

*Miss Wood*

*CLTC  
Archives*

CITY OF LEEDS TRAINING COLLEGE.

(Confidential).

Extract from Report of H.M. Inspectors 1947-8.

1. HISTORY.

The College was opened in 1907 with 142 students (44 men and 98 women) who were accommodated in private houses on the outskirts of the City, using Harewood Barracks as the teaching block. In 1912 the College moved into its present buildings, which consist of a large teaching block and nine hostels, standing in 96 acres of its own grounds,  $3\frac{1}{2}$  miles from the centre of Leeds. There are now 526 students: 157 men and 299 women, together with 60 Carnegie Students and 10 ex-E.T.C. male students taking a one-term course in Handicraft.

During the course of its life it has twice suffered upheaval. In 1914 the military authorities took over the College and used it as a base hospital, and in 1939 the College was evacuated to Scarborough, where the students were housed in private hotels and used the premises of a private school as the teaching block.

Great credit was due to the Principal, Vice-Principal and staff for the way in which the life of the College was maintained in wartime conditions, for the high standard of the students they produced in spite of wartime distractions, and for the value of the educational and social contribution they made to the life of the community.

The Training College includes "The Carnegie College of Physical Education", which was opened in 1933, and provides a one-year course in Physical Education for qualified teachers (graduates and non-graduates). The buildings of the College, consisting of hostel, gymnasium, remedial rooms, classrooms and administration rooms were erected by the Carnegie Trust and presented to the Leeds Education Committee which is responsible for its maintenance. The College accommodates sixty students (men).

It was the considered policy of the Carnegie Trust that the College should be attached to some institution concerned with general education.

The Principal of the Leeds City Training College is ex-officio Principal of the Carnegie College, which is under the immediate direction of a Warden. The Carnegie students share in the use of the facilities provided on the Beckett Park Estate, and participate in the general corporate life of the Training College. Members of the Training College staff collaborate in the Carnegie course by supervising the School Practice in general subjects, lecturing in Education, and assisting with classes in National Dancing. Instruction in Anatomy and Physiology is provided at the Leeds Medical School.

The Carnegie College of Physical Education was not inspected and is therefore not included in this Report.

2. GOVERNING BODY.

The Leeds City Training College is maintained by the Leeds Education Committee. There is no ad hoc Governing Body but the Further Education Sub-Committee acts in this capacity.

3. STAFF

In addition to the Principal and Vice-Principal there are 34 full-time lecturers of whom 8 are resident. This gives a staffing ratio of 1 to 13.8.



10. (For students without Diploma in Education or Certificate)

Theory of Education.

A. The meaning and purpose of Education in relation to

- (a) Individual, social and practical life.
- (b) The nature and powers of the child.

Main agencies of education.

Organisation and Administration of Education in England.

A study of instincts and general tendencies.

Emotion.

Personality and Character, with particular reference to the period of adolescence.

Development of the child:

- (a) Intellectual
- (b) Social
- (c) Moral
- (d) Aesthetic.

The processes of Learning. Interest and Attention. Habit. Memory. Skill.

The Curriculum of the Primary School.

A survey of the Methods of Teaching and Learning.

- (i) Organisation of Learning.
- (ii) General characteristics of learning process.
- (iii) Forms of learning and procedure in teaching.

B. (Plato's Republic).



The Principal was appointed in 1933 and has seen the College through one of the most difficult periods of its history. The College is fortunate in possessing a Principal of high academic qualifications and wide experience in all types of teaching. His reputation as a leader in educational thought is acknowledged in circles outside the City.

The Principal is ably assisted by a young and enthusiastic Vice-Principal, recently appointed, who has real contact both with the students and with the outside world. Already she has made a most valuable contribution to the work of the College and to the community at large.

The staff as a whole are co-operating loyally and spare no effort in their work of training. Amongst them special mention should be made of the Senior Tutor in Education. During twenty-one years of devoted service to the College he has consistently maintained a high teaching standard and has been remarkably accessible to new ideas.

