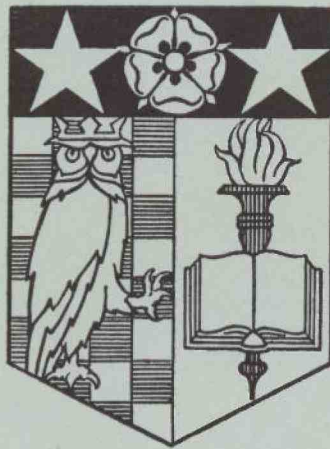


A SHORT HISTORY OF
THE CITY OF LEEDS
TRAINING COLLEGE



1907 - 1957

THE CITY OF LEEDS TRAINING COLLEGE

1907-1957

PART I

1907 - 1933

ON THE 9TH. OF MARCH, 1906, a letter appeared in "The Yorkshire Post," signed "A Trained Teacher," protesting against a decision of the North Riding Education Committee to pay £10 a year more at the maximum of the salary scale to a trained teacher than to an untrained but still certificated teacher. The writer maintained that scarcely one half of those who passed the examination qualifying for entry to a training college could find places in any college in the country.

In Leeds the position of the intending teacher was worse than the average. In the same year, 1906, of one hundred and nine Leeds pupil teachers qualified for entrance to a training college only twenty-three found places. The result was, as a contemporary document puts it, "that a great hardship has been inflicted upon a considerable number of pupil teachers inasmuch as they have been compelled to study for their teaching certificates in a somewhat haphazard fashion by means of evening classes and private tuition and they accordingly enter upon their profession suffering a great disadvantage which handicaps them throughout life."

A further result was that of the assistant teachers in Leeds schools in 1906 only one quarter were college trained; another quarter were the pupil teachers themselves, working in the schools one half of the week and attending the Pupil Teachers' Centre for instruction during the other half. When the City of Leeds Training College, whose Jubilee we are now celebrating, was opened in 1907 there were eleven hundred applications for the 137 places available.

It was this lack of training college places which had moved the Board of Education, in 1906, to undertake to pay 75 per cent. of the capital cost of establishing new training colleges and thus made possible the building of the Leeds college at no inordinate expense to the Leeds ratepayers.

"It seems a long time ago," writes Mr. G. E. Wilkinson, "since Graham, Kinder and a few others decided to have a Training College so that they could be sure of having a good choice of new trained teachers. I recall very clearly being away at Bridlington when Parsons and I walked on the sands and he startled me by saying that there was to be a new Training College and that in all probability he would be the new Principal. It seemed incredible, for in those days educational affairs moved slowly, and somehow it was difficult to imagine a world of education in which there would be other Training Colleges than Borough Road, York St. John's, Battersea, St. Mark's . . . We did not realise that we were on the eve of great changes."

The Leeds Sub-Committee for Higher Education first discussed, "in a preliminary way," the question of training college accommodation on the 19th. June, 1906 but it was not until the 18th. July, 1907 that the following resolution was passed:

"That the building in Woodhouse Lane which until recently accommodated the Leeds Girls' High School be rented for the purpose of the temporary Training College and the period for which the premises be taken be two years in the first instance, this period to be renewable if found necessary:

that the fees of all students admitted to the College be £15 per annum."

A small sub-committee was appointed "to proceed with the preliminary arrangements in connection with the College, including the appointment of Staff, etc."

"The building in Woodhouse Lane which until recently accommodated the Leeds Girls' High School" was what is now the Harewood Barracks. The accommodation there was limited. Science was taught at the Thoresby High School and Art in the School (now College) of Art. The library was a room some five yards square and the description of the lecture rooms as it occurs in the Handbook published on the occasion of the College's Coming of Age Celebrations will remind the Scarborough generation of students of those at High Cliff. They were "nothing better than bedrooms; the front desks were within a yard of the fire, and the blackboard, tutor's desk and tutor were squashed in the limited space left available."

The Education Committee reported on the 25th. September, 1907 that over a thousand applications for places had been received and that the following numbers had been accepted:

	Day	Hostel	Total
Men	21	20	41
Women	55	45	100

Two hostels were rented; Weetwood Grange for women and St. Ann's Hill (in St. Ann's Lane, Kirkstall) for men.

The first academic Staff were:

Acting Principal	Walter Parsons
English and Reading	G. E. Wilkinson
	Miss A. Bees
	C. F. Dent
Recitation	J. B. Crossley
Education	T. P. Holgate
History	C. F. Dent
	Miss Birdsell
Geography	W. Taylor
Mathematics	T. P. Holgate
	Miss Mackay
	T. E. Parkinson
Science	H. T. Todd
	Miss A. Crawshaw
Hygiene	Dr. Porter
Music	Miss A. E. Mitchell
	W. Godson
P.T.	R. E. Thomas
	Miss F. Morgan
Manual Instruction	S. Bearder
	J. Berry
Needlework	Miss A. E. Mitchell
French	Miss E. B. Goodfellow
	Monsieur Briquelot
Drawing	The Staff of the Art School

The College was formally opened on Saturday, the 19th. October, 1907, by Rowland H. Barran, Esq., one of the Members of Parliament for Leeds. The work of the College was reported to be in full swing.

The annual report of the Education Committee for 1907 summarises these events and adds:

"In the event of the City Council purchasing the Beckett's Park Estate it may be practicable to find sites on the Estate for permanent College Buildings."

By February, 1908 the Board of Education was reminding the Leeds Education Committee that approval of a temporary college had been given on the understanding that proposals would be submitted at a later date for the provision of a permanent college and asking what permanent arrangements were proposed in this matter.

Mr. Graham replied that the President of the Board had already approved the purchase of 25 acres of Beckett's Park under the impression that the whole of the Park was to be bought by Leeds Corporation, thus providing an open space on to

which the students could overflow; and that the college was for 200 to 250 students only. But the Park had not been bought by the Corporation and the Leeds Committee was proposing a college for 300 women and from 120 to 160 men. A site of 50 to 60 acres had been seen and approved by some of the Board's officials and Mr. Graham was now asking for grant on this considerably increased acreage. If the President would agree to this, "it is believed the Leeds Authority would lose no time in getting to work to provide permanent buildings for the Training College."

The Board replied on the 3rd. April that it would approve the acquisition of 35 acres; but on the 27th. May the Leeds Education Committee resolved on the purchase of an area not exceeding 40 acres "including the Mansion House, out-buildings, gardens and timber" and this resolution was approved by the City Council on the 3rd. June.

On the 22nd. of July, Mr. Graham was stressing the inadequacy of 40 acres for a college of 460 students. The Sub-Committee had already recommended the taking on lease for seven years of a further area of about 30 acres. "The Committee," he wrote to the Board,

"while considering economy at every turn desire to make the Training College one of the finest in the country and to have adequate playing fields in the vicinity . . . The 30 additional acres which the Committee propose taking on lease are intended for playing fields, and Lord Grimthorpe will, as far as his position as tenant for life enables him, grant to the Education Committee the option of purchase."

The Board's approval of the purchase of the forty acres was sent on the 30th. July.

On the conclusion of the negotiations, Lord Grimthorpe addressed the following letter to Alderman Kinder:

80, Portland Place,
London, W.
3rd. July, 1908.

"Dear Mr. Kinder,

I think we may all congratulate ourselves on the conclusion of the negotiations for the purchase of the house and grounds of Kirkstall Grange, and of the surrounding area, making 40 acres in all. I am quite certain that the price agreed upon, namely £1,200 an acre, will be considered a fair one, when it is remembered that it includes the house and extensive out-buildings, and the best land in the estate, and more especially when it is remembered that the concessions I have made reduce the price to £893 per acre. (The concessions are then specified) . . . I have also made various minor concessions and have met you as far as possible in regard to leasing you such land as you require, upon which I give you an option of purchase in so far as I can do so in the capacity of a life tenant. Whilst briefly setting forth the reasons which demonstrate that you have made no bad bargain for the City of Leeds, I wish to put on record my sense of the courtesy, consideration, patience and fairness of spirit with which your Committee has conducted these negotiations, for which I must ask you to accept and convey to them my best thanks.

Believe me that your courtesy and consideration will not be thrown away, and if any scheme can be evolved for acquiring a large open space for the permanent use of the public, I pledge myself and, as far as I can do so, the Trustees, to contribute my share of land towards the formation

of a Public Park. I trust that in no long course of time such a scheme will be devised and carried through on such lines as will confer a great benefit upon the people of Leeds, while laying no fresh burdens upon them. If this be the happy result of your labours you will certainly deserve, and I am sure that you will receive, grateful acknowledgments from the public, and no one will be more sincerely pleased than myself if I am able to show in a practical way, my affection for the City of my birth with which my family has been so long connected, and to which we are so proud to belong.

Believe me,
Yours truly,
GRIMTHORPE."

Amongst the conditions governing the sale were the stipulations that no part of the residue of the estate was to be sold for purpose of a racecourse; that no "noisome or offensive trade" was to be allowed on any part of the land surrounding the College; and that Churchwood, not included in the sale, was leased to the Education Committee for a period of seven years on payment of an acknowledgment of one shilling per annum.

Two years later, on the 12th. August, 1910, Lord Grimthorpe agreed to the sale of the 35 acres of playing field, already held on lease, to the Corporation at the rate of £550 an acre and added this paragraph to his letter:

"Seeing the advantage of the Training College to Leeds, and the need it has for the extension of its boundaries, I beg also to offer to the Corporation an additional area of 19 acres adjoining the land offered for purchase, so that I may have the pleasure of contributing my share to an Institution which so thoroughly deserves public support . . .

It is also understood that the woods on the land presented to the Corporation shall not be cut down but shall be retained as an ornament to the grounds round the Training College."

The purchase of the 35 acres subject to the sanction of the Board of Education was approved by the Corporation in October, 1910. The resolution also expressed the Corporation's "cordial thanks to Lord Grimthorpe for his generous gift of the additional area of 19 acres," which acres are, of course, those of Churchwood.

Application for the sanction of the Board of Education to buy the 35 acres of playing fields was made on the 18th. October, but the Board replied on the 2nd. January, 1911 that they could not consider the acquisition of the land absolutely essential to the efficiency of the Training College and it was not therefore possible for them to make any further building grant in respect of the acquisition of this site. The Board therefore had no authority to give or withhold sanction to the proposed purchase. Such sanction should be sought, the Board added, from the Local Government Board.

That application was duly made on the 18th. December, 1911 and approval was received on the 1st. January, 1912. The land was bought, presumably without the Board of Education's 75 per cent. grant, and with the 19 acres gift the site as it now exists was complete.

In the meantime the temporary training college had been having its successes and its troubles. By October, 1909 there were two hundred and fifty students in

the College and additional hostel accommodation had become necessary. Buckingham Villa (now Buckingham House and the home of the Leeds Housing Department) was rented for men: the College had already acquired its first footing on the present estate and the Kirkstall Grange was a women's hostel. In the same year the temporary college buildings in Woodhouse Lane had been bought by the War Office for the purpose of barracks and the students driven into complete segregation of the sexes. The women attended lectures at Lyndhurst, in North Grange Road; and the men at The Tower, on Woodhouse Cliff, near Delph Lane. In September, 1910 another men's hostel was secured at Cavendish Hall, adjacent to The Tower. Lyndhurst and The Tower proved inadequate as the educational centres and in October, 1911 possession was taken of the recently completed Kirkstall Road School. For the first time, all the College instruction was concentrated in one building. Lyndhurst and The Tower were retained as hostels.

In a letter to the Board in January, 1910, Mr. Graham spoke of the success of the temporary college. Ninety-three per cent. of the students had obtained appointments; Authorities had asked for more and praised those they had appointed. Men had been trained to teach not only general subjects but metalwork, physical drill, swimming and drawing. The Committee felt that these subjects were better taught by the competent class teacher than by travelling specialists. In the second year of the College's history nearly 700 candidates had applied for the 113 places available and the position was the same in the current year. "And we have taken no special steps to acquaint the country of the existence of the Training College."

The site in Beckett Park had not been bought without controversy. During the negotiations in 1908, a pamphlet was published in Leeds bearing the title "Kirkstall Grange Estate. Scandal, etc." It had been written by Mr. Walter Battle and could be obtained, gratis, on application to a Mr. Aspinall, of Queen Victoria Street, Leeds. In it was embodied a letter which had been sent to "The Yorkshire Post" and which contained the essence of Mr. Battle's objections. They were that the estate was much too expensive compared with other sites, especially considering its remoteness from tramway and all other traffic; that it was in one of the least desirable parts of Leeds for the object to which it was proposed to apply it. "Then let it be asked," he went on,

"what is the need of the additional education that is to be provided? Is it needed to enable those who receive it to fight the battle of life? I say 'No.' Pupil teachers are at a discount. Multitudes of young people who have qualified themselves are now unable to get employment as teachers. Those who advertise in 'The Yorkshire Post' for clerks will find themselves flooded with replies. I knew a case recently where a clerkship was advertised at a rate of wages of 25s. per week and the advertiser received 285 replies, many of them from well-educated men and women, eager to work for very low wages, lower than those paid to a bricklayer's labourer.

Does Mr. Kinder propose to offer a superior training to that offered by Principal Bodington and his colleagues at Leeds University? I venture to say that the training received at this admirable institution is immeasurably superior to that which would be afforded by any branch of the Leeds

Corporation. And the young people who find homes with families of good standing and repute in the neighbourhood of the College will be in a far more wholesome and desirable moral and domestic atmosphere than is likely to prevail in the 'hostels' to be provided."

As reinforcement to Mr. Battle, Mr. J. Dransfield, 15, Thornville Mount, Headingley, had written to the Board "at the request of a number of large rate-payers and influential gentlemen" asking that the Board's sanction to this scheme be refused, on the grounds that it was unnecessary and by far too costly, and requesting that a public enquiry be held before one of the Board's Inspectors at the Leeds Town Hall.

The enquiry was held. The Corporation's brief occupies some fifty type-written pages, not to mention "papers already handed in" and appendices, and covers every aspect of the question: the national and local need for additional training college places, the suitability of Leeds as a centre and the relative merits and prices of all the other sites available. The Corporation won its case and the Training College was built—on its site in Beckett Park.

