 Morte D'Arthur, I and II, Malory.  
 The Sapphire, Mason.  
 The Last Enemy, Hilary.  
 Three Silences, Dodd.  
 The Ocean.

## ART:-

Things We See - Houses, Brett (Penguin).  
 Things We See - Furniture, Russell (Penguin).  
 Things We See - Pottery and Glass, Hollowood (Penguin).  
 Cathedrals of England, Batsford and Fry.  
 Woodcuts of Albrecht Durer, Barlow (King Penguin).  
 Children as Artists, Tomlinson (King Penguin).  
 Unknown Westminster Abbey, Tanner (King Penguin).  
 English Country Crafts, Wymer (Batsford).  
 Leaves of Southwall, Persner (King Penguin).  
 European Architecture, Persner (King Penguin).  
 Art and the Child, Richardson.  
 Russian Icons, Rice (King Penguin).  
 The Microsm of London, Summerson (King Penguin).  
 Modern Architecture, Richards (Penguin).  
 Industrial Art Explained, Cloag (King Penguin).  
 English Tradition in Design, Cloag (King Penguin).  
 Gothic England, Harvey (Batsford).  
 Edward Gordon Craig, Leeper (King Penguin).  
 English Book Illustrations, James (King Penguin).  
 The Book of Lettering.  
 Dutch Art.  
 Dutch School of Painting, Kaine-Smith.  
 Italian School of Painting, Kaine-Smith.

## BIOGRAPHY:-

Father of the Men.  
 Women of To-day.  
 Madame Curie, Eve Curie.  
 Autobiography, Cardus.  
 Margaret McMillan.  
 Edward Wilson of the Antartic, Seaver.  
 Edward Wilson, Nature Lover, Seaver.  
 The Faith of Edward Wilson, Seaver.  
 Albert Schweitzer, The Man and his Mind, Seaver.  
 Fridtjof Nansen, Webster-Smith.  
 On the Edge of the Primeval Forest, Schweitzer.  
 A Reader's Guide - Biography, Trevelyan.  
 Tschiffely's Ride, Tschiffely.  
 Elizabeth Fry, Whitney.  
 A Labrador Doctor, Grenfell.



Father and Son, Gosse.  
 Autobiography, Gill.  
 William Temple, Iremonger.  
 Theatre Street, Karsarvina.  
 Henry Clay, Mayo.  
 Too Small a World, Maynard.  
 The Story of San Michele, Munthe.  
 Welsh Country Upbringing, Parry-Jones.  
 Dr. Elsie Inglis, Balfour.  
 Alfred Adler, Bottome.  
 Barbara Bodichon, Berton.  
 Life of John Wesley, Telford.  
 Sister Xavier Berkley, Hughes.

#### DRAMA:-

The Man Born to be King, Sayers.  
 The Complete Works of Shakespeare, Shakespeare.  
 The Complete Temple Shakespeare Series, 37 books.

#### ESSAYS:-

Essays, E. Gill.  
 Plato's Republic, Lindsay.  
 Little Flowers, pub. Hollis and Carter.  
 Creed or Chaos, Sayers.  
 Experience, McCarthy.  
 The Perfect Age, Bailey.

#### GEOGRAPHY:-

Mission to Tash Kent, Bailey.  
 The Oxford Advanced Atlas, Bartholomew.  
 A Sussex Highway, Cobb.  
 Mount Everest, 1938, Tilman.  
 Sussex, Mee.  
 Eastbourne, Mee.  
 In Search of Wales, Morton.  
 In Search of England, Morton.  
 I Saw Two Englands, Morton.  
 Edinburgh, Scott Moncrief.  
 T.V.A. Adventure in Planning, Huxley.  
 Treking On, Reitz.

#### GIRL GUIDES:-

Here Come the Girl Guides, Kitty Baume, 1946.

#### HISTORY:-

History of England, Trevellyan.  
 Civilisation on Trial, H. J. Toynbee.  
 Velvet Studies, C. V. Wedgewood.

#### MUSIC:-

Man, Mind and Music, Howes.

#### NATURAL HISTORY:-

Home Life of the Tern.  
 Flowers of the Woods, Salisbury (Penguin).  
 Seaside Wonders, Sedgewick.  
 Flowers of the Marshes and Streams, Williams.  
 Nature's Undiscovered Kingdom, Murray.

Countryside Companion.  
Wild Flowers of the Chalk, Gilmour.

## POETRY:-

Albatross Book of Living Verse.  
Spirit of Man, Robert Bridges.  
Poems of To-day, pub. English Association.  
The White Cliffs, Duer Miller.  
Poems, R. Brooke.  
Poems and the Spring of Joy, Webb.  
Anthology of Modern Verse, Methuen.  
Shelley, Shelley.

## MISCELLANEOUS:-

French-English Dictionary, Harrap.  
Unesco, H.M.S.O.  
F.A.O., H.M.S.O.  
The New Testament, Knox.  
Visual Aids to Education, Beloe.  
Here We Are Together, R.A.  
Riding, B. Lewis.  
Heritage Crafts Schools and Hospitals, Chailey.

Appendix 88Staff 1929-30

In September, 1929, the staff was formed by:

Miss M. Fountain -	Headmistress.
Dr. M.L. Dobbie, M.D. -	College Medical Officer.
Miss R. Clark -	Senior Mistress (Dancing, Class Teaching, Gymnastics).
Miss C. Partridge	(Games)
Miss O. Legg	(Games and Class Teaching)
Miss H. Grafton	(Class Teaching, Folk Dance, Swedish Gymnastics, Organisation and Supervision of Students).
Miss S. Kreuger	(Class Teaching and Gymnastics)
Dr. V. Coghill, M.B., Ch.B.	(Anatomy)
Miss R. E. Procter, M.A. (St. Andrews) M.B., Ch.B.	(Hygiene, First Aid and Home Nursing).
Dr. G. W. Halsey	(Psychology and Methods of Education).
Miss L.J.M. Holtzmann, B.Sc.	(Physiology and Chemistry).
Miss D. Wood, M.R.C.S., L.R.C.P.	(Supervision of Patients, Theory of Treatments by Medical Gymnastics and Massage, Theory of Movements).
Mr. A. E. Ludlam, M.Sc.	(Mechanics).
Mr. W.H. Kerridge, M.A., Mus. Bach (Cantab) F.R.C.O., A.R.C.M.	(Class Singing)
Miss H.M. Bruce, B.Sc.	(Physics and Chemistry).
Mr. H.B. Harper	Secretary.

The first six (excluding the C.M.O.) were full time members of the College Staff and the last eight (excluding the Secretary of the Polytechnic) were members of the Polytechnic Staff (in other departments) who also lectured to the Physical Education Students.

Prospectus.

Appendix 89Changes in staffing 1929-39

1930 Miss Katherine Richardson, (CCPE 1923-26)  
Gymnastics, school practice, students class teaching.  
Miss Una M. Gairdner (CCPE 1907-09)  
Anatomy, Massage, Medical Gymnastics  
Supervision of patients.

Resignations - Miss L. Holtzmann  
Miss Kerridge

1931 Miss Margherita M. Lilley, M.A. (St. Andrews) M.B.,  
Ch.B., Hygiene and First Aid.  
Miss Melina F. McCard, R.R.C. Home Nursing.

Resignation - Miss Procter

1932 Miss Audrey M. Stratford, B.Sc.  
Physics and Chemistry.

Resignation - Miss Grafton

1933 Miss Gwynyth M. Cater, (CCPE 1918-21)  
Class Teaching, Folk Dance, Supervision of Students.  
Miss Betty M. Callender,  
Games and Students' Class Teaching.  
Dr. Helen Garrow,  
Hygiene and First Aid.

Resignations - Miss Richardson  
Miss Lilley

1935 Miss Dora Rogers  
Home Nursing.  
J. H. Skellon, M.Sc., B.Sc., A.R.I.C.  
Chemistry.

Resignation - Miss F. McCard

1936 Miss I. Nancy Bromley-Davies  
Games and Students' Class Teaching.  
E. H. Jebens, F.R.C.S.  
H. M. Richards, M.R.C.S., L.R.C.P.  
First Aid.

Resignations - Miss B. M. Callender  
Dr. Coghill

1937 Dr. Garrow CMO.  
Miss Catherine L. Hardman  
Gymnastics.

Resignations - Dr. Dobbie  
Miss S. Kreuger (became Deputy Principal  
Nonington C.P.E.)

1938 Miss Hardman  
Gymnastics, Class Teaching.

1939 Miss Constance Powell (CCPE 1924-27)  
Gymnastics.

Particulars supplied to Board of Education 1939

<u>Full-Time Staff</u>	Subjects	HD. Wkly Tch.	Qualif.
May Fountain      H.M.		8D	CCPE Diploma (distinction) CSMMGT Cert. Mass. Cert. (dist)
Gwynyth M. Cater	Gym. Cl. Tch. F. Danc. Th. of Gym	21D	CCPE Dipl.
Ruth Clark	Dancing Cl. Tch. Gym.	20D 3E	" "
I. Nancy Bromley- Davies	Games, Students' Cl. Tch.	21½D 3E	B Osterberg PTC Dipl.
Una M. Gairdner	Anat. Mass. Med. Gym.	22D	CCPE Dip.
Catherine L. Hardman	Superv. of Patients Class Tch. Gym and Sw.	1E 25D	CSMMG. Cert. Bedf. PTC Dip.
Winifred O. Legg	Games, Class Tch. and Sw.	22½D 1E	Dartford PTC Dip.
Clarice A. Partridge	Gym. Games, Cl. Tch and Sw.	23D	" " "
<u>Part-time Staff</u>			
Audrey M. Stratford	Physiol. (Biol. Dept.)		B.Sc.
E. H. Jebens	Anatomy		F.R.C.S.
A. E. Ludlam	Mechanics (Maths Dept)		M.Sc.
J. H. Skellon	Chemistry (Chem. " )		M.Sc. A.R.I.C.
Gladys W. Halsey	Psych. & Methods of Educ.		D.Sc.
Sgt.Instr. H. Harleen	Athletics for Men		Army Sch of P.T. Aldershot
Helen Garrow	Hygiene, Coll. M.O.		M.B. Ch.B. D.P.H.
Dorothy Wood	Super. of Pats, Th of Tr. by Med. Gym. & Massage, Th of Movts.		M.R.C.S. L.R.C.P.
Miss J. M. Reed	Med. Gym & Clinic		
H. M. Richards	First Aid		M.R.C.S. L.R.C.P.
Dora Rogers	Home Nursing		SRN. Cert. Midwife
L. Westlake	First Aid		Med. practitioner
Miss M. M. Alexander	Criticism of Students' Wk.		CCPE Dip.
Mrs. D. A. Barber	" " " "		" "
Miss A. E. Bulan	" " " "		Bost. "
Miss M. S. Douglas	" & Folk Dancing		CCPE "
Miss B. Newman	" of Students' Wk.		" "
Miss E. Parkinson	" " " "		" "
Miss K. M. Richardson	" & Training C. for Club Leaders		" "
Miss B. Wigley	" & Dancing for Tchrs. of Recreative P.T.		" "

Appendix 90Visiting Staff - College in Wales

Misses Allen, Angove, Green, Jones, Dudley and Bevan.

(Prospectus 1940-41 p. 3)

"Miss Angove, former Head of the Massage Training School at Guy's Hospital, came annually on four occasions for a week, to assist Miss Gairdner and gave lectures, demonstrations and coaching in treatments by massage and medical gymnastics."

(CCPE Magazine 1898-1958 p. 35)

From University College:

Dr. George Green, Dept. of Education.  
Principles and Processes of Education.

Mr. W. Allen, Dept. of Education.  
Voice Training.

Dr. Watkins, Dept. of Zoology.  
Physiology.

Dr. Ernest Jones, County Medical Officer for Cardiganshire.  
Hygiene.

Dr. Tom Jones, Borth G.P.  
First Aid.

Appendix 91Staff Changes - 1939-48

1940    Resignation                      Miss Davies  
 1941                "                              Miss Hardman (joined A.T.S.)

1942    Miss Spicer  
           Class Teaching, Gymnastics, Swimming.  
           Miss J. Cuthbertson  
           Mrs. Forth  
           Miss D. E. Foster (CCPE 1922-25)  
           part-time secretary, teaching practice.

Resignation        Miss O. Legge

1943    Miss Kempster  
           Miss Daniel

Resignations        Miss Adams (Coll. Sec) recalled to Poly.  
                       Mrs. Lewis (née Spicer)  
                       Mrs. Walker (née Cuthbertson)

1944    Miss J. Kahn  
           Increased assistance from Zoology Dept. U.C. of Wales.  
           Dr. E. Watkins, B.Sc., Ph.D.    )    Physiology  
           Dr. Gwendolen Rees            )  
           Miss B. Bryant                    General Science

Mr. Blaze, also of University College coached the students for swimming in the University pool which had, by now, been released by the R.A.F. for University use.

(Annual Report 1944-45)

1945    Mrs. Bowen                                )  
           Mr. J. Crossland - Physiology    ) from U.C.W.  
           Miss M. White - Secretary.

Resignations        Mrs. J. Daniel  
                       Miss D. Foster

Miss Foster, did however, return to the college, both at Borth and at Eastbourne to assist with work in the Office, on the Games Field, with supervision of Teaching Practice or as a hostel warden whenever help was required through absence or illness of a member of staff. (CCPE Magazine 1898-1958 p. 39)

1946    Miss K. Tuck  
           Dance.

1947    Miss J. Eaton

Resignation        Miss K. Tuck

Appendix 92Staff - Eastbourne September, 1948TEACHING STAFF

Principal	MAY FOUNTAIN	
Deputy Principal	RUTH CLARK	
GWYNETH M. CATER		Diploma Chelsea C. P.Ed.
GEORGINA M. COOMBES		" Bedford P.T.C.
JAMES CROSSLAND, B.A. (Hons)(Oxon)		" Dartford C.P.Ed.
AUDREY M.J. EATON		" Chelsea CPE. Teachers'
UNA M. GAIRDNER		Certificate C.S.P.
ALICE E. KEMPSTER		Diploma Bedford P.T.C.
CLARICE A. PARTRIDGE		" Dartford CPE.
CONSTANCE POWELL		" Chelsea CPE.
MEGAN BOWEN (part-time)		" Dartford CPE.

VISITING STAFF

WILLIAM R. ALLEN, ARCM.  
 THOMAS J. JONES, B.Sc. (Wales) MRCS, LRCP (London)  
 JANE GWENLLIAN BEVAN, MRCS, LRCP.  
 ARTHUR PINSENT, M.A. (London), B.Sc. (Wales)  
 M.M. JONES, SRN.

(Prospectus 1948-49 p. 2)



Appendix 93Staff Changes 1948 - 1958

- 1948 Dr. Churcher, C.M.O.  
Miss Cook, M.A.  
Principles and processes of Education.  
Miss L.E. Turner (CCPE 1932-35)  
Physical Education.
- 1949 R.A. Collier, B.Sc. Physiology.
- 1950 Miss Gwynyth Cater - Principal.
- Resignations Miss M. Fountain - Principal  
Miss R. Clark from Deputy Principalship.  
Returned for 1950-51 as Warden of St.  
Winifred's.
- 1951 Miss Beryl Gough, Deputy Principal  
Drama.  
Miss Joan Jasper (Dartford CPE)  
Athletics, gymnastics, games.  
Miss Jacqueline Langridge (CCPE 1942-45)  
Dance and gymnastics.  
Miss Evelyn Lewis (Bedford CPE)  
Gymnastics.  
Miss Barbara West (Froebel)  
Games.  
Mr. E.T.E. Davies, B.A. (Wales) B.Mus. (London) LRAM.  
Music and Movement.
- Resignations Miss R. Clark  
Miss C. Partridge  
Miss Parkinson  
Mrs. Ransom  
Miss Eaton
- 1953 Miss J. Harrison, B.Sc. (London)  
Anatomy, Physiology and Biology.
- 1954 Miss J. Langridge seconded to attend Laban Art of  
Movement Studio for 1 yr.
- Resignation Miss P. Cartwright

At the beginning of 1955-56 the staff was formed by:

Principal	Miss A. Rogers	Diploma CCPE
Dep. "	" B. Gough	B.A. (Liverpool)
	Mr. R.A. Collier	B.Sc. (London)
	Miss F.S. Cook	M.A. " , B.Sc. (London)
	" G.M. Coombes	Dip. DCPE
	Mr. E.T.E. Davies	B.A. (Wales) B.Mus (London)
		LRAM
	Miss U.M. Gairdner	Dip. CCPE: Tch. Cert. CSP
	" J.M. Harrison	B.Sc. (London)
	Mrs. J.M. James	Dip. ACPE (P.Ed)
	Miss G.J. Jasper	" DCPE
	" J. Langridge	" CCPE
	" E.W. Lewis	" BCPE
	" C. Powell	" CCPE
	" P.W. Tanner	" DCPE (P.Ed)

Miss L.E. Turner	Dip. CCPE
" B.W. West	Tch. Cert. Nat Froebel Foundation
" L. Wilson	Dip. BCPE (Dance)

1956 Miss M. Cadel (CCPE)  
Games.

Miss Baker  
Athletics.

Miss L.E. Turner seconded for 1956-57 to attend Laban Art of Movement Studio. Replaced by Miss Ward for the year.

Resignation Miss U.M. Gairdner (27 years service)

1957 Miss B. Pont (CCPE 1956-57)  
Games (had just completed one year Supplementary Course)

1958 Miss J. Baggallay (Dartford CPE)  
Games.

By the 1957-58 session, the full-time staff had been increased to twenty-one and the students to two hundred and fifty.

Miss A. Rogers - CCPE - Principal	Drama
Miss B. Gough, B.A. - Deputy Principal	P.E. - Games
Miss J.E. Baggallay - DCPE	P.E. - Athletics
Miss C.H. Baker - DCPE	P.E. - Games
Miss M. Cadel - CCPE	Physiology
Mr. R.A. Collier - B.Sc.	Education
Miss F.S. Cook - B.Sc., M.A.	P.E. - Games
Miss G.M. Coombes - BCPE	Music
Mr. E.T.E. Davies - B.A., B.Mus., L.R.A.M.	Education
Miss B.M.G. Edwards - B.A.	Anatomy
Miss J.M. Harrison - B.Sc.	P.E. - Gym.
Mrs. J.M. James - ACPE	P.E. - H.E.
Miss G.J. Jasper - DCPE	P.E. - Dance
Miss J. Langridge - CCPE	P.E.
Miss E.W. Lewis - BCPE	
Miss B. Pont - Bishop Otter C. & CCPE 1 Year	P.E. - Games
Miss C. Powell - CCPE	P.E.
Miss P.W. Tanner - DCPE	P.E.
Miss L.E. Turner - CCPE	P.E.
Miss B.W. West - Teachers Certificate Nat.	Froebel Foundation
Miss L.M. Wilson - BCPE	Dance Games

Appendix 94Examples of Staff achievements

- Miss G.M. Cater visited sch. and rep. work - Hounslow Heath, Isleworth and Penge; Judged gym. Compt. Central Foundation Girls' School; attend. L.P.E.A. Holiday C.; attended Lingiad Festival and International P.E. Congress, Stockholm (1939).
- Miss R. Clark acted for L.P.E.A. in supervising making Nat. Dance records by H.M.V.  
Special Appointment Com. Indian Educ. Office.  
Att. Lingiad 1939.
- Miss M.B. Davies  
Middlesex Lac. Com.  
" " Selection Com.  
" Netball Com.  
Attended Lingiad.
- Miss U.M. Gairdner  
Exam. Conjoint Exams. CSMMG.  
Southern Counties W.H.A. Ump. Sub-Com.
- Miss C. Hardman  
L.P.E.A. Holiday C. - attended/  
Lingiad.  
Women's Cricket Week, Colwall.
- Miss W.O. Legg  
Set tables and judged gym. comp. Christian Alliance of W & G.  
Lecture - dem - Heavy Ball work CSMMG.  
Taught " " movts. Ling and Chelsea O.S.  
Visited Lingiad.  
Judged gym. comp. Portsmouth High Sch.
- Miss C.A. Partridge  
Middlesex W.H.A. Com.  
Southern Ump. Sub Com.  
Middlesex " " "  
Rep. W.C.A. on CCRPT  
Lectured to Southern Umps.  
" to hockey section at Selfridges.  
Coached games evening organised by Women's Team Games Board.  
Attended Lingiad.
- R. Clark                      Judged Gym. Comp. Charring House Sch. Highgate  
                                 Attended LPEA Holiday C.
- E. Karn                      Served as Treas. WCA.  
                                 Attended Cr. Wk.  
                                 " LPEA Hol. C.
- U.M. Gairdner              Worked on Land during holidays.

G.M. Cater	Chairman - Common Board in P.Ed. for Women for the Tchrs' Cert. Ex. L. Univ. Com. Chelsea CPE OS'A. Attended LPEA. Holiday C.
C. Powell	Judged Gym. Comp. Kidderminster H.S.
L.M. Wilson	Laban Art of Movement Guild Courses.

Appendix 95Uniform. 1933-34

1 pr. "Chelsea" woven knickers for gym.			6. 9
1 " jersey for gym.			10. 0
1 blue serge tunic			1.12. 6
1 girdle			1. 8
1 College gown			1.16. 0
1 brown games tunic			1.11. 0
1 " girdle			2. 9
2 white blouses	5. 0	-	5. 6
2 green "	5. 3	-	5. 9

Harrison black and brown knickers - to be worn with tunics  
8/6 - 12/6      7/6 - 11/0

1931 - 32. Outfit £15 - games app & blazer.

1928 earliest list.

(In 1935-36 "Chelsea" woven knickers for gym were replaced by silk)

Appendix 96Uniform 1937-38

For Trial Term students must have bathing costume, gymnastic costume, tunic, 2 white blouses, gown or long coat, sweater, gymnastic shoes, lacrosse boots, shoes for hockey, dancing sandals, black cashmere stockings, hockey stick, lacrosse stick, overall for chemistry and simple plain coloured washing frock suitable for country dancing. During the trial term students are permitted to wear their schools tunics, hockey shoes, lacrosse boots, dancing sandals and any sweater; the regulation items marked with an asterisk must however be provided. Should a student not possess any of her school garments as stated above, the regulation uniform must be obtained from the firms named in the following list, but students must not get more of their equipment than that compulsory for the trial term, as alterations are likely to be made and uniformity is essential. After a student is accepted for full training the complete equipment must be obtained during the Christmas and Easter holidays as directed.

* 1 "Chelsea" gym. costume w. silk knickers	£1.1.6	5/3 - 6/-
* 2 White blouses - to wear w. tunic.		5/- - 5/6
* 1 Black Chelsea Bathing suit with skirt for gymnastic wear.		6/- - 7/3
2 White shirt blouses - games		6/9
1 pr. navy knickers	5/-	
1 pr. navy Harrison woven knickers - (tunic)		10/3 - 11/3
Games socks		4/-
1 Blue Serge Tunic		1.15. 0
1 Girdle		1. 8
1 College Gown		2. 2. 0
1 Navy Divided Skirt for Games	1. 7. 6 -	1.12. 0
* 1 pr. "CCPE" gymnastic shoes		12. 9
1 pr. " " dancing sandals		10. 6
1 pr. " " black canvas shoes for netball		3. 6
1 "Chelsea" sweater		11. 3
1 Dancing Dress and green woven knickers		1.13. 0
2 Massage Overalls		8.11
"CCPE" super gymnastic stockings		3.11
1 pr. brown shin guards	Students must bring the equipment they have. Nothing should be bought before entering College, when the games Staff will advise; wholesale prices may be obtained.	
1 hockey stick		
1 lacrosse "		
1 cricket bat		
1 tennis racquet		
Lacrosse boots	(To be bought)	7.11
1 Swimming Costume	(through )	8. 6
1 " " "	(the college )	1.11
Hockey shoes		16. 9
1 boy's white linen hat.		
2 bath towels for use at College.		
College Blazer (may not be bought before a student is accepted for full training).		2. 8. 6

For outdoor wear students must have a plain coat or coat and

skirt with plain hat to match, as well as an extra warm plain overcoat, without fur, with hat suitable for travelling to games. Bright colours are not advocated. A heavy woollen scarf is advisable.

Corsets must not be worn; bust bodices must take their place. Woollen underwear is recommended. Suspenders on buttoned or elastic belts instead of garters must be worn.

No jewellery of any description is allowed to be worn during College hours, but all students must have a reliable watch.

No high-heeled or pointed toed boots or shoes are permitted.

II and III yr. St. assemble Monday 20th Sept. 6 p.m.  
I               "       "       "       Tues. 21st       "       6 p.m.

Students must bring w. them Cert. of Educational qualifications and birth certs.

60:6:37

During 1941-42 items and prices varied slightly:

* 1 "Chelsea" gym. costume w. silk knickers	£1.2.9 plus 5/9 - 7/-
* 1 Black Chelsea Bathing suit with skirt for gymnastic wear.	11/1 - 13/11
2 White shirt blouses - games	7/- plus
1 pr. navy knickers (silk) 6/3 plus	
1 pr. navy Harrison woven knickers - (tunic)	12/- - 13/9 plus
Games socks	4/9 plus
1 green cardigan	12/11½
2 prs. viyella socks	2/9 plus
1 College Gown	2. 2. 0 plus
1 Navy Divided Skirt for Games	1. 8. 6 "
* 1 pr. "CCPE" gymnastic shoes	14. 9 "
1 pr. " " dancing sandals	7.11 - 8.11
1 pr. " " black canvas shoes for netball	2.11 - 4. 4½
1 "Chelsea" sweater	14. 0 - 19. 6
1 Dancing Dress and green woven knickers	1.11. 6 plus)
	6. 6 " )
2 Massage Overalls	10.11 "
"CCPE" super gymnastic stockings	4.11 "
1 Swimming costume	1.11 "
College blazer (may not be bought before a student is accepted for full training)	2.10. 0 "

Appendix 97Uniform 1948-49

The Clothing and Equipment list for 1948-49 stated: Articles recommended if student has to replace or has no equivalent.

For Games, Tch. etc.

- 1 CCPE Navy Divided Skirt.
- 2 prs. grey  $\frac{3}{4}$  length ~~kn~~ socks.
- 2 CCPE white shirt blouses.
- 1 pr. navy knickers w.out elastic at leg to be worn w. <sup>divided</sup> A skirt
- 1 " " woollen knickers w.out elastic at leg for gymn. wear.
- 2 white sunbathing tops for gymnastic wear.
- 2 prs. white woollen ankle socks.
- 1 pr. gymnastic shoes.
- 1 pr. dancing sandals.
- 1 thick white woollen sweater.
- 1 pr. thick plain navy slacks and navy wind proof lumber jacket.
- 1 pr. black canvas rubber soled shoes for wear on asphalt.
- 2 white massage overalls.
- 1 wool swimming costume - preferably black.
- 1 swimming cap - preferably white.
- 1 Boy's white linen hat.
- 1 Games bag (for carrying stick and change of clothes).
- 1 pr. lacrosse boots.
- A warm house dress is needed for everyday evening wear.
- An extra warm coat without fur.
- Plain coat and skirt.
- Mackintosh and waterproof head covering. Bright colours are not advocated.
- String walking shoes.
- Woollen or aertex underwear recommended.
- No jewellery of any description is allowed to be worn during College hours, but each student must have a reliable watch.
- Students are advised to bring an eiderdown, quilt or rug.
- Space is limited, so students' possessions must be reduced to the minimum.

Articles of equipment which will be needed but should not be replaced before entering college.

- 1 pr. black shin guards
  - 1 hockey stick.
  - 1 lacrosse stick.
  - 1 cricket bat.
  - 1 tennis racquet.
- (Students must bring the equipment they have. Those who are without any of the games equipment on the list should NOT purchase anything until they arrive at Collège as all games equipment must be approved by the College Games Staff.)

- 1 Dancing dress.
- 1 pr. black leather walking shoes (not boots) which can be used for hockey - these need not necessarily be new.
- A one piece gymnastic costume will probably be required during the course.
- If a blazer is worn it must be a navy blue one with the College monogram.

Notes: Ministry of Ed. - allowed P.T. Coll. students - a few extra coupons - conditions



- 1) no uniform made compulsory
  - 2) serviceable clothing suitable for gym. games or dancing - worn out before replaced. Any pattern - any old School Uniform - can possibly be worn - to be brought.
- 1 overall for laboratory work.  
Household linen - 2 prs. sheets, 3 pillow cases, 3 bath towels, 3 face towels, 3 serviettes, 2 towels for shower-baths.  
Marked w. Cash's name tapes!

No high-heeled or pointed toe boots or shoes are permitted.

"Corsets must not be worn; bust bodices must take their place. Suspenders on buttoned or elastic belts instead of garters must be worn".

Appendix 98COLLEGE RULES - 1935-36

1. All students must report themselves at the beginning of each term to the Head Mistress.
2. Except in the case of illness or sudden emergency no student may absent herself from any Lecture or Examination without previous permission from the Head Mistress. If a student be unavoidably absent without having obtained exemption, immediate notice should be sent to the Head Mistress.
3. Owing to the nature of the work of a Course in Physical Education special regulations have been drawn up to safeguard the physical well-being of the students. All students must conform to these regulations.
4. No student suffering from any infectious disease, or coming from a house in which there is any infectious disease, will be allowed in the Polytechnic. A doctor's certificate of freedom from infection is required before the re-admission of a student who has been excluded under this rule.
5. Students are only allowed to practise in the gymnasium exercises permitted by the Head Mistress. For a breach of this rule students are liable to dismissal from the College and consequent loss of their diploma.
6. Students may not attend or teach any classes or join any Clubs outside their College time-table without permission from the Head Mistress.
7. A student may be required to withdraw at any time if her progress is not considered to be satisfactory by the Head Mistress. In cases of grave or continued breach of discipline the Principal of the Polytechnic is empowered by the Governing Body to suspend or expel any student from the College. In the case of such withdrawal or suspension or dismissal, no fees will be refunded.
8. Fees must be paid in advance. On no condition will any fees which have been paid be returned.
9. A half-term's previous notice of the removal of a student must be given in writing to the Principal or to the Head Mistress or payment of a half-term's fee will be required.
10. The Governing Body does not hold itself responsible for loss, accident or damage of any kind that may occur in the Polytechnic from any cause whatsoever to the property of students.

Appendix 99HOUSE RULES AT BORTH

<u>Meal Times</u>	<u>Breakfast</u>	<u>Lunch</u>	<u>Tea</u>	<u>Dinner</u>
Weekdays	7.45	1 p.m.	4.15	7.30
Saturday	"	"	4 p.m.	7 p.m.
Sunday	9.0	"	" Supper	7 p.m.

Rousing Bell            7.15 a.m.            Sunday 8.30 a.m.

Bedrooms must be kept tidy. The half-hour interval between breakfast and Morning Song (8.15 - 8.45 a.m.) is to be used for making beds and general tidying up.

Blackout. The time for this is always written up in the Dining Hall. Everyone is responsible for making their bedroom blackout effective - windows must be shut if windy.

Bedtime. 10 - 10.30 p.m. Everyone must then be in her own bed, lights out and no talking after that hour. On Saturdays "late" leave until 12. On other days if out after dinner, return must be made by 10 p.m.

Punctuality is expected, and there must be no unnecessary noise in corridors, bedrooms or on staircases at any time.

Purchase of Cigarettes, etc. From Bar Passage Door.  
Between 6.45 p.m. and 7 p.m. only.

MEALS - No one is to be absent without permission - in case of indisposition notification must be given to Senior Sts.

(Exception Tea and Supper on Saturdays and Tea on Sunday may be taken up to rooms if desired, but names must be entered on meal sheet).

All crockery etc. taken up is to be washed and returned to the kitchen promptly.

Illness must always be reported immediately to Miss Parkinson and Year representative. No one is allowed in Sickroom without permission.

Out of Bounds            Hotel Upper and Lower Bar  
                                 Basement  
                                 Village Public Houses

Salvage. Sacks are provided for clean paper - cartons, newspapers, etc. (not grease-proof) at end of each landing. Tin foil, toothpaste tubes in box in hall lobby.

Fuel Economy. Owing to National restrictions the greatest economy possible must be made in the use of Hot water and Electricity. (Wireless only switched on when programme will be listened to)

No electric boiling ring or heater or oil stove is allowed in bedrooms. Methylated Stoves may be used for heating water or

milk for drinks.

No cooking is allowed in bedrooms or on College "Boiler rings".

Breakages. Any damage to Hotel or College property must be reported immediately.

Appendix 100Instructions before entry to College September 1948

New entrants to the College in September, 1948 were reminded to bring a Dentist's Certificate, their Ration Books (including points for the remainder of the 4 week period), a portion of the butter, margarine and sugar ration for the current week for their own consumption. (It was difficult to obtain supplies of rationed food until the students were in residence). Individual ration jars were required for butter, margarine and sugar.

Each student was asked to send one pair of sheets, one pillowcase, a bath and face towel in advance.

Students were also requested to bring a pair of gymnastic shoes, however shabby, and an English Dictionary. Money was to be kept in a Post Office Savings Account.

The student's Birth Certificate and School Certificate were needed for registration with the University of London.

The reference to rationing, of both food and clothing, is a grim reminder that three years after the end of the war food and clothing was still in short supply in Great Britain.

Students accepted for training at a Physical Education College were allowed an extra 20 clothing coupons per year.

Letter to Students 2nd June 1948

Appendix 101Summary financial aid to students 1939-1942

Local Authorities were paying part or full tuition fees (Up to £50.8.0 p.a.) and grant aiding students towards the cost of residence £10 - £50 p.a. Many societies such as The Society for Promoting Training for Women, The Lander Bequest Fund (City and Guilds), The Royal Patriotic Fund, supported students and Individual Schools awarded scholarships, the sums of money ranging from £10 - £50 p.a. Some students borrowed loans from Local Education Authorities, Individual School Funds, the Central Employment Bureau or the Thomas Wall loan scheme ranging £25 to £100.

Details from College Records.

Appendix 102RULES FOR ADMISSION. 1935-36

1. "Students are admitted in September only of each year; application for admission should, if possible, be made one year in advance.
2. An interview with the Head Mistress is necessary; the admission of students is decided by the Head Mistress.
3. Candidates must not be less than 18 years of age; their minimum height should be 5ft. 3in. Candidates who use glasses constantly are not as a rule accepted. The prescription of the glasses worn should be sent to the Head Mistress when application is made for an interview.
4. Candidates must be examined by the College Medical Officer, Nina L. Dobbie, M.D., who attends every Wednesday at 2.30 p.m. during term time. A fee of 10/6 is charged, to be paid at the time of examination. The College medical advisers' decision regarding the physical suitability of a student is final. The Head Mistress (with whom an appointment must be made in advance) will interview candidates prior to the examination.
5. Vaccination - Students are advised to be vaccinated before joining the College unless this has been done within the last four years.
6. Day students and Resident students. Day students are accepted if the Head Mistress is satisfied that their homes are sufficiently near the College to enable them to take full advantage of the College life. In such cases parents are expected to see that their daughters observe the same rules as the Resident students. Residence in one of the Hostels approved by the College is however, strongly advocated in view of the educational value of hostel life. All other students will be required to reside throughout the course of training at one of the Hostels approved by the College. These residences are as follows:-
  1. 112, Elm Park Gardens, S.W.10. Telephone: Flaxman 3440, Warden: Miss Parkinson. 5 minutes walk from the College. Accommodation for 23 students. Fee £31 to £33 a term, with full board.
  2. 75, Harrington Gardens, S.W.7. Telephone: Kensington 6185. Warden: Mrs. Fordham. 15 minutes walk from the College. Accommodation for 34 students. Fee £27 a term (not including lunch or tea except at week-ends). Lunch is served at the College for 1s 2d and tea from 4d.
  3. 21, Drayton Gardens, S.W.10. Telephone: Kensington 2123. Warden: Mrs. Leach. 10 minutes walk from the college. Accommodation for 18 students. Fee £27 a term (not including lunch or tea except at weekends). Lunch is served at the College for 1s 2d, and tea from 4d.Further particulars may be obtained from the Wardens, with whom students must make their arrangements in advance.
7. Educational Qualifications Required - Before entering

College, students must have qualified for a School Certificate or must hold some qualification recognised by the University of London as equivalent for this purpose.

8. Periods of Probation - Each candidate enters the College for one term on trial in order that the Head Mistress may decide whether it is desirable for her to continue the course. A student may be required to withdraw at any time if her progress or conduct is not considered to be satisfactory, or if she is found to be unsuitable for the profession. In cases of grave or continued breach of discipline the Principal of the Polytechnic is empowered by the Governing Body to suspend or expel any student from the College. In the case of such withdrawal or suspension or dismissal, no fees will be refunded.

9. Fees must be paid in advance. On no condition will any fees which have been paid be returned.

The course of training extends over three years.

Fee	16 guineas per term
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Membership Fee	7s 6d per term
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Remittances should be drawn in favour of Chelsea Polytechnic and crossed Coutts & Co., Strand."

L. Dip Ex. Fee.	five guineas.
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The cost of other examination fees, books and expenses connected with games depend on individual requirements, and should not exceed £15.

Games Club Sub.	15s per year.
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Library       "	1s 6d per year.
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Outfit - A list of the requisites (appr. cost £17) will be sent to each new student.

Prospectus pp. 6-7.



Appendix 103Regulations for Diploma in Theory and Practice of Physical Education

1. The University grants a Diploma in the Theory and Practice of Physical Education.
2. The object of this Diploma is to testify that the holder has successfully undergone a course of training for Physical Education, including the practice of teaching, together with scientific studies appropriate to such training.
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.
4. Every course of study must be approved by the University Extension and Tutorial Classes Council, after a report from an Advisory Committee specially appointed by the University in connexion with the Diploma.
5. Students shall be not less than eighteen years of age at the time of entering upon the course of study for the Diploma.
6. Students before entering upon the course of study for the Diploma must have qualified for a School Certificate, or must hold some qualification recognised by the University as equivalent for this purpose.
7. Applications for registration as students for the Diploma must be submitted, normally before the end of the first year's work, through the Authorities of the Physical Training College or Institution at which the course is mainly to be pursued.
8. The course of study for the Diploma must, unless special exemption be obtained, be continuously pursued, and any interruption, through illness or other exceptional circumstances, must be notified at the earliest opportunity to the University Extension Registrar by the Authorities of the Physical Training College or Institution.
9. Each candidate for the Diploma will be required to submit, with the form of entry for the Examination, a certificate (signed by the Authorities of the Physical Training College or Institution at which the course is being taken) of having attended to the satisfaction of the Authorities of the College or Institution the following courses, which would normally be taken concurrently:-
  - (A) A three-year practical course including:-
    - (a) Educational Gymnastics;
    - (b) School Remedial Gymnastics;
    - (c) Games;
    - (d) Dancing;
    - (e) Swimming. \*

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\* Unless exempted by medical advice.

(B) A three-year course including:-

- (a) Anatomy;
- (b) Physiology;
- (c) Hygiene;
- (d) Principles and Processes of Education;
- (e) Theory of Gymnastics.

(C) A course in the Practice of Teaching Gymnastics and Games, and the teaching of one or more of the following subjects:-  
Dancing, Swimming, Hygiene.

10. The University will appoint Assessors, who will be present at practical tests in connection with those parts of the course, set out in 9 (A) and (C), which are not included in the Examination conducted by the University, and will report to the University as to the adequacy of those tests.

11. (i) An Examination upon the subjects included in 9 (B), in accordance with the syllabuses appended to these Regulations, will be conducted, by the University, in two Parts as follows:-

Part I - (a) Anatomy; (b) Physiology.

Part II - (c) Hygiene; (d) Principles and Processes of Education; (e) Theory of Gymnastics.

(ii) Part I may be taken not earlier than the end of the second year of the Course; and Part II not earlier than the end of the third year.

(iii) The Examination in Part I shall be held twice a year, beginning on the last Tuesday of June and the second Tuesday of December; the Examination in Part II shall be held annually, beginning on the Tuesday following the fourth Monday in May.

(iv) In exceptional cases specially approved by the Council, candidates may be examined at the end of their eighth term provided that in no circumstances shall the Diploma be awarded to such candidates until the Authorities of the Physical Training College at which they have been in attendance have certified that the full three years' course of instruction and training has been completed.

12. (i) Candidates will be required to pass in both subjects of Part I on one and the same occasion.

(ii) Candidates who pass in two only of the three subjects of Part II may, on the recommendation of the Examiners, provided they have done sufficiently well in the Examination as a whole, be permitted to enter again at the next following Examination for the subject in which they have failed; candidates who fail to satisfy the Examiners in more than one of the three subjects must on re-entry take all three subjects.

13. The Diploma shall be awarded only to candidates (i) who have passed both Parts of the Examination conducted by the University, and (ii) who have been certified to the University by the Authorities of the Physical Training College at which the course has been taken as having reached a satisfactory standard  
(a) in Educational and School Remedial Gymnastics, Games, and one

or more of the other practical subjects set out in 9 (A), and (b) in the Practice of Teaching as set out in 9 (C).

14. A student for the Diploma who already holds a Degree, Diploma or Certificate of the University may apply for exemption from such part, if any, of the course of study and the Examination for this Diploma as is fully covered by the subject or subjects of the Degree, Diploma or Certificate already granted, and exemption may be allowed by the Council if recommended by the Advisory Committee on the Diploma in Theory and Practice of Physical Education.

15. (i) The fee for admission or re-admission to each Part of the Examination is Two and a half Guineas, and must be paid at the time of entry.

(ii) Every student entering for re-examination in one subject under Regulation 12 (ii) will be required to pay on re-entry a fee of Two Guineas.

(iii) If a candidate withdraws his name before the last day of entry to the Examination the fee shall be returned to him. If his name is withdrawn after the last date of entry but before the first day of the Examination, or if he fails to present himself at the Examination, one half of his fee shall be returned to him. If he retires after the beginning of the Examination, or fails to pass, no part of the fee shall be returned and the full fee shall be payable upon re-entry. Nevertheless, should a candidate on account of illness either fail to present himself at the Examination, or, having presented himself, retire therefrom, the Principal may, at his discretion and on receipt of medical evidence satisfactory to him, return to the candidate a sum not exceeding three-fifths of the fee paid, and in the case of infectious illness (whether of the candidate himself or of a person with whom he has been in contact) the amount of the whole fee paid.

16. Every student entering for Part I of the Examination must apply to the University Extension Registrar for a form of entry, in the case of the June Examination not later than 11 May and in the case of the December Examination not later than 19 October. The form must be returned to the Accountant duly filled in, together with the proper fee and a Certificate in accordance with Regulation 9, not later than 18 May in the case of the June Examination and not later than 26 October in the case of the December Examination.

Every student entering for Part II of the Examination must apply not later than 18 April to the University Extension Registrar for a form of entry, and the form must be returned to the Accountant duly filled in and with the proper fee, not later than 25 April. All cheques should be made payable to the University of London or Bearer, and crossed "Westminster Bank, Ltd., Brompton Square, S.W.3, University of London Account."

17. A provisional list of successful candidates, arranged in alphabetical order, will be issued in the course of the third week following that in which the Examinations conclude.

18. The Pass List issued by the University and the Diploma which is awarded will set out not only the name of the candidate

and the Training College or Institution at which the course of instruction and training has been taken, but will also record (i) exceptional merit shown in the Practical Tests conducted under Regulation 10 reported by the Authorities of the Physical Training College or Institution at which the course for the Diploma has been taken; (ii) the subjects, if any, in which the candidate has been given a mark of special credit in the Examination conducted by the University.

A mark of Distinction will be placed in the Pass List against the name of any candidate who has shown exceptional merit in the Examination as a whole, provided that the candidate has also been reported by the Authorities of the Physical Training College or Institution at which the course for the Diploma has been taken as having shown exceptional merit in the Practical Tests conducted under Regulation 10 and the Diploma awarded to such a candidate shall be a Diploma "with Distinction".

19. The Diploma under the Seal of the University and signed by the Chancellor, will be delivered on Presentation Day to each successful candidate.\*

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\*This procedure has been suspended. Successful candidates are presented to the Chancellor on Presentation Day, and the Diplomas are issued through the post. Presentation Day in 1937 will be held on 20 May.

Appendix 104

Sent to applicants for 1943 and 1944 until February 28th 1944  
and until August 1944  
and until April 1945

C.C.P.E.Regulations Affecting Age of Entry under War Time Conditions  
University of London

"As a war-time concession by the Univ. of London, suitable candidates with the necessary qualifications may be allowed to begin the approved Course for the Diploma in the Theory and Practice of Physical Education if they have reached the age of 17 years 6 months on October 1st of the year they enter College.

Ministry of Education in consultation with the Ministry of  
Labour and National Service

Full-time women students, entering college in 1944, will be reserved for the full period of a three years course at a Physical Training College if their 19th birthday is on or after July 1st, 1944.

No further ruling has yet been made for students entering in 1945.

Board of Education in consultation with the Ministry of Labour  
and National Service

Candidates must not be more than 18 years 6 months on October 1st of the year in which they enter College, or no guarantee can be given that they will be allowed to complete the Course.

The following is an extract from the Board of Education Circular 1620 (February 16th 1943) dealing with the matter. It will be seen from the last paragraph that these regulations may be taken as referring to entry in 1944, unless superseded.

Training Colleges.

Students who are seeking admission in 1943 to full-time Courses of Training in one of the six Physical Training Colleges named below, may be admitted for approved courses in anticipation of being able to complete them, subject to the following limitations:-

A three year course: Students may be admitted to a three year course at one of the Physical Training Colleges named below if they are under 18 yrs. 6 mnths. on October 1st 1943. (C.C.P.E. is one of the six named).

"If any Training College chooses to admit a student whose circumstances do not satisfy the conditions stated above in order to enable her to begin her training now with a view to completing it after she is released from war service, the Board will not refuse to recognise such a student, on the clear understanding that such recognition will not give her any right

to continue her studies now for a longer period than is allowed to any student of the same age who is not so recognised. In other words, she will be at the disposal of the Ministry of Labour and National Service as soon as she reaches the calling-up age for women, and no appeal on her behalf will be entertained by the Board of Education. Students should be warned accordingly.

The Board of Education cannot give any assurance that the age limits specified in this Circular will be operative in 1944. Students who intend to be trained for the teaching profession under the Board's Regulations for the Training of Teachers should therefore seek admission to appropriate courses of training as soon as they are qualified by age and attainment to do so."

Appendix 104 AText of letter sent to Students 'called up' (by Staff) during training

We are so sorry that your College Course has been interrupted. All the "conscripts" are missed and we think about each of you very often.

This is to send very good wishes to you for whatever work you may be doing. We hope to welcome you back to College to complete your training before very long, and in the long run perhaps a year out in the world will be all to the good.

We hope that you will keep in touch with us for we still think of you as Chelsea Present Students.

With all good wishes.

Very sincerely yours,

RUTH CLARK  
U. M. GAIRDENER  
G. M. CATER  
E. P. PARKINSON

C. A. PARTRIDGE  
A. E. KEMPSTER  
C. POWELL  
D. E. FOSTER

Appendix 105One Year Course

First course 1930-31:

<u>Name</u>	<u>Training College</u>	<u>Appointment</u>
N. G. Bland	Stockwell	Nottingham Ed. A.
A. Gray	Leeds	Liverpool " "
G. A. Harris	Un. Coll. Southampton	Manchester " "
P. Hoyland	Bingley	West Ham " "
E. Hulbard	Homerton	Kent " "
M. E. Hunt	Whitelands	Birmingham " "
B. Smith	Homerton	Bury " "
K. Sutton	Averyhill	Cumberland " "

CCPE Magazine XIII July 1931 p. 5.



Appendix 106Colleges and Authorities - members of One Year Course 1930-39

Students who followed the course, in later years, had attended one of the following colleges, (in addition to previous list) Brighton Diocesan; Brighton Municipal; St. Mary's, Cheltenham; Cheshire County, Crewe; Neville's Cross, Durham; Dudley; Edge Hill; Furzedown; Goldsmiths; Hereford; St. Gabriels, Kennington; Lincoln; Maria Gray; Nottingham; Ripon; Saffron Walden; Southampton; and St. Katherine's, Tottenham; Bangor North, Wales; Derby; Truro.

Prospectus 1939-40 p. 6.

Appointments had been held with the following Authorities (in addition to the first eight). Birkenhead; Durham; Heston and Hounslow; Ilford; Leeds; Northampton; Romford; St. Helens; Sheffield; Smethwick; Surrey and Wallasey.

(ibid.)

Appendix 107Letter from Miss Fountain to parents September, 1939

"Accommodation can be reserved at a Hotel at Borth, near Aberystwyth. The Hotel has accommodation for the whole College and we feel that a modified and efficient training could be arranged there. There are hard tennis courts and a Hall on the spot and a large Hall a few minutes distance away, and across the road exceptionally extensive fine firm sands where a considerable amount of practical work could be taken. The Education and University Authorities would give every facility for teaching practice in schools and for help with additional accommodation in Aberystwyth as needed. Miss F. and some members of the Staff would be resident in the Hotel. The tuition fees would remain as before. The fees for residence would be £33 per term."

Students in training to assemble by Sept. 28th or 29th.  
New Students to assemble by Oct. 2nd or 3rd.

"I hope that it will be possible for you to allow your daughter to undertake her training, there is no question but that women with this training will be badly needed both during and after the war."

"It is imperative that I know your decision as soon as possible or the opportunity may be lost."

Appendix 108Interim and future arrangements for the College. 1947-48  
and 1948-49"Evacuation of the College of Physical Education and its  
Recognition as a Training College."

The serious accommodation difficulties at the Poly. and the absence of suitable hostel facilities in the Chelsea district have combined to necessitate the CPE remaining in its war-time home at Borth, Cardiganshire. It was hoped that it would be found possible for the College to return to suitable premises in London during 1947, but the difficulties have proved insurmountable and a solution of the problem has very reluctantly had to be sought elsewhere. As a result of negotiations which have been proceeding for some time, it now seems likely that the College will find a new and permanent home at Eastbourne under the Eastbourne Education Authority.

In the meantime, changes of first-rate importance have taken place in the status of the College. From 1st April 1945, recognition as a Training College for Teachers has been accorded by the Ministry of Education, and 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".

Appendix 109Order of Service

June 27th, 1948 Thanksgiving Service at St. Matthew's Church.  
Borth. 1939-48. CCPE.

1. For the hospitality offered and the welcome extended to  
College in this Village at the outset of war.

Response - We thank Thee O Lord.

2. For thy continued blessings on our College life during the  
past nine years.

Response - We thank Thee O Lord.

3. For freedom from serious illness among Staff and Students.

Response - We thank Thee O Lord.

4. For the healthy environment and all the blessings of out  
of doors that we have enjoyed here.

Response - We thank Thee O Lord.

5. For the happy associations with residents and the  
friendships made and maintained.

Response - We thank Thee O Lord.

6. For the fellowship of College life, for the guidance and  
help of tutors, the happy friendships and the diverse  
interests that we and our predecessors have here enjoyed.

Response - We thank Thee O Lord.

The General Thanksgiving to be said by all.

Prayer

Be with us O Lord in our going out and in our coming in,  
and pour upon us and those who follow us in the life and work  
of our College the continual dew of Thy blessing for Jesus  
Christ's sake. Amen.

Appendix 110Text of letter from Miss Fountain to Principals of the  
Specialist Colleges

11th Dec. 1946

"Dear Miss ,

At the request of the Ministry of Education an arrangement has been made with the Welsh League of Youth, who come into possession of this Hotel next year that the College may continue its work here for another session, i.e. September 1947 - July 1948. This is due to the fact that the buildings at Eastbourne to which the College is to be transferred cannot be released by the Admiralty in time for the opening of the 1947-48 session. From April 1st 1947 the Eastbourne Local Education Authority will become the "providing" Authority for the Chelsea C of P Ed.

It will therefore be possible for us to continue with the students who are now in College and to take in new students next September.

I write to thank you most sincerely for your readiness to help us should we have been obliged to disband our students in the Autumn. It was entirely due to the generous and helpful attitude of your college and the other English Physical Training Colleges that we were able to admit new Students this session, and we all realise our great indebtedness to you.

With kind regards and sincere thanks.

I am

Yours very sincerely,

M. Fountain  
Principal."

Appendix 111Text of letter from Miss Fountain to Head Teachers of Teaching Practice Schools

21st June 48

"Dear ,

As you know the College leaves Borth at the end of this term July 1st and is to be moved to Eastbourne.

We have much appreciated our association with the Schools in this neighbourhood and much regret giving up the work with the children in whom we are greatly interested.

We all thank you and your Staff very warmly for the welcome you have given us, for your co-operation throughout our stay here and for the confidence you have placed in us.

Some teachers has asked us for suggestions for carrying on the work with the children and in this connection we ask you to accept the book which accompanies this letter with our sincere thanks and good wishes.

I am

Yours sincerely,

M. Fountain

Principal."

Appendix 112

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

THE CONSTITUTION OF THE STUDENTS' MEETINGS

1. That there shall be a recognised students' meeting of College.
2. Concerning officers of this meeting:-
  - (a) The Senior Student shall be ex-officio - President of the meeting.
  - (b) A member of the then 2nd year shall, at the end of every summer term, be elected secretary of the students' meeting by the whole of college.
3. That there shall be two students' meetings every term - one within the first month, and one at the end of the term.
4. That attendance at these meetings be compulsory to all students, and anyone absenting herself from these meetings shall excuse herself to the Senior Student.
5. That at least ten days' notice be given of a students' meeting and that all items for the agenda including messages from Miss Fountain and the staff shall be given to the Senior Student at least four days before the meeting.
6. That the Senior Student shall publish an agenda three days before the meeting.
7. That the Staff have notice of the meeting and the agenda at the same time as the students.
8. That any complaints, changes or suggestions made by the Headmistress or Staff and affecting the whole of College may be put to the students through the Senior Student at the students' meeting - there to be discussed.
9. That any complaints, changes or suggestions made by the students and affecting the whole of College shall be proposed and discussed at the students' meeting. A full report of the meeting shall be presented, in writing, to the Headmistress and Staff.
10. That the Senior Student shall have no power to vote on any recommendation, unless it be to give a casting vote.
11. That should the Head of College see fit to veto any recommendation carried in the students' meeting, the Senior Student should have power to summon an extraordinary meeting to which the Head of College should be invited, in order to discuss with the students in open meeting the reasons for this veto.

12. That the Senior Student reserve to herself the right of calling an extraordinary meeting of students, should circumstances demand it.
13. That the principles of the students' meeting be explained to the First Year within a week of their arrival at College, and that a copy of the Constitution of the Students' Meeting will be given to every new student.

100:9:38



Appendix 113

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

Constitution and Rules of the Games Club

1. The Club shall be called the Chelsea College of Physical Education Games Club.
2. The Club shall be managed by a Council consisting of:-
  - (a) President and Vice-Presidents.
  - (b) Honorary Secretary (elected in June).
  - (c) The Senior Student.
  - (d) All games officials:- Match Secretary (elected in January), Assistant Match Secretary, Assistant Treasurer, Umpire Secretary and a Representative of the Tea Committee (elected in June).
  - (e) Captains of all Teams.
  - (f) Year Representatives of each game.
  - (g) 1 Member of the Finance Committee.
  - (h) 2 other members of each year not already holding an official position.
3. The colours of the club shall be blue, silver and red, but for all games brown tunics, green blouses, brown stockings and shoes shall be worn, excluding Tennis, when white dresses, stockings and shoes and blue head bands shall be worn.
4. Matches with other clubs shall be played in accordance with the rules of:-
  - (a) All England Women's Hockey Association.
  - (b) All England Ladies' Lacrosse Association.
  - (c) All England Women's Net Ball Association.
  - (d) Women's Cricket Association.
  - (e) Lawn Tennis Association.
  - (f) Ling Association (Rounders).
5. Every student on entering College shall become a member of the Games Club.
6.
  - (a) A General Meeting of the Club shall be held at the beginning of each session, of which there shall be ten days notice.
  - (b) Proposals for consideration at the meeting may be added to the Agenda up to three days before the meeting takes place.
  - (c) Nominations with proposer and seconder must be put up three days before the meeting takes place.
  - (d) A special extraordinary general meeting shall be convened at any time by the Council, or at the request of six members, or at the discretion of the Secretary, one week's notice being given to the members.
  - (e) One-third of those members who should be present at a meeting shall constitute a quorum.