#### 4. HOSTELS.

All the 526 students are resident. There are five hostels for women and three for men. Except for "The Grange", which is the original house of the Beckett Park Estate, all the hostels were built about 1912 and according to the standards then obtaining are excellent. In the light of present-day needs, however, certain modifications are needed to counter the difficulties due to the existing labour shortage. Better arrangements are also needed for the bathing accommodation for the resident students and staff. A refrigerator is needed in each hostel: some are already installed. If the system of local purchase existed, the College could buy them as they appeared singly, rather than wait for bulk purchase. This would apply, especially in these difficult times, to other commodities in short supply.

Each hostel is in the charge of a fully qualified matron and assistant matron who have one cook, five maids, one daily maid and one odd-job man to assist them. A member of the College staff is resident as a Tutor and is responsible for general discipline.

#### 5. PREMISES.

The resident staff have a bedroom and sitting room each, with private offices. The domestic staff have their bedrooms in one wing of the hostel, and each student, with the exception of those in "The Grange", has a pleasant study-bedroom, usefully and attractively furnished.

The students have a spacious common room in each hostel-this, together with the attractive entrance hall, means that the students can entertain friends of the opposite sex quite naturally. The need for more comfortable chairs in the common room is evident, and something might be done to improve the hostel libraries.

A "General Purposes" room in each hostel is provided for the students, though little equipment has been provided in the men's hostels. Each student is permitted to send all laundry free of charge to the College laundry. An ironing board, electric point and drying space are needed in each hostel, together with some storage space for students' food, sent in parcels from home.

The baths and lavatories are unevenly distributed throughout the buildings and judged by modern standards are on the meagre side, though the fact that there is constant hot water means that the students do not go short of baths. Shower baths and washing accommodation leave something to be desired-the glass half-partitions,



with no curtaining, mean that there is little privacy in the women's hostels.

"The Grange" is the original house of the estate and is the least satisfactory hostel, although the setting is charming. Here the students live together in dormitories and their reading and study facilities do not reach the standard obtaining in the other hostels. In winter the upper floor is cold as there is no heating in the rooms. A long term plan would involve large scale reconstruction of the upper floor in order to provide adequately heated study-bedrooms, but something should be done in the meantime.

On the whole, the staffing of the hostels seems to be adequate and their non-institutional atmosphere reflects credit on the matrons and assistant matrons and resident Tutors. The students are not expected to take part in domestic chores, other than to make their beds, dust their rooms, and clean their shoes. It is amusing to find that an exception is made for the men students who, once a week, have their beds made for them!

The living accommodation for the domestic staff is adequate, though there is no fireplace in the maids' sitting room and the one bar of electricity allowed is cheerless and uncomfortable.

Attention is directed to the fact that there is no fire alarm system installed in the main teaching block.

## 6. MEALS.

Discussion with the students showed that the High Tea meal is popular as it leaves a long evening for various activities. It is also a matter of staffing convenience, as the domestic staff go off duty in the early evening. This staffing problem is common to all residential institutions and there is frequently some need for re-arrangement of domestic working hours to provide adequate service if an evening meal is to be served. It is suggested that the evening meal at the College might be more substantial and that re-arrangement of working hours, rather than more labour, is indicated. The cost per head for food would appear to be somewhat low, particularly in certain hostels, and increased expenditure is desirable on available foods such as fish, fruit and salads; in addition, the use of dried milk might be considered.

The menus are varied and breakfast and mid-day dinner are substantial meals. As far as can be ascertained, the rationed foods are fully used, and, since the time of the visit, the Ministry of Food have made additional allowances for five main meals per week for the students. These will be a most welcome addition to the dietary, and the potato ration has been supplemented to some extent with potatoes grown in the garden. Even so, the provision of a satisfactory diet for the students calls for thought and ingenuity.