The general pattern of the lay-out of the buildings had already been decided upon when, in September, 1909, the Education Committee issued its "Instructions to Architects and Conditions of Competition." Sir Aston Webb, C.B., R.A., F.R.I.B.A., had been appointed the Assessor of the competing architects' plans. The provisional plans provided by the Committee showed a detailed arrangement of the educational block and of the hostel blocks as approved by the Board of Education. These might be varied but the general internal arrangements had to be adhered to. The total amount which the Committee was prepared to spend on the educational block was £40,000. The architect whose design was awarded the first place was to be employed to carry out the work in connection with the educational block. (He also built Bronte Hall). The three or four architects whose designs were placed next in order of merit were to carry out the work on the hostels. In the schedule of accommodation required in the educational block is stated the general principle:

"The men and women will be taught separately, and the plans must be so arranged that the men and women are not in any particular portion of the building at the same time, except the Examination and Assembly Hall, Library and Museum. The Science Rooms, Art Rooms, Library and Gymnasium are to be planned so that they may be used by men and women at separate times."

Twenty-seven architects submitted designs and the awards for the erection of the college and southernmost hostel, with general control over the design of the remaining hostels, went to Mr. George W. Atkinson; and for the erection of the remaining six hostels to Mr. Albert E. Kirk, Mr. Sidney D. Kitson, Mr. William Peel Schofield and Messrs. Percy Richardson and Alban Jones.

The Board of Education described the plans submitted to them as showing "a finely conceived scheme and one that fully covers all educational requirements," but they considered the accommodation provided to be on a considerably more elaborate scale than was necessary for an efficient training college and than had actually been supplied in other training colleges. The estimated cost of the

building was larger than the limit of cost on which the Board's payments of building grants were calculated. Since the amount of instruction in science and drawing necessary for teachers in elementary schools was limited, the instruction, the Board thought, could be efficiently organised in half the amount of accommodation proposed. Separate music rooms were unnecessary; instruction in music could be given in the ordinary lecture rooms. Could not the entire back portion of the College be omitted and the provision for science and art be achieved by placing an additional storey on each of the side wings? The gymnasium might be built as a separate block. Cloakroom provision seemed somewhat excessive in view of the nearness of the College to the hostels; and the Sports Pavilion would also appear to be unnecessary for the same reason.

None of these alterations and omissions was made, but the squaring of costs to the Board's requirements must have taken much time and energy. Preliminary work on the estate was to have been begun by July, 1910; a legal quibble held it up and Mr. Graham's exasperation begins to show in even his official letters to the Board:

"These delays are most annoying," he wrote on the 23rd. July, 1910. "We have been working night and day to meet your original requirement that the College should be built and open in September 1911. If we can get on with the job at once this can be done and I had arranged with the Contractor to have steam navvies, traction engines and all his tackle on the site and at work on Monday next, the 25th. instant, and here we are held up . . . I have arranged to forgo my holiday and all my men engaged on this particular job are going without holidays this year in order that the work may be sent forward at the greatest possible speed, and this legal quibble raised by our Town Clerk simply brings us all to a standstill . . ."

In February, 1910, students coming to the temporary College were advised that the transfer to the permanent College would take place in September, 1911 and that the fees would then be raised to £20 a year: and in March of the same year a circular was addressed to local authorities all over the country asking that the reprint of an account of the College which had been published in "The Yorkshire Observer" might be brought to the notice of intending teachers and offering to reserve places for September, 1911 for any authority who might wish to have them. The West Riding had already reserved fifty places, Halifax and the East Riding twelve each—a practice which has not persisted.

But the buildings were not ready for occupation until 1912 and the Official Opening took place on Friday, the 13th. June, 1913.

It was, of course, a magnificent affair. The declaration that the College was open was made by The Right Honourable J. A. Pease, M.P., President of the Board of Education. A Lord Mayor's Luncheon at the Town Hall preceded the ceremony and (*autre temps, autre mœurs*) the Transport Department had been asked to arrange for two special tramcars to be in front of the Town Hall at 2.20 p.m. "to convey the Lord Mayor's Guests to the entrance to the Training College Estate at Beckett Park, Headingley." The Band of the VII Battalion Prince of Wales' Own West

Yorkshire Regiment (Leeds Rifles) played in the large Quadrangle from 2.0 to 3.0 p.m. and from 4.30 to 7 p.m. Alderman Fred Kinder, Chairman of the Governors of the College, took the Chair at 3.0 p.m. The Assembly sang "Now Thank We All Our God," the Bishop of Ripon read the Dedicatory Prayer, the Students of the College sang "O Gladsome Light" and Mr. Pease gave an address to the students and declared the College open. He was thanked three times and he replied. The Chairman was also thanked three times and he replied; the Assembly sang "God Save the King" and proceeded to the Hostels for tea. In the course of the President's speech there was a very mild interruption by an elderly suffragette, who was gently led to the door.

Amongst the persons invited were the two hundred and eighty-five headmasters and headmistresses of Leeds schools, and six hundred and twenty-four Chairmen and Secretaries of local education authorities. Fortunately they were not all able to come, but the plan of the platform as finally drawn up is an impressive document with many names which deserve to be remembered for their contribution to the history of Leeds and its education: Sadler, Lupton, Curren-Briggs, Tetley, Bain, Kitson, Middlebrook, Penrose-Green, Bickersteth, Kitson-Clark and Gott.

An odd thing is that, apart from an editorial anticipation in the summer number, and in spite of its splendour, the Opening was never mentioned in the College magazine.

It is right and proper that at this point we should recognise and pay tribute to the foresight, imagination, enthusiasm and energy of the men who were responsible for the establishment of the College in its magnificent site, with its generous proportions and its completely agreeable style. The surroundings of the site are not what they were in 1908 but the site itself has 94 inviolable acres and the space to the south is an open park for all time. The buildings, with no more than minor alterations, have proved adequate for all occasions. They show little sign of the parsimony which for so long cramped "elementary" education, whether in the schools themselves or in the colleges which provided the teachers for those schools. The hall, library, lecture rooms and laboratories are spacious and dignified. There is little to offend the eye anywhere. And that these buildings should have been visualised and realised fifty years ago, when money for such a purpose was not easily come by and English architecture not at its best, is magnificent testimony to all who were responsible for them.

They must have been many, but three names stand out: Fred Kinder, James Graham and Walter Parsons.

Alderman Fred Kinder was "in" the wool trade, but he had been called to the Bar and the portrait of him in the Handbook of the Coming of Age Celebrations shows him a big, handsome man in wig and gown, the thumb of his left hand in the waistcoat armhole and his right hand holding a rolled-up paper, his brief

maybe, reference to which, one imagines, was rarely necessary. He displays a magnificent watch chain.

His interest in wool was secondary. His real interest was local government, especially education: "and his outstanding achievement," writes Mr. W. J. Bees, "was The City of Leeds Training College. He took an active part in the negotiations for the purchase of the site and followed the building of the College with unfailing interest, spending many week-end hours on the site, intent on noting the progress of the building. He died, in his early forties, in 1917."

James Graham was pre-eminently the administrator, organiser and negotiator. He came to Leeds from the West Riding to be Secretary for Higher Education and when William Packer, the Secretary of the old School Board, retired, James Graham became Secretary to the Leeds Education Committee and later Director of Education. He was closely associated with Alderman Kinder in the projects already referred to and for a quarter of a century was active in all the progressive educational developments in Leeds. He was a member of the Burnham Committee from its beginnings to his death. The University of Leeds conferred on him the degree of Doctor of Philosophy (*honoris causa*) in 1927 after a visit to Leeds of the British Association. He died in 1931 at the age of 62.

The relations between the Chairman of an Education Committee and its Secretary are no doubt subtle and certainly secret. James Graham had his enthusiasms but they were rarely as exuberantly displayed as were those of Alderman Kinder. His manner suggested that, in many projects, he had to exercise much patience and diplomatic skill in reducing to compatibility the extravagances of a Kinder, the essence of which he himself shared, and the calculations of detached and unmoved Board of Education officials. Men who were office boys in the Leeds office before the first World War remember him as the kindly dispenser of fabulous shilling tips to the one of them who was fortunate enough to be required to fetch his bag from his home in Shaw Lane on the occasions of his numerous week-end visits to London. There were many less highly placed men in the office in those days of whom those office boys were very much more afraid. That that should have been so may be a tribute to his diplomacy. What is certain is that in negotiation he would be clever, not to say cunning, quick to see where to give way, how to get round, and rigid when he did not intend to give way or go round. Superficially at least he would be as unmoved as his opponents. His outbursts of anger and chuckles of pleasure he no doubt reserved for his or Kinder's private room at the Russell Hotel, where he always stayed and in a room in which he suddenly died.

No one connected with the early days of the College won so deeply and so permanently the affection, admiration and respect of students as did its first Principal, Walter Parsons. Unacademically educated, in the usual accepted meaning of the word "academic", he had the greatest respect for learning but

was completely spared the narrowness which is the inherent danger of academic training. He shared to an admitted and very large degree in the humanity, physical, intellectual, emotional and spiritual, of his students and out of his own recognition of this common humanity emerged the sympathy and tact which enabled him to make easy and fruitful contact with all sorts and conditions of men in all sorts and conditions of life. He respected the expert but had little use for the man who was no more than an expert. He was never only an educationist. One of his prevailing passions was for mountaineering; another was for pot-holes. He was immensely energetic and few who knew him will fail to remember that on occasions, quite frequent according to him, he shovelled a load of coal into his cellar before coming to college or to school and climbed a formidable series of peaks before his Swiss breakfast. His memory has become legendary. In the 1930's he could recall not only the names but also the characteristics of men and women who had been his students in the old Pupil Teachers' Centre long before its disappearance in 1907. He had been interested in them, had shared their experiences, and understood their awkwardnesses and difficulties and had helped his students through them. Old students always speak of him with admiration and with love. It was characteristic of him and of his resilience that he survived, apparently unembittered, the controversies of 1916-7 to make his very great mark as Headmaster of the Leeds Central High School on a generation of school-boys and masters and in the wider fields of Leeds business men, academics and lawyers. The University recognised his great contribution to all aspects of life in Leeds and did him the merest justice when it conferred on him the degree of Doctor of Philosophy (*honoris causa*) in 1938. But the honour he would have wanted above all others was that he should be remembered in the hearts and minds of his old students and that honour he has always abundantly had.

As illustrations of the social history of the College in its earliest period we note that the "Instructions to Incoming Students" for the session 1911-12 require men students to bring umbrellas and add that a silk hat is desirable. Hostel rules forbid smoking in the hostels until after supper, except on Saturdays and Sundays when it is allowed after tea. It was not thought necessary to mention smoking in the women's hostel rules. Men were expected to attend some place of worship on Sunday mornings; women on Sunday mornings "at least" except when permission to be absent was given: and in women's hostels "the place of worship attended is reported and a record kept." Women were not allowed to go into the city except on Wednesday and Saturday half holidays. The dietary for men shows roast or cold meat for dinner each day; the women had an occasional rabbit and, now and again, a milk pudding for supper; they alone seem to have eaten green vegetables.

Lectures, an hour each, were from nine to one, with no break marked on the time table. Students were reported to have "at their absolute disposal for exercise

and recreation every afternoon except one which was taken up by a technical exercise."

An Old Student, Mr. E. H. Mitchell, revisited St. Anne's Hill in 1955, forty-four years after he had been a student there. He has supplied the following remembrance of times past:

"I revisited St. Anne's hostel last year during re-union week-end. From a distance of two hundred miles and forty-four years it had persisted as a vivid memory. Now, the outer form of the old house remained but the inner spirit had gone. Flats greeted me and a very pleasant old lady who let me look round. Partitions made nonsense of the 'big house' atmosphere but there still was the fine staircase, there the Junior study, there the Dining Room, there the Matron's room, haven for neophytes needing the 'home touch.' And could that be the same grandfather clock which provided me with one of my Junior Prefect duties?

There too the Common Room, forty-four years older, looking suburban with conventional curtains and carpet. No longer the polished floor. The smell of Ronuk has been nostalgic all this time and the memory of the burly figure of 'Jim' Boyd, who used it, only a little weaker than that of the same compulsive instructive figure on the side of the swimming bath sending us into cold water at seven a.m. all the year round.

Here it was that 'Parky' used to take on eight of us at chess, all at once, and beat us. To this comfortable room were those of us who were interested in music invited to delight in Chopin—mainly Chopin because he was the favourite composer of J. E. Parkinson's pianist friend. Even now the Waltz in E recalls vividly those nervously delicious evenings.

This ex-curricular activity wasn't so bad for the House Tutor of the early years of the century. Perhaps we were not so old-fashioned after all. For the gulf between Principal and pupil was bridged too in a way which made men out of schoolboys. The intimate tea (two eggs each!) at the Inn after an Ingleborough climb and a dizzy rope-held peer into Gaping Ghyll! Nothing of the kind had reached me before from the Olympians. I think Walter Parsons, Tommy Holgate, Teddy Harrison, John Parkinson, must have been pioneers of the New Age in Education. Certainly the 'spirit' (how we honoured the word as it proceeded from the mouth of 'Snips'!) of the Institution was new and vaguely we realised that it was right. For it enabled us to grow, and grow we did into men and teachers. I have met many Leeds men and women in the years between, but never a failure.

But what of the monastic rule which, in a mixed College, forbade us to mix or to make private assignments with 'women students'? (Was not one student sent down for so doing?) Their hostels, except for Garden Parties or Concerts in aid of something or other, were out of bounds; their persons, except for an annual dance, mysterious and unknown. There was a Men's Literary Society; there was a Weetwood Grange (Women's) Literary and Debating Society, but no mixed society amongst us.

There was a Men's Sketch Club and a Women's Sketch Club but the artistic appeal of Kirkstall Abbey, Adel Church and the Arches was not to be extended to a mixed enthusiasm.

Two things may be added. Male members of the Staff were sometimes found addressing Women's Societies; and men and women were allowed to enjoy together Browning (the Browning Circle), Education (The Education Society) and French (La Société Française).

What shall we say of all this? Perhaps it is wisest to follow the 'Times Educational Supplement' and say with its front page paragraph heading: 'No comment.' Or shall we ask 'The Owl': I fear he will remain inscrutable—but incredibly dear to us."

The first number of the College Magazine was published in the first term of the College's first session. The editor was Mr. H. W. Deighton, the sub-editors were

Miss Carling, Miss Rees, Miss Nesbitt and Miss Holdsworth; and the manager was Mr. G. T. Mahony. Its name was "The 'Owl,'" with an apostrophe which converts the title into a pun and which was not dropped until the Spring of 1911. It contains articles some of which might have been, and have been, written at any time since then and reports on football, hockey, ladies' hockey and harriers. Games were already well established. Socials have begun by the time of the second number. Day Students have been entertained by the Residential; Miss Holdsworth was a member of the Management Committee and Arthur Ridley sang 'Come into the Garden, Maud' and wished he were a-maying with Miss Whitehead. By the third issue the students of Weetwood (Ladies) have been invited to watch a cricket match at St. Anne's (Gentlemen). One of the ladies hoped that it would rain so that they might see the inside of a gentlemen's hostel; it did rain and St. Anne's could produce only seventeen umbrellas! They all sang "She doesn't wear a bun though she's over twenty-one" and the ladies were asked if they, too, had a smoke room.

