

1908
1968

CITY OF LEEDS EDUCATION COMMITTEE

**CITY OF LEEDS
COLLEGE OF EDUCATION
DIAMOND JUBILEE**

Order of Service

Introit: Choir

Call to worship

Prayers

Hymn 226

First Lesson: The Principal

Psalm 150: Choir

Second Lesson: Gillian Wallace, Union Vice-President

Prayers

Hymn 337

Address: Rev. Kenneth Slack, M.B.E., B.A.

Minister, The City Temple, London

Hymn 379

Blessing

Te Deum Laudamus: Choir

The Congregation is asked to remain seated until summoned by the marshalls

Principal

L. Connell, M.Sc., Ph.D.

Vice-Principal

Miss D. I. Waite, M.A.

Deputy Principal

F. C. Willmott, M.A., M.Ed.

Board of Governors

Mr. E. Major (Chairman)

Alderman A. R. Bretherick

Alderman S. Cohen

Alderman P. Crotty, L.L.B.

Alderman A. Tallant

Councillor Miss D. J. H. Ball

Councillor H. Flockton

Councillor J. W. H. Long, F.R.I.C.S., F.A.I.

Councillor A. C. Johnson

Rev. Canon W. Fenton Morley

Mrs. W. K. Blackburn

Dr. F. M. Stevens, B.A.

Professor T. F. Mitchell

learned interests and gracious social behaviour were fostered with success. Hostel functions were frequently memorable for wit and sophistication; learned societies were well supported, speakers being assured of a large audience; and the Great Hall would be well filled for recitals by performers from outside and within the College. In the other kind of music, the piano-accordion was still king and guitars were mostly played in Spain. Hair was worn short by both sexes and male faces were clean-shaven; denim had been left behind with military service.

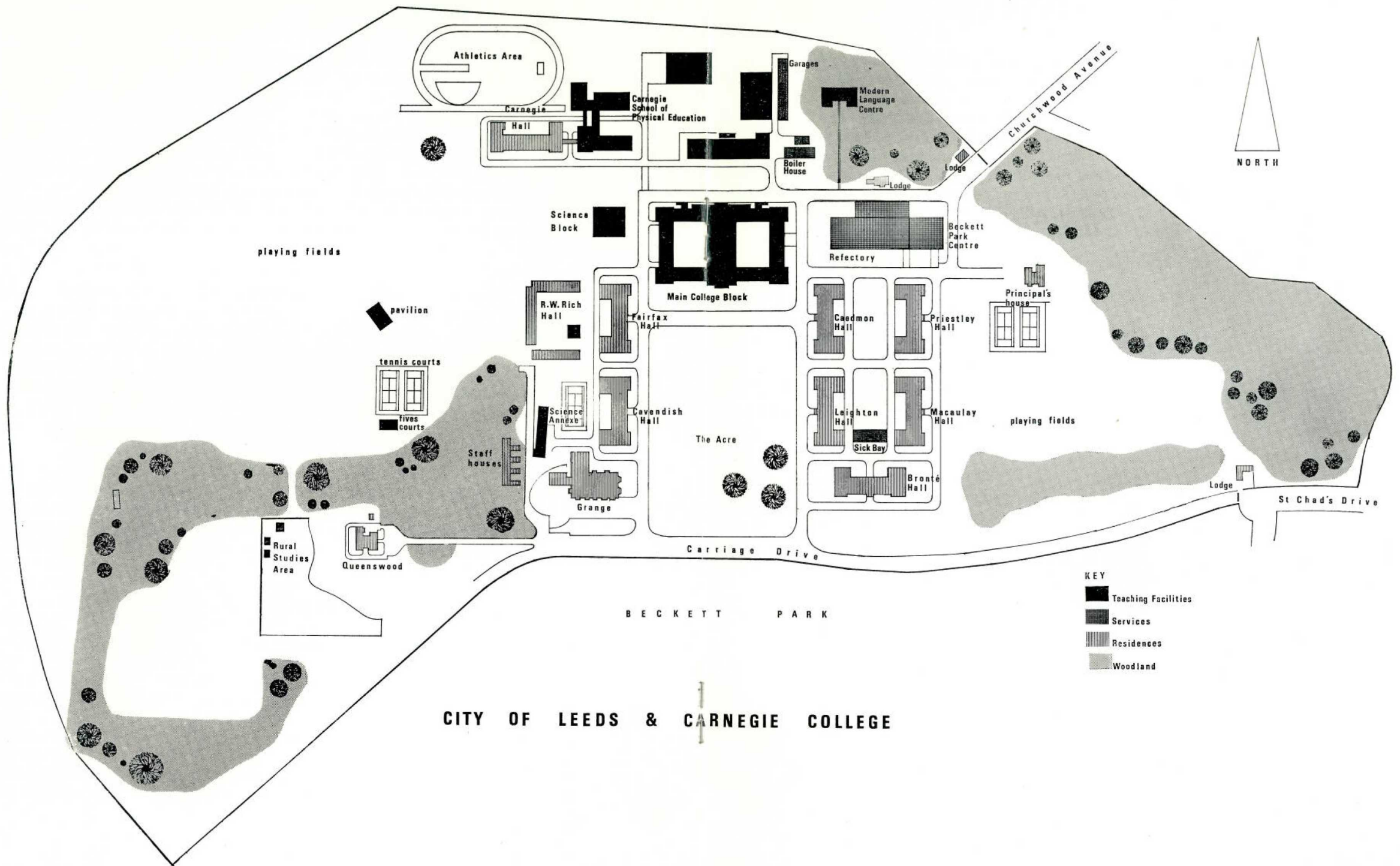
Within its limits the two-year course was a good one and its very brevity disciplined all involved in it. The end was always in sight and time was too valuable to squander. The incidence of teaching practice and examination fell nicely, providing an acceptable progression toward full responsibility in school and classroom. A great deal of work, was done, particularly in the second year, which was over-full and exacting; considering everything, standards were good. Unfortunately, all too often students left College just as they discovered new potentialities and stood on the threshold of real personal achievement which, because of the demands of school and teaching generally, could seldom be fulfilled.