## 7. Duties of the Games Council

- (a) To undertake any work in connection with the Club.
- (b) To consider all alterations and additions to the rules. Any rules which alter the constitution of the Games Club must be passed by a two-third majority at a General Meeting.
- (c) To elect a selection committee for each game, including Swimming, from nominations sent in by the rest of College, the election taking the form of a written vote.
- (d) To arrange dates for the Inter-Year Matches and any other business.
- (e) To deal with the disposal of funds.
- (f) To elect a Tennis Committee to arrange a tournament, etc.

### The Selection Committee for each game shall consist of:-

- (a) College Captains of all teams, or in the case of the absence of any Captain, one person from that same team appointed by the Captain.
- (b) Two other members, one of whom shall be a second year, not necessarily belonging to the Games Council, or in their absence, two substitutes previously elected by the year.

In the case of Netball and Swimming the Committee shall be composed of all Captains and Year Representatives.

### Duties of the Selection Committee

To choose teams and reserves for each match so that the team and reserves may be posted up one clear day before the match.

- 8. (a) The Annual subscription shall be 15/-, this is due and should be paid within the first week of the Autumn Term.
- (b) The Financial Year shall begin in September and shall end in the July of the following year.
- (c) The accounts shall be audited.
- (d) The Finance of the Club shall be managed by a Finance Committee consisting of:-
  - (1) The Head of the College,
  - (2) One of the Games Staff - The Treasurer,
  - (3) The Assistant Treasurer,
  - (4) One Third Year Student, one Second Year and one First Year Student.
- 9. (a) The outgoing team of each respective game, including Swimming, shall at the end of the season, vote for a College Captain of that game for the following year.
- (b) As soon as a team has been chosen, it shall elect a Captain, who shall remain in office until a fresh Captain has been chosen by that team.

10. The rules of the Games Club shall be accessible to all members.
11. No member may sit on any Committee in two capacities.

100:9:38

Appendix 114Order of Toasts and Speeches

- O.S. Luncheon    Jan. 29th, 1949    50th Celebrations
- TOAST            -    "The King"  
       "                "The College and Miss Fountain"  
                       Given by Miss C.M. Hawkes, H.M.I. (1925)  
                       Reply by Miss Fountain (1908)
- SPEECH          -    asking College to accept the portrait of  
                       Miss Fountain as a Jubilee Gift from the  
                       Old Students, Past and Present Staff and  
                       Present Students - Miss K. McConnell (1928)  
                       Reply by Dr. Harlow (Chairman of Governors)
- TOAST            -    "Our Guests" given by Miss R. Clark (1906)  
                       Reply by J.C. Aspden, Esq., M.A.  
       "                "The Staff Past and Present" given by  
                       Mrs. Hodgson (Lierman) (1922)  
                       Reply by Mrs. Adair Impey (Staff 1902-04)

Present Students attended for speeches and showed Old Students over buildings.

Tea in Assembly Hall, "Joyous occasion".

Appendix 115Students' Achievements. 1930 - 1958

Enid S. Hicks née Phillips - 1927-1930

All Welsh Ladies Lacrosse Team and Treasurer of the Association.

Barbara G. Dacie - 1928-31

County hockey

Past president of 'famous' hockey club

Taught from 1931-1970.

W.T. Barker - 1929-32

became Chief Superintendent London Women's Police in 1961.

"Her greatest headache is dealing with the male who issues the most wonderful orders without any reference to her, and then registers the utmost surprise when she says she is going against them as the ideas put forward just aren't suitable for women."

M. Head - 1930-33

Mayor of Sudbury 1971; President National Federation of Business and Professional Women's Clubs, 1965-67.

Marjorie Cadel - 1931-34

All England W.H.A. National Coach. Member of staff at Chelsea and Dunfermline C.P.Ed. Extensive coaching tours, hockey and tennis, in all parts of the world, including U.S.A. and New Zealand. Written - Coaching Methods for Hockey.

Lorna E. Turner - 1932-35

Organiser Norfolk, -1949; member of staff 1949-1974. Courteous, considerate, loyal dried the Royal Standard after the Queen's visit in 1966.

Will be remembered by all Old Students who trained 1949-1974 but particularly by Overseas Students and physiotherapists who attended the special workshops.

Elsie Palmer - 1933-36

Elsie "galloped her way through the course with tremendous enthusiasm and vitality ... strong sense of dedication"; played hockey for Durham, Cheshire and England; Ass. Org. Rec. P.E. Durham 1936-1939; 1939-40 Gateshead Sec. Mod. Sch. 1940 Ass. Org. Officer, P.Ed. Manchester. 1946 Sen. Org. Off. P.Ed. Lancs. Graduate member LANG; Chairman Manchester Dance Circle for 25 years.

"She will long be remembered for her breadth of interests and the relationships she could see between Music, Drama, Movement and Art and the integrated approach for young children. She made a major contribution to our teachers' courses and planned our current series of integrated Arts Courses which have proved probably the best of their kind at national level. Miss Palmer led a devoted team of Area Women Physical Education Organisers, many of whom have subsequently taken up Senior posts elsewhere."

Mr. J.S.B. Boyce CEO Lancs.

M. Hughes née Maxwell, 1934-37

In 1971 completed 30 years of service and prepared to carry on until 60 years old. Lect. to adv. P.E. course students at Glamorgan T.C.

Maisie Bomford, 1935-38

Head of Dept. Avery Hill 'Wing' course P.Ed., 1960-1975; 1st Chairman ATCDE PE Section; served on many prof. coms. PEA, ATCDE, N.P.F.A.; O.S.A. Representative on Governing Body; Ext. Ex. in P.E. many Univ. Inst. of Ed.

Patricia M. Kingston, 1936-39

Cert. in Youth Leadership; Author "Activity Games"; Taught in Eng. N.Z.; Sen. Mistress at N.Z. School; Member of Staff Dunedin Sch. P.Ed.; Lady Mabel CPE; Hd. of Dept. CCPE; Lectured in Eng., N.Z., Canada, Sweden; Lectured on many PEA and other association courses particularly in gymnastics; External Examiner several University Institutes/Schools of Education.

J. Wallace née Foster, 1937-40

Command Flight Officer W.R.A.F. Administrative Officer; County tennis player; W.R.A.F. Squash Champion.

Joan M. Mann née Bushell, 1938-41

Year in Singapore; P.E. Organiser City of Birmingham; member of Staff Anstey C.P.E. from 1968. "P.E. students still work very hard".

Barbara Wells, 1939-42

Member of staff Bishop Otter College; P.Ed. Adviser East Sussex now based at Eastbourne.

Jane Pettigrew (née Hacksall) 1940-43

Gained National Froebel Foundation Trainers Diploma in 1970 and B.A. Open University in 1974. Member of staff Eastbourne C. of Ed. since 1957; also lectured at Chelsea College of P.Ed., Oakley Training College, Cheltenham and Eastbourne College of F.Ed.

Betty Strutt, 1941-44

Staff Regina College, Saskatchewan; "Thinks nothing of 600 miles a day trips into the Rockies, camping in unmapped and unexpected territories in the Frozen North with wolves, chipmunks and bearers for company." Worked with Outward Bound School; staff P.Ed. Dept. Manchester Univ., Editor/translator "Reshaping P.Ed." - life and work of Dr. Margaret Streicher.

Jacqueline Langridge, 1942-45

Member of staff of Chelsea since 1951, following 3 yr. period on staff of University of Birmingham in P.Ed. dept. Currently Chairman of the College In-Service Committee.

Mavis E. Berridge, 1943-46

Taught P.E. for 27 years; organised two centennial World Camps for Canadian Girl Guides; instituted B.P.E. degree, Univ. of Manitoba.

T. Kennett, 1944-47

"I still live in the same place, teach at the same school, am a V.P. of the B. and P.W. Club."

Elizabeth Hammond, 1945-48

"B" Hockey Umpire; Secretary Junior County Hockey and Netball Associations; Secretary and Treasurer local tennis club; 25 years teaching experience.

Joyce Reed née Hollingsworth, 1946-49

Staff Coventry C. of Ed.; Dep. Princ. Bedford C.P.E.; Ext. Exam. for Univ. Inst. of Ed.; Lectures at Cambridge, B.Ed., P.Ed.

Maureen Connop, 1947-50

Developed rowing at her school; introduced archery to Vith Form (1968); success in County Netball.

P. Meridith née Ashby, 1948-51

Teaching E.S.N. children 6-10 yrs. - group of 10, mental age 2-6. "It is very similar to running a play group and quite an interesting challenge."

Sally E. Wright, 1949-52

Organiser in P.Ed. and H.Ed. in Colony of Mauritius; Head Mistress, Bishops High School, Manderville, Jamacia.

Pamela Waters née Hodge, 1950-53

County hockey and cricket.

Vera Edbrooke née Cannings, 1951-54

1st VII (netball) for Sussex 1954-56; Surrey 1956-60; England 1958-59. Played, coached and umpired Netball in Jamacia 1960-61.

A. Cutler, 1952-55

"... teaching in Africa has problems and challenges. ... leads a very busy life with a surfeit of matches and out of school activities to organise." (Uganda).

S. Maw née Courtney, 1953-56

Educational gymnast, Middlesex Hospital.

Alma P. Borrell née Row, 1954-57

1st VII (Netball) Durham County; Sec. Durham C.N.A.

Madeline Newby née Acklam, 1955-58

Taught in comprehensive schools, Hd. of Dept., 1964 staff Coll. of Ed.; Leeds; Loughborough. B.A. (OU); M.A. (P.Ed.) (Leeds).

Appendix 116University of London Diploma Syllabuses

ANATOMY (One paper of three hours and an oral examination)

Bones

General structure, surfaces, borders; important ligamentous attachments, muscle attachments; growth of bone, epiphysial cartilages of long bones of extremities, but not the actual years of ossification. Small bones of hand and foot in the articulated state only; os calcis and astragalus in detail.

Skull

Names and positions of bones only; occipital bone and mandible dis-articulated. Foramina of all cranial nerves and main vessels.

Joints

General classification. Gross structure of each joint; movements in the joint and their limitation; axes. Detailed structure of articulations of vertebral column, ribs, pelvis, jaw, saddle-joint of thumb and mid tarsal. Chief relations of each joint.

Muscles

General arrangement of deep and superficial fascia. Position, origin, insertion, action and nerve supply of skeletal muscles, their general shape and direction of fibres. The following not in detail:- muscles deep to second layer of back muscles: muscles of pelvic floor, except levator ani; prevertebral muscles; lateral muscles of neck (excepting sterno-cleido-mastoid and scaleni). General position, exact attachments, action and nerve supply of the small muscles of hand and foot, and chief muscles of the face.

Nervous System

Brain. Brief outline of structure and membranes. Connections of chief motor and sensory tracts of brain.

Cranial Nerves. Distribution of 5th, 7th, 10th and 11th. Names and function only of others.

Spinal Cord. Position, shape, membranes and chief nerve tracts of spinal cord.

Spinal Nerves. Roots, divisions and plexuses; course, relations and distribution of chief nerves.

Sympathetic System. General position, structure and function.



Circulation

Heart. Structure and position.

Arteries. Main vessels including arches of hand and foot, their course and chief relations. Main cranial arteries.

Veins. Chief deep and superficial veins.

Lymphatics. General direction and main trunks. Position of chief glands.

Viscera

Thoracic and abdominal. Size, gross structure, position and chief relations.

Pelvic. Position only.

Anatomical Regions

Formation and principal contents of:- Anterior and posterior triangles of neck, axilla, ante-cubital fossa, Scarpa's triangle, Hunter's canal, popliteal space, inguinal canal.

Surface Anatomy

Relations of bone and muscles to the surface of the body. Surface marking of thoracic and abdominal viscera, main vessels, and main nerve trunks. (Note. - Great importance will be attached to surface markings).

PHYSIOLOGY (One paper of three hours and an oral examination)

General Introduction to Physiology

The cell as a biological unit.

Use of terms - cell, tissue, organ.

Essential properties of living matter.

Minute structure of elementary tissues including muscle.Circulation

General features.

Physiological anatomy of blood vessels and heart. Cardiac cycle.

Blood pressure and its variations.

The pulse beat.

Adaptation of circulation to the needs of the body, with special emphasis on muscular exercise.

Blood and Lymph

Composition and function of blood and lymph.

## Respiration

Physiological anatomy of respiratory apparatus, and mechanism of inspiration and expiration.

Regulation of respiration.

Influence of respiration on circulation.

Chemistry of respiration.

Effect of exercise on respiration.

## Digestion

Minute structure of alimentary canal.

Composition of digestive secretions.

Digestion of proteins, fats and carbohydrates.

Movements of alimentary canal.

Absorption of foodstuffs.

## Minute structure and function of Liver.

## Metabolism

General metabolism.

Metabolism of proteins, fats and carbohydrates.

## Muscular contraction

Properties of muscle and changes occurring during contraction.

Conditions affecting muscular contraction - fatigue, loading, etc.

## Ductless glands and their influence.

## Nutrition

The principles underlying the composition of a normal diet, and diet in its relation to growth, training, etc.

## Body Temperature

Control and regulation.

Structure of skin.

## Excretion

Minute structure and function of kidney.

Skin and lungs as excretory organs.

## Nervous System

Nerves and nerve cells.

General structure of central nervous system.

Principal ascending and descending tracts.

Reflex action.

Tonus and mechanism of muscular co-ordination.

Functions of cerebrum and cerebellum.

Autonomic nervous system.

Organs of special sense.

Cutaneous and proprioceptive senses.

## Reproduction

General outline.

Minute structure and functions of ovary and testes.

PRACTICAL WORK (Note. - This syllabus is designed to give enough practical work in Physiology to ensure realisation of the general functioning of the body, and a more detailed knowledge of and acquaintance with the practical methods of a study of the circulatory and respiratory functions)

### Histological

Fresh preparations of:- muscle; nerve cells; nerve fibres; blood.

Demonstration of staining and mounting of a paraffin section to show the same tissues fixed and stained, including sections of muscle; nerve-endings in muscle; injected muscle; nerve; blood.

Examination and recognition of the structure of the principal tissues and organs of the body.

### Experimental

#### Muscle and nerve

Preparations from frog to show:- Records of ordinary contraction and tetanus. Effects of temperature, load fatigue (with and without circulation to show production of lactic acid). Stimulation, direct and through nerve; different stimuli.

#### Circulation

Examination of sheep's heart. Harvey's experiments on valves.

Frog's heart-records, effects of temperature. Circulation

in web.

Man. Pulse, blood-pressure, normal heart sounds. Effects of exercise and posture on pulse and pressure. Rate of recovery of pulse-rate after exercise. Influence of training on fatigue.

### Blood

Effects on corpuscles of salt solutions of different concentration. Haemolysis.

Comparison of oxygenated and 'reduced' blood.

Estimation of oxygen.

### Respiration

Stethograph records; lying, sitting, standing postures, swallowing, talking, exercise.

Effects of excessive ventilation.

Spirometer observations. Respiratory measurements (e.g. vital capacity, tidal, complemental, supplemental air).

Demonstrations. Analysis of expired and alveolar air. Use of Douglas bag and valves. Oxygen consumption, rest and exercise.

### Central Nervous System

Examination of brain.

Experiments on reaction-time, influence of fatigue. Ergograph.

### Special Senses:

Eye. Model. Dissection of ox eye. Man: blind-spot, colour vision, field of vision, accommodation for far and near points (experiments with ordinary lenses to illustrate long and short sight).

Ear. Model. Localisation of sound, range. Effects of fatigue.

Cutaneous. Tactile discrimination. Hot and cold spots (specificity). Effects of pressure and temperature on weight discrimination.

### Chemical

Tests for proteins, carbohydrates, fats and salts.

Simple tests for chief elements in foods (bread, milk, meat, cheese, eggs).

Action of ferments and chief digestive juices.

Urine. Examination for urea and salts.

## HYGIENE (One paper of three hours)

### The Child

Growth and development. Conditions requisite to healthy growth. Variations in growth.

Importance of care in early years.

Effects of heredity and of environment.

Periods of childhood and their varying needs.

### Essentials of a healthy life at home and at school

Fresh air, sunlight and humidity. Effects of relative humidity on the respiratory mechanism.

Cleanliness.

Clothing.

Food.

Exercise, rest and recreation.

Ailments of childhood and the prevention of infection.

### Hygiene of Physical Education

Formation of habits.

Posture and health - bodily and mental tone.

Training and physical fitness.

Fatigue, overstrain and staleness.

Danger signals as regards exercises, games and swimming.

Special care of the adolescent.

### The Hygiene of the Special Senses

The eye, visual acuity and defects. Factors in the production of eye strain. External eye diseases.

The ear, auditory acuity and the chief causes of deafness. Risks of infection. Precaution as regards swimming baths.

Nose and throat, catarrhs and adenoids.

Voice and speech.

### Defective Children

Special needs as regards care and physical education.

Early signs of physical abnormality and failure.

The special needs of neurotic, unstable, backward and

mentally defective children.

### Public Health Services and their relation to child and teacher

The story of communal hygiene and the duties of Central and Local Authorities, with special relation to the School Medical Services.

### General Principles of School and Class-room Construction

The arrangement of school buildings, gymnasias and swimming baths.

Importance of ventilation, heating and lighting of schools and gymnasias.

Open-air schools.

### Teaching of Hygiene in Schools

PRINCIPLES AND PROCESSES OF EDUCATION (One paper of three hours)

(Note. - The course will be treated throughout in its special bearing upon problems of Physical Education.)

1. The development of children under the influence of home, school and other institutions. The relation of physical to general development.

2. The study of instincts and emotions. The repetition tendency as the basis of rhythmic movements. The biological significance of play. The gregarious instinct, leadership, sympathy and imagination, suggestion and imitation, rivalry and self-display, with particular reference to the gymnasium and the playing field.

3. Healthful physical activity and the factors involved in the attainment of physical skill. The place of formal exercises. The study of fatigue in school life. The hygienic sequence of work and recreation.

4. Character training, particularly in regard to physical training, with special reference to games, to problems of adolescence and to the part played by habit, thought and memory.

5. The general principles of teaching and of school organisation and discipline. The personality of the teacher. The technique of lessons.

6. The main types of schools and their distinctive functions and the more important features of educational administration in England.

THEORY OF GYMNASTICS (One paper of three hours)

(Note. - The course to be closely allied with the courses in Educational and School Remedial Gymnastics, Anatomy, Physiology, and Principles and Processes of Education.)

A Study of Gymnastic Movements, to include the following:-

A description of the correct performance of typical exercises, and faults commonly made.

Terminology used in describing exercises.

The composition of a gymnastic table, with special reference to the balance of exercises between the flexor and extensor muscle groups.

The choice of exercises according to -

- (a) psychological, anatomical and physiological effects;
- (b) age and needs of the Class.

The adaptation of general gymnastic teaching methods to the age of the class. Special consideration of work for children under seven years of age.

The adaptation of the gymnastic table to the conditions under which the gymnastic work is performed.

Principles of progression of gymnastic tables including rules underlying progression of typical exercises.

A detailed study of typical gymnastic movements from their physiological and anatomical aspects, including consideration of the probable action of muscles during typical gymnastic movements.

Posture and Postural Training

Correct posture.

Results of poor posture.

Postural tone and the postural reflex.

The Educational Importance of Organised Physical Activity apart from its Physiological value

The place of physical education as a whole in the school curriculum; the respective value in education of games, dancing, gymnastics, and certain other forms of physical exercise.

Schemes of work for schools.

School competitions and demonstrations.

The Gymnasium

Construction, equipment and care.

The hygiene of the gymnastic lesson.

A general consideration of Physical Education of Abnormal Children

Danger signals and contra-indications.

A history of the growth and development of Physical Education,  
with special consideration of:-

- (a) The different systems of gymnastics which have been evolved during the last two centuries.
- (b) Existing conditions (including organisation and equipment) for Physical Education in English elementary and secondary schools.



Appendix 117CHELSEA COLLEGE OF PHYSICAL EDUCATIONHours devoted to the various sections of Training

	Hours	approx. %
University Diploma Subjects Part I Theory & Pract.	474	17
" " " " II " " "	612	21
Medical subjects	530	18
Games, Athletics and Swimming	546	19
Teaching Practice	420	15
Dancing	276	10
	<hr/>	<hr/>
	2858	100
	<hr/>	<hr/>

University Diploma SubjectsPart I

	<u>Hours</u>
Chemistry )	36
Physics ) Revision	18
Mechanics )	16
Anatomy	234
Physiology	170
	<hr/>
	474
	<hr/>

University Diploma SubjectsPart II

	<u>Hours</u>
Hygiene	72
Psychology & Teaching	72
Theory of Gymnastics and Movements	108
Gymnastics Practical	360
	<hr/>
	612
	<hr/>

Medical Subjects

	<u>Hours</u>
Massage and Medical Gymnastics	192
Theory of Treatments	108
Treatment of Patients	120
Hospital Practice, First Aid and Home Nursing	110
	<hr/>
	530
	<hr/>

Games, Athletics & Swimming

	<u>Hours</u>
Theory	72
Games and Athletics	414
Swimming	60
	<hr/>
	546
	<hr/>

<u>Teaching Practice</u>		<u>Dancing</u>	
	<u>Hours</u>		<u>Hours</u>
Demonstration Lessons	24	Dancing	180
Gymnastics	186	Folk Dancing	96
Games	42		<hr/>
Dancing	114		276
Lecturing (Hygiene, Games and Theory of Movements)	36		<hr/>
Introduction to Guide work	18		
	<hr/>		
	420		
	<hr/>		

Appendix 118Demonstration Class taken by Miss Annie Higg

Second and third year students had formed the demonstration class for Miss Higg. The class started with the students "feeling" the room, the height, the depth and the width and "no stranger sight could be seen than some fifty odd students groping about in the Hall as though they had all been struck blind". The movements were performed to a tambourine or to the voice; very little music was used throughout the demonstration.

All movements were based on the three dimensions of height, depth and width and "also on the feeling of possession of each part of the body".

During the class all parts of the body were shaken and the students played a kind of follow my leader around the room which seemed to be pointless and surprisingly wild. Next day the students were very stiff and "felt seriously beaten".

CCPE Magazine No. XII July 1930. p. 18

Appendix 119

The Modern Dance - D. Jordan (12.5.41).

(paper outlines main content of Modern or Central European Dance in the early 1940's)

"During recent years Modern Dance has been the form in which dancing has had most influence in the educational world. All forms of dancing have their value educationally in that they improve poise, rhythm and grace of movement, but the Modern Dance seems to go farther than the rest since it not only affects the physical being but it does so by approaching the mind in a different way. By this I do not mean that it requires conscious mental effort in order to produce a physical movement - on the contrary, frequently the conscious mind is sublimated in the general physical exhilaration of movement - but that which is called "self expression" is given a natural outlet through the Modern Dance. It has transcended "conventional movement and stilted phrases where the spirit is crushed", which is the result of a form of dance where technique and accuracy of position are the key notes. Modern Dance recognises that because of the essential link between movement and personal temperament and emotional experience, it is impossible for everyone to be forced to do exactly the same movement.

The movements of Modern Dance are large and free, but they are built up of smaller parts which entail the use of every part of the body. The result is free yet controlled movement. Therefore we find that in Modern Dance there is a new approach to the technical basis from which the movements have their origin. Miss Jordan gave us an outline of this fundamental. Because Modern Dance tries to use the human body as it is and not as it may become as a result of hard specialised training, its technique must be based on physiological principles. Thus the four fundamental movements of the human body, bending, stretching, turning and swinging, are the four fundamental movements of Modern Dance. Add to these a force or feeling, speed, direction and contrast and we have something which has "form" and this form is an harmonious combination of body and mind."

Appendix 120

1 Year Course examples of gymnastic tables. (No comments on work!)

Sept. 1934 - 27th Sept. 1934.

1. 2 lines - run & jump over part. in arch. post.
2. Correction of St. post., x sitt. sit. on stools.
3. Sit on stools H. drop f. str. it. ) combined 1-3.  
" " b. " " )
4. St. bob j w. rebound. Std. j. w. reb.
5. St. A. sw. w. Fing bt. Sh. S. over H. S.
6. Std. st. T. bend d. unroll.
- Bal. Get out forms - walk narrow side.  
Ditto w. high forms.
- Hv. W.bs Hv. gr. high st. jump on & off first bar.  
" " " " " F as near bar as poss.
- J. i Bunny jump f. over 1 rope. ditto over series.  
Ditto over 2 " at one jump
- ii Run to head a rope.  
Combine i & ii.

Feb. 12th 1935.

1. BC Groups of 4. D leap frog over A squat thro' B & C  
A  
D 1 2 3 4
2. St. St. A. bd. Str. s. Clap in fr. of face quick bd  
5 6 7 8  
& stretches, Fing bt. S. 2cc beat over H lower to yd.
3. Ctch pos. jump alt F. bk.
4. Yd. A x sitt Elb. press b.
- Hv. Under gr. somersaults.
- Bal. i Forms HI toe change of step moving 1.  
x own A. movt.  
ii Bear walk back.
- Lat. i Rch ride sitt T. turn W  $\frac{1}{2}$  A mov S  $\frac{1}{2}$  Hnd & opp kn  
3 movts. in post return to rch on 4.  
ii Bd Std St T. bend s Rhy. to same S. W. slight reb.  
to other side.
- J. i Box long w. in 3's run, mid one jumps on box w. single  
beat, slip 1. & up spr. off.  
ii Horse Jump to st. up. spr. off w. L. swing f.

June 24th 1935.

1. Crk sitt A bend stretch s. touch f. over H fl.  
ditto w. A stretch f.
2. Upw. j. w. 3 steps start & 4 turn.
3. Hnd supp wbs. rond de jambe crk A.  
Practice Walking.
- Bal. Burglar crawl
- Hv. Heaving Rear Vault to 2 Hnds up. Drum & single beat  
2) single beat 3) st.
- Lat. H. std. st. T. bend S.
- Abd. Bk. ly. L. rais to vert. Kn bend. lower kn. raise  
str. lower.
- D. St. toe full out W. A rais S.
- J. R.

Sep. 22nd 1938.

1. Run & jump over p. in crch.
2. G.P. in St. x sitt sitt on stools Landing practice.
3. i Push partner to opp. sides of room - free  
ii F ly. push part off F.
4. St. draw large circle on floor w. Fing.
5. O Ank str ch. to running on spot.
6. St. toe placing s. bring to other k. toe placing f. to  
other k. add hop. w. each movt.
- J. i Skipping w. long rope  
a. from f. b. from s. c. run thro d. jump over  
ii Running j. s. over rope. f over 2 ropes, ditto w.  
2" higher.

February 14th 1939.

1. A. w. t. ball bounces it on spot but may turn abt, while  
p. tries to catch it. 1 2
2. ride sitt, A. swing s & r. to beat off H, srd,  
3 4 5 6 7 8  
beat off H to yd bt yd hold lower to s.
3. H rst T. lean f (rise sitt).
4. arch st. astd. forms. lat. - alt I. raise & low.
5. St. alt. facing forms. ins. Hnd w.p. beat ins. F.  
spring u & over w. abst. turn.
6. w.p. str fr. crk ly L rais. to touch, p's. F. then from ly.
7. w.p. facing alt in F. fix std. st. clap 1 p's. hnds turn &  
2 3 4 5-6  
bend over outs. F. not in pos. return to stdst hold.
8. Hnd supp wbs. bend ins k. F. circle b. & f. on floor.  
when L is b. raise to toe st. on other F.
- Bal. Walk S. along form then ditto 1 txin fr. then x beh.
- Hv. i as last time w. abt. turn.  
ii w.b. B. hg. add marking time w. str. L.
- J. i Box over run & jump to st. jump as td tog. off w abt turn.  
ii Horse. Monkey Jump. to side across & other s. mid  
& off.

June 5th 1939.

1. Handst. ch. to forw. somersault.
2. Narrow form lie along it L x A folded.
3. Bat walk f. holding cane down back.
4. 2 ropes Swallows Nest ditto w. run.
5. Sideways travelling.
6. Fence Vault between Box & bar.
7. Handstand over 2 bars.

Appendix 121International Folk Dance Festival, July 1935

"Following this (the talk) a Country Dance party was held and the proceeds devoted to making three students members of the Festival, which was also attended by Members of Staff and many Old Students. The Festival was organised by the E.F.D.S. and the British Committee on Folk Arts; it was held in the third week in July and opened with a reception of foreign delegates at Cecil Sharp House. The first public performance took place in the Cockpit, Hyde Park so many had the opportunity of seeing dancers from Austria, Bulgaria, Denmark, France, Germany, Great Britain and Ireland, Hungary, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Roumania, Spain, Sweden, Switzerland and U.S.S.R. It was a memorable week with three demonstrations at the Albert Hall, open-air performances at Greenwich Park and in the grounds of Lambeth Palace, and moving lectures and discussions at Cecil Sharp House. Perhaps one of the most spectacular events was a Government reception at Lancaster House. The Festival ended with a ball at the Royal Horticultural Hall. College was indeed fortunate to be connected with such an inspiring International event."

Appendix 122Visitors 1939-40

Visitors to the college, many of whom lectured to the students, during the first year of evacuation included:

Mr. W.J. Williams	H.M. Chief Inspector for Wales
Miss A. White	HMI
Miss A. Rogers	HMI P.T.
Miss Pugh	Camp Adviser, Cardiganshire, Girl Guides Association
Miss P. Spafford	Secretary Ling P.E.A.
Miss Edith Thompson, O.B.E.	Women's Land Army
Miss Holmes )	
Mr. Bruce Campbell )	C.C.R.P.T.
Miss Meredith Jones )	
Douglas Kennedy	English Folk Dance Society
Miss Griffin )	
Miss Cowan )	Welsh Folk Dance Society
Mr. R.G. Lean	Staff Inspector
Mr. Ifon ab Owen Edwards	

(CCPE Magazine No. XXII Sept. 1940 p. 2)



Appendix 123Health Exhibition, Aberystwyth, 1944

In this event, College had the co-operation of the Education Department of University College of Wales, Aberystwyth (through Professor Idwal Jones) and the support of the Chairman of the Cardiganshire Education Committee who took the chair at the Public Meeting, and the Chairman of the Public Health Committee, the Director of Education, the County Medical Officer and the National Union of Teachers in Aberystwyth, Local schools were given a half holiday in order that teachers might attend. The hall was surrounded by posters and exhibits and Miss Brackenbury gave a public lecture on "Health Education in Schools".

Miss Brackenbury "... emphasized the fundamental principles (of Health Education) and explained how these can be taught to children in schools."

This was followed by a talk by Miss Dellow on "Home made Hand Apparatus and Clothing for Physical Training": At a time when both these necessities were almost unprocurable many of her suggestions were speedily put into practice.

Appendix 124External lectures1950-51

Miss Phyllis Haylor, Ballroom Dance; Mr. Charles Taylor, M.P., "Parliamentary Procedure"; Dr. Robert Sutherland, "The Child behind the Pupil"; Miss Hooker, Principal of E. Sutton Park Open Borstal Institute; Professor King-Hall, "Life and Education in Brazil"; Dr. W. Masfield, C.B.E., "Capital Punishment"; Miss R. Foster, "The work of the Ministry of Education"; Mr. K.C. Harrison, M.B.E., the Eastbourne Librarian; Herr and Frau Medau, a lecture/demonstration of Medau Gymnastics.

"On March 16th, 1951, Herr Medau gave a talk on the development of his work during the past 20 years with Herr Medau at the piano and Frau Medau teaching 20 Third Year Students, their principles of flow and harmonious body movement were demonstrated."

Miss C.E. Cooke showed a film and lectured on "The Bristol Apparatus"; representatives of various teachers' unions, Ling Physical Education Association and the Old Students Association.

1952-53

H.K. Bagnall Oakley, M.A., M.R.F.S., - "Flowers and Fauna of Sussex";

Eric Gillett, - "The Modern Novel";

A Representative from Elizabeth Arden, - "Colour Harmony";

Miss F. McConnell, - "The Physical Education of the Blind and Partially Sighted Children";

John Lake, A.R.C.A., F.R.S.A., Curator of the Towner Art Gallery, - "Art Galleries and Museums", "What is Art", "Art and Nature", and "Good Bad Taste", "The British Scene"; and "Contemporary Art";

Mr. Dawson Shepperd, - "The National Spastics Society"; Archdeacon of Westminster, - "The Coronation".

On the occasion of the visit of Douglas and Mrs. Kennedy, May 1953, 80 local teachers were invited to join College, for the evening party.

Four officers of the local Borough Council spoke to the students in 1953-54 on different aspects of Local Government.

Mr. F.H. Busby (Town Clerk),

Mr. I. Cowan (Borough Treasurer),

Mr. J.C. Aspden (C.E.O.), and

Mr. R. Williams (Borough Engineer and Surveyor).

Dr. Wilhelm Viola also lectured to the College on "Child Art in General Education".

When Sir John Hunt visited the Winter Gardens, Eastbourne, to lecture on "The Everest Expedition" the College was well represented in the audience.

1954-55

A series of ten lectures on Modern Drama by J. Izon, B.A. arranged by Oxford University Extension Lecture Committee was given to the College in 1954-55.

Leon Goossens talked about the evolution of the oboe and gave a recital accompanied by Mabel Louveraine.

And Mr. S. Leder lectured on Modern Dance and the students of his school~~s~~ gave a Dance Recital.

1955-56

Sir Ronald Adam	- "UNESCO"
Miss Ann Hutchinson	- "Labonotation"
Miss Edge	- "Pestalozzi Village"
Mrs. Jane Madders	- "Childbirth"
Mr. Harold Abrahams	- "Athletics"
Miss Frances Rees, O.B.E.	- "Place of the P.E. Mistress in Schools"
Dr. Macalister Brew	- "The Adolescent Female"

Appendix 125

Memorandum - M. Davies.

The sub-committee received a Memorandum from Miss M. Davies, of Streatham County Secondary School written on behalf of the Association of Head Mistresses. Miss Davies praised the work and personality of the teachers trained at the Specialist Physical Training Colleges.

"When they come out of College, they have already had some useful experience - they are vigorous young women, full of enthusiasm for their work and well qualified for it. Their value to the school, in improving the physique of the girls, and in contributing to their mental and spiritual as well as to their physical education is fully recognised."

Miss Davies raised the question of the elderly gymnast, "The physical energy and enthusiasm of her youth are gone, and the work itself is increasingly exacting" and suggested a second subject such as Nature Study, Biology, English or Mathematics would be an asset to the individual teacher and to the school.

Appendix 126Educational Visits

During 1935-36 Educational visits were paid by the Students to the:

Royal College of Surgeons' Museum,  
British Museum (Exhibits Egyptian and Grecian section -  
Dance),  
Chelsea School Minor Ailments Treatment Centre,  
Chelsea Health Society Day Nursery and Mothercraft  
Training Home,  
Massage Department King's College Hospital,  
An L.C.C. School for Mentally Defective Children,  
National Institute for Industrial psychology,  
Pioneer Health Centre, Peckham,  
Demonstration - Greek Dance, Albert Hall - Ass. T.  
Revived Greek Dance,  
The Joos Ballet,  
Swimming classes at Secondary Schools,  
Demonstration - swimming strokes by Mr. Howcroft and RLSS,  
Demonstration - Instructional films - work B.G. and  
Information in Elementary School (B of Ed. Syll. 1933),  
Lacrosse play and Posture, and a  
Demonstration - Basket Ball by an American Team.

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Appendix 127Visits to Birmingham

The students were accompanied in 1944 by Miss Fountain, Miss Clark and Miss Cater.

The Director of Education, Mr. L. Russell, had given permission for the City's Schools to be visited and Miss A. Thorpe, Organiser of Physical Education had arranged the programme.

"A British Restaurant was visited and a public swimming bath where a demonstration of teaching methods was given to a class of teachers. After life in a village, conditions for education in a large industrial City proved more than interesting. The destruction to the City by enemy aircraft did not go unobserved and we returned to Borth stimulated and thankful."

(CCPE Magazine 1898-1958 p. 48)

In the Infant and Junior classes work was based on the Board of Education 1933 syllabus; in the Senior schools the students watched gymnastics with pupils using portable apparatus and dance.

At the Aldridge Road Senior School pupils had based their project on "Escape of the Israelites from Pharaoh and Egypt to the Promised Land ... and the ideal method of composing a dance was shewn here, for the pianist composed music to accompany the movements of the dances."

(CCPE Magazine XXVI Sept. 1944 p. 2)

The students also visited the Birmingham Athletic Institute and watched recreational dance classes taken by Miss Waterman. At a Youth Club they saw Skipping and Physical Activity classes and at Birmingham University they watched students participating in the recreation programme designed by David Munrow, the Director of the Physical Education Department.

Appendix 128Minnis Bay Camp

At 6.30 each morning Miss Appleton rang the bell as a signal for the 16 third year orderlies on duty to rise.

2 orderlies, stoker and mate were responsible for the boilers lit before 6.30 a.m. by a member of staff.

13 orderlies prepared food, were in charge of the trench fires, laid tables, arranged flowers, tidied bathrooms, did the kitchen washing-up, acted as waiters and were responsible for the tents when the others were on the beach.

1 orderly "... leapt to the spot with the rapidity of any Geni" when Miss Fountain blew the whistle tied to the Office Tent pole.

Each camper did her own washing-up.

The following is an analysis of a typical day's programme:

8.0	breakfast
9.0	roll call and tent inspection
9.30	assembly and programme for the day
9.45-10.15	year III Madame Bertram's gymnastics to the gramophone with Miss Gairdner
	year II Niels Bu <del>ch</del> gymnastics taken by Miss Kreuger
	year I Gymnastics with Miss Richardson
10.20-10.50	Dancing taken by Miss Clark skipping studies and Greek freize positions
10.50-11.10	Buns and water
11.10-12.25	Games - rounders, cricket, hockey, deck tennis, volley ball, long ball and Danish rounders
12.25-1.00	A dip and dress
1.00	Luncheon
After lunch	$\frac{1}{2}$ an hours rest
p.m.	free (if fine) sun and sea bathing, walking, knitting, reading, listening to the gramophone, listening to the wireless (Wimbledon), excursions to Margate and Canterbury
5.30	Work - theory of games, medical gymnastics, massage, anatomy, swimming theory examinations, Folk and National examinations to the gramophone.

Dancing and Gymnastics were conducted on the beach at low tide in bathing costumes and at camp on the grass at high tide.

"The freedom of movement and space were much appreciated".

7.30           Supper

              Walk

9.30           Roll call

"All were in bed and quiet by 10.15 p.m."

While the college was at Camp structural alterations to the Polytechnic were started and completed during the summer vacation.



Appendix 129College Camp 1934 and 1939

In the summer of 1934 the College camped at St. Peter's Camp, Felpham, Sussex, (a site belonging to St. Peter's Church, London Docks and kindly lent by the late Rev. H.A. Pollock).

"In contrast to the stark cliff of Birchington St. Peter's had a number of permanent wooden huts and a chapel in an enclosed field. The huts gave confidence to those in authority but they were not used, the weather being fine the whole time, and almost too hot. Camp craft, organisation and college work were much as in the first adventure. Miss Legge assisted by Miss Cater took charge of orderlies who cooked, served meals and cared for the camp."

(CCPE Magazine 1898-1958 p. 27)

In the summer of 1939 the College camped at Ham Farm, Sidlesham, Selsey. A very full programme of work and recreational activities was followed.

(CCPE Magazine No. XXI Sept. 1939 p. 18)

"Once more in (1939) a fresh group of students enjoyed the outdoor life, the sea, the problems, fun and pleasures of camp as well as learning to adapt work to new conditions. Miss Legge and Miss Cater were in charge of the orderlies whose culinary art won great praise. The end of camp came and as Staff waved farewell to the students as the coaches drove away from Ham Farm we little thought that the next college assembly would see us as evacuees with the country at war."

(CCPE Magazine 1898-1958 p. 31)

Appendix 130

1936-37		Rhythmic and National Dance for Women English Country Dance for Men and Women Gymnastics for Women "Keep Fit" Classes		
			Term	Session
Monday	7-8	*Remedial Exercises for Posture	3/-	6/-
	7-8	"Keep Fit" Class	"	"
	8-9	Gymnastics	"	"
Tuesday	7-8	"Keep Fit" Class	"	"
	8-9	Gymnastics	"	"
Wednesday	8-9	"Keep Fit" Class	"	"
	8-9	Advanced Gymnastics		
Thursday	7-8	Class for Teachers in Gymnastics, and Games, Board of Education Syllabus, 1933, taken by a Member of the Staff. (This class does not prepare for any examination)	10/-	-
	8-9	Gymnastics	3/-	6/-

\* Drs. cert. compulsory for this class. This class is intended for those with faulty posture, such as flat foot and poor carriage of the spine, who require individual attention.

Wednesday	6-7	Dancing, Elementary	5/-	10/-
	* 7-8	" Rhythmic Exercises and National Dance	"	"
Thursday	7-8	" Advanced	"	"
	* 8-9	" Rhythmic Exercises and National Dance	"	"


\* These classes are suitable for Club Leaders and others interested in Recreational Physical activities.

Appendix 131Festival of Youth 1937 - Gymnastic Table

Planning started with a meeting on 1st December, 1935 at which Miss C. Read of Bedford was appointed to direct the Gymnastics table. Chelsea was represented by Miss Clark and Anstey and Dartford by Miss Squire and Miss Cox, respectively. Miss Spafford was also present at the meeting representing the Ling Association.

(Details taken from Miss Clark's notebook).

Table

1. Students will run into the formation and begin a rhythmic jump - probably std j. W.A. lifting s. During this they will cover and halt in places.
2. On A sw. W. T. turn and straight into a T bd: d. w. bent knees and A. Sw. foll. by bd. w. straight kn.
3. In s. lunge a.s. bd. Low (ft. L. just - 45°)
4. W. a  $\frac{1}{4}$  turn step f. to  $\frac{1}{2}$  kn. for Arch foll. by a complete spine str. W. A. in up. obl.
5. In  $\frac{1}{4}$  turned formation yd. c low;  $\frac{1}{2}$  st. (hnds and kn. stretched left and H. lifted slightly and in line. )
6. Move to Os and take an A @, W. T. turn. mov and run? and then hnd st.
7. Forms Work in 3's (2 living supports)  
3 steps and  $\frac{1}{2}$  gap. 2 steps and "thief"  $\frac{1}{2}$  person sitting on end of form.

Sections to be arranged.

End in a block formation, relax and stretch up and march out.

- Vaults - Long |·| fall ht.  
Somersault fall ht. of box  
quick squat back  
Long fly.  
Thief.  
Front on fence.  
Squat on horse |·| living support.
- Agilities - Austrian - form on box.  
" - own rope on box off w  $\frac{1}{4}$  turn.  
Squat  $\frac{1}{2}$  back instream.  
Front high j using 1 step on box  $\frac{1}{2}$  ropes/  
Long box - j thr, crch. w. abt. turn to st. off s.  
3 forms high 2 st = on and help 1 over.  
2 " " 4 sit on 3 squat w. living support.

Appendix 132L.C.C. Report 1929-30

"The teaching is competent but the subject is unquestionably, a difficult one to teach and to learn, particularly as the scientific groundwork of many of the students is inadequate. How far it is justifiable, from an educational point of view, to present a highly technical science, at the outset of the course of physical education, to minds that are unfamiliar with the prolegomenon of biology, is questionable. The students' notebooks consist of a detailed and ordered nomenclature but little else; cramming can only be the inevitable result of such a process. The same criticism applies to the work in physiology to an even greater degree."

The practical work - is too technical and the objectives of experiments are not comprehended. The notebooks are "... unsystematic, inaccurate and untidy." "Such results are the antithesis of good science and sound teaching."

- Recommendation (1) No anatomy or physiology until 3rd term  
1st yr.  
(2) Introductory course in animal biology.  
" " " physics and chemistry.  
(3) Syllabus in physiology be recast and  
simplified.

"Only the most elementary notions in chemical physiology should be included."

There is need for clear diagrams and models - in lieu of dissections.

"The tendency to cover too much ground must be resisted at all costs; if less were attempted more would be accomplished."

Further, "It is strongly recommended that the advice and supervision of the heads of the chemistry and physics departments should be invited in the drawing up and working out of the syllabuses in these subjects in use in the College of Physical Education" and "More assistance is required in the practical work in Physiology."

"It is always necessary to keep in mind the fact that a great deal of physical energy is being expended and that therefore the student cannot undertake as much private study as would be done by the purely academic subject. Roughly speaking the time is equally divided between theoretical and practical subjects."

"More care is necessary in the taking and correcting of lecture notes: the provision of cyclostyled sheets of notes or text books is preferable to the present practice of taking notes which are not corrected and in which mistakes are repeated and remain unchallenged."

Appendix 133Teaching Practice Book  
Student Record

Autumn Term 1946

Date	School and Class	No.	Mark	Supervisor
Sept. 23	Machynlleth Girls I	18	52	Parkinson
" 30	" "	16	53	"
Oct. 7	" "	18	53	"
" 14	" "	18	52	"
" 21	" "	17	52	"
" 28	" "	17	54	"
Nov. 4	Mid Term holiday			
" 11	Machynlleth Girls 1	16	54	"
" 18	" "	10	55	"
" 25	" "	13	55	"
Dec. 2	" "	14	57	"

Sep. 23	Machynlleth Girls III & IV	19	50	"
" 30	" "	17	52	"
Oct. 7	" "	17	53	"
" 14	" "	16	52	"
" 21	" "	17	53	"
" 28	" "	15	53	"
Nov. 4	Mid Term holiday			
" 11	Machynlleth Girls III & IV	16	55	"
" 18	" "	14	58	"
" 25	" "	15	54	"
Dec. 2	" "	16	56	"

Lent Term 1947

Jan. 15	Commings Coch (Sen & Jun)	14	58	Cater
" 22	" " (Infants)	8	59	"
" 29	" " (S & J)	14	56	"
" 29	" " (Infants)	11	58	"
Feb. 5	" (Indoors) S & J	15	60	"
" 12	" Infants.	7	62	"
" 19	" Unsupervised			
" 19	" S & J	12	63	"
" 26	" Infants.	9	66	"
Mar. 5	" No class - snow	"	"	"
Jan. 17	Lower Borth Infants Indoors	14	54	Kempster
" 24	" " " "	10	57	"
" 31	" " " "	14	57	"
Feb. 7	" " " "	10	60	"
" 14	" " " "	12	56	"
" 21	" " " "	"	Unsupervised	
" 28	" " " "	7	59	"

## Summer Term 1947

Date	School and Class	No.	Mark	Supervisor
Apl. 23	Ardwyn County Sch. IV F & R	16	55	Powell
" 30	" IV D (sub)	18	55	"
" 30	" IV F & R	18	58	"
May 7	" Assessed on whole morning		60	"
" 14	" "		60	"
" 21	" "	18	59	"
" 28	Whitsun			
Jun. 4	Ardwyn County Sch. IV F & R	18	62	"
" 11	" "	18	60	"
" 18	" "	18	60	"
Apl. 21	Alexandrer Rd. Boys III	24	59	Bowen
" 28	"	22	60	"
May 5	"	23	59	"
" 12	"	19	60	"
" 19	"	24	61	"
"	" St. I & II E.	14	60	"
Jun. 2	" "	15	58	"
"	" St. III	No class		
" 9	" St. I & II E.	14	59	"
"	" III	25	57	"
" 16	" St. I & II E.	15	60	"
"	" III	24	59	"
May 8	Llandre Sec. jun. boys	14	56	Karn

Appendix 134Examination achievements - Miss Bamba

In the first year examinations Miss Bamba gained a 1st class mark in anatomy, physiology, hygiene, theory of school remedial exercises, theory of medicals and school remedial exercises - practical work. During this year, 1935-36, she also gained The St. John's Ambulance Association First Aid and Home Nursing Certificate and the Royal Life Saving Society Award of Merit.

During her second year Miss Bamba successfully completed Part I of the University of London Diploma in the Theory and Practice of Physical Education. (Anatomy and Physiology), the students' Lower Division Examination of the Greek Dance Association; and the Scottish Country Dance Society Teachers' Certificate Elementary Award with Distinction.

In her College Diploma examination, at the end of the third year, Miss Bamba was awarded a Distinction for Dancing and for Hygiene; 1st class award for Teaching of Dancing and Folk Dancing, Gymnastics, Swimming and Folk Dancing, Anatomy, Physiology, Theory of Gymnastics, Theory of Medicals and Principles of Education; 1st class minus award for Teaching of Remedial Gymnastics.

Miss Bamba also successfully completed Part II of the University of London Diploma in the Theory and Practice of Physical Education (Principles and Processes of Education, Hygiene and Theory of Gymnastics); The Chartered Society of Massage and Medical Gymnastics Conjoint Examination; the Royal Life Saving Society Diploma; the Amateur Swimming Association Advanced Teachers' Certificate; The Teachers' Certificate with Distinction; the Students Higher Division Examination of the Greek Dance Association; and the Advanced Teachers' Certificate of the Scottish Country Dance Society.

Anstey Physical Training College

Magazines    No. 38, 1936, p. 25;  
                  No. 39, 1937, pp. 17-18;  
                  No. 40, 1938, pp. 17-18.

Appendix 135Merchant Taylors' Girls School

Working with her colleague, Gwyneth Fordham, a system of evacuating a hockey game into slit trenches, at a brisk gallop, was developed. "Thank goodness we never had to do this for real as the trenches were always wet and for safety we would have had to lie flat!"

Mrs. Davies (née Fordham) writes, "... we lived in a flat which we called "Squalor". It was the top storey of a high house and our only means of heating was a coal fire - there never has been a fire more awkward to light but Audrey had either more patience or a better incendiary skill than I!

"We devised a remarkable means of housekeeping whereby we both went our own sweet-way. We were both determined, fiercely independent, and we both knew just what we wanted to eat - to do - and just when to do it - quite often these purposes did not co-incide and so we would go on parallel lines and were content so to do. Even in air raids we differed as Audrey was down under the stairs on the ground floor as prudence dictated, but I chose to collapse with the house rather than have it collapse on me."



Appendix 136

The Future of Physical Education.      A.J. Bamba 1964

(Precis)

"At times we in the profession seem tempted to justify the subject by constant additions to the curriculum ..." (p. 1)

For Miss Bamba,

'Movement Studies' or a study of human movement and the movement of animals would embrace, structural mechanical and qualitative aspects of movement. "We must study differences in movement; the varieties which are observable at different ages in the people of different nations, the differences in the mode and movement of men and women." (p.3) Students would be concerned with the development of movement, the development of potential ability and the analysis of fine and gross motor skills. The study would be concerned with the universality of movement. "Efficiency in movement carries with it an aesthetic satisfaction ... a kinesthetic awareness ..." (p.4) This in turn underlines the importance of observation; the "power to observe and to participate inwardly ... is the main key to the language of movement." (p.5)

The language of movement "can be apprehended only through doing ... parts ... defy translation into words." (p.5) "... we have something different to offer ... we could do ourselves and our subject a grave dis-service by pruning and shaping it to form a conventional academic pattern of study. We should be in danger of losing the very essence and meaning of the work and of reducing the study to learning about the subject, rather than studying the subject itself." (p.6)

Miss Bamba then discussed the problems of practical examinations, the implications of inter-related theory and practice "so that each illuminates the other" and the rapidly expanding area of "movement as an art form". In the past she said the preoccupation "with the training of teachers and ... methods of teaching ..." (p.6) had limited the academic development of the subject which should be available not only to teachers but to members of allied professions such as physiotherapists, choreographers and Youth Leaders.

Miss Bamba foresaw the dangers of being "swept towards the concept of recreation rather than that of education" (p.12) and she concluded "I believe that the future of Physical Education depends on our vision, our adaptability and our absolute conviction that ours is a subject of great and particular importance". (p.15)

Appendix 137Universities Conference 1964 - A.J. Bamba

(Precis)

"The vital factor in establishing Physical Education as a subject in a B.Ed. seems to me to be that of ensuring that the subject is valued and examined in its own terms. The claim of movement as a subject worthy of study depends on the fact that some aspects of the study defy translation into words. The essence of the subject is moving. We can write about it, and must struggle to write more plainly, but primarily the subject must be studied by doing." (p.2)

"... the day we make it (Physical Education/Movement Studies) wholly a verbal study we shall lose the subject itself." (p.2)

Miss Bamba expanded the areas of study and reiterated her belief in "the study of man's movement" as valuable in its own right at degree level. "We suffer badly from misunderstanding and especially from those who are ignorant of the range and the depth of the subject, and who measure its value in terms solely of health - giving exercise." (p.4)

As a further illustration of these points Miss Bamba expanded the area of Dance as a suitable subject, on its own merits, in a B.Ed. degree course.

Miss Bamba continued,

The Robbins report had set out the following two requisites for higher education: Instruction in skills and developing the general powers of the mind. The Robbins committee also proposed "that specialist Colleges should gradually enlarge the scope and subjects covered. This is clearly not an appropriate development for us (Chelsea) as we have a general college nearby. It would seem wiser for us to continue to extend the specialism." (p.5)

Miss Bamba concluded her paper, "You will know me for a tremendous enthusiast for the subject of movement. Although I foresee many difficulties, I think that the opportunities opening up are exciting and that the chance for University-type study has come not a moment too soon on the women's side, not only because our very able students have the right to extended study, but because the increasing scope and depth of the subject is ever more apparent.

For too long the significance of man's movement as an aspect of his personality has been neglected. If only we can learn to be more precise in our measurement and more exact and unprejudiced in our observations, it should be possible to use movement as a diagnostic aid as well as in the educational, remedial, vocational and recreational lives of both young and old." (p.6)

Appendix 138Precis - Training of specialist teachers and leaders of recreational activities.      A.J. Bambra

"Each student's course has four main component elements which are closely interrelated. These are the study of Human Movement, the study of Education, the practice of Physical Education, and Liberal Studies." (p.3)

The leader in recreation also needs to pursue these elements, "the leader knows about movement, she understands the people whom she teaches, as a beginner she practises teaching under the guidance of someone more experienced. She has need of personal resources which make her interesting to know, and which enrich her relationship with those she teaches." (p.3)

"A specialist teacher is concerned with a much wider range of activity than the average recreation leader, but the resources of both are derived from the study of human movement." (p.3)

Miss Bambra then detailed the study of Human Movement with the starting point as "... the student's own movement" which developed into "an interdisciplinary study" the practice of teaching. (p.4)

"The teacher uses her knowledge to determine what each group of children most needs to learn and then considers the means to interest them through the use of a relevant activity."

"The leader selects the activity and her class is made up of those who wish to take part." (pp.6-7)

Appendix 139"Examinations in Physical Education?"A.J. Bamba, 1970

(Precis)

For Miss Bamba the problem hinged on the dichotomy between "... educators using the medium of physical activity to promote physical, mental and socio/emotional growth or ... subject specialists concerned to bring children to a high level of skill and understanding in a variety of physical activities." (p.1)

To examine, "knowledge which shows in doing", and "knowing which is revealed in the relating of theory and practice" means the devising of new forms of examinations or the invention of new modes of testing movement knowledge. (p.2) The "conventional style written paper will put another academic hurdle before the child." (p.3)

"The teacher is always engaged in evaluation." (p.8)  
"If evaluation is seen as an educational tool this matters little, but it presents a problem if the teacher is required to provide an objective grade for a public examination." (p.8)  
"The examination system is certainly conducive to conformity except for the best minds and in the hands of the best teachers." (p.9)

When some Universities were questioning how much 'A' level results offered as "a guide to the applicant's capacity for lively, individual, independent thought." (p.9)

Miss Bamba concluded,

"Is this the time to establish examinations in Dance and Physical Education?" (p.9)

Appendix 140

"Why Physical Education in Education?"      A.J. Bambra, August 1971

(Precis)

The paper is very detailed but centres on the following analysis.

"In thinking he (man) is concerned with concept formation, with analysis and with problem solving, In feeling he focuses his attention on the emergence of self, on the search for an identity which will give meaning to his existence in the world ... In doing he addresses himself to the executive action which brings feeling and thinking to some outward form in writing, speech, manipulative skill expressive gesture or play movement." (p.1) "Physical Education ... is served by a complex of subjects ... having in common a major component of physical activity ..." (p.19)

"... the teacher who educates through movement must be able to give a convincing account of the progress of the children in her class ... if we are to be able to assess the contribution of physical learning to the child's total education." (p.20)

Appendix 141

"The art and science of movement".      A.J. Bamba

Summary

Miss Bamba was emphatic that the title of the subject should indicate the breadth of study and the unity of study (not duality) of human movement. The use of the title, 'The art and science of movement' was intended to overcome the difficulties implicit in the misleading title 'Physical Education'. The latter could be interpreted as learning to perform physical activities or education through the use of physical activities.