By Christmas, 1908, a Literary and Philosophical Society had been formed. It met weekly and its first syllabus of meetings was as follows:

- October 2nd. Opening Smoking Concert.
- October 7th. Mr. Parsons: Mountaineering in England (with limelight illustrations).
- October 14th. Mr. Dent: Charles Lamb.
- November 6th. Mr. Ridley: Birth and Growth of English Music.
- November 13th. Mr. Cunliffe: Creed and Conduct.
- November 20th. Mr. Beahan. A few Characters from Dickens.
- November 27th. Mr. Cordingley: Dante.
- December 4th. Mr. Knowles: Character.
- December 11th. Mr. Wilkinson: Dickens's 'Christmas Carol.'
- December 17th. Christmas Smoker.

School practice is already a fertile source of articles. "It has come. The disturber of my sleep, the trembling horror of my waking hours. Have we not already observed its effects on twelve of our youth and beauty? Yet here we are doing what we were convinced we never should or could be supposed to do, viz.—teaching a class. What? Well, anyhow we have fifty cherubs before us..." Later, an equally familiar note is struck. "After the fourth visitor has left us it becomes quite easy to give a single lesson combining the four methods—all opposing—which are laid down singly as being the only way by those who must be obeyed—not only all, but each."

By the Summer of 1909 the Literary Societies had proliferated. There were societies for men, for women and for day students. And the debate had appeared. By the time the College had moved to Beckett Park there were the following societies: Education, La Camaraderie (a French Circle), the Art Club (with Men's and Women's Sketching Clubs), Men's Christian Union, Women's Christian Union, Men's Naturalist, Women's Naturalist, Orchestra, Ruskin and Browning Circles; Caedmon, Leighton and Priestley had a combined Literary Society and so

had Macaulay and Bronte. The subjects of debate included equal pay (as early as 1909 and again in 1912), women's suffrage (in 1912), the morally degrading effects of modern entertainment (1914), that we should obey Mrs. Grundy (1910), the superiority of the modern girl to her grandmother, that school practice fulfils its aim, whether school teachers make good wives, the relative happiness of women and men, that England will be a republic 100 years hence and that cranks are the salt of the earth.

The enforced migration in 1909 from the College building in Woodhouse Lane and the consequent segregation of the sexes was regretted by a writer in the Easter 1910 magazine, on the very real grounds that

"the greatest change of all, however, is the foundation of two distinct colleges, for that is what it amounts to . . . It tends to make the men think of the college as a man's college pure and simple; and the women similarly . . . Altogether the change has been for the worse and we have to be thankful that it is not for long."

An imaginary report on the College for 1911 would like to see "the torture known as School Practice alleviated considerably" and adds (in 1911!) "the system of free discipline which prevails in many of the practising schools does not tend to improve matters and would be wisely done away with and the more primeval but effective method of *corpus punire* resorted to instead." Of the women's head-dress the report remarks:

"A pleasing feature in the dress of female students is the uniformity of apparel, especially the head-dress. I have observed them as they walk to and fro and it is this which causes passers-by to turn round and stare and not infrequently utter remarks of a type not strictly polite. Moreover, the individual of the small boy type (most probably a victim of the free discipline system) at present seems to delight in nothing more than the hurling of stones, acorns, rose hips and abusive epithets at their unfortunate heads."

The women's head dress was apparently a straw sailor hat with a green and white band. Its disappearance is remarked in the magazine for the Christmas term 1913.

In Summer, 1912 two second year students ("Seniors" in those—and much later days) wrote of the coming move to Beckett Park:

"Our departure marks the close of the first epoch in the history of the College. We may now, with other years of Old Owls, lay claim to having been pioneers of a new Institution which, by virtue of its students, then of its Staff and buildings, shall take in the Educational world a position second to none. We have been the forerunners, the surveyors, the pioneers, and those we leave behind will have to build upon our foundations. May they build high and broad and well. (C.H. and H.L.R.)"

The Editorial of the Christmas Term 1912 remarks:

"The old order has changed but, we firmly believe, not the old spirit. Certainly a new epoch has begun in the history of the City of Leeds Training College, but epochs mingle with each other so closely that to separate and label each with a distinctive mark is impossible. For us, then, the only change is in our habitation. Much has been and will be said and written about our new home and we can add but little in its praise. We are justly proud of our College and of its Principal and

Staff; and our earnest wish is that those who in any way come into contact with us may be proud of us all. We are five years old; we have futurity before us. Our hope is that our youth and manhood will be as healthy as our childhood."

The same number of the magazine contains an account of the Reunion of that year. It makes an interesting comparison with the so much more decorous proceedings of today. It is describing the part of the Reunion which has now disappeared—the Friday night Smoker.

"It was the song with the chorus which went—yes, it went. By the measure of its volume it must surely have gone through the windows and flooded over the Park to disturb the echoes and awaken memories in the cosy Common Room at St. Anne's or in the cherished corners of Buckingham. How they got their heads back and poured it out. 'Tales of Alexander and his Band,' 'How to follow the footsteps in the snow,' 'Yiddle with Mysterious Rags'—and when Harry opened wide his mouth, and told us how he liked to be where the money was, the climax was reached and we roared—roared with excitement, roared with pleasure, with the knowledge that we were all together and could let it go. No pen can describe the life of it, the vigour, the something vital and energetic which clings to a College smoker.

We sang and clapped, we shouted and cheered, and with supper as an interval, we kept it up till morning."

When the College had been scattered amongst houses at considerable distances from one another, the atomisation of its spirit was in consequence inevitable. Each house had its own loyalties and the College met so rarely as a single corporation that "College spirit" tended to take second place to "hostel spirit." One contributor, already quoted, had made this point when isolation was emphasised by the loss of Harewood Barracks. Something of the same pre-eminence of hostel loyalties persisted after the removal to Beckett Park and Mr. Fred Tait, a contributor to the Christmas, 1913 number started a process which was in fact to lead to the present College Union. He was making the case for a Students' Representative Council. "We are creating," he wrote, "a hostel spirit and a feeling of unity amongst the men and amongst the women, but there is little opportunity for the development of that feeling of brotherhood, that love of 'Alma Mater,' irrespective of hostel and sex, which is an essential of every College." The second object of such a Council, Mr. Tait maintained, would be to act as intermediary between students and staff. He suggested a committee of forty, three seniors and two juniors from each hostel. The idea was discussed in some subsequent numbers but its realisation had to wait nine years.

In the same number of the magazine a list of the members of the College orchestra was printed. There were twenty first violins, sixteen second violins, three violas, four cellos, two counter-basses, two flutes, one oboe, two clarinets, one bassoon, two cornets, two French horns, one tenor trombone, one bass trombone, one tympani, one side drum, one bass drum and one cymbals and triangle: sixty-one players in all. "On Monday afternoons," we are told, "the full orchestra accompanies the Choral Class of 480 students in the rehearsal of Mozart's 'Requiem' which is being prepared for the next inspection."

The "Requiem" was performed and Geoffrey Shaw described the performance as "The last word in Training College music." The expression is ambiguous and we hope Mr. Shaw meant what we hope he meant.

With the next number of the magazine, the War was on. The Red Cross was flying above the educational block, barbed wire stretched across the quadrangle and the military occupied Caedmon, Priestley and Fairfax. Thoresby High School takes the place of the educational block, the students of Caedmon are at Torridon (now the Wool Research Laboratories), those of Priestley at Whinfield and those of Fairfax at Spring Bank and The Elms. There is an article by an old student describing his training at Colsterdale; he found eighteen Old Owls in the hut where he was accommodated. He wanted only two things, he wrote; uniform and equipment and a few days leave. "We should feel so much nearer active service if only we were in khaki and carried new rifles and ammunition." There is a letter from Sergeant T. H. Ainsworth, at Heliopolis in Egypt. He anticipates little trouble there. The state of war with Turkey will "spoil our chance of seeing service in the European War." The same number contains the first Roll of Honour—a short list of staff and students known to be serving in the armed forces.

By the time the Easter, 1915 magazine was published the editor was plainly sharing in the universal depression of the time.

"When the Manager," he writes, "casually remarks that an Editor should serve a more useful purpose in the world than criticising the length of the Christian Union Report . . . there is naturally a dilemma . . . There comes the wonder about what has happened and what is really worthy of setting forth in the chronicle. Has anything sensational happened? . . . An attempt to reach a high pitch of enthusiasm about the concentrated work at Thoresby or the intellectual social life in the hostels collapsed entirely . . . There have been few outstanding events in the history of the Institution . . . The abandonment of 'Hiawatha' was a disappointment . . . This is the last term that the seventeen men, who leave at Easter, will spend at the College. Everybody in the College wishes them good bye with regret and trusts they will have good luck in the future . . ."

In the Summer of 1915 the editorial notes that

"Last year at this time the prospects of the College were bright, the initial difficulties in the way of a new institution had been dealt with and a prosperous future anticipated. Now everything points the other way. The military occupation of the Education building has dealt such a blow that, compared with last year, we are practically non-existent."

A second year student laments the change from the luxury of study bedrooms to bedrooms for four. A correspondent denies the possibility of hard work under present conditions.

"'Try to fulfil the purpose of your existence,' you say, but we want to know how. Tell us how to do it at Thoresby and we shall be happy. We will take the car at North Lane with strenuous smiles upon our faces and grim determination upon our brows and strenuously copy voluminous notes on 'Coriolanus.'

And when the long day of labour and effort is over we will sleep strenuously with a priceless book of notes of lessons under our pillows and valuable data in our brains. But, my dear Protestants, how can it be done? Besides, is it worth it?"

And, on page 29, is the announcement of the first deaths on active service; Lance Corporal Sidney Wilson, dead in France; Sergeant William Pemberton, dead at the Dardanelles.

In the meantime, the Art Club held its annual exhibition, the Torridon Literary Society discussed, amongst other things, Child Life in Japan; the Women's Christian Union had 99 members; Mr. Stones sang "The Pied Piper of Hamelin" for the Browning Circle; the Ruskin Society talked about Art in the Democratic State, the Grange Students' Christian Union hoped that the departing second year students would strive to create the spirit of Love and Truth; the Education Society had a talk on Folk Dancing; the Men's Naturalist Society noted the "flowers, etc." on the way to Leathley Church and the magazine's manager, in a short paragraph tucked away on the back page, urges the "present members, 1914-16, to get the magazine a living spreading flame of enthusiasm instead of the smouldering ember which it has become."

By Easter, 1916, the men's side of the quadrangle was depleted and only 42 students left. Thoresby, which had been the Education Block in the afternoons only (it performed its proper function as a secondary school in the mornings) was deserted and the Grange took its place as the administrative and educational centre. The Grange annexe, Cavendish library and the sports pavilion were also used for lectures, art and science. Mr. Parsons described in a long article the quick transformation of the College into a military hospital. Twelve thousand patients had been received there in eighteen months. Ninety-seven per cent. of old students were in the forces and Mr. Parsons had received seven thousand letters from them. More deaths were reported. There were photographs of the visit of King George V in September, 1915 and of the Hall, Library, Music and Art Rooms as hospital wards and of the flat roofs and inner quadrangles as open air wards.

In the Christmas term of 1916, K.S.B. was already looking well ahead:

"'The women's place is the home' sends out a faint and ever fainter echo. The true woman will not be spoiled as a mother because she has proved herself an efficient worker . . . The state needs what its women can give, as mothers and as workers."

In 1917 all the hostels were required by the hospital and Brudenell School became the College. The changes in hostel were many and would become tedious to relate. At one time the men were at The Elms and later at The Grange. The women finally settled in Weetwood, Torridon, Spring Bank, the Leeds Clergy School and the Wesleyan College ("62").

"Looking back," says the Coming of Age Handbook, "it seems strange that amid all this upheaval and wandering there could be maintained any College tradition or coherence of educational plan. But somehow the College grew accustomed to change. A 'Caedmon' student might be living at Whinfield or Torridon but she considered herself 'Caedmon.' Naturally it was not possible during these hectic disturbances to develop advanced courses or to make bold experiments but good solid work was done and the students of those days have no regrets."

After 1918 it took several years for the College to regain full use of its premises at Beckett Park. It was 1924 before all the students could come back into residence, while the hospital for wounded men continued in wooden huts on the playing fields until 1927, a reminder of the war in which so many old students served, and in which 77 lost their lives.

At the end of the Christmas Term, 1918, Mr. Parsons resigned. The following is an extract from an appreciation in the Easter, 1919 Magazine:

"Since the opening of the College in 1907 Mr. Parsons has been the centre of all its activities, so that one has grown accustomed to think of College life in terms of Mr. Parsons.

Only those who knew him intimately understand how very dear to him the old place was and how painful it would be to sever himself from its further development. Everyone however will remember with something deeper than gratitude his energy, his eagerness, his wonderful sympathy and kindness.

As we grow older and the sharp lessons of experience give us greater powers of judgment, we shall inevitably modify our views of College life. Some of the things we valued will seem negligible . . . When that time comes . . . and we sit chatting by the fire . . . the name of the Principal will spring to our lips. Will time have diminished the lustre of his memory? It is inconceivable, for the qualities we esteemed in him are at the roots of life itself."

In the same number, Dr. Airey, the new Principal was welcomed.

Miss Winifred Mercier had been appointed the first Vice-Principal of the College in 1913. She was at that time Lecturer in History at Girton. Her resignation in 1916, followed by the resignations of nine women lecturers, provoked much public discussion and an official enquiry by the Board of Education, whose report has never been published. Mr. Parson's resignation in 1918 was a long distance consequence of the same circumstances.

The controversies of her three years' Vice-Principalship have been described in Miss Lynda Grier's admiring biography of Miss Mercier and are now happily dead; but a history of the College cannot ignore them altogether.

There appear to have been two. One concerned the nature and extent of Mr. Graham's intervention in College affairs. In this matter Miss Mercier was right and we are grateful that as a result of her stand unjustified administrative interference has disappeared.

The second concerned the internal organisation of the College and in particular the demarcation of responsibility between Principal and Vice-Principal in respect of men and women students; and in this matter, time has proved Miss Mercier to have been wrong and Mr. Parsons and Mr. Graham right. Two alternative suggestions made by her and quoted by Miss Grier would have split the College, as Miss Mercier apparently recognised. One was that the men tutors might be responsible to her alone for work done with women students. The other was that the organisation and direction of certain subjects might be undertaken by the Principal and others by the Vice-Principal. Mr. Graham was speaking not only

for "his" Committee but also for commonsense when he wrote to her in April, 1915

"I gather in running through your letter the idea that you have two Colleges in mind, or would like to see two Colleges, one for men and one for women; with two staffs, a men's staff and a women's staff; and with practically two Principals. Nothing has been or is further from the mind of my Committee. Experience has proved to them that this is impracticable in the same building and on the same site.