The College has the advantage of extensive grounds and could therefore benefit considerably by home-grown produce planned to meet the needs of the hostels, and herbs to make the food more interesting. The boundary fence between the College grounds and the public park has been partly destroyed and should be replaced immediately.

## 7. SOCIAL ACTIVITIES.

The College aims at giving as many students as possible experience with children and young people outside ordinary school conditions. The College runs two Play Centres entirely and co-operates in the running of several others. Members of the staff give a sense of direction to these activities and are assisted by a rota of students.



Requests from the town are continually received for students to help with Youth Clubs and Keep-Fit and Dancing classes, and some eighty students take an active part in such activities each week, apart from those who help with a local dramatic club, with Scouts, Brownies and Guides.

In addition to these outside activities the students gain experience in self government and in committee work through the activities of the College Union and Hostel Committees.

In each hostel a President and Committee are elected by the students to organise hostel activities and to collaborate with the resident Tutor in general hostel arrangements and discipline.

All members of the College are members of the Union, which co-ordinates the activities of clubs and societies and organises the general social and athletic life of the College.

The Union Council is the forum for discussion of any matters relating to the life of the College. The Council consists of the Presidents and Vice-Presidents of each hostel, a first year representative of each hostel, two representatives of the resident staff, two representatives of non-resident staff, the Vice-Principal and the Principal. Representatives of clubs and societies recognised by the Union may attend Council meetings, after due notice, to raise any matters affecting their societies. The Council meets at least twice a term, more often if necessary.

The Union is affiliated to the National Union of Students. Delegates are sent to National Union of Students' Council meetings, Congress, Drama Festival, etc.

Recognised clubs and societies include the Men's and Women's Games Clubs, Dramatic Society, Music Society, Art and Craft Society, Education Society, Science Society, Record Club, Society for the Study of International Relations, Debating Society and Students' Christian Movement.

## 8. STUDENTS.

Of the total of 526 students, 60 are Carnegie students (who are not being dealt with in this Report). Of the rest, 119 have come to College with some previous teaching experience and 102 possess the Higher School Certificate.

There are approximately twice as many women students as men, and except for the ex-Service men all are under 20 years of age. The age range of the ex-Service men is 21-30, the largest number falling in the 23-25 year group.

The counties providing the largest number of students are Yorkshire, Lancashire and Durham. There is no set percentage for Leeds, but there are this year 53 resident students from Leeds. The remainder come mainly from the Midlands or other northern counties, with a few from southern counties and the Isle of Man.

## 9. THE COLLEGE COURSE.

The syllabuses of work are planned within the framework of the Yorkshire Training Colleges Examinations Board. Each student takes one Advanced, two Ordinary and one short Professional Course.

A Supplementary Course on Visual Aids is taken by both staff and students.



ended below are figures showing the distribution of students by subjects as on 1st March, 1948.

SUBJECT	ORDINARY				ADVANCED			
	MEN		WOMEN		MEN		WOMEN	
	First	Second	First	Second	First	Second	First	Second
English	49	86	90	145	7	14	29	35
History	7	13	38	41	9	9	11	19
Geography	10	25	22	46	8	12	12	27
Mathematics	6	9	1	6	7	12	5	2
Divinity	-	-	-	-	3	-	8	9
Elem. Science	4	8	9	21	-	-	-	-
Biology	-	-	-	-	-	2	12	9
General Science	-	-	-	-	3	10	1	2
Rural Studies	-	-	-	-	7	25	6	15
Music	10	5	18	25	2	4	8	11
Art	12	12	14	28	5	8	9	22
Needlework and Handwork	-	-	-	-	-	-	-	-
(Junior/Senior)	-	-	32	28	-	-	8	20
Handwork and Needlework	-	-	-	-	-	-	-	-
(Infant/Junior)	-	-	14	16	-	-	10	13
Handwork (Men)	15	36	-	-	5	10	-	-

#### 10. LIBRARY.

This library of about 10,000 books serves some 500 students. The accommodation consists of two rooms-the main library in which fifty-eight students can study conveniently, and a small workroom adjoining; this latter inadequately houses the School Practice picture collection. At the time of visiting, about 1500 books were out on loan; in spite of this, and of the efficient weeding-out of unused volumes, there was insufficient space for books and periodicals to be satisfactorily displayed. The main room is a pleasant one, the general arrangement of the room is suitable, and the furniture and equipment have been well chosen.