She skilfully developed the topic to illustrate the importance of movement as a way of learning, as the core of physical activity, and as central in action within the environment which "merges into the biological, the social, the philosophical study of man." (p.93)

"Watching" and "doing" were the starting points for a study of human movement; they were inseparable and supported by academic study. "... much that we read about movement must be kinesthetically re-created, that is, understood bodily as well as mentally." (p.93)

After analysis of the different aspects of movement Miss Bamba concluded, " 'Art and Science of Movement' seems to provide a heading under which all forms of movement study may come together." (p.100) "The purpose of this article is to arouse interest and indeed controversy so that we may begin to formulate more precisely the study which underlies our theory and practice of physical education." (p.101)

Appendix 142British Council Cultural Exchange

Hungary 1-15 March, 1966

Miss A.J. Bambra

Institutions visitedOffice of M.T.S.H. (Hungarian Department of Physical Education  
and Sport)

College of Physical Education - Budapest

Research Institute for Sport and Physical Education - Budapest

Sport Hospital - Budapest

Jedlick-Anyos Gymnasium

School for Aesthetic Gymnastics

College for Primary Teachers (6-10 years) Budapest

National Ballet Institute - Budapest

College for Elementary Teachers (10-14 years) Pecs

Kindergarten, Primary School with special music, Elementary  
School and Grammar School in Dunaujvaros.People met in Hungary

Mr. Auty	British Cultural Attache
Mr. Bard	Games Department, Teacher College, Pecs
Mr. Bekesi	Principal, Teacher College (Primary), Budapest
Dr. Buchler	Head of Psychology Department, Physical Education College
Mr. Csasy	Secretary (Administrator) College of Physical Education
Mr. Czirjak	Vice Principal, Physical Education College, Head of Methods Department responsible for organisation
Mrs. Ember	Staff, Methods Department, Physical Education College
Mr. Fekete	Mayor of Dunaujvaros
Dr. Ference Hepp	M.T.S.H. Research Institute, Budapest
Mr. Hetey	Central Sport School, Budapest
Mr. Hingyi	Department of Cultural Relations (Chief of English Department)
Dr. Kalmanchezey	Vice Principal, Teacher College, Pecs, Head of Physical Education Department
Mrs. Kaszper	Teacher of Aesthetic Gymnastics, Physical Education College
Dr. Kerezi	Principal, College of Physical Education, Budapest
Mr. Kocsis	Central Sports School
Mr. Kolozs	Head of Department of Practical Work, Physical Education College
Miss Kovacs	National Ballet Institute, Budapest
Mr. Mezofi	M.T.S.H. Inspector of Physical Education in Schools
Mr. Nadori	Staff, Methods Department, Physical Education College
Mr. Georg Nagy	Central Sports School
Dr. Nemessuri	Sports Hospital
Mr. Otto Orosz	Inspector of Physical Education - Pecs

Mr. Perei	M.T.S.H. Responsible for preparation of experts to lead in Sport and Physical Education, also for foreign affairs in Sport and so for visitors
Mr. Sos	M.T.S.H. Supervisor of Physical Education at national level and liaison with the Department of Education
Mr. Torjan	Vice Principal, College of Physical Education. Responsible for practical and theoretical work including languages

Sight Seeing

Estergom	Including Christian Museum, Cathedral
Pecs	
Dunaujvaros	Palace of Culture
Budapest	Old Town of Buda, Matthias Church, Castle, Liberty Monument, Margaret Island, Heroes' Square, Stadia, Museum of Fine Arts, St. Stephens Basilica, The Opera (performance of Swan Lake), Folk Dance and solo performance by Hungarian Army Group at Palace of Culture on the outskirts of Budapest



Appendix 143Development of the College, 1966

CEOs submitted note of meeting with Chairman, Deputy Chairman, Principal, 28th June '66 with Mr. Odgers and four colleagues. Mr. Odgers indicated that the general picture beginning to emerge in the Department's view was one of closer association of the two Colleges in Eastbourne as time went on, with the ultimate possibility of a merger. He stressed that no rapid change was being pressed, nor loss of College identity. Nevertheless, long-term thinking which would still remain subject to review with the passage of time, must frame the shorter term measures. In the course of discussion reference was made to some specific matters:

(1) Some development and increase in numbers of students in the College was permissible, but any substantial development would not be desirable and would be inconsistent with the principles underlying the whole discussion. The fullest use would have to be made of the increased resources of the College and this would probably lead to an increase in numbers within what would be permissible in this context.

(2) The Hinds Land. The idea of providing some additional facilities on the lines previously submitted need not be regarded as inconsistent with the policy of preventing unlimited development. Favourable consideration was likely to be given to the provision of increased facilities at the Hinds Land on the clear understanding that no separate outpost there was contemplated and that no resultant capital expenditure at the College Centre in Eastbourne would spring from any increased members emerging from such additional facilities, the purpose of which would be solely to enable the most effective and economical use to be made of the Hinds Land in wet or fine weather alike.

Res. (1) Letter from DES and report upon the visit of the Deputation to the Department be carefully noted at the moment and the position be kept under review.

(2) That the Borough Architect be asked to report upon the question of additional facilities necessary at the Hinds Land to enable the fullest possible use to be made of the facilities already existing there.

Appendix 144Admission of Men Students

The Principal stated that she had discussed possible developments of the College with HMIs and in particular, the admission of men to the College. Men students could, in her opinion, very well participate in existing courses, such as the P.G. Course, and the Course in Dance, and a three year course for men parallel with that for women could be provided with advantage. It was the general opinion of the Governors that any expansion should not be marginal but substantial, and that the admission of students should be accompanied by the provision of adequate resources in staff, buildings and equipment. Resolved (1) That the DES be informed that the Governing Body are willing to support an appropriate expansion of this College. (2) That, in this development provision should be made for the admission of men and the general broadening of the scope of the College. (3) That an early opportunity be taken to discuss the implications of the suggested expansion in greater detail with HMIs. (4) That, in any development it is the view of the Governors that it should be accompanied by an expansion in staffing building and equipment to meet the enhanced numbers.

(Education Committee 19th Oct. 1967 Min. 5 CCPE (b) p. 99)

DES did not approve scheme.

"... admission of men to the College was firmly linked with the possibility of further expansion of numbers and that in the absence of such expansion the College might not wish to pursue this possibility." Principal recommended men students should not be admitted.

(ibid. 24th Oct. 1968 Min. 4 CCPE (c) p. 96)

Appendix 145Proposed Sports Hall

(Meeting between Principal, Miss Pollard, H.M.I. and Mr. F. Sussex of Department and CEO)

"What had clearly emerged from the meeting was that it would not be practicable to think in terms of a joint project encompassing the needs of a highly specialised college and the provision that would need to be made not only for the local population, but also for summer visitors. It was therefore suggested 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. The scheme would therefore need to be justified in terms of the College's need for additional facilities, and it had been left to the Principal in consultation with Miss Pollard, H.M.I. to review the existing facilities and make a detailed case for the provision of a Sports Hall, for submission to the DES through the CEO. The Principal was of the opinion that the Borough Architect's advice should be sought regarding the size and type of Sports Hall which might be erected in the gardens at the rear of Bishop Carey House and Sunnymede.

The Principal informed the Governors of the inadequacy of and condensation in, the present changing rooms of the swimming pool, one of which had had to be adapted to become a male cloakroom. She hoped that the changing room which should form part of the Sports Hall project could be used also for the swimming pool, and so alleviate the situation.

Res. (1) Provision of Sports Hall be approved in principle.  
(2) Consult with DES and Borough Architect and Borough Surveyor (with regard to planning) continue."  
Noted with interest.

(Education Committee 23rd March 1973 Min. 3 p. 177)

Appendix 146Proposed Sports Hall

Letter dated 6th March, 1973  
Department of Education and Science

"However, the Department had added that it should not be assumed from this that they regarded outstanding consideration of the future role of the College in the post-White Paper era as being in any way settled, and that it might well be that the project as now conceived would not be acceptable in changed circumstances which might prevail before further planning of the scheme could proceed. The 1973-74 preliminary list had not yet been announced, and the Department could not at present give any positive assurance that this project would find a place in the list.

Estimated cost £120,000."

Appendix 147Development of Higher Education in the non-University Sector

Para 17. Circular 7/73

"While it will be a major aim of planning to consider how places in colleges of education not required for teacher training can best be used for other higher education purposes, it would not be reasonable to suppose that all colleges of education should have a diversified role. In the Government's view there will continue to be a place for some institutions devoted solely to teacher education and some of these may develop a national role in respect of particular aspects of professional training. But the number of such monotechnics cannot be large if proper provision is to be made for the uncommitted student and if institutions are not to be unduly at risk from future variations in teacher supply requirements. Some small colleges may need to be retained, perhaps on a reduced scale, as professional centres while others not so needed or badly located for such a purpose may have to close. The potentialities of many may best be realised by incorporation in a polytechnic or by merger with other institutions. Finally, the policy outlined in paragraph 10 that advanced courses may co-exist in the same college with courses below that level should be regarded as applying to colleges of education also."

Appendix 1481. University Qualifications - 1973

Miss J. Allen	Dip.Ed.
P. Bale	Ph.D. Dip.Ed.
Miss A.E. Cooper	M.Sc.
Miss W. Ellis	Dip.Ed.
E. Loader	Ac.Dip.
Miss J.C. McSmith	M.Ed.
R. Watson	Ph.D. M.Sc.
D. Best	B.A. B.Phil.
C. Griggs	B.Sc. M.A. (Ed.) Ac.Dip.
Miss J. Harrison	B.Sc.
C. Peters	B.A. M.A.
E. Roe	B.Sc. M.A.
Mrs. M. Wootton	B.A.

2. University Qualifications; Staff who had left prior to 1973

P.J. Arnold	M.Ed. Ac.Dip.
G.F. Curl	M.Ed. Dip.Ed.
Miss J. Dilnot	Dip.Ed.
A. Donald	B.Sc. M.Sc. Ph.D.
F. Horne	B.Sc.
Mrs. J.M. James	Ac.Dip.
D. Kidd	B.Sc. M.Sc.
R. Turner	Ac.Dip.
Miss P.O. Veerhault	B.A. M.A.
Miss I.M. Webb	M.Ed. Ac.Dip.
R.A. Collier	B.Sc.
Miss B. Gough	B.A.
E.T.E. Davies	B.A. B.Mus. L.R.A.M.

3. Art of Movement Studio Courses

Miss A.E. Cooper	(3 months)
Miss H. Corlett	(2 years)
Miss J. Langridge	(1 year)
Miss O. Napper	(1 year)
Miss L.E. Turner	(1 year)
Miss V. Verdin	(1 year)
Miss L.M. Wilson	(1 year)
Miss C. Hamby	(1 year) (resigned)

4. In-Service B.Ed. Degree

Miss B. Burgum	(Part-time) (to be completed)
Miss M. Fogo	(Part-time) (to be completed)
Mrs. J. Korth	B.Ed. (London) (1975)
Mrs. R. Prideaux	B.Ed. (Sussex) (1976)
Mrs. S. Shaylor	B.Ed. (Sussex) (1976)
Miss J. Standeven	B.Ed. (Sussex) (1974)
Miss V. Verdin	B.Ed. (Sussex) (to be completed)

5. Higher Qualification

T. Wood	M.Sc. University of Dalhousie (to be completed)
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6. Open University Degree

Miss J. Allen  
Miss M. Cutland  
D. Leggett

completed 1977  
(to be completed)  
B.A. (1975)

Appendix 149Resolution of Senate - University of London

"That the attention of Governing Bodies of Constituent Colleges of the Institute be drawn to the desirability of instituting procedures on the following lines for the appointment of academic staff:

(1) A short list of candidates for academic appointments should be drawn up by the Principal after consultation with appropriate members of the academic staff.

(2) While the formal appointment should be in the hands of the Governing Body, the recommendation of academic staff for appointment should be made by a committee of predominantly academic personnel, including the Principal and other senior members of the academic staff.

(3) The Chairman and/or other members of the Governing Body, including a University representative, might be members of the selection committee, but no general rule need be laid down."



Appendix 150

Principal's Report to O.S.A. - Tokyo Conference, July 1969.  
I.A.P.E.S.G.W. 1970 Report p. 3.

"Although much has been written about the 6th International Congress in Tokyo ... I want to mention it again here to tell you what you will already have guessed, which is that the leadership of Miss Kingston and Miss Wilson was absolutely excellent and that the teams demonstrated not only outstanding gymnastics and dance, but also the educational values of this work in their power to come together as a team while retaining all the inventiveness, versatility and individuality which we value so highly."

Appendix 151From Principal's Reports to Governors24th April 1959

Miss Coombes elected as Tour Manager for the 1960 tour to U.S.A. - team to represent England, Ireland and Scotland - lacrosse.

23rd February 1966

- |                |                         |  |
|----------------|-------------------------|--|
| 4 - 5          | January                 | British Sociology Association Conference on Planning Sociology Syllabi, at Battersea College of Technology - Miss Veerhault.                             |
| 3 - 5          | January                 | Physical Education Association Conference at Goldsmith's College, New Cross, London. Miss Kingston, Mr. Arnold, Miss Edgley, Miss Cooper, Miss Wilson.   |
| 5 - 9          | January                 | "Modern Trends in Women's Athletics" at Lilleshall, Shropshire. Miss Cooper, Miss Cutland, Miss Pritchard.   |
| 21 - 23        | January                 | Central Council of Physical Recreation "Fitness for Sport" Conference at Bisham Abbey. Principal, Mr. Arnold, Miss Cutland.                              |
| 22<br>and<br>5 | January<br><br>February | Dance Drama Course on "Dynamic Moods in Dance Drama" organised by Laban Art of Movement Guild at Great Russell Street, London. Miss Napper, Miss Verdin. |
| 1 - 15         | March                   | British Council tour in Hungary. Principal.  |
| 25 - 26        | March                   | Department of Education and Science Conference of Tutors of Commonwealth Bursars. Miss Turner, Miss Wardrop.   |
| Miss Coombes   |                         | is a Selector for the All England Women's Lacrosse Association.  |
| Miss West      |                         | is an adjudicator for Umpires of the All England Women's Hockey Association.   |
| Miss Wilson    |                         | is a member of the Laban Art of Movement Guild Council.  |
| Miss Kingston  |                         | is an External Examiner for Wing Courses of Coventry College of Education, and Bishop Otter College, Chichester.   |
| Miss Baggallay |                         | has had her book "Netball for Schools" published by Pelhams; she is a selector for the All England Netball Association.                                  |
| Principal      |                         | is an External Examiner, Oxford University Institute of Education.   |

31st May 1973

Courses and Conferences Attended

Principal	D.E.S. Conference of Principals of Colleges of Education. Lady Spencer Churchill College, Oxford. 3 - 6 April 1973.
Miss R. Arkley	Conference of Colleges and Institutes of Education Libraries. Churchill College, Cambridge. 15 - 19 April.
Miss A.E. Cooper	"Sport for All" Conference arranged by the Royal Society of Health. 22 March.
Mrs. M.I. Fox	D.E.S. Course "Art in Special Education". Eastbourne College of Education. 9 - 19 April.
R. Watson	"Physiology of Exercise in Health Disease". Royal Post Graduate Medical School, Hammersmith, under the auspices of the British Physiology Society. 21 - 23 March.

Publications

D. Best	Article "The Aesthetics of Dance" accepted by the Journal of Aesthetic Education.
Miss H. Corlett	Contributed two topic areas (Movement Analysis and Development of Movement Concepts in Children) to "Human Movement" a field of study published by Henry Kimpton, 1973.
D.L.K. Leggett	"Assessment for C.S.E.". Nuffield Secondary Science, contributory authorship. Published by Longmans and Penguin.
R. Watson	"Validity of the maximal oxygen uptake test". Published in "Athletics Coach".

Lectures

Principal	Conference of specialist teachers of Physical Education, Hampshire, Gurney Dixon Centre, Lymington. Opening address, 26 March, 1973.
	Public Schools Physical Education Conference, Bryanston. Opening address, 16 April 1973.

Academic Qualifications

D.L.K. Leggett	B.A. (Open University). Awarded in Educational Studies with merit in Mathematics for Scientists and distinction in Biological Basis of Behaviour and Curriculum Studies.
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Appendix 152Governors  
1958-59Eastbourne Local Education Authority:

Mr. Alderman Caffyn  
 Mr. Alderman W.A. Neale  
 Mr. Councillor W.P. Lebbon  
 Councillor Mrs. W.L. Lee (Chairman)  
 Councillor Mrs. Neale  
 Mr. Councillor Foyle

Co-opted:

Dr. L.M. Dickson  
 Dr. F.J. Harlow (Deputy Chairman)

Nominated by the University of London:

Mrs. A.M. Blackwell  
 Rev. Canon J.J. Curtin

Nominated by the East Sussex Local Education Authority:

Mrs. J.W. Catchpole

Nominated by the Old Students' Association of the College:

Miss K. McConnell

Governors  
1969a) Eastbourne County Borough Council:

Mr. Alderman S.M. Caffyn, C.B.E., D.Sc., A.R.S.M. (Chairman)  
 Mr. Alderman W.P. Lebbon  
 Alderman Mrs. W.L. Lee (Deputy Chairman)  
 Mr. Councillor A.J. Banfield  
 Mr. Councillor P.S. Brockwell  
 Mr. Councillor C.H. Lacey, Dip.Litt., F.F.T.Cam., A.B.I.M.

b) East Sussex County Council:

Mr. T.H.B. Mynors

c) Hastings County Borough Council:

Councillor Mrs. D.I.L. Baulf

d) University of Sussex:

Miss H.M. Adams, M.A.  
 Mrs. M.C. Winkler

e) Principal:

Miss A.J. Bamba

f) College Academic Staff:

Miss B. Barford  
Miss L.E. Turner

g) Students' Union:

Miss P. Clements  
Miss J. Green

h) Co-opted:  
Practising Teachers:

Mr. J.G. Clark, Headmaster, Ringer County Secondary School  
Miss M.T. Knight, Deputy Headmistress, Eastbourne High School

Other Categories:

Miss E.R. Fraser, (C.C.P.E. O.S.A. and Senior P.Ed. Adviser, Hampshire)  
Dr. W.A. Marshall, (University of London Institute of Child Health)  
Professor B. Pattison, (University of London, Institute of Education, Division of Language Teaching)

Governors  
1972-73a) Eastbourne County Borough Council:

Alderman Sir Sydney Caffyn, C.B.E., D.Sc., A.R.S.M. - Chairman  
Mr. Councillor J. Angelman  
Mr. Councillor Banfield  
Mr. Councillor C.H. Lacey, Dip.Litt., F.F.T. Camb. A.B.I.M.  
Alderman Mrs. K.J. Underhay  
Mrs. Wigham

b) East Sussex County Council:

Mr. T.H.B. Mynors

c) Hastings County Borough Council:

Mrs. Lister

d) University of Sussex:

Miss H.M. Adams, M.A.  
Professor Russell-Brown, B.Litt., M.A., Ph.D.

e) The Principal:

Miss A.J. Bamba

f) College Academic Staff:

Miss B. Barford  
Miss L.E. Turner

g) Students' Union:

Miss N. Finch  
Miss V.H. Gough

h) Co-opted:  
Practising Teachers:

Mr. Clark  
Miss D. Robinson

Other Categories:

Miss E.R.B. Fraser (Deputy Chairman)  
Dr. W.A. Marshall, B.Sc., M.B., Ch.B.  
Miss K.M.E. Murray, M.A., B.Litt.

## Note:

The choice of Miss Barford and Miss Turner, to represent the Academic Staff, on the Governing Body, reflected the confidence of staff in two senior colleagues that their views would be clearly and accurately presented.

Miss Barford had proved to be a very wise, hard working and able deputy to Miss Bambra; she was generous with the amount of time she spent on college affairs; nothing was ever too much trouble for her; she had high professional standards and was warmly acknowledged by all members of staff as their 'personal tutor'.

Appendix 153Training Colleges and Teacher Supply in the 1960s

Ref: Letter Ministry of Education - serious shortage in the supply of teachers - and Training College letter No. 10. September 1958.

Main points emphasised in the circular letter -

(i) An immediate programme, all of which the Minister was anxious to see completed by September, 1962, of 12,000 additional training college places (including the 2,500 in the first instalment already announced) was to be put in hand at once. With this programme would be combined a scheme to reshape the training college system into longer and better sited units.

(ii) The Minister's view was that a College for 400 to 500 students was of suitable size and he intended that expansion should be concentrated on colleges which by September 1962 would be expanded to at least that size, though hard and fast rules for expansion could not everywhere be rigidly applied and exceptions in particular cases might arise.

(iii) College authorities were asked to consider what the long-term place of their colleges in the training college system should be and whether they should play any part in this expansion programme and, where they wished to propose expansion, to submit proposals to the Minister within two months from the date of the circular letter, i.e. by 24th November, and earlier if possible.

Governors resolved:

(a) 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 this College be submitted to the Minister of Education.

(c) That the Ministry be informed that, although no proposal for large-scale development is to be submitted, the Governors will take such opportunities as may occur to effect a marginal increase in the number of students admitted to the College.

Appendix 154Some Observations and Recommendations on Forward Policy  
J.C. Aspden, C.E.O. 18th February, 1966.

"... during a period of almost 70 years the College has been responsible for pioneer and specialist work of a high order and has gathered together to this end a body of staff with unique experience and appropriate facilities which offer sound grounds for believing that a continuance of the specialist work, so well established and so highly regarded, should continue and indeed be developed further on its own merits and, as opportunity offers, applied over a wider field of educational activity than the training of teachers of physical education."

"If these issues are not pressed to a conclusion and the place of physical education and the study of movement established and recognised as a university study, the situation will drift and the College will apparently have no long-term independent future."

"There would seem to be a place in a progressive new university for facilities for research, for the application of the work of the College to physiotherapy, social science and maybe other activities."

## Recommendations:

- (1) consider long-term and short-term future and identify with above points.
- (2) appoint representatives formally and officially to discuss the position of the College with the D.E.S. and the University of Sussex to clarify ultimate objectives as an academic establishment.
- (3) ensure appropriate students have opportunities to proceed to a University degree after four years.



Appendix 155The Governing Body - 1969

In 1969 the Governing Body was increased to twenty:

- (a) six members appointed by the Council.
- (b) one member appointed by the East Sussex County Council.
- (c) one member appointed by the Council of the County Borough of Hastings.
- (d) two members appointed by the Council on the nomination of the University of Sussex.
- (e) the Principal of the College for the time being.
- (f) two members of the academic staff of the College appointed by the Council on the nomination of the Academic Board.
- (g) two members appointed by the College from among the student union of the College on the nomination of the student body.
- (h) five members co-opted by the members referred to in paras. (a) to (g) above ... of whom two shall be practising teachers in grant-aided schools and three shall be persons with a concern for teacher training or having knowledge or experience of the teaching of specialist subjects.  
(Instrument of Government No. 2 4.8.1969)

Governors' responsibilities in the conduct of the College were also increased.

"Within the approved estimates, the Governors shall determine the total number of teaching staff and the number of lecturers in each grade."

"The Governors shall decide after considering the recommendations of the Academic Board how the total number of teaching staff of different grades shall be apportioned to departments and subjects." (Articles of Government 3(i) (ii))

Students became members of the Governing Body from December 1969 but when staff matters were under discussion they withdrew from the meeting. (Articles of Government I 16(ii))

Appendix 156

Report to O.S. 1975 - D.E.S. Letter 16th December 1974

"3. The Secretary of State has considered carefully the reservations about the merger which have been expressed by the Governing Body, Academic Board of Chelsea College of Physical Education. The specific assurances for which they asked cannot be given in the form they are requested. I am however to say:-

a) The Secretary of State recognises the important contribution made to physical education by Chelsea College in the past and will wish to ensure that, so far as possible, its specialist facilities and expertise are fully utilised and further developed in the future.

b) He believes that the prospect of this will be enhanced by the College's incorporation in a larger institution with greater resources; this will be in accordance with the Department's long standing policy that wherever possible specialist teachers should receive their education and professional training in the same institutions as other intending teachers.

c) He expects that in exercising control over teacher supply successive governments will continue to look to Chelsea for an important contribution to the supply of specialist teachers of physical education.

d) He hopes that the new institution will be successful in developing other courses of physical education outside the field of teacher training and believes that the national reputation of Chelsea College and the additional resources which the new institution will have at its disposal offer substantial grounds for the belief that such developments will be successful. This will however depend on the institution's ability to attract students and obtain recognition from the Sports Council and other bodies of the qualifications it offers; these matters are not under the Department's control.

4. The Secretary of State believes that on further consideration the Governing Body and Academic Board of the College will recognise that their best interests lie in whole-hearted support of the outline plans for the development of the new institution which your Authority has prepared and that it will be possible for detailed proposals for their implementation to be worked out between the Authority and the new institution to the mutual satisfaction of both parties."

Appendix 157CHELSEA COLLEGE OF PHYSICAL EDUCATIONTHE ACADEMIC BOARD

## AB/Constitution

1. The purpose of the Academic Board shall be the formulation and expression of a corporate policy on academic matters.
2. The Academic Board shall consist of the Principal and
  - a) the Deputy Principal and Principal Lecturers, together with
  - b) representatives equal in number to Deputy Principal and Principal Lecturers, elected by the Academic Council.
3. The election shall take place at the end of the Summer term, to take effect at the beginning of the Autumn term.
4. Each staff representative shall be elected to serve for two years, a half of the total retiring at the end of each year. Retiring members shall not be eligible for immediate re-election.
5. If an elected member leaves the Board before his two years have expired a substitute shall be elected to serve for the remainder of this period. Such substitute shall not be eligible for re-election if the period of service is one year or more.
6. The Academic Board shall meet at least twice a term.
7. A quorum for a meeting shall be four fifths of the members.
8. The Principal shall take the chair, and in her absence the Deputy Principal. In the absence of both, the chairman shall be elected.
9. The Academic Board shall elect a Secretary.
10. At least ten days before a meeting, the Secretary shall invite formally from the Chairman and the members of the Academic Board, the submission of topics for discussion, and motions regularly proposed and seconded.
11. Members of the Academic Council may also propose and second motions for discussion by the Academic Board. When such motions are discussed the proposer and seconder may exercise the right to take part in that discussion.
12. Any member of the Academic Council may also raise an item for discussion by the Academic Board and may exercise the right to take part in that discussion.
13. The period of notification for such proposals from members of the Academic Council, both for motions and items for discussion, shall be at least ten days before a meeting.
14. An agenda shall be prepared by the Secretary in consultation with the Chairman, and published five days before the meeting. All items, whether proposed by the Chairman or members, shall give a broad indication of the nature of the topics to be discussed.

15. In exceptional circumstances an additional meeting may be convened at the request of the Chairman or at least seven members of the Academic Board, in which case the agenda shall be published at least two days beforehand.
16. Minutes shall be kept of the meetings of the Academic Board. A copy shall be circulated to each member of the Academic Council, and to the Clerk to the Board of Governors.
17. On occasions when a vote is taken, four fifths of the total membership shall be taken as a true indication of the opinion of the Board.
18. Notwithstanding, the responsibility for an ultimate decision shall rest with the Principal.
19. The Academic Board shall establish such standing committees and sub-committees as are deemed necessary. Each committee and sub-committee shall submit to the Board a written report which will be circulated with the Minutes.
20. Until such time as the Academic Board has evolved its own Standing Orders, the following orders shall be provisionally adopted.
21. This constitution may be amended at any time by a majority of one fifth of the total membership of the Academic Council.

Agreed 30 November 1966.

Appendix 158

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

## THE ACADEMIC BOARD

## CONSTITUTION

Amendments 1968

1. The purpose of the Academic Board shall be the formulation and expression of a corporate policy on academic matters, as for example the planning and organisation of academic and professional studies; the selection of candidates for college courses; the evaluation of students' progress; the consideration of building plans and estimates particularly where they bear on such items as the provision of teaching accommodation and equipment.
2. The Academic Board shall consist of the Principal and (a) Deputy Principal and Principal Lecturers who hold special responsibility allowances. (b) Staff representatives equal in number to the Deputy Principal and Principal Lecturers holding special responsibility allowances. (c) Any Academic Council member of the Governing Body not already serving on the Academic Board.
3. The Academic Board may request attendance at its meetings, in an advisory capacity, any member of the Academic Council.
8. A quorum for a meeting shall be two thirds of the total membership of the Board.
15. On occasions where a vote is necessary a decision shall be reached by a simple majority of those voting but shall not be valid unless the voting support for the decision exceeds fifty percent of the total membership of the Board. Notwithstanding responsibility for ultimate decisions rests with the Principal.
16. The Academic Board shall nominate from its membership representatives to serve on the Academic Committee and the Delegacy of Sussex University.
19. Subject to the provisions of the College's Articles of Government No.2F the Academic Board shall nominate from the Academic staff two representatives to serve on the Governing Body of the College.
20. This constitution may be amended at any time by a majority of one fifth of the total membership of the Academic Council, subject to the approval of the Governing Body.

Appendix 159Amendments to Articles of Government 4.8.69

10 (1) There shall be an Academic Board in the College comprising the Principal (who shall be Chairman), the Deputy Principal and members of the academic staff of the College appointed in accordance with rules approved by the Governors, and such other members of the College as the Governors may determine at a meeting held after consultation with the academic staff of the College. The Academic Board shall have the powers and duties set out herein together with any further powers and duties delegated to it by the Governors. The Board shall have the right to make representations to the Governors on any academic matter.

11. The Governors may vary the rules of the Academic Board as and when they consider it necessary and shall give consideration to any suggestions, recommendations or representations received from the Academic Board.

Appendix 160CHELSEA COLLEGE OF PHYSICAL EDUCATIONTHE ACADEMIC BOARDCONSTITUTIONAmendments 1972

2.   \*(d) Three full-time registered students of the College.
3.   \* The Academic Board may request the attendance at its meetings, in an advisory capacity, of any member of the Academic Council or of any registered student of the College.
4.   \* Elections to the Academic Board shall be held at the  
X beginning of the Autumn term to take immediate effect.
5.   \* Each Academic Council member shall be elected to serve for a period of two years. Each student member shall be elected to serve for a minimum period of one year or for two successive years in the case of students remaining eligible for membership. Retiring members shall not be eligible for immediate re-election.
- (5...+ Each student member shall be elected to serve for a minimum period of one year or for a maximum of two years in the case of those students remaining eligible for membership. ) ...
6.   \* If an elected member leaves the Board before his/her period of service has expired a substitute shall be elected to serve for the remainder of this period. Such substitute shall not be eligible for immediate re-election if the period of service is one year or more.
7.   \* Any member of the Board whose membership of the College is under review shall not attend meetings of the Board during his/her period of suspension.

Code:       \*Proposed amendments to the existing Constitution.

+Amended version recommended by the Town Clerk:  
not yet considered by the College Academic  
Council.

X Clause not yet agreed by Academic Council.

Appendix 161CHELSEA COLLEGE OF PHYSICAL EDUCATIONThe Structure of Academic Board CommitteesIntroduction

The ad hoc Committee set up by the Academic Board was asked to investigate the structure of the Board's own Committees. The ad hoc Committee in presenting its suggestions draws the Board's attention to the existence in the College of other classes of Committee whose structures and affiliations require investigation. The structure of College Committees connected with the University of Sussex, or referred to in A.B./Gov.1., Academic Council Advisory Committees, Staff Meeting Advisory Committees, and Staff-Student Advisory Committees should now receive consideration but their constitution lies outside the scope of the present enquiry.

Sub-Committees of the Academic Board

In accordance with Item 17 of the Constitution of the Academic Board and Articles of Government No. 26 (i) we propose that the following categories of Academic Board Committee be recognised:-

1. Standing Sub-Committees

- Chairman:
- (a) The Chairman will be appointed by the Board for a period of two years.
  - (b) The Chairman will be eligible for immediate re-appointment.
  - (c) The Chairman's maximum length of service will not normally exceed six years unless the person concerned holds a post in the College which carries particular responsibility for the area of work with which the Committee is dealing.
  - (d) A Chairman, if not a member of the Board will be invited to attend as a non-voter any of the Board's discussion of an item concerning the work of his/her Committee.

- Secretary:
- (a) The Secretary will be elected annually by the Committee, at the beginning of the Academic Year.
  - (b) The Secretary will be eligible for immediate re-election.

- Membership:
- (a) The Chairman will be appointed by the Board.
  - (b) 4 members will be nominated by the Academic Council, and elected by the Academic Board.
  - (c) The Chairman will be appointed bi-annually by the Academic Board.



Other members will be elected annually by the Academic Board, during the Summer Term.

- (d) Members will be eligible for immediate re-election.
- (e) Committee members' period of service will not normally exceed six years.
- (f) The Committee will have the power to co-opt members for discussion of particular items on the Agenda.
- (g) The Principal or her Deputy will be ex-officio members of the Committee.

- Terms of Reference:
- (a) Each Committee will receive in writing from the Board an outline of its framework of responsibilities.
  - (b) Each Committee through its Chairman will report to the Board at least once a term.
  - (c) A Committee's reports to the Board will be circulated to members of the Board at least five days before the meeting at which the report is to be discussed.

#### Existing Standing Sub-Committees

- 1. In-Service Training.
- 2. Research.

#### 2. Ad hoc Committees

Chairman: The Chairman will be appointed by the Board.

Secretary: The Secretary will be elected by the Committee at its first meeting.

- Membership:
- (a) 3 - 5 members will be appointed by the Board.
  - (b) The Committee will have the power to co-opt additional members where it sees fit.
  - (c) The Principal or her Deputy will be ex-officio members of the Committee.

- Terms of Reference:
- (a) The framework of responsibilities of an ad hoc Committee will be outlined by the Board. Information regarding the nature of the enquiry, and methods of reporting to the Board will be stated at the outset of an investigation.
  - (b) The Committee's existence will cease on completion of its task.

#### Existing Ad Hoc Committees

- 1. Orientation Course
- 2. Committee Structure
- 3. Record Card

### 3. Provisional Committees

A Provisional Committee composed of all interested Academic Council members will be set up when a major work project is launched in the College and where the main lines of future policy are worked out during the scheme's experimental stages

- Chairman: (a) The Chairman will be elected by members of the Committee at the beginning of the Academic Year.  
 (b) The Chairman will be elected for a period of one year and be eligible for immediate re-election.  
 (c) The Chairman if not a member of the Board will be invited to attend as a non-voter any Board discussion of an item concerning the work of the Committee.

- Secretary: (a) The Secretary will be elected annually by the Committee at the beginning of the Academic Year.  
 (b) The Secretary will be eligible for immediate re-election.

- Membership: (a) In consultation with his/her Head of Department any member of the Academic Council directly concerned with the content of the work on which the Committee advises the Board.  
 (b) The Principal or her Deputy will be ex-officio members of the Committee.

- Terms of Reference: (a) The terms of reference will include a statement outlining the Committee's framework of responsibilities.  
 (b) The terms of reference will give details of the Committee's method of reporting to the Board.  
 (c) Provisional Committees will review their existence annually for a period not exceeding three years. After three years they will become standing sub-Committees or be disbanded.

#### Provisional Committees of the Academic Board

B.Ed.

#### Duties of Chairman.

- (a) The Chairman will preside at all meetings of the Committee and in his/her absence a Chairman will be elected from among those present at the meeting.  
 (b) The Chairman will speak on written reports and proposals laid before the Board by the Committee and convey the Board's decisions on reports and proposals to the Committee.

Duties of Secretary.

- (a) The Secretary will take minutes of all meetings and agree them with the Chairman.
- (b) The Secretary will initiate publication and circulation of the Minutes to members of the Committee.
- (c) The Secretary will keep a copy of the Minutes of each meeting.
- (d) The Secretary will receive and deal with correspondence addressed to the Committee.
- (e) The Secretary will initiate elections to the Committee as laid down in its terms of reference during the Summer Term of the Academic Year.
- (f) In consultation with the Chairman, the Secretary will initiate the publication of documents addressed to the Board as laid down in the Committee's terms of reference.

AB/AC/4/BB/JP/17.6.69.

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## IN-SERVICE COMMITTEE

## Suggested Terms of Reference.

- a) In consultation with teachers, Head Teachers and Advisers, to provide courses in Physical Education for teachers.
- b) To co-operate with other bodies providing In-Service education.
- c) To promote interest and interchange of ideas in In-Service work in the College and with the L.E.A.

201D/MS/LB/21.11.73

Appendix 162

CHELSEA COLLEGE OF PHYSICAL EDUCATION AB/S.C.Research/2

Report - Steering Committee - Research Sub-Committee for  
Academic Board

(Ref. A.B. Min. 183)

Research is accepted as an integral part of the work of a Specialist College of Physical Education. In recent years Research Lecturers have been appointed to the staffs of certain colleges. It is important to anticipate future needs and changes, to establish criteria for the logical development of a discipline and to facilitate research.

The Steering Committee recommend that a Research Sub-Committee be formally established with a Chairman appointed by the Academic Board, to serve for two years and to be eligible for re-appointment and four other members, to be nominated and elected by the Academic Council. These members to include, if possible, one person experienced in the work of research committees and capable of evaluating proposed research projects and a second person with knowledge of the financing of research. In the first instance two members to be elected for two years and two members to be elected for one year. Thereafter two members to retire annually. Retiring members are eligible for immediate re-election.

The Research Sub-Committee will be responsible for advising the Academic Board on technical matters. It will consider proposed pieces of research using the following criteria of acceptability:

Originality, contribution to the development of knowledge, ethical acceptability, feasibility, urgency and the likelihood of valid and reliable results. The Committee will need to establish a College Research Fund, through contacting possible sponsors; The Sports Council, The Department of Education and Science, The Amateur Swimming Association, and to approach the Governors of the College for financial aid. The fund may be used to finance certain projects, buy special items of equipment and establish Internal or External Scholarships, Bursaries or Fellowships. The Committee will receive and consider requests for financial aid and recommend priorities. Further it will co-ordinate current college research, record progress of studies, catalogue and document completed research, recommend publication of material, supervise overall student participation in research and watch for "overloading", liaise with other establishments carrying out Research projects and stimulate further research.

It is anticipated that Research in Chelsea College of Physical Education will be concerned with the development of conceptual and technical aspects of Physical Education, projects related to teaching, school and learning situations and inter-related topics of a curriculum and professional nature. Research may be Private, College sponsored or carried out with the co-operation of other Colleges, University Departments or Associations. It may be individual, team based, lead to Higher Academic Qualifications or develop from small investigations.

In promoting co-ordinated research projects Chelsea College of Physical Education will contribute positively to developments in teaching and to the structuring of a body of academic knowledge in Physical Education.

IMW/GAW/13.6.68

Appendix 163

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

AB/SC/4

25th November 1966

Academic Council Constitution

- (1) The Academic Council shall consist of the Principal and all members of the academic staff.
- (2) The Academic Council shall meet to hear accounts of the Academic Board's deliberations and, at the Chairman's invitation, to discuss and advise on general academic matters.
- (3) The Principal shall take the chair, and in her absence the Deputy Principal. In the absence of both, the Chairman shall be elected.
- (4) The Academic Council shall elect a secretary who shall keep a record of the discussions. Each member of the Academic Council shall receive a copy.
- (5) A quorum for a meeting shall be four fifths of the members.
- (6) Meetings of the Academic Council shall take place at least twice per term (preferably at the beginning of a College term and at about half term). A meeting of the Academic Council shall normally be convened at the request of the Chairman but in exceptional circumstances a meeting may be called at the request of at least seven members of the Academic Council.
- (7) Ten days before a proposed meeting of the Academic Council the Secretary shall invite the Chairman and members of the Academic Council to propose items for discussion. These proposals shall form an agenda which shall be published by the Secretary, after consultation with the Chairman, five days before the Academic Council meets.
- (8) This constitution may be amended at any time by a majority of one fifth of the total membership of the Academic Council.

Appendix 164

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

ACADEMIC COUNCIL CONSTITUTION

1. The Academic Council shall meet to hear accounts of the Academic Board's deliberations; to discuss and advise, at the Chairman's invitation, on academic matters; to recommend to the Governing Body amendments to the Constitutions of the Academic Board and the Academic Council.
2. The Academic Council shall consist of (a) the Principal, (b) all members of the academic staff of the College, (c) any member of the College staff co-opted by the Academic Council.
3. The Principal shall take the chair or in her absence, the Deputy Principal. In the absence of both the chairman shall be elected.
4. The Academic Council shall elect from its membership a secretary who shall hold office for a period of one year and be eligible for immediate re-election.
5. Minutes shall be kept of meetings of the Academic Council. A copy of the minutes shall be issued to each member of the Council.
6. A quorum for a meeting shall be four-fifths of the total membership of the Council.
7. There shall be at least two meetings of the Academic Council per term, one of which shall be held at the beginning of each session. A meeting of the Academic Council shall normally be convened by the Chairman or at the request of at least seven members of the Council.
8. Ten days before a proposed meeting of the Academic Council the secretary shall invite the Chairman and members of the Council to propose items for discussion.
9. An agenda shall be prepared by the secretary in consultation with the Chairman and a copy issued to all members of the Academic Council at least five days before the meeting. All items whether proposed by the Chairman or members shall give a broad indication of the nature of the topics to be discussed.
10. A meeting of the Council may be convened in exceptional circumstances provided at least twenty-four hours notice has been given.
11. The Academic Council shall elect to the Academic Board staff representatives equal in number of the Deputy Principal and Principal Lecturers holding permanent seats on the Board.

12. The election of Council members to serve on the Academic Board shall be held during the summer term to take effect from the beginning of the autumn term.
13. Each Academic Council member elected to the Academic Board shall serve for two years. Retiring members shall not be eligible for immediate re-election.
14. If an elected Academic Council member leaves the Board before his/her two years of service have expired a substitute shall be elected to serve for the remainder of this period. Such substitute shall not be eligible for immediate re-election if the period of service is one year or more.
15. The Academic Council shall establish such committees as are deemed necessary and these shall report to the Council as agreed in their terms of reference.
16. This constitution may be amended at any time by a majority of one fifth of the total membership of the Academic Council, subject of the approval of the Governing Body.



Appendix 165

1958 - 1973

Students in College

	I	II	III	IV	P.G.	Sup.	INS.	J.Y.A.	O	Total
Sept. 1958	61	88	63			13				225
9	79	60	87			24				250
60	87 <sup>o</sup>	76	59			31 <sup>+</sup>			3	256
1	85 <sup>o</sup>	85	74			30 <sup>+</sup>				274
2	94 <sup>o</sup>	81	84			22 <sup>+</sup>				281
3	95 <sup>o</sup>	90	79		1	31 <sup>+</sup>				296
4	108 <sup>o*</sup>	93	84		4	35 <sup>+</sup>			3	326
5	119 <sup>o*</sup>	102	89		5	29 <sup>+</sup>			3	347
6	129 <sup>o*</sup>	109	100		4	25 <sup>+</sup>			2	369
7	164 <sup>o*</sup>	116	108	8	5	19 <sup>+</sup>			1	421
8	194 <sup>o*</sup>	151	112	10	7	19 <sup>+</sup>		3		496
9	183 <sup>o*</sup>	184	141	10	8	13 <sup>+</sup>		3		542
70	177 *	175	173	16	4	16 <sup>+</sup>		3		564
1	159 *	156	166	22	11	13 <sup>+</sup>		6	5	538
2	171 *	140	153	30	16	9 <sup>+</sup>	8.5	4	7	538.5
3	162	165	136	47	8	9 <sup>+</sup>	11	12		550

o including overseas students: 1, 2, 4, 5, 3, 0, 1, 2, 2, 4.

\* including 3 yr. dance students: 12, 15, 14, 18, 19, 19, 16, 10, 14.

+ including overseas students: 7, 4, 5, 12, 11, 14, 13, 7, 6, 4, 0, 0, 2.

Appendix 166Examination ResultsTeachers Certificate

1958 - 61

Univ. of London  
Inst. of Ed.

	P.	F.	R.	P.	F.	M.	D.	R.	D.	D.	M.
July 1958	62			56		3	1		3	2	9
9	51	9*		60				1	2		7
60	55	3*	1+	84	3	5	4		2	2	13
1	68	5*		59	3	4	1				7
	Part I			Part II		A & P	Theory of Ed.		A of Ed	Pr. of P.Ed.	

KEY

P - Pass  
F - Fail  
R - Referred  
M - Merit  
D - Distinction

\* Passed following December  
+ Failed in December

Certificate of Education 1962U. of L.  
I. of E.

July 1962	P.	M.	D.	F.	F.	D.	M.
	68	4	1	1	2	1	9
		A & P	Th. of Ed.	Ed. Sp. Th.	Ed. G. Th.	Phys. Ed.	

Certificate of Education 1963 - 66U. of L.  
I. of E.

Students took Art and Science of Movement at Advanced level - no marks of merit awarded in I. of Ed. U. of L. at this level.

	P.	F.	D.	F.	R.	D.	F.	R.	F.	R.
1963	79	6	3	3			1		2	
4	72		3		2	3				5
5	83				3	3		2		1
6	86		1		2	4		3		1
	Th. of Ed.					Pr. of Ed.				A. & S.

Certificate in Education 1967 - 1973U. of Sussex  
Sch. of Ed.

	P.	D.	M.	R.	D.	M.	R.	D.	M.	R.
67	99 <sup>+</sup>	1			2					1 <sup>#</sup>
8	104 <sup>+</sup>	1	15	3	5	37	1	3	56	
9	108 <sup>+</sup>		15		4	34	1	2	47 <sup>o</sup>	2
70	131 <sup>+</sup>	2	25	1	9	40	1	11 <sup>Δ</sup>	62 <sup>o</sup>	5
1	165 <sup>+</sup>	1	43		8	50	1	5 <sup>Δ</sup>	28 <sup>o</sup>	5
2	158 <sup>+</sup>	2	55		11	48		2	27 <sup>o</sup>	
3	146 <sup>+</sup>	2	33		6	43		4 <sup>Δ</sup>	49 <sup>o</sup>	
	Th. of Ed.			Pr. of Ed.			A & S of M			

+ includes Dance at Adv. level:  
12, 10, 9, 11, 15, 14, 12.

γ includes Drama: 3.

# Dance

o includes Dance:  
4, 5, 4, 5, 5.

Δ includes Dance:  
1, 1, 1.

Special Fields

	Music & Movement		Drama			Adv. Phys.		Art		Biology		Social Studies	
	D.	M.	D.	M.	R.	D.	M.	D.	M.	D.	M.	D.	M.
1958	1	5	1	3			6						
9	2	2		1	1	2	2		3		2		
60	Marks of Merit in each subject - but no details.												
1	1	1		1					2		1	1	1
2		4		2					3			2	1
1963		3		2					1			5	1
4	1	2		1					1				
5		2						1	2				1
6		1							1				3
1967		1							3			2	2
8	No reference to results in Special Fields.												
9		2		4				2	2	1			6
70		2		5					1		1	7	
1				2					1		5	1	16
2		3		1					1			2	3
3									1				3

P.G.Certificate in Education

(1 year "shortened" course)

	P.	PE M.	Ed. D. M.	PT M.
1964	1			
5	4			
6	3			
7	4	2		
8				
9				
70	8			
1	4	1	2	1
2	10	5	1 5	3
3	15	4	7	4

B.Ed

	Degrees	I	II I	II II	III	P.	F.
1968	8		2	2	3	1	
9	10		3	5	1	1	
70	9			6	3		
1	15		4	10	1		1
2	21	1	6	12	2		
3	29		3	20	5	1	

Supplementary Certificate in Physical EducationUniv. of Sussex  
Sch. of Ed.

	P.	D.	M.	F.
1970	10			
1971	9	3	1	1
1972	7	1	2	
1973	5			

College Overseas Certificate

1972	6
3	4

In Service B.Ed.

Univ. of Sussex

	Degrees	I	II I	II II	III	P.
1973	15	2	3	7	2	1

Appendix 167Teaching Posts - (July or September) Years III and IV

	Gr	Sec M.	Sec Tech	Comp	Bilat	Ind	D.Gr.	FE & VI Coll.	Othrs	W.Out	Total
1959											54
60											80
1	14	21	1	2	1	6				3	48
2	21	33		4		7				6	71
3	27	34		5	3	9	2			4	84
4	21	37	3	6		4	6			1	78
5	29	42	3	2	3	4					84
6	23	41		14		2			5	4	89
7	22	23	1	18		6			2	20	92
8	16,1,3	35,4,2	2	21,0,2		5,1,0			3,1,0	10	106
9	11,0,3	37,3,1	1,0,0	24,1,5	0,1,0	8,0,0	2,1,0		0,1,0	7,1,1	108
70	18,1,1	28,4,2		27,3,3	4,0,0	5,0,0	3,0,1	2,0,0	+ 2,2,1	7,2,0	116
1	10,1,1	35,2,4	1,0,0	33,2,4	0,0,1	6,0,1	0,1,0		3,0,2	31,6,1	145
*2	8,0,8	35,6,6		46,5,3	1,0,0	9,0,2	1,0,1	1	+ 3,1,1	8,1,0	145
3	7,0,3	25,0,4		45,7,16	0,0,1	6,0,0	1,0,1	1,1,1	+ 4,0,0	5,1,0	129

\* Plus Drama Group. I G I M I S M

+ Including Middle and Primary

From 1968 Order - Art and Science, Advanced Dance, B.Ed.

Appendix 168Countries

Overseas students have been accepted from:

Antigua  
Australia  
Bahamas  
Barbados  
Bermuda  
Canada  
Ceylon  
Cyprus  
Denmark  
Egypt  
Gambia  
Ghana  
Greece  
Hong Kong  
Iceland  
Indonesia  
Ireland  
Israel  
Jamaica  
Kenya  
Leeward Islands  
Malawi  
Malaya  
Malta  
Mauritius  
Netherlands  
Nigeria - Eastern  
              - Northern  
              - Western  
Norway  
Pakistan - East  
              - West  
Rhodesia  
Saudi Arabia  
Serre Leone  
Seychelles  
Singapore  
South Africa  
Sri Lanka  
St. Lucia  
St. Vincent  
Sweden  
Tanzania  
Tobago  
Trinidad  
Uganda  
United States of America  
West Germany

On completion of the course the majority have returned to their own countries to teach; many have been appointed to posts of responsibility.

Appendix 169B.Ed. Admission Requirements

"The minimum criteria for admission to the fourth year of the B.Ed. shall normally be at least a merit mark in the Theory of Education and the Main Subject and a mark of average standard in Practical Teaching.

A candidate who achieves 'an excellent pass mark' in either Main Subject or Theory of Education, may be admitted to the fourth year if he obtains a mark of distinction in the other theoretical discipline. The Chairman of the B.Ed. Admissions Committee will consider such cases on the recommendation of the Principal."

B.Ed. Admissions Committee 1968

Appendix 170Comparison of changes - Summary

1. Title Students' meetings became a formalised Society, 'The Students' Union of Chelsea College of Physical Education'.
2. Officers The Senior Student was President of the Students' meetings.  
  
Title of Senior student changed to President; President chairman of Students' Union meetings.  
  
The Secretary was a 2nd year student; later 7 officers of the Students' Union (freely) elected annually.
3. Meetings Students' meetings held twice per term.  
  
Senior Student power to call extraordinary meeting.  
  
Students' Union organisation:
  - a) Union General Meeting - annually.
  - b) Provision for calling extraordinary meetings (by President and Executive Committee or 50 members of the Union).
  - c) Student Union Executive Committee (separate constitution).
  - d) Student Council (separate constitution).
4. Membership Compulsory for Students' Meetings; Union open to all registered students on payment of annual subscription.
5. Attendance Compulsory at Students' Meetings. Quorum 25% of membership at Union meetings.
6. Notice of Meetings Students' Meetings - 10 days and 3 days for publication of agenda - staff items included.  
  
Union Meetings - 14 days and 7 days for publication of agenda.  
  
Students' Meetings - staff received notice of meetings and copies of agenda.  
  
Union Meetings - no reference to staff.
7. Voting Students' Meetings - Senior Student casting vote only.  
  
Union Meetings - majority decision.





Appendix 171CHELSEA COLLEGE OF PHYSICAL EDUCATIONStudent Union ConstitutionsGlossary of Terms

1. The Union                   An association of all registered students of the College who have paid their current membership subscriptions.
2. The Union General Meeting.       A meeting of Union members who have paid their annual subscriptions.
3. The Council               A sub-Committee of the Union General Meeting answerable to the Union.
4. The Executive           A small sub-Committee of officers appointed by the Union General Meeting to take day to day decisions in student affairs on its behalf. All its decisions are subject to the approval of the Union General Meeting.
5. Groups Representatives
  - (i) Permanent  
Each year of students on entry to College is divided alphabetically into 7/8 work groups. Each group appoints a representative whose particular duty it is to relay information to and from her group.
  - (ii) Temporary  
In addition to its permanent representative each group appoints from time to time two further representatives to speak to specific issues on its behalf.
6. Handing Over           At the annual general meeting of the Union during the summer term each officer "hands over" her work to an appointed newcomer. The purpose of Handing Over is to inform members of College of the identity of new officers.

CHELSEA COLLEGE OF PHYSICAL EDUCATIONStudent Union Constitution

1. The Name of the Society shall be the Student Union of Chelsea College of Physical Education (hereinafter referred to as "The Union").
2. THE FUNCTIONS OF THE UNION shall be to
  - a) formulate and express student opinion on matters of concern to students,
  - b) to represent student opinion, where necessary, to the College Authorities,
  - c) to encourage those student activities which are not primarily of concern to the College Authorities.
3. UNION GENERAL MEETING  
Normally, while remaining the ultimate policy formulating and decision making body of the Union, the Union General Meeting shall grant certain functions to an Executive Committee and a Council in accordance with their terms of reference.
4. MEMBERSHIP OF THE UNION  
Every registered student currently following an approved course of study at Chelsea College of Physical Education shall be a member of the Union on entrance to the College and on payment of an annual subscription.
5. ELECTIONS
  - (i) The Union shall elect from its membership:
    - (A) An executive Committee consisting of, a) President, b) Vice-President, c) Internal Affairs Representative, d) Social Secretary, e) President of the Games Association, f) Curriculum Representative, g) Treasurer.
    - (B) A Council consisting of: a) Members of the Executive Committee, b) The group Representative of each College Group, c) A temporarily elected membership of two further representatives from each College Group appointed from time to time by their Groups.
    - (C) Such other Committees as the Union deems necessary and these shall report to the Union in accordance with their terms of reference.
  - (ii) The election of the President shall take place at the end of the Spring term: other officers shall be elected at the beginning of the Summer term. Those elected shall take up office at Handing Over in the Summer term.
  - (iii) Officers of the Union remaining registered students for the impending period of office shall be eligible for immediate re-election.
  - (iv) If an elected officer leaves the Union, or resigns before his/her term of office has expired a substitute shall be elected for the remainder of the period. Such substitute shall be eligible for immediate re-election providing he/she remains a registered student of the College. Where Officers of the Union are unavoidably absent from the College premises during term time for a period of one month

or more appropriate substitutes shall be elected. Where President and Vice-President are students of the same year and are absent simultaneously one substitute only shall be elected by the Executive Committee. A substitute Secretary or Treasurer shall be elected by the Union General Meeting. Other officers requiring substitutes shall be filled by representatives elected by the appropriate committees.

6. CHAIRMAN

The Chairman of the Union General Meeting shall be the President of the Union and in her absence the Vice-President. In the absence of both the Chairman shall be elected by the Executive Committee.

7. SECRETARY

The Union General Meeting shall elect a Secretary in the Summer term with effect from Handing Over.

8. MEETINGS

The Union shall hold general meetings, called by the Executive, at least once per academic year. In an emergency and on the recommendation of either the President and the Executive Committee, or of fifty members of the Union an extra-ordinary meeting of the Union members may be called. Forty-eight hours' notice shall be given for the holding of such a meeting.

9. CALLING OF MEETINGS

- (i) Fourteen days before a meeting the Secretary shall:
  - a) invite formally proposed and seconded motions and other items for discussion from the President of the Union and the Executive Committee,
  - b) receive formally proposed and seconded motions and other items for discussion from the Council,
  - c) receive formally proposed and seconded motions and other items for discussion from Union members.
- (ii) An agenda shall be prepared by the Secretary in consultation with the president of the Union and the Executive Committee and a copy published seven days before the meeting. All items shall give a broad indication of the nature of the topic to be discussed.