Like the newer Universities, our Training College is a mixed College—not two Colleges; with a mixed Staff—not two staffs; and with one Principal."

The College owes its present unity as a genuinely co-educational institution to the rejection, by Principals, staff and the students themselves, of what, in this matter, Miss Mercier stood for. Two Principals and three Vice-Principals, the strength of whose personalities and whose abilities cannot be questioned, and a staff, independently minded and, except in the very widest sense of the expression, with little necessary similarity of educational outlook, have succeeded in achieving a happy and effective way of living and working together and with students without the precise definition of responsibility which Miss Mercier demanded.

After short appointments at Leeds and Manchester Universities Miss Mercier became the distinguished Principal of Whitelands Training College for Women.

Dr. John R. Airey was a Doctor of Science of the Universities of Cambridge and of London. His real interests it was commonly and probably rightly supposed were in the highest reaches of mathematics and in the stars. Such studies have a way of putting human affairs, including training colleges, in their place. His lectures in Scripture apparently dealt mostly with pre-historic hieroglyphics—remote in time as the stars are remote in place. No tutor who ever went to him with a College worry will forget his unfailing way of seeing it in its proper setting in the scheme of things. He was immensely serious about the permanently serious things; his sermons were masterpieces in their clear perception of fundamentals and in their precision and conciseness; but he was never solemn: and in his wisdom he did two things.

First, he decided that the College had had enough of publicity for the time being and in so far as it could be done he withdrew it from reportable public life. The controversies of 1916-1917 had done the College no good. What it needed was time for the re-establishment of proper relations between all its members, largely unobserved; and Dr. Airey's withdrawal gave it that time.

Secondly while recognising that the ultimate responsibility for the College must lie with the Principal, he saw clearly that in any liberal educational institution the immediate responsibility for what is done must lie with the subject departments. Having appointed a head of a department he gave him a free hand within very wide limits. The combination of immediate departmental responsibility and

frequent formal and informal staff discussion took its roots in the College during Dr. Airey's Principalship and neither a change of Principal nor the disruption of 1939-45 has since disturbed it.

College 'union' and students' rights and responsibilities combine to make the prevailing topic of discussion in the magazine in the first five years of the 1920's; and in view of its development into the present College Union, the establishment of a Students' Representative Council in 1922 is one of the more interesting events of the decade.

Students were reminded by the Magazine editor, Miss P. M. Kilpatrick and by its manager, Mr. C. R. Evans, in the Easter, 1922 number, that the proposal to form a Students' Representative Council had been made nine years earlier; and they asked for a general College meeting to discuss its realisation. By the summer of that year a Council had been formed. There were a Women's Section (President, Miss Kilpatrick) and a Men's Section (no President named). In an article in the Magazine for that term, Miss Kilpatrick wrote:

"We may talk about union among students and agree that it is a very commendable ideal, but we shall accomplish nothing unless interest is translated into activity. There can be no College spirit unless the members of the College are able to know more of one another and realise that they are all members of an active social community to which they owe active loyalty . . . On every side we see Universities and Colleges tackling the subject of self-government. This question of the students' desire for freedom is the reflection of the spirit of the age. It is . . . an earnest belief that we are capable of taking part in our own government. At present students resent rules and resent them actively because they feel the restrictions put upon them to be unreasonable from the point of view of the students themselves. If the students had a share in the government of the College, might they not be prepared to be loyal to the regulations they make? In any case, if the students had some share in the government of the College, the added responsibility would go far towards the creation of the higher moral tone and tradition which we would like to see in our College."

She returned to the charge at Christmas:

"The trouble in the College is lack of union. The essential division between the men's side and the women's side is heightened by the division into hostels. Inter-hostel sport has gradually pushed out College sport on the women's side."

She asks for more College functions:

"Why cannot some use be made of the College buildings by those who have no hostel functions? . . . We want College debates and College Friday evening lectures . . . It is hard to realise that we are members of a College unless we sometimes see ourselves."

She also asks for the whole-hearted co-operation of the College in the activities of the Representative Council; a sane and capable committee will gain for the students their highest privilege and responsibility—self-government.

At Christmas, 1923, the Editor reverts to the subject of the College spirit:

"Let us ask ourselves whether we as a body have the social spirit as fully developed as might be. And let us be frank and answer: No! There are still suspicious eyes cast on those who preach the

gospel of College rather than Hostel—as though the mere piling of bricks on eight separate sites meant ultimately eight sets of people all superior to each other . . . The Students' Representative Council is ours. It must be nourished on interest, help, advice . . ."

Another writer asks for College debating and literary societies in place of the hostel societies—which still persisted. D.J.F. (Cavendish) protests against a description of hostel socials as "tissue paper tomfoolery improvised for the butterflies and dolls of the College": and makes the first public objection to the social distinctions between "seniors" and "juniors." The Report of the S.R.C. mentions two minor victories: the extension of late leave on the women's side, on Saturday and Sunday from 8.40 to 9.0 p.m. and a modification of the "Church Book Rule." It also reminds students that the S.R.C. does not wish to be regarded "as a Dance Promoting Agency but as the link between the Principal and the Staff on the one hand and the Students of the College on the other."

The "spirit of the age" is making itself felt—or making itself—in the Easter, 1924 number: the commonplace and the insignificant, the trivial conventions and irrational prejudices, we are told, become accepted traditions and established customs. "Better be a first class murderer than a second class suburbanite." In the summer, one of the editors—Alfred Dunning perhaps who has since made his name in journalism and more recently in broadcasting—returns to tradition and progress. "There is nothing real in life," he writes,

"in spite of the Board of Education and the Burial Service. It is one huge phantasmagoria. There is only one thing we can do; that is, be as fantastical as life. Let us leave College and standing on our hands walk backwards through life . . . It is popularly supposed that we are making traditions. Our advice is: don't make them. A *permanent* College spirit does not exist. It must change with changing ideals, which are yours to discover and achieve."

In accordance with the spirit of his injunctions, the illustration between pages 12 and 13 is inserted upside down.

By Christmas the new Editor is asking for self-government:

"The position of the Students' government in College is comparable with the Government of India today. India will be given self-government immediately she is ready and fit to rule herself . . . But before the students can confidently take over the task of self-government, the individual must be clear as to his duty to the community in which he lives . . . The time is now. We have welcomed Priestley back to the fold and on the men's side hostel spirit stands in its true relation to College spirit."

And he asks that the S.R.C. be made all-powerful in matters dealing with students' affairs in College.

In "College Intelligence" it is noted that the military are finally to move from the estate; and that Miss Mary E. Paine has been appointed the College's Vice-Principal. Miss Paine came immediately from Bingley but had previously had fourteen years' experience at Goldsmiths' College, "a co-educational College conducted on similar lines to Leeds. Miss Paine has quickly demonstrated by her knowledge and keen interest in the work of the students that she has their interests at heart."

A correspondent notes that the women have voted by a majority of 32 that smoking should be allowed in the hostels. He disapproves: "Smoking is as degrading in woman as is the use of foul words, of drink, of any vice, and with these it should be condemned."

The Report of the S.R.C. is concerned at students' apparent ignorance as to what happens to the money paid for sports and social functions. The disposal of these funds should be in the hands of the S.R.C. A detailed scheme has been worked out which, it is claimed, "will ensure that students' money is spent in a satisfactory manner, as every penny can be traced (under the proposed scheme) if necessary—a thing not always possible under the present system."

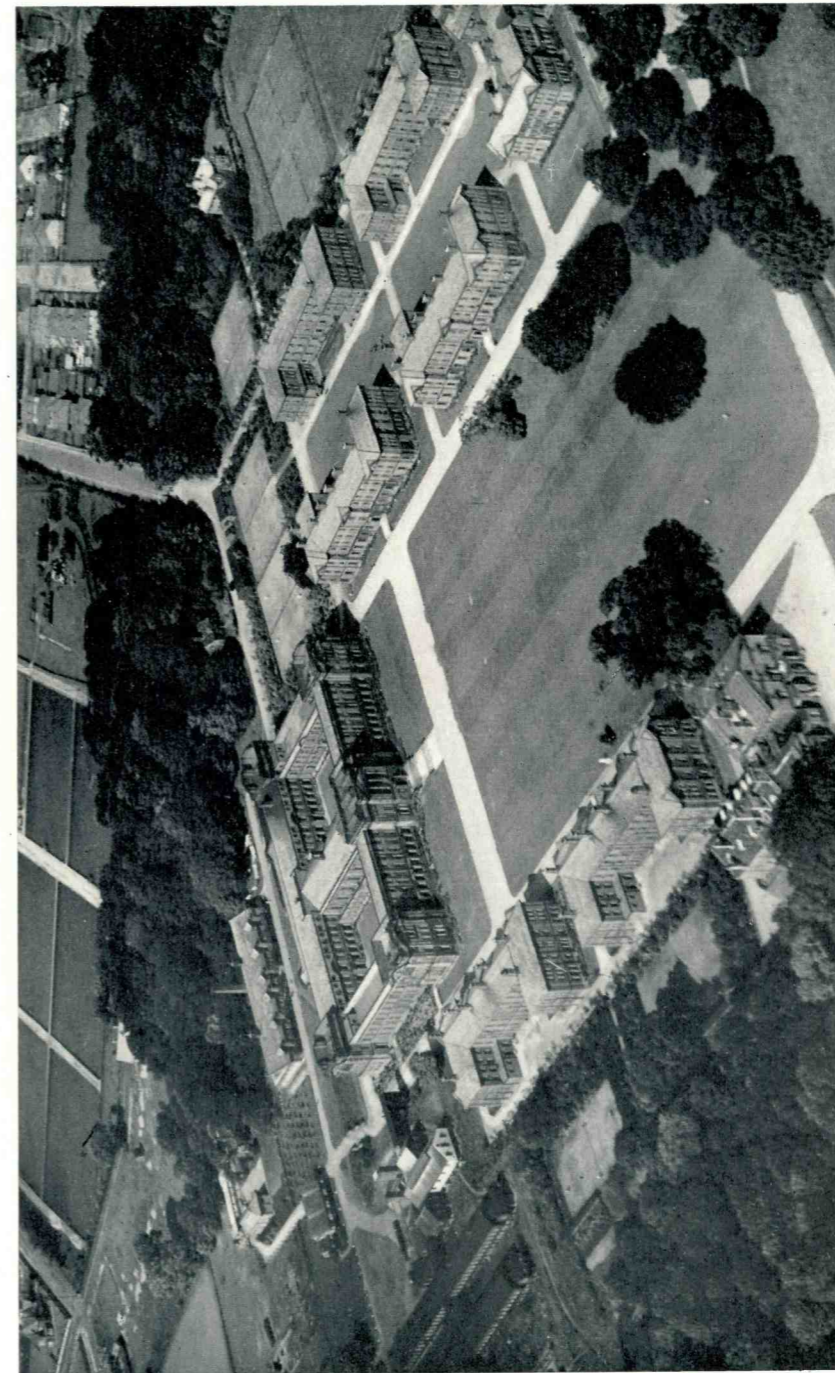
In the winter term of 1925 the editors refer to "what has undoubtedly been the most notable incident in this term's activities." They do not tell us what it was, but it "has rendered imperative some (necessarily cautious) discussion of the status and limitations of the S.R.C. . . . The only visible manifestation of the working of the body has been the intermittent policing of the central staircase." (In the absence of any students' joint common room, the central staircase was for very many years the only place in College where men and women students could meet together. Their very intermixed meeting there virtually blocked all east-west traffic on two floors). The editors maintain that the "incident," which is described as having been regrettable, has accentuated the importance of the S.R.C. to everybody in the community;

"(The S.R.C.) represents the largest and most important mass of individuals in the College and unwarrantably to ignore it is to institute an inappropriate autocracy instead of the more liberal and democratic constitution we now enjoy . . . But the S.R.C. is in the nature of a concession to students and is far from omnipotent or omniscient. It therefore cannot possibly satisfy all the wishes and demands of the electors."

But the protests and anticipations died away. There is little significant reference to the S.R.C. in 1926-7-8. In fact there is little controversy of any kind: and the magazine is the duller for its absence. The editorials revert to welcoming juniors, regretting the departure of seniors and pathetic appeals for contributions. The articles become the conventional "On Getting-up," "A Trip to Iceland" or "The Gentle Art of Scrounging": there are some entertaining cartoons and some skilful caricatures. Members of staff are said to have come or gone; but the historian of events and ideas finds little to his purpose.

The Christmas, 1928 number has a long account of the Coming of Age Reunion. Dr. Airey, Miss Paine, Mr. Owen (the Chairman of the Governors), and Dr. Graham were there and "we had the very great privilege of being with Mr. Parsons who was and is a father to us all." The present reading desk, a gift from the Old Students, was used for the first time at the Sunday service.

A magnificently produced Handbook had been issued to mark the occasion, containing photographs of Mr. Parsons, Miss Mercier, Dr. Airey, Miss Paine, Dr. Graham, various chairmen of the Governors, Mrs. Jackson (Senior Matron

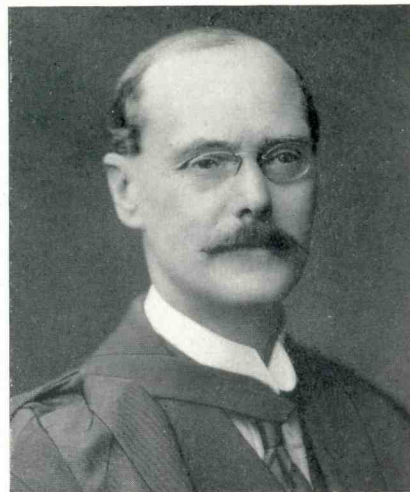


Photograph by Aerofilm Ltd.