The librarian, who is fully qualified both as a librarian and as a teacher, shows a marked enthusiasm for her work. Her co-operation with staff and students is most effective. She is a pioneer in training students to make full use of the library for their personal satisfaction, as a teaching aid, and as a means of assisting students to help their pupils to use a library. Since the 1944 Act, which requires every Secondary School to provide library facilities, the value of this work has become enhanced. At present all students have an introductory talk, and the women students two additional talks from the librarian. Special attention is paid to acquainting students with the Public Library system and with the Regional, National and University Libraries on which they can draw. Individual students sometimes offer "The Library" as a topic for special study and so pursue the interest which has been aroused.

The library is closed at 5 p.m. and the students are unable to return to it during the evening. This is a serious handicap at all times, but particularly during School Practice periods. As much latitude as possible is given for borrowing books and the position might be further eased if hostel libraries could be built up which would serve as complementary collections to the main library.



The work at present being done is well founded and the librarian be congratulated on it. Expansion is, however, overdue. More, longer opening hours, and the development of a co-ordinated system of hostel libraries all deserve consideration. Such an extension of duties would require additional staffing. Both the expansion of the work and the extra help are recommended.

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## 26. SUMMARY.

The main recommendations arising from the Inspection are as follows:

- (i) Staff:-Three additional lecturers, for Music, Education and English (including Speech Training), are required in order to bring the staff up to adequate strength.
- (ii) Premises:-As soon as it is possible to undertake major building operations a new gymnasium for women should be built, the swimming bath should be deepened to a minimum of ten feet at the deep end, and improvements should be made to Grange Hostel.
- (iii) As soon as labour is available, the playing fields should be completely levelled so as to allow the maximum use for Physical Education purposes of the excellent College grounds.

In conclusion, it is clear from the foregoing paragraphs that the College continues to do admirable work in its three capacities as a place of Further Education, Professional Training and social activities.

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## ABSTRACT OF POINTS OF GENERAL INTEREST IN DEPARTMENTAL REPORTS.

It is recommended that the students' professional preparation should be more or less limited to the age range of the Infant or Junior or Secondary School, with such overlaps as can be arranged. Such specialised preparation might not begin until perhaps later in the first year of the course, and it should always be seen against the background of the general course. Less specific attention is given to preparation for work in Junior Schools than is desirable.

The great increase in the numbers of students training for Infants teaching calls for special attention from the whole staff. All lecturers (or at least one member in each subject department) should consider the content of his subject in relation to the development and education of the youngest children, and inevitably more lecturers than before will be called upon to assist with the professional training (including school practice) of the Infant Teacher group. In some departments much close cooperation is needed in this matter than is at present the case.

The schools in Leeds provide good facilities for teaching practice in all types of urban schools. The teachers are generally cooperative and welcome the students, although the use of the schools by other Colleges makes the planning of school practice difficult. It is recommended that practice in suitable rural schools should be made for students who wish to have this experience.

The criticism is made of some departments that their courses are insufficiently related to the students' professional training, and to the work in other departments. In particular there should be closer liaison with the Department of Education. There is need for a considered community of approach, and the relevance of subject courses to the preparation of the students as prospective teachers needs to be given more emphasis than is at present the case.