10. QUORUM

A quorum for a Union General Meeting shall be twenty-five per cent of the total membership of the Union.

11. MINUTES

Minutes shall be kept of the meetings of the Union and copies shall be displayed for the information of members.

12. DECISIONS

- (i) On an occasion where a vote is necessary a General Meeting decision shall be reached by a majority providing the number of votes cast in favour of the motion exceeds the combined total of those cast against and abstentions,
- (ii) All decisions taken shall be subject to veto by the Principal.

13. MEETING PROCEDURE  
Meetings shall be conducted in accordance with the attached Standing Orders.
14. FINANCE  
(A) The funds of the Union shall consist of: a) an annual subscription levied on all members of the Union, and b) annual capitation grant received from the Local Education Authority,  
(B) A member of the College Staff shall act as Staff Treasurer and either he/she, or in his/her absence the Principal, shall countersign all withdrawal forms or cheques,  
(C) The financial year for the Union shall be June 1 to May 31. The accounts shall be audited by:  
a) a firm of professional accountants and subject to inspection by the Local Education Authority audit officers, as soon as possible after the end of each financial year,  
or b) by the Local Education Authority's audit officers as soon as possible after the end of each financial year.
15. CONSTITUTION  
This constitution may be amended at any time by the Union on the recommendation of the Council, subject to the approval of the Governing Body of the College.
16. Revocation of Constitution  
All previous constitutions are hereby revoked.
17. There shall be a Constitution of the Council of the Student Union and a Constitution of the Executive Committee of the Student Union, which shall form two appendices to this Constitution.

J.P.  
24.5.73

Appendix ACHELSEA COLLEGE OF PHYSICAL EDUCATIONStudent Council Constitution

1. The Name of the Committee of the Student Union of Chelsea College of Physical Education shall be the Council of the Union (hereinafter referred to as "the Council").
2. The functions of the Council shall be to:
  - a) Formulate and express student opinion on matters of social, cultural, sporting and political concern to students.
  - b) When necessary to present proposals for the amendment of the Constitution of the Student Union of Chelsea College of Physical Education for the approval of the Student Union.
  - c) To take decisions on any matters referred to it by:
    - (i) the Executive Committee of the Student Union,
    - (ii) by the Union General meeting,
    - (iii) by individual members of the Union.All decisions taken shall be reported to the Union General Meeting and shall be subject to its approval.
3. Membership
  - (i) Membership of the Council shall consist of:
    - a) Members of the Executive Committee of the Student Union,
    - b) One annually elected representative from each of the College groups,
    - c) Two temporarily elected representatives from each of the College groups,
  - (ii) At any of its meetings the Council may invite for discussion of specific items, the attendance of any registered student of the College.
  - (iii) At a special meeting the Council may invite the attendance of an outside speaker.
4. Elections
  - (i) The annual election of:-
    - a) The President and Vice-President shall take place in the Spring term with effect from Handing Over.
    - b) Other Executive Committee members shall take place at the beginning of the Summer term with effect from Handing Over.
    - c) Third/Fourth year group representatives at the beginning of the Autumn term with immediate effect.
    - d) Second year group representatives at the beginning of the Summer term with effect from Handing Over.
    - e) First year group representatives, (elected for one term, but eligible for immediate re-election), during the first half of the Autumn term with immediate effect.
    - f) One-year Courses group representatives during the first half Autumn term with immediate effect.
  - (ii) If an elected member of the Council leaves the Council or resigns before his/her period of membership has expired a substitute shall be elected immediately by the appropriate bodies. Such substitute may be eligible for re-election providing he/she remains a registered student of

the College.

5. Sub-Committees  
The Council shall appoint such Sub-Committees as is deemed necessary.
6. Meetings  
The Council shall meet at the request of:
  - a) The Executive Committee
  - b) Two permanent group representatives.
7. Calling of Meetings
  - (i) Fourteen days before a meeting the Secretary shall advise members of the date when it is due to take place.
  - (ii) An agenda shall be prepared by the Secretary in consultation with the President of the Union and a copy published seven days before a meeting. All items shall give a broad indication of the nature of the topic to be discussed.
  - (iii) In an emergency, on the recommendation of the President of the Union an extra-ordinary meeting of the Council may be called. Forty-eight hours' notice shall be given for the calling of such a meeting.
8. Chairman  
The Chairman of the Council shall be the President (or in her absence the Vice-President) of the Student Union. In the absence of both, Executive Committee members of the Council shall elect a substitute.
9. Secretary  
The Secretary of the Council shall be the Secretary of the Student Union, appointed annually.
10. Quorum  
A quorum for a council meeting shall be two-thirds of its total membership.
11. Minutes  
Minutes shall be kept of meetings of the Council and shall be displayed for information seven days prior to the calling of the next meeting.
12. Decisions  
On an occasion when a vote is necessary a decision shall be reached by a majority providing the number of votes cast in favour of a motion exceeds the combined total of those cast against and abstentions.
13. Meeting Procedure  
Meetings shall be conducted in accordance with attached Standing Orders.
14. Constitution  
This constitution may be amended at any time by the Council subject to the approval of the Student Union and the Governing Body of the College.

Appendix BCHELSEA COLLEGE OF PHYSICAL EDUCATIONStudent Union Executive Committee

1. The Name of the Committee of the Student Union of Chelsea College of Physical Education shall be the Executive Committee of the Union (hereinafter referred to as 'the Executive').
2. The Functions of the Executive shall be:
  - a) To co-ordinate the work of the various Student Union Committees and Sub-Committees within the College.
  - b) To act as a clearing house for information on Student Union matters.
  - c) To represent, where necessary, the views of the Student Union to the College Authorities.
  - d) To appoint annually:
    - (i) Two members of the Executive to the College Governing Body.
    - (ii) Two members of the Executive to the College Disciplinary Committee.
    - (iii) Three student members of the College to the College Academic Board.
    - (iv) One delegate from the Executive to attend National Union of Students' Conferences.
    - (v) One member of the Executive to the Delegacy of Sussex University School of Education.
    - (vi) Three members of the Student Union to serve on Sussex University School of Education Boards of Study in Education, Physical Education and Practical Teaching.
    - (vii) Appropriate representatives of the students of the College on such other non-College Committees as is necessary.
  - e) To take decisions in accordance with the powers granted to it by the Student Union subject to the approval of the Student Union.
3. Membership  
Membership of the Executive shall consist of:
  - a) The President of the Union, b) The Vice-President of the Union, c) The Treasurer of the Union, d) The President of the Games Association, e) The Chairman of the Curriculum Committee, f) The Secretary of the Social Committee, g) The Chairman of the Internal Affairs Committee.
4. Elections
  - i) The election of President, shall take place in the Spring term with effect from Handing Over in the Summer term.
  - ii) The election of other officers of the Executive shall take place in the Summer term with effect from Handing Over.
  - iii) If an elected member of the Executive leaves the Committee or resigns before her term of office has expired a substitute shall be elected for the remainder of the period. Such substitute shall be



eligible for immediate re-election providing she remains a registered student of the College. Where members of the Executive Committee are unavoidably absent from the College premises during term time for a period of one month or more appropriate substitutes shall be elected. Where President and Vice-President are students of the same year and are absent simultaneously one substitute only shall be elected by the Executive. A substitute Treasurer shall be elected by the Union. Other substitutes shall be elected by the appropriate Committees.

5. Committees

The Executive shall appoint such sub-committees as are deemed necessary.

6. Meetings

- (i) The Executive shall meet once per week during term time.
- (ii) In an emergency additional meetings may be called without notice at the request of any member of the Committee.

7. Chairman

The chairman of meetings of the Executive shall be the President of the Union and in her absence the Vice-President. In the absence of both the Chairman shall be elected by members of the Executive.

8. Secretary

- (i) The Secretary of meetings of the Executive shall be the Secretary of the Union.
- (ii) In the absence of the Secretary for a period of one month or more a substitute shall be elected by the Union.

9. Quorum

A quorum for an Executive Committee meeting shall be two-thirds of its total membership.

10. Minutes

Minutes shall be kept of the meetings of the Executive and copies shall be circulated to members of the Executive and also to Group representatives for the information of students.

11. Decisions

On occasions where a vote is necessary a decision shall be reached by a simple majority of those voting.

12. Procedure

Meetings shall be conducted in accordance with the attached Standing Orders.

13. Constitution

This constitution may be amended at any time on the recommendation of the Council subject to the approval of the Union and the Governing Body.

Appendix 172Report of the activities of the Union for the year 1963-1964

This college year has seen many changes. Because of time-table changes, physical activities such as badminton, trampoline, fencing, archery, golf etc. are now catered for in courses on Monday and Friday evenings. This has resulted in social activities on Wednesday evenings being mainly of a non physical nature.

During the year our contact with U.L.I.E.S.A. has been strengthened. In January we were able to have a visit from Barry Imerson and Jack Day, the President and Vice President of U.L.I.E.S.A. They talked about the aims of U.L.I.E.S.A. and since this time, the Union has decided to remain a member of this organisation. Delegates from college have attended several conferences which have proved most valuable for keeping us informed of topical events and problems. A large number of students went to the U.L.I.E.S.A. dance in March. It was at this that Pat Greenwood was chosen as this year's U.L.I.E.S.A. Beauty Queen. College has entered teams for many of the U.L.I.E.S.A. sports competitions and has continued to be successful.

We have maintained our usual contact with the N.U.S. by sending delegates to the November Council meeting which was held in Margate, and also to the Easter Council meeting in Swansea. College has recently filled in questionnaires concerning the cost of books and equipment for students. This is in connection with an attempt to obtain a higher grant for students in Physical Education colleges to cover the cost of these items. Following the death of President Kennedy, the N.U.S. has set up a John Kennedy Memorial Scholarship Fund to which college has contributed.

In the Spring term, speakers from the Conservative, Labour and Liberal parties were invited to college and consequently students had an opportunity of hearing the policies of each of these parties.

A speaker from the local United Nations group talked to an interested group of students this term. Lively discussion followed and it was felt that a U.N. Youth Group should be formed in Eastbourne.

Third year students heard representatives from the National Union of Teachers and from the Association of Assistant Mistresses and found their talks most interesting and informative.

The source of income for the Union Fund this year has been in the form of a grant from the Ministry of Education through the Local Education Authority. This has amounted to 30/- per head, 10/- of which the Union has contributed to the Games Fund. Contributions came from individual students to cover subscriptions to N.U.S. and U.L.I.E.S.A., domestic tips and donations to charities. The main items of expenditure this year have included a Mirror Sailing dinghy kit, a large contribution towards the cost of sending the College athletics team

to Ulster, a new Judo mat and contributions to the Towner Art Gallery, the Olympic Games Fund and the John Kennedy Scholarship Fund. Because of these changes regarding the Union finances, it has been necessary to amend the constitution.

Several very successful dances have been held this year. Much of this can be put down to the fact that the bands have been good and that we have been able to have a bar on the premises.

The coffee bar is still there but much of the enthusiasm has been lost. However it has been used for 21st birthday parties and Folk Song evenings. The Union paid £35 at the beginning of the year to help with the cost of decorating and furnishing it.

Union activities have taken place on Wednesdays and have provided for a variety of tastes and interests. However Music and Drama groups have met mainly on Tuesday evenings in association with Production Club.

The Film society has been started this year but already it has had several meetings which take place almost every fortnight. At the beginning of the year slides were shown by students of holidays spent in Mexico, Iceland, U.S.A. and Switzerland. The meetings which followed included films made in College by students and Staff. Short films on loan from Unilever and other organisations constituted the meetings in the spring and summer terms. These included "The Surf Boats from Accra", "The Twilight Forest", "Louisiana Story", "Antarctic Crossing", and last week "The 1956 Olympic Games". So far there has not been much support for these film shows on Wednesday evenings. Next term it is hoped that full length feature films will be hired from the Rank Organisation and the Great Britain Film Library. College has also become affiliated to the British Film Institute which means that members can attend film shows at the Eastbourne Film Society and the National Film Theatre.

Music seems to have played a greater part in activities throughout this year. The orchestra and choir have met regularly each week and both took part in the Christmas Production at the end of the Autumn Term. Record evenings have been held each term and informal student concerts have been arranged in the autumn and summer terms.

Drama has played its usual role in college this year. Several people took part in the Christmas Production, many of them reading poetry. At the end of the Autumn term many people in college took part in the production for the final drama assessment. This took the form of scenes from various plays based on a theme of 'persuasion'. Also during the year, a play reading of "The Bacchae" was held. However a majority of the time has been spent on producing "The Insects" which will be performed this week. This is a satire in which the life of the insects is seen as a parallel to aspects of human civilisation.

A group of people interested in Art have met several times but most of their work has been in connection with making the

scenery for "The Insects".

A group of keen photographers has spent three evenings giving instruction in the art of developing and printing. A display of photographs showing college life was put up in the entrance hall at Hillbrow during the spring term. Photographs of the 2nd. year 'Half Way' party were printed in the dark room at Bishopsbourne for any who wanted copies.

Badminton matches have been played this year against other colleges and also against several local clubs. The badminton team are to be congratulated on retaining the U.L.I.E.S.A. cup for another year.

Trampoline matches have been arranged this year, one against Croydon Technical College and a beginners match against Hailsham Secondary School. A group went to the First World Trampoline Championships which were held at the Albert Hall. Also three students, Marion Hollingsworth, Kathy Warne and Jane Ferriday entered for the National Championships.

Sailing has become very popular this year and greater opportunities for this activity have come about through having another boat. During the winter, Panic and Akela were completely stripped, repainted and varnished Granville gymnasium being used as the boatyard. Much of this was done by members who worked to a rota and spent a lot of time making the boats really seaworthy and smart. The boats were towed down to Eastbourne Sailing Club just after Easter and have been in constant use ever since. A helmsman course is now taking place in conjunction with Eastbourne Sailing Club and it is hoped that these helmsmen will be qualified to help with taking out beginners next season. More new members will be welcomed next September.

College is still affiliated to the Federation of London Training Colleges Guide and Scout Clubs. In connection with this, several people have supported social activities, camps and hiking expeditions. Large numbers of first years are helping with Guide companies in Eastbourne.

The Outdoor Activities group has organised barbecues and a trip to the Ice Rink at Brighton. We are extremely fortunate to have the use of Ashburnham Place for sailing, canoeing and camping. It has been widely used this term by all years in College. The mirror sailing dinghy which the Union bought has been constructed and is now in constant use.

The Christian Union has met weekly for Bible Study and Prayer meetings. Two very interesting Fact and Faith films have been shown, "The Red River of Life" and "Facts of Faith". Visiting speakers have included Miss Linda Hickman from the I.S.C.F., Mr. Ben Eccleton from the Eastbourne Youth For Christ, and Mr. Ray Bowers from the Ruanda Mission.

Union has decided that there is a need for a new job under the title of Publicity Officer. Her job will be to help to co-ordinate activities in college by publicising them adequately before the date.

Due to the increasing need for non physical activities and interests, further changes to the constitution have been made so that the social committee can put more emphasis on providing a programme which caters for a wide variety of interests other than those connected with Physical Education.

Owing to the increasing numbers in college it is felt that there is a need for a Staff/Student committee. It is hoped that this will function next year to promote understanding between staff and students on matters of common concern.

We recently obtained permission to convert one of the cellars in Bishopsbourne into a Student Union Office. This needs cleaning and decorating but should be in use early next term.

Throughout the year, the Executive Committee has met regularly, almost every week. By doing so it has been possible to deal with both major and minor problems which are the concern of every student in college. But it is only through the willingness, enthusiasm and co-operation of everyone in college that activities run so smoothly.

Appendix 173Students' activities23rd January 1959

Successful Puppet Show - raised £22 for P.E. Association.  
Students worked at Ling House during vacation.

2 students attended Course at Plas-y-Brenin.

Students entertained children.

Carol Service held at end of Autumn Term.

Spring Term began with day on Public Speaking by Mrs. Mears  
and lecture on Art and Costume by Miss Snale, HMI.

1st July 1966Events of Summer Term

The activities set out in my report of 29th April, 1966  
have taken place (18 events). Additional events have been as  
follows:-

18 May Supplementary Course visit to Thomas Bennett  
Comprehensive School, Crawley.

20 May Supplementary Course visit to Rudolf Steiner School,  
East Grinstead.

26 May Visit of Miss Wells, Organiser for East Sussex.

4 June Old Students' Day.

7 June Lecture demonstration by the Indian Classical  
Dancer, Ritha Devi accompanied by K. Ramaswamy, S. Santhanam,  
and M. Jayakar.

8 June W.V.S. Fashion Show.  
College Photograph.

Supplementary Course visit to the Dorothy Stringer  
School, Brighton.

22 June Swimming Gala.

Entertainment by Overseas Students.

Supplementary Course visit to the Crystal Palace  
Recreation Centre and to a schools' Central Playing Field.

23 June Mrs. Buchanan (Supplementary 1963-64) Lecture to  
Year III and Overseas students on Physical Education in an  
American High School.

Visit of Mr. Percy Wilson, until recently Senior Chief  
Inspector.

24 June Visit to Dance Demonstration by Yuriko at American  
Embassy

27 June Visit of Mr. Roger Bain, Deputy Director of Education, Bahamas.

29 June WAAA Examination Year III and Supplementary Students. Supplementary course visit to Burwash Outdoor Pursuits Centre.

1 July Dance Drama "A Foot of Time" by Production Club.

3-7 July Overseas students in the West Riding of Yorkshire for a programme of school visits.

7 July Going down Service.

8 July Going down Ball.

9 July Final Assembly.

9-16 July Year III and Supplementary Course Students leave.

Year II Conference "Education for leisure".

Year I Standing camp at Blacklands Farm or Youth Hostelling tour or Canoe and Climbing course.

#### Athletics and Games successes Summer Term 1966

Year III	E. Poulton	1st Hertfordshire County Championships.
	B. Jessop	Southern Counties 4th, Long Jump 19' 1 $\frac{3}{4}$ ".
Year I	L. Knowles	Southern Counties 4th, High Jump 5' 2".
	H. Adams	Surrey County Championships 1st 200 m Hurdles.
	A. Davis	Northern Counties 2nd Shot and Discus.

#### L.T.A. Elementary Examination

##### Very good pass

A. Allin	B. Waller	J. Ricketts
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##### Pass

J. Bayfield	E. Berry	J. Bray
R. Brown	M. Critchley	R. Curzon
A. Graham	R. Hall	B. Kerry
V. Pearson	P. Phillips	E. Poulton
P. Roberts	D. Soper	D. Thorby
J. Ward		

#### WAAA Teachers' Award

V. Baxter	R. Brown	A. Collier	M. Critchley	D. Etheridge
D. Given	J. Holland	L. Jacobs	B. Jessop	D. Johnson
C. Marshman	J. Need	E. Parker	E. Poulton	P. Roberts

D. Singleton D. Soper  
L. Nessa N. Roman  
K. Wu

E. Spickett C. Belch  
M. Reid S. Russell

M. Fitzpatrick  
D. Thorby

### New Athletics Records.

80 m. Hurdles	H. Tilbury	11.8 seconds
100 yds.	J. Need	10.9 seconds
High Jump	L. Knowles	5'5"
Long Jump	B. Jessop	19'9"
Shot	A. Davis	39'3 $\frac{1}{2}$ "
Discus	L. Herd	112'8"

### Athletic Achievement.

Javelin	D. Given	129'
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### New Swimming Records.

50 yds. Butterfly	R. Ward	30.1 seconds
50 yds. Breast-stroke	E. Power	37.1 seconds

9th March 1973

### Games Honours.

#### Hockey

England 'B'	P. Gibbon	II
Wales	S. Ellis	IV
Ireland 'B'	H. Robinson	I

#### Territorial.

West 'B'	T. Merchant	III
South	A. Baker	III
	S. Ellis	IV
	P. Gibbon	II
South 'B'	L. Webb	II
	S. Cornwallis	II
	V. Hughes	I
East Under 23	S. Middleton	II

#### Lacrosse.

South	H. Verdcourt	I
	E. Clarkson	III
East Reserves	C. Holland	I
	M. Mantell	III
Sussex	The team consists of Chelsea students, except for one position (II)	

#### Netball.

J. Moore	III
S. Cahill	III

#### Basketball.

Sussex	F. Young	II
	R. Fisher	JYA
	L. Rawson	I
	M. Short	I
	S. Marquis	I



Rugby

A team composed of men students and staff v. Eastbourne College of Education, 4th February 1973. Chelsea won by 32 points to 0.

Cross Country Running

P. Fowler, S.D. Marquis, J. Saunders (Year I) were competitors in the National Women's Cross Country Championships held in Lancashire on 24th February. There were 140 competitors who finished the 5200 metres course; 170 started.

International Association of Physical Education and Sport for Girls and Women

Three third year students, G. Aldis, S. Harding and L. Warwick, have been selected to join the team which will represent Great Britain at the seventh International Congress in Teheran, August 1973.

Study visits to the Soviet Union and Eastern Europe

Four students applied to participate in this scheme sponsored by the Educational Interchange Council. N. Finch (III) has been selected to visit Bulgaria, 29th March - 20th April.

Events of the Term

16 January	Macedonian Art and Costume Horniman Museum. Visit by Year I dance group.
18 January	"Preparation for the Munich Olympics" Mr. R. Watson. Year II.
20 January	Day of gymnastics for school children.
24 January	"Aims of the Youth Service" Mr. J.W. Clarke, Youth Organiser.
25 January	"The Problem of Epilepsy" Mr. A. Jarrett, British Epilepsy Association. Year III.
28 January	Day of Hungarian Dance - Mr. A. McLean.
31 January	"Practical Aspects of Youth Work" Mr. R. Burt, Langney Youth Club.
3 February	National Spastics Swimming Gala, Crystal Palace 28 students helped with this function.
10 February - 4 March	"Making our Mark". Art work by Chelsea Students is included in this exhibition mounted by the three Eastbourne colleges, Towner Art Gallery.
11 February	Festival of Movement and Dance at College in conjunction with Mr. Galer of the Towner Art Gallery.
14 February	"Teaching Games in the Primary and Middle School". In Service Course.
15 February	"Instant Communication". Mr. Peter Probyn. Year I.
15 February - 20 March	Third year teaching practice.
20 February - 23 March	D.E.S. course. "Physical Education for Teachers of Mentally Handicapped Children".

3 March	Day of Israeli Dance for schools.
8 March	"The Italian Straw Hat" Guildford School of Acting and Drama.

Appendix 174CHELSEA COLLEGE OF PHYSICAL EDUCATIONOld Students' AssociationConstitution of Association

Revised in 1964

1. Object

- (a) To unite the old Students of the C.C.P.E. as an organised and independent body of Physical Educationists.
- (b) To keep in touch with educational developments.

2. Name

The Association shall be called the Chelsea College of physical Education Old Students' Association.

3. Membership

The Association shall consist of past students of the College who have gained the Teachers' Certificate of the University of London Institute of Education in Physical Education; past Students holding the College Diploma up to the year 1952; also One Year Course Students, 1931-1939 and Supplementary Course Students from the year 1959.

In the case of a student not having gained the Teachers' Certificate of the University of London Institute of Education in Physical Education or the College Diploma, previous application must be made to the Hon. Secretary for an examining sub-committee to report upon her work to the General Meeting at which she is proposed for election.

4. Management

The Association shall be managed by a Committee consisting of a President, Vice-Presidents, (Hon.) Chairman, (Hon.) Secretary, (Hon.) Treasurer, (Hon.) Games Secretary, (Hon.) Magazine Representative, and nine other members, and a representative of the students who qualified in the previous July, five to form a quorum. Three Members of Committee shall retire annually in rotation and shall not be eligible for immediate re-election. The Committee shall have power to fill up any vacancy which may occur during the year. Any member so elected shall be eligible for immediate re-election.

5. Election of Officers

The President and Vice-Presidents shall be elected at an Annual General Meeting when need arises. All other Officers and three new members of the Committee shall be elected annually, from nominations sent in to the Hon. Secretary, duly proposed and seconded by members, the result to be declared at the Annual General Meeting, and to take effect from that date. A postal ballot shall be held should the nominations exceed the number required. Students qualifying in July shall elect a representative to serve on the Committee for one year.

An honorarium shall be voted to the Hon. Secretary and to the Hon. Treasurer at the Annual General Meeting.

#### 6. Sub-Committees

The Committee shall be empowered to appoint Sub-Committees to advise, and/or act as occasion arises. For this purpose they are at liberty to co-opt members who are not members of the Committee.

#### 7. Meetings

There shall be an Annual General Meeting, and other General Meetings shall be called if any matter arises beyond the power of the Committee to decide. Notice of motions to be presented to a General Meeting must be proposed and seconded by members, and must be sent in writing to the Hon. Secretary before a date specified by her in the notice of the meeting.

Motions brought up without notice, or under "other business" may not be voted upon unless a two-thirds majority of Members present is in favour of so doing.

#### 8. Subscriptions

(A) Annual Subscription shall be:-

For Members	15/-
For Members overseas	10/-
For Associate	10/-

(These subscriptions include a magazine) which subscriptions become due on January 1st. A past Member can rejoin by paying the current year's subscription.

(B) Life Membership.

For life Membership a Member having paid:-

5 Annual Subscriptions shall pay	10	7	6
10 Annual Subscriptions shall pay	9	12	6
15 Annual Subscriptions shall pay	8	12	6
20 Annual Subscriptions shall pay	7	10	0
25 Annual Subscriptions shall pay	6	2	6
30 Annual Subscriptions shall pay	5	7	6
35 Annual Subscriptions shall pay	2	17	6

(These subscriptions do not include a magazine but five copies may be paid for in advance at the current price.)

After 50 Annual Subscriptions have been paid a Member becomes an Honorary Life Member and is sent a magazine annually.

(C) Any Member of Staff leaving College after 5 years of service, who is ineligible for Ordinary Membership shall be offered an Honorary Membership, which does not include a magazine.

(D) Members who have given up professional work may become Associates on application to the Secretary or Treasurer. Any Associate returning to professional work shall pay the Annual Membership fee while she is so employed.

(E) For students qualifying in July, membership for the remainder of that year shall be covered by a subscription of 3/6d. payable in July.

(F) Any money sent over and above the correct subscription will not be returned but will be paid into the General Fund.

9. Finance

The financial year shall end on December 31st and the accounts of the Association shall be audited by a Professional Accountant who shall be elected annually at the Annual General Meeting.

10. Report

The Constitution of the Association shall be printed and each new Member shall receive a copy on joining the Association. A report of the Annual General Meeting and Balance Sheet shall be circulated annually and other information as necessary.

11. Alterations

The Constitution can be altered and added to only at a General Meeting, after the proposed alterations have been circulated to all Members.

Further Information - Dorette Wilkie Fund

Trustees - There shall be three trustees. Any change of Trustee requires a Deed of Appointment. The "New Trustee" is appointed by the "Continuing Trustees" and the "Retiring Trustee". Should all three Trustees retire, these three appoint three new Trustees. They shall be responsible for the investing of capital and the awarding of grants. This Fund, originally called the "College Fund", was started in 1913 with the object of helping students in their College training. The name was changed at the Annual General Meeting in January, 1930, in order to commemorate the work of Dorette Wilkie, founder and for thirty-one years Head Mistress of the College.

The income having reached £15 per annum it was decided that this amount should be given as a bursary to the Student holding the Dorette Wilkie Scholarship free place awarded by the Governors of the Polytechnic. In 1945 when the College was recognised by the Ministry of Education as a Training College for Teachers all tuition became free and the need for the Scholarship ceased.

The present deed of Settlement drawn up in 1952, declares that the Trustees may make grants to Old Students "to aid the progress of Physical Education", also to Old Students and to Students in training "to assist in cases of financial distress". Old Students receiving a research grant should be prepared to submit a report of the work covered.

The Treasurer is always glad to receive contributions to this Fund.

Appendix 175

A cross section of achievements of Old Students to represent each year of training include:-

1956 - 59 CLIFFORD née Baldwin, L.J. - toured Australia and New Zealand with A.E.W.C team and played in the Test Matches, 1969 Toured West Indies, V.C. Eng. team, 1971 "We have a marvellous tour arranged" - January 11th - March 4th 1971. Lectures 18 hrs. per. wk. at James Graham College.

1957 - 60 LOWES, Ann - 14 years teaching; serves on Sports Committees.

1958 - 61 PASH, L. Head of Department; 700 girls; school in Kenya; runs Kenya Netball Association. Summer 1968 welcomed 25 coaches from U.K. including Rena Stratford to coach 200 people for 8 day course - netball, hockey, gymnastics and dance.

1958 - 61 BROWN, J. "... involved in the work of the Pathfinders - a youth organisation for 11-16 year olds." 40 holidays planned for 1971 "which means getting sites and dates fixed, conferences for leaders and their teams, many circulars and letters written, and then visits to the holidays".

1959 - 62 BOULTON, Margaret née Wallace regularly takes members of her school on educational cruises. Introduced lacrosse in 1968; flourishing unbeaten under 15 years team.

1960 - 63 MAUDE, P. Organiser P.E. in Norfolk; enjoys peripatetic teaching; investigated P.E. in Junior Schools.

ROBINSON, Valerie née Walsh. Captain England Hockey 1st XI, member of team from 1962.

MARKUS, Debbie née Turner - lecturing (athletics, dance and games) at Jerusalem University from 1966. "I love it here." Studied Hebrew 1964-65. Written 2 textbooks on Athletics in Hebrew - 1967 and 1973. Research - "Fitness and Working conditions".

1961 - 64 TAYLOR, Pamela (née Bevan). Taught in Regina, Canada; persuaded Board of Education to put modern educational equipment, from G.B., into new gymnasium.

LERWENT, Barbara. Head of Dept., Woodberry Down School; Member P.E.A. Executive Committee 1972; Member of Teachers' Council P.E.A.

1962 - 65 MAWDESLEY, Susan. Teaching at Morecambe Grammar School; 2 years as assistant, 4 years as Head of Dept.; lectured at Hurn's College, Preston; training teachers of mentally handicapped children.

1963 - 66 TURRELL, Claire née Taylor. Teaching boys and girls in a co-educational secondary school, where previously there had been no provision for P.Ed.

CONNORS, Judith. Assistant Manager Bulmershe

Centre - joint sports and youth centre involving Bulmershe College of Education, Grammar School, Youth Service and Woodley and Sandford Parish Council.

1964 - 67 SELF, Jan (née Taylor). Pioneered and promoted Orienteering and Dance in 3 schools; exchanged posts with Australian teacher and taught lacrosse "the English way" to Australian girls.

ROBERTS, Marjorie. Gained coaching qualifications in number of extra curricular activities. As Head of Department enjoys having students in the department; has established post for dance specialist; encourages competitive activities through inter House matches.

WEARING, Jennifer née Bayfield. Since 1971 Secretary London and South East Volleyball Association; member London Schools Volleyball Association; represented L. and S.E.V.A. at "Conference in Sport".

1964 - 68 MOIR, Margaret née Talbot, B.Ed.; M.A. (P.Ed.) Leeds 1971. Lecturing at Trinity and All Saints College, Leeds.

1965 - 68 O'CONNOR, Maureen. Represented Surrey, South and England under 23 teams - Hockey.

1966 - 69 TARBUTT, Judi. Taken groups on combined Outdoor Pursuits courses; started Outdoor Pursuits as a time-tabled activity as well as extra curricular club activity; attended ILEA Mixed Winter Expedition as an Instructor; member of Committee London Schools Horse Society and Certificate Secretary of that Society.

1967 - 68 BEAMIS, Dorothy (U.S.A.) (Suppl. Cert). Director of P.Ed., with responsibility for supervision and curriculum development. Teaching M.E. Dance in local Senior High School; holding M.E. Gymnastics workshops.

1967 - 70 MYERS, Lynn née Holt. Teaching many In-Service courses for Primary School teachers; full time teaching post.

1968 - 71 HEMINGWAY, Susan. Teaching at a Middle School; weekly M.E.D. workshops.

1969 - 72 LEE, Margaret. In charge of girls P.Ed., first year out of college, Comprehensive School - 600 pupils.

1970 - 73 HATHAWAY, Bridget. Teaching at Stonehenge School, Amesbury; party leader to Artic Circle, British Scout and Guide expedition; spent time at Lochearnhead, Scotland taken introductory M.L.C. course.

Appendix 176

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

## Eastbourne Education Committee

Principal: Miss A.J. BAMBRA

Denton Road  
Eastbourne  
Sussex BN20 7SR

February, 1974

It is now 15 years since you left College so you may be expecting the next stage of the enquiry which I have been conducting into the teaching experience of Old Students. I am writing once again in the hope that you will be prepared to tell me what posts you have held and also to make any comments in the light of your experience which will help us to foresee the type of training which will in the future be needed.

In case we have not had the pleasure of seeing you at College recently I am enclosing a copy of the College prospectus which will bring you up to date with some aspects of present work. Though different it is substantially based on the type of study which you knew 1956 - 1959.

You may not have heard of the College Year Book; this is not a magazine but a serious Physical Education journal. It includes contributions from visiting lecturers, from staff and from students. Year Book 1973/74 is obtainable from the College Office, price 50p. (post free) and you may like to buy a copy.

Enclosed with this letter is a note from Miss Kingston telling you of the In-Service B.Ed. degree in which you may be interested, together with details of short courses. You would be a very welcome applicant either for the B.Ed. or for one of the short courses so I hope that we may hear from you.

Please reply and let me have any news of family, work, travels and recreation. This is a landmark year since the College is 75 years of age, it has been in Eastbourne 25 years and it is planning a future which will include courses for some students who do not intend to become teachers. In all these matters your interest as an Old Student is of importance to us.

With all good wishes,

Yours sincerely,

A.J. Bambra

Principal



CHELSEA COLLEGE OF PHYSICAL EDUCATIONStudents 1956 - 1959

NAME ..... MAIDEN NAME .....

ADDRESS .....

1. School posts held with dates and indication of type of work taught.

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2. Any other posts related to Physical Education in College, Youth Club, Recreation Centre, etc., with dates as above.

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3. Any uses to which your training has been put in the past 15 years other than in posts directly linked to teaching.

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## CHELSEA COLLEGE OF PHYSICAL EDUCATION

## Eastbourne Education Committee

Principal: Miss A.J. BAMBRA

Denton Road  
Eastbourne  
Sussex BN20 7SR

February, 1974

Five years ago I wrote to all those who left College in 1964 to enquire about their teaching experience. Over the years I have continued the enquiry and the Old Students' answers have been most interesting. Now that it is ten years since you began teaching I am writing once again in the hope that you will be prepared to tell me what posts you have held and also to make any comments in the light of your experience which will help us to foresee the type of training which will in the future be needed.

The work here at College has, of course, changed in the past ten years but I think that you would recognise it as being basically similar to that of your College years. We have been glad to welcome many of you to College and some of you have visited us to see the excellent new buildings and to tell us news of yourselves, your posts and your families. I hope that you will continue to come in increasing numbers but that you will also think it worthwhile to complete the enclosed questionnaire so that we may keep up to date with every Old Student's contribution to the teaching profession. Even if your initial period of teaching was short you may well have done interesting part-time or evening work or you may have transferred to teaching of some other subject, or another age range of children. Please do not think that your news is not important; the College plans its future in the light of the experience of its Old Students and after ten years your reflections on your training and your teaching experience are of immense value to us. It will also help if you will send any recent addresses of your contemporaries as sometimes our lists are not up to date.

You may not have heard of the College Year Book; this is not a magazine but a serious Physical Education journal. It includes contributions from visiting lecturers, from staff and from students. Year Book 1973/74 is obtainable from the College Office, price 50p (post free) and you may like to buy a copy.

Enclosed with this letter is a note from Miss Kingston telling you of the In-Service B.Ed. degree. You will also be interested in the copy of the prospectus which I enclose and the details of short courses. You would be a very welcome applicant either for the B.Ed. or for one of the short courses so I hope that we may hear from you.

With good wishes,

Yours sincerely,

A.J. Bambra

Principal

CHELSEA COLLEGE OF PHYSICAL EDUCATIONStudents 1961 - 1964

NAME..... MAIDEN NAME.....

ADDRESS.....

Posts held - with dates and indication of any subjects taught  
other than Physical Education.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Suggestions for the preparation of specialist teachers of  
Physical Education.

Suggestions for the development of Physical Education as a  
subject.

CHELSEA COLLEGE OF PHYSICAL EDUCATION

Eastbourne Education Committee

Principal: Miss A.J. BAMBRA

AJB/SMG/DG

Denton Road  
Eastbourne  
Sussex BN20 7SR

February, 1974

It is now five years since you left College. I realise that not all Old Students are able to write or to come to see us, though many do, and we are always delighted to welcome them. Many, after teaching in this country, have taken interesting posts abroad and we have great pleasure in learning about their challenging work and new experiences.

Will you help us to keep a record of the service of the College Old Students by completing the enclosed questionnaire?

If you like to write any further comments or suggestions either on the back of the form or in a letter I shall be most appreciative. Even if your teaching was of short duration or does not seem to you to be especially eventful, I shall be very glad to have your answer. At this time of change in education and reorganisation of teacher education it is especially valuable to have the views of Old Students, so I hope that you will spare time to write. It will also help if you will send any recent addresses of your contemporaries as sometimes our lists are not up to date.

You may not yet have heard of the College Year Book; this is not a magazine but a serious Physical Education journal. It includes contributions from visiting lecturers, from staff and from students. Year Book 1973/74 is obtainable from the College Office, price 50p (post free) and you may like to buy a copy.

Enclosed with this letter is a note from Miss Kingston telling you of the In-Service B.Ed. degree, and also details of short courses. You would be a very welcome applicant either for the B.Ed. or for one of the short courses so I hope that we may hear from you.

With good wishes,

Yours sincerely,

A.J. Bambra

Principal

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

PLEASE TICK IN APPROPRIATE COLUMNS

The information you give will be treated as strictly confidential

NAME..... MAIDEN NAME.....

ADDRESS.....

Year	Area	Time	Type of School	Other subject taught Please enter hrs p.wk.
1969-70	North	Full-time	Grammar	English
	South	Part-time	Modern	History
	East		Independent	Geography
	West	Not at all	Comprehensive	Languages
	Midlands		Other	Sciences
1970-71	North	Full-time	Grammar	English
	South	Part-time	Modern	History
	East		Independent	Geography
	West	Not at all	Comprehensive	Languages
	Midlands		Other	Sciences
1971-2	North	Full-time	Grammar	English
	South	Part-time	Modern	History
	East		Independent	Geography
	West	Not at all	Comprehensive	Languages
	Midlands		Other	Sciences
1972/3	North	Full-time	Grammar	English
	South	Part-time	Modern	History
	East		Independent	Geography
	West	Not at all	Comprehensive	Languages
	Midlands		Other	Sciences
1973/4	North	Full-time	Grammar	English
	South	Part-time	Modern	History
	East		Independent	Geography
	West	Not at all	Comprehensive	Languages
	Midlands		Other	Sciences

Number of schools in which you have taught during the past five years.....

Any post of responsibility.....

Appendix 177

<u>Certificate</u>			<u>5 year</u>					Assis- tant	Post of Respon- sibility
Q.Sent.	Year	No.Q.	Rep.Rec.	Tch.	N.T.	Ret.T.	P.T.		
1965	1959	61	37	26	11	1	4		
1965	1960	87	11	5	6				
1967	1961	62	43	36	7		4		
1967	1962	69	63	46	17	5	7	11	28
1968	1963	84	73	54	19	2	9	9	36
1969	1964	106	84	57					
1970	1965	86	58	45	13	0	5	6	34
1971	1966	92	51	43	8	1	2	9	32
1972	1967	92	51	37	14	5	5	5	27
1973	1968	94	52	42	10	4	1	10	31
1974	1969	100	56	51	5	2	2	17	32
1969	1959			<u>10 year</u>					
1970	1960	87	38	22	16	16	15	4	3
1971	1961	62	27	21	6	13	12	5	4
1972	1962	71	24	13	11	7	8	1	4
1973	1963	82	28	16	12	10	7	5	4
1974	1964	78	27	17	10	3	4	5	8
				<u>15 year</u>					
1974	1959	61	12	9	3	7	0	5	4
				<u>5 year</u>					
1970	1965	23	15	13	2	3	1	0	12
1971	1966	15	9	9				1	
1972	1967	11	1	1					
1973	1968	8	3	2	1				2
1974	1969	12	4	4		1		1	3
				<u>10 year</u>					
1970	1960	21	7	7				2	5
1971	1961	26	5	5		2	3	1	1
1972	1962	26	2	2		1	1		1
1973	1963	14	0						
1974	1964	29	4	3	1	3	2		1
				<u>15 year</u>					
1974	1959	12	1	0	1				
				<u>5 year</u>					
1970	1965	4	3	1	2			1	
1971	1966	3	2	1	1				1
1972	1967	2	0						
				<u>Post Graduate</u>					
1970	1965	4	3	1	2			1	
1971	1966	3	2	1	1				1
1972	1967	2	0						

B.Ed.5 year

Q.Sent.	Year	No.Q.	Rep.Rec.	Tch.	N.T.	Ret.T.	P.T.	Assis- tant	Post of Respon- sibility
1973	1968	8	3	3					3
1974	1969	9	4	4					4

KEY

Q.Sent. - Year Questionnaires sent.  
 Year - Year students left college.  
 No.Q. - No. of questionnaires sent out.  
 Rep.Rec. - Replies received.  
 Tch. - No. Teaching.  
 N.T. - No. not teaching.  
 Ret.T. - No. returned to teaching.  
 P.T. - No. teaching part-time.

Appendix 178

(a) No. of years Teaching

1 - 5 years.      Certificate Students

	Years	1	2	3	4	5	Replies
1956	F.T.		3	5	8	21	37
-							
1959	P.T.	3	3				
Q							
1965	N.T.	10		2			
1957	F.T.	1	1	2	2	5	11
-							
1960	P.T.	3					
Q							
1965	N.T.	3	2	1			
1958	F.T.	1	4	5	4	29	43
-							
1961	P.T.	4	3				
Q							
1967	N.T.	4		5	1		
1959	F.T.	1	6	8	9	39	63
-							
1962	P.T.	2	4		1		
Q							
1967	N.T.	14	6	2			
1960	F.T.	3	5	8	15	42	73
-							
1963	P.T.	8	1	1	1		
Q							
1968	N.T.	13	5	6			
1961	F.T.					57	84
-							
1964	P.T.						
Q							
1969	N.T.						
1962	F.T.	1	4	4	11	37	58
-							
1965	P.T.	12					
Q							
1970	N.T.	7	5	2		1	



	Years	1	2	3	4	5	Replies
1963	F.T.	2			8	40	51
-							
1966	P.T.	2				1	
Q							
1971	N.T.	6			2		
1964	F.T.	2	5	10	2	32	51
-							
1967	P.T.	5	3	1			
Q							
1972	N.T.	7	8		2		
1965	F.T.	2	4	4	3	39	52
-							
1968	P.T.	1	1	1			
Q							
1973	N.T.	3	5	4			
1966	F.T.	1	3	3	6	43	56
-							
1969	P.T.	3	1	1			
Q							
1974	N.T.	5	1	2	1		

1 - 10 yearsCertificate Students

		1	2	3	4	5	6	7	8	9	10	R
1957	F.T.	1	3	5	3	6	12	1	2	1	4	38
-												
1960	P.T.	8	5	2	5	3			1			
Q												
1970	N.T.	4	6	4	6	3	2	3				
1958	F.T.	1	0	2	2	5	5	2			10	27
-												
1961	P.T.	2	6		1							
Q												
1971	N.T.	1	1	3	6	2	2			1		
1959	F.T.	2	2	4	5		3	1			7	24
-												
1962	P.T.	3	4	3						1		
Q												
1972	N.T.			3	3	2	2	4	1			

		1	2	3	4	5	6	7	8	9	10	R
1960	F.T.	2	3		3	4	2	2	4		8	28
-												
1963	P.T.	1	3	2	2	1				1		
Q												
1973	N.T.		4	2	4	3	2		1			
1961	F.T.		1	2	3	2	2	1	1	2	13	27
-												
1964	P.T.	1	3	1	1							
Q												
1974	N.T.	1	3		3	1	2	2				

1 - 15 years      Certificate Students

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	R
	F.T.				3		1		1	2	1	1				3	12
	P.T.			1	1					1							
	N.T.		1		1	1	3	2				1					

1 - 5 years      Supplementary Students

		1	2	3	4	5	Ret.
1965	F.T.			3	2	10	15
	P.T.	1					
Q 1970	N.T.	3	2				
1966	F.T.					9	9
	P.T.						
Q 1971	N.T.						
1967	F.T.						1
	P.T.						
Q 1972	N.T.						
1968	F.T.						3
	P.T.						
Q 1973	N.T.						

		1	2	3	4	5	Ret.
1969	F.T.			1		3	4
	P.T.						
Q 1974	N.T.						

<u>1 - 10 years</u>		<u>Supplementary Students</u>										
		1	2	3	4	5	6	7	8	9	10	R
1960	F.T.								1		6	7
	P.T.		1									
Q 1970	N.T.											
1961	F.T.						1		1		3	5
	P.T.		1		1							
Q 1971	N.T.											
1962	F.T.										2	2
	P.T.											
Q 1972	N.T.											
1963	F.T.											0
	P.T.											
Q 1973	N.T.											
1964	F.T.				1	1		1		1		4
	P.T.			1								
Q 1974	N.T.	1		2		1						

<u>1 - 5 years</u>		<u>Post Graduate Students</u>					
		1	2	3	4	5	R
1965	F.T.			1	1	1	3
	P.T.	1					
Q 1970	N.T.	11					
1966	F.T.			1		1	2
	P.T.						
Q 1971	N.T.		1				
<u>1 - 5 years</u>		<u>B.Ed. Students</u>					
1968	F.T.					3	3
	P.T.						
1973	N.T.						
1969	F.T.					4	4
	P.T.						
1974	N.T.						

(b) Geographical Areas

	N	S	E	W	M	O
1959/60	2	23	5	2	5	
60/61	2	21	5	3	6	
61/62	3	20	5	3	3	1
62/63	4	18	5	2	4	1
63/64	3	11	3	1	5	1
60/61	1	8	0	2	0	
61/62	1	8	0	2	0	
62/63	0	7	1	1	1	
63/64	0	7	1	1	0	
64/65	0	4	0	2	0	
61/62	4	26	3	5	5	2
62/63	4	25	3	5	5	2
63/64	4	22	3	4	3	3
64/65	1	20	2	4	4	7
65/66	1	19	2	3	4	7
62/63	8	26	8	10	9	2
63/64	6	24	7	10	10	6
64/65	6	23	6	8	7	8
65/66	3	23	4	6	7	8
66/67	6	18	6	3	4	9
63/64	7	36	5	8	11	4
64/65	7	36	4	7	11	6
65/66	6	31	5	6	12	3
66/67	5	27	5	4	10	8
67/68	5	21	5	3	10	8
64/65						
65/66						
66/67						
67/68						
68/69						

	N	S	E	W	M	O
65/66	10	37	3	6	14	1
66/67	9	37	2	7	14	2
67/68	7	29	2	7	12	7
68/69	8	26	5	4	9	11
69/70	7	24	5	4	7	11
<hr/>						
66/67	9	21	6	10	9	3
67/68	9	20	6	9	9	3
68/69	8	20	7	12	8	2
69/70	12	17	5	15	7	1
70/71	9	14	3	16	6	4
<hr/>						
67/68	11	19	4	8	5	3
68/69	10	18	4	8	6	3
69/70	6	19	4	7	6	3
70/71	5	16	4	5	4	6
71/72	6	13	4	6	4	5
<hr/>						
68/69	9	25	5	5	10	2
69/70	9	24	5	5	9	4
70/71	9	20	5	6	5	5
71/72	9	18	4	3	9	5
72/73	8	17	4	3	7	5
<hr/>						
69/70	12	23	13	9	5	0
70/71	10	27	12	9	4	1
71/72	10	28	10	8	5	2
72/73	11	21	9	7	6	3
73/74	10	20	10	10	6	2
<hr/>						

KEY

N - North  
S - South  
E - East

W - West  
M - Midlands  
O - Overseas

(c) Teaching

	Full-time	Part-time	Not Teaching
59/60	37	-	-
60/61	37	-	-
61/62	33	2	2
62/63	29	5	3
63/64	20	4	13
60/61	11		
61/62	11		
62/63	9	1	1
63/64	8	1	2
64/65	6	0	5
61/62	45		
62/63	44		1
63/64	37	2	6
64/65	35	3	7
65/66	31	5	9
62/63	63		
63/64	62	1	
64/65	55	3	5
65/66	47	4	12
66/67	39	7	17
63/64	71		
64/65	68	3	
65/66	61	2	8
66/67	53	6	12
67/68	43	9	19
64/65			
65/66			
66/67			
67/68			
68/69			

	Full-time	Part-time	Not Teaching
65/66	71		1
66/67	70	1	1
67/68	61	3	8
68/69	61	2	9
69/70	51	7	14
66/67	58		
67/68	56		2
68/69	57		1
69/70	57		1
70/71	50	2	6
67/68	50		
68/69	49		1
69/70	43	2	5
70/71	35	5	10
71/72	33	5	12
68/69	56		
69/70	54	2	
70/71	48	2	6
71/72	47	1	8
72/73	43	1	12
69/70	62		2
70/71	63		1
71/72	60	3	1
72/73	55	2	7
73/74	54	4	6



(d) Types of Schools

	G	M	I	C	O
59/60	20	5	6	2	4
60/61	17	7	5	2	6
61/62	13	8	7	2	5
62/63	11	7	8	-	2
63/64	7	8	3	-	3

60/61	6	2	3		
61/62	5	2	3		1
62/63	4	2	2		2
63/64	1	5	2	1	
64/65	1	3	1	1	1

61/62	10	22	4	3	6
62/63	12	21	3	2	6
63/64	13	16	2	1	7
64/65	14	14	2	2	6
65/66	12	12	2	3	7

62/63	19	28	9	5	2
63/64	19	26	8	6	4
64/65	19	24	4	7	4
65/66	15	20	4	8	4
66/67	10	15	3	9	9

63/64	24	31	7	6	3
64/65	21	35	6	4	5
65/66	16	30	7	4	6
66/67	12	24	6	6	11
67/68	11	18	5	8	10

64/65					
65/66					
66/67					
67/68					
68/69					

	G	M	I	C	O
<hr/>					
65/66	19	34	3	12	3
66/67	20	28	3	15	5
67/68	12	22	8	12	10
68/69	6	16	8	21	12
69/70	7	10	8	20	13
<hr/>					
66/67	12	26	3	10	7
67/68	9	22	3	13	9
68/69	9	21	2	19	6
69/70	11	21	4	14	7
70/71	8	16	2	16	10
<hr/>					
67/68	14	16	3	15	2
68/69	14	16	3	13	3
69/70	11	13	4	12	5
70/71	7	7	3	15	8
71/72	8	3	2	17	8
<hr/>					
68/69	10	25	3	15	3
69/70	8	22	5	15	6
70/71	6	16	2	19	7
71/72	4	14	3	17	10
72/73	4	12	2	17	9
<hr/>					
69/70	9	25	2	23	3
70/71	10	20	2	26	5
71/72	10	19	3	28	3
72/73	10	15	1	26	5
73/74	4	13	2	31	8
<hr/>					

KEY

G - Grammar  
 M - Modern  
 I - Independent  
 C - Comprehensive  
 O - Other

(e) After 5 years

	<u>Married</u>	<u>Single</u>	<u>Total</u>
1959 - 60	29	8	37
1960 - 61	6	5	11
1961 - 62	31	14	45
1962 - 63	41	22	63
1963 - 64	60	11	71
1964 - 65			
1965 - 66	46	26	72
1966 - 67	36	22	58
1967 - 68	37	13	50
1968 - 69	39	17	56
1969 - 70	44	20	64
	<u>369</u>	<u>158</u>	<u>527</u>

Appendix 179CHELSEA COLLEGE OF PHYSICAL EDUCATION

Principal: Miss A.J. Bamba

Carlisle Road,  
Eastbourne, Sussex

11 February, 1966

Dear

From time to time Old Students of the College, especially those who are considering returning to teaching after a considerable gap, tell me how greatly they would appreciate a refresher course.

I am therefore addressing this letter to those who have been out of College for ten years or more, asking for some information. It will be a great help if you will complete the attached form even if you are not able in the foreseeable future to take part. I shall be delighted to receive any additional suggestions.

If there is sufficient interested response I will approach the Department of Education and Science in regard to grant aid for a suitable course. As I have addresses only for members of the Old Students' Association I shall be glad if you will tell others, whether trained at Chelsea or not, of this enquiry. I will gladly send further copies of this letter.

Yours sincerely,

Principal

.....

CHELSEA COLLEGE OF PHYSICAL EDUCATION

Name ..... Year .....

Address .....

.....

.....

- (a) I am interested/not interested in the possibility of a refresher course.
- (b) The following course or courses would suit me best:-
1. One Year Course in modern Physical Education.
  2. One Year Course in modern Physical Education and preparation for the teaching of a classroom subject.
  3. One term course in Physical Education. The most convenient term would be -  
Autumn ; Spring ; Summer
  4. Summer vacation course in Physical Education (approximately six weeks in July and August).
  5. One term course in preparation for work as a lecturer in a College of Education.
- (c) I would consider a course in 1966-1967; 1967-1968.  
I would consider a course at some time within the next five years.

PLEASE DELETE WHERE APPROPRIATE.

Signed .....

Old Students Questionnaire re Refresher Course

Position so far:-

42 'Yes' replies:-

27 are interested in a Summer vacation course in Physical Education (No. 4)

9 are interested in a one-term course in Physical Education (No. 3)  
Spring seems the most favourable time, with Summer a close second.

6 are interested in a one term course in preparation for work as a lecturer in a College of Education (No. 5)

3 or 4 Old Students have said they would be interested in one or two of the courses.

39 'No' replies.

Approximately 125 sent to those who left between 1935 and 1955.

Officers O.S.A.

	<u>President</u>	<u>Chairman</u>	<u>Secretary</u>	<u>Treasurer</u>
104	Fr. Wilke	Miss Cartwright	Miss Skelton	Miss Skelton
5	"	Miss Polgreen	"	"
6	"			
7	"			
8	"			
9	"	Miss Appleton	Miss Perry	-
10	Fraulein Wilke	Miss Blomfield	Miss Sparger	-
11	Miss D.Wilke	Miss R.Skelton, B.Sc.	Miss S.C.Sparger	Miss S.C.Sparger
12	"	"	"	"
13	Miss D.Wilke	Miss H.Ironside	Miss L.E.Crowdy	Miss L.E.Crowdy
14	Miss D.Wilkie	Miss M.Appleton	"	"
15	"	Miss R.Clark	Miss K.W.Trayler	Miss K.W.Trayler
16	"	"	"	"
17	"			
18	"			
19	"			
20	"			
1	"	Miss M.Fountain	Mrs.Charter-Dibdin	Mrs.Charter-Dibdin
2	"	Miss R.Clark	Miss H.Campbell	-
3	"	Miss E.Parkinson	"	-
4	"	Miss W.Warren	"	-
5	"	Miss F.Morgan	Miss G.Cater	-
6	"	Miss R.Clark	"	-
7	"	Mrs.Charter-Dibdin	Mrs. Thomson	-
8	"	Miss W.M.Saunders	"	Mrs. Thomson
9	"	Miss G.M.Cater	Miss A.Engel	Miss A.Engel
30	-	"	"	"
1	Miss M.Fountain	Mrs. Thomson	Miss D.M.Soley	Miss D.M.Soley
2	"	Miss Stephen	"	"
3	"	"	"	"
4	"	"	"	"
5	"	Miss Sutch	Mrs. S.B.Thomson	Mrs. S.B.Thomson
6	"	"	"	"
7	"	"	"	"
8	"	Miss Holmes	"	"
9	"	"	"	"
40	"	Miss R.Clark	"	"
1	"	"	"	"
2	"	"	"	"
3	"	Miss G.M.Cater	"	"
4				
5				
6			Miss J.Sharpe	Miss J.Sharpe
7	"	Miss K.McConnell	Miss D.Foster	Miss D.Foster
8	"	"	"	"
9	"	"	"	"
50	"	Mrs. Thomson	"	"
1	"	"	Mrs. D.Clark	Mrs. Clark
2	"	"	"	Mrs.M.Housden

Vice Presidents

Mr. Skinner

"

S.Skinner, Lieut. Braae Hansen  
 Lieut. Braae Hansen, Dr. Shrubsall  
 Lieut. Braae Hansen, Mrs. E.Adair-Impey

"

"

Mrs. Adair-Impey, Miss Hankinson  
 " R.C.Elmslie, FRCS.  
 " Miss Crump  
 " "

S.Skinner, M.A., Miss Mercier

" Wing Commander M.Flack, CBE, MB, BCL.