The estate, lovely by any standards, was the envy of local educational institutions and a surprise to those who came from further afield. The summer term encompassed the whole of the northern spring, which in its succession of flowers, shrubs, leafing trees and fine lawns, more than compensated for the many grey winter days. Motor cars, few in number, were discreetly hidden away in side roads and the view of the industrial city southwards from the College steps was awesome, making the preservation of the beauty around seem well nigh miraculous. Hares lived in Church Wood; they loped around the estate and occasionally sprinted to tease the resident dogs but saved their antics for March when they went really mad. Quaintly enough, the changes experienced since were not those envisaged at the time. Statisticians were predicting a fall in school population after a peak in 1961, and the fear was not of a continuing dearth of teachers but of a glut. The time seemed to be approaching when the size of classes could be reduced and the two-year course of teacher training extended to three years, a reform long advocated by educationists and recommended by the McNair Report (1944). The demands on teachers' professional skills arising from new methods and the 1944 Education Act made it long overdue. In 1957 the National Advisory Council on the Training and Supply of Teachers advised the Minister of Education that 1959 or 1960 would be the best year to make the change, and in June he announced that it would take place in 1960.

It transpired in 1958 that the trends were in fact quite opposite. Far from falling, the birth rate had been maintained; more alarming, the teacher force was contracting. Older teachers who had stayed on to benefit from higher salaries were retiring and there was a persistent tendency toward early and universal marriage amongst young women teachers. Add to this the inescapable loss of output due to the introduction of the three-year course and the problem had become fearsome indeed. However, increasing numbers in sixth forms gave hope that it might be contained. A tremendous programme of teacher education had to be mounted, and through the sixties the target figures for places and students in training colleges increased inexorably; 2,500 new places immediately in 1958, to be increased to 16,000 by July of that year; then in 1960 another 8,000 new places were added to the 16,000 already approved, all allocated by the end of 1961. By 1962, the government's working party on the supply of teachers was recommending a total student population of 80,000 in the colleges by 1970-71, a figure subsequently confirmed by the Robbins Committee in 1963.

Despite the crisis, the decision to introduce the three-year course was not rescinded and it was this and not the imminent expansion that affected colleges most in the late fifties. The University of Leeds Institute of Education set up a working party in 1957 to plan the content and introduction of the course. The advice of the McNair Report was heeded. It was suggested that no more should be attempted in three years than had been in two; but there should be greater depth of study, leading to higher academic standards, and time left for wide exploratory reading. The committee supported this recommendation by suggesting the maximum extent of a student's weekly timetable and the amount of time to be devoted to the five main sections of the course. They aimed to promote the education of the student and save him from being turned into a 'Strasbourg goose' by enthusiasts and traffickers in educational nostrums. One other feature of the new three-year course of general training was a main course for men in physical education, for which the City of Leeds Training College and Carnegie College were jointly responsible. So in 1960 came the first intake of three-year students and in 1961 the last output of two-year trained teachers, with 1962 the 'year of intermission' when there was no output from the training colleges save for one-year course students and those taking shortened courses.

Meanwhile building on the estate had started. The Ministry of Education was aware of the condition of some colleges and was anxious that expansion in numbers should not take place where buildings were unsuitable and facilities inadequate.