It is suggested that in addition to the Science and Physical Education staff who at present share the work in Health Education, there is room for further cooperation from members of the staff not directly concerned with the teaching of the subject. The Art and Craft staff might cooperate with other subject tutors in providing facilities for giving students not taking a full course in Art and Craft some practice in certain basic skills and some knowledge of the sources of supply of the commoner materials likely to be used in making models and equipment in their various subjects (e.g. in Science, Mathematics, Geography, Rural Studies etc.). It is important that the Art and Craft Department should collaborate closely with other departments. The kind of collaboration which has developed in connection with Visual Aids should be extended e.g. by using a room in the Art block for the working out of joint projects to link Art and other subjects.

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Typed in 1933

CARNEGIE PHYSICAL TRAINING COLLEGE.

SYLLABUS OF TRAINING.

1. Anatomy, Physiology, and the Theory of Movement.

Anatomy and Physiology studied with special reference to those structures and functions of the body, a knowledge of which is essential for the proper understanding of the principles and methods of Physical Education. A general survey of the various bodily systems will lead to a more detailed study of the physiology and dynamics of muscular activity, and this again to the Theory of Movement, which deals with the application of these scientific principles to the actual problems of physical education, such as the determination of the effects of the various exercises employed.

The instruction will seek to impart a clear perception of the importance of this scientific knowledge as the essential criterion by which to judge the soundness of all practical procedure and the worth of any new developments or adaptations.

The course of lectures will be illustrated and supplemented by practical demonstrations of anatomical preparations and physiological methods. The physical effects of certain bodily movements will be tested by appropriate instruments.

2. Hygiene and First Aid.

Hygiene with special reference to School Hygiene and General Hygiene to a degree sufficient to qualify for the Diploma of the Institute of Hygiene.

3. The History and Philosophy of Physical Education.

Some historical study of Physical Education. The Greek ideal, the Middle Ages, the Renaissance and after, the modern conception of physical education as exemplified by the practice in various countries.

4. Gymnastics.

(a) Theoretical considerations.

- (i) The general principles of educational gymnastics with special reference to the Swedish System.  
The relations of gymnastic training with other branches of physical education.
- (ii) The classification of exercises according to their effects.
- (iii) The principles of progression and of 'table' construction.
- (iv) The principles and methods of conducting gymnastic training: commanding, teaching, class organisation, etc.
- (v) A brief review of different systems of gymnastic training and of recent developments.



(b) Practical work in the Gymnasium.

The Swedish System of gymnastics, including free standing, rhythmical and agility exercises, and the use of apparatus. The purpose of this training is to give personal proficiency and a thorough knowledge of suitable material for school use.

5. Games and Athletics.

(a) Theoretical considerations.

- (i) The psychology of play and of the group or team.
- (ii) The physical values and pedagogical uses of play.  
The classification of school games.
- (iii) The organisation and conduct of school games and athletics; methods of teaching and coaching.  
The lay-out, equipment and maintenance of playing fields.

(b) Practical work in Games and Athletics.

Playing and teaching games suitable for the gymnasium, playground and playing field. Practising and teaching track and field athletics. The duties of Judge, Referee, etc.

6. Swimming.

The instruction is intended to qualify the students for the R.L.S.S. Silver Medallion and the A.S.A. Certificate.

Note. The aim of the courses in games, athletics and swimming will be to ensure that the students at the completion of their training will be able to play the games used in schools, and to perform reasonably well in track and field athletics and in aquatic sports. And, further, to give them the knowledge of and ability to apply suitable methods in the organisation and coaching of these games and sports.

7. Dancing.

English Folk Dancing, Country Dancing, Morris Dancing, Sword Dancing, Scandinavian and other National Dances.

8. School Practice.

Demonstration lessons and actual teaching practice in the schools and on the playing fields of the City. There will also be visits of observation to schools, camps, play centres, etc.

9. The Services concerned with the Physical Health and Development of the School Child.

A review of the services and agencies concerned in promoting the physical health and development of the school child. The Organisation and Administration of Physical Training, central and local; the School Medical Service; School Clinics; School Camps; Play Centres, etc. As far as circumstances permit, students will be given opportunities of observing the practical working of these services.