" Mrs. Adair-Impey

" Mrs. A.Glover, Mrs. Adair-Impey

" Mrs. S.Skinner, Mrs. Adair-Impey, Miss M.L.Dobbie, ME

Dr. Dobbie, Mrs. Adair-Impey, Mr. Skinner

Mrs. Adair-Impey, Dr. D.Wood, Dr. S.Skinner

" Miss Andersen, Dr. S.Skinner

" " "

" " Miss Fountain

" " Dr. Harlow, Dr. S.Skinner

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Dr. Harlow, Mrs. Adair-Impey, Miss R.Clark, Miss G.Cater

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Miss C.  
Partridge

Vice Presidents

Mr. Skinner

"

S.Skinner, Lieut. Braae Hansen

Lieut. Braae Hansen, Dr. Shrubsall

Lieut. Braae Hansen, Mrs. E.Adair-Impey

"

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Mrs. Adair-Impey, Miss Hankinson

"

R.C.Elmslie, FRCS.

"

Miss Crump

"

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S.Skinner, M.A., Miss Mercier

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Wing Commander M.Flack, CBE, MB, BCL.

"

Mrs. Adair-Impey

"

Mrs. A.Glover, Mrs. Adair-Impey

"

Mrs. S.Skinner, Mrs. Adair-Impey, Miss M.L.Dobbie, MD

Dr. Dobbie, Mrs. Adair-Impey, Mr. Skinner

Mrs. Adair-Impey, Dr. D.Wood, Dr. S.Skinner

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Miss Andersen, Dr. S.Skinner

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Miss Fountain

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Dr. Harlow, Dr. S.Skinner

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Dr. Harlow, Mrs. Adair-Impey, Miss R.Clark, Miss G.Cater

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"

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Miss C.  
Partridge



	<u>President</u>	<u>Chairman</u>	<u>Secretary</u>	<u>Treasurer</u>
1953	Miss M.Fountain	Miss R.Clark	Mrs. D.Clark	Mrs.M.Housden
4	"	"	"	"
5	"	"	Mrs. M.Housden	Mrs. F.Coppen
6	"	"	"	"
7	"	"	"	"
8	"	"	"	"
9	"	"	"	"
60	"	Mrs. Catchpole	"	"
1	"	"	"	"
2	"	"	Mrs. B.G.Smith	"
3	"	"	"	"
4	"	"	"	"
5	"	Mrs. M.Housden	"	"
6	"	"	"	"
7	"	"	"	"
8	"	"	"	"
9	"	"	"	"
70	"	"	"	"
1	"	"	"	"
2	"	"	"	"
3	"	Miss M.O'Sullivan	"	"



Appendix 181Lecture by Miss Bambra to C.C.P.R. Movement and Dance Division

"The specialist student makes a comprehensive study of the human being in action; the scope and nature of his movement ability and the ends to which he chooses to put his capacity; the relation of the structure of his body and its efficient functioning, to his skill and mastery in movement; the individual's distinctive movement style and the way in which this relates to other aspects of his personality." (Page 3)

"The starting point for the study of Human Movement is the student's own movement. Theory and practice are interwoven; knowledge you might say is 'in joints and muscles' as well as in the mind. Movement is her major means of learning as well as the subject of her study; the answers to many of her questions can be found through experimental action; the questions are answered in the sensation of her movement as often as through systematic analysis." (Page 3)

In practical work "... the student gains immense personal satisfaction from her increase in skill, control and versatility."

"She examines human movement from many points of view; hers is an interdisciplinary study. Understanding depends on her power to relate knowledge called from many disciplines, and perhaps even more on her power to use the methods of inquiry characteristic of those varied disciplines." (Page 4)

"The study of Education is designed to enable the student to appreciate the changing needs of children as they develop; to gain knowledge, both from observation and academic study of some of the forces which shape the lives of individuals, families and societies; to develop greater insight into her own and others' motivation and become aware of the values and problems inherent in educational processes; and to gain competence in planning for pupils' successful learning and in effective collaboration with colleagues in curriculum development and in the daily decision making of a school in a rapidly changing society." (Page 7)

"It is as she brings together her two major studies of Human Movement and Education that the student is ready to contribute to the process which we call Physical Education; she has a fund of knowledge and experience of many kinds; she has learned to measure the needs of her pupils; she has the necessary resources and can select what is best suited to a particular group of children and use it as a means to extend each child's knowledge and understanding. She must match the material to the learner. She is not so much concerned to turn the child into a sportsman or dancer as to ensure that she educates him to understand movement, to value movement and so increasingly to develop confidence in his movement powers." (Pages 7-8)

"The tasks of the teacher are many: to assess needs and select appropriate work; to present it in an attractive and meaningful way; to develop the work and ensure progress; to

observe the way in which action is carried to interpret and evaluate the activities which the children undertake; and to assess their development, increased skill and understanding. From all these tasks she gains the insight to plan for further lessons and to design a syllabus. ... the syllabus grows from the other tasks. For the educator the syllabus is not the starting point. It is drawn up by the teacher when she has identified the major movement requirements of a group and is ready to plan for their steady progress. The syllabus is subject to adjustment as time goes by and the teacher knows the children better." (Page 8)

Perception is greater than training eyesight.

"Teaching practice provides a focus, a workshop situation in which student and tutor examine the extent to which the College Course is meeting the needs of the student and providing progressive support in her preparation to become a teacher.

Teaching practice offers a situation in which the student may, with guidance, grow into a teacher." (Page 9)

The whole course is dependent on interdisciplinary study relating knowledge gained from appropriate methods of inquiry.

Qualities cannot be trained but thorough preparation and guidance can lead to the maximum development of individual talents.

Appendix 182Aims of a College of Education

To bring students to their full potential as discerning 'beginner-teachers' who have realistic confidence in their abilities because they:

a) have an understanding and appreciation of children in the learning situation and in society.

b) have a body of knowledge wider and deeper than they will use in teaching.

c) understand how to look up sources, assess information and make judgements of their own concerning them.

d) have attained self control and self responsibility.

Plus P.Ed.

1) b and c above logical extension leads to increased teaching interests.

2) initiative encouraged. Subject studies - leaders.

3) opportunities specialism in a narrower field.

4) foster research.

542/JH/MP/9.12.69

Aims Specialist College of Physical Education

1. To deepen the students' knowledge and understanding of human movement.
2. To appreciate the value of movement awareness in relation to the development of children in school and society.
3. To ensure a balanced education for the student by providing adequate time for liberating study in other disciplines.
4. To provide opportunity for use of initiative and creative ability in a personally chosen field, taken from any branch of their college studies.
5. To foster those aspects of human movement which can be carried on at research level.

576/AB/CC/5/BW/8.1.70

Aims and purposes in the professional education of a specialist teacher of physical education

A specialist teacher of physical education should:-

1. Have a professional commitment to the work and people connected with the school.
2. Inspire young people to participate in physical education and apply her knowledge wisely to accommodate the needs of children.
3. Arouse curiosity and the desire to meet challenges required in skilled movement and in creative activity.
4. Help children to enjoy exercise and to see it as a necessity for healthy development throughout life.
5. Value the contribution of the individual and the inter-dependence of individuals and groups.
6. Recognise and understand the need for the fulfilment of movement potential.
7. Evaluate physical accomplishment in relation to the changing needs of the environment and train children to be alert, adaptable, courageous and controlled in action.
8. Be aware of the right use of the competitive and co-operative elements in physical activity.
9. Lay a foundation for intelligent appreciation of movement in leisure pursuits.
10. Take a positive and dynamic part in the shaping of developments in physical education.

577/AB. CC. 6/L.W.EL.  
B.W./BK.  
9.1.70

Working Document. Chelsea College of Physical Education

The education of a teacher, through both curriculum and experience within the college community should aim to promote:-

1. Personal maturity including: (a) recognition of her personal need for a philosophy; (b) willingness to find out about her potential, e.g. through creative activities; (c) a desire really to meet with others/to form sound relationships; (d) willingness for sustained effort.
2. Sensitivity and awareness which may require some compensatory emphasis to counteract depersonalising trends in our society.
3. A warm acceptance of the role of a teacher with its responsibilities to the coming generation.
4. Vision and perspective to which much may be contributed by cultural interests and studies that allow a real line of something to develop.
5. Discernment and an informed insight into the complex nature of day to day problems.
6. The mental calibre to pursue the Study of Movement both as a performer and analytically to a level which brings competence, conviction about the value of the work and a desire to share.

596/AB/MH/BK/13.1.70

Main Course

1. The purpose of the main course is to provide an opportunity to study a subject in depth, to contribute to personal development through the satisfaction of effort and achievement, to develop the capacity for conceptual and perceptual thinking, and to establish the necessary knowledge of a discipline on which inter-disciplinary experience can be based.
2. For some students the Main Course will have particular relevance to their teaching career, and the professional aspects should be made apparent to them. It is not necessary, however, for a professional element to be included as a compulsory part of the study.

612A/BW/PMH/6.5.71

Appendix 183Teacher's Certificate - Education Course

The Education Course was divided into four parts: General Principles, Historical Topics, Psychological Topics and Health Education. Lecturers were expected to present the topics in organic relationship with one another and all of them related to sociological aspects. (Reg. and Syll. p. 21)

The Special Theory of Education - Physical Education course was "closely integrated with the General Theory of Education and the theoretical studies which form the basis of training in movement in the various branches of physical education." (Reg. and Syll. p. 33)

The study of the Theory and Practice of Physical Education included Anatomy and Physiology. (Reg. 6c. pp. 8-9 4. VI and pp. 43-44)

1958-59



Appendix 184Constituent Colleges of School of Education, University of Sussex

30.4.65 Min. 10 Governors' Meeting. C.C.P.E.

University of Sussex. School of Education

## (a) Establishment.

Number of meetings held to discuss establishment of School. Principals of Colleges, likely to become constituent members, had met to discuss proposed B.Ed. course and establishment of Boards of Studies.

## (b) Draft constitution had been agreed.

D.E.S. be informed that the terms of the draft Constitution are acceptable, but that the College be not finally committed to the inclusion of its name in para. 3 until details of the manner in which the courses will be organised have been worked out and arrangements for the withdrawal of the College from the University of London, Institute of Education, agreed.

Eastbourne Education Committee.

23rd September 1965 Min. 3 University of Sussex, School of Education.

In September 1965, the Chief Education Officer reported to the Education Committee that the Secretary of State for Education and Science had stated that the Constitution in respect of the School of Education, University of Sussex, was acceptable for the purposes of Regulation 4(a) of the Training of Teachers (LEAS) Regulations 1959.

Negotiations were started for the transfer of validation of course from the University of London to the University of Sussex.

C.C.P.E. Governors' Meeting.

1.10.65 Min. 7 University of Sussex, School of Education.

(a) Agreed College be included in initial list of participating colleges of the School of Education.

(b) Alderman Caffyn appointed as representative of the Governors on the Delegacy of the University.

ibid. 15.12.65.

Min. 3 Development of the College.

(a) Reply to Circular Letter. D.E.S.

Expansion from 225 students in Summer 1958 to 347 students in Summer 1965.

achieved "... by establishing a longer College day, by re-organising rooms, by fully timetabling all large specialist teaching spaces, and through intensive use of premises by time-table adjustment during block teaching practice periods." ...

Appendix 185College Timetable from 1964

## Basic Studies included:

General Principles of Education, Gymnastics, Dance, School Remedials and Theory of Physical Education (including Science).

## Activities courses included:

National Dance	Ballroom Dance
Swimming	Athletics
Lacrosse	Hockey
Netball	Tennis
Cricket	Field Games
Coaching and Umpiring Courses	

## Liberal Studies included:

Advanced Physiology, Art and Craft, Music and Movement, English and Drama, Social Studies.

## Recreational activities included:

Rebound tumbling, fencing, archery, basketball, badminton, table-tennis, golf, judo, sailing, canoeing, camping and etc.

In the first year all students took a basic course in Arts subjects and every student learnt to play a musical instrument. Interested students continued these lessons during the second and third years.

Basic courses were also offered in: Speech, English, Visual Aids and Music for Dance.

Prospectus

Appendix 186The B.Ed. Degree

One of the main recommendations made in the report of the Committee appointed by the Prime Minister, under the chairmanship of Lord Robbins, "Higher Education", published October 1963, was the establishment of a B.Ed. degree, at the renamed, Colleges of Education.

Discussions between members of the University of Sussex and the staff of the five constituent Colleges, of the School of Educational Studies, led to the formulation of syllabuses and a tripartite Honours Degree. The first group of students started this course, September 1967, and graduated July 1968. The syllabuses, in the first instant, were approved for three years, and during the coming academic year, 1969-70, further discussions will take place when suggestions and amendments can be tabled.

On entry to Chelsea College of Physical Education, students are registered at Sussex University, but individuals make formal application during their third year, to complete a fourth year, studying for a B.Ed. degree. Selection, as from this year, rests with the College Authorities but an individual has the right to appeal to Senate, if her application is rejected. As students register at the beginning of their Certificate Course, all members of staff are involved in certain respects, in work preparatory to the fourth year. The Standard of entrance qualification is a Merit in Main Subject and Education, supported by an adequate pass in Practical teaching OR a higher grade than the required minimum in one or more parts of the examination - that is EITHER a Merit in Practical Teaching OR a distinction in the Main Subject OR Education. "A" level qualifications are not a pre-requisite to B.Ed. degree study, at Sussex University.

During the fourth year, at College, students study Education; a main subject, Physical Education; and write a Linking Dissertation.

At present, within Education students follow the course entitled "Adolescence". Other options, which may be offered in the future are, "The Secondary School Curriculum", "The modern family", and "The Health of the School Child". The Education component of the degree is weighted 2/5ths of the final mark. 1/5th as an unseen three hour written examination and 1/5th as Course Work, in which three selected essays are submitted for assessment by the External College Assessor and the University Examiner in Education. Students receive four hours of formal lecturing per week and individual or group tutorials and/or seminars, as required. At the moment, four lecturers share the tuition of Education.

Physical Education is divided into three aspects, Aesthetic, Scientific and Social. Students select one aspect for detailed study. The Physical Education component is weighted 2/5ths of the final mark, 1/5th as an unseen three hour written paper and 1/5th as Course Work. For course work students taking the Aesthetic Aspect offer one selected essay, a work file and they are assessed in practical dance. The students taking the

Scientific Aspects of Physical Education submit a Laboratory Work Book for assessment, while the Social Aspects students submit three selected essays for assessment by the University Examiner. In the Aesthetic Aspects, the work is currently shared by four members of staff. Students attend for six hours of formal lecturing dividing the time equally between practical and theoretical studies. In the Scientific Aspects, two lecturers are involved with the work, each taking three hours of formal lecturing and laboratory work. In the Social Aspects, three lecturers, at present, share the work, students having an average of four lectures per week. In all Aspects, division of work is directly related to the main sections of the syllabuses. Staff, as in the Certificate Course, are available for individual or group tutorials or seminars as required at certain stages of each programme of work.

The Linking Study grows from the two disciplines of Education and Physical Education, and initially stems from a topic of interest to the individual. This topic may be solely in one of the respective fields or it may already have formed a bridge between the two subjects. Topics studied include, Aesthetic: "Expressive Movement as a Means of Communication", "The Educational Value of Dance", "Why do people dance?", "Music and Movement", "The Social Values of Dance", "Dance and Aesthetic Education", "Formal Technique in Modern Educational Dance", "Creativity", and "The Place of Motif Writing in Education". Scientific: "Balance in Physical Education Environments", "I.Q.", "Physique and Movement Characteristics" and "The Effect of Puberty on Physical Performance".

Social: "Motivation and Marathon Events", "Bridging the Wolfenden Gap in Stourbridge", "Leadership and Physical Skill", "The Significance of Physical Ability in Social Group Interaction", "Motivation and Recreation", and "Some Problems of the Competitive Swimmer". The Linking Study normally involves the students in minor pieces of field work in Educational Establishments. Students have used Primary and Secondary Schools, Youth Clubs, and Colleges of Education. This part of the degree is tutored on an individual basis. Time is available weekly, for each student but the decision to ask for advice is left to the student. Some group seminar work also takes place weekly. At present, one tutor is directly responsible for the Linking Studies but preliminary discussion takes place with three tutors present, Education, Physical Education, and Link. During the year advice and assistance is sought from any member of staff who has the specialist knowledge required for the development of the studies. Copies of completed Linking Studies, submitted by successful students are catalogued and kept in the College library.

Of the eight students who formed the first fourth year group of B.Ed. students in 1968, three studied the Aesthetic Aspects, one the Scientific Aspects and four the Social Aspects. Of the present ten students, six are studying the Aesthetic Aspects, two the Scientific Aspects and two the Social Aspects. With the first group, all eight were successful in gaining their degrees, two students being awarded Upper Seconds, two Lower Seconds, three third class and one pass standard.

The Congregation for the Conferment of Degrees was held at

the Dome, Brighton, Tuesday, 9th July, 1968 at 11.00 a.m. In declaring the Congregation open, the Chancellor made reference to the new Bachelor Degree. In presenting the Candidates, the Dean of the School of Education paid tribute to the work of the Colleges of Education and commended the liaison established between the staffs of the Universities and the Colleges. He further commented on the pioneer work of the committees and praised all concerned with the launching of the first B.Ed. degrees.

The present group of students have completed their Linking Study, they have finished the major part of their Course work and they will sit the unseen written examination papers, on 29th and 30th May, 1969.

The Academic Board of the College has constituted a B.Ed. sub-committee composed of the Deputy Principal, Heads of Departments, Lecturers on the University Boards of Study in Education and Physical Education and Lecturers directly responsible for B.Ed. work. Among the many items discussed, at great length, has been the contribution of the three year course to the fourth year. The Committee is concerned that a student has a Liberal Education, that fourth year work grows from the Certificate Course and that strict streaming, at an early stage, is avoided. There are many ways of viewing a fourth year of study. In certain fields it might seem desirable to direct students to particular Liberal and/or Further Studies, offered in the College curriculum and so narrow but deepen the area. In other fields, breadth is more important, with a wide range of cross study as the guiding principle. These considerations can vary from student to student, within one aspect. Personal tutors are asked to guide their students in selection and integration of courses. Detailed information has been collated and published, for Personal Tutors, and Lecturers responsible for B.Ed. work are also available to give further advice. In all aspects of B.Ed. work, however, methods of learning, self discipline and the ability to organise study time and use it wisely are vitally important. These attributes must be established and developed during the three year course.

The University of Sussex holds an Induction Course for B.Ed. students at the beginning of the Autumn Term. Introductory talks are given by the Dean of the School of Educational Studies and the President of the Union. Students are taken on a conducted tour of the University and the availability and use of facilities, such as the Library are explained. The week's programme includes lectures, films and discussion sessions. It provides an opportunity for all "New" B.Ed. students to meet. During the year Conference Days are organised by the staff of the School of Educational Studies. Topics are pertinent to the course. Last term Professor and Dr. Eppel were the main speakers on "Adolescence" and this term, the conference is entitled "Educational Technology" when Dr. M. Eraut will lecture on "The Domain of Educational Technology" and he will explore "The Broader Implications". His lectures will be illustrated by film and students and staff will have an opportunity to take part in a study session.

The A.T.C.D.E. is agitating for deferred full time and part-time courses and with the foundation of the University of

the Air imminent, established Universities are investigating the possibilities of instituting similar courses. Sussex is no exception and preliminary enquiries have been made.

At present, there is no inter-collegiate lecturing within the Sussex School of Educational Studies, as for example at Birmingham and London. Various committees, however, are exploring the situation and lecturers have been consulted for their views. In theory, this idea would appear to have many advantages but in practice it has many disadvantages. Staff and students would be involved in long distance travelling, a very time-consuming occupation. Committee work would double and possibly increase three-fold. The finances of the scheme would be very involved and follow up sessions to central lectures prove almost impossible.

The B.Ed. degree, now in its second year is truly established at Chelsea and students who are members of the fourth year continue to take part in social and professional aspects of College life. In 1909, Dorette Wilkie lengthened the training given at Chelsea to three years to bring it in line with the duration of University Courses. She worked hard for many years to establish a degree or a diploma of University Status. The culmination of her pioneering efforts was, sadly, three years after her death (1930) when in 1933 nine Chelsea students successfully gained the Diploma of the University of London, in the Theory and Practice of Physical Education.

It is fitting, and as an example of history repeating itself, that Chelsea College of Physical Education was the first of the Women's Specialist Physical Education Colleges to enter students for a B.Ed. degree. The discipline of Physical Education has now been recognised as a bona fide subject of academic study.

I.M.W.  
26th April, 1969

Appendix 187

CHELSEA COLLEGE OF PHYSICAL EDUCATION

1967

Gymnastics

The body is the instrument through which we can develop skill in movement, therefore it must be trained. In Gymnastics we train the more functional and mechanical aspects rather than stressing the expressive awareness which is developed in dance. But the body cannot be trained in isolation, the gymnast contributes with ideas and thoughts, she experiments and selects whilst she explores the many movement possibilities. She is challenged to discover for herself the fulfilment of many movement tasks, working alone, and with others, and finally on apparatus.

With the limited activity of modern life the feeling for movement has been suppressed, in gymnastics we try to recapture it by making the body lithe, agile, and strong again, and so regain the natural enjoyment of moving. The body is used as a "whole" with the natural flow and rhythm appropriate to the action, although awareness of individual parts of the body can be stressed they are seldom used in complete isolation. The fullest range of movement should be experienced. Some movements can be stimulated by direct instruction but many challenges are given which require originality and inventiveness and the body is trained progressively to achieve more complex and more skilful movements, and alert and active posture.

All gymnastic lessons are based on problems related to the management and control of the body in stillness and in movement, the teacher selects ideas that will help to build up a wide movement vocabulary. Within the limits set by the teacher the gymnast works out the task individually using her own powers of invention bringing into play both thought and action.

The selection of movement for the class depends on the observation of the teacher to assess the needs of the class, by the choice and presentation of a "movement theme" she guides and helps each gymnast to develop and realise her potential; by setting a variety of "tasks" the gymnast is encouraged to use her body skilfully in all practical situations, selecting the appropriate actions with sensitivity, to fulfil the tasks set, finally selecting and repeating the movement to reach a high standard.

The teacher learns about movement by observing, analysing and "doing", language or words cannot adequately express the finer shades of movement which are apparent in the feel of the performer, it is only through personal experience and active participation that a real understanding of movement is possible. In every lesson there is some kind of analysis and observation of movement, so it is essential that the teacher should be able to observe well: as there are many answers to any given challenge, and no predetermined progressions, the teacher must be able to select use and develop what she sees, so the class and teacher work together. The challenge set can be narrowed to a form of almost "direct" teaching or be very wide and demand experiment, practice and final selection from many

possibilities.

In gymnastics we are trying to deal with individual human beings with their many differences, we therefore aim to assess through observation what the class as a whole needs, and then within the task, help the individual with the aspect of movement she most needs. Besides the teacher herself observing her class, she also helps the gymnasts in the observation of each other.

### Gymnastics

<u>Year I</u>	Autumn	2 lectures a week	=20
	Spring I	2 lectures a week	=10
	Spring II	Work set, no lectures	
	Summer	2 lectures a week	=20
		Total for Year	=50 hours

### General

#### Introduction to Educational Gymnastics

Other systems of gymnastics, discussion on previous experience  
 Personal hygiene, dress, use of showers  
 Care of room, apparatus, floors.  
 Discussion on recording, notes, written work. Reading. Motif writing.  
 Observation of movement, Good posture. Limbering.

#### Practical Work

The stress in Year I is on all aspects of Body management  
 The ability to work independently and to work hard. Limbering  
 Purpose and methods, Value of individual contribution, awareness of others, observing and helping, using the room space.  
 Judgement of spatial areas in which to work. Using a lot of space and a little space.  
 All forms of locomotion, developing use of different parts of the body and moving in different directions in the room.  
 Different degrees of tension, variations in speed and power.  
 Fast movement, slow movement  
 Powerful energetic movement. Delicate weaker movement. Body actions.  
 Stretching, curling, twisting and turning etc.  
 Meeting the floor with skill and safety.  
 Elevation. Resilience. Sensitivity.  
 Transference of weight from different parts of the body, and the movements in between. Balance on different parts of body.  
 Simple sequences of movement.  
 Continuity, keeping a movement going. Resilience. Stopping and control.  
 Awareness of starting positions and held movement.  
 Stress on particular parts of the body, to mobilise strengthen or use in a variety of actions e.g. arms, legs, feet, spine, hips, head and shoulders etc.  
 Enjoyment and movement to the fullest extent, maintenance of alert posture, opportunity for practice gaining confidence and understanding.

#### Apparatus

General exploratory use of all apparatus. (Trampettes and



spring boards not used until Summer Term).

The apparatus sets the challenge, judgement of heights, distances, shapes, textures, development of appropriate degrees of tension lifting, carrying placing.

Actions 'of springing' on, off, over etc. Approaching from all directions.

Travelling along, up, down, under etc. Continuity and different speeds.

Climbing, hanging, swinging, rolling going upside-down, sliding, twisting turning, spinning, stretching, balancing, curling etc.

These free natural movements are then developed and the tasks set are appropriate to the theme of the lesson.

Combining of apparatus to form groups of 2, 3, and 4 pieces, joining actions with continuity and resilience.

Single pieces using apparatus more than once (e.g. Over it, then on and off).

During Spring I time is taken, according to the need, to help with preparation of work in Primary Schools.

During Summer I and II preparation for Secondary Schools, observation and teaching each other.

### Written Work

Approximately two essays a term.

Detailed note books are kept, owing to the lack of books on gymnastics.

Observation of movement and notation.

Year II	Autumn I	2 hours a week	= 10
	Autumn II	School Practice	
	Spring I	2 hours a week	= 10
	Spring II	Work set, no lectures	
	Summer	2 hours a week	= 20
	Total		= 40

In Year II there is a stress on, Teaching, Discussions on appropriate movement ideas, or 3 themes for different ages and abilities. Written explanations on themes, reasons for choice examples of movements that will give the experiences needed by the class. Group and Partner Work.

Quality and style. Increase of courage with use of Trampettes and Spring-boards and assisted flight, experiment with placing of apparatus arrangements.

Development of all body management themes to help with preparation for school practice. Methods of presentation and progression.

Time in movement, speed, acceleration, and deceleration.

Force in movement different degrees of tension.

The body in flight use of spring-boards, trampettes and assisted flight.

Ideas in which the quality of movement is stressed.

Rhythm in movement. Momentum. Selection of appropriate quality for the actions.

Teaching each other and more detailed observation.

Short set sequences of movement and advanced sequences, fluency within a phrase.

Spatial aspect of movement, levels, directions, shape.

Apparatus Single and combined. Stress on group and partner

work.

Unusual arrangements of apparatus. Improvisation.

Practice in selecting and arranging own apparatus.

Stress on flight and dynamic movement.

Personal invention and experiment. Progression on apparatus.

Building up by stages. Breaking down movement and selected practices.

### Written Work

Autumn I      lesson plans etc. connected with preparation for  
                 school practice.

Spring I Essay and/or observation.

Spring II Long essay set.

Year III

Autumn            2 hours a week                                 = 20 hours

## Final Assessment in December

Spring I Preparation for Final School Practice = 5 hours approx.

Spring II Final School Practice

Summer	Voluntary lectures	= 10 hours
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Revision of previous work and development of more advanced themes. Leading to preparation for final assessment.

Spring I      Students in "mixed" groups, practice of teaching each other, general discussion and work stop in preparation for Final School Practice.

Summer Voluntary lectures. Two courses

a) Gymnastics for teaching, ideas following school practice. Planning and syllabus.

b) Gymnastics for personal performance and demonstration.

Written Work At least 6 essays during the year, some on  
Gymnastics.

Autumn II Long essay for final assessment

Spring I Lesson plans etc. for school practice

Summer Essays set to help with final examination.

## BOOK LIST

Modern Educational Gymnastics	D. Pallett	15/-
Educational Gymnastics	R. Morrison	2/-
Educational Gymnastics for Secondary School	R. Morrison	4/-
Moving and Growing	H.M.S.O.	7/6
L.C.C. Educational Gymnastics		3/6
L.C.C. Movement Education for Infants		4/-
Teaching Gymnastics	Mauldon and Layson	£1-5-0
Pure and Applied Gymnastics	Munrow	£1-8-0
All current films on Gymnastics shown during three years.		

## THE LESSON

Theme or Aim of the Lesson Although many aspects of movement are always present the theme will stress one or more of the needs of the class. Care must be taken that the attention is not focussed too narrowly or experience will only be gained in one aspect of movement; on the other hand it can also be too general and the movement not understood. So the themes must be selected after careful observation of the needs of the class, and presented with clarity. Movements should begin immediately on entering the Gymnasium.

The Lesson The lesson is prepared under three main headings, although each part merges easily into the rest to reach the climax, which is the use of the large apparatus. This should be taken for at least half the lesson, with older classes longer.

Introductory This includes limbering movements to warm the class up, set the right atmosphere for the lesson, introduce the theme, and train skill in movement, preparing the mind and body.

The ideas should be simple and quick to explain, generally without the use of apparatus, lively, with locomotion, vigour and increase of activity. It can begin with free practice of previous activities for enjoyment, increase of skill, or to improve a particular weakness in individual movements, followed by the whole class working on ideas presented by the theme.

Training To be aware of what the body can do, where and how it will move, it flexes, stretches, twists, turns and travels in movements that will give experience of the theme. The whole body is trained in movement without apparatus, and the theme more understood, movements are repeated and parts selected for practice after the experimental stage.

Class Activity To act as a link between the Body training and the apparatus, general class teaching can be done, movements needed to fulfil the task later on large apparatus can be tried on simpler apparatus. Or natural movements and agilities trained to greater skill. Using forms, wallbars, ropes, mats, hoops etc.

e.g. Hanging, jumping, landing, rolling, balancing, swinging, going upside down, strengthening arms, using different surfaces and levels. Partner and group relationships.

### Apparatus      Group Work

To provide a climax to the lesson, a further development of the theme, on a variety of large apparatus. The experience gained and the understanding of the movement idea from the first part of the lesson is used in suitable and stimulating ways on large apparatus.

### Final Movement

Movements selected to bring the lesson to a satisfactory completion.

Appendix 188CHELSEA COLLEGE OF PHYSICAL EDUCATION3 Year Course .. Syllabus of GymnasticsINTRODUCTION

Educational Gymnastics is concerned with developing the full potential of the body in movement as well as with understanding the theory and principles upon which it is based. Response to the challenges in Educational Gymnastics calls into play both thought and action and physical prowess and understanding develop together. The material is developed from a wide variety of sources including mechanical and anatomical principles and the factors of time weight space and flow in movement. The methods of learning and of teaching are based upon current educational theories which stress the importance of the individual in the class. The uniqueness of the individual is respected and fostered and inventiveness heightened through exploration, selection and development of performance to the individual's highest standard. By watching the performance of others the powers of observation are developed.

CONTENT

The material of Educational Gymnastics is based upon the natural everyday activities of children which involve the body in motion and stillness. These activities are considered from four main standpoints - what the body is doing, i.e. the action, how it is done i.e. the movement quality, where the movement goes i.e. the spatial aspect and lastly the relationship of movements to each other, to the movements of others and to apparatus.

In order for the student's education in movement to be full and challenging she will be presented with tasks which demand both qualitative and quantitative appreciation, e.g. use the apparatus touching it with only hands and feet to show changing speeds. So that the vast amount of available material can be organised and logically progressed, lessons are based on 'movement themes'. To these themes are linked various qualities and bodily challenges. An important aspect of the work is the students ability to work with others and also to use apparatus in varied arrangements.

Perhaps the main aim of gymnastics is 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. In Educational Gymnastics we hope to make the student aware of the best possible combination of effort factors for any movement task she is attempting and also to challenge her to extend her normal range of movement by using effort nuances which are new to her. This should lead to economic, objective movement as well as offering scope for invention in many situations. Consideration is therefore given to action and agility on the one hand and to the development of movement quality on the other.

In connection with the Science and Kinesiology courses consideration is given to the mechanics of movement and to the

effects of exercise upon the systems of the body. This in turn leads to consideration of such topics as warmth, ventilation, limbering up, the balance of movements in a lesson, compensatory movement and safety factors.

It is difficult to lay down a definite pattern of progression in Educational Gymnastics because each group of students differs in ability and aptitude and tutors will use the material according to their own schemes of work. Every session will include time for experiment with movement ideas; attempts will be made to master skills and inventiveness will be encouraged in answering tasks set.

#### Stage 1 (Much of this work will be covered in Year I)

The main consideration is with general management of the body. Although the tasks will be largely concerned with action students should also be aware of 'how' and 'where' they are moving. The handling of apparatus will be an important part of the learning situation as will be the whole matter of safety in the gymnasium. Students will be introduced to ideas of working with others and with various types of apparatus. At first the apparatus is set up in simple arrangements and later becomes more complex and exciting as skill and confidence improve.

It is usual for work on springboards and trampettes to be left until the end of the first year so that students fully exploit their own ability to leap and fly safely.

The main themes introduced in the first part of the students course are concerned with management of the weight of the body in movement e.g. support on different parts of the body, transference of weight, travelling, flight and recovery; the actions of stretching, curling and twisting.

The order in which these are taken is entirely a matter of choice. Transference of weight or Travelling are suitable starting points because of the basic nature of the activities involved.

At this stage the student will be concerned with managing her own body in varied situations and the qualitative side of the work is important only in that it helps either safety or sensitivity.

Teaching: The attention of the student is drawn particularly to the needs of Primary School children and she is encouraged to think about suitable ways of presenting the material to this age group.

#### Stage 2 (Much of this work will be covered in Year II)

A development on the basic material is now made. The student is concerned with specific control of her body with the emphasis very much on the quality of movement. The 'How' and the 'Where' become very important. Also challenges are made in bodily aspects of movement and in relationships both to other people and to more complex apparatus arrangements.

So the movement themes become more complex as many varied tasks are applied to them:

(i) Bodily aspects; stressing specific parts of the body; stretching, curling, twisting, turning, symmetrical and asymmetrical stresses.

(ii) Effort aspects; extremes of the time, weight space and flow factors rhythm phrasing and climax.

(iii) Spatial aspects; direction, pathway, level, shape, planes of movement.

(iv) Relationship aspects; partner and group ideas in assisting, co-operating, following, matching, mirroring, opposing, forming obstacles, supporting, contacting, counter balancing, lifting. Much of this work will enable the student to become fully aware of movement problems in relation to supporting weight safely. If principles of tension and weight are fully understood the need for the old fashioned 'catcher' should be obviated.

Several of the simpler ideas mentioned above will have been covered in Stage 1. The student now becomes more aware of the quality of movement generally and is able to use both single and interacting themes to promote exciting, challenging movement phrases.

At the beginning of the 2nd Year the student's attention is particularly drawn to the needs of the secondary school child, and the work is specifically designed to help her during her school practice e.g. varied ways in which apparatus can be used, progression in movement.

### Stage 3

Presuming that both general and specific body management have been partially mastered the student can now achieve (a) a high standard of personal performance and (b) an ability to teach the subject with understanding.

At this advanced stage students are encouraged to work in groups and to use more complex arrangements of apparatus. Possibilities for using mobile apparatus can be explored. Experiments can be made with themes such as 'Shape in Movement' 'Rhythm and Co-operation'. The attention of the student should be drawn to such topics as 'Gymnastics to music', 'Health fitness and personal appearance - can gymnastics help?' 'Transference of training' - 'Principles of carrying and lifting in everyday situations' 'Gymnastics for recreational classes' 'What is the purpose in teaching Olympic Gymnastics?' These and many other topics can be considered and worked upon; many will be applicable to the teaching practice which comes in the Spring Term.

In the 3rd Year the student is assessed on her practical standard so that work then is concerned with striving to achieve a satisfying standard of performance. Motivation, setting of standards, self-challenge and the ability to work hard must all be encouraged. In the Spring Term the student prepares for her

final teaching practice and the work must be considered both academically and practically.

In the Summer Term students can opt for various courses. A wide range of subjects are dealt with:- it is hoped that all of them will be helpful to the student as she prepares to teach gymnastics in her own school. Topics in the past have included: Gymnastics for VIth forms, Gymnastics for the lower streams of the Secondary Modern School, Planning a syllabus. How to use apparatus. Courses are planned to meet the needs of the students involved.

The 3 stages of development do not necessarily coincide exactly with the 3 years of training: differences will be seen in each group and in each tutor's programme. By using a wide variety of material and teaching methods it is hoped to give the student a useful all-round knowledge and experience of Educational Gymnastics.

#### METHOD

The relationship of the teacher to her class is particularly important in capturing the essence of Educational Gymnastics. The teacher fosters learning through presenting ideas which stimulate exploration, invention and repetition. Her role is working with her class rather than acting as a leader. She helps the class to understand and to observe in a discriminating way so that they learn from each other as well as from her. There is an informality at times but the teacher is responsible for a sound working atmosphere and for the vitality and interest of her class. Careful planning is required to ensure breadth and progress in the work.

Tasks with an implicit movement challenge are selected; sometimes these allow considerable choice whereas at others the class may be asked to work within narrower limits. Class practices may be given when the need arises to stress a particular point but on the whole challenges allowing for several different responses are used to encourage variety and individuality and to cater for different abilities. Movement ideas explored in floor work are developed into work using apparatus so that each lesson has a main idea or theme running through it. The method of teaching stems from sound knowledge, ability to observe and finally sympathetic understanding of the class.

P.I.Barker, M.L.Cutland, J.Langridge  
778/JL/DB/27.4.70

Appendix 189Chelsea College of Physical Education  
Education DepartmentThe present course

The Certificate course has two clear stages:  
A foundation course which must be taken by all students and  
A second stage which provides for choice and for the development of a bias toward an academic discipline and for a vocational bias.

Foundation Course (Terms 1 - 4)

This at present requires team teaching for a half year of students, normally arranged in four tutor groups.

Human Development 1

Development (physical, social, psychological and intellectual) during pre-school and primary years.

Human Development 2

- a) Psychology and Sociology of Adolescence
- b) Cognitive Psychology (Language and intellectual development)

Philosophical and historical aspects of Education

- a) An introduction to concepts in Education
- b) Historical background to Education in England today.

Psychology of Learning

The learner in the learning situation. (Studied in relation to practical teaching)

Stage IIThe pattern

Group tutors retain weekly contact and have continuing responsibility for the students' major pieces of individual work. They take major responsibility for the teaching of their group in Spring 1 and Summer 1 half terms.

At other times unit courses are offered by two tutors working together and producing a ten week module for a double group of students. Topic course may be five week or ten week courses but normally are provided by one tutor.

Units are combined as follows:

TWO interdisciplinary units chosen from:



Education and Society  
Curriculum and social change  
Philosophical and psychological aspects of Learning  
Psychology and Sociology of Personality

One special bias topic course:  
e.g. Education in the middle school  
Education for a multi-cultural society  
Special Education

One further study course:  
e.g. Language and Education  
Comparative study of Secondary Education  
Social Psychology of Education  
Decision making in Education

3.12.74

Appendix 190Teaching Practice - Conference Topics

Physical Education advisers, Head Teachers and members of the Physical Education departments of the practising schools were invited to spend a day in the college. The students showed dance, gymnastics and swimming in the morning and the afternoon was given to discussion of pertinent topics.

## Topics discussed in 1968:

Recreational Activities.  
Difference between needs and wants.  
Danger of making value judgements.  
Is Movement Education achieved through  
Motor Education?  
The Physical Educator as Administrator.  
Provision of facilities create a need?  
Importance of environment.  
What is a 'good' teacher?  
The value of in-service courses.  
The adult role is predominantly social.

Appendix 191Dance at Advanced Level

MED A    Movement as a means of expression and communication. 270H  
 Practical and theoretical study of the fundamental principles of dance including:

Spatial and dynamic aspects of movement.  
 Rhythm and phrasing.  
 Observation of movement and simple notation.  
 Partner and group relationships.  
 Movement as an influence in education.

Study of Dance as an art form.

Dance technique.  
 Improvisation and choreography to include lyrical, dramatic and abstract themes.  
 Dance in education.

History of Dance.

Study of primitive dance and chronological development of peasant, court and theatrical dance.

Music for Dance.

Study of sound, i.e. vocal and instrumental.  
 Invention with pitched and non-pitched percussion instruments.  
 Consideration of the musical qualities of volume, pitch, duration and timbre.  
 Use of sheet and recorded music.

Correlation with other Arts.

Sources of inspiration from drama, literature and the visual arts.  
 Relationship of dance with pictorial and textural elements of other arts.  
 Dance production.

Teaching.

Stimuli and methods of presentation.  
 Development of creative dance for primary and secondary school children.

NDA       National Dance

110H

Study of dance styles and basic steps found in different parts of the world, e.g. major language groups: Teutonic, Celtic, Slavonic, Latin, Alpine, Finno-Ugrian, Greek and Israeli.  
 Music, costume, cultural and geographical backgrounds.

BDA      Ballroom Dance

20H

Study of qualities, implicit in the character of quickstep, waltz, foxtrot and Latin American Dances. Basic steps, standard variations and simple amalgamations.

Appendix 192Dance for Guildford StudentsModern Educational Dance

- The study of movement as a means of expression and communication.
- Spatial and dynamic qualities of movement.
- Partner and group relationship.
- Analysis of movement, observation and notation.
- Study of rhythm, phrasing and form.
- Stimuli for dance.
- The role of other arts in dance.
- Composition.
- Accompaniment for teaching and for choreography.
- Studies and dances using a variety of lyrical and dramatic ideas.

Application of the above content to the teaching of children. In addition students will take courses in methods of teaching national and ballroom dance during the fourth year. Modern educational dance will be assessed at the end of the fourth year.

The following aspects of dance are studied to professional level and are examined at elementary or intermediate standard during the first three years.

- (1) Associate syllabus of the Imperial Society of Teachers of Dancing in ballet, national, modern theatre and Greek.
  - (2) The Associate syllabus of the Cecchetti Society (ballet).
- Other types of dance studied include ballroom and modern jazz.
- The syllabus for G.C.E. ballet 'O' level, as laid down by the Associated Examining Board is compulsory in the first year and optional, including the examination in the second year.

Appendix 193C.C.P.E. December 1965PHYSICAL EDUCATION IN THE DEGREE OF B.ED.

Physical Education as an academic discipline, has scientific, social and aesthetic aspects, and among its contextual studies are Anatomy, Physiology, Psychology and Sociology. At the centre of these studies is Kinesiology, as applied to the study and understanding of human movement. It is a study concerned with man as an individual and as a social being, engaging in the motor performances required by his daily life and in other physical activities which offer aesthetic health-promoting and cultural satisfaction.

Physical Education has developed its own areas of research, and its hitherto loosely integrated body of diverse material is gradually becoming a systematically organised field of knowledge capable of being studied in a disciplined and scholarly way.

A. PHILOSOPHY OF PHYSICAL EDUCATION

1. This part of the course will involve a critical examination of the assumptions underlying current theory and practice in Physical Education in the United Kingdom and elsewhere. Its purpose will be to help the student to clarify his ideas and define aims and objectives in Physical Education, to promote critical attitudes, dynamic beliefs and to encourage the process of reflection on all matters relating to the theory and practice of Physical Education.
2. Together with other forms of evaluation there will be a semantic examination of current words and phrases in Physical Education such as:- Freedom, informality, expression, spontaneity, creativity, effort, training, instruction, etc. These terms will, of course, be discussed in their context and not in isolation.

B. GENERAL THEORY AND PRACTICE

1. General principles of Physical Education will be shown to be based on both scientific facts and philosophical judgments and will therefore include a consideration of biological, psychological and sociological data as well as ethical, aesthetic, religious and intellectual values.
2. Specific principles of Physical Education will be shown to be based on the detailed examination of the following factors:-
  - (a) Force, speed, duration, acceleration, angular momentum, velocity, direction, distance, shape, fluency, resistance, control, rhythmic pattern and flow.
  - (b) The theories of skill learning and the factors affecting the acquisition of skill.
  - (c) The relevance of Anatomy and Physiology as background sciences.

- (d) Growth and development.
  - (e) Aesthetic considerations.
  - (f) Methods of evaluation.
3. The above considerations will be applied in practical work in the following activities.
- 1. Athletics, track and field.
  - 2. Dance, creative, folk and social.
  - 3. Games, major and minor.
  - 4. Gymnastics, educational and competitive.
  - 5. Outdoor pursuits, environmental activities and field studies.
  - 6. Swimming and Diving, including survival, life-saving, resuscitation and synchronised swimming.

### DEGREE OF BACHELOR OF EDUCATION

#### ART AND SCIENCE OF MOVEMENT

#### SCIENTIFIC ASPECTS

#### 1. HUMAN IN RELATION TO THE ANIMAL KINGDOM

##### Evolution of man

- (a) Brief historical survey; the scientists and philosophers associated with the theories.
- (b) Theories of Organic Evolution; evidence for; Natural Selection; survival of changes.
- (c) The erect habit; structural adaptations; survival value; functional significance.
- (d) Man in communities; control of environment.

##### Genetics

- (a) Brief historical survey; Mendelism.
- (b) Mechanism of inheritance; chromosomes, genes, RNA, DNA, the genetic code.
- (c) Mutation.
- (d) Inherited and acquired characteristics.

##### Embryology

- (a) Gross cellular behaviour in formation of tissues; morphology of the embryo.
- (b) "Mosaic egg"; "Organisation" and organisers; the genetic code.
- (c) Ontogeny repeats Phylogeny.

## Growth and Development

- (a) Inherited potential - physiological, physical, mental.
- (b) Effect of environment (internal and external) - hormones, nutrition, physical exercise, physical education.
- (c) Growth of tissues (particularly bone, muscle and nerve).
- (d) Puberty and adolescence.

## 2. STRUCTURE AND FUNCTION

- (a) The histology, properties and functions of the tissues; their relation to movement.
- (b) Regional studies on structure and function of skeleton, joints and muscles; trunk, upper limb, lower limb.
- (c) The Nervous System and the senses:- elementary structure of the CNS; origin and distribution of the peripheral nerves; autonomic nervous system; the eye, the ear, the skin senses; muscle spindles; the spinal reflex arc; characteristics of reflex action (inborn and acquired); postural and righting reflexes; kinaesthetics.
- (d) Gross structure of the heart; distribution of the arteries; venous drainage; surface markings; essential characteristics of blood and of the blood vessels; mechanics of the circulation - pressure, blood volume, cardiac output, peripheral resistance, venous return.
- (e) Gross anatomy of the respiratory system; surface markings and relations; the thorax mechanism of respiration; minute anatomy; gaseous interchange; control of respiration; methods of artificial resuscitation.
- (f) Digestive system:- gross anatomy; surface relations; variations; peculiarities of blood supply; food - types, digestion, assimilation, metabolism; calorimetry; balanced diet, nutrition, obesity.
- (g) Excretion:- lungs, kidney, colon, liver.
- (h) Urinogenital system:- gross anatomy; surface relations; variation; changes during pregnancy; development of Graafian follicle; ovulation; menstrual cycle.
- (i) Endocrine glands:- role of hormones in metabolism, growth, sexual development, emergency states, blood sugar level.
- (j) Temperature regulation:- heat balance, role of skin.
- (k) Demonstrations (5 per student) on the dissected cadaver at the Royal Free Hospital Medical School.

## Structure and Function related to Movement

- (a) Structures which make movement possible; special properties of tissues related to movement.
- (b) Effects of structure on movement:- bone shape and size; tension in ligaments; muscles - their placing, strength, range, tension; co-ordination of movement at a series of joints; effect of physique.
- (c) Effects of movement on structure:- on growing bone; on growth; on joint mobility; on muscle.
- (d) Safety of visceral systems during movement - location, protection, support and adaptability; security of



- circulation and nerve supply; resilience,
- (e) Reduction of mechanical shock forces during movement.
- (f) Effects on circulation and respiration; on metabolism; "Oxygen debt".
- (g) Fatigue.
- (h) Physical fitness, its description and evaluation; effects of training.
- (i) The role of the senses and the nervous system in co-ordination, learning and the kinaesthetic sense.

### 3. CORRECTIVE WORK

- (a) Relaxation - study of several approaches, i.e. Pavlovian, psychoprophylaxis.
- (b) Congenital defects of bone and joint - effects on movement and limitations.
- (c) Postural foot defects - pes planus, pes valgus, tibial torsion, metatarsalgia, pes cavus, hallux valgus, hallux rigidus.
- (d) Postural defects of the spine - scoliosis, Kyphosis, lordosis - causes, diagnosis and methods of correction.
- (e) Chest defects i.e. *asthma and bronchitis*; use of specialised breathing exercises.
- (f) The cerebral palsied child - study of the movement difficulties and adaptations required.
- (g) Mechanical strains - avoidance by correct use of body mechanics.
- (h) Corrective movement in relation to fatigue, tension, obesity, inco-ordination.
- (i) Applications of Laban's theories in relation to corrective movement.
- (j) The handicapped child - movement training study of the needs of the various types of handicapped children.

### 4. MECHANICS

- (a) Levers - actions of muscles on joints.
- (b) Friction - at joints; effect of surface texture on movement.
- (c) Force and acceleration; translatory motion; ballistics.
- (d) Energy, power and efficiency.
- (e) Centre of gravity - importance in balance; path in flight.
- (f) Momentum - linear and angular - in gymnastics, dance, athletics, walking, diving and swimming.

### 5. ERGONOMICS

- (a) Human machine - circulatory and respiratory measurements as indices of work rate.
- (b) Movement analysis - time, force, path - acquisition of physical skill.
- (c) Everyday movement - efficiency, energy, output, structural integrity.
- (d) Feminine fashion.
- (e) Space requirements - anthropometric measurements - seat in relation to the human machine and working surface.
- (f) Analysis and organisation of a light manipulative task.

## 6. TESTS AND MEASUREMENTS

Points of application:- (a) research  
(b) to improve instruction -  
diagnosis, placement, progress,  
guidance, motivation, methodology,  
prognosis.

Criteria for proper measures:- validity, reliability,  
objectivity, norms.

Areas of evaluation:- physical condition - strength, motor  
fitness; general motor ability; motor educability;  
games skill ability; body mechanics; cardiovascular  
tests; somatotype; social status.

Analysis of test scores:-

- (a) statistical measurement - descriptive statistics,  
sampling tabular expression; graphical expression.
- (b) measurement and distribution - normal probability  
and variations; measures of central tendency (mean,  
median, mode); deviation;  $\sigma$ ; percentiles.
- (c) use of data - T score; sigma scale; T scale;  
reliability of various measures; coefficient of  
reliability; correlation (rank difference, product  
moment, levels of significance).

### DEGREE OF BACHELOR OF EDUCATION

#### PHYSICAL EDUCATION

##### Aesthetic Aspects

#### A. Creative Man

1. The growth of aesthetic consciousness through the ages  
with outline developments of Music, Art, Drama and  
Literature.
2. Past and present theories of Art including concepts of  
'spontaneity', 'creation', 'expression', 'form',  
'symbol', 'communication' and abstraction.
3. The role of the Arts in contemporary society.

#### B. The Arts in Education

1. Relevance of aesthetic theory to Education.
2. Perception and imagination.
3. Temperament and expression.
4. Children's creative activities.
5. Modes of integration.
6. The role of the teacher.

#### C. Dance (General)

1. The history of dance.
2. Folk and social forms.
3. Dance in the theatre.

4. Dance in Education.
5. Dance as recreation and therapy.
6. Association of dance with other arts.

#### D. Modern Dance

##### I. Movement as a medium of expression and communication.

(a) Practical experience and theoretical study of the body in motion and stillness.  
Development of kinaesthetic awareness and co-ordination through experience of tension, relaxation, balance, joint sensitivity.

Actions of gesture, locomotion, turning and elevation.  
Application of kinetic principles to dance and improvement of movement memory.

##### (b) Effort harmony.

i) The psychosomatic nature of effort through study of qualitative and quantitative aspects of the motion factors, space, weight, time and flow.

Effort attitudes and "drives" as manifest in basic effort actions. The use of the effort graph in observing personal effort and transitions.

ii) Rhythmic structure in movement with reference to beat, measure, accent, impulse, impact and phrasing. The flow of dynamic movement in space and regular or irregular rhythmic patterns inherent in human movement sequences. Emotional aspect of rhythm, cumulative and cross rhythms.

##### (c) Space harmony.

i) The relationship of the body to the kinesphere and to general space. Spatial aspects of level, zone, extension, size, direction, shape and patterns of movement about the floor area. Basic spatial actions and expressive connotations.

ii) Orientation. Dimensional and octahedral movement. The nature of central and peripheral transitions through experience of scales and circuits. Diagonal, diametral and transverse movement. Considerations of planal and inclined motion in space, and stable and labile equilibrium. Inclusion of appropriate scales and circuits; mono, bi-andpoly-linear movement and "chords".

Correlation between effort and space harmonies.

##### II. Composition

Harnessing of inspiration and creative talent to principles of choreography. Improvisation, invention of motifs, development of themes and organisation of material on the basis of musical forms. Composition of solo, partner and group studies. Arrangement of dances into suites or ballets.

Lyrical and dramatic stimuli.

Group relationships and formations.

Staging and "programming".

### III. Accompaniment for dance

The use of percussion, piano and recordings for technical aspects of movement.

The use of instrumental works and orchestral scores for choreography. Acquisition of sufficient musical knowledge to deal with dance technique and composition.

### IV. Notation

Elementary reading and writing of notation in the interests of precision and observation.

(Notation may be taken to an advanced level so that a student is capable of reading and/or writing a full score of a dance solo or duet).

## DEGREE OF BACHELOR OF EDUCATION

### PHYSICAL EDUCATION

#### Social and Psychological Aspects

#### 1. Historical

- a) Palaeolithic examples of dancing from cave art. The cave painters of the Sahara.
- b) What is known of the dance in Ancient Egypt. Dance and gymnastics in Ancient Crete.
- c) Excavations from Olympia and Delphi and conclusions which might be drawn from these. The ideal athlete and sculptor. Homeric examples of the purpose of the games. Greek movement studied from vase paintings.
- d) Influence of worship of Dionysus in developing drama and dance.  
  
The Greek mysteries and possible reconstructions of these.
- e) The Greek concept of Education and the social organisation of the City States.
- f) The influence of the Middle Ages and Renaissance period.
- g) The rise of Nationalism in Germany and its influence on Physical Education.
- h) Further motives for encouraging Physical Education in Western Europe in the Eighteenth and Nineteenth centuries.
- i) The influence of Rousseau and the Emergence of the Naturalists School in North West Europe.
- j) The influence of Ling and the importance of the Swedish System.

- k) The development of British Systems between 1860 and 1939.
  - l) The diversity of thought in Britain towards Physical Education in the Twentieth Century.
  - m) The emergence of men's and women's thoughts on Physical Education.
  - n) The concepts of fitness in the Twentieth Century.
  - o) Comparative Physical Education in Modern Europe.
  - p) Changing attitudes towards Physical Education in Britain since 1945.
2. Policy making, finance and administration of sport to-day
- Government level  
Local Authorities  
Voluntary organisations
3. Ethics of Sport
- Amateurism, professionalism  
Rules and procedures  
Umpiring
4. Planning physical recreation for an industrial society
- Sports grounds, playing fields, swimming baths, stadia.  
Contribution of industry (financial support, provision of facilities)  
Preservation of open spaces.  
National Parks.  
Societies concerned with protection of national heritage.

### The Practice of Physical Education

#### Year 1

##### Term 1

Observation of primary school children both in and out of school.

Work with children in either play centre or youth club.

##### Christmas Vacation

Study of individual child begun.

##### Term 2

Further observation of children in primary schools with particular reference to movement and creative activities.

Group teaching (movement and creative work) in primary schools.

Work with children in either play centre or youth club.

Spring Vacation

Continuation of individual child study.

Term 3

Observation of children in secondary schools.  
Movement activities with secondary school children.  
Work in either play centre or youth club.