The students for whom these preparations were made were soon in College. Since national service had been abandoned in 1961, the men as well as the women were mainly eighteen-year olds. Numbers rose slowly to begin with and did not consistently exceed 500 until 1963-64, when they rose dramatically. In that year the total number of students was 540; in 1964-65, 728; in 1965-66, 1,046; in 1966-67, 1,144; in 1967-68, 1,159.



Gillerthwaite field study centre

Great ingenuity was shown in accommodating them. Not only were all the hostels filled and a significant number of day students admitted, but also from 1964, resident students had to spend one of their three years in lodgings; a part-time lodgings officer was appointed, the appointment being made full-time and permanent in 1966. Also in that year, third year students who had parents' and college permission were allowed to live in flats.

The teaching staff increased in number to keep pace with student intake. In 1957 there were 45 full time members of staff, including the principal and vice-principal; by 1964 the number had risen to 75, increasing to 93 in 1965, 106 in 1966 and 110 in 1967. Not only did numbers increase, but significantly, in contrast to earlier years there were also more frequent changes in staff. Some distinguished and long-serving lecturers retired; others moved to new senior posts which were evidence of the great expansion in teacher training and education in general. In 1965 Mrs. E. M. Witham generously presented the sum of £100 to the College to provide a memorial to her late husband, Mr. A. E. Witham, lecturer in geography from 1920 to 1952. A collection of historical maps of Great Britain and the Leeds district was purchased and is now on display.

The years 1962 to 1965 will always be memorable in the history of the College. Dr. R. W. Rich, principal since 1933, distinguished educationist and cherished friend to so many students and staff, retired in July 1963. At the end of the autumn term of the same year Miss M. C. Parnaby, vice-principal since 1945, left to become dean of women at Moray House, Edinburgh. In July 1965, Dr. G. N. Westgarth, principal lecturer in Education and deputy principal since 1962, left to become principal of the Shoreditch College of Education, Surrey. In their place were welcomed as principal Dr. L. Connell, head of Central High School Leeds, as vice-principal Miss D. I. Waite, head of Astley Grammar School, Dukinfield, Cheshire, and as deputy principal Mr. F. C. Willmott, head of the Sarah Robinson School, Crawley New Town, Sussex.

Since 1960, as a result of the Ministry of Education's attempt to achieve a balance in training, the work of the College, like that of most other training colleges, has been directed mainly towards preparing students to teach in infant and junior schools and only those intending to teach handicraft, physical education, mathematics and science have been allowed to train exclusively for secondary work. Despite this restriction new contributions to education were made through new courses throughout the decade.

Many lecturers felt that the best qualified students in training colleges were not given adequate opportunity to fulfil their talents. The three-year course was a welcome step forward, but the full dignity of the colleges would not be achieved or the merit of their teaching recognised until suitable students were able to take degrees. This idea emerged in sharper focus from the Robbins Committee's Report in 1963 and received ministerial approval in 1964. Plans were put in hand for the

enrolment of matriculated students from the 1964 entry to take a degree, a Bachelor of Education, in a fourth year of study. The University of Leeds accepted the new degree and machinery was set up to make ready for it. After the Privy Council had amended the university's statutes, a Faculty and Board of Faculty of Education were created. Of the original 250 students of the University of Leeds Institute of Education who had enrolled, 120 obtained the high qualifications for entry into a fourth year, including 32 members of this College.

In 1964, in response to the growing popularity of French in the secondary and junior schools, a French department was created. It is housed in a separate building which includes a language laboratory and has four members of staff. It has a permanent arrangement for student exchange purposes with the Ecole Normale d'Instituteurs d'Arras and its first generation of students is now teaching.



Student centre lounge

During the sixties, the National Advisory Council on the Training and Supply of Teachers had pressed the government to make professional training compulsory for all teachers; its efforts were unsuccessful but they did lead to a great extension of post-graduate training in the colleges, and since 1964 this College has had a flourishing one-year post-graduate course. The one-year course for the Education of Teachers of Backward Children, started in 1958, has also flourished; and after the publication of the Newsome Report in 1963, and at the request of the Department of Education and Science a one-term course for serving teachers was introduced, its purpose being to study the implications of the Newsom Report for the secondary curriculum, with the likely raising of the school leaving age in mind. A main course in physical education for students preparing for work in junior schools and a course in drama have been started. The science department has contributed to the in-service training of teachers by running a variety of course, notably one designed to foster the new methods and materials for the teaching of physics arising from the Nuffield Project on science teaching. In 1966 an audio-visual aids service was established in the College, and in 1967 a teacher-youth-leader course began, the group comprising twenty students.