CITY OF LEEDS TRAINING COLLEGE



DR. W. PARSONS, 1907-18



DR. J. R. AIREY, 1919-33



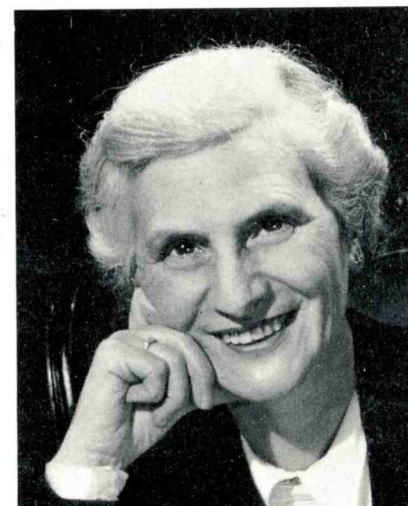
MISS W. L. MERCIER, 1913-16



MISS M. E. PAINE, 1924-32



DR. R. W. RICH, 1933-57



MISS H. M. SIMPSON, O.B.E., 1933-45



MISS M. C. PARNABY, 1945-57

PRINCIPALS

VICE-PRINCIPALS



HIGH CLIFF, SCARBOROUGH, FROM FILEY ROAD



HIGH CLIFF, SCARBOROUGH, FROM THE GARDEN

from 1907 to 1927). Harewood Barracks are there and so are St. Anne's Hill, Weetwood Grange, Buckingham House, Kirkstall Grange, Lyndhurst and The Tower. Staff mentioned as having been at College since 1907 were Miss Crawshaw, Mrs. Brown and Messrs. Holgate, Todd, Taylor and Wilkinson. In the intermediate 29 years, death has claimed only Mr. Holgate. The text of the Handbook is an extension of an article, by Mr. Todd, published in the Summer, 1922 magazine. It has already been frequently used and the last two paragraphs are here quoted in full:

"Having lived 21 years, the City of Leeds Training College has reached its majority. It can reasonably claim to have "grown up." It has not only grown in years, but it has surely refined its judgments through the medium of trouble and tribulation. Now that its wanderings are ended delight is found in remembering old discomforts. Looking back over the vista of years, the tiring walks to Thoresby High School appear exhilarating, the poky classrooms in Harewood Barracks astonishingly cosy. Those impromptu games of cricket on the gravel behind the old College appear brighter than a County Cricket Match, and the tiny plot behind The Tower more lovely than the gardens of Kubla Khan. How jolly it all was!

It is the privilege of age to look back. Now that we are 21 we can legitimately delight in the romance of retrospect. We do not know what is in store; but we do not fear the future. The house has been well-built; it has withstood the shocks of adversity; it has rung with the laughter of good people. The students of its childhood days have been loyal guardians of a great trust, and have founded a great tradition. At this reunion in 1928 we can look back upon a joyous and vigorous youth and forward to a rich future."

But the enthusiasms of the 21st birthday party did not last. The magazine lapsed into a dull respectability. It was vigorously attacked in the Summer of 1928. "Nobody thinks The Owl worth tenpence a copy," wrote Mr. Butterworth. He spoke of its "insolvency of ideas and hopeless mass of self-conscious verse and facile flippancy"; and complained of the divorce between the students' interests and the world outside College.

"We are anxious that our berth should be kept dry but we don't care if the whole ship strikes rocks and sinks. Compared to this narrowness of interest, your Victorian grandmother was a vivacious vivandière."

The same number reports the activities of only two societies. The Education Society had enjoyed three visits and the Christian Union a Sunday afternoon concert. The Literary and Debating and Philosophical Societies have gone; so have La Camaraderie, the Ruskin and Browning Circles, the Naturalists and the Orchestra. Another contributor describes how some years previously he had seen "a screamingly funny musical comedy, 'Yvonne.' Tears rolled down my cheeks and my cheeks and sides literally ached." But he finds that Shaw, Galsworthy and "Young Woodley" have a "morbid tendency." "Do we really delight," he asks, "in this beastly filth? I for one can readily and definitely state that I do not."

The Editorial claims that "the Magazine is the true voice of the College and the symbol by which our general ability is to be judged." If that is true, then it would appear that students were curiously detached from the world and unadventurous in their thinking. The S.R.C. controversy had been silenced for five years and no

other issue had arisen to provoke debate in the magazine. But the evidence of old students and staff of the period suggests that the Editor's claim was not justified and that the life of the College was as vigorous as it had ever been; in which case it must be assumed that the Magazine was not being used as a vehicle for the discussions which were going on elsewhere—as it had been used in the past and was to be used again.

The major administrative change in the College in the late 1920's was in the nature of the final examination. Until 1929 the Board of Education had been responsible for the setting of the final examination papers and for their marking. This meant, of course, that the examination was external and the College had to work within a framework whose pattern was outside the control of those who had to teach both subjects and candidates. These cramping conditions were removed when responsibility for the final examination was invested in local Boards; for the Leeds College, the Board of Administration for the Final Examination of Students in Yorkshire Training Colleges. This Board delegated the drawing up of papers and of syllabuses to Boards of Examiners and of Studies whose members were almost wholly the college lecturers themselves, usually meeting under the chairmanship of a representative of the University. The marking was done, as it still is, by the lecturers, approved or disapproved by the external examiner and finally accepted by the Board of Administration. The responsibilities of this Board extended over the Final Examination only; and in this it differed fundamentally, as will be seen later, from the Board and Committees of the Institute of Education as at present constituted.

The release from the pressure of an externally imposed examination was of great significance. It gave the colleges an autonomy which has led to the freer syllabuses and methods of training colleges today and which the colleges have valued as offering not only the dignity of independence but also a scope for experiment which was quite impossible under the old dispensation.

H.S.P.

PART 2

1933 - 1957

THE YEAR 1933 saw the appointment of a new Principal and Vice-Principal, and the establishment in association with the Training College, of Carnegie Hall, almost immediately to be renamed the Carnegie Physical Training College and later the Carnegie College of Physical Education.

By the untimely death of Miss M. E. Paine during the Autumn term of the previous year the College lost a loved and respected member. After the resignation of Miss Mercier in 1916, the post of Vice-Principal was left unfilled until Miss Paine's appointment in 1924. Writing in "The Owl," the late Mr. T. P. Holgate, one of her senior colleagues, wrote of her:

"Her interest in her work was intense. Checks and obstacles moved her strongly. She was zealous in reform and fertile in ideas which she sought to clarify by submitting them to criticism. A woman to whom principles meant much, she ever tried to be fair in her dealings with others. Her manner was gracious and possessed charm. Dignified to a degree as the occasion demanded, she at the same time was easy of access both to students and staff, friendly and companionable with a smile of welcome and an engaging way of giving her time and attention to all who needed her help. From the first her interest in the College was real and her affection for it deepened as time went on. She firmly believed in having a mixed college and never wearied in proclaiming this belief."

Dr. Airey retired at the end of the Summer term, 1933. Pupil teacher in Leeds, student at Borough Road Training College, and later of St. John's College, Cambridge, Headmaster first of Morley Grammar School and then of the West Ham Technical Institute, Doctor of Science of the Universities of Cambridge and London, he had brought to his work as Principal the highest academic distinction combined with breadth of teaching experience. In the world of scholarship he made a name as a mathematician, particularly for his work on the tabulation of Bessel and other functions. But it is more for his personal qualities that his memory is cherished. To quote from an unsigned article in "The Owl":

"We were proud of him because he could walk easily in a world of speculation with which we were unfamiliar, we were proud of him because he brought distinction to the College, but our regard was built rather on his deep sympathy, his tenderness and generosity to those less

intellectually stalwart, his humility, his delightful sense of fun. He found no difficulty in entering into the life of those around him, he enjoyed attending the gatherings of the old students, he liked being one of them. He never stooped to win a temporary popularity. It was this unconscious tribute to their good sense which won from the old students that love and loyalty which, in ways they could not know, strengthened and illuminated his life. He loved learning: he hated the parade of learning, taking as many precautions to hide his achievements as some people do to reveal them. He liked to feel that he was the friend of those he governed, and it is as a friend we shall always remember him."

Unfortunately Dr. Airey did not live long to enjoy his retirement. He went to live at Newtown, Montgomery, where he found a new interest as a member of the Education Committee for the County, and died there in September, 1937 in his seventieth year.

He was succeeded by the present Principal, Dr. R. W. Rich, who had been Professor of Education at the University College of Hull since 1930, having previously served as a lecturer in Education in the University of Durham. The post of Vice-Principal was filled by the appointment of Miss Helen M. Simpson, who filled that office with distinction for twelve years. She came from an inspectorship under the Bradford Education Committee, and had been a lecturer at Avery Hill College, London.

Carnegie College was opened officially by Lord Irwin, President of the Board of Education, on October 13th. 1933, although the first year of students had been in residence since the beginning of the term. Specialist training colleges for women in this field had been established in this country for many years, but attempts to make similar provision for men had met with only temporary success. Realising this need, the Trustees of the Carnegie Foundation decided to provide funds for the establishment of such an institution. Its pattern, however, was to be different from that of the women's colleges, which provided a three-year course with a considerable degree of specialisation throughout. It was intended that the new college should provide an intensive specialist course of one year's duration for men who were either graduates or certificated teachers, and who might come to the college directly following graduation or certification or after some years of teaching experience. Under such a scheme the disadvantages of undue specialisation would be avoided, and teachers of physical education thus trained would be equipped to teach other subjects also. It was decided to set up the new college in Leeds, and consideration of the advantages of association with the Training College led the Trustees to accept the offer of the Leeds Education Committee of a site at Beckett Park.

Under the direction of Mr. E. Major, later Her Majesty's Staff Inspector for Physical Education, and of Mr. E. O. Bouffler who succeeded him, the College has made a distinguished contribution to the development of physical education, and many of its old students are to be found occupying positions of importance and influence in that sphere. The war necessitated its closure, but it was reopened in 1946, two terms after the return of the Training College to Beckett Park.

The association with the Training College has proved fruitful in many ways. Carnegie students have enjoyed all the facilities afforded on the estate, including playing fields, swimming bath and library, and have participated in the general social life of the community. The Training College has regularly assisted in the provision of courses in the Principles and Practice of Education for the graduate students and in the supervision of their school practice. There has also been regular collaboration with the University Medical School which has provided instruction in Anatomy and Physiology.

During the years preceding the outbreak of the war in 1939 the life of the Training College went on with its customary vigour and variety. Successive issues of "The Owl," although naturally devoting much space to matters of internal and ephemeral interest, show signs of a growing concern for more serious topics. Enthusiasm for games and athletics was undiminished and inter-hostel rivalry was as keen as ever, especially on the men's side. The high standards in swimming, for which the College had become noted, were maintained under the genial direction of Mr. Fred Boyd, whose demonstrations to new students at the beginning of each session were a never-failing source of entertainment and instruction. Musical and dramatic activities flourished, and were combined one year in a production of Smetana's opera "The Bartered Bride." Plays were regularly produced by both present students and past students, including an adventurous and very successful performance of "The Ascent of F.6." Ambitious Open Days were arranged, affording an opportunity for students' parents and friends and others interested in the College to explore the grounds and buildings and to see something of its work and activities. But the threat of war grew more and more menacing as the years passed.

After Munich the danger seemed imminent. The buildings and grounds at Beckett Park were surveyed with a view to their conversion into a hospital should war break out. There seemed the likelihood that the experience of 1914-18 would be repeated with this difference, that whereas in the first Great War the loss of premises had been partial and gradual, it appeared that the whole College and Estate would now be required at the commencement of hostilities. When war was declared on 3rd. September, 1939, a requisition notice was served almost immediately after the Premier's broadcast statement, and before lunch-time control of the College had passed into the hands of the military authorities.

Preparations for such a situation had been made well in advance, and plans were ready for clearing the buildings. Before the day was out a fleet of removal vans arrived, and the transference of College furniture and fittings to Brudenell School was begun. Room after room in the College was emptied, and room after room at Brudenell was filled. For weeks afterwards Mr. Rockliff, the Head Caretaker, was hard at work with his assistants sorting things out, until eventually the place

became rather like a department store—furniture in these rooms, kitchen utensils and groceries in others, beds and bedding on this floor, library books on that, and so forth. Later in the war the store was removed to Woodhouse School, where it became a useful source of supply for meeting incidental needs of other educational institutions in the city.

At the outset the Principal's and Vice-Principal's houses were exempted from the requisition, and the latter became the centre for the transaction of College business. The Principal and Registrar, Mr. W. H. Perkins, took up residence there with the Vice-Principal, and thus it was in "Churchwood" that the future plans for the College were made. It was necessary for this to be done *ab initio*, since the tentative scheme which had been promulgated by the Board of Education for the evacuation of training colleges was inapplicable in view of the way in which events had developed. In drawing up its plan, the Board had assumed that all men students would be liable to be called up very quickly, and so it was proposed that women students in "evacuation areas" should be transferred to men's colleges in "reception areas." In accordance with this project the City of Leeds College was to transfer with its women students to Loughborough College, which it would share with the women from the City of Sheffield College. The underlying assumptions of the Board's plan proved, however, to be fallacious, since at this early stage of the war men under the age of twenty were not liable to be called up. This meant that accommodation had to be found for a large number of the men students as well as the women, while the accommodation at Loughborough would be very much more limited than had been expected. It therefore seemed desirable that the College should devise an independent plan, and a hurried visit by the Principal to the Board of Education in London secured official sanction for the project.

After long discussion it was decided that the most profitable field to explore would be holiday resorts with a number of large hotels which would be emptied of their usual visitors and might welcome less orthodox guests. The number of students involved and the need for easily available schools for practice precluded the use of a country house or houses. After intensive study of the hotels section of the handbook of the Automobile Association, and bearing in mind that many likely places had already been seized by various Ministries as well as different branches of the Forces, it was decided to reconnoitre Scarborough. Although its situation on the East Coast might be regarded as a drawback, it seemed that with modern aircraft geographical position made little difference, while the danger of invasion was more acute further South. The absence of nearby military objectives, comparatively easy accessibility from Leeds, and the size of the town seemed more than compensating advantages, provided suitable accommodation could be found. On their first visit to Scarborough with this end in view, Miss Simpson and Dr. Rich happened to stay the night at "Red Lea" and were fortunate enough to find that the proprietor, Mr. Malcolm Rowntree, was a North Riding County

Councillor and a member of the Education Committee. He was immediately interested in the project; possibilities were discussed with him and by next morning he had gathered representatives of three other hotels—the Villa Esplanade, Brooklands and Southlands.

From this beginning a workable scheme was developed. Another hotel, the Dorchester, was found willing to co-operate. At first it was thought that it would be necessary to use the hotels for classroom purposes as well as residence, but it was found possible to rent "High Cliff" to be used for teaching and administration. This was a building consisting of two blocks of semi-detached houses connected by a bridge. It was situated in the Filey Road, within a few minutes' walk from the hotels, and had been previously used first as a school and then as a boarding house. Use was also secured of the "Victoria Hall," attached to Holy Trinity Church, and this was eventually used for physical training in the hall itself, with men's craft in the basement. Negotiations were carried out with Scarborough College for the use of playing fields and gymnasium. The finances of the whole scheme were worked out, and the plan was finally submitted to the Governors of the College and approved.