Summer Vacation

Completion of individual child study developmental record.  
"Living with Children". Two weeks' work in an informal situation.

Year 2Term 1

Observation and team teaching. (Weekly, followed by one month's continuous work in secondary schools).

Term 2Term 3

Voluntary practice in coaching of swimming and tennis.

Summer Vacation

Voluntary work in industrial undertakings employing young workers.

Year 3Term 1

Helping children with postural defects (Selected groups).  
Helping of handicapped children (Selected groups).  
Work in youth clubs (Selected group).

Term 2

Block practice in secondary schools (5½ weeks).  
Helping children with postural defects (Selected groups).  
Helping the handicapped child. (Selected groups).  
Work in youth clubs. (Selected group).

Term 3

Helping children with postural defects. (Selected groups).  
Helping the handicapped child. (Selected groups).  
Leading of outdoor pursuits groups. (Selected groups).  
Work in youth clubs. (Selected group).

Year 4

Practical work connected with selected topics.

Appendix 194

CHELSEA COLLEGE OF PHYSICAL EDUCATION  
IN-SERVICE B.ED. SPECIAL SUBJECT STUDIES  
(Brief Statement)

PHYSICAL EDUCATION/DANCE

The general aim of the course is to acquaint serving teachers with current developments in Physical Education and to encourage them to appraise their own work in school. The role of Physical Education and Dance in the changing pattern of education today will be evaluated through a critical examination of the assumptions underlying current theory and practice in Physical Education.

There will be opportunity within the course for students to pursue interests in areas where Physical Education and other disciplines meet so that they may judge the subject, not in isolation, but in a partnership and review Physical Education in relation to the development of integrated studies in the school curriculum.

1. PREPARATORY YEAR

Work will be based on:

Guided reading.

Essays.

Movement observation and analysis.

Seminar discussions.

2. COLLEGE BASED YEAR

The study will first be concerned with the whole field of movement in its scientific, social and aesthetic aspects; later, one area will be studied in depth. Physical education will be considered as an educational, recreational, remedial and cultural force in the lives of children and adults. Observation and analysis will be the means of discovering movement principles. Students will explore in both theory and practice ways in which movement is intrinsic to the life of man. It is hoped that by sharing their own first-hand experience, students will begin to evaluate their contribution to the process of Education and to re-formulate their educational principles through clarifying their ideas and defining aims and objectives.

Students will select ONE of the following three options:

(1) SCIENTIFIC

Theoretical and practical work will include studies of the structural and physiological factors influencing development, variation, learning, performance, etc.

Experimental work using sophisticated apparatus to investigate performance by various methods.

## (2) SOCIAL

The study will be concerned with the principles and concepts of sociology and their application to the problems of physical recreation and education.

- (a) The conceptual framework and the inter-relationship of the sociology of physical education, sport and leisure.
- (b) The administration of physical recreation, social psychology of physical activity, psychology of performance.

## (3) AESTHETIC

Theoretical and practical work will include a general awareness of art forms and in particular dance, supported by appropriate texts concerned with aesthetic theories. Dance composition and notation will form an important part of the students' experience in creative work.

Towards the end of the course, students will re-examine the whole concept of Physical Education with the critical understanding gained from rigorous study in one aspect, in order to perceive how the educational demands of children are served by the theory and practice of Physical Education in the school curriculum.

## ASSESSMENT

This will be from a selection of course work which will include THREE major essays and ONE of the following:-

- (a) Visual representation of work, i.e. video tape, film, etc.
- (b) Practical work.
- (c) Work note book, i.e. Experiments, observations, etc.
- (d) Dance choreography and notation.

Each part will include a Viva Voce.

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The weighting of each part of the assessment has not yet been decided.

90 contact hours in full-time year.



Appendix 195

UNIVERSITY OF SUSSEX  
In-Service B.Ed.Degree

<u>Subject</u>	<u>Component</u>
Dance	Special Subject/Studies

Preamble

The degree affords the opportunity for serving teachers to meet and to exchange ideas on dance in education. It will be of interest to primary teachers who have experience in the arts and to teachers of physical education in secondary schools who have a concern for the cultural needs of children and who wish to look further into the place of dance in the school.

Preparatory Year

As part of the preparatory year students will be recommended to concern themselves as fully as possible with the dance in their school and in the community, and to note the children's response to experiences through the different arts. They will be advised to become acquainted with the cultural activities of the town in which they live and with the work of artists exhibiting or residing in this country. They will report on these experiences and evaluate their findings in the context of education. They will be required to read widely, to prepare papers on recommended topics, to write essays and to attend practical sessions.

Full Time Year1. Aims

- 1.1 To deepen the student's understanding of dance and to broaden his conception of movement as an art in the context of the school's cultural programme.
- 1.2 To augment the student's experience with imaginative source material for creative work, choreography and presentation, and to consider the potential of mixed media in the performing arts.
- 1.3 To familiarise the student with the evolution of dance with reference to history, religion and ethnology.

2. Curricular Objectives

- 2.1 To review various forms of dance and to evaluate their contribution to the liberal education of young people.
- 2.2 To examine the relationship of dance to other areas of the curriculum.
- 2.3 To assess the role of the dance teacher and to consider challenges imposed by the environment, facilities and curricular disciplines as they affect the artistic development of children.
- 2.4 To study the content and methodology of dance in primary, middle, secondary schools and sixth form colleges.

### 3. Content

An important aspect will be the application of the content below to teaching with emphasis on (a) creativity in free dance, (b) authenticity in ethnic dance, (c) interest in cross-curricular enterprises and (d) needs of different ages and abilities which will include observation of children's work.

- 3.1 Principles of movement as applied to creative and ethnic dance.
- 3.2 Aesthetic qualities in relation to dance.
- 3.3 The common roots of dance, music, drama and visual arts and selection of one art for deeper study.
- 3.4 Elements of dance structure in different settings, for example on the proscenium stage and in the round.
- 3.5 Movement notation for the purpose of keen observation and accurate recording.

### 4. Teaching Methods

- 4.1 The course will be designed to include practical sessions and workshops in which the students will be encouraged to share and to extend their knowledge of dance. These will be supported by tutorials and seminars on topics such as the relationship of children's experiences in dance to other modes of learning.
- 4.2 Reading programmes will be guided and assistance will be given in connection with the preparation and presentation of individual pieces of work.
- 4.3 Group contribution to choreography and investigation into literary, dramatic and other relevant sources will be encouraged. Selection and manipulation by the group of audio-visual aids for the programming of dance will form part of the course.

### 5. Assessment

It is recommended that assessment is based on the following:

- 5.1 Studies and dances which evolve from practical and theoretical aspects of the course 30%
- 5.2 Two essays based on areas 3.2 and 3.3 20%
- 5.3 An individual project centred on the development of dance in the curriculum will be submitted as a paper and discussed by the group 30%
- 5.4 Selection from one of the following options for presentation as a structured work:
  - Original choreography for one or more dancers
  - Suite of folk dances arranged for

presentation  
Composition involving mixed  
media

20%

90 contact hours during full-time year.

494C/LW/DG/26.10.72

Appendix 196In-Service B.Ed. Course: Educational Development Studies

The general aim of the course is not only to acquaint serving teachers with current developments in education and to encourage them to appraise developments with which they are familiar, but also to help teachers to meet a dynamic situation which is constantly in a process of development. Thus the whole course is aimed at a better understanding of the factors involved in Educational Development.

It is hoped to involve the course participants in those areas of Educational Theory which will

- (a) enable them to contribute their own first-hand experience.
- (b) extend and re-organise their thinking about education.
- (c) assist them to formulate educational principles as a basis for their decision-making role in education in general and in teaching in particular.

To these ends the course will encompass three main areas:

- (a) the study of practical developments which are changing the role of the school and the teacher (e.g. Counselling; Home and School Co-operation). In this area teachers will be able to utilise directly their own case-study material as a starting point for the consideration of the general issues involved.
- (b) a detailed study of the limits and opportunities in education which stem from our increasing knowledge about the development of children and young people. In particular the course will consider the environmental influences - in the school and in society at large - upon the child and the adolescent.
- (c) a study of the principles underlying the formulation of educational objectives with particular reference to the relationship of curricular, social, personal and moral factors in education.

60 contact hours during full-time year.

Appendix 197Visiting LecturersAutumn 1959

Prof. Elvin, Dr. Viola, Geraldine Stephenson, John Dalby, Brian Vesey Fitzgerald, Prof. Rotblat - "The Social and International Implications of Atomic Energy", Dr. O.G. Edholm, "The Physiological limits of Human Endurance".

Autumn 1963

Prof. G. Patrick Meredith, "Mind and Movement".  
 Mr. Georgeson, LTA. Prof. Coach, Tennis Coach.  
 Mr. F. Spencer Chapman, Warden, Pestalozzi Children's Village.  
 Miss Grace, B. Ass. N.C.  
 Mr. D. Munrow, "Physical Culture".  
 Dr. Sumner, Christianity and the Scientist.  
 Prof. Niblett, Dean University of London, I of E.  
 Mr. Paddy Whannel            Movies and the Teacher.  
 Dr. J.B. Mays                Education and the Urban Child.  
 James Blades                Orchestral Instruments of Percussion.  
 Yardley Representative - Grooming and make-up.

Autumn 1968College

College Lecture Recital - Lute and Guitar - Mr. Charles Gregory.  
 The Work of Oxfam - Mr. David Moore.  
 Modern Developments in Art - Maurice de Sausmarez.  
 Personal Relationships in Education - Prof. Ben Morris.  
 Pestalozzi Children's Village Trust - Mr. W.C. Mountain.

Year Groups

Dance Students - Motif Writing Course - Paddy McMaster.  
 Year III      Swimming and Education - J. Hogg, ASA Tech.  
                  Officer S.C.  
 Year II      What is the place of Movement and the Arts in  
                  Education - John Allen (HMI).  
 Year III      Recreational Planning for the Future - J.G. Birch  
                  (CCPR Research Officer).  
 Year III      Planning Physical Education at International level -  
                  D. Anthony (Avery Hill College).  
 Year II      Aesthetics and Education - Prof. L.A. Reid  
                  (Emeritus Professor of Philosophy of Education,  
                  University of London).  
 Year III      Personality Assessment in P.Ed. - John Kane (St.  
                  Mary's College).  
 Year III      N.U.T. representative.  
                  P.E.A. representative.

1970-71

"Research into Teenage Leisure" - Miss Isabel Griffiths.  
 Res. D. P.Ed. Dept., University of Manchester.  
 "Cultural adjustment and Educational Problems of some Immigrant  
 Children" - G.T. Maynard. Leader of Teacher's Centre, Slough.

- "The Needs of Immigrant Children" - Mr. Elsa Wallers. Newland Park College of Education.
- "The Teacher and the Law" - Mr. Wormald, Chief Solicitor, N.U.T.
- "Introduction to the Study of the Sociology of Physical Education" - J. Layson.
- "Environment and Architectural Design" - Sven Heyer, MAA. ARIBA.
- "Children's Art" - R. Smoothey. Head Art Dept., Royal Grammar School, Guildford.
- "Archeology for the Amateur" - Alison Shrubsole, BA. Principal Phillippa Fawcett College of Education.
- "Historical reflections on some contemporary nonsense" - Prof. J. Scarisbrick, University of London.
- "Integrated Studies in Music, Movement and Dance" - Mr. R. Sampson. Dep. Head Thomas Bennett Comprehensive School.
- "Problems of the Middle East" - C.D. Rappaport, MA. Education Officer Council of Jews and Christians.
- "Integrated work in Humanities" - Mr. P. Mitchell. Head Hum. Thomas Bennett Comprehensive School.
- "The Scientific Method" - Prof. J. Maynard-Smith. University of Sussex.
- "Education" - Prof. W. Taylor, B.Sc., PhD. Director Institute of Education, University of Bristol.
- "The Role of the Teacher" - Miss A.K.S. Corderoy. Head of Nevill Secondary School, Hove.
- "The Nature and Representation of Experience" - Mr. Maurice Johnston, Leicester Polytechnic.
- "Drug Taking among Adolescents" - Dr. Martin Mitcheson, Maudesley Hospital.
- "Halliwick method of teaching swimming to handicapped children" - Mr. MacMillan.
- "The Lea Valley Regional Park Authority" - Mr. R.J. Pickering, Recreational Manager.
- "Physical Education, anxiety and stress" - Mr. J. Macdonald Wallace, Borough Road College.
- "The Role of the Physical Education teacher in the 70's" - Mr. E. Hoyle, University of Manchester.
- "Sport and Social Structure" - Mr. C. Murray, St. Mary's College.

Appendix 198Special Field Visits, 1960, 1962 and 19681960

Music and Movement - Publishers Novello and Allgeners; Evensong at Westminster Abbey; Evening Symphony concert at Festival Hall.

Drama - Exhibition of Stage Designs and Paintings by Donald Finley; The Commonwealth Institute; Victoria and Albert Museum - Eindhoven Costume and Playbills Collection.

Biology - Zoological Gardens.

Art - Victoria and Albert Museum.

Social Studies - British Museum.

1962

Art and Craft - Burlington House; Design Centre.

Drama - Leichner Studio; Mermaid Theatre; Old Vic Theatre - "Romeo and Juliet".

Music - Publishers; lunch-time concert at St. Martins in the Fields; Evensong at Westminster Abbey; House of Commons; Tate Gallery; Concert at Royal Festival Hall.

Biology - Natural History Museum.

Social Studies - British Museum; Law Courts; House of Commons.

All students went to either a theatre or a concert on one evening.

1968Further Study Course - Handicapped Children

"Students spend one morning per week in teaching in these schools -

Chailey Heritage School  
Hazel Court Training Centre  
Lindfield School  
Blatchington Court School

adapting their methods to suit the type of handicap with which they are dealing by means of lectures, films, visits and contact with the children. They learn to appreciate the children's physical, educational and social problems."

Appendix 199Visitors to the College1958/59

- September Sister Mary - Principal Notre-Dame Training College and Sister Margaret.
- October Representatives - Newcastle-upon-Tyne and Birmingham - Local Education Authorities.  
Education Officer and School Architect (L.C.C.)
- May Mr. Behrens (German)  
Miss Djuvik (Norwegian)  
Mrs. Nesel (Norwegian)  
Miss Redfern (Australian)  
A.A.M.; N.U.T.; O.S.A. (C.C.P.E.)  
Portsmouth Training College; Barry Training College  
Miss R. Foster - H.M.I.  
Miss Natexykin (Canada)  
Mr. Bateman (Ballroom Dance)  
Miss Dawson and Architect  
P.E.A. - Course

Summer 1960

- Mrs. Swanwick (Tennis Course)  
Furzedown students  
Avery Hill staff  
Miss Jones (C.C.P.E. O.S.)  
Miss B. Berger (P.E. Organiser, Kent)  
Mr. D. Munrow (Director Physical Education,  
Birmingham University)  
Mr. Townsend - Trinidad  
Miss Bolt - Central Africa Mission  
Miss Smale  
Miss R. Foster H.M.I. (3 visits)  
Miss Rogers H.M.I.  
A.A.M.  
N.U.T.  
O.S.A. (C.C.P.E.)  
Mr. B. Kinnear (Swimming Course)  
A.S.A. Examiners  
Mr. R. Turner - staff (Seconded overseas)

Autumn Term 1968

- German lecturers, October, 1968  
Mr. N. Dromgoole, M.A. (Sir John Cass College)  
Mr. Ford, Education Officer, Sierra Leone  
Mr. Harwood (W.U.S.)  
Mr. C. Nicholson (County Drama Adviser)  
Mr. N. Carter, B.Sc., (H.M. Dorothy Stringer  
Secondary Modern School)  
Miss K.E. Evans and Lady Hamilton (Central Council  
for Care of the Disabled)  
Brighton L.E.A. - representatives  
Mrs. Cahn and Mrs. Sants (University of Sussex)



Keith Thompson - "Moral Education in a Secular Society"  
 Rev. C. Davies - "Christian Education in a Secular Society"  
 Christopher Burstall - "The problem of making literary experience visually exciting"  
 P.S. Burnham - "Conflict in the role of the teacher"  
 Paul Millichip - "The Visual Environment"  
 Fru Barford (Danish Lecturer)  
 Indonesian Dancers  
 Contemporary Ballet Group

Autumn Term 1971-72

Miss E.G. Pollard - Staff Inspector  
 Dr. Alterowitz - Eastern Montana College  
 Dr. Carol Susswein - Brockport College, N.Y.  
 Primary School Teacher - Eastbourne and E. Sussex  
 Miss Helena Hughes - Australia House. "Australia Today"  
 Mrs. Alison Munro - High Mistress, St. Pauls Girls School. "The Education of Women"  
 Miss F. Gwilliam, V.S.O. "Education in Developing Countries"  
 Miss J.M. Piercy, Principal, School of Physiotherapy The London Hospital  
 Dances of Rumania - Madame Eugenia Popescu - Judetz  
 London School of Contemporary Dance  
 Dances of Turkey - Mr. Handi Ataoglu  
 American Square Dance  
 'The Master Builder' - Lewes Theatre Workshop  
 Keep Fit (Year III) Kent and E. Sussex Keep Fit branches  
 Recital - 3 year student - Royal Academy of Music  
 'The Devil's Disciple' - Guildford School of Acting and Drama  
 Performance - Guildford School of Music and Drama

Appendix 200Analysis of Class Contact Hours - Certificate in Education

<u>Three Year Specialist Course in Physical Education.</u>		<u>Year 1</u> <u>Class Hours</u>
Art and Science of Movement 1a, b, c, d 2a, b, c, d 3a, b, c, d		60
Arts Course A1		30
Activity Courses Minimum of 12 (Details of required courses appear on Autumn I Timetable)		120
Dance MED 1		60
Education E1, E2, E3, including observation and work with children in school		180
Environmental Studies ES1		30
Gymnastics G1		60
Science S1, S2		120
Other Courses O1		10
Additional Courses may be taken if students can afford the time and have no other commitment		

<u>Three Year Specialist Course in Physical Education.</u>		<u>Year 2</u> <u>Class Hours</u>
Art and Science of Movement 4a 5a, b 6a		65
Activity Courses Minimum of 12 (Complete requirements from Year 1 and pursue options)		120
Dance MED 1 to complete MED 2		50
Education E4, E5, E6		100
Gymnastics G2		50
Liberal Studies Minimum		50
Technical Studies TS3, TS7a, b, c		20
Optional Courses from S3, S4 TS 1 - 12		
Teaching Practice Group work in schools 5 days Block practice 5 weeks		

<u>Three Year Specialist Course in Physical Education.</u>		<u>Year 3</u>
		<u>Class Hours</u>
Art and Science of Movement 7a, b		
	8a, b	75
	9a, b, c, d	
Activity Courses Selected Options		
Dance	MED 2	50
Education	E7, E8, E9	100
Gymnastics	G3	30
Liberal Studies	Minimum	50
Further Studies (Optional for selected students)		150
Optional Courses from S4		
	TS 1 - 12	
Teaching Practice	Block Practice 5 weeks	

Three Year Specialist Course in Dance.Year 1  
Class Hours

Arts Course A1	30
Activity Courses Selected from 4 Activities	120
Dance MED A	120
National Dance NDA	60
Education E1, E2, E3 including observation and work with children in schools	180
Science S1, S2	120
Other Courses O1	10
Games Theory	30

Three Year Specialist Course in Dance.Year 2

At the ART OF MOVEMENT STUDIO,  
Addlestone, Surrey

Dance

Education

Liberal Studies - Music, Art, Drama or Combined Arts

Teaching Practice

Three Year Specialist Course in Dance.Year 3  
Class Hours

Activity Courses Selected from 4 Activities	80
Dance MED A continued	150
National Dance ND A	50
Ballroom Dance BD A	20
Liberal Studies Minimum	50
Education E7, E8, E9	100
Technical Studies TS3	5
Games Theory	25
Optional Courses	
Teaching Practice Block Practice 5 weeks	

Appendix 201

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UNIVERSITY OF LONDON  
INSTITUTE OF EDUCATION

Teacher's Certificate Examination: 1959

(For Group F)

## PRINCIPLES OF EDUCATION

## General Theory - Paper I

WEDNESDAY, June 17. - Morning, 9.30 to 12.30

(Answer FOUR questions. Indicate in every case the age of the children to whom you refer.)

1. Either - (a) Explain, with illustrations, the contributions made to present-day educational theory and practice by John Locke or J.J. Rousseau or H. Pestalozzi or A.G.F. Froebel or Herbert Spencer or John Dewey.

Or - (b) Give a critical account of any book you have read which has influenced your ideas on the aims or methods of education.

2. Indicate the importance in the history of education in England during the 19th century of any TWO of the following:-

- (a) Monitorial Schools;
- (b) Education Act of 1870;
- (c) "Payment by Results";
- (d) Education Grant of 1833;
- (e) Beginnings of teacher training;
- (f) Education Act of 1902.

3. In what ways do you consider that the Education Act of 1944 both consolidates and revolutionizes?

4. "All men are born equal." Consider some of the fields in which this is not true. How should the inequalities be dealt with educationally?

5. Assuming a satisfactory background of family life, discuss some important influences affecting emotional growth from early childhood to adolescence.

6. What are some of the psychological factors underlying successful learning?

7. Is there a case for a return in schools to the stricter discipline of the past? What would be your ideals with your own class?

8. What reply would you make to a layman who displayed scepticism regarding the value of Intelligence Tests?

9. Consider some of the causes of juvenile delinquency. In what ways can schools help in its prevention?

10. What can be done in a school to foster either ideals of racial tolerance or genuine international understanding?

11. Examine critically the meaning and application of either "creative activity" or "self expression".

12. "We are living in a society where the prevailing values are for the most part very different from those we seek to inculcate in the classroom." Examine this statement critically and discuss its implications for a teacher.

F. S. Cook  
D. A. Glenister  
M. D. Good  
J. A. Lauwerys  
A. J. Morris  
T. B. Shepherd

UNIVERSITY OF LONDON  
INSTITUTE OF EDUCATION

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Teacher's Certificate Examination: 1959

(For Group F)

PRINCIPLES OF EDUCATION

General Theory - Paper II - Health Education

THURSDAY, June 18. - Morning, 9.30 to 12.30

(FOUR questions to be answered)

1. Give an account of the duties of the School Medical Officer and the School Nurse showing how the teacher can co-operate actively with them both.
2. Give a brief account of the growth of the Health Services to illustrate the gradual assumption of responsibility by the Welfare State for the health and welfare of the school child.
3. Either - (a) "Everybody's business is nobody's business." Comment on this remark in relation to the school Health Education Programme.  
  
Or - (b) "A little learning is a dangerous thing." To what extent does this apply to First Aid in schools?
4. From your own observations, mention some types of behaviour which are often called "bad habits". How could you use some of these as starting points for positive Health Education?
5. Discuss the relationship between a child's posture and his physical and mental condition. How do you feel the school can help to encourage the development of good postural habits?
6. Give an informed account of the problems raised by ONE of the following:-
  - (a) Use and abuse of patent medicines
  - (b) Restricted living accommodation
  - (c) Chronic tiredness
7. Comment on the provision of meals and milk in schools. How can the school meals service produce the best results?
8. Explain fully what is meant by immunity to a disease. What arrangements are made at present to immunise children and adults against diseases? Give examples.
9. The following subjects are often given much publicity today:-
  - (a) Smoking
  - (b) Slimming
  - (c) Constipation

- (d) Air pollution
- (e) Fluoridation

Discuss aspects of any TWO of these subjects in relation to health.

10. "Man makes the clothes; clothes make the man."  
Discuss the effects of types and materials of clothing and footwear on health and happiness.

11. A School Medical Officer wrote recently in his annual report "Our health education activities continue to give emphasis to the importance of the integrity of family life and of sensibly manifested love and affection by parents for their children." Discuss this.

12. Either - (a) "No handicapped pupil should be sent to a Special School who can be satisfactorily educated at an ordinary school." Comment on the significance of this policy. If it is carried out, what categories of handicap are you likely to meet in the ordinary school, and what special arrangements or modifications may be necessary in each case?

Or - (b) Defects of eyesight and hearing may seriously handicap a child in school. Show your knowledge of either eye or ear and its defects. What help can a teacher give to children with these defects?

J. M. C. Allen  
N. Jackson  
G. J. Jasper  
J. A. Pettigrew  
J. D. Simms  
W. M. Warden



UNIVERSITY OF LONDON  
INSTITUTE OF EDUCATION

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Teacher's Certificate Examination: 1959

PRINCIPLES OF EDUCATION

Special Theory - Physical Education Colleges

FRIDAY, June 19. - Morning, 9.30 to 12.30

(Candidates are required to attempt FOUR questions.  
ONE from each section and ONE other question)

Section A

1. How much do you think your teaching of gymnastics in a school can help either (a) your work in Dance, or (b) your coaching of games skills?

2. Show how freedom and discipline may be compatible in Modern Dance.

3. Mastery of movement gives great satisfaction. How does the teacher of Gymnastics make provision to ensure this satisfaction?

Section B

4. Consider the relative importance of stamina, speed and strength in Games, or Athletics, or Swimming.

5. "The most important thing that can be formed is the desire to go on learning." How do you aim to achieve this in teaching a game to beginners?

6. Describe a recreative outdoor activity in which you have taken part, and state how you would introduce this activity to senior girls.

Section C

7. What contribution do you consider that Physical Education can make to the life of a school generally? Illustrate your answer with examples from your own experience.

8. Discuss the statement that we are not training champions but educating children.

9. "Both teacher and pupil should co-operate in the learning process." Comment on this statement and illustrate from some branch of Physical Education.

O. M. Chapman  
G. M. Cox  
J. M. James  
Z. Moss  
E. G. Pollard  
C. Powell  
D. G. Turner

UNIVERSITY OF LONDON  
INSTITUTE OF EDUCATION

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Teacher's Certificate Examination: 1958

(For all Colleges)

B I O L O G Y

Special Field of Study

MONDAY, June 23. - Morning, 9.30 to 12.30

(Answer FOUR questions. Great importance is attached to the use of your own observations as well as to terseness and the use of annotated diagrams)

1. Write concisely on ONE of the following topics:

- (a) Creatures of the night
- (b) Bacteria
- (c) Life in the soil
- (d) Locomotion
- (e) Household pests
- (f) Biological control.

2. Give a brief account of the passage of water from the soil through a green flowering plant and into the atmosphere. Illustrate your answer by reference to experiments you have carried out.

OR

What is meant by irritability? Describe simple experiments which would demonstrate the irritability of any ONE organism you have studied. How does the irritability of this organism assist its survival?

3. What importance do you attach to field work in your own Biology studies? Give details of work you have carried out and knowledge you have gained in connection with ONE piece of field work you have undertaken.

4. The same essential problems confront all living organisms in emerging from an aquatic to a terrestrial life. What are these problems and how have they been solved by ONE group of plants and ONE group of animals which you have studied? (You may interpret "group" widely or narrowly).

5. How can you explain the fact that individuals which look alike may produce offspring that look quite different?

OR

To what extent does our knowledge of the behaviour of the nucleus at meiosis help to explain the results of Mendel's experiments?

6. Give an account of the structure and life history of a green, non-flowering plant. Point out those features which seem to you to help this plant to succeed in his habitat.

7. "Parasitism involves a close adaptation of the organism to its way of life". Discuss the truth of this statement by reference to any ONE NAMED plant parasite and to any ONE NAMED animal parasite.

8. Describe the setting up and maintenance of a balanced aquarium, referring to some of the studies which you have carried out with its aid.

9. Give a concise account of the ways in which flowering plants overwinter in Britain.

10. Give an account of the functions of blood in animals.

OR

Describe experiments by which you might demonstrate that respiration occurs in:

- (a) green leaves.
- (b) germinating bean seeds,
- (c) mushrooms.

11. Describe selected members of ONE group of animals to show some of the interesting characteristics and specialisations in the group ("Group" may be interpreted widely or narrowly).

12. Give an account of the appearance, movement, habits and life history of a NAMED vertebrate.

W. L. Barnes  
H. Czech  
R. E. Everett  
M. B. Gibbons  
F. W. Jane

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

TEACHER'S CERTIFICATE EXAMINATION

1962

(For Chelsea College of Physical Education)

SOCIAL STUDIES

FRIDAY, 22 JUNE - Morning, 9.30 - 12.30

(Answer FOUR questions.)

1. Analyse the social classes of present day England in terms of education and status.
2. What economic and social factors are responsible for the creation of the New Towns?
3. "It behoves every man who values liberty of conscience for himself to resist invasions of it in the case of others." Discuss.
4. What circumstances do you consider predispose to anti-social behaviour today?
5. What are the functions of the family as a social institution?
6. What are the principles underlying the practice of magic?
7. Give an account of the work of prehistoric man in Sussex.
8. Discuss the social and economic problems of an ageing population.
9. "Society never sets itself problems it cannot solve." Discuss.
10. What evidence exists to show that there has been a decline of compassion in recent years.

P.O. Veerhault  
G. Willoughby

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

TEACHER'S CERTIFICATE EXAMINATION 1967

ART AND SCIENCE OF MOVEMENT

Advanced Course of Study

(Chelsea College of Physical Education)

Time Allowed: 3 hours

Answer FOUR questions, at least ONE  
from each section

Section A

1. If the technique becomes an end in itself it violates the spirit of movement. Comment.
2. What is a physically-educated person?
3. What do you understand by the term 'economy of effort' in movement?

Section B

4. Fitness is a concept relative to the aims of the individual. Discuss this statement and describe ways of getting fit, with particular reference to any one athletic event.
5. Explain the principles governing propulsion and retardation in swimming.
6. The Weight and Time Movement Factors predominate in gymnastics. Explain this statement.
7. 'Off balance' can lead to success or failure in gymnastics. Discuss this statement.
8. "The significance of a dance cannot be determined by measuring its length, counting its parts, or weighing its contents" (A. Hawkins).  
By what criteria do you judge a dance as artistic?
9. What values lie in meeting the challenges offered by changing conditions in outdoor pursuits?
10. Acceleration is essential to the games player. Explain this statement in its widest context.

UNIVERSITY OF LONDON INSTITUTE OF EDUCATIONTEACHER'S CERTIFICATE EXAMINATION

1967

PHYSICAL EDUCATION (for WOMEN)

Content and Methods of Teaching

(Chelsea College of Physical Education)

Time Allowed: 3 hours

Answer FOUR questions, ONE from each section  
and ONE other, and illustrate your answers  
with examples from your experience.

Section A

1. How is skill acquired? Discuss the comparative value to the teacher of Physical Education of a knowledge of mechanics and of Laban's Principles of Movement.
2. Examine the place of practice in the learning of a complex physical skill. What other factors are involved?
3. How can physical activities provide both co-operative and competitive experience for school children?
4. Competition can be put to constructive use in Physical Education. In what ways do you consider it can provide educative experience?

Section B

5. Style in swimming varies with the persons and the purpose. Give examples to support this statement and say what you would expect to teach the children in your care.
6. The capacity to use speed explosively is essential in many athletic events. How would you try to develop this capacity in your classes?
7. There are certain fundamental principles which all athletes follow in training for their chosen sport. How then do champions emerge? Discuss this in relation to one activity and describe the essentials on which you would base a sound training.
8. Describe the role of players in any two positions in either Hockey or Netball. What abilities would you coach in these players to enable them to be fully effective in their teams?
9. How can a knowledge of space harmony help the coach and players in any team game? Quote from one major game.

Section C

10. Discuss the value and possibilities of choice in Physical Education for older girls.
11. In what ways is the Young adult of today encouraged in the pursuit of worthwhile recreational activities? Do you consider that the present emphasis on the purposeful use of leisure time could arouse an unwillingness to participate?
12. What opportunities are you aware of that offer scope to the school leaver of today to pursue physical recreational activities out of doors?

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TEACHER'S CERTIFICATE EXAMINATION

1967

(Chelsea College of Physical Education)

BIOLOGY OF MAN

Main Course of Study

Time allowed: 3 hours

(Answer FOUR questions. Illustrate your answers by clear diagrams where appropriate)

1. Distinguish between inherited and acquired characteristics. Explain how musical ability or physical skills seem to "run in families".
2. Detail the steps Man can take to safeguard the water supply of a community.
3. How does the geology of a district influence the lives of the inhabitants?
4. What is a muscle spindle? Explain its role in the maintenance of balance. How do other senses help in maintaining balance?
5. How can a knowledge of genetics help Man's survival?
6. Explain the physical and physiological features of the area known as The Crumbles. Discuss the suitability of this area to its present uses.
7. Write a short essay on the control of pests.
8. What advantages for Man has the erect habit?



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TEACHER'S CERTIFICATE EXAMINATION 1967

SOCIAL STUDIES

Main Course of Study

(Chelsea College of Physical Education)

Time Allowed: 3 hours

Answer FOUR questions

1. Describe, with reference to any one primitive community, the interrelationship of social institutions.
2. Discuss critically the arguments which have been used in the attempt to justify racial superiority.
3. Define "the professions" and discuss some of the factors responsible for their development in this country in the last 100 years.
4. In what ways did working class men react to the increasing industrialisation of this country in the first half of the nineteenth century?
5. To what extent has the social survey influenced social policy in the present century?
6. "Democracy wants constant guarding". Discuss.
7. Consider the main causes of the rapid expansion in married women's employment during the last thirty years.
8. Discuss the case for and against the reform of the divorce laws.
9. In what ways have the image and functions of monarchy changed since 1837?
10. What social problems have arisen in the course of the implementation of the policy of decentralisation of population from inner London since 1945?
11. Discuss the part played by pressure groups in a parliamentary democracy.
12. Consider the implications of present population trends for the planning of higher educational facilities.

UNIVERSITY OF LONDON  
INSTITUTE OF EDUCATION  
TEACHER'S CERTIFICATE EXAMINATION

1967

THEORY OF EDUCATION

Paper I - Principles of Education

For Group B

Tuesday, 13 June: 9.30 to 12.30

Answer THREE questions

Candidates should make clear in every case the approximate age of the pupils to whom their answers refer, where this is relevant.

1. 'The expression "liberal education" has been used in so many different ways that it is quite impossible any longer to give it a clear and useful meaning.' Discuss this statement critically and suggest your own interpretation of the expression.
2. 'Moral education is among the teacher's most important functions yet it is one of those aspects of his work which we understand least well.' Discuss this quotation.
3. What do we mean by punishment? What do you see as the nature and function of rewards and punishments in either (a) secondary or (b) primary schools?
4. Examine the problems of either (a) primary or (b) secondary school organisation, considering streaming and setting, grouping, individual work.
5. Give a critical account of the educational thought of any one of the great educators of the past. In what ways have his ideas influenced modern education?
6. 'To develop the right attitude to learning is more important than acquiring knowledge.' Examine critically the implications of this statement.
7. Discipline in adolescence can be overprotective; it can also be so free that it gives no protection against real dangers which the young are not equipped to meet. Elaborate.
8. How may teacher and employer combine to ease the average and less than average young person's satisfactory transition from school to work?
9. 'Schools can be seen as instruments to transmit a rule, a ritual, the conventions, "good form", not to innovate, or to inspire originality, fire and freedom.' Discuss this quotation with special reference to your own opinions and experience.

10. Discuss some of the developments which have lately affected curriculum studies. In view of these developments how far is it now reasonable to expect the teacher to be a 'general practitioner'.
11. 'The C.S.E. allows the work of the school to be examined without confining the curriculum in a strait jacket.'  
Either (a) Giving examples, examine this statement.  
  
Or (b) Discuss how far 'results' in the Primary School can be usefully tested.
12. Consider the implications of the existence side by side of state and independent primary and secondary schools.

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TEACHER'S CERTIFICATE EXAMINATION

1967

THEORY OF EDUCATION

Paper II - Educational Psychology and Child  
Development

For Group B

Wednesday, 14 June: 9.30 to 12.30

Answer THREE questions

Refer to recent research where appropriate, and where necessary give the approximate age of the pupils to whom your answer refers.

1. What bearing has the study of mental development upon the curricula and the daily programmes for either (a) an infants' school or (b) a junior school?
2. What light has been thrown on the intellectual development of young children by the investigations of any one of the following: (a) Watson, (b) Gesell, (c) Piaget, (d) Freud?
3. 'Adolescence is a time of turmoil and rebellion.' How far is this description true?
4. What problems are raised for the teacher by either (a) the gifted child or (b) the backward child?
5. Either (a) Why is it important for teachers to keep records? What kind of records should teachers keep?  
  
Or (b) 'Measurement techniques can be useful tools if wisely selected and recorded.' Briefly describe the techniques that are now in common use, and discuss their merits and limitations.
6. What are the practical implications for the teacher of the various views about 'intelligence'?
7. What do you understand by 'creativity'? How would you attempt to foster it with a particular group of children?
8. 'Conditioning is the basis of all learning.' Explain this statement. How far is it supported by empirical evidence?
9. 'In learning quality is more important than quantity.' Explain this dictum, with special reference to work in the classroom.
10. How would you deal with parents' complaints that children are 'wasting their time' at school in play?

11. What do you understand by the word 'personality' as used by educational psychologists? What is meant by the 'integration' of personality, and how is this achieved?
12. 'The naughty child is invariably the unhappy child.' How far is this true? Support your views by examples from your own observation in either a primary or a secondary school.
13. Discuss the importance of adequate motivation in school work. What are the commoner types of motivation on which the teacher can usefully rely?
14. 'Language is the cornerstone of our education.' Discuss the bearing of this statement on the education of children.

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TEACHER'S CERTIFICATE EXAMINATION

1967

THEORY OF EDUCATION

Paper III - Education in its Social Aspects

For Group B

Thursday, 15 June: 9.30 to 12.30

Answer THREE questions

Where appropriate, draw on any practical educational experience you have had.

1. Critically examine one of the following:
  - (a) the suggestion that the Education Act of 1944 opened the way to 'equality of opportunity';
  - (b) the chief developments in state education during the first half of this century;
  - (c) the main changes brought about by the Education Act of 1870.
2. Discuss what you consider to be the more important recommendations of one of the following:
  - (a) The Crowther Report;
  - (b) The Newsom Report;
  - (c) The Plowden Report.
3. 'The organisation of education in a country reflects its social system.' Compare the education system of any two countries in the light of this dictum.
4. What influences in home, school and neighbourhood sometimes contribute towards the anti-social behaviour of young people?
5. Discuss the extent to which the aims and objectives of a teacher in either primary or secondary schools may be modified by the social environment of the school.
6. How far has published work shown the school to be an agent of social change?
7. What problems for teachers are raised by children either (a) who come from affluent homes or (b) who come from homes where poverty prevails?
8. Discuss the value of Nursery Education both to children from average homes and to children from under-privileged homes.
9. Consider some of the main problems in the education of

handicapped children. Indicate the service available to help any one group and any further recommendations you would make.

10. 'There is no doubt that being an early or late maturer has repercussions on behaviour.' Discuss the problems of the children who are out of step with their age-group in physical maturation.
11. How far ought the healthy growth and development of children to be the responsibility of the class teacher, the head teacher, and the Local Education Authority? Describe how these duties can be discharged.
12. Consider one of the following with special reference to the responsibility of the school and the consequences in the community:
  - (a) uncleanness;
  - (b) diet and sensible eating habits;
  - (c) a specific provision for welfare.

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Appendix 202Teacher's Certificate - examples of results1958/59

63 - Students gained Teacher's Certificate (University of London)	
Practice of Education	2 Distinctions
Practical Physical Education	7 Merits
Special Fields	4 Distinctions
	7 Merits

1961/62

68 - Students gained Teacher's Certificate (University of London)	
Theory of Education	1 Distinction
Physical Education	1 "
	9 Merits
Anatomy and Physiology	4 "
Special Fields	2 Distinctions
	10 Merits

1964/65

83 - Students gained Teacher's Certificate (University of London)	
Practice of Education	3 Distinctions
Theory of Education	1 Distinction
Special Fields	1 "
	6 Merits

(Art and Science of Movement at Advanced level)



Appendix 203

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

THE TEACHERS' CERTIFICATEFINAL EXAMINATION 1968

ART AND SCIENCE OF MOVEMENT

Chelsea College of Physical Education

Monday, 20th May 1968.

9.30 a.m. - 12.30 p.m.

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Answer THREE questions:  
one from each section, and one other

## Section A

- 1 "There can be no movement without feeling nor can there be movement without form." Comment on this statement.
- 2 Describe the control of the body weight at take-off, in the air, and on arrival. Answer with reference to several aspects of Physical Education.
- 3 "Skill may be judged by the ease of the performer." Discuss.

## Section B

- 4 Educational gymnastics caters for the individual rather than for the hypothetical average. Discuss.
- 5 "Dance we must" (Shaw). How relevant is this statement to:-
  - a) Children
  - b) Adults
- 6 With particular reference to the playing of games, comment on the statement "Competition and co-operation are two irreconcilable opposites".
- 7 What criteria are there for determining the efficiency of a swimming stroke?
- 8 Technique and training are both required for success in athletics. Evaluate this statement with reference to one event.
- 9 What are the benefits that can be derived from swimming by physically handicapped children?

- 10 The spirit of adventure creates both opportunities and problems in outdoor pursuits. Discuss.
- 11 Discuss the relative merits of individual, dual, and group activities. Answer with reference to one aspect of Physical Education.

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

THE TEACHERS' CERTIFICATE  
FINAL EXAMINATION 1968

EDUCATION - PAPER I

Chelsea College of Physical Education

Monday, 10th June 1968.

9.30 a.m. - 12.30 p.m.

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Answer THREE questions

- 1     Either:-     (a) What light is thrown on the question of freedom in education by the thought of any one of the educational thinkers whom you have studied?  
  
                    Or:-            (b) "Utter freedom begets the worst slavery." Show what you think is meant by this saying (from Plato's account, in the Republic, of 'the democratic character') and what relevance it might have for an educational situation today.
- 2     "To have found a quarter of the answer by his own effort is of more value and importance to the child than it is to half hear and half understand the words of another" (Froebel, The Education of Man). Discuss this statement.
- 3     How could you justify teaching any subjects which are not obviously 'useful'?
- 4     What advantages and disadvantages are likely to arise in society by the raising of the school leaving age to sixteen?
- 5     Give an account of the development of Secondary Education in Great Britain showing whether, in your opinion, Comprehensive Education is its logical outcome.
- 6     Consider the uses and abuses of competition in our schools in the light of some of the expectations of the society in which the pupil is growing up.
- 7     "There is little hope that children will come to an appreciation of order and beauty either in nature or in what is man-made, unless these qualities are enjoyed by their teachers and exemplified in the schools" (Plowden Report). Discuss.
- 8     "The teenager is in revolt against the whole principle of a predetermined social order". (Dr. Edmund Leach, Reith Lectures, 1968). Discuss.

- 9 Why might it be claimed that parent-teacher co-operation is increasingly important in our society? Show some of the difficulties in the way of such co-operation, and how they may be overcome.

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

THE TEACHERS' CERTIFICATE  
FINAL EXAMINATION 1968

EDUCATION - PAPER II

Chelsea College of Physical Education

Tuesday, 11th June 1968.

9.30 a.m. - 12.30 p.m.

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Answer THREE questions:

one question to be chosen from Section 1 and two  
from Section 2

Section I

- 1 "The part played by the teacher is an all-important factor in making the transfer of learning possible." Explain and discuss.
- 2 When children learn a new physical skill what help can a teacher give them? Comment particularly in terms of reinforcement and the law of effect.
- 3 Discuss how and to what extent motivation in learning can be affected by other psychological processes.
- 4 In view of the wide range of individual differences to be found in human growth and development, has the study of developmental stages any important insight to offer a practising teacher? Illustrate.

Section II

- 5 Either:- (a) There is increasing support for the view that the early years of a child's life are vitally important in determining, amongst other things, his progress in school. Consider with reference, where possible, to published evidence or research.  
  
Or:- (b) With reference to studies you have read, discuss some effects which environment may have on a child's educational progress.
- 6 Explain what children may learn, through their play, about life beyond the home.
- 7 What is your conception of the basic difficulties of a maladjusted child? Suggest some of the ways in which such a child might be helped either through the school community or through the child guidance services.

- 8 Describe the chief features and the underlying theory of any scheme for combating delinquency or any approach to the problem of seriously anti-social behaviour which has interested you.
- 9 Either:- (a) Diseases like Tuberculosis and Rickets have been virtually stamped out, but other hazards to physical health have taken their place. What are these hazards and how would you hope to prepare children and young people to avoid them?
- Or:- (b) What educational principles should guide you in your attempt to make Health Education a significant matter to adolescent girls?
- 10 It has been claimed that the school has unrivalled opportunities for promoting the capacity of an individual to accept co-operative roles within a group. Describe and discuss how a school may fulfill this aim at any one stage of a child's school life.

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

THE TEACHERS' CERTIFICATE  
FINAL EXAMINATION 1968

BIOLOGY OF MAN

Chelsea College of Physical Education

Friday, 14th June 1968.

9.30 a.m. - 12.30 p.m.

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Answer FOUR questions

- 1 In what ways can the geology of a district influence the lives of men living there?
- 2 What aspects of the erect habit may have contributed to Man's success in the animal kingdom?
- 3 How does D.N.A. effect continuity of inheritance and yet offer opportunity for change?
- 4 What are the uses of water in the body?
- 5 What variations occur in the composition of air? How might these affect Man? To what extent can Man control them?
- 6 Write a short essay on the effects of temperature on Man.
- 7 How can Man make use of physical properties of water for his personal and assisted movement in a water environment?

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

THE TEACHERS' CERTIFICATE  
FINAL EXAMINATION 1968

SOCIAL STUDIES

Chelsea College of Physical Education

Friday, 14th June 1968.

9.30 a.m. - 12.30 p.m.

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Answer FOUR questions

- 1 Discuss the part played by Owenism in the economic and social history of Great Britain in the nineteenth century.
- 2 Outline the significance of the work of either Charles Booth or Seebohm Rowntree in the development of the Social Survey.
- 3 How far do you consider it true that the social changes which have followed the Industrial Revolution have undermined the stability of the nuclear family?
- 4 Can it be said that in industrial societies, advances in scientific knowledge are sought to provide the answers to economic, and not to human and social problems?
- 5 How far do the socio-cultural environments of children affect their life chances?
- 6 "What the majority want, all get." What problems does the state face when considering the demands of minorities?
- 7 How far do you agree that Local Government is in need of reform?
- 8 For planning purposes the city cannot be considered apart from its region. Discuss and illustrate your answer by reference to any one British city.
- 9 Discuss the issue of divorce by consent with special reference to the position of women.
- 10 What are the functions served by religious beliefs and practices?
- 11 Give a short account of the views of any one theorist who has made an important contribution to our understanding of modern industrial society.
- 12 Examine critically the growth and development of the social services in this country in the present century.



Appendix 203THE UNIVERSITY OF SUSSEXSCHOOL OF EDUCATION

Certificate in Education Final Examination 1973

Education Paper I

Chelsea College of Physical Education

Monday 21st May, 1973.

9.30 a.m. - 12.30 p.m.

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Answer THREE questions

You should choose questions in which you can make use of different material in your answers and, where possible, you should make reference to reading or recent research.

1. With reference to the philosophers you have studied, discuss the relationship between education and preparation for adult participation in society.
2. '..... teenage attitudes suggest that a number of traditional areas of moral education such as team games, the working of the prefect system and chapel or assembly are probably less morally effective than many of us would like to think whatever their other values may be' (P. McPhail et al., Moral Education in the secondary school). Comment on the passage and suggest any alternative approaches to moral education.
3. What are the difficulties involved in applying the principle of equality to education?
4. Discuss the case for and against the provision in the secondary school of a common curriculum that all children could follow.
5. Describe the underlying educational ideas of one or more experimental school and explain how far those ideas might be of general application.
6. What principles should be followed in designing programmes to cater for pupils whose compulsory education has recently been extended?
7. What should the social purposes of education be and how far will you, as a teacher, be involved in achieving these aims?
8. In what sense should mutual respect between teacher and pupil be the basis of relationships in school? What difficulties may face a teacher in establishing relationships on such a basis?
9. Outline the arguments in favour of the establishment of Middle Schools. State to what extent you agree with

these arguments and the criticisms which you might make of them.

10. Consider what changes should be made in the school and its curriculum in order to further the aims of education in a multi-cultural society.
11. Discuss critically the work of the Schools Council in relation to curriculum reform and innovation.
12. In what respects might one's teaching fail to be educative?
13. 'The Education Act of 1870 was not an Act for common universal education; it was an act to educate the lower classes for employment on lower class lines' (H.G. Wells). How far do you agree? To what extent, if any, was the scope of education for "the lower classes" improved by subsequent legislation?
14. Of what importance was the School Board era for the development of a national system of education?
15. How far do you agree that the 1944 Education Act has outlived its usefulness?

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

Certificate in Education Final Examination 1973

Education Paper II

Chelsea College of Physical Education

Tuesday 22nd May, 1973.

9.30 a.m. - 12.30 p.m.

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Answer THREE questions

Choose your questions to avoid repetition of material and, where possible, support your answers by direct reference to your reading, your own experience and your observation of children.

1. Examine Skinner's criticism of traditional teaching methods and his suggested methods for optimising learning. How are his principles used in programmed instruction?
2. In the light of your study of motivation examine what aspects of the classroom situation the teacher should attend to in the interest of effective learning.
3. Discuss the kinds of psychological knowledge which have added to your understanding of the development of children and the promotion of their growth to maturity.
4. The concepts of deviance and delinquency are often regarded as synonymous. To what extent is this assumption valid?
5. Comment in detail on the concept of creativity and suggest reasons why creative children do not necessarily have the highest scholastic attainments.
6. Either: (a) Give examples of the ways in which the home and the conditions of the neighbourhood may affect children's attitudes and progress in school. Discuss the implications for teaching.  
  
Or: (b) What do you understand by 'rich environment' and 'wide experience' in relation to the pre-school years? In what ways are these of importance to the future development of the child?
7. Consider two contrasting theories of play and indicate whether play is necessarily beneficial in the education of children.
8. Either: (a) Discuss the part which creative work might play in the healthy development of the child.

Or: (b) Discovery and exploration are frequently used in primary schools as methods of learning. Discuss reasons why these methods are particularly suitable in the education of children at that stage of their development.

9. Either: (a) Discuss the view that our educational system places considerable groups of children in a school environment which is engineered to cause their failure and then attempts to provide remedial treatment.

Or: (b) What are the curriculum needs of slow learners and how can the secondary schools meet them?

10. Consider the suggestion that the problems of teenagers are due to the transitional nature of adolescence and are of society's own making.

11. How may the social structure of the school affect the pupils' social and intellectual development?

12. Either: (a) What factors contribute to good physical health in adolescence? How can the school contribute to an understanding of ways in which such wellbeing can be maintained?

Or: (b) Explain how you, as a teacher of Physical Education, would help your pupils to achieve an acceptable standard of personal cleanliness.

Or: (c) How far do you consider that it is the school's responsibility to educate children as to either

(i) the misuse of drugs

or

(ii) the dangers to health of smoking?

Your answer should indicate your share in this responsibility.

13. What advantages may result from the study of personality development? Discuss in relation to the teaching situation.

CHELSEA COLLEGE OF PHYSICAL EDUCATIONArt and Science of Movement ExaminationFriday, 19 January, 1973. 3 Hours

Answer three questions, from different sections  
EACH QUESTION TO BE WRITTEN ON SEPARATE PAGE

- A. 1. How can the teacher use her powers of observation to advantage in movement education?
2. Laban's analysis of movement includes concepts of "space" and "effort". Subject one of these to critical analysis.
3. A knowledge of mechanical principles of movement is desirable for the teacher but not for the learner. Discuss.
4. The ability to control the build up and release of tension is important for a variety of reasons in differing movement activities. Discuss.
- 
- B. 1. Must dance be creative to be educational?
2. "The significance of a dance cannot be determined by measuring its length, counting its parts or weighing its contents" (A. Hawkins). By what 'criteria do you judge' a dance as artistic?
3. How can the understanding of other forms of art enrich the experience of the dancer?
4. "Art does not affect the viability of life so much as its quality; that, however it affects profoundly". (Prof. Langer) How can the understanding of quality in a dancer's movement profoundly affect the resultant art?
5. Comment on the statement that an awareness of spatial form is essential to both the games player and the dancer. In what respect is their spatial knowledge similar and different?
- 
- C. 1. Compare and contrast the use of hands in relation to the ball in the techniques of volley ball, basketball and stoolball.
2. How can physical education cater for a spirit of adventure in the city school child?
3. Discuss ways in which a knowledge of mechanical and movement principles can be applied to the development and improvement of technique in swimming or a selected athletic event.

4. Perception plays an important part in development of the games player - Discuss.
  5. Fitness is a concept relative to the aims of the individual. Discuss this statement and describe ways of getting fit, with particular reference to any one athletic event.
  6. Discuss the production of power and its importance in swimming.
  7. The initial movement to open games (serve, bully, draw etc) varies considerably. In what ways do these differences influence the pattern and development of play?
- 

- D.
1. What criteria are there for judging success in educational gymnastics?
  2. Spatial arrangements of apparatus can challenge the gymnast to produce exciting movement ideas. Discuss.
  3. What do you consider to be the aims of educational gymnastics? Discuss the compatibility of these aims with those of education generally.
  4. An element of play is an essential feature to be preserved in educational gymnastics. Discuss.

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

Certificate in Education Final Examination 1973

Social Studies

Chelsea College of Physical Education

Monday 4th June, 1973. 9.30 a.m. - 12.30 p.m.

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Answer THREE questions

1. To what extent do you consider that the State has taken over the responsibilities of the family?
2. Is there any reason to believe that equal pay will emancipate women where equal voting rights have failed?
3. Discuss the chief causes of delinquency and suggest ways of dealing with them.
4. How relevant do you find the concept of social class in Britain today?
5. 'Britain's population problem is a matter of distribution rather than numbers.' Discuss.
6. What problems are likely to arise from either adoption or divorce?
7. Discuss the place of organised religion in contemporary society.
8. 'A married woman's first duties are towards her home.' Discuss with particular reference to married women who work.
9. 'The problem for Britain is that she no longer stands at the head of world trade.' Discuss.
10. Examine critically the functions of the state according to any one philosopher you have studied.

Appendix 204External Examinations - National Governing Bodies of Sport

## Royal Life Saving Society:

Bronze Medallion  
Bar to Bronze  
Instructors Award

## Amateur Swimming Association:

Teacher's Certificate  
Survival Awards

## Women's Amateur Athletic Association:

Hon. Coaches Award  
Teacher's Award

## All England Netball Association

Umpires Tests  
Coaching Awards

## All England Women's Hockey Association

Umpires Tests  
Elementary Coaching Certificate

## All England Women's Lacrosse Association

Umpires Tests  
Coaching Awards

## Mountain Leadership Certificate

## British Trampoline Federation

Coaching Awards

## Badminton Association

Coaching Awards  
Proficiency Tests

## Canoeing

Coaching Award

## Amateur Basketball Association

## Amateur Fencing Association

## British Judo Association



Appendix 205Certificate in Education - examples of results1966/67

99 Students gained Certificate in Education (University of Sussex)	
Practice of Education	2 Distinctions
Theory of Education	1 Distinction
Liberal Studies	2 Distinctions
	6 Merits
87 Advanced Art and Science of Movement	
12 Students Advanced Dance	

1969/70

108 Students gained Certificate in Education	
Art and Science of Movement	2 Distinctions
	43 Merits
Practical Teaching	4 Distinctions
	34 Merits
Education	15 Merits
Liberal Studies	3 Distinctions
	14 Merits
Advanced Dance	4 Merits
99 Advanced Art and Science of Movement	
9 Advanced Dance	

1972/73

146 Students gained the Certificate in Education	
Art & Science of Movement	3 Distinctions
	44 Merits
Dance	1 Distinction
	5 Merits
Education	2 Distinctions
	33 Merits
Practical Teaching	6 Distinctions
	43 Merits
Liberal Studies	4 Merits
134 Advanced Art and Science of Movement	
12 Advanced Dance	

Appendix 206C.C.P.E.

NAME .....

ACTIVITIES	COACHING	EVENING ACTIVITIES ETC.
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Hockey

Hockey

Archery

Netball

Netball

Badminton

Lacrosse

Lacrosse

Basket Ball

Indoor Games

Canoeing

Athletics

Athletics

Expeditions

Tennis

Tennis

Fencing

Cricket

Cricket

Golf

Field Games

Judo

Swimming

Swimming

Light Weight  
CampingLife Saving  
& SurvivalLife Saving  
& SurvivalOlympic  
GymnasticsNational  
DanceNational  
Dance

Sailing

Social Dance

Squash

Ballroom  
Dance

Table Tennis

Trampoline

No. ....