Relations with the local authority have been cordial; its administration of the College has been liberal, and in some respects ahead of its time. In 1963, in response to an earlier suggestion of the Minister of Education that every training college should have "a suitably constituted governing body", a joint governing body was appointed for the College and Carnegie College. From their first meeting in 1964, the governors have administered the College in an enlightened manner, in keeping with its growing autonomy. The Robbins Committee recommended that training colleges should be federated into 'Schools of Education' within the universities, which would be responsible for their administration and finance. The government tempered its rejection of this suggestion with a statement that it intended to make a review of the internal government and organisation of the colleges, and a working party was set up under the chairmanship of Mr. T. R. Weaver to undertake it. The report of this working party, published in 1966, made recommendations for a great increase in college self-government. The College already enjoyed a large measure of autonomy but the proposals submitted by the Leeds City Council to the Department of Education and Science fell short of the full recommendations of the Weaver Report.

The College has always had a close association with Carnegie College and during the sixties co-operation between the two increased. It grew rapidly because of the introduction of the 'joint course', sharing of accommodation, the establishment of



R. W. Rich Hall

a common administration and the appointment of a joint board of governors. As a result of the government's policy of creating larger and more economical colleges the two are to merge in 1968. The Robbins Committee had suggested that training colleges should be known as colleges of Education and the College took the title 'The City of Leeds College of Education'. The new college resulting from the merger will be known as 'The City of Leeds and Carnegie College'.

The fortunes of the Old Students' Association have fluctuated during the past ten years. The annual reunion has been held every autumn half-term, the dedicated minority providing unfailing support. Membership of the association, like that of similar associations, has not increased in proportion to the numbers of students attending College, although in recent years there has been a revival of interest. There has been no decrease in the association's zeal and practical concern for the College and its students.

To bring the account of building on the estate up to date; the idea of a Students' Centre was mooted at the very start of the expansion in 1959, but owing to financial stringency had to be accorded a low priority. The increase in numbers of day students, who frequently have to travel long distances and stay late, and the number of students in lodgings, made some general accommodation for study a necessity. The whole estate needed a social and cultural centre which could provide a meeting place for all students and staff. The building of such a centre was approved in 1965 and it was eventually decided to accommodate it in an extension to the refectory, necessary additions to the cafeteria and kitchens being made at the same time. Extra demand for heating necessitated an extension to the boiler house and plant. Work started in July 1966 and when it was finished in December 1967 the building programme was complete.

The achievements of the past ten years have been very great indeed and not merely in terms of vastly increased output of teachers. Change has exacted its cost. The well-tried system of teaching practice has had to be modified. There has been a loss of graciousness and refinement: the College prospect is defaced by an ugly medley of motor cars; and pleasant tennis courts, sacrificed to new buildings, have not yet been replaced.

Expansion could have proved a desecration, but so far its worst possibilities have been held at bay. Political pressures tend to cloud issues, quick solutions being demanded to problems which can only be alleviated and ultimately solved by

fullness of time. Social need has frequently led to the demand that we produce more trained manpower; size, also, makes for an impersonal regime. But an education had been preserved for our students, and a way of life which, if somewhat inferior to that enjoyed under the two-year system, still has dignity, offering many opportunities for social learning and intellectual growth. Expansion has been encompassed without serious lowering of standards; and looking back we can see the three-year course and the B.Ed. degree with all its extra demands, as great defences against their dilution. Nor has inflation of numbers caused the College to lose its humanity. If the paternalism of the past has gone, the pastoral care and concern for the individual have been preserved by the 'personal' and 'hostel tutor' system and the accessibility of the staff. Developments in teaching methods and the acquisition of equipment and teaching aids have kept pace with increase of numbers. New colleagues have meant new views and new friends as well.

The College is in good heart despite stress arising from constant confrontation with problems, each of which appears more daunting than the last. At the moment the trends are confused; we might legitimately hope for a breathing space and a period of consolidation. But this Jubilee is rightly a time for looking back, for assessing the achievement of the past and for restoring our emotional stamina to face the next ten years.

May 1968

Architects	G. Alan Burnett & Partners, A/A.R.I.B.A., Leeds in association with E. Weston Stanley, B.A. (Hons. Arch), A.R.I.B.A., City Architect
Quantity Surveyors	Rex Procter & Partners, F/F.R.I.C.S., Leeds
Consultants	E. G. Phillips, Son & Partners, Nottingham
General Contractors	M. Harrison & Company (Leeds) Limited.
Services Subcontractors	Young, Austen & Young Limited, Heating & Ventilating Engineers, Leicester.
	N. G. Bailey & Company Limited, Electrical Engineers, Ilkley.
Clerk of Works	Mr. W. W. Senior.

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