It was decided that if possible the College should resume its activities by the beginning of November, and to this end preparatory work went forward both in Leeds and in Scarborough. High Cliff was surveyed with a view to the allocation of rooms: the work of constructing air-raid shelters at High Cliff and the hotels was undertaken and provision was made for "blacking-out" all the premises occupied by the College. There were many alarms and difficulties to contend with, and there were times when it seemed that the scheme would fall through, but in spite of setbacks steady progress was made. One element of uncertainty arose from the fear that some of the Scarborough premises might themselves be requisitioned. Fortunately the Northern Command at York provided a letter of protection which proved efficacious with Army billeting officers. This writ, however, did not run with the other Services, and at a later stage it was necessary to wage a long, and sometimes uncertain, struggle with the R.A.F. which found Scarborough an admirable centre for a number of Initial Training Wings. The removal of furniture and apparatus from Beckett Park to Scarborough occupied several days, but the work proceeded smoothly and all was ready for the College to enter into occupation of the quarters which were to be its home for more than six years.

In order to make a smooth start the staff and hostel committees came in advance of the main body of students, and meetings were held to explain the lay-out of the premises and to discuss questions of procedure. Since the hotels were undertaking the board and lodging of the students, no members of the domestic staff were brought to Scarborough with the exception of two matrons who were to be responsible for watching over matters of health. As far as possible students were allocated to hotels in accordance with their halls of residence at Leeds. The Grange went to the Villa Esplanade, Fairfax to Brooklands, but Cavendish was divided

between those two hotels. Macaulay went to Red Lea, Bronte to Southlands, most of Caedmon to the Dorchester, while Leighton was divided between Red Lea and Southlands. On the day of assembling everybody arrived safely in spite of the difficulties of wartime travel, the black-out, and the complete strangeness of the town. Some alarm was caused when a man from South Wales and a woman from the Isle of Man, both new students, did not appear, but they ultimately arrived on a very late bus. They had met over a cup of tea at one of the Leeds railway stations, travelled on together, and they had alighted from the train at Malton thinking that they had reached Scarborough. The date of assembly was 31st. October, and work started on a full and normal time-table on 1st. November.

Many members of the staff, when they saw High Cliff for the first time, were convinced that it could not possibly hold the College. In fact the building afforded sufficient classrooms, provided the idea of a "classroom" was not too pretentious. In a number of rooms there was space for chairs only, and no desks, so that students became quite proficient in writing notes on their knees. The "laboratories" consisted of attics which were fitted with wash-basins, as indeed were many of the upstairs rooms, and it was necessary to make do with a minimum of formal apparatus. The students training for infant work were housed in a large basement kitchen, the other basement rooms being converted into air-raid shelters. The art department occupied a large room on the ground floor which was appropriately known as the "drawing-room." Central heating of a kind was provided in three of the four semi-detached houses which made up the block by means of an antiquated hot-air system which ceased to provide any warmth if doors or windows were opened. The fourth house was heated by open fires. In the early stages physical education for the women took place at the Victoria Hall, and for the men in the gymnasium at Scarborough College. When the latter was subsequently taken over by the R.A.F., men and women had to play "Box and Cox" at the Victoria Hall, with considerable waste of time involved in getting there from High Cliff and back again at the end of the period. None of the premises rented by the College was large enough to accommodate all the students, but through the kindness of the authorities of the South Cliff Methodist Church it was possible to meet in the Church for assemblies and services, lectures and music recitals, and general meetings of the College Union. A constant preoccupation was the search for playing fields. The grounds of Scarborough College were used until the R.A.F. occupation. Some use was later made of the ground of the Scarborough Association Football Club, a playing field belonging to Queen Margaret's School, which had been taken over by the military authorities, and a Rugby pitch on Oliver's Mount kindly lent for occasional games by the Scarborough High School for Boys, which also allowed the use of a piece of ground in connection with the College course in Gardening. It was necessary to arrange as many away fixtures as possible, and when the Foreshore was made accessible, many games were played on the sands.

School practice presented a difficult problem. The Scarborough Education Authority was most co-operative and the teachers in the Scarborough schools were very ready to help, but even when the available facilities were used to capacity it was necessary for many students to travel to schools in the North and East Ridings. They made their way to Filey, Malton, Pickering and Whitby, and to villages like Hutton Buscel, Seamer, Norton and Cloughton. During one or two severe winters this was an adventurous business, with snow piled high beside the roads, but they never failed to get to school and home again. In many cases it was necessary to put two students to a class, and every student carried out one period of practice during the summer vacation in his home area. The drawbacks involved in such arrangements are plain enough, but there were compensations. The students had the opportunity of experience in real country schools which often manifested a pleasing individuality and humanity. It was refreshing in more ways than one for a supervisor to visit a school and find the headmaster's kitchen given up to the brewing of mead; while at another he might find that the time-table had been abandoned because it was a fine day and all hands were required in the garden.

In spite of difficulties the regular work of the College went on steadily throughout the period of the war. In many ways the constant improvisation that was inevitable proved a challenge to ingenuity and enterprise. It was fortunate that there was a small ballroom at Southlands which could be converted into a library, and the most essential books from the College library in Leeds were transported there, while both students and staff made good use of the attractive public library in Scarborough. The surrounding district provided excellent opportunities for field work in geography, nature study and biology. Deficiencies in staffing arising from the departure of some of the younger lecturers for war service were met by securing part-time assistance from local sources, notably the High School for Boys, which also provided laboratory accommodation for the advanced course in Science. The routine of examinations continued, although special arrangements became necessary for the men who were admitted under a scheme which allowed their entry at an earlier age than the women and the completion of their course after five terms in the College. The familiar procedure continued during the final school practice, when a panel of His Majesty's Inspectors assisted in the assessment of practical teaching.

The presence of a large number of child evacuees in Scarborough provided an opportunity of social service which afforded a large number of the students valuable experience of meeting with children in a situation very unlike that of the classroom. Under the spirited leadership of Miss Simpson the work began with informal but regular visits to groups of children in their billets in order to organise games and other activities. As time went on it was found more satisfactory to organise a number of play-centres and clubs at suitable meeting places rather than in the billets themselves, where the activities were necessarily limited in scope and

dependent upon the goodwill of the "foster-parents." This enterprise, which included play groups for children of various ages, a children's club, dramatic classes, and physical training and boxing clubs, continued throughout the College's stay in Scarborough and depended for its success upon the faithful and enthusiastic work of many staff members and students.

Although the College lost something of its corporate unity because of the scattered nature of its quarters, and through the growing disparity in the numbers of men and women students, its life as a community continued active and varied. An important step forward was taken when the College Union was established in 1941 to replace the Students' Representative Council which had come to consist solely of the Hostel Presidents. All the important branches of College activity were represented on the newly created Union Council, and the College was brought into touch with wider aspects of student life by affiliation with the National Union of Students. Since that time delegates have been sent regularly to N.U.S. Council meetings, and one woman student during the Scarborough period achieved the distinction of election to the National Executive. Regular College assemblies and services were held, conducted by members of the staff, students, and visiting clergy. Most of the clubs and societies continued to be active, meeting in all kinds of odd rooms that happened to be available. Some new societies were founded, notably the Society for the Study of International Relations. The strong musical and dramatic traditions of the College were well maintained under circumstances of great difficulty. Many recitals and concerts were organised. In the early days the College Music Society collaborated with the Scarborough Music Club, and when the latter was discontinued, Mr. Pickering rendered a valuable service to the town and the troops stationed there by organising an admirable series of concerts of chamber music by visiting artists. In spite of crowded conditions and a tiny makeshift stage, the Dramatic Society achieved some notable productions. Informal dancing took place in the hotels on Saturday nights, and College dances were held, first in the Grand Hotel, until it was requisitioned by the R.A.F., then at the Royal Hotel, and later in the Hall of the Boys' High School. There were many debates, discussion groups and "brains trusts," sometimes in conjunction with the cadets of the three R.A.F. Initial Training Wings which were established in Scarborough.

During its stay in Scarborough the College had its share of wartime experience. In the period of the "phoney war" there was aerial activity by the Germans off the coast, and ships which had been attacked found refuge in Scarborough Harbour. The first College examination was interrupted by an air-raid warning, and the examinees retired cheerfully to the air-raid shelter for an hour, returning, perhaps a little less cheerfully, to complete their paper ("Education") when the "all clear" sounded. When the bombing of these islands seriously started, German aeroplanes would come over night after night as dusk fell on their way to inland targets, and return in the small hours of the morning, when they had an

unpleasant habit of dropping, more or less at random, the odd bomb or two left over. Night after night brilliant aerial illuminations far away to the South over the Humber showed that Hull was suffering still another attack. Early in 1941 Scarborough experienced its only raid of any magnitude, when one man student was killed by the explosion of a land mine. Later the Villa Esplanade had a very narrow escape. A solitary raider dropped a stick of four bombs along the South Cliff Esplanade, and one of them fell on the the Villa. Fortunately all the men had gone to the shelter, and the bomb fell in a small courtyard around which the hotel was built. When the Principal arrived in response to a telephone message, he found the Resident Tutor, Mr. Tudhope, standing at the doorway in the moonlight with face blackened and clothes white from head to foot with fallen plaster. The students were removed to an emergency rest centre, and then slept for a few nights at High Cliff, but it was not long before they could return to the Villa which was somewhat battered but still habitable. Later again one of the part-time lecturers from the Boys' High School was wounded in the leg by a cannon shell fired in exuberance by another single raider. With the fall of France and the possibility of invasion the advisability of continuing in Scarborough had to be considered. After careful thought it was decided to stand fast, and although some heads were wagged, it proved to be a right decision. There were however plenty of anxious moments, and members of the staff will remember meeting in High Cliff to discuss what evacuation steps should be taken if the invasion should actually come. Fortunately instructions from the Government were issued shortly afterwards that in such an event civilians were to stay where they were, so the problem was solved.

Apart from old students and members of the staff who were serving in the Forces, present members were engaged in many forms of war-time activity. One of the conditions under which the men students were accepted for the curtailed course before being called up for service was that they must serve either in the Air Training Corps or the Home Guard. An A.T.C. had been formed at the High School, and at the invitation of the Headmaster, Mr. Marsden, for whose help in many ways the College was greatly indebted, a College section was formed under the command of Mr. Tudhope who was commissioned for this purpose. A College section of the Home Guard was established under the direction of Dr. Woodhouse. Fire-watching at High Cliff was undertaken by the staff, while students carried out similar duties in their hotels and in other buildings unconnected with the College. During vacations many different forms of service were carried out, and a meeting to exchange experiences at the beginning of each term became a common practice. A number of members of the staff spent a good deal of time travelling and lecturing to Forces units, often in very out-of-the-way places. Miss Hammond (later Mrs. Pickering) made a name for herself as a commentator on current affairs; Mr. Tudhope made the R.A.F. his special field of action, and later did interesting work with the Poles in this country; Dr. Woodhouse was successful in

developing a dramatic technique dealing with some aspects of local government which proved popular with the troops. The College made strenuous efforts to raise money for a Prisoners of War Fund and a number of entertainments were organised for local units.

Old students of the College gave devoted and gallant service in all branches of the Forces and in all parts of the world. By the end of the war 650 men were known to be serving and there were no doubt many others about whom no information was received. Many distinctions were gained and many acts of heroism and self-sacrifice performed. It was inevitable that there should be many casualties and the College was saddened as the list grew inexorably in length. After the return of the College to Leeds the list of those known to have lost their lives was placed in the Great Hall side by side with those of their 77 predecessors of a previous generation who fell in the War of 1918. They number 51.

Contact was maintained between the College and serving old students by means of a Bulletin for which Dr. Woodhouse, one of the Honorary Secretaries of the Old Students' Association, was responsible. The first issue appeared in February, 1940, and altogether seventeen numbers were produced, the last coming out in November, 1945. The Bulletin provides a remarkable record of the doings of old students in the Forces throughout the war in almost every part of the world. It involved Dr. Woodhouse in an enormous correspondence, and many an old student was cheered by the letters he received. Each issue contained a section of news items about individual old students, starting with just a few, and growing into really substantial proportions as the war went on. The following is an extract taken at random which will illustrate both the variety of service undertaken by old students and the labour involved in assembling the material. The items of news were arranged according to years in College. This passage relates to the 1937-39 group and comes from Issue Number 12, June, 1943:

"W. BALL. India. Commissioned at I.M.A., and has done special work in jungle and mountain warfare. Takes a very poor view of 'them thar hills.' Received captaincy on his birthday. Reports that W. A. BOWNESS is somewhere in E. Africa. D.S. BIRCHALL. Still in Malta. Now W.O.2. Back on old job teaching Basic English. D. W. BYERS. Married during last leave. Now back in Faroës, looking forward to opening of football season. L. CASTLEY. Discharged on medical grounds and hoping to teach in Sheffield. D. E. FITTON. Married. Now a Pilot Officer, recovering from recent unpleasant experience in S. Atlantic. C. W. GARDINER. Second-in-Command of H.Q. Sqn. at Bde. H.Q., R.A.C. J. GREEN. Married eighteen months ago. Transferred to Artillery and is instructing. Recently met 'Spud' HUDSON (38-40) at Catterick. He, too, is married. H. R. GREENER. M.E.F. Reports recent meeting with J. KAY and R. ARMITAGE. All well. A. L. HEWITT. Now a Sgt. Pilot. Reported to be flying Catalinas somewhere round Britain's shores. J. F. HUDSON. P.O.W. in Malai. K. PURSEHOUSE. In N. Africa (S. Sgt. R.E.M.E.). Reports that S. T. WIGMORE has been commissioned in the Royal Marines. C. ROOME. Instrument mechanic, R.E.M.E. Hopes to train for administrative commission. E. SARGEANT. Radio Mechanic, R.E.M.E. Recently involved in an army mix-up. Strangely enough he had been confused with Ken SEARGEANT (35-39). A. L. SCOTT. Serving with

R.A.M.C. in Malaya when Singapore fell. Now P.O.W. in Malai Camp. J. W. TARBITTEN. Has received his wings as a glider pilot. H. WILKINSON. Left India, where he has played a good deal of hockey and cricket. Now with P. & I. Forces."

In addition to items of news about serving old students there were notes on the life and activities of the College in Scarborough. Here are a few typical extracts:

"Men's Handwork is taken in the ground-floor room of a memorial hall some ten minutes' walk from the College. There is no truth in the rumour that, because of the noise from the women's Physical Training on the floor above, Mr. Hamnett now writes his comments and criticisms on the blackboard." (February, 1940).