Term ..... 19

Name .....

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
1					
2					
3					
4					
Afternoon					
5					
6					
7					
Evening					
8					
9					

Date

Name

Education

Art and Science of Movement

Liberal Studies

Basic Courses

Activity Courses

Recreational Activities

Personal Tutor's Report

Warden's Report

TEACHING PRACTICE

Name

---

Name

Tutor

Address

School

Date of Birth

Entered College

Further Study

Public Examinations

College Teams

Responsibility in College

Certificate Results

Appointed to

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

GRADING OF STUDENTS' COURSES

Please enter a Grade A - E in the right hand column

A	=	Very Good
B	=	Good
C	=	Satisfactory
D	=	Weak
<hr/>		
E	=	Fail

Each personal tutor should make sure that a student has a grade and remark for every course entered on her timetable.

Three Year Course Students

Gymnastics	- Year I	Summer II	
	- Year II	Summer II	
	- Year III	Autumn II	
Modern Educational Dance	- Year I	Spring II	
	- Year II	Spring I	
	- Year III	(Autumn II (Summer I (for assessment)	
Art & Science of Movement	- Year I	Spring II	Games Training History of P.E
	- Year II	(Autumn I	Result of skills course Yr. I
	-	(Spring II	Scientific Aspects
		(Summer I	Movement Essay Spring II
	- Year III	(Autumn I	Aesthetic Aspects Year II
		(Autumn II	Lectures given by students
		(Summer I	General comments on written work
		(Summer II	Final Assessment
Theory of Education	- Year I	)	
	- Year II	)	Second half of each term
	- Year III	)	
Practice of Education	- Year I	Spring II	Summer II
	- Year II	Autumn II	
	- Year III	Spring II	
Science	- Year I	Spring I	Summer II
	- Year II	Autumn II	(Method)
Further Study	- Year III	Autumn II	Summer I
Liberal Study	- Year II	Summer II	
	- Year III	Autumn II	(not social study) Summer II

Supplementary Course Students

Dance	)			
Gymnastics	)			
Anatomy & Remedials	)	Autumn II	Spring II	Summer II
Special Theory	)			
Observation	)			

Teaching	Spring I and II Primary and Secondary practice ( $\frac{1}{2}$ term each)
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Fourth Year Course Students

Education	- Second half of each term
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Physical Education	- Second half of each term (or at half-term if necessary)
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<u>Personal Tutors</u>	Once per term
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BB/GAW/15.5.68



Appendix 207Certificate in Education - Examination Board

The Chelsea Certificate in Education Examination Board membership comprised:

- (a) All or a proportion of the Internal College Examiners (to be determined by the College Academic Board), with the proviso that each subject offered in the examination must be represented on the board.
- (b) The Chairman of the College Academic Board, or his nominee.
- (c) Two External College Assessors, appointed by the Chairman of the Academic Committee.
- (d) Two University Assessors, appointed by the Chairman of the Academic Committee.
- (e) In addition all University Assessors have the right to attend meetings of the College Board if they wish or to send an External College Assessor as a deputy.

Under the Terms of Reference the Board shall:

- (a) be responsible for considering the complete range of student's work in Colleges,
- (b) receive for each candidate the component marks and the overall assessment in Theory of Education, Practice of Education, Main Subject(s),
- (c) consider the total performance of candidates who are awarded border-zone marks and make recommendations to the Main Board on these cases,
- (d) supply the Main Board with a provisional pass list,
- (e) consider the examining in the various subjects and draw to the attention of the Main Board any prima facie serious discrepancies,
- (f) The Chairman of each College Board will be responsible for drawing up a report on the examination for submission to the Main Board.

The Academic Committee has approved the following criteria:-

- (a) Pass:- The Certificate in Education will be awarded to any candidate who obtains overall assessments of 3 or better in each of the three sections of the examination.
- (b) Border-zone:- In cases where a candidate obtains a mark or marks of 4, the College Examination Board shall make such recommendations to the Main Board as they consider appropriate after considering any aspects of the candidate's performance and College record which they consider relevant.

- (c) Failure:- A candidate who obtains a mark of 5 in any section of the examination will not be awarded the Certificate in Education.

In the case of candidates who are not awarded the Certificate in Education the College Examination Board should make recommendations to the Main Board concerning the section of the examination in which the candidate shall be required to be re-examined.

Minimum Standards for Entry into the Fourth Year of the B.Ed.

The B.Ed. Admissions Committee has agreed that the minimum criteria for admission to the fourth year of the B.Ed. shall normally be at least a merit mark in Theory of Education and Main Subject and a mark of average standard in practical teaching.

A candidate who achieves "an excellent pass mark" in either Main Subject or Theory of Education may be admitted to the fourth year if he obtains a mark of distinction in the other theoretical discipline. The Chairman of the B.Ed. Admissions Committee will consider such cases on the recommendation of the Principal.

The attention of the Board will be drawn to any candidates who appear "prima facie" to fall into this category and the Board will be asked to consider its recommendation.

Appendix 208CHELSEA COLLEGE OF PHYSICAL EDUCATIONSupervisor's Report on Student's Teaching Practice

Name of Student \_\_\_\_\_ Year \_\_\_\_\_

School \_\_\_\_\_ Period of Practice from \_\_\_\_\_ to \_\_\_\_\_

Please mark with a tick in the appropriate column

X	X	Tends to X	Satis- factory	Tends to Y	Y	Y
<u>ATTITUDE AND ABILITY</u>						
1. Lessons always well prepared						Skimps preparation of lessons
2. Takes infinite pains with organisation						Makes little attempt to organise work
3. Hardworking & willing in school						Prone to slackness
4. Keenly interested in all aspects of the work						Casual in her approach to the work
5. Participates enthusiastically in out-of-school activities						A nine-to-four worker
6. Work well selected and suited to the needs of the children						<u>Either</u> (a) Invariably selects unsuitable teaching material
						<u>or</u> (b) Invariably needs advice in selecting material
7. Clear evidence that she visualises the nature of progression in the work						Incapable of developing the work beyond its first stages
8. Tackles her work methodically						Haphazard
9. Reliable under pressure						Panics easily

X	X	Tends to X	Satisfactory	Tends to Y	Y	Y
10. Shows initiative						Usually needs prompting
11. Ready to carry responsibility						Leans too much on other people
12. Will ask and take advice						<u>Either</u> (a) Inclined to reject advice <u>or</u> (b) Asks for guidance unnecessarily
13. Firm in making decisions						Indecisive
14. Makes sound judgments						Judgments unreliable
15. Observant						Slow to notice the obvious
16. Has taken the practice in her stride						Overwhelmed by the strain of the practice
17. Strongly creative with many original ideas						Lacks ideas and shows no creative ability
18. Can select and make vivid use of interesting music						Has little notion of how to select or use music
<u>VOICE</u>						
19. Resonant and colourful						Dull & often inaudible
20. Lively command of language						Constantly at a loss for suitable words
<u>RELATIONSHIPS</u>						
21. Establishes excellent relationships with children						Relationships difficult to establish and maintain
22. Knows many children well						Knows very few names
<u>PERSONALITY</u>						
23. Pleasing and attractive manner						Off-putting and uninspiring

X	X	Tends to X	Satisfactory	Tends to Y	Y	Y
24. Manner positive and direct						<u>Either</u> (a) Manner lacking in forcefulness <u>or</u> (b) Dominating and over-forceful
25. Steady temperament						Inclined to be moody
26. Tactful and discreet						Apt to drop bricks
27. Alert & quick on the uptake						Slow to see the point
28. Adaptable						Hidebound and slow to adapt to new ways
29. Intelligently sympathetic						<u>Either</u> (a) Insensitive <u>or</u> (b) Sentimental. Gets emotionally involved
<u>APPEARANCE</u> 30. Well groomed						Carelessly and incorrectly dressed

ASSESSMENT

Above average	
Competent	
Acceptable but below average	
Possible but not certain failure	

Appendix 209

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

SUPERVISORS' COMMENTS ON SCHOOLS - CONFIDENTIAL

Please make any comments which will help in the placing of students next year e.g.

General suitability for teaching practice:

Help from Gymnast:

Any known change of P.E. Staff:

Plans for reorganisation (e.g. becoming Senior High School or 6th form College etc.)

Is there enough work for two students in future?

Any new developments in the area (e.g. new schools)

Any other comments:

Signed \_\_\_\_\_ School \_\_\_\_\_

Appendix 210

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

B.ED. FINAL EXAMINATION 1968

PHYSICAL EDUCATION - AESTHETIC ASPECTS

Chelsea College of Physical Education

Thursday, 6th June 1968. 9.30 a.m. - 12.30 p.m.

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Answer THREE questions:  
at least one from each section

Section 1

- 1 Discuss the following statement:  
"the more perfect the dance, the less we see its actualities".  
S.K. Langer.
- 2 In what terms can you justify Laban's fundamental philosophy of movement?
- 3 Discuss in relation to the arts generally, and to dance in particular, one of the following:-  
(i) Expressionism (ii) Romanticism (iii) Classicism.
- 4 Discuss in relation to the arts, any two of the following:-  
(i) motif (ii) illusion (iii) expression.

Section 2

- 5 What contribution does an understanding of either effort or space harmony make to one of the following:-  
(i) the dancer (ii) the choreographer (iii) the teacher of dance?
- 6 What are the sources of motivation in dance movement? Indicate how you think one stimulus can be choreographed for three dancers.
- 7 Physical alertness, sensitivity of feeling, and creative ability are integrated in dance. Explain.
- 8 "Man has tendencies to rhythm no doubt in his blood but he is the first to dominate rhythm" (Sachs). Discuss.

## THE UNIVERSITY OF SUSSEX

## SCHOOL OF EDUCATION

B.ED. FINAL EXAMINATION 1968

## PHYSICAL EDUCATION - SCIENTIFIC ASPECTS

Chelsea College of Physical Education

Thursday, 6th June 1968. 9.30 a.m. - 12.30 p.m.

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Answer FOUR questions:  
two from each section

Section A

- 1 Discuss what you understand by the term 'physical fitness'. What physiological factors determine an athlete's performance in (a) endurance, and (b) sprint events?
- 2 Give a brief account of the principles involved in the measurement of cardiac output. Explain the effects of physical activity on cardiac output and how these changes are brought about.  
What is the effect of training on cardiac output?
- 3 Discuss the mechanisms concerned in regulating body temperature during physical exercise. Explain how physical performance may be affected in a hot humid climate.
- 4 Discuss the principles involved in the measurement of energy expenditure and the factors influencing the expenditure of energy during exercise.  
Describe how you might measure the energy expenditure of (a) slow steady-state swimming and (b) sprint swimming.

Section B

- 5 Give an account of the adaptations of the sacrum and the lower limb girdle which have resulted in a successful erect habit for Man.
- 6 It has frequently been asserted that exercise is vital to the correct growth and shaping of Man's skeleton. Discuss this critically, giving anatomical and physiological details where appropriate.
- 7 What influences are at work to shape the structure of the human foetus?
- 8 What features of structure set limits to range of movement at a joint? To what extent is it true to say that restriction means safety?



## THE UNIVERSITY OF SUSSEX

## SCHOOL OF EDUCATION

B.ED. FINAL EXAMINATION 1968

## PHYSICAL EDUCATION - SOCIAL ASPECTS

Chelsea College of Physical Education

Thursday, 6th June 1968. 9.30 a.m. - 12.30 p.m.

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Answer THREE questions:  
one from each section

Section A

- 1 Discuss some of the administrative problems involved in the provision of leisure activities for Physical Recreation in Great Britain.
- 2 Give an account of the origins, aims, and functions of the Sports Council.
- 3 Either: How far do you consider special provision for recreational activities should be made for teenagers, and by whom should it be made?  
  
Or: Physical Recreation can be individual and informal or organised in groups and clubs. Examine the implications of participation in Physical Recreation in either the informal or the formal situation.
- 4 What social and economic developments in this century have most influenced the relationship between work and leisure? Outline the possible consequences for the future.

Section B

- 5 To what extent are either
  - a) the findings
  - or
  - b) the methodsof social psychology pertinent, and in practice useful, to the aims and purposes of the physical educationist?
- 6 Games serve individual as well as group goals. Discuss.
- 7 Discuss the place of Sport in contemporary society.

Section C

- 8 Appraise critically the contribution of motor learning theories to physical education.

- 9 Analyse the main factors affecting instruction in the acquisition of motor skills.  
Comment on the relative importance of each aspect in developing maximum potential in the individual.
- 10 Describe the influence on performance of physical skills of one of the following:-
  - a) Perception.
  - b) Anxiety, stress and tension.
  - c) Ability and personality traits.

THE UNIVERSITY OF SUSSEX  
SCHOOL OF EDUCATION  
B.ED. FINAL EXAMINATION 1968  
EDUCATION

Chelsea College of Physical Education

Thursday, 6th June 1968. 9.30 a.m. - 12.30 p.m.

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Answer THREE questions

- 1 Discuss the proposition that in our society adolescent values tend to conflict with those of adults.
- 2 Are the contributions from child psychologists of the same importance for the education of adolescents as for other age groups?
- 3 To what extent are criticisms of adolescents related to criticisms of contemporary education?
- 4 How far might the recent condemnation of "the emphasis on the uniqueness of self, separated from all others" be relevant to a consideration of adolescence in contemporary society?
- 5 Adolescence is sometimes referred to as a biological phenomenon. Discuss the merits of such a proposition.
- 6 To what extent, if any, has the bureaucratic organisation of social life robbed adolescents of a sense of significance?
- 7 Consider possible causes and effects of the emergence of a "commercial youth culture".
- 8 Which of the more recent enquiries concerned with adolescents and young people do you think may prove to have great significance for educators or social workers?
- 9 Should a school counselling service be a part of the educational system of this country?
- 10 In what ways and with what objectives has contemporary British society attempted to solve the problem of 'detached' youth?

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

INITIAL B.Ed. FINAL EXAMINATION 1973

PHYSICAL EDUCATION - AESTHETIC ASPECTS

Chelsea College of Physical Education

Thursday 24th May, 1973. 9.30 a.m. - 12.30 p.m.

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Answer THREE questions

1. Is an aesthetic judgment simply an expression of personal preference?
2. 'Art that doesn't touch people's hearts isn't art at all' (Guido Ballo). If this is true does it imply that reasoning is inappropriate to the arts?
3. L. Arnaud Reid argues that meaning in the arts is embodied meaning, known by intuition. Is this compatible with his insistence that 'it is imperative that the arts should be a component of every liberal education'?
4. 'Only the dancer knows the dance.' Discuss.
5. 'What is created and presented in the arts is not random emotional expression but organised aesthetic effort' (G. Dimondstein). Discuss in relation to dance.
6. How can the choreographer ensure that her dance has aesthetic vitality?
7. 'A creative work of dance opens up its audience to the fresh air of freedom simply through the use of space' (Rev. W. Glenesk). How does the dancer achieve this?
8. Discuss the theory that movement notation is a tool of immense scope.

## THE UNIVERSITY OF SUSSEX

## SCHOOL OF EDUCATION

INITIAL B.Ed. FINAL EXAMINATION 1973

## PHYSICAL EDUCATION - SCIENTIFIC ASPECTS

Chelsea College of Physical Education

Thursday 24th May, 1973. 9.30 a.m. - 12.30 p.m.

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Answer FOUR questions:  
two from each section.

SECTION A.

1. State briefly the features of structure which initially determine the mobility of the trunk. Explain how linear proportions might further influence this mobility in a performance which involves the trunk.
2. Discuss the muscle work involved in the upper limb and its girdle when procuring a really fast, effective "chest pass" in netball.
3. How, as a teacher of physical education, might you help to ensure a healthy bone structure in your pupils?
4. To what extent does the lower limb girdle and its musculature reflect the evolutionary changes which have led to the success in Man of the erect bipedal habit?

SECTION B.

5. Describe a laboratory technique for the measurement of oxygen uptake, and give reasons why aerobic capacity might be used to evaluate the fitness of endurance athletes.
6. Discuss the interrelationship between factors that affect cardiac output and pulmonary ventilation during exercise.
7. Discuss the physiological considerations relevant to one of the following topics:  
  
Either: (a) Homeostasis of body fluids during exercise.  
Or: (b) Electrophysiology and its application to physical activity.  
Or: (c) Alactacid and lactacid debt.
8. 'Physiological research is systematic, controlled, empirical, and critical of hypothetical propositions about the presumed relationship among natural phenomena.' Discuss this proposition by carefully selecting a topic in exercise physiology that you have investigated in a tightly disciplined research situation.

THE UNIVERSITY OF SUSSEX

SCHOOL OF EDUCATION

INITIAL B.Ed. FINAL EXAMINATION 1973

PHYSICAL EDUCATION - SOCIAL ASPECTS

Chelsea College of Physical Education

Thursday 24th May, 1973. 9.30 a.m. - 12.30 p.m.

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Answer THREE questions:  
one from each section

SECTION A.

1. Consider some of the specific ways in which a study of sociology can be of help to the physical education teacher.
2. Comment on the motives of commercial sponsors of sport. Are these motives compatible with those of physical educators?
3. Justify and explore issues which must be considered when spending public money on physical education and leisure provision.
4. 'If you want to build character, try something else.' Assess critically the assumption that there is no connection between physical education and character building.

SECTION B.

5. 'Physical education reinforces the competitive norms of our society.' Discuss.
6. The selection and effectiveness of leadership in physical activities is specific to the group and task involved. Discuss.
7. Discuss the relationship between the status of girls and women in society in general and their status in the world of sport.
8. 'Physical education teachers are bedevilled by their conflicting societal roles.' Discuss.

SECTION C.

9. Examine the relationship between methods adopted in the efficient teaching and learning of motor skills and modern educational practice.
10. The models or systems analysis approach is useful in understanding perceptual motor performance. Discuss.

11. 'Performers at all levels in sport are subject to psychological and social pressures.' Discuss.
12. Positive attitudes towards physical activity are more important than the activities themselves. Discuss.

## THE UNIVERSITY OF SUSSEX

## SCHOOL OF EDUCATION

INITIAL B.Ed. FINAL EXAMINATION 1973

## EDUCATION

Chelsea College of Physical Education

Wednesday 16th May, 1973. 9.30 a.m. - 12.30 p.m.

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Answer THREE questions:  
at least one from each of Sections I and II

Candidates may be penalised if they use similar material for their answers to questions.

Section I

1. Either: (a) Is the process of education any more than a complex method of social training?  
  
Or: (b) What restraints are placed upon the nature of one's relationship with children by the fact that one is their teacher?  
  
Or: (c) To what extent are 'traditional' and 'child-centred' educational aims compatible?
2. Either: (a) 'Thinking about teaching objectives means thinking about language in context.' Consider this claim and illustrate, where possible, from your knowledge of recent studies or projects.  
  
Or: (b) 'One grasps one's identity largely through language and the situations in which it is used' (J.W. Patrick Creber). Discuss.  
  
Or: (c) 'Our present national achievement in literacy is difficult to assess accurately or objectively.' Suggest why this may be so and consider whether or not the matter is one of importance to teachers.

Section IIA Adolescence (To be answered only by candidates offering this option).

3. 'Bureaucratization has meant more power for all' (F. Musgrove). How far do you agree with this statement as applied to adolescents in our society today?
4. How far do you consider that social processes within industrial cities are a help or hindrance to adolescent communication?



5. 'Important though the role of the detached worker may be amongst gregarious delinquent or 'alienated' youth, we would suggest that for the great majority of the unattached the main problem is one of increasing the attractions and value of organised groups for them before they become unattached' (M. Bone and E. Ross 1972). Discuss.
6. 'A permissive society requires confusion in its child rearing patterns.' Discuss.
7. 'Youth is its own reward but society does not always grant the adolescent sufficient real status to enjoy it.' Discuss.
8. Describe and comment on the 'life chances' of the adolescent in any South-Eastern coastal resort.
9. 'The civilisation of Man is in proportion to the socialisation of men.' Discuss the cultural and developmental implications of this statement.
10. Describe the advantages and disadvantages of spending money in Education on  
         either     the nursery school  
         or        adolescents.
11. 'Youth culture is a fictional identity foisted upon the adolescent by commerce and the middle-aged.' Discuss.
12. (a) What do you consider is the function of counselling in modern education?  
       and  
       (b) Why do you think that it has become popular as a formal service now?
13. Either: (a) 'Vocational guidance in secondary schools has expanded very considerably in recent years but ..... there is undoubtedly scope for further worthwhile development' (B.M. Moore). Comment and elaborate on this statement.  
               Or: (b) 'Nowadays the young choose their careers.' Is this a meaningful statement?.

Section IIB     The Secondary School Curriculum (To be answered only by candidates offering this option).

14. 'The computer will offer a significant and important additional dimension - its most revolutionary aspect, in fact, will be the degree of fineness of control of the learning process which it is enabled to undertake. Its most important implications may well be in curriculum development' (John Vaizey) Discuss.
15. 'The great mass of humanity should never learn to read or write - never' (D.H. Lawrence quoted by G.H. Bantock). Is this valid for contemporary society?

16. Discuss, with examples from schools past and present, the view that, as each subject has been added to the curriculum, there is an attempt by the school to invent an intrinsic goal for an activity which probably originally served a useful and obvious purpose.
17. Why has the classical tradition persisted so strongly in certain sectors of the education system?
18. It is now regarded as an essential prerequisite of rational curriculum planning that the teaching outcomes should be clearly specified. Discuss the reasons for this theory and its possible limitations when applied to certain areas of the curriculum.
19. Either: (a) Should 'moral education' be a subject on the secondary school curriculum? Discuss new proposals of the Schools Council for developing this area of the curriculum.  
  
    Or: (b) How should teachers handle issues in the school curriculum which involve highly controversial social, ethical or political values?
20. Discuss the idea that reality is socially constructed and outline the implications of this theory for curriculum design.
21. Discuss the concept of  
    either: (a) 'The spiral curriculum' (Bruner)  
    or: (b) 'The fourfold curriculum' (James).
22. 'Little evaluation has been made of curriculum innovation in the past and there is a danger that this will also be true of what is happening today.' In the light of this statement outline the importance of curriculum evaluation. Indicate some of the procedures that are available.
23. 'Team teaching is essentially an organisational method, though it may be evolved as a response to curriculum development' (Worrall et al.). Discuss.

Appendix 211

CHELSEA COLLEGE OF PHYSICAL EDUCATION  
Post Graduate Certificate in Education  
Assessment

1. Course Work

There will be no formal written examinations. Students will be required to attend and contribute satisfactorily to seminars, lectures and visits. They will be expected to complete written work punctually but there will be no attempt to standardize the elements of course work.

1.1. Educational Studies

Students are required to complete five essays, or equivalent written work, of approximately 2500 words.

1.2. Professional Studies (main subject)

Students are required to complete three essays or equivalent written work (e.g. one essay of not more than 2,500 words and one project or course work unit).

1.3.1. Professional Studies (Subsidiary subject)

Students are required to submit a course work file including two essays of not more than 2,000 words.

1.3.2. Practical work will be assessed regularly throughout the course and the records will be available for external assessors.

1.4. Course work will be open to moderation by external examiners.

2. Practical teaching

Students' progress in teaching will be regularly reviewed. They will be encouraged to make their own evaluation through discussion with both school and college partners in their supervision. Final assessment will be on a Pass/Fail basis. The decision for each student will be reached at the end of the block practice, after the fullest consultation with colleagues in the school.

Appendix 212

Chelsea College of Physical Education

<u>Year I</u>		<u>TIME-TABLE</u>							<u>1972/73</u>
	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>				
8.45		A.S.M.	Education	E18	Dance				JF
B	CHOICE OF	A.S.M.		E21	Gymnastics				C
C		Science		M16	Env. Study				M16
D	ACTIVITY	Science		S6	Env. Study				M16
E		Env. Study		E14	A.S.M.				H1
F				F6	A.S.M.				H1
G		Gymnastics		E16	Science				L4
H		Arts		M9	Science				L1
9.50		A.S.M.	Education	E18					
B		A.S.M.		E21					
C		Science		M16	Env. Study				M16
D		Science		S6	Env. Study				M16
E		Env. Study		E14	A.S.M.				H1
F				F6	A.S.M.				H1
G		Dance		E16	Science				L1
H		Arts		M9	Science				L4
11.05		Science	Education	E18	Arts				JF
B		Science		E21					
C		Gymnastics		M16	Dance				Pr
D		A.S.M.		S6					
E		Dance		E14	Science				L1
F		Gymnastics		F6	Science				L4
G		A.S.M.		E16	Arts				JF
H		Arts		M9					

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12.10	Science	L4		Arts
B	Science	L1		
C	A.S.M.	C		
D	A.S.M.	H1	LUNCH	
E				Science
F				Science
G	A.S.M.	H1		Arts
H	Arts	D2		Theory of Dance
1.15		Education	E18	
B			E21	
C			M16	Science
D			S6	Science
E	Science	L1	E14	
F	Science	L4	F6	
G			E16	
H	Dance D1		M9	Dance D1
2.20	Gymnastics	M	E18	Gymnastics
B	Dance	G	E21	Dance
C	Dance	Pr	M16	Science
D	Gymnastics	C	S6	Science
E	Science	L4	E14	Gymnastics
F	Science	L1	F6	Dance
G			E16	Gymnastics
H	Dance D1	D1	M9	Dance D1
3.35	Dance	H	E18	Science
B	Gymnastics	C	E21	Science
C	A.S.M.	M	M16	Gymnastics
D	Dance	JF	S6	Gymnastics
E	Gymnastics	G	E14	Dance
F			F6	Gymnastics
G			E16	
H	Science	L1	E18	Science
3.35	Dance	C	E21	Science
B	Gymnastics	M	M16	Gymnastics
C	Dance	JF	S6	Gymnastics
D	Gymnastics	G	E14	Dance
E			F6	Gymnastics
F			E16	Dance
G	Science	L1	E18	Gymnastics
H	Science	L4	M9	Dance
H Nat. Dance D1	Science	L4	M9	Games Theory

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4.35			Education		Science
B Play Centre	Gr	Play Centre	Gr		Science
C					
D					Dance
E Team					
F Practice		Dance	H	Play Centre	Gr
G		Science	L4		
H		Science	L1		

## Year II

Autumn I 1972

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A Science T.	L4	Education	E18	A.S.M.	
B		Education	E16		G
C Dance	JF	Education	E21		
D A.S.M.				Science T.	L4
E	G		a.m. ONLY	Gymnastics	C
F					Education
A Dance	Pr	Education	E18	A.S.M.	
B Science T.	L4	Education	E16		Gymnastics
C Gymnastics	M	Education	E21		Gymnastics
D A.S.M.		Dance	JF	Gymnastics	G
E	C	Dance	H	Science T.	L3
F		Dance	G	Dance	JF
A Gymnastics	G	Education	E18		Education
B Gymnastics	G	Education	E16		
C Science T.	L3	Education	E21		
D				Dance	H
E Dance	H	Gymnastics	C		Education
F Gymnastics	M			Science T.	L4
A		Education	E18		Gymnastics
B		Education	E16		Dance
C		Education	E21		Dance
D LUNCH		Gymnastics	G	LUNCH	Education
E					Education
F		Gymnastics	M		Education

Year III

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
A.S.M.		A.S.M.	T	FURTHER STUDY		Education	E18	Dance	H
A	AS		AS	STUDY		Education	M9		
B				MAIN LEVEL OR		Education	E21	Gymnastics	M
C				SELECTIVE		Education	E14	Gymnastics	G
D				COURSES		A.S.M.		A.S.M.	T
E Education	E16	Gymnastics	M						AS
F Education	E16	Dance	H						
G Education	E21								
H Education	E14	Dance	D1	Dance	D1	Dance	D1	Arts	D2
A		A.S.M.	T			Education	E18		
B Dance	H		AS			Education	M9	Dance	H
C Dance	JF					Education	E21	Dance	JF
D Gymnastics	G					Education	E14		
E Education	E18					Gymnastics	M	A.S.M.	T
F Education	E16	Gymnastics	C						AS
G Education	E21	Gymnastics	M			Dance	H		
H Education	E14	Dance	D1	Drama	D2	Dance	D1	Arts	D2
A Dance	JF					Education	E18	Gymnastics	G
B						Education	E16	Gymnastics	C
C						Education	E21		
D						Education	E14	Dance	H
E Education	E18	Dance	H			Gymnastics	C		
F Education	E16								
G Education	E21	Dance	Pr			Nat. Dance	D1	Gymnastics	M
H Education	E14	Nat. Dance	D1	Aesthetics D2				Games Theory	D2
A Gymnastics	G					Education	E18		
B Gymnastics	C					Education	E16		
C Gymnastics	M					Education	E21		
D Dance	H	LUNCH				Education	E14	LUNCH	
E Education	E18					Dance	M		
F Education	E16					Dance	JF		
G Education	E21								
H Education	E14								

IIIIH 2.15 - 3.35  
DANCE

SUPPLEMENTARY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Activity	Dance	Pr	Activity	Dance
2. Activity	Music	Mu 1	Activity	Gymnastics
3. Activity	Music	Mu 1	Activity	Games
4. Lunch	Discussion	F6	Lunch	Theory
5. Kinesiology	L2 Lunch		Kinesiology	Lunch
6. Gymnastics	G		Gymnastics	Activity
7. Activity	Activity	Dance H	Activity	Activity
8. Team Practice	Activity	Theory AS	Team Practice	Activity

YEAR IV

1. Scientific	L1	Scientific	L4	E16	Education	M9
Aesthetic	S14	Scientific	L4	E16	OPTION B	M9
2. Scientific	L1				Education	
Aesthetic	S14	Scientific	L4			
3. Scientific	L1	Social	M9			
Social	M9					
4. Aesthetic	S14	Social	M9			
5. Social	M9	Aesthetic	JF	E21	Education	
					OPTION A	
6.				E21	Education	
7.		Aesthetic	D1	E21	Education	
8. Team Practice		Aesthetic	D1		Team Practice	



POST GRADUATE

Two hours of subject tutorial weekly by arrangement with subject tutor

1. Education	M16	Movt. Study	G	School- based	Education seminar	F6	Subject
2. Education	M16				Philosophy lecture	E14	Subject
3. Education	M16	Philosophy seminar		Child study			
4. Lunch		Activity			Movt. Study Lunch	G	Lunch
5. Activity		Activity			Activity		Activity
6. Activity		Activity			Activity		Activity
7. Activity		Activity			Activity		Activity
8. Team Practice		Activity			Team Practice		Activity

IN-SERVICE B.Ed.

1.							E.D.S.	E18
2. S.S.S.	AS10						E.D.S.	E18
3. S.S.S.	AS10	S.S.S.	AS10					
4.		S.S.S.	AS10					
5.								
6.					I.D.S.	E14		
7.					I.D.S.	E14		
8. Team Practice					Team Practice			

AUTUMN I, 1972

MORNING ACTIVITIES AND TECHNICAL COURSESMONDAY/THURSDAY

Students may take courses both at College and at Hindsland, but should note the times of buses and remember that they must timetable for lunch at either 12.10 or 1.15.

COLLEGEHINDSLAND

8.45	National Dance Ia Athletics Ia Netball Ia Swimming Ia Tennis Aa	Pr   B	Hockey Ia Cricket Beg. a Lacrosse Beg. a Lacrosse Beg. b
MON:	Oral Communication a	Gr	
THUR:	Oral Communication b	Gr	
9.50	Netball Ib Swimming Ib Tennis Ab	B	Cricket Beg. b Hockey Ib Hockey Beg. a Minor Games Aa
11.5	Netball Ic Swimming Ic Tennis Beg. a Netball IIIf	B	Athletics Ib  Hockey Ic Lacrosse Beg. c
MON:	Oral Communication c	Gr	Lacrosse Beg. d
THUR:	Oral Communication d	Gr	Minor Games Ab
12.10	Cricket Beg. d Netball Id Swimming Beg. a Tennis Ac	B	Athletics Ic Hockey Id Lacrosse Beg. e Lacrosse Beg. f

TECHNICAL COURSES - WEDNESDAY AFTERNOON

1.15	2.20	3.35	4.35
Music for Dance A1 Mu2	Music for Dance A2 Mu2	Music for Dance B3 Mu2	Music for Dance B4 Mu2
Music for Dance B1 Mu1	Music for Dance B2 Mu1		
	Tech. Aids Basic S2	Practical Photography a S2	C.C.T.V. S2
	Make up Ia D4	Make up Ib D4	Lighting & Sound Effects a JF
	First Aid & Safety b AS	First Aid & Safety c AS	First Aid & Safety d First Aid & Safety e
	Labanotation Ia S14	Labanotation IIIa S14	Labanotation IIa S14
		Swimming Officiating B	

# A C T I V I T I E S

AUTUMN I, 1972

MONDAY	THURSDAY	TUESDAY	FRIDAY
1.15 Ballroom Dance Ia Minor Games Aa Hockey If Netball IIa Swimming IIa Tennis Ba		H Athletics IIb (Track)  B Hockey IIb Netball IIc Netball IIb Swimming Iic	
2.20 Athletics IIa (Jumps) Ballroom Dance Ib  Hockey IIIa Lacrosse IIa National Dance III (Israeli) Netball IIIa Swimming IIIBa (Synchro) Tennis IIa Hockey Coaching a Lacrosse Teaching b Netball Teaching b		H Athletics IIb (Jumps) Swimming IIICa (Diving) Hockey IIc  M Hockey Teaching e Netball Teaching e Netball Teaching  B Hockey Coaching c	B
3.35 Athletics IIa (Throws) Athletics IIa (Track) Cricket Ia Hockey IIa Lacrosse IIb Minor Games Bb National Dance IIa Netball IIb Swimming IIb Tennis Ad Netball Teaching c Netball Teaching First Aid & Safety a		Athletics Iic (Jumps)  Hockey IIb Hockey IVa Netball IId Hockey Coaching b Swimming Teaching a Swimming Teaching b  B Athletics Officiating a	B

CDXXVIII

MONDAY	THURSDAY	TUESDAY	FRIDAY
4.35	(4.50 at Hindsland)		
	TEAM PRACTICE		
		Athletics IIb (Throws) Athletics IID (Jumps)	Hill brow
		Ballroom Dance IIa Hockey IIc	Pr
		Swimming IIIAa (competition) Netball IIe Lacrosse Ia	B

Lacrosse Teaching. Second Session 2 p.m. at Beresford House School  
Swimming Teaching. Second Session with Children on Saturday a.m.  
Hockey Teaching. Second Session at Eastbourne High School Friday 2.15  
Netball Teaching. Second Session 2 p.m. Mon/Thurs. at Beresford House School

# ALLOW TRAVELLING TIME IN CHOOSING THE COURSE

Tuesday: 2.15 - 5.30 Expeditions

Friday: 2.15 - 5.30 Watermanship

# LIBERAL STUDIES

AUTUMN I, 1972

MONDAY		THURSDAY		TUESDAY		FRIDAY	
1.15	Art A1 (2D) Art B1 (3D) Biology A1	Art A5 (2D) Art B4 (3D)		C1 C2 L3	Art A3 (2D)  Drama X2 Social Studies C2	Art B6 (3D)  Social Studies C2	C1 C2 Pr M16
2.20	Art A1 Art B1  Biology E1 Music B1 Social Studies C1 Social Studies A1	Art A5 Art B4 Biology E1 Music B1 Social Studies C1 Social Studies A1		C1 C2 L3 Mu M16 M9	Art A3  Biology A2 Music A2 Drama A2 Social Studies B2 Social Studies D2	Art B6  Biology A2 Music A2 Drama A2 Social Studies B2 Social Studies D2	C1 C2 L3 Mu JF M9 M16
3.35	Art A2 (2D) Art B2 (3D)  Music C1 Social Studies D1 Social Studies B1 Drama Y1	Art A6 (2D) Art B5 (3D)		C1 C2 Mu M16 M9 JF	Art 4 (2D) Art B3 (3D)  Biology E2 Music B2 Social Studies A2  Drama B2	Art 7 (2D) Art B7 (3D)  Biology E2 Music B2 Social Studies A2  Drama B2	C1 C2 L3 Mu M9 Pr
4.35	Art 2 Art B2  Drama X1 Social Studies N1	Art 6 Art B5 Drama X1 Social Studies N1		C1 C2 Pr M16	Art A4 Art B3  Biology A3 Music C2 Drama Y2 Social Studies E1	Art A7 (2D) Art B7 (3D)  Biology A3 Music C2 Drama Y2 Social Studies E1	C1 C2 L3 Mu JF M9

CDXXX

AUTUMN I, 1972

WEDNESDAYMORNING

8.45	9.50	11.5	12.10
Main Level Tutorials F/S Dance JF F/S Movt. & Skill M F/S Philosophy F/S Outdoor Pursuits  F/S Children with special needs Med.	Main Level Tutorials F/S Dance JF F/S Movt. & Skill M F/S Philosophy F/S Outdoor Pursuits F/S Youth Leadership F/S Children with special needs Med.	IIIH Dance H F/S Dance JF F/S Movt. & Skill M F/S Outdoor Pursuits F/S Youth Leadership F/S Children with special needs Med.	F/S Youth Leadership

AFTERNOON

1.15	2.20	3.35	4.35
F/S Outdoor Pursuits F/S Movt. & Skill C F/S Dance & IIIH JF	F/S Outdoor Pursuits F/S Movt. & Skill C F/S Dance & IIIH JF F/S Special needs Med.	F/S Outdoor Pursuits F/S Movt. & Skill C F/S Dance & IIIH JF F/S Special needs Med.	F/S Special needs (Swimming Club) B

SELECTIVE COURSES

These are open to all students who are free

Learning to Philosophise	1.15 - 3.15
Visual Communication	1.15 - 3.15
Comparative Physical Education	1.15 - 3.15
Movement in Water	1.15 - 3.15
Muscle Physiology - a practical approach to the understanding of muscle contraction	1.15 - 3.15
Investigation into Human Movement	3.35 - 5.30

Appendix 213CHELSEA COLLEGE OF PHYSICAL EDUCATIONCOLLEGE BASIC REQUIREMENTS

Students should note that the consequences of failing to meet the College requirements are serious, since even if all the Certificate in Education examinations are passed, a student does not gain qualified teacher status (or salary) until the College requirements are complete.

In future, no reminders or warnings will be issued and students must accept complete responsibility for fulfilling the basic requirements by the end of Summer I in the third year.

The following are the basic requirements to be met by students who enter College in 1972:

Activity and Coaching Courses1. Grade I in the following:

Athletics  
Hockey  
Lacrosse  
Netball  
Swimming  
Tennis A and Tennis B (in that  
order)  
Ballroom Dance. (This course  
may not be  
taken until  
Year II)  
National Dance  
Cricket

BEGINNERS There are special courses for beginners in Netball, Hockey, Lacrosse, Tennis and Cricket. These should be completed by those students who have no previous experience in the activity before Grade I is attempted.

Beginners in Swimming, Tennis or Hockey must take the special beginners' course in Autumn I.

2. Grade II in the following:

Athletics - Jumps, Throws or  
Track  
2 Winter Games  
Swimming  
National Dance  
Tennis

3. Grade III in at least one game.4. One further course in either Ballroom Dance or National Dance.5. Courses in teaching or coaching and umpiring 2 Winter Games, Tennis and Swimming. Courses should be taken after the completion of Grade II.6. Bronze Medallion of the Royal Life Saving Society.B. Technical Courses

1. First Aid and Safety (formerly First Aid for Schools) Students must also hold the First Aid Certificate of the St. John's Ambulance Brigade or of the Red Cross.
2. Music for Dance A and B.
3. Oral Communication. This course must be completed satisfactorily during the first year.

C. Liberal Studies. As Year I have a compulsory Art course for half the year and a course in Environmental Study in the other, there is no requirement for Liberal Studies during the first year.

D. Education. All course work in Education should be kept as it constitutes part of the examination requirement.

So that I may be assured that every student has received and read this document, I have attached a note for signature. Please sign this and return it to me without delay.

A. J. Bamba

PRINCIPAL.



CHELSEA COLLEGE OF PHYSICAL EDUCATIONCOLLEGE BASIC REQUIREMENTS

Despite warning, students continue to endanger their careers by failing to meet the College requirements. The consequences are serious, since even if all the Certificate in Education examinations are passed, a student does not gain qualified teacher status (or salary) until the College requirements are complete.

In future, no reminders or warnings will be issued and students must accept complete responsibility for fulfilling the basic requirements by the end of Summer I in the third year.

The following are the basic requirements to be met by students who entered College in 1971:

A. Activity and Coaching Courses

1. Grade I in the following:

Athletics  
Hockey  
Lacrosse  
Netball  
Swimming  
Tennis A and Tennis B (in that  
order)  
Minor Games A and Minor Games B  
Ballroom Dance  
National Dance  
Cricket

2. Grade II in the following:

Athletics - Jumps, Throws or  
Track  
2 Winter Games  
Swimming  
National Dance  
Tennis

3. Grade III in at least one game

4. One further course in either Ballroom Dance or National Dance.

5. Courses for coaching and umpiring or teaching in 2 Winter Games, in Tennis and in Swimming.

6. Bronze Medallion of the Royal Life Saving Society.

B. Technical Courses

1. First Aid and Safety (formerly First Aid for Schools)  
Students must also hold the First Aid Certificate of the St. John's Ambulance Brigade or of the Red Cross.

2. Music for Dance Courses A and B.

C. Liberal Studies All students should note that a satisfactory standard in Liberal Studies is essential for the successful completion of the College course. The attaining of this standard depends upon work submitted by the student. All written work set must be completed by every student.

So that I may be assured that every student has received and read this document, I have appended a note for signature.

Please sign this and return it to me without delay.

A. J. Bamba  
PRINCIPAL.

KEEP THIS LIST. IT WILL NOT BE ISSUED AGAIN.

CUT ALONG THIS LINE \_\_\_\_\_

To the Principal

I have carefully noted the College requirements which  
apply to those in training 1971-74 and realise that it is my  
responsibility to meet these satisfactorily by the end of  
Summer I in the third year.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## CHELSEA COLLEGE OF PHYSICAL EDUCATION

### COLLEGE BASIC REQUIREMENTS

Despite warning, students continue to endanger their careers by failing to meet the College requirements. The consequences are serious, since even if all the Certificate in Education examinations are passed, a student does not gain qualified teacher status (or salary) until the College requirements are complete.

In future, no reminders or warnings will be issued and students must accept complete responsibility for fulfilling the basic requirements by the end of Summer I in the third year.

The following are the basic requirements to be met by students who entered College in 1970:

#### A. Activity and Coaching Courses

##### 1. Grade I in the following:

Athletics  
Hockey  
Lacrosse  
Netball  
Swimming  
Tennis IA and Tennis IB (in  
that order)  
Minor Games A and Minor Games B  
Ballroom Dance  
National Dance  
Cricket either beginners or  
Grade I according to  
experience.

##### 2. Grade II in the following:

Athletics - Jumps, Throws or  
Track  
2 Winter Games  
Swimming  
National Dance  
Tennis

##### 3. A further course in either Ballroom Dance or National Dance

##### 4. Coaching or Teaching courses in 2 Winter Games, in Tennis and in Swimming

##### 5. Bronze Medallion of the Royal Life Saving Society

#### B. Technical Courses

##### 1. First Aid and Safety (formerly First Aid for Schools) Students must also hold the First Aid Certificate of the St. John's Ambulance Brigade or of the Red Cross)

##### 2. Music for Dance Courses A and B.

C. Liberal Studies All students should note that a satisfactory standard in Liberal Studies is essential for the successful completion of the College course. The attaining of this standard depends upon work submitted by the student. All written work set must be completed by every student.

So that I may be assured that every student has received

and read this document, I have appended a note for signature.  
Please sign this and return it to me without delay.

A. J. Bamba

PRINCIPAL

KEEP THIS LIST. IT WILL NOT BE ISSUED AGAIN

CUT ALONG THIS LINE \_\_\_\_\_

To the Principal

I have carefully noted the College requirements which  
apply to those in training 1970-73 and realise that it is my  
responsibility to meet these satisfactorily by the end of  
Summer I in the third year.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Appendix 214The Diploma in the Theory and Practice of Physical Education,  
University of London,

The Diploma in the Theory and Practice of Physical Education was established by the University of London so that the first students from Chelsea College of Physical Education qualified in 1933. <sup>1</sup>

In February, 1931 the inspectors Professor Winifred C. Cullis and Miss Audrey B. Ash (HMI) had,

"... no hesitation in recommending the Chelsea Physical Training College as an institution whose students should be eligible to sit for the Diploma Examinations." Their report continued, "Undoubtedly on the practical side of the work the students are undergoing a thorough and suitably progressive training. The regular and, very sound coaching that they receive right throughout their College career, both in the teaching of Physical Training lessons, and in the teaching of games proves that those in authority have fully grasped the really great importance of this aspect of the training. The students have every chance of becoming useful and capable Teachers of Physical Training when they leave College and take up work in schools.

From the scientific and theoretical side one observation should be made. The teaching of these subjects, more particularly physiology, hygiene and psychology is evidently handicapped by the absence of any previous scientific training in many of the students. The course on this side would be greatly strengthened if some knowledge of elementary physics and chemistry could be demanded of students before they begin their professional training at the College." <sup>2</sup>

In May 1932, twenty-one second year students from Chelsea were entered for Part I of the Diploma Examinations. Ten students passed the examinations in Anatomy and Physiology and of the six students who resat the written papers, November 1932, four were successful.

- 
1. See WEBB, I.M. M.Ed. Thesis pp. 332-335  
and pp. 279-280 (CCPE)
  2. Mins of Advisory Committee dated 30.4.31 In Box K4. in Dept. of Extra-Mural Studies, University of London.  
Report dated 7.2.31

Thirteen candidates were entered for Part II, May 1933, and nine successfully gained the Diploma. The examiners report on the first results states,

"... application of facts not appreciated ... insufficient practical training ... facts from books learnt." 3

For three years, only students from Chelsea were entered for the London Diploma examinations. In 1935 students from Anstey and Liverpool were entered for Part I; in 1936 students from Bedford were entered for Part I; and 1937 students from Dartford were entered for Part I; and in 1941 students from Nonington were entered for Part I for the first time.

Details of the number of candidates, passes, referrals and failures per year have been given in Table 1; a summary of the details of Table 1 has been given in Table 2; and an average has been worked out and has been given in Table 3.

There was "... no specific requirement in the Regulations that candidates must pass Part I before being admitted to Part II" 4 and equally candidates could sit Part II examinations even if they had a further course of study to complete at the College. For example some students may not have completed all practical work. Diplomas however, were not awarded until all parts of the course had been successfully completed. A further complication in analysing the results was that students could be entered for Part I for the first time, either in June or November and equally could retake Part I in November or the following June.

In making comparisons of final results it should be remembered that:

first, not all students who successfully completed the Colleges Diploma courses were entered for the London Diploma Examinations;

second, internal selection procedures would have to be known for all the colleges before further comparisons could be made;

third, students had to pay the examination fees additional to College charges;

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3.   ibid.     4.10.32

4.   ibid.     17. 3.33

(iii)

fourth, students from Colleges took the Diploma examinations over the following periods of time:

Anstey	-	16 years
Bedford	-	16 years
Chelsea	-	20 years
Dartford	-	15 years
Liverpool	-	16 years
Nonington	-	11 years

fifth, some candidates, although entered, did not present themselves at the examinations.

The pass mark in Part I was set at 50% and in Part II at 40%. Special Credit was awarded to candidates who achieved 75% in written examinations and Exceptional Merit in practical tests and teaching was acknowledged in Part II from 1933 to 1946. Details of Distinctions awarded for individual Colleges have been given in Table 4. Special Credits, Exceptional Merits and Credits have been aggregated and shown in Table 5. A summary has been compiled and has been given in Table 6 and an average in Table 7.

Analyses of Chelsea's results in comparison with the average for all Colleges show:

Part I	Pass rate	72.9%	Average	82.2%	(65%)
	Failure rate	27.1%	Average	17.8%	(35%)
Part II	Pass rate	96.4%	Average	94.7%	(86%)
	Failure rate	3.6%	Average	5.3%	(14%)
Parts I & II	Pass rate	70.3%	Average	77.7%	(75.5%)
	Failure rate	29.7%	Average	22.3%	(24.5%)

(See Tables 1, 2 & 8 for details) 5

The 403 successful Chelsea candidates achieved 55 Distinctions (See Table 4) and 478 Credits (See Table 5)

Of the 55 Distinctions:

15 were awarded for practical tests in School Remedial Exercises,  
10 were awarded for Teaching Educational Gymnastics,  
10 were awarded for practical tests in Educational Gymnastics.

Of the 473 Credits:

85 were awarded for Practical Tests in School Remedial Exercises;  
71 were awarded for the Teaching of Games;  
66 were awarded for the Teaching of Gymnastics;  
45 were awarded for the Teaching of Hygiene;  
57 were awarded for practical tests in Educational Gymnastics;  
33 were awarded for Theory of Gymnastics.

From these results it could be assumed that the College concentrated on School Remedial Exercises, Educational Gymnastics and Teaching.

This evidence substantiates the hypothesis of the thesis that,

"students recruited to Chelsea College of Physical Education would receive a thorough preparation as prospective teachers of Physical Education or Physical Educationists."



(v)

Part I				Part II			
<u>1932/33</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June Anstey Bedford Chelsea Dartford Liverpool Nonington	21	10	11				
				<u>May 1933</u>			
Nov. A B C D L N	6	4	2	13	9	3	1
<u>1933/34</u>							
June A B C D L N	30	15	15				
				<u>May 1934</u>			
Nov. A B C D L N	7	1	6	17 (2)	16 (2)	1	
<u>1934/35</u>							
June A B C D L N	30	17	13				
				<u>May 1935</u>			
Nov. A B C D L N	7	5	2	24 (1)	21	2	1 (1)

Part I				Part II			
<u>1935/36</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	7	4	3				
B							
C	24	18	6				
D							
L	5	2	3				
N							
Nov. A	3(1n)	2	1	<u>May 1936</u> 7	3	2	2
B							
C	6(1n)	3	3	24 (4)	19(3)	3	2 (1)
D							
L	4(2n)	2	2	4	3	1	
N							
<u>1936/37</u>							
June A	15	15	0				
B							
C	31	19	12				
D							
L	9	2	7				
N							
Nov. A				<u>May 1937</u> 14	13	1	
B	27	19	8	23	20	2	1
C	8	4	4	25 (2)	21	3	1 (2)
D							
L	6	2	4	4 (1)	1 (1)	3	
N							
<u>1937/38</u>							
June A	8	4	4				
B	4		4				
C	24	7	17				
D	32	17	15				
L	2	1	1				
N							
Nov. A	1		1	<u>May 1938</u> 4	2	2	
B	43	27	14	32 (1)	25 (1)	6	1
C	13	10	3	18 (3)	16 (3)		2
D	10	8	2	24	20	4	
L	9	4	5	4 (1)	1 (1)		3
N							

Part I				Part II			
<u>1938/39</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	17	6	11				
B	5	2	3				
C	22	14	8				
D	37	33	4				
L							
N							
Nov. A	4	3	1	<u>May 1939</u> 9 (1)	7		1 **
B	25	18	7	24 (3)	20(3)	1	3
C	4	2	2	17	11	1	5
D	4	1	3	35 (2)	28(2)	5	2
L	3	2	1	2 (2)	2(2)		
N							
<u>1939/40</u>							
June A	17	9	8				
B	4	4					
C	33	20	13				
D	41	28	13				
L							
N							
Nov. A	7	3	4	<u>May 1940</u> 15 (2)	7(1)		8 (1)
B	36	25	11	32	29	1	2
C				20	20		
D	10	6	4	35 (4)	25(4)		10
L	10	7	3	7	6	1	
N							
<u>1940/41</u>							
June A	30	21	9				
B	6	2	4				
C	26	15	11				
D	44	29	15				
L							
N							
Nov. A	1		1	<u>May 1941</u> 20	17		3
B	35	23	12	34	31 *	1	2
C	3	1	2	16 (2)	15(1)	(1)	1
D	11	5	6	35	28	1	6
L	17	8	9	8 (3)	3(2)		5 (1)
N							

Part I				Part II			
<u>1941/42</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	18	9	9				
B	8	8					
C	24	16	8				
D	38	22	16				
L	6	4	2				
N							
Nov. A	2	2		<u>May 1942</u> 13	13		
B	32	17	15	25	24 *	1	
C	1		1	16 (1)	15(1)		1
D	7	6	1	27 (1)	26	1	(1)
L				4 (2)	6 *		
N	5	3	2	3	3		
<u>1942/43</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	13	10	3				
B	7	4	3				
C	24	16	8				
D	30	24	6				
L	9	4	5				
N	3	2	1				
Nov. A	1	1		<u>May 1943</u> 11	11		
B	38	28	10	34	33 *	1	
C	1		1	16 (1)	15(1)		1
D	3	2	1	26 (1)	25(1)	1	
L				4	4		
N				2	2		
<u>1943/44</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	9	7	2				
B	6	4	2				
C	20	14	6				
D	38	31	7				
L							
N	6	2	4				
Nov. A	2	1	1	<u>May 1944</u> 8	7	1	
B	35	20	15	26 (1)	26*(1)		
C				14 (2)	14(2)		
D	3	3		34 (1)	29	5	(1)
L	6	4	2	4	4		
N	3	1	2	3	2	1	

Part I				Part II			
<u>1944/45</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	24	16	8				
B	38	28	10				
C	36	30	6				
D	45	35	10				
L	26	9	17				
N	6	3	3				
Nov. A	3	3		<u>May 1945</u> 19 (1)	17	2	(1)
B	6	4	2	34	34*		
C				34 (1)	31*(1)	2	1
D	7	2	5	40 (3)	39*(3)	1	
L	7	5	2	14 (2)	14*(2)		
N	3	3		6 (1)	6*		(1)
<u>1945/46</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	27	16	11				
B	45	29	16				
C	24	11	13				
D	41	33	8				
L	19	12	7				
N	18	11	7				
Nov. A	2		2	<u>May 1946</u> 16 (2)	16 (2)		
B	20	13	7	45	43*	2	
C	7	6	1	19 (2)	18 (2)	1	
D	5	3	2	38 (1)	38*(1)		
L	3	3		15	15		
N	5	4	1	16	13	3	
<u>1946/47</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	23(1)	16(1)	7				
B	35(3)	27(1)	8(2)				
C	39	24	15				
D	44	35	9				
L	20	13	7				
N	17(1)	14	3(1)				
Nov. A	5	4	1	<u>May 1947</u> 20	19		1
B	8	3	5	34	34		
C	13	2	11	29 (1)	27 (1)	2	
D	8	7	1	41	38	2	1
L	5	5		18 (1)	16 (1)	1	1
N	4	3	1	17 (3)	17 (2)		(1)

(x)

Part I				Part II			
<u>1947/48</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	23	13	10	<u>May 1948</u>	19	1	
B	39(1)	37(1)	2				
C	19	11	8				
D	42	41 <sup>+</sup>	1				
L	29	21	8				
N	29(1)	21(1)	8				
Nov. A	8	7	1	20	36	2	
B	3	3		38	13(1)	3	
C	6	5	1	16 (1)	40(2)	4	
D	1		1	40 (2)	20(1)	4	
L	4	3	1	24 (1)	23	4	
N	7	5	2	27			
<u>1948/49</u>							
June A	23	14	9	<u>May 1949</u>	15(1)	3	2
B	51	41	10				
C	19	11	8				
D	57	47	10				
L	30	24	6				
N	29(1)	18(1)	11				
Nov. A	4	4		18 (1)	45	3	1
B	9	9		50	12(1)	5	
C	6	5	1	16 (1)	50	1	
D	10	9	1	55	24(4)	3	(1)
L	1	1		25 (4)	26(2)		
N	11	10	1	29 (3)			
<u>1949/50</u>							
June A	31	26	5	<u>May 1950</u>	25(3)	1	
B	41	38	3				
C	38	32	6				
D	53	53					
L	24	24					
N	26	25	1				
Nov. A	1	1		26 (3)	35*(1)	3(1)	
B				38 (2)	20(2)	6	
C	4	4		36 (2)	51(3)	2	
D	1	1		53 (3)	18(2)	6	1
L				25 (2)	16(3)	6	2
N	1	1		24 (3)			

Part I				Part II			
<u>1950/51</u>	Ca	Pa	Fa	Ca	Pa	Re	Fa
June A	34	31	3				
B	38	32	6				
C	40	29	11				
D	48	37	11				
L	25	21	4				
N	32	27	5				
Nov. A				<u>May 1951</u>			
B	7	6	1	31	29	2	
C	3	3		38 (3)	37(2)	1	(1)
D	9	7	2	30 (3)	29(3)	1	
L	1	1		45 (3)	40(2)	5	(1)
N	5	5		22 (5)	20(4)	1	1 (1)
				32 (3)	29(3)	1	2
<u>1951/52</u>							
June A							
B	54	32	22				
C	37	21	16				
D	55	49	6				
L							
N	32	29	3				
Nov. A				<u>May 1952</u>			
B	18	14	4	(1)	(1)		
C	5	2	3	46 (2)	43(2)	2	1
D	7	6	1	23 (1)	21(1)	1	1
L				53 (3)	50(3)	3	
N	3	2	1	(1)	(1)		
				31 (1)	30(1)		1
<u>1952/53</u>							
June A							
B							
C							
D							
L							
N							
Nov. A				<u>May 1953</u>			
B				(2)	(1)		(1)
C				(1)	(1)		
D				(1)	(1)		
L							
N				(1)	(1)		

KEY

## Tables 1, 2.

Ca	candidates
Pa	passes
Re	referrals
Fa	failures
A	Anstey
B	Bedford
C	Chelsea
D	Dartford
L	Liverpool (I.M. Marsh)
N	Nonington
†	to complete College course
*	to pass Part I
**	withdrew from examination
( )	Re-examinees
(n)	new candidates
R.E.	Re-examinees Table 2
<input type="checkbox"/>	years. Table 2
0	position Table 2



Table 2. (xiii)

Summary compiled from Table 1

Part I					Part II					
	Ca	R.E.	Pa	Fa	C	R.E.	Pa	Re	Fa	
A 1935-51	16	320	43	248	115	248	14	227	17	18
B 1936-52	16	612	115	521	206	521	46	526 * (492)	27	14
C 1932-52	20	573	103	418	258	418	43	403	36	22
D 1937-52	15	645	96	580	161	580	26	549	35	22
L 1935-51	16	249	31	184	96	184	27	180	17	14
N 1941-52	11	203	45	191	57	190	15	178	18	9
Total		2602	433	2142	893	2141	171	2063	150	99

(2029)

\* 34 did not pass  
Part I

%	Part I		Part II		Part I & II	
A	77.5	(4)	91.5	(6)	70.9	(5)
B	85.1	(3)	94.4	(4)	80.3	(3)
C	72.9	(6)	96.4	(2)	70.3	(6)
D	89.9	(2)	94.6	(3)	85.1	(2)
L	73.8	(5)	97.8	(1)	72.2	(4)
N	94.0	(1)	93.6	(5)	87.6	(1)
Average	82.2		94.7		77.7	

Table 3. (xiv)

Average number of candidates and Success rate per year

$$\text{Formula} \quad \frac{C}{Y} = n \quad (\text{Part I})$$

$$\frac{C_2 \text{ Pa}}{Y} = n_2 \quad (\text{Part II})$$

$$\frac{n_2}{n} \times 100 = \% \quad (\text{as in table 2})$$

	Part I	Part II	Part I & II	Pot.
A	20	14.18	70.9%	5
B	38.25	30.75	80.3%	3
C	28.65	20.15	70.3%	6
D	43	36.4	* (85.1) 84.6%	2
L	15.56	11.25	72.3%	4
N	18.45	16.18	87.69%	1
Average	27.3	21.48	(77.7) 78.6%	

\* See Table 2. error 0.5%

Table 4.