"Members of the Scientific Society have paid visits to the Cornelian Silver Fox Farm and to the Scarborough Pure Ice and Storage Co. Ltd. . . . The College Orchestra has assisted at a school concert given in aid of St. Dunstan's Home . . . A party of students gave a concert in the Jubilee Church. 'The rendering of College Songs,' said the local Press, 'was a popular feature.' Resident Tutors at Beckett Park have also been known to comment on similar recitals round the common-room fire." (April 1940).

"We extend a welcome to three new members of Staff this term: Miss Hitchman (Art), Mr. Palframan (Education and Science) and Mr. Stephenson (History . . . and the Villa).

Two College Services have been held in the South Cliff Church this term. The first was conducted by the Principal, and the second, in connection with the observance of International Students' Day, was taken by the students.

In consequence of revised regulations, a student is no longer required to become a member of a pre-service organisation. Thirty students joined the local Home Guard Battalion this term, and were added to the eight "veteran" students in No. II Platoon. They did a little training; they challenged the rest of the Company to a miniature rifle competition (and were beaten by a very narrow margin); they participated in the farewell celebrations and final march . . . and they retained their equipment.

At the first meeting of the Education Society, Miss Edith Ramsay, Head of a large Evening Institute under the L.C.C., gave an address on 'Young People in Stepney.'

In November the College Dramatic Society gave a reading (with appropriate costumes and stage setting) of 'Pygmalion,' (G. B. Shaw).

MUSIC Piano recital by Mr. Fyfe, in September.

Programme by Senior Music Students in October.

Mr. J. Wright Henderson gave a piano recital which included music by Beethoven, Brahms, Chopin and Dohnanyi.

Mr. Tom Bromley gave a special piano recital of works by Mozart, Debussy and César Franck.

A General Meeting of the College Union was held in the South Cliff Methodist Church at the beginning of the term. Reports were given on the N.U.S. Council Meeting and the International Students' Service Conference, as well as descriptions of the College Clubs and Societies by their representatives.

The College Dance was held in the Boys' High School in November, and the hostels have been open as usual for dancing on Saturday evenings throughout the term.

At the end of October, under the auspices of the Education and Science Societies, film shows were given in conjunction with the Ministry of Information:—

'Children of the City'. (Juvenile Delinquency).

'A Start in Life.' (Health Services).

'The Manufacture of Gas.'

Early in the term, Miss F. Hawtrey addressed all Senior Students on 'Tomorrow the World'—a recent play about Nazi Youth.

During the Final School Practice period the following special lectures were arranged for Junior Students:—

- 'The McNair Report on the Training and Supply of Teachers,' by Dr. Rich.
- 'The Scientific Outlook,' by Miss Dickinson.
- 'Rex Warner: a Modern Writer,' by Miss Simpson.
- 'International Aspects of Social Security,' by Mr. Stephenson." (December 1944.)

In order to maintain some contact between the College and past women students, the great majority of whom were carrying on the job of teaching, often under very trying and difficult circumstances, a News Letter was produced. Miss Rawson was responsible for this from November, 1942 until her marriage in 1945, when the work was continued by Miss Dresser. In all eight numbers were published, the last in June, 1946 after the return of the College to Leeds. In addition to news of College activities the News Letter included letters from past and present members of the staff and information about old students, including extensive lists of engagements, marriages and births. After the return to Beckett Park full sets of the Bulletin and the News Letter were bound and placed in the John R. Airey Room, where they are readily accessible to old students visiting the College, and form a valuable record of the life of past and present members of the College during the period of the War.

In the Summer Term of 1943 the College was visited by three members of what came to be known as the McNair Committee, which had been appointed to investigate and report upon the field of the training and supply of teachers, with a view to possible post-war developments. The visitors included the Chairman, Dr. (later Sir) Arnold McNair, Vice-Chancellor of the University of Liverpool, Mr. (later Sir) Philip Morris, Director of Education for Kent, and Mr. S. H. Wood of the Board of Education. They made themselves acquainted with the work and corporate life of the College, and held discussions, both formal and informal, with students and staff, including a session with the Union Council at which views and opinions were freely exchanged. All members of the College appreciated the interest which was thus shown in a college which was carrying on its work in a remote corner of England under very unusual circumstances, and both staff and students welcomed the opportunity to meet and talk with the delegation. Further reference will be made later to the Report of the McNair Committee, which has been of major importance in the development of teachers' training in this country.

In 1944 came news of the death of Dr. Walter Parsons, the first Principal of the College. During his long years of retirement he had lived an active and useful life, displaying the enthusiasm for good causes and the unflagging energy that were characteristic of the whole of his long career. For many years he was Chairman of the Leeds Juvenile Court, where his wisdom and kindness made him universally respected. Before the College moved to Scarborough he was warmly welcomed at the Annual Reunions of the Old Students' Association, where his remarkable

interest in the personal affairs of his old students and his extraordinary facility in remembering names and individual histories were fully displayed. Under his guidance the foundations of College life and work had been soundly laid, and such success as the College has achieved in the first fifty years of its existence has owed much to the standards and direction imparted by its first Principal.

Very characteristic of Dr. Parsons was the letter of greeting to old students serving in the Forces which was included in the Bulletin in April, 1940:

"My Dear Old Owls,

As first Principal of our College and, therefore, representing the staff and students of the older generation, I send you a message of greeting and good cheer in the great and noble adventure you have undertaken.

It is not likely that any of you now serving with the Forces was a student in my period as Principal; but I like to think of the City of Leeds Training College as a great brotherhood in which we feel that we are brothers, not only to those of our own years of training, but also to those who preceded us and to all who will follow us in the linked generations of the life of the College.

As representing the older branch of this brotherhood I wish you God speed and a happy and speedy issue out of present troubles. In the words of Longfellow let me assure you that

'Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears
Are all with you—are all with you.'

Good luck to you all!

With every good wish,

I am,

Very sincerely yours,
W. PARSONS."

As the prospect of the end of the war became clearer, and minds were turning to problems of post-war reconstruction, the Board of Education instituted a scheme of Emergency Training Colleges to meet some of the deficiencies in the supply of teachers which had of necessity arisen during the war. The intention was to provide a special intensive course of about a year's duration for men and women who had been engaged in the Forces or other forms of National Service. It was clearly important that the principals of these colleges should be well-chosen to carry out this new adventure in teachers' training, particularly in the early stages when the foundations of the scheme would be laid, and it came as no surprise that an invitation to undertake the principalship of one of the pioneer colleges for women should come to Miss Helen Simpson, who had been Vice-Principal at the City of Leeds College since 1933. Deeply attached as she was to the College, Miss Simpson felt that this was a call which could not be denied, and she left Scarborough early in 1945 to take up appointment as Principal at Exhall College, near Coventry.

Miss Simpson had brought personal qualities and capacities of a high order to bear on her work as Vice-Principal. Her influence was felt not only in every department of College life, but also in wider educational circles. The presence of hundreds of evacuated children in Scarborough was a challenge to which she responded with energy and enthusiasm, and under her guidance and inspiration the

College was enabled to give a most needful and valuable form of social service through its provision of children's centres and clubs. Her particular interest in small children showed itself in many ways, notably by the prominent part which she played in the work of the Nursery School Association. Always interested in the wider aspects of professional policy, it was fitting that she should take office as Honorary Secretary of the Association of Teachers in Colleges and Departments of Education when the Exhall College was closed.

Although her immediate responsibility in this College was with the women students, she was concerned with the College as a whole and took a lively interest in the men students as well as the women. She never wavered in her faith in the principle of co-education, and regretted that she could not have men as well as women at the Exhall College. She strongly believed in the equality of the sexes but the breadth and humanity of her outlook prevented the principle degenerating into a querulous "feminism." A passionate believer in good causes, her high courage and determination combined with a saving grace of humour have carried her triumphantly through the difficulties and problems which are inherent in the life of anyone who feels strongly and responds to the call of high purposes.

Miss Simpson was succeeded in the office of Vice-Principal by Miss Mary C. Parnaby, who had previously been Vice-Principal of the Bishop Otter College, Chichester, a Church of England Training College for Women. After graduating at Edinburgh University, Miss Parnaby was trained at University College, Southampton. She taught for some years and then entered training college work by joining the staff of the Peterborough Training College. She was concerned with the closing stages of the life of the College in Scarborough, and has remained to see the College through the difficult period of transition and reconstruction involved in the return to Beckett Park and the developments that have taken place subsequently in its work.

The ending of the war did not mean an immediate return to Leeds. Since its original requisitioning the College at Beckett Park had been used for a number of purposes. In the early stages it was partially equipped as a hospital, but in the absence of casualties during the period of the "phoney war" it was transformed into a great training centre for the Royal Army Medical Corps, and continued to serve this purpose until the closing stages of the war. Its last use was as an "Army Selection Training Unit," a remedial institution which was designed to receive "misfits" and "maladjusted" men from many different units and give them a measure of rehabilitation and retraining, with a view to their being redrafted to more suitable jobs in the Army. So when the war finally came to an end, Beckett Park was still in the hands of the military authorities, and it was necessary for the stay in Scarborough to be extended to Christmas, 1945. Pressure was brought to bear to secure the release of the buildings and estate, with the result that it was possible for the Spring Term to open in Leeds.

In many ways the return presented more difficult problems than the exodus in the Autumn of 1939. For over six years the premises had been under military occupation, and during this time many structural alterations had been made, especially in the main building, while very little general maintenance work had been carried out. Every building had been used, including the houses of the Principal and Vice-Principal. There was hardly a whole door left in the main building, where the library had been divided into a number of smaller rooms, and extensive alterations made in other parts. Most of the decorations were in a very poor state, the floors were rough, while in some of the hostels large hollows had been worn in the stone stairs by the tread of nailed boots. Many inroads had been made upon the furniture and equipment which had been placed in store, and while some could be traced and recovered, a certain amount had to be given up. Such equipment as had been left in the College had suffered grievously. Immediately before the outbreak of the war the stage in the Great Hall had been fitted with a very attractive new set of curtains which were never used before the departure to Scarborough. After constant use by the troops it was not surprising that they should have become completely dilapidated. The actual date of opening the term had to be postponed at short notice because the necessary kitchen equipment had not arrived. The grounds generally were in fair condition, except that during the last few weeks of the occupation a tented camp for repatriated prisoners of war had been erected on the top Soccer pitch. The tents were easily removed, but not so the razor blades and other debris which had been scattered on the field, and which had to be meticulously collected before play could be safely possible again.

Since the hotels in Scarborough had undertaken complete responsibility for the students' board and lodging, the College had to build up an entirely new domestic staff, apart from two of the pre-war matrons, Miss Christie, who had been in Scarborough helping with the supervision of the students' health, and Miss Hallowell who was re-appointed in the Autumn of 1945, and worked as a pioneer in the preliminary straightening-out process at Beckett Park. A chance visitor at this time would probably have found her in a Carnegie gymnasium, the floor of which was covered with an indescribable confusion of articles of domestic equipment which had been brought out of store. With the aid of a number of assistants—who, incidentally, lodged a claim for additional remuneration in the form of "dirt money,"—her task was to get things sorted out as far as possible and make lists of deficiencies. Domestic labour was very short in supply then, as it is now, but a nucleus of matrons, assistant-matrons and maids was gathered together by one means and another, so that it was possible to open five hostels in January, 1946, four on the women's side and Carnegie Hall. These were sufficient to accommodate the students returning from Scarborough, the men being housed in Carnegie, which was in fair condition and was available for this purpose since Carnegie College had been closed for the duration of the war.

It was not possible for all the hostels to be adequately re-decorated and re-equipped at once, and there was an element of "General Post" about the life led by some of the women students who had to move from one hostel to another as the work of reconditioning proceeded. Conditions were far from satisfactory in some of the occupied hostels, and one of the earliest crises of the return which the Principal had to face was a deputation of angry young women who said they were going home because the last occupants had left their hostel embellished with unseemly drawings. The situation was saved by a reminder that it might be easier to walk out of College than to walk back, and a suggestion that a concentrated attack with soap, water and scrubbing brushes would effect wonders. The work of refurbishing went forward, however, steadily under the guidance of the Clerk of Works, Mr. Carter, who had supervised the transfer to Scarborough and who returned from retirement to take charge of the work of rehabilitation. So well did the work proceed that all the hostels were available for the opening of the new session in September, 1946.

The opportunity was taken to effect some alterations and improvements in the main building. The former men's common room was turned into a Union Room available for both men and women, and the former women's common room became a joint common room. Both men and women staff shared the former women's staff room, and the men's staff room was equipped as a geography room. The science laboratories were extensively re-equipped, and a projection room was established and furnished with cine-projectors, episcopes, film-strip projectors and other visual aids.

When the College left Scarborough the proprietors of the five hotels which had accommodated the students had the kindly thought of providing the College with a permanent memento of this strange incident in the lives both of the hotels and of the College. They accordingly commissioned Mr. Kenneth Rowntree to paint an appropriate picture, which was later handed over at an informal but happy presentation ceremony by Mr. Malcolm Rowntree of Red Lea, whose help had been invaluable in the development of the Scarborough scheme. The picture portrays the South Bay seen from the slopes of the South Cliff, with two students, a man and a woman, in the foreground. The war-time circumstances are suggested by the emptiness of the sands and a few strands of barbed wire as a reminder that for much of the period of the College's stay most of the cliffs and foreshore had been forbidden ground. The painting hangs in the joint common room, together with a wintry landscape by Duncan Grant which was given by staff, students and old students to Miss Simpson to commemorate her Vice-Principalship, and presented by her to the College. In the same room hangs an inscription commemorating the use of the College as a hospital during the Great War of 1914-18.

The return to Beckett Park necessarily involved problems of adjustment, and it was some time before the rhythm of normal collegiate life was established. At Scarborough the College had inevitably become a somewhat loosely knit com-

munity, and it was a new experience for the students to find themselves living together in the same grounds. Not all students thought that the possession of the privacy of a study bedroom compensated for the spring mattresses and "h. and c." laid on in the hotel rooms. Opportunities for amusement and refreshment were no longer on the doorstep. On the other hand those who had known life at Beckett Park before the war assumed perhaps too easily that that life could be resumed unchanged by the events of the past six and a half years. There was a great disparity in the numbers of men and women students, and the men were very young. The first few days of the new term were cold and foggy, and it was some time before the College could be appreciated as something more than a collection of buildings looming gauntly out of the mist. The situation was further complicated by the fact that in the following September the numbers of the College were restored to their full strength. This affected the men's side acutely, and raised problems of internal hostel organisation, since the men entering their second year had to be redistributed among Cavendish, Fairfax and the Grange, having previously spent one term of their first year in Scarborough and two terms in Carnegie. Since this meant about ten men to each hostel, the field of choice for officers and committeemen was limited. The new intake of men included entries direct from school, a few new entries from the Forces, and a number of old students whose course had been interrupted by the war and who returned to College for varying periods. The latter group were allowed to complete their qualification on assessment instead of formal examination on analogy with the procedure in the Emergency Colleges. They returned full of doubts as to their ability to take up their studies successfully, but experience proved that these fears were groundless, and they acquitted themselves well. All the women's Halls were now filled, including Priestley, which had been occupied for a few years before the war by students of the Yorkshire College of Housecraft as a result of a cut in training college numbers which had been imposed by the Board of Education as an economy measure. The session 1946-1947 was a period of transition during which the College was "feeling its feet" again both in its work and in its life as a community.

During the next session a fresh situation arose in that the new entry was made up of ex-servicemen. In view of the maintenance of conscription the question of the age of admission of men to training colleges was reconsidered by the Ministry of Education, and it was decided that boys from school should no longer proceed direct to college, but should carry out their national service commitments first. In order, however, to provide that they should not enter the Forces with no definite prospect of training for a career at the end of their service, a system of "provisional acceptance" was instituted. Boys could apply for such an acceptance during their last year at school and arrangements were made for them to be interviewed. Those who were successful were promised a place at the conclusion of their period of service, subject to a satisfactory record in the Forces. Experience has shown that this was a wise arrangement. There has naturally been some

wastage between provisional acceptance and actual entry to College, but the number of candidates who have been lost through changing their minds during this period has been surprisingly small. The men have had something to look forward to at the conclusion of their service, and have had some incentive to continue with their studies. The fact that they enter about the age of twenty rather than eighteen has implied a greater measure of maturity in the students. The value of the experience gained during service has varied enormously according to its nature. For some it has meant interesting service abroad, sometimes under conditions of difficulty and danger. It may have meant the acquisition of new skills in technical branches of the Army or R.A.F. For all it has meant acquiring something of the art of adjustment to life with others drawn from widely differing backgrounds. But for many it has meant employment in routine tasks, often of a clerical nature. A number have elected to serve in the Royal Army Education Corps. In too many cases national service has involved the boredom and frustration which follow from time too little occupied with significant work. In general, however, the men have undertaken their service philosophically, often with both enjoyment and profit, although most have been glad to see it completed. The interruption to their studies has not proved disadvantageous, and most of them have settled without difficulty to their College work.

The response to recruiting for the Emergency Scheme had been very extensive, and there were many ex-servicemen who had been accepted under the scheme who were having to wait for long periods before admission to a College. In order to alleviate this situation the Ministry of Education was prepared to allow men who had been accepted under the scheme to transfer to the regular two-year training colleges if they could secure admission. At the same time the comparatively generous system of "Further Education and Training Grants" was made available for ex-service students taking the two-year course, whether they had been accepted under the Emergency Scheme or not. As a result the 1947 entry of men was made up almost entirely of men who had served in a branch of the Armed Forces during the war.

The prospective entry of this group of "veterans" gave rise to many questions. After years of active service, how would they settle down to the comparatively hum-drum routine of life in College? Would they tackle the academic part of the course successfully, and how would they cope with examinations? Those who remembered the ex-service students after the 1914-18 war wondered just how wild they would be. What would life be like on the men's side when the second-year students were youngsters of eighteen or nineteen, and the first-year students were men who had seen active service in all parts of the world and might be of any age up to thirty or thirty-five? How would the numerous married men settle down? How would the ex-Captain or ex-Flying-Officer get on with the ex-Ordinary Seaman or ex-Aircraftsman?

Events proved that these doubts were groundless. The field of choice among ex-service candidates for the College was extensive, and those who were admitted proved themselves to be indeed "picked men." They brought into the College a wide range of personality, experience and varied abilities. Almost every branch of the three Services was represented. The men were drawn from all ranks, commissioned and non-commissioned, but there was never a sign of "class distinction" arising from this cause. They brought into the College a vigour, purposiveness and breadth of experience which rapidly exerted an influence upon the life and work of the whole community. Their maturity of outlook and acquaintance with places, men and affairs enlivened class discussion and stimulated both their fellow-students and their lecturers. Although many of them were doubtful of their ability to adjust themselves to academic work, the standard achieved has never been higher. They were nervous at the prospect of a formal examination at the end of the course, and in fact the performance of some of them in "Finals" was less distinguished than might have been expected from the standard of their work during the course. Some of the best students regarded the examination as a rather irksome irrelevancy. This attitude was exemplified by a remark made to the Principal by one able and lively man, whose enthusiasm and range of activities in all branches of College life were notable. Early in the Summer Term, after discussing one of his many projects, he said a little ruefully: "And now I suppose I have got to start preparing for that damned examination." On the other hand many felt a genuine anxiety about passing the final test which was understandable enough. Sometimes a good deal of reassurance was necessary, and this was not always convincing to men, often with family responsibilities, who were longing to settle down to their chosen profession.

Almost without exception they found satisfaction in a return to a civilian situation which involved life in a community, and they fitted happily into the pattern of the College. The married men took an intense pleasure in their families, and the visits of wives and small children added a delightful variety to the life of the estate. It was a not uncommon thing for an anxious student to apply for leave at a date many months ahead in the pathetic faith that medical prophecy of the time of the arrival of a new member of the family could be relied upon to the day. Many had an enthusiasm for gardening, and the numbers taking the course in rural studies rose to noble proportions. Work in the art department revealed many things that would not or could not be expressed in words. There was a real and lively interest in children, including the youngest, and a few hardy spirits were bold enough to take up their first appointments in Infant Schools before passing on to work with older children. They threw themselves into the activities of College clubs and societies with much enthusiasm. The social life of the College became more vigorous than ever, and many entertainments were enlivened by "variety" items which had first appeared in mess-room or canteen. The games and athletics clubs were strengthened by the infusion of seasoned and experienced

players, among them W. J. Slater who was awarded several Amateur Caps for England while he was in College and continued his brilliant career in Association Football and Physical Education after a third-year course at Carnegie College. They did good work in the schools and formed a most valuable set of recruits to the teaching service at the conclusion of their course.

During the years following the war there were great changes in the academic staff. At Scarborough the staff had dwindled more or less proportionately to the reduced number of students, with normal retirements and the departure to national service of younger men lecturers, some of whom did not return since they had obtained other appointments. A number of the new lecturers appointed to bring the staff up to its necessary establishment had had experience in Emergency Colleges, many of which were being closed down or converted into normal two-year colleges. Others came from schools and other training colleges. Most of the men lecturers had seen several years of war service which had made a large break in their professional careers. The office of Senior Tutor was established, first held by Dr. Woodhouse who had joined the staff in 1927 and became Head of the men's section of the Education department in 1933. His untimely death in 1953, not long after he had gained the Doctorate in Philosophy of Leeds University, was a source of regret to the College and many generations of old students who held him in high regard. He was succeeded as Senior Tutor by Mr. H. S. Pickering, Head of the English department. The appointment of a full-time member of staff for religious knowledge was an important development. There had previously been regular classes in this subject taken by various members of the staff including the Vice-Principal, and this assistance was continued, but it now became possible for the courses to be more effectively and extensively organised, and so successful did this work become that the College was asked by the Ministry of Education to establish a Third Year Supplementary Course in the subject starting in 1953. Another innovation was the appointment of an additional lecturer on the English staff with a special responsibility for speech training. The regular lecturers in English continued to devote time to this important activity, but the new appointment made it possible for the work to be more concentrated and for more adequate attention to be given to individual difficulties.

Mention has been made previously of the visit by members of the McNair Committee to the College when it was in Scarborough. The committee's Report, which appeared in 1944 under the title "Teachers and Youth Leaders" has had a profound effect upon the pattern of teachers' training in this country and the life and work of the training colleges. One of the main recommendations of the committee was that all the work of teachers' training should come under the aegis of Area Training Organisations which would replace the former Joint Boards which had been concerned solely with examinations and recommendations to the Ministry of Education for qualified teacher status. There was division of opinion

among the members of the committee as to the constitution of these new bodies. All were agreed that they should include representatives of the universities, the training colleges, the local education authorities and the teachers. The difference of opinion arose over the part which should be played by the universities. Half of the committee was of the opinion that the new Area Training Organisations should be independent bodies financed directly by the Ministry of Education. The other half urged that the universities should accept direct responsibility for them. The Ministry of Education wisely abstained from forcing either one or other pattern, but when the country had been divided up into appropriate areas related to the distribution of university institutions, it was left to each area to decide which plan should be adopted. The decision evoked sharp and prolonged controversy. On the one hand there were those who feared that the acceptance of direct responsibility by the universities might mean the restriction of the work of the colleges in an academic strait-jacket. On the other hand there were many in the universities who felt that direct responsibility for a field of work largely non-graduate in character was inappropriate to the true function of the university. The supporters of the scheme for direct university responsibility believed that only by this means could the whole field of teachers' training be brought into vital association with the highest and most significant form of advanced education, with its scholarly standards and tradition of academic freedom. In the event most areas adopted a form of direct university responsibility and University Institutes or Schools of Education were set up. After a prolonged period of discussion and negotiation the University of Leeds Institute of Education was established by an Ordinance approved by the University Court in 1948.

All institutions in its area providing training for an initial teaching qualification are constituent members of the Institute. The government of the Institute is effected by a Board which is responsible to the Senate and Council of the University for its administration and finance, and a Professional Committee which is responsible for co-ordinating the educational work of the Institute and administering schemes for the award of the Certificate in Education and Diplomas for work of a more advanced nature. The Professional Committee appoints Boards of Studies in the various subjects or groups of subjects included in courses leading to the Certificate in Education and recommendation for qualified teacher status. Each college is represented on the Board and Professional Committee, and all lecturers are members of appropriate Boards of Studies.

The College has made a varied and vigorous contribution to the Institute's development and activities. Members of the College have served on many committees dealing with different aspects of its work. Many of the College staff have lectured in connection with the Institute's extensive field of courses and conferences for practising teachers, while two have been recruited to the central staff of the Institute. The College has accommodated Institute courses, conferences and exhibitions. Particularly successful among the exhibitions were two held in

connection with religious knowledge and health education. Parties of students and staff have attended functions such as the annual Institute Service and Institute Day, which afford an opportunity for members from all constituent elements in the Institute to meet together.

One of the earliest tasks which the Institute set itself was a reconsideration and revision of the curriculum, and a pattern was evolved which, although common to all the two-year colleges, allowed scope for individual variations. In discussions which took place in the College the students expressed a wish to contribute. They did so very effectively, first talking the problem over in the hostels, then pooling their ideas, and finally producing a considered memorandum which was thoroughly discussed at a joint meeting of the Union Council and College staff. Under the scheme adopted by the Institute the curriculum falls into three parts. One part consists of basic subjects studied by all students—Principles and Practice of Education, (including physical education and health education), English, (including speech training) and Religious Knowledge (with an allowance for abstention on conscientious grounds). Another part consists of subjects at an "advanced" level. A student usually chooses only one of these. Here the emphasis is upon the student's own personal education, although in the great majority of cases the subject chosen is one which the student hopes ultimately to teach, possibly as a special subject. It is in this field of the curriculum that emphasis is particularly laid upon a scholarly approach and individual and independent study. The remaining part includes courses of varying lengths in subjects studied particularly with a view to their relevance to school work. Within this common pattern there may be variations from college to college, and within one college according to the type of school for which a student is training. Considerable use is made of "continuous assessment" to replace or supplement formal written examinations. Whether assessment or formal examination is used, the work is subject to scrutiny by external examiners appointed by the Institute on the nomination of the Boards of Studies.

It is, of course, too early to appreciate the full effect of the establishment of the Institute, but already its influence has made itself felt in many important ways. Of fundamental significance is the fact that teachers' training of all kinds has been brought into an organic relationship with the University. If this should be simply an administrative relationship the Institute scheme will largely have failed in its purpose, but already many significant and profitable associations have been established through the contribution made by university members on the Boards of Studies, by co-operation in projects of mutual interest such as the Children's Centre, and by the many personal contacts which arise in the day-to-day carrying out of Institute business. A good deal has been done to break down the isolation of the colleges, and the sense of "belonging" to the University and sharing the work of the same Institute has exercised an influence upon all its constituent members.

The work of the College in recent years has been extended in several directions.

At the request of the Ministry of Education a special one-year course for handicraft teachers was established as a "pilot" project, with a view to the later institution of similar courses elsewhere. The course is planned as a substitute for the final section of the work leading to the Handicraft Teachers' Certificate of the City and Guilds of London Institute and students entering the course must have passed Part 1 and the first section of Part 2 of the examinations for that qualification. At the conclusion of the course, successful students are awarded the Certificate in Education of the University of Leeds Institute of Education. The students' ages normally range between twenty-five and forty, and there is great variety in their previous experience. Many have been joiners, cabinet-makers, pattern-makers or metal-workers of one kind or another, and a number of excellent students have come from regular service in the Forces, notably shipwrights, carpenters and artificers in the Royal Navy and technicians in the Royal Air Force. They have proved valuable members of the College community and have entered with zest into its activities. The experiment has proved an undoubted success, and in this way the College has been able to make a significant contribution to the realisation of the recommendation by the McNair Committee that encouragement should be given to entry to the teaching profession of people of mature age with experience of occupations unconnected with teaching.

Also at the request of the Ministry of Education Supplementary Courses in religious knowledge, handicrafts for men and science have been undertaken. These are courses of one year's duration and are designed for students who have already obtained an initial teaching qualification. The course in science has been designed specially for teachers who have had some experience since their initial qualification with a view to improving their equipment for undertaking specialist work in secondary modern schools. In view of the great need for well-qualified teachers of science an "integrated" three year course has been established, consisting of a two-year course in which special emphasis is laid on science subjects leading to the Institute Certificate followed by a continuous third-year Supplementary Course.

This account of the first fifty years of the life and work of the College has been necessarily only a brief record. The success of any educational institution depends primarily upon human beings, and the achievement of the College has been due to the ability, effort and devotion of many people. It has been possible to mention only a few of these by name, but on the occasion of a Golden Jubilee it is proper that tribute should be paid to all who have co-operated in the work: the founders, with their vision of a training college on the grand scale; members of the Education Committee and its administrative officers; all those intimately connected with the day-to-day pattern of its life—the academic, domestic, administrative and maintenance staffs; and above all the students. During the first half-century of the College's existence there have been laid the foundations of a not unworthy tradition, and those who have its reputation and welfare at heart can look with confidence to the future.

R.W.R.

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