(xv)

Distinctions

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	Total
Anstey	1			3								1	1	1		7
1947			1				2			1						4
1948				2						1			2			5
1949			1						1				2	1	4	9
1950						1	1					1	1		2	6
1951																
	1		2	5		1	3		1	2		2	6	2	6	31
Bedford																
1947			1		1				1			2		1		6
1948	3	3	1	2	2	2					1			5	3	22
1949	1	1	1	2			1				1		1	2	4	14
1950			3		1	1						2	3	3		13
1951	2		1	1	1		1									6
1952					6							1	2			9
	6	4	7	5	11	3	2		1		2	5	6	11	7	70
Chelsea																
1947		3				3								1		7
1948	3	5				1					1			4		14
1949		1				1							1	1		4
1950	2	2				2		1				1	1	1		10
1951	2	2			1	2				1		1	1			10
1952	3	1	1		1	1							1			8
1953		1					1									2
	10	15	1		2	10	1	1		1	1	2	4	7		55
Dartford																
1947	1			1		2	3		1	1	2		1	4		16
1948	3			3		2						1		1		10
1949	2	4	1	3	1	1	1					3		3	1	20
1950	3	7	3	2	4		3					4	5	16	2	49
1951	2		2	1	1	2				1			4		1	14
1952	8	5	3		4		3	2	2		3	2	2	1		35
	19	16	9	10	10	7	10	2	3	2	5	10	12	25	4	144
Liverpool																
1947	2			2	1						1	1				7
1948					1				1					1		3
1949	2												1	1	1	5
1950			2			1		1					1			5
1951	1				1		1						2			5
	5		2	2	3	1	1	1	1		1	1	4	2	1	25

Nonington	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	Total
1948	6						2							5		13
1949	1				1		1									3
1950	2													1	1	4
1951	1															1
1952			1										1	1		3
	10		1		1		3						1	7	1	24

KEY

a	Practical tests in Educational Gymnastics
b	" " " School Remedial Exercises
c	" " " Games
d	" " " Dancing
e	" " " Swimming
f	Teaching of Gymnastics
g	" " Games
h	" " Dancing
i	" " Swimming
j	" " Hygiene
k	Hygiene Examination
l	Principles and Processes of Education
m	Theory of Gymnastics
n	Anatomy Examination
o	Physiology Examination

for Table 4, Table 5 and Table 6

Table 5

(xvii)

Credits

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	Total
Anstey																
1936				1						2						3
1937			1	2	2		1								1	7
1938				1												1
1939	2			2	1		1						1			7
1940	1				2	1	2	1								7
1941				1	6			1	1							9
1942	1			2	1											4
1943		1		1									1			3
1944		1														1
1945	1	1								1		2				5
1946	1			2				1	1			1				6
1947	2	3	2	3	6			4		5	4	4	5	1		39
1948	4	4	4	4	3	2	3	3		1	3	2	3			36
1949	1	3	2	3	4	1	1	3		3	2			1		24
1950	6	2	6	8	4		5	4		1	5	2	7	5	8	63
1951	2	2	6	4	2	4	2	7	4	5		8	4	9	8	67
	21	17	21	34	31	8	15	24	6	18	14	19	21	16	17	282
Bedford																
1937		1	1	1		1	1	1					1	1	1	9
1938	3			5	2	6	1	4		2		1		1	1	26
1939	3			3	1	3			1							11
1940				1	1	4					1	2	1			10
1941	1		1					1								3
1942														1	1	2
1943			2	2	1	2		1		1	4			1	1	15
1944		1			1	1				1		1			1	6
1945	2			2				2			1	1		2	2	12
1946	2			3	1			1			2	3				12
1947	11	1	5	3	5	6		3	3	2	4	1			10	54
1948	6	8	2	5	4	5	2	7	4	6	4	6	5	1	7	72
1949	7	5	5	3	6	7	4	3		5	4	2	3	4	6	64
1950	5	9	9	4	7	6	5	4	4		2	5	10	15	4	89
1951	4	1	7	6	2	7	3	2		1	6	5	6	2		52
1952	9	7	6	8	4	10	1	7	3		1	7	3	7	3	76
	53	33	38	46	35	58	17	36	15	18	29	34	29	35	37	513

Chelsea	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	Total
1933	1	4				1	1		2	3						12
1934		4				1	1			3						9
1935	2	2					1			2						7
1936	1	4				3				4						12
1937	2	1					1	1		1		1	1			8
1938	1	2				3				2						8
1939		5					2						1			8
1940	2	3				2	4			3						14
1941		5				3	1			1		1	1			12
1942	2	3				2	1			2			7			17
1943		3				2				5		1				11
1944	2	6				2	2			5	2	1	2			22
1945	3	3				6	3			6	1	1	1			24
1946	2					1				2	1					6
1947	8	11			4	11	15				6	3	2			60
1948	4	7			2	9	10				4	1		2		39
1949	4	5			3	3	6						2		2	25
1950	13	18			5	7	15				1	7	7	6	3	82
1951	7	6	4		6	9	8			6	2	7	9	4	6	74
1952	3	3	3	1	6	4	1	3	4	1		5	1	3	1	39
1953															1	1
	57	95	7	1	26	69	72	4	6	46	17	28	34	15	13	490
Dartford																
1938	2	1	2	1	4	3	2		2		2	1	1			21
1939	4	5	4	3	4	5	6	1	2			3	3	1	2	40
1940	3	2	3	2	4	3	4		3		1		3	1	1	30
1941	4		1	1	2	3	1					1	2			15
1942			1	2	3	1	2		3		1		4			17
1943	1		1		2		1					3				8
1944	2	1	3	1	4	4	3	2	2		2	1		1	1	27
1945	2	1		1		2	1				3	4	1	1	1	17
1946	1	3	1	1		4	2				4	1				17
1947	4	6	8	4	6	6	3	3	8	5	6	9	12			80
1948	3	8	7	4	4	4	5	1	4		9	5	9	6	8	77
1949	9	11	7	8	7	8	11	5	6	3	2	12	7	10	10	116
1950	14	13	10	11	7	6	11	6	7	3	5	10	16	19	14	152
1951	4	1	1	6		4	4	3	7	3	4	11	12	17	5	82
1952	10	8	12	11	12	19	11	13	12	5	5	6	9	19	14	166
	63	60	61	56	59	72	67	34	56	19	44	64	79	75	56	865

(xix)

Liverpool	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	Total
1936											1		1			2
1937		1														1
1938					2											2
1939				1	1											2
1940													1			1
1941	1			1	1	1										4
1942				2												4
1943	2															4
1944						1						1				1
1945			2													3
1946														1		1
1947	4	3	4	1	4	6	1		2	3	2	2	3			35
1948	7	6	3	5	2	4	1	3	4	2	1	1	1	1		41
1949	5	5	7	4	2	5	4	1	3	3	2	2	3	4	5	55
1950	6	4	3	4	5	7	5		6	1		3	4	9	3	60
1951	9	8	6	10	4	10	5	5	4		2		3	3	5	74
1952						1				1						2
	34	27	25	28	21	35	16	9	19	10	8	9	16	18	13	288
Nonington																
1942													1			1
1943	1					1				1						3
1944																
1945	1			1		2	1									5
1946	3			1	1		1	1								7
1947	4		1	2	1	2					2	1	1			14
1948	3		6	3	3	2	2				5	2	3	8	2	39
1949	7		5	4	3	6	4				1	2	2	3	4	41
1950	6		2	2	2	4	1				1	5	2	10	3	38
1951	8	4	12	1	1	3	4	2		1	1	5		5	6	53
1952	1	5	5	1	3	2	3		3		2	5	2	6	8	46
	34	9	31	15	14	22	16	3	3	2	12	20	11	32	23	247

Table 6 (xx)

Distinctions and Credits

Dist.	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	Total	P
A	1		2	5		1	3		1	2		2	6	2	6	31	4
B	6	4	7	5	11	3	2		1		2	5	6	11	7	70	2
C	10	15	1		2	10	1	1		1	1	2	4	7		55	3
D	19	16	9	10	10	7	10	2	3	2	5	10	12	25	4	144	1
L	5		2	2	3	1	1	1	1		1	1	4	2	1	25	5
N	10		1		1		3						1	7	1	24	6
	51	35	22	22	27	22	20	4	6	5	9	20	33	54	19	349	

Credits

A	21	17	21	34	31	8	15	24	6	18	14	19	21	16	17	282	5
B	53	33	38	46	35	58	17	36	15	18	29	34	29	35	37	513	2
C	57	95	7	1	26	69	72	4	6	46	17	28	39	15	13	490	3
D	63	60	61	56	59	72	67	34	56	19	44	64	79	75	56	865	1
L	34	27	25	28	21	35	16	9	19	10	8	9	16	18	13	288	4
N	34	9	31	15	14	22	16	3	3	2	12	20	11	32	23	247	6
	262	241	183	180	186	264	203	110	105	113	124	174	180	191	159	2685	

Distinctions

	% of total	Position
A	8.88	4
B	20.05	2
C	15.75	3
D	41.26	1
L	7.16	5
N	6.87	6

Credits

	% of total	Position
A	10.50	5
B	19.10	2
C	18.24	3
D	32.21	1
L	10.72	4
N	9.19	6



Table 7 (xxi)

Average Distinctions and Credits per successful candidate

<u>Distinctions</u>		<u>Position</u>	<u>Credits</u>	<u>Position</u>
Anstey	0.136	4	1.242	4
Bedford	0.142	2	1.042	6
Chelsea	0.136	4	1.215	5
Dartford	0.262	1	1.575	2
Liverpool	0.138	3	1.600	1
Nonington	0.134	6	1.387	3

Average Distinction and Credits per year

<u>Distinctions</u>	<u>Total</u>	<u>Years</u>	<u>Average</u>	<u>Position</u>
Anstey	31	5	6.2	4
Bedford	70	5	14.0	2
Chelsea	55	7	7.85	3
Dartford	144	6	24.0	1
Liverpool	25	5	5.0	5
Nonington	24	5	4.8	6

<u>Credits</u>				
Anstey	282	16	17.62	5
Bedford	513	16	32.06	2
Chelsea	490	20	24.50	3
Dartford	865	15	57.66	1
Liverpool	288	17	16.94	6
Nonington	247	11	22.45	4

% of Passes & Failures as extracted from Minutes Advisory Committee

Part I				Part II			Part I & II	
		P.	F.	P.		F.	P.	F.
1932	J	48	52	May	69	31		
	N	47	53					
1933	J	50	50	"	82	18		
	N	14	86					
1934	J	57	43	"	71	29		
	N	71	29					
1935	J	73	27	"	80	20		
	N	54	46					
1936	J	67	33	"	82	18		
	N	60	40					
1937	J	44	56	"	79	21		
	N	69	31					
1938	J	69	31	"	78	22		
	N	65	35					
1939	J	65	35	"	78	22		
	N	64	36					
1940	J	62	38	"	82	18		
	N	57	43					
1941	J	63	37	"	97	3		
	N	58	42					
1942	J	74	26	"	93	7		
	N	71	29					
1943	J	73	27	"	90	10		
	N	65	35					
1944	J	69	31	"	95	5		
	N	65	35					
1945	J	64	36	"	96	4		
	N	69	31					
1946	J	72	28	"	95	5		
	N	56	44					
1947	J	67	33	"	89	11		
	N	54	46					
1948	J	75	25	"	90	10		
	N	84	16					
1949	J	93	7	"	89	11		
	N	100	0					
1950	J	81	19	"	92	8		
	N	71	29					
1951	J	84	16	"	93	7		
	N	58	42					
1952	J	-	-	"	-	-		
	N	-	-					
Average		65	35		86	14	75.5	24.5

B I B L I O G R A P H YPRIMARY SOURCESCORRESPONDENCE

ASPDEN, J.	18th October, 1975
BAMBRA, A.J.	16th December, 1975
BARBER, A.	30th January, 1973
BLAND, D.	20th October, 1975
BRODIE, G.	15th January, 1973
BURKE, P.	10th January, 1973
CADEL, M.	11th December, 1972
CLARK, R.	3rd May, 1969 6th October, 1969 16th October, 1969 5th November, 1965 25th November, 1968
CULLUM, K.	10th April, 1974
DAVIES, G.	October, 1975
DEWEY, M.J.	6th September, 1973
EVANS, K.	5th October, 1975 11th October, 1975
FOSTER, R.	5th October, 1975
FOUNTAIN, M.	5th December, 1971 27th December, 1972 24th September, 1971 8th July, 1968
FRASER, E.R.B.	17th February, 1973
GARDENER, E.M.	24th January, 1973
GERMAN EMBASSY	5th August, 1974
GOODALL, I.	15th December, 1972
HALL, P. (nee Bell)	Reference Papers - Scholarships and call up for Work of National Importance
HARDING, M.	14th April, 1975 31st May, 1974 10th January, 1974 23rd April, 1973 22nd January, 1973 7th March, 1973 9th February, 1973

HICKS, E.S.	5th December, 1972
LAWRENCE, O.	21st January, 1973
LOWES, A.	30th August, 1974
MEAKIN, D.M.	
MEIKLEJOHN, E.S.	18th December, 1972
MOORE, H.L.	26th August, 1974
NEWBY, M.	30th December, 1972
NEWLIN, B.	5th August, 1975
POWELL, C.	11th February, 1968
QUINSEE, A.G.	3rd December, 1973
ROBERTS, M.	2nd December, 1972
ROGERS, A.	4th September, 1975
SILVER, H.	25th October, 1973
SKINNER, V.H.	19th December, 1973
SMITH, B.G.	28th November, 1968 8th November, 1972 2nd September, 1972 22nd November, 1972
STEPHEN, A.	1st October, 1975
SWAIN, M.	6th July, 1973 19th December, 1972
TANNER, P.H.	26th August, 1974
THE KEEPER, PUBLIC RECORD OFFICE	29th May, 1973
WAGNER, E.	17th August, 1974
WATERS, P.	
WEBSTER, C.M.	17th October, 1975
WHITE, W.	1st December, 1972
WRIGHT, S.	26th December, 1973

#### INTERVIEWS

BAMBRA, A.J.	On various occasions during period of study.
EVANS, K.	5th November, 1975

HARDING, M. April 1973  
April, 1974  
September, 1975

KINGSTON, P.M. On various occasions during period of study.

TURNER, L.E.T. August, 1975

LECTURES AND PROGRAMMES

C.C.P.E. a) Programme - of work. 3rd December, 1935  
b) Programme - opening of College. 1949  
c) Programme - Tree Planting Ceremony.  
24th October, 1953.

Domina's talk to leaving students.

English Educational Exhibition. Imperial  
Institute. Fraulein Wilke - The Effect and  
Influence of Physical Training (lecture)

FOX, G.M. Lecture - Physical Training.  
(HMI P.T.)

Girls Club News. No. 57 November 1916.  
The Best Form of Physical Education for Girls  
Clubs. Dorette Wilkie. pp. 3-5.

Japan - British Expedition. Women's Congress  
Physical Training for Girls.

National Organisation of Girls Clubs.  
15th October, 1912.

Opening of College - at Eastbourne.  
Copy of Miss Fountain's Speech.  
40th Birthday Party, 8th October, 1938.  
O.S. Luncheon. 50th Celebrations.  
Notes of C.C.P.E. and Work by Old Students.

PROGRAMME d'une Démonstration d'Exercices  
Physiques qui sera donnée au Congrès  
International d'Hygiène à Paris le 3 Août,  
1910.

Paris - Hygiene Congress

- 1) Programme - C.C.P.T.
  - L.C.C. - Graystoke Place -  
Elementary School
- 2) Letters - Frank Shrubsall to D. Wilke  
James Kerr to D. Wilke  
Frank Shrubsall to D. Wilke  
24th October  
E. White Wallis  
George Newman  
D. Wilke to George Newman  
(President of the Congress)  
Mathieu to D. Wilke  
Lauder Brunton to G. Newman

Programme - Coronation Tournament.  
14.6.1902.

The Round Table. Aesthetic Education -  
Physical Culture (Lecture).

University of London. Inauguration Ceremony  
19th December, 1949.

### LETTERS

(Copies or Originals)

To Miss Bell from Appointments Officer,  
Ministry of Labour and National Service.  
3rd August, 1944  
9th August, 1944  
22nd August, 1944

Domina's letter on occasion of publication  
of journal for O.S.A.

Letter - Miss Koetter to Miss Andersen  
dated 5.2.13.

Letter from Lewis D. Cruikshank to D. Wilke  
1.4.14. (Past Principal, Dunfermline  
College Hygiene and Physical Training).

Letter - Kate Marshall to Dorette Wilkie  
26th January, 1918.  
Secretary Bergman Osterberg Union.

### Correspondence between Domina and Staff 1929

#### Domina's illness

Postcard	24.3.29	Domina to Staff
Letter	21.4.29	Domina to Staff
Letter	6.5.29	Domina to Staff
Letter	7.7.29	G.M.Cater - Chairman O.S.A. A.G.Engel - Secretary O.S.A. to Domina.

### Lessons in Schools - Changes for teaching

Letter M. Hankinson to M. Swain 12 December 1927

### British Medical Association

Letters from C.C.P.E. - to members Physical  
Education Committee, Training of Teachers  
Sub-committee to visit the College.  
7th October, 1935  
19th December, 1935

Letter to M. Fountain from N. Palmer 18.3.37  
ref. Future of College.

Letter F.J. Harlow to The Education Officer,  
(T.2), The County Hall, Westminster Bridge,  
S.E.1. 12 October, 1938.  
Ref. future C.C.P.E.  
Letter from Bispham (Ed. Off.) 15th May, 1939.

Letter from E. Campbell Gray, Chairman National Fitness Campaign Sub-Committee to M. Fountain, 21st November, 1938.

Letter P.C. Colson (CCRPT) to M. Fountain, 30th November 1938.

Copy letter N.M. Palmer, H.M.I. to Colleges requesting observations on proposed P.Ed. Syllabus Senior Elementary School.  
Also personal letter. N.M. Palmer to Miss Fountain 8.VI.38 requesting assistance from Staff C.C.P.E.

C.C.P.E. MUNICH CRISIS September/October 1938.  
Copies Letters to students/parents  
Copies Letters to persons connected with College.  
Copy points for speech at parents' meetings.

Letter Dr. Schofield to M.Fountain, 4th Sept. 1939.

Future of College and Evacuation

Copy letter - F.J.Harlow to J.W.Bispham, O.B.E., M.A., Ed. Off. Dept., County Hall, 1st March 1939.  
Plans for Evacuation - unsigned, undated.

Copy letter J.F.Harlow to S.H.Wood, Board of Education, 24th March 1939. Ref. arrangements for Chelsea College of Physical Education in the event of War.

Copies of letters between Miss Fountain and Mrs. Leach - Warden 21 Drayton Gardens. Ref. Hostel accommodation and evacuation arrangements.

Letters from May Fountain to Old Students  
October 1939, January 1940, July 1940.

Letter M.Fountain to Students 1st Year, 21st September 1939  
M.Fountain to Staff 28th August  
to Students in training  
18th September 1939  
F.J.Harlow to M.Fountain 27th Oct. 1939  
F.J.Harlow to M.Fountain 7th July 1941  
F.J.Harlow to M.Fountain 1st July 1941  
F.J.Harlow to M.Fountain 24th June 1941  
M.Fountain to F.J.Harlow 25th March 1941  
F.J.Harlow to M.Fountain 30th July 1942  
F.J.Harlow to M.Fountain 24th June 1942  
F.J.Harlow to M.Fountain 17th Dec. 1943  
(Personal) F.J.Harlow to M.Fountain 12.12.43  
F.J.Harlow to M.Fountain 22nd March 1943  
F.J.Harlow to M.Fountain 19th March 1943  
F.J.Harlow to M.Fountain 18th March 1943  
(Personal) F.J.Harlow to M.Fountain 16.3.43  
F.J.Harlow to M.Fountain 1st Feb. 1943  
F.J.Harlow to M.Fountain 5th Oct. 1944  
F.J.Harlow to M.Fountain 7th Nov. 1944  
(Copy) M.Fountain to F.J.Harlow 6th June 1944  
F.J.Harlow to M.Fountain 2nd June 1944  
F.J.Harlow to M.Fountain 9th May 1944  
(Personal) F.J.Harlow to M.Fountain 24.5.44

To Miss Bell from Miss Fountain 3rd June, 1943.  
Confirmation of offer of place in College.  
10th February 1945. During period away from  
College.

25th May 1945. Ref. M. of Ed. Circular 40  
(17th April, 1945).

25th May 1945. Rec. approach be made to Ministry  
of Labour and National Service return to complete  
course.

To Miss Bell from Staff C.C.P.E. 22nd September,  
1944.

Letter - personal J.F.Harlow to M.Fountain 24.11.45  
" J.F.Harlow to M.Fountain 11.12.45  
" J.F.Harlow to M.Fountain 5.12.45  
" copy G.N.Flemming to F.J.Harlow  
30.11.45  
" F.J.Harlow to M.Fountain 23.11.45  
" F.J.Harlow to M.Fountain 22.11.45  
" copy F.J.Harlow to Miss Tuck 5.12.45  
" F.J.Harlow to M.Fountain 17.10.45  
" personal F.J.Harlow to M.Fountain 8.8.45  
" F.J.Harlow to M.Fountain 1.8.45  
" F.J.Harlow to M.Fountain 24.4.45  
" copy F.J.Harlow to Sec. M. of Ed.  
23.4.45

F.J. Harlow, M.B.E., Ph.D., B.Sc. (London)

Letter - personal F.J.Harlow to M.Fountain 27.3.45  
" F.J.Harlow to M.Fountain 20.3.45  
" F.J.Harlow to M.Fountain 15.3.45  
" personal F.J.Harlow to M.Fountain 25.1.46  
" copy Mrs. L. Malone to F.J.Harlow  
21.1.46

CLARK, R.

The effect of a Further College Session in Borth  
1946-47. Personal notes.  
Personal letter to Miss Fountain. Thurs. July  
12th 1945.

Chelsea College of Physical Education - letters  
To Old Students from Hon. Secretary and Chairman -  
March 1930.  
College Crisis:

Copy - Miss Fountain to Dr. Harlow 25 April 1946  
Letter - Prof. Appleton to M.Fountain 12 March 1946  
" - " " " " 24 April 1946  
" - Thomas Jones to M.Fountain 19 March 1946  
" - A. Clow Ford to M.Fountain 14 Feb. 1946  
Copy - M.Fountain to Dr. Harlow 20 Feb. 1946  
" - M.Fountain to Miss E.A.Jones 20 Feb. 1946  
" - M.Fountain to Mr. Clow Ford 1 March 1946  
" - M.Fountain to Miss A.Rogers 11 March 1946  
" - Miss Fountain to Editor of The Times  
" - Miss Clark (Chairman O.S.A.) to Editor  
of The Times  
Letter - Miss E.A.Jones, Hon. Secretary A.H.M. to  
M.Fountain (5.2.46)  
" - Miss E.A.Jones, Hon. Secretary A.H.M. to  
M.Fountain (19.2.46)



Chelsea College of Physical Education - letters  
(continued)

- Letter - Miss E.A.Jones, Hon. Secretary A.H.M. to M.Fountain (6.3.46)
- " - Dr. M.S.Smith, President A.H.M. to M.Fountain (19.3.46)
- " - Dr. M.S.Smith, President A.H.M. to M.Fountain (12.3.46)
- " - E.B.Jeffery to M.Fountain (15.4.46)
- " - E.M.Humphreys for L.Farrer-Brown, the Nuffield Foundation 18.4.46 (appointment)
- " - L.Farrer-Brown - ref. Dr. Thomas Jones (10.4.46)
- " - Dr. Thomas Jones - reports etc. sent to L.Farrer-Brown (5.4.46)  
Ref. Letter Cadbury - praise for Chelsea also sent to L.Farrer-Brown
- Copy - M.Fountain to Dr. T.Jones 2.4.46
- " - ref. inter. Nuffield Trust and proposed Degree in P.Ed.
- " - M.Fountain to Dr. Harlow 14.3.46  
Ref. approach to Nuffield Trust and support of Head Mistresses Association.
- " - M.Fountain to Miss E.A.Jones, Hon. Secretary H.M.A. (11.2.46) acknowledging letter and compliments to C.C.P.E.
- Letter - Miss E.A.Jones to M.Fountain Feb. 14, 1945.
- " - Dr. Harlow to M.Fountain ref. meeting with Mr. Aspden D. of E. Eastbourne 11.45 a.m. Monday, 25th February 1946.
- " - Dr. Harlow to M.Fountain 7 March 1946.
- Copy - M.Fountain to Dr. Harlow 28th January 1946.
- " - M.Fountain to Dr. Harlow 16th February 1946.  
(ref. letters to Editor of The Times from H.M.A., Miss Spafford)  
(letters from Clow Ford and Prof. Appleton).
- " - M.Fountain to Dr. Harlow 26th June 1946.
- " - M.Fountain to Dr. Harlow 19th June 1946 plus notes.
- Letter - Dr. Smith to M.Fountain 4th June 1946
- Copy - Dr. Smith to Miss Wilkinson (M. of Ed) 4th June 1946.
- " - Head Mistress to Dr. Smith 22nd June 1946.
- " - Dr. Smith to Miss Moyse
- Letter - Miss Moyse to M.Fountain 7th June 1946.
- " - Miss Moyse to M.Fountain 30th May 1946.
- " - M.Fountain to Dr. Harlow 13th June 1946.
- " - M.Fountain to Dr. Harlow 28th January 1946.
- Copy - M.Fountain to Dr. Harlow 3rd May 1946
- Letter - from Yvonne Moyse P.R.O. L.P.E.A. to M.Fountain - ref. letters to Dr. Smith (H.M.A.) and M. of Ed. and Press.
- " (Personal) from Phyllis Spafford to M. Fountain 30th May 1946.
- " from Phyllis Spafford to M.Fountain 22nd May 1946.
- Copy - M.Fountain to Phyllis Spafford 25th May 1946.
- " - M.Fountain to Dr. Smith (President H.M.A.) 25th May 1946.

Chelsea College of Physical Education - letters  
(continued)

Copy - M.Fountain to Dr. Smith 5th June 1946.  
 " - M.Fountain to Dr. Harlow 15th July 1946.  
 " - M.Fountain to Dr. Hughes (L.C.C.)  
 15th July 1946.  
 " - M.Fountain to Mr. Aspden 15th July 1946.  
 " - M.Fountain to Old Students - express  
 thanks for letters and messages. A.G.M.  
 12th April 1946.  
 " - M.Fountain to applicants 1946.  
 " - M.Fountain to 1946 entrants. 2nd Feb. 1946.  
 " - M.Fountain to Old Students Feb. 1946.  
 " - M.Fountain to 1946 entrants ref.  
 Physiology - new reg. C.S.P.  
 " - M.Fountain to Old Students 20th Feb. 1947.  
 Letter - Tom Jones to Miss Rogers 15th March 1946,  
 confirming meeting.  
 " - (Confidential) Dr. Harlow to M.Fountain  
 (in personal writing) 28.3.46.  
 Copy - M.Fountain to Dr. Jones 2nd May 1946.

Letter from The Education Officer L.C.C. to  
Principal of the Polytechnic 16 January 1947.

Letters to Miss Fountain from Heads of Schools

The National School, B.L.Jones, 23 June 1948.  
County Primary School, E.Wm. James, 28 June 1948.  
Cuimpadurn School, Aberystwyth, P. Davis, 29 June  
1948.  
Penparcaul Primary School, Aberystwyth, J.L.Thomas  
28 June 1948.  
Alexandra Road Girls' School, S.Watkins 23 June 1948.  
Commings Loch C.P. School (No. 104), M.C.Jones,  
28 June 1948.  
Aberystwyth Infants' School (No. 4), E.G.Morgan,  
23 June 1948.  
County School, Machynlleth, Mary Saunders,  
28 June 1948.  
Yr. Ysgol Gymraeg, Lluest, Aberystwyth, Norah  
Isaacs, 30 June 1948.  
Rhydypennan School, Llandre, Card., E.D.Jones,  
5 July 1948.  
 Copy of letter to schools.  
 List of schools.

Letter from Chairman Public Hall Committee, Borth,  
J. Butterworth, 7.7.48.

Letter from Station Master, Builth Wells,  
Breconshire, J.H. Johnson, 28/6/48.

Letters M. Fountain to Old Students

1. Golden Jubilee Celebration dated 15.2.49.
2. Time of resignation. 6th July 1949.
3. Appointment. Miss Cater as Principal  
 1st December 1949.

London University

London Diploma in Theory and Practice of Physical Education.

Letter P. Spafford to M. Fountain 11.12.41  
 " A. Clow Ford to M. Fountain 21.11.41  
 " M. Stansfeld to M. Fountain 28.11.41  
 " G. MacLaren to M. Fountain 29.11.41  
 " M. Fountain to Miss MacLaren 26.11.41 (Copy)  
 " M. Fountain to Miss Stansfeld 26.11.41 "  
 " F.J. Harlow to M. Fountain 20.12.43  
 Agenda Advisory Committee\* 22.1.42  
 Minutes Advisory Committee\* 17.5.39  
 Agenda Advisory Committee\* 10.12.43  
 Memo on Physical Education 28.1.44  
 Minutes Advisory Committee D.T.P.P.E.\* 22.1.42  
 \* Diploma in Theory and Practice of Physical Education.

Correspondence ref. Menstruation and rest from  
 Gymnastics, Games and Dance.

Letter - R.J. Barm - Bristol  
 E. Arnold - London  
 J.N. Bryd - Donegal  
 May Thorne - Harley Street  
 G. Daks - Caxton Street  
 A.S. Underhill - W. Bromwich  
 A.C. Lewis - C.P.T.C.  
 M. Scharlieb - Harley Street

Letter from Margaret Hughes  
 Sister Anne Sr. of Charity  
 Tinghui Orphanage & Hospital for the Poor  
 Sisters of Charity  
 Tinghai Chusan Island  
 Chekiang Province China.  
 July 1st 1946.

MEMORANDA

Accommodation - 14th November 1934.

British Medical Association

Physical Education Committee

Training of Teachers Sub-Committee

Memo - Training Teachers of Physical Education -  
 from Miss M. Davies. 1935.

College Statistics - Memo

1898 - 1938.

Comments on the Memorandum from the Board of  
 Education re C.P.T.C.

Confidential Memos

Principal to M. Fountain 25.10.37 'Future of the  
 College'.

Undated - Work and Future of College with 1936/37  
 material.

Memo. J.F. Harlow to M. Fountain 27.10.34  
 " J.F. Harlow to M. Fountain 17.2.39  
 " J.F. Harlow to Staff 1st July 1941

Memo's.

- 1) Reasons for present Impasse. (M. Fountain)
- 2) Post War requirements C.C.P.E. 12th October 1943  
(M. Fountain)
- 3) Principal to Gov. 28.3.46
- 4) Draft Copy - letter from Ling Physical Education  
Association.  
Dr. Smith, President to Association of Head  
Mistresses.  
G.N. Fleming M. of Ed.
- 5) Draft Copy - letter to Press from L.P.E.A. on  
behalf of Chelsea.

Memo - Students - Financial Assistance. 1939-42.

Memorandum - Principal points to be considered -  
Inspection Polytechnic October 31st 1913.  
Prepared by D. Wilke.

Memorandum to members of the Staff. 3rd April  
1946. F.J. Harlow, Principal.

Memorandum to Minister of Education on Chelsea  
College of Physical Education 23rd April 1945.

McNair Report

- a) A.T.C.D.E. Executive Resolution 26th May 1944.
- b) Memo A.D. Munrow, Birmingham University  
November 1943 - evidence to McNair Committee.
- c) Memo on McNair Report - University of London  
Training Colleges Delegacy.

MINUTES

Chelsea College of Physical Education -  
Academic Board Minutes

- (1) 1966 - 68
- (2) 1968 - 70 (April)
- (3) 1970 - 70 April to December
- (4) 1971 - 71 January to June
- (5) 1972 - 74 September to July

Chelsea College of Physical Education  
Curriculum Committee.

File 1. October 1969 - February 1974.

County Borough of Eastbourne  
Minutes of the Council and Education Committee  
November 1945 - October 1946.

Education Committee:

Tuesday 29th January 1946 Min. 2 p. 50  
 Tuesday 26th February 1946 Min. 9 p. 63  
 Tuesday 26th March 1946 Min. 10 p. 83  
 Tuesday 25th June 1946 Min. 5 p. 130  
 Tuesday 22nd October 1946 Min. 4 pp. 185-6  
November 1946 - October 1947  
 Tuesday 20th February 1947 Min. 6 CCPE p. 66  
 Tuesday 25th March 1947 Min. 3 CCPE p. 79  
 Tuesday 27th May 1947 Min. 7 CCPE p. 106  
 Tuesday 21st October 1947 Min. 3 CCPE pp. 175-6

County Borough of Eastbourne  
Minutes of the Council and Education Committee  
Education Committee (continued)

November 1947 - June 1948

Tuesday 25th November 1947 Min. 3 CCPE p. 19  
Tuesday 23rd March 1948 Min. 5 CCPE p. 86  
Tuesday 27 April 1948 Min. 4 CCPE pp. 103-105

July 1948 - May 1949

Tuesday 20th July Min. 4 Capital Ex. pp. 15-16  
Tuesday 28th September Min. 3(c) CCPE p. 39  
Tuesday 26th October Min. 10 CCPE p. 58  
Tuesday 21st December Min. 5 CCPE p. 90  
Tuesday 26th April Min. 5 CCPE p. 163

May 1949 - April 1950

Tuesday 24th May 1949 Min. 17 CCPE p. 5  
Tuesday 26th July 1949 Min 5 H.L. p. 56  
and Min. 8 CCPE

May 1950 - April 1951

Friday 2nd June 1950 Min. 8 CCPE p. 10  
Tuesday 27th June 1950 Min 6 CCPE p. 28  
Tuesday 31st October 1950 Min. 8 F.Ed.S.c. p. 89  
Tuesday 3rd April 1951 Min. 5 Art of G. p. 172  
Tuesday 3rd April 1951 Min. 8 CCPE p. 172  
Tuesday 1st May 1951 Min. 9 CCPE pp. 194-5

May 1951 - April 1952

Tuesday 26th June 1951 Min. 4 CCPE p. 26  
Tuesday 25th September 1951 Min. 10 CCPE p. 69  
Tuesday 1st January 1952 Min. 3 CCPE p. 119  
Tuesday 26th February 1952 Min. 6 CCPE p. 149

May 1952 - April 1953

Thursday 26th June 1952 Min. 5 Cap. Exp. p. 26  
Thursday 24th July 1952 Min. 3 CCPE p. 42  
Thursday 25th September 1952 Min. 4 CCPE p. 59  
Thursday 25th September 1952 Min. 5 Tr.C. p. 59  
Thursday 23rd October 1952 Min. 4 Tr.C. p. 72  
Thursday 20th November 1952 Min. 6 CCPE p. 85  
Thursday 18th December 1952 Min. 3 CCPE p. 98  
Thursday 19th February 1953 Min. 6 CCPE p. 132  
Min. 7 Tr.C.

May 1953 - April 1954

Thursday 25th June 1953 Min. 3 Cap. Exp. p. 29  
Thursday 25th June 1953 Min. 4 CCPE p. 30  
Thursday 23rd July 1953 Min. 4 CCPE p. 42  
Thursday 24th September 1953 Min. 5 CCPE p. 58  
Thursday 19th November 1953 Min. 4 CCPE p. 80  
Thursday 17th December 1953 Min. 5 Hindsland p. 95  
Thursday 18th February 1954 Min. 6 CCPE p. 119

May 1954 - April 1955

Thursday 27th May 1954 Min. 17 CCPE p. 11  
Thursday 24th June 1954 Min. 9 Cap. Exp. p. 32  
Thursday 24th June 1954 Min. 11 Tr.C. p. 33  
Thursday 18th November 1954 Min. 11 CCPE p. 96  
Thursday 16th December 1954 Min. 5 CCPE p. 109  
Thursday 27th January 1955 Min. 5 CCPE p. 127  
Thursday 24th February 1955 Min. 4 Cap. Exp. p. 139  
Thursday 24th February 1955 Min. 6 CCPE p. 140  
Thursday 28th April 1955 Min. 9 CCPE p. 175

County Borough of Eastbourne  
 Minutes of the Council and Education Committee  
Education Committee (continued)

May 1955 - April 1956

Friday 27th May 1955 Min. 10 CCPE p. 6  
 Thursday 23rd June 1955 Min. 3 Cap. Exp. p. 32  
 Thursday 27th October 1955 Min. 4 CCPE p. 86  
 Thursday 22nd December 1955 Min. 5 CCPE p. 119  
 Thursday 26th January 1956 Min. 9 CCPE p. 134  
 Thursday 23rd February 1956 Min. 6 CCPE p. 148  
 Thursday 22nd March 1956 Min. 5 CCPE p. 164  
 Thursday 26th April 1956 Min. 10 Sus. Un. p. 184  
 Thursday 26th April Min. 14 CCPE p. 185

May 1956 - 57

Thursday 21st June 1956 Min. 4 Cap. Exp. p. 29  
 Thursday 19th July 1956 Min. 5 CCPE p. 51  
 Thursday 25th October 1956 Min. 6 CCPE p. 92  
 Thursday 20th December 1956 Min. 5 CCPE p. 121  
 Thursday 25th April 1957 Min. 6 CCPE p. 187

May 1957 - April 1958

Thursday 20th June 1957 Min. 3 Cap. Exp. p. 29  
 Thursday 20th June 1957 Min. 8 CCPE p. 30  
 Thursday 19th December 1957 Min. 4 CCPE p. 126  
 Thursday 24th April 1958 Min. 4 CCPE p. 196

May 1958 - April 1959

Thursday 26th June 1958 Min. 4 Cap. Exp. p. 28  
 Thursday 24th July 1958 Min. 5 CCPE p. 49  
 Thursday 23rd October 1958 Min. 5 Tr.C.Ex. p. 90  
 Thursday 23rd October 1958 Min. 6 CCPE p. 91  
 Thursday 18th December 1958 Min. 5 Com. Gr.B.

p. 120

Thursday 19th February 1959 Min. 8 CCPE p. 151

May 1959 - April 1960

Thursday 21st May 1959 Min. 10 CCPE p. 5  
 Thursday 23rd July 1959 Min. 3 CCPE p. 44  
 Thursday 22nd October 1959 Min. 4 CCPE p. 79  
 Thursday 17th December 1959 Min. 9 CCPE p. 112  
 Thursday 21st January 1960 Min. 5 CCPE p. 125  
 Thursday 25th February 1960 Min. 6 CCPE p. 138  
 Thursday 24th March 1960 Min. 8 CCPE p. 157  
 Thursday 21st April 1960 Min. 6 CCPE p. 176

May 1960 - April 1961

Thursday 23rd June 1960 Min. 8 CCPE p. 24  
 Appendix p. 30

Thursday 21st July 1960 Min. 4 CCPE p. 48  
 Thursday 22nd September 1960 Min. 3 CCPE p. 65  
 Thursday 20th April 1961 Min. 5 CCPE p. 169

May 1961 - April 1962

Thursday 25th May 1961 Min. 9 CCPE p. 4  
 Thursday 22nd June 1961 Min. 6 CCPE p. 22  
 Appendix p. 29

Thursday 20th July 1961 Min. 5 Bernersmeade p.46  
 Thursday 19th October 1961 Min. 3 CCPE p. 87  
 Thursday 14th December 1961 Min. 5 E.Tr.C. p.119  
 Thursday 22nd February 1962 Min. 3 CCPE p. 152

May 1962 - April 1963

Thursday 21st June 1962 Min. 5 CCPE p. 26  
 Thursday 20th December 1962 Min. 5 CCPE p. 102  
 Thursday 21st February 1963 Min. 5 CCPE p. 130  
 Thursday 21st March 1963 Min. 4 CCPE p. 142  
 Thursday 25th April 1963 Min. 7 CCPE p. 161

County Borough of Eastbourne  
Minutes of the Council and Education Committee  
Education Committee (continued)

May 1963 - April 1964

Thursday 18th July 1963 Min. 3 CCPE p. 40  
Thursday 24th October 1963 Min. 5 CCPE p. 78  
Thursday 19th December 1963 Min. 6 CCPE p. 115  
Thursday 20th February 1964 Min. 6 CCPE p. 146

May 1964 - April 1965

Thursday 21st May 1964 Min. 10 CCPE p. 7  
Thursday 23rd July 1964 Min. 12 CCPE p. 57  
Thursday 22nd October 1964 Min. 6 T.C.NAe St. p. 106  
Thursday 17th December 1964 Min. 9 CCPE & Etc. p. 145  
Thursday 18th February 1965 Min. 4 CCPE p. 185

May 1965 - April 1966

Thursday 27th May 1965 Min. 7 CCPE p. 10  
Thursday 24th June 1965 Appendix p. 46  
Thursday 23rd September 1965 Min. 3 U. of S.  
S. of Ed. p. 73

Thursday 21st October 1965 Min. 3 CCPE p. 91  
Thursday 16th December 1965 Min. 6 CCPE p. 128  
Thursday 24th February 1966 Min. 3 CCPE p. 170  
Thursday 24th March 1966 Min. 2 Cost. p. 181

May 1966 - April 1967

Thursday 26th May 1966 Min. 9 CCPE p. 7  
Thursday 23rd June 1966 Min. 6 CCPE p. 30  
Thursday 23rd June 1966 Appendix p. 43  
Thursday 21st July 1966 Min. 5 CCPE p. 58  
Thursday 22nd September 1966 Min. 8 CCPE p. 86  
Thursday 20th October 1966 Min. 7 CCPE p. 108  
Thursday 17th November 1966 Min. 4 CCPE p. 125  
Thursday 15th December 1966 Min. 5 CCPE p. 148  
Thursday 19th January 1967 Min. 3 CCPE p. 165  
Thursday 18th February 1967 Min. 3 Govt. of C.  
p. 181

Thursday 18th February 1967 Min. 5 CCPE p. 183  
Thursday 16th March 1967 Min. 2 CCPE p. 191

May 1967 - April 1968

Thursday	22nd	June 1967	Min. 4	Gov. of C. p. 30
Thursday	22nd	June 1967	Min. 6	CCPE p. 31
Thursday	22nd	June 1967	Min. 7	CCPE p. 33
Thursday	22nd	June 1967	Min. 8	CCPE p. 35
Thursday	21st	September 1967	Min. 6	CCPE p. 74
Thursday	19th	October 1967	Min. 5	CCPE p. 97
Thursday	19th	October 1967	Min. 6	CCPE p. 100
Thursday	16th	November 1967	Min. 3	CCPE p. 117
Thursday	14th	December 1967	Min. 9	CCPE p. 143
Thursday	25th	January 1968	Min. 7	CCPE p. 165

May 1968 - April 1969

Thursday 27th June 1968 Min. 3 Gov. of Coll. p. 33  
Thursday 24th October 1968 Min. 4 CCPE p. 95  
Thursday 23rd January 1969 Min. 5 CCPE p. 149  
Thursday 20th February 1969 Min. 3 Gov. of Coll.  
p. 165

Thursday 20th March 1969 Min. 7 CCPE p. 182

May 1969 - April 1970

Thursday 26th June 1969 Min. 3 Govt. of Coll. p. 23  
Thursday 26th June 1969 Min. 6 CCPE p. 26  
Thursday 24th July 1969 Min. 5 Govt. of Coll. p. 47  
Thursday 19th March 1970 Min. 4 CCPE p. 167

County Borough of Eastbourne  
Minutes of the Council and Education Committee  
Education Committee (continued)

May 1970 - April 1971

Tuesday 9th June 1970 Min. 7 Cap. Exp. p. 33  
Appendix p. 41

Thursday 24th September 1970 Min. 4 CCPE p. 67

Thursday 22nd October 1970 Min. 4 CCPE p. 92

Thursday 19th November 1970 Min. 2 CCPE p. 103

Thursday 18th March 1971 Min. 6 CCPE p. 171

Thursday 18th March 1971 Min. 8 CCPE p. 172

May 1971 - April 1972

Thursday 22nd July 1971 Min. 6 CCPE p. 40

Thursday 21st October 1971 Min. 3 Cap. Exp. p. 87  
Appendix p. 95

Thursday 23rd March 1972 Min. 3 CCPE p. 177

Thursday 23rd March 1972 Min. 6 CCPE p. 179

May 1972 - April 1973

Thursday 25th January 1973 Appendix p. 122

Thursday 22nd March 1973 Min. 6 Educ. p. 150

May 1973 - April 1974

Thursday 12th July 1973 Min. 7 Gov. B. p. 22

Thursday 12th July 1973 Min. 8 Educ. p. 23

Thursday 24th May 1973 Min. 6 Gov. B. p. 2

County Borough of Eastbourne  
Minutes of the Council and Education Committee  
May 1949 - April 1950

Education Planning Sub-Committee

Tuesday 5th July 1949 - Com. 19th July Min. 2  
pp. 48-50

May 1950 - April 1951

Tuesday 19th September 1950 Min. 6 CCPE p. 63

County Borough of Eastbourne  
Minutes of the Council and Education Committee  
November 1945 - October 1946

Secondary and Further Education Sub-Committee

Monday 21st January 1946

Minute 11 Training Colleges p. 39

Monday 18th February 1946

Minute 7 Training of Teachers p. 56

Monday 15th April 1946

Minute 9 C. of P.E. for Women p. 87

Monday 17th June 1946

Minute 12 Chelsea C.P.E. p. 123

Monday 15th July 1946

Minute 10 C.C.P.E. pp. 138-139

Monday 14th October 1946

Minute 13 C.C.P.E. pp. 174-175

November 1946 - October 1947

Monday 18th November 1946 Min. 20 CCPE p. 8

Monday 16th December 1946 Min. 9 CCPE pp. 22-23

Monday 21st April 1947 Min. 7 CCPE p. 86



County Borough of Eastbourne  
Minutes of the Council and Education Committee  
November 1947 - June 1948

Further Education Sub-Committee

Tuesday 9th December 1947 Min. 4 CCPE p. 25  
Tuesday 13th January 1948 Min. 7 CCPE p. 42  
Tuesday 10th February 1948 Min. 2 CCPE p. 57  
Tuesday 13th April 1948 Min. 5 U.L.I. of E. A.T.O.  
p. 95

Tuesday 8th June 1948 Min. 4 CCPE p. 129

July 1948 - May 1949

Tuesday 6th July 1948 Min. 6 CCPE p. 7  
Tuesday 14th September 1948 Min. 8 CCPE p. 26  
Tuesday 12th October 1948 Min. 5 CCPE p. 47  
Tuesday 7th December 1948 Min. 5 CCPE p. 78  
Tuesday 18th January 1949 Min. 3 Play F. for T.C.  
p. 96

Tuesday 15th February 1949 Min. 2 Play F. for T.C.  
p. 113

Tuesday 15th March 1949 Min. 2 T.C. for W.T. and  
CCPE p. 132

and Min. 4 CCPE p. 133

Tuesday 12th April 1949 Min. 7 CCPE p. 151

May 1949 - April 1950

Tuesday 14th June 1949 Min. 6(d) p. 14

and Min. 7 CCPE p. 15

Tuesday 12th July 1949 Min. 8 Tr. Coll. p. 41  
Tuesday 13th September 1949 Min. 6 Hindsland p. 68  
Tuesday 18th October 1949 Min. 6 CCPE pp. 85-6  
Tuesday 15th November 1949 Min. 4 CCPE pp. 105-6  
Tuesday 13th December 1949 Min. 7 CCPE p. 121  
Tuesday 17th January 1950 Min. 5 CCPE pp. 136-7  
Tuesday 14th February 1950 Min. 3 CCPE pp. 147-8  
Tuesday 14th March 1950 Min. 3 CCPE p. 161  
Tuesday 11th April 1950 Min. 4 CCPE p. 176

May 1950 - April 1951

Tuesday 13th June 1950 Min. 13 CCPE p. 17  
Tuesday 11th July 1950 Min. 5 CCPE p. 37  
Tuesday 12th September 1950 Min. 9 CCPE pp. 54-55  
Tuesday 17th October 1950 Min. 6 CCPE p. 74  
Tuesday 7th November 1950 Min. 5 CCPE p. 95  
Tuesday 12th December 1950 Min. 6 CCPE p. 112  
Tuesday 16th January 1951 Min. 2 CCPE p. 124  
Tuesday 13th March 1951 Min. 3 CCPE p. 161  
Tuesday 17th April 1951 Min. 4 CCPE p. 181

May 1951 - April 1952

Tuesday 11th September 1951 Min. 5 CCPE p. 56  
Tuesday 16th October 1951 Min. 4 Tr. Colls. p. 73  
Tuesday 11th December 1951 Min. 5 CCPE p. 110  
Tuesday 11th March 1952 Min. 5 Tr. Colls. p. 154

County Borough of Eastbourne  
Minutes of the Council and Education Committee  
November 1946 - October 1947

General Purposes and Finance Sub-Committee

Tuesday 16th September 1947 Min. 3 p. 153

November 1947 - June 1948

Tuesday 18th November 1947 Min. 7 CCPE p. 12  
Tuesday 20th January 1948 Min. 6 CCPE p. 46

County Borough of Eastbourne  
 Minutes of the Council and Education Committee  
General Purposes and Finance Sub-Committee (contd.)  
May 1949 - April 1950

Tuesday 22nd November 1949 Min. 2 CCPE p. 110

Finance

Tuesday 18th April 1950 Min. 8 CCPE p. 180

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 College of Physical Education

1958 - 1967 (20.6.58 - 4.12.67)

1968 - 1974 (16.2.68 - 12.3.74)

MISCELLANEOUS

Copy - Agreement between proprietor of Grand Hotel  
 Borth and Principal on behalf of Governing  
 Body.

EVENING CLASSES

1928-29 - Circular No. 15.

Chelsea Polytechnic, Manresa Road, Chelsea, S.W.3

1930-31 - details

1935-36 - "

1939 - "

1935 - "

1937-38 - "

1936-37 - "

1938-39 - "

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Anatomy

Chemistry

Mechanics and Physics

Games

Swimming

Hygiene

C.S. M.M.G. An. and Phy.

Theory of Movements

DORETTE WILKE

L.C.C. Exams

May, June, July 1907 at Thornhill Road

Tottenham Road

Commercial Street

Eden Grove Convent

L.C.C. Tr. Coll -

Grayswick Road

Old Woolwich Road

Comments and Grades - Personal performance 30

Teaching 70

Total 100

Transfer of Chelsea College of Physical Education  
to Eastbourne

Education Authority

Housed at County Hall, London.

File 8

" 7

" 5

" 9

" Ed. 676

" 10

Transfer of Chelsea College of Physical  
Education to Eastbourne  
Education Authority

Housed at County Hall, London. (continued)

EO/TRA/ 3/5  
3/6  
3/7  
3/8  
3/9  
3/10  
Ed 676

HOUSE RULES AT BORTH

One Year Course

1. 1935-36 Notes.
2. 1930-39 Notes - M. Fountain.
3. Letter from Miss Winifred Mercier M.A.(Oxon)  
Principal Whitelands College to M. Fountain  
23rd March
4. Letter from N. Palmer (HMI P.T.) to  
M. Fountain 22.2.33.
5. Copy letter from Mercier to Mr. Offé  
13th January 1933.
6. Information ref. one year course.
7. Time Table - one year course.

5.10.15 yr. Principal's Questionnaires to  
Old Students

<u>Q.</u>		<u>Year</u>
1965	-	1960
1969	-	1964
1969	-	1959

Questionnaire to Old Students

Statistics - Domina - 1911  
Domina - 1926

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Battersea Polytechnic

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8th June 1901  
Friday, 24th October 1902.

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<u>Daily Express</u>	March 12th 1901
<u>Daily Express</u>	December 18th 1900

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- b) Physical Education in Schools 9th Dec. 1903.

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Physical Education 8th December 1903.

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29 June 1904 and 7th December 1905 -  
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<u>Eastbourne Herald</u>	Saturday, January 29th 1949 pp. 1 and 7
<u>Eastbourne Gazette</u>	Wednesday, February 9th 1955 pp. 1, 3 and 5
<u>Eastbourne Review</u>	February 1949 Vol. 3 No. 12 (Chelsea College shows its paces) pp. 8 and 21-22
<u>Eastbourne Chronicle</u>	Friday, February 4th 1949 p. 3
<u>Eastbourne Gazette</u>	Wednesday, February 2nd 1949 p. 7
<u>Eastbourne Herald</u>	Saturday, February 5th 1949 (Report and Photo. Luncheon and Gift)
<u>Eastbourne Gazette</u>	Wednesday, June 9th 1954 p. 20
<u>Eastbourne Gazette</u>	Wednesday, October 28th 1953
<u>Eastbourne Gazette</u>	Wednesday, July 2nd 1958

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 c. Dr. F.C. Shrubbsall.